



Obama Magnet School Special Subject Newsletter

November 2018
Unit 2

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Is your student an International Student?

International students follow the essential agreements and display the focus PYP attitude in all special subjects. Our goal is for each student to be named an International Student four weeks out of each six-week unit. International Students are recognized during the announcements on Monday mornings and earn points for their International Star Club calendars.

Counseling, Kelly Loveless

Counseling program highlights from the second six weeks of school included College Spirit Day and Unity Day.

College Spirit Day was celebrated on Friday, September 28. Students wore the colors and t-shirts for their favorite college. Other College Spirit Day events included the monthly fifth grade Career Café and a step show. Mississippi College Economics Professor Kristena Gaylor (Kristopher) spoke to the fifth graders during Career Café. Eligible students in grades K-5 attended a Col-

lege Step Show for their PBIS Celebration. Participants enjoyed performances from the Obama Magnet Step Team, teachers, parents, and local sorority and fraternity members from Tougaloo College and Jackson State University.



Dr. Kristena Gaylor, parent of fifth grader Kristopher Gaylor, spoke at the September Career Café.



Mrs. Kelly Loveless and fifth grader Semija Jones wore orange to show unity against bullying.

Students celebrated Unity Day to unite against bullying for National Bullying Prevention Month. On October 24, all students, faculty, and staff wore orange to show unity against bullying. All students also participated in the Project Connect activity where each student wrote a no bullying message on a strip of orange paper. The strips were connected to make a long, school-wide chain to serve as a visual reminder of no bullying.

Counseling lessons focused on recognizing and handling bullying situations. Third through fifth graders completed a book study on the *Weird* series books by Erin Frankel (Free Spirit Publishing). The students learned about bullying from the perspective of the victim, bystander, and bully. IB PYP connections were made for all grades in developing empathy and understanding perspectives.

In addition, fifth graders enjoyed another Career Café visit from Kehinde Gaynor, owner of Exsail LLC, a graphic design, photography, printing, music and video production company in Jackson. Mr. Gaynor is the uncle of fifth grader, Laila Hester.

Spanish, Naomi Mays

Students continued to grow as Spanish language speakers and communicators during the second unit of the 2018-2019 school year.

Kindergarten students worked to master shapes in Spanish. Students played Bingo where they had to listen for shapes and colors simultaneously in Spanish. Students also worked on learning numbers 1-20. Students developed sentences in Spanish about things they liked. Towards the end of the unit, students learned emotions in Spanish and practiced vocabulary for resolving conflict.

First grade students learned the months of the year in Spanish. Students also developed calendars in Spanish. Students learned how to answer the questions "what month is it?" and "what is the date?" in Spanish. Students looked at the Spanish version of MyPlate nutrition recommendations and compared their plates with plates of children around the world.

Second grade students listened to music by Spanish-speaking artists and composed sentences in Spanish about how the music made them feel. Students also compared and contrasted a Mexican Cinderella story to the more traditional Cinderella story and developed artwork to illustrate the similarities and differences.

Third grade students learned to conjugate Spanish verbs that end in -ar. These students also researched the ancient Mayan civilization and learned about famous landmarks in Latin America.

Fourth grade students conjugated verbs that end in -ar and participated in collaborative learning activities to practice their conjugation skills. They practiced reading comprehension in Spanish by dissecting Spanish reading passages. These students also discussed being environmentally aware and developed environmentally aware Spanish superheroes.

Fifth grade students conjugated verbs that end in -ar, -er, and -ir. The fifth graders engaged in interactive activities to master -ar, -er, and -ir verbs and wrote short stories in Spanish using specified verbs. Students also worked in collaborative groups to research a famous Hispanic scientist. Students practiced reading comprehension skills by translating a Spanish passage and answering questions about the text in Spanish.



Fifth grade students considered the rubric for their Hispanic scientist research project.

Library, Kacy Hellings

Some great learning took place in the library during the second unit of inquiry! The kindergarten students continued to develop a love of reading by delving into a wide variety of stories. The students participated in discussion about the PYP attitudes after listening to read alouds. The first graders were engaged in learning about plants and gardening in relation to their sharing the planet unit; we read several books about urban gardening. Students are checking out books every Thursday. They also visit the library on other days, so parents please make sure your child is reading their library book and preparing to quiz on the book. This helps the student get a new book as soon as possible. It is so important to develop a love of reading at this early age.



Fourth grade students learned about worm composting.

The second graders are quickly becoming the most adept at finding books in the library! They used the card catalog and located books all over the library. They completed scavenger hunts and created their own book hunts for their classmates. The third grade students completed a big research project related to their where we are in place and time unit. For this project, the students studied and mapped landforms in other countries. Then they researched other interesting facts about that country.

The fourth graders connected to their sharing the planet unit in the library by generating a list of questions from interacting with some recyclable materials. Their questions guided their research and they created a slide show to share what they learned with their classmates. A local glass recycling company, Environmentality, and a worm composting company, Wurmworks, visited the library to share their practices with the fourth grade classes. The fifth graders used their library class time to research for a collaborative project they were working on for how the world works. This was a shared project for Spanish and library in which the

students researched Hispanic scientists and their impact on others.

The reading fair on October 12 was very successful. Thank you to all of our wonderful volunteer judges! Our volunteers included some individual community members, a Millsaps professor and her class, and the Mary Church Terrell Literary Club. There were just enough volunteers for every board to meet the requirement that each project be evaluated by three judges. Congratulations to one of our school winners, Daniel Henderson. He placed 2nd at the district reading fair.

Please continue to support your child by taking the time to listen to them read a few pages from their library book and then make it a priority to read to them. When you are finding something to read to them, try to find something that your child may not read by themselves. Find a longer book or a higher reading level than what they are able to read independently. This models commitment and provides you with great bonding time, as well as giving your child a sense of accomplishment. Some of my favorite memories as a child and then as a parent the times we snuggled up to read a book and laughed or cried at the events in the stories.



Daniel Henderson, third grade student, won second place in his category at the district reading

Computer, Tammie Ross

All students visit the computer lab twice per week during their assigned class time. The students practice a number of technology skills while using the computer lab. These skills vary from grade to grade based on student needs and developmental abilities.

Kindergarten students continued to practice their mousing and keyboarding skills as they click on fields and type usernames and passwords to login. This is an important foundational skill for the programs and web applications used in later grades. First grade students practiced logging in to their Google accounts. Jackson Public Schools provides each student with a Google account so that students can access Google education products and other connected web applications. Classworks is one of these programs. The first graders also learned how to log in to Educational Galaxy. Classworks and Education Galaxy provide students with practice in reading and math.

Students in second through fifth grade divide their time between several different web applications to develop typing skills and reinforce their reading and math skills. Second grade students use Typing.com and third through fifth grade students using Typing Agent. The students are also using Classworks and Education Galaxy. Students spend 15 minutes working in each program during their time in the computer lab. Students needing to meet their AR goals also read books through myOn Reader. All of these applications are available to students at home.

For access to the typing web applications and Classworks, go to the [JPS EdTech site](#). Students log in to Clever with their Google accounts for access to the typing activities. Classworks has a separate direct login. Please contact your child's teacher for Classworks log in details. [Education Galaxy](#) also has a separate login. Again, your child's teacher can provide the username and password for logging on to [Education Galaxy](#).

All students can access myOn Reader using the following information.

[myOn Reader](#)

School: Preschool Program

User name: davis Password: davis