



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.

APRIL EDITION:

All-Star Teacher of the Month: Each month the administration team decides on an All Star Teacher for the month.

All Star Teacher for the Month: Mrs. Wilson, 5th Grade



Mrs. Wilson has taught for 17 years in CMS, and she is originally from New York.

She has a 7 month old Dalmatian, named Floki.

Mrs. Wilson and her husband love to take trips and learn about history.

She is a HUGE fan of lobsters and crabs, and her classroom is completely decorated with them.

Mrs. Wilson's favorite flowers are Lillie's, and she had her children plant over 100 bulbs in her flower garden with her!

Grade level Highlights for the Month:

PRE-K:

In Pre-K this month, the students have been working on their literacy skills based on using their knowledge of letters and sounds as part of the writing process. An example of this could be seen recently in Mrs. Clarke's room based on the current Ball Unit of Study. During center time, several students wrote about their favorite type of ball and why. Additionally, they were able to share it with their peers and receive feedback. This activity fit in perfectly with one of the main goals of the Pre-K curriculum, in which the students work to collaborate, participate in conversations, and express themselves and their thoughts in a clear manner. Additionally, our students have been working on blending and letter combinations to produce sounds and read words. As the students have continued

through this unit, they have continued to discuss different types of balls, as well as whether or not a round object is actually considered a ball. For example, during a recent visit to Mrs. Clarke's room, the students were discussing whether or not a bubble was considered a ball. During their discussion, they had to provide a rationale for their thinking, and proof to support their opinions. Some students felt that a bubble was not a ball, as they felt it did not contain air and could not bounce. However, others felt that it was a ball based on it being circular (one of our students used this higher vocabulary word), and that a bubble could actually bounce off of other items. It truly was a great discussion as the students were able to truly support their answers. In Mrs. Houston's room, the students started off their day by giving themselves a hug, ensuring that they were going to have a great day and that they felt good about themselves. We should all begin our day this way!

Recently, our Pre-K students had their end of unit ball celebration where they were able to engage in different sports games with several Hopewell High School Student-Athletes. The students were able to play balloon volleyball, soccer, football, lollipop baseball and more. This was a wonderful way for our students to truly demonstrate their learning in an authentic manner. Additionally, this served as a great way to build connections with our school community beyond the walls of Barnette.

Mrs. Clarke working with a small group of students.



Center time activities in Mrs. Clarke's room.





Pre-K Pictures of their current Ball Unit.





Hopewell Student-Athlete's working with our Pre-K students.





KINDERGARTEN:

This month our kindergarten students have really been working hard on their reading and writing skills. Students in Ms. Welch's room have spent time with identifying and pronouncing words with the letter "h" in them, while Mrs. Wronsky's students have been working on reading poetry with her support. Mrs. Harris' students were working on learning and spelling their current "sight words" based on using playdough and letter cutouts. Additionally, they were working on their writing using individual whiteboards for practice, while also studying the "ai" spelling pattern. Mrs. Womack's students have been working with subtraction in math, how trees support our community, and "CVC" words. In Ms. Carlen's room, the students were involved in reading their new decodable, while also discussing how living things grow. Ms. Gump's students have been practicing the "sh" diagraph while working on their independent reading skills through various iPad apps and programs. As part of their social studies unit, the students are creating classroom maps, in which they must utilize a map key to distinguish various locations, while also using a compass rose.

With math, our students are continuing to demonstrate their understanding of number names, while also being able to recognize patterns when counting a sequence of numbers. They are also learning how to make groups of ten by using a variety of hands-on manipulatives, drawings, or mathematical expressions.

In literacy, as part of their unit on trees, the students have been learning about and discussing how trees help us. While visiting Mrs. Harris' room, the students were working on a bubble map to share their learning on how trees are good for us, as well as using this information to formulate opinions. During their discussion, the students shared how you "must provide evidence" to support your opinion.

Students in Ms. Carlen's room with their new decodables.



Sight word practice in Mrs. Harris' room.



Mrs. Wronsky's class reading a poem.



1ST GRADE:

This month in math, our students have learning about measurement and how to measure various items using such non-standard units as tiles, cubes, paper clips, and string. They have been working to compare the length of up to three different objects. During a recent visit to Mrs. Cunningham's class, the students have begun to progress in their understanding of measurement by moving from non-standard items to using a ruler. During the discussion, they worked on measuring items in centimeters and inches. The students have also worked on representing and solving addition and subtraction word problems by using objects, drawings, and equations. Moving on from measurement, the students are beginning to move into learning about money and recognizing coins and their value. In Ms. Norris' room, the students are working on identifying coins and their values, as well as ordering and comparing objects by length. During a recent visit to Mrs. Long's room, the students were showing off their time telling skills during a round-robin type game.

In literacy, Mrs. Brown's students were working on their PSF Drills as they practiced repeating the sounds that various letters and letter combinations make. The students have also been learning about answering literal and inferential questions about the text, as well as being able to retell a story by including key details. The students have also done an amazing job at learning their letter and blending sounds, as well as when to use them in their spelling. Ms. Smith's students are working on identifying consonant digraphs and segmenting single-syllable words through blending, while Ms. Stikeleather's students have been involved with the story, "Pale Males" about a bird. Recently, they were writing opinion pieces about the story, including the most compelling reason to support their answer.

In social studies, Mrs. Cunningham and Mrs. Long's students have been learning to identify the physical environment, plus they also been looking at ways in which people have changed the physical environment. This has also led to great, collaborative discussions in which the students have been able to learn able and share information and strategies that people use to improve our communities.

Student work with word problems and creating number sentence equations.



Students working in math centers in Ms. Norris' room.



Measurement activities with non-standard units in Mrs. Cunningham's class.



Students in Mrs. Brown's class showing off their blending skills.



2ND GRADE:

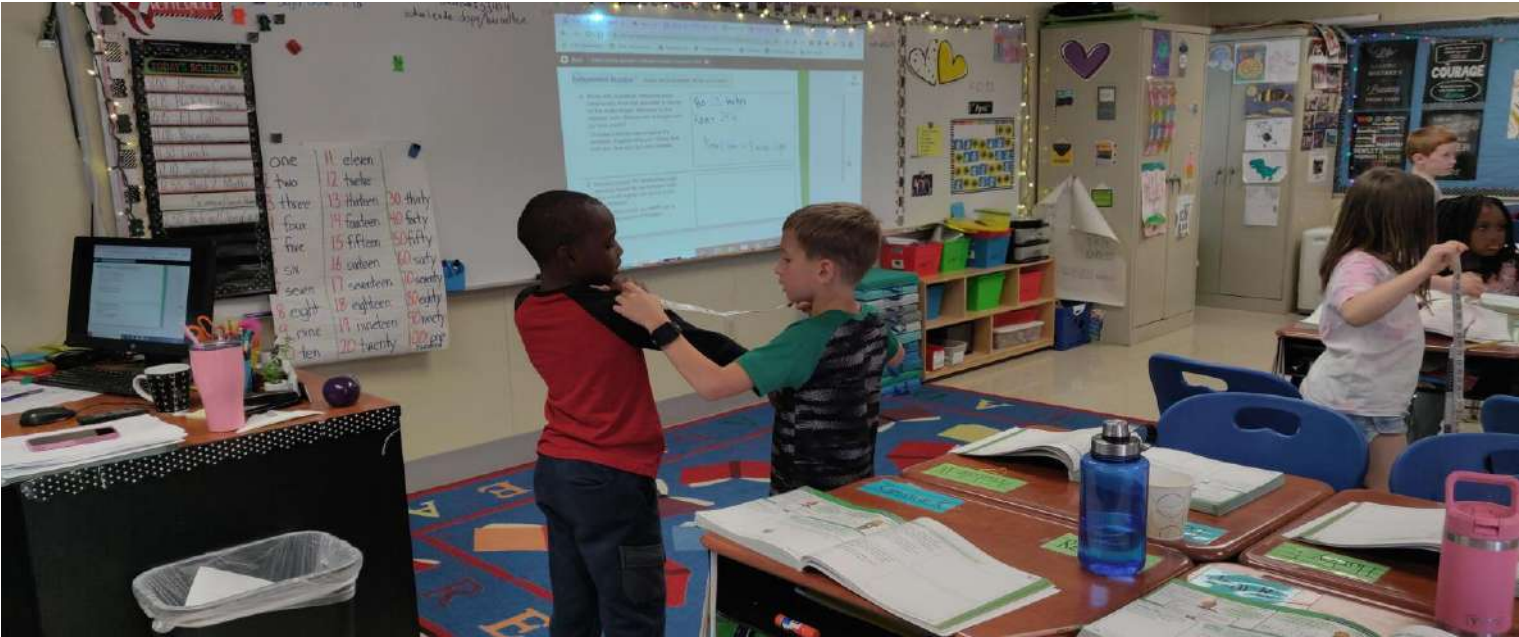
In math this month, our second grade students have moved into learning about measurement. Recently, the students in Mrs. Hjortsberg's class were beginning to discuss centimeters and estimation. In Mrs. Boardman's class, the students have discussed potential tools such as number lines, place value blocks, paper and pencil, and technology that could be useful with measurement. As the students discussed these tools, they were required to provide sound evidence as to how they would be helpful in measuring something. Building on their discussions, the students in both Mrs. Boardman's and Mrs. Edmondson's rooms used a tape measure to work with a partner to apply their new learning as they measured each other's arm length.

In literacy, the students have been working on opinion writing and discussions. During a recent visit to Mrs. Robert's room, the students were presented with several real world thoughts in which they had to not only express their opinion, but they also had to back it up with their reasoning. During the discussion, Mrs. Roberts asked her students their opinions on whether or not second grade students should be allowed to drive. While many students found this to be exciting, they also provided strong evidence to support their "no" opinion based on height requirements and not being able to see correctly, not knowing the rules of the road, and of course, "it's against the law." The students also discussed and gave their opinion on whether or not they liked the beach or the pool better. The students did a great job, and truly gave strong evidence to support their thoughts. In Ms. McFall's room, the students were discussing their current unit on bats. During their discussion, they were utilizing this unit to learn about author's point of view, text summary, supporting evidence, and how bats can be beneficial. As the students answered questions, they did a great job of referencing the text.

Students in Mrs. Roberts room providing evidence to support their opinions.



Students in Mrs. Boardman's class working on their measurement skills.



Students in Ms. McFalls' room discussing the benefits of bats.



Students in Mrs. Roberts' class sharing their writing.



3RD GRADE:

In third grade math, the students have moved into working with different types of measurement. In Ms. Chilton and Mrs. Ignasiak's rooms, the students have been working with units of capacity and determining the correct unit of measurement when reviewing pounds, ounces, and gallons. Along these same lines, the students have also discussed time and mass. During a recent visit to Mrs. Chilton's room, the students did a wonderful job of discussing multiple methods to determining elapsed time. Ms. Merritt's students were in the process of learning about and discussing being able to show time to the nearest minute using both analog and digital clocks. During a recent review in Mrs. Ignasiak's room, the students discussed different types of polygons, their characteristics, and whether or not they were open or closed figures. The students did a great job of not only providing the correct answers, but more importantly, explaining their "thinking" process on how they arrived at the solution.

In literacy, the students are continuing to work with determining the main idea and being able to use supporting details to answer text dependent questions. As observed in Mrs. Harbin's room during a small group discussion, the students have learned that questions typically beginning with "who, what, where, and why" are often considered "in the text" questions, in which the answers are directly located in the text passage. They have also been incorporating different strategies such as using their prior knowledge and using context clues to determine the meaning of new vocabulary words. Additionally, the students are learning to compare and contrast different text, while also understanding how to successfully use adverbs, pronouns, adjectives, and verbs. They have also had class discussions on how to research and collect information to support their point of view. Mrs. Hicks' students were in the process of discussing the importance of pre-reading the passages questions prior to reading the passage in order to determine their area of focus. Additionally, her students are working with multiple playlists based on identifying idioms, the main idea, context clues, logical connections in the text, and providing their own reading reflections and book recommendations.

In social studies, the students are learning to identify how the past has influenced the present, and how different events can have a lasting transformation on our community. Additionally, our third graders are determining how to successfully utilize primary and secondary sources to compare different interpretations of various historical symbols and events. In science, the students are learning about freshwater and saltwater landforms.

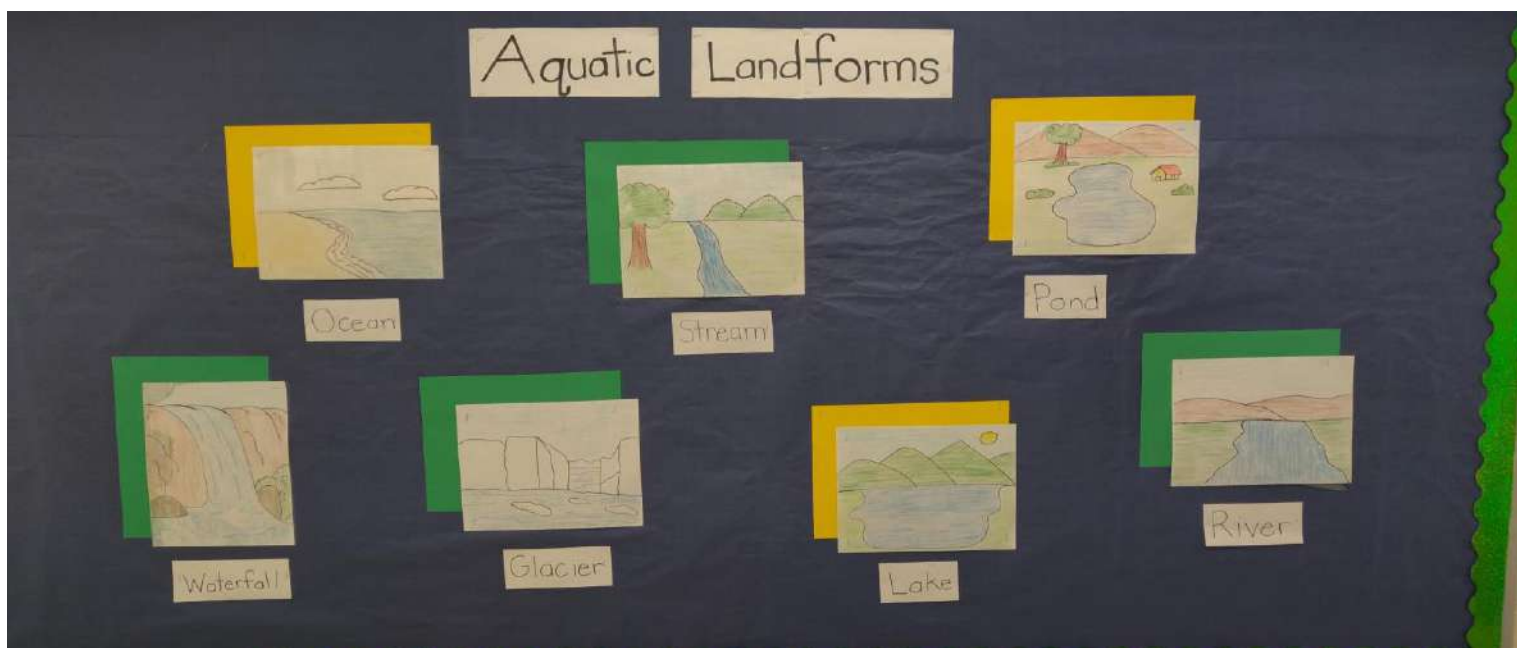
Great bulletin board display outside of Mrs. Fatzinger's room on the Growth Mindset.



Small group discussions in Mrs. Harbin's room.



Images from the current Aquatic Landform Unit in 3rd grade.



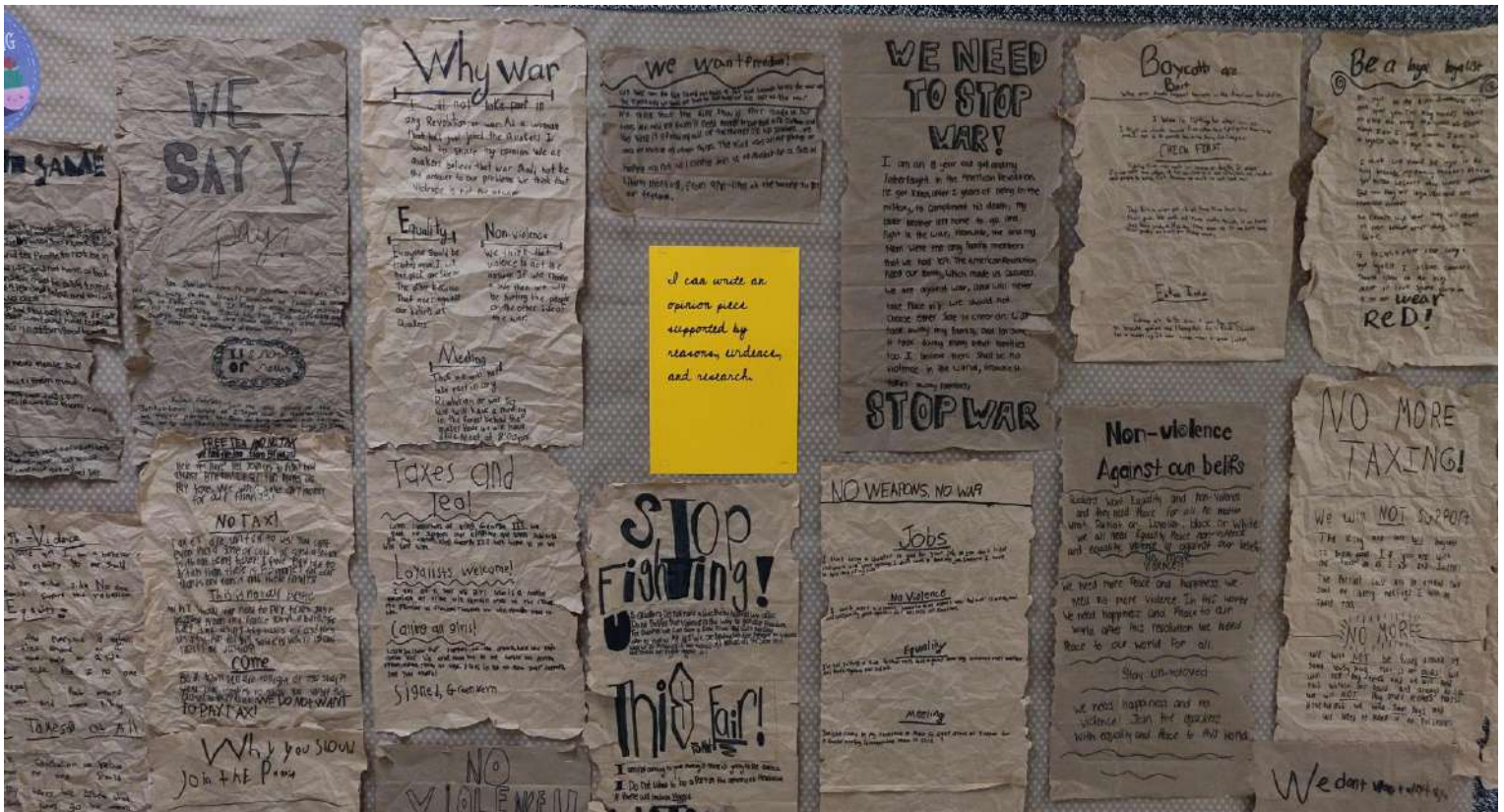
4TH GRADE:

In math, our fourth graders have been learning about measurement and how to solve metric related measurement problems, while also demonstrating an understanding of the relative sizes of measurement units. Additionally, they are discussing how to best represent data and interpret the information, while also solving word problems dealing with the subtraction and addition of time intervals. Finally, they have recently moved into working with area and perimeter. During a recent visit to Mrs. Chapman's room, the students were working on a truly authentic word problem in which they had to use the information and measurements presented to them to build a dog pen based on incorporating their knowledge of area and perimeter. This really is a great way to incorporate real world learning.

In literacy, our students have been reading and discussing the book, “Hope Chest.” Through their discussions, the students are learning to make connections to the text and artwork in the book, as well as how to determine themes and summaries of their reading by using details from the text. The students have also been comparing and contrasting firsthand accounts to secondhand accounts based on their reading. This story has also allowed them to work on understanding similes and metaphors, opinion writing, and using evidence to support the overall theme of their reading. Through their discussions, Ms. McElhinny’s class took it one step further as they discussed how events in the story could be seen as life lessons for us all. Additionally, Mr. Maciag’s students were able to discuss, with supporting text evidence, how the characters have changes as the story has continued.

In social studies, our fourth graders are continuing to look at ways in which our state has been shaped based on revolutionary events, reform, and resistance. The students have also discussed roles that North Carolina has been involved with during conflicts throughout history. Through these discussions, the students have been able to offer and compare their perspectives of various historical events, while also looking at the significance of historical events and symbols in North Carolina. This has also led them to determine what is needed in order to become a responsible member of society, while also looking at the roles and responsibilities of state elected officials.

Opinion writing from our fourth grade students.



5TH GRADE:

In fifth grade math this month, Mrs. Huffman and Mrs. Key have been teaching their students about using their knowledge of the Order of Operations to solve and create numerical equations, as well as interpret and write numerical expressions. As observed, the students have been completing work in these areas on their workshop contracts. Additionally, they have used their knowledge of ordered pairs to locate and plot points on a coordinate graph. Ms. Moore's students have begun to look at how patterns change over time as they are graphing patterns on a line graph.

In science, the students have learned how to identify and compare unicellular and multicellular organisms. Our students have since moved onto learning about various cells and body systems, as they determine how specialized functions operate within different parts of the body. During a recent visit to Mrs. Key's class, the students were discussing the Nervous System, while also learning about Autonomic and Somatic Nerves. In social studies, the students have been learning about why people move to different places as a result of voluntary and involuntary actions. During a visit to Mrs. Wilson's room, the students used a "jigsaw" strategy to not only learn about different historical events and how they influenced movement, but using their new knowledge, they were able to then teach their peers this information.

In literacy, Mrs. Terry's students have been discussing the Bill of Rights, The US Constitution, and Famous Americans who have had an impact on our government system. During a recent class visit, the students were learning about Patsy Mink, the first woman of color to be elected to the US Congress. As part of the Unit 4 discussions, Mrs. Wilson and her students have been discussing how communities go together to help each other during times of natural disasters. They have also been using their inferencing skills to gather information from different texts, images, and photographs. Moving into their stories, "Eight Days in Haiti," the students have been discussing text depended questions and learning about folk tales in small groups. Setting the stage for learning, Mrs. Wilson had her students close their eyes and image what it would be like to be one of the characters from the story, who has just been trapped for 8 days due to an earthquake. This truly allowed the students to develop a sense of "realism" based on their reading.

Student research projects from Mrs. Wilson's classroom.





SPECIAL AREA:

In media this month, our students have been learning about how to utilize the internet safely and how to locate reliable information. Students have been looking at URL's and Snippets to determine how reliable the website and information is. As Mrs. Hurd explained, not everything on the internet is true. The students discussed how URL's provide information regarding businesses, educational sites, and organizations, while Snippet's providing us with key terms and facts to determine what the website is actually about.

In music, the students are learning to sing, play, and move based on specific rhythms. They are also determining how to identify if a voice is soprano, alto, tenor, or bass. For our fifth grade students, they are beginning to receive their recorders as they move into their new unit.

Mrs. Hopkins' art students have been working to create sculptures in kindergarten based on their literacy unit on trees, and through the incorporation of line, form, texture and color. Our first and fourth grade students are working on weaving projects as they look at creating specific patterns, while second grade is focusing on Georgia O'Keeffe oil pastels to go along with their "parts of a flower" projects. Our fifth grade students have been using lines, space, texture, patterns, and rhythm to create "scratchboard" landscapes.

In PE class, our K-2 students have been learning to recognize health-related fitness components associated with various exercises. Additionally, they are learning about various muscle groups in the body. In 3rd-5th grade, the students are taking part in the game "Mat Ball." This involves utilizing more complex locomotor skills as they are required to strike the ball with their feet, while also learning to incorporate offensive and defensive strategies.

5th Graders involved in "Mat Ball."





Students in media discussing URL importance.



5th Grade Scratchboard projects.





This month's Principal Choice Awards in Art.



Pictures from our Father/Daughter Dance.





Ms. Roy and Mrs. Blanchard hanging out with the Unicorn at the dance.



Pictures from our Children’s Theater Presentation for K-3 “in-person” presentation.





UPCOMING MAY EVENTS:

5/3-PTO 6:00 PM

5/4-Progress reports Go Home

5/5-Character Breakfast 7:00, Happy Cinco de Mayo

5/6-Field Day

5/13-Spirit Day-Tacky Day, Rain Date for Field Day

5/24-3rd-5th Grade Reading EOG's

5/25-3rd-5th Grade Math EOG's

5/26-5th Grade Science EOG's

5/27-3rd Grade Re-Test EOG's, Spirit Day-Tie Dye Day

**Due to EOG reviews, preparations, and the actual assessments, this will serve as our last newsletter for the 2021-2022 school year. I truly hope everyone has enjoyed being able to see a “glimpse” into the daily lives of the students and staff of Barnette.