



The Steeple Stars

October 2016

What's Happening?

It's so hard to believe that October has come and gone! What a fun month it was. We learned a few songs and poems to celebrate October. We continue our word study practice and began implementing more opportunities to work in partnerships.

We've had many opportunities to practice active listening, participating and thinking skills in class. We know that learning to work together cooperatively is a skill that must be learned and practiced again and again. We've learned how to sit together in groups, make eye contact, talk when it's your turn and listen to everyone's ideas.

We learned how to say "I'm Sorry" in 3 parts.....

- ❖ "I'm sorry" (looking at the person directly)
- ❖ "It was my fault" (Admitting your mistake means taking responsibility for your part of the problem)
- ❖ "What can I do to make things better?" (It proves you are willing to accept what consequences you may encounter because of the mistake)

Reinforcing at home what we do in school will help internalize the behavior!

Buzz Words

width: the measurement of something from side to side.

operation: we know four math operations: addition, subtraction, multiplication and division.

revise: looking again at your writing and asking how can it be improved?

edit: fixing all the grammar in the writing piece.

infer: readers infer what the author is not telling us by using their schema, text clues and engaging in conversations with others.

Readers' Workshop

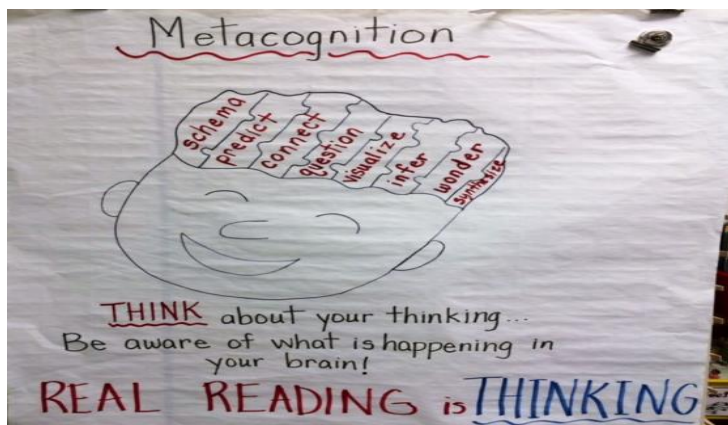
What is Metacognition? Ask your child.

They will be able to explain how we notice and use thinking to help us grow as readers.

We continue to build strong foundational skills as readers. We learned that when we are reading, our thinking is running alongside. We call this use of our brain Metacognitive thinking. Really, it's a fancy word for "thinking about our thinking." To do this we need to have a positive attitude towards reading, read a lot, and keep track of that thinking if necessary. We've learned to use sticky notes to JOTT places in our reading where we've noticed we've used a metacognitive skill!

What can you do at home?

Be diligent in helping to instill the need for reading **EVERY** night. If you are reading together, share the reading pages and stop every now and then discuss who is in the story and what is happening.



Teaching Thinking Skills in School

Suzanne Siegel
3rd Grade Teacher

Why should we be more passionate or convinced that our students need to learn and use skills that foster thinking? Because, there is no denying that the educational landscape has changed tremendously since we've attend school. Due in large part to technology, the world that our students are navigating is different than it was 30 years ago. The way in which learning and knowledge is gained, built, and shared requires our kids to think more than they've ever needed to think before.

Educational researchers, policy makers and those in the world of business, all agree that in addition to content knowledge, 21st Century learners need to acquire skills for survival in the modern world. One of the most important of those skills is the ability to think, share thinking, and think well.

Troy Schools recognizes the importance of the development of these skills. Teachers are implementing curriculum that is problem based, inquiry based, and concept based all with a focus on the BIG ideas. It's curriculum that models and motivates students to use critical and creative thinking skills.

Ron Ritchhart, researcher at Harvard's Project Zero and author of *Making Thinking Visible*, has helped educators across Troy develop explicit, goal driven routines for thinking in our classrooms. These thinking routines, when used repeatedly, become the core practice in the classroom. Routines such as "Claim, Evidence, Reason", "Peel the Fruit" and "Step Inside" push students to share thinking, listen to others, give evidence, and ask questions. Using theses routines to foster thinking creates a culture in the classroom where thinking is more than an add on activity or part of a single lesson. These are classrooms where thinking is *valued, visible, and actively promoted*.

<u>The Eight Mathematical Practices</u>	
1.	I can solve problems without giving up.
2.	I can think about numbers in many ways.
3.	I can explain my thinking and try to understand what others are thinking.
4.	I can show my work in many ways.
5.	I can use math tools and tell why I chose them.
6.	I can use math words correctly and check my work carefully.
7.	I can use what I know to solve new problems.
8.	I can look for and make use of patterns.

Math

We completed Unit 1 in math. The students performed well on the Unit assessment. Out of a possible score of 37 the class average was 34! I'm so proud of their hard work and deep thinking!

In Unit 2 we will learn various strategies to multiply and divide 6s, 7s, and 8s while continuing to practice the factors covered earlier in Unit 1. Research has found that many students find the 6s, 7s, and 8s multiplications to be the most difficult.

What can you do at home?

A few tips we will learn in class for those tricky multiplication combinations that you can reinforce at home:

- 3×6 must be 6 more than 2×6 , which is 12. So 3×6 is 18.