



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.

NOVEMBER EDITION:

MEET OUR NEWEST STAFF MEMBER:

Sarah Victory is the newest member to our Pre-K Assistant Team.



1. Ms. Victory is originally from Ripley, West Virginia.
2. She has a degree in Music Business.
3. Ms. Victory enjoys spending her free time backpacking, skiing, and hiking.
4. A personal goal for Ms. Victory is to visit all 63 U.S. National Parks.
5. Ms. Victory's favorite band is Fleetwood Mac.

EMPLOYEE OF THE MONTH:

Nicole Harbin is our Employee of the Month. She is a member of our third grade literacy team.



1. Mrs. Harbin was born in Bree, Belgium and then lived in Germany. She did not move to the U.S. until she was six.
2. Her favorite book series is Harry Potter and she has read the books several times.
3. This is Mrs. Harbin's 19th year teaching. She has taught Kindergarten and third grade.
4. Mrs. Harbin does not like cheese.
5. She has never spoken English to her mom or her sister. She was raised speaking German to her Mom and English to her Dad. She even texts them in German.

GRADE LEVEL HIGHLIGHTS FOR THE MONTH:

PRE-K:

This month our pre-K students have continued to discuss and learn about trees. Recently in Ms. Welch's room, the students discussed various animals that use trees as their homes. During the discussion, the students came up with the following animals that live in trees: birds, squirrels, snakes, and even Koala bears! During visits to Mrs. Clarke and Mrs. Houston's rooms, the students were involved in center time activities based on tracing their names, sorting letters, number recognition and counting, letter formation, and matching upper and lower case letters. Mrs. Clarke's students have also been working with understanding and creating patterns using such materials as snap cubes and skittles. Ms. Welch's students recently spent time learning and talking about compliments. They discussed what a compliment was and went through several examples of how to give compliments. Mrs. Clarke's students have been working on their sorting and organizing skills, as well as creating patterns based on using objects in the everyday environment. As part of their current math unit, Mrs. Houston's students have been working on their counting skills and connecting numerals to quantities.

Beautiful artwork in Ms. Welch's room.



Center time support from Mrs. Clarke.



Tree counting display outside of Mrs. Houston's room.



Body Movement and Brain Break Time in Pre-K.



Learning about compliments in Ms. Welch's room.



KINDERGARTEN:

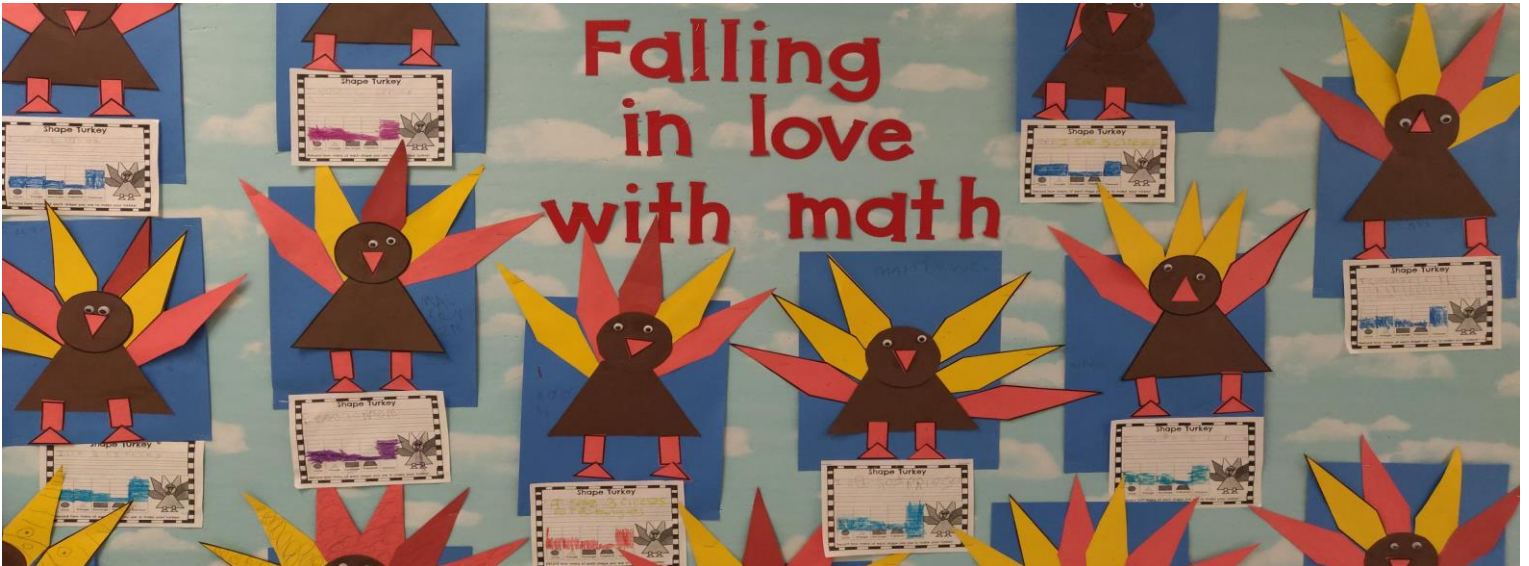
For a fun after Halloween lesson, Mrs. Wronsky had her students donate candy they did not want from trick or treating. Using the candy, the students have practiced their sorting skills. This coincides with their current unit of study in math in which the students are learning about classifying objects into specific categories. As part of their classifying unit, the students have also been learning about and discussing the characteristics of the following geometric figures: squares, circles, hexagons, triangles, rectangles, cubes, cones, and cylinders. In science this month, our students are learning about weather. So far, they have discussed moisture, wind, and how rain and clouds form. They have also learned about cloud facts, what a Meteorologists does, and how to prepare and plan for various types of weather. During a recent visit to Mrs. Harris' class, you could see the different weather symbols the students have been discussing. In literacy, the students are continuing to learn their letters, as well as work on rhyming words. Mrs. Womack's students have also been working on how to use clues from the text to determine "mystery" words, while also focusing on following directions in terms of forming and writing letters. Ms. Merritt's students were using a sorting activity to find words that rhymed with certain pictures, while Ms. Carlen's students were practicing pronouncing words that begin with the letter "m." In Mrs. Wronsky's small group, the students were using their arms to practice "tapping out" how many syllables each word has, while Mrs. Womack's students were using QR codes to first, listen to a story, then to use a graphic organizer to provide information about the characters and the setting. Her students were also involved in listening, writing, and phonics centers. Mrs. Turturro's students have been working on identifying the beginning letter based on observing pictures, while also identifying the sounds and names of specific letters. In social studies, the students continue to learn about maps, globes, and digital images in order to locate specific places in the classroom, school, and their community.

Center time activities in kindergarten.





Kindergarten geometric-figure graphing activities.



Geometric Shape Turkeys.



1ST GRADE:

This month, our first graders have been working on learning how to retell the story by including key details, describing the characters, setting, and major events that occur. Additionally, they have been working with sequencing events and details in the story, as well as using illustrations to better support their understanding and learning. Recently, Ms. Norris' students were collaborating and discussing the meaning of both primary and secondary sources. In Mrs. Cunningham's math class, the students are working on counting to 150 when beginning at any number, as well as reading and writing numbers to 100. In Mrs. Long's class, the students are working on their problem solving skills by finding the unknown number in an addition or subtraction equation. Our students are also working on using the commutative and associative properties as effective math strategies. In science, the students are learning about the features and patterns of the Earth, Moon, and Sun, while also observing the day and night sky and stars. During workshop time in Mrs. Brown's room, the students were first, drawing their favorite part of a story they were reading, and then writing about it. Additionally, they had to reflect back to their reading and then rate the book. Ms. Stikeleather's students were practicing their suffix and vowel sounds by working with words that end in "ck," "ed," and "wh." The students have also been using drawings and words to describe the beginning, middle, and ending of a story, as well as answer comprehension questions. Ms. Smith's students were also involved in retelling the events of the story and working on their sequencing skills. Ms. Norris and Mrs. Cunningham's students were working on their subtraction skills. During a recent visit to Ms. Norris's room, the students were using the number line strategy, solving for the missing addend strategy, and even the part-part whole method to solve subtraction word problems. In Mrs. Long's room, the students were in the process of working on "comparison math problems," as they used key words to break apart the problem, eventually answering "how many more" questions.

Our 1st grade students working on their sequencing skills.



Students in Mrs. Brown's class reading together.



Collaborative work in Mrs. Cunningham's class.



Students in Ms. Stikeleather's class learning and writing about new word endings.



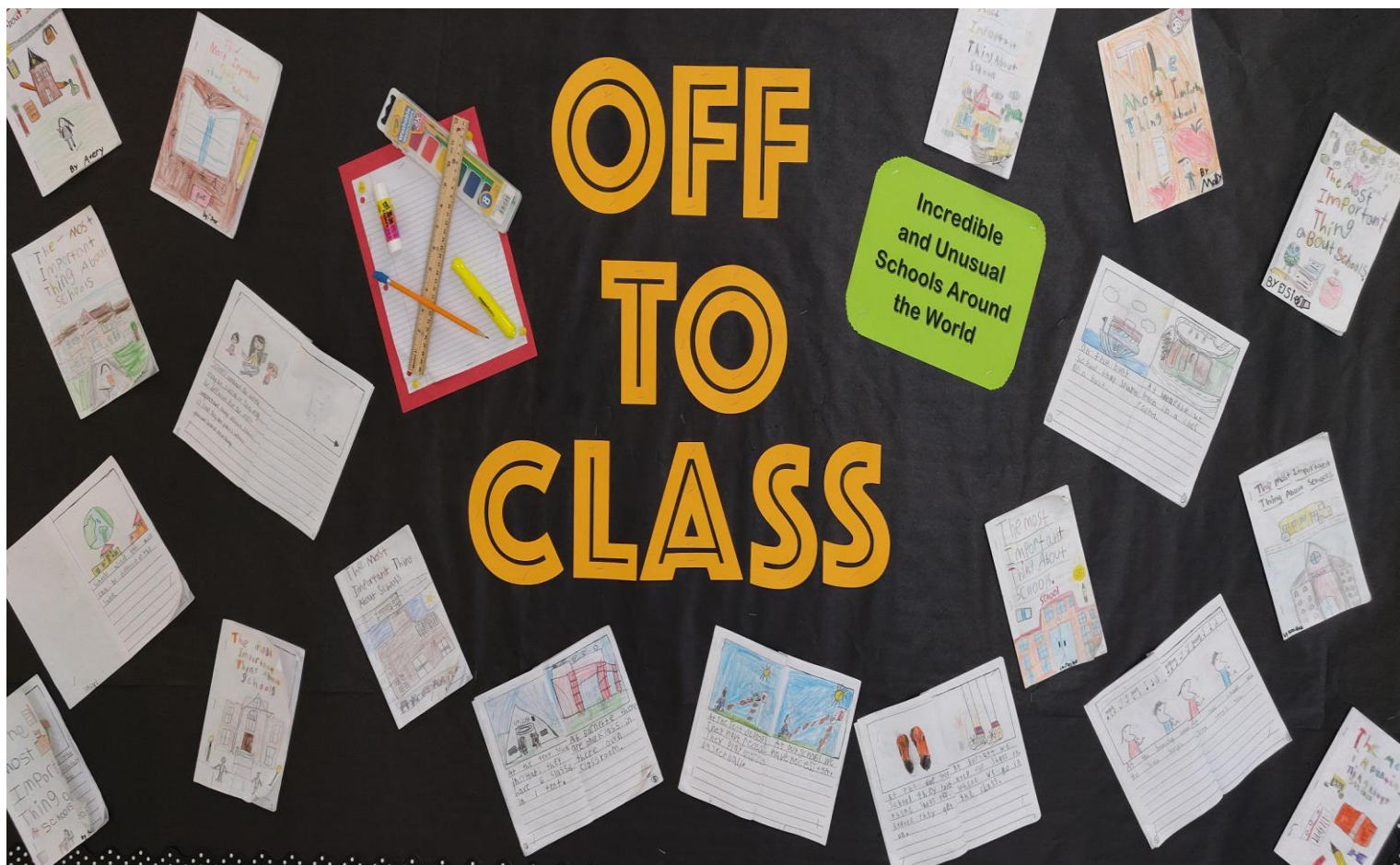
Subtraction discussions in Ms. Norris' room.



2ND GRADE:

In Mrs. Boardman's math class, the students have been working on learning and incorporating multiple strategies to effectively solve subtraction problems. As observed, the students were able to use the following strategies successfully: The Standard Algorithm, Partial Differences, and Place Value Strategy. Mrs. Hjorstberg's students were also involved in working with subtraction as they used a "box method" to help identify the amounts being "borrowed" during the subtraction process. In Ms. Moore's math class, the students were focusing on the Partial Difference/Break Apart Method, or as Ms. Moore referred to it as the "Starburst" Strategy based on how the students broke the numbers apart. During this process, the students even show off their dance moves with the "break down dance." Another great way to engage students and keep learning exciting. In Ms. McFall's literacy class, the students are beginning their new Discovery unit. During a recent visit, the students were learning about and discussing what Paleontologists do in terms of discovering fossils. During their discussion, they also learned about the types of tools that they use to uncover and protect the fossil findings. With the class discussion, Ms. McFall's was able to create numerous personal, student, and real-world connections for her students to better understand the overall objective. While visiting Mrs. Robert's class, I was amazed by how much knowledge the students shared regarding fossils. During the conversation, the students shared that fossils could come from animals or plants, could be found in a tree trunk, or even be an animal's tooth. They also explained how Paleontologists use toothbrushes, chisels, pick axes, drills, and paper and pencil to support locating fossils. Lastly, the students shared how many of the fossils that are discovered are in remote places, and require a great deal of supplies and tents to complete the project. The students have also been discussing such famous Paleontologists as Mary Anning, Othniel Charles Marsh, Barnum Brown and Charles Doolittle Walcott, learning about what they were famous for and their contributions to Paleontology. After visiting with the class, I would not be surprised if we do not have a few future Paleontologists in this group!

Second grade writing samples about the different types of schools around the world.



Second graders working on their addition and subtraction fluency.



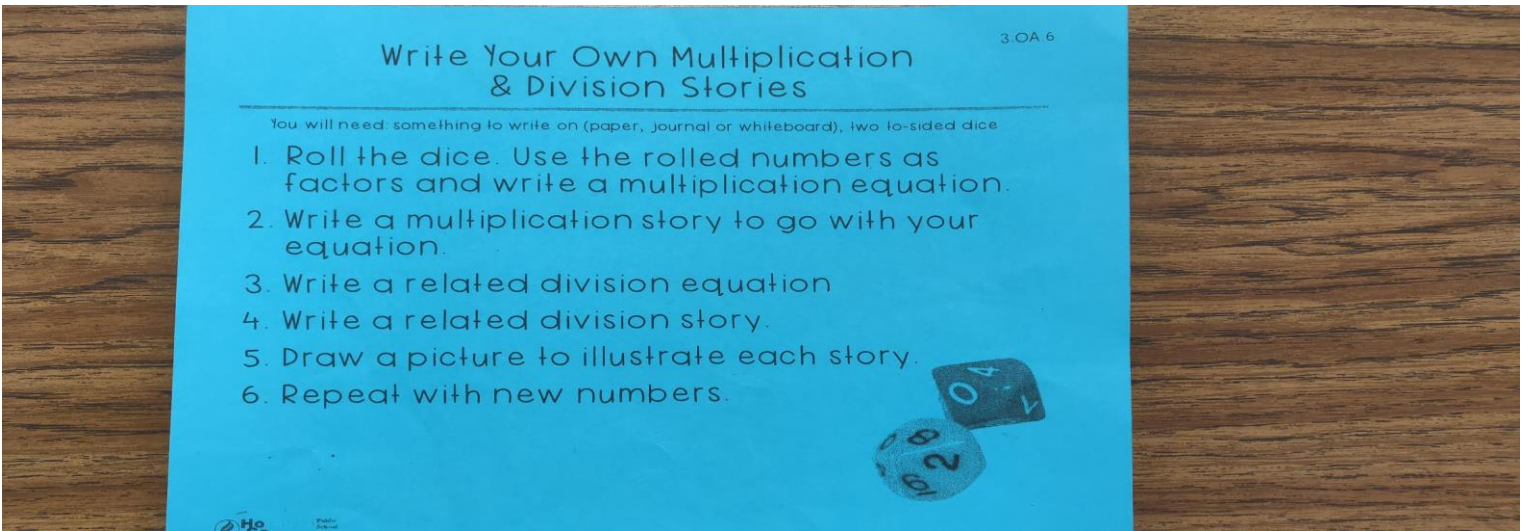
3RD GRADE:

In math this month, our third graders have been increasing their knowledge and understanding of the relationship between multiplication and division by incorporating numerous strategies in order to multiply and divide within 100. During a recent visit to Mrs. Swift's room, the students were working on problem solving strategies by underlining the key words to determine if they were to multiply or divide. Additionally, Mrs. Swift has taught her students the following multiplication and division strategies: using arrays, the area model, skip counting, repeated addition, repeated subtraction, and using equal groups. The students have also been working on their problem solving strategies and skills by solving with a diagram or picture. To increase their multiplication fact fluency, the students in Ms. Falvo's class were involved in some friendly competition using the Gimkit app in which students compete against each other based on their speed and fluency of their facts. Ms. Falvo has also recently introduced her students to Pear Deck, an interactive program in which the students and the teacher can control the information, and participate in collaborative class discussions. Using their multiplication skills, the students are beginning to learn about finding the area of a rectangle by multiplying the length and the width. As an authentic way to display their learning, one of the activities on their current math playlist is to design a flowerbed. In Mrs. Hicks' room, the students are learning how to apply the RAP Strategy to support their understanding as they read multiple passages. As they begin their Pour quoi Unit about frogs, the students have been making inferences by providing details based on their prior knowledge of frogs. The students have also been working with nouns by completing a fill in the word bank. Recently, the students were learning to identify and use comparative and superlative adjectives and adverbs in their speaking and writing activities. Mrs. Fatzinger's students are working on learning about the gist of a Pour quoi Tale, as well as planning and writing the elements of a Pour quoi. A Pour quoi Tale is a fictional narrative in which the writer explains why something is the way it is. The term itself is French, meaning "why." A cool reward system that Mrs. Harbin has incorporated to support her student's homework completion, good behavior, and reading record completion, is based on receiving and completing a punch card. Throughout the week, students have the opportunity to earn "punches," and once they receive twenty, the students receive a small reward. In social studies, the students are continuing their lessons about government. Recently they were looking at ways in which government officials help citizens solve problems. Additionally, they were conducting research and learning about government bills, while writing and presenting their own. Another great, real world activity to help our students learn and understand.

Students in Ms. Falvo's room using Pear Deck to work on area problems.



An activity in 3rd grade math based on the students writing their own word problems.



3rd grade students working hard in Mrs. Fatzinger's room.



Collaborative problem solving in Mrs. Swift's room.



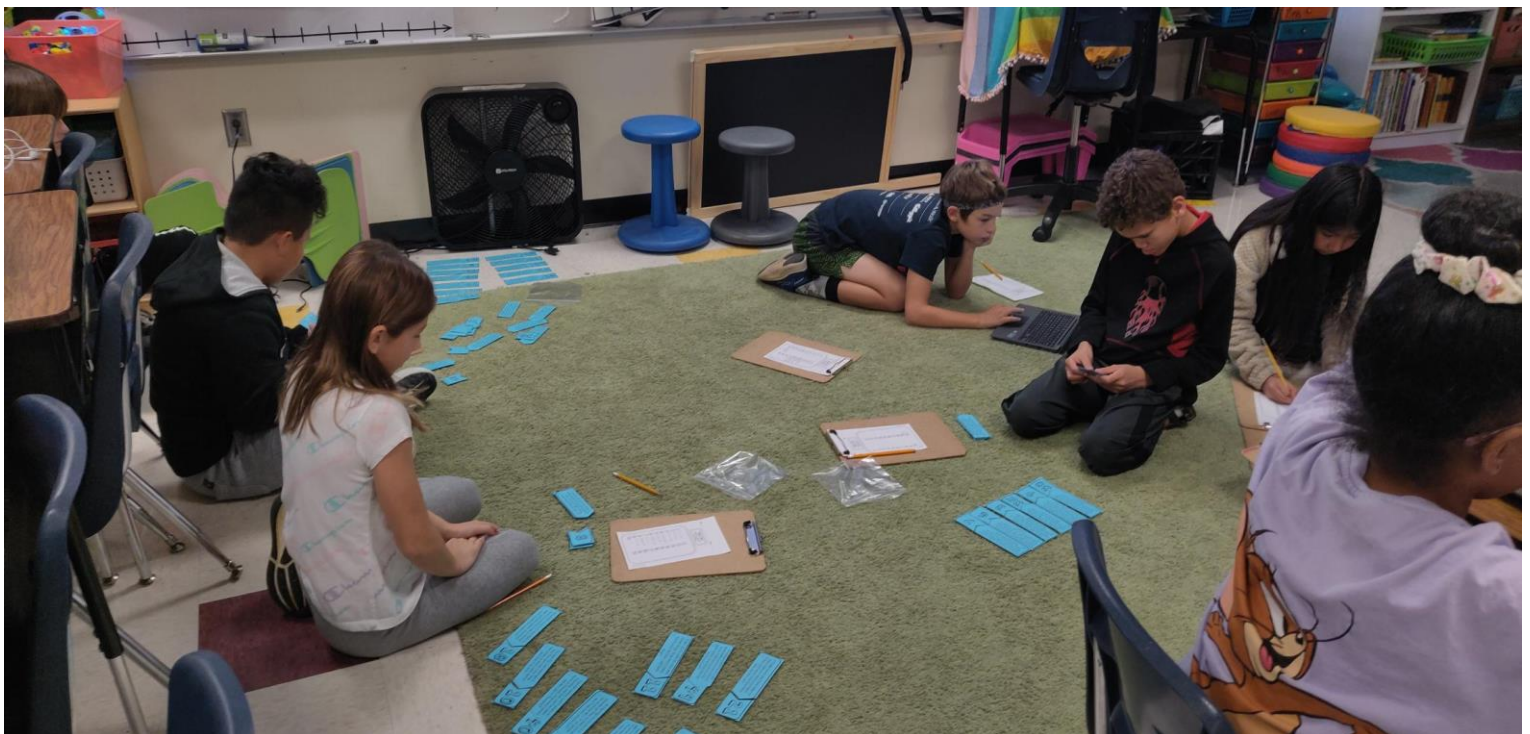
4TH GRADE:

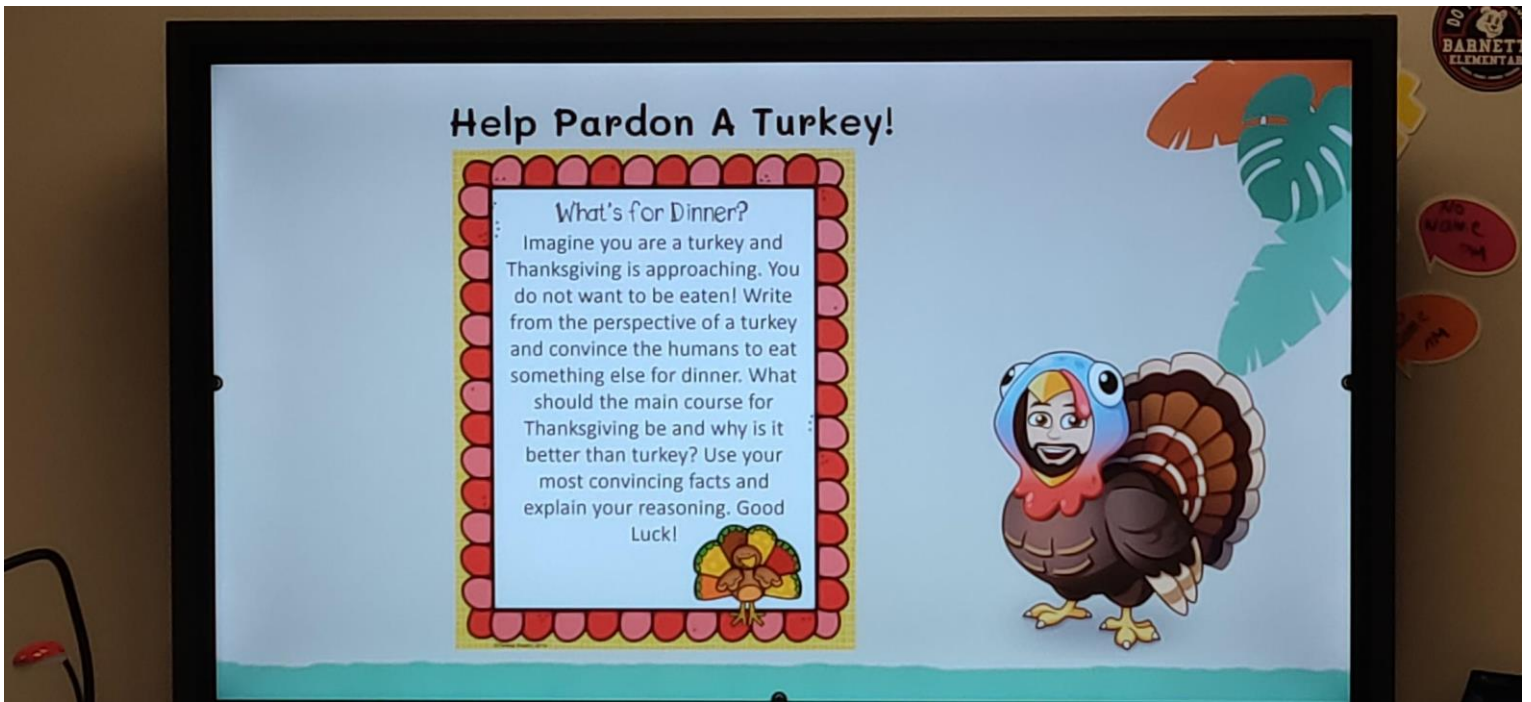
As part of their social studies unit, our fourth graders have been discussing, researching, and learning about the different regions of North Carolina. During their research on the Mountain, Piedmont, and Coastal Regions, they have learned about specific industries, activities, tourist locations, natural resources, and agriculture related to each region. Additionally, they have discussed what education looks like in each region, as well as identifying different historical locations and facts. What a great way to learn about all our state has to offer, as well as how our geography has played a role in the development of the state. In literacy, the students are working on referring back to the text to seek details and examples when making inferences. Additionally, they are working on determining the main idea, using supporting details to summarize the text, working on learning and understanding new vocabulary as it relates to the text, and interpreting visual information related to the text. In subbing for Mrs. Chapman, Ms. Walters has been focusing on problem solving skills and strategies with her students. She has modeled and taught them how to break apart the question, and determine what the question is actually asking, and what information do we already know. Both Ms. Walters and Ms. Towner have also been providing instruction and strategies using place value as they focus on 4-digit division problems. In literacy, Mr. Maciag and Ms. McElhinny's students have been working on their inferencing skills as they look for examples and details in the text. Additionally, they have been learning about new vocabulary in their stories, and determining the main idea of a text. With this process, the students are learning to provide text related details to support their information and help summarize their learning. As our students prepare for the Thanksgiving Holiday, Mr. Maciag and Ms. McElhinny have created an interesting writing assignment for their students. Taking the perspective of the turkey, they are writing to convince the humans not to eat them for Thanksgiving. Incorporating the writing process, the student's must first come up with their claim, provide three reasons to not eat turkey, and then provide evidence to support their reasons. The students seemed to really be enjoying the activity, while learning to fully implement the writing process and support their ideas.

Fourth Grade Region Brochures.



Student's in Ms. Towner's class working on their math problem solving skills.





5TH GRADE:

In fifth grade literacy, Mrs. Terry's students just completed their Informative and Narrative writing pieces. Using the book "Esperanza Rising, the students wrote a monologue based on a specific character's reaction to an event in the story as part of their Narrative writing. With their Informative writing piece, they were to compare and contrast two different characters, and how they responded to a specific event in the book. Additionally, Mrs. Wilson had her students working on Informational and Expository texts, as they examined the main ideas of a story. Through additional practice and writing, the students have been able to produce clear and concise written products. The students have also been working on their inferencing skills, as they are required to provide details and examples from the text to support their inferences. Mrs. Terry's students have also been learning about finding the gist of a narrative, non-fiction text. Incorporating science and literacy together, Mrs. Terry and Mrs. Wilson's students have been learning about the rainforest, while identifying different text features to support their understanding. They have discussed why it is important for scientists to study the rainforest, and will eventually complete a "science talk" activity aligned to this discussion. As they have learned that eating less beef, using less energy, and either walking, biking, or using public transportation could help the rainforest, the student has had to reflect on how they could take part in saving the rainforest. In social studies, they have begun analyzing the different settlements of the new world, while looking at the correlation between weather and geography in science. In math, Mrs. Key's students have been discussing the best procedures and strategies for estimating and finding products when working with decimals. Mrs. Huffman's students are using their knowledge of multiplication and place value to work on solving problems that involve multiplying decimals. As a way for her students to show their level of understanding, students were asked to explain their answers in words, numbers, or pictures.

SPECIAL AREA:

In PE, our 3rd-5th grade students have been working on their floor hockey skills as part of their unit on handling the ball, passing to a partner, and performing a wrist shot at a stationary target. Our K-2nd students have been using the parachute to complete different tasks related to working together cooperatively as a team. Through this process, they are building on their listening skills, following directions, and helping others. Moving into their new unit, the students have recently begun learning about volleyball and incorporating the skills necessary to successfully pass the ball and play the game. In media, our fifth grade students have been working on setting personal reading goals. With this, they are determining what their goal is, when they will begin and end tracking their goal, what the actual steps will be to support them on their journey, and how they will know when they have been successful. Beyond reading, this is a great real-life practice for success with just about anything. In art, the fifth graders are completing projects based on patterns, landscapes, and scratchboard designs. In kindergarten, the students have been working on their “patterned pumpkins,” while our first graders have created Sugar Skulls as part of their Dia de los Muertos cultural studies. Our fourth grade students have been working with the idea of 3-dimensional space as they create landscape drawings based on the North Carolina beaches, farms, mountains, cities, and piedmont. This is a great way to connect the art curriculum to the general education standards. Mrs. Craddock’s students continue to practice, as they get ready for the upcoming Winter Concert on December 6.

Our fifth graders working on their hockey skills.



Fifth Graders setting their personal reading goals in Media.



Our fourth and fifth Grade Student Council Candidates

BES BEARS **BARNETTE ELEMENTARY STUDENT COUNCIL**

Officer Elections

President	Vice President	Secretary	Treasurer
Alexander Dunlap Reagan Heintz Brian Alexander	Messyla Wade Zac Gillming Evelyn DeCarlo Phillip Alhir	Elizabeth Escoto	Declan Johnson Declan Gillis

Celebrating our Character Winners for "Responsibility."







Images from the 2022-2023 Barnette Spelling Bee.



UPCOMING NOVEMBER EVENTS:

12/1-Character Breakfast 7:15

12/5-12/9 Holiday Shop

12/6-Holiday Concert

12/8-Progress Reports go Home

12/13-12/15-Winter Parties

12/20-1/2 Winter Break

******With only 13 days of school in December, we will not publish a December Barnette Bear Beat Newsletter. However, we will return in January of 2023! Wishing everyone a wonderful and safe holiday season.***