

Walden School News

May 17, 2018

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:

May

5/18 - JGM Day, St. Johnsbury Academy 6th Grade

5/24 - Trip to Montshire Museum Grades Pre-K—2

5/28 - No School Memorial Day

5/31 - Walden School Spring Concert

June

6/5 - Last day of Preschool

6/8 - 8th Grade trip to the Great Escape & Adirondack Tree Adventure

6/11 - 8th Grade Commencement Exercises

6/12 - Last day of school
Early Release 11:45

Principal's Message:

Welcoming Warmer Weather...

We are excited for the warmer temperatures and sunny days. Children are enjoying the opportunity to have Physical Education classes outside as well as utilizing the Outdoor Classroom. There is an increase in the variety of recess offerings with students gleefully playing with one another. Please help your child make good decisions about following the dress code. On PE days, students should wear sneakers rather than boots or flip flops which may pose a risk to injury.

The End of the School Year: A Busy Time...

The month of May and June are busy academically for students with the completion of various units of study as well as several end-of-the year assessments. When appropriate, teachers schedule field trips to enhance the classroom instruction. Participation on a field trip is a privilege, not a right. Any student who does not meet the school standard for conduct may be excluded from a field trip. In consultation with the classroom teacher(s), the principal will determine exclusion from a field trip. Parents will be notified in writing if their child is considered ineligible for participation on a field trip. Students who do not attend field trips must attend school on the day of the field trip. Arrangements will be made by the classroom teacher(s) for alternative instruction to be provided for students who do not attend.



Knox,
Abigail,

and Ivy dressed in character for a Reader's Theater.

Preschool

Mrs. McDonough

Outdoor play is so very important in the early years. It helps children develop an appreciation for nature which translates into respectful stewards of the Earth. The preschool children have daily outdoor learning....which is good for their hearts, bodies and spirits. We are even able to take the dirt and sand tables and extend the walls of the classroom learning environment. We have been walking the nature trail and watching the process of Spring unfold...not to mention the discovery of our interconnectedness and interdependence with all life. We read a book, Hey Little Ant about respecting even the smallest of the Earth's creatures. With the help of parent volunteer Janah Pelerin we have examined seeds and planted for a fall harvest. We also celebrated May day with a May Pole and May day baskets.

Kindergarten

Mrs. Langmaid

Math - The students are counting forward to at least 150 by ones and tens; backward from 100 to 1; and counting forward beginning from a given number instead of having to begin at 1. They are working with addition and subtraction stories and place value within 20; decomposing teen numbers as 10 ones and some ones; and composing 10 ones and some ones into a teen number.

Phonics/Reading - Contractions, sight words, vowel-consonant-vowel words, and vowel-consonant-silent e words are the focus for the next two weeks.

Science - Fiction and informational books about plants are read aloud throughout the unit of study. The students planted green beans and sunflowers in the classroom for observation purposes. They are learning about the life cycle of a plant and how to grow bean sprouts.

Writing - Free verse poetry and responses to literature continue to be the writing focus for this month.

Grades 1 & 2

Ms. Thomas (for Ms. Lowe)

Reading - Students are working on their sight words. Students rotate from reading groups to Daily 5 where they are reading to themselves, a partner, working on their writing, word work, or listening to a book.

Writing – Students will be revising and editing their opinion pieces. Some students are writing why an animal is their favorite, why a sport is their favorite, and why they should get more or less of something.

Math - 1st Grade Math: Students will tell time to the half hour and solve comparison problems.

Social Studies -Students will recognize and use different map features, such as symbols and cardinal directions.

Technology - Students will practice typing for a short time each day this week.

Grades 3,4 & 5

Humanities - Mrs. Thompson

3rd and 4th Grade - Over the next few days, students will use their Writing Planners to write essays explaining how Galileo helped people understand space using evidence from "*Galileo's Starry Night*" and *Starry Messenger*. Students use the craft elements they have studied, such as developing a topic with facts, definitions, and details and providing a conclusion paragraph. Students peer-review their classmates' work and revise and edit their own work.

Next, students will read *Moonshot book* about Apollo 11, where they will learn the importance of stating and maintaining the focus of a piece of writing. Students will also identify similarities and differences between the foci in opinion writing and expository writing and examine the introduction paragraph of an opinion essay.

5th Grade - Over the next several lessons, students contemplate Milo's transformation, as evidenced by how he faces and escapes challenges— in the form of demons!- in the Mountains of Ignorance, and how his transformation from the beginning of the story offers clues about central themes of *The Phantom Tollbooth*. Students apply knowledge of Juster's wordplay to support analysis of new characters and to deepen their understanding of conflict, plot, and theme in the novel. Following this, students will synthesize their understanding of Milo's transformation by writing statements comparing the Milo they meet in chapter 1 with the aspiring hero they now know in chapter 17.

Grades 3, 4 & 5

Math & Science – Mr. Hill

3-5 Math - Over the next couple weeks, everyone will be taking the SBAC Math assessment and 5th graders will take the NGSS Science assessment. During our shortened Math blocks groups will continue their units.

Third graders will be collecting data, organizing it, and creating graphs to communicate the data. This is a short unit, so they might also get into their Geometry unit to finish out the year.

Fourth graders have been working of fraction concepts and finding equivalent fractions. Now they need to find least common denominators in order to add fractions with unlike denominators.

The fifth grade group is dividing fractions and mixed numbers. They have learned to flip the divisor to get the reciprocal and then multiply. Next, they will work on word problems that require them to do multiple steps and use more than one operation.

Grades 6, 7 & 8

Math & Science - Mrs. Russell

6 Math - Students are completing their final module, Statistics and Probability. Students will create dot plots, line plots and box plots as they analyze measures of central tendency. Students will be applying their learning to create a Google Survey.

Grades 6, 7 & 8

Math & Science - Mrs. Russell

7/8 Math - Students are working to wrap up their math studies with nonlinear function extensions connected to real life and algebra tutorials. Students are working on baking and gardening to apply their year-long learning to benefit the Walden Community.

6,7 STEM - Students are wrapping up their Rube Goldberg project. 6-8 grade students are learning about organism relationships like competition, predation, and mutual benefit. Students are working together in class groups: Amphibia, Reptilia and Mammalia to complete challenges, cooperate and practice respect, safety and responsibility.

Humanities - Mr. Snow

6th Grade Humanities - Bloom's taxonomy was created by Benjamin Bloom as a framework for the most effective way for students to learn. At the bottom of this framework, meaning least effective, is memorization. At the top of the framework, meaning most effective, is creation or production of original work. 6th grade students are wrapping up on our monomyth unit with the creation of their monomyths. They have finished their analysis and reading of the two texts of study and are putting their learning into action. Students are using comic book producing software called "storybookthat.com" to create images and storyboards to go along with their monomyth. Students are working hard towards this summative assessment and I strongly encourage you to ask your student to share their monomyth with you.

7/8 Humanities - Bloom's taxonomy was created by Benjamin Bloom as a framework for the most effective way for students to learn. At the bottom of this framework, meaning least effective, is memorization. At the top of the framework, meaning most effective, is creation or production of original work. The 7/8 grade students are wrapping up this unit with their creation of a podcast about WWI. In order to be successful students have studied engaging podcasts by listening and analyzing segments from *This American Life*. Students are having to synthesis and demonstrate understandings of WWI by discussing primary and secondary source documents, interpret informative and narrative texts, and effectively express and communicate their ideas in a way that informs and engages listeners. I strongly encourage you to ask your student to show you their podcast once it is completed.

Please visit the school website: walden.ccsuvt.net

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

