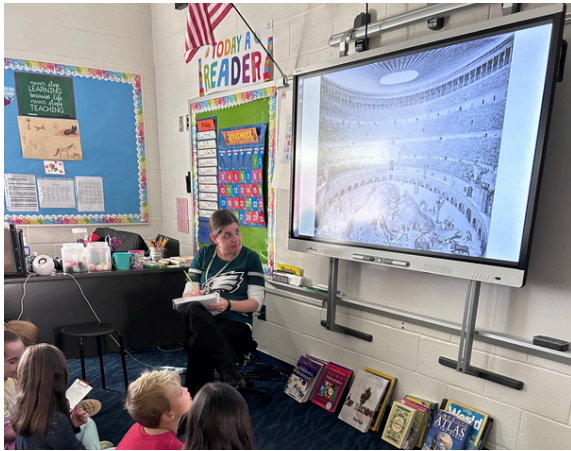


GLEBE ADVANCED ACADEMICS & TALENT DEVELOPMENT NEWS



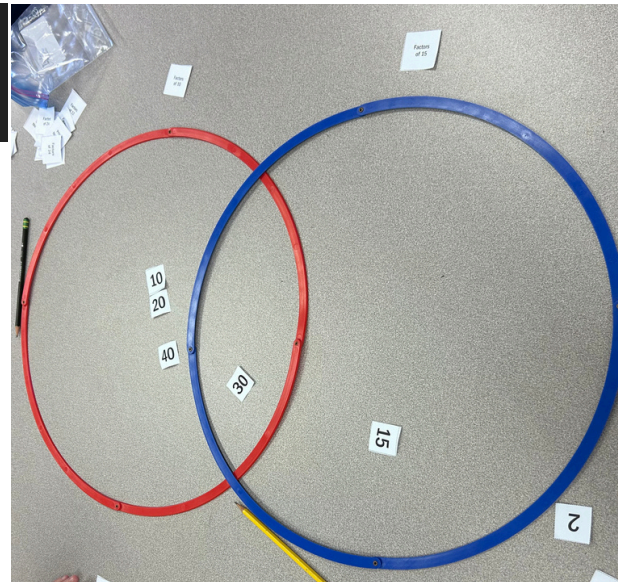
3rd grade teacher, Ms. Cannon, guides students through the routine "Ten Times Two".



3rd graders analyze the National Zoo map using "Creative Question Starts" to launch into the CKLA Animal Classifications Unit.

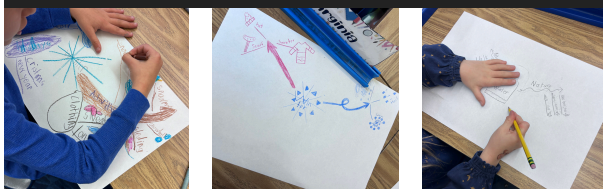
4TH GRADE MATH SPOTLIGHT PROJECT M3: MENTORING MATHEMATICAL MINDS

In this Project M3 unit, Factors, Multiples and Leftovers, fourth graders developed their number sense with a deeper understanding of multiplication and division. They encountered a range of different problem situations and representations and learned about the relationship between multiplication and division and the properties associated with these operations. Students extended their thinking about multiplication to factors and multiples, and also looked at relationships among prime, composite, square, odd and even numbers. One benefit of the Project M3 unit integration is the ability to deepen understand of grade level mathematical concepts through real world connections, hands-on activities and writing opportunities.



4th graders use a Venn Diagram to sort numbers based on two different characteristics, then explain their thinking with collaborative groups.

CCT STRATEGY HIGHLIGHT: MINDMAPPING



Ms. Moustafa's 2nd graders learn to mind map, by stretching their thinking about the winter season.

Mind mapping is a visual note-taking method that helps students organize, retain, and recall information. It aids in seeing the whole picture, making connections, and is especially useful for visual and global learners. This strategy is suitable for all grade levels and subjects.

Ashoka:
Ruthless Conqueror or
Enlightened Ruler?



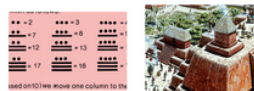
Overview: The Indian ruler Ashoka (c. 268-232 BCE) ruled the Mauryan Empire over 200 years ago. He helped to spread one of the world's major religions and established reforms that still have great meaning for modern-day Indians. But his story also has a dark side. Working with limited information, historians have tried to present a fair picture of this great figure. This Mini Q asks you to do the same.

The Documents:
Document A: The Battle of Kalinga (map and chart)
Document B: Ashoka's Strategy
Document C: Ashoka's Awakening
Document D: The Edicts of Ashoka (map)
Document E: Rock Edict XIII: Kalinga
Document F: Ashoka's Legacy



The DBQ Project

The Maya:
What Was Their Most
Remarkable Achievement?



Overview: The Maya civilization flourished over a thousand years ago in the rainforests of Mesoamerica. The people's intellectual and technical mastery in many areas has intrigued and amazed those who have studied them. This Mini Q asks you to examine the Maya civilization and decide which of its accomplishments was the most impressive.

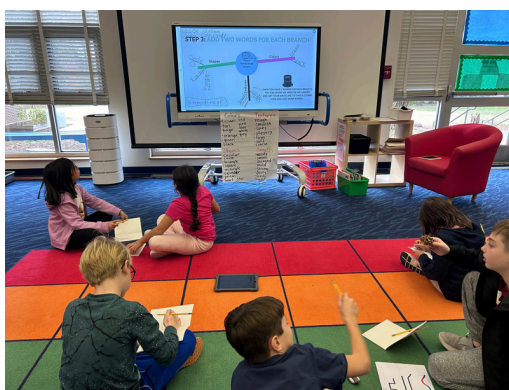
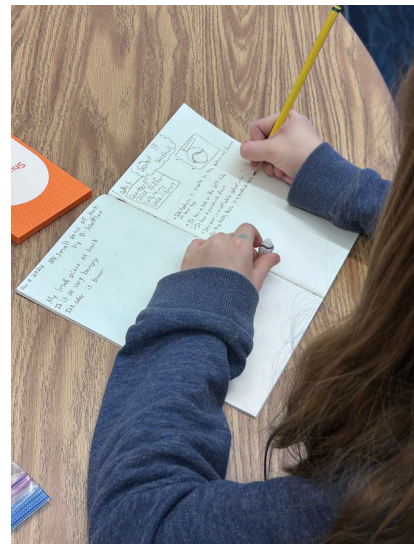
The Documents:
Document A: The Maya Trade Network (map)
Document B: Building Cities
Document C: The Maya Number System
Document D: The Maya Calendar

5TH GRADE ELA/SOCIAL STUDIES CURRICULUM SPOTLIGHT: DBQ

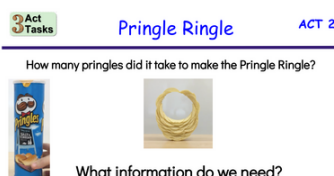
Fifth graders have participated in two Document-Based Questioning (DBQ) units this school year. In first quarter, the DBQ unit focused on achievements of the Maya. Students explored 4 different documents, extracted evidence and ultimately chose which achievement they felt was the most remarkable. They defended their choice in a thrash out (debate) and then wrote about their choice as the culminating activity. The second quarter DBQ unit addressed the question, "Asoka: Ruthless Conqueror or Enlightened Ruler?" In similar format as Q1's DBQ, students analyzed numerous documents that provided evidence for both sides of the argument. The unit also culminated with a thrash out and writing activity to defend their decision.

4TH GRADE LIBRARY PARTNERSHIP NATURE JOURNALING

Fourth graders are strengthening their observational skills and appreciation for nature this school year through nature journaling. Inspired by John Muir's book "How to Teach Nature Journaling" and their shared summer learning experience at STEAM in the Park: Mount Rainier, Mrs. Wine and Mrs. Landry are using library time to allow students time to participate in structured nature journaling activities, which integrate critical and creative thinking and require the students to slow down and record more detailed observations of natural items. The goal is to eventually take nature journaling outside and for this opportunity to allow the students to better appreciate the world around them and positively impact their social-emotional learning.



THREE ACT MATH TASKS



3-ACT MATH Tasks engage students by fostering authentic investment in problem-based learning. These tasks begin with an intriguing image or video to spark curiosity (Act I). Students then identify questions, determine necessary information (Act II), and apply mathematics to find answers (Act III). These rich tasks are used across all grade levels.