

# Walden School News

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Liz Benoit, Principal

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

## Upcoming Dates:

### September

9/28 - Harvest at Hill Farm  
Grades 3 & 6

### October

10/29 - LI Dancers School  
wide performance

10/1 – Walden Fall Foliage

10/30 - Whipple Studios  
Picture Day

## Principal's Message:

Over the past several years there has been an increase in school violence and school related shootings across the country. As the experts analyze these horrific events it is clear we need to do more to prepare our students than our traditional lockdown procedures we have used in the past.

The lockdown drills were practiced as a response to an unauthorized person entering the school building or school grounds. When the lockdown command was given, students and staff were instructed to lock their classrooms with the lights out and hide in a far corner of the classroom where they would remain calm and quiet until an all clear signal was given.

The Walden School staff recently participated in the ALICE training as a means to respond to an unauthorized intruder or active shooter. Experts across the country believe the ALICE training will increase the chance of survival during an active shooter incident. What does ALICE mean?

**Alert** - Get the word out! "Armed intruder in the building!" Use clear, concise language to convey the type and location of the event.

**Lockdown** - Good starting point. When appropriate, we will continue to lock-down students in a secure area.

**Inform** - On-going communication keeps the intruder/active shooter off balance and allows for good decision making on the part of staff and students.

**Counter** - Apply skills to distract, confuse, and gain control.

**Evacuate** - Reduce the number of potential targets for the intruder/active shooter.

In closing, in NO WAY are we asking or teaching our students or staff to make any attempt to subdue an armed intruder outside of their secure area. However, we will provide them the knowledge that if faced with a life or death situation, there are methods that can be applied to greatly enhance their chance of survival. The methods that will be taught in an event they are directly confronted by an armed intruder are:

Cause distractions to interfere with the ability to shoot accurately.

Cause chaos in the room to create sensory overload.

Don't be a stationary target.

Know how to control the attacker using body weight, not strength

Know how to interact with law enforcement who are responding to the scene

Training will emphasize the best way to survive an active shooter is to escape. If that is not possible, being prepared and being given the authority to perform according to one's ability will save lives.

## **Preschool**

Kendra Darrell

Preschool has been continuing to establish routines and classroom norms. We have loved interacting with the older grades through lunch in the cafeteria as well as having some 6th graders join us for snack! Our class has learned that counting comes in many different forms and we continue to integrate that into our daily routine. Our class has also taken to working with letters in various formats from using magnets to make letters or even playdough.

## **Kindergarten**

Marie Langmaid

This week the students have been learning and practicing the expectations for Writer's Workshop. They are learning how to use environmental print in the room to support their work. Each student has a folder to store their work and writing resources. They will be creating stories with drawings, labeling their pictures, writing letters and words, and sharing their writing with the group.

The kindergartners have been practicing their handwriting with capital letters and identifying the sounds for each letter. They have used dry erase boards and paper and a pencil to form the letters.

Phonics work this week has included rhyming words through nursery rhymes and stories read aloud, and being able to determine the number of syllables in a word.

We are beginning a science unit on the weather.

## **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 rhyming books.

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

**Math** - 1st grade math - Students will be using the strategy of counting on to help them solve addition problems and making true number sentences.

2nd grade math - Second grade students are starting to work with measurement. Students will start with the metric system, and will gain an understanding of what tools to use (ruler, meter, stick, odometer, ext.) Students will also be doing estimation during this unit.

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

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

Humanities - Tamara Thompson

#### **Grade 3:**

Students encounter William Steig's charming picture book, *Amos & Boris*. Students listen to the story read aloud in its entirety before generating a list of observations and questions that will serve as the basis for future instruction. Students also focus on how accuracy contributes to fluency.

Students will reread *Amos & Boris* and use a story map to organize important elements such as characters, setting, and plot. Students also learn to group related information in their writing and learn how phrasing contributes to fluent reading.

Students will also review how the story elements, word choices, and illustrations provide clues to the central message of the picture book.

#### **Grades 4 and 5:**

Students work in collaborative groups to identify actions within biographies that show great heart. Through an analysis of these actions, students discover categories that epitomize great heart: generous, courageous, heroic. Next, students learn to write focus statements using these characteristics of great heart. Followed by students supporting their focus statements with evidence taken from the biographies. This will lead students to write a paragraph using their focus statements and evidence.

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

Math & Science – Travis Hill

The third through fifth grades have been busy in Math. The third graders are learning to use tape diagrams to represent multiplication and division. They are also beginning to use the commutative property for multiplication. The fourth and fifth graders have both been working on place value concepts at different levels and using the base ten system. Fourth graders will be moving to addition and subtraction of large numbers using the standard algorithm. Students have begun T time groups with Mr. Hill and Mr. Benoit to work on skills that students need based on assessments. All of the classes are focused and engaged.

### **Grades 6, 7 & 8**

Math & Science - Tammy Russell

**6th grade STEM:** Students have concluded their microscope work with the Montshire LED microscopes. Students are now applying that learning to their cell inquiries. Students are uncovering similarities and differences in plant and animal cells. Students are engaging with a cell play and applying their DNA work to a mini heredity and genetics unit.

**7/8th MATH:** Eighth grade students are working to master scientific notation as they connect their exponent work to real life studies. Students will be comparing scientific numbers and making connections to micro and macro real-life objects.

**6th math tutorial:** Students are working to bolster their fraction understandings as they use tape diagrams and visual models to add and subtract fractions and mixed numbers.

**6-8 reading tutorial:** Students are in 5 mixed grade groups working on reading skills in a remediation or extension capacity with classroom and specialized teachers.

## Grades 6, 7 & 8

Humanities - David Irwin

Greetings students and families! We are off to a great start this year and I am enormously proud of the middle school student body as they have demonstrated curiosity, responsibility, and leadership to the other members of Walden School. Keep up the good work everyone!

**6,7, & 8th Grade Humanities**-6th Grade students have begun 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*. 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 will soon begin their first novel of the school year, *Castle Diary*. *Castle Diary* is one of three books that they will be reading this trimester.

**7/8th Social Studies:** Students have continued learning about how early humans transitioned from hunting and gathering into agricultural societies. We are learning how this transition fostered the invention of writing, economics, and social classes. We will extend our study to speculate on the impact that the invention of agriculture has had on the human history.

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

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



Nathaniel is practicing his letters in Kindergarten.