Responsive Classroom

This month, I want to share a little more information about Responsive Classroom; a school-wide approach to addressing the social and emotional needs of students. This year we are beginning our transition to Responsive Classroom and have been working on implementing various aspects of the approach in our classrooms and school. One of the things we are focusing on this year is our language with students and using our language as an intentional tool to help build students’ self control, self-concept, and to promote and facilitate positive social interactions and relationships. Below is an excerpt from an article on Education World about the Responsive Classroom approach:

In the Responsive Classroom approach, our goal is to use our language to encourage and empower children. We encourage children when we notice and acknowledge their attempts to meet expectations. We empower children when we express faith in their ability to follow-through, recover controls, and make constructive choices.

Thus, some of the general characteristics of encouraging and empowering language include the following:

• Be specific and direct. ("We will start when I see everyone’s eyes on Jason.")
• Speak to the child (or children) rather than about the child(ren). ("Leila, I noticed you stayed in your seat while I talked to Derek. Thanks for your cooperation.")
• Stress the deed not the doer. Describe actions and deeds rather than making judgments. ("I notice a lot of paper on the floor. We can’t leave the room until it is clean.")
• Give children the opportunity to follow through with appropriate behavior. ("Show me how you can say that with your friendly words.")

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• Frame a positive action and choice. ("You can walk slowly and quietly with your partner or you can walk next to me.")

• Use the "3 R's (Reinforcing, Reminding, and Redirecting) to support encouraging and empowering language.

Teachers using a Responsive Classroom approach employ three simple structures to support encouraging and empowering language. We call those structures "The Three R’s": to reinforce, to remind, to redirect.


About the Author: Ruth Sidney Charney is a highly respected education consultant and author. She is a co-developer of Northeast Foundation for Children and a pioneer in the Responsive Classroom approach.

You can learn more about reminding, reinforcing, and redirecting language at:

[http://www.educationworld.com/a_curr/columnists/charney/charney004c.shtml](http://www.educationworld.com/a_curr/columnists/charney/charney004c.shtml)
[http://www.educationworld.com/a_curr/columnists/charney/charney004d.shtml](http://www.educationworld.com/a_curr/columnists/charney/charney004d.shtml)

Common Developmental Characteristics Brochures

Coming home today with a brochure that highlights common characteristics of grade level (at a certain age) in these brochures is called Yardsticks that details the common social, physical, and cognitive behaviors and needs of children from ages 4 to 14. It’s an incredible book if you are looking for more understanding. Please take brochures; students is a brochure developmental needs of children in a particular age). The information adapted from a book details the common cognitive behaviors and ages 4 to 14. It’s an understanding developmental stages can help you support your child’s learning at home and in school.
Our January meeting was a great success. We want to thank everyone who attended and offered input into our awesome capital funding proposals!

The PTO is able to offer funding for capital projects as a direct result of the success of our fundraising, significantly the fall Silent Auction and the Spring Walk-a-Thon. If we don’t meet our fundraising goals, we are unable to commit money to large spending projects that really have the ability to impact our students.

All this to say—THANK YOU. Thank you for engaging and allowing your PTO to really make large-scale impacts on our children’s educational experience!

Because of the success of our auction, we were able to approve:
1. IPads for 3rd and 4th grade: 30 IPads + Cart ($16,960.68)  
   - The impact of this expenditure cannot be overstated! With the addition of 30 iPads, our upper el AND lower el teachers benefit! This will provide more differentiation in classrooms, and allow more intentional use of technology in the classroom.
2. Yearbook funding: (roughly $1600)  
   - The PTO voting to cover the cost of yearbooks for all students on free and reduced lunch for the next two years.
3. Funding for ancillary school staff in Responsive Classroom: (cost to be determined)  
   - This came up when deciding whether or not to approve the Buddy Bench proposal. What a great discussion. Essentially, everyone likes the idea of the Buddy Bench, but we also recognize the drawbacks. In our discussion, it became clear that what would be more beneficial to our student population would be to continue to ensure that all staff are trained in responsive classroom. Responsive Classroom is a school-wide philosophy and approach to learning that ensures positive social-emotional interactions which leads to high academic success. Ultimately, while the Buddy Bench might be a great stopgap measure for bullying problems, it could also undermine the lessons and approaches used with responsive classroom. So, instead of using money for a bench, we will focus on making sure our lunch staff and other ancillary staff members are trained in this approach to interactions.

All of our kids benefit because of YOU! Thank you!!!

...And the PTO needs YOU! We will have several significant spots opening up for the 2017-2018 school year, including President. Please consider joining as a Board Member. Email: haisleypto@gmail.com or jklozik2002@yahoo.com
This will be the last week of Project Lead The Way at Haisley. Mr. Moger is headed to Lawton Elementary for the remainder of the year.

Kindergarten is finishing their module on Pushes and Pulls.

First grade is finishing their module on Animated Storytelling. If your child enjoyed Animated Storytelling, they can download ScratchJr (the programming environment we used) for tablets, desktops, and laptops: https://www.scratchjr.org/

Third grade is finishing their module on Programming Patterns. If your child enjoyed Programming Patterns, they can download Hopscotch (the programming environment we used) for iPad (maybe other platforms, not sure): https://www.gethopscotch.com/

I've really enjoyed working with your children this year, and look forward to PLTW next school year!

Wow, the new year has been off to a busy start!! We have hit the ground running and lots of things have been happening!

Fifth grade has finished their career unit (for the moment). They researched careers through the Bureau of Labor Statistic's site The Occupational Outlook Handbook and created a slideshow about their respective career. They will move on to writing some pen pal letters to students in my previous school in Maryland. After we write those letters, we will start a book awards unit covering the Caldecott, Newbery, and Coretta Scott King awards (as well as a few others). We had fallen behind due to me missing a few Fridays in December.

The rest of the school is working on getting to know the awards. We are reading past and current winners, discussing illustrations, and sometimes making an illustration of our own! Older students are reviewing award winners and creating a slide to showcase that review, other students have related drawing assignments. January is a fun month!

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**Media Center cont.**

Also, my apologies. Due to missing some days due to illness, I did not get out my notices as I had stated I would. It would not have been fair for me to send them out the first week or two back to school, either. This week please look for emailed notices regarding student materials. Please know that lost books do not disappear from year to year, so if your child lost a book last year you will get a notice about that book. If you have any questions, please do not hesitate to ask. I am only an email away! rentzs@aaps.k12.mi.us. If you want to stop into the library, I am assigned a different school on Mondays.

Finally, I would like to thank the volunteers I have had in the library this year. They have done some amazing work for me and made the library run much more smoothly. If you are interested in volunteering, please let me know! I would also like to thank those of you who have made purchases and donations to the library from the Amazon Wish List. http://a.co/5XWjrlD It has been excited to open and start reading and using these books, many of which I put on the list at student request!

Thank you!
Sarah Rentz

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**Physical Education**

**Mrs. Garcia’s PE Class**

Haisley Physical Education

It’s a new year and the students’ have new warm-up goals. The students are learning how to pace themselves. This is quite a challenge but we are getting better!

We have also been working on yoga which helps improve our balance, flexibility, strength and focus. These are all attributes that can benefit any athlete or person interested in improving their overall fitness. Our next unit will be gymnastics and will have similar health/fitness benefits and challenges.

Parents, have your child show you some of their favorite yoga poses and make it a family fitness moment! For our younger students, you can find great yoga videos searching Google for Cosmic Kids Yoga (Star Wars, Frozen, and Harry Potter themed!) or another good resource; https://somuchyoga.com/best-yoga-videos-for-kids-on-youtube/

Happy New Year and keep moving!
Mrs. Garcia
Our composer of the month for December and January was Igor Stravinsky and Antonio Vivaldi!

**Kindergarten** - Kindergarten have been introduced to beats and rhythm differences with “Bingo” and “Oh, A-Hunting We Will Go.” After learning some of the Community Sing songs, students are starting to work on high and low sounds. We are learning how to use Boomwhackers and xylophones to hear these differences. We listened to a book about Dr. King, Jr. and learned a wonderful speech piece with instruments.

**First Grade** – First Grade has started to learn the difference between beat and rhythms by sight and sound. We used some creativity to make new lyrics to “Down by the Bay” and “Let’s Go Driving.” We will continue with songs like “Six Little Ducks” and continue to listen for and recognize the different pitches we sing.

**Second Grade** – While celebrating MLK Day with “Martin Luther King,” we practiced our dynamic readings and played a song game, “Lucy Lockett.” Our sight-singing skills are improving, recalling the intervals of so-mi and reading them on a treble clef staff. We continue our lessons with “Chichipapa” and “She’ll Be Comin’ ‘Round the Mountain.”

**Third Grade** – Our determination of a music selection’s form became one of our focuses for the past few weeks. “Sun Don’t Set in the Mornin’ ” was a great song to test our decoding skills. We are having continued success with sight-singing and rhythm reading. This has prepared us well for our ukulele unit which started this month. Students will be given an instrument to use in school only. If you would like to purchase one for home use, please contact me!

**Fourth Grade** – Our recorder lessons have been moving along well. We have worked on our treble clef readings skills and fingerings for B-A-G. Most students have taken and passed their first belt of the Recorder Karate system. We will have a field trip in March to play with the Ann Arbor Symphony. Details to come home in February.

**Fifth Grade** – We spent a great deal working on our Healthy Living video! Many students enjoyed being creative and working towards the end product. Once we have the computer lab available, we will work in iMovie and finish the project. We took some time and learned songs for our Community Sing (December).

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Cech – Kindergarten have been introduced to beats and rhythm differences with “Bingo” and “Oh, A-Hunting We Will Go.” After learning some of the Community Sing songs, students are starting to work on high and low sounds. We are learning how to use Boomwhackers and xylophones to hear these differences. We listened to a book about Dr. King, Jr. and learned a wonderful speech piece with instruments.

Caballeros and Addison – We have spent a great deal on learning sixteenth notes by learning to play and recognize them when performed in music. Along with reading books about Stravinsky’s Firebird and Dr. Martin Luther King, Jr., we worked on holding mallets and instruments, some of them being two-handed instruments. We wrapped up December by hearing and playing along with our Community Sing work.

Don’t Forget Heritage Night is tonight!
Thursday, Jan. 26,
6:30 - 8:00 PM
Here is what is happening in Hailsey art classes

The **Young 5's & Kindergartens** have been exploring symmetry and designing patterns to make into faux stained glass windows. They will be adding contact paper and colored tissue paper to finish them up.

The **1st Graders** are studying and designing their clay fish. They will start sculpting clay soon.

The **2nd graders** are working on clay low relief sculptures.

The **3rd graders** are close to finishing up their clay animal heads.

The **4th graders** are continuing their study of anatomy with their sculptures of their hands.

The **5th graders** have been studied totem pole of the Native Americans of the Pacific Northwest. They are each getting a section of the pole where they will make one animal that they believe reflects their personal character. When finished they will be stacked together to form completed poles.

**Wish list:**
- Towels and washcloths, Art Calendars, News papers (no glossy adds please), Magazines (no fashion magazines please), Plastic containers with lids, Styrofoam takeout boxes or other flat Styrofoam (clean please)
- If you have any questions or concerns or if you would like to volunteer during art please email me at vintera@aaps.k12.mi.us Thank you.
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