

# Walden School News

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

## Upcoming Dates:

### February

**2/6** - Walden School Board Meeting

**2/13** - Danville Shadow Day

**2/14** - Burke Mountain Ski and Snowboard day

**2/15** - St. Johnsbury Academy Shadow Day

**2/16** - Lyndon Institute Shadow Day

**2/19** - CCUUSD Board meeting @ 6:00 in Walden

**2/23 - 3/6 Winter Break**

### March

**3/7** - Students return to School after break

**3/21** - ELO Extravaganza

## Principal's Message:

On Tuesday, January 16th, residents from the towns of Barnet, Walden and Waterford, gathered at Barnet School to formally organize the Caledonia Cooperative Unified Union School District.

The district meeting was opened by State Senator, Jane Kitchel, from Caledonia County. The agenda for the formation meeting included eight Articles related to the organization of the newly formed school district. Residents in attendance from the three towns were on hand to weigh in on any of the Articles set forth at the meeting. Senator Kitchel presided over the passage of the first three Articles, before newly elected Chairperson of the Board, Lou Bushey, assumed the duties for the remainder of the meeting.

The Caledonia Central Supervisory Union serves the newly formed CCUUSD (the three towns of Barnet, Walden, and Waterford) as well as Peacham school who remains as a single district and Danville School who also remains as a single district.



Stu-

dents using their knowledge of what they have learned in the Sea module to support their writing.

### Preschool - Mrs. McDonough

Pre-K children have been hard at work learning experientially about classification and patterns while embracing the winter with lots of snow themed literature.

### Kindergarten - Mrs. Langmaid

**Math** - This week, we began a new unit on number pairs and addition and subtraction to 10. The students are compositing and decomposing numbers to 5 using actions, objects, and drawings. They are using both pictorial and numeric number bonds.

**Phonics and Reading** - The students will continue writing and distinguishing the long and short sounds of vowels in words. We are revisiting hearing and creating rhyming words and working with word parts (op, et, in, ot).

**Writing** - The two types of writing the students are working on are writing responses to the books they are reading during their guided reading lessons, and writing real information about a subject into a report.

**Science** - Forces and motions: The students are exploring (in a more focused way) the relationship between the height of the starting point and the energy of the ball (size, weight, smoothness) and how it rolls when it leaves the ramp.

### 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 going to be reading and comparing different stories.

**Writing** - Students will be working on informational writing pieces. They will be writing many different pieces to teach their readers. Some students are working on all-about pieces and how-to pieces. They are also working on editing their writing. We are coming close to having another writing celebration to showcase the students hard work.

**Math** - 1st grade math - Students will be looking at numbers and breaking them into tens and ones.

2nd grade math - Students are continuing to learn and practice adding and subtracting strategies. You will notice your child has began using double digit vertical addition and subtraction. You will also notice when students carry ten ones to the tens place they place the ten on the line below the problem not on top as many of us do. Research has shown this helps keep the problem neater and easier to solve.

**Social Studies** - Students will be learning about animals and plants. This week we are looking at animal and plant parts and how they help them to survive and grow.

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

Humanities - Mrs. Thompson

**Grades 3 & 4** - Students will review how to find the main idea of a text and notice how words, images, and text features support a main idea. Students also use what they know about grouping related information to write and illustrate a paragraph about a tool Jacques Cousteau used to explore the sea. Following that, students will use their Writing Planners to write explanatory essays explaining why and how scientists explore the sea using evidence from *Ocean Sunlight: How Tiny Plants Feed the Seas* and *The Fantastic Undersea Life of Jacques Cousteau*. Students use the craft elements they have studied, such as using topic statements, grouping related information together, and using illustrations to aid in comprehension.

**Grade 5** - Students will be introduced to the concept of mood and how authors use language to create mood for a particular purpose. After summarizing the events of chapters 11 and 12 of the novel, students will work in groups to analyze the mood of particular scenes and consider how mood reflects events in those scenes. In the second half of the lesson, an introduction to the Painted Essay will help students acquire basic vocabulary and a visual template that lays the groundwork for a deeper understanding of writing concepts as students move from knowledge to understanding. Another day, in small groups, students will close-read key passages in chapters 13 and 14 of the novel. Students will answer text dependent questions to support analysis of the women's perceptions of and interactions with one another, challenging students to consider the similarities and differences between them. Writing instruction will build on this content, as students experiment with the structure of a comparison-contrast essay focused on *Sound of Running Feet* and the white women.

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

Math & Science – Mr. Hill

**3rd-5th Grade Math** - The three math groups are all very busy. Two of the groups have just taken end of unit assessments and are beginning new units. One of these units will cover multiplication and division of fractions and decimals. They will eventually be using these skills to solve multistep word problems. The other new unit is for the third graders. They will be learning about fractions on a number line. This will lead to finding equivalent fractions and comparing fractions. The third group will continue their geometry unit. They are working with lines, line segments, rays, and angles. Everyone is doing a great job.

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

Math & Science - Mrs. Russell

**6th Grade Math** - Students begin Module 4 this week. "In Module 4, Expressions and Equations, students extend their arithmetic work to include using letters to represent numbers in order to understand that letters are simply "stand-ins" for numbers and that arithmetic is carried out exactly as it is with numbers." Tutorial will focus on fraction operations. Extension will focus on problem solving with real life multi-step problems.

## Grades 6, 7 & 8

Math & Science - Mrs. Russell

**7-8 Grade Math** - Students continue their studies of Statistics and Probability. Our focus this week includes multi-step problem solving with tree diagrams and the permutation theorem. Tutorial work on integers wraps up this week and extension focuses on quadratics. Students are designing and creating their own probability game.

**8 Science** - Students extend their knowledge of Kinetic Molecular Theory to solids and gases after their exploration of liquids last week. Students will be extending their literacy studies by engaging with informational texts and writing responses and essays about our content studies.

Humanities - Mr. Snow

**6th Grade Humanities: Essential Question: *What is the significance and power of the hero's journey?* Current Learning Target: *Explain how the concepts of dharma and karma help establish context in Ramayana: Divine Loophole.*** What are the few ancient stories repeated in each new generation? Why has the mythological hero's journey been recycled over thousands of years and retold by every culture? What powerful lesson does that journey teach us about the value of struggle and the relationship between failure and transformation? Students encounter these questions and others throughout Module 2 as they read contemporary versions of the Indian epic *The Ramayana: Divine Loophole*. These myths offer more than simple adventure; they expose students to an eternal, ubiquitous story that captures humankind's fundamental values and shared human experience. Students are currently tackling the concepts of karma, dharma, and monomyth. I have parent tip sheets, as well as more information about the module we are currently studying and articles/other media we will be observing in class.

**7th & 8th Humanities: Essential question: *How do literature and art illuminate the effects of WWI?* Current Learning Target: *Develop an idea about why countries joined WWI.*** What were the effects of World War I? How can literature and art illuminate an understanding of the experience of individuals who were thrust into this conflict? What mental scars remained once the fight was over? Students explore these questions in order to develop an understanding of how literature and art can communicate and even deepen our understanding of the effects of World War I by examining artistic responses to the war and learning about the realities of modern warfare. Students are currently gaining background knowledge about WWI and developing ideas around why countries joined the war. I have parent tip sheets, as well as more information about the module we are currently studying and articles/other media we will be observing in class.

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

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

### ***IMPORTANT ELO INFORMATION:***

***Please fill out the surveys for the ELO program that were sent home, by Wednesday, February 14, to assist us with planning for the upcoming summer program. Thank you for your support!***