

# Walden School News

October 10, 2018

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Liz Benoit, Principal

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- Principal's Message
- News from Pre-K—Grade 8

## Upcoming Dates:

### October

10/17-10/18 - Parent and Student led Conferences

10/18 - Early Release

10/19 - No School

10/29 - LI Dancers School wide performance

10/30 - Whipple Studios Picture Day

### November

11/05 - CalCoop Board Mtg @ Walden 6:00pm

11/6 - Early Release

## Principal's Message:

Parent-teacher and student-led conferences will take place next week. If you have not already done so, please complete the conference registration sheet sent home previously, in order to secure a conference with your child's teacher. As noted on the 2018-2019 Walden School calendar, conferences are slated to take place on Wednesday, October 17<sup>th</sup> from 4:00 pm to 8:00 pm and on Thursday, October 18<sup>th</sup> from 12:00 pm to 8:00 pm. The progress report serves as a mid-point update of your child's progress for this first trimester. In addition to academic progress, you will have an opportunity to discuss work habits or transferable skills, as well as progress toward meeting goals established during *Hopes & Dreams Night*.

We are all working together with the common goal to support children's learning. It is important to keep positive lines of communication flowing. It is also helpful to remind parents, you may make an appointment to meet with their child's teacher aside from the scheduled conference times. Below is an excerpt from the *Walden Family Handbook* with suggestions in ways parents and caregivers can support the education of our children.

Parents and teachers are partners in education. We have a common goal to see that all children receive an excellent education in which they are allowed to grow towards their potential. It is important that children observe their parents support for the programs and teachers at school. There are a number of ways that you can support the education of your child:

- Send your child to school every day unless he/she is sick.
- Plan family vacations in accordance with the school calendar.
- Support the school's behavior education strategies and expectations.
- If you have an adverse opinion on a strategy or expectation, direct your thoughts or ideas to your student's classroom teacher in order to find a solution to the problem. Children who know that their parents are working with teachers are motivated to improve.
- Converse with your child about their day. Find out what new learning took place and what homework is assigned.
- Stay in charge of your child's eating and sleeping habits. Well rested children are more engaged in learning.
- Contact your child's teacher with any questions or concerns you may have.
- Attend parent and student-led conferences with teachers.



Isabella and

ing while listening to a book during Daily 5

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## Preschool

Kendra Darrell

Preschool has been working on projects that revolve around fall. We have made leaf people and fall trees. We have also been working on counting various objects such as the dots on a dice, popsicle sticks, cubes, and pattern blocks. We are working on reading books together as a class and writing our letters. Last week our focus was on bears. We read many books about bears, made boats to see how many bears we could float, conducted a gummy bear experiment, and had a special teddy bear surprise in some tasty muffins.

## Kindergarten

Marie Langmaid

**Math** - The focus for the next two weeks includes rote counting forward to at least 30 by ones and tens; counting objects with 1:1 correspondence to at least 25; understanding the last number name said tells the number of objects counted; naming the number after a given number; reading and writing numbers from 0-10 with the correct formation; counting backward from 10; and ordering written numbers from 0-10.

**Reading** - Shared and interactive reading is a daily experience in our classroom. Shared reading includes looking at, reading, and discussing the same text together. Interactive reading is dedicated to students listening to a story or information in a nonfiction book read aloud. The text and illustrations allows for rich discussion among the students.

**Writing** - The kindergarteners are beginning to include more letters, words and spaces between words in their daily writing. This week, the students will be writing a letter to the first and second grades inviting them to join us for a special group game when the two classrooms have earned their next classroom celebration.

**Science** - Weather continues to be a unit of study throughout the year. Some of the goals for this unit include observing weather; identifying changes in the weather; learning about different types of weather; using tools to observe the weather; and collecting and organizing data.

## Grades 1 & 2

Randi Collins (Lowe)

**Reading** - Students are working on their sight words. Students are doing Daily 5 where the students either read to self, read to a partner, work on writing, word work, or listening to books. Students meet in reading groups every day. For read aloud we are reading books about the importance of friendship.

**Writing** - Students are working on their handwriting. They are also creating narrative stories. They are creating a list of true stories about themselves they can write about. We are also working on brainstorming a list of events to a story to help us tell our story in sequence.

**Math** - 1st grade math - Students will be solving problems with common addends, building fact fluency to 10, and relating subtraction to additions.

2nd grade math - Second graders are working with measurement. Students are working directly with centimeters and meters.

**Science** - This week we are looking at different bodies of water and learning what they are and what they look like.

## **Grades 3,4 & 5**

Humanities - Tamara Thompson

**Grade 3:** Students will review the evidence they collected over the course of the module so far and discuss how poetry and art can develop our understanding of a topic. Students will be introduced to the protocol for participating in a Socratic Seminar. They will also use what they have learned to plan a paragraph about a work of art before crafting an explanatory paragraph focusing on a clear topic statement and grouping related information together.

**Grades 4 and 5:** Students participate in a read-aloud of *The Circulatory Story*. This challenging text is full of rich, scientific information about the heart and the circulatory system, but it blends this information with figurative language, humor, and engaging illustrations to make it more understandable for children.

Students will also identify main ideas and supporting details about red blood cells and record them in a Boxes and Bullets chart. Next, students will analyze the figurative language, humor, and illustrations in *The Circulatory Story* to understand how they aid comprehension of the text. Lastly, students will examine how to write evidence/elaboration sentence sets using an Evidence Guide to clearly convey the effect of the author's use of figurative language to explain complex scientific concepts.

**Word Study: Grade 3** - Students are learning to use study routines to spell a word such as write, build, mix, fix, mix and look, say, cover, write and check. Following this they will use known words to spell unknown words before diving into recognizing and using high frequency words.

**Grades 4 & 5** - Some students in these grades are working with long and short vowels as well as vowel teams. Other students are working with affixes (prefixes, suffixes and base words) to help not only spell but determine meaning of words to aid in reading comprehension.

**Grades 3 & 4 Science** - Students are learning about simple machines used to lift heavy things. We are currently using hands-on activities for students to explore how a lever works and how it can make work easier.

## **Grades 3, 4 & 5**

Math & Science – Travis Hill

**3-5 Math** - The 3rd graders are continuing to work on multiplication and division facts. They have worked on 3's and 4's. The class is developing fluency with the multiplication facts and being introduced to the division facts.

The 4th graders are finishing up their first module. This module finishes up with using the standard algorithm to solve subtraction problems with large numbers.

The fifth graders are working on performing operations with decimals. They will use place value charts to help visualize the operations and then move to the standard algorithms.

**5th Science** - The 5th graders are learning about the sun, moon, and stars. They have been investigating light and shadows and how they connect to the lunar phases.

### Grades 6, 7 & 8

Math & Science - Tammy Russell

**6-8 STEM** - Thank you everyone who sent in student-led conference sign up sheets. We look forward to meeting with all of you to celebrate your child or guardian's success in the first trimester!

**6th grade STEM** - Students have been immersed in cell studies. We have performed our cell play several times, teaching cell structure and function to others. We have written cell organelle essays describing cell form and function. We wrap up our studies with creation of 3D cells, including an edible cell. Next week we begin DNA connections with heredity and genetics.

**7th Math** - Students are mastering calculating unit rates with fractions. Students will use fractions in tables, graphs and equations. Students will also be working on long division with multi digit divisors and decimals in tutorials

**8th Math** - Students will be wrapping up scientific notation this week and taking the STAR assessment and an end of module assessment. Students will then review geometry skills including transformations and the Pythagorean Theorem.

### Grades 6, 7 & 8

Humanities - David Irwin

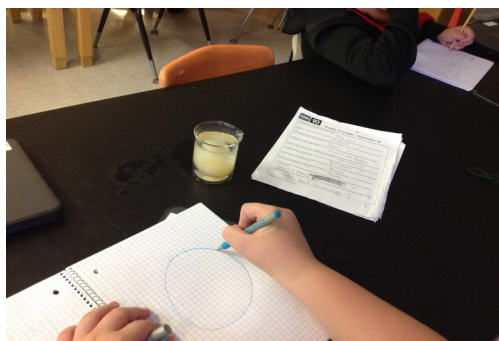
**6th Grade Humanities** - 6th Grade students are currently engaged in reading their first novel of the year, *Bud, Not Buddy*, a novel about a ten year old orphan living during The Great Depression. *Bud, Not Buddy*, is one of two books that students will read this trimester while exploring the theme of resilience during the Great Depression. Students have learned how to analyze Bud's reactions to make inferences into Bud's specific character traits.

**7th & 8th Grade Humanities** - 7/8th grade students have begun a study of personal and social identity during the Middle Ages of Europe and have learned about hierarchy and social stratification during medieval times. 7/8th students have begun their first novel of the school year, *Castle Diary*. *Castle Diary* chronicles the journey of Tobias Burgess, a young page in medieval England, on his path to becoming a knight. Students have also learned how to revise and edit their writing to be precise and concise.

**7/8th Social Studies** - Students have continued studying the development of civilization, economics, and writing in ancient Mesopotamia. As part of this study, students have learned how to analyze primary source artifacts and utilize and interpret different types of maps. In an effort to promote media literacy and creating informed citizens, students have been engaged in a daily 10 minute news broadcast. We encourage you to discuss current events with your children.

**Please visit the school website: [walden.ccsuvt.net](http://walden.ccsuvt.net)**

**Thank you for your continued support of your children's education.**



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