GRADUATES: LY/YTD
- DREAMS: 5/2
- DSSM: 7/1
- KAISER PARK: NA/0
- MURROW: 39/13
- SHERMERHORN: 53/11

ATTENDANCE:
- DREAMS:
- DSSM:
- KAISER PARK:
- MURROW:
- SHERMERHORN

EMPLOYEE OF THE WEEK

STUDENT OF THE WEEK

BK NORTH EXAMINER

“DANCE OF THE CHROMOSOMES”
DANCE OF THE CHROMOSOMES

Understanding mitosis and meiosis is fundamental to understanding the basics of Mendelian inheritance, yet many students find these concepts challenging or confusing. During an observation this week CHIEF presented a visually and physically stimulating activity using minimal supplies to supplement traditional instruction in order to engage the students of DREAMS and facilitate understanding and retention of these concepts. This kinesthetic activity has students modeling the events of mitosis by acting as human chromosomes.

Key words:
‣ cell division
‣ kinetic learning
‣ mitosis

Dance of the Chromosomes I: Mitosis (Plan)

The instructor begins the exercise with a question: QUESTION - If this is a diploid cell with 2N=6, how many chromosomes are we going to need? The expected student’s answer is “6, there will be three paternal and three maternal chromosomes.” The instructor asks for volunteers, three men and three women, to represent paternal and maternal chromosomes. Each student is given an appropriately colored and numbered piece of paper. Then, the instructor continues to ask questions:

QUESTION - The student chromosomes represent the nucleus at what stage in the cell cycle?
The expected student answer, “Since the DNA has not replicated, this represents Interphase G1.” QUESTION:
What event would take place before the cell can begin mitosis?

The expected student answer is “The cell replicates its DNA.”

QUESTION: How do we represent the cell with replicated DNA?

The expected student answer is “Add six additional volunteers.”

Therefore, the instructor asks for six additional volunteers and gives them a chromosome label as well as a piece of rope. The students are then paired up according to their chromosome color and number, and then they hold the rope between them. The instructor continues to ask questions:

QUESTION - What does the rope represent?

The expected student answer, “The rope is the centromere.”

At this point the instructor asks the volunteers to illustrate various chromosome types by holding the centromere in different locations (top of head, shoulder, waist) to represent telocentric, acrocentric and metacentric chromosomes, respectively.

The instructor calls on a student in the audience to describe the action of the chromosomes at the various steps of mitosis —prophase, metaphase, anaphase and telophase. The volunteers then go through the steps of mitosis while the audience monitors the choreography and provides suggestions and corrections. When the choreography is finished, the instructor asks: QUESTION - So what is the end result of mitosis?

The expected student answer, “Two cells with an identical complement of chromosomes” (SEE PHOTOS ON THE RIGHT).

Once the students have gone through the exercise, we have them repeat it or begin again with a new set of volunteers if time allows.
WHAT WOULD YOU PACK?

“WESTWARD EXPANSION”

During my observation at Dreams this week, Mr. Bray and Mrs. Grell tag teamed an awesome lesson in which they infused ELA writing and SS while teaching westward expansion. The students first learned how to compare and contrast an “Argumentative” essay vs a “Persuasive” essay. The big take away from this, for the students was, “If you win the argument you are really losing!? Why you might ask? “If you win, you don't learn anything!” From this, the lesson transition into a stimulating group discussion prompt in which the whole class had a discussion without the teacher guidance:

“If your family was moving across the country to a place where there was NOTHING (no houses, stores or anything) What 5 things would you pack and why?”

After a lengthy discussion, the lesson continued with the students being assigned vocabulary cards surrounding their reading prompt on Manifest Destiny. Ultimately the students were paired to discuss how to recreate the map while also writing a Classical Argumentative essay on Westward Expansion.

Kudos to Camille and Ben on such a creative tandem

MANIFEST DESTINY

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history, the formation and progress of an untried political system, which separates us from the past and connects us with the future only; and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity.
“I HAVE, WHO HAS?”

During my visit to Murrow this week, Mrs. Marcinczyk was implementing a very engaging strategy that can be used in any class besides math; “I HAVE, WHO HAS”

The goal of this game is to provide experience in mental mathematics and to keep skills, concepts, and vocabulary in the minds of the students. This is one more way to increase number sense and keep students’ minds in motion.

The teacher can prepare game cards for whatever concepts are being studied. Distribute all cards to students. If necessary, some students may have more than one card since all question cards need to be handed out. The teacher then asks any student to begin by reading his/her card. A statement is read first (example: “I have 7.”) followed by a question (example: “Who has the sum of 3 and 6?”) The students all look at their cards. The one with the answer to the question then reads his/her card. This continues around the group until the student who had the first card reads again. The questions are done in a circular fashion which brings them back to the starter card. The teacher may make more cards to accommodate the class size. To make the game longer each student may have more

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than one card. Just remember that the last question must lead back to the original starting card.

If a question is read and no one answers, it is best to have the question repeated. If necessary the teacher may prompt with, “What are we looking for?” If there is still no response, the teacher may encourage everyone to look at their own cards and then their neighbor’s card to see if someone can help to find the answer.

The “I Have…Who Has” game may be used as an evaluation or as a review. Each student can record answers on a recording sheet. The students listen as questions and answers are read during the game and they write every question (or problem) and answer on their sheet. This encourages students to continue listening even after their card is read. If appropriate, students could color or shade in all answers on a hundreds chart instead of using a recording sheet.

My visit with Mr. Cammiso had me captivated, this week, from the very beginning. His bright and inviting classroom pulled me right into the lesson. He had multiple anchor charts displayed but what was most impressive was the posters highlighting his expectations surrounding the code classroom conduct. The photo above was posted on the floor, once you enter his classroom!! KUDOS!
LEARNING WALKS

On September 29, 2017, P2G Brooklyn school leaders, P2G Brooklyn Teachers, and D79 leaders and coaches engaged in a Learning Walk at various sites across P2G Brooklyn. The purpose of the learning walk was to gather data in 3 key areas related to the questions below:

**Content:**
What are the students being taught in the classrooms?

**Teacher Practice:**
What instructional strategies / assignments are teachers using in the classrooms?

**Student Engagement:**
What are students actually doing in the classrooms?

The teams visited 18 total classes which contained a total of 125 students. Each class visit lasted approximately 50-60 minutes.

The results of the Learning Walk are in no way evaluative of individual teacher practice.

LEARNING WALK DATA AND TAKE AWAYS:

**TAKE AWAYS FROM BROOKLYN:**

› **Content:** We want to see an increase in alignment of objectives to Rubicon Atlas

› **Reading:** We want to see an increase in the number of teachers utilizing VOCABULARY & ANNOTATING strategies while also seeing an increase in the students actively using these strategies.

› **Writing:** We want to see an increase in the use of RUBRICS to support short and extended responses in writing across all subjects.

› **Discussion:** We want to see an increase in student paring and small group discussions that are supported by the use of RUBRICS, TALKING STEMS & TEACHER MODELING.

› **Environment:** We want to see an increase in authentic student generated ARTIFACTS, which includes teacher feedback, displayed in the classroom across all subjects.
LEARNING WALK DATA:

**Were learning objectives evident / aligned to curriculum?**

- Evident: 100%
- Aligned: 78%

**How did teachers assign reading to students?**

- Independently: 50%
- Pair/Group: 39%
- Teacher Read Aloud: 50%
- Student Read Aloud: 28%
Did teachers confer with students about their work?

- Q1: 83%
- Q2, Q3, Q4: 0%

Did students confer with teachers about their work?

- Q1: 60%
- Q2, Q3, Q4: 0%

Did teachers model writing / problem solving?

- Q1: 56%
- Q2, Q3, Q4: 0%
What other kinds of activities did teachers assign during lessons?

- Lab: 6%
- Art: 6%
- Performance: 0%
- Other: 28%
- Debate: 11%

What other types of activities did students engage in during the lesson?

- Lab: 6%
- Art: 6%
- Performance: 6%
- Other: 22%
- Debate: 6%

Room Environments

- Current student work: 28%
- Anchor charts/Word Walls: 72%
This week at training I learned about building College and Career going Culture. A college and career going culture refers to "the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education and career opportunities". When assessing the environments that I work in I thought, students should not be limited to learning about college, careers and life/post-secondary success from their coaches. Within Pathway's to Graduation we should strive to create a college and career going culture. A college and career going culture is the act of having high expectations for all students, having all staff talk to students about college and having a plan after graduation, having an academic course load that makes students college and career ready and eligible, having representation of a range of pathways to post-secondary
success and providing exposure to a variety of colleges. Below are 8 ways we can build a college and career going culture within our schools:

1. **College readiness begins right away:**

   Let's start discussing post-secondary success with students upon entering the program/during orientation.

2. **Parents need to understand that college can be a reality:**

   Early outreach is essential to establish college aspirations. Because of the population of youth that we serve, it can be hard to get parents involved in their child's education. But if we can only get a few, let's have those conversation, clear up misconceptions and get them on board.

3. **Students need to understand and guide their own learning:**

   Self-reflection and self-assessment are foundational skills.

4. **Resiliency leads to academic success:**

   Teach students to persist through problems and overcome challenges.

5. **Planning should begin during the first month of school:**

   Doesn’t matter if they are in ESL, at TASC level or reading at a 4th grade level. We should learn what their goals and aspirations are, show them the steps to get there then motivate them each day to get there. By knowing their goals, we can remind them why they are here.

6. **Comprehensive preparation makes a difference:**

   Give students a strategy, fill in content gaps, and build confidence.

7. **It's never too early to get ahead:**

   It won't hurt to expose our students to some college level readings, words, research papers and basic statistics. Exposure to Microsoft Suites and how it can be used prepares students academically and for the work place.

8. **More College Trips, Internships, Job Shadowing, Moc Interviews, College Days, Career Days, Career Panels, Alumni Nights, Mentorships, Financial Literacy, Self-Love & Care:**

   Just a few ideas... let's do more to expose and prepare our students for life after graduation.

   Written By: CCRC Thamarra Beaubrun
New York State Senator
Jesse Hamilton

CRIMINAL RECORD

Raise the Age
Sealing of Criminal Records Workshop

Monday, October 23, 2017 6:30pm
Dreams YouthBuild
1615 St Johns Pl, Brooklyn, NY 11233
(Between Buffalo & Ralph Aves.)

Join Senator Hamilton for this informative workshop on sealing criminal convictions under the new criminal justice reform law passed earlier this year. Attorneys and criminal justice groups will be on hand to provide information on how to seal their old criminal conviction for a misdemeanor or non-violent felony. For more information feel free to call our office at 718-284-4700.

In Partnership With

Serving YOU is what WE do!
EVENTS:

› 10/23 PEER INTER-VISITATION; BETHEA
› 10/24 ORT
› 10/25 TASC
› 11/3 POST TABE UNTIL 11/28
› 11/6 MOCK ORT
› 11/7 Chancellors Conference Day
› 11/10 Jupiter Ed report cards; CYCLE 1 ENDS
› 11/13 Cycle #2 Begins