Parent Council Meeting

November 4,2020

Handwork (Mz. Sarah)

6th grade - we are happy to finally be done with clay! Next up, students will roll their very used clay into seed bombs.

7th grade - soap carving success! I am so impressed by the amazing things these kids did with just a bar of soap and a butter knife. Next up, needle felting!

8th grade - the pincushions we made are ADORABLE and functional as well. They now have a small sewing kit that they will need for their next project - a set of bean bags to learn to juggle with!



First Grade (Mz. McDonald)

In First grade, we are completing our journey through the letters. Everyday, we draw an image from a story and in that image we find a letter. This image is the letter Z for the lightning that zigzags through the air.



Second Grade (Mz. Machek)

In second grade, we are midway through our integrated ELA fables block. Each day we explore timeless lessons and morals through the framework of a different fable. Rather than explicitly state the meaning of each fable, students are encouraged to analyze the text and infer its meaning. After each lesson, we write sentences to explore concepts like punctuation, capitalization, and parts of speech. By the end of this block, students will be writing their own short sentences.

This chalk drawing is inspired by The Hen and the Apple Tree. The moral? *It is always difficult to pose as something that one is not.*



Third Grade (Ms. Sheila)



As part of our journey through Hebrew stories, we've been learning Hebrew letters, language sounds, words, songs, and dances. We've also been creating seasonal art, and getting to know the parts of speech and punctuation.

Fourth Grade Mrs. Murray and Ms. Hunter

- This
 - week-presentations from our Viking Shield Project!
- Had to crack a code (multiplication and division) to figure out colors, then created a poem relating to their shield
- Moving forward to to Norse Mythology!



4 TYPES OF MOUNTAINS



Folded Mountains

Upwarped Mountains

s shi e

Fault-Block Mountains



Volcanic Mountains

The arrows show how the earth is moving and shifting. The earth horizontally (side to side), vertically (up and down), or diagonally. In the volcanic mountain diagram, the arrows are showing the flow of magma.

Sixth Grade (Mz. Welch)

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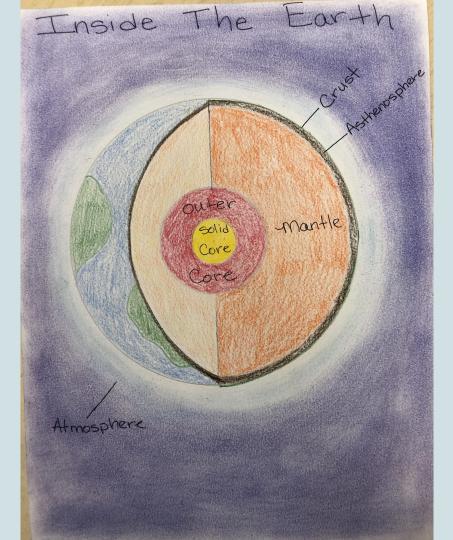
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Sixth Grade (Mz. Madera)

We are studying Geology for the next three weeks.

During this block we will study the inside of the earth, plate tectonics, mountains, volcanos, earthquakes, rocks, and minerals.

This is one of my favorite subjects!! I get share my rock and mineral collection with the students!



Seventh Grade (Mz. Jones)

7th Grade has been learning about famous Renaissance artists and their masterpieces. This week students wrote letters to artists with questions about how they created their masterpiece, who/what their inspirations were and asked what life was truly like in the Renaissance.



Dear Michelangelo,

I enjoyed studying and hearing about your work! I understand you were reluctant to paint the ceiling of the Sistine Chapel but did you wer feel like quitting or giving up on painting it? Did you wer regret putting in the time and effort it took to paint the ceiling? I find the work that you did on the Pieta after you moved to Rome in 1496 fascinating. How did your father react when you told him you wanted to be an artist? I hope you wouldn't ever regret the work you've done as much of it is still famous today.

Was it hard to not have a mother at such a young. age? How did you feel about making Pope Julius II's tomb in 1505? I bet it must have been a hard project as you worked on it on and off for 40 years! The Medici family must have provided a lot of recources and training when they took you under their wing in 1490. I hope you felt accomplished overall, as people today still admire your work and many of your projects have become widely known and famous.

> Sincerely, Claire Kruger

8TH GRADE (MR. MEIER)

IN 8TH GRADE, WE HAVE BEEN STUDYING THE ANATOMY OF THE HUMAN BODY. WE HAVE LEARNED ABOUT THE SKELETAL, MUSCULAR, AND NERVOUS SYSTEMS. WE STUDY THIS NOT ONLY TO INCREASE OUR KNOWLEDGE, BUT ALSO TO HELP BRING THE STUDENT'S AWARENESS TO THEIR ABILITY TO ACT AND CREATE IN THE WORLD THROUGH THEIR PHYSICAL BODIES.





