

Mrs. Dixon-Holloway

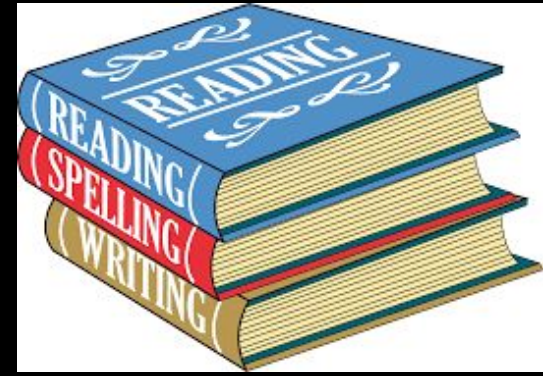
October 2023

NEWSLETTER



DIXON-HOLLOWAY

SOCIAL
STUDIES



**I am Mrs. Dixon-Holloway. I teach ELA (Reading)
and Social Studies.**

Communication with Mrs. Dixon-Holloway



(Main Contact)

Email:

Lakeitha.Dixon@henry.k12.ga.us



**Visit my
webpage**



RED OAK ELEMENTARY SCHOOL
MONARCHS WILL

 **Be Safe**

Be Responsible 

 **Be Respectful**

Poetry RECITATION COMPETITION



ALL students are required to learn a poem for a grade. Please provide me with a hard copy of a poem for your child by **Friday, October 6th. ** Must be a 3rd Grade Level Poem****

ACTION REQUIRED

Poetry RECITATION COMPETITION



Please Read Expectations for Contest

The time has come again for our Literacy Poetry Recitation Contest. All student's kindergarten through 5th grade face to face are invited to participate in the 2023 Literacy Day Poetry Recitation Contest. Students have the opportunity to choose, memorize, and recite a poem. Each class will hold a contest to determine a classroom winner. The classroom winner will then compete against other grade level winners. The grade level winners will be invited to participate in the ROE Competition and those winners will move on to the Henry County Literacy Day Cluster Competition.

What is involved? Students must be present on the day of each competition to participate. In the event there is an emergency school closing, the competition will be held on the next school day. Our classroom competition will be on October 23, 2023.

Please ask your students about their poem and practice with them. The school/grade level competition date October 23, 2022. Students must provide hard copies of their poems to their teachers prior to the start of the competition.

Let's be excited about this opportunity for our students to share his or her talents with classmates and the ROE family.

The literacy team appreciates your support of Literacy Day! Poetry Recitation Rules To Remember:

- If your child likes the poem, he or she is more likely to perform it better and show personality.
- Try to find a poem that is not well known. Judges enjoy hearing poems they have not heard before.
- **Stage Presence**- eye contact with judges and audience; effective body language. (Props and costumes are not allowed.)
- **Difficulty of Piece**- Challenging vocabulary, themes, and length (3rd-5th 130+ words).
- **Movement of Feet**- feet planted firmly on the floor, not allowed to move feet, or tap out rhythm.
- **Articulation**- Clear voice with expression; appropriate volume and always heard (BE LOUD!)
- Songs or lyrics are not allowed.
- Do not use excerpts cut from lengthy poems.
- **Time Limit**-The k-2nd grade time limit is 5 minutes or less/3rd-5th grade time limit is 6 minutes or less.
- Practice introducing the poem with his/her name and title/author of the poem.
- **Memory/Accuracy**- Students must be able to recite the poem totally from memory in front of an audience with minimum errors.
- **Interpretation**- Effective inflection; effective pauses & gestures (rely on upper body, head, eyes, arms, and hands for emphasis)

Resource sites for poems:

<https://www.poetry4kids.com/>

<https://www.writersdigest.com/whats-new/poems-for-kids>

<https://www.poetryfoundation.org/learn/resources>

<https://www.familyfriendspoems.com/poems/funny>

October 2023 Upcoming Events



1st 9 Weeks (ends on October 10th, 2023)



Report Cards will be available for view/ sent home mid October.

Upcoming Events: Field Trip



Field Trip: November 17, 2023

Cost Per Student: \$15

**** If our class does not collect enough money for field trip, the trip will be canceled****

Half Day of School: October 13, 2023



How will your child go home?

No School for Students



November 7th,
2023

**November
20-24th, 2023**

PARENT CONFERENCES



Our Next Round of Conferences will be held on Friday, October 13 and Wednesday, October 18 **ONLY**. We will create a schedule. If we've already met with you, you will not receive the link.

If you do not sign up for a conference, your next opportunity for a conference will be December 2023/January 2024.

A close-up photograph of a hand holding a piece of white chalk, writing the word "EXPECTATIONS" in all caps on a dark brown chalkboard. The word is written in a slightly irregular, hand-drawn style. Below the word, a horizontal line is being drawn with the same piece of chalk. The hand is positioned at the bottom right of the frame, and the chalk is in contact with the board.

EXPECTATIONS

Students are required to bring chromebooks to class daily. They are a Henry County Learning Device provided for instruction. Chromebooks should be charged nightly.



Charge Chromebooks Nightly:

Chromebooks are NEEDED DAILY!!

Attendance
Expectations 

Class starts at 7:35.

**Attendance is taken by
7:40. Instruction starts at
7:50. Please ensure your
child is on time each day.**



**Visitors may eat with
students on Thursdays
ONLY.**

Lunch Times

Ponder's Class- 10:20-10:50

Holloway's Class- 10:24-10:54

**PLEASE CHECK
INFINITE CAMPUS
TWICE A WEEK!!**

**GRADES
ARE POSTED**



Check Infinite Campus

MY GRADE!

A

90-100

- I understand!
- Neat & complete
- Ready to move on

B

80-89

- Mostly understand
- Mostly neat & complete
- Need to practice a few things

C

70-79

- I understand some
- Need to ask questions
- Still learning

Below

70

- I don't understand YET
- I am still learning
- I need more practice
- I need to ask for help

Academics

90%-100%= Distinguish (above mastery)

80%-89%=Proficient (Mastery)

70%-79%= Developing (**Not showing grade level mastery**)

Below 70% and below (Below grade level performance)

MY GRADE!

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Academics

Students, who are continuously performing below grade level, **will be added to the academic concern list.** Once a student is added, a parent/teacher conference will take place to discuss strategies to help student in areas of need.



MY GRADE!

A

90-100

- I understand!
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Academics

Infinite Campus

Parent Portal

Grades are entered weekly. Please check Infinite Campus **twice a week** to stay informed of your child's grades. **If you need login information, contact front office. I do not have access to your login information.**

GRADED WORK PROCEDURES



GRADED WORK



Graded work will come home biweekly starting August 23, 2023. I will provide a Think Sheet for graded work where students will reflect on their progress in class. Parents are expected to sign and return Think Sheets the next day. Students, who return their Think Sheet the next day, will receive an incentive.

GRADED WORK



I MISSED SCHOOL



If your child is absent, they will have **1 days per absence** to complete missing assignments. Students will be provided with their missing work in class. **Missing assignments will be completed in class ONLY.** **Graded assignments will not be completed at home.** Practice work is allowed at home.

GRADED WORK



WHAT I EARNED

This year we will no longer provide students with 50% as the lowest grade they can receive in Infinite Campus. Students grades in Infinite Campus will be a reflection of exactly what they earned on an assignment.

GRADED WORK



WHAT I EARNED

Most assignments will allow students opportunities to show mastery a different way if they fail an assignment. These assignments will be announced/noted on assignments as well as documented in Infinite Campus for documentation.

****Projects will be due on due date (NO Late Projects will be accepted)****

**WHAT WE ARE
LEARNING?**



- Be Prepared
- Be Polite
- Participate
- Follow Discussion Rules

How to Have a Discussion



- | | |
|---|--|
| <ul style="list-style-type: none"> Take turns speaking. State and explain your ideas clearly. | <ul style="list-style-type: none"> Listen actively. Notice the speaker's gestures and expressions. |
| <ul style="list-style-type: none"> Stay on topic. Connect your comments to those of others. | <ul style="list-style-type: none"> Follow up to clarify what you heard. |
| <ul style="list-style-type: none"> Answer questions. | <ul style="list-style-type: none"> Ask relevant questions. |
| <ul style="list-style-type: none"> Offer your opinion, supported with reasons. | <ul style="list-style-type: none"> Identify points of agreement and disagreement. |
| <ul style="list-style-type: none"> Use specific vocabulary and language appropriate for the audience. | <ul style="list-style-type: none"> Summarize key ideas. |

ASK AND ANSWER

QUESTIONS

Asking and answering questions before, during, and after reading helps you

- make predictions
- clarify things that might seem unclear.
- think more deeply about the text.

When is this happening? Who is this person?

What will this be about? Where in this text can I find an answer to my question? Why did the author write this?

ELA Standards

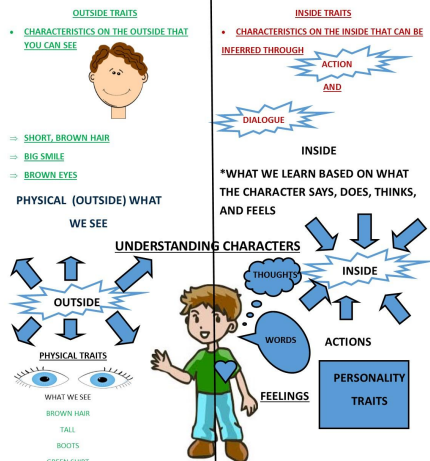
CHARACTER

Major characters are central to a story. Minor characters support the major characters. Authors bring their characters and subjects to life in five key ways.

- Appearance**: What does the character look like?
- Traits**: What qualities or abilities does the character have?
- Behaviors**: How does the character act around others? How does he or she respond to conflicts or problems?
- Voice and Dialogue**: How does the character sound? How does the character speak to others?
- Thoughts and Emotions**: What does the character think and feel?

ANALYZE CHARACTERS

Great readers look for character traits through ACTION and DIALOGUE



How Do I Recount?

There are FIVE steps...

Characters Who the story is about

Setting Where the story takes place

Events What happens in the beginning/middle/end

Problem The struggle the character has

Solution How the character solves the problem

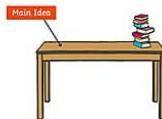
Steps to Cite Text Evidence:

1. Read the text.
2. Think about the question.
3. Search for the specific parts of the text to answer the question.

Main Idea

The main idea is the most important point of a text.

Good readers determine the main idea by looking for details in the text.



Supporting Details

These details describe or explain the main idea of the text.

These details are important to the text and support the main idea.



ink saving Eco



How to Have a Discussion



- | | |
|---|--|
| <ul style="list-style-type: none"> • Take turns speaking. • State and explain your ideas clearly. | <ul style="list-style-type: none"> • Listen actively. • Notice the speaker's gestures and expressions. |
| <ul style="list-style-type: none"> • Stay on topic. • Connect your comments to those of others. | <ul style="list-style-type: none"> • Follow up to clarify what you heard. |
| <ul style="list-style-type: none"> • Answer questions. | <ul style="list-style-type: none"> • Ask relevant questions |
| <ul style="list-style-type: none"> • Offer your opinion, supported with reasons. | <ul style="list-style-type: none"> • Identify points of agreement and disagreement. |
| <ul style="list-style-type: none"> • Use specific vocabulary and language appropriate for the audience. | <ul style="list-style-type: none"> • Summarize key ideas. |

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Vocabulary Strategy 3.3a

Multiple-Meaning Words

Multiple-meaning words are words that are spelled the same but have more than one meaning. One meaning may be for one part of speech, such as a noun, and another meaning may be a verb, an adjective, or an adverb.

When you see a multiple-meaning word in a sentence, you can often figure out the correct meaning from the context, or the words and sentences around the word. You can check a dictionary or thesaurus to see all the meanings of a multiple-meaning word and decide which one makes sense.

Examples:

kind

meaning 1: good to others; considerate (adjective)

meaning 2: a class or group of individuals (noun)

can

meaning 1: is able to (verb)

meaning 2: a type of container (noun)

ELA Standards

Poems

- A story told through short lines in a paragraph (stanza).
- Sometimes may rhyme
- Has rhythm and beat

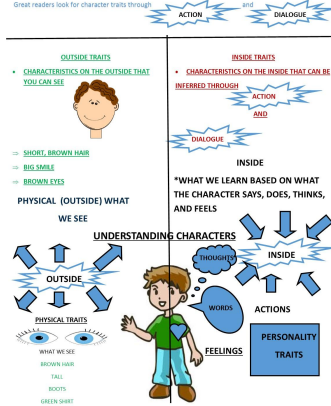
- They are separated or divided into lines or stanzas.

- These stanzas build on each other and happen in a successive order.



ANALYZE CHARACTERS

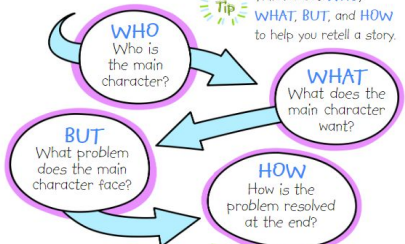
Great readers look for character traits through



RETELL

Retelling a story helps you understand it better.

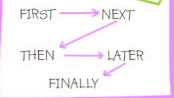
Tip Think about **WHO**, **WHAT**, **BUT**, and **HOW** to help you retell a story.



Tell about

- important characters
- setting
- events in order—beginning, middle, and end
- conflict and resolution

Use sequence words



ELA Standards

High Impact Reading Instructional Strategies

Paired Texts

Study two or more texts to deepen knowledge and make connections



PARTNER both texts to help me better understand the topic.



ANALYZE the similarities and differences.



INTERPRET how one text helps me better understand the other text.



RESPOND to synthesize the information from both texts.



Types of Nouns:

- Common - cheese
- Proper - Texas
- Concrete - dog
- Abstract - love
- Collective - school (of fish)

YOUR DICTIONARY

How to Refer to Text

1. Read the entire story, poem, or play one time through.
2. Underline or mark important events while you're reading.
3. Read your question or assignment task.
4. Recall where in the text you found that information.
5. Highlight or underline exactly where in the text you found the answer.
6. Use direct words or quotes from the story to support your answer.



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ENGLISH PRONOUNS



verb:

a word that shows action in a sentence.

- baked (action verb)
- loves (stative verb)
- seems (linking verb)
- overstay (compound verb)

Multiple-Meaning Words

Multiple-meaning words are words that are spelled the same but have more than one meaning. One meaning may be for one part of speech, such as a noun, and another meaning may be a verb, an adjective, or an adverb.

When you see a multiple-meaning word in a sentence, you can often figure out the correct meaning from the context, or the words and sentences around the word. You can check a dictionary or thesaurus to see all the meanings of a multiple-meaning word and decide which one makes sense.

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What is a lesson?

Other words: Central Message, Moral

A lesson is what the story can teach us.

Here are a few examples:

Do your best.

Be nice to others.

Tell the truth.

Practice makes perfect.

Be a friend.

Never give up.



ELA Standards

RACE Rubric for Short Answer Questions

	4	3	2	1
R Restate the Question	Restated the question completely	Restated almost all parts of the question	Attempted to restate the question, but was unsuccessful	Did not restate the question at all
A Answer the Question	Considered all parts of the question and answered each part accurately	Considered all parts of the question but had only partial accuracy	Missed part of the question	Did not answer the question at all
C Cite evidence from the text	Properly cited adequate evidence from the text that supported the answer	Cited evidence loosely related to the answer	Evidence used was either not relate to the question, or not correctly cited	No evidence from the text was used
E Elaborate <small>Make connections Explain further</small>	Made a connection with the text and clearly explained its relationship to the question	Made a connection to the text, but was unable to explain its relationship to the text clearly	Attempted to make a connection to the text, but the relationship was weak	Did not make a connection to the text at all; element was not present

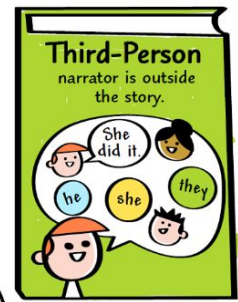
R: ____ A: ____ C: ____ E: ____ Total: ____ / 4 = Final Score: ____
4 = A 3 = B 2 = C 1 = D

Point of View

Who is telling the story?



A story told in **first-person point of view** has a character in the story as the narrator. Readers learn about other characters from what they say to the narrator.



A story told in **third-person point of view** has an outside narrator. The narrator can tell readers what all of the characters are saying, doing, and thinking.

Social Studies Standards: 8 WEEKS

SS3H2 Describe European exploration in North America.

a. Describe the reasons for and obstacles to the exploration of North America.

b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).

c. Describe examples of cooperation and conflict between European explorers and American Indians.

The Explorers

Essential Question: How did European exploration affect the lives of Native Americans?

Pros	Cons
<ul style="list-style-type: none"> • brought supplies • brought information • brought materials 	<ul style="list-style-type: none"> • disease spread • larger plagues • disease spread • disease spread • disease spread

The Lemons and Lemons Project

Pros	Cons
<ul style="list-style-type: none"> • brought supplies • brought information • brought materials 	<ul style="list-style-type: none"> • disease spread • larger plagues • disease spread • disease spread • disease spread

We wonder...
Was exploration positive or negative for the Native Americans?

Hernando de Soto

Expeditions

1. He was the first European to explore the Southeastern United States.

2. He was the first European to explore the Southeastern United States.

3. He was the first European to explore the Southeastern United States.

Impact

1. He was the first European to explore the Southeastern United States.

2. He was the first European to explore the Southeastern United States.

3. He was the first European to explore the Southeastern United States.

Goal

1. He was the first European to explore the Southeastern United States.

2. He was the first European to explore the Southeastern United States.

3. He was the first European to explore the Southeastern United States.

Fun Fact

1. He was the first European to explore the Southeastern United States.

2. He was the first European to explore the Southeastern United States.

3. He was the first European to explore the Southeastern United States.

Henry Hudson

Expeditions

1. He was the first European to explore the Northeastern United States.

2. He was the first European to explore the Northeastern United States.

3. He was the first European to explore the Northeastern United States.

Impact

1. He was the first European to explore the Northeastern United States.

2. He was the first European to explore the Northeastern United States.

3. He was the first European to explore the Northeastern United States.

Goal

1. He was the first European to explore the Northeastern United States.

2. He was the first European to explore the Northeastern United States.

3. He was the first European to explore the Northeastern United States.

Fun Fact

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November 10, 2023

SS3H2 Describe European exploration in North America.

- a. **Describe** the reasons for and obstacles to the exploration of North America.
- b. **Describe** the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).



EXPLORERS QUIZ

December 14 , 2023

EXPLORER FINAL



FINAL

Assessment: Students will be required to know information based on what is being read and taught in class.

No Study Guide will be given.

BEHAVIOR CHART



We have provided a Red Folder for your child's Behavior Chart and Homework. Please sign or initial Behavior Charts weekly. Homework is due every Friday. Homework will change periodically to help improve your child needs in different areas.

Behavior Charts as well as Classroom performance will inform whether or not your child will attend Monarch Mania or any other fun activity. Office visits and phone calls to parents are an automatic reason for not attending any fun activities.



MONARCH MANIA



Outstanding Behavior Reward for the Month



MONARCH MANIA



Monthly Monarch Mania

For students who show Monarch Behavior in
ALL Areas of the school day.



- Office Referral/ Behavioral visit to administration
- Hitting or Kicking another student
- **Not completing Class Assignments (Having Missing Assignments)**
- Displaying inappropriate behavior in specials/lunch/recess/bathroom
- More than 2 colors on behavior chart
- (Behavior) phone call or messages to parent

WEDNESDAY FOLDER



Red Oak makes communication a priority. Every Wednesday, your child will bring home their Wednesday Folder. Please return folders on Thursday. Graded work will be included biweekly.

**Support our school by
purchasing Ice Cream for
\$1.00**





KONA ICE

KONA ICE



October



CONGRATS!



**Mrs. Holloway's Homeroom
Students of the Month**

CONGRATULATIONS



STUDENT OF THE MONTH

December 2023



Congratulations!

Miles



Zyla



CONGRATULATIONS



STUDENT OF THE MONTH

November 2023



Congratulations!

Noble



Chloe



CONGRATULATIONS



STUDENT OF THE MONTH

October 2023



Congratulations!

Kiersten



Brandon



CONGRATULATIONS



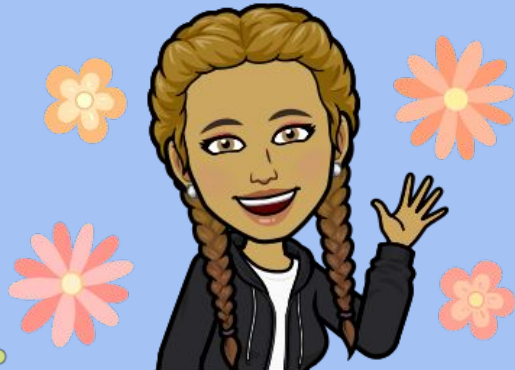
STUDENT OF THE MONTH

September 2023



Congratulations!

NYLA



ADILYNN



CONGRATULATIONS

**STUDENT OF
THE MONTH**

August 2023



Congratulations!



AMARA






Mrs. Holloway's Homeroom Birthdays

DECEMBER



**Mrs. Holloway-
December 11th**


HAPPY NOVEMBER



Brandon
11/19



Miles
11/4



Noble
11/5





Assata
10/14



OCTOBER



Heavyn
10/16



Lorriyal
10/21





SEPTEMBER



AUGUST



Naomi
8/7

Zyla
8/18

Javion
8/17