



# 2016-17 Administrative Bulletin

VIII-14 11-18-16

**Special Note:** No Administrative Bulletin on next week due to Thanksgiving Holiday.  
**HAPPY THANKSGIVING ~ HAVE A SAFE HOLIDAY!**

## 1. IN-SERVICE PRESENTERS NEEDED

The District is looking for teachers/staff that are willing to share their ideas, talents, or instructional strategies with other staff at our February 7, 2017 in-service. If you are interested in presenting for approximately 50 minutes, please contact your building level administrator. There is an online form that will need to be completed prior to January 6th, if you are selected to present. If you have any questions, please contact Marilyn Hissong (elementary) or Deborah Watson (secondary).

Marilyn Hissong, ext. 3124

## 2. ELEMENTARY CURRICULUM CONNECTION

The Curriculum Connection contains upcoming information regarding assessments, curriculum updates, video clips, instructional websites, and more. Please see **Enclosure #1** for specific *elementary school information*.

Marilyn Hissong, ext. 3124

## 3. SECONDARY CURRICULUM CONNECTION

The Curriculum Connection contains upcoming information regarding assessments, curriculum updates, video clips, instructional websites, and more. Please see **Enclosure #2** for specific *middle and high school information*.

Deborah Watson, ext. 3151

## 4. **LAST CALL:** EACS UNITED WAY CAMPAIGN

The EACS United Way Campaign will conclude on **Friday, November 18**. REMEMBER Your United Way donation will help advance programs that benefit our students and families i.e. Real Men Read, Kindergarten Round Up, 211 and much more! If you don't want to pledge online the principal in your building will have hard copy pledge forms.

Our goal this year is **\$8000**. No matter how big or how small, your gift will make an impact and we certainly appreciate it!

Tamyra Kelly, ext. 1050

## 5. **REMINDER: CPR/AED TRAINING**

Classes are offered free of charge twice a month through the end of the school year. Classes are held at PAUL HARDING Jr in the Staff Development Room starting at 4:15 PM. Class size is limited and requires pre-registration. If you need this certification for your license renewal, email or call (ext. 7309) Wendy Walker, Health Services Coordinator.

### **December, 2016 – January & February, 2017 Class Schedule**

December 6 (Tuesday)  
December 13 (Tuesday)  
January 12 (Thursday)  
January 18 (Wednesday)  
February 8 (Wednesday)  
February 14 (Tuesday)

Certification is through the American Heart Association and lasts for two years. Any employee interested in, or needing certification renewal may also participate in this training.

Wendy Walker, ext. 7309

## 6. **REMINDER: OUR CHILDREN OUR FUTURE SOCK/UNDERWEAR DRIVE**

For the month of November, the Allen County System of Care (operates under the name Our Children Our Future) will host a sock/underwear drive. **All donated items much be new and packaged.** The socks/underwear will benefit our EACS students and families. If you would like to donate these new items please send them directly to Connie Brown, Director of Special Services located in the Park Hill Learning Center.

Connie Brown, ext. 3109

# DREAM IT. DO IT.

**Inspiration:** Confusion is part of the process. Remember that confusion and partial understanding are natural to the learning process. Don't expect all children to learn everything at the same time, and don't expect all children to get the same message from every lesson. – Marilyn Burns

# Curriculum Connection

Elementary 11/16/16

## IMPORTANT DATES

8 Step B3 Assessment  
Thanksgiving Break  
Mid-terms

11/14/16 - 11/23/16  
11/24/16 - 11/25/16  
11/16/16

## PRODUCTIVE MATH TALK:

### Are you disappointed with the lack of QUALITY of student math talk?

Are the mathematical discussions in your classroom one-sided where students just quickly state the solution? What if a student in the group disagreed with the solution? Rather than participating in *productive* math talk, students argue. Is this what you have experienced?

### What should students be able to do during math discourse?

During mathematical discussions, students should be able to "justify their conclusions, communicate them to others, and respond to the arguments of others" (CCSSI 2010, pp. 6–7).

### Creating Math Talk Communities

(Waggoner, Erin. "Creating Math Talk Communities." *Teaching Children Mathematics* November 2015)

5 helpful strategies in supporting the development of more meaningful math talk:

1. Discuss why math talk is important.
2. Teach students how to listen and respond.
3. Introduce sentence stems.
4. Contrast explanation versus justification.
5. Give an example.

Explicit instruction on active listening and revoicing helps students understand how to engage in meaningful mathematics discussions. When revoicing, the listener repeats part or all of the speaker's words and asks the speaker to say whether the repeated words are correct (Chapin, O'Connor, and Anderson 2003).

### Explanation vs. justification

Explanation could be defined as steps to solving a problem, such as  $2 + 2 = 4$ . "Justifying" could be defined as "proving how or why the problem was solved a particular way, such as to solve  $2 + 2$ ." I would draw two counters. Then I would draw two more counters. I would count all the counters to get a sum of four.

In simple language, children need to be able to figure out problems, tell what they did to solve the problem, why they did what they did, and why they think the answer they came to is a good answer. Having children justify their answers conveys to them that math makes sense.

## EL (English Learner) CORNER

**Classroom Culture:** ELL growth is fostered best in classrooms where students' and teachers' ideas are respected and where there is mutual trust. Showing curiosity about students' interests and culture helps them to take risks, which in turn increases participation and mistakes made, from which they can learn.

### Common EL Errors (and examples):

1. Overgeneralization of Rules (ex: adding "ed" for all past tense verbs, such as "teached.")
2. Restricting Rules (ex: being confused by double-meaning words such as "foot.")
3. Spelling Homophones (ex: there/their/they're)
4. Hypothesizing False Concepts (False Latin cognates/Spanglish)
5. Confusing Formal vs. Informal Register (ex: saying "sucks" during a speech.)
6. Transfer (not reading or saying or writing the "s" in plural words. Some languages say "Two apple," whereas we say "Two apples.")

**TIP:** Be understanding of common errors, but don't ignore them. Correct (all) students in ways that won't make them uncomfortable. Say, "Right answer!" Then repeat their answer using correct English. Or say, "Wrong answer, but you said it using perfect English!" Make a note to explain misconceptions later, and/or teach the concept in more detail during success time, a small group, or 1-1 conferencing.

# Curriculum Connection

## Important Dates

Bundle 3 Assessment  
Thanksgiving Break

11/14-11/23  
11/24-11/28

**Secondary: Middle School &  
High School**

**November 18, 2016**

### Launching the Writer's Workshop: Motivating Writers

When asked to revise their writing, how many of your students truly take the time to revise? Most students just want to get done and done quickly. Revising takes times to go back into their writing and look for ways they can improve their ideas, organization, word choice, and voice. There are strategies that can be used to get your students to go back into their writing and improve it.

1. **Create a "Done" List** – Brainstorm a list of revision strategies students can do when they have come to a stopping point in their writing (examples....start a new writing, work on an old writing). The list needs to be specific and also should incorporate writing tools (colored pens, sticky notes, highlighters, etc.). Continue to grow the "Done" list as the year goes on and you expect more from them as writers.
2. **Use Revision Tools** – Teach students ways to add, change, or cut within their writing without having to recopy or redo. Examples – instead of erasing, strikethrough the words; circle and arrow to show a sentence needs to be moved; use a sticky note to add words or sentences to a piece; the carat, to insert ideas; spider legs, using a strip of paper, write the sentence on it and tape it to where it is to be added; story surgery, cut and tape their story to rearrange things; insert pages, instead of having the cut up pages, use an extra page to show where things want to be added.
3. **Peer Revision** – have them work with a partner to revise. To get away from *I like your story, I think you're done, It's good*, use these base questions to spark more meaningful conversations, What's the best part of the story? What do you want more of? What's fuzzy? What do you want less of?

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Questions or Concerns about the Bundles?

Please make sure you fill out a bundle feedback form located on the district shared drive.