

Everett Enrichment -- February 2010

Here are examples of Everett enrichment activities during February.

Kindergarten Language Arts Groups: Teachers and I worked together with the children in their classrooms to analyze a story for its problem and solution and the elements of the beginning, middle, and end. We read David's McPhail's story, *The Bear's Toothache*, and then the students determined another problem for a fictional bear and proposed their solution. They wrote their stories stating the problem in the beginning, solving it in the middle, and concluding with an emotion, and we compiled them into a class book.

Kindergarten Math Groups: Children in groups worked with story problems, carefully analyzing information and then acting out various math questions with objects. They determined the method to solve each question and then worked with concepts including place value by grouping tens and ones to add and subtract large numbers, multiplication and division, and finding a missing addend.

First Grade Language Arts Groups: Students continued their study of fables, working to summarize the fables with puppets and in writing. We added vocabulary extensions to the fables, substituting synonyms and finding antonyms that changed meaning. First graders worked on evaluative thinking to find hidden morals and explain their meaning. The children are exploring how to create their own fables.

First Grade Math Groups: New groups are working on the algebraic "big idea" of balance, determining equalities and inequalities. They are studying the concept of variable in connection with balance, finding unknown quantities when parts of the problem are given, and making complex equations. The children continue to analyze story problems and determine strategies for finding solutions.

Second Grade Language Arts Groups: Students have used folk tales to find evidence within the text and through inference to support their judgments about the stories. In discussion, they have found this supporting evidence and then debated their opinions of the characters' actions. They have also determined the main idea of stories and found universal themes in the literature.

Third Grade Language Arts Groups: Third graders have studied the Cheyenne together, researching information and then reading a Cheyenne legend. Their background reading on Cheyenne history strengthened their understanding of the legend *Quillworker*. They are responding to the legend in journals, choosing among several response techniques, such as, asking questions, taking notes, drawing images, writing reactions and connections, explaining vocabulary, and making judgments. We used the legend to generalize the elements of most legends.

Third Grade Math: Students have been working on a variety of concepts, including functions, decimals, patterns, and word problems. They are applying their math skills to discovering one- and two-step functions and solving function tables. They have worked with permutations to find all possible combinations, found and extended complex patterns with mathematical operations and with shapes, and explained their strategies. The third graders are working with increasing independence on multi-step word problems and applying algebraic concepts.