Bogdan Bulletin

February 12, 2018

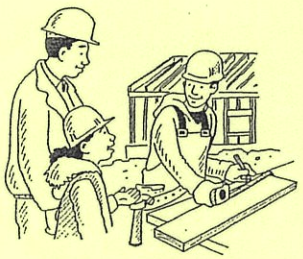
http://dicksontds.sharpschool.net/

"Strive for 5!"

February 19th, schools will be closed in honor of President's Day. The Discovery School's childcare will be the only open school daycare for this holiday.

Math at work

One day my daughter looked up from her math homework and said, "Dad, I know this stuff pretty well, but I'm going to grow up to be an author, so I'm never going to use it."



I thought about her comment and said, "Emily, why don't we conduct a survey? Let's find five grown-ups who all have different jobs. You can ask them each how they use math in their work."

Emily thought that sounded interesting. She asked our friends and family members: a doctor, a builder, a singer, a graphic designer, and a receptionist. She was surprised they all used math—for example, calculating proper doses, cutting wood, understanding contracts, figuring out how to size images, or deciding how much paper to order. Now it's become a game for us when we're out to guess how someone is doing math on the job!

Reading term of the month

Sight word

A **sight word** is a common word kids recognize immediately while reading.

Fractions of fun

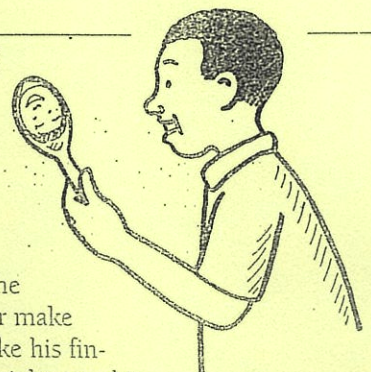
Understanding fractions is much easier when your child can visualize them. Here are ideas to help her see—and use—fractions.

Keep a diary. Show her that fractions are a part of everyday life. For a week, have her record and illustrate each one she notices. For instance, she might write, "We had a half day of school today," or "Mom asked for $1\frac{1}{3}$ pounds of turkey at the store." How many examples can she find and draw?

Play a game. Have each player cut a sheet of construction paper into six horizontal strips. She should leave the first one whole and then cut the second one in half (fold it, and cut along the fold), and the others into thirds, fourths, sixths, and eighths. With bits of masking tape, label a die: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, and "wild." To play, roll the die, and lay the matching piece of paper on your whole strip (for "wild," choose any piece). The goal is to be the first one to fill your strip without overlapping any pieces (*example:* $\frac{1}{2} + \frac{1}{4} + \frac{1}{4} =$ 1 whole strip).

Put in order. Together, make a set of fraction cards, with one fraction per index card ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, $1\frac{1}{4}$, $1\frac{1}{2}$, $1\frac{3}{4}$, 2). Shuffle the cards, and see how quickly your youngster can put them in order. Then, while she closes her eyes, lay the cards in order but leave out a few. Give her the missing cards, and have her put them where they go.

Look at me!



Help your youngster learn about the science of *optics* with this mealtime activity.

Have him look at himself in a clean spoon. What happens if he looks in the bowl of the spoon? (He's upside down.) What happens on the other side? (He's right side up.)

Next, have him bring his finger toward the spoon and watch what happens on each side. The bowl (the *concave* side) will magnify his finger, or make it look larger. The back (the *convex* side) will make his finger look smaller. Ask your child how scientists might use this information to make eyeglasses, cameras, or telescopes.

Tip: He can remember which side is which by thinking of concave as "caves in."