

# JOYCE MIDDLE SCHOOL

## Newsletter ~ February 2010

***Joyce Middle School Motto: Every individual in this school has the right to work in a safe, quiet, comfortable environment – without fear, without humiliation, without destruction of self-esteem.***

*Our school newsletter is sent home to students, parents and friends of the Joyce Middle School. It is intended to celebrate the accomplishments of students, staff and alumni, to provide information about upcoming events, and to keep the community informed about the educational programs and extra curricular activities at the Joyce Middle School.*

### **From Mr. Qualey**

#### **2009-2010 MCAS dates**

MCAS testing is a state mandated testing program that measures the academic progress of our students and school. It is extremely important that our students attend school every day during these tests. **Parents should not plan vacations during these times.** The spring 2010 testing dates are as follows:

March 23<sup>rd</sup> – April 9<sup>th</sup> - English Language Arts – Grades 6-8

May 17<sup>th</sup> – May 27<sup>th</sup> – Math & Science – Grades 6-8

#### **MCAS Tutoring Program**

The after school MCAS tutoring program began this week for English Language Arts and the Math MCAS tutoring program will begin on Tuesday March 2<sup>nd</sup>. Students were chosen based on last years MCAS scores and parents were notified by mail if the child was invited.

#### **YES (Youth Engaged in Service)**

Students in grades 5 and 8 and graduating seniors are eligible to receive community service awards at the end of the school year. For more information, visit [www.woburnpublicschools.com](http://www.woburnpublicschools.com) and go to “Links for Parents” under “Resources” where you’ll find a link to the web site. You can also go directly to [www.woburnpss.com/yes](http://www.woburnpss.com/yes). You can also find information at your school’s main office.

### **From Mr. Nebel**

As the 3<sup>rd</sup> quarter begins, it’s easy to forget that we still have a lot of cold weather ahead of us before spring. This is a great time to review the Joyce dress code, found on page 3 of our handbook, and to keep in mind the following:

1. Outerwear (i.e. winter jackets, quilted vests, etc.) may not be worn in the classrooms. Some classrooms will be colder or hotter than others, so students should have 2-3 three light layers of appropriate clothing, underneath their winter coats, to keep comfortable in the school.

2. Footwear must fit securely on the foot by means of a heel lock or strap. Slippers or other soft-soled shoes are not permitted. Students without appropriate footwear will remain in the office until replacement footwear is delivered to the school by a parent.

Please also review or rules regarding late arrival to school, found on page 2 of our handbook, particularly the following passages: Students are expected to be in their homeroom no later than 8:05am. If you are in the building but not yet in your homeroom by 8:05, you are still considered tardy. If you are late to school more than three times in a quarter without an acceptable reason (doctor's note, funerals), you will be assigned after school office detention. After five unexcused tardies in a quarter, **students will not be admitted to school until a parent/guardian comes to school and signs them in.**

### **From Guidance**

Applications for the Northeast Vocational Regional School will be forwarded once term two report cards are available. Applicants should hear a response from the Vocational school sometime in April.

The eighth grade Blue Team will be participating in a Depression Awareness Program in health class. The class will be facilitated by Ms. Roberts (Guidance) and Mr. Guffey (Health). The class will be in March. Information about this program will be mailed home prior to the class. The eighth grade Green Team participated in this program in the fall when they had health class. Please contact Ms. Roberts if you have any questions regarding this program.

The high school course selection process for eighth graders will begin sometime in March. All eighth grade students have to complete a course selection sheet, even if they are attending a private or vocational high school. There will be more information to follow.

Mid-year failure letters will be sent home after term two report cards. Students who receive a letter are currently at risk for failing one or more classes for the year.

Ms. Roberts (Grades 7 & 8) 781-937-8233 x 275

Ms. Farrell (Grade 6) 781-937-8233 x 274

### **Grade Six Team News**

As grade six teachers, we strive to help your child reach both academic and personal achievements throughout the year. We will be concentrating on both organization and responsibility during this school year. We are very glad to tell you that with your support at home we are seeing significant growth in these areas as the year progresses. Congratulations to all.

Academically, our students will soon or have already been working on projects, some teams on Social Studies projects while other teams are working on Science or Reading projects. You will also notice materials coming home for MCAS prep. Each sixth grade student will be given a review booklet for the May MCAS math test; this booklet will be both class and home assignments. You will also see

review materials for the March Reading/Literature MCAS test, as with the math; these will also be both class and home assignments. Please, feel free to review these materials with your child; it will give both of you a feel for the upcoming tests.

### **From Mrs. Queenin ~ Grade Seven Social Studies**

With the beginning of the New Year, the students have been studying ancient Egypt. The Greek historian, Herodotus, explored Egypt in the 400s B.C.E. He learned a basic truth. There would be no Egypt without the Nile. The Blue Team students have also learned this interesting fact, as well as, facts about the pyramids, pharaohs, the Great Sphinx, mummification, and Egypt's gods/goddesses. Students will soon create illustrations and poems on Egyptian gods as well as make a cartouche in hieroglyphs displaying their own name.

### **From Mrs. O'Brien ~ Grade Seven English**

In an effort to improve reading comprehension and enhance writing skills, the students continue to read a daily newspaper and write answers to open response questions pertaining to some of the articles. Every week a new vocabulary unit is introduced and studied. We have also been incorporating grammar units into our lessons.

Additionally, we read and discussed the play, *The Miracle Worker*. One of the themes of the play is that in spite of many obstacles, much can be accomplished through diligence and effort. As a culminating activity, we listened to a guest speaker, Mr. John Usinas, who is blind and partially deaf. The students were captivated by the presentation.

We have been working on writing good sentences, paragraphs, and the five paragraph essay. In preparation for the English Language Arts Long Composition MCAS, the students will continue to write paragraphs and essays. As we begin term 3, we will also continue to work on literature units that will include: poems, short stories, and a novel.

Thank you to all of the parents who continue to assist our students with homework and encourage them to work to their potential.

### **From Mrs. McLean - 7 Blue Math**

During Term 2, the students finished Chapter 3. The students successfully solved one-step and two-step equations. Work continues on "Study Island." 12 blue ribbons were due on January 19th. Our next topic will be writing and solving proportions. MCAS Booklets have been distributed. The students are assigned problems to complete each week. They are a great group of students and they are progressing nicely.

### **Learning Center ~ Ms. Houghton and Mrs. White**

We are entering into the third term for grade seven. In an effort to start to prepare students for grade eight they will be expected to use the strategies they have been taught in learning center skills class more independently. At this point they should be identifying what they get wrong in class and showing a teacher later to arrange for clarification or extra help. The theme for the term is personal responsibility for your own learning. We are starting to see some improvements in this area, but your

child needs your encouragement to continue to develop their understanding of what that means. Below are some suggestions to help with this effort.

- Ask to **see** your child's homework. Is it neat? Are the sentences complete? Did they leave anything blank? Did they check their spelling and grammar? Did they show the work for math problems?
- Ask what they have going on for the week on Monday night. Are there any projects due? What tests or quizzes are scheduled for that week? How can we plan study or work time so that it can be balanced with other activities that take place within the family or outside of school?
- Ask to see your child's binder. Is it organized? Are papers sticking out or stuffed into folders? Is it broken? Does your child need to replace any supplies? Does he/she have pens, pencils, highlighters, index cards, and a calculator?

All of these topics are discussed in school, but if we work as a team in these areas your child will increase these study habits and organizational skills that will have a serious impact on their success now and in the future. As always, please feel free to contact me at school if you have any questions.

### **From Mrs. Tourigny ~ Grade Seven Math**

Grade Seven Green Team students have been working hard reviewing their Algebra concepts. They are getting more proficient at "one-step" and "two-step" solving, order of operations, and applying their integer rules. Currently, everyone is studying Chapter 6 and reviewing decimals, fractions, rates, ratios, and proportions. All students should be bringing their calculators to class to assist them with the conversion of units.

As you know, each spring our seventh graders have two MCAS exams (English and Math). Therefore, we are actively engaged in working in our Math MCAS packages in preparation for the cumulative Math MCAS "Final Exams" in May. Additionally, as part of our MCAS review, all seventh graders were supposed to have completed seven more Study Island MCAS Blue Ribbons (for a total of 12) by Tuesday, January 19. Term 3 requires students to complete another 6 Study Island MCAS Blue Ribbons (for a total of 18) by Monday, March 29. Please encourage your young person to work on Study Island all year and remind him/her that this material counts as a quiz grade each term.

As always, students should continue making vocabulary index cards to help them study their Math vocabulary and redoing their Math homework "utilizing a utensil called a pencil" to refresh their memories before tests. Generally, extra help is available on Tuesday and testing occurs on Thursday. Math textbooks should be covered and kept at home. If you have any questions about your student's academic responsibilities and test scores, remember you can check his/her Planner and "Deposit/Tracking" Slip daily. Finally, please have your student recite the "Fraction Rap" to you and explain how "Band-Aid" Math works.

I hope you and yours have a terrific 2010! =)

### **From Mrs. Maynes ~ Grade Seven Science**

Students in Mrs. Maynes' science class will be focusing on the structure and function of cells during the first half of this term. Everyone has done a wonderful job learning how to care for and use the brand new microscopes that the science department received this year. So far we have looked at

newspaper, onion cells and skin cells. We will be seeing a variety of other types of cells in the upcoming weeks. The students have also begun an in class project where they will compose an original song or rap that describes all of the organelles in a plant or animal cell. I am looking forward to seeing the creativity that comes from this class!

The second half of the term will be focused on the study of heredity and genetics. Students will observe the traits that make every individual unique. We will also be learning how to use a Punnett square to predict genetic probability.

As a reminder, students receive extra credit if they bring in science-related news articles. If you receive a newspaper or see an science article online or in a magazine, please share it with your child and encourage them to bring it in to class!

### **From Mrs. DeMinico ~ Grade Seven Social Studies**

In ancient history, the grade seven Green Team is concluding the unit on the Fertile Crescent/Mesopotamia. We are now looking forward to the exciting unit on ancient Egypt. The students will participate in many activities such as practicing how to write in hieroglyphics, decorating a personal sarcophagus, and learning about the mysterious subject of mummification.

In conjunction with the study of Egypt, our team is eagerly anticipating the field trip on March 19, 2010 to The Tomb in Boston. Further information and permission slips will be sent home in the near future.

It should be mentioned what a wonderful job the students did on their Person of the Year Time Magazine covers. There were many interesting and thoughtful choices but, unfortunately, no one chose Ben Bernanke (did you?)!

Please continue to support your children in their academic endeavors. Everyone is working diligently and it is hard to believe that we are entering the second half of this school year. Keep up the good work!

### **From Mrs. Bazirgan ~ Grade Seven Science**

Our study of cells is underway. We are discovering the different structures inside cells and comparing plant cells with animal cells. This week, students will observe onion cells and skin cells using their newly developed microscope skills. Next we will learn about cell processes like diffusion and osmosis.

### **Builders Club**

Our annual Valentine's Day fundraiser is underway. For just a dollar students can send candy and a message to their friends. Parents are also welcome to join the fun and can find more information on the Joyce PTO website.

### **Foreign Language News ~ de la Señorita Thambash**

It's hard to believe but the time has come for course selections for high school next year. I'd like to take this opportunity to explain a few things...Woburn High School has a two-year language requirement for all students. Students who do extremely well may be recommended for Italian 1

Honors or Latin 1 Honors as a second language in addition to Spanish 2 Honors. Also, a new course is offered at the High School, Spanish Language and Culture Academic, which is aimed at students who have never taken a second language or those who struggle in the Foreign Language classroom. While talking to your students about language course selections please take into consideration that many Universities like to see students taking multiple languages on college transcripts. Taking more than one foreign language may help in the decision process of your student's acceptance into their institution. Additionally, consider your child's future and the continuing globalization of the world, not to mention the increasing demand for employees who speak a second language.

### **Grade Eight Green Team News**

We would like to thank all of the students and parents who contributed to the Haiti Fund. As a team we raised over \$500 in donations in just one week. We are very proud! We look forward to seeing you at Parent-Teacher Conferences on Thursday, February 11th!

### **From Ms. Beckwith ~ Grade 8 Science**

Blue Team science students primarily focused on the chemistry part of physical science for much of term two, learning about physical and chemical changes, about the properties of elements and compounds, of mixtures and solutions.

Most students found term two's content challenging but fun because the content lent itself to lab work and hands-on activities. Students also learned to write lab reports in standard format, an important skill for high school and college. As much as possible during this year, class work and labs are linked to what we observe in the world around us everyday. For example, in term two, students tested and compared the solubility of several common household substances like sugar, salt and flour, comparing results to their initial hypotheses (or, predictions) based upon what they had observed in real life. After learning about how acid rain (a solution!), is formed and its impact on the environment and buildings, they modeled its effects in the lab with vinegar, a mild acid and chalk which is similar to limestone.

Do you recall your son or daughter asking about whether family members do laundry in hot or cold water? Turn off a computer, TV or lights when not in use? These questions came from a home energy audit checklist that students completed as an introduction to our energy unit!! They studied energy's multiple forms (like mechanical, chemical, and heat) and its two states (kinetic and potential) along with how we use energy. Students learned how energy continually changes from one form to another, from one state to the other but is not, by ordinary means, created or destroyed. They then studied heat energy and heat transfer at greater length, looking at some every day life applications such as in home heating and refrigeration.

In term three, as we shift to earth science, among other things, we will apply energy related concepts to the earth's systems, learning how heat transfer drives processes like plate movement on the earth's surface and formation of air currents in its atmosphere. Most parents can remember good old "time and distance" problems!!! We will also work on these in coming weeks but I do try to make it fun!

MCAS review also becomes a big focus in term three. We have already begun MCAS review by doing warm-up questions in class. (We will review VERY intensively during the month or so prior to the May test.) Students have also been already introduced to MCAS open response strategies that

they will continue to practice using prior year's questions from now until the May test. As most of you already know, the kids have been working on the *Study Island for Science* for some time to give them additional and on-going practice in preparation for May. We realize that not all kids have home access to a computer, so sincerely please let me know if that is a problem so I can provide opportunity for him/her to access Study Island here at school.

### **From Mr. Tropea ~ Grade Eight Social Studies**

Students began term two studying the adoption of the Articles of Confederation, our nation's first Constitution. They learned why the founding fathers created a weak central government, as the drafters were all too familiar with the oppressive rule of Parliament and King George III. With the War for Independence winding down, the growing pains of a new nation soon made it clear that a new plan for government would be necessary.

Students then studied the roles of the founding fathers at the Constitutional Convention in Philadelphia. They discussed the major debates and compromises concerning the distribution of political power, the rights of individuals, and the rights of states. Once the Constitution was ratified and became the law of the land, the students became familiar with the various parts of the Constitution. They interpreted the Preamble, examined each article, and discussed the Bill of Rights.

Following our study of the Constitution, students became familiar with the purposes and function of government. They were asked to identify the role of the federal government, including public service, taxation, economic policy, and common defense. They also compared the role of state and local government to the federal government, and learned about the various powers of each.

Students discussed the rights and responsibilities of citizenship and how a democracy provides opportunities for participation through elections, political parties, and interest groups. They also learned about how decisions are made in a democracy, including the role of legislatures, courts, executives, and "we, the people."

By the end of the term students had studied the administrations of George Washington, John Adams, and Thomas Jefferson. Over the next two terms students will become familiar with the policies and administrations of thirteen more Presidents, and learn about the joys and pains involved in spanning a continent.

### **Mr. Mills - Eighth Grade Math**

The Island is getting busy – Study Island that is. Students are making great progress on this MCAS review program. Remember to look to see how many blue ribbons your children have. They should have 20 blue ribbons when we return from vacation. The MCAS review packets have been distributed and the first 109 problems are due when we return from vacation. The students have had these for over one month. This packet will contain prior MCAS questions. MCAS tutoring will begin very soon. As always, I am here after school on Thursdays for extra help. Please remember that the MCAS tests are given in May, so we ask that you do not schedule any trips/appointments during school time. We will be learning about linear equations and starting geometry. Please ask to see your children's homework every night. You do not need to be able to do the math to figure out how much effort they are putting into their homework. Is it written neatly? Is the answer clearly labeled? Can

you follow the steps they took to get to the answer? These are the things I look for on their homework. If the effort is there, the answers will fall into place. As we come to the middle of the year, it is a good time to reassess whether or not your child needs a new notebook or more pencils. If you are looking for a great eighth grade review workbook, I recommend Math Achievement (grade 8) by Carson-Dellosa Publishing Company. You can find it in most educational stores, or it can be ordered on-line at [www.carsondellosa.com](http://www.carsondellosa.com), or by phone at 1-800-321-0943.

### **From Ms. Materazzo ~ Grade Eight English**

Students in the 8<sup>th</sup> grade Blue Team participate in reading and writing workshops throughout the week. During the reading workshops, students read books of their own choice. These are books at their own reading and interest levels. As students read, I make my way around the classroom to conference one-on-one with students about their books. The topics of our discussions range from character choices, character flaws, to how well the author hooks the reader. Most students have read at least four books during our reading workshops this year. Once a month, students will write an essay on a book they have finished during the reading workshops.

During our writing workshops, students get to choose the genre and topic of their writing projects. The only required type of writing for Term 2 was a horror story. I was really impressed with the horror stories that came out of the writing workshops. They were captivating, descriptive, and suspenseful! The major writing goals for Term 3 are two projects of their own choice, and one essay. Right now, students are in the middle of picking their topics and learning about the different features of an essay.

### **From Ms. Borelli ~ Art Show**

The White School will host the annual art show again this year. The venue is a perfectly beautiful facility for displaying student art. The two middle schools will use the bottom level for their student art, and the elementary schools the top two floors. In the cafeteria we plan to have various stations for craft activities, such as beading, and puppet making as well as a bake table. Watch for the Art Show date in next month's newsletter.

### **Art Exhibits**

The school administration wing is loaded with art from our students. The corridor has a permanent collection, which we add a sixth, seventh and eighth grade piece to every year. School Superintendent Mark Donovan and Assistant Superintendent Gary Reese have framed student art in their offices, and the School Committee room has "The Gallery", which changes every two months and includes art from the two middle schools and all the elementary schools. "The Gallery" is visible on cable TV during the televised school committee meetings.

### **Sixth Grade**

After comparing the differences between Realistic, Abstract and Non-Objective Art, students have completed two artworks in the Non-Objective Art style. We observed how Edvard Munch captured emotion in his painting "The Scream", with use of color, subject matter, and paint stroke, as well as how Vincent van Gogh captured noise and motion in his painting "Starry Night". Their first piece was a mixed media watercolor and ink, the second piece was done in crayon then paint, while listening to emotional music selections.

### **Seventh Grade**

Students just submitted posters to the Fire Safety Poster Contest for the 2010 Arson Watch Reward Program. The competition begins in Middlesex County with winners moving on to the state level. Cash awards are given to finalists and a calendar is printed of the winner's artwork. Good Luck to the seventh graders who participated.

### **Eighth Grade**

Eighth graders are in the middle of their fifth annual mural competition. We presently have one mural painted in our lobby, two in the cafeteria, and another in the eighth grade wing. Finished pieces will be hung in the cafeteria for all to vote on. This year's winner will paint their mural on a wall in the Guidance suite. The theme is "Express Yourself".

### **From Ms. Stone ~ Grade Eight Science**

The Green Team is using their new knowledge of Physical and Chemical Properties as well as Physical and Chemical Changes to observe and identify substances that are "UNKNOWN" to them. The students have the opportunity to act like detectives on the TV show CSI Miami. Chemistry is so much FUN!

### **From Ms. Lapolice ~ Grade Eight English**

The eighth grade Green Team students are continuing to grow in their skills of close reading, analysis of literature, vocabulary, and written expression. This term we explored the concepts of utopias and dystopias through the science fiction classic *The Giver*. Students were inspired by the courage of a young boy to defy society, take a risk, and "journey elsewhere" as he chose a world of up's and down's, rather than "perfect" world fully regulated and controlled. I think that many students gained a better appreciation of the world we live in and the freedoms we have.

Students then utilized their freedom of speech to compose very well organized five paragraph editorials this term as well. Issues spanned from school policies and societal concerns to larger global issues. Each student not only made a strong argument but also supported each with excellent evidence.

After studying Lois Lowry's Newbury Award Acceptance Speech, we talked about how people sometimes forget pain, judge others, and try to live a "walled world". We decided that as human beings, it is our duty to face pain and appreciate all that humanity has to offer. We are beginning to start our very powerful and moving unit on the holocaust with the Elie Wiesel's *Night*. Each student used computers in the classroom to research a topic surrounding the holocaust and present their findings in a power point presentation.

I am very impressed and proud of the hard work and maturity that I have seen so far in the students during this unit. It is very moving to study this novel together and I encourage parents to help our students assimilate this powerful and important information. The eight grade green team will conclude our Holocaust study by watching "La Vita E Bella/Life is Beautiful" before February break.

### **From Mr. Tuzzolo ~ Geography Bee**

On Friday, January 22, 2010 the Joyce Middle School held our annual geography bee. There were ten finalists who competed to become the school champion. The finalists were Mike Garcia, Brian Fife, Erin Marx, Phillip Marx, Dennis Nicolas, Andrew Lindquist, Dustin Ludwig, Nicholas Minchiello, Emily Gill, and Dan Souza. For the second consecutive year Dan Souza won the bee! The next step for Dan is to take the state qualifying test and if he scores high enough on that test he will represent the Joyce at the state finals in April. We wish Dan all the best on the state test.

### **Student Council**

The Joyce Student Council will be assisting Mr. Qualey with the food drive over the next couple of weeks here at the Joyce. Any student who donates a certain number of food items for the Woburn Council of Social Concern will be able to participate in a free skate here at the Joyce before February vacation.

### **From the Health Desk with Mr. Guffey**

The Joyce Ski and Snowboard Club is up and running and having a great time with some of the best skiing and riding in years. Skiing is a great winter family activity, which offers a challenge to all ability levels. So shake off the winter blues and head out to the slopes with the kids. If you have not been on skis in years then this is the perfect time to start again and if you have never been you are never too old to learn. The new shape ski technology makes learning to ski a breeze. There is nothing like a day on the slopes to reenergize the body and mind.

Any parent of child on the ski trip is welcome to meet the kids at the mountain on February 3rd and 10th for a day of skiing at a discounted rate. The cost of the day is a \$12.00 lift ticket. If you are looking to rent it is only \$18.00 more. If you are interested email me at [Dguffey@woburnpublicschools.com](mailto:Dguffey@woburnpublicschools.com) and I can give you the details.

### **From Ms. Maney ~ Librarian**

The Middle School students will be participating in "Woburn Reads" with the book "Joshua's Song" by Joan Hiatt Harlow. We would like to remind all students and their families that there are some wonderful events scheduled at the Woburn Public Library in February and March to celebrate the "Woburn Reads" Program. We hope you will participate!

### **Joyce Middle School Band**

All interested Joyce Band members should see Mrs. White to select a solo or duet to play for the Green and Blue (talent show) auditions. Any student interested in joining the Band mid-year should pop into the band room any Monday - Wednesday - Friday period eight. Great job to all band students and their families on a great holiday concert last month!

### **From Mrs. Daggett ~ Reading/Study Skills**

Students continue to be engaged in both oral and silent reading exercises, centering around stimulating fiction and nonfiction stories. Reading with expression, volume, and fluency are modeled and encouraged. Through these instructional lessons, students strive to improve their reading skills and comprehension levels, specifically through identifying main ideas, understanding key inferences, locating essential details, identifying literary terms, expanding vocabulary, and last, but certainly not least, broadening their horizons to new and equally useful knowledge. (Students should be reviewing their literary terms for an upcoming test, as well as in preparation for the soon approaching MCAS.)

Improvement in written communication, an invaluable asset in today's competitive world and work force alike, continues to be reinforced by answering a variety of open response questions reflecting the John Collins Writing Program.

**From Ms. Bowe ~ JMS Chorus**

We have begun learning some of our Spring fest music and are focusing on developing our sight-reading skills. Any student wishing to join Chorus for the spring season (Terms III and IV) should see Ms. Bowe.

**Upcoming Events:**

Chorus sings National Anthem at the Lowell Devils Game! February 28<sup>th</sup>

Green and Blue – May 6<sup>th</sup> and 7<sup>th</sup> at 7:00 p.m.

(Auditions will be held starting the week after February vacation)

Spring fest – date to be determined

**General Music (Blue teams and sixth grade)**

Sixth Grade: The students composed rhythmic raps and were introduced to some basic keyboard and pitch reading skills.

Seventh Grade: Seventh graders performed group percussion projects and learned about the percussion, string, brass, and woodwind instrument families. They finished off the term with keyboard performances and pitch reading.

Eighth Grade: This term, eighth grade classes explored the history of Rock and Roll, beginning with West African drumming and finishing up with the “British Invasion” of the 1960s.

Green teams and the other half of the sixth grade teams will begin music class Term III.

**From Mrs. Joyce ~ Yearbook**

Don't forget to purchase your yearbook this year. The cost this year will be \$20. You will have the chance to pre-order. Be on the lookout for envelopes coming home in the next few weeks. Payment can be cash or check. Make checks payable to Joyce Middle School.

**From Ms. Cuniberti ~ Spanish**

Ms. Cuniberti's sixth grade Spanish classes are learning how to say the school subjects, translating our daily schedules and telling the time in Spanish. Please see the new class website at <http://woburn.ma.k12us.com/rcuniberti> for interactive videos and updates about what we are doing in class!

**From Ms. Flaherty ~ Foods and Nutrition**

Students have been using recipes to reinforce their skills in reading, comprehension, and math. They work cooperatively in groups of three or four to follow the recipe directions and create treats such as chocolate chip cookies, and they work individually to personalize their own calzone. At the end of the term, Ms Flaherty surprised everyone with ice cream sundaes!

