

# Walden School News

December 5, 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

- 12/5 - School Board Meeting
- 12/15 - 8th Grade—Montshire Museum, Machine Madness
- 12/19 - Peace & Light Ceremony & School-wide Celebration
- 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:

I am privileged to observe examples of students learning across each of the grade levels. I wanted to take this opportunity to share a few examples with you.



Luther Pellerin, Hannah White, Alex Larrabee and Brooke White playing ukuleles. The winter concert is scheduled for January 18th, at 6:00 p.m.



Alec Larrabee, Luther Pellerin and Baylee Davis complete a variety of math problems including multiplying and dividing using 2-digit numbers, decimals, exponents as well as fractions.

### Preschool - Mrs. McDonough

Pre-schoolers are loving learning a "Colors of the Rainbow" Song by Peter and Ellen Allard. They are busy making books for each color to correspond with the song. All of this is integrated with initial letter sounds and building vocabulary. The children are gluing and cutting their books, in addition to reading words!

### Kindergarten - Mrs. Langmaid

**Math:** The students are comparing the length and height of linking cube sticks within 10 and comparing weight using heavier than, lighter than, and the same as using a balance scale. Throughout the measurement unit, the students continue to practice one more and one less, recognizing amounts to 6 and finger patterns to 10 instantly, and counting on from any given number within 50.

**Phonics and Reading:** The students are learning how to use known word parts (at, an) to read and write more words. Throughout December, they will be listening to many traditional tales read aloud and work with partners to identify the characters, setting, problems, solutions, and events in the stories. I am pleased that so many book prizes have been earned.

**Writing:** As a group, the students have been learning how to edit a written piece. They look for misspelled words, a capital letter at the beginning of a sentence and proper nouns, and missing punctuation. They continue to practice forming uppercase and lowercase letters on lined paper. The students share their writing and receive helpful feedback from their peers and teacher on things they're doing well and ways to improve.

**Science:** Our new unit is Forces and Motions. Some of the science study will include learning about how different balls move when they are rolled, bounced, and thrown, and when they roll down ramps. The students will be comparing the different characteristics (weight, size, composition, etc.) of a variety of balls.

### Grades 1 & 2 - Ms. Lowe

**Reading:** Students are working on their 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 learning about fiction texts, problem and solution, and characters.

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

**Math:** 1st Grade Math: Students are working on solving problems with addends of 7, 8, and 9. Second graders are continuing to work on counting to 1,000 for the first part of the week and will be moving to counting 1, 10 or 100 more or less to finish the week.

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

**Grades 3,4 & 5**  
Humanities - Mrs. Thompson

**Grades 3 & 4:** Students will build their speaking and listening skills while identifying the central message of Amos & Boris. Students will also review how the story elements, word choices, and illustrations provide clues to the central message of the picture book. Students will look at 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. Following that, students will be introduced to the protocol for participating in a Socratic Seminar. Students will also use what they have learned to plan a paragraph about a work of art. We will end the week with students crafting an explanatory paragraph focusing on a clear topic statement and grouping related information together. Students will peer-review and revise the paragraphs.

**Grade 5:** Students have read a text on a specific aspect of the Nez Perce culture. This new knowledge of the deep connection between Nez Perce homeland and culture is essential for students to grasp the impact of the tribe's forced removal from their homeland. Students answered a focusing question by developing an explanatory paragraph as it is the foundational structure for the remaining writing tasks: students will apply knowledge for this structure to write a contrast paragraph, a compare-contrast Painted Essay, and an explanatory Painted Essay. In the next set of lessons, students will deepen their understanding of Nez Perce culture and its relationship to the homeland as they listen to and read traditional stories at the heart of the Nez Perce culture.

**Phonics:** Students will spend a good chunk of time on long vowels. Long vowel sounds are hard when there is more than one vowel in a word or syllable. The first vowel says its name and the second vowel is silent. In class, we often say the following to help your child remember this:

1. When two vowels go walking, the first one does the talking.
2. When two vowels are in a word or a syllable, the first one says it's name and the second vowel is silent.

**Grades 3, 4 & 5**  
Math & Science – Mr. Hill

**3rd-5th Grade Math :** One of the groups is finishing up the second module. They are dividing by two digit numbers. They are also working with decimals in the dividends and quotients. The next module will have them adding and subtracting fractions.

Another group is working on using the distributive property to break apart and simplify multiplication problems into simpler parts in order to become more efficient and fluent mentally.

There is also work being done with algebraic concepts as extension. Students are learning to use formulas and variable expressions to solve real world problems.

## Grades 6, 7 & 8

Math & Science - Mrs. Russell

**6th Grade Math:** Students are using multiple number lines including vertical, horizontal, and one on the floor to model integers, and understand integers in real life (\$ and elevation for instance). Students will begin topic B focused on absolute value and comparing rational numbers as well.

**7-8 Grade Math:** Students continue daily slope studies unwrapping the “ $y=mx+b$ ” equation. Students enjoy the slope rap song, ask them to sing it for you (rise up, run out..). We will continue using equations, graphs and words to apply slope to real life applications. The tutorial group is working on integer operations (+, -, \*, divide). The extension group is studying quadratics.

**8 STEM:** Students are studying simple machines and energy transformations through a “Machine Madness” unit in collaboration with the Montshire Museum, as well as Barnet and Danville schools. Each machine is created around a theme. The culminating event will take place on 12/15 at the Montshire!

Humanities - Mr. Snow

**6th Grade Humanities:** Students are continuing to read Roll of Thunder, Hear My Cry. In class we are having discussions about social injustice in the south during the 1930's. Students recently worked to relate to the main character, Cassie, by writing a 'facebook post' (in google slides) from Cassie's point of view.

**7th & 8th Humanities:** Students have wrapped up their reading of 'The Crossover' and are currently completing an assessment for their understanding of the main character, Josh Bell, and his sense of himself and the world around him. Students will be moving on to study expression in poetry. They have already begun to watch a performance by Bassey Ikpe.

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

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



Young writers eagerly

ty to compose their newest story  
using special story frames.

awaiting the opportuni-