



Greetings from Seussville,

**Living Stations of the Cross:** The middle school students will be re-enacting the Living Stations of the Cross on Thursday, April 13. We will start in the Hall with the Washing of the Feet at 9:15 AM, and then process to the Church for the Living Stations. Save the date and tell all the family to come and experience this journey with Jesus. Lastly, I need help with planning and costumes. Please contact me ([mrs.martinez@stmesc.org](mailto:mrs.martinez@stmesc.org)) if you can help.

**Spelling Bee:** Peyton did a fabulous job representing us at the San Diego County Spelling Bee this past week on Thursday. We were watching him in the classroom, and they were giving the students challenging words. We are proud of Peyton's accomplishment.

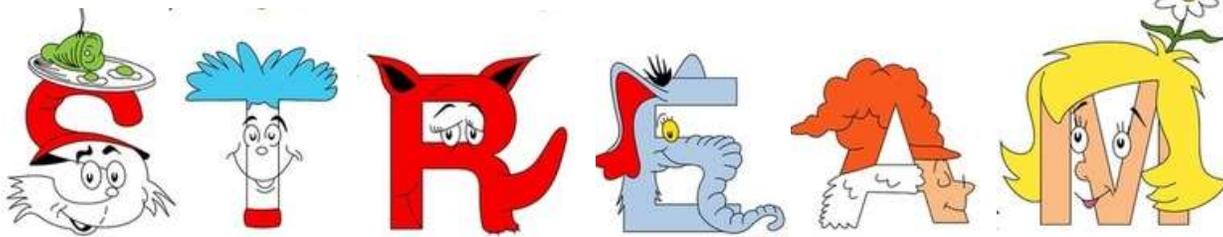
**Camp Stevens:** 6<sup>th</sup> grade camp is fast approaching. It will be during the week of May 8<sup>th</sup>. Make sure you contact Mrs. Huelskamp to arrange for payment. We will have a meeting prior to camp. I will keep you posted as soon as camp verifies the date with me.

**8<sup>th</sup> Grade Dinner:** 7<sup>th</sup> grade parents, please contact Mrs. Farmer to see what you can do to help with the 8<sup>th</sup> grade dinner. We have many traditions at St. Mary's, and this is one of my favorites. It's like a rite of passage for our 8<sup>th</sup> graders. I look forward to seeing you all there.

**Math Lab:** Tuesday and Thursday from 3:30 to 4:15.

Seussville Mayor,

*Mrs. Martinez*



“A steady flow of knowledge”

**Science:** We have been working on writing an essay on one of the following topics: 1) Genetic Engineering, 2) GMO’s, and 3) Cloning. We have been using a writing method called Power Writing. I have attached the handout I gave to the students to the end of this newsletter, in case you have questions on how to help your child with their essay.

-Our main goal will be to use our Bibles and the Catechism of the Catholic Church to help us understand what God would want us to do.

**Technology:** The students have been learning how to create Jeopardy games for their Religion Chapter Presentations. We will start using the computer lab to do research for our Genetics Essays and Science Chapter Presentations.

**Religion:** 6<sup>th</sup> & 7<sup>th</sup> has been working on giving their Chapter presentations. They are doing a fabulous job. We have learned about the prophets, and the kings of Israel. We are learning that even the most righteous men and woman make mistakes. The important thing is to recognize our mistakes and accept the consequences that these might bring.



The 8<sup>th</sup> grade has been studying the book of John. We will continue to study the book of John for the remainder of the Lent Season. Along with the book of John, the students are to choose another one of the Gospels to read alongside. Their task is to compare and contrast the two books, in order to see how two people who lived in the same



period as Jesus might see him a little different. Ultimately, the way you see Jesus might not be the way I see Jesus. There's no right or wrong way, as long as we see.

**Engineering:** The students have started their Zoo Project. They have been working on finding perimeter and area, in order to get the best space for animal habitats. They will then create a blue-print of what their zoo will look like. Finally, they will create a 3-D model of their zoo and give a pitch it.

**Art:** Our 8<sup>th</sup> Graders are learning about Ratios and Proportions. They had to choose their favorite snack wrapper and draw it in proportion to the actual dimensions of the wrapper. They have traced their designs onto fabric and painted. Next week will sew our fabrics to make a pillow.





Mathematics: Remember that Khan Academy is assigned, for all grades, every week and is due on Wednesdays by 6:30 PM.

6th-Progress in Mathematics

- Group A: Chapter 2-Multiplication: Whole Numbers and Decimals
- Group B: Chapter 4-Expressions and Equations
- Group C: Chapter 5-Integers
- Group D: Chapter 6- Number Theory and Fractions
- Group E: Chapter 7-Fractions: Addition and Subtraction

7th-Fundamentals of Algebra

- Group A: Chapter 3- Inequalities
- Group B: Chapter 4-Rational Numbers: Decimals

8th-Foundations of Algebra

- Group A: Chapter 2-Real Numbers
- Group B: Chapter 3-Expressions and Equations
- Group C: Chapter 4-Inequalities

## Power Writing

### Outline for a 5 Paragraph Essay

#### I. Introduction

- A. Introductory Sentence/Hook
- B. Thesis
- C. 1<sup>st</sup> Point
  - 1. Detail
- D. 2<sup>nd</sup> Point
  - 1. Detail
- E. 3<sup>rd</sup> Point
  - 1. Detail
- F. Transition Sentence

#### II. Body Paragraph

- A. 1<sup>st</sup> Point Intro
  - 1. Explanation of 1<sup>st</sup> Point/Research (Paragraph Body)
- B. Transition Sentence

#### III. Body Paragraph

- A. 2<sup>nd</sup> Point Intro
  - 1. Explanation of 2<sup>nd</sup> Point/Research (Paragraph Body)
- B. Transition Sentence

#### IV. Body Paragraph

- A. 3<sup>rd</sup> Point Intro
  - 1. Explanation of 3<sup>rd</sup> Point/Research (Paragraph Body)
- B. Transition Sentence

#### V. Concluding Paragraph

- A. Restate Thesis
  - 1. Importance of 1<sup>st</sup> Point (1-2 sentences)
  - 2. Importance of 2<sup>nd</sup> Point (1-2 sentences)
  - 3. Importance of 3<sup>rd</sup> Point (1-2 sentences)
- B. Concluding Sentence (Why should your reader care about what you said?)

Note: The transitional phrases that follow were adapted from- <http://www.smart-words.org/linking-words/transition-words.html>

## Agreement / Addition / Similarity

The transition words like **also, in addition, and, likewise**, add information, reinforce ideas, and **express agreement** with preceding material.

<b>in the first place</b>	<b>not only ... but also</b>	<b>as a matter of fact</b>
<b>in like manner</b>	<b>in addition</b>	<b>coupled with</b>
<b>first, second, third</b>	<b>in the light of</b>	<b>then</b>
<b>not to mention</b>	<b>to say nothing of</b>	<b>equally important</b>
<b>by the same token</b>	<b>again</b>	<b>to</b>
<b>and</b>	<b>also</b>	<b>equally</b>
<b>identically</b>	<b>uniquely</b>	<b>like</b>
<b>as</b>	<b>too</b>	<b>moreover</b>
<b>as well as</b>	<b>together with</b>	<b>of course</b>
<b>likewise</b>	<b>comparatively</b>	<b>correspondingly</b>
<b>similarly</b>	<b>furthermore</b>	<b>additionally</b>
<b>in the same fashion / way</b>		

## Opposition / Limitation / Contradiction

Transition phrases like **but, rather** and **or**, express that there is evidence to the **contrary** or point out **alternatives**, and thus introduce a change the line of reasoning (**contrast**).

<b>although this may be true</b>	<b>in contrast</b>	<b>different from</b>
<b>of course ..., but</b>	<b>on the other hand</b>	<b>on the contrary</b>
<b>at the same time</b>	<b>in spite of</b>	<b>even so / though</b>
<b>be that as it may</b>	<b>then again</b>	<b>above all</b>
<b>in reality</b>	<b>after all</b>	<b>but</b>
<b>(and) still</b>	<b>unlike</b>	<b>or</b>
<b>(and) yet</b>	<b>while</b>	<b>albeit</b>

besides	as much as	even though
although	instead	whereas
despite	conversely	otherwise
however	rather	nevertheless
nonetheless	regardless	notwithstanding

### Cause / Condition / Purpose

These transitional phrases present specific **conditions** or **intentions**.

in the event that	granted (that)	as / so long as
on (the) condition (that)	for the purpose of	with this intention
with this in mind	in the hope that	to the end that
for fear that	in order to	seeing / being that
in view of	If	... then
unless	when	whenever
while	because of	as
since	while	lest
in case	provided that	given that
only / even if	so that	so as to
owing to	inasmuch as	due to

### Examples / Support / Emphasis

These transitional devices (like **especially**) are used to introduce examples as **support**, to indicate **importance** or as an **illustration** so that an idea is cued to the reader.

in other words	to put it differently	for one thing
as an illustration	in this case	for this reason
to put it another way	that is to say	with attention to
by all means	important to realize	another key point
first thing to remember	most compelling evidence	must be remembered

point often overlooked	to point out	on the positive side
on the negative side	with this in mind	notably
including	like	to be sure
namely	chiefly	truly
indeed	certainly	surely
markedly	such as	especially
explicitly	specifically	expressly
surprisingly	frequently	significantly
particularly	in fact	in general
in particular	in detail	for example
for instance	to demonstrate	to emphasize
to repeat	to clarify	to explain
to enumerate		

### Effect / Consequence / Result

Some of these transition words (*thus, then, accordingly, consequently, therefore, henceforth*) are time words that are used to show that *after* a particular time there was a **consequence** or an **effect**.

Note that *for* and *because* are placed before the cause/reason. The other devices are placed before the consequences or effects.

as a result	in that case	for this reason
in effect	for	thus
because the	then	hence
consequently	therefore	thereupon
forthwith	accordingly	henceforth
under those circumstances		

### Conclusion / Summary / Restatement

These transition words and phrases **conclude**, **summarize** and / or **restate** ideas, or indicate a final **general statement**. Also some words (like *therefore*) from the **Effect / Consequence** category can be used to summarize.

<b>as can be seen</b>	<b>generally speaking</b>	<b>in the final analysis</b>
<b>all things considered</b>	<b>as shown above</b>	<b>in the long run</b>
<b>given these points</b>	<b>as has been noted</b>	<b>in a word</b>
<b>for the most part</b>	<b>after all</b>	<b>in fact</b>
<b>in summary</b>	<b>in conclusion</b>	<b>in short</b>
<b>in brief</b>	<b>in essence</b>	<b>to summarize</b>
<b>on balance</b>	<b>altogether</b>	<b>overall</b>
<b>ordinarily</b>	<b>usually</b>	<b>by and large</b>
<b>to sum up</b>	<b>on the whole</b>	<b>in any event</b>
<b>in either case</b>	<b>all in all</b>	<b>Obviously</b>
<b>Ultimately</b>	<b>Definitely</b>	

### **Time / Chronology / Sequence**

These transitional words (like *finally*) have the function of limiting, restricting, and defining **time**. They can be used either alone or as part of **adverbial expressions**.

<b>at the present time</b>	<b>from time to time</b>	<b>sooner or later</b>
<b>at the same time</b>	<b>up to the present time</b>	<b>to begin with</b>
<b>in due time</b>	<b>as soon as</b>	<b>as long as</b>
<b>in the meantime</b>	<b>in a moment</b>	<b>without delay</b>
<b>in the first place</b>	<b>all of a sudden</b>	<b>at this instant</b>
<b>first, second</b>	<b>immediately</b>	<b>quickly</b>
<b>finally</b>	<b>after</b>	<b>later</b>
<b>last</b>	<b>until</b>	<b>till</b>
<b>since</b>	<b>then</b>	<b>before</b>
<b>hence</b>	<b>since</b>	<b>when</b>
<b>once</b>	<b>about</b>	<b>next</b>
<b>now</b>	<b>formerly</b>	<b>suddenly</b>

shortly	henceforth	whenever
eventually	meanwhile	further
during	in time	prior to
forthwith	straightaway	by the time
whenever	until now	now that
instantly	presently	
occasionally		

Many transition words in the time category (*consequently; first, second, third; further; hence; henceforth; since; then, when; and whenever*) have other uses.

Except for the numbers (*first, second, third*) and *further* they add a meaning of **time** in expressing conditions, qualifications, or reasons. The numbers are also used to **add information** or **list examples**. *Further* is also used to indicate added space as well as added time.

### Space / Location / Place

These transition words are often used as part of *adverbial expressions* and have the function to restrict, limit or qualify **space**. Quite a few of these are also found in the **Time** category and can be used to describe spatial order or spatial reference.

in the middle	to the left/right	in front of
on this side	in the distance	here and there
in the foreground	in the background	in the center of
adjacent to	opposite to	here
there	next	where
from	over	near
above	below	down
up	under	further
beyond	nearby	wherever
around	between	before
alongside	amid	among
beneath	beside	behind
across		