



# SPARKNotes

Students Pursuing Advanced Reasoning & Knowledge

November 14, 2025

## Calendar

November

19 - Afternoon Tea with Miss Manners

20 - Buddy Day Outdoor Games

25-27 Fall Break

## Lesson Summaries

### Geometry

We extended our discussion of similarity to include the similarity postulates and theorems for triangles: AA, SAS, and SSS. Students learned to identify similar shapes using proportions as well as how to write proofs involving these types of theorems. We briefly covered congruent complements theorem and congruent supplements theorem. We then ended the week with a lesson on the side-splitter theorem, another theorem that involves similarity and proportions.

### Pre-algebra

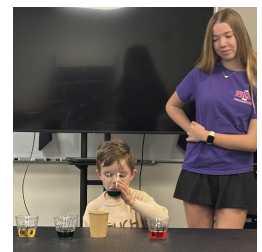
We finished reviewing multi-step conversions and moved to proportion conversions using currencies. Then we began Chapter 5 on Percents, which we will study for the next few weeks. The first two lessons were review, but the proportion lesson was new material and more challenging.

### Math

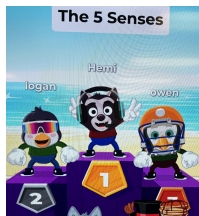
We wrapped up Unit 2 on Fractions and Decimals by taking a test on the material. We are now focusing on fraction operations.

### Science Blue

Students conducted psychology experiments this week. Milla & Elizabeth tested students on "How Many Numbers Can You Remember?" Stella & Mikaela tested Sparkles students on "Does Color Affect Taste?" They had 4 cups of the same apple juice but added dye to 3 of them. The student tasted each cup and rated them from 1 to 4, from best to worst. Only the 5th grader said, "They all taste the same." Sonia & Wilson conducted "Testing the Accuracy of Eyewitness Testimony" by having a Sparkles teacher come to the room in the middle of class and then later asking the students to recall what she said and what she looked like later. There were many inaccuracies!



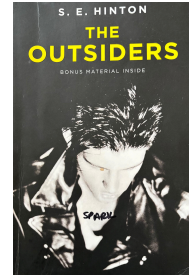
## Science Green



This week, the students learned about the structures and functions of the nose, tongue, and skin. There were challenging vocabulary words and concepts, so I had the students work in pairs to answer questions about each sensory organ. I overheard some great conversations between students reasoning out the answers. We played a Kahoot game for review. The winners: 1st Hemingway, 2nd Logan, and 3rd Owen. They will have a Senses Test on Tuesday.

## Language Arts Blue

The students are enjoying reading the story and watching parts of the movie *The Outsiders* by S.E. Hinton. Susan Eloise Hinton wrote the story when she was 16, it was published when she was 18, and the movie came out when she was 35; she even played a cameo role as a nurse. She used her initials because she was told editors wouldn't want to read a story about a male protagonist if a woman was the author. We analyzed a Pulitzer Prize poem by Robert Frost called "Nothing Golden Can Stay" which is a strong motif in the story.



## Language Arts Green



We are reading the seventh and last book of the Chronicles of Narnia series, *The Last Battle* by C.S. Lewis. Just as the first book *The Lion, the Witch, and the Wardrobe* is an allegory for Christ sacrificing his life for a guilty person, so too is *The Last Battle* an allegory for the end times. This week, we looked at figurative devices that run throughout the book - similes, metaphors, symbols, irony, and personification. I require the students to use different voices for the different characters which makes reading the story aloud so much more entertaining.

## Social Studies

To begin our study of the Middle Ages, I set up an in-class game that will run the length of the unit. Each student will create and name a "kingdom" which will receive points for correct answers in class, chivalrous behavior, extra credit assignments, and challenging classmates to "duels" of riddles or rock/paper/scissors. Students are creating a coat of arms and a flag to represent their kingdom. Students were inspired to research the origins of their last names so I told them to ask their parents if their family has a coat of arms. They also formed alliances with their classmates to group their points together. At the end of the unit, the winning kingdoms and alliances will be knighted and receive special treatment from their classmates for the day. To explain chivalry to the students, we read ancient chivalric codes of knights and religious orders. The students then developed a modern chivalric code, accounting for the changes in culture from the Middle Ages to modern United States. I will post our code of chivalry next week. Finally, as many of the conflicts of the Middle Ages centered around the foundation of Islam and the differences between Arab nations and the Catholic church, I taught them about the origins and beliefs of each of the monotheistic religions.