GRADUATES: 
LY/YTD
- DREAMS: 5/3
- DSSM: 7/1
- KAISER PARK: NA/0
- MURROW: 39/13
- SCHERMERHORN: 53/11

ATTENDANCE:
- DREAMS: 46%
- DSSM: 57%
- KAISER PARK:
- MURROW: 84%
- SCHERMERHORN
ST: 54%

EMPLOYEE OF 
THE WEEK

STUDENT OF 
THE WEEK

BK NORTH EXAMINER

“RETREADING THE WHEEL”

What Do We Mean By 
“Instructional Core?”

In the words of a wise teacher in Brooklyn, Ben Bray:

➢ “Reinventing” the Wheel” vs. “Retreading” the Wheel”

➢ Not just adding to our toolkits...but honing our 
discernment about which tools to keep and when to use them
PRINCIPLES AND PRACTICES:

The past few weeks have been very exciting. We have seen growth in many students as measured by ORT and look forward to making adjustments as we enter TABE and Mock ORT testing next week. Pedagogically, our focus has been in increasing dialogue and discussion between students (using a constructivist model for learning), as well as fostering confidence in students of all levels to show their thinking to the whole class (increasing use of target language goals). To this end, we have employed more opportunities for students to both work collaboratively as well as to show how they solved questions at the SMART board individually. This process can be challenging for many students but is particularly challenging when ENL students are in Literacy or Beginner levels. I am proud of their growth in confidence and I believe this to be directly correlated to the work we did earlier in the year to foster a sense of community and ownership in the classroom. In the vein of second language acquisition theory, these risk taking behaviors indicate a reduction in affective filter (lessened anxiety which can prevent learning) and encourage growth through use of the target language which is widely considered equally as important to comprehensible input.

For more information on Stephen Krashen's
language acquisition theory or Affective Filter Hypothesis, follow the link to page 30 http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Respectfully,
Nowar
Snapshots of State Street in Real Time

Ms. Baker’s ENL class went on our street walk to document the changing of the leaves on the London Plane (cousin of Sycamore), Oak, and Ginkgo trees. Students wrote observations, drew sketches and made comparisons about seasonal variations such as: the weather, the colors of the autumn leaves, and fall/Halloween decorations. Students will be researching what happens to the dead leaves accumulating on the ground, and what N.Y.C. does with all of those collected bags of fallen leaves. Everyone enjoyed the walking tour and the lovely 71° weather.
FALL FESTIVAL CELEBRATION AT DREAMS:

On October 31st at DREAMS we had a Fall Festival celebration. The executive director of community affairs visited and stated, "it is great to see the young people engaged in healthy competition and forgetting their worries even if it's for one day. We should do this once a month." Ms. Figueroa

Today at the fall festival it was fun and exciting. Ms. G bought us candy and donuts. We also watched the movie "Pay it Forward", Ms. G stated that she will be having us write an essay about it, so much for a fun day.. ha ha. Overall, I had a great time and I hope we do these thing more often. - Delilah Bethea and Allayah Browne.
MORNING RITUALS:
At DREAMS every morning we have a ritual where everyone, staff and students, come together with music and say what we are thankful for. We also affirm what we are going to accomplish for that day or appreciate ourselves or the person to our left. This activity in the morning sets the tone and spirit each day. These are simple examples of building relationships.

READING WITH HOFFMANN

Students in Ms. Hoffmann's ELA class researched the origins of Carnivale in Venice and the significance of different masks and costumes to prepare to read "A Cask of Amontillado" by EA Poe.
MONTHLY CELEBRATION AT MURROW:

Another month has passed and we were celebrating more birthdays! As always. there was a birthday cake, warm wishes and wonderful time students shared . As time passes by, our “family” is growing stronger and students have learned to appreciate and cherish each other. Happy birthday Vivian, Aziz, John , Jay and Ms. Thamarra!!!!!!!!

One tree can start a forest;
One smile can begin a friendship;
One hand can lift a soul;
One word can frame a goal;
One candle can wipe out darkness;
One laugh can conquer gloom;
One hope can raise our spirits;
One touch can show you care;
One life can make a difference,
Be that one today.
—BJ Gallagher
More Talking in Math Class, Please

Talking about math helps elementary students deepen their understanding. Use these three tips to get the conversation started.

By Jeannie Curtis, October 31, 2017

Walk into a classroom in the middle of a math talk and you'll see the students gathered in a circle, taking turns showing each other math strategies and questioning each other about the accuracy and efficiency of their solutions. The students are sharing thoughts about a single high-quality math problem they worked on solving earlier in the period without teacher guidance. They are processing the math in a different way than when they worked with paper and pencils, manipulatives, and drawings.

This opportunity to connect math and language benefits all the students and deepens their understanding of math concepts. The teacher listens as students converse about their problem-solving process. This gives her a view into the depth of understanding her students have, and alerts her to any misconceptions that should be addressed in later lessons.

After the students exchange ideas, the teacher will ask them to summarize important takeaways about today's math concepts and strategies. Only then will she chime in with points she wants to emphasize. Here are three tips for guiding math talks.

1. Spend Time Discussing Just One Math Problem

Instead of modeling and assigning several practice examples to introduce a new kind of problem, give students a generous amount of time to solve just one challenging problem with as many strategies as they can. Requiring at least two strategies builds independence in verifying their own solutions and jump-starts students' ideas for discussion. Once students have had ample time to work on the problem, bring the class together for a conversation.

2. Use the Power of Think, Pair, Share

Before students share with the whole group, teachers first give them a moment to think on their own and then talk to a partner. Their understanding develops at each stage of Think, Pair, Share. This is also a time when the teacher can gather important information from students, by circulating and hearing the thinking behind their problem-solving strategies.

**Think:** Students take a quiet moment to ready themselves to describe their process in words. Think time allows students who wouldn’t otherwise participate aloud (shy students, introverts, slower processors, and English language learners) to gather their thoughts and build courage to express them.

**Pair:** The teacher asks students to turn to a partner and take turns exchanging math strategies and observations. Pair time holds all students accountable for participating, and it allows students a practice run for sharing with the whole group. During this time, students connect math and language.
Light bulbs go off as kids verbalize their mathematical thinking. Students who hesitate to share out to the whole group are given a chance to process and participate.

**Share:** The teacher asks students to share ideas with the whole group. Many teachers are surprised at how drastically participation increases when students have first had a chance to think to themselves and then practice sharing with a partner. Student shares are more eloquent, and the listeners are alert, making comparisons to how they and their partner solved the problem.

### 3. Take Advantage of Discussion Aids

Anyone who has taught math knows that it isn’t always easy to put math strategies into words. Kids need practice with the essential skill of communicating mathematical thinking, and there are several ways teachers can support them.

**Math tools:** Pattern blocks, grid paper, and base 10 blocks are examples of math tools that provide entry points for solving challenging math problems. These hands-on tools also give students something to describe as they show how they solved a problem step by step.

**Visuals:** Teachers can spark a math discussion with a teacher-made visual, like the math talk discussion card for kindergarten and first grade above. Or they can encourage students to show and explain a visual (a drawing or table, for example) that helped them solve a math problem.

**Language support:** During a math discussion, the teacher tries to talk as little as possible, setting an expectation that everyone is to be ready with a question or comment for the sharer. Sentence stems and vocabulary lists support students who struggle to put their thoughts into words and those who are learning English. Using “accountable talk” sentence starters like these turns one-at-a-time sharing into a class conversation:

- I see that you used Math Practice _____ when you _____.
- I think it would be more efficient to ______.
- I will use your strategy next time because ______.
- The part of your strategy I do/don’t understand is ______.
- When I was stuck I _____.
- The most challenging part for me was ______.

Teachers are often surprised at how well their students can question and support each other in describing a problem-solving process with some help from these language aids.

Providing lots of time for talking about and showing math strategies for just one problem may sound scary given teachers’ limited teaching time, but the payoff from a math talk is great. Students are exposed to multiple ways to approach the same problem. They hear various explanations of math concepts. As they listen, watch, and talk to each other, students begin to see patterns and make connections.
EVENTS:

› 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
› 11/14 ORT
› 11/15 TASC exam
› 11/15 Brooklyn North Meeting at Schermerhorn St.
› 11/17 Selfie Scavenger Hunt at the AMNH
› 11/23 & 11/24 Thanksgiving vacation