

First– Fifth Grade Comprehensive Gifted Program



1st Quarter

Edward N. Hurley

Ms. Martinez- 2nd grade

2nd grade is continuing to work on increasing comprehension by asking and answering questions and identifying literary elements. Students have been working independently and in groups to check their understanding as they read. In math we will begin to learn different strategies that will help us solve addition and subtraction word problems. Finally, in science we will begin our new unit on Animals and how they live. We will investigate different animals, their characteristics, needs, and habitats. Second grade is an awesome year and I am excited to be a part of your child's academic growth. Please remember that we are a team and together we will be successful!

Third Grade News

Mrs. Jakob

Third grade has been working on analyzing text, both fiction and non-fiction, through the use of various comprehension strategies. Our focus has been "What is the author trying to say? and What words make me think that?" We are learning that there is a deeper meaning to text and we are trying to connect that meaning to ourselves and our world.

Research proves that reading at least 20 minutes each day at home can help boost reading achievement.

We are working hard to become the best mathematicians that we can be. We are working with base-ten to help us increase our number sense and fluency. Our focus will then shift to multiplication. Please practice multiplication facts at home each night to help the students achieve multiplication fact fluency.

Soon we will begin our unit of study on Water. We will explore the positive and negative affects water has on the Earth.

Parents and teachers are partners in the education of our children. I am looking forward to working with you to help your child reach their fullest potential.

Goals of the Comprehensive Gifted Program:

1. To provide a learning environment that nurtures academic, social and emotional characteristics found in students demonstrating academic potential and provide structures that ensures the interaction with their intellectual peers.
2. To establish a climate that reflects the value of gifted students while enhancing their intellectual ability, creativity, talent, and decision making.
3. To encourage and provide units of study that develops higher-level thinking and expands these skills in analysis, synthesis, and evaluation along with the provision of using them.

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4th Grade Newsletter, Miss Segura, Room 205

In the 4th Grade Gifted classroom, Room 205, we have been working hard to achieve excellence in learning while enjoying the process. In Reading Language Arts with Ms. Hernandez, the students are reading their first novel, Tales of a Fourth Grade Nothing. The students have been applying the reading strategy of making inferences and proving answers by finding evidence in their text. Another important reading strategy is being able to describe and analyze character traits to better understand the characters' actions, thoughts and words in the text. Also, they are learning the process of writing narrative stories. In Math with Ms. Wood, the students have been learning about the value of the places in a base 10 system to 1000, use place value to solve multi-digit problems, round to any place 0-1000, and understand the strategies used in addition and subtraction within 1000. All of these skills will help our students meet their Common Core Standards and be ready for 5th grade. In Science, we have been learning about the structure and function of animals invertebrates (without backbones) and vertebrates (with backbones). Next the students will learn about inherited characteristics and learned behaviors. The unit will conclude by the students researching information of an animal of their choice, creating a model, labeling its characteristics, and describing its structure, function, and classification. Students will make a presentation to the class. As a result of these learning experiences, the students in 4th grade are eager and happy to further broaden their horizons.



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