

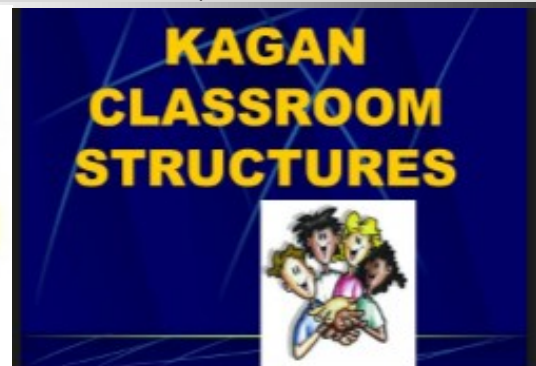
MRS. LEWIS' GAZETTE

A WEEKLY NEWSLETTER FROM MRS. LEWIS

[CLICK HERE](#) to go to Mrs. Lewis' Website

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Panther Buck-PBIS/P.A.C.T. Blitz

The blitz this week is **TRANSITIONS!** During a "blitz" the students are rewarded with extra Panther Bucks for:

- Lining up quickly
- Getting supplies quickly
- Following directions quickly
- Sitting quickly when changing classes

Typing Club

On full day Wednesdays, the students can join typing club after school until 3:40 p.m. in my classroom. Since we use our chromebooks to type during all subject areas, this will help them increase their typing skills.

Cooperative Learning Structures

In class, the students have been learning by working cooperatively with their peers. They have played quiz-quiz-trade, rally coach, match and freeze, and other Kagan Cooperative Classroom Structures. By being able to justify their reasoning to each other, the students are able to think critically about each question they answer.

CHECK FOR ACCURACY You KNOW the student understands	CHECK FOR UNDERSTANDING You THINK the student may be confused	GIVING CLARITY You KNOW the student is confused
<ol style="list-style-type: none">1. Would that work if you didn't use that method?2. Can you create and solve a problem similar to this one?3. Can you make a model to show that?4. Can you use a different method to show your thinking?	<ol style="list-style-type: none">1. What do you need to find out?2. How would you describe this problem in your own words?3. What pieces of this problem make sense and which pieces are you confused by?4. Could you try this with simpler numbers?5. Have you tried blocks or pictures?	<ol style="list-style-type: none">1. Which words are important?2. Where do you think we should start?3. What is the goal of this problem?4. Can you explain the steps you think we should take?5. How can your group members help you? Drawing it? Talking it out?

PROVE IT Questions
Ok, so your student got an answer – ask these questions to push his/her thinking:

Can you explain that? What is the support for your thinking? What are the mathematical concepts here? How can you prove that...? Can you give evidence that supports that?	What are some big ideas shown here? Make that more clear to me. Tell me how you arrived at that conclusion. Why would you do that? What did you do to find yourself doing that?
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A graphic titled "Math Talk" with the words "Solve" and "Explain" at the top. Below are four cartoon characters with speech bubbles. The first character says, "I can use mental math to solve the problem." The second says, "I can my words to talk about what strategy I used to solve the problem." The third says, "I can ask questions of my peers to get a better understanding of how they solved their problem." The fourth says, "I can justify my answer by answering questions my peers have asked about solving my math problem." The words "Question" and "Justify" are written in large letters at the bottom.

Math Talk

The students are asking questions to each other so that they can explain and justify that they have a deep understanding of the math concept. They are learning to ask higher level questions that are at a Depth of Knowledge of 3 and 4.

Upcoming Events

October 3rd, 4th, and 5th
Galileo Benchmark 1
ELA, Math, Science

Fall Break
October 10th-14th
No School

October 19th
Half-Day Release
11:30 a.m. dismissal