

GLEBE ADVANCED ACADEMICS & TALENT DEVELOPMENT NEWS



2ND GRADE ELA EXTENSION SOCRATIC SEMINAR

In December, second graders delved into the world of Greek philosophy, focusing on notable figures such as Socrates. Following their exploration of the Greek myth of Prometheus and Pandora, the students actively participated in a Socratic Seminar to dive deeper into their understanding of the myth. Initially, they employed the Question Formulation Technique (QFT), a structured strategy designed to formulate open-ended questions. Subsequently, these questions became the focal point of the Socratic seminar conducted on the second day, fostering a rich discussion about the myth. The ultimate aim of the Socratic seminar was to encourage maximum student participation, allowing the teacher to step back and empower the students to lead and shape the conversation.

3RD GRADE MATH PROJECT M3: LAND OF TREBLE

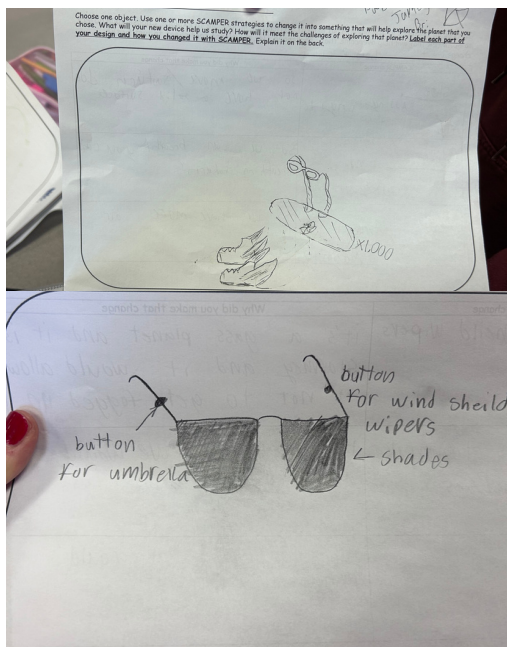
This January, students started exploring the Land of Treble, a fictional land where everything comes in groups of 3. The Land of Treble is a fun way to introduce the Base 3 number system. Through a series of games, students will have the opportunity to add and subtract in Base 3 and compare Base 3 with our Base 10 number system.



4TH GRADE SCIENCE S.C.A.M.P.E.R.

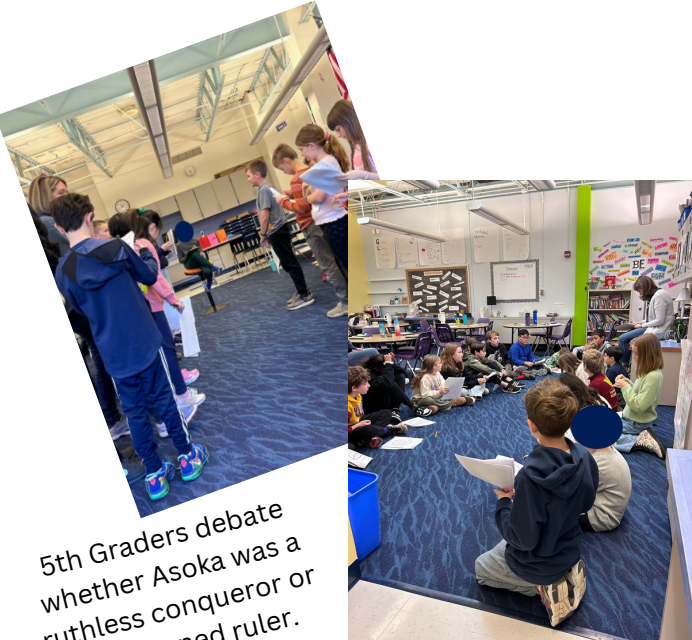
In December, fourth graders delved into the study of the solar system, exploring the distinctive characteristics of the planets. As part of a creative thinking extension, students were introduced to the S.C.A.M.P.E.R. strategy—an acronym representing various ways to modify an object to serve a different purpose. Collaborating in groups, students selected an object to S.C.A.M.P.E.R. with the goal of adapting it for exploring one of the planets.

S: Substitute, C: Combine, A: Adapt/Add, M: Minimize/Magnify, P: Put to a New Use, E: Eliminate, R: Rearrange

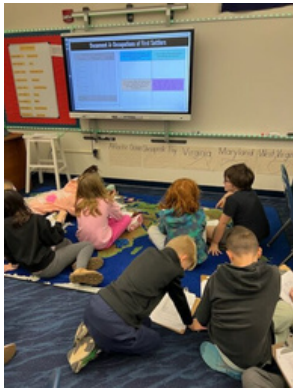


4/5 ELA/SOCIAL STUDIES CURRICULUM SPOTLIGHT: DBQ

Fifth graders kicked off the new year by immersing themselves in a Document-Based Questioning (DBQ) unit centered on Asoka, the emperor who governed the Mauryan Empire. The DBQ prompted students to investigate whether Asoka was a ruthless conqueror or an enlightened ruler, drawing conclusions from the analysis of five documents integrated into the unit. Prior to crafting their opinion paragraphs, students participated in a "trash-out" session, offering them the opportunity to engage in debates, present arguments supporting their perspectives, and back them up with evidence derived from the provided documents.



5th Graders debate whether Asoka was a ruthless conqueror or enlightened ruler.



4th graders analyze documents to better understand why so many early Jamestown colonists died.

Ms. Pertl and Ms. Stephenson's fourth-grade classes delved into a DBQ in November, investigating the question, "Early Jamestown: Why did so many colonists die?" In this Micro-Q, students scrutinized a single document that examined the occupations of the first and second waves of settlers who arrived in Jamestown. Their analysis led them to the conclusion that the absence of skilled colonists, women, and medical personnel proved detrimental to the survival of the early colonists.

5TH GRADE MATH CURRICULUM SPOTLIGHT HANDS ON EQUATIONS

Aligned with the second-quarter algebra unit, students acquired skills in constructing, simplifying, and solving equations through Borenson's Hands-On Equations program. This instructional approach fosters a conceptual understanding of algebra by incorporating hands-on manipulatives. To further support their learning, students can utilize self-paced modules, allowing them to continue their progress at their own speed throughout the school year.

