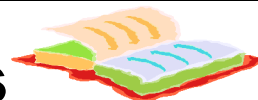


Roosevelt Barton Lee
Lincoln Burbank Muir
Burnett Powell Whittier McKinley
Lafayette Harle Sutter
McKinley

Reading First News



Long Beach Unified School District

Volume 1, Issue 2

February 2005

After School Workshops For Barton Staff

The Barton staff participated in two after school workshops during the month of January. On January 5th it was "**Fun with Fluency (or Fearful of Fluency?)**" and on January 18th, "**Wonderful Workshop (or Worried About Workshop?)**." Several teachers from all grade levels joined in the discussions. They read journal articles, revisited the Open Court Program Appendix, and refreshed their knowledge. The expertise in the room grew as individuals shared their successes in the classroom and their management techniques. Photographs were displayed of variations of Workshop management systems and Workshop rules and procedures found in Barton classrooms. As always, teachers asked questions, and assisted each other with suggestions and ideas. A brainstorm of Workshop tasks resulted in an extensive selection for Must Do and May Do activities.

ELD/SDAIE Office Joins Burbank for Buy Back Day

On January 20th, Burbank had a great turnout at their Buy Back Day. The Reading First coach worked with David Noyes from the ELD /SDAIE office to plan and present staff development on Comprehension Strategies vs. Skills. Bonnie Bishop presented with them. They presented the content through the use of SDAIE strategies and active participation structures. Teachers and administration had program content and its importance reinforced by participating in cooperative, "brain compatible" activities. The objective was to provide activities that could be applied in the classroom with their students. Teachers will follow up by planning active participation activities to support instruction of the reading comprehension skills. The participants turned in a lot of positive feedback.



Powell Shares Marketplace Of Ideas"

Colin Powell Teachers have grade level meetings twice a month. Every other month, one of those grade level meetings is set aside for Reading First issues and to have their "Marketplace of Ideas." Teachers bring ideas, that they have tried or seen, to the meeting. The teachers have a chance to dialog across grade levels and classes. If teachers want ideas about something, they ask in the sharing meeting. They respect that teachers are the best in obtaining good ideas from other people; now they have an opportunity to share those ideas. The teachers provide a copy of their idea and the information is put into a Reading First binder where teachers can copy the information they want. The binder is divided into sections such as **phonemic awareness, vocabulary, comprehension, blending, spelling, and writing** topics that would address Open Court issues. Some of the materials and ideas that come from the Reading First coaches' meeting also go into the binder.

Collaboration Day at Burnett

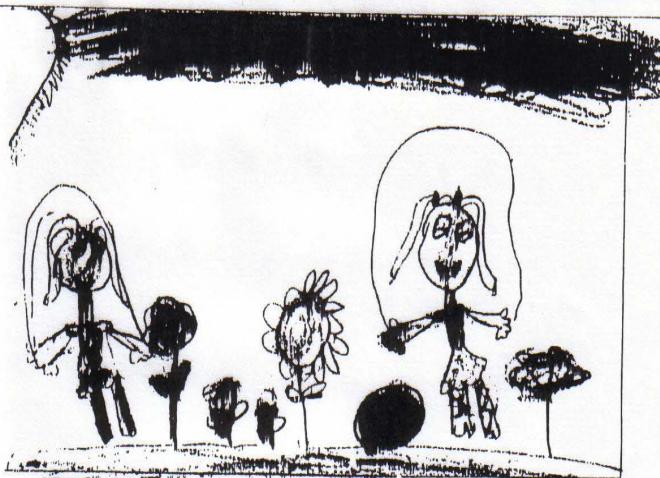
On January 20th Burnett had a collaboration day where Kindergarten and Grade 1 teachers came together in the morning and Grade 2- 3 teachers in the afternoon.

Some highlights were:

- ⌚ Revisiting scheduling and how to ensure that every daily minute had an objective.
- ⌚ Meaningful fluency ideas in Workshop and comprehension in Workshop.
- ⌚ Developing a differentiation model for Workshop Must Do's versus May Do's.
- ⌚ Concluding with grade level data analysis based on OARS.

Publication Authorized:
Christine Dominguez, Assistant Superintendent
Curriculum, Instruction, and Professional Development

Independent Writing
Kindergarten



On Monday Me
And my Sister
We Play
Jump, Aro And We
go to the hos.

Lincoln Elementary Creates a Mini
Reading Conference

Lincoln Elementary had a Reading Buy Back Day on January 13. Each staff member signed up to attend two sessions from a list of eight topics. The workshop began with the whole staff meeting in the cafeteria and then going to the break out sessions. Each break out session was sixty five minutes. The topics offered were:

- ⊙ "Using Benchmarks to Drive Instruction"
- ⊙ "Help! I Have a New Kid Who Speaks No English"
- ⊙ "Literature Circles"
- ⊙ "Library/Computer-Lincoln Resources that Support the Reading Program"
- ⊙ "Using OARS to Differentiate Instruction"
- ⊙ "Kindergarten Workshop"
- ⊙ "Smart Board for Dummies"

Inquiry Project Is a Big Success in Muir Second Grade
Classroom

Mrs. Dyess, Grade 2 teacher at Muir launched a class inquiry project on their unit theme of Kindness. Her whole class turned in a class set of inquiry projects. The acts of kindness ranged from helping mom to cook, to assisting someone with their homework, to visiting a convalescent home during the holidays. Here's a brief description on her class inquiry project:

Class conjecture: Doing something kind for someone will make us feel happy.
Think of a kind act that you can do for someone else.
Report on this act of kindness and how it made you feel.

Process:

1. Decide who would benefit from a kind act.
2. Decide what kind act you will perform.
3. Decide how you will share your information with the class (report, poster, photos, drawing, realia, video, dramatization, etc.)

The following is an excerpt from a parent letter in response to their inquiry and investigation projects:
"This project was a good experience for Elijah. Every Sunday we visit a convalescent home with our church but the kids never go because they are afraid. Elijah finally went to visit them and they were very happy to see him. They made Christmas cards and gave them gifts."

Open Court Monthly
Support Training Dates
K-3

Kindergarten

February 9, 10, or 24
March 15, 16, or 21
April 5, 18, or 19
May 17, 18 or 23

First Grade

February 16
March 16
April 20
May 18

Second Grade

February 16
March 16
April 20
May 25

Third Grade

March 2
April 20
May 25

*Special Ed. Pre-K at Muir
Implements New Open Court
Pre-K Program*

High expectations and consistent Implementation will be found if you watch Cindy Ransom's students in room 2 at Muir, as they are instructed with the new Open Court pre-k program. The students participate in the many big book direct instruction lessons and then go to their Workshop time where they work in small groups and independently. The program provides an important link to the K-5 Open Court Reading Program the students will receive as they progress in grade levels. The teachers are excited about the program and it's obvious, when observing the students in action, that they are enjoying the lessons and doing well in their appropriate tasks.



*Whittier Highlights Reading,
Writing & Investigation Projects!*

Students in Ms. Rivas' 3rd grade classroom recently shared their Investigation projects with parents and administrators. Using the inquiry process to learn about animals, the students worked for five weeks researching their specially selected animal. At the end of the unit, students had the opportunity to share their project and "teach" the class. At the end of the presentations invited guests were able to visit with each group, learn more about the project and how each project evolved, and share some refreshments with the Researchers.



Students in Mrs. Lee's 3rd grade Literacy class recently held a Writer's Celebration. Students had authored books that had special meaning to them. Asked what type of book they'd written, students would respond; "This is a personal narrative because it tells something about me." The books hang proudly on the wall outside of Room 14 for everyone to read and enjoy.

Vocabulary Committee Outlines Coaches' Book Study

At the January 11th, Reading First Coaches' meeting, the Vocabulary Committee assigned chapters 1-3 in "Bringing Words to Life" for all the coaches to read. They distributed focus questions to answer while reading. The coaches were also asked to choose an additional chapter, that they would like to study with a small group of 4 to 7 colleagues. On February 8, at the coaches' meeting, the vocabulary committee will debrief on chapters 1-3, highlighting the focus questions. The coaches will meet briefly with their chapter groups and decide when they will read the chapter and how they plan to share the chapter with the group for the next meeting. During the March 15th meeting the chapter groups will make a brief presentation on their chapter and share activities that were mentioned in the chapter. Any additional vocabulary activities will also be shared.

*Sutter Academy Kindergarten Students
Experiment with the Power of the Wind!*

Kindergartners at Sutter have been busy studying the effects of wind on the environment! After a few weeks of reading about the wind, observing its effects, asking questions, and performing blowing experiments on objects, the kindergartners put the power of wind to the test. Kindergarten teacher Christine Boss, in collaboration with her husband Jason Boss (a science teacher himself), created a sailboat racing arena for the students to race specially-designed sailboats. All of the students rallied behind each racer as they used their own "wind" (their breath) to move the boats to the finish line! It was a kindergarten sailing regatta!



What's New With Fourth & Fifth Grades?



"Open Mike" At Whittier !

Students at Whittier have many ways showcasing their writing. Students in Ms. Whalens' 5th grade classroom have "Open Mike". Every Friday the boys and girls have an opportunity to step up on stage with microphone in hand and read their selections. Writing is important for students and to have an opportunity to share their work with their peers and invited guests makes them feel special.

Open Court Monthly Support Training Dates Fourth & Fifth Grades

Fourth Grade

February 15
March 15
April 12
May 10

Fifth Grade

February 7
March 14
April 11
May 9

🕒 Fourth and Fifth Grades are participating in a comparable Reading First-like initiative through Title IIA and Title I funds.

Colin Powell Teachers

Focus on Assessment

Driven Instruction

Fourth and fifth grade teachers at Colin Powell Academy are making gains! Here are some of the steps they have taken together towards assessment-driven instruction:

- * All intermediate teachers met for a day of professional development last summer. During the training, they discussed last year's student strengths and weaknesses in reading, writing, and language arts. They prioritized their areas of concern, and collaboratively developed a daily schedule that would incorporate daily and/or weekly practice of the areas of most concern.

- * Fourth and fifth grade teams developed and wrote a curriculum map for Unit 1, Open Court. They discussed the "when, where, why and how" of each section, adding necessary elements of instruction to the map that needed additional emphasis.

- * The 4/5 literacy coach developed weekly assessments similar to the Open Court assessment, but following the format of the OARS assessment. Weekly assessments include a probable indicator for the Open Court story or a supplemental and/or intervention text, checking skills, spelling, and vocabulary.

- * Students analyze their weekly assessments in class, recording on a bar graph their overall and section scores. Teachers lead reflective discussions on class trends, strengths, weaknesses, and next steps.

- * Teachers organize differentiated small learning groups during Workshop based on students' individual strengths and weaknesses. Workshop "Must Dos" focus on the most common areas of concern, as analyzed in class trends on weekly assessment results.

- * Writing instruction is genre-based, per each six-week unit of instruction. Explicit instruction includes daily lessons in writing traits and conventions. Then, students practice applying new traits and conventions within the specific genre. Students use a Proficiency Checklist based on the writing traits and conventions rubrics to edit and revise their writing during whole class and small group writing conferences. Teachers analyze trends and develop writing lessons based on common misconceptions.

- * Monthly grade level meetings focus on next steps, and after school curriculum mapping continues for each unit of instruction.