



# BES NEWS

Volume 3: February 23, 2017



## **"Beary" Important Dates:**

**February 27th-March 3rd-  
Celebrate Seuss- Spirit Week**

**Monday- "Fox in Socks" Day:**  
wear your silliest socks.

**Tuesday- "Green Grinch" Day:**  
wear green.

**Wednesday- Twin (Thing 1  
& Thing 2) Day: Dress like a  
friend at BES.**

**Thursday- "Oh the Places...  
you've gone" Day: wear a shirt  
with the name of a place, city,  
or a town you've visited.**

**Friday- "Kids in a Hat" Day:**  
wear your favorite hat.

**March 9th- Parent Advisory  
Committee (PAC) 6:00- 7:00 PM.**

**March 9th- Parent Teacher  
Organization (PTO) Meeting  
7:00- 8:00PM.**

**March 10th- School Closed for  
Professional Development**

**March 22nd- BOE meeting, 7:00  
P.M. in the BMS library.**

**March 30th-April 6th- Spring  
Book Fair.**

**March 31st- PTO Mother-Son  
Dance @ BMS 6:00-8:00 P.M.**

## **PRINCIPAL'S CORNER**

With spring just around the corner, Mr. Weaver and I would like to take a moment to express our sincere appreciation for all the support Brooklyn Elementary School students, families, and staff have given us this school year. We are so fortunate to have been welcomed into the BES family and look forward to reaching all of our goals for BES.

One of our goals for this year is to increase parent participation in our annual school climate and NAEYC (PK/K) surveys. These surveys provide us with important information regarding your thoughts on what we're doing well and what still needs our attention. The parent/family surveys will be available from April 3rd-21st. Please take a few moments to complete the survey(s), so that we may continue to improve all aspects of the Brooklyn Elementary School program.



During parent-teacher conferences on **April 6th**, we will have the computer lab available for parents to take the school climate survey as it is in electronic form.

## **PREKINDERGARTEN**

Our preschoolers have been very busy this winter! They have been working hard on letter and sound recognition and identifying beginning sounds in words. We have been practicing our number recognition and counting out sets of objects and continuing to identify and create patterns in our environment. This winter, our students have been learning about arctic animals, bears and hibernation, and the winter season.

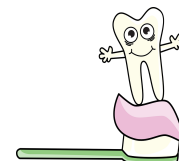


Our classrooms have turned into "construction zones," where our students have become construction workers and inventors. We have been building and creating new ideas each day! Within the next few weeks, we will be reading and learning about popular fairy tales and nursery rhymes, and celebrating Dr. Seuss' birthday with his famous stories and rhyming activities.

## **KINDERGARTEN**

We have been very busy in kindergarten this winter.....no hibernating here!. We recently celebrated the 100th day of school and being 100 days smarter!!!! Kindergarten continues to introduce the letters of the alphabet and their sounds. We are blending sounds to read easy texts. We are using our knowledge of letter sounds and sight words to write simple sentences.

We are beginning to add and subtract sums to five. In celebration of February as Dental Health Month, we will have a visit from a dental hygienist. She will remind us of how to take care of our teeth by brushing, flossing and eating healthy snacks!



## GRADE 1

Our first graders have been busy, busy, bees! They have been delving into a variety of literary genres and learning to identify the attributes of each one. They have been reading non-fiction to learn and discover interesting facts about animal habitats and life cycles. They have also continued reading and learning about the elements of fiction like setting, characters, and plot structure. While we continue to learn decoding strategies when reading together in first grade, we have also been learning how to demonstrate our understanding of what we read through summarizing and retelling stories, drawing conclusions and inferring meaning from clues in the text, and making connections to characters and themes.

As our first graders have been learning the attributes of great literature and informational text, they have also been learning to include these attributes of organization, details, and sequencing words in their own writing. They continue to improve their understanding of writing conventions like good spelling, grammar, and letter formation while stretching themselves as writers to include more descriptive detail and organization in their writing and demonstrate an awareness of their audience when writing.

In math, our first graders have been working hard to become fluent at using addition and subtraction strategies to 20 with accuracy including the use of number lines and doubles facts. They have also been learning to solve word problems using strategies such as looking for keywords and phrases that indicate addition or subtraction. They are beginning to learn the importance of place value, and they have enjoyed exploring this concept with fun activities as part of our 100<sup>th</sup> Day of School celebration. Our fabulous firsties will begin to use this knowledge to solve math problems of increasing difficulty.

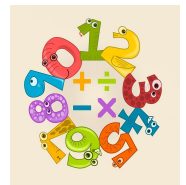
In first grade, kindness and friendship are the rule, and we have celebrated these important traits with a Valentine's Day celebration and card exchange and by learning about the life and legacy Dr. Martin Luther King Jr. and other patriotic Americans like our presidents. Please continue to reinforce these important character traits at home by talking with your children about their feelings and modeling these qualities through your words and actions.



We appreciate all the at home support you give your child reinforcing basic math facts to 10 and reading with your child each night. Keep up the great work!

## GRADE 2

In math, students are finishing up Unit 4, Addition and Subtraction with regrouping. Unit 5 will introduce money, where students will learn coin values, values to \$1.00, counting coins, and word problems involving money.



We continue to work on differentiated spelling lists in order for students to focus on phonics strategies that they learn in the classroom rather than just memorizing spelling words.

In reading, classes have been working on strategies for reading nonfiction. They have focused on asking questions, knowing and using various text features to locate key facts, comparing and contrasting texts on the same topic, and identifying the main idea of a text or paragraph. Unit 3 will focus on digging deeper into fiction.

*“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”*

*--Dr. Martin Luther King, Jr.*

## GRADE 3

Third graders have been hard at work learning about the following topics:



Science = changes that affect habitats/environments;

Social Studies = changes to communities over time (both planned and unplanned);

Math = patterns in the multiplication table for the twos, fives, and tens;

Reading and Writing = Traditional Literature (including fables, myths, tall tales, legends, and the fairy tales that we have been writing) and we are also working on writing fictional narratives.

## GRADE 4

Fourth grade students have completed their unit on multiplication and division. Much emphasis has been put on factor fluency, vocabulary, problem solving and the importance of times table fluency. Team members have shared a number of strategies and activities. We have now begun our study of fractions and are making great strides. Students have been exploring fractions using a variety of models, manipulatives, classroom activities and online programs. Again, much emphasis is put on multiplication table fluency.

1	2	3	4	5	6	7	8	9	10	11	12
2	3	4	5	6	7	8	9	10	11	12	1
3	4	5	6	7	8	9	10	11	12	1	2
4	5	6	7	8	9	10	11	12	1	2	3
5	6	7	8	9	10	11	12	1	2	3	4
6	7	8	9	10	11	12	1	2	3	4	5
7	8	9	10	11	12	1	2	3	4	5	6
8	9	10	11	12	1	2	3	4	5	6	7
9	10	11	12	1	2	3	4	5	6	7	8
10	11	12	1	2	3	4	5	6	7	8	9
11	12	1	2	3	4	5	6	7	8	9	10
12	1	2	3	4	5	6	7	8	9	10	11

In Language Arts, we have completed our unit on informational text, identifying text features that help build comprehension. We have enjoyed exploring a number of topics, some of which include Natural Disasters, biographies, and U.S. regions. We have focused on note taking, utilizing information from more than one source, and have used an expository model in our writing. We are excited to begin our new quarter with Folklore and Mythology, as well as getting back to some narrative writing. We look forward to a visit from a professional storyteller, Mr. Tom Lee, who will further inspire our creative writing.

## READING

The Slime Time reading challenge is currently under way! Our mission is to reach a school-wide goal of 60,000 reading minutes by March 2nd. Mr. March has graciously volunteered to "get slimed" if we reach our goal. Please encourage your child to complete their reading logs and return them to their teacher. We will celebrate our reading at the Dr. Seuss assembly on March 2nd.



Reading winter benchmark testing is also under way. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment-II (DRA2), and the STAR reading computer tests have been completed so that we may use data to drive targeted reading instruction for all students.

## MATHEMATICS

### Check out BEDTIME MATH!!

**BedtimeMath.org** is a great website for all ages!! This is a great (FREE) website and app that combines current events and problem solving! Learn and explore something new every day about the great big world we live in!

## Kindergarten and Grade 1 Math Ideas



\*Count by 1s forward and backward - start from any number within 100

\*Count objects and put them into groups of 10 and then count by 10s. \*Play "Math Battle" (card wars) to see who has the greatest/smallest number.

\*Play Go-Fish and/or memory to 5 (matches would be a 4 and 1, 2 and 3, or a 5 and face card used as a zero) and then 10 once the combinations of 5 are mastered.

\*Create towers and see who can build the tallest one before it crashes (keep a tally chart of each piece placed on). You can add 1, 2, or 3 pieces at a time.

\*Play "Guess my Number" .... I am thinking of a number between \_\_\_ and \_\_\_. Then give them hints such as; it is larger/greater or it is smaller/less than...

\*Set a time limit... ready, set, GO... the goal is to find the most of a certain type of item (could be a certain shape, color, size, etc). Who has the most? Who has the least? Who had the biggest object? Who had the smallest object? Who can put them back the fastest?

\*Call out a number 0-10 and everyone puts up that number of fingers on their hands. How many ways can we make that same number?

## ART

Your artists and I have been working extensively, exploring the art elements of color and space. We are continuing to build upon the foundational elements of line and shape. **Pre-K** is learning to identify primary (red, yellow, blue) and secondary colors (orange, green, and purple). They have created primary and secondary color booklets, and are currently learning about the color wheel with ROY G BIV (Red, Orange, Yellow, Green, Blue, Indigo, Violet). They will be making their own ROY G BIV characters. **Kindergarten** is also reviewing their primary and secondary colors, practicing color mixing and learning how the primary colors make the secondary colors. We made tape paintings together and are currently working on rainbow fish paintings based on the story. In **first grade**, students are utilizing the primary colors and bleeding tissue paper to make their own primary color snowmen.

**Second graders** are learning about space and perspective, creating artwork that shows a "worm's eye perspective" (the artwork suggests that the viewer is looking up so that objects appear larger). **Third graders** are taking a cultural journey, exploring work from the Navajo Indians and the Australian Aborigines. They have made "blankets" in the style of the Navajo Indians, and are currently working on dot paintings that were traditional in the Aboriginal culture. Finally, **fourth grade** students are focusing on the aspect of space, defining and utilizing foreground, middleground, and background. We looked at the folk art of Heather Galler, and your students are creating landscapes in the style of Galler's work.

The response for Artsonia has been wonderful, and I am so appreciative of your support of the visual arts. Each child has their own "gallery," and all you need to do is enter your child's screen name and your parent access code (on the form given to your child last quarter) to grant permission to post your student's work. I will be glad to print you a form if you are in need of another one. You can also order keepsakes with the

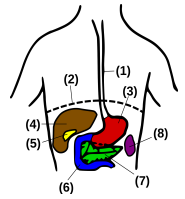


artwork! It is a wonderful, trusted website and I look forward to sharing their work with you. If you have any questions, please email me at [gatlin@brooklynschools.org](mailto:gatlin@brooklynschools.org).

**"Every child is an artist." –Pablo Picasso**

## HEALTH

Health classes are in full swing!! Prekindergarten students have been introduced to Kelly Bear- the green puppet. Kelly Bear teaches children about respect and our feelings. Ask your child about S.T.F.A. - a 'word' they learned to remind them to show respect and think of the feelings of others.



Kindergarten finished learning about nutrients and also worked with Kelly Bear on their feelings. They made a heart book about their feelings and took this home recently.

Grade 1 discussed respect and completed a book with many different activities aimed at increasing their awareness of the importance of showing respect to all.

Grade 2 completed a "Do Not Disturb" sign on the back of which they wrote 10 of their own ways to show respect. These were laminated and brought home - I hope they use them wisely! Second grade students have now started a unit about the major organs of the human body.

Grade 3 and 4 students are working individually on special posters. Grade 3 posters highlight "responsibilities". Grade 4 students discuss 'moral courage' - the strength of mind needed to overcome fear and do the right thing. They then are asked to think about when they themselves may need moral courage. The final project is to create their own poster about 'moral courage'.

Health classes are very busy, and I am proud and excited about the enthusiasm of the students and the quality of work they are producing. I thoroughly enjoy our health classes, and I hope your child does too!

## LIBRARY

We've had a lot going on in the Library and Computer Lab over the past marking period.

Students in PK are continuing to learn how to talk about shared stories. We encourage the students to read to us during their free book time. They are asked to look at the pictures and "tell" us the story based on the picture clues. Sharing books and letting the children "read" to you builds confidence, encourages them to use language and builds vocabulary.

Students in Kindergarten are beginning to find books that they can read by themselves as they learn words in their classrooms. Soon, they will learn how to go to the shelves to select books based on their own interests. Up until now, I have selected books for them and have only given them limited free choice from a table filled with engaging fiction picture books and a table full of age appropriate nonfiction books. We will begin to really talk about making "just-right" choices.

Kindergarten students are confident computer users. They now are able to log-in and out of our lab computers, use a mouse, and navigate our school website to choose a bookmarked educational game. Our favorite websites are [www.abcya.com](http://www.abcya.com) and [www.starfall.com](http://www.starfall.com).



*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*

*-- Maya Angelou*



First grade students are blossoming as readers! What fun it is to see how excited they are to find books that they can read independently. I always encourage "just right" selections but allow free choice to help them develop a love and excitement for books. We have been visiting the computer lab for the past marking period working specifically on keyboarding. Students have been using [www.abcy.com](http://www.abcy.com) for the keyboarding skills games as well as reading and math games.

Second grade students have been working on typing skills as well. We have been using Dance Mat Typing <http://www.bbc.co.uk/guides/z3c6tfr> to introduce touch typing, and it's great to see the students really concentrate on learning the keyboard and how to type without looking at their hands. In the third marking period we will begin using the library as a place to carry out research projects. They will be learning about all of the different resources the library offers to help them answer their research questions. The second grade students have been reading many of Suzy Kline's books and were very fortunate to have had a visit by Mrs. Kline. She gave us a wonderful presentation about her books and how she got her ideas for her writing. She shared her writer's notebooks. We were very impressed by the second grader's engagement in the presentation and their wonderful questions. Special thanks to Mr. Weaver for helping us make the contact.

Fourth grade students have been researching a president of their choice. They are now learning how to use Google Slides as a presentation tool. Ask your student to share his or her presentation using his/her google account.

The next book fair will be scheduled for March 31st-April 6. It will coincide with our parent teacher conferences. As always, I depend on volunteers to make this happen for the students. If you are interested in helping, please contact me. I will need help during school hours when the classes visit the library as well as during parent/teacher conferences. I am happy to announce that this fair is a buy one get one free fair, and all of the library's potential profit goes to our students in helping them bring books home at an affordable price.

A special thanks goes to Nicole Jolley who has been giving volunteer time to the school library three days a week. She helps me shelve and process new books. Her help has been a valuable asset to our school library. If you are interested in helping, I could still use some volunteers.

"The simplest way to make sure that we raise literate children is...  
To show them that reading is a pleasurable activity. And that means...  
Finding books that they enjoy, giving them access to those books, and letting them read them." -Neil Gaiman

## MUSIC

Hello everyone! Time for another update from the music room. Fourth graders have put in the time, effort, and practice to start Recorder Karate! This process takes a lot of work for all parties involved. If you are the parent of a fourth grader, thank you so much for letting them practice at home and get better. In Recorder Karate, students are applying everything they've ever learned and applying it to become better musicians.



Third grade has worked a great deal on four sounds in one beat, or sixteenth notes as we call them now, and can decode them when they hear them. Even more impressive, they can read rhythms that include them fluently. Now they are on to writing them before we jump into another, new notation that is two beats long. They have also become very proficient with singing and reading Sol-La-Mi melodic patterns and songs that are made up of them. We are also getting prepped to read music so they are learning about the staff and treble clef.

Second graders now know that in music, silence is called a rest and if it lasts for one beat it is called a quarter rest. Not only that but they can read and write music that includes them! Like third grade, they've become very good at singing Sol-La-Mi patterns. Soon they will be diving into reading them.

In first grade, the students are becoming rhythm wizards! These kids are great at reading and hearing rhythms that use one sound in one beat and two sounds in one beat and are great at telling the difference between beat and rhythm. They will soon be venturing into the La world like second and third grade.

Pre-K and kindergarten have worked a lot on opposites in music like fast/slow, high/low, loud/quiet, etc. The students are great at keeping a steady beat so they are about to be introduced to beat versus rhythm.

If you are ever curious about what else goes on in the music room or would like to know more about the concepts your child is learning, please do not hesitate to stop me in the hall to talk or email me at [march@brooklynschools.org](mailto:march@brooklynschools.org).

## PHYSICAL EDUCATION

### Physical Education – Robert N. Chenail

Welcome ALL to BES PE. Here is a brief synopsis of the activities (And Fun) your child will experience during the **3<sup>rd</sup> Quarter** of this school year. All grade levels will participate in activities centered around the following **Five** Main Skill Themes:

**1.**Fitness/Creative Movement, **2.**Eye-Hand Coordination, **3.**Understanding Game Rules and Team Play, **4.**Introduction/Understanding of Friendly Competition, and **5.**Problem Solving. As you can imagine, it is difficult to provide a true picture of all that happens in our gym in this type of format. As always, feel free to contact me should you have questions, concerns, or general interest of any kind. --- Thank You, Bob C.

The individual grade activities are listed as follows:

**Pre-K & Kindergarten** - The first unit for this age group will involve movement and dance activities, running/tag games, scooter-board play, and chasing. The next unit incorporates eye-hand coordination practice, including throwing at targets, and the striking of objects with the hands and then implements (such as rackets and paddles). This unit will be followed by free exploration of creative movement and rhythm through dance. Age appropriate problem solving, memory games, and spacial awareness activities will be practiced along with pathway movements and the predicting of cause-and-effect.

**Grades 1 & 2** - Similar to Pre-K and K, the first graders will participate in the above listed fitness activities, however, more emphasis will be placed on movement skill concepts (skip, gallop, and side shuffle). More complex rhythm and dance activities are introduced, as well as, advanced practice of chasing, fleeing, and dodging skills. Fitness stations will also be utilized. Eye-Hand coordination practice is accomplished through pass and catch activities and the striking of objects with implements, such as paddles and whiffle tee-ball. The quarter will conclude with Tee Ball - incorporating rules, team concepts, and decision making practice. Their unit will begin with an emphasis on rhythm and fitness through dance, kicking skills, and fitness stations. Age appropriate progression of game rules, team play, friendly competition, and problem solving will be accomplished through activities such as zone soccer, throwing, catching, and striking. Second grade will play both tee ball and hitting a coach pitched ball.

**Grades 3 & 4** - These students will participate in more advanced versions of the above listed activities through an introduction to the games of volleyball, baseball, zone



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	<p>soccer, and zone hockey. Although win/lose situations <b>Never</b> occur in BES PE classes, these games do introduce the concept of friendly competition, preparing the students for middle school, where team sports are commonly practiced. The end of the unit will conclude with fourth grade being introduced to project adventure/outward bound activities, which are problem solving situations posed to the students that incorporate the concepts of teamwork, cooperation, trust, communication, and honesty.</p>
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