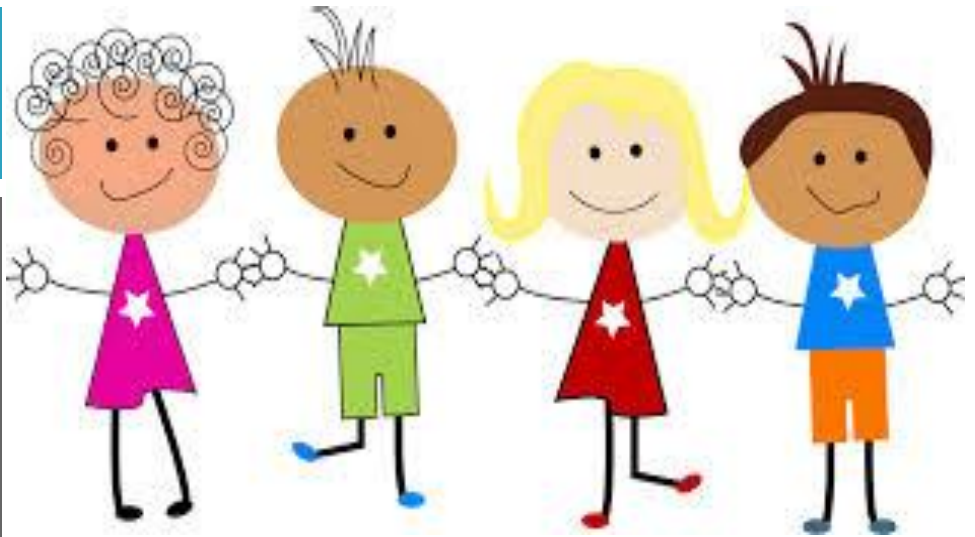


The Integrated Update

February 2017



Volume 18, Issue 2

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Notes from the Principal's Office

By Thomas Ford

Believe it or not, we just celebrated the 100th day of school, which means that we are well past the mid-point of the school year. As you will see from reading the latest edition of *The Integrated Update*, students and staff at John Lyman School continue to be quite busy. As always, please feel free to contact me if you have any questions, concerns, or thoughts to share.

Enjoy!

The Four C's (Communication, Collaboration, Critical Thinking, and Creativity)

In conjunction with the district focus areas of student achievement, engagement, and well-being, we are focused on bringing the "Four C's" (communication, collaboration, critical thinking, and creativity) into our classrooms in a meaningful and purposeful way on a regular basis. As a HOT School, there is a natural intersection between the Four C's and the core components of the HOTS philosophy: strong arts, arts integration, and democratic practice. We have used faculty, PLC, and team meeting times to dig deeper into the Four C's and HOT practices. We regularly discuss how we are incorporating the Four C's and HOT approaches into teaching and learning within our classrooms, and both will continue to be areas of focus as we move into the second half of the year.

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Current Happenings from Rm 14

By The Students & Teacher in Room 14

There are a lot of different things going on in Mrs. Swiantek's classroom. Read to find out what is happening in each subject!

Readers' Workshop

We are working with informational texts. A text can be a book, painting, magazine, movie or anything that you need to read and understand. There are features that help you read, like photographs, captions, headings, pop-outs and **bold** words. The features usually give us some clues about keywords for a book. The keywords are the important words for a topic. We have to know the keywords so that we can be experts about our topic.

We have been getting ready to do our project work research. We learned about how to read a *topic*, not just one book. We all had text sets about something, like giraffes, weather, baseball, elephants or another real topic. We learned how to look at both books and find what is the same and different. Our job when we read the books is to figure out what information can go together to help us grow knowledge. That helps us retell our topic, too.

Writers' Workshop

We have been working on informational writing. We all published a How-To book! You can come to Room 14 to find out how to: speak French, speak Spanish, tie your shoes, ride a horse, play soccer, paint a picture, make a friend and much more! We had to use *sequence words* like *first*, *next*, *then* and *after that* when we were writing the books.

Now we are getting ready to write our project work. We are doing research. We are using the Chromebooks and reading books to find out about our topics. It is really fun. Each student chose an animal to research for a topic. We all came up with 3-6 questions we want to find out about our topic. Now we are learning how to take notes and do some research to answer our questions. We are going to publish books and make projects when we are done writing!

Math

We have been learning about place value in math. We have learned the words *digit*, *place* and *value*.

A digit is: 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9. The value of a digit changes because of what place it is in. A 5 in the ones place really means 5. A 5 in the tens place is worth 50. A 5 in the hundreds place is worth 500.

We are finding a lot of ways to write a number. The number 68 can be 6 tens and 8 ones. It can be 5 tens and 18 ones. It can be 4 tens and 28 ones. We learned how to draw pictures of numbers and write equations, too.

We do number talks to help us share strategies about math. Mrs. Swiantek writes something on the board like $45 + 18$. We have to come up with an answer and then defend an answer. We don't need to raise our hands. We have silent hand signals to show our thinking.

Social Studies

We are studying our family histories. We are studying where our families come from. We are going to learn about our names and our traditions. We read a book called *Same and Different* that made us think about how families are the same and different. Everyone is thinking about what family heritage projects he or she is going to share. Some people are making dioramas, sharing dances, making family crests and sharing songs. We are about to start working with our resident artist, Sally Rogers. We are going to write a song about our families.

Science

We made recycled paper with Mrs. Michael. We had a lot of shredded paper. Mrs. Michael told us how she turned the paper into pulp. We learned about the first people who made paper, too. We had to scoop up the pulp with a cup and pour it on a screen. We had to take away all of the water by squeezing and rolling it. Then we put it on screens to dry. It was fun seeing how paper can be made.

We hope you enjoyed the sneak peek into what is happening in Room 14.

Come visit us!

Portable Two Times

By Mrs. Greco's Class

We have a class newspaper run by two students. We usually have a section about what is happening in P2. We used that to write this article. Enjoy!

In social studies, Portable Two has traveled back into time! We have actually become Pilgrims who sailed aboard the Mayflower in 1620. We experienced all of the hardships of travel and building a home in the New World. We settled in Plymouth, Massachusetts and set up our colony. We read, listened to and researched about what life was like. We created families through democratic practice and were interviewed by the Voice of the Ages. We had to have good improvisation skills and know a lot about life in Colonial times! In addition we created an interactive bulletin board to match our journey.

In Readers' Workshop, we completed a mini-research project about extreme weather. Each group studied a different weather event: tsunamis, tornadoes, hurricanes, volcanoes and earthquakes. Students explored subtopics including definition, causes, effects, important events, how to measure, safety and precaution. They become experts and taught the rest of the class about weather using Google Slides. Our focus has been on developing nonfiction reading strategies like revving up our minds to read nonfiction, figuring out the main idea and details, noticing text structure to help us understand the big ideas, synthesizing information from different sources and rereading to check for understanding.

In Writers' Workshop, we are finishing up narrative writing. Many of us are on our way to publishing stories into books. We follow the writing process and have worked on many strategies to entertain our readers with original writing pieces. A big focus has been on stretching out the main events in our stories with description, action and characters' thoughts and feelings. We also used the power of words to create New Year's resolutions. It was so much fun to share our goals in our own ways. We made a movie for assembly called *New Year, New You!*

In math workshop we are concluding our study of multiplication and division. We have worked on fun investigations such as *The Turkey Dinner*, *Muffle Truffles* and *The Teachers' Lounge* to explore and

create strategies as well as apply these operations in real life situations. We share our math thinking during Math Congress. Here we learn from each other and grow as mathematicians. We have surprised ourselves with some of the fancy math strategies we have used like repeated addition, skip-counting, using ten-times, using partial quotients and partial products and dealing out or grouping and counting the groups.

Last but not least, individual project work is starting! We cannot wait to choose our topics for our individual project studies. We have started the process of trying to decide what to study and find good resources to help us research. We can't wait to stick with our topics for 6-8 weeks, become experts by reading, note taking and summarizing and finally sharing our learning in a creative way with our friends.

Update from Mrs. Polansky's Class

By Mrs. Polansky's Class

Reading By Keirra and Hazel

In Room 13, we have been reading lots of nonfiction such as biographies, news articles, and other informational texts. For example, during one week of reading recently, we got into groups and searched for information about extreme weather. There were topics such as tornadoes, hurricanes, tsunamis, and more. We searched for information on those topics by using books and online sources. When we were done researching, we had to practice taking notes. When taking notes, we learned how to put information into our own words and into categories that are called subtopics. It was sometimes tricky to put information from many sources into one piece, but we are practicing! Finally, we put the information in Google Slides and were able to present to our class. We put the most important information on these slides and each group member was in charge of one slide. We shared as a group. We had fun during this unit of reading and can't wait to get back into our fiction reading, too!

Follow us to
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Continued from Page 3 Mrs. Polansky's 3/4 Class

Writing by Josie and Anna

We have done lots of exciting things in writing! We went from writing personal pieces about our holiday break and are now finishing writing some fun fiction pieces. Mrs. Polansky gave us three topics to choose from: falling into a book, a glowing food mystery, and hearing a weird noise at the playscape. On Google Classroom, we each chose a topic and filled out a planner for that specific topic. After that, we typed our story onto the same doc. On our writing folders, we each have a little sheet of paper that reminds us how to edit and revise. We have been working on including entertaining beginnings and good details to keep our audience entertained. Next we will be moving into informative writing and becoming experts on a topic connecting to our Colonial Unit. In our classroom, we have tried to use Chromebooks a lot and so far have succeeded! Most of our work is on this modern technology. Chromebooks are great things for students to use, especially in writing!

Math by Alec and Brody

Math has been a blast lately in Room 13! Fourth graders are currently working on area models with two by two multiplication and also long division. The focus is on breaking up larger numbers and multiplying them separately. Then you add the separate groups together to get your answer. This is called partial products. This also works with long division. You can use your multiplication skills and work backward by trying to get very close to the number. Then you add up those groups of numbers that are called partial quotients. We are getting really good at it!

The third graders are doing multiplying by tens and also basic division facts. They are using arrays to solve visual multiplication problems. Another challenge is multi-step word problems with lots of operations.

Finally, both third and fourth graders now have something called a "Multiplication Speedway" where you go in a circle and multiply by a number as fast as you can. The goal is to keep beating your time. You can erase your board and keep trying to get faster and faster! We really like it.

Thanks for reading!

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Curriculum Spotlight – What Is a Math Lab?

The math lab is a good example of how John Lyman teachers foster student engagement in mathematics. The purpose of a math lab is to provide students with authentic learning tasks that give them opportunities to apply the content they are learning. The 4 C's of critical thinking, communication, collaboration, and creativity are inherent in successfully solving math labs. Topics vary depending on unit objectives, but a recent math lab that was used in third and fourth grade is representative of the concept. This particular math lab centered around a candy shop. The students were presented with a scenario about being candy shop owners who needed to determine various combinations of candy orders and shipping options. Working with classmates, the children had to solve a variety of problems connected to the original scenario. The math lab required them to apply their learning about multiplication and division concepts (depending on the grade level) and to consider how those concepts are used in the real world. The level of engagement was high as there was purpose and authenticity to the learning task. At the conclusion of the math lab, students were able to share their thinking about how they approached the problems. The candy shop math lab is just one example of how this type of learning experience promotes student engagement and the 4 C's during math instruction.

Teaching Artist Residency – Sally Rogers

Four of our first and second grade classrooms recently began a five-day teaching artist residency with Sally Rogers. Sally is a singer-songwriter who also creates tapestries. She has been involved with HOT Schools for many years and is a well-respected teaching artist. This specific residency connects to the 1/2 social studies curriculum. Through collaboration with the 1/2 teachers, Sally will be integrating songwriting into the family heritage unit of study. This residency will engage students by giving them the opportunity to demonstrate the four C's of collaboration, communication, critical thinking, and creativity.

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To kick off the residency, students talked with their families and identified a particular piece of music that holds an important place in their individual family story. With Sally's help, they will be using the melodies and lyrics from those songs to write a new song that tells a collective story about their family. Each of the four classes working with Sally have selected a slightly different focus for the class song. In addition, every class will be illustrating the song that is written with the creation of a crankie, a style of mural-type artwork.

Teaching artist residencies are among the most engaging educational experiences for our students each year. They are strong examples of arts integrated learning, and this residency is no exception. Sally's expertise as a singer-songwriter helps to tap into different learning styles and talents, and the children are motivated to learn more about their families through song. The residency also benefits classroom teachers, who will be able to apply the techniques and strategies they are learning from the artist with future students. We are very appreciative of the JLPA for funding this teaching artist residency. Sally Rogers will also be conducting a five-day residency with kindergarten and the remaining 1/2 classrooms later in the year.

Cultural Arts Performances

Thanks to the generosity of the JLPA, students enjoyed two outstanding Cultural Arts performances since the last edition of *The Integrated Update*. In December, Karim Nagi taught students and staff about Arabic music, dance, and culture. It was a great learning experience for all. More recently, Dorian Hamm presented a show called *Poetry in Motion*. Mr. Hamm acted out classic poems with great enthusiasm and energy. Both shows were highly engaging and educational.

Kindergarten Visitations

Once again, kindergarten visitations just concluded at the end of January. As usual, I was very proud of our students and staff as we shared our school with prospective kindergarten parents. Besides getting to meet many of the families who will be joining us in the fall, the visits provided an opportunity for our students and staff to shine. From the Hello Chorus to the senator tours to the wonderful things happening in our classrooms, kindergarten visitations are a real celebration of the entire John Lyman School community.

Winter Dress

As always, we ask you to make sure that your child is dressed appropriately for the cold weather. We make every effort to get the children outside as much as possible during the winter in spite of the snow and cold. Though until recently we have not had much in the way of snow, please remember that children who want to play in the snow need to have hats, gloves, coats, snow pants, and boots.

Important Dates – February

Please remember that there will be an early dismissal for professional development on Thursday, February 16th. In addition, school will not be in session for students on Friday, February 17th (full professional development day), Monday, February 20th, and Tuesday, February 21st (Presidents' Day holiday). Please check our calendar on the website if you have any questions.

Parent-Teacher Conferences – Early Dismissals on March 22nd and 23rd

This is an early reminder that parent-teacher conferences will be held the week of March 20th. There will be early dismissals for students on Wednesday, March 22nd and Thursday, March 23rd. Reminder notices will be sent home in early March.

Arrival to School/Parking/Drop-Offs

This information was sent home in an e-mail through School Messenger last month, but I thought it would be helpful to include it here as well:

In order to ensure the safety of all children, please keep the following in mind if you are dropping off students in the morning or visiting the school.

- Please do not park in the fire lane at any time.
- If you are dropping off and you arrive to school after 8:50 a.m., please remember that you need to park your car in the lot and walk your child into the building. You also need to sign your child in at the main office if he or she is tardy.
- When dropping off in the morning, please remember that the area at the end of the sidewalk is a drop-off area only. If you need to enter the building or do not plan to drop off immediately, please park in the lot. You should then escort your child to the sidewalk (if it is before 8:50 a.m.) or into the building (if it is after 8:50 a.m.). Students should never walk through the parking lot unattended.
- Finally, we ask that you state your name and the purpose of your visit when you are buzzing in at the main door. Also, we ask for everyone to buzz in individually so that we can account for every visitor.

Evaluate it!

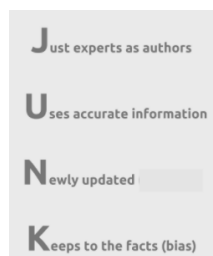
By Jenny Lussier, Library Media Specialist

One of the most important tools we can help our students develop is the ability to think critically. Library class is helping to do this in so many ways!

All classes participated in a Mock Caldecott award, culminating in a school-wide vote! We had a goal of reading 20 books that were suggested to be possible Caldecott Award winners. The Randolph Caldecott Award is given to the artist of the “most distinguished American Picture Book for Children published in the United States during the preceding year.” The students used four criteria to judge each book, kid-friendly versions of what the actual Caldecott committee uses. We were able to read 13 amazing books! The John Lyman School winners were a tie between *Are We There Yet?* by Dan Santat and *Make Something Beautiful* by F. Isabel Campoy and Theresa Howell. The 2017 Caldecott Medal went to *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*, written and illustrated Javaka Steptoe, with four Caldecott Honor books selected, including Durham’s own Brendan Wenzel’s *They All Saw a Cat*.



Project work has begun in many classes and in library students are learning to evaluate the resources they are using. We are asking questions such as, “What is best for my topic? Print or digital materials, or perhaps both?” A tool we are using is JUNK:



JUNK provides a kid-friendly way to decide whether or not a resource should be used or that maybe more than one resource is needed in order to check for accuracy.

Students are also gaining experience using digital resources such as PebbleGo and WorldBook online. These resources, along with others, can be used at home, too! Be on the lookout for a digital resource guide including any passwords needed coming home soon, if it hasn’t come already. Please let me know if you need another copy.

Don’t forget . . . winter is the perfect time to read! Whether your family will be reading next to a ski slope or curled up at home, be looking to share some great reads together!

Celebrate reading!

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John Lyman

Elementary School

The Integrated Update

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<https://www.facebook.com/pages/John-Lyman-School-HOT-School/744497965606093?ref=bookmarks>

In addition, we are also using School Messenger for whole school or grade level communications. Messages disseminated through School Messenger are sent to the e-mail addresses that we have on file, so please make sure that we have your most current addresses.