

North Florida & South Carolina Region



Common Core ^{Tip} Corner

Positive Character Quotes

"A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying."
-B.F. Skinner

"If you don't have time to do it right, when will you have time to do it over?"

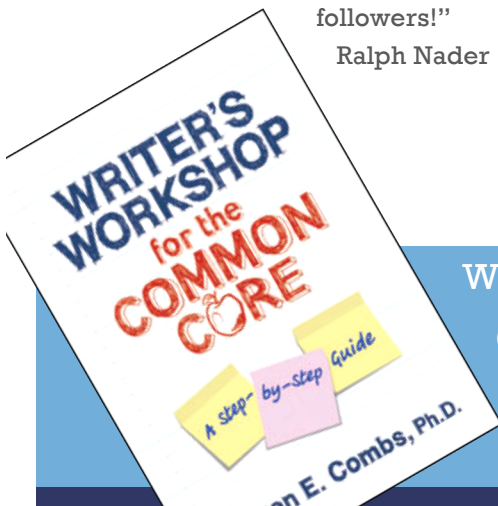
-John Wooden

"The only place success comes before work is in the dictionary"

-Vidal Sassoon

"The function of good leadership is to produce more leaders not more followers!"

- Ralph Nader



The Common Core State Standards for Writing ([Range of Writing—10](#)) calls upon students in grades 3 through 12 to "write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a wide range of tasks, purposes, and audiences." The writer's workshop can easily be used to reach this standard when implemented with these six simple strategies.

1. **Invite** your students to write with you, using yourself as a model. Fee yourself from hovering over and "helping" students as they write. Most of that monitoring distracts them from writing. For sure, stop writing for an instant conference if a student shows signs of being overwhelmed. As you model intense engagement in your own writing, an increasing number of students will follow in your wake.
2. **Choose** writing topics within the bounds of the math, reading, science or social studies curriculum.
3. **Quantify** expectations of all writing tasks and present students with a simple rubric for self-assessment.
4. **Keep** all writing tasks within appropriate time limits.
5. **Schedule** students to experience the writing process together one step at a time; have word- and sentence-study centers available for students who finish tasks early.
6. **Make** sure that students write on similar topics, genres, and modes to take full advantage of their ability to help each other when their writing is complete.

Want more info on Writer's workshop?

Check out this book by Dr. Combs

The book is filled with practical mini-lessons, strategies, and tools for every stage of the writing process, from prewriting through publication.

Get to know the North FL Region:

How well
do you
know
Jeremy?



Jeremy - Aka J.G.

Born March 19th
~Pisces~

Knows 7 languages....
2 human and the
other 5 are computer
based programming
languages

Loves fresh chewy sugar and chocolate chip cookies

Enjoys Iced Tea - made in Long Island

Lived in Hawaii for 3 years and almost did get a Hawaiian tribal tattoo
but has no real tattoos at this time

Prefers Cherry Chapstick

Has a photographic Memory and remembers every password he has ever
setup since 2005

Favorite Disney Character is Genie from Aladdin; feels they have similar
job duties

Although his favorite Disney Villain is Hades - its all about the hair

Wants to grow up to be just like Winnie the Pooh - big boys need love to

Gets his inspiration while jogging on the beach

Jeremy infamous quote "Check all your cables and reboot"



Six Scaffolding Strategies to Use with Your Students

What's the opposite of scaffolding a lesson? It would be saying to students something like,

"Read this nine-page science article, write a detailed essay on the topic it explores, and turn it in by Wednesday." Yikes -- no safety net, no parachute, no scaffolding -- just left blowing in the wind.

Let's start by agreeing that scaffolding a lesson and differentiating instruction are two different things. Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and read and discuss as you go. With differentiation, you may give a child an entirely different piece of text to read, you might shorten the text or alter it, and you may modify the writing assignment that follows.

Simply put, scaffolding is what you do first with kids, then for those students who are still struggling, you may need to differentiate by modifying an assignment and/or making accommodations for a student (for example, choose more accessible text and/or assign an alternative project).

Scaffolding and differentiation do have something in common though. In order to meet students where they are and appropriately scaffold a lesson, or differentiate instruction, you have to know the individual and collective zone of proximal development (ZPD) of your learners. (ZPD is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance.)

In the Classroom

So let's get to some scaffolding strategies you may or may not have tried yet, or perhaps you've not used them in sometime and just need a gentle reminder on how awesome and helpful they can be in student learning:

#1. Show and Tell

How many of us say that we learn best by seeing something rather than hearing about it? Modeling for students is a cornerstone of scaffolding. Have you ever interrupted someone with "just show me!" while they were in the middle of explaining to you how to do something? Every chance you have, show or demonstrate to students exactly what they are expected to do.

- Try the fish bowl activity, where a small group in the center are circled by the class as the group in the middle, or fishbowl, engage in an activity, modeling how it's done for the larger group.
- Always show students the outcome or product *before* they do it. You can guide students through each step of the process, model in-hand of the finished product and be sure to include the expectation rubric
- Use think alouds, which will allow you to model your thought process as you: read a text, solve a problem, or design a project. Remember that children's cognitive abilities are still in development so opportunities for them to see developed, critical thinking are essential.

#2. Tap into Prior Knowledge

Ask students to share their own experiences, hunches, and ideas about the content or concept of study and have them relate and connect it to their own lives. Launching the learning in your classroom from the prior knowledge of your students is not only a scaffolding technique, but also good teaching

#3. Give Time to Talk

All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with the community of learners who are also engaged in the same experience and journey. As we all know, structured discussions really work best with children regardless of their level of maturation. If you aren't weaving in think-pair-share, turn-and-talk, triad teams or some other structured talking time throughout the lesson, you should begin including this crucial strategy on a regular basis.

#4. Pre-Teach Vocabulary

Sometimes referred to as frontloading vocabulary, this is a strategy that we teachers don't use enough. Many of us, myself included, are guilty of sending students all alone down the bumpy, muddy path known as Challenging Text - a road booby trapped with difficult vocabulary. We send them ill prepared and then we are often shocked when they: a) lose interest b) create a ruckus c) fall asleep.

Pre-teaching vocabulary doesn't mean pulling a dozen words from the chapter and having kids look up definitions and write them out (we all know how this will go. Again, see above a, b, and c). Instead, introduce the words to kids in photos, and in context to things they know and are interested in. Use analogies, metaphors and invite students to create a symbol or drawing for each word and give time for discussion of the words (small and whole groups). Not until they've done all this should the dictionaries come out. And the dictionaries will be used only to compare with those definitions they've already discovered on their own.

With the dozen or so words "frontloaded," students are ready, you as their guide, to tackle that challenging text.

#5. Use Visual Aids

Graphic organizers, pictures, and charts can all serve as scaffolding tools. Graphic organizers are very specific in that they help kids visually represent their ideas, organize information, and grasp concepts such as sequencing and cause and effect.

A graphic organizer shouldn't be The Product, but rather it's a scaffolding tool that helps guide and shape the student's thinking so that they can apply it. Some students can dive right into the discussion, or writing an essay, or synthesizing several different hypotheses without using a graphic organizer of some sort, but many of our students benefit from using them with a difficult reading or challenging new information. Think of graphic organizers as training wheels; they are temporary and meant to be removed.

#6. Pause, Ask Questions, Pause, Review


This is a wonderful way to check for understanding while students read a chunk of difficult text or learn a new concept or content. Here's how this strategy works: a new idea from discussion or the reading is shared, then pause (providing think time), then ask a strategic question, pausing again. By strategic, you need to design them ahead of time, make sure they are specific, guiding and open-ended questions. (Great questions fail without giving think time for responses so hold out during that Uncomfortable Silence.) Keep kids engaged as active listeners by calling on someone to "give the gist" of what was just discussed / discovered / questioned. If the class seems stuck by the questions, provide an opportunity for students to discuss it with a neighbor.

Trying Something New

With all the diverse learners in our classrooms, there is a strong need for teachers to learn and experiment with new scaffolding strategies.

"You have slow down in order to go quickly".

Scaffolding a lesson may, in fact, take longer to teach, but the end product is of far greater quality and the experience much more rewarding for all involved.





Dropbox... Oh How I Love Thee So!

By Jennifer Badeaux

Seriously, I do. I love Dropbox and how easy it makes my life!

Why? “Imagine” this:

Friday Afternoon, sitting at my desk working on lesson plans... It's time to get out of here. I must leave. But the files I need are on my work computer and I don't want to bring it home. I can't find that tiny flash drive after frantically searching for 15 minutes. Have no fear! Dropbox is here! I save to Dropbox since I installed it on my computer and I'll just work on it all from home.

Seriously. You've heard about “The Cloud” and that wonderful storage in the sky. Well, essentially it's storage that you can access from any device: computers, iPads, Smartphones, friend's computer. Basically you save to a folder under Dropbox much the same way you would save a file under my Documents. Set up is easy and better yet, it is free. Well, you get 2G for free and can pay to have more space. You can also earn 500MB of space with each referral. (Hint: Need an invite? Just ask!!!)

You can also share those file folders with other teammates. My first grade comrade and I have a shared folder of ebooks always on our computer. I have made different folders for whatever information I need to have in multiple areas. I no longer have to worry about where that little flash drive last ended up or if I have lost it for good. Dropbox has me covered. Seriously.

If you'd like more information please visit: <https://www.dropbox.com> . There is even a great video that explains how it works if you are one of those visual learners.

And as always, I'm just an email away. Feel free to ask if you have any questions.





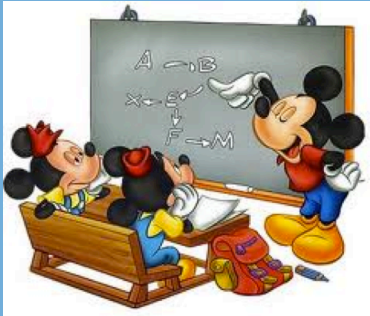
Random Math Trivia to interest kids...

Forty is the *only number* that has all its letters in alphabetical order.

If you were to spell out numbers you would go until 1,000 until you would find the letter "A"

Coollest multiplication problem: $11,111,111 \times 111,111,111 = 12,345,678,987,654,321$

A 'jiffy' is an actual unit of time for 1/100th of a second.



"Arithmetic is being able to count up to twenty without taking off your shoes." – Mickey Mouse



September Birthdays

- 3 – Pamula Pereda
- 4 – David Gray
- 6 – Maxine Welsh
- 7 – Lydia Davis
- 14-Nancy Presnell
- 14 – Nicole Casas
- 14 – Erica Wagner
- 19 – Brandy Vance
- 20 – Patty Demers
- 23- Colleen Fonte
- 24- Alisa Castagna
- 26 – Michelle Ragni
- 28 – Chelsea Martin
- 28 – William Harris
- 29 – Shana Papadakos
- 30 – Paisley Uhrich
- 30 – Nikki Huth



Important (and not so much) Dates in September!

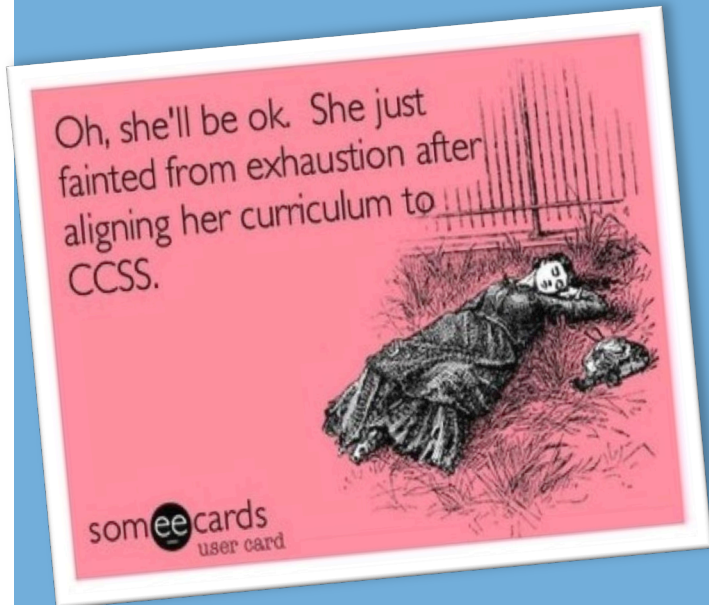
- 3- Labor Day
- 5 – National Cheese Pizza day
- 6- Read a Book Day
- 7- ESPN debuted in 1979
- 8- Author Jack Prelutsky bday
- 9- Grandparents Day
- 10- Swap Ideas day
- 11 – Patriot Day for 9/11
- 12 – Chocolate Milkshake Day
- 13- Author Roald Dahl's bday
- 14-Star Spangled Banner written
- 15- Author Tomie dePaola bday
- 16-National Play doh day
- 17- Constitution Day
- 18 – Native American Day
- 19 – Talk like a Pirate day
- 21- International Peace Day
- 22- First day of autumn
- 23 – Be a good neighbor day
- 25-Mary Poppins debuted in 1964
- 26-Johnny Appleseed's bday
- 28- Dream Day – MLK Jr gave the speech I have a dream in 63
- 30 – FULL MOON



TOP TEN LIST: Lesson Ideas on the Web –

1. <http://www.readwritethink.org/>
2. <http://scholastic.com/teacher>
3. <http://lessonplanspage.com/>
4. http://www.educationworld.com/a_lesson/
5. <http://awesomelibrary.org/>
6. <http://www.readingrockets.org/>
7. <http://www.readworks.org/>
8. <http://fcrr.org/>
9. <http://www.nefec.org/learn/teacher/index.htm>
10. <http://www.imaginenorthfl.com/>

*EXPLORE, INSPIRE AND BE
CREATIVE!*



A Mayonnaise Jar and 2 Cups of Coffee



When things in your life seem almost too much to handle, when 24 hours in a day are not enough, remember the mayonnaise jar and the 2 cups of coffee.

A professor stood before his philosophy class and had some items in front of him. When the class began, wordlessly, he picked up a very large and empty mayonnaise jar and proceeded to fill it with golf balls. He then asked the students if the jar was full. They agreed that it was.

The professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles rolled into the open areas between the golf balls. He then asked the students again if the jar was full they agreed it was.

The professor next picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else. He asked once more if the jar was full. The students responded with a unanimous "yes."

The professor then produced two cups of coffee from under the table and poured the entire contents into the jar, effectively filling the empty space between the sand. The students laughed.

"Now," said the professor, as the laughter subsided, "I want you to recognize that this jar represents your life.

The golf balls are the important things- your God, family, your children, your health, your friends, and your favorite passions--things that if everything else was lost and only they remained your life would still be full.

The pebbles are the other things that matter like your job, your house, and your car.

The sand is everything else -- the small stuff.

If you put the sand into the jar first," he continued, "there is no room for the pebbles or the golf balls. The same goes for life. If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you.

Pay attention to the things that are critical to your happiness. Play with your children. Take time to get medical checkups. Take your partner out to dinner. Play another 18. There will always be time to clean the house and fix the disposal."

Take care of the golf balls first -- the things that really matter. Set your priorities. The rest is just sand."

One of the students raised her hand and inquired what the coffee represented.

The professor smiled. "I'm glad you asked. It just goes to show you that no matter how full your life may seem, there's always room for a couple of cups of coffee with a friend."