



# G.T. Woods Elementary

## "The Eagle Soar"

1037 31st Street ♦ Kenner, LA 70065  
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*Janine Holmes*  
Principal

*Aldine Lockett, Ed.D*  
Academic Dean

*Isaac Joseph*  
Superintendent

*Viola Callier*  
Executive Director, Region III

*Cedric Floyd*  
School Board Member District V

## EAGLES SOAR!

*Stay Safe*

*Offer kind words  
and actions*

*Act Responsibly*

*Respect everyone  
and everything*

### SCHOOL HOURS

**Students Arrival 8:10a**

**Classes Begin 8:40a**

**Tardy Bell 8:50a**

**Dismissal 3:30p**

**Office Hours 8:00a - 4:00p**

### NOVEMBER IMPORTANT DATES

Tues, November 1	Teacher Professional Development Parent Conferences (4pm - 7pm) No school for students
Tues, November 8	Election Day No school for students/employees
Fri, November 11	Veterans Day Black & Gold Dress Down (\$1.00) <i>K-5th only</i>
Fri, November 18	Interim Reports Issued
Fri, November 18	Flag Football Game (\$2.00) <i>1st - 5th only</i> 2:15 - 3:00pm Parents Invited (\$2.00)
Nov 21 - Nov 25	Thanksgiving Break No school for students/employees



### K-KIDS 2016

K-Kids is a service organization for elementary students and is an affiliate of Kiwanis International. It teaches the value of serving others in the school and community. Fourth grade students who exemplified our SOAR expectations were selected to be members of G.T. Woods K-Kids Club during the induction ceremony on October 24.

Pastor Mark Mitchell, New Hope Community Church, was the guest speaker. Other invited guests included Joel Phillips of the Kenner North Kiwanis Club,

along with the parents of the honored students. Teacher, Shannon Bazor, is the club sponsor.

Members:

*Mya Jones, Kevin Cano-Martinez, Hailee Ervin, Laila Armour, Darryl Griffith, Jackelin Enriquez-Racinos, Melanie Casas, Trayon Lewis, Nyjeal Smith, Chyna Johnson, Patrice McKinnis, Ireianna Wilson*



## What Does Effective Mathematics Instruction Look Like?

(U.S. Department of Education)

As a result of recent efforts to strengthen the mathematics curricula in our nation's schools, from basic through more advanced levels, the instruction that you can see in your child's mathematics classes may look quite a bit different from what you experienced when you were in elementary school. For instance, in effective math classrooms today, you can see the following:

**Children are expected to know both basic arithmetic skills and the mathematical concepts that are the basis of these skills:** They are learning and applying basic computational skills, and they will also be learning that mathematics is much more than knowing the "facts" and number operations. Young children are learning arithmetic—addition, subtraction, multiplication and division—and they also are using mathematical operations such as counting, measuring, weighing, reading charts and graphs and identifying patterns and shapes. Across the grades, children are practicing the use of their mathematics skills in many different ways, and they are using the language of math to talk about what they're doing. They are using mathematical operations that involve estimation, geometry, probability, statistics and the ability to interpret mathematical information. As they progress through school, children will increasingly show that they understand why they are using a particular math skill, recognize when they've made procedural errors and know what to do to correct those errors.

**Children are involved actively in the study of mathematics:** They are doing tasks that involve investigation, application and interpretation. They are talking about and writing explanations for their mathematical reasoning.

**Children sometimes are working with one another:** They sometimes collaborate to make discoveries, draw conclusions and discuss mathematical concepts and operations.

**Children are striving to achieve high standards and are assessed regularly to determine their progress:** Teachers are using many different ways to determine if children know and understand mathematics concepts. Some of these ways are open-ended questions in which a student writes out the steps—or thought processes—used in solving a math problem; independent projects; and other written tests.



**Children are learning to use calculators appropriately:** They are using calculators not as crutches but as tools for performing operations with large numbers. Use of a calculator will not replace a thorough knowledge of basic mathematical operations.

**Children are using computers appropriately:** They are using computers to run software that poses interesting problem situations that would not be available to them without the use of technology.

*G. T. Woods Mission*

*Our mission is to provide opportunities for students to learn through quality, differentiated instruction.*

*We share the responsibility to ensure that all students soar to their highest potential in a secure environment.*

# Cómo es la enseñanza efectiva de las matemáticas

(U.S. Department of Education)

Como resultado de fortalecer los programas de estudios de las matemáticas en las escuelas de nuestro país, desde los niveles básicos hasta los más avanzados, la enseñanza que usted observa en las clases de matemáticas de su niño puede ser muy diferente a lo que usted vivió como estudiante de primaria. Por ejemplo, hoy, en los salones de clase de matemáticas efectivos, usted puede observar lo siguiente:

**Los niños deben saber que las destrezas aritméticas básicas y los conceptos matemáticos son el fundamento de tales destrezas:** Ellos están aprendiendo y aplicando destrezas básicas para computar problemas, y también aprenderán que las matemáticas son mucho más que sólo saber los "datos" y las operaciones numéricas. Los niños pequeños están aprendiendo aritmética—sumar, restar, multiplicar y dividir—y también están utilizando operaciones matemáticas como contar, medir, pensar, leer gráficas y tablas, e identificar patrones y formas geométricas. En todos los grados, los niños practican el uso de sus destrezas matemáticas de diversas maneras, y están utilizando el lenguaje matemático para hablar sobre lo que están haciendo. Usan operaciones matemáticas que requieren de hacer estimaciones, geometría, probabilidad, estadística y la habilidad para interpretar información matemática. Al progresar en su educación, los niños cada vez más van demostrando que comprenden por qué están utilizando cada destreza matemática en particular, pueden reconocer cuando cometen errores de procedimiento y saben cómo corregir los mismos.

**Los niños participan activamente en el estudio de las matemáticas:** Los niños realizan tareas que requieren de investigación, aplicación e interpretación. Están hablando y escribiendo sobre sus explicaciones del razonamiento matemático que han utilizado.

**A veces los niños trabajan con otros niños:** A veces trabajan en equipo para hacer nuevos descubrimientos, sacar conclusiones y dialogar sobre conceptos y operaciones matemáticas.

**Los niños se esfuerzan por alcanzar normas altas y son asesorados regularmente para determinar cuál ha sido su progreso:** Los maestros están usando varias maneras para determinar si los niños saben y comprenden conceptos matemáticos. Algunas de estas maneras son preguntas de respuesta abierta en que los estudiantes escriben sobre los pasos o el proceso de la lógica que han utilizado para resolver los problemas matemáticos; proyectos independientes; y otros exámenes escritos.

**Los niños están aprendiendo a utilizar las calculadoras adecuadamente:** Están usando calculadoras no como muletas sino como herramientas para hacer operaciones con números mayores. El uso de la calculadora nunca debe reemplazar un conocimiento completo de las operaciones matemáticas básicas.

**Los niños están utilizando las computadoras adecuadamente:** Están usando computadoras para tener acceso a programas que les presentan problemas interesantes para resolver que no estarían a su disposición sin el uso de esta tecnología.

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