

# Walden School News

December 20, 2017

Walden School  
135 Cahoon Farm Rd  
West Danville, VT 05873

Tel:802-563-3000

Fax:802-563-3030

Liz Benoit, Principal

lbenoit@waldenschoolvt.education

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

## Upcoming Dates:

### December

12/20 - Gifts 101

12/22 - 1/1/18- Holiday Break

### January

1/15 - In Service - No School

1/18 - Winter Concert

## Principal's Message:

Each month the Walden School Community highlights a character trait. The character trait for the month of December is *thankfulness*. During the recent weeks, students across the Walden School campus have demonstrated this character trait. We celebrated the fact that we have so much to be thankful for and should, therefore, acknowledge our thanks and pay it forward.

One example is the organization of a whole school food drive challenge by the 8<sup>th</sup> grade class. Students from each class brought non-perishable food items to be donated to a local food shelf. The food drive extends to January 8<sup>th</sup>, 2018.

On December 19<sup>th</sup>, the entire Walden School Community gathered together for the annual *Peace and Light* ceremony. The *Peace and Light* ceremony focused on bringing peace and light during this season. This was led by Walden's 8<sup>th</sup> grade class. Students entered the darkened multi-purpose room holding tea lights. They read inspirational quotes recognizing how we can spread peace and light through our interactions with one another.

Following the reading of inspirational quotes, the Walden School community joined in with songs of the season. The ceremony concluded with members of the 8<sup>th</sup> grade class extinguishing their candles and walking out of the gym in a spiral pattern.

The Walden School Community wants to wish you all a safe and happy Holiday Season!



Last Friday, December 15, the 8<sup>th</sup> grade students brought their Rube Goldberg machines to the Montshire Museum where they participated in the *Machine Madness Competition*. Students worked on the design, engineering and refinement of chain reaction machines composed of many different elements. The competition consisted of students from multiple schools connecting their individual machines together. This enabled opportunities for students from different schools to learn from one another and form working relationships. After two trials, students observed most of the machines formed as predicted with only a few mishaps. Following the competition, students explored various exhibits within the Monthshire Museum. Students learned that although machines may have worked flawlessly during a test run at school, there can still be many surprises in the presentation of the machines' function.

### Preschool - Mrs. McDonough

How many sticks long is Gavin? The children are busy learning about measurement through integrated math learning. While making paper rainbow chains the children counted how many paper chain links tall they are. Our room is adorned with paper chain patterns hanging both vertically and horizontally and as one child noted this morning, one is in the shape of a "J" for classmates Jaden and Jackson. We continue to talk about family rituals and traditions, while playing a deductive questioning game guessing symbols of the season.

### Kindergarten - Mrs. Langmaid

**Math:** Recently, the students have been comparing volume and exploring the conservation of volume using more than, less than, and the same as, by pouring rice into various containers and then back to the original container. They have been adding and subtracting numbers within 6 and practicing reading numbers to at least 30. They have been counting down to the holiday vacation from 19, and will begin counting down to our summer vacation from 100 on our 75th day of school!

**Phonics and Reading:** The students are learning which letters are vowels and the long and short sounds they make. They are continuing to listen to traditional tales read aloud and work with partners to identify the characters, setting, problems, solutions, and events in the stories.

**Writing:** After the students select the topic they're going to write about, they check their work for drawing and writing important information about the topic; organizing the information; writing letters for the sounds they heard; writing words they know how to spell accurately; including spaces between words; and adding capital letters to start every sentence and where needed.

**Science:** The students enjoyed visiting the 8th grade classroom last week and watching the 8th grade demonstrate the machines they made with balls and ramps.

### Grades 1 & 2 - Ms. Lowe

**Reading:** Students are working on sight words. Students are either in reading groups or in Daily 5 where they are reading to themselves, a partner, working on their writing, word work, or listening to books. Students are also working on a poem of the week where they have various tasks to do with the poem. We are starting to learn about nonfiction text and text features.

**Writing:** Students will be working on informational writing pieces. They will be writing many different pieces to teach their readers.

**Math:** 1st grade math - Students are working on subtracting and creating a 10 to take from.

2nd grade math - During second grade math this week students are continuing to add and subtract to numbers up to 200. Students are comparing and using different strategies to see which way is better for them.

**Science:** Students are learning about different waves, sound, and light. They will be doing various experiments where they are looking at how light and sounds are used and created.

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

Humanities - Mrs. Thompson

**Grades 3 & 4:** Students develop their listening skills as the teacher reads *Ocean Sunlight: How Tiny Plants Feed the Seas* aloud. Collaboratively, students chart the elements of an ocean food chain. In small groups, students identify key details and the main idea of the text. Also, students analyze the author's use of illustrations and questions to organize and convey information about the layers of the ocean. After that, students use their notes for a Quick Write and illustration of their own that communicates what they have learned about the ocean.

**Grade 5:** Students preview the historical novel *Thunder Rolling in the Mountains* before reading the first chapter. Students pay particular attention to characters and conflict, making connections between the story and their prior knowledge of the conflict between Native Americans in the West and European-American settlers. In addition, they will watch a film clip from the Nez Perce National Historic Trail that will build students' knowledge of the Nez Perce conflict they learned about in chapter 1 of *Thunder Rolling in the Mountains*. Students apply what they learn about the conflict in the film to deepen their understanding of the novel's characters and conflict. Students will experiment with writing topic statements for comparison-contrast paragraphs. After reading and listening to Chapters 2 and 3 in *Thunder Rolling in the Mountains* students consider the significance of the Nez Perce homeland to the tribe and to the U.S. government as they analyze and elaborate on characters' words in these chapters. Lastly, students will express their understanding of the Focusing Question (How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?) by writing a contrast paragraph— a structure students are expected to master.

**Phonics:** One group is working on affixes (prefixes and suffixes) and learning how they can use affixes to help figure out what a word means. They are also learning how adding suffixes changes the meaning of words.

The other group is learning about the long e vowel patterns (e\_e, ee, ea, ey and y (baby)).

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

Math & Science – Mr. Hill

**3rd-5th Grade Math :** One of the groups is finishing up the third module. Next, they will begin a unit on area and multiplication. They will be decomposing shapes to find the area of parts and then put them back together to find the area of the whole figure.

Another group is working on operations with fractions. To begin the unit, they use a lot of drawings to help conceptualize what happens. We will quickly move to solving them abstractly with just numbers and no drawings.

There is also work being done with algebraic concepts as extension. Students are learning to use the order of operations to solve problems with all four operations, exponents, and parentheses.

## Grades 6, 7 & 8

Math & Science - Mrs. Russell

**6th Grade Math:** 6th graders are studying rational numbers and the coordinate plane before and after break as they get ready for their next module, expressions and equations. The tutorial is focusing on multi digit multiplication and division.

**7-8 Grade Math:** Students are wrapping up algebra studies this week by solving systems of equations. Students will create raps demonstrating understanding of vocabulary and concepts. The tutorial is working on integer applications of multiplying and dividing.

**8 STEM:** Students are creating Google slideshows demonstrating knowledge of energy transfer in their Rube Goldberg machines as well as reflection about the EDP (Engineering Design Process).

Humanities - Mr. Snow

**6th Grade Humanities:** Students have just wrapped up their reading of the book *Roll of Thunder, Hear My Cry*. I strongly encourage you to ask your student what they thought about the book. Ask them how race affected people in the south during the great depression. Students will also be working on a culminating project, creating awareness around a social issue similar to the Logan's in the book. Students will be researching their social issue and creating 2- sided protest signs to demonstrate understanding and connection between the issues in the book and issues they have researched that are occurring in the world around them. We are excited to move into mythology after the break.

**7th & 8th Humanities:** Students have completed their reading of *The Crossover* and have been working on expression in poetry. I encourage you to ask your student about what's most important when listening to poetry, content, structure, or expression. Have them explain the difference between the three. Students are currently writing cumulative project poems that will demonstrate understanding poetic types, as well as the foundations behind expression of poetry. I have seen some very impressive poems come out of this group. I encourage you to ask your student to share their poetry with you. We are excited to be moving into the next unit based around WWI.

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

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

