



# The Barnette Bear Beat



## FOLLOWING THE STUDENTS AND STAFF OF BARNETTE

Each month we will bring you information based on the staff and students of Barnette Elementary. This will be an opportunity to highlight various staff and students, grade level events and happenings, school culture, and curriculum tidbits.

## JANUARY EDITION: HAPPY NEW YEAR TO EVERYONE!!!!

**TEACHER OF THE YEAR:** Congratulations to Mr. Maciag, our 2022-2023 Teacher of the Year!



## GRADE LEVEL HIGHLIGHTS FOR THE MONTH:

### PRE-K:

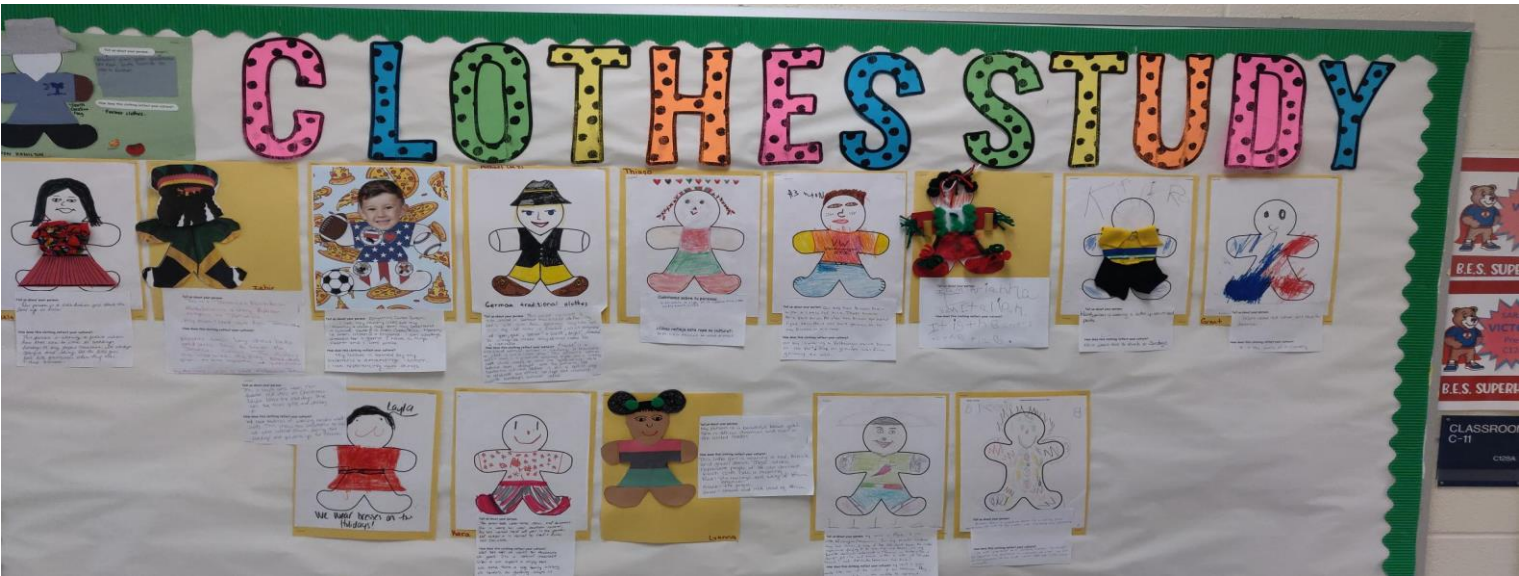
As part of Pre-K's end of unit celebrations, the students participated by making paper bag costumes. The students used materials from their home to make a one-of-a-kind costume and walked the red carpet to show their creativity. This was a great way for the students to share what they have learned during the clothing unit. As part of this unit, the students also had to describe how their clothing choices reflect different cultures and traditions. During a recent visit to Mrs. Houston's class, the students were discussing skills and characteristics that they will need to be successful in kindergarten next year. They did a great job with this as the students discussed listening, sharing, being kind to others, and problem solving. Our Pre-K students have also continued to work on strategies to interact with each other in a safe, social, and positive manner. They have

continued to develop their knowledge of the alphabet and language skills, as well as being able to identify similarities and differences among their peers.

*Images from the Pre-K Fashion Show.*



*Pre-K Clothes Unit Study.*



*Mrs. Houston's class discussing how to be successful next year in kindergarten.*



## KINDERGARTEN:

In literacy this month, our kindergarten students have been working on identifying the major events in the text, as well as being able to draw the setting and recognize the characters in a story. During a recent visit to several of the classrooms, the students were using the book, *The Snowy Day* to discuss and describe how the characters are feeling and their emotions. Through this experience and teacher modeling, the students will then write their own short story using feelings and emotions, as well as working on capitalization and punctuation. Through observing pictures and visuals, the students also had to infer what emotion the character was feeling. In math, the students have been working on number names, recognizing patterns, and counting in a sequence to 100 by one's and ten's. Additionally, the students have been learning to determine what the next number would be, when given a specific number between 1-20. As part of their social studies unit, the students have been learning about different cultures of the world, as well as how their classmates celebrate their own culture. The students completed Holiday Culture and Tradition Projects which included personal information regarding their family's background, how they decorate and celebrate the holidays, family vacations, favorite meals and recipes, and traditions specific to their individual family. This is not only a great way to learn about the different cultures of the world, but it also allow the students to learn about their classmates.

***Mrs. Wronsky sharing her story on how to include emotions and feelings in writing.***



***Examples of student Holiday Culture and Tradition Projects.***



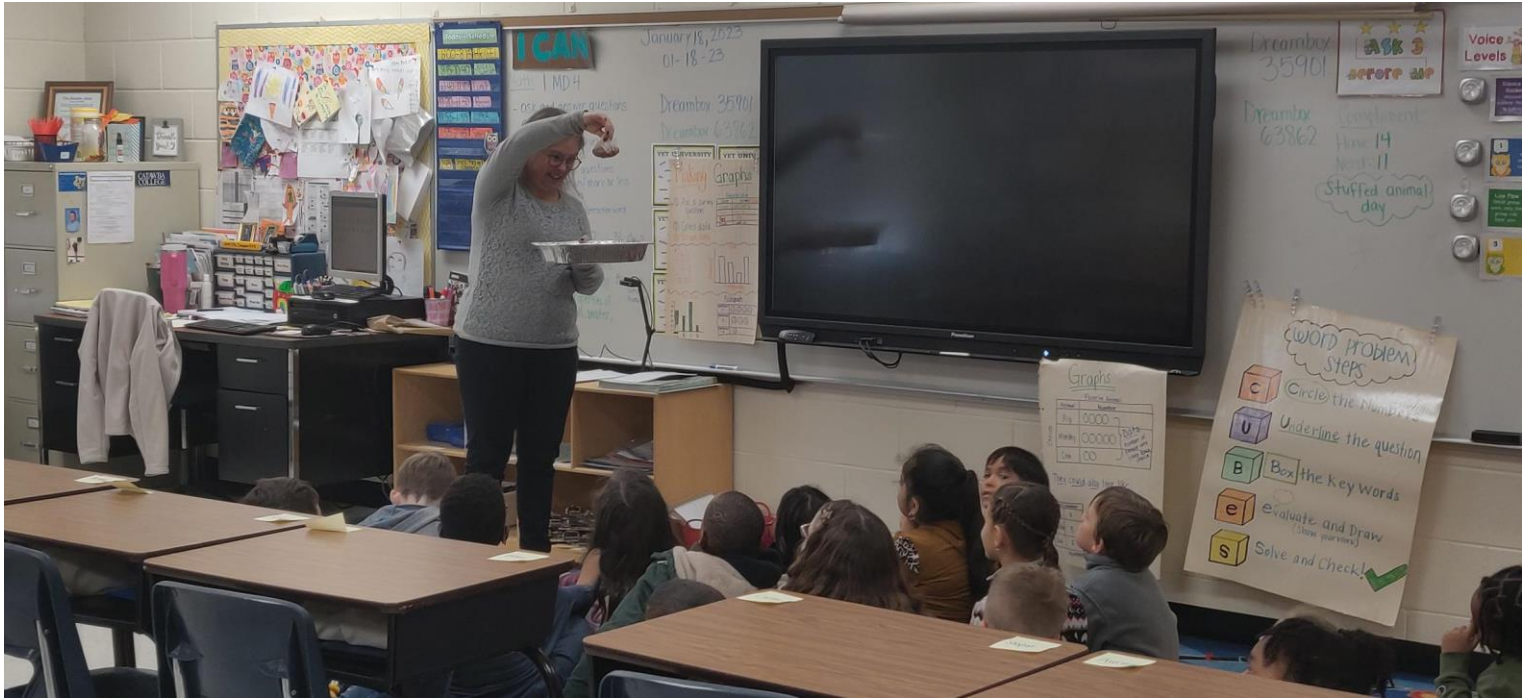
# 1<sup>ST</sup> GRADE:

During a recent visit to Mrs. Brown's class, the students were in the process of learning to write their own narrative poem by using a model and evidence. As a real-world activity, the students are also working to provide each other with respectful and useful feedback on their writing. It appears that we may have some future scientist's among our first grade students! While visiting Mrs. Long's class, the students were using clay, loam, and sand to observe and describe different types of soil and how they can change due to the addition of water. Many of the students made reference to how the soil now becomes more compact or clumpy based on the water being added. Mrs. Cunningham's students have also been studying about rocks, minerals, water, and soil. Recently, she was sharing information regarding the radish seeds the students had planted as part of their current experiment and unit of study. With this activity, the students have been graphing their results, and then in turn, using the information in math as part of their current math unit on data, graphing, and answering more or less questions regarding this information. Ms. Norris' students have been working on multi-step addition word problems, and grouping numbers by fives or tens to make counting easier. In our literacy classes, the students in Mrs. Brown, Ms. Stikeleather, and Ms. Smith's classes have been learning about and working on writing narrative poems based on teacher modeling and providing evidence. Additionally, the students will work on revising their work by adding additional details and editing for conventions. During a visit to Ms. Stikeleather's room, the students were doing an excellent job on their poems by adding various adjectives to describe their writing piece about the Sun. The students have also been working on using commas to separate words in a series, as well as utilizing their phonetic awareness skills to search for patterns in helping them spell unknown words.

***Student's in Mrs. Long's room experimenting with different types of soil as part of their science unit.***



*Mrs. Cunningham sharing information with her class on their current science project with radishes.*



## 2<sup>ND</sup> GRADE:

In second grade literacy this month, our students have been learning about and working with irregular, past tense verbs. They have first learned how to identify them, and have recently begun using them in their writing. Additionally, the students have been working on understanding and implementing “temporal words.” Both of these will now play a role in the student’s first learning about how authors write compelling narratives, before the students move into writing their own. As part of this process, Mrs. Roberts recently had her students take part in a “snowball fight.” First, partners received a temporal word they had to discuss between themselves. Next, all of the students crumbled their paper up and participated in the “snowball fight,” or exchanging of papers. Once they had a new word, they had to again discuss it, and then use it correctly in a sentence. As the class discussed temporal words, Mrs. Roberts provided them with the real-world example of going in order with the correct steps in making a pizza to help the students better understand the meaning of temporal terms. In Ms. McFalls’ class, the students were using their narrative planners based on previous stories and discussions involving the topic of Paleontologists and excavating fossils to working on creating their own ending for their stories. In Mrs. Hjortsberg’s room, the students were working on problem-solving with multi-step word problems, while utilizing the cube strategy. Once the students were able to solve the problem, they had to write an equation that went along with the problem to identify the answer. Ms. Moore’s students were working on strategies to create equal equations, while Mrs. Boardman’s students were using multiple subtraction strategies to add two-digit numbers. As observed, the students incorporated the place-value model and the partial difference strategy. As part of their problem solving process, the students also had to determine the missing numbers necessary to complete an equation. The students have recent moved into learning about identifying coins and counting money.

*Student test time in Ms. Moore's room.*



*The Great Temporal Snowball Fight in Mrs. Roberts' class.*



*Students playing different games to practice their money counting skills.*

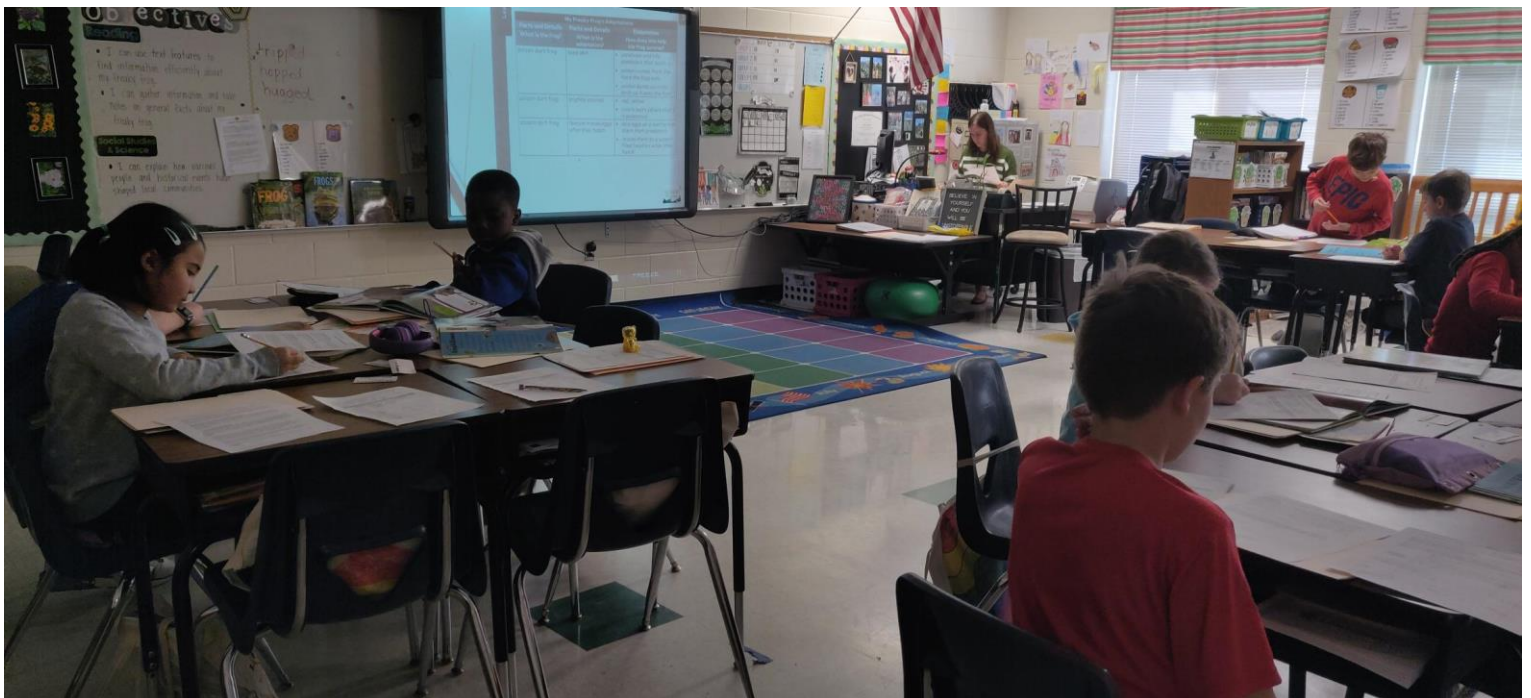




## 3<sup>RD</sup> GRADE:

It's raining frogs in third grade! As part of their current unit, our literacy students have been learning about several different types of frogs. They have discussed the Glass Frog, the Water Frog, and the Poison Dart Frog. The students have learned and discussed features specific to each frog, as well as their behavior, physical adaptations, and their environment. This is all part of the process in which the students will be conducting research and writing about their own frog as they write an informational essay. This activity has further taught the students how to use text features to locate information in the text, as well as utilize a diagram to support their research. Eventually, the students will take all of their research and writing and create a final product consisting of an informational frog trading card. This really is a great learning opportunity for our students as they will scaffold all of their learning together to share their learning. In social studies, the students are learning how various people and historical events have shaped our local communities. Ms. Falvo and Mrs. Ignasiak's math students have been working on adding and subtracting numbers with regrouping, as well as estimating to the nearest ten or hundred. Additionally, they have been working on solving two-step word problems.

***Students in Mrs. Harbin's room working on their Freaky Frog activities.***



Students learning about the Poison Dart Frog in Mrs. Hicks' room.

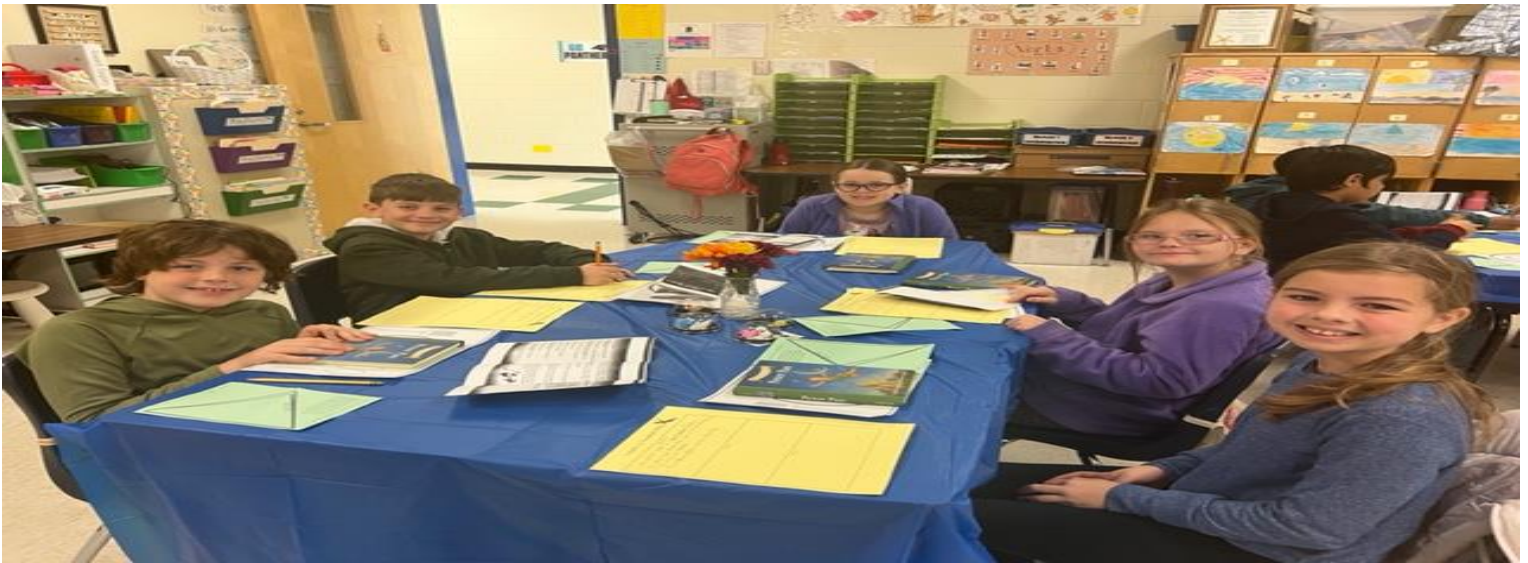


Book recommendations from Mrs. Fatzinger's class.



Images from our third graders Neverland Bistro activity from Module 3.



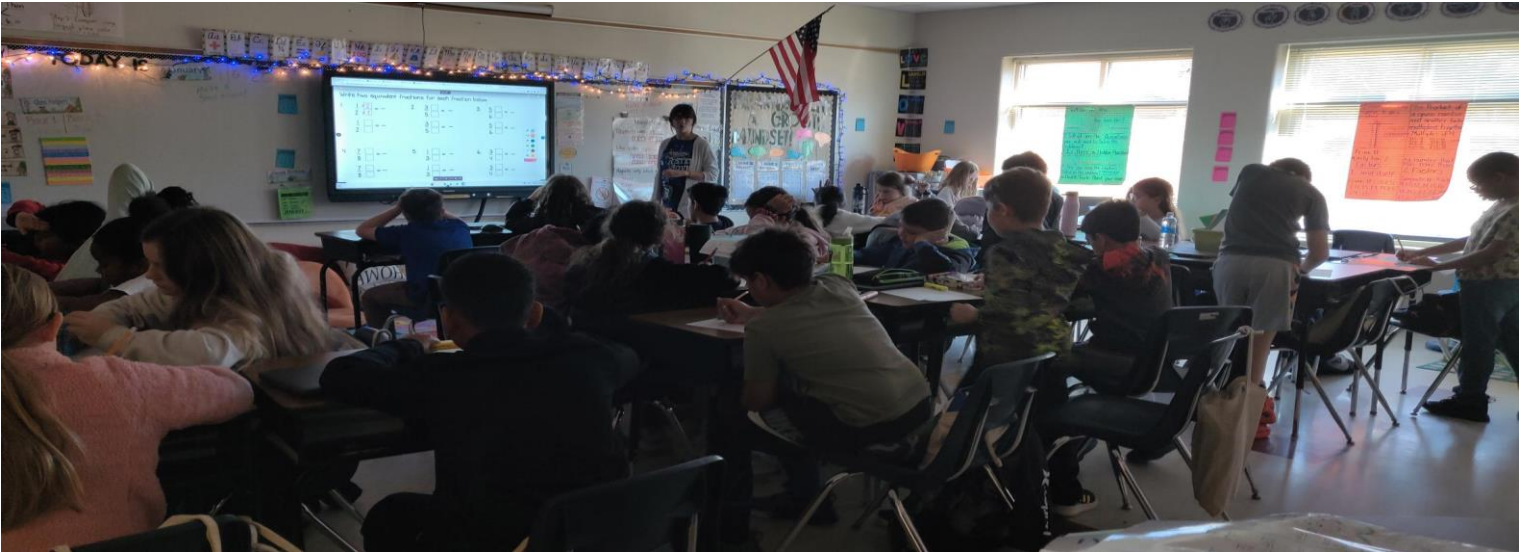


## 4<sup>TH</sup> GRADE:

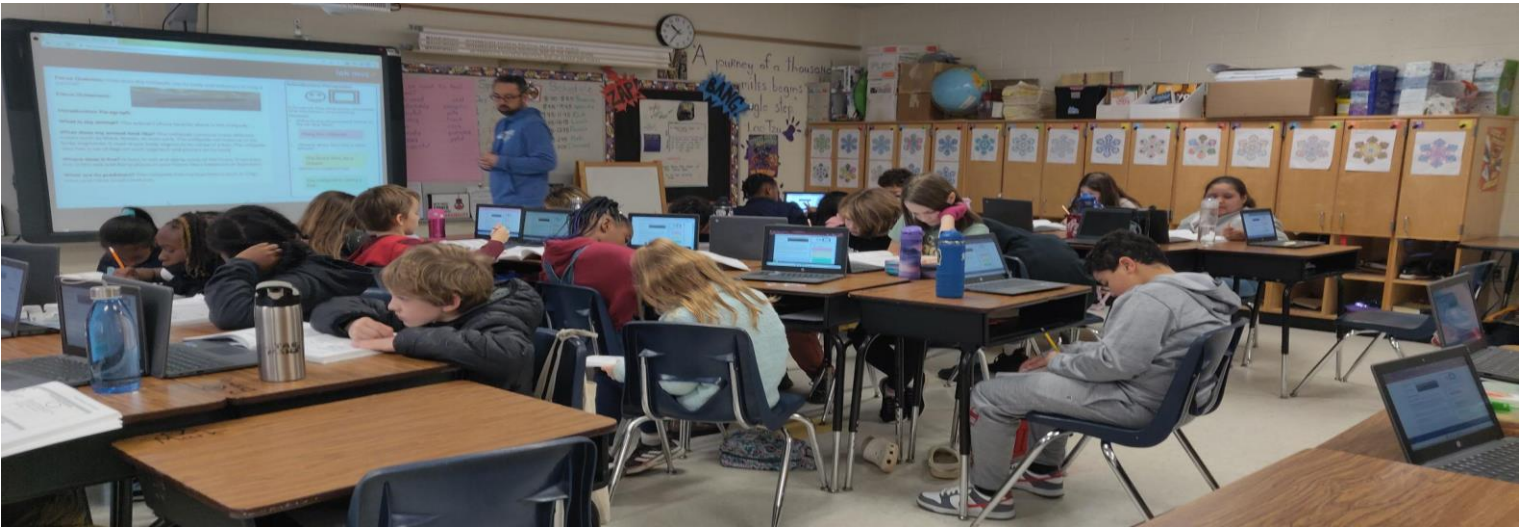
In math this month, Ms. Towner and Mrs. Chapman's students have been working with fractions. They have had to identify fractions that are equivalent to another fraction, compare two different fractions with different numerators and denominators, and also order the fractions from least to greatest, and greatest to least. To successfully implement their new learning, the students are using fraction models, number lines, and previously learned multiplication skills. Ms. Towner has challenges her students to work hard, study, and learn their multiplication facts from 1-12. Those that are successful will earn an ice cream party. In science, the students have been working with magnets to determine how they interact with objects made of iron, as well as other magnets to produce motion. Mr. Maciag and Ms. McElhinny's students are discussing and learning how to create their own adventure narratives. Through teacher modeling, the students will choose their own adventure narrative, add characters, the setting, the plot, dialogue, and create a problem and solution. The students have begun to use graphic organizers to scaffold their learning. Additionally, they must provide their sources to show that their information is research-based. With this process, the students have also been discussing how an author uses a variety of reasons and evidence to support specific points and events in their text. Additionally, the students are continuing to refer to details and examples in their reading when making inferences. As part of their current unit of study, the students in Mr. Maciag's class have been learning about visual and text connections, and how visuals such as pictures and

illustrations can support the text. They have also been working on understanding how authors use various reasons and evidence to support specific points in the text, by providing additional details and clarity.

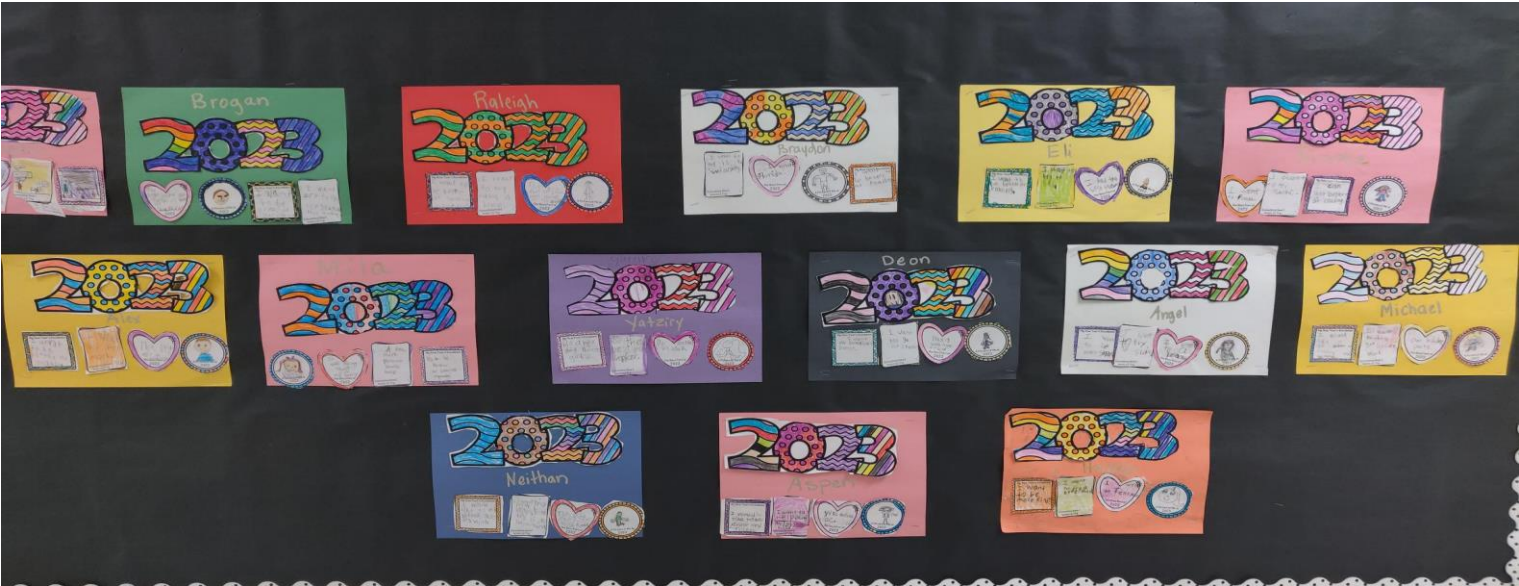
*Some of our fourth graders working on the fraction skills.*



*Fourth grade students working on their Adventure narratives.*



*New Year's Resolutions of some of our fourth grade students.*





## 5<sup>TH</sup> GRADE:

This month in Mrs. Wilson's class, the students are using the book, *The Most Beautiful Roof in the World* about the Rainforest to determine an event from the text, and then create a narrative as told from the first-person point of view. The students are creating graphic organizers to determine what events are occurring, the setting, the main characters, and a potential problem that the characters will need to respond too. In social studies, the students are learning about what life was like during the 1700's in Williamsburg. Mrs. Terry's students are also working with personal narratives, as they use information in the text to determine the gist. Additionally, they are discussing how the narrator's point of view can influence how events are described in the text. Through their lessons and class discussions, the students will be working on writing their own personal narrative. In math, Mrs. Key's students have been learning how to utilize common strategies and procedures for division. Such strategies include looking at patterns, estimating with compatible numbers, looking at partial quotients, and using place value, area, and number line models. Mrs. Huffman's students are applying their knowledge of factors to help them solve addition and subtraction fraction problems with like denominators. In science, our fifth graders are looking at how to use weather data to predict and forecast upcoming weather events. Class discussions have centered on the correlation between weather and geography, how clouds predict weather, and how global factors such as fronts, wind, and air mass can determine specific types of weather. With their Literacy Pathway, the student's in Mrs. Terry's class are working on main idea and details, context clues, using Google Dictionary, understanding Greek and Latin terms, and creating Picture Dictionaries.

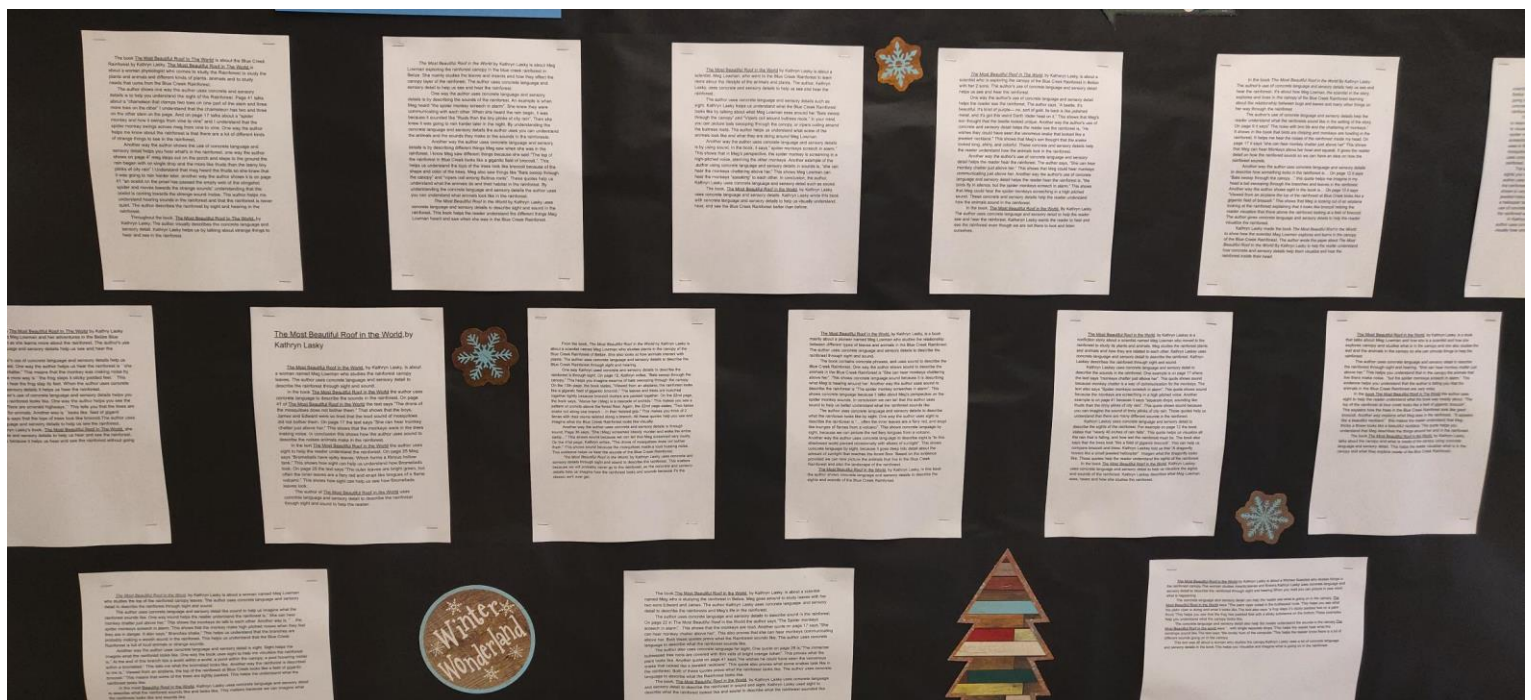
***Student's in Mrs. Terry's class working on their personal narratives.***



Some of our fifth grade students reflecting on the past year.



Writing samples from Mrs. Wilson's room based on informative and explanatory texts.



## SPECIAL AREA:

This month, our K-2nd students have been working on their volleyball skills in PE class. They have been learning to work on their balance and follow through, as well as practicing underhand and overhand serves. As part of the learning process, Mr. Holden allows reflection time at the end of the class as the students are able to discuss which serve is easier for them, and why. In 3<sup>rd</sup>-5<sup>th</sup> grade, the students are learning to execute more complex skills associated with soccer. They are learning to incorporate dribbling, passing, and shooting in a modified version of the game. Again, the students are able to reflect upon their learning and determine which skill they were most successful with, and which skill they needed additional practice with. In Art this month, our K-1<sup>st</sup> grade students have been working on ceramics through the creation of tree and bird sculptures, incorporating form, color, and texture. Second grade has been creating school and community portraits, while our third graders have been

drawing images of chameleons. Our fourth grade students have continued with their landscape activities, while the fifth graders are creating pop art through watercolor usage. In Music the students have been working on steady beat, meter, and 16<sup>th</sup> notes, while our students have been learning about digital citizenship in media and technology class.

***This month's Principal Award Winners in Art.***



***Digital Citizenship at Barnette***



Recently, Barnette participated in the "Chain Wars" as part of the 5<sup>th</sup> grade fundraising events for the 2022-2023 school year. Students raised money for their grade to build the longest chain. The winning grade level was rewarded by silly stringing our Assistant Principal, Mr. Otolski! Money raised for this event will be used for the 5<sup>th</sup> grade end-of-year celebration, promotion ceremony, and Washington D.C fieldtrip. Congratulations to the 5<sup>th</sup> grade for being this year's winners!!! Thank you all for participating and growing your chains!

*Mr. Otolski being Silly Stringed by our fifth grade students for winning the Links*



*This month's Character Award Winners for "Caring."*







# UPCOMING FEBRUARY EVENTS:

2/2-Report Cards Go Home

2/2-Character Breakfast 7:00

2/6-2/10-5<sup>th</sup> Grade Candy Grams

2/7-PTO Meeting 6:15

2/8-Early Release Day-12:00

2/13-SLT Meeting 6:00

2/20-No School-President's Day

2/23-Progress reports Go Home

2/24-Daughter Dance