

Olde Providence AIG Newsletter October 2025

Wow, what an incredibly fast and furious first quarter! We started the year off strong and have learned so much in just a few short weeks. Thank you to everyone who was able to join me for my annual Differentiated Education Plan meeting (my “Curriculum Night”) at the beginning of October. If you missed it, the slides are still posted to my [Talent Development website](#).

I am really enjoying our “hybrid” pull out and push in model this year! It seems to be the best of both worlds and gives me the opportunity to personalize instruction. Below you will find some highlights of what your children have been working on, organized by grade level and by subject.

Soon, students in Castle should be bringing home all that they worked on in Quarter 1. Students in push in groups should be bringing home work samples every 1-2 weeks.

With the new quarter and fresh data, student groupings will be adjusted to best fit each child’s instructional needs. This flexible grouping model is in an effort to create the learning environment that will ensure maximum growth and optimal success for each student.

If you ever have any questions, please feel free to reach out to me via email. I routinely check it and will do my best to provide support, clarity, and insight.

I look forward to the next 9 weeks ahead as we enter Quarter 2!

In partnership,

Laura Randolph AIG Teacher

Second Grade

Second grade groups are officially getting underway next week! I appreciate everyone’s patience as we navigated testing, paperwork, and scheduling. I

know the students are just as eager to get started as I am! Here is a sneak preview for how we will begin in Literacy and Math.

Literacy

We will begin by diving right into problem solving! Students will continue working on deductive reasoning skills by returning to their old friend from YET University, Dudley the Detective. Students have to match the correct items to each other by reading the clues provided carefully and synthesizing what they mean. We will continue to learn about our deductive thinking skills for a few weeks before beginning to read and analyze a variety of texts using Jacob’s Ladders, etc.

Math

Students will be introduced to a program called Pebble Math, which is designed to teach students the problem solving strategy guess and check. They must put a given number of pebbles inside various figures that must follow specific rules. For example, they can only use 6 pebbles, and they must put 5 in a square and 5 in a triangle. Because the shapes overlap, they will have to figure out how many pebbles need to go in the middle. After students complete this program, they will begin learning more problem solving strategies through the program Problem Solver, which involves word problems that will teach strategies such as guess and check, logical reasoning and make a table to name a few.

Third Grade

Literacy

Students have read and analyzed a variety of texts that center around the theme of adversity and overcoming challenges, the main theme of Module 1. Students have used flow maps to sequence events, multi-flow maps for cause and effect, and bubble maps for character descriptions. Students have also used literary analysis wheels to evaluate components of texts such as tone, mood, and structure and style. They have done an INCREDIBLE job participating in discussions and working hard to learn these new models for text analysis. Some of

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the texts they have read have been fables such as *The Tap Dancer*, *The Crow and the Pitcher*, poems such as *Up-hill*, and short fiction stories such as *Thank You, M'am*. Students in Castle have worked to extend their understanding of the word adversity by also completing inspirational song lyric analysis and short movie clips.

Next quarter we will focus on the theme of adaptations and how animals' unique characteristics allow them to live in various environments. Students will read and analyze narratives, nonfiction texts and poems.

Math

Students in Castle have practiced and mastered the "magic of multiplication," which has allowed them to multiply multi-digit numbers using the concept of the distributive property. Students have also completed a few multi-step projects involving graphing and area. Students in push in groups have enjoyed practicing their multiplication and area skills by playing several cooperative and competitive games. At the end of every game, we have evaluated the game's purpose.

Next quarter we will begin focusing on place value and addition and subtraction strategies. This will involve flexible number sense, mental math, and multi-step problem solving!

Fourth Grade

Literacy

Students have focused on the theme of change and whether or not it can be prevented. Students have taken a deeper dive into poetry analysis, focusing on imagery, personification, and metaphors.

Students have read a variety of poems by American authors including Robert Frost, William Carlos Williams, and Carl Sandburg. Lastly, students in Castle have been completing the novel study *Hate That Cat*, the sequel to *Love That Dog*. Students have answered discussion questions and analyzed Jack's character traits.

Next quarter, students will focus on the theme of survival. They will examine their own human ability to survive, comparing and contrasting their

characteristics to plants and animals. Students will also be able to identify and describe the impact of animal defenses and behaviors on predators, prey, and the ecosystem. Students will learn about influential animal behaviorists such as Jane Goodall and the impact of their work on the scientific community.

Math

Students have played games involving adding, subtracting, making equivalents, and ordering fractions that have been both cooperative and competitive. Students have written rules about how to add and subtract fractions as well as how to compare fractions. Students in Castle have worked through the program *Hands on Equations Fractions* to continue building on these same skills through the lens of algebra. Students have practiced balancing equations involving fractions and whole numbers. Students have persevered through these tough lessons and used the background knowledge of participating in *Hands on Equations* to help them.

Next quarter we will turn our focus towards problem solving using algebraic thinking and expanding our understanding of place value and practice multiplicative comparisons when measuring various objects.

Fifth Grade

Literacy

Module 1 was all about whether change improves or destroys society. Fifth graders have taken a deep dive into the implications of the Universal Declaration of Human Rights. Students practiced analyzing and applying the UDHR, as well as evaluating the document's patterns and structure. Students determined the long term impacts of the UDHR by examining how concepts like freedom impact culture, human rights, and development. Students were able to conclude that all rights are dependent on the other and that countries that choose not to follow the UDHR have the right to do so (which they found ironic). Students in Castle listened to and analyzed speeches from Eleanor Roosevelt, Elie Weisel, and Nelson Mandela.

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Students analyzed each speech for its effectiveness, and reliability, and how the techniques used played a key role in spreading the speaker's message. Students also reviewed and analyzed political cartoons published on the topics of the Great Depression and the New Deal. Students will officially finish Module 1 work in two weeks by preparing and participating in a Paideia seminar. Next quarter, students will focus on nonfiction text analysis about the rainforest. Students will consider multiple perspectives on how to protect the rainforest as well as other land set aside for preservation and conservation.

Math

Students worked on differentiating between when to add, subtract, multiply, and divide by analyzing word problems involving fractions and whole numbers. Students evaluated scenarios and played cooperative games to deepen their fraction knowledge and flexibility with problem solving. Students concluded that multiplying a fraction by a fraction means finding a piece of a piece whereas dividing fractions means separating equal pieces. Students in Castle used fractions to design an arcade following certain criteria as well as revisit solving algebraic equations. Next quarter, students will work on long division, investigate how to calculate probability and percentages, and compare and order decimals.

Math Olympiad (Grades 3-5)

Students participating in Math Olympiad have all been reviewing and refreshing problem solving strategies in preparation for their first contest. Third graders are just beginning to apply problem solving skills and are receiving much more guidance and support from me. Their first contest will be Thursday, November 6. I have assured them that even though it is a "contest," it is just practice and is not something graded or a reflection of their current progress in grade level content. My emphasis for Math Olympiad students is on learning the problem solving process and strategies, not getting answers right.

Fourth and fifth graders have been able to lean on each other for support with solving problems. First contests for 5th and 4th grades are November 18 and 19.

Caesar's English (Grades 4-5)

Students participating in Caesar's English have enjoyed beginning (Grade 4) or continuing (Grade 5) studying stems and words and learning more about the life of Julius Caesar. They have practiced identifying parts of speech by completing grammar exercises and analyzing relationships between words by completing analogies. Students learn and apply the words by completing activities called synonyms and antonyms, match the meaning, and complete the sentence. Remember, quizzes are cumulative! Please continue to encourage your child to take their notebooks and flashcards home to help them prepare. Each week, the current words that students are working on are located in the vocabulary section of your child's grade level newsletter. Students also have their monthly calendar and assignments posted on their All Block task cards weekly.

Please see below: information and resources from the CMS AIG Advanced Studies Department!

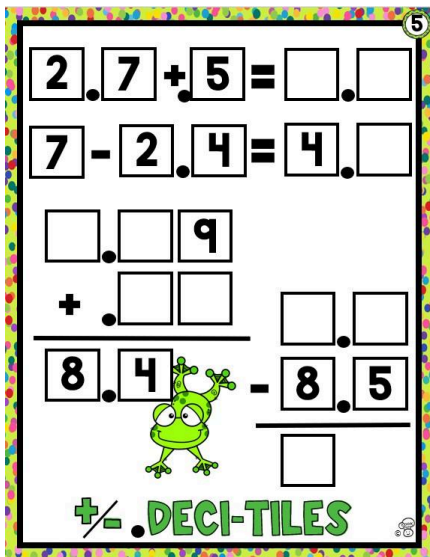
Quarter 1 – Fall 2025



AIG Resource Spotlight

Marcy Cook Math Tiles

Marcy Cook Math uses tile activities that encourage perseverance, develop critical thinking, and promote a greater depth of understanding. Students place ten number tiles (0-9) to solve a group of problems. Each number tile can only be used once and there are multiple solutions to each problem. Math tile activities are differentiated by standard, skill, and level of rigor. Check out an example below involving addition and subtraction of decimals.



Students can use both paper (with the number tiles) and digital versions of Marcy Cook tiles in many different areas of math

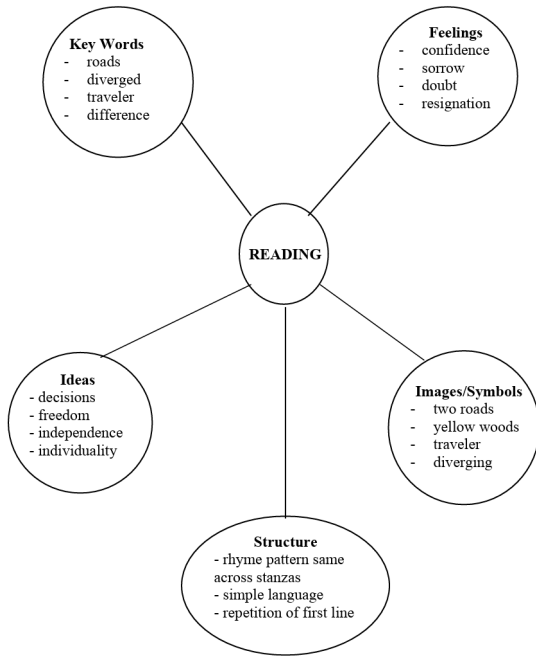
to solve challenging problems using critical thinking and deductive reasoning skills.

William & Mary Literature Web

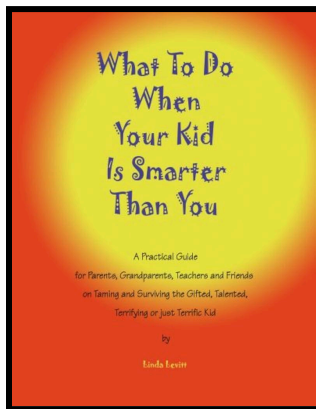
The William and Mary Center for Gifted Education developed the Literature Web as a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The web has five components:

- Key Words: interesting, unfamiliar, striking, or particularly important words and phrases contained within the text
- Feelings: the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to inspire
- Ideas: major themes and main ideas of the text; key concepts
- Images and Symbols: notable sensory images in the text, "pictures" in they reader's mind and the text that inspired them, symbols for abstract ideas
- Structure: the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, such as flashbacks, use of voice, use of figurative language, etc.; style of writing

Literature Web Example: "The Road Not Taken" by Robert Frost



SEL Space ❤️



Perfectionism

Characteristics of perfectionists:

- Highly competitive
- Driven by routines, maintaining order, and control
- Fears failure
- Procrastinates

- Expects too much of themselves (unrealistic expectations)
- Expects too much of others (unrealistic expectations)
- Often seems to overreact to criticism
- May underachieve if they feel they cannot be perfect
- Late assignments/not turning in assignments (often due to procrastination)

The Good News:

- Expectations to do well MAY lead to high achievement.
- Excellence is attainable and a good sense of accomplishment can occur when the "perfect" part is left out.

The Not-As-Good News:

- Mistakes make them fearful, limiting what new things they are willing to try.
- Perfectionism goes beyond excellence and provides little satisfaction. The results never seem to be good enough.
- Perfectionists are often highly self-critical.

How can you support a perfectionist?

- Set expectations that are reasonable for your kids. If you take on too much or avoid including your children in projects, you are giving children the message that they are not capable of doing things well enough.
- Bright children can be critical of others. Help them learn how to be constructive in their criticism. Talk about and model "small talk" and

positive comments and compliments, and what positive relationships can do for themselves and others.

- If your child is often bragging, talk with them about how this makes others feel. Help them learn to congratulate themselves privately and help them learn how to compliment and congratulate others graciously.
- Model for and explain to your child that there is more than one correct way to do almost everything in life.

Resources:

- *Most Perfect You* by Jazmyn Simon (picture book for kids)
- *The Girl Who Never Made Mistakes* by Mark Pett & Gary Rubinstein (picture book for kids)
- *The Perfect Place* by Matt de la Pena & Paola Escobar (picture book for kids)
- *Moving Past Perfect: How Perfectionism May Be Holding Back Your Kids (and You!) and What You Can Do About It* by Thomas Greenspon, PhD (for parents)
- *Perfectionism and Gifted Children* by Rosemary S. Callard-Szulgit (for parents)

Click the picture below to listen to the first part in a two-part series about perfectionism on the NCAGT podcast, *They'll Be Fine*.



Advocacy & Engagement



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Click the picture below to listen to episodes of the NCAGT Podcast, *They'll Be*

Fine!



Important Dates

- **2nd Grade Universal Screening:** September 22, 24, and 25, 2025
- **Fall DEP Parent Meeting:** October 8, 2025
- **NCAGT Conference:** March 12-13, 2026 in Concord, NC

Enrichment Opportunities

- **Reading Rumble:** Reading Rumble (formerly known as Battle of the Books) is a fun trivia competition about 6 books the students read during this school year. The purpose is simply to encourage students to read good books and have fun while competing with peers. There are two competition divisions:
 - Grades 2-3 (Reading Rumble Junior)
 - Grades 4-5 (Reading Rumble Senior)
- **Math Olympiad:** Math Olympiad is a co-curricular activity for high-achieving math students in 4th and 5th grade. It consists of 5 five-question contests that start in

November and end in March. AIG teachers or other staff serve as the PICO (Person in charge of the Olympiad) at their schools. Each elementary school is allowed to register for two teams (each team can have up to 35 students). Once registered, the PICO will get online access to the contests. For more information, visit their website <https://moems.org/>

Reading Rumble and Math Olympiad is already underway here at OP!