

## November 20<sup>th</sup> PTO Minutes

In attendance were: Amanda Loftus, Tracy Carter, Joanne Kutz, Susan Cassidy, Joanne Campbell, Ellen Chu, Nancy Caufield, Beth Tierney, Thomas Strulik, Ellen Regan, Pat McCaffrey, LJ Urbano, Michelle Finblum, Stacey Moriarty, Cindy Bencal, Margaret Crook, Catalina Frail, Donna Davis, Allison Sharma, Jean Giglio, Hope Kellman, Lizbeth Heyer, Erika Drezner, Lisa Pagana, Sara DeSimone Scott, Gary Scott, Dana Hanson, Jiane Dong Deng, Meng Yang signed in and there may be a few others.....

**Welcome** – Dana Hanson, Susan Cassidy Co-Presidents  
Approval of last meeting's minutes motion was seconded and approved.

Science and Engineering Week is coming up the week of Jan 12-16 Michelle Fineblum and new parent to Burr Joanne Kutz addressed the group and explained what it is and how we need help to keep this diverse and interesting for the children. Please consider doing a presentation about your job, hobby or interest that generally falls into a Science and/or Engineering category.

**Readers' Workshop-Instruction for All Learners** presentation by Ms. Kalpana Guttman, Literacy Specialist-

- What Readers' Workshop looks like in Grades 2-5.
- How it is structured to meet the needs of a diverse group of learners through whole class instruction, independent reading and guided reading.

**Please see handout** at [http://www.burrpto.org/Meeting\\_Min/Literacy-Workshop-Guttman.pdf](http://www.burrpto.org/Meeting_Min/Literacy-Workshop-Guttman.pdf)

### - HIGHLIGHTS -

Ms. Guttman explained how balanced literacy is different than how we were taught as children. How they try to get into the child's head and teach at their level. It is important to model behavior let you child see you reading, read together and independently.

Just Right Books are not labored reading.

- The child should be able to read at a conversational tone and understand the words.

- Strive for 95% accuracy.
- It is important that they have books at this level so they know “ it is not OK to only kinda sorta know what is going on in the book” .
- You do not want them skipping over important parts because they do not understand the words. Ex. What if the story was about a preacher and his family and the child had no idea what a preacher is??? They may not know what is going on if they cannot identify the key characters.
- Your child may be able to read at a higher level but are they getting it? Are they comprehending it all? Do they know the meaning of @95% of the words?
- Note if the main character is much older than the child developmentally they may not be able to understand or identify with the character. Need to be close in age to identify with the characters.

#### Read Aloud Books-

Those you read together. It is OK to go up to 2 levels from a just right book. It is an opportunity to learn new vocabulary and learn about things above their current developmental level . Stop and make sure they understand the words and can indentify with the characters. Ask questions.

#### Independent Conferences with Children-

Allow teacher time for research to ID where the child is

Allows child time to read aloud to the teacher

Affirmation on what they are doing well and ID of areas of improvement

Coaching – giving the child something specific to work on

Meets the children at their individual level.

#### Guided Reading –

Text is chosen by the teacher for group instruction.

The groups may be by ability or need or interest

Teacher analysis the text to be sure it is appropriate

Works on strategy or skill or study of a non-fiction text feature.

Writing is Important it helps to see if there is retention of what is being read.

Pictures can show what they know and allow children another means of expression.

**Upcoming events**

Part 2 of Jessica Minahan's presentation on Anti-Bullying at Ms Bencal's Principal Cffee on Monday November 24, 2008

Wed Nov 26: School closes at noon for Thanksgiving break on Nov 27-28

8:30 **Adjourn**

