Aloha project teachers! Can you believe it is already the end of the first quarter! Here’s this week’s update.

**Saturday Professional Development**

Thank you for attending the first quarterly professional development sessions. Just in case you haven’t marked your calendar, here are the remaining dates for this school year.

November 13, 2010  
February 5, 2011  
April 9, 2011

**Workshop goal:**

The overarching goal of the workshop was to increase the amount of writing - with our target being 90 minutes per day. Below are the specific commitments each of you made toward this goal for the next two months (until our next PD session on November 13, 2010).

Leah: “I want to have my students reflect on their writing and set a measurable goal of improvement after conferences one-on-one with me.”

Greg: “Increase student comfort/use of MyAccess! and use THINK and the questioning strategy.”

Bobbye: “I want to give students more time to write in class. I think I can accomplish this by giving them time to reflect on the day’s work or to predict/decide what they will learn.”

Shiloh: “Use: 1) graphic organizers with a summary or writing section; 2) the reflective writing tool; 3) exit passes; 4) have students practice writing higher-level questions.”

Marc: “Writing bell work on a near-daily basis (usually a review of previous class work); have students write and share questions of various levels; and use a benchmark evidence list for each unit.”

Koren: “I want to create a template for students to keep track of progress on a daily/weekly basis - based on their summaries and objective completion % scores.”
Food for Thought:

"You cannot depend on your eyes when your imagination is out of focus." - Mark Twain

MyAccess!

Juliana has been working hard to learn all the "ins and outs" of MyAccess! Greg, Juliana, Bobbye, and Leah are preparing students for their personal essay submission as an end-of-the-quarter assignment.

Mini-modules

Shiloh taught the Paraphrasing mini-module yesterday. Make sure to review the slideshow so that you will be able to integrate the strategy, when you ask students to paraphrase throughout the school year.

TOWL

Here are Dr. Smith's thoughts for the week.

Yes, difficulties with homonyms may reflect an over-emphasis on a phonetic approach, likely to the exclusion of other approaches to spelling. The most errors are made with the homonyms "their, there, and they're," and many have difficulty with "to, too, and two," and sometimes "know and no." For example, "We go to there (their) house and we don't no (know) anyone." "They have to (too) many people." and "There (they're) asking too (two) of us to share one seat."

Other areas include "where and were." Although not homonyms, they often confuse them. For example, "They where (were) sitting on the floor." or, "He was were (where) the dog sat."

Note: If you are interested in having students work on homonyms as bell work, we can set up worksheets that look something like this.

<table>
<thead>
<tr>
<th>Homonyms</th>
<th>Explanation</th>
<th>Write a sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
<td>belonging to them</td>
<td></td>
</tr>
<tr>
<td>there</td>
<td>a place</td>
<td></td>
</tr>
<tr>
<td>they're</td>
<td>contraction of &quot;they are&quot;</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Homonyms</th>
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<tbody>
<tr>
<td>to</td>
<td>toward</td>
<td></td>
</tr>
<tr>
<td>too</td>
<td>also</td>
<td></td>
</tr>
<tr>
<td>two</td>
<td>a couple, a number</td>
<td></td>
</tr>
</tbody>
</table>

It's not where you start that matters, it's where you finish!