

MCo Monday Minute

Monday, February 27, 2017

In this edition:

- *Quote of the Week*
- *Celebrating Success*
- *Create an Ad for School Breakfast*
- *Student Attendance*
- *School Nutrition Leadership Academy*
- *Dates*
- *Continuous Learning through Professional Literature*



Senior, Brantley Dice signed his acceptance letter to Georgetown College.

Quote of the Week – “If we do all the heavy lifting for students in reading complex texts or writing, they begin to lean on that support rather than learn from it. Whoever does the work does the learning.” Paula Bourque

Celebrating Success – (1) Congratulations to the wrestlers from MCHS for their state competition performances! Six wrestlers from Montgomery County competed at state: Tatum Campbell, Dax Hays, Logan Johnson, Richard Risner, Andrew Rutledge and Shea Willoughby. Senior, Dax Hays finished 8th place in the 152 pound weight class; (2) MCIS had a successful Family Science Night on Tuesday; (3) Senior, Brantley Dice signed his acceptance letter to play soccer at Georgetown College on Friday. Congratulations to Brantley and his family on his commitment to further his education and soccer career.



Create an Ad for School Breakfast – The Kentucky School Nutrition Association is pleased to announce the “Create an Ad for School Breakfast!” art contest. This contest gives students

in grades 1 through 12 the opportunity to design their own school breakfast artwork. Entries will be judged and prizes will be awarded at the local level. School winners will be then entered into the state contest. Students' artwork must be hand-drawn or sketched on the [student entry form](#) and submitted to the School Nutrition Office by Monday, March 6th.



Student Attendance – MCIS had the highest one-day attendance of 93.84% on Wednesday, but Mapleton prevailed for the week with 92.77%.

School Nutrition Leadership Academy – Montgomery County's School Nutrition Program has established a leadership academy to train program employees to better serve our students. The academy's mission is further served at a personal level when it amplifies our employees' passion of serving students healthy meals that taste good and are locally sourced. School nutrition is a calling that beckons school officials, nutrition employees, and students to a collaborative engagement. This program is conceived to foster that engagement and elevate school nutrition in the thoughts and actions of those who serve our students. Staff are pictured with Grace Gorrell (UK Leadership Professor) discussing the book, [The One Minute Manager Meets the Monkey](#).



Dates:

- Feb. 27-Mar. 2 – Read Across America Week
- Feb. 27 – Born Learning Parent Workshop, 5:30 p.m., ELC
- Feb. 28 – Mock Trial Team Presenting State Case for Public Eye, 5:30 p.m., Montgomery County Court House
- Feb. 28 – Board of Education Meeting, 6:30 p.m., MCHS Cafeteria
- Mar. 2 – Mapleton Family Math Night, 5:30 – 7:00 p.m.
- Mar. 3 – Fourth Grade Reality Store, 10:30 – 11:30 a.m., Camargo
- Mar. 3 – Fourth Grade Reality Store, Mapleton
- Mar. 4 – McNabb Spring Musical: *Wizard of Oz*, 2:01 p.m. and 7:01 p.m., McNabb Auditorium
- Mar. 5 - McNabb Spring Musical: *Wizard of Oz*, 2:01 p.m., McNabb Auditorium
- Mar. 6-13 – Pillowcase Project (4th Grade), Mapleton
- Mar. 6 – Dance Workshops (Ballroom Dancing & Competitive Dance), Mapleton
- Mar. 6 – MSE Blood Drive
- Mar. 6 – Wagyu Cattle Sale, 1:00 p.m., Chenault Agriculture Center

- Mar. 6 – Graduated Driving Class, 4:30 – 8:30 p.m., MCHS Room 153
- Mar. 8 – Camargo SBDM Meeting, 3:00 p.m.
- Mar. 9 – Round 1 of Quick Recall Academic Team Tournament, Mapleton
- Mar. 9 – Wax Museum, 5:00 – 6:00 p.m., Camargo
- Mar. 10 – Special Guest Laksmi Sriraman (Indian Culture Dance Presentation), Mapleton
- Mar. 11-13 McNabb Academic Team – Governor’s Cup State Finals, Galt House, Louisville, KY
- Mar. 13 – Camargo PTO Meeting, 4:00 p.m.
- Mar. 14 – Blood Drive, 3:30 – 7:30 p.m., Mapleton Gym
- Mar. 14 – Mapleton SBDM Meeting, 4:00 p.m.
- Mar. 15 – Mapleton PTO Meeting, 4:30 p.m.
- Mar. 16 – Beta Club Blood Drive, 9:00 a.m. – 3:00 p.m., MCHS JROTC Room
- Mar. 16 – Round 2 of Quick Recall Academic Tournament, Mapleton
- Mar. 16 – MCHS SBDM Meeting, 5:30 p.m.
- **Mar. 17 – No School – KEA Day**
- Mar. 18 – McNabb Chess Team State Championship, Louisville, KY
- Mar. 18 – MSE Honors Chorus
- Mar. 21 – Sophomore ASVAB Assessment, 8:30 a.m. – 12:00 p.m., Clay Community Center
- Mar. 22 – Drive 4UR School Fundraising Event for After Prom, 7:30 a.m. – 3:00 p.m., MCHS Parking Lot
- Mar. 25 – Gelbvieh Cattle Sale, 12:00 p.m., Chenault Agriculture Center
- Mar. 25 – MCIS Science Fair
- Mar. 27 – Born Learning Parent Workshop, ELC
- Mar. 28 – Sophomore Work Ethics Seal Program, 8:30 a.m. – 12:00 p.m., Clay Community Center
- Mar. 28 – Mapleton AR Night and Spring Book Fair, 3:30 – 5:30 p.m.
- Mar. 28 – Second Grade Mickey Mouse Musical, 9:00 a.m. & 6:00 p.m., Mapleton Gym
- Mar. 28 – Board of Education Meeting, 6:30 p.m., MCHS Cafeteria
- Mar. 30 – Science Engineering/Energy Workshop Day – Student Science Projects Judged, Mapleton

Continuous Learning through Professional Literature

Four Ways to Support the Growth of Readers and Writers

(Originally titled “Building Stamina for Struggling Readers and Writers”)

In this *Educational Leadership* article, Maine literacy coach/author Paula Bourque describes the negative feedback loop in which many less-successful students are stuck: reading is slow and frustrating and offers few psychic rewards, so they don’t do much reading, which means they don’t put in the hours needed to build fluency and proficiency, which makes them even less likely to read. Bourque suggests four ways teachers can create a virtuous feedback loop:

- *Scaffolding* – “If we do all the heavy lifting for students in reading complex texts or writing, they begin to lean on that support rather than learn from it,” says Bourque. “Whoever does the work does the learning.” For example, a class is reading Edgar Allen Poe’s poem “The Raven” and the teacher writes challenging vocabulary on the board with definitions. A better approach would be to read the first two stanzas aloud and ask, “What’s the mood of this poem? How does it make you feel? Are there any words Poe used that you don’t know?” Students mention *quaint, entreating, obeisance, decorum* and the teacher invites them to read the poem and figure out the meanings. “If we shift our goal from merely having learners complete a task to helping them build a strategic system while working on tasks,” says Bourque, “we can choose better scaffolds. Students don’t lose stamina simply because they struggle. They lose stamina when they struggle with no strategies or hope of success.”

- *A mental model* – Less-proficient students are often discouraged when they’re not making enough progress. Bourque suggests having students think of the brain as a car and themselves as the driver. That way they can think of what they’re doing to get started (adjust seat, adjust mirrors, fasten seat belt, start engine) versus the distance to the destination. “Just as the driver decides when to turn, slow down, or stop,” says Bourque, “writers make important decisions about word choice, structure, and when to shift to a new point. Students are empowered when they understand *they* are the ones driving their brains and their learning.”

- *Growth mindset* – A teacher frequently encourages students (“You’re doing great. Keep it up”), which seems helpful but doesn’t build persistence and proficiency for future challenges. Better to note what the student has done (“I see you know how to pull the numbers out of the word problem to make your equation”) and then suggest a resource (“So now, which signal words do you see on the anchor chart that tell you what to do?”). When the student chooses the correct word, the teacher asks, “How do you know?” – again, getting the student to do the thinking. It’s also helpful to confer with students after a lesson:

- What was the most challenging part?

- What did you do to face that challenge?
- How did you feel at first? How do you feel now?
- What can you take away from *this* challenge to help you next time?
- *Emphasizing process over product* – Teachers can do this by drawing attention to the step-by-step work:
 - As they write, have students use “look-fors” – notes that direct the reader’s attention to decisions they made (*Notice the sensory words I used*).
 - Post drafts, mark-ups, edits, and revisions alongside a finished piece of work, showing the “messiness” of the process.
 - Have students count the number of words they write in a given amount of time, noting improvement.
 - Use portfolios to create a tangible learning history, prompting students to think in terms of “I used to...” and “Now I...”

“Building Stamina for Struggling Readers and Writers” by Paula Bourque in *Educational Leadership*, February 2017 (Vol. 74, #5), available online at <http://bit.ly/2lCmSbR>

Be sure to notify the designated person at your school if you have calendar information that should be added to your website calendar.

Thank you so much for your effort and commitment to children. If you have questions about any of the information contained in this issue of The MoCo Monday Minute, please contact me at matthew.thompson@montgomery.kyschools.us.