**Vanceboro Farm Life**

**December AIG Newsletter**

I am at VFL all day Tuesdays. Since I am not at school on a regular basis, the easiest and fastest way to contact me is through email. (tina.west@cravenk12.org )

Each of my classes has a Google classroom. If you would like to see what your student is working on in AIG, please ask your student to login to his/her Google classroom at home.

Please visit my website at<http://jwswest.weebly.com/> .

With Christmas holidays this month, I will only get to see each of my classes three times this month and that is only if there are no interruptions such as testing.

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| **Reading Scholars:**Both 4th and 5th grade reading scholar groups are working on selections from Junior Great Books. The Junior Great Books (JGB) program uses a method of interpretive reading and discussion known as Shared Inquiry. Students explore each selection through a sequence of activities that includes two readings, directed note taking, Shared Inquiry discussion, and writing. I will elaborate more on each of these individual activities in future newsletters. 4th Grade Scholars is working on “The Gold Coin” by Alma Flor Ada. 5th Grade Scholars is working on “Kaddo’s Wall”, a West African folktale.) | **Socratic Scholars:**I have uploaded the Wonderopolis presents the Socratic Scholars create to my webpage (<http://jwswest.weebly.com/>). Be sure to go to “**more”** in the menu bar and select **VFL presentations.** You should be able to click on the file with your students name and see the presentation. Please understand that these presentations are exactly as they were submitted to me. Do not be surprised if you find errors. Students do not like to go back and edit their work.We are working on and engineering unit titled *The Attraction is Obvious: Designing Maglev Systems.* This isan engineering unit from the National Center for Technological Literacy. In this unit, students will explore the connections between the properties of magnets, the technological innovation of the maglev train, and the field of transportation engineering. We will most likely be working on this unit December and January. |

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| **4th Grade Math Scholars:**In 4th grade math scholars we use No Problem! Taking the Problem Out of Mathematical Problem Solving. Students cover eight problem solving strategies. They are:1. Guess and check 5. Simplify or work backwards2. Make a table 6. Make a diagram or drawing3. Make an organized list 7. Act out or use manipulatives4. Look for a pattern 8. Use logicStudents are presented with six problems for each strategy. The problems get progressively more difficult as they work through them. Students have to share how they solve the problems with the class. The students have completed the first three strategies. We are will be working on the 4th and 5th strategy in December. The problems they are currently working on are posted on the AIG 4th Grade Math Google Classroom.Below is an example of a problem from *look for a pattern:* *Butcher Block was trying to figure out the following patterns. Help Butch by supplying the next 2*  *numbers or letters for each sequence and describing the pattern for each sequence.*1. *1, 4, 9, 16, \_\_\_, \_\_\_*
2. *B, C, E, F, H, I, \_\_\_, \_\_\_*
3. *!00, 52, 28, 16, \_\_\_, \_\_\_*
4. *Z, 1, W, 3 T, 5, \_\_\_, \_\_\_*
5. *1, 5, 10, 14, 28, \_\_\_, \_\_\_*
6. *5, 8, 6, 9, 7, \_\_\_, \_\_\_*
7. *at, bad, cats, \_\_\_\_\_, \_\_\_\_\_*

Below is an example of a problem from *simplifying or working backward:* *Teacher, Hope Springs, entered the Eternal Preschool at 8 a.m. on a Monday morning just in time to* *witness what turned out to be a flu epidemic at school. Bu 8:30 a.m., half the children were sent home*  *sick. By 9:30 a.m., half the remaining children were sent home. By 10:30 a.m., half of the remaining*  *children were sent home. By that time it was lunchtime and there were only two children left. How many* *students were in the class at the beginning of the day?*  |
| **5th Grade Math Scholars:**In 5th grade math scholars we use Advanced Common Core Math Explorations Number and Operations. We are finishing up Exploration 3: Number Line Magnifiers. This exploration explores place value systems built on groupings (bases) other than Base Ten. Students also perform operations with multi-digit whole numbers and with decimals to hundredths. Once we have finished with this lesson, we will be using a new text Challenging Common Core Math Lessons for Gifted and Advanced Learners Gr. 5.Below is **part** of the introduction on the Student Handout for the Number Line Magnifiers.. The entire handout and questions are posted on the 5th Grade AIG Google Classroom.  |
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