

# THE LION'S ROAR

## The McKinley Monthly Newsletter



## International Day!

International Day was a wonderful family event that included a Parade of Nations where students dressed in cultural attire and walked with their country's flags, and classes performed cultural dances and songs. Families got to sample desserts from around the world, and participate in fun cultural activities such as painting African masks (hosted by AASG) and cascarones (hosted by ELAC), Tongva History, and a drum circle. McKinley is a school where over 22 different languages are spoken, and students come from a variety of socioeconomic and ethnic backgrounds. We are proud of our diversity, and it is something that makes our school unique and special. It was a pleasure to come together as a positive school community celebrating diversity. Thank you to all the parent and staff volunteers who put this event together for our students! More pictures on Page 6!



## UPCOMING DATES

February 1, 8:30am- **School Smarts Parent Academy**

February 5-February 9- **Buddy Grams on sale before school**

February 8, 8:00am-10:00am, Auditorium- **TK/ Kindergarten Roundup**

February 9, 8:45am, Auditorium- **AASG Meeting**

February 9- **Report Cards go Home**

February 9, 6:00pm- **Talent Show**

February 16, 8:45am, Auditorium- **Special Ed Resource Meeting**

February 19- **No School**

February 21, 6:00pm, Auditorium- **PTA Meeting**

February 23, 8:30am, Yard- **Outdoor Assembly, 1<sup>st</sup> grade, Fairness**

March 2- **Jog-a-thon!**

*Let's go Lions! Go Blue and Gold!*

## SMMUSD Homework Policy: Once the time is up, stop!

GRADE	DAILY TIME
K	10 minutes
1 <sup>ST</sup>	20 minutes
2 <sup>ND</sup>	30 minutes
3 <sup>RD</sup>	40 minutes
4 <sup>TH</sup>	50 minutes
5 <sup>TH</sup>	60 minutes



**If your child is not finished with their homework by the approximate amount of time for their grade level, STOP!** The purpose of homework is to provide students with an opportunity to practice a concept they have already learned, while developing skills like stamina, independence, and work ethic. The main goal is to have children put in effort. If they have done that, but have not finished their work, it is okay. Just draw a line and sign where your child finished. If your child continuously does not finish homework, or is having a hard time with a concept, please let the teacher know so he/she can make adjustments. Also remember that the most important thing parents can do at home to help with academics, is to give your child time to read. You can read to them, or have them read to you, or they can on their own. Research shows that students who read at home have significantly higher success rate at school (U.S. Department of Education, 2016). Also, if you speak another language at home, we encourage you to read and speak to your child in your home language; the literacy skills will transfer, and it will help your child be multi-lingual!

## Bagels with Dr. Benjamin: Presentation on Academic Discourse

On January 17<sup>th</sup> Dr. Benjamin hosted “Bagels with Dr. Benjamin,” her version of Coffee with the Principal. She shared information about the Site Leadership Team (SLT), and why the SLT selected Academic Discourse as the school focus. She then shared video clips showing discourse in McKinley classrooms. Literacy Coach Mrs. Daniela Wiener then shared some discourse strategies parents can use at home to develop their child’s literacy. There was a great turnout of PTA, ELAC, AASG, Site Governance, and other family members who were interested in learning more about the instructional practices happening at McKinley. The next Bagels with Dr. Benjamin will be in March about Thinking Maps; check the mini-messenger and Monthly Newsletter for the date and time.



Differentiated Sentence Frames

Agreement	Disagreement	Understanding	Clarification	Reporting
I agree.	I disagree.	I understand.	I don't understand.	... said that ...
I feel the same way.	I don't feel the same way.	I learned that...	Can you repeat what you said?	... shared that ...
I agree with ... that...	I disagree with ... because ...	I know because...	I'm confused by...	... thinks that ...
I feel the same way as ... because ...	I do not feel the same way as ... because ...	I noticed that...	Can you give me an example?	... reported that ...
My idea is similar to ...'s because ...	My idea differs from ... because ...	It is interesting that ... because...	What did you mean when you said ...?	... believes that ...
My thinking is similar to ...'s because ...	I see it another way. For example, ...	An example is ...	I see your point, but what about?	... stated that ...
My idea builds on ...'s in that ...				... 's idea was that ...
	Agreeing and Disagreeing I'm undecided. I'm uncertain because ...			... concluded that ... because ...

## Performing Arts Theater Instruction

Rotation One, eleven sessions for 3<sup>rd</sup>-5<sup>th</sup> grade classes, wrapped up this month with "Parent Informances." Parents had a chance to see how students have been learning the ELA and Social Studies Standards in a creative and engaging way. The classes have tied in wonderfully to our school focus on discourse. Your donations to the Santa Monica Malibu Educational Foundation (SMMEF) funds our new theater program. Mr. Mike, from P.S. Arts, will be starting the TK-2<sup>nd</sup> grade classes January 30<sup>th</sup>.



## Santa Monica Symphony Assembly

The Santa Monica Symphony performed beautiful instrumental numbers for McKinley students last month.



## BALLROOM DANCE

5<sup>th</sup> graders have begun Ballroom Dance instruction! Funded by SMMEF, the students receive 19 sessions of lessons to learn dances like the Fox Trot, Merengue, Waltz, Tango, and Swing.



## BIKE, SCOOTER, AND SKATEBOARD SAFETY



The Santa Monica Department of Transportation stopped by to award Ms. Ross's 1<sup>st</sup> grade class helmets. Remember to always wear a helmet, follow riding rules, and lock your item to a rack!

## SAMOHI Theater Students Perform Anti-Bullying Assembly

Santa Monica High School theater students, many of whom were McKinley alumni, came to our campus January 12<sup>th</sup> to perform musical numbers and skits about anti-bullying. They performed three assemblies tailored to each grade level, and tied in our school Positive Behavior Support Plan (Pillars of Character, Five for Success, PRIDE philosophy, and Olweus). The theater students developed the assemblies on their own, with the guidance of theater director Kate Barazza, as part of a class project. McKinley students were very receptive to their message, particularly since it was coming from fellow students/older peers. Thank you to the talented high schoolers for coming to perform!



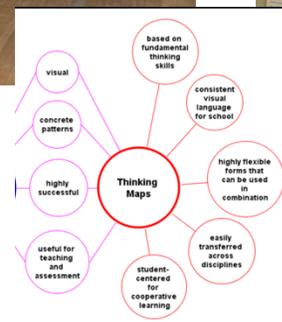
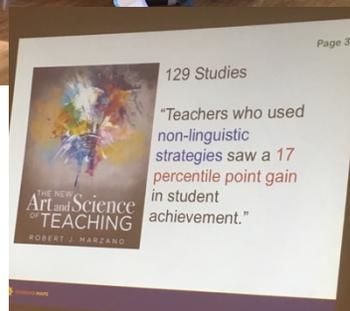
## Feature Article: Thinking Maps

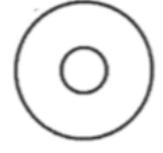
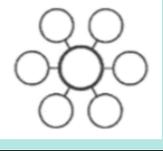
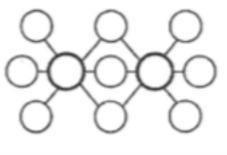
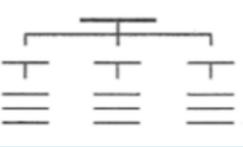
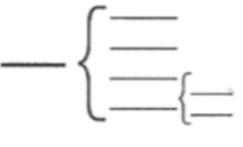
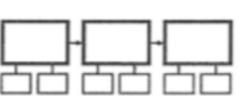
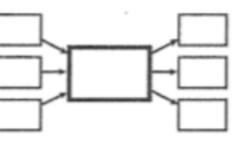
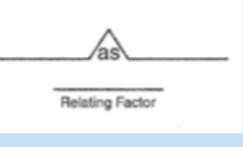
On January 18<sup>th</sup> and 19<sup>th</sup> all teachers were subbed out for a day in order to attend a Professional Development training on Thinking Maps in our auditorium. Instructional Aides, Paraeducators, Special Education staff, and extracurricular teachers (science/music/art/library etc.), all attended as well. Thinking Maps will be used across all school sites TK-12 in SMMUSD.

Thinking maps are a language of eight visual patterns, each based on a fundamental thinking process. These patterns are used individually and in combination across every grade level and curriculum area as an integrated set of tools for lifelong learning. Visualizing our thinking allows us to have a concrete image of our abstract thoughts. Visual representations enhance the brain’s natural ability to detect and construct meaningful patterns. Thinking Maps reduce anxiety by providing familiar visual patterns for thinking and working with complex ideas and situations. On the next page you can see what each map looks like, what it is called, and the type of thinking used for each map.

Each Thinking Map will have a “Frame of Reference” drawn around it. It is a metacognitive frame that asks students to think about their thinking. Students will think about how they know what they know, where they got their information from, what did they learn, and why it is important.

Check out the website <https://www.thinkingmaps.com> to learn more about the benefits of Thinking Maps. Dr. Benjamin will also be presenting about Thinking Maps at the next Bagels with Dr. Benjamin in March.



Guiding Questions	Key Vocabulary	Thinking Process	Name of the Map	Thinking Maps as Visual Patterns
How are you defining this thing or idea? What is the context?	Define Brainstorm Tell everything you know	<b>Defining in Context</b>	Circle Map	
How are you describing this thing? Which adjectives would best describe it?	Describe Adjectives Feelings Vivid Language	<b>Describing Qualities</b>	Bubble Map	
What are the similar and different qualities of these things? Which qualities do you value most?	Similar Different Compare/Contrast Distinguish Between	<b>Comparing and Contrasting</b>	Double Bubble Map	
How can we classify these ideas into groups or categories? What are the main ideas, supporting details in this information?	Classify Categorize Sort Group 5 Senses Details	<b>Classifying</b>	Tree Map	
What are the component parts of this whole physical object?	Parts of Physical Components Take Apart Show Structure	<b>Part-to-whole</b>	Brace Map	
What happened? What is the sequence of events? What are the substages?	Sequence Steps Cycles Recount/Retell Processes	<b>Sequencing</b>	Flow Map	
What are the causes and effects of this event? What might happen next? What are the feedback loops in the system?	Cause/Effect Consequences If...then Identify Motives Benefits	<b>Cause and Effect</b>	Multi-Flow Map	
What analogy is being used? What is the guiding metaphor? How is this situation related to other experiences we know?	Relationships Symbols Details	<b>Seeing Analogies</b>	Bridge Map	

## More International Day Photos!

