

C.M. Weekly Update

Upcoming Events:

September 15, 2014:

- Float building with Freshman and Sophomores
- Volleyball at Roxana
- Girls Tennis at Granite City
- Boys Soccer (H) vs. Triad

September 16, 2014:

- Early Dismissal (School Improvement Day)
- Class Meetings (9th, 10th, 11th, and 12th)
- Volleyball at Highland
- Boys Soccer at Mascoutah
- Girls Golf vs. Litchfield, Hillsboro, Pana
- Boys Golf vs. Highland and Jersey Comm.

September 17, 2014:

- PowerEval Training (Blocks 1, 2, 4, 6)
- C.T.E./Guidance Meeting (2:00 p.m.)
- Girls Tennis (H) vs. Jersey Comm.
- Boys Golf vs. Staunton, MEL, and Roxana

September 18, 2014:

- PowerEval Training (Blocks 3,5,7)
- Fire Drill
- Social Studies/Guidance Meeting (2:00 p.m.)
- A.C.E. Benchmark Meeting (12:45 p.m.)
- Girls Tennis at MEL
- Boys Soccer (H) Jersey Comm.
- Girls Golf vs. Belleville East Tournament
- Boys Golf vs. O'Fallon
- Cross Country at Carrolton Inv.

September 19, 2014:

- Float building with Juniors and Seniors
- Football (H) vs. Triad

September 20, 2014:

- Volleyball at Granite City Tournament
- Girls Tennis at Riverbend Tournament
- Cross Country

Important Information:

School Improvement Day (September 16, 2014)

We will be pulling all students for a meeting to discuss rules and expectations for homecoming week. We feel as though this is the best date to hold these meetings in order to limit classroom disruptions.

9th grade: 7:45 - 8:08 (C.M.H.S. Commons)

10th Grade: 8:12 - 8:34 (C.M.H.S. Commons)

11th Grade: 8:38 - 9:00 (C.M.H.S. Commons)

12th Grade: 9:04 - 9:26 (C.M.H.S. Commons)

Students will be dismissed from school at 10:45 a.m.

10:55 a.m. - 11:30 a.m. - Faculty Meeting (Auditorium)

11:30 a.m. - 12:20 p.m. - Lunch

12: 30 a.m. - 1:15 p.m. - Academic Vocabulary (English Dept.) (Auditorium)

12: 30 a.m. - 1:15 p.m. Review and revise course descriptions for the handbook. (Department Meeting Locations)

1:15 p.m. - 2:00 p.m. - Academic Vocabulary (All depts. except English) (Auditorium)

1:15 p.m. - 2:00 p.m. - Review and revise course descriptions for the handbook. (Department Meeting Locations)

2:00 p.m. - 3:00 p.m. - Students Relations and Facebook (Auditorium)

Schedule:

1 st Hour	7:45 – 8:08
2 nd Hour	8:12 – 8:34
3 rd Hour	8:38 – 9:00
4 th Hour	9:04 – 9:26
5 th Hour	9:30 – 9:52
6 th Hour	9:56 – 10:18
7 th Hour	10:22 – 10:45

PowerEval Training (September 17 and 18, 2014)

The training will begin promptly in the library to ensure that you are able to receive some of your plan time. If you have a 4th period prep, please eat first and then attend the training at 10:39 a.m.. If you are unable to attend, please arrange a time to meet with Mr. Carlson or Mr. Morgan. Please bring your computer to the training.

Intruder Drill

Great job!. If you have any concerns or questions about what to do in the event of an intruder, please come see me so that we can work out the details.



Instructional Strategy of the Week

Note Card Jigsaw

This instructional strategy is used to help students build collaboration skills, practice synthesizing, and share information in an oral presentation. Using this strategy puts in motion the process of allowing students more responsibility and ownership over their learning. See the attachment for detailed instructions on how to launch this strategy in your classroom! Questions? Ms. Orban is here every Monday and Tuesday and would love to be of assistance!

To use Note Card Jigsaw in your classroom, you will need:

A chosen section or chapter of a textbook to cover
Specific selections or pages for kids to work with (usually 4 or 5 total)
Student groups (3 to 6 kids, either teacher selected or student choice)
Large note cards (1 for each group, usually 4 or 5 total)

Once the textbook reading has been selected, split the topics in four or five subsections. Stopping at certain headings or assigning page numbers might work best depending on the textbook you use. Doing this makes the activity more user-friendly for students.

Example:

If your textbook reading is about Colonial America, you might have subsections in the text about early settlements, establishment of rules, poor versus the rich, trades and how to make a living, and different lifestyles.

Each of these topics will get its own jumbo-sized note card. The topic will be written on the top, and each note card will be assigned to a separate group. After the teacher models a beginning section to show students what s/he expects (Ex: The teacher might read a section about the three main areas in Colonial America and distinguish the most important features for each), students are grouped and given a topic on a card to fill in along with the help of their group members. They are directed to select the most important pieces of information about their topic and write this information onto their note card. The goal is to condense the information down to the most essential parts. Students are given ample time to read, discuss, and record what they deem to be most important in their reading.

Once groups have finished up, each group takes a turn presenting the information on their note card to the entire class. For some subject areas, it would be necessary to have groups present in the same order in which the book is laid out. Numbering your note cards before distributing them helps to make this process more fluid.

As each group presents, the other students are individually responsible for taking notes on the information. This is the “jigsaw” aspect of the activity, where the kids are teaching and sharing the material with one another. (Student-led = Common Core!)

The teacher can decide to award points for several parts of the Note Card Jigsaw, including:

- Group participation/collaboration
- Thoroughness of information on note card
- Presentation
- Notes taken from other group presentations
- Etc.

Although this instructional strategy takes some time to plan and implement, the benefits are worth their weight in gold. Below are a few examples of how this strategy helps students:

- Strengthens collaboration skills
- Emphasizes close reading and synthesizing of important information
- Sharpens summarizing skills and main point detection
- Provides practice listening and recording information
- Builds confidence in presenting/public speaking by using a group format

Things to keep in mind:

1. The first time students do this activity, they will need guidance from the teacher. It might be beneficial to have a conversation about what effective collaboration looks and sounds like, as well as explicitly stating your expectations.
2. Grouping can be a make or break factor in the success of the activity, so keep that in mind when either assigning groups or allowing students to select their own.
3. As you circulate and listen to group conversations, you will get a good picture of what students understand and also some misconceptions that arise. This is a great time to step in and make a teaching point, or do some strategic questioning to get groups talking and working through an idea. This is also a great time for positive reinforcement.
4. Lesson time will vary depending on the amount of text each group is assigned. You might want to start small just to get the feel for it. Also, try to make sure each group has roughly the same amount of reading to complete so everyone is on the same level.

DID YOU KNOW?!?!

Most high school core content textbooks are written at a post-high school reading level. This is one of the biggest reasons why students struggle to read and understand large portions of assigned reading from the text. The Note Card Jigsaw activity helps students tackle tough reading in a collaborative atmosphere.

Interested to see at what level your textbook is written? Contact Ms. Orban to learn how!

