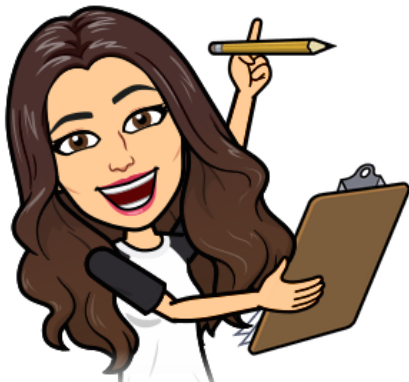


Dear Parent/Guardian and Student,

We will be starting the new 6th grade year with our Language Arts program called Collections by Houghton Mifflin. We will start with **Collection 1: Facing Our Fears**.

Students will explore how fear affects the brain and the body by analyzing literary and informational texts. Through the texts, we will examine some common fears and how to overcome them. The information and tips on this age can help you guide, support, and extend learning at home. Please share any questions or concerns about the collection content or your student's learning needs. You can reach me at [veronica.martinez@leusd.k12.ca.us](mailto:veronica.martinez@leusd.k12.ca.us) or 951-760-9197.



*-Ms. Martinez*

## INFORMATION FOR FAMILIES

### **Collections 1: Facing Fear**

Here is an overview of some text we will read, analyze, and discuss this year. I'll assign the other texts based on individual interests and needs.

#### **Short Stories**

The Jumping Tree, by Rene Saladana, Jr.  
Eleven by Sandra Cisneros

#### **Magazine Articles**

Face your Fears: Choking under pressure is every athlete's worst nightmare, by Dana Hudepohl

#### **Online Article**

Fears and Phobias, by [kidsheath.org](http://kidsheath.org)

#### **Poem**

Life Doesn't Frighten Me by Maya Angelou

### **Performance Tasks**

To end our unit, each student will have the opportunity to demonstrate learning outcomes by completing a NARRATIVE. In this task, students will apply elements of literature into their own personal or fictional narrative on the topic of Facing Fear. Students will read each others narratives at the end of the unit.

### **Conversation Ideas at Home**

Whether it's in the car or over a meal, these conversation ideas can help build connections between home and class learning:

1. Share a story about a time when you were afraid. Explain how you felt, both physically and emotionally, and tell how fear influenced your behavior.
2. Discuss what motivates people to overcome their fears and how doing so helps build confidence.
3. Talk about when it is important to be brave. Discuss if there are ever times when being brave is not the best course of action.
4. Talk about someone you know who is courageous. Tell what that person does that is brave and how courage has helped him/her.

### **Study Skills**

Here are some suggestions that your student may find helpful:

1. Keep an agenda and record assignments and upcoming tests by due date. Review Canvas daily to check To Do List.
2. Break- especially large amounts of- homework into manageable chunks and write them down in your agenda or planner.
3. Make a to-do list each day and place stars next to the most important things. Do those first.

#### **Academic Vocabulary**

Encourage students to use the words below:

Evident (evidence, evidently)  
Indicate (indication, indicator)  
Factor (faceable)  
Similar (similarly, similarity)  
Specific (specifically, specifics, specification)