

## Everett Enrichment -- January 2010

Everett enrichment groups welcomed the new year with discussions about beginnings and cycles. Here are some of our January activities.

**Kindergarten Language Arts Groups:** Some kindergarten groups read a story by David McPhail about a bear that is lost in a city. They wrote to show the sequence of places a boy takes the bear and then made maps of their journey. They learned about positions on a compass and transferred that knowledge onto a grid, drawing their own symbols to make fascinating maps and keys.

**Kindergarten Math Groups:** Kindergarten students generated groups of tens by tossing a die, grouping unifix cubes to make 10 tens and beyond. Their number sense grows from this activity. They made 3-place numbers using the groups of tens and single blocks, illustrating numbers like 452 and 999. The children joined their 100s together to make a long chain, counting by hundreds to determine the total.

**First Grade Whole Class Lessons:** We read, analyzed, and enjoyed a variety of poetry together. We focused on noticing special word choices, rhythm and rhyme, and that poets capture a feeling or idea. We discussed alliteration and similes. The children used the concepts to write and illustrate their own winter poems.

**First Grade Language Arts Groups:** New groups of first graders have analyzed some of Aesop's fables. The children enjoyed using puppets to retell the fables and restate the moral in their own words. They used words and drawings to apply the morals to events in their own lives, showing their deep understanding.

**First Grade Math Groups:** First grade mathematicians have been working with the concepts of balance, equalities, and inequalities. They have learned new ways to represent balance, such as  $90 + 9 = 199 - 100$ . They used the concept of variables to determine missing parts of the equations and continued to work on story problems.

**Second Grade Thinking Lessons:** In the classrooms, we continued studying "thinking hats," as conceived by Edward De Bono. The children contrasted *white hat thinking* (searching for information and facts) with *red hat thinking* (recognizing feelings and emotional reactions). We discussed *facts* and *opinions*, realizing that it can be difficult to distinguish between them. The children reflected by writing about their feelings toward various situations.

**Second Grade Language Arts:** Students continued to write thoughtful responses to their reading, using the text, making connections, and inferring meaning. After thoroughly discussing the literature and searching for all clues, they completed a journal about a folk tale in a formal response style.

**Second Grade Math Groups:** Second graders have worked with balance, variable, and function, using the four basic operations. They played math games using this knowledge. They determined square root and squared numbers, often a favorite topic. The students discussed ways to solve multi-step word problems and demonstrated their methods to the group.

**Third Grade Thinking Lessons:** In the classrooms, the teachers and I worked together to demonstrate critical and creative thinking. As critical thinkers, the students used a logic matrix to solve a mystery. First the students analyzed the story, keeping track of characters, setting, plot, and problems. Then they used the grid to sort clues and make matches, thereby determining *who did it*. Next they demonstrated creative thinking as they created stories explaining *why*. They wrote, drew, and shared expansive, elaborate explanations.

**Third Grade Language Arts Groups:** Students continued to study fables from several cultures, analyzing them for connecting themes and differences. They wrote thoughtful responses in their journals to demonstrate their understanding. Then they drew and wrote, using story boards, to create their own fables. Each fable needed to illustrate effectively the chosen moral. The children acted out their fables with great energy and innovation.

**Third Grade Math Groups:** Third grade mathematicians used the order of operations to solve algebraic equations, using the game *Niktu* to master this concept. They continued to solve problems that involve multi-part rules, using deductive thinking to discover the functions. Some groups solved challenging word problems, analyzing clues, determining strategies, making pictures and diagrams and using logical thinking to explain their thinking.