



Obama Magnet School Special Subject Newsletter

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Unit 5

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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 lessons for Unit 5 focused on emotion management and problem solving for kindergarten through third grade and career exploration for fourth and fifth grade.

Students also participated in the third No Place for Hate Activity for the year, the Library Kindness Surprise. During this activity, the students made bookmarks with positive messages such as, "You are awesome. I hope you have a great day!" The students put the bookmarks in library books as a kind surprise for the next student checking out the book.

Kindergarten through third grade students learned how to calm down strong emotions using the calm-down steps and solve problems using the STEP (S – Say the Problem, T – Think of Solutions, E – Explore Consequences, P- Pick the Best Solution) model featured in the Second Step Academic and Social Skill

Fourth graders display the positive bookmarks they made for the Library Kindness Surprise.

curriculum. They practiced the following IB approaches to learning: thinking skills, social skills, communication skills and self-management skills.

Fourth and fifth students worked on a career exploration unit. The central idea for the unit was: Self-awareness is developed by identifying interests, abilities, and personality types. Activities focused on developing self-awareness, learning strategies for career exploration, and understanding the relationship between education/training and the world of work. Fourth grade students participated in a life auction where they bid on interests, values, talents, and skills and jobs important to them. They also learned how career choice is connected to future lifestyle. Fifth grade students identified their interests and skills and related them to career choices. They also completed a personality inventory based on John Holland's Theory of Career Choice and matched their personality type (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) to the 16 Career Clusters. During this time, the fifth grade welcomed Career Café speaker Matt Mabry, head chef at Bravo Restaurant and father of current 5th grader Kelsie.

Library, Kacy Hellings

Obama Magnet students have been reading and reading! The school has the second highest library book circulation per patron in the district! Students worked hard to meet their AR goals before Spring Break and are currently working toward meeting AR goals for the final term of the year. We now have 6 students who have read over ONE MILLION WORDS this school year. Several others are very close to meeting that goal as well. Their success will be celebrated in early May. Summer reading is just around the corner so be thinking about reading goals for your family. Information about the JPS Summer Reading Program will be sent home once it is received by the school. On a serious note, it is important to mention that summer reading is expected summer reading to be completed in the summer. The summaries must be a reflection of what the students read in the summer months. Students should strive to read 20 books, however, students should reach that goal with integrity and not copy summaries from others or plagiarize them from online summaries.

The kindergarten students have grown so much this school year. It has been fun to see how much better they are completing tasks in center times in library. The first graders have become avid readers and many students come up to the library several times a week to get new books. They've also been learning to use the online card catalog and have learned that they can reserve library books. The second graders completed research using online resources to go along with their where we are in place and time unit. The third graders used library time to work on collaborative projects about other cultures to go along with their who we are unit. Students also checked out a second nonfiction book on culture to become more internationally minded. The fourth graders checked out a lot more books on poetry for their how we express ourselves unit. The fifth graders used print and digital resources to research ways in which others explored new ideas and places for their where we are in place and time unit.



Third graders investigated a globe as they re-searched other countries and cultures.

Spanish, Naomi Mays

The students worked hard in Spanish class during the fifth unit of 2018-2019.



Kindergarten students learned Spanish vocabulary for different types of animals.

Kindergarten students worked on learning to classify different types of animals. They sang Spanish songs about animals on the farm and from the zoo. Students played engaging memory games using vocabulary they learned animal vocabulary. First grade students learned about types of transportation in Spanish. Students discussed changes in transportation over time. Students also wrote about their likes and dislikes in Spanish. Students played interactive games to assist in listening and speaking skills. Second grade students learned vocabulary for school based objects and supplies. Students reflected on travel and reasons people travel. Students also discussed the topic of immigration and how it affects the lives of those involved. Students then created artistic depictions of what immigration means to them.

Third grade students discussed what beliefs and values are and how people are shaped by their beliefs. Students also discussed values in different places around the globe. Students created a graphic organizer showing how beliefs and values affect one another. Students also practiced conversational Spanish. Fourth grade students worked on showing self-expression through poetry. Students read Spanish poetry and responded with how it made them feel. Students also wrote poetry using Spanish vocabulary. Fifth grade students focused on building conversational Spanish skills. Students worked collaboratively to build sentences in Spanish using

correct grammar. Students practiced reading comprehension using Spanish passages. Students also discussed how our perceptions are influenced by things we see and listen to. Students listened to Spanish music and responded with their perceptions of the music.