

Findley Oaks Journal

Issue One

February 4, 2015

By: Austin Haye, Myles Anyaegbu, Sonali Bhana, Ethan Cole, Aiden Heilman, and Chloe Bonsecour

Today we release our first ever school newspaper! Thanks to the creators, Austin Haye and Ethan Cole. We would also like to thank Mrs. Andrews and Mrs. Lamb for this awesome opportunity! Every other week, we will pass out one copy of the newspaper to every classroom. Our goal is to make our students here at Findley Oaks love reading as much as we do!

Sections of Our Newspaper

Our categories this week are Hey Mr. DJ/Music, Sports, World News, Book Recommendations, Editor's Note, and Marvel vs. D.C. Some sections will change every issue.

World News

We have some predictions on the 2016 Presidential Election. We predict that Hillary Clinton, Jeb Bush, Chris Christie, and Rand Paul are going to be running for president. Who do you think will win?

Welcome



We have just have started our first ever newspaper at Findley Oaks Elementary School!



The Amazing Chain

Kelsea Moody, Cayla Duke, and Julia Scott from Ms. Campen's class have made a 167 piece chain!. They also want to make a Findley Oaks record. Good Job Falcons! Wooahoo!

Happening Around Findley

Lil' Miners and Cookes

Kindergarten boys in Ms. Moye's class are also baking foo play-dough. Keep on digging and Lil' Ones!

Spelling Bee Winners

Emily Liu and Darin Chan (both in Campen's 5th grade class) were Champion and runner up for the Oaks Spelling Bee. Great job falcons! luck in the county competition!

Book Recommendations

Kindergarten, First, and Second Grade:

Junie B. Jones Series is about a little girl who gets into everything and is very curious. Skippyjon Jones is about a little cat who thinks he is a dog.

Third, Fourth, and Fifth Grade:

Sample Newspaper Article For Middle School

Zoi A. Philippakos, Steve Graham



Sample Newspaper Article For Middle School:

Write Your Own Article Sara Gilbert,Sara Frederick,2008-07 This book will help you learn how to find ideas and then find supporting evidence to write clearly about those ideas It contains brainstorming and training activities to sharpen your writing skills Tips and advice from news writers and examples from their own work will also help you Reinventing the Middle School Thomas S. Dickinson,2013-06-17 Many contemporary American middle schools are stuck in a state of arrested development failing to implement the original concept of middle schools to a varying though equally corruptive degrees The individual chapters of the book outline in detail how to counter this dangerous trend offering guidance to those who seek immediate significant internal reforms before we lose the unique value of middle schools for our nation s adolescents

Test Prep for CCSS Performance Tasks, Grade 7 Schyrlet Cameron,Carolyn Craig,2015-01-05 Test Prep for CCSS Performance Tasks is a 64 page three book series for grades six through eight It focuses on performance tasks aligned with the Common Core State Standards CCSS for English Language Arts Literacy The series will help familiarize students with tasks and language they may encounter in Common Core assessments Each book include instruction resources rubrics instructional overview instructional strategies and resources for each performance task Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character

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RTI in Middle and High Schools William N. Bender,2011-10-27 Perhaps more than any other single initiative response to intervention is likely to restructure how middle and high school teachers teach in a very profound way This timely and targeted resource discusses the innovations of RTI differentiated instruction and instructional technologies Based on numerous real world case studies this book explores solutions for the complex challenges the RTI implementation process brings

Writing to Make a Difference Chris Benson,Scott Christian,2002 The student projects presented in this book demonstrate a powerful approach to teaching writing one that requires no special equipment or resources and can be adapted for students of any age The key is getting students involved in action research and in

writing about issues that are important to them and their communities Written by public school teachers these chapters describe projects covering a variety of issues including avoiding teenage health risks preserving oral histories fighting racism investigating environmental hazards decreasing instances of teen pregnancy and much more Based on a process model of writing instruction these projects will show teachers how to engage their students while also teaching the basic skills that appear in educational standards and assessment frameworks

Handbook of Research Design in Mathematics and Science Education Anthony Edward Kelly, Richard A. Lesh, 2012-10-12 The Handbook of Research Design in Mathematics and Science Education is based on results from an NSF supported project REC 9450510 aimed at clarifying the nature of principles that govern the effective use of emerging new research designs in mathematics and science education A primary goal is to describe several of the most important types of research designs that have been pioneered recently by mathematics and science educators have distinctive characteristics when they are used in projects that focus on mathematics and science education and have proven to be especially productive for investigating the kinds of complex interacting and adapting systems that underlie the development of mathematics or science students and teachers or for the development dissemination and implementation of innovative programs of mathematics or science instruction The volume emphasizes research designs that are intended to radically increase the relevance of research to practice often by involving practitioners in the identification and formulation of the problems to be addressed or in other key roles in the research process Examples of such research designs include teaching experiments clinical interviews analyses of videotapes action research studies ethnographic observations software development studies or curricula development studies more generally and computer modeling studies This book's second goal is to begin discussions about the nature of appropriate and productive criteria for assessing and increasing the quality of research proposals projects or publications that are based on the preceding kind of research designs A final objective is to describe such guidelines in forms that will be useful to graduate students and others who are novices to the fields of mathematics or science education research The NSF supported project from which this book developed involved a series of mini conferences in which leading researchers in mathematics and science education developed detailed specifications for the book and planned and revised chapters to be included Chapters were also field tested and revised during a series of doctoral research seminars that were sponsored by the University of Wisconsin's OERI supported National Center for Improving Student Learning and Achievement in Mathematics and Science In these seminars computer based videoconferencing and www based discussion groups were used to create interactions in which authors of potential chapters served as guest discussion leaders responding to questions and comments from doctoral students and faculty members representing more than a dozen leading research universities throughout the USA and abroad A Web site with additional resource materials related to this book can be found at <http://www.soe.purdue.edu/smsc/lesh> This internet site includes directions for enrolling in seminars participating in ongoing discussion groups and submitting or downloading

resources which range from videotapes and transcripts to assessment instruments or theory based software to publications or data samples related to the research designs being discussed

What Writing Does and How It Does It Charles Bazerman, Paul Prior, 2003-12-08 In *What Writing Does and How It Does It* editors Charles Bazerman and Paul Prior offer a sophisticated introduction to methods for understanding studying and analyzing texts and writing practices This volume addresses a variety of approaches to analyzing texts and considers the processes of writing exploring textual practices and their contexts and examining what texts do and how texts mean rather than what they mean Included are traditional modes of analysis rhetorical literary linguistic as well as newer modes such as text and talk genre and activity analysis and intertextual analysis The chapters have been developed to provide answers to a specified set of questions with each one offering a preview of the chapter's content and purpose an introduction to basic concepts referring to key theoretical and research studies in the area details on the types of data and questions for which the analysis is best used examples from a wide ranging group of texts including educational materials student writing published literature and online and electronic media one or more applied analyses with a clear statement of procedures for analysis and illustrations of a particular sample of data and a brief summary suggestions for additional readings and a set of activities The side by side comparison of methods allows the reader to see the multi dimensionality of writing facilitating selection of the best method for a particular research question The volume contributors are experts from linguistics communication studies rhetoric literary analysis document design sociolinguistics education ethnography and cultural psychology and each utilizes a specific mode of text analysis With its broad range of methodological examples *What Writing Does and How It Does It* is a unique and invaluable resource for advanced undergraduate and graduate students and for researchers in education composition ESL and applied linguistics communication L1 and L2 learning print media and electronic media It will also be useful in all social sciences and humanities that place importance on texts and textual practices such as English writing and rhetoric

Japanese Shoichi Iwasaki, 2013-01-23 Japanese ranks as the ninth most widely spoken language of the world with more than 127 million speakers in the island state of Japan Its genetic relation has been a topic of heated discussion but Altaic and Austronesian languages appear to have contributed to the early formation of this language Japanese has a long written tradition which goes back to texts from the eighth century CE The modern writing system employs a mixture of Chinese characters and two sets of syllabary indigenously developed based on the Chinese characters This book consists of sixteen chapters covering the phonology morphology writing system tense and aspect systems basic argument structure grammatical constructions and discourse and pragmatic phenomena of Japanese It provides researchers with a useful typological reference and students of Japanese with a theory neutral introduction to current linguistic research issues

The Rotarian, 2004-10 Established in 1911 The Rotarian is the official magazine of Rotary International and is circulated worldwide Each issue contains feature articles columns and departments about or of interest to Rotarians Seventeen Nobel Prize winners and 19 Pulitzer Prize

winners from Mahatma Ghandi to Kurt Vonnegut Jr have written for the magazine [What U.S. Middle School Students Bring to Global Education](#) Hiromitsu Inokuchi,Yoshiko Nozaki,2010-01-01 What kinds of discourses on a foreign country do young people in the United States bring to global studies classrooms What does it mean for them to engage in a series of discourses in terms of their identity formations when these discourses represent a particular kind of worldview How should teachers deal with the tendency of the students to see foreign nations as the other How can educational researchers study such discourses and the operation of othering at the level of everyday lives in schools This volume answers these questions by critically examining the meanings of Japan for U S middle school students and the formation of their identities vis vis Japan Employing ethnographic micro sociological and discourse analytic perspectives and methodologies it approaches the problem of othering by analyzing what the students bring to classroom i e discourses student voices and various uses of language that shape students views on Japan themselves and the world outside them *The Practice of Statistics* Daren S. Starnes,Dan Yates,David S. Moore,2010-12-17 View a Panopto recording of textbook author Daren Starnes detailing ten reasons the new fourth edition of *The Practice of Statistics* is the right choice for the AP Statistics course Watch instructor video reviews here Available for your Fall 2010 Course Request Sample Chapter 3 here The most thorough and exciting revision to date *The Practice of Statistics 4e* is a text that fits all AP Statistics classrooms Authors Starnes Yates and Moore drew upon the guidance of some of the most notable names in AP and their students to create a text that fits today s classroom The new edition comes complete with new pedagogical changes including built in AP testing four step examples section summaries Check Your Understanding boxes and more *The Practice of Statistics* long stands as the only high school statistics textbook that directly reflects the College Board course description for AP Statistics Combining the data analysis approach with the power of technology innovative pedagogy and a number of new features the fourth edition will provide you and your students with the most effective text for learning statistics and succeeding on the AP Exam [Resources in Education](#) ,1995 *Best Practices in Writing Instruction, Second Edition* Steve Graham,Charles A. MacArthur,Jill Fitzgerald,2013-03-26 This book has been replaced by *Best Practices in Writing Instruction Third Edition* ISBN 978 1 4625 3796 9 **Write to Be Read** Barbara J. Smith,Hopie Blecher,2023-11-03 *Write to Be Read* is meant to inspire educators to be designers of engaging curriculum specifically targeting ways to improve the teaching of writing in schools today Students tend to write in response to literature whereas the focus of this resource is to help students write material fiction and non fiction that they want to read Students often engage in writing that is more about pleasing the teacher or ticking a homework or assignment box This book challenges many assumptions with reference to traditional models for teaching writing A rich assortment of engaging examples are presented in this book to prompt educators to adapt and construct their own meaningful writing units of study **Imagining the Future** Chilla Bulbeck,2012 Do young Australians understand and live equality and difference differently from older generations Is Australia the gender equal society that many claim it to be How

do we understand and explain growing economic inequality when our dominant ideologies are individualism and neoliberalism What are or should be the limits of tolerance in our negotiation of cultural difference *Imagining the Future* explores our contemporary complex equality narrative through the desires and dreams of 1000 young Australians and 230 of their parents from diverse backgrounds across Australia This extraordinary data set affords analysis of the impact of gender socio economic disadvantage ethnicity Aboriginality and sexuality on young peoples imagined life stories or essays written about their future An intergenerational comparison assesses how different young people really are from older generations The book offers a compelling and subtle engagement with the sometimes deeply moving sometimes hilarious voices of young people to deliver insight into the challenges and complexity of gender and other social relations in early 21st Australian society Young people yearn for and believe in equal opportunities but their imagined life stories indicate massive inequalities in the personal resources that will allow them to achieve their goals They claim to live in a world of gender equality even as they continue to cherish performances of gender difference The gulf between young mens and young womens imagined intimate lives together suggest that many are bound for conflict They and indeed their parents do not understand the world in terms of class relations but proclaim that everyone is the same even as they are aware of fine distinctions in economic resources and cultural capital Alongside proclaimed acceptance of cultural diversity the advantages experienced by virtue of being white challenges many young Australians In an increasingly individualistic world some young people perform in intimate citizenship or personal engagements based on shared experiences Like their parents few understand obligations towards unmet others which form the basis of national solidarity **Journalism for High Schools** William Naill Otto,1926

Writing and Reading Connections Zoi A. Philippakos, Steve Graham, 2022-10-13 Writing skills are essential for success in the 21st century school and workplace but most classrooms devote far more time to reading instruction with writing often addressed in isolation or excluded In this insightful professional development resource and text leading researchers discuss why and how to integrate writing and reading instruction in grades K 12 and beyond Contributors explore how to harness writing reading connections to support learning in such areas as phonics and spelling vocabulary understanding genre and text structure and self regulated strategy development as well as across content areas and disciplines Special considerations in teaching emergent bilingual students and struggling literacy learners are described User friendly features include guiding questions classroom examples and action questions that help teachers translate the research and concepts into practice An NCTQ Exemplary Text for Reading Instruction *Differentiation Through Personality Types* Jane A. G. Kise, 2007 I loved this book It was so informative I couldn't put it down Every teacher beginning experienced urban suburban rural and private will find examples and ideas that they can use immediately Sharon Jeffery National Board Certified Teacher Plymouth Public Schools MA Brilliant An absolute goldmine for teachers Each page delivers a nugget of insight understanding and guidance for both easy and tough teaching situations B Bradley West Professor Michigan State University Offers a suitcase filled with

ideas to enhance any learning experience The techniques offered range from simple modifications to more comprehensive restructuring of curriculum There is something for everyone in this book Amy M Zais Associate Principal Eau Claire North High School WIDeftly illustrates how crucial the personality type and learning style of the teacher is to the learning environment in the classroom The teacher emerges from this guide with a surer sense of self and how to help students achieve flow in the classroom so they can work in their best mode while also expanding into new ones Lyn Fairchild Coordinator of Independent Learning Duke UniversityLeverage proven teaching strategies to motivate all students Students learning styles are as unique as their personalities As a result the most successful teachers are often those who understand how to adjust their educational techniques to honor students of all intelligences and backgrounds This comprehensive resource based on the author s years of research and experience presents a usable understandable framework that assists K 12 teachers in achieving success in today s differentiated classroom From easy to implement techniques to templates for planning lengthy curriculum units teachers receive clear direction for appealing to the learning personalities in their diverse classrooms Readers will also find Relevant stories exercises and examples to illustrate differentiated classroom instruction Balanced advice for improving student growth and performance in small group work class discussions and relationship building Practical ideas and activities for immediate application in the classroom Discover teaching techniques that result in success for students of all learning styles

Writing and Learning in the Science Classroom Carolyn S. Wallace,Brian B. Hand,Vaughan Prain,2004-05-19 This volume is of interest to science educators graduate students and classroom teachers The book will also be an important addition to any scholarly library focusing on science education science literacy and writing This book is unique in that it synthesizes the research of the three leading researchers in the field of writing to learn science Carolyn S Wallace Brian Hand and Vaughan Prain It includes a comprehensive review of salient literature in the field detailed reports of the authors own research studies and current and future issues on writing in science The book is the first to definitely answer the question Does writing improve science learning Further it provides evidence for some of the mechanisms through which learning occurs It combines both theory and practice in a unique way Although primarily a tool for research classroom teachers will also find many practical suggestions for using writing in the science classroom

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