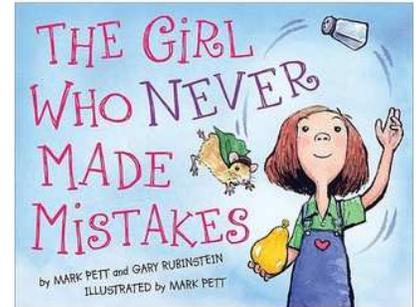


January 2013

Dear P.S. 154 Community,

Nobody is perfect! Not even Beatrice Bottomwell, the little 9 year-old perfectionist that never made a mistake. For most of her young life Beatrice was perfect and she loved it. Being perfect is what she did best. At school during cooking class Beatrice was about to make her first mistake, but she didn't! However, the fear of making her first mistake made Beatrice very timid and afraid to take chances. With her confidence shattered, Beatrice makes a very humorous mistake during her school's talent show. Freed from her perfectionistic tendencies, Beatrice is able to enjoy life more fully since she realizes only those who don't take chances never fail.

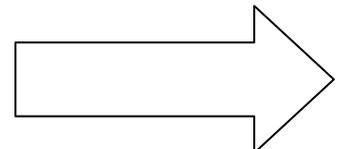


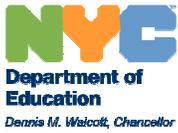
The Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein is a great way to show students that it is okay to make mistakes. This book shows kids that no one is perfect, nor should they try to be. This book might nudge perfectionists into risking/trying something out of their comfort zone. As the great Theodore Roosevelt said, "Far better is it to dare mighty things, to win glorious triumphs, even though checkered by failure... than to rank with those poor spirits who neither enjoy nor suffer much, because they live in a gray twilight that knows not victory nor defeat."

This month the entire school community will focus on one **Common Core Reading Standard in Literature, Standard 3, and one Instructional Shift in ELA, Shift 4: Text-Based Evidence**, which asks us to "engage in rich and rigorous evidence based conventions about text. As this book has a strong character, we thought that this would be a good text to support our work in Common Core Learning Standard 3 which states the following:

| Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade |
|---|--|--|---|--|--|
| With prompting and support, identify characters, settings, and major events in a story. | Describe characters, settings, and major events in a story, using key details. | Describe how characters in a story respond to major events and challenges. | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

Please share samples of your work in these areas with us so we can continue to learn and grow as a community. You can also engage students in this text through discussion in which you encourage them to use correct academic language from the text and/or through the use of thinking maps as students prepare to respond to the text in writing.





PUBLIC SCHOOL 154Q

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| Thinking Maps | Possible Activities |
|--------------------------|--|
| Circle Map | <ul style="list-style-type: none"> ➤ Create a circle map on Beatrice and all of the things you know about her. ➤ Create a circle map of Carl. ➤ Create a circle map of all the things that Beatrice does during her day. |
| Bubble Map | <ul style="list-style-type: none"> ➤ Describe Beatrice in the beginning of the story. ➤ Describe Beatrice at the end of the story. ➤ Describe Carl. |
| Double Bubble Map | <ul style="list-style-type: none"> ➤ Compare and contrast Beatrice in the beginning of the book to Beatrice at the end of the book. ➤ Compare and contrast Beatrice and Carl ➤ Compare and contrast Beatrice and yourself. |
| Tree Map | <ul style="list-style-type: none"> ➤ Create a tree map to categorize the story elements. ➤ Create a tree map classifying the things Beatrice does and the things Beatrice doesn't do because she is afraid. |
| Brace Map | <ul style="list-style-type: none"> ➤ Create a brace map to show the parts of an auditorium. |
| Flow Map | <ul style="list-style-type: none"> ➤ Sequence the major events in the story from the beginning to the end. |
| Multi-Flow Map | <ul style="list-style-type: none"> ➤ Create a multi-flow map with the event- Beatrice making a mistake in the talent show. |
| Bridge Map | <ul style="list-style-type: none"> ➤ Create a bridge map with the relating factor "learns". Beatrice learns that it's ok to make a mistake as Poppleton learns that he should not hold his feelings inside and should tell people how he is feeling. ➤ Create a bridge map with the relating factor "teaches us". The Girl Who Never Made Mistakes teaches us that its ok to make mistakes because that is how we learn and grow as Just Kidding teaches us to respect each other and that bullying hurts. |

As we continue our school wide goal of growing our student's **academic vocabulary** knowledge (**Common Core Shift 6**), it is very important that our students gain a strong understanding of the meaning of the words below in different contexts, as well as be able to use them in speaking and in writing. Our hope is that throughout the month you reinforce the meaning of these words and have your students engaged in various activities around them.

| <i>The Girl Who Never Made Mistakes</i> Vocabulary Words | | | |
|---|---------|-----------|----------|
| Exactly | Delight | Delicious | Stunned |
| Wobbled | Specks | Perfect | Audience |
| Auditorium | Chuckle | Juggle | Rhubarb |
| Barely | Tossed | Speckled | |

Sincerely,
Dr. Davidson, Mrs. LaPorte, and the Teacher Leaders Team