



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.

MARCH 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 February: Mrs. Wronsky-Kindergarten



Mrs. Wronsky has lived in Huntersville for 26 years. She is originally from New York.

She has been married to her husband Scott for 31 years, meeting each other at Gettysburg College.

Mrs. Wronsky has two sons, Matthew who is 27 and a physical therapist in Greenville, NC and Kurt who is 24 and is a recruiter in NYC.

She has two Boxers, Rocky and Rosie that are her current at home children.

Mrs. Wronsky loves to read, garden, kayak and be at the beach.

CONGRATULATIONS to Ms. Sylvia Hampton for being selected as the Northwest Learning Community Teacher Assistant of the Year!!!! We are so proud of you and appreciate everything you do for your students.



PRE-K:

Building projects from Mrs. Houston's class.



Independent reading in Mrs. Barnes-Hart's classroom.



Students moving into center activities in Mrs. Houston's room.



Students in Ms. Bandy's room recording their results.



KINDERGARTEN:

In math, our kindergarten students have been working with decomposing numbers, breaking them apart to create number sentences and work on addition. Through this process, the students have been using colored counters and snap cubes to practice looking at all of the different ways a given number can be decomposed. Mrs. Wronsky has challenged her students to “stretch their brains” by not allowing them to take the easy route by using 0. As a result of this, the students are becoming more familiar with number patterns and addition.

As part of their study on living things, our students have been discussing and learning about different types of plants and how they grow and benefit us. Ms. Gump’s students have been studying and learning about different types of trees and how they need sunlight and water to survive. During a recent visit, the students were working in small, collaborative groups to learn about and discuss the Weeping Willow, Quacking Aspen, Paper Birch, Coast Redwood, and Live Oak. It truly was amazing to see how much our kindergarten students have learned, and how well they could explain their new knowledge.

During a recent visit to Mrs. Wronsky’s classroom, the students were discussing their new text, “Josh’s New Home.” The students did a wonderful job of recalling key characters, spelling new vocabulary terms, and identify key events that took place during the story. As I made my way through each classroom during center time, I was able to see lots of great learning, instruction, and independent student work! In Mrs. Wronsky’s room, the students were working on creating actual words by using letter cubes, as well as using their iPads and the QR Code scanner to complete a writing activity. In Mrs. Womack and Mrs. Harris’ classrooms, the students took part in a “sentence construction” game, in which the students took turns drawing three different cards, with the goal of creating a grammatically correct sentence. As observed, the students displayed their knowledge of capitalization, punctuation, and vocabulary usage. Ms. Gump’s students were involved in a spelling test, while the students in Ms. Carlen’s room completed independent activities based on Word Work, Writing, Independent Reading, and Fluency. In Ms. Welch’s room, the students were also involved in creating well-structured sentences, while also building upon their “sight word” work.

Student’s in Mrs. Womack and Mrs. Wronsky’s classrooms using counters to decompose numbers.





Center time activities in kindergarten.



Ms. Welch's student's working on creating sentences.



1ST GRADE:

In first grade math this month, the students are working on adding and counting to the number 50. With this, they are learning about place value, and how two-digits in a number represents the tens and ones. They are also learning to add two-digits plus one-digit, using multiples of ten to add, and how to mentally find ten more of a given number. To gain additional practice and understanding, the students have been using snap block manipulatives to build their understanding of place value while adding. Moving forward, the students have begun to add and subtract multiples of ten based on related addition and subtraction facts, as well as incorporating numerous strategies for support and understanding. For example, in Mrs. Cunningham's class, the students have been using their 100's boards to work on adding and subtracting different numbers based on a given starting point. Mrs. Cunningham provides them with multiple steps, and the students use the boards to determine a final answer. In Mrs. Long's class, I was able to see the students complete their "survey of the day," in which the students use the information to find the total amount surveyed, as well as compare the amounts. This truly is a great real-world activity using student related data.

In social studies, the students are discussing ways in which people participate and engage in a community, as well as different strategies community members incorporate to improve the community as a whole. With science, the students are working to identify the three ecosystems of North Carolina, as well as understand how living things such as plants and animals use water, light, space, and shelter to survive. Additionally, they are finishing up their book about birds.

Mrs. Brown's students are learning to sort words based on short and long vowel sounds, as well as how to add details to their writing and formulate an opinion of a book by providing support and reasoning. Our literacy classes have also been working to identify long "O" words, and determine words that contain the "hard and soft G and C" sounds as they incorporate their "tapping it out" strategy. Ms. Stikeleather's students are using text features and illustrations to answer questions, as well as reading "mystery" bird riddles as they prepare to write their own. In Ms. Smith's room, the students are learning how to identify the main idea, how to use the text to determine the meaning of unknown words, and how to use picture, illustrations, and details from a text to better understand and support key ideas.

Students in Ms. Norris' room playing the game, "Nifty Fifty" to work on their addition and place value skills.



Using snap cubes for practice in Mrs. Cunningham's classroom.



Student's using their 100's boards to add and subtract in Mrs. Cunningham's class.



Student's in Mrs. Brown's room identifying "hard and soft G and C" words.



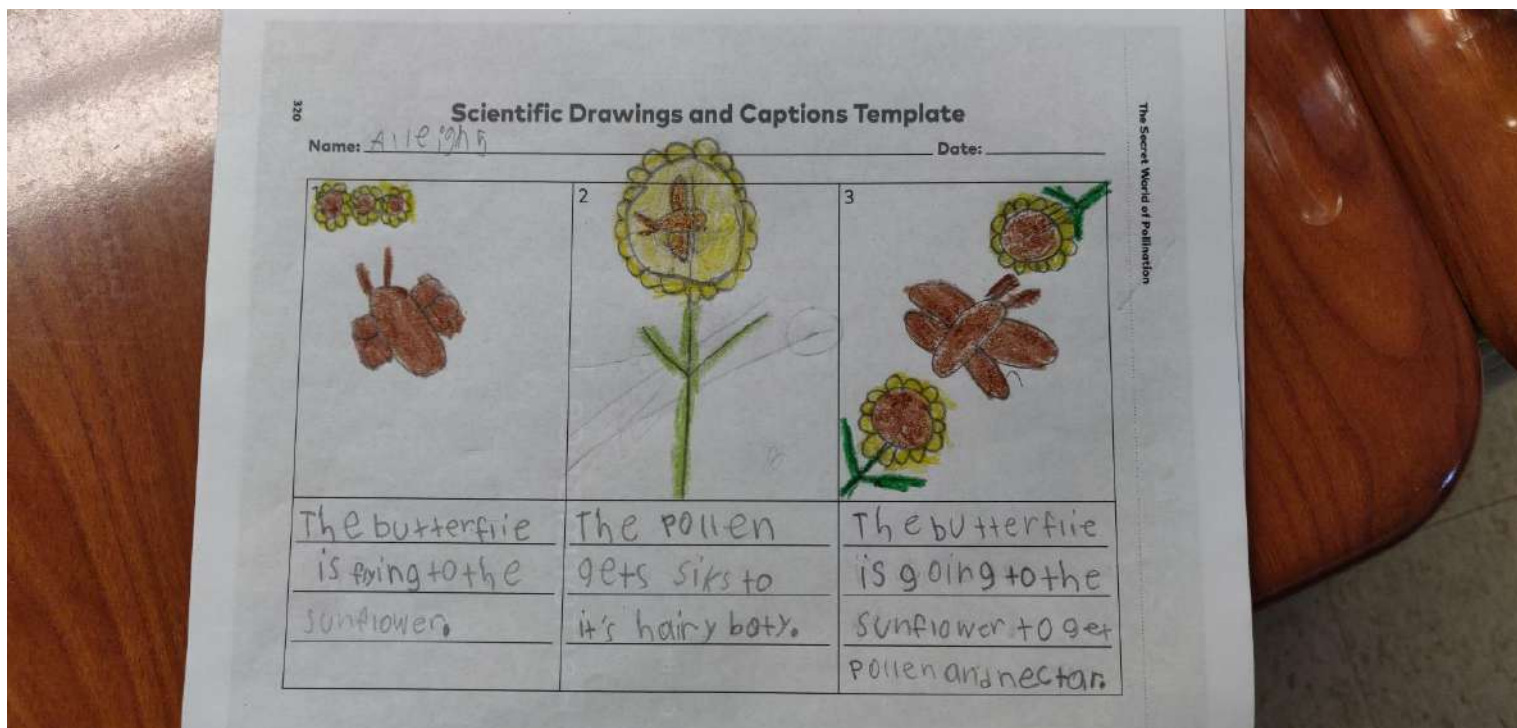
2ND GRADE:

In math, our second grade students are continuing to work with addition and subtraction problems involving three-digit numbers within 1,000. They are utilizing such skills as skip-counting by 5's, 10's, and 100's to help them solve and work through these problems. Additionally, they are looking at how place value is used to model and write three-digit numbers. Recently, Mrs. Boardman's students were putting their new addition and subtraction skills to the test as they had to first solve several addition and subtraction problems, then using clues based on the answers, had to complete a riddle. This was a great, multi-step activity. To support their learning, the students were using individual white boards to incorporate several different strategies as part of their solving process. Walking around the room, I saw students drawing and using number lines, using the addition or subtraction algorithm, and creating their own place value pictures for support. It truly was great to see our math students utilizing so many different strategies to solve various math problems.

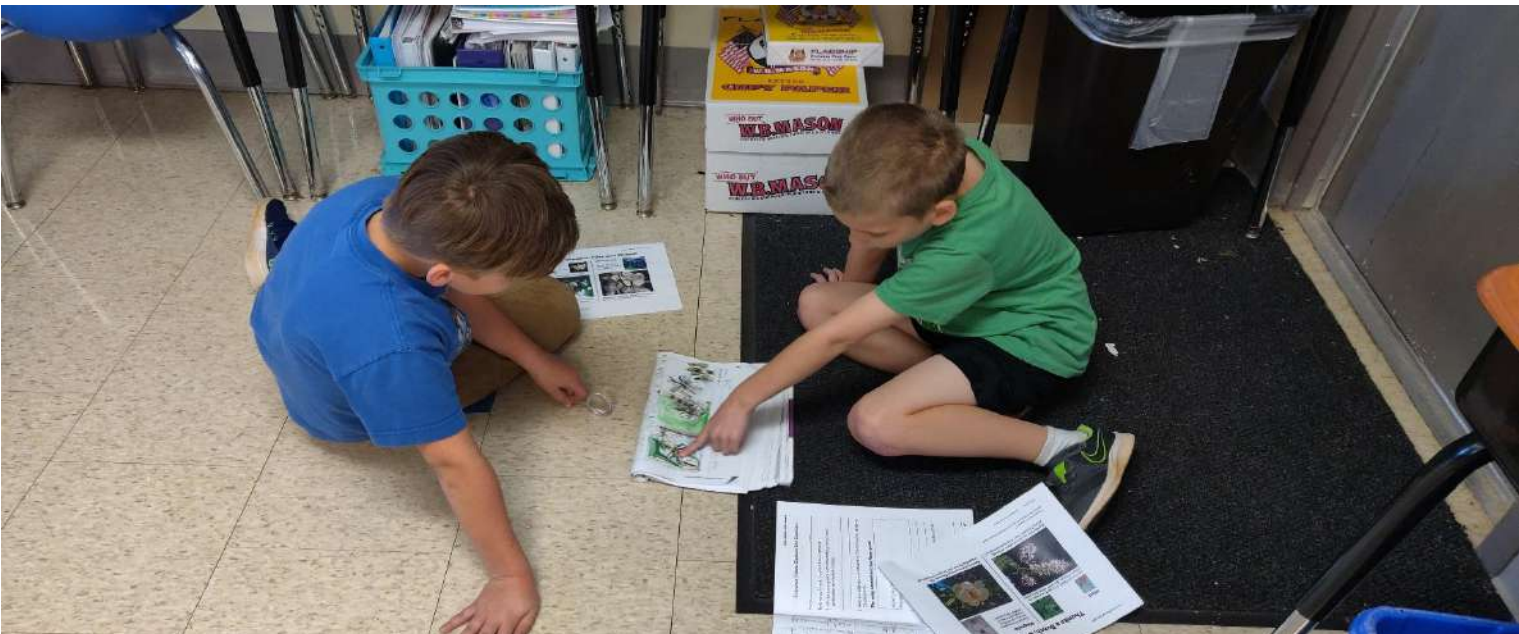
In science, our students are looking at identifying ways in which plants and animals closely resemble their parents. As part of their current science unit on pollinators, the students have been working on projects in which they will eventually present to their classmates. Recently, students were collaborating together to provide each other feedback and suggestions on their scientific drawings and captions. Mrs. Hjortsberg's students were comparing and contrasting the similarities and differences between flies and grasshoppers.

As part of the science/literacy connection, I was able to see our student's in action as they completed the final portion of their pollinator research projects, their presentations. Mrs. Roberts set the audience expectations for being attentive and good listeners prior to student presentations, while Ms. Pavone was able to utilize her new Docu-Camera and Smart Board to share student drawings. During their presentations, the students used cue cards to share their research findings, as well student-drawn diagrams to demonstrate the pollination process. Additionally, since they had earlier collaborated with a partner to receive feedback, the students presenting spoke of how they used that feedback to improve upon their projects. Information contained in the presentations included key pollinators, the types of pollen/flowers they visited, and how they transported the pollen or nectar. The students really did an amazing job in both their research and their presentations.

A student's Scientific Drawing for their Pollinator project.

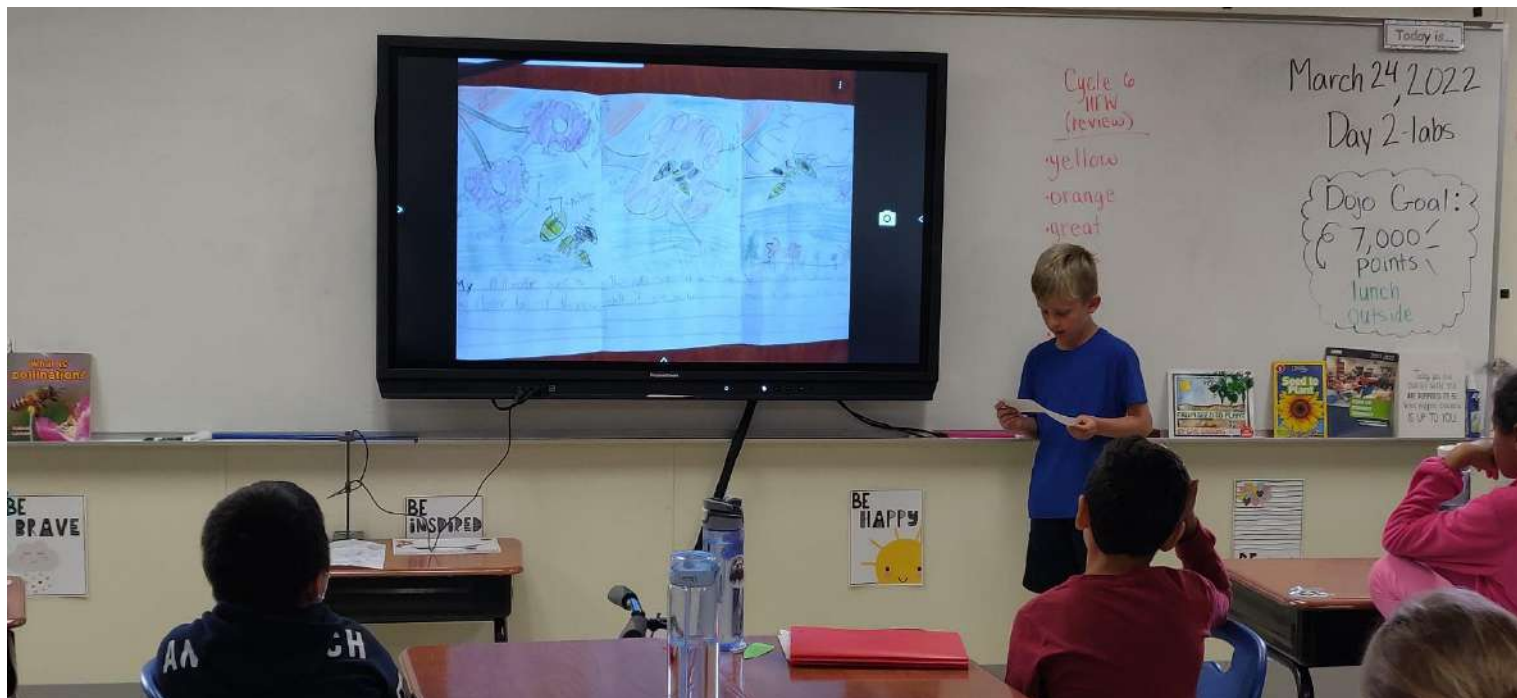


Students collaborating and providing peer feedback.

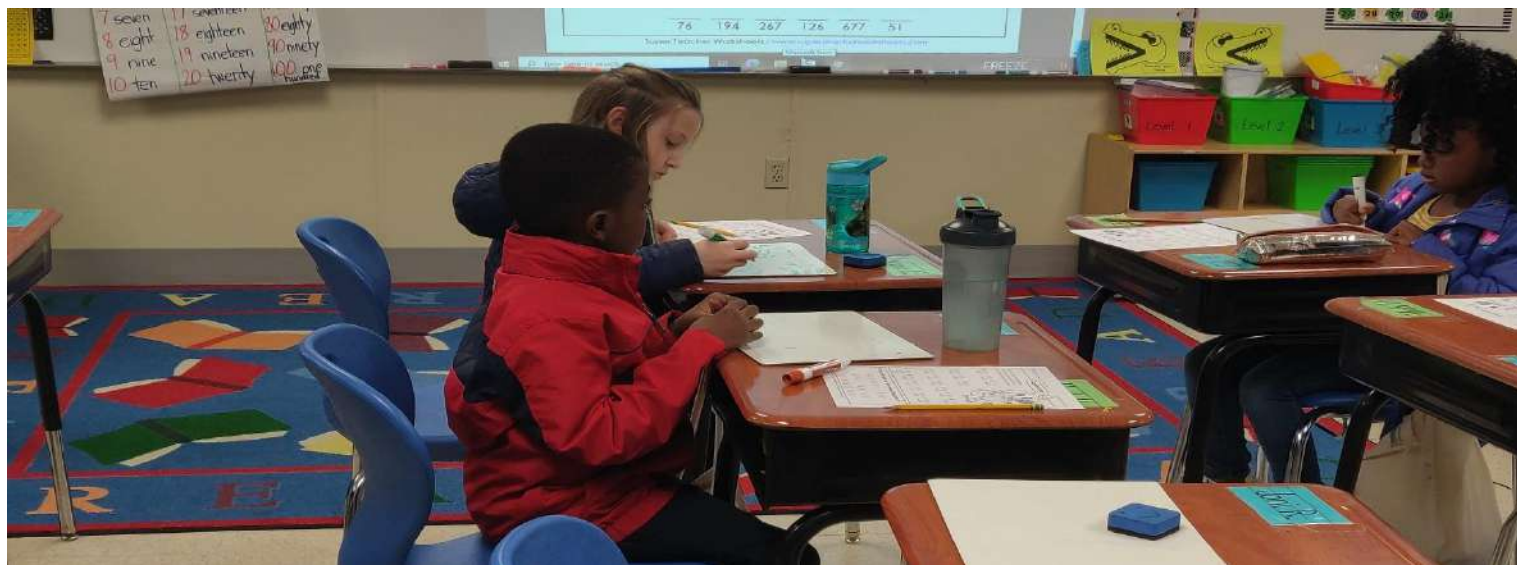


Students presenting their projects.

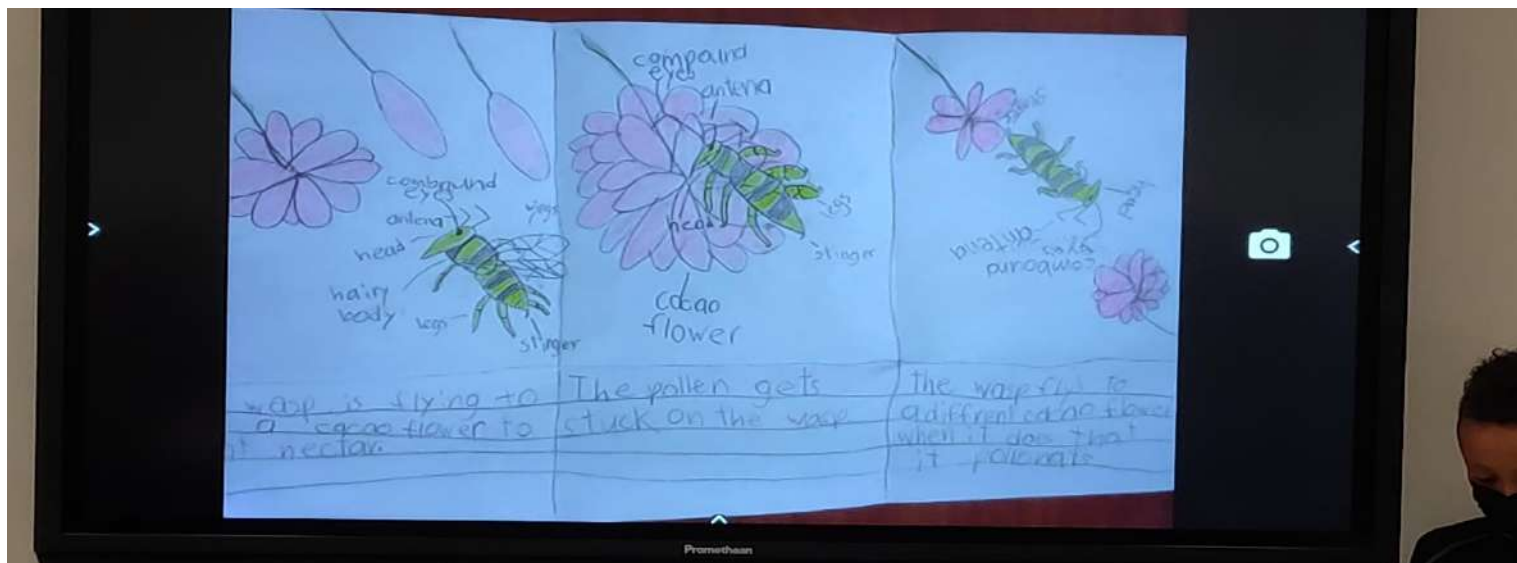




Students using their whiteboards and math strategies to solve addition and subtraction problems.



Student drawing of the pollination process.



3RD GRADE:

In math, our students are working with equivalent fractions, while also demonstrating how fractions can represent equal parts of a whole number. Using such strategies as number lines, fraction strips, and looking at number patterns, the students are collaborating to determine which fractions are equivalent, as well as comparing them. The students have recently moved into working with area and perimeter, with students in Ms. Chilton's classroom creating flower beds, buildings, and their "dream houses" in order to demonstrate their understanding of these concepts based on their current playlists. Ms. Merritt's class has also been perfecting their time telling skills.

Our literacy team has been finishing up with their Peter Pan unit, using the information they have learned to begin writing their own book reviews and opinion pieces. During classroom visits, the students were using graphic organizers to determine at least two reasons why they would recommend this book, while also providing their reasons and evidence to support their opinions. Their reviews must include an introduction paragraph to explain their writing, while also providing their recommendation and text details to support their opinions. A review of current student writing revealed how students have incorporated elements of fantasy and imagination. Watching Mrs. Fatzinger conference with one of her students regarding their writing, she was extremely excited and proud of her students stating, "Your writing gave me goosebumps!" Mrs. Harbin's students have been completing literacy playlists involving such concepts as character traits, figurative language, idioms, and self-reflection. The students have also been working on using commas and quotation marks to create dialogue in their writing. Prior to completing their recent capitalization assessments, the students in Mrs. Fatzinger's and Mrs. Harbin's classes were reviewing with the game "Blooket," in which the students were to race each other to successfully answer the review questions correctly.

In science, the students have moved into learning about the systems of the human body, and how they function and are essential for life. Through these discussions, they are learning about the skeletal and muscular systems, the types of muscles in the body, and the number of bones in the human body. Additionally, the students are discussing why our skin is necessary to support and protect our bodies. With social studies, our third graders are learning to identify how the past can influence the present. Through classroom discussions, the students now have a better understanding of how various past events have had a lasting transformation on their communities.

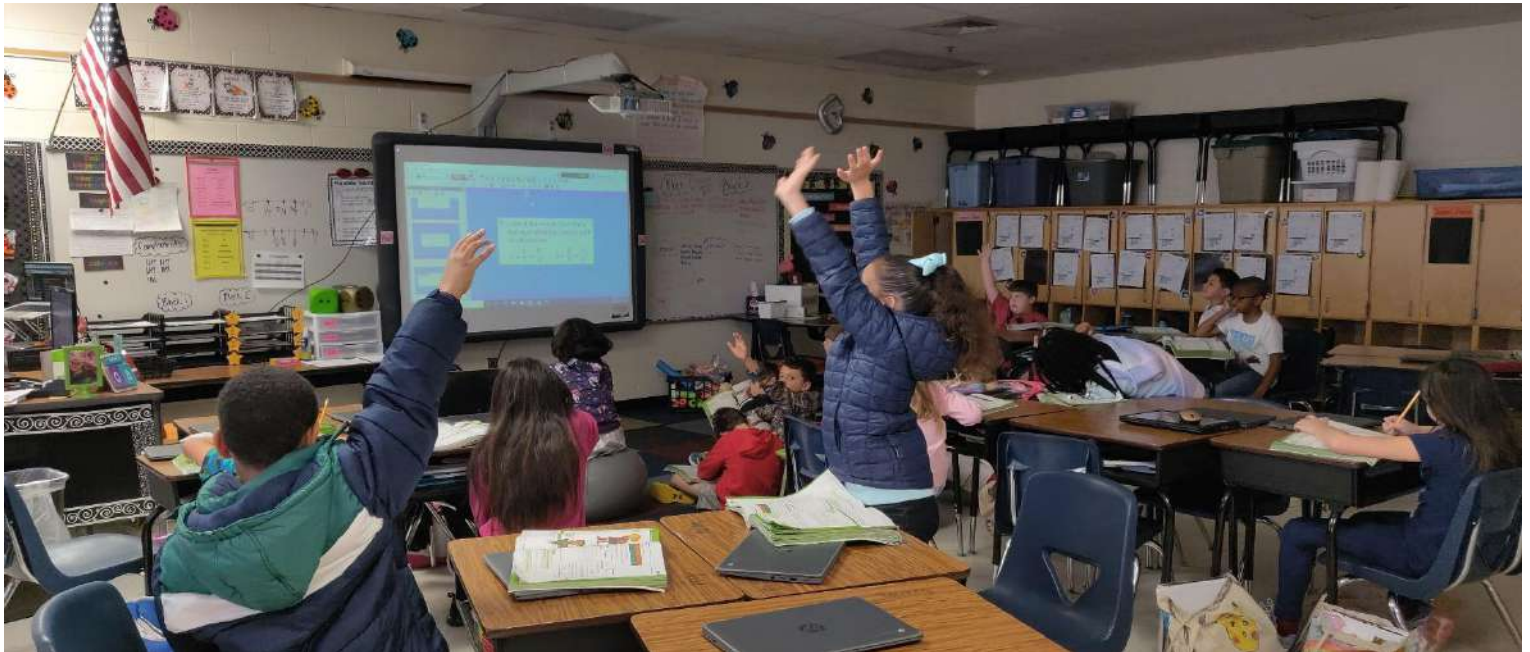
Students using fraction bars to collaborate and find equivalent fraction amounts.



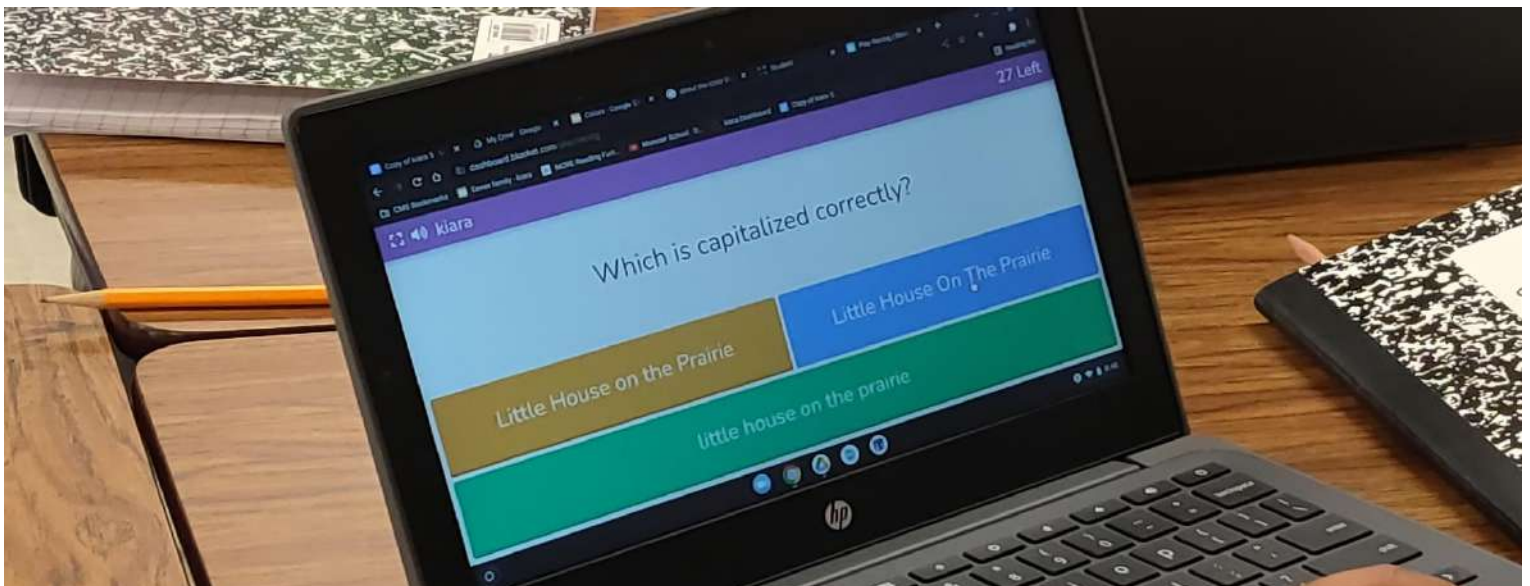
Mrs. Fatzinger conferencing with students about their opinion writing.

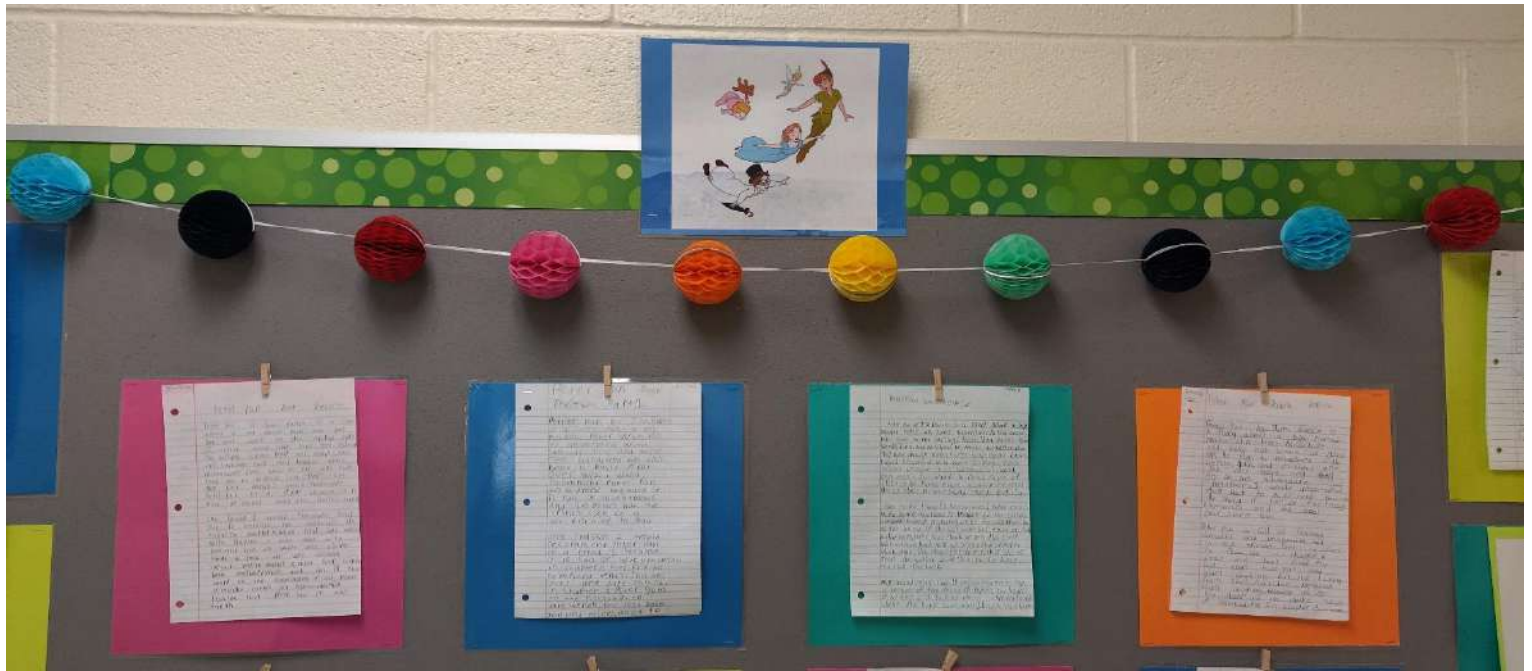


Students "excitedly" responding to math questions in Ms. Chilton's class.

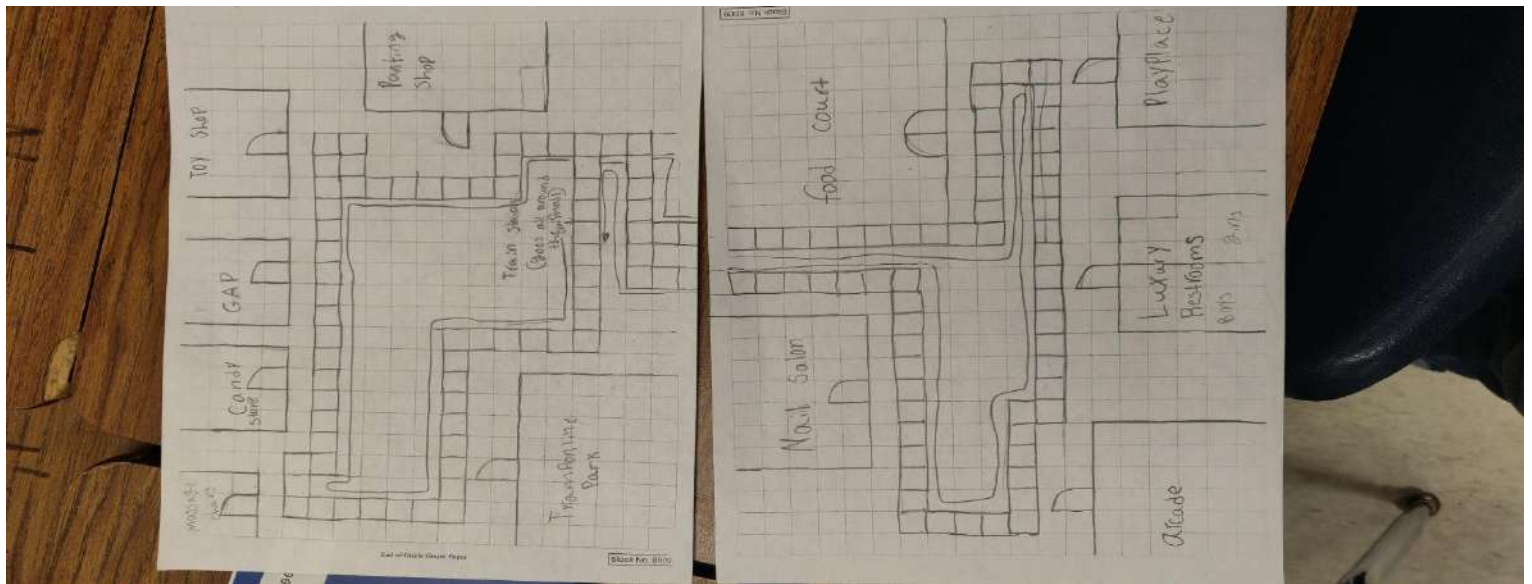


Students reviewing before their capitalization assessment with Blooket.





One of Ms. Chilton's student's designing a building based on incorporating area and perimeter.



4TH GRADE:

As part of their current playlist activities, Ms. Falvo's students are able to participate in "Escape Room" activities based on using decimal notation to represent fractions, as well as compare them. Ms. Towner's students are also working with fractions, as they discuss ordering them from the least to the greatest. Recently, the students were discussing possible strategies, and began changing each decimal amount back to a fraction in order to compare them. Mrs. Chapman's students have been utilizing graph paper to demonstrate their understanding of decimal amounts. Moving into geometry, our students have been learning about different types of angles and angle measurement. They have discussed how to draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines. Additionally, our fourth graders can now identify the characteristics of various triangles and quadrilaterals, as well as utilize a protractor to measure angles.

In literature, our students are continuing with their studies of the American Revolution by reading the book, *Divided Loyalties*. Through their reading, they are discussing the main idea and learning about character

development. In visit's to Mr. Maciag and Ms. McElhinny's classrooms, the students were discussing which character from the book they liked best, and why. One of Mr. Maciag's students stated, "I choose Tom because I like his perspective and his opinions." What a great statement to support his reasoning. Along with this, the students in Ms. McElhinny's room were beginning to utilize diary entries to discuss various character opinions.

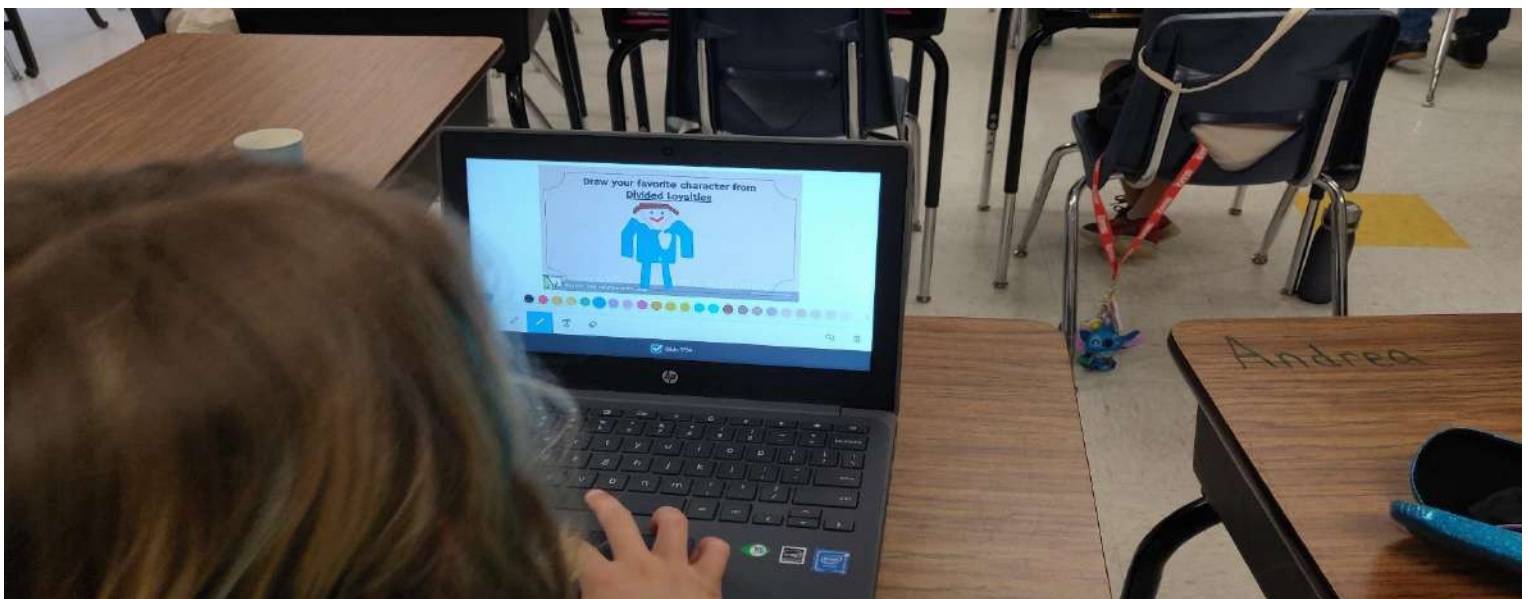
In science, our students are learning about different types of energy, as well as being able to recognize that energy takes different forms based on the interaction it has with matter. The students have been discussing and learning about how electrical energy moves, and the relationships between magnetic fields and electrical energy. In Mrs. Chapman's classroom, the students completed virtual experiments based on watching light shining through a prism. During their discovery, they learned that when light shoots through a prism, it produces colored light energy, and that light travels in a straight line. In Ms. Falvo and Ms. McElhinney's rooms, the students were creating drawings to demonstrate their understanding of open and closed circuits.

With social studies, the students have been discussing the changes in cultures of Native American's in North Carolina before and after European exploration. Additionally, they are learning about how different people, events, and community developments brought about changes in the different North Carolina regions.

Students in Ms. McElhinny's room discussing characteristics of a good opinion.



Students in Mr. Maciag's class discussing and drawing their favorite character from the book, Divided Loyalties.



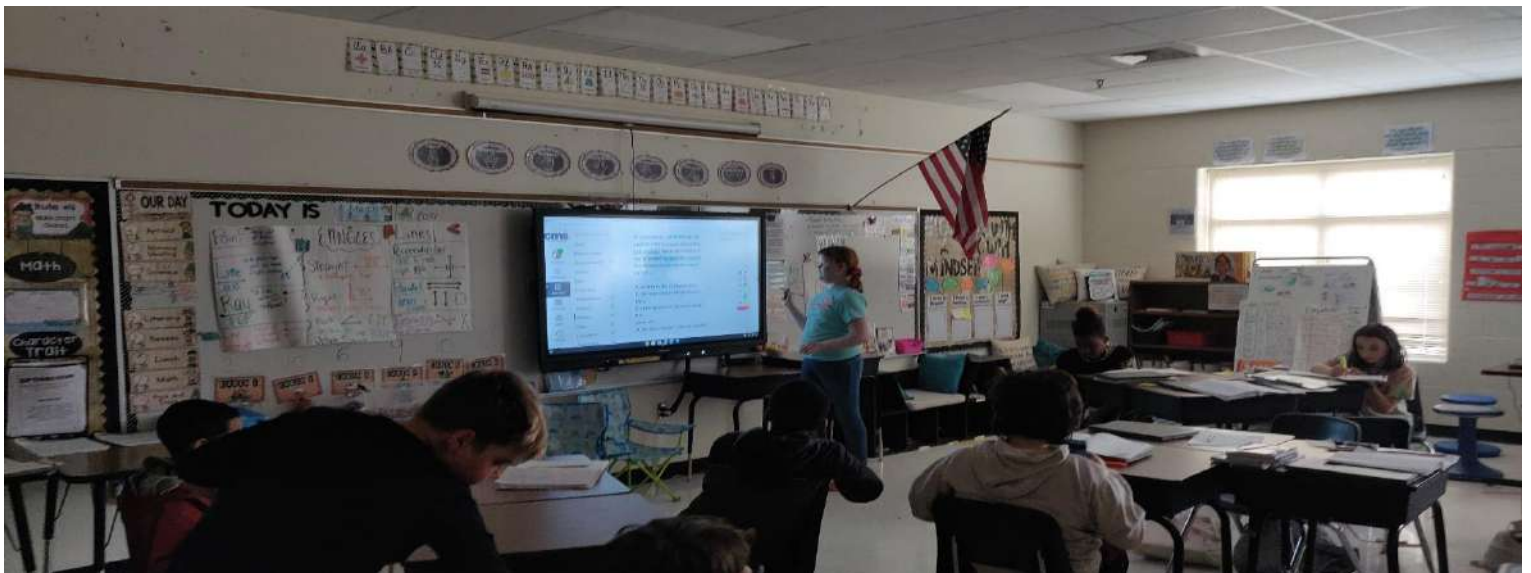
Independent, group, and student collaboration in Mrs. Chapman's room.



Students in Mrs. Chapman's classroom collaborating and discussing light energy.



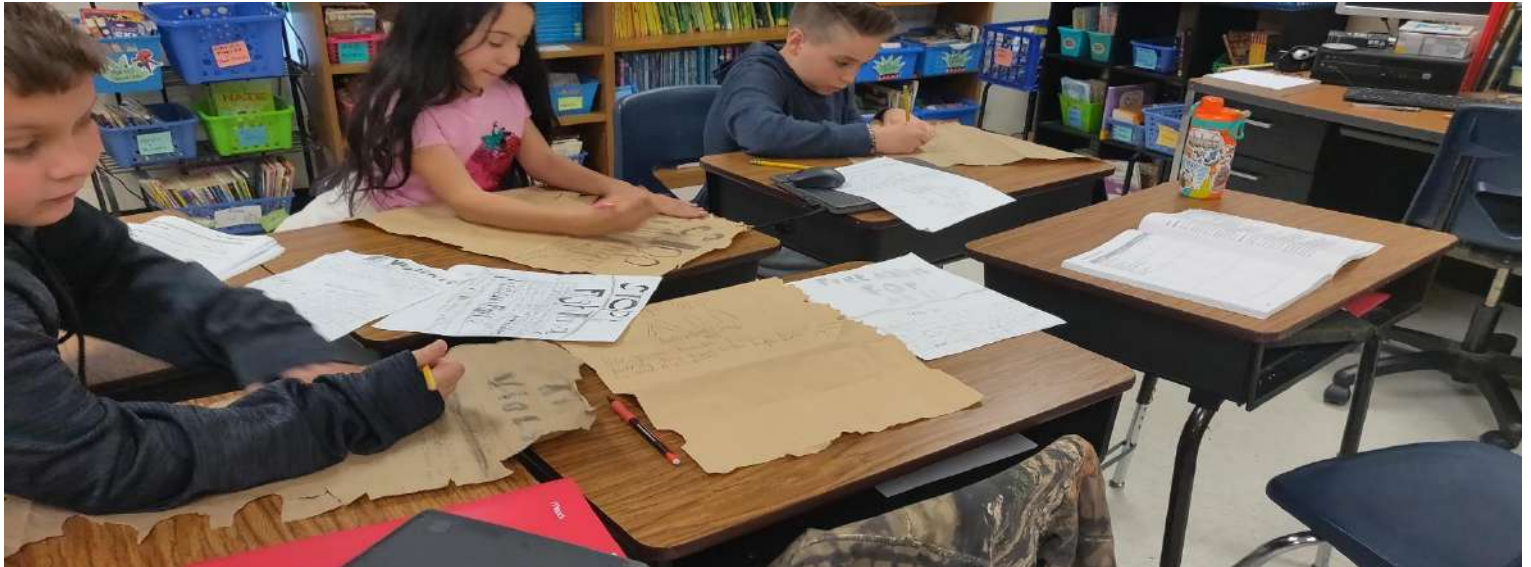
One of Mrs. Chapman's students discussing how to use the "process of elimination" to help find the correct answer.



Student's in Ms. Falvo's room working on angle measurement.



Student's in Ms. McElhinny's class working on the American Revolution Broadside Projects.



5TH GRADE:

As part of their literacy studies this month our students have been learning about famous African Americans and their contributions to our world. In Mrs. Terry's room, the students have been using graphic organizers to complete research for upcoming biographies. Examples of research topics include, Jessie Owens, Muhammad Ali, Roberto Clemente, and Wendell Scott. Through their research, the students are creating timelines of important events in the lives of these people, as well as challenges they have faced, fun facts, and characteristics that describe them. In Mrs. Wilson's room, the students are identifying key factors that contributed to Jim Abbott's success, as well as looking at different points of view and opinion writing.

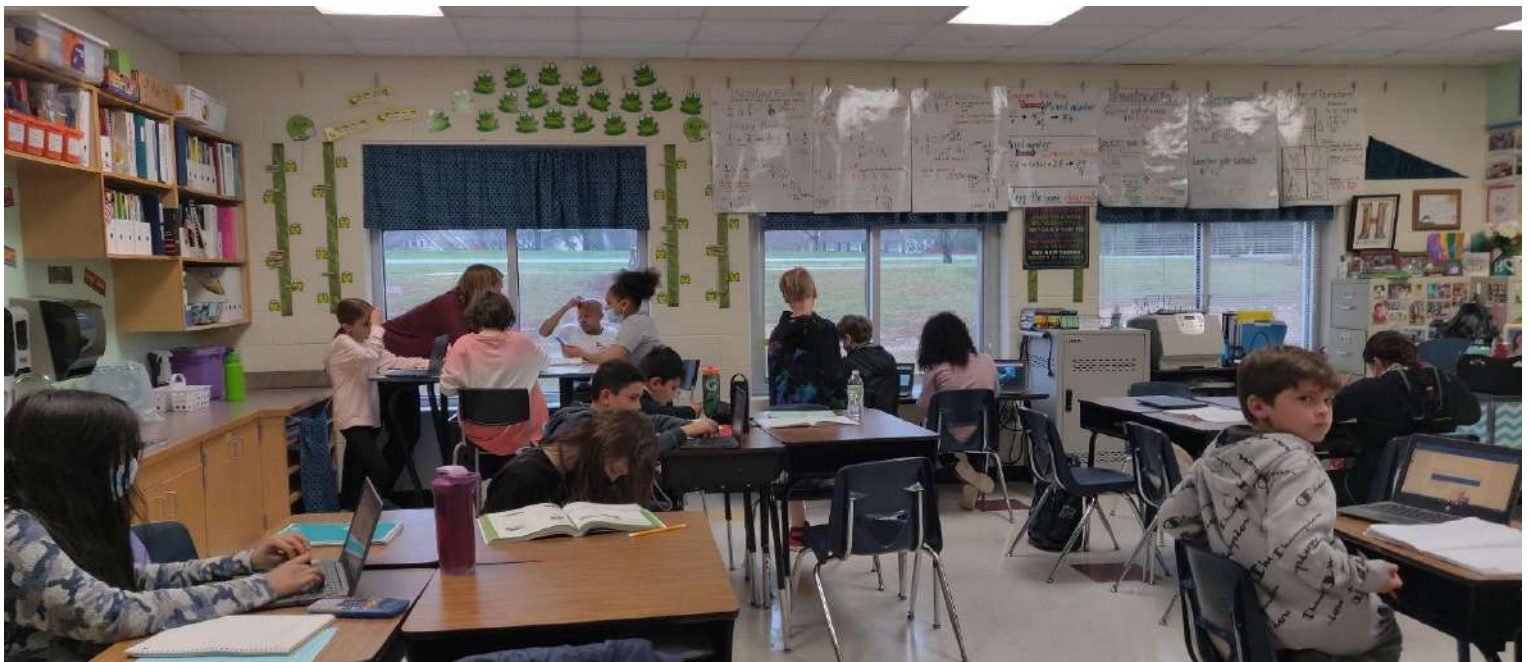
In math, Mrs. Huffman's students are working on finding the area and volume of 3-dimensional figures, while Mrs. Key's students are finding the volume of solid figures and irregular prisms. Ms. Moore's students are continuing to work with converting units of length and capacity in math, while studying the relationship between force, gravity, mass, and weight in science.

In social studies, our students have been learning about the different Branches of Government, their functions and their roles. Recently, they have been discussing the First Amendment, and key vocabulary and terminology related to the Bill of Rights. These discussions have allowed our students to collaborate and learn about how the US people are protected under the US Constitution, as well as how they can advocate for their rights. Additionally, the students have been researching and learning about notable First Amendment cases. With science, Mrs. Key's students are still discussing gravity and friction in order to predict the motion of an object. Using constant speed, at rest speed, increased and decreased speed, and change in direction, the students have gained a better understanding of this knowledge, while incorporating distance and time into the equation.

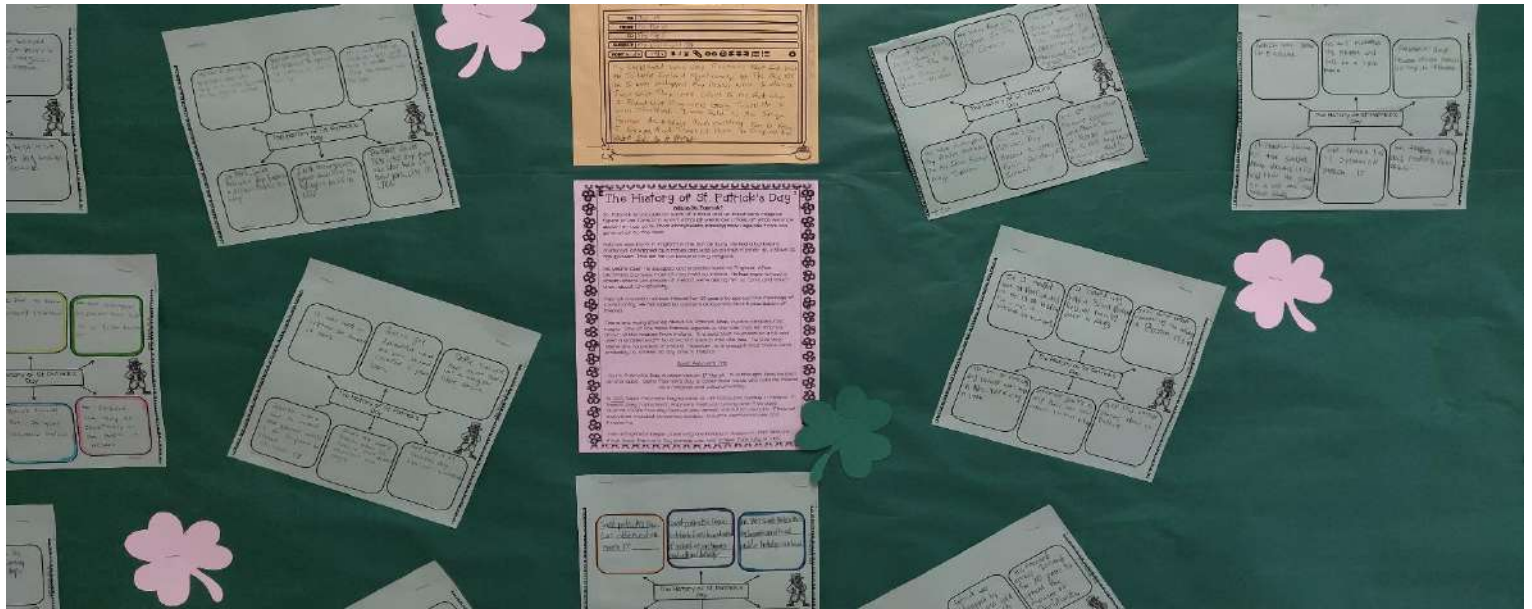
Student's in Mrs. Terry's classroom working on their biographies.



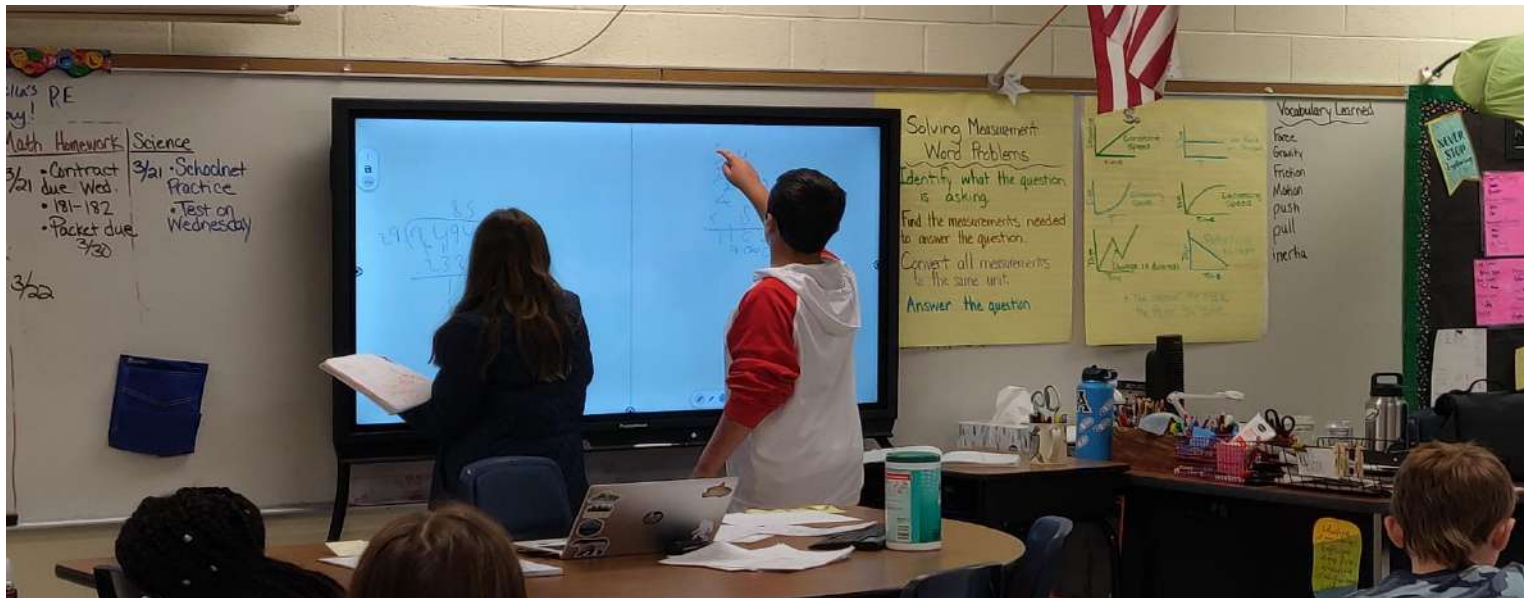
Math time in Mrs. Huffman's room.



Student writing about the history of St. Patrick's Day from Mrs. Wilson's class.



Student's working on math problem solving in Mrs. Key's room.



SPECIAL AREA:

Mrs. Hopkins' first grade students have been working on creating clay bird sculptures as part of their Clay/Ceramic Unit in which they have learned to utilize shapes, lines, colors, textures, and balance in their art project. Once they finished, the students used their iPads to take pictures of their sculptures in order to submit them in Canvas. Once they have been submitted, Mrs. Hopkin's will be able to display them on her projection board so that the students can share them with each other and reflect on their work. This also allows the students to take home the pictures to share with their parents. What a great way to connect art and technology. In kindergarten fourth, and fifth grade, our students have also been working with clay and ceramics based on creating tree sculptures in kindergarten, while fourth and fifth graders have created coil pots incorporating texture and patterns. Our second graders have been working with oil pastels as part of their Georgia O'Keeffe, "parts of a flower" activity, while the third grade students have been using watercolor paint to better understand primary, secondary, and complementary color variations.

In PE class, our kindergarten through second grade students have been involved in a “striking” unit. Through these lessons, the students are learning to incorporate a variety of manipulative skills while maintaining good form and balance. They are using multiple objects to “strike” different objects, focusing on eye-hand coordination, while determining which items is the easiest or hardest to use when striking something. In third grade through fifth grade, our students are involved in an activity called, “Space Station” in which they are to utilize complex locomotor skills and manipulative skills to support team activities. With this unit, the students are working on overhead throwing, defensive skills, tagging, and evading other. The students will eventually reflect on their roles, discussing and determining which role they were most successful with and why.

In music, Mrs. Craddock has been teaching lessons based on beat vs. rhythm and the Classical Period. With her 5th grade students, she has been utilizing a program called, Learning Q Grooves, in which the students are able to create their own music based on adding different instruments, tempo’s, and musical styles. This truly is a great way to allow students to express themselves creatively.

In media, our students are exploring new programs and applications to enhance their learning. Recently, the fifth graders were working through multiple data base programs to conduct research and answer questions. Such programs included information about Life Science, Earth and Space Science, and Physical Science.

Students in Mr. Holden’s class practice their “striking” skills.



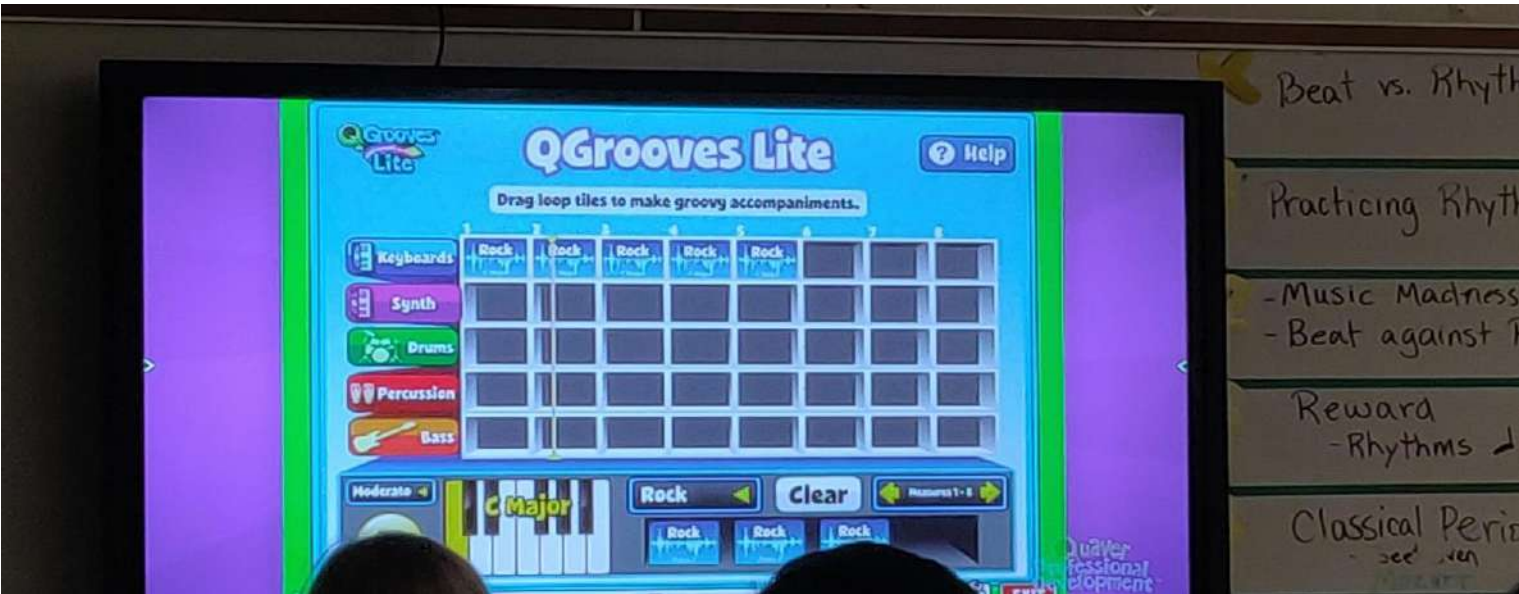
Students in Mrs. Craddock's room dancing.



Students working on their bird sculptures and talking pictures in Mrs. Hopkins' class.



Students in Mrs. Craddock's classroom composing their own music with the Learn Q Grooves program.



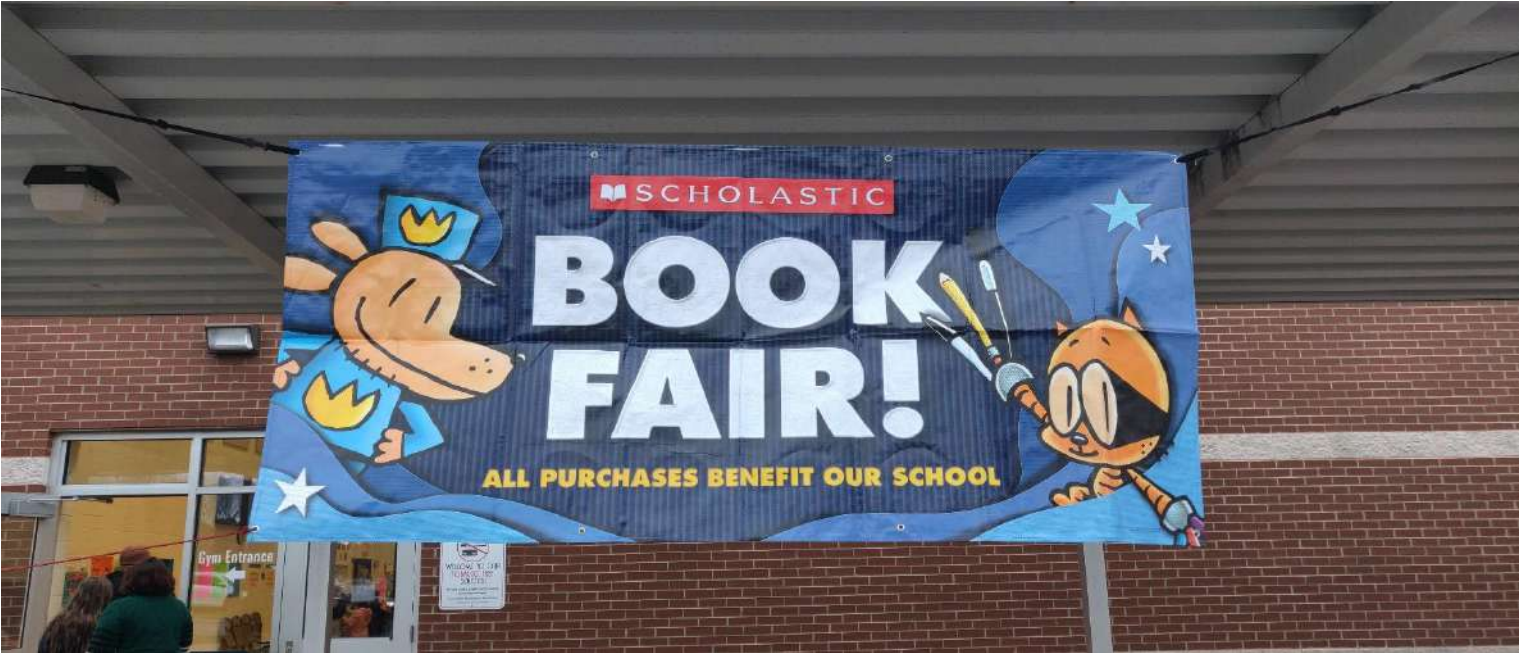
Conducting research in media.



Test your skills with Mrs. Stanczuk's riddles.



Images from our Family Book Fair Night.





Students in Ms. Reimels room have been studying and learning about the Iditarod Alaskan Dog Race.



Check out 3rd grades new Wordle Shirts!



Scenes from our Quarter 3 Behavior Celebration.





UPCOMING APRIL EVENTS:

4/1-Father/Daughter Dance-Lenox Stables-6:00

4/4-Report Cards Go Home

4/5-PTO-6:00

4/7-Spring Picture Day, Character Breakfast

4/8-School Spirit Day-

4/11-4/15-Spring Break

4/18-Teacher Workday-No School for Students

4/29-School Spirit Day-Dress Like a Super Hero