

Friday Letter

September 2019

IMPORTANT DATES:

Wed, 10/2: Parent Meeting, 5:45pm
Fri-Sat, 10/4-10/5: OPEPO Annual Overnight, Camp David Jr & Dungeness Audubon Center
Mon-Fri, 10/7-10/11: Wonderful Week Activities/Goal Setting, in-class
Tue, 10/15 Picture Day
Thurs, 10/17: Smiddles (3, 4, 5) Field Trip to Library (Exo-Planet Activities)
Fri, 10/18 No School/Staff In-Service
Thurs-Fri, 10/24-10/25: No School/Student-Led Conferences
Wed, 11/6: Parent Meeting, 5:45pm
Thurs, 11/7-12/9: Swimming Lessons (Mon/Thurs) for 1st, 2nd, 3rd grades in OPEPO
Mon, 11/11 No School/Veteran's Day
Thu-Fri 11/21-11/22 No School/Thanksgiving Break
Wed, 12/4: Parent Meeting, 5:45pm
Wed, 12/18: Market (Early Release)
Sat, 12/21-1/5: No School/Winter Vacation

ANNUAL OPEPO OVERNIGHT:

Our OPEPO overnight takes place on Friday, October 4th. We will start at the Dungeness Audubon Center in Sequim. After, families will pick up their students by 1:30pm to head to Camp David, Jr at Lake Crescent. Please look in this packet for a Logistics form that Cherry and Heather need asap. There is also an informative letter about the overnight itself.

Forms due for the overnight at this time:

- 1) Head-Count half-sheet paper, due by Monday, 9/23.
- 2) Online permission slip (through Skyward) and sack lunch order, due by Monday, 9/23
- 3) Logistics sheet (pink), due by Friday, 9/27

*Yes, there will be another Parent Meeting before the overnight. This is a great place to ask questions in person.

*Chaperones will be contacted by Cherry by Friday, 9/20.

THANK YOU:

Laura and Heather D-N for the Friday Letter
Maraiah, Amy, Nataliya, Ellen for helping with dusting/cleaning our classroom before the start of school
Sandi, Ellen, Little family, Axling family for bringing snacks
Math and Literacy Helpers: Chiarra, Sheana, Jazzmyn, Caroline
Chiarra for the chocolate!
Alex for being Volunteer Coordinator Extraordinaire
Steering for their tireless efforts to support our classroom community
Zach and Ellen for searching for options for our outside shelf

With so much help, we sometimes leave out a thank you; sincere apologies if we forgot you!

BIKE SAFETY:

For students who are biking to school, please WALK your bicycles once you are on campus, as many families are walking and arriving at school. Please encourage your child to walk the bike once they reach school.

BOTTLE CAPS:

We are still continuing our collection of clean, plastic bottle caps (all solid colors, all sizes) for our mural project that we hope to gift to our school community. Students will work collaboratively during Wonderful Weekdays to complete the project, along with goal-setting with teachers.

SMIDDLES FIELD TRIP:

Smiddles (3rd, 4th, 5th graders) will be going on a field trip to the Jefferson County Library to learn about exoplanets on October 17. Please fill out the permission slip online. More info: <https://jclibrary.info/exoplanets-resources/>

OPEPO Community Agreements (created Sept. 2019)

1. Use voice levels 0-2 when inside the building.
2. Find a seat that will help your learning.

3. Respect:

- other's requests
- differences
- personal space
- supplies & furniture
- technology



4. Include others.

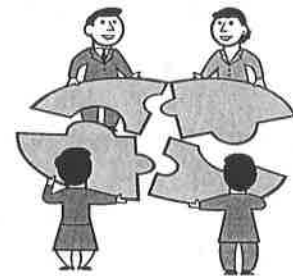


5. Find a balance between work and play.



6. Be kind with your:

- voice level (0-1)
- language
- tone



Other key OPEPO phrases you may hear:

**We try to be collaborative classmates.*

**We keep each other physically and emotionally safe.*

**Better choices lead to more choices.*



You are invited to OPEPO'S Fall Overnight Adventure at Camp David Jr!



Friday Oct 4 to Saturday Oct. 5

On majestic Lake Crescent, Camp David Jr. provides a beautiful setting for all types of group activities. The grounds of the oldest county park in the state are beautifully maintained. The camp is rich in history since it was originally a health spa in the very early 1900's and much of the history is preserved on the site. Camp David Jr. has been maintained as an outdoor recreation camp since 1935.

Students will spend the day on a field trip at Dungeness River Audubon Center in Sequim (2151 W Hendrickson Rd, Sequim, WA 98382). They will leave school at 9am. Please dress them in layers and with good shoes or boots. Also pack them with a snack and a good lunch.

Parents and siblings will need to pick their child at 1:30 pm (or designate a parent to be in charge of your child until you can arrive on the RSVP form). Once you pick up your child (or designate someone else to) head to Lake Crescent to continue our OPEPO adventure. If you are not joining for the overnight, your student will be able to ride the bus back to school for regular dismissal. **Students are only allowed to stay the night if they have a designated family member staying with them.**

From your arrival at Camp David Jr until 3:00pm you are responsible for the youth in your care in regards to how you fill your time. There will be activities available starting at 3pm (you are still responsible for the youth in your care). Cabin assignments will start to be handed out at 3:00pm

The evening program will begin at 4:45 pm with Open Circle, dinner, dancing, and a bonfire.

ALL FOOD AND BEVERAGE ITEMS WILL BE PROVIDED THIS YEAR!

Camp David Jr - We have reserved the entire camp. This includes 10 cabins with varying numbers of beds. Cabins will be assigned based on number in family coming. Families will be sharing cabins.

Cleanup is pretty intense here so we will need help from all individuals. Everyone will be responsible for cleaning their cabins. We will need additional volunteers to help with bathrooms and the lodge.

PLEASE BRING (besides your personal belongings)

- Flashlights
- Warm Sleeping Bag and Pillow for all. There are mattresses. They are thin so backpacking mattress may be helpful if you have one.
- You can bring long sheets and clothespins to create privacy (in some cabins).
- If you are a light sleeper you might want to bring ear plugs.
- Warm clothes, hats, gloves...bring layers!
- Extra clothes for your child in case they get wet/dirty during the day.
- Labeling all items is helpful

Please do not bring: knives, electronics (except for phones), valuables, or alcohol. Camp David Jr is a dry facility

QUESTIONS/CONCERNS/SUGGESTIONS:

Krystal Kennedy

425-691-9186

kmkenedy12@gmail.com

Driving Directions/Addresses:

Dungeness River Audubon Center in Sequim (2151 W Hendrickson Rd, Sequim, WA 98382)

Camp David Jr. (1452 Camp David Jr. Road, Port Angeles, WA 98363) is located on the north shore of Lake Crescent off Highway 101. After reaching the west end of Lake Crescent, passing the Fairholm Store, turn right on to Camp David Jr. Road. Continue on Camp David Jr. Road for 1 1/2 miles, the entrance is on the right.

Thank you all for turning in the head count forms! If you forgot please get it in by Monday Sept. 23

Camp David, Jr Logistics

*****Please return this form to school by Friday, September 27th.***

******Permission slips (online) for this trip are due by Monday, September 23rd.
Please plan to pack your child's lunch. Otherwise, mark the "sack lunch" option
on the online form.***

SELECT ALL THAT ARE APPROPRIATE:

My child will ride the bus/van back with teachers to school for the usual pick-up time from Salish Coast Elementary. We will not be at Camp David, Jr.

My child will not be present for any part of the trip, including the day portion in Sequim.

I will meet my child at the Dungeness Audubon Center (Sequim) by 1:30pm when it is no longer a school-designated event and:

We will stay the night at Camp David, Jr.

We will head home and NOT stay overnight.

I will join my child for the overnight *after 4pm* at Camp David, Jr. Another designated adult, _____, will pick up my child from the Dungeness Audubon Center by 1:30pm. This means that from 1:30pm-4:45pm, I will entrust my child to them.

I understand that my child cannot stay overnight unless a family adult is staying.

Parent/Guardian Signature

Student/s

Mathematics: My philosophy, plans, and goals, and how you as parents and volunteers can help

My goal in math is to help every child realize that there is no such thing as a "math person" (and therefore no such thing as a "not a math person"), that we are all mathematicians, and that math is interesting, fun, and something we do naturally and daily in the world.

Our focus is not so much on seeking to find the answer, but to understand the question, the concept, the process...to make sense of it all. If the work we do does not provide us with an answer but with more questions, then we are doing the work of true mathematicians. Finding answers is great, but it is through grappling with a challenge that we learn. If it all comes easily, then we are likely just doing what we already know how to do, rather than learning something new.

I want my students to feel okay with challenges and be willing to take risks, to make mistakes. I want them to see mistakes as an inherent and important part of the learning process, as opportunities for growth, as evidence of learning. If we make mistakes, recognize them, and seek to correct them, we are growing our brains!

I intend to create a growth mindset culture where children see themselves as mathematicians who persevere when something is challenging. Where they recognize that a task is difficult or a concept is confusing not because they can't do it or can't "get it" but because they do not know how to do it or do not understand it **yet**. A culture where they are fully confident that they possess the capability to learn any mathematical skill or concept and that with perseverance and practice, they will find success.

I plan to teach the majority of math concepts and skills through the use of meaningful, real-world problem-solving tasks, and through games, art projects, and other fun and engaging activities. We will ask questions, seek patterns, make connections and predictions, make representations, and discuss and reflect on our ideas and understandings.

Through our work, learners will most certainly be stumped at times. When we are stumped, we want help. Asking for help when you are stumped is GREAT and I fully encourage it. Yet when we give answers and fix up a child's confusion for them, we are not truly helping. We are creating dependency. Instead, we can address kids' questions with questions of our own. Here are some ideas for questions you can ask to help guide children's thinking:

- Shall we read the problem again together?
- What do you know for sure?
- What do you still need to find out?
- What part do you understand?
- Where did you lose your way?
- What have you tried so far?
- What questions do you have?
- What tools (or resources) might help you?
- What are you hoping I can tell you?
- What strategies have helped you in the past when you got stuck?
- What are you going to do now?

Kids will realize that you are not going to tell them answers but help them clarify their own thinking. This is not intended to frustrate them, but to help back them up to a point where they did understand and scaffold their thinking from there. You can offer encouragement and confidence ("Keep up the effort!" "You can do it - I believe in you!" "I am looking forward to learning how you figured this out!" "Mental muscles get stronger when we exercise them.") or empathy ("I know how it feels to struggle with something, it happens to me too!").

Our school has adopted the K-5 Bridges in Mathematics curriculum. This is a rigorous curriculum aligned with the Common Core State Standards which focuses heavily on building strong number sense and on teaching math conceptually before teaching rules, formulas, and algorithms.

There are also daily lessons, many concept/skill-related games, and workbooks. Due to the multi-age aspect of OPEPO, I am unable to use the daily lessons as each one requires 45-60 minutes per grade level per day. Therefore, I use the games often and the workbooks when appropriate and I supplement with journal tasks, skills centers, and lessons from other fabulous resources I have found that are more suitable in a multi-age environment.

In order to help children attend to basic math facts, I have them take a one-minute timing each day and a 2-minute (Juniors) or 5-minute (Smiddles) timing on Friday. Research has proven that flash cards and timed tests are not the best way to foster fluency; focusing on number sense is. Therefore, we learn reasoning strategies for basic addition, subtraction, multiplication, and division facts. Having students self-monitor, focus on self-improvement, and practice facts in short time segments does support the development of quick recall for basic facts, which is why I choose to use the timings. I regularly tell students that speed is not our goal in math, in fact, great mathematicians take their time solving problems, but being fluent with our basic facts helps us in all other areas of math. I try to alleviate any pressure that the timing may cause some students by letting them know that it is not a test, just a way for them to measure their progress over time. They track this progress with a graph and can visually see their growth, eventually reaching mastery and eliminating the need for taking the timings.

In order to make math relevant, engaging, and fun, I use a lot of games and puzzles, tasks reflecting real-life situations, real world projects, and incorporate art into math when I can. A major goal of mine is to help students realize that mathematics is an integral part

of daily life. You can help me with this by sharing with us how you use math in your life: at home, at work, at play. You can come in and share this via stories, presentations, projects, write us letters, send pictures, make a video, whatever helps us see how you do math every day. Please let me know if and how you are willing!

There are many ways for you to be helpful as you volunteer in math.

*Often there are students, particularly Juniors, who need assistance reading tasks or writing to share their thinking. I will happily read problems for students so they can comprehend them, as they are not necessarily written at their reading level, but when it comes to writing, I do ask them to write what they hear (and help them to sound out the words as they go) so that they view themselves as writers in all areas.

*You can help an individual or a group as they grapple with a problem or task.

*Timings need to be corrected and this is something that can be done while I am meeting with the whole class to teach a lesson. I use a highlighter to check each **correct** answer and put the total right at the top.

*I love having volunteers play games with a student or a pair of students to make sure that they are understanding the concepts. If there are times when I am with the whole group and you are feeling like you aren't needed, this is a great time to read over some of the game rules.

*There are some systems (timings, coordinate graphing activities, origami directions, game record sheets) that require monitoring to make sure we are fully stocked. This requires checking and copying/re-stocking if we are low.

After two years of teaching five different grade levels of math (two and three at a time), I am still working out the kinks. I no longer feel like I am completely surrounded by broken shards from the many plates dropped as I try to keep them all spinning, but I certainly have

not yet reached mastery and hope you will be flexible and forgiving as I figure out how best to use our greatest resource - you, our fabulous volunteers!

Many thanks for your willingness to share your time, your energy, and your brilliance! I look forward to seeing you each week in the classroom! If you have any questions for me, feel free to contact me.

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(360)643-3269

Get Ready to Shake Out.



October 17, 10:17 a.m.

**Shake
Out**™

Register at www.ShakeOut.org