January 28, 2012

Words from the Well

The Grapevine

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Volume 2, Issue 8

Volume III, Issue 5

***Writing at Wellington***

This week we will begin our vertical team work in the area of writing. Our focus will lend itself to discussions pertaining to the three purposes of writing and where writing falls in the course of our instruction with our students at Wellington. Take a look at the information below, as it comes straight from the Wellington Writing Policy. We will be looking more closely at the three purposes for writing in the near future with all staff and how each fits cross-curricularly. In the meantime, be thinking about how each of these plays into your course of instruction currently. The first two listed, “Writing to Learn” and “Writing to Demonstrate Learning” you will see daily across all content areas. The third listed, “Writing for Publication”, lends itself more to teaching the various genres, and writing for real-world audiences and purposes.

*“Writing means a purposeful act of thinking and expression that uses language to explore ideas and communicate meaning to others. Writing is a complex, multifaceted act of communication,”*– Writing, as defined by SB1, 2009

C:\Users\MLGAINES\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\K1TU49D2\MC900440428[1].wmfThere are three purposes for writing that we at Wellington implement into classroom instruction at Wellington:

* Writing to Learn
* Writing to Demonstrate Learning
* Writing for Publication

Writing to Learn:

Students use this writing in order to process information, develop their thinking, learn content, and synthesize new concepts. Since the purpose of the “writing to learn” is to assist students in assimilating and remembering information, the audience for this writing is the learner himself. “Writing to Learn” will be used as an instructional tool to promote learning as a natural outcome of classroom activities across all areas of curriculum.

Writing to Demonstrate Learning:

Teachers use this writing to ascertain whether or not a student understands the content and/or concepts being taught. Regularly asking students to think and write at higher levels of Bloom’s Taxonomy can help students reflect on the content and reveal what they know in depth. Since the students are demonstrating their knowledge, the teacher is usually the audience when “Writing to Demonstrate Learning”.

Writing for Publication:

Students must synthesize, analyze or evaluate what they have learned and communicate through both oral and written formats to a wider audience. The goal is to help students develop skills in communicating with real audiences (speaking or writing for authentic purposes). This writing provides students with opportunities to write in “real-world” setting and to make decisions about audience, purposes, and form.

**Writing Vertical Teaming Process Reminders for Tuesday:**

1. Writing Standards Document
2. Critical Vocabulary for Writing for your Grade Level
3. Outcomes used by your grade level
4. Any other helpful notes or strategies from your grade level….

We will have the following provided for you: ☺

1. Breakfast Goodies
2. Vertical planning pages document for your grade level, Wellington Writing Policy, Wellington School-wide Writing Plan, and KDE Program Review for Writing
3. Markers, post-it notes, highlighters, (if you have a favorite….bring it with you ☺)
4. Chocolate
5. C:\Users\MLGAINES\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WTQOC5BA\MC900088538[1].wmfC:\Users\MLGAINES\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WTQOC5BA\MC900088538[1].wmfLunch

**Wellington Grade Level Awards Assemblies**: We will NOT be rescheduling the awards assemblies for the 2nd grading period. Since we were unable to hold the awards assemblies this past Friday due to school being cancelled, we do not plan to reschedule. Please plan to pass out awards/certificates for this past grading period in each of your classrooms as your schedules will allow. Please notify your families and include this change in your newsletters and grade level communication. We will also post the change on the website. We will resume our normal end of grading period awards assemblies at the end of the 3rd grading period. Please let us know if you have any questions.

The POWER OF ONE at Wellington

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Annie Lester, Stephanie Meyer, and Shannon Ritchie are currently serving as KTIP Resource Teachers at Wellington. These folks often go unnoticed as unsung heroes, but their continued support of our teachers through meetings, advice, modeled lessons, observations and feedback provide welcomed guidance and expertise. We appreciate them and applaud them. They continue to make a difference in the lives of teachers and students!

Special Thanks and Congratulations to Outstanding EXPLORERS



Special thanks to the Math and Reading Vertical Planning Teams!! Thanks to each and every one of you for your time, hard work and commitment! Our days were long and work tedious. Although this was just the beginning, you have helped make the start such a wonderful beginning for Wellington!! We are so proud of your work!!

Thank you, Debbie Rogers, for representing us at the recent PTA meeting! We appreciate you and your attendance!

Many thanks to Brande Commodore and Alex Shepherd for organizing the Wellington club pictures for the yearbook! Yes…. It takes a village, for sure!! ☺ Thanks so much!! ☺

Thanks to Crystal Leach, Brande Commodore, Julie Strange, Jessica Thomson, and Nicole Highland b for their help last week. Their help was greatly appreciated and they were willing to help at a moment’s notice!....... Richae Logan

Announcements and Upcoming events

* January 29th: Writing Vertical Planning Day for Assigned Classroom Teachers! This is also a “Dress Down” Day for ALL staff! ☺ Enjoy!
* January 29th: No Formal Staff Meeting: Please use this day to catch up and plan on working with your grade level teams. ☺
* January 31st: There will be no grade level meetings this week! Enjoy your week off to plan and catch up! If you would like to meet to discuss regrouping of students or would like help talking through some new strategies for small groups, please let us know and Julie and I would be glad to help with this during your planning time. We will also be touching base with intermediate folks regarding tutoring.
* February 1st : Kindergarten Field Trip to Dunbar – “The Little Mermaid”
* February 5th: Staff Meeting: We will use this day to preview the new School Improvement Plan format and what this looks like in regard to Wellington’s Plan. We will also take time to catch up on our “Jot Downs” for program reviews. Finally (3rd-5th) will meet for a few minutes with Nami Stager to learn more about CIITS and how that can be used to support classroom instruction and assessments.
* February 7th: Grade Level Meetings: K-3 Formative Evidence should be emailed by this date for 1a and 1b, and 2a and 2b. (We will be touching base with 3rd grade about this. ☺).
* February 8th : Weather Make-up Day – There will be school for staff and students.

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**January**

26th Susan Hester

30th Kathy Simpson