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# Talent Development News



## Important Dates

5th Grade D.C. Trip	3/26–3/28
Teacher Workday	3/29
School Holiday	3/30
Spring Break	4/2–4/6
Early Release Day	4/18
Field Day	4/20
4/5 Rockin Robotics Competition	4/21

## How to Discuss Books with Your Kids (Even When You Haven't Read Them!)

Dr. Elissa F. Brown and Michele Joerg suggest using Costa's model of questioning. There are three levels that move students from concrete to conceptual thinking. Level 1: Support you child's comprehension of the content. Level 2: Help your child analyze the story. Level 3: Foster your child's conceptual understanding.

### Sample questions for each level:

#### Level 1:

Who is the author? Have you read other books by this author?

Summarize what you have read so far.

Who are the main characters?

What are some of the character's personal traits?

Retell the important events in the story in order.

#### Level 2: The Problems

What are the problems in the story? Who or what is causing them? How do you think they will be solved? *continued on 2nd page*

### Answers to the Brainteaser

What can be seen once in a minute, twice in a moment, but never in a thousand years?

**Answer: M**

**New Brainteaser:** In a single elimination tournament in which there are 291 teams competing, how many games must be played to determine the winner?

### TD Wish List

Hand Sanitizer

Clorox Wipes

Quart Ziploc Bags



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Please visit my website.

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Home of  
the

**BELIEVE  
ENGAGE  
SUCCEED  
TOGETHER**

**Level 2: Problems**

Name and describe a big idea or concept from this story.

Describe the setting in your story. Is there a setting in real life that it reminds you of?

**Level 2: The Characters**

How and why do the main character's feelings change?

Are all the characters likeable? Why or why not?

If you could talk to the main character, what advice would you give him?

**Level 2: Personal Connections**

How would you have solved the problem if it happened to you?

Describe a time when you felt like the character.

Why did you pick this book to read? What interested you about this book?

Would you want to live in this story? Why or why not?

**Level 3:**

Does a story need to have characters?

How would you illustrate the book cover? Why?

Which ideas do you like most in this book? Which ideas do you like least?

How have you changed as a reader because of this story?

Taken from *Parenting for High Potential*: March 2018



Students are continuing to learn problem solving strategies in math. We have learned the following strategies: Logical Thinking, Use or Make a Table, Working Backwards, Make an Organized List and Use or Look for a Pattern. After Spring Break, we will begin a book study on *Frindle* by Andrew Clements. Students will continue to use the icons of depth and complexity to help them think deeper about the book.

Our 4th and 5th graders have finished all 5 of their contests. We are so proud of the hard work and problem solving from the students. The top 15 students will compete in the

**Lake Norman STEAM**



tournament on May

**Third graders** have learned 3 problem solving strategies and are using Hands-on Equations to learn early Algebra. Students have also used thinking maps to examine and compare characters. They are now learning about mysteries through a book study.

**Fourth graders** have researched stocks and prices as we learn about investing in the stock market. After Spring Break, we will begin a mock stock market challenge. Students are continuing to use hands-on equations to learn early Algebra. Students continue to examine complex text and we have been impressed with their application of the depth and complexity icons.

**Fifth graders** have practiced four problem solving strategies and continue to learn Algebra with Hands-on Equations. The Cambridge students created amazing holocaust museum exhibits following their trip to the Levine Jewish Center. Students are finishing up myths, legends, fables, fairy tales, and tall tales.