

North Florida South Carolina Region



Common Core ^{TIP} Corner



KISS me
LUCK OF THE IRISH
POT OF GOLD
top o' the morning
LUCKY
MARCH 17TH
leprechaun
NO PINCHING

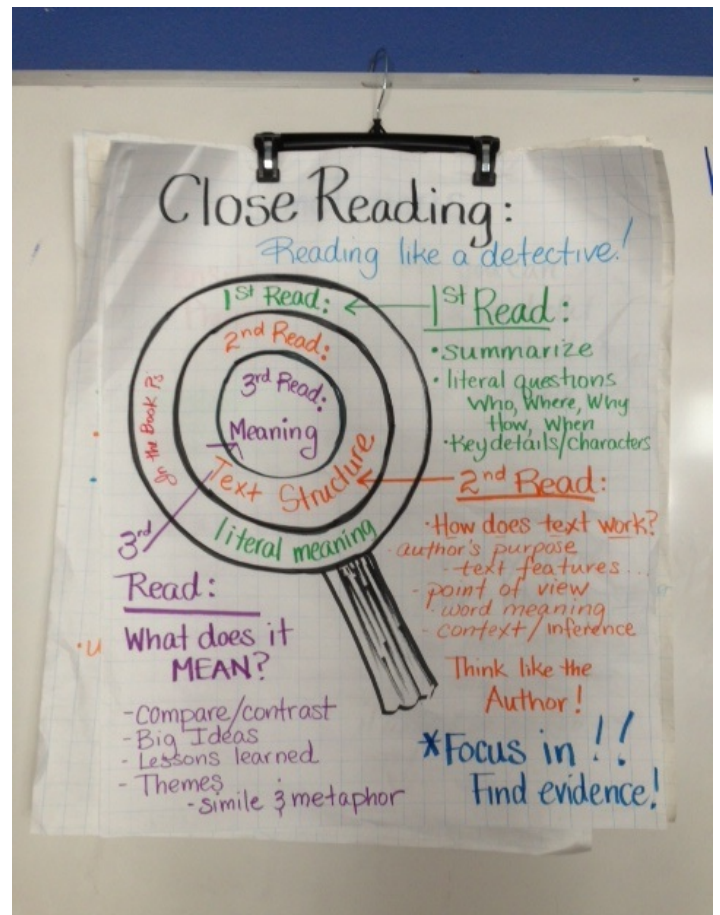
The common core standards are encouraging teachers to engage students in close reading.

Close reading requires a substantial emphasis on readers figuring out a high quality text. This "figuring out" is accomplished primarily by reading and discussing the text.

close reading is about more than comprehension since it takes one beyond just figuring out an author's stated and implied message.

Essentials of close reading

- ♥ Intense emphasis on text
- ♥ Figuring out the text by thinking about the words and ideas in the text
- ♥ Minimization of external explanations
- ♥ Multiple and dynamic rereading
- ♥ Multiple purposes that focus on what a text says, how it says it, and what it means or what its value is

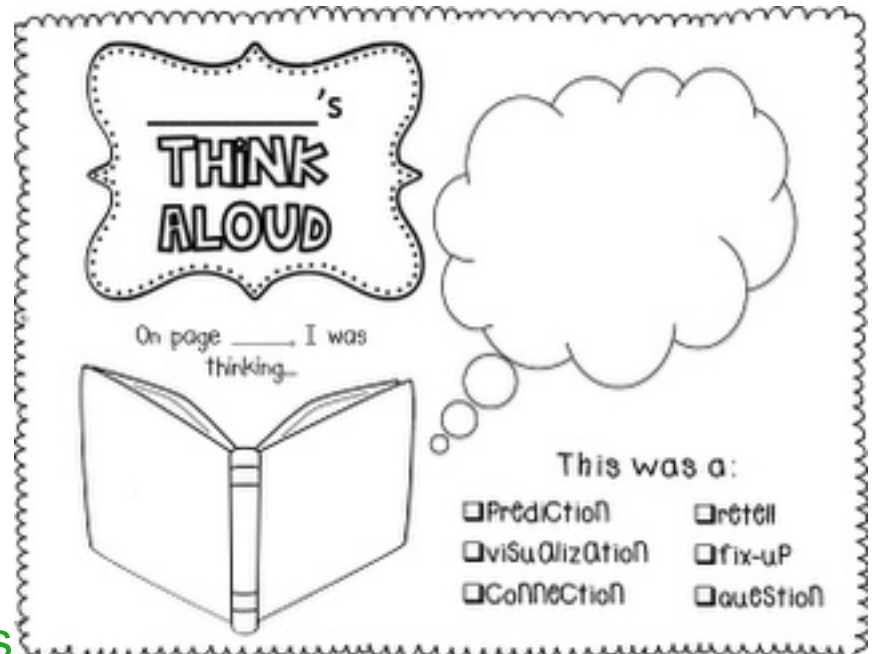
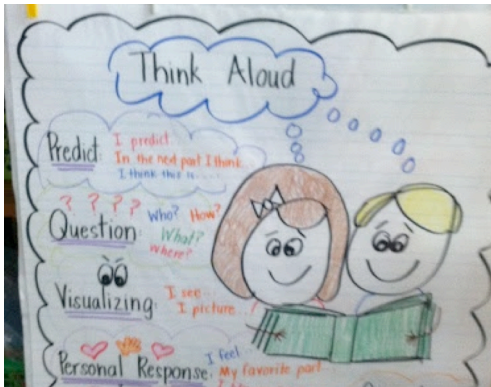


Think ALOUDS

TO ENCOURAGE DEEPER INVESTIGATIONS OF CONCEPTS

Why use think-alouds?

- It helps students learn to monitor their thinking as they read and improves their comprehension.
- It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read.
- It slows down the reading process and allows students to monitor their understanding of a text.

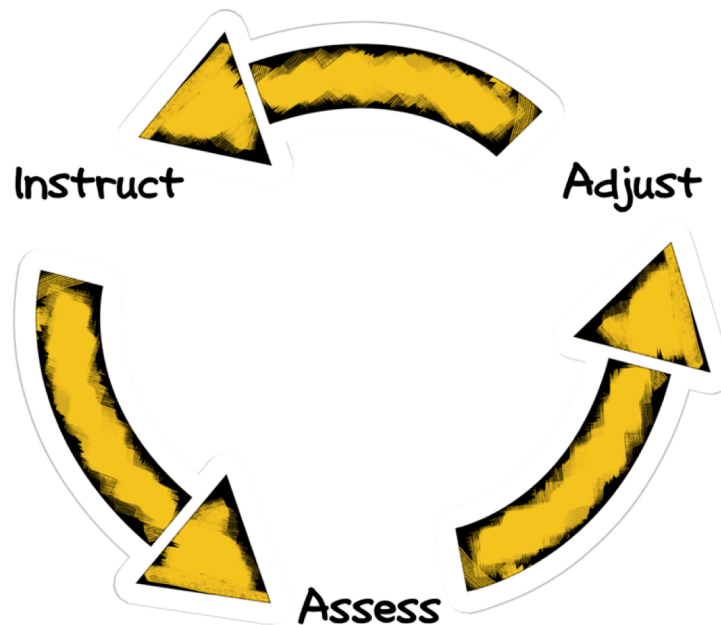


How to use think-alouds

1. Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).
2. Introduce the assigned text and discuss the purpose of the Think-Aloud strategy. Develop the set of questions to support thinking aloud (see examples below).
 - What do I know about this topic?
 - What do I think I will learn about this topic?
 - Do I understand what I just read?
 - Do I have a clear picture in my head about this information?
 - What more can I do to understand this?
 - What were the most important points in this reading?
 - What new information did I learn?
 - How does it fit in with what I already know?
3. Give students opportunities to practice the technique, and offer structured feedback to students.
4. Read the selected passage aloud as the students read the same text silently. At certain points stop and "think aloud" the answers to some of the pre-selected questions.
5. Demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the Think Aloud.

Differentiating • assessment!!

In differentiated instruction, assessment and instruction go hand-in-hand. You must use formative assessments to plan and adjust your instruction.



There is no one “correct” way to plan for and carry out differentiated instruction, however, regardless of your approach, you should repeatedly consider the following four questions when planning for instruction:

what are you teaching?

who are you teaching it to?

how are you going to monitor learning?

how will you carry it all out?

We could all use a little dojo

In the classroom **By Jennifer Badeaux**



<http://www.classdojo.com/>

Lookie, lookie what I have here! I've found another fabulous freebie to help you with your classroom behavior management. This site is called Class Dojo and it is all about working on positive behavior in the classroom.

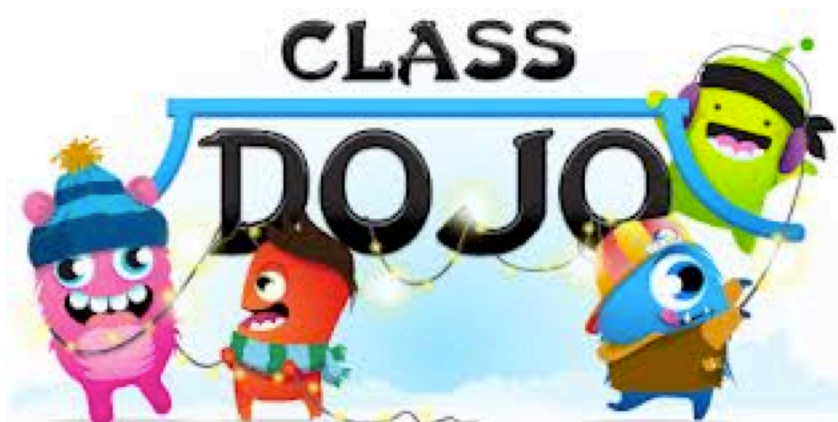
The set up is easy and creating your class is nothing more than entering your students' names and a cute monster style avatar for each student. The site also give you a screen shot that you can project with a projector to let the students know when they are receiving points and there is a sound that they can hear when behavior is rewarded. They can receive positive points for hard work, helping others, on task, participation, persistence and team work. The negative points are for being disrespectful, no homework, off task and unprepared.

Even though there are ways to use both positive and negative remarks I can see using just the positive side for behavior reinforcement. Points can be given and taken away and it is as simple as that. A positive point gives while a negative point takes it away! Setting weekly goals for points or rewarding leaders can easily be done without keeping up with punch cards, tally marks, classroom money or anything else.

Did I forget to mention there is an app for that? Well, yes, of course there is an app! You can give students points right from your smartphone. It does not always have to be a display on the classroom projector but letting them see where they are often would help reinforce they system. You could also print out a screen shot at the end of the day to let the students know where they are and how they have done. If you are using the smatphone only method it would also be a good idea to let them know when they are receiving points.

Another bonus is you can have your parents tied into this program. All you have to do is add an email address for your parents and you can select how often the parents will be emailed a report about their child's behavior and participation.

Try it out and see what you think. The site does mention it will try to remain free but will always be free to those early adopters. Try it and become an early adopter and see how it helps with your classroom behavior management.



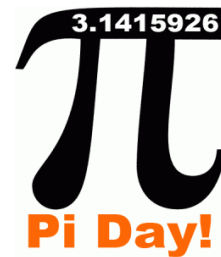
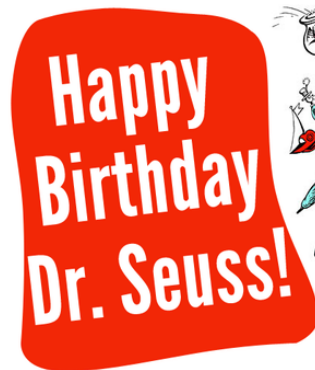


Birthdays

- | | |
|------------------------|-----------------------|
| 3 – Candee Broomell | 3- Larry Austin |
| 5- Heather Overton | 5 – Lisa Tsistinas |
| 5- Jennifer Cameron | 10 – Eva Confer |
| 12 – Tara Seguire | 15 – Marie Butler |
| 15 – Stephanie Bilella | 17- Tiffany Shields |
| 18 – Aimee Wilson | 19 – Jeremy Gutierrez |
| 19- Jennifer Bellerive | 23 – Brett Cunningham |
| 23- Janelle Culverwell | 26 – Lori Naegele |
| 26 – Antoinette Little | 28- Sam Casher |
| 28 – Kristen Kever | 29 – Michelle Emden |
| 30 - Patsy Ford | 30 – Amy Wadsworth |

Dates to celebrate in March!

Women's History Month



5 Lessons in Life from Dr. Seuss



1. Today you are You, that is truer than true. There is no one alive who is Youer than You.
2. 'Why fit in when you were born to stand out?'
3. You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.
4. Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.
5. Today I shall behave, as if this is the day I will be remembered.

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IN LIKE A LION, OUT LIKE A LAMB MARCH 20TH AND 21ST





During the madness of March Keep Calm by remembering what we learn from Women in History...

*Bravery from Harriet Tubman
Courage from Susan B. Anthony
Inspiration from Eleanor Roosevelt
Curiosity from Marie Curie
Strategist from Joan of Arc
Leadership from Cleopatra
Patience from Mother Theresa*

**march
madness**

To a Child, Love is spelled T*I*M*E

**SHOW YOUR KIDS HOW
MUCH YOU LOVE THEM.**

In the faint light of the attic, an old man made his way to a stack of boxes that sat near one of the little half-windows. Brushing aside a wisp of cobwebs, he tilted the top box toward the light and began to carefully lift out one old photograph album after another. Setting aside one of the dusty albums, he pulled from the box what appeared to be a journal from his grown son's childhood. He could not recall ever having seen it before, or that his son had ever kept a journal.

Opening the yellowed pages, he glanced over a short reading, and his lips curved in an unconscious smile. Even his eyes brightened as he read the words that spoke clear and sweet to his soul. It was the voice of the little boy who had grown up far too fast in this very house.

Entry after entry stirred a sentimental hunger in his heart like the longing a gardener feels in the winter for the fragrance of spring flowers. But it was accompanied by the painful memory that his son's simple recollections of those days were far different from his own. But how different?

Reminded that he had kept a daily journal of his business activities over the years, he closed his son's journal and turned to leave. Opening a glass cabinet door, he reached in and pulled out an old business journal. Placing the two journals beside each other, his was leather-bound and engraved neatly with his name in gold next to his son's tattered with the name "Jimmy".

As he opened his journal, the old man's eyes fell upon an inscription that stood out because it was so brief in comparison to other days. In his own neat handwriting were these words:

Wasted the whole day fishing with Jimmy. Didn't catch a thing.

With a deep sigh and a shaking hand, he took Jimmy's journal and found the boy's entry for the same day, June 4. Large scrawling letters, pressed deeply into the paper, read:

Went fishing with my Dad. Best day of my life.

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