



# 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.

## FEBRUARY 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 of December:

Ms. Chilton-3<sup>rd</sup> Grade



1. Ms. Chilton has two children: Bella (9) and Brayden (6) and a Maltipoo dog named Wally.
2. She is originally from the Chicago suburbs and grew up as a Bears and Cubs fan! She really misses the games!
3. This is her eighteenth year teaching, and she has taught first, second, and third grade.
4. Her entire family vacations at their place in Siesta Key, Florida every year.
5. Outside of school, Ms. Chilton loves to be on the boat and enjoys sailing, wake surfing, wakeboarding, and tubing with her kids!

All Star Teacher for the Month of January:

Mrs. Harris-Kindergarten



1. Mrs. Harris has been teaching for 12 years and 10 of those years have been in Kindergarten (her favorite)!
2. She graduated from Appalachian State with a Bachelor's and Master's degree in Elementary Education.
3. Mrs. Harris is married to her college sweetheart, Ben Harris, and they have been married for 8 years!
4. She has two sons, Luke who is 6 and Grayson who is 2.
5. Mrs. Harris loves ALL things Disney and loves traveling to Disney World!

## Grade level Highlights for the Month:

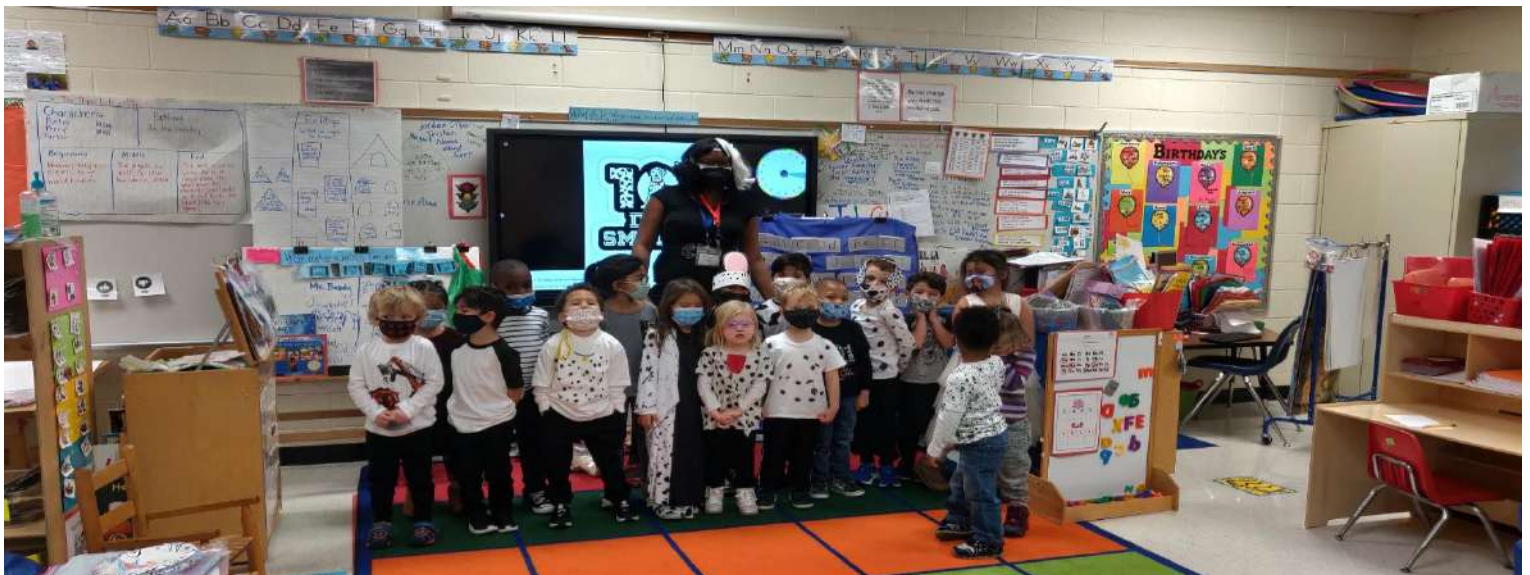
### PRE-K-K:

During a visit to Mrs. Clarke's room, the students were working on syllable blending word work as they began to move into center time activities. Mrs. Clarke would state a word, and the students were to practice saying that word prior to choosing their center activity. Additionally, they have been discussing spatial relationships as part of their architecture and building design unit. Ms. Bandy's students have been learning about the various parts of a book: characters, setting, beginning, middle, and end, while Mrs. Barnes-Hart's students are provided personal choice activities during center time. Such activities include Discovery Time, Art, Dramatic Play, Science and Nature, Library, and Music. Mrs. Houston's students have been working on using mathematical thinking to problem solve, compare, sort, group, and organize objects while also creating patterns, and working to demonstrate appropriate social and behavioral skills. As part of their building and design unit, the students have been using Popsicle sticks and other manipulatives to create their own blue prints and then construct the building's as seen in the picture below. In Mrs. Barnes-Hart's class, the students did a great job during a recent morning meeting time in choosing colors, singing, and counting. Her students are very energetic and truly seem to enjoy learning.

*Students in Mrs. Clarke's class celebrating "Hoodie Day" during lunch.*



*Ms. Bandy's students celebrating the 101<sup>st</sup> day of school, 101 Dalmatians Style.*



*Center time activities in Mrs. Houston's class.*



*Students in Mrs. Barnes-Hart's class choosing which center to participate in with Ms. Hampton's support.*



*Dancing in Ms. Bandy's room.*



*Playdough center fun in Mrs. Clarke's class.*



*Students creating building blue prints in Ms. Bandy's room.*



*Morning meeting activities in Mrs. Barnes-Hart's room.*



## KINDERGARTEN:

During a recent visit to Mrs. Wronsky's class, her students were learning about words that are opposites of each other. While discussing clumsy and graceful, the students made an authentic, real-world connection as Mrs. Wronsky reminded them of the video they had recently watched of Nathan Chen's Olympic performance. This was a great way for the students to make a connection to the term graceful. Her students have also been working on rhyming words and identifying characteristics of living vs. non-living things. For example, the students have discussed and identified if the object has structures that function, if it changes and grows, can move on its own, and has basic needs for survival. Ms. Welch's students are working on short "a" and "i" sounds, as well as sorting pictures based on beginning sounds. During a recent discussion in Mrs. Womack's class, the students were discussing the different parts of trees that some of our animals eat. This included pollen, nectar, leaves, and even the inner bark, which porcupines often eat. Both Mrs. Harris and Ms. Carlen were utilizing color tiles and chips to help their students practice sounding out each letter in various words. They additionally used the "tapping" technique as well. Ms. Gump's students were working on weather related vocabulary and identify the beginning, middle, and ending sounds in words. In math, our kindergarten students have been working with subtraction by working with different objects and writing out subtraction expressions.

### *Kindergarten subtraction work.*



*Students using color tiles to support their understanding of each letter sound while in Mrs. Harris' room.*



*Ms. Welch working with a small group.*



*Center time in Mrs. Wronsky's class.*

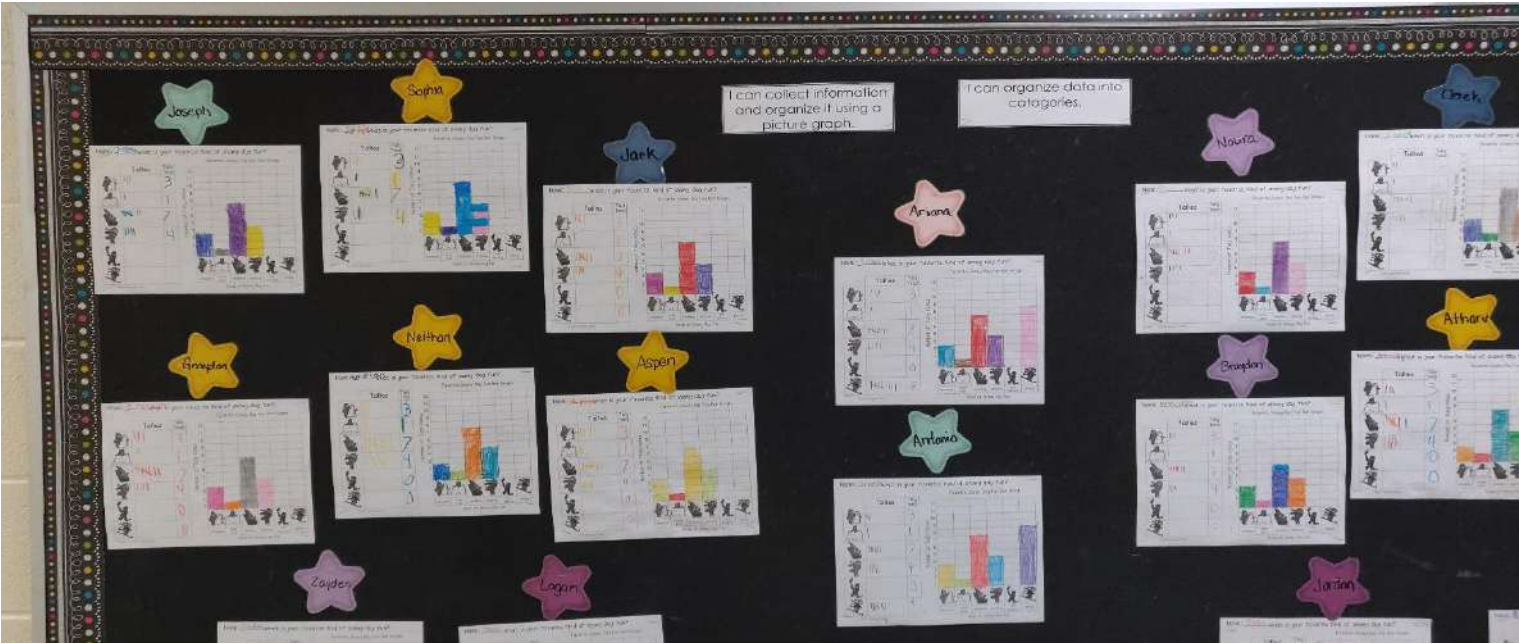


## 1<sup>ST</sup> GRADE:

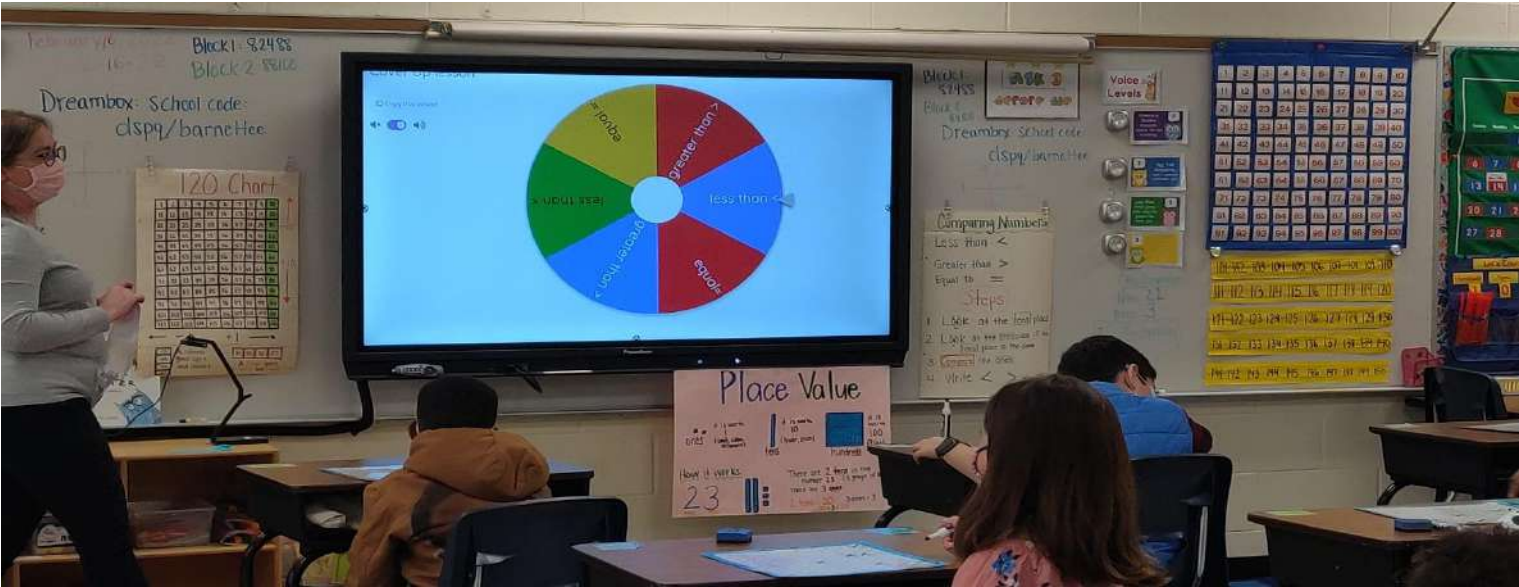
In first grade math this month, our students have been looking at ways to collect, organize, and display data. Recently, the students were completing activities based on using collected data to display the results in a pictograph. Mrs. Long's students have also been working on comparing two-digit numbers, as well as solving two-step word problems. In social studies, they are learning to recognize how different people contribute to their community. Mrs. Brown's students have been working on using text features to research key information about birds as part of their module lessons. Additionally, they are working on spelling words with open and closed syllables, while discussing consonant-vowel-consonant words that contain the "magic e." Ms. Stikeleather's students have been practicing high-frequency words as well as collaborating with their peers to provide evidence from the text based on answering guiding questions. They are also practicing segmenting and blending consonant-vowel-consonant-consonant words. Ms. Norris' students have also been discussing ways in which people can contribute to or help shape their communities. During a recent visit, the students were discussing how the classroom is a community, and ways in which the students work together and support each other. This was a great

real-world connection. In math, they have also been comparing and writing two-digit numbers, while using symbols to compare greater than, less than, and equal. Mrs. Cunningham’s students are continuing to work on counting to 150 when starting at any number, while also “mentally” finding 10 more or 10 less of a number. Recently the students were involved in an exciting game in which Mrs. Cunningham chose a random number and utilized a digital spinner to determine if the students needed to find another number that was greater than, less than, or equal. The students used a 100’s board to locate their answer and prove their understanding. Ms. Smith’s students have been working with identifying the main topic, understanding unknown vocabulary words, and using pictures to identify key information. They have also been working with compound words and using the text to reference key details and ideas.

**Implementation of graphing skills by our 1<sup>st</sup> grade students.**



**Mrs. Cunningham’s students “spinning” to identify greater than, less than, and equal to numbers.**

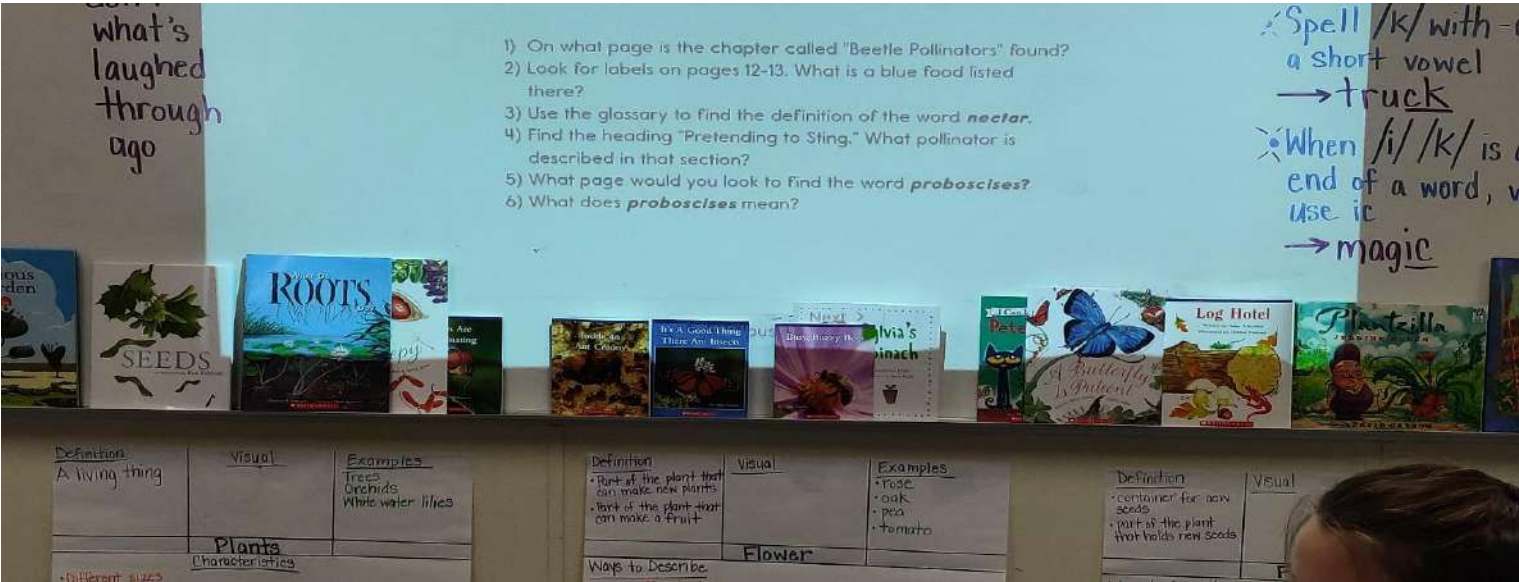


**2<sup>ND</sup> GRADE:**

By combining science and literacy, the students have been learning about plants, pollinators, and text features in Mrs. Roberts, Ms. McFalls’, and Ms. Pavone’s classes. Using a “text feature hunt,” the students were able to identify the following: Table of Contents, Labels, Glossary, and Heading. They were then able to successfully use these text

features to locate key information in their current story. Our second graders have also been working to identify the main purpose of a text, improve their fluency and accuracy in reading, and utilize spelling patterns to successfully spell words correctly. As part of their pollinator studies, the students have been looking at how hummingbirds help plants grow and survive. Through their discussions, the students are writing brief paragraphs about their reading, incorporating focus statements, multiple details, and a conclusion. Along with this, they have learned how we have access to the fruits and flowers we all enjoy, as well as the different characteristics of seeds and plants and multiple ways to describe flowers and fruits. During a recent visit to Mrs. Roberts' class, the students were discussing how hair on different pollinators allow these insects to collect and transport pollen from one plant to another. During Mrs. Boardman's "Daily Math Challenge," the students were learning about and discussing the term "elevation," and how this defines the height above sea level. They further learned that Denver, Colorado has the highest elevation of any major US city. With their new information, they were involved in multi-step word problems related to different cities of the United States and their elevations. In Mrs. Edmondson's math class, the students were looking at different strategies to add and subtract within 1000. Additionally, they discussed how skip counting by 5's, 10's and 100's can help count to 1000 quicker. Using similar mental math counting skills to add 10 and 100 with three-digit numbers, Mrs. Hjortberg's students are incorporating money adding skills and strategies.

Resources in Mrs. Roberts' room for learning about plants.



**Students in Mrs. Boardman's classroom using their individual white boards to problem solve.**



**Life cycle strategies of various living things in Mrs. Edmondson's room.**



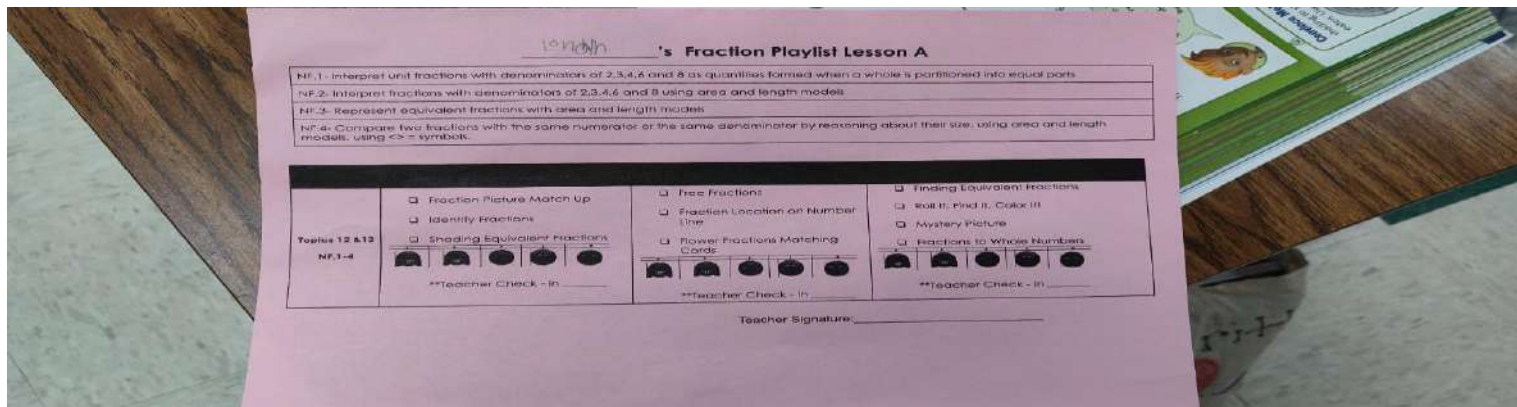
**Frog Life Cycle displays in Mrs. Boardman's room.**



## 3<sup>RD</sup> GRADE:

This month in literacy, our students have shifted from their frog unit, to learning about and studying one of the true classics, Peter Pan. During recent visits to Mrs. Fatzinger, Mrs. Harbin, and Mrs. Hicks' rooms, the students were discussing figurative language examples such as similes, looking ahead through foreshadowing, while also discussing and answering text dependent questions. As they move into the unit and story of Peter Pan, students have been completing character studies of Wendy and Tinkerbell based on the following character traits: the characters point of view and their actions, as well as the students' point of view regarding the characters. Overall, this unit ties into the curriculum based on how students answer questions and make connections between sentences and paragraphs with non-fiction texts. Additionally, the students will incorporate how they can refer back to the text to answer questions and support their understanding, while further developing their vocabulary. Mrs. Harbin's students have also been working on comparing and contrasting two similar versions of Peter Pan. During a recent class visit, the students were learning new vocabulary, making predictions, correctly using and understanding figurative language, and using text features to support their learning. With a partner, the students used information from Peter Pan and Kensington Gardens to find three similarities and three differences between the two stories. In math, Ms. Chilton, Mrs. Ignasiak, and Ms. Merritt's students are learning about fractions, and finding equal parts of a whole, as well as how to use specific operations to successfully solve fraction problems. As the students began to review for their upcoming assessment, Ms. Chilton's students did a great job of providing information and their own rationales for how they solved problems. Based on their answers, I expect to see some great scores on the upcoming assessment! With a quick review of one of Ms. Merritt's fraction playlists, it is easy to see how the students are held accountable for their learning as they are asked to reflect on how well they have been able to learn and incorporate the material. With social studies, our third graders are studying how various people and historical events have shaped our local communities, by being able to identify primary and secondary sources. As part of this unit, they are also learning to identify ways in Native Americans and Europeans have contributed to our world.

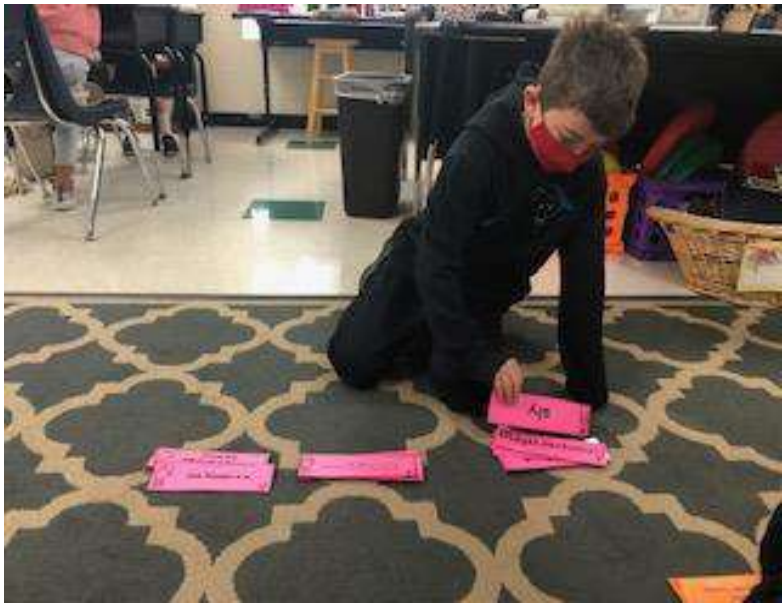
***An example of a fraction playlist from Ms. Merritt's room.***



***Students in Mrs. Fatzinger's class reading and discussing Peter Pan.***



Students in Mrs. Fatzinger's class working on context clues, vocabulary, and character trait activities.



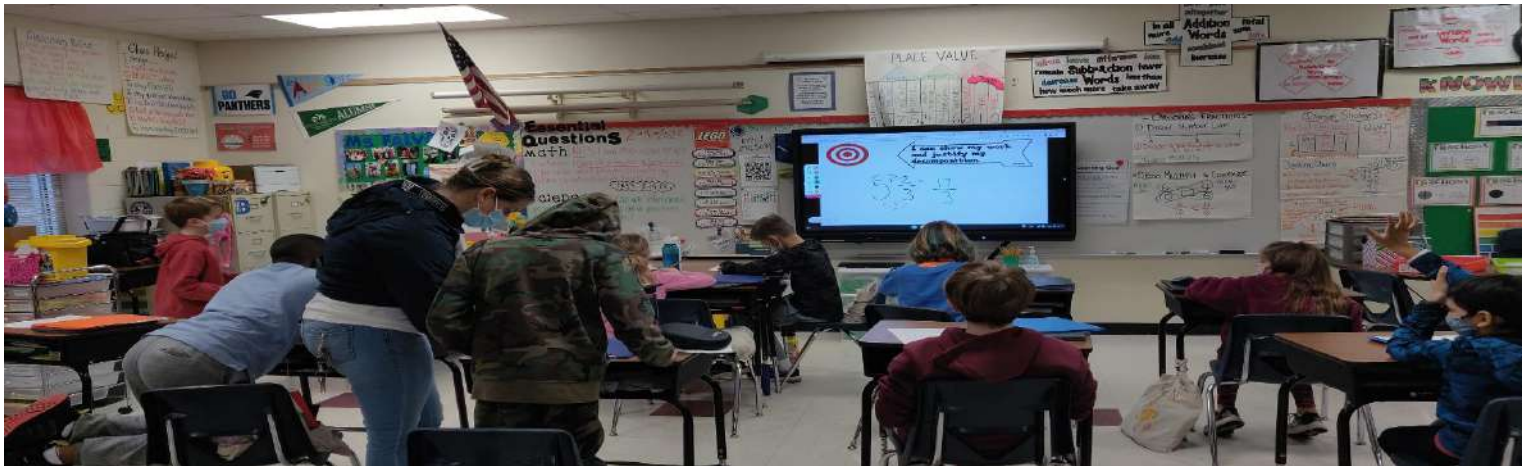
3<sup>rd</sup> grade literacy team with their new Peter Pan t-shirts to celebrate moving into their next unit.



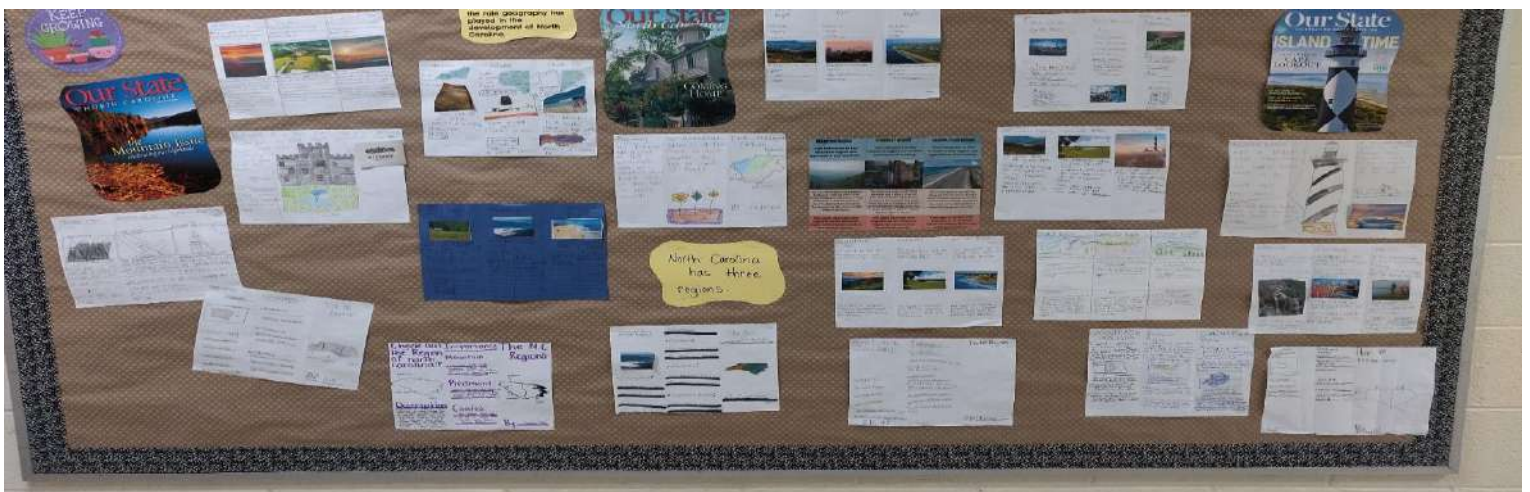
## 4<sup>TH</sup> GRADE:

This month, Mrs. Chapman's students have been learning about fossils, as well as various changes that the Earth has gone through over time by reading and discussing non-fiction texts, and completing hands-on science experiments. In math, the students have been adding and subtracting fractions using such strategies as creating models, using a number line, and finding the common denominator. They have also been identifying odd and even patterns. In literacy and social studies, they have been reading about the American Revolution and how it affected different groups of people. Additionally, they have discussed how to best determine the main idea, as well as understanding character development through historical fiction stories. Mr. Maciag's students have also been discussing the American Revolution by reading stories and discussing the different perspectives of the following groups during this period: Loyalists, the British, the Colonist/Patriots, African Americans, and recently, our Native Americans. Through these discussions, the students have a better understanding of each group's perspective of the war. Their discussions have also supported finding the gist of the text and determining the meaning of unfamiliar words as they relate to their reading. Ms. Falvo's students are also working with fractions as they learn how to solve fraction related word problems using the "decomposition" strategy. With science, her students are inferring about Earth's characteristics by studying the remains of fossils. This truly has allowed her students to "act" as scientists. Ms. Towner's class is also working with fractions, as the students are learning to implement two different strategies, "decompose and divide" in order to determine the answer for mixed fraction amounts. The students have also been multiplying whole numbers by mixed fractions using the distributive property. Both Ms. Towner and Ms. McElhinny's students have completed "Regions" pamphlets providing information on the various North Carolina regions, their importance, and what role geography has played in the development of North Carolina as a state.

**Ms. Falvo working with her students on decomposing fractions.**



**Student work from Ms. McElhinny's class based on North Carolina Geography**



Region pamphlets from Ms. Towner's class.



Working in Two's on 2-22-22 in Ms. Falvo's Class.



## 5<sup>TH</sup> GRADE:

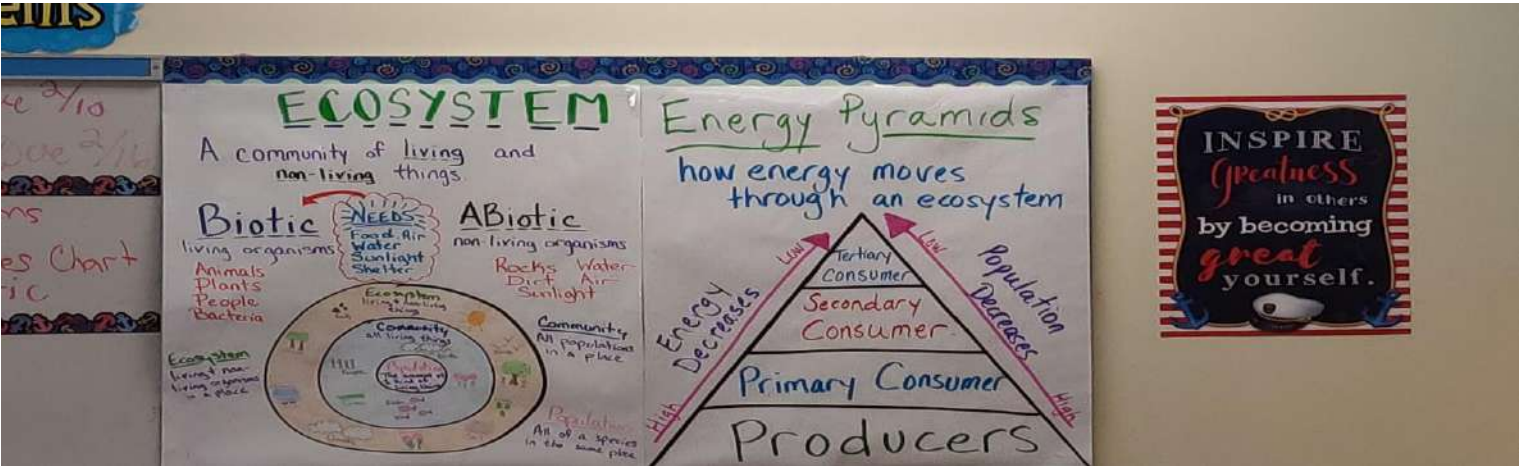
This month our students have been learning about and discussing ecosystems during their science lessons. Both Ms. Moore and Mrs. Huffman's students have learned about Energy Pyramids, explaining how energy flows through different aquatic ecosystems. Mrs. Key's students are learning how organisms are classified in an ecosystem in order to better understand the interdependence of both biotic and abiotic factors. In math, the students are continuing with their fraction lessons based on multiplying fractions to solve real world problems. Additionally, our students are working with division in terms of dividing a fraction or whole number by another fraction or mixed number. During a recent visit to Ms. Moore's class, the students were reflecting on errors they had recently made on one of their math tests in order to learn from their mistakes, and ensure they do not repeat them in the future. As part of their unit on Jackie Robinson, the students were recently engaged in a video discussion based on comments by former President Obama and the impact that Jackie Robinson had on our world. This tied into their literacy curriculum as well based on learning about the point of view from a Ken Burns video. The students have also used their research and learning of Jackie Robinson to identify the greatest factor of his success. Mrs. Wilson's students have also been using stories about Jackie Robinson to not only work on summarizing the text, but also to learn about the contributions of important figures in US history, and how they have contributed to change and innovation in our world. Through these lessons and discussions, the students are involved in determining the main

point from a piece of text, while also summarizing the text as well. As part of their lessons, the students have also utilized short video clips to analyze the point of view, while citing specific evidence. A great way to ensure all students are receiving their math needs is through Workshop Contracts, in which the students have specific activities tied into the curriculum that they must complete, as well as additional challenge and review studies, or “may do” activities to work on once they have completed their “must do” assignments. An example from Mrs. Huffman’s classroom can be seen below. Both Mrs. Terry and Ms. Moore’s students have been researching endangered animals, while also learning about their ecosystems and food webs.

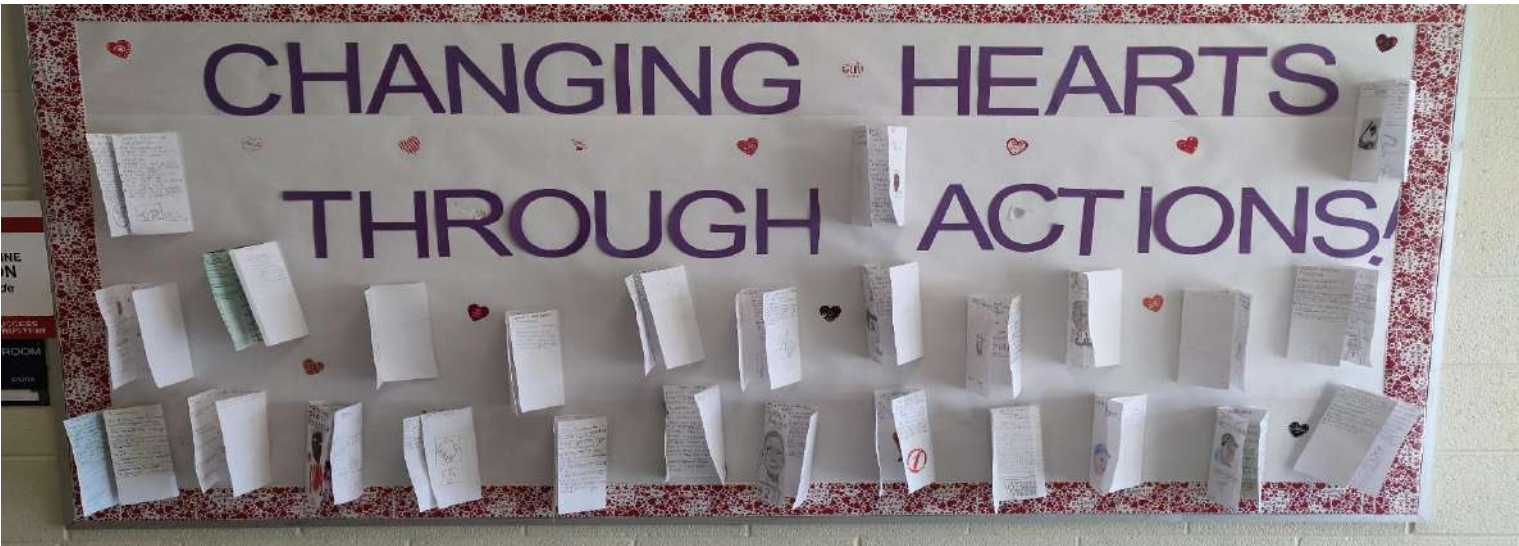
*Students in Ms. Moore’s class discussing mistakes they had made on a recent test, and what they had learned from them.*



*Learning about Energy Pyramids in Mrs. Huffman’s room.*



*5<sup>th</sup> grade Jackie Robinson portfolios.*





Food Webs from Mrs. Huffman's room.



An example of Mrs. Huffman's Math Contract.

Name Loraki Topic 9: 2/11-2/28 (T9 Test 2/25) NC.5.NF Workshop Contract

**MUST DO:**

- 9-1 Fractions and Division P. 387 #8-10, 13-15, 18-21 P. 388 # 22-24, 26, 27
- 9-2 Fractions and Mixed Numbers as Quotients P. 391 #6-8, 11, 12, 14-16 P. 392 # 18-20, 23, 24
- 9-3 Use Multiplication to Divide P. 395 #6-12 P. 396 #13, 15, 18 Part A, 18 Part B
- 9-4 Divide Whole Numbers by Unit Fractions P. 399 #5-10, 14 P. 400 # 17, 19
- 9-5 Divide Unit Fractions P. 403 #7-11 P. 404 #15, 16, 18, 20, 21
- 9-6 Divide Whole Numbers and Unit Fractions P. 407 #7-10 P. 408 #11, 12, 15
- 9-7 Solve Problems Using Division Schoolnet Sheet

**Workshop Must Do:**

Topic 9 Canvas Quizzes 9-4 9-6

**Must Do:**

Wednesday Packet

**May Do:**

Envision: Lesson Videos

Challenge: Topic 9 Problem Solving Slides: [bit.ly/3osgMtM](http://bit.ly/3osgMtM)

Problem Solving Game and Problems: [bit.ly/35RnaV0](http://bit.ly/35RnaV0)

Topic 9 Review Slides: Prepare for the test: [bit.ly/3rpzjJ4](http://bit.ly/3rpzjJ4)

Technology: Envision Games, Dreambox, Hit the Button

Learning about the contributions of Influential Black Leaders

**INFLUENTIAL BLACK LEADERS**

WE CELEBRATE THIS LEADER BECAUSE

DATE OF BIRTH & LOCATION

FAMILY MEMBERS

EDUCATION & AWARDS

LEGACY & ACHIEVEMENTS

QUOTES & SAYINGS

**INFLUENTIAL BLACK LEADERS**

WE CELEBRATE THIS LEADER BECAUSE

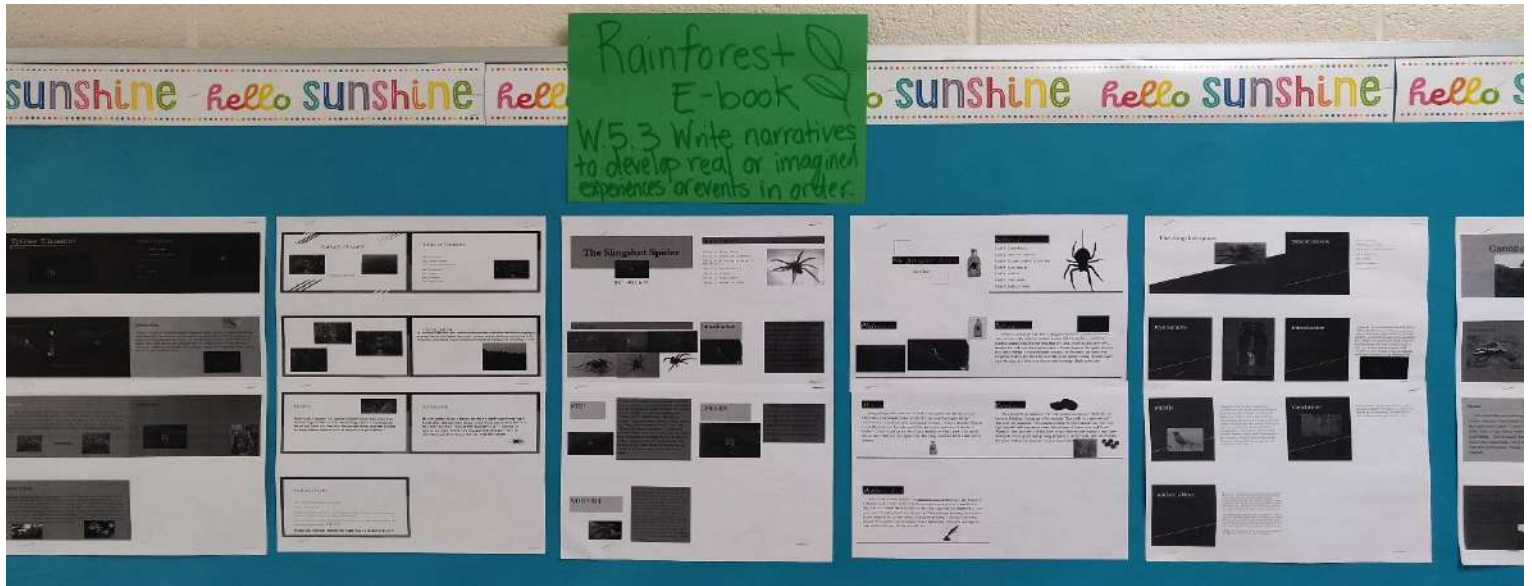
DATE OF BIRTH & LOCATION

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## SPECIAL AREA:

In PE this month, our students have been working on their physical fitness levels through the Kids Heart Jump Rope Challenge. Students have had the opportunity to experience different types of jump ropes, work on multiple types of jumps, and create different movement sequences in a smooth and fluid pattern. In our lower grades, the students are working on jumping over a stationary rope, while creating smooth transitions of their locomotor skills. The students have also moved onto learning about basketball and working on locomotor skills such as dribbling, passing (bounce, chest, and overhead), and shooting. In media, our fifth grade students have been working on a coding project in which they are to incorporate a writing piece of less than 30 words. Once this is completed, they will complete the coding activity and have their "Sphero" robot "act" out the story based on movements and colors. In music class, Mrs. Craddock's students have been learning about rhythm, changing and identifying meter, the Classical Period, and preparing for the fifth grade trip to the Charlotte Symphony. Recently, our fifth grade students were working with partners to discuss what they have learned about based on the following composers: Mozart, Copeland, Anderson, Mancini, and Revel. In art, Mrs. Hopkins has been instructing our students in such art components as lines, shapes, color, patterns, texture, contrast, and pottery. Currently, our fourth and fifth grade students are working on ceramic, clay pottery projects as part of their texture and pattern pottery unit.

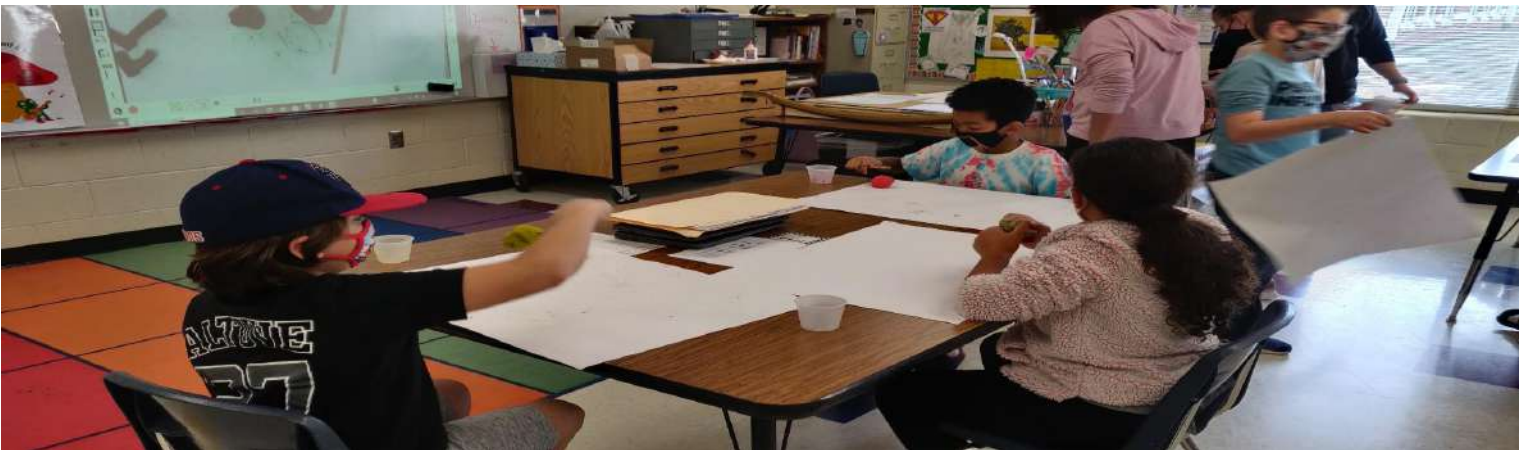
***Our 3rd graders hard at work with Mr. Holden.***



5th graders practicing their basketball skills.



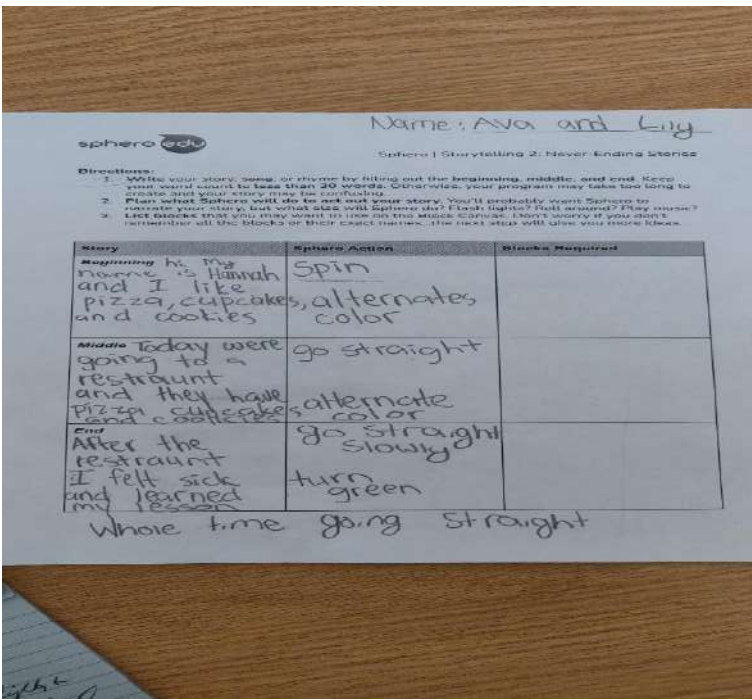
4<sup>th</sup> graders in Mrs. Hopkins' class working on their current pottery projects.



Students in media creating coding for their Sphero Robots.



Sphero Storytelling Template



Students use QR codes to find books to read.



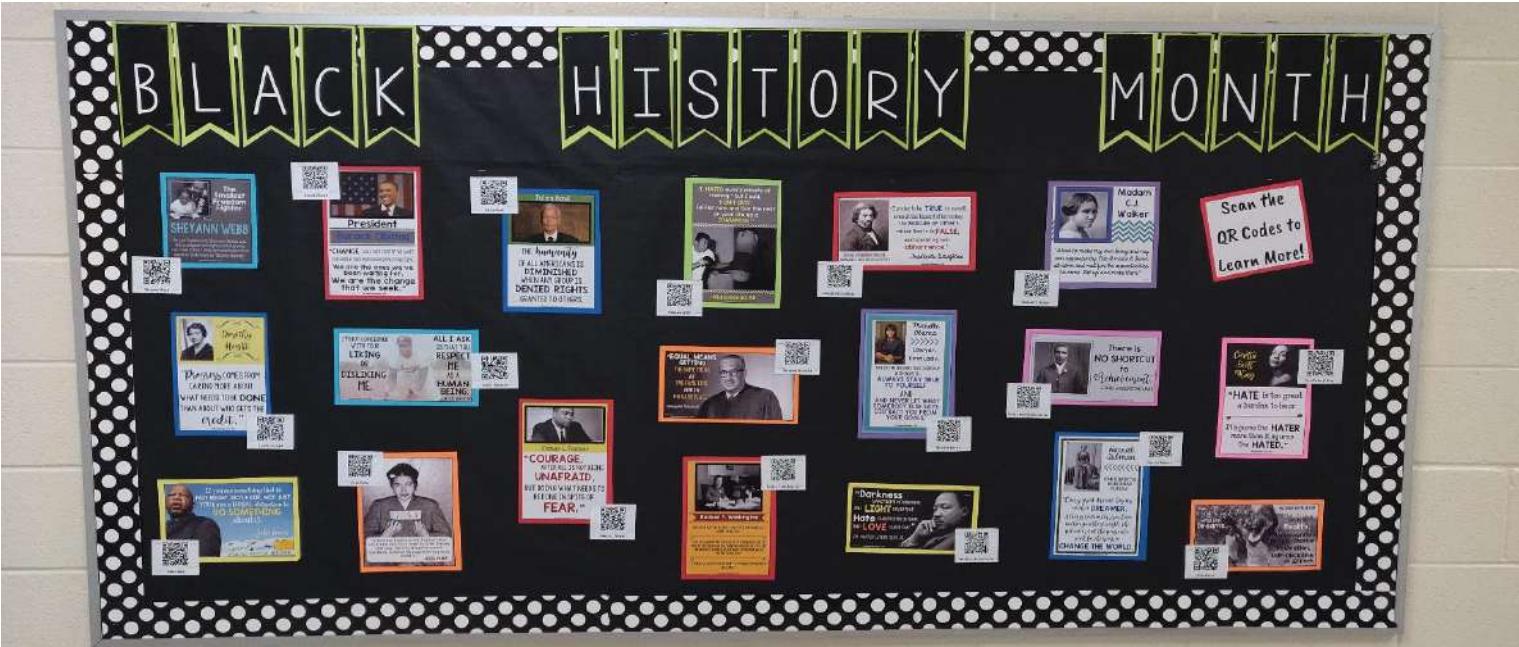
Students who have “been caught” being “beary” good.



Principal's Choice Art Awards



**Celebrating Black History Month.**



**Mrs. Harris and Mrs. Culm's students celebrate the 100<sup>th</sup> day of school.**



***Celebrating 2-22-22 with a little two-minute, twenty-two second Dance Party!***

***Mrs. Fatzinger's Class.***



***Mrs. Hicks' Class***



***Mrs. Ignasiak's Class***



***Dancing in the Media Center***



***Pre-K***



*Mrs. Wronsky's Class.*



*Mrs. Womack's Class.*



*Celebrating 2-22-22 with Ties, Tutu's and Twins.*



# UPCOMING MARCH EVENTS:

3/1-PTO 6:00

3/3-Character Breakfast

3/9-Early Release Day

3/11-Spirit Day-80's Wear

3/14-PJ Day

3/17 Joint SLT Meeting at Bradley Middle School 6:00

3/18-Class Pictures

3/25-Quarter 3 Ends, School Spirit Day-March Madness-Wear your Favorite College Team Gear

3/28-Teacher Workday

3/30-Early Release Day