

Super Kids ~ Super Heroes



Mrs. La Duke's Class
Kohler Elementary School
2011-2012

Super Kids - Super Heroes!



Welcome Parents and Families of Fourth Graders...

Dreams really do come true! After a quick two and one-half months, I am able to return to school and spend each day with some of the most intelligent and incredible children on the planet! I can't wait to experience how they prioritize, prove, critique, and assess the lessons and concepts they will be presented with this year. It will be a whirlwind adventure as we dare into the world of fourth grade. Each day will bring with it excitement and knowledge we can't live without.

Our year will be filled with differentiation, expectation, laughter, concentration, and achievement as we 'soar' into the realm of opportunity daily. The journey will be both memorable and life-changing. We will spend our days with many extraordinary teachers who will share their love of learning with our class.

Thank you for providing the rest and relaxation your child desperately needed over the summer. I can't wait to hear of the places they have been and the things they have seen! I truly look forward to another year of great connections and conversations with your wonderful child and you. As always, please feel free to contact me with any questions or concerns you can think of.

Sincerely,
Mrs. Debra (Deb) La Duke
School: 459-2920 Ext. 7245
Home Phone: 693-3288
E-mail: laduked@kohler.k12.wi.us
Kohler School Home page - Staff Directory - Mrs. LaDuke

Let's "shine" a bit of light on Mrs. La Duke



If you are a curious person, you may always be looking to discover new ideas and findings. That would be me. After raising two beautiful children, the time arrived for a new adventure to begin. As a thirty-five year old college freshman, it was not only scary, but exciting to find my way.

Graduating with degrees in Early Childhood Education and Elementary Education were the start of a new path that has been exciting and rewarding like no other profession for me. I went on to receive my Master's Degree from Lakeland College and continue to take classes to learn more about how best we can guide and support tomorrow's leaders - your children.

My husband, Galen, is a math teacher at Oostburg High School and has been a very successful basketball coach. We live in a renovated one-room school house in Spring Valley that has connections to Mr. La Duke's grandfather. We have a daughter - Keri who lives in Green Bay (Go Packers!), a son- David, a daughter-in-law - Clar and two beautiful granddaughters - Ava (7) and Brynn (3) (who live in Port Washington.) We are very blessed. I enjoy the arts, playing golf, flower gardening, designing, reading, sewing, traveling and of course learning with your son or daughter each day.

It is my pleasure and honor to be with your children this year and I look forward to spending time with you as well.

PHILOSOPHY

Mutual respect and responsibility, foundation the practice of our daily lives. Children are our most important resource and we have the opportunity to provide the richest educational environment possible. Establishing a love of learning is paramount to continued success and in the process of becoming a global thinker and citizen.

COMMUNICATION

We have a school website that makes it easy to access great information from our room such as classroom news, websites, homework, specials schedules, daily schedules and a calendar. An e-mail link - laduked@kohler.k12.wi.us is also provided.

Other options: Feel free to contact us in the classroom via phone - 459-2920 ext. 7245 or simply stop in for a visit. We would love to see you!

Quick transportation/"emergency" messages to children: It is probably best to call the room to get faster responses. We want to make sure your child receives necessary information and there are times when e-mails may be missed or opened late because of the time needed for the children.

EMERGENCY CLOSING INFORMATION

If you are generally not home during the day, be sure your child knows where he/she needs to go if school closed early. Will he/she go home with a classmate, an older sibling, or a relative? Have you made prior arrangements with this individual to be on "stand by" for these occasions?

Please make your arrangements in advance and make sure your child is fully aware of what to do in case school closes early.

Any decision to close school for all or any portion of a school day will be made as early as possible in order to afford parents the opportunity to make alternate child care transportation plans. All closing announcements or early dismissals will be posted on the Kohler School web site and announced on the following area radio/television stations:

- WISN TV 12
- WTMJ TV 4
- WFRV TV 5
- WITI TV 6
- WXER 104.5 FM
- WSTM 91.3 FM
- WHBL 1330 AM
- WLKN 98.1 FM
- WHBY 1150 AM

CLASS LIST:

Collin Adams
John Balint
Bridget Bullard
Lily-Rose Butterfield
Christian Cantrell
Justin Cech
Asha Edgerle
Jackson Edmunds

Andrew Gamba
Brooke Humphrey
Samuel Kelm
Ashlyn Krier
Oliver Lade
Mary Madigan
Andrew Maglio
Ruben Mesalles

Catherine O’Gorman
Elizabeth Perzewski
Hannah Post
Zoe Scheuren
Madeline Thomas
Mackenzie Tingle
Ana Twohig
Abigail Wimmer

Room Parents: Mrs. Deb Edgerle & Mrs. Tania Twohig

CLASS SCHEDULE

While we will make every attempt to stay as close to this schedule as possible, please realize in elementary education, we may need to make slight alterations.

	A. M.	P. M.
Monday:	8:00-8:45 Math 8:50-9:35 Phy. Ed. 9:45-10:32 Keyboarding (first 12 weeks) 10:35-10:45 Snack 10:45-11:45 Reading 11:45-12:25 Lunch	12:30-12:40 Silent Reading 12:45-1:30 Art 1:35-2:15 Spelling 2:15-3:10 Science (Alternate 4L/4N) 3:15 Dismissal
Tuesday:	8:00-8:15 Community Circle/D.L.R. 8:15-9:15 Math 9:15 Snack 9:30-10:30 Reading/Language Arts 10:35-11:20 Phy. Ed. 11:20-11:45 Spelling 11:45-12:25 Lunch	12:30-1:35 Science 1:45-2:15 Spanish 2:15-3:15 Science 4N (4L Social Studies) 3:15 Dismissal
Wednesday:	8:00-8:15 Community Circle/D.L.R. 8:15-9:15 Math 9:15 Snack 9:30-10:10 Reading/Language Arts 10:14-10:54 Keyboarding (first 12 weeks) 10:55-11:45 Reading/Lang. Arts 11:45-12:20 Lunch	12:30-12:40 Silent Reading 12:40-1:25 Library (Alternate/Reading) 1:30-2:15 Music 2:20-3:10 Science 4L 3:15 Dismissal
Early Release Wednesday	8:00-8:20 D.L.R 8:20-9:00 Math 9:06-9:36 Keyboarding 9:39-10:10 Reading	10:10-10:30 Snack 10:40-11:20 Music 11:20-11:48 Library (alt. weeks)
Thursday:	8:00-8:15 Community Circle/D.L.R. 8:15-9:15 Math 9:15-9:30 Snack 9:30-10:30 Science 4L 10:35-11:20 Phy. Ed. 11:20-11:45 Silent Reading 11:45-12:20 Lunch	12:30-12:40 Silent Reading 12:45-1:30 Art 1:45-2:15 Guidance Alternate/Language Arts/spelling 2:15-3:15 Science 4N (4L Social Studies) 3:15 Dismissal
Friday:	8:00-8:15 Community Circle/D.L.R. 8:15-9:15 Math 9:15-9:40 Spelling & Snack 9:45-10:32 Keyboarding (Alternate/Language Arts) 10:35-11:45 Reading 11:45-12:20 Lunch	12:30-12:50 Silent Reading 12:55-1:25 Spanish 1:30-2:15 Music 2:15-3:10 Science 4N (4L Social Studies) 3:15 Dismissal

SCHOOL CALENDAR

September 1	Teacher In-Service/Sneak Peek Elementary (3:30-4:40) MS & HS (4:00-5:00) a.m.
September 6	School begins
September 14	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m.
October 12	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m.
October 25	Regular school day - Grades 4K-12 Parent/Teacher Conferences 5:00-7:30 p.m.
October 26	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m. Parent/Teacher Conferences 1:00-3-7:30 p.m.
October 28	No school - Professional Learning day
November 11	First quarter ends
November 14	Second quarter begins
November 18	No school - In-service
November 19	Kohler School Friends Holiday Craft Fair
November 23	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m.
November 24/25	No school - Thanksgiving recess
November 28	School reconvenes
December 14	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m.
December 22-Jan. 2	No school - Winter holiday recess
January 3	School reconvenes
January 11	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m.
January 26	Second quarter ends
January 27	No school - In-service 75-11:00 a.m. - Grades & make-up testing 11:00-noon & 12:30-3:30
January 30	Third quarter begins
February 8	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m.
February 23	Regular school day - Parent/Teacher Conferences 5:00-7:00 p.m.
February 24	No school - Parent/Teacher Conferences 8:00-10:00 a.m. In-service 10:00-3:30 p.m.
March 14	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m.
March 26-30	No school - Spring break
April 2	School reconvenes
April 5	Third quarter ends
April 6	No school -Good Friday
April 9	No school - (Snow make-up Day #1) Fourth quarter begins
April 18 & May 9	Early Release/5K-5 dismissed @ 11:51 MS/HS dismissed @12:21 p.m.
May 25	No school - If two snow days, school will be in session
May 28	No school - Memorial Day
May 30	Honors Night
June 3	Baccalaureate
June 6	Scroll Night
June 8	H.S. Seniors last day
June 10	H.S graduation
June 12	Fourth quarter ends - Last day of school unless snow make-up day is needed
June 13	Snow Make-up Day #3 - Teacher Report Day
June 14	Snow Make-up Day #4 - Teacher Report Day if three days are used

READING

Reading. The Nation's Choice Edition. Houghton Mifflin: 2003

- Evidence of Efficacy
- Scientific Research Base
- Comprehensive Success

Theme 1: Journeys

Theme Concept: Travelers who learn about the world and about themselves

Selections covered in class: Akiak (fiction) by Robert J. Blake; Grandfather's Journey by Allen Say; Finding the Titanic by Robert D. Ballard; By the Shores of Silver Lake – a chapter from the book by Laura Ingalls Wilder

Theme Writing Process: Personal Narrative

Theme 2: American Stories

Theme Concept: The diversity, achievement, and spirit of the United States

Selections covered in class: Tomas and the Library Lady (fiction) by Raul Colon; Tanya's Reunion (fiction) by Valerie Flournoy; Boss of the Plains (biography) by Laurie Carlson; A Very Important Day (fiction) by Maggie Rug Herold

Theme Writing Process: A Description

Theme 3: That's Amazing!

Theme Concept: Fantastic tales ranging from the mysterious to the hilarious

Selections covered in class: The Stranger (fantasy) by Chris Van Allsburg; Cendrillon (fairy tale) by Robert D. San Souci; Heat Wave (tall tale) by Helen Ketteman

Theme Writing Process: A Story

Theme 4: Problem Solvers

Theme Concept: Problems solving and solutions

Selections covered in class: My Name is Maria Isabel (fiction) by Alma Flor Ada; Marven of the Great North Woods (fiction) by Kathryn Lasky, The Last Dragon (fiction) by Susan Miho Nunes; Sing to the Stars (fiction) by Mary Brigid Barrett.

Theme Writing Process: A Persuasive Essay

Theme 5: Heroes

Theme Concept: Making a difference with courage, dignity, and perseverance

Selections covered in class: Happy Birthday, Dr. King (fiction) by Kathryn Jones; Gloria Estefan (biography) by Sue Boulais; Lou Gehrig (biography) by David A. Adler

Theme Writing Process: A Personal Essay

Theme 6: Nature: Friend and Foe

Theme Concept: People reacting to Nature's bounty and brutality

Selections covered in class: Salmon Summer (nonfiction) by Bruce McMillan; Wildfires (nonfiction) by Seymour Simon; Skylark (historical fiction) by Patricia MacLachlan

Theme Writing Process: A Research Report

Note: Each theme is accompanied by leveled books. Categories include; Very Easy, Easy, On Level, and Challenge. The bibliography also includes book listings for independent reading in the same category classifications. These are available upon request. Through the Interlibrary Loan Program, multiple copies are available. Listings for compatible video and audio cassettes are available as well.

Class will also enjoy the sharing of several novels throughout the year. These novels are level appropriate and are accompanied with support work. We are also looking to begin a Literacy Circle after our Keyboarding classes are complete.

- **Accelerated Reader (A.R.)**
The Accelerated Reader Program is a graded, computerized testing system used to supplement our reading program. A child's reading levels are determined and advanced based upon test scores. Individual conferences are held weekly during reading time to discuss quarterly goals and assigned reading. Students are expected to meet their reading goals and to have materials present for the conference.
- **Outside of School Reading**
Studies have shown supplemental reading at the lower elementary level is critical for academic success in all areas. For at home reading, research recommends a minimum of 25-30 minutes, five days a week. In conjunction with the out of school reading, we utilize the Pizza Hut "Book-It" Program from October through March. By meeting the reading goal each month, students earn a personal pan pizza. They will receive a new reading calendar each month. Please return the past month's record in a timely manner for statistical awareness.

District Testing

Wisconsin Knowledge and Concepts Evaluation (WKCE)

This series of tests is cross-curricular and is taken at the fourth grade level in November. Tests are given in Reading, Math, and Language Arts.

Northwest Evaluation Association (NWEA)

NWEA testing is used by our district to ensure that every student is learning and growing – from at-risk students to high achievers. It helps direct focused, data driven decisions for students. (Taken in September and in Spring.) Tests are given in Reading, Math, and Language Arts.

ENGLISH

English.

Houghton Mifflin Co.: 2004.

The program integrates literature, writing, content areas, listening, speaking, thinking and grammar. We have the textbook to use as a resource and will incorporate skill work via notebooks, worksheets, and writing assignments.

- **Writing:** Throughout the year students will be completing many types of writing assignments. These will be integrated across the curriculum and may include book writing, Making Words, letter writing, essays, reports, and poetry. Our district uses the Six-Trait writing model in comprehensive pieces.
- **Journal Writing:** Students will be presented with prompts upon which they respond.

SPELLING

Sitton Spelling Program

- Students learn the major principles and patterns of English spelling.
- Students learn reliable spelling strategies that they can apply to both familiar and unfamiliar words.
- Students become aware of the rich network of spelling-meaning relationships that can significantly extend their vocabulary.

The spelling program is a combination of both Sitton Spelling and Houghton Mifflin curriculum. Their lists originate from the Reading series, high frequency words, and National Spelling lists, and will correlate to the stories we read. They will also have the opportunity to access the Houghton Mifflin web site and additional resources for additional practice.

MATH

Math.

Macmillan/McGraw Hill 2005

Unit 1: Place Value and Money

Theme: Wild, Wild Kingdom

Chapter 1: Place Value and Number Sense

Chapter 2: Numbers and Money

Unit Review

Unit 2: Addition and Subtraction

Theme: Fun Zone

Chapter 3: Addition

Chapter 4: Subtraction

Unit Review

Unit 3: Time, Data, and Graphs

Theme: Going Places

Chapter 5: Time and Data

Chapter 6: Graphs

Unit Review

Unit 4: Multiplication and Division Facts

Theme: Collectible Treasures

Chapter 7: Multiplication Facts

Chapter 8: Division Facts

Unit Review

Unit 5: Multiplying by 1-Digit Numbers

Theme: Hot Deserts and Cool Forests

Chapter 9: Multiplying by 1-digit numbers

Chapter 10: Multiplication and Functions

Unit Review

Unit 6: Multiplying by 2-digit Numbers

Theme: Water, Water Everywhere

Chapter 11: Multiplying by 2-Digit Numbers

Chapter 12: Multiply Greater Numbers

Unit Review

Unit 7: Dividing by 1-digit Numbers

Theme: After-School Activities

Chapter 13: Divide by 1-Digit Numbers

Chapter 14: Divide Greater Numbers

Unit Review

Unit 8: Dividing by 2-Digit Numbers

Theme: Fitness Counts

Chapter 15: Dividing by 2-Digit Numbers

Chapter 16: Quotients and Order of Operations

Unit Review

Unit 9: Measurement

Theme: At Home and At School

Chapter 17: Measurement: Customary Units

Chapter 18: Measurement: Metric Units

Unit Review

Unit 10: Geometry

Theme: Shaping the World

Chapter 19: Space and Plane Figures

Chapter 20: Geometry

Unit Review

Unit 11: Fractions and Probability

Theme: Amusement Park

Chapter 21: Fractions

Chapter 22: Probability

Unit Review

Unit 12: Fractions and Operations

Theme: Food for Thought

Chapter 23: Add Fractions

Chapter 24: Subtract Fractions

Unit Review

Unit 13: Fractions and Decimals

Theme: Champions

Chapter 25: Relate Fractions and Decimals

Chapter 26: Use Decimals

Unit Review

Unit 14 Decimal Operations

Theme: Outer Space

Chapter 27: Add Decimals

Chapter 28: Subtract Decimals

Unit Review

Students will also practice basic mathematics facts through timed tests weekly. These drills will be corrected in class and students will chart their progress. As research has found, children with strong basic math fact skills, find it easier to complete higher level problem solving.

TECHNOLOGY

Our class will be spending time in the computer lab and using the mobile lab for a variety of projects this year. We will work on documents, Power point presentations, and research. Our school has also been given the privilege to house a Distance Learning Lab. We have plans to participate in this timely and exciting form of education as well.

We will spend time each week learning keyboarding with Mrs. Grossen, High School Business Education teacher, for the first 12 weeks of school. We will also partner with Mrs. Arentsen, our librarian, to learn about new applications on the Internet and potential project ideas.

SOCIAL STUDIES

Social Studies - States and Regions.

Houghton Mifflin 2005.

Unit 1: The Land of the United States

Chapter 1: What on Earth is Geography?

- The Geography of Our World
- Map and Globe Skill: Review Map Skills
- Land and Water
- Map and Globe Skills: Make a Map
- Resources of the United States

Chapter 2: Understanding Regions

- What is a region?
- Regions of the United States
- Map and Globe Skill: Use Latitude and Longitude
- Climate Regions
- My State Handbook: Geography
- Current Events Project

Unit 2: The East

Chapter 3: Exploring the East

- Land and Climate
- Resources and Economy
- Study Skill: Use Reference Materials
- People of the East
- Chart and Graph Skill: Make a Timeline

Chapter 4: Living in the East

- What's Special About New England
- Chart and Graph Skill: Read a Circle Graph
- What's Special About the Mid-Atlantic
- My State Handbook: Government
- Current Events Project

Unit 3: The South

Chapter 5: Exploring the South

- Land and climate
- Citizenship Skill: Understand Point of View
- Resources and Economy
- People of the South
- Reading and Thinking Skill: Interpret Historical Images

Chapter 6: Living in the South

- What's Special About the Upper south
- What's Special About the Lower South
- Study Skill: Write a Report
- My State Handbook: culture
- Current Events Project

Unit 4: The Midwest

Chapter 7: Exploring the Midwest

- Land and Climate
- Resources and Economy
- People of the Midwest
- Study Skill: Identify Primary and Secondary Sources

Chapter 8: Living in the Midwest

- What's Special About the Great Lakes States
- Reading and Thinking Skill: summarize
- What's special About the Plains States
- My State Handbook: Economy
- Current Events Project

Unit 5: The West

Chapter 9: Exploring the West

- Land and Climate
- Reading the Thinking Skill: Distinguish Fact From Opinion
- Resources and Economy
- People of the West

Chapter 10: Living in the West

- What's special About the Southwest
- Citizenship Skill: Make Decisions
- My State Handbook: History
- Current Events Project

Unit 6: Connections to Our World

Chapter 11: Here in the Americas

- United States Government
- Many Regions, One Nations
- North American Neighbors
- Reading and Thinking Skill: Draw conclusions
- Central and South America

Chapter 12: Beyond the America

- World Regions
- Citizenship Skill: Resolve Conflicts
- Partners Around the World
- Working Together
- My State Handbook: Connections to the World
- Current Events Project

Children will also receive Scholastic News and take time to learn Map Skills.

SCIENCE

Science - A Closer Look.

Macmillan/McGraw Hill

Unit A: Living Things

Chapter 1: Kingdoms of Life (What are living things and how are they Classified?)

- Cells
- Classifying Living Things
- The Plant Kingdom
- How Seeds Reproduce

Chapter 2: The Animal Kingdom (How are animals different from each other?)

- Animals Without Backbones
- Animals With Backbones
- Systems in Animals

Unit B: Ecosystems

Chapter 3: Exploring Ecosystems (Where do plants and animals live and how do they depend on each other?)

- Introduction to Ecosystems
- Biomes
- Relationships in Ecosystems

Chapter 4: Surviving in Ecosystems (Why do plants and animals live in different places and what happens when those places change?)

- Animal Adaptations
- Plants and Their Surroundings
- Changes in Ecosystems

Unit C: Earth and Its Resources

Chapter 5: Shaping Earth (What causes Earth's surface to change?)

- Earth
- The Moving Crust
- Weathering and Erosion
- Changes Caused by the Weather

Chapter 6: Saving Earth's Resources (What are Earth's resources and how can we conserve them?)

- Minerals and Rocks
- Soil
- Resources from the Past
- Water
- Pollution and Conservation

Unit D: Weather and Space

Chapter 7: Weather and Climate (What are weather and Climate?)

- Air and Weather
- The Water Cycle
- Tracking the Weather
- Climate

Chapter 8: The Solar System and Beyond (What objects are in the solar system and beyond?)

- Earth and Sun
- Earth and Moon
- The Solar System
- Stars and Constellations

Unit E: Matter

Chapter 9: Properties of Matter (What is matter and how is it classified?)

- Describing Matter
- Measurement
- Classifying Matter

Chapter 10: Matter and Its Changes (How can matter change?)

- How Matter Can Change
- Mixtures
- Compounds

Unit F: Forces and Energy

Chapter 11: Forces (Why do things move?)

- Motion and Forces
- Changing Motion
- Work and Energy
- Simple Machines

Chapter 12: Energy (How do we use energy?)

- Heat
- Sound
- Light
- Electricity
- Magnetism and Electricity

ADDITIONAL CLASSROOM NOTES

- **Take Home Folders**
Your child has selected one folder to be designated as their "Take Home Folder." It will hold homework, missing assignments, corrective work, and school notes. Please take time to review these items with your child. You can reinforce lessons by helping your child to correct any mistakes. They can earn 1/2 point value back on assignments.

- **Assignment Notebooks**
As assignments are given throughout the day, time will be provided to work on them. Should students need more time, they are to record the assignment in their assignment notebook and take it home. If all assignments are completed, students are asked to write "No homework."

- **School Web Site**
By going to the Kohler Schools home page, you can access our classroom web site. It will outline announcements, homework assignments, frequently asked questions, a monthly calendar, web links, and additional classroom information.

- **Box Tops for Education**
We appreciate you continuing to save Box Tops, Campbell's UPC codes, and milk gallon tops for KSF. They are collected at the beginning of each month and tabulated. Charts are displayed in school to show the progress each class has made.

Grading System

A 100-94%	B- 83.99-80%	D+ 69.99-67%	A= Outstanding
A- 93.99-90%	C+ 79.99-77%	D 66.99-64%	B= Very Good
B+ 89.99-87%	C 76.99-74%	D- 63.99-60%	C= Average
B 86.99-84%	C- 73.99-70%	NS 59.99-0%	D= Poor
			NS=Not to Standards

- Children have the opportunity to enjoy a mid-morning snack. Please send a nutritional item daily if desired. Beverages can be included or milk may be purchased from the school on a semester basis.

- Children will also have the opportunity to bring in a birthday snack on either the day of their birthday or one selected by the child.

HOT LUNCH PROGRAM

Children will be using the same program as last year. Mrs. Neil will notify children when their balance is low.

OPEN HOUSE (October 6 - 6:30-7:30)

Please look for sign-up sheets in our classroom. We will have a number of celebrations and activities we'd really like you to participate in.

EDUCATIONAL PHILOSOPHIES

Bloom's Taxonomy

Amongst the numerous philosophies in education today, one that I find cohesive with state standards and strongest in developing our children's independent sense of thinking at the highest levels is Bloom's Taxonomy. Its research suggests we think at six varying levels, the lowest being knowledge and the highest being evaluation. As you rise up the scale, you will notice vocabulary appropriate for the ways in which we think. We continually encourage our students to evaluate and support their decisions. Thinking critically today is essential for success in the future.

- § Level 6: Evaluate (rate, score, select, evaluate, judge, decide, defend, choose, support)
- § Level 5: Synthesis (create, blend, predict, imagine, design, invent, pretend, suppose, rearrange, combine, make, plan)
- § Level 4: Analysis (compare, criticize, examine, uncover, divide, include, search, reason, separate, simplify, look into, study)
- § Level 3: Application (apply, use, practice, solve, experiment)
- § Level 2: Comprehension (describe, explain, tell in your own words, discuss)
- § Level 1: Knowledge (define, research, repeat, list, say, locate, show, memorize, match name, find)

Gardner's Intelligences

His was a search to broaden the scope of human potential. There are more ways to measure intelligence than IQ scores. Gardner suggested that intelligence involves the capacity to solve problems and fashion products. This had formerly more commonly been used with "gifted students".

- § Linguistic intelligence (word smart)
- § Logical-mathematical intelligence (number/reasoning smart)
- § Spatial intelligence (picture smart)
- § Bodily-Kinesthetic intelligence (body smart)
- § Musical intelligence (music smart)
- § Interpersonal intelligence (people smart)
- § Intrapersonal intelligence (self smart)
- § Naturalist intelligence (nature smart)

Most people can develop all their intelligences to a relatively competent level of mastery according to Gardner. Children who are offered "crystallizing experiences" (positive turning points) will experience the sparks that light intelligences. Children who are presented with "paralyzing experiences" (negative feedback) often have particular intelligences shut off.

Differentiated Instruction

This is not new, just renamed. It is a collection of varying strategies to best enhance the students' learning styles. We do different things for different children. While not considered individualized education, it tries to provide more attention to strengths and choices(ex. rephrase statements, extend deadlines, group students, projects, assessment choices, room positioning, number of problems given, level of assignments to complete, etc.)

Digital Natives

Ian Jukes - Children are "wired" differently today. They are unprecedented in the experiences they have had in their young lives and their brains process information in a faster and visual manner.

TRBES

"Tribes" is a democratic group process - a process by which a sequence of events leads to the achievement of an outcome. The outcome of this process is to develop a positive environment that promotes human growth and learning. The facilitator's role is to transfer responsibility to the group,

It requires learning how to build community through three stages of development: (Gibbs p 9)

- Inclusion (a sense of belonging)
- Influence (valuing differences)
- Community (working together creatively)

It practices four agreements among the members of the class:

- attentive listening
- appreciation/no put downs
- the right to pass - the right to participate
- mutual respect

It is a very positive and successful program that not only establishes a caring environment for cooperative learning, but also provides structure for positive interaction and continuity for working groups. (Gibbs, p 9.)

SEVEN HABITS OF HIGHLY RESPONSIBLE STUDENTS

(From "Quick Tips" of Parent Institute)

- They set goals.
- They plan their time.
- They study every day.
- They take notes in class.
- They have the tools (pencils, paper, etc.) they need.
- They keep their commitments.
- They get ready ahead of time.

PARENTS MAKE A DIFFERENCE

Plan a consistent study time for your child. Limit TV viewing.

Attend parent conferences and other school activities.

Remind your child to do homework on time, reward good behavior, and read to your child.

Express confidence in your child's abilities and encourage your child's efforts. Believe that they can succeed!

Nurture a love of books, Use the library and keep plenty of reading materials at home.

Take time to talk and listen to your child.

Show love for your child.

YOU MAKE THE DIFFERENCE!

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THANK YOU.....

For all the great things you do for your child and our incredible
classroom!!!

Sincerely,
Mrs. La Duke

