

Dear Parents,

As stated in the Todd Squad Handbook I have determined certain times of the year as opportunities for extra credit. I have noticed that students in the past have relied on extra credit assignments as a last minute way to earn a grade rather than doing their normal homework and that is my reasoning for allowing extra assignments at times of no pressure- holiday breaks. Whether your child needs or desires extra credit in a certain subject, students must be focused on doing their homework completely and timely rather than trying to get extra credit for assignments.

Below is information regarding the *only official opportunities for extra credit*. Students will attach their assignments that they would like to be credited toward their classes to this sheet with one staple in the top left corner. Please attach the bottom portion of this letter to the extra credit when complete. ***For Spelling, please let me know by 10/13 whether you are planning to take the spelling test.***

Extra credit will be offered only during the following dates for each quarter:

Quarter 1: over the Columbus Day Holiday, to be due by 10/15 * ***Spelling by 10/13***

Quarter 2: over Thanksgiving break, to be due by 12/1 * ***Spelling by 11/20***

Quarter 3: over the Presidents Day holiday due by 2/19/10 * ***Spelling by 2/12***

Quarter 4: over Spring Break: due by 4/9/10 * ***Spelling by 3/26***

Please know that I want the best for students and to give opportunities to shine in our classroom, but I also need students to be responsible for their normal assignments. I don't want them to rely on extra credit, which in itself only helps a little bit. What truly helps a student is completing their work to their best ability and being disciplined to do it.

- Mrs. Todd

Student Name: _____

I have completed the following assignment(s) for extra credit for (Circle which quarter)

Quarter 1 Quarter 2 Quarter 3 Quarter 4

(Check which subject each assignment was completed).

_____ Science _____ Bible* _____ Math _____ Reading

_____ Spelling _____ Language _____ History

Parent's Signature

Bible: Memorize the following Verses: Romans 6:1-3 and 11-14*

What shall we say, then? Shall we go on sinning so that grace may increase? By no means! We died to sin; how can we live in it any longer? Or don't you know that all of us who were baptized into Christ Jesus were baptized into his death? We were therefore buried with him through baptism into death in order that, just as Christ was raised from the dead through the glory of the Father, we too may live a new life. In the same way, count yourselves dead to sin but alive to God in Christ Jesus. Therefore do not let sin reign in your mortal body so that you obey its evil desires. Do not offer the parts of your body to sin, as instruments of wickedness, but rather offer yourselves to God, as those who have been brought from death to life; and offer the parts of your body to him as instruments of righteousness. For sin shall not be your master, because you are not under law, but under grace.

*** I usually give students extra credit for saying verses before Friday. I may not often give students extra credit verses.**

Science: Please do the following experiment:

Materials: for the control and variable.

- 2-1 pound coffee cans- with lids (one for the control and one for the variable)
- 2-3 pound coffee cans- with lids (one for the control and one for the variable)
- 2 quarts whole milk
- 2 cans sweetened condensed milk
- 1 package (4 oz) instant pudding
- 1 cup sugar
- 3 cups rock salt
- 10 pounds ice

Procedure: for both the control and variable- be sure to take pictures of each step!

1. Mix pudding with milk. Add sugar and condensed milk. Place in both smaller cans leaving a one inch space. Seal the smaller cans with the lids and place each in the larger cans
2. Layer ice and rock salt around smaller can [in larger can].
3. Place lids tightly on cans. *You may want to seal the lids with duct tape.*
4. Control: leave on a table or counter in a room for 20-30 minutes. Variable kick the can for 20-30 minutes
5. Record your findings, give a hypothesis (educated guess) on why you think your results occurred. What would you change? Be sure to record all of your data on paper in complete sentences and properly headed. You may want to post your results on a half sheet of poster board.

Math: Enrichment Page attached: this must be a family effort and follow up questions must be answered. Please specify what each member of your family did. This also has to be written in the student's CURSIVE handwriting

Name _____ Class _____ Date _____

Using Statistics to Analyze Data

Dear Family,

These activities provide an opportunity for you and your child to share knowledge of mathematics. I invite you to choose one or two activities and complete them together. Please have your child return the family project(s) to me by October 16, 2009.

Materials: newspaper • scissors • tape • paper • pencil

Highs and Lows

Use the weather section of the newspaper to find information on three different cities. Compare the daily high temperatures and daily low temperatures of the three cities.

What type of graph would you make to compare the temperatures of the cities? Explain why you would use that type of graph. Did different members of your family choose a different type of graph? Discuss the advantages and disadvantages of each type of graph. Finally, choose and draw the type of graph that your family thinks best compares the daily temperatures of the three cities.

Truth in Advertising

Locate and cut out three graphs from advertisements in the newspaper. Tape the graphs to a sheet of paper. Then discuss with family members how the data presented in each graph might or might not be misleading. Circle parts of the ads that could be misleading. Assign each part a number (1, 2, 3, and so on). On a separate sheet of paper, write the number of each circled part and tell why that part could be misleading.

What Do You Think?

Please take a few moments to let me know how you enjoyed these activities. Write your comments on the back of this sheet and have your child return it to me by October 16, 2009.

Temperatures Across the State

Using the weather section of the newspaper, have each family member find the weather data of a different city in the same state. For example, you might choose different cities in California, such as San Francisco, Sacramento, Los Angeles, and San Diego. List the data on a sheet of paper. Discuss each city's data. How did the weather vary? What was the low temperature and high temperature in each city? Then discuss the definitions of *mean* and *mode*. (The mean of a set of data is the sum of the data divided by the number of pieces of data. The mode is the data item that appears most often.) Have each family member estimate the mean and mode temperatures for the cities on the list. Finally, write their estimates beneath the weather data you listed. What strategies did you use to estimate *mean* and *mode*?



Language/Reading: choose a book of your own to use as a book report book. Follow the directions your language book for directions on how to write a book report. Book must have at least 100 pages. Please have me see book before you begin to read it. If I am not available to check it, email me the title and the author of the book. I will give confirmation or denial that way. Please see me or email me at tatanatodd@ccservices.org no later than 10/2 to see if your book will be accepted. If not it will not be accepted.

History: Please choose an article from a newsworthy source with the exception of the internet and complete the current events form attached to this document on paper and in complete sentences. Be sure to attach the complete article on construction paper and staple your report to the article. Please be sure your name is written on the bottom of the article.

Spelling:

Tehran	Ankara	Amman	Riyadh	Arabian Sea	Caspian Sea
Israel	Baghdad	Saudi Arabia	Black Sea	Syria	reflection
inorganic	luster	evolution	excavation	extinction	theory

Students will be tested on these during the spelling test on **Wednesday October 14, 2009** This is a day earlier than all of the other assignments are due. Be sure that students are prepared. Scores 91 and above will be the only scores that are counted.

After choosing and reading an article in its entirety, you are ready to complete your:

Current Events Assignment!

Name

Mrs. Todd

Date

History

Title of Current Event Article

Author and date of the article

Source of the article: only newsworthy sources such as local newspapers and magazines.

- It includes Time For Kids magazine and God's World News
- You may also check online with parent permission for news, such as cnn.com, washingtonpost.com, washingtontimes.com etc.
- Be sure to cite any online news sources properly.
- Consult your language book for proper citing of online resources.

Important Facts:

- You need at least **3 facts written in complete sentences.**
- **Not the obvious** such as, "This article is written by" or "It's about Iraq." **Real facts that you learned from reading this article.**

Your opinion:

- Tell me what you thought about this article.
- Was it believable? (sometimes even real news seems impossible- tell me what you thought)
- Why did you like it or why not? Why was it believable or why not?



Your Article On Display:

To display your article you will use a clean sheet of construction or typing paper

- Cut out then attach your article to the construction/typing paper
- Make sure your name is on both your summary the article
- Be sure to turn in both at the same time
- Do not glue your report on the other side of the article. These are often posted and no one will be able to read what you have written! 😊

Do Your Best Work!