

Parent Council Meeting

February 2, 2021

Handwork (Miss Claire)

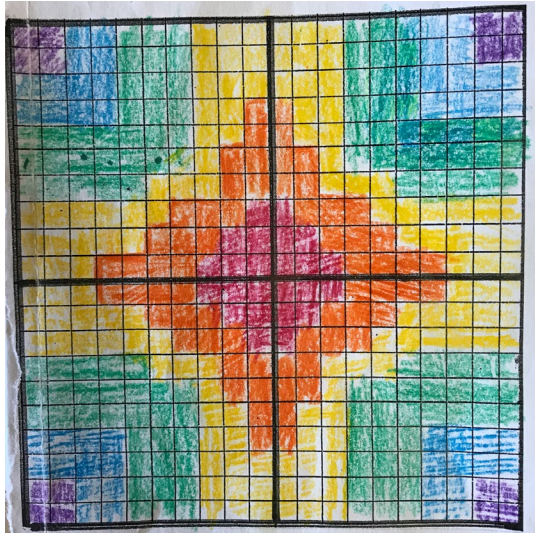


In 1st, 2nd and 3rd grade, we are learning about the water cycle. During our classes, I read stories related to this topic, including what types of animals live in rivers, ponds, oceans, etc, how water is purified for drinking, where wastewater goes, water conservation and why it is so important to protect our waterways. This sewing project covers all four stages of the water cycle: Evaporation, condensation, precipitation and collection. This project was stitched by 2nd grader Charlize Kartychock.

Handwork (Miss Claire)

In 4th grade, we are cross stitching. Students are drawing their designs on graph paper and using them as a map to complete their projects. In 4th grade, students are encouraged to do activities that are grounding and root them in physical space. These X stitches help to encourage the feeling of “I am here!” This cross stitch project belongs to Colter Machek.

In 5th grade, students are needle felting. Before the winter break, I sent home tools and introductory projects. Now, they are choosing what they make next. Pictured is Dayton Earnest and his rainbow <3

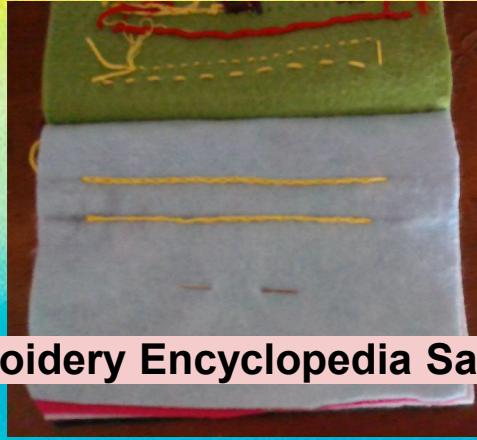


Middle School Handwork Semester Review

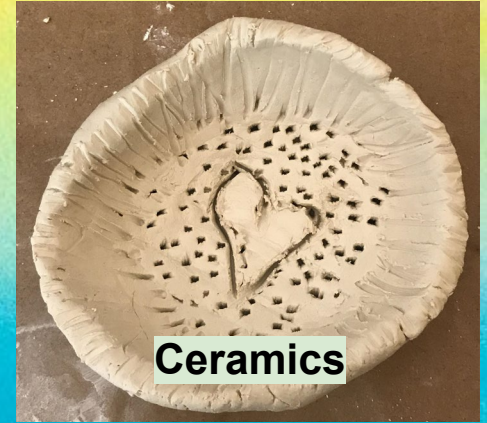
(with Miss Sarah)



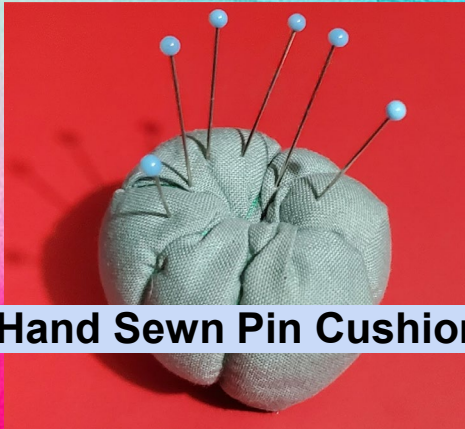
Needle Felted Sculptures



Embroidery Encyclopedia Sampler



Ceramics



Hand Sewn Pin Cushions



Juggling Bean Bags - planning from start to finish!

Middle School Handwork Semester Review

6th Grade: We started with a Ceramics Unit, exploring different hand building techniques and learning new vocabulary along the way. Students made the connection between Ancient Roman techniques (their main lesson was on Ancient Romans at the time) and modern day practices. We finished this unit by creating seed bombs from our spent clay and local native seeds. 6th graders are now in the middle of their big Embroidery Unit. Learning to embroider over Zoom should be hard, but these kids make it look easy!

7th Grade: These students have taken an active role in planning their handwork curriculum. They discuss what skills they'd like to learn, what projects they'd like to make and what tools they will need. So far they've really enjoyed sculpture. We started with soap carving, sketching a blueprint to follow and gathering DIY tools from home. We are just finishing up an advanced needle felting sculpture, building on the skills learned in our soap carving project and taking a step forward to relate each layer in our wool sculpture to the skeleton, muscles and fat, and finally the skin and hair of the animal being created.

8th Grade: When will I ever need to know this?, they asked. And now they have their answer. They've needed math formulas, critical thinking skills and a basic knowledge of hand sewing while learning to create a sewing pattern from start to finish. So far they've sewed a tomato pin cushion to store their pins safely and 3 bean bags to learn to juggle with!

Distance Lily and Maple Rose Kindergartens (Teacher Susan)

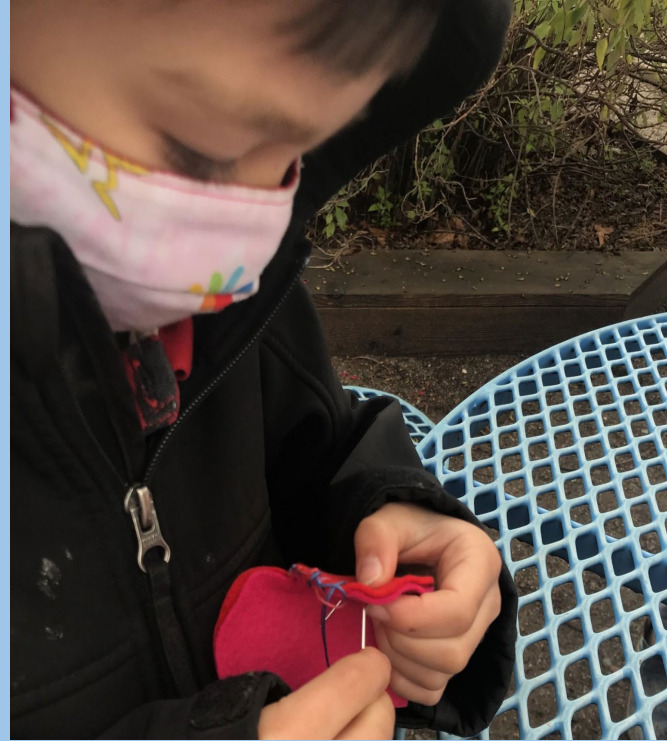


Here are a few of our Handwork projects for the month of February. Valentine cards, heart fingerprints, a beeswax bird and lavender heart sachet.

On-site Lily and Maple Rose Kindergartens (Teacher Cheryl)



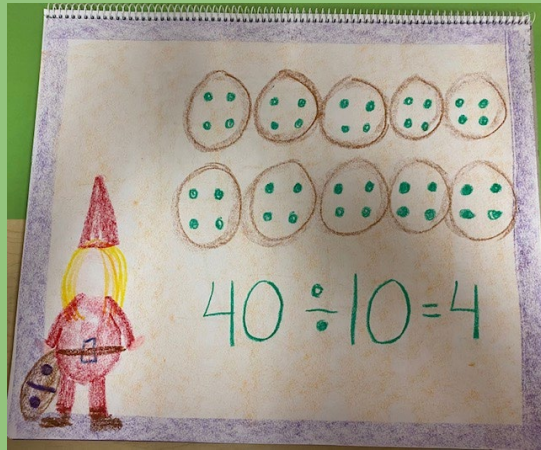
Our Morning Circle has grown, with the combining of the Maple Rose and Lily Rose cohorts. We're painting, drawing and stitching at school, and taking in little journeys to the garden. Inside we have begun the story of The Three Oranges ~ a true love story.



First Grade (Mz. McDonald)

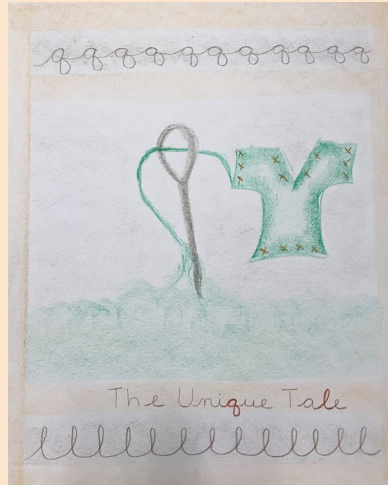


The First grade just finished up our 2nd Math block. In this block we learned about adding, subtracting, multiplying and dividing with the help of Addie Add, Mindy Multiply, Simon Subtract, and Desmond Divide



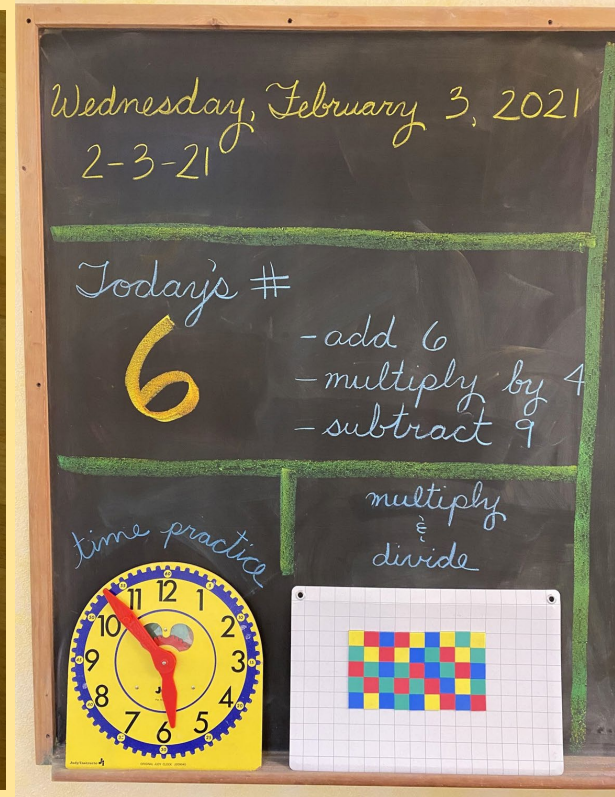
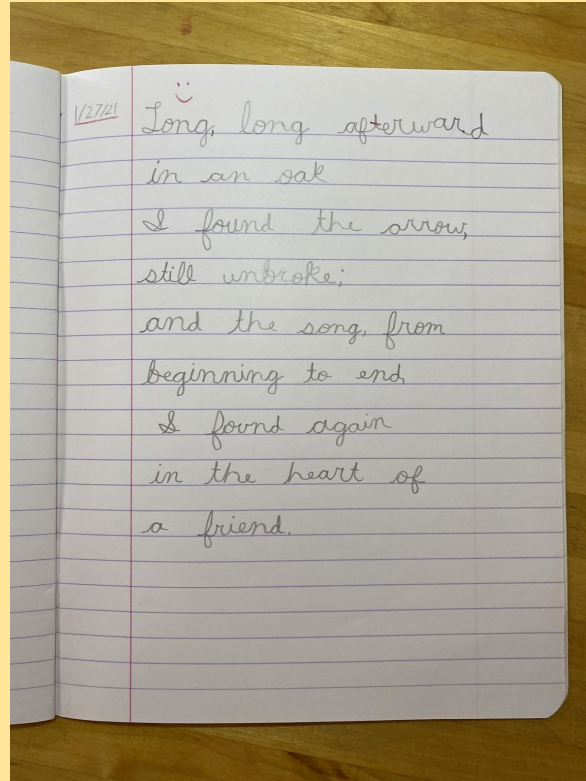
Second Grade (Mz. Machek)

The second grade is learning cursive this block with inspiration from The King of Ireland's Son.



Third Grade (Ms. Sheila)

We begin each morning with math and cursive practice: fluency with operations, multiplying and dividing with rectangular arrays, telling time, and fine-tuning our penmanship while enjoying poetry.



Third Grade (Mz. Lee)



We took advantage of the sunshine and did our math outside. We were completing a page in their book. When they were done, they were allowed to have some free play. This student made multiplication arrays with found flowers and “pokey balls.”

Fourth Grade (Mrs. Murray)

- Finished up our Maya Mythology block
- Now in the final stories of Norse Mythology
- Improving our writing every day!
- Pictured with our spirit wear for SPARKLE AND SHINE DAY



Fourth Grade (Mrs. Hamblin)

- Just finished our Mesoamerican studies block
- Created Maya masks
- Finished testing for iReady
- Beginning our last Norse Mythology block



Fifth Grade (Ms. Jennifer)

Be Brave

Be Ambitious

Be Loyal

Be Wise

We are in a literature unit, reading books 1-4 in the Harry Potter series. Many children are avidly reading by choice for the first time in a year! 5th graders are learning how to cite evidence from the text in their writing. We are crafting a capstone essay one day at a time, analyzing Rudyard Kipling's poem "If--" and how Harry Potter demonstrates that he is not just a great wizard, but a Good one...which is much harder to be. Wands are out at recess and the children are learning about themselves as they come of age!



Quidditch Team Writing Secret

R. A. C. E.



R - Restate

Turn the question or prompt into a statement. Use the words from the question or prompt to begin your answer.

A - Answer

Answer the question or prompt. Sometimes this is an inference and sometimes it's stated directly in the text.

C - Cite Evidence

Cite evidence from the text that supports your answer.

Use the following sentence starters:

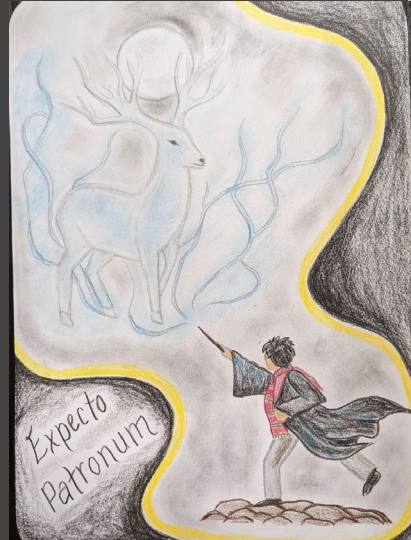
- The author states
- For example,
- For instance,
- According to (title of text)
- The article points out that
- In paragraph (#)
- The texts states
- On page (#), it say

E - Explain

In your own words, explain how the evidence supports your answer.

Use the following sentence starters:

- As a result
- This shows that
- This shows
- Therefore,
- This is because
- For this reason,
- The evidence suggests/shows
- It can be concluded that
- It is apparent that



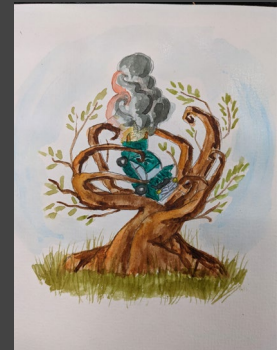
Student Z. Gryffindor

If ~ LINES 1+2

① "If you can keep your head when all about you are losing theirs and blaming it on you"

② This quote means that if you can keep calm when everyone else blames you for something you haven't done, that makes you mature.

③ Harry demonstrated this characteristic in, The Chamber of Secrets when he remained courteous even when the whole school blamed him for Tom Riddle's crimes.



Sixth Grade (Mz. Welch)

In physics we studied acoustics, heat, and light through interactive experiences.

Sources of Sound

Woodwinds (reeds + flutes)

Examples: recorder, accordion, saxophone

To create sounds with these instruments, air needs to be blown into it. This creates a vibrating column of air. When fingers or buttons change, the length of the air column changes, too, and we hear different notes.

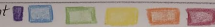
Strings

Examples:

To create sounds with these instruments,

Introduction to Heat

Sight



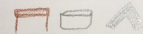
Colors can have a "feel" to them. We hear them described as warm or cool. I think red, orange, and yellow generally have a warm feel to them. On the other hand, I often feel purple, green, and blue have a cooler feel, and I find them more soothing.

Hearing



Sounds can have a warm or cool tone. To me, wooden paintbrushes striking each other has a warm tone. Copper rods have a cooler tone. The plastic paintbrushes had a tone somewhere in the middle. It wasn't a warm sound, but it wasn't a cool sound, either.

h

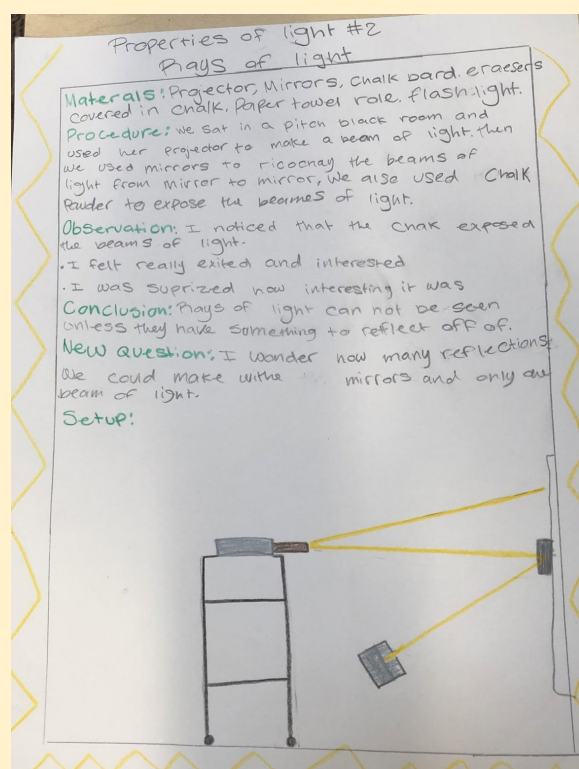
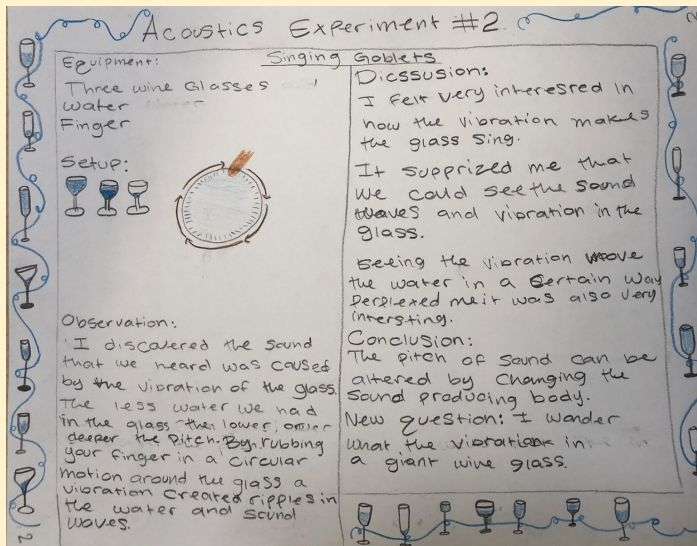


wooden desk felt ———. My plastic bin

Sixth Grade (Mz. Madera)

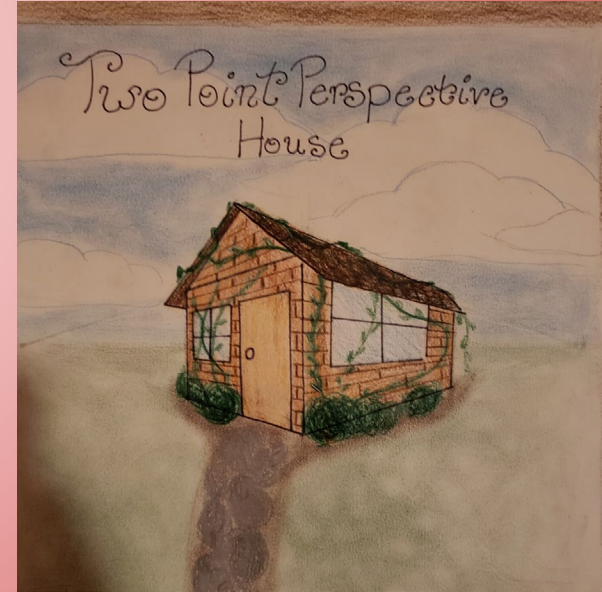
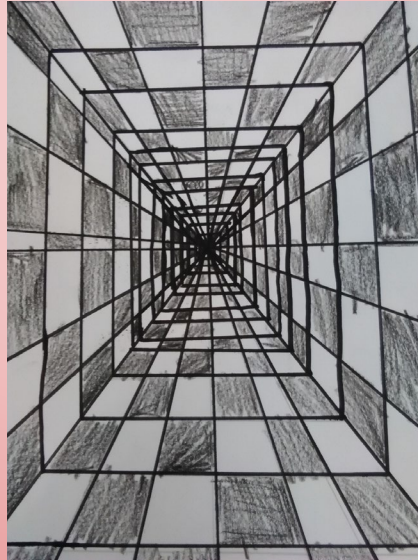
The 6th Graders just finished their first physics block. There were many exciting discussions about what they noticed and what they wondered. They also tied these experiences to their feelings.

We studied different sources of sound, pitch, volume, the propagation of sound, and the power of sound. In addition, we studied the properties of light, the propagation of light, and we began the study of color

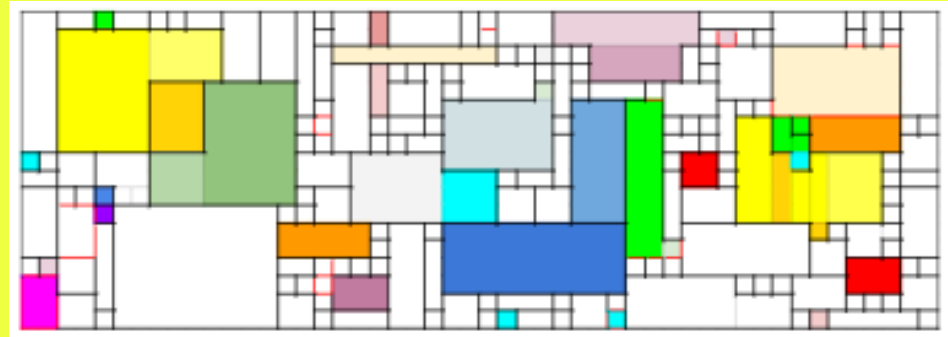
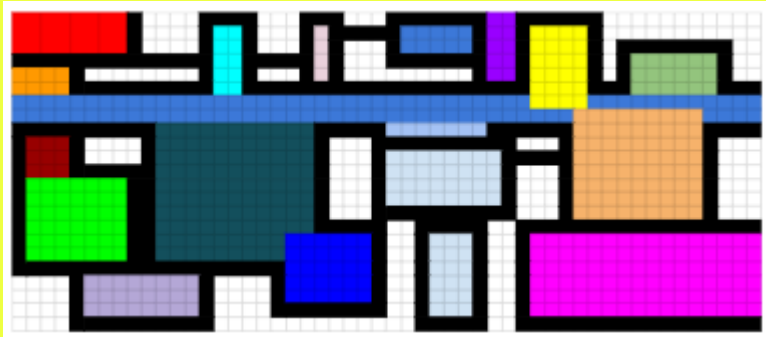
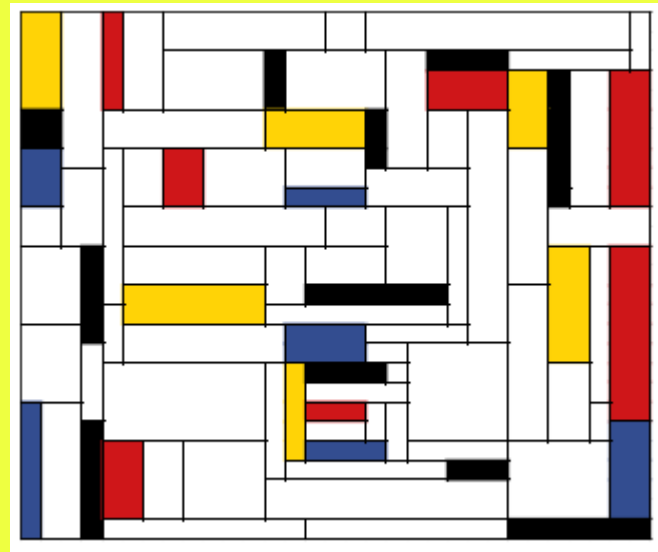
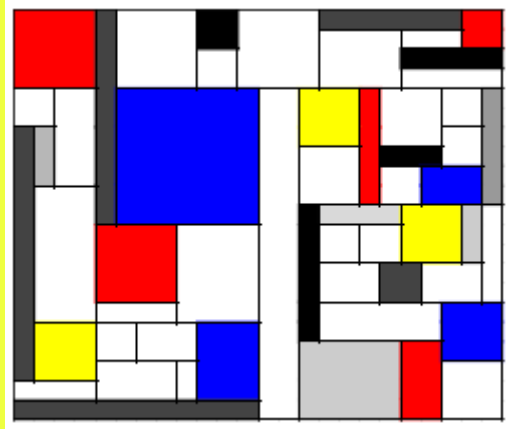
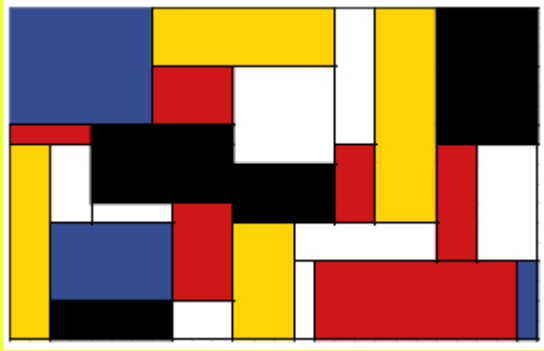


Seventh Grade with Mrs. Jones

7th grade just finished a block on perspective drawing. Students learned about horizon lines, vantage points and vanishing points. They created bedrooms, houses, cabins, castles, cities and tree lined paths in the woods using one, two and multi -point perspectives. They also worked on bird's eye view, letter art and optical illusions!



Eighth Grade (Ms. Lee)
Studies in Piet Mondrian
using Google Slides



8th Grade (Mr. Meier)

We have been studying chemistry for the last several weeks. We have explored fire, water, chemical reactions, elements, and more! Science always brings out a side of my students that is not seen elsewhere. They love observing and striving to understand their world.

