

### Educator Spotlights:



Shout out to Ms. Gilbert, Mr. Lewis, and Ms. Kaplan (Ms. Spencer) for these great examples of college preparatory assignments. Ms. Gilbert and Mr. Lewis have clear expectations of how their 6<sup>th</sup> grade math homework should be completed by utilizing a homework checklist. It employs the use of annotation as well as explanation of work. These practice problems are aligned to unit standards.

Ms. Kaplan has her junior classes utilizing peer feedback in their quest to find the best pieces of textual evidence to support their claims. Peer editors review evidence and evaluate its strengths and weaknesses. For more info, be sure to check in with these great educators!

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Class: \_\_\_\_\_

**Directions:** In order to receive full credit on your homework assignment the following below must be completed and checked. Homework should take at least 20 minutes to complete. Utilize your notes to assist you in the completion of this assignment.

**Homework Checklist**

- ☐ Show all work for every problem.
- ☐ Homework is neat all questions answered (boxed/circled)
- ☐ Annotated word problems and answer word problems in a complete sentence
- ☐ Explanations include sequence/transition words and vocabulary words.

**Unit 1: Question(s) 6.NS.6.b, 6.NS.8, 6.NS.3, 6.NS.1, 6.NS.6.c, 6.NS.6.b, 6.NS.3, 6.NS.1, 6.NS.2, 6.NS.4**

1. What point is a reflection of point S(1,6) over the y-axis?  
Answer: \_\_\_\_\_

2. Find the distance between points.  
a) (3,4) and (3,-5)      b) (-12,-5) and (-9,-4)      c) (7,5) and (7,0)  
Answer: \_\_\_\_\_      Answer: \_\_\_\_\_      Answer: \_\_\_\_\_

3. Solve the following and show all work.  
a)  $4.23 \times 18 =$       b)  $9.236 \div .09 =$

ELA Kaplan / Spencer      Unit 2: Wump Not, Child  
Scholar Name: \_\_\_\_\_      Date: \_\_\_\_\_

What is the question your peer is trying to answer?

Read your peer's text evidence #1	Read your peer's evidence #2
Does this piece of evidence help to answer the question? Why or why not?	Does this piece of evidence help to answer the question? Why or why not?
Is this the strongest piece of textual evidence in the passage? What would make it stronger? (length of quote, different quote, etc.)	Is this the strongest piece of textual evidence in the passage? What would make it stronger? (length of quote, different quote, etc.) Are the 2 pieces of textual evidence from different parts of the passage?
What central idea does this piece of textual evidence help to illustrate?	What central idea does this piece of textual evidence help to illustrate?
Peer editor 1: sign initials here _____	Peer editor 2: sign initials here _____

### Upcoming Events

12/05- JV and Varsity Basketball games @Jefferson (4 & 5:30)

12/06- MS Extended Day Ends

12/06- Big Brother & Turner Construction

12/07- HS Awards Assembly 12:15

12/07- Parent Teacher Conferences 3:00-5:00  
MS- 2PM dismissal  
HS- B schedule

12/07- Varsity Basketball game @ 5PM

12/08- HS UJIMA trips

12/08- HS Winter Dance 5PM

## Hot Topics in Education

### Excerpt from *Retrieval Practice: The Most Powerful Learning Strategy You're Not Using*

Retrieval practice is the act of trying to recall information without having it in front of you. Suppose you're studying the systems of the human body—skeletal, muscular, circulatory, and so on. You could do retrieval practice by attempting to name those systems without looking at the list. Once you've listed all you can remember, you'd open up your book or notes and check to see if you got them right.

You might be thinking, *This is nothing new*. The whole concept of flashcards is built on retrieval practice, and flashcards have been around forever, right? What's new is the research: In recent years, cognitive psychologists have been comparing retrieval practice with other methods of studying—strategies like review lectures, study guides, and re-reading texts. And what they're finding is that nothing cements long-term learning as powerfully as retrieval practice.

#### THE RESEARCH

Agarwal and her colleagues studied [the effects of retrieval practice](#) with students in a middle school social studies course (McDaniel, Agarwal, Huelser, McDermott, & Roediger, 2011). Over the course of a year and a half, while the teacher continued teaching as normal, students were regularly quizzed on the material with no-stakes quizzes, meaning they wouldn't count against their grades. These quizzes only covered about one-third of what was being taught. The teacher left the room for every quiz, so she had no knowledge of what was included in the quizzes.

On end-of-unit exams, students scored a *full grade level higher on the material from the quizzes* than on any of the other material. The other concepts had been taught and reviewed by the teacher as they normally would; the only difference was that some things also appeared on the no-stakes quizzes, and

#### WAYS TO USE RETRIEVAL PRACTICE IN THE CLASSROOM

**Think-Pair-Share:** Be sure to have students think on their own *before* turning to a partner. "It's important for students to retrieve individually as much as possible," Agarwal advises.

**Low-Stakes Quizzes:** These can be given on paper, in a Google Form, with an individual response system like clickers, [Plickers](#), or [Poll Everywhere](#); or by using a game like [Kahoot](#) or [Quizizz](#). It's important to note that these quizzes are a *learning* strategy: if you must give some points, make them an almost negligible part of students' overall class grade.

**Flashcards:** These can be a powerful retrieval tool in class or at home, but students need to be taught to use them correctly:

#### TIPS AND CAUTIONS

Retrieval practice is not the same thing as assessment. Although some retrieval activities might allow you to formatively assess student understanding, remember that retrieval practice is a *learning* activity. Again, if you must assign points for practices, make sure they will have a very low impact on student grades.

Space your practice. Include feedback. If students retrieve the wrong information, the practice won't be much good unless they find out the right information, so be sure to give them feedback as they go. Match your practice to your assessment.

Agarwal's final piece of advice is to start small. "If a student just writes down two things or one thing they learned, and then you move on, that's okay," she says. "You'll still get benefits of retrieval without spending five minutes in a classroom discussion."



## Scholar Spotlights

On Friday Dec 1st. Mr. Draper and his high school art students worked with 6th graders on the mural for the Eagle Academy Garden. The high school students came up with the design for the project and then educated the 6th graders about their design idea and mentored the 6th graders while painting their vision into a reality. This was a unique opportunity for Eagle scholars to express themselves through art, and give back to the Eagle Community. This project was organized by Mr. Draper, high school art teacher and Ms. Mady, 6th grade Single Shepherd Counselor. It was funded by the Citizens Committee of New York Neighborhood Grant for the Eagle Academy Garden.

**H.S. Student Participants:** Josiah Dobson, Jacob Soto, Nasheem Webster, Edwin Johnston III, Rohan Walker, Kevin Stevenson, Elijah Bell, Erickson Louis, Craig Tai

**6th Grade Participants:** Nehemiah Morsby, Malachi Miller, Kellon Feguson, Emory Willis, Jordan Forde, Jaheem Glasgow, Deval Crosby, Tekhi Robinson, Savion Kennedy, Joshua Gatlin, Demetrius Davis, Marcus Cotton, David Gibson, Kristian Stevens, Damoni Hampton

