

PS 25 INSIDER NEWS

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Mathematical Discourse

Mathematical classroom discourse is about whole-class discussions in which students talk about mathematics in such a way that they reveal their understanding of concepts. Students also learn to engage in mathematical reasoning and debate. Academic discourse in math encourages group work, independence, perseverance, reason, and help students with problem comprehension. Furthermore, it helps students evaluate their own processes and helps them engage in productive peer interaction. This type of structured discourse helps students connect mathematical ideas to the real world while increasing focus.

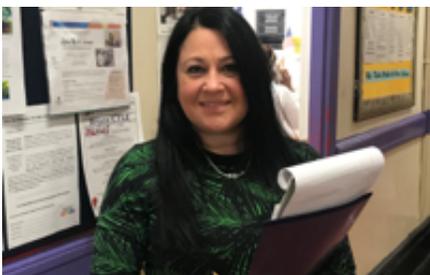
Visit the following web site to access 100 questions that promote Mathematical Discourse

<https://www.curriculumassociates.com/products/ready-100-q-promoting-math-discourse.aspx>



Principal's Message

As I was reading a book the other night, I came across a statement by James Britton (1983), "*Reading and writing floats on a sea of talk.*" This got me thinking on, how can we build purposeful student talk? Talk that facilitates learning has to be thoughtfully planned and integrated using instructional strategies. This purposeful talk we strive to harness daily is the academic discourse that ensures our students are cognitively engaged. During our recent professional learning session, we discussed how to raise the level of student engagement through rigorous questioning and discussion techniques. Creating classroom opportunities for developing higher-order thinking (H.O.T) is essential for helping students to become critical thinkers and problem solvers. As a school community of learners, we will embark on studies that will support professors with emphasizing the use of H-O-T with their students.



INSIDE OUR CLASSROOMS

P.S. 25 AT THE BARCLAYS CENTER- Prof. Cronin

Our 4th and 5th grade boy's basketball team had the incredible opportunity to play on an NBA court at the Barclays Center in Brooklyn. Coach Cronin and the team were selected along with various schools from all over New York City including Brooklyn, Queens, Harlem and other parts of the Bronx to take part in this once in a lifetime event for our kids. After playing a game on the court, later in the evening students and parents also had the opportunity to attend the NBA game of the Brooklyn Nets vs. the Los Angeles Clippers. Students even had the chance to meet and stand next to some of the professional ball players during the National Anthem of the NBA game. This was a truly exciting and incredible event that our student athletes and parents got to experience and we could not be more proud as a school community.



ArtsConnection at PS 25- Prof. G. Vega

Since 1979, ArtsConnection has provided innovative arts programming to millions of students in the New York City public school system. The Dance Instructors work closely with classroom teachers, paraprofessionals and student support providers to develop a dance program that supports the development of social, cognitive, and language skills through dance. This year Ms. G. Vega, school counselor, was able to ensure that P.S. 25 was awarded a grant that allows ArtsConnection to come and teach cultural dance to the 5th grade students. Each 5th grade class is learning a different form of dance, which will be showcased in March. The final performance will be a celebration of dance, culture and cooperation.

Academic Discourse in Action- Class 5-404 Bilingual –Prof. C. Lopez

This month the Global Citizens of Class 5-404B were engaged in a discourse based on the characters in **The Passage to Freedom**. This book looks at the Japanese diplomat who used his powers, against the orders of his own government, to assist thousands of Jews in escaping the Nazis in Lithuania. Scholars focused on empathy, compassion, respect and fairness in identifying different types of conflicts and possible resolutions. They led a discussion based on being a refugee escaping persecution from their country. Here is an example of the responses shared during the scholars' academic discourse on **The Passage to Freedom**. Students empathized with the characters in the story from the point of view of:

Mr. Sugihara (the diplomat) who had the power of saving many lives while putting his family in danger. Will Sugihara help strangers even if it means putting his own family in danger? How will he decide?

Angel shares: "Mr. Sugihara, as a diplomat, had a duty to help the people of his country. It was his job to do what was right for them. Feel bad for him. He's trying his best but he's running out of time. If I were in his shoes I would definitely help them. If I don't help them they will die."

The desperate refugees who needed Mr. Sugihara's help. They were being persecuted due to their religion.

Sebastian: "If I was a refugee I would want someone to help me get a visa. With the Nazis chasing the Jews out and placing them in camps this is my only hope. I need help!"

How would YOU feel being the refugee? Why?

Holivia: "I would be feeling frustrated, desperate, and stressed. For example, frustrated with the thought of having to escape my country. Desperate because my life depends on someone else helping me. Stressed because we are being persecuted by the Nazi's."

