

## Special Points of Interest:

- Cardo the bearded dragon lizard
- STEAM Day
- Motivating Students
- SVJC Students Look forward to Authors visit
- Zoo Animal Encounters
- Poetry Bingo
- K-Nexting with Students

## SVJC Students Looking Forward to Author's Visit

At Shenandoah Valley Juvenile Center, students have been reading Rueben Nathaniel Brock's memoir, [A Young Man's Wisdom](#). In his book, he gives insightful nuggets of wisdom he has learned over the years, stemming from his father's suicide and, consequently, the challenge of growing up without a father. Mr. Brock succeeded in the face of adversity, and his struggles are easily relatable for many of our students; he was forced to navigate his place in this world without guidance from an adult male, and his story has been inspira-



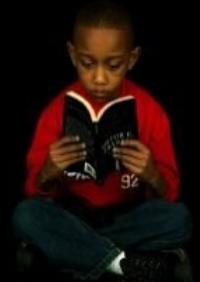
tional to many of the students at SVJC. As a result, later this month, Mr. Brock will guest speak at SVJC. He will dis-

cuss his life and his troubles, as well as what he has learned, encouraging students to move past their mistakes and overcome their hardships, to be better than they were yesterday. We eagerly await the opportunity to introduce students to an author with whom they identify, and expect it to be an invigorating and motivating experience for everyone here at SVJC.

Submitted By :  
Chanelle Lincoln,  
English Teacher, Shenandoah  
Valley JDC

### A Young Man's Wisdom

Unlocking the Secrets of Manhood

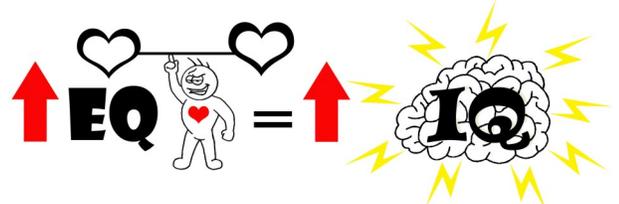


Rueben Nathaniel Brock

## Merilee's Message

As we progress through the school year, recall what we learned at our state conference from the keynote speaker, Michelle Borba. Unmanaged stress and poor regulation of impulses interfere with attention and memory resulting in disruptions to learning. Students who are able to manage their emotions can generate an interest in learning and sustain their engagement in the learning process. An increase in a student's emotional quotient will increase his/her performance in school. Remember to model the social emotional skills you want to see in students, offer opportunities for students to practice and apply those skills in the classroom and provide good exemplars in classroom instruction. For more avenues to integrate social emotional learning into the school day talk with your "Cultivating Character Site Representative" or visit the SOP website at <http://www.stateoperatedprograms.org/> to view recommended ideas and resources.

### Raise EQ to Raise IQ



# Zoo Animal Encounters

Mill Mountain Zoo in Roanoke City provides animal encounters that come to local area schools. Who can say no to some cute animals? Well, the animals may not have been so cute, but the principal, Mason King, provided the money anyway and, voila, the animals came to the Roanoke Valley Juvenile Detention Center for all the kids to enjoy. Bambi Godkin, the zoo encounter teacher and guest speaker, provided a superb lecture about each of the animals, their habitats, and their unique features. The students were



Cado is posing for his picture!

provided the opportunity to touch each of the animals. The following pictures show Cado, a bearded dragon lizard, resting on the arm of Ms. Godkin followed by the math teacher, Amanda Teer, petting the python. The snake provided two warning hisses to the writer, Karl Elsea, which was enough snake time for him.

Karl Elsea, Teacher  
Roanoke Detention Center



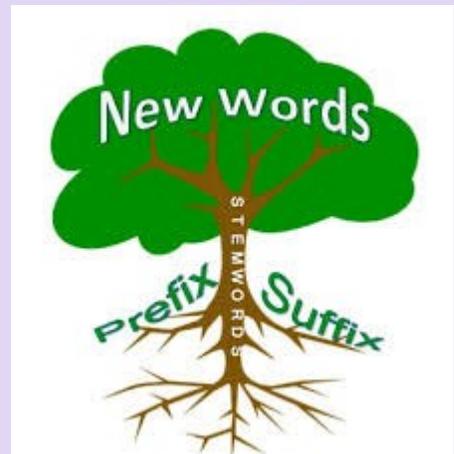
Say hello to Mr. Python!

*Language matters.  
It shapes thought.*

# Language Arts

Let's get to the root of this! Staff and teachers alike have noticed the students' increased interest in words, the increased request for dictionaries, and much improved vocabulary in class and on the units. This quarter Ms Robbie of the Chesapeake Juvenile Service Center has been serving up plates of prefixes, roots, and suffixes for students to digest. As a Language Arts teacher she enjoys giving students the tools to take and process words, breaking them into bite size morsels to enjoy and savor their meaning. Words are no longer Greek or Latin to the students. Ms Robbie's love for words comes from her days at the Naval Academy. She now proudly serves in the Naval Reserve.

Roberta Belesimo, Language Arts,  
Chesapeake JDC



THE MORE THAT YOU READ,  
THE MORE THINGS YOU WILL KNOW.  
THE MORE THAT YOU LEARN,  
THE MORE PLACES YOU'LL GO.  
--Dr. Seuss

## Arts In Healthcare



On November 6, 2015, I participated in the “Arts in Health” event coordinated by the Arts in Healthcare Department at VCU. I was asked to represent my site, the field of art therapy, and SOP’s, in which I did happily! I had a table set up that included information about VTCC/SOP’s, my experience in art therapy, and general information about Art Therapy and its function, benefits, and qualifications. I also included some interactive materials such as kinetic sand (with lavender oil), model magic, and mandalas to engage participants, which was a great success. I shared in this event with other arts in health promoters from VCU Health including music therapists, art specialist, therapeutic massage, acupuncture, dogs-on-call, and pastoral care. It was a wonderful event that showcased



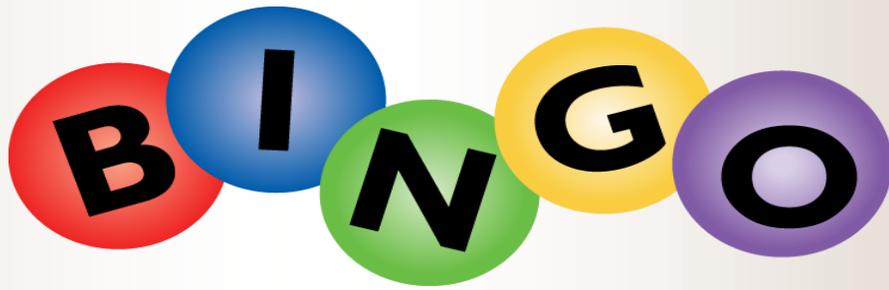
how healing the arts can be, in addition to other alternative approaches to health. Participants were enlightened about the field of Art Therapy and expanded their awareness of other avenues of healing at this event. I hope to attend again next year! It was also pleasing to have my fellow VTCC/SOP teachers and staff come by to support me in this event.

Leila Saadeh, MS  
Virginia Treatment Center for Children (VTCC)



**MATH**  
**LANGUAGE**  
**HISTORY**  
**READING**  
**SCIENCE**

# Poetry



Create your own poem using four couplets.	Write a bio poem.	Create your own eight-line poem using one metaphor or simile throughout.	Write a Tanka.
Come up with five sound words. Write a short story using those five sound words (onomatopoeia) at least once. Five sentences minimum.	Write a limerick.	Create a sentence with ten words, using alliteration for each word.	Write a rhyming riddle (six lines minimum).
Create a poem using two quatrains.	Write your own rhyming slogan or catchphrase.	Write your own ten line poem, using at least four internal rhymes.	Write two haikus.
Create a chart that explains the differences between similes and metaphors. Then, write two similes and two metaphors.	Write a poem using a unique format, such as uneven lines, uneven number of lines in a stanza, etc.	Make an acrostic poem using your first and last name.	Write a shape poem (poetry in the form of a shape). Poem should be related to the shape.



During the fall semester, my English students completed a unit on poetry. After going over figurative language, different forms of poetry, and reading selections of poetry, I wanted to give my classes a creative assignment so they could show what they learned. I created a board, similar to a Bingo board, which contained different tasks for the students to complete in each square. The tasks included making your own acrostic poem with your name, writing a poem using five couplets, writing a rhyming riddle, writing a poem using at least four internal rhymes, and many other creative tasks. The students were asked to pick any of the five squares and complete the task inside the square. Instead of testing my students on terminology and the selections of other poets, I allowed each student to become a poet and show me what they learned through their own poetry. My students showed excitement during this project and were proud of themselves to complete poems on their own. Regardless of grade level or learning ability, I saw outstanding results with this project. This activity can be manipulated to fit the needs of each student. The number of tasks that need to be completed can be changed per student, or the tasks within the boxes can be altered.

Submitted by: Sara Mutner—Highlands Juvenile Detention Center

# K-Nexting with Students



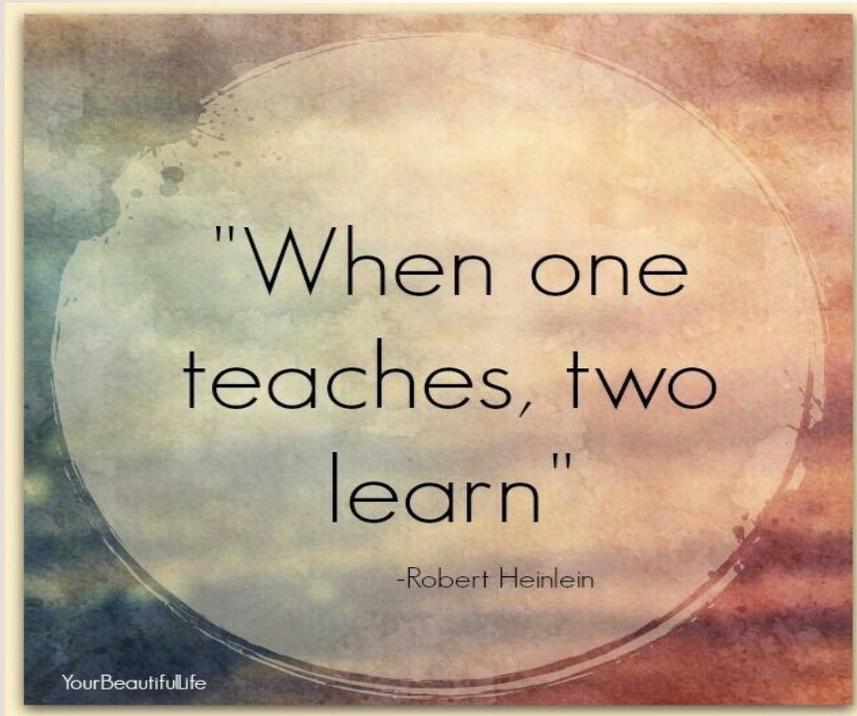
**Student potential** is one thing we cannot measure with “instruments” and data-driven evidence to determine validity. As dynamic educators, we consistently ask ourselves how to engage students to thrive, exceed our expectations, persevere and acquire a sense of resiliency at our facilities. The possibilities are endless **when** students are exposed to certain stimuli; they are pushed to do their best and they learn the necessary skills in an encouraging, caring and empathetic environment. During our unit titled Careers in Architecture and Construction, students outlined their



distinct potential through research, diagram and presentation. Students explored career pathways. Next, the Venn Diagrams were essential to gain a sense of the pathway. Finally, students celebrated by application. The KNEX models were created through collaboration-- working cooperatively, following directions and putting their potential to the test! In addition to that unit we also covered career readiness skills when students conducted research, explored and experienced the field of careers in Information Technology Career Cluster.

Students played education interactive games and learned how to code. They also evaluated the many “Free” Coding Apps, explored future careers in Coding and developed 21<sup>st</sup> Century Workplace Readiness Skills. Students also partook in a hands-on experience when we visited The Culinary Institute of Virginia. Students explored Career Cluster in Hospitality & Tourism. They assisted the Chef with preparing a meal and learned about future careers in this field.

Submitted by: Monica Anderson,  
Post D teacher, N.N. JDC



# Back to the Basics

Many math teachers struggle with secondary students' lack of fluency and number sense. Just like some students need extra support to "break the code" when learning to read, sometimes students need extra time and extra support to become fluent with basic math facts. What does the research say is the best way to address this issue in the classroom? First, 5-10 minutes a day is adequate time to address fluency with older students. The activities should be: purposeful, planned, and targeted. Teachers should know which facts individual students have not mastered and plan practice activities accordingly. Nothing should be left to chance, which means any activity that relies on random dice rolling or card pulling isn't as effective.

Next, new facts should be introduced only after others are mastered. Too much at one time is overload! Also, mastered facts should be periodically reviewed to ensure students still have them.

Finally, progress monitoring is essential. Older students can monitor their own progress with charts and graphs. This also helps with keeping students motivated.

Remember students who struggle with fluency can still work on more rigorous activities. *Submitted by: Laurie Cooper*

*"If we wait until students are ready to work on challenging standards by virtue of having mastered basic skills, they might not ever work on challenging standards. Exposure to content helps develop knowledge networks." ~Margaret McLaughlin*



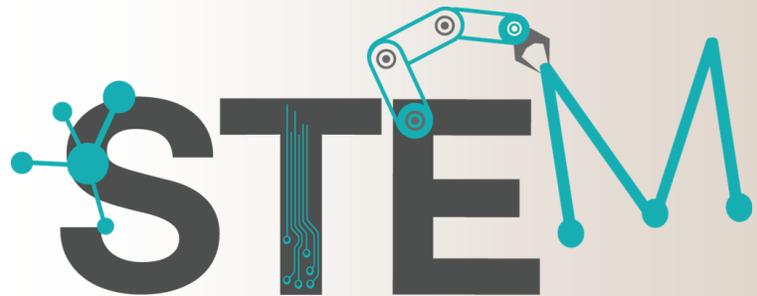
## STEAM DAY...CCCA'S TWIST ON STEM

STEM is traditionally the integration of Science, Technology, Engineering, and Math (STEM); however students at CCCA celebrated STEAM Day instead, incorporating the Arts into the integration mix.

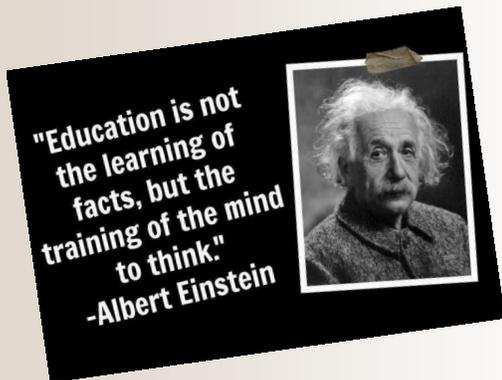
The students spent time using critical thinking skills and applying knowledge to a variety of activities. Students were challenged to create race cars using recycled materials that would successfully glide down a ramp. The trick seemed to be creating an axle that would allow for maximum distance. Students also designed ways to protect eggs from cracking when dropped from high altitudes.

Using only three materials to accomplish this task required students to find creative solutions. Students created models using only edible mediums, finding ways to make food items mold together to create a work of art.

Finally, ingenuity was essential to creating infrastructures out of food materials that would withstand a Jell-o induced earthquake. After attempting these various tasks, everyone learned about robotics from our resident technology teacher, Mr. Jim Hennessee. The students were amazed at the uses and capabilities of today's robots.



SCIENCE ⚙️ TECHNOLOGY ⚙️ ENGINEERING ⚙️ MATH



Submitted by: Jennifer Whorrall, CCCA

# Going Up?

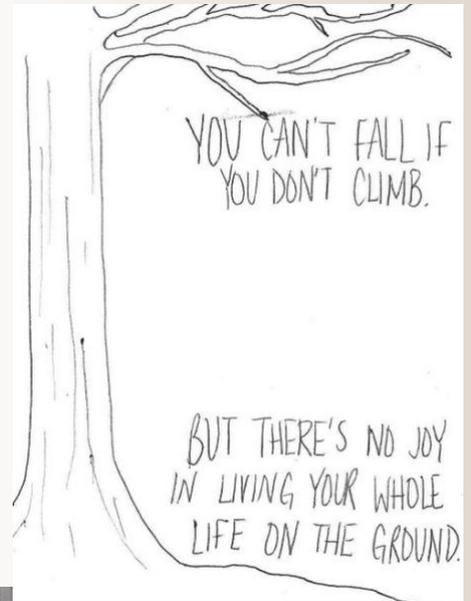


Someone asked George Mallory

why he wanted to climb Mount Everest and he replied "Because it's there". Well now our climbing wall is there on the back wall of the stage just waiting for the next student or staff to climb on board and feel the love of climbing. Our students here at the Commonwealth Center can look out their windows and see the majestic Blue Ridge Mountains in the East and the amazing Alleghenies in the West. However because this facility is

locked and secure there are limited outside opportunities for them to be active using their bodies to move, exercise and challenge themselves physically. This is why our new climbing wall is so important. Students now have a safe indoor challenge to develop fitness, strength, flexibility, coordination, problem solving, patience, perseverance and courage. Our new wall is therapeutic in many ways, students can physically practice just putting one foot or hand grip in front of the other and accomplishing a goal. Thankful is the word to use when talking about our new climbing wall. It is a great addition to our educational program. We don't have to ask why our students like to climb, they like to climb because it's there.

Submitted by: John Bauman, CCCA



## A Message from the Emergency Broadcast System



I teach English Second Language through Science so I focus on vocabulary that will hopefully come in handy and this past fall we focused on weather and the epicenter became tornadoes. After reviewing basic weather and the science behind forecasts, we spent a day on tornadoes. I showed them maps of tornado alley and

the Spanish speaking parts of our country, hence the name tornado. All week they filled in a cloze learning vocabulary from the song *Tornado* by Little Big Town. Now they sing it all the time. Our lab day consisted of making a tornado in a bottle with water, food coloring and vinegar and watching it flow. Lastly they made their own maps, put on a dress jacket and made videos of their own weather forecasts. Lots of tornadoes and

some hurricanes were predicted. A month later, we left phone messages for the cryptozoology creature, Mothman, and had to share a prediction and most mentioned, of course, a tornado coming to his den in West Virginia. Tornadoes won't blow away in my classroom anytime soon but at least I feel better that if they encounter one in this country, they'll know what to do.

Carol Quintero,  
SVJC ELL  
Teacher



# Motivating Students

**Motivation  
is all around us.**

You just have to  
know where to look.

MaestroTurner.com

On October 30, 2015 Michel Turner, known as Maestro, visited the Commonwealth Center (CCCA) with his positive and uplifting messages. Maestro is a young man from Richmond who struggled through school due to

his severe ADD as a child and faced many life challenges as an adult. He shared his experiences with the students to help show that they too can set goals and accomplish them with their hard work. Maestro leads a campaign called Average Must Die as a way to help change the mindset

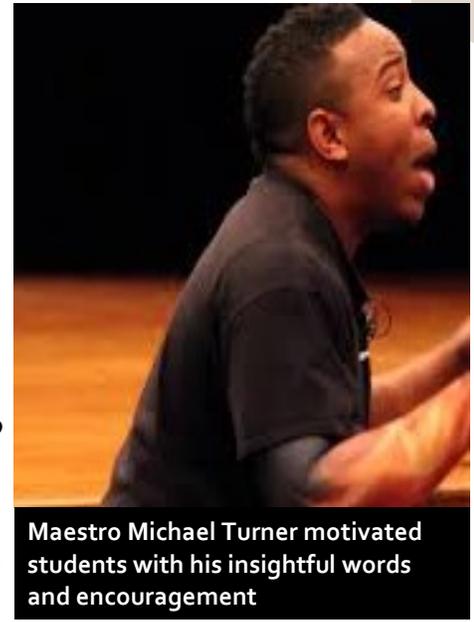
of students across the country, pushing them to dream, set goals, and push for these goals to become reality.

The students were wowed with Maestro's positive energy and hung on to his powerful words. The students also had the opportunity to work with Maestro in small groups where he was able to share more words of encouragement and hear from the students.

It was a great experience for the students and the staff and teachers benefited from his motivation too.

If you want to learn more about his campaign visit:

[www.maestromotivates.com](http://www.maestromotivates.com)



**Maestro Michael Turner motivated students with his insightful words and encouragement**

Submitted by:

Jennifer Whorrall, CCCA

## Goodie Bags for W.W. Moore Facility

DonorsChoose.org is an online donation website that supports teachers by raising funds for teacher requests for supplies. Recently, W.W. Moore received a donation of highlighters and markers for all the teachers. The supplies were sponsored by Staples and will be used to prepare students for SOL tests this spring. The students will practice successful test taking strategies, highlighting skills, and also use the supplies for various projects. During this school year, DonorsChoose.org has donated library books, art supplies, and poster board for W.W. Moore. Visit the website



today and create your own wish list for your facility! It's fast, fun, and feels just like Christmas when your donations arrive. Reach out to your online community to help support your community.

Submitted by: Laura Graser, English Teacher, W.W. Moore



# Collaboration Across Elementary Classrooms

The elementary classes with Ms. Andrea and Ms. Shannon collaborated for fun Fall Activities during the month of October! Some of the activities involved working together as a team. One activity focused on the life cycle of a pumpkin, using a 70 pound pumpkin from Mr. Jim’s garden as the model. Students were able to incorporate math activities by counting seeds from a pumpkin and by doing a school wide survey to find out if people liked bats or spiders best. Bats won by a long shot!

The month of October can’t end without some ghost stories. Students were able to watch the movie “Casper” and use graphic



organizers to help determine the mood that the author was trying to set in the story. The students enjoyed the activities so much that they forgot they were still learning!

By: Shannon Crabill, Elementary Teacher, CCCA



Students in the elementary classes collaborate with Language Arts and Math in fun October themed activities.

## Operation Clean Water

The W. W. Moore faculty recently participated in a Clean Water Project sponsored by God’s Pit Crew and the Career Development Center in Danville. The goal was to collect bottled water to benefit the people of Flint, Michigan. This was a great way for us to demonstrate the character trait for the month of February.

Submitted by:

Pat Davis, Principal, W.W. Moore



Keeping it Clean!





## State Operated Programs

A Friendly Reminder to All:  
Articles must be submitted the **15th day of the month before the publication.**

**Sharingourprogress@gmail.com is for Newsletter submissions ONLY**

**SOPwebsite@gmail.com is for:**

- **Website Submissions**
- **Lesson Plans (submitted only by the Chairperson)**
- **Personnel List & Resources**

**Submit articles in MSWord format to:**

**sharingourprogress@gmail.com**

**A few guidelines for articles:**

1. Provide articles that are 75-200 words in length.
2. Provide author's name at the end of the article.
3. Submit graphics as JPGs or GIFs.
4. Submitted articles written by you or your staff.
5. Indicate the Title of your article
6. Proof your article.
7. Send articles any time.

**Thanks for all your support and contributions to our newsletter!!**

