

## **Everett Enrichment -- November 2009**

**Kindergarten Language Arts Groups:** Kindergartners read books about animals, including *If You Give a Moose a Muffin*. We examined the circular structure of the story and created new variations on the book's *if...then* clauses. The children talked about character traits and connected the story to themselves and other books. We made moose puppets, through which the students retold the story and created new lively ideas from a moose's point of view.

**Kindergarten Math Groups:** Concepts in math groups included creating story problems that used three parts to make a whole. The children added and subtracted, using various combinations of the three addends. They discovered ways to regroup tens as they worked with larger numbers. The students used logical reasoning to devise good strategies, ask relevant questions, and solve word problems.

**First Grade Language Arts Groups:** First graders extended their Thanksgiving studies in enrichment groups by learning about the Wampanoag through a National Geographic Society source. They carefully read the nonfiction and then used the text to formulate good questions to match answers in a game of *Here's the Answer, What's the Question?* The students discussed historical sources, myths, and reliability of information, and compared the lives of the Separatists and Wampanoag to their own lives.

**First Grade Math Groups:** Students in enrichment groups explored the concept of multiplication through repeated addition, skip counting, sets, and arrays. They used objects to "prove" multiplication and division and understand the connection. They also began writing equations that represented the sets and arrays. The first graders enjoyed this exposure to the meaning of the concepts and created stories to show ways that multiplication and division are used.

**Second Grade Language Arts Groups:** Second graders are studying folk tales through reading *Tye May and the Magic Brush*. They are keeping a journal, where their responses to questions show precision, inferential thinking, and carefully reflect the text. A main theme of the intriguing story is independence and perseverance, so the students are showing their own depth and determination as independent readers and writers. The children are also making glittery, creative dragons -- such as wind, fire, earth, and sky dragons -- as part of their response to the literature.

**Second Grade Math Groups:** Students have continued to apply place value concepts to regrouping strategies and expressing large numbers. They have enjoyed devising their own base-ten number systems, where they created number symbols and showed their understanding of place value. They have analyzed numbers through the hundred millions and discussed exponents, googles, and ways to represent parts of numbers (fractions and decimals). We have applied the four math operations to word problems.

**Third Grade Language Arts Groups:** A third grade language arts group has studied ways to communicate through reading *Koko's Kitten*, a book about a gorilla who learns sign language from her trainer. The children paired up to figure out ways to communicate ideas without language and they learned gorilla facts. They discussed empathy, interdependence, habitat conservation, and ways animals communicate. The students have studied vocabulary throughout the story and have demonstrated strong comprehension through formulating questions and answers using the content of the nonfiction book. They also explored the *Koko* web site.

**Third Grade Math Groups:** Third grade groups have applied their knowledge of multiplication and division through basic algebraic equations. They have used variables to balance equations and are beginning to explore fractions and proportion. They have used all math operations to strategize and show flexibility in solving open-ended problems. We have focused on using objects -- such as tangrams and squares -- to solve word problems that involved learning concepts about circles, angles, perimeter, and area.