

Walden School News

April 12, 2019

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Liz Benoit, Principal

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

Upcoming Dates:

April

4/15 - 4/19 - Spring Break

4/22 - Returning from Spring Break

May

5/1 - Early Release - 11:45

5/23 - Field Trip to the Highland Center for the Arts K-5

5/27 - No School

Principal's Message:

Spring is finally here! We welcome the melting snow along with the potholes and muddy roads.



Students examined features of the seeds prior to planting.

We were happy to have Janah Pellerin join us yesterday to plant seeds for our school-wide gardening project. Once plants begin to mature, students will be taking some of the seedlings home, while others will be transplanted into the raised beds of our school garden. Thank you Janah!



6th grade student leaders assisted students from grades 1 & 2 as they plant seeds.

School-wide counselor, Mr. Owczarski will be sharing articles with a focus on family engagement. The first inaugural article in this series, *Expand Your Child's Circle of Concern*, is attached to today's newsletter.

We wanted to remind families the Walden School community is on vacation from April 15th to April 19th. Classes resume on Monday, April 22nd.

Preschool

Kendra Darrell

Preschool has been playing the game *Letter Memory* to help with letter recognition and letter-sound correspondence. We have also been reading books that have repeating patterns which are fun for the children to read alongside the teacher. We have been working on strategies to help our bodies stay calm whether we are excited or frustrated. We have been measuring and comparing objects that have different weights and heights. Our favorite comparison was the snowbanks before and after the big March snowstorm!

Kindergarten

Marie Langmaid

Math—The current math focus includes representing addition and subtraction in a variety of ways; solving addition and subtraction word problems within 10; and when given any number from 1 to 9, the students will find the number that makes 10 when added to the given number.

Phonics and Reading—The students are locating and writing the digraphs ch, sh, th, and wh within words. They are listening to and reading text and discussing the important information about and beyond the text.

Writing—The students practiced using their knowledge of persuasive writing to dictate a letter requesting new sleds. The students will be presenting their request to Mrs. Benoit today.

Science—The students are revisiting weather and the seasons.

Grades 1 & 2

Randi Collins

Reading: Students are meeting in reading groups and choosing a station for Daily 5 where they are either reading to themselves, reading to a partner, working on writing, word work, or listening to books. For read aloud, we are reading stories written by Nicola Davies and learning about her craft. Students are reading stories where the main character goes on a journey.

Writing: Students will be showing what they know about informational writing by one final informational writing piece.

Math: 1st Grade Math - Students will be learning the make ten strategy when adding a two digit number to a one digit number.

2nd Grade Math - This week students will be expanding their understanding of subtraction and addition and working with larger numbers (up to 1,000).

Science: Students will be showing what they know about matter with a jeopardy game.

Grades 3,4 & 5

Humanities - Tamara Thompson

3rd Grade:

Students consider how nonliteral language adds meaning and beauty in a literary text. Using what they learn about literal and nonliteral language, students will analyze Neil Armstrong's famous quote. In addition, students will notice how Robert Burleigh conveys an essential meaning in *One Giant Leap*. Next, students will review how two module texts build knowledge of the world, ideas, and skills. Students will prepare for a Socratic Seminar by listening to part of a speech by President John F. Kennedy and practicing fluent reading. After that, students will analyze John F. Kennedy's "We Choose the Moon" speech and distinguish their point of view from the speaker's. Students will conclude this module by comparing and contrasting how two texts describe the events of the Apollo 11 mission by independently writing an opinion essay.

4th & 5th Grade:

Students continue to read *Hatchet* by Gary Paulsen. Currently, they are analyzing Brian's thoughts and actions to gain a better understanding of how Brian is learning and changing in response to the challenges in the setting. Following that, students complete the first reading of chapters 15 and 16 and discuss responses to text dependent questions in small groups to establish what is happening in the text. Students will then work in collaborative groups to analyze a section of *Hatchet* about the mistakes Brian made while trying to survive and what lessons he learned. Groups will organize the charts where they recorded this information into a timeline that documents Brian's evolution. This will lead students to continue the revision and editing process of their survival stories.

Students will then read the rest of *Hatchet* and discuss the climax, resolution, and closure for the story. Students discuss the ending of the novel to broaden their understanding of the explicit and implicit messages of the text. The discussion prepares the students to consider how the ending of the novel revisits important ideas about Brian's character development and general lessons about life, both of which lead into an inference-making exercise about theme. By determining the theme(s) of the novel and how the author weaves these ideas into the ending, students are then prepared to revise their own conclusions in their survival stories to provide closure and emphasize the lesson learned. This will conclude this module for the 4th and 5th graders.

Grades 3, 4 & 5

Math & Science – Travis Hill

3-5 Math

The fourth graders have started a fractions module. This is an important unit in 4th grade as fraction concepts are built upon in middle school. The first group of lessons have worked on decomposing fractions into unit fractions as well as using area models to represent equivalent fractions. Students will move to using their concepts of equivalency to compare fractions and then add/subtract them.

The third graders are finishing a unit on multiplication and area. Students have progressed from looking at visual models with squares drawn in, to drawing their own squares, to multiplying the side lengths. They are now working on decomposing figures into smaller rectangles in order to simplify complex figures.

The fifth grade is also working on Geometry concepts. They have been working on angles and finding missing angles. Now they have transitioned to coordinate planes. They are plotting points using ordered pairs. The ordered pairs may include values that include fractions.

Grades 6, 7 & 8

Math & Science - Tammy Russell

6th grade STEM

Students are working to “construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.” Students are planning a whole school seed planting event for next Thursday with a Walden parent, Janah Pellerin, to kick off our studies.

7th grade mathematics

Students are working to link their previous learning about tape diagrams, the distributive property and more with their new learning about Expressions and Equations. Students have daily homework and a weekly quiz on Friday.

8th grade mathematics

Students are finishing their studies of functions by linking geometry and functions. We will finish lessons 9-12, then demonstrate their knowledge through an end of module assessment and a hands on geometry challenge creating a 3D design in tinkercad and bringing it to life by printing it with our 3D printer!

6-8 grade reading tutorial

Students are sharing their Women’s history research and RACE paragraphs. Students are using the RACE strategy to answer questions about scientific phenomena until April vacation. Ask your child or ward to share their learning with you!

7/8 mathematics tutorial

Students are applying cross multiplication and vocabulary to solve word problems related to percents and unknown variables. Students are reviewing math skills to be ready for STAR and SBAC assessments.

Grades 6, 7 & 8

Humanities - David Irwin

6th Grade Humanities:

Continuing to explore the question, “What is the significance and power of the hero’s journey?,” students have finished reading *The Odyssey*, as retold by Gillian Cross. Students are now engaged in the process of creating their very own monomyth. Students are challenged to develop four major characters across five different scenes following the pattern identified by renowned mythologist Joseph Campbell. From the work I have seen so far from your children, I am very excited for this project!

7th & 8th Grade Humanities:

Students have finished reading *Code Talker* and have begun a new book, a memoir called *Farewell to Manzanar*. *Farewell to Manzanar* is the account of a young Japanese American girl who was interred in a relocation camp during World War II. Students have also been honing their informative writing skills.

6th Grade Global Citizenship:

Students began this unit examining how American society and the rights of Americans changed as a result of the Revolutionary War. We have now moved onto a discussion about the numerous challenges that were faced by the fledgling country as it worked to unite the newly independent colonies under the Article of Confederation.

Please visit the school website: walden.ccsuvt.net

Thank you for your continued support of your children’s education.

The word "Spring" is written in a light green, rounded font. The letter 'i' is replaced by a stylized tulip flower with a pink petal and a green stem with a leaf.

Article from Mr. Damien Owczarski, Walden School School-wide Counselor

Expand your child's circle of concern.

WHY?

Almost all children empathize with and care about a small circle of families and friends. Our challenge is to help children learn to have empathy and care about someone outside that circle, such as a new child in class, someone who doesn't speak their language, the school custodian, or someone who lives in a distant country.

HOW?

It is important that children learn to *zoom in*, listening closely and attending to those in their immediate circle, and to *zoom out*, taking in the big picture and considering the range of people they interact with every day. Children also need to consider how their decisions impact a community. Breaking a school rule, for example, can make it easier for others to break rules. Especially in our more global world, it's important, too, for children to develop concern for people who live in other cultures and communities.

TRY THIS

- **Children facing challenges.** Encourage children to consider the perspectives and feelings of those who may be vulnerable, such as a new child at school or a child experiencing some family trouble. Give children some simple ideas for taking action, like comforting a classmate who was teased or reaching out to a new student.
- **Zooming out.** Use newspaper or TV stories to start conversations with children about other people's hardships and challenges, or simply the different experiences of children in another country or community.
- **Listening.** Emphasize with your child the importance of really listening to others, especially those people who may seem unfamiliar and who may be harder to immediately understand.