

ABOUT THE SCHOOL

Nestled among the live oaks of South Texas, Roan Forest Elementary School is located on the southern fringe of the beautiful Texas Hill Country. Surrounded by nature and housed in a state-of-the-art facility built in 2002, Roan Forest is part of San Antonio's award-winning North East Independent School District. The school is conveniently located approximately five minutes from the Loop 1604 and Highway 281 interchange and is just a short drive from fabulous downtown San Antonio, home of the world-famous Alamo and Riverwalk.

In addition to a curriculum based upon the Texas Essential Knowledge and Skills (TEKS), Roan Forest offers an exciting Core Knowledge curriculum in the areas of history, geography, language arts, literature, and fine arts. Our school has two school-wide events each school year that celebrate what the students have learned. The Renaissance Faire is held in December, and a Spring Festival is held in May. Roan Forest also offers a rotation in Physical Education, Music, and Spanish. Every student attends each of these classes during the school week. The school has two computer labs, a primary lab (grades K-2) and a secondary lab (grades 3-5). The school is also equipped with a child-centered science lab. Students also have the opportunity to participate in extracurricular activities.

Roan Forest boasts an active PTA, and parent volunteers are visible throughout the school daily. This strong school-community network helps make students very successful.

The Kid's Involvement Network (KIN) is an after-school program that provides enrichment in study skills, arts and crafts, physical education, and other fun activities.

Our Principal, Mrs. Ruth Wayne, comes to Roan Forest with 28 years of experience in elementary education. Her first

Roan Forest Elementary School
22710 Roan Park
San Antonio, Texas 78259



**Trailblazers of Today
Leaders of Tomorrow**

ROAN FOREST ELEMENTARY SCHOOL



WEBSITES:

District: <http://www.neisd.net>
Campus: <http://www.neisd.net/roan/index.html>

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22710 Roan Park
San Antonio, Texas 78259**

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**Part of the award-winning
North East I.S.D.**



principal assignment was at Olmos Elementary. Under her direction Olmos was recognized by the Texas Education Agency as a "Recognized" and "Exemplary" school. In 2001 the school was recognized as a National Blue Ribbon School of Excellence by the U. S. Department of Education, and in that same year Mrs. Wayne was awarded the Terrell H. Bell Award for outstanding leadership. Mrs. Wayne was the only principal in the nation to receive this award in 2001.

In 2001 Mrs. Wayne was appointed to Roan Forest Elementary. Since its opening Roan Forest has had an "Exemplary" status in student performance. The instructional focus at Roan Forest includes an emphasis in language arts, mathematics, science, technology and fine arts. In 2005 Roan Forest was recognized as an "Exemplary" school by the Texas Education Agency. Roan Forest was the only school to receive this recognition in Bexar County in 2005. You will find Roan Forest to be a child-centered school that leads the way in education excellence in all areas.

The "Core Knowledge" Curriculum is a detailed outline of specific content to be taught in language arts, history, geography, and the fine arts. As the core of a school's curriculum, it can provide a solid, coherent foundation of learning.

The Core Knowledge Sequence represents a first and ongoing attempt to state specifically a core of shared knowledge that children should learn in American schools. It should be emphasized that the Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next.

The Core Knowledge Sequence is distinguished by its specificity. The specific content in the Sequence provides a solid foundation on which to build skills instruction. Moreover, because the Sequence offers a coherent plan that builds year by year, it helps prevent the many repetitions and gaps in instruction that can result from vague curricular guidelines. *

* <http://www.coreknowledge.org/CKproto2/about/FAQ/information.htm#1>

Four Blocks Reading and Writing at Roan Forest are broken down into four blocks, hence the title **Four-Blocks**. These four blocks are **Guided Reading, Self-Selected Reading, Writing, and Working with Words**.

Guided Reading-The purpose of this block is to expose children to a wide range of literature, teach comprehension and teach children how to read with books that become increasingly harder. Children either read from a basal or from multiple copies of trade books or from a big book, Core Knowledge selections are also introduced here.. The block usually begins with a discussion led by the teacher to build or review any background knowledge necessary to read the selection.

Comprehension strategies are taught and practiced during this block. This block also includes writing in response to reading.

Self-Selected Reading- Self-Selected Reading includes (and usually begins with) teacher read-aloud. The teacher reads to the children from a wide range of literature. Next, children read "on their own level" from a variety of books the teacher has gathered together and keeps on a bookshelf or (more popularly) in dishpans or buckets. The teacher selects books for the classroom library on themes they are studying, easy and hard library books, old favorites, new easy predictable books, etc. While the children read, the teacher conferences with and takes anecdotal records on several children each day. Some teachers choose to spend part of this block with a small group reading an "easy" book together and giving them instruction focused at the child's level. The block usually ends with one or two children sharing their book with the class in a "reader's chair" format.

Writing-The Writing block is carried out in "writers workshop" fashion. It begins with a mini-lesson (10 minutes). The teacher sits at the overhead projector or with a large piece of chart paper. The teacher writes and models all the things writers do (although not all on any one day!). The teacher thinks about -- deciding what to write about and then writes. While writing, the teacher models looking at the word wall for a troublesome word which is there as well as inventing the spelling of a few big words. When the piece is finished, the children help the teacher edit the piece for the items on the checklist. Next the children go to their own writing. They are at all different stages of the writing process --finishing a story, starting a new story, editing, illustrating, etc. While the children write, the teacher conferences with individuals who are getting ready to publish. From 3 to 5 pieces, they choose one to make into a book. This piece is edited with the teacher's help and the child proceeds to the publishing table where he will copy the correct form and finally illustrate the book. This block ends with "author's chair" in which several students each day share work in progress or their published book.

Working with Words- In the words block, K-2 children learn to read and spell high-frequency words and learn the patterns which allow them to decode and spell lots of words. The first ten minutes of this block are usually given to reviewing the word wall words. Word wall is a display of high frequency words above or below an alphabet. The words are written with thick black marker on colored construction paper and are located by first letter only. The teacher adds 5 words a week. Students practice new and old words daily by looking at them, saying them, clapping or snapping the letters, writing the words on paper, and self-correcting the words with the teacher. The remaining 20-25 minutes of words time is given to an activity which helps children learn spelling patterns. A variety of activities are included in this block each day the most popular of which is Making Words. Making Words is an active, hands-on, manipulative activity in which children learn how to look for patterns in words and how changing just one letter or where to put a letter changes the whole word. The children are given the six to eight letters that will form the final word. The teacher begins with two letter words, then builds to three, four, and five letter words (example: it, in, pin, pit, rip, run, runt, punt, trip, turn, print, turnip). They then sort the words according to a variety of patterns including beginning sounds, rhymes and endings and use words sorted to read and spell words with similar patterns. Word wall is practiced every day but the second activity varies. In addition to Making Words, this second activity could be Rounding up the Rhymes, Guess the Covered Word, Using Words you Know, Reading/Writing Rhymes or another activity through which children learn how to use patterns to decode and spell hundreds of words.*

• <http://www.wfu.edu/~cunningh/fourblocks/>

Math Investigations

Investigations in Number, Data, and Space® is a K-5 mathematics curriculum developed by TERC. Its four major goals are:

- to offer students meaningful mathematical problems
- to emphasize depth in mathematical thinking rather than superficial exposure to a series of fragmented topics
- to communicate mathematics content and pedagogy to teachers
- to substantially expand the pool of mathematically literate students

The Investigations curriculum offers in-depth experiences in number, data, geometry, and the mathematics of change. The following aspects of the curriculum ensure that all students are included in significant mathematical learning by:

- Spending time exploring problems in depth
- Finding more than one solution to many problems
- Developing their own strategies and approaches, based on their knowledge and understanding of mathematical relationships
- Choosing from a variety of concrete materials and appropriate technology, including calculators, as a natural part of their everyday mathematical work
- Expressing their mathematical thinking through drawing, writing, and talking

Each grade level is organized into units that involve students in the exploration of major mathematical ideas, and may revolve around two or three related areas—for example, addition and subtraction or geometry and fractions. The curriculum is presented through a series of teacher books. Each book provides lesson plans, materials lists, reproducible student sheets for activities and games, a family letter, homework suggestions, opportunities for skill and practice, assessment activities, notes to the teacher about the mathematics students are encountering, and examples of classroom dialogues. Some units include software to extend students' experience with the mathematics being explored.

** <http://www.terc.edu/investigations/index/html/index.html>

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Trailblazers are the best.**

Up, down, all around,

Trailblazer pride can be found.

Trailblazer colors khaki and blue.

Trailblazer pride is nothing new.

**North, south, east, west,
Trailblazers are the BEST!**