America Counts/America Reads

Spring Newsletter



Spring 2011 Volume 10, Issue 2

When Science and ELA meet

Interdisciplinary study between science and English language arts proved to be engaging and effective for second graders at Geneseo Elementary. The students in Mrs. Thering's science class began research on an animal of their choosing and used the library media center to access internet articles and develop into nonfiction books for information on the animal's appearance, habitat, and diet. They spent about a week completing research and compiling facts. The students then worked with both Mrs. Thering and the ELA teacher, Miss Murawski to transform their notes into a nonfiction book. The children explored concepts about nonfiction text such as a table of contents, glossary, index, captions andchapters and then worked to incorporate them in their own works. The second graders took part in a writer's workshop, complete with drafting, peer editing, teacher editing, revising and publishing. They were also able to search for photographs to incorporate in their final copy with the understanding that nonfiction

texts often include such pictures. Incorporating science into the ELA curriculum was a unique opportunity for the students. Not only were they able to conduct their own research and explore a topic of special interest to them, but they were able



to take ownership of their research by writing a book. Because the second graders were already interested in the animal they were researching the data compilation was entertaining as they quickly discovered interesting facts that they had been unaware of. The project was done independently so the children were excited about sharing their discoveries with both peers and teachers. This excitement provided an excellent segue into preparing to create the

"All About _____" books.
The class worked through
the writing workshop
days enthusiastically as
they used the data that
they had collected themselves and manipulated it
into a cohesive and comprehensive text characteristic of nonfiction lit-

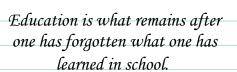
erature they had previously studied and analyzed. Combining the disciplines allowed students who prefer ELA to showcase their strengths while simultaneously learning science and vice versa for students preferring science. Overall, the project was a success and I would

highly recommend interdisciplinary study for any elementary teacher hoping to engage students in a real, entertaining and beneficial way.

Jessica Shatzel

Interested in Tutoring Next Year?

If you would like to continue your tutoring experience next semester, or you know of someone who is interested in tutoring. please let Andrea know at digiorgi@geneseo.edu . The more students Geneseo has to offer, the better! It is a great experience for all who are involved! You can even tutor for internship credit!



~Albert Einstein

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Math Games

Sometimes it is very hard to get a student to be motivated to do work. After spending a lot of time going over

math problems I found that the best way to get the students to learn and be engaged is to make up a game. I have one student who is working on addition and every couple of weeks we come up with a new game together. I allow her to help with creating the ideas and directions so she is contributing. We have been working on addition so the games always include adding somehow. One of



her favorite games we have made up so far was the first one we

did with dice. We started out by each rolling two dice and we would add our two up and find out who has the most and they would get a point. This was a good game because it was easy to challenge her a little more and keep adding in more dice. Making games allows the student to still practice the math concepts, but they aren't stuck just doing problems or flashcards. Having lots of manipulatives handy makes these creations easy

to come up with. We made up other math games with dominos and shape pieces.

Arielle Fregoe

Thank you!

This is just a short thank you to all teachers and tutors that have participated with America Counts/America Reads. This is my final year with the program and I hope one day to welcome young tutors into my classroom as well. Words can't describe how beneficial this program can be for all parties involved. Keep up the good work in the future and thank you for the memories.

Kristin Ververs

a+b=c

Second Semester Tutoring

As finals were creeping closer, so was my last day of tutoring. Although, I was sad to leave the fifth grade students, I knew that they had learned a lot. I went to Mrs. Lewis's classroom three times a week and there was always a new challenge. I could be working with a group of students to prepare for assessments or I could be working one-on-one with a student on a topic that puzzled them in a previous mathematics lesson. The best part of being a tutor

was coming into Mrs. Lewis's class and hearing that one of her students was so happy that

she was finally understanding ears when I was explaining. mathematics. The particular student I worked with during many tutoring sessions had just moved from another state. Since the curriculum wasn't the same, there were many gaps in her mathematics education. Although, fractions gave us a fight, my tutee grade will be smooth and finally conquered them during one of the tutoring sessions. It was always a delight

to see this particular student. She knew exactly what she needed help on and was all

I can't wait to hear from Mrs. Lewis next year and hear how my tutees are doing in sixth grade. They were all so eager to learn and practice their mathematics skills that I know their transition to sixth successful.

Kelsey Quest