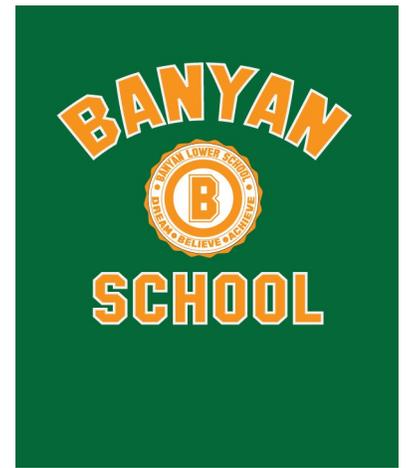


# Banyan School

12 Hollywood Avenue – Fairfield, NJ 07004  
banyanschool.com



## *Upcoming Events*

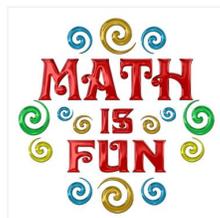
Event:	For:	Date:	Time:
College Day Wear your favorite college shirt	Spirit Day	February 28	All Day
Early Dismissal	Staff Development	March 15	12:30 PM

### MRS. MARTIN'S CLASS NEWS

In my period 9 TMC class we are reading Lunch Money. While I am reading to the class they use their structure words to help us visualize the story. We have been working on main idea and prediction. The students enjoy listening and discussing the problems and solutions in the story.

### MS. DREHER'S MATH CLASS NEWS

My math class will be identifying coins and their values. We will be reviewing pennies, nickels, dimes and quarters. I have put together different hands-on activities for the students to complete throughout the class. We will be matching coins to their values, as well as adding coins to check if we have enough money to buy certain objects.



### Remaining Basketball Schedule:

Thursday, March 7 Home

Wednesday, March 13 Home

Wednesday, March 20 at  
Deron 9:30 am

Friday, March 29 All School  
game 1:10 pm



## MRS. WILSON'S MATH CLASS NEWS

The Moby Max Winter Challenge is over and Taylor A. was the week 3 winner! Good job everyone. We will look forward to one final challenge this year which will be in late March--exact date to follow.

We have reached the 30,000 completed problems benchmark in the IXL program--woo-hoo!! Great practicing everyone!!

Pi Day, Thursday, March 14th, will be here before we know it. Check out Princeton Pi Day 2019 ( a google search will bring you to the information) which will be on Saturday, March 9th this year. There are many PI-related activities planned in the Princeton downtown area. This could be a fun family outing. Princeton happens to be where Albert Einstein lived his adult life. Can you believe that his birthday is on Pi Day? What a coincidence!

Students in my classes have been continuing with the geometry concept of the week--this week we are going over types of lines and next week we will learn about angles.

## SOCIAL SKILLS NEWS

This month's strategy is *hidden rules* and *expected behaviors*. What is challenging about our social world is that it is very abstract. The same rules do not apply to every situation. We have to learn how to vary our behaviors based on what we observe the expectations are.

This is challenging for our students who do not learn through observation. We have to teach them how to observe the environment and find the rules.

We use the term, hidden rules, to communicate the idea that we have to look for the rules of a situation. We will not always be told what the rules are!

We use the terms expected and unexpected behavior to help with this concept. When a behavior is unexpected, we have an uncomfortable feeling. This tells us that we missed the hidden rules! Often we use the term, inappropriate, however that word is too abstract for students to understand. Unexpected is a felt sense that gives us information on what the rules are in a situation.

One way we like to teach this is to have the students observe different classrooms and list what the expected behaviors are for each room. We then compare and contrast our findings, which show that every situation has a different set of rules. This can be done in the community and at different events. For example, going to the movies has a different set of rules then going to a sporting event. Using these terms reinforces this concept across all areas.

For 5th, 6th, 7th, and 8th grade parents, the deadline to **return the puberty classes permission slips is Thursday February 21st**. Classes will start **March 8th!**

Also thank you to Samantha, Amanda, Neomah, Josh, Leo, Ms. Gross and Mrs. Martin for the counselor's week surprises! Ms. Miranda and I were very touched!

## MRS. ONSDORFF'S CLASS NEWS

In all my classes, TMC and FIRST, comprehension is a major focus. We spend a great deal of time reading each story together so that the students become comfortable with the strategies that promote comprehension. Some of these strategies might be helpful to you while you are enjoying a story with your child. We have been reading the story *Rescue*. Although it is a short story, it is taking us several days to read. The students are encouraged to read the title, understand the meaning of the word "Rescue," and make predictions about what the story might be about. If there are pictures that are part of the story, these are helpful in making our predictions. The title alone led them to making many connections to their own lives or to stories they had about a person or animal being rescued. One of my student's mother's job is animal rescue.

As we began reading, we learned that the story takes place in California. Our next step was to develop background knowledge. The students looked on the internet and found pictures, maps, and written information about California. There were many connections made. Some of the students visited California and one of my student's father works in the movie industry.

As we read, we visualized all the details using our structure words and then readjusted our predictions as we went along. Part of the way through the story, we came up with "I wonder" questions to help maintain interest. "I wonder if the dolphin will survive?" As we read our story, those students who enjoy art drew pictures of the different scenes – some just blackline drawings. If our stories are nonfiction, the students can sequence events with actual photos from the internet. Once the students have fully visualized and internalized the events of the story, they can easily use these to make inferences and draw conclusions.

As the students progressed in the story, they found out that the main characters were rescuing a dolphin which was caught in a net and stranded on the beach. At this point, the students who enjoy research found information about dolphins and their ability to breathe and be out of water for extended periods of time. The other students are in the process of creating short videos using a cell phone showing the events and exaggerated emotions of the characters. Understanding the intentions of the characters is important to comprehending the story.

Asking questions at the end should have a little fun and excitement added to it also. The types of questions that I ask have points associated with them. If they answer a "who," "what," "when," "where" question, they get one point; a "why" question is worth two points; if they connect events from the story to another instance – "Do you know another instance where a dolphin could get in trouble?" they earn three points; if they can analyze and compare the situation to another situation, "How do the actions of the main characters compare to neighbors who notice that the house across the street is on fire?", they can earn four points.

These points could be part of a game – 3 points allow them to shoot 3 baskets or move 3 spaces on a gameboard. Points could also be redeemed for prizes or privileges. Research has shown that games and competition increase focus and interest.

In my classes, it's not how many stories we read together, but rather the quality of the students' understanding. Have fun reading with your child.