



Math School Goal & Math Conference

Dear Parents/Guardians,

I thought I would share with you our school goals for 2015-2016. With various committees and at different meetings, our faculty and staff have reviewed different areas of data. In these meetings, we have brainstormed, discussed, debated, and sometimes even argued, so that all ideas and voices could be heard. We narrowed down our list and decided on two areas of focus. Those areas are math facts and school attendance. Next, I brought our draft goals over to get approval from Superintendent Buckley. After some additional discussion and rework, she has approved the following school goal around math facts. (see next page)

In order to gain some additional knowledge in how to help my staff and students achieve this goal, I attended a conference yesterday called, "Improving Mathematics Instruction for All: How to Teach Arithmetic Facts Effectively." The presenter was Professor Mahesh C. Sharma from Mathematics for All, Center for Teaching/Learning of Mathematics.

The conference was inspiring, informative, and practical. I liked how Professor Sharma intertwined good teaching strategies into his presentation. He made parallel references to learning how to read and learning number concept, number sense, place value, and numeracy. He provided us with "blueprints" of how and when to introduce facts. He spoke about how we need to first teach with visuals, such as Visual Cluster Cards and Cuisenaire Rods. Next, move into having students use pictorial drawings and "empty number lines." Finally, moving into the abstract and standard method of showing one's knowledge.

Some other areas I thought were interesting included:

Students will have more reversals in their writing and letter naming, if they don't know their right and left (spatial orientation).

The need for immediate recognition and understanding of letters and numbers.

Students as young as kindergarten need to be able to rote count to 100 and be able to count by 1's, 2's and 10's.

He stressed the importance of not always starting at zero when rote counting and when counting start at challenging parts (ex. Count by 2's start at 27; Count by 5's start at 37; Count by 10's start at 12).

He shared if we have a student struggling with math, we need to assess their skill and performance with sequencing, spatial orientation, pattern recognition, visualization, estimation, deductive reasoning and inductive reasoning.

As educators, we know the importance of being fluent in reading our sight words; so too in math our students need to be fluent in the 45 sight math facts.

The need for collaboration with families in order for students to obtain the oral automaticity of math facts.

I will continue to share this new knowledge with my colleagues.

Have a great weekend--

Grade	Kinder	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	School Wide
% of Facts known	26%	56%	58%	66%	57%	63%	54%

Our goal for the 2015-2016 school year is by February 19th, to increase our school wide percentage by 31%. This increase would illustrate 85% of our school population knowing their required grade level facts. The required facts include:

Grade	Required facts
Kindergarten	Addition facts to 5
1 st Grade	Addition facts to 10
2 nd Grade	Addition facts to 20
3 rd Grade	Multiplication facts (0,1,2,3,5,10)
4 th Grade	Multiplication facts (3,4,5,6,7,8,9,10)
5 th Grade	Multiplication facts (3,4,5,6,7,8,9,10,11,12)

Objectives: (What will we do as a school to reach our goal)

Classroom teachers will create practice tools for all students so that they can learn the expected facts. (Examples, word rings, website practice, center games)

Classroom teacher and interventionists will communicate to develop ways in which students can practice these facts in our RTI settings.

All staff will incorporate these facts into their environments/classrooms to help with the distributed practice. (Examples, Nurse—exit fact to leave her office; bathrooms/lunch room—displaying math facts)

Continue to discuss these students during our bi-monthly RTI (data) meetings with our Title 1 tutor, special education teacher, classroom teacher and administration.

Communicate with the Project Promise site coordinator to review our school goal and talk about ways to incorporate math facts for additional practice.

Communicate with parents and review with them the fluency practice work that these students will be bringing home for additional practice.



Newfound Nutrition

Lunch Menu Week of November 23-25

Monday

BHOP
Carrots
Garden Salad
Assorted Fruit

Tuesday

Chicken Pot Pie
Mixed Veggies
Garden Salad
Assorted Fruit

Wednesday

Cold Cut Subs
Whole Wheat Roll
Pasta Salad
Garden Salad
Assorted Fruit

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Fifth Grade Updates!

It's hard to believe we're a third of the way through the year. Many fifth graders are looking forward to the cold and snow this winter in hopes for a good skiing and snowboarding season, and I am excited to join the students on the slopes.

Students soared through estimation and calculations with decimals in mathematics. They learned the benefits of making estimates before calculating and the importance of place value. We also focused on the traditional algorithms for adding, subtracting, and multiplying. Next we will look at data collection and geometry (angles and polygons).

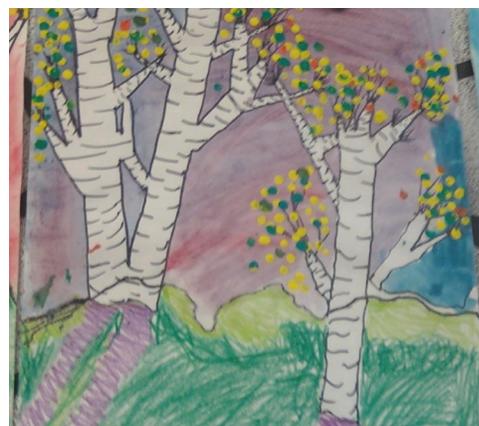
In literacy, we continue reading a variety of genres including realistic fiction, literary nonfiction, legends, and folk tales. Students are learning to identify the author's purpose and find details to support it. They also are learning about linking and helping verbs. Students are working on incorporating some of types of sentences they have been identifying (declarative, interrogative, imperative, exclamatory, simple, compound, complex) into their writing.

This week students completed their mini planet books in science and were able to use them as a resource for their quiz on the solar system. Next, we will take a closer look at planet Earth and what makes it unique. During our short week next week, we will work on some Thanksgiving themed assignments including a writing prompt and learning how to decide the size of a turkey, as well as how long to cook it.

For Art's Sake

We have been very busy integrating our knowledge of colors with shapes, lines, and form here at D.E.S.! 5th grade is completing a fabulous 3D portrait of themselves, Picasso-style! They are realizing how interesting it is to "abstract" their faces using different angles at the same time. They have used their favorite shades of colors.

Fourth grade is finishing native American charm bags. Ask them- they will tell you all about them! They learned how color can symbolize different traits of a person. They carefully chose colors to fit their own personalities! The enthusiasm has grown as we put the last details, including their braided strap, onto these artistic "gems."



Second and Third grade just completed a mixed-medium masterpiece involving positive and negative space- birch trees during the autumn season! The foliage colors came alive as the visual above reveals! "Spectacular" was the word we used.

First grade created our own version of autumnal trees using tissue paper to cause a 3-D effect. We drew a background with a foreground, middle ground, and sky space. This was a successful lesson on spatial value as well as the use of color creating shadows and light in a landscape.

Kindergarten has been busy expanding our use of colors into seasonal pumpkins, our changing landscape with their very own house included, and self- portraits! All with shapes, lines, and form!

Bravo to all, well done! Ms. Plante-Renaud

DANBURY ELEMENTARY

November 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 	2	3	4	5	6	7
8	9 Veterans Day Celebration 1pm Student Led Conferences Field Trip Slips due No Project Promise	10 No School Student Led Conferences 	11 No School Veterans Day 	12	13	14
15	16 K-3 Field Trip Concord Performing Arts Center	17 PTO Meeting 4:30pm	18	19	20 5th Gr. Field Trip Lebanon Opera House	21
22	23 Ski Program papers due	24	25 Early Release @ Noon	26 No School	27 No School	28
29	30					