



The Eagle's Nest

March 2011

From the Principal's Desk

Is Hancock Day School a Rigorous School?

Hancock Day School models and upholds certain values that make it an exemplary school in the community. The curriculum for the most part was designed by much esteemed masters of education, Mrs. Hancock and Mrs. Bell. It is a rigorous curriculum that sets high expectations for everyone. Students are given the skills and motivation to meet these expectations. Small classes and teams of teachers and peers provide students with academic and social guidance. The founders of Hancock Day School demanded that the whole child is academically, spiritually, socially, physically, and emotionally prepared to become responsible citizens who possess a commitment and desire for lifelong learning.

Hancock Day School parents, teachers, friends, and members of the community have known it a rigorous and highly respected institution. A change of location, although the cottages will long be remembered by many as an environment that promoted warmth and belonging, does not dump the long standing values of this enviable school.



What is rigor? Students may proclaim "the work is hard" and others say just the opposite, but the question is: does it challenge the student to think? Rigor does not mean students simply are prepared to take advanced courses. Curriculum becomes rigorous when students are pushed to new heights by expectations that require them to know information, apply it, and demonstrate their understanding of the information. In a rigorous school students not only learn to do, to reflect, and to recall, but are expected to master the twenty-first century skills such as critical thinking, problem solving, creativity, collaboration, project management, and written and oral communication.

Rigor represents four R's: rigor, relationships, relevance, and results in twenty first century schools. Does Hancock Day School measure up to these principles as identified by the experts in education? Please allow me to boast on some student activities and successes in order to demonstrate that our school does exemplify these important principles of rigor. All in one day, four teachers either emailed me, called my attention to an activity as I appeared in the hall, or presented student success by sharing student writing.

Wow, I was so impressed and proud when this first grade teacher shared writings; these first time journal response writings were about a poem the class had read. Our first graders! A third grade teacher emailed me to inform me of the superb mastery of number facts. Fourth graders were cooperatively assembling a map on a bulletin board in the hallway. Each student had created a section of the map studying geography and relating it to literature and content. Fifth graders had written fantastic nonfiction stories and as a second assignment had responded to a social studies topic regarding the birth of a nation. They were asked to compare and to contrast the birth of a baby to the birth of a nation. One response was, "A baby's life is limited, but a nation will live forever." So much learning occurs within the walls of Hancock Day School in just one day and every day.

So what do you think? Does Hancock employ a rigorous curriculum?

You bet it does, and there's no doubt that our dedicated teachers, who have an unquestionable affect on our students, make it possible for them to be academically prepared while instilling in them the Hancock values that allow them to become productive and honorable citizens in society.



A message from the Board

Values

Values are the shared ideals we hold that are worth our effort to achieve. The Board has been working with the administration and teachers to define what values represent the core ideas that support "The Hancock Way." We believe those values are:

- | | | |
|---------------|-----------------|-------------|
| Respect | Do unto others | Family |
| Community | Joy of learning | Integrity |
| Honor | Character | Nurture |
| Excellence | Responsibility | Discipline |
| Individuality | Flexibility | Empowerment |
| Compassion | | |

We will be reinforcing these values with the students by asking teachers to include them in curriculum, writing exercises and by example. The Board and Administration will provide leadership by holding ourselves accountable for displaying these values. We encourage parents to talk about these values with their children.

These values have been incorporated into a larger document describing "The Hancock Way." We presented this at the State of the School meeting. It will be added to the web site, and we hope you will read it if you were not able to attend the meeting.

Quoting from the document, "Rest assured that the "Hancock Way" will not go by the wayside. It is who we are. Maybe it is difficult to explain, but it is there in each and every student who goes through our grades, and it is in the heart of every teacher. Our students will continue to be given roots to grow and wings to fly!"

Ken Jones
Chairman of the Board of Trustees



.....in the next news letter, we will talk about Communications



Since February is the month when our thoughts turn to **LOVE**, I decided to ask the Hancock students what they **LOVE** about Hancock. I asked students in grades 2nd—8th to send me their thoughts. Of course I expected most of them to say that they love recess and lunch, but the responses I received gave me a pleasant surprise.

I've always known our students were unique and a cut above the norm, but it warmed my heart to see what they wrote.

Almost every student had comments about what they **LOVE** about their teachers.

- *The teachers teach you all you need to know about getting ready for life.*
- *They don't just come for money like some teachers do; they come because they care about you.*
- *I like HDS because it has pretty teachers and a pretty principal.*
- *The teachers are interesting, intelligent and kind.*
- *All the teachers are nice or kind. They don't mess up a lot.*
- *They are friendly, intelligent, beautiful, nice, and CALM!*
- *They are always there for you.*
- *They are always ready to give hugs.*
- *Every teacher in the school and Mrs. Wright, Mrs. Brown and all the people in the office make us have a beautiful day!*
- *Sometimes a teacher can be strict, but that is what teachers are for.*
- *I love the fact that teachers are so much fun, no matter how much you don't like to do the homework they assign.*
- *They care about ME...I have never had one mean teacher.*
- *They always have a smile on their faces.*
- *I feel like I can tell my teacher anything.*
- *The teachers have great imaginations.*
- *I love the teachers at Hancock. The staff is always understanding and willing to listen. They are fun when they teach, but serious when they need to be. They always offer learning and fun experiences. They are lovable!*

We always strive to create a nice learning atmosphere for our students. The following comments make me believe we're successful:

- *Every day when I walk into Hancock, I feel like all the bad things have washed away and all the good things come inside of Hancock.*
- *Happiness fills the air and surrounds us. We embrace it. That is why I love Hancock.*
- *One thing I love about Hancock is how everyone is always happy.*
- *The atmosphere is lots of loving and lots of happy people.*
- *When you enter you know it is nice, cool, and friendly.*
- *I like the love that surrounds us at this school.*
- *I feel so much smarter here each year.*
- *Hancock encourages you to be more independent. They take care of my every need.*
- *Everything is clean. The people are clean too.*
- *People never bully me.*
- *Hancock has the nicest manners.*
- *Everyone is very welcoming and respectful.*
- *Barely anybody gets in trouble.*
- *Through the 5 days of school, everyone would always make your day shine.*
- *I love how the people respect who you really are.*
- *I like the small classes and loving atmosphere.*

HDS has many traditions, some dating back to the founding of the school, which we cherish and want to preserve. Our students seem to like them also.

- *I like that we pray every day.*
- *I am glad that Mrs. Hancock founded this school. I really like the Thanksgiving Feast....it is for our Hancock family.*
- *Hancock has great field trips. My favorite was the 2nd grade trip to the Jacksonville Zoo. The whole day was filled with excitement. I would relive that day anytime I could.*
- *The Thanksgiving Feast brings us all together. It makes us unique from other schools.*
- *I like the Thanksgiving Feast when we hold hands and tell what we are thankful for.*
- *A tradition I like is Grandparents' Day.*
- *My favorite tradition is the Christmas tradition. You buy toys for the kids who are spending Christmas in the hospital. That is why I love my school.*
- *HDS has awesome field days. It is a great time to get together and have fun.*
- *Field Day is the greatest!*
- *When you get to 5th grade, you go to Washington. I've been waiting and waiting for that.*
- *The Harvest Festival is my favorite tradition. The tickets are cheap too!*
- *I like the art and science fair. My family gets to come and see my work.*
- *The music programs are exciting to me. We get to dress up and sing.*
- *I look forward to our class parties.*
- *I enjoy pep rallies and lunch express.*
- *Lunch-a-month*
- *Assemblies*
- *Hands-on-learning.*
- *"Mind Your Manners"*
- *I love the colors-green and gold. Not a lot of schools have our colors.*
- *I like that the mascot is the Eagle. It is a really pretty bird and Hancock is a really pretty school.*

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The specialty classes as well as some of the extra-curricular activities seem to be popular with our students, as well as many of the core subjects.

- *The subjects are awesome---you learn something new every day. Hancock is the place to be!*
- *HDS has great arithmetic questions.*
- *My favorite thing is the science experiments we do.*
- *I like computer class because it helps your mind and teaches you new skills.*
- *I like the new math program. It makes it more organized and reviews what you learn so you won't forget.*
- *Hancock still teaches cursive!! YEA!*
- *I like Spanish because we play fun games and learn a cool language.*
- *Computer has fun exercises and amazing websites.*
- *PE! PE! PE! The Best!*
- *History is great. We learn about interesting people, places and things in our country's past.*
- *My favorite subject is Wordly Wise because you learn meanings of words.*
- *I love PE games because the coach is so nice.*
- *I like the fun writing activities.*
- *I like Hancock because it took the subjects I don't like and made them fun.*
- *You get a good education.*
- *Quiz bowl, math team and the geography bee are things I like.*
- *I love that we have a football team.*
- *The sports are great and we do a good job at it.*

I will end with some general comments from the students.

- *I love how people comfort you and never give up on you. The teachers are so nice and always help you out when you don't get anything. Your friends always help you when you are down. Hancock is the school of LOVE.*
- *What I love about Hancock is that it is small. There's no drama, no bullying, and no cliques.*
- *What do I LOVE about Hancock? L is for the learning—the teachers make class fun and interesting. O is for open minded people that go here. V is for the very good sports. We have had one championship so far, but we came close to another one. E is for extremely nice people. I love Hancock.*
- *Hancock is a hard working school.*
- *I love having a smart board.*
- *I love the fact that the school is so small and you can make great friends. You can also gain a lot of knowledge due to less "kids" and more teachers. I also like the staff of Hancock from the teachers to the office to the maintenance people.*
- *If there was a high school here, I would definitely go there.*
- *I want happiness, and happiness is what you get at Hancock.*
- *I wish they would never stop the school at 8th grade. I wish it would go on forever.*
- *I would recommend this school to my friends because like me, they would learn a lot and be happy while doing it. I love Hancock!!*
- *When I think of a place I love, only one place comes to mind. Hancock is my home and at a home you have someone to help you grow. Hancock is truly a place where you can have roots to grow and wings to fly!*
- *Hancock takes a part to make the world a better place. That was Emmie Ruth Hancock's motto and her school has achieved it!*

I couldn't have said it better myself!



Classroom News

K-4 Pre-school Brand



As Thanksgiving gave way to the excitement of the Christmas holidays, our preschool class dove right into the holiday spirit by planning a field trip to see Santa and do a little Christmas shopping at the Dollar Store. The children were in awe at seeing all the decorations and meeting a few Christmas shoppers at the mall. It was a fun trip that ended with squeals of laughter and tons of pictures being taken of the children.

Academically, the children continued to learn to count orally to 40, recognize to 20, and use numbers from 1 – 10 to group items into sets or play number games with the puppets. The children also stirred in a little imagination by pretending to be elves, reindeer, and snowmen to have fun making rhymes. They also giggled a lot as they used sound association skills to letters in their own names.

The children closed out the year with learning facts about Christmas customs around the world, making tons of Christmas ornaments, helping Corbett's mom and Sara's grandmothers make holiday crafts, buying games as gifts for each other, and decorating the loveliest tree in the world. The children also celebrated Hanukkah by decorating a wall with traditional Jewish items and had a birthday party for Jesus.

After the holidays, the children started the New Year off by making New Year's Eve horns and coloring Happy New Year pictures, which they thought were really cool! The children then got back into the swing of things by extending their counting ability to fifty, classifying things made of ice, looking for places where you could see frost, finding things that would freeze, and counting the ways you could have fun in snow. There were many imaginative answers from the class.

January's phonics found the children learning to use letters to create patterns, listening for both the initial and ending sound in a word, writing their first names on a line, working with visual and auditory discrimination using pictures, listening to sequencing detail in stories, and learning sight words to help build whole language skills using complete sentences. As a home connection, the children also created shoe box science projects using the letter S. The boxes were diverse in style and very informative with the subjects chosen.

With our science studies, the children enjoyed learning simple facts about the Eskimos, polar bears, penguins, winter birds and the snowflake. After learning the facts about each subject, the children were thrilled to make craft items to represent each one of them. The children also chose winter birds as their class art project. They made a large tree out of the birds that they had colored, which adorns the back wall in our room. They also painted pictures of birds eating seed on beds of snow. Then, to shed a little sunshine around our classroom, the children and I decided to have Mitten Day. It was such a fun day to watch the children squeal with excitement as they played several activities such as sort out all the mittens, mitten relay, hide and seek the mitten, and color all the mittens using color words.



With the cold weather units behind them, the children were happy to learn simple facts about groundhogs, shadows, Lincoln, Washington, and St. Valentine. They made hats to represent their favorite shape, which was hearts. They even had a greater time with math concepts by grouping different colors of hearts, creating patterns by using three different colors, and making cats, love bugs, and valentine bags. Carson's mom helped with the bags. Charlie's mom and grandmother made a craft and read to us this month also. The children also beamed with joy at being able to write their names, numbers to fifteen, and most letters of the alphabet. They are really moving in ability with pre-reading skills, too.



With healthy food studies, the children learned simple facts about different kinds of food that would be healthy for our bodies. They classified these foods into four groups and chose groups of foods they wanted to work with. They also cut out pictures of each group of foods and pasted them on a chart. It was a fun cutting activity. Our studies ended with a trip to the Piggly Wiggly store to buy food from each food group, which was served for lunch that day. Yummy!

Gilpin

The fun continues in Mrs. Gilpin's Pre-K Class!



The children studied the following units: Penguins, Winter, Arctic Animals, and China. The students have been working hard counting to 60, recognizing numbers 1-40, and all letters and sounds. The students are becoming excellent writers and creative little artists. A few of Pre-K's other exciting activities include: tiny day, gingerbread house decorating, pirate day, a field trip to the Savannah Mall, sound sharing, pizza making, and the letter P party (cute costumes!). The Pre-K students had a wonderful trip to China. They got their first stamp in their Pre-K passport. The students participated in a Chinese New Year Parade and enjoyed tasting Chinese food with chopsticks (special thanks to all the parents for making it such a fun event).

In March, Mrs. Gilpin's class is looking forward to our Alphabet party and learning about Mexico.



K-5

Knarr, Wolbert, Morgan

Our fall and winter months have been busy ones. It was wonderful to see so many of our parents participate in Math Night on November 8th. The evening began with parents and children playing math games in our classrooms and ended with a presentation from our Everyday Math consultant in the gym.

After a unit of study on the First Thanksgiving, we realized that we all have so much to be thankful for, including our parents who brought us a delicious Thanksgiving feast. In class, the children shared their thoughts about all of their blessings.

We find it hard to believe that we have already celebrated our 100th day of school. We enjoyed sharing our collections of 100 items and drew pictures and wrote about what we'll be doing at 100 years old. Some of the children are anticipating a very active 100th year! January also brought a visit from personnel from the Skidaway Aquarium. They showed us a collection of ocean animals such as Spider, Hermit, and Horseshoe Crabs, and Whelks. Dressed as a Blue Crab, a child from each class demonstrated the attributes of those crabs.

Groundhog Day celebrations included stories, puppet making, and predictions. Although the groundhog did not see his shadow, we feel that spring is just around the corner and eagerly anticipate an exciting season.

Visual Arts Brinn



All of my students are working on finishing and starting really exciting projects they can be seen in the halls. Many adjustments are being made in this new school year, and the students are rolling right along with them.

Keep an eye on the walls for projects as they are finished.

1st Grade

Espy, Rodenberg, Martin

First grade students have spent these chilly winter months learning about the weather. In some classes children have chosen a certain type of weather to prepare a short report/ project on to share with classmates. We have learned all about water cycles and have even drawn pictures of our own water cycles.

We really enjoyed Piper's Mom, Mrs. Simpson, coming to visit with all first grade classes to tell us a little about life in China and how the Chinese New Year is celebrated. Then each class had fun making a dragon out of our own handprints!

In math we are busy working on learning our math facts with an emphasis on fact families. We especially enjoy beating our friends in a game of Addition Top It. It's a game that makes us use our math facts in order to be a winner! We are also becoming quite good at counting money and are making progress telling time to the quarter hour!

A Poem by Ansley Drew

Rainfall

Rain, rain fall
I want to see you fall.
I'll catch you on my tongue.
Rain, rain fall.

We have also learned about great Americans, such as George Washington, Abraham Lincoln, and Martin Luther King, who have played a vital part in making America the wonderful country that it is.

Our students have been quite busy writing stories and in our journals. We are becoming quite delightful little authors!

A poem by Chloe Paulick

My Dog

I have a dog
As you can see.
She sleeps like a log
And snores like a hog
And when she plays
She leaps like a frog.
When she licks me
I get soggy.
Oh, by the way,
Her name is Bailey
She loves to play
Every day.

Spanish Glenn

¡Hola! ¿Cómo estas?
Muy bien. ¿Y tú?

We have enjoyed putting together conversations like these in Spanish class this fall and winter in Kindergarten, 1st, 2nd and 3rd grade. I present brief "puppet shows" in Spanish over new topics and the students partner up to perform skits for conversational practice.

In addition to increasing our conversational abilities, here's what we've been up to the past 3 months. Just after Halloween, we learned about "El Día de los Muertos," a holiday celebrated primarily in Mexico, by making paper flowers and trying simple Spanish cookies with guava paste. This is a popular treat in Central and South America, and I was proud of the students for trying it!

In Kindergarten and 1st grade, students learned how to express their likes and dislikes in complete Spanish sentences. We also learned how to talk about our family, and how to describe ourselves and others through picture/adjective association.

In 2nd and 3rd grade, we learned how to describe ourselves and other people. We then moved into our animal unit where students were required to draw their pet or favorite animal and write a brief description of it in Spanish using the sentence structures we had learned throughout the year.

We are currently finishing up with our "body" unit. In Kindergarten, we are working on dictating and writing sentences about all of our parts by using the verb "tengo" for I have. 1st graders presented drawings of their faces and shared 5 sentences describing them in Spanish. 2nd and 3rd graders also enjoyed the body theme and were recently quizzed on the topic. We recently celebrated Valentine's Day with Spanish sweethearts. The coming months will be filled with many more useful topics that I know your children will enjoy.

I am looking forward to a spring filled with love, laughter and learning in Spanish class.

Sincerely,
Ms. Glenn



2nd Grade
Giddens, Thomas, Warchalowsky



We cannot believe how fast the year has gone by! Second grade has been very busy this year.

We researched and studied Native Americans in November and ended the unit with a very detailed and impressive project! The students really used their creativity and imagination and once again went above and beyond our expectations! Replicas of homes, weapons, jewelry, and villages were presented with the research projects.

December was fast and furious. We started a pop tab collection for the Ronald McDonald House. All three classes are competing with each other to see who collects the most pop tabs. The students really want to do their part for the charity; we are very proud of their dedication!

Our second Vendor's Market was a huge success! This time we participated grade wide, and the students have really honed their money and making change skills!

Last, but not least, our unit on Georgia History was incredible. The students did an amazing job researching their historical locations. The reports were entertaining and informative, and the models were fantastic.

We look forward to the rest of year and watching how our students have learned and progressed. Our second grade students are truly amazing!

Physical Education
Turner



We have started a new year and many of the students have been involved in basketball this winter. Intramurals are still going strong, and it's obvious how much fun the kids are having. Parents seem to be having fun, as well. In PE we have worked on basketball skills, such as dribbling, passing, shooting and defense. We have participated in many other sports and games to keep the children moving.

Pre K through 2nd grade:

Holiday games: Grinch tag, North pole/ south pole and How the Grinch stole Christmas. Various types of freeze tag games. Throwing and catching games. Relay races using different locomotor skills.

3rd through 8th grade:

Sports such as: badminton, sponge ball, basketball, and pickle ball. Pickle ball is a mixture between badminton, tennis and ping pong.

The middle school classes are enjoying learning about lacrosse. An instructor with Coastal Empire Lacrosse is teaching the basics of the game. Lacrosse is quickly catching on around the area, and the students have fun learning a new sport.



3rd Grade Bowden, Lackey, Casanova

We are working hard and have had a great start to 2011!

We completed Little House in the Big Woods and are so excited about our next novel, My Side of the Mountain. We are looking forward to our field trip to Oatland Island in early March to learn about baking cornbread, dipping candles, and carving just like Laura Ingalls and her family! For this quarter's book reports, each student has studied a different "important person" and will be sharing a poster and biography reports this month. We are also learning a Shel Silverstein poem. Please stop by the third grade hallway to see their determination and creativity!

The students have been writing beautiful responses to comprehension questions and studying vocabulary chosen straight from their novels. We continue to work on new Wordly Wise lists each week and have studied different relationships between words and phrases through analogies. Our language book pushes the students each week to revise and edit their work in all subject areas.

We have been studying parts of speech and discovering the sections of a sentence as we prepare to begin diagramming! We are using beautiful cursive to compose final drafts during our writing workshop each week.



We are journeying through the wonderful world of geometry with our Everyday Math unit. The students have been on scavenger hunts to find angles, lines and shapes around the halls and in our classrooms. We are learning prefixes that help us remember name shapes like **pentagon** and **triangle**. We continue to work on word problems and comparing numbers with decimals and high place values. We are MOST excited about our most recent accomplishment – every third grader has learned ALL of his/her multiplication facts! We will move into more difficult multiplication and division problems as well as fractions this spring.

We have spent a lot of time in Social Studies learning about our founding fathers. The students have so enjoyed their study of George Washington and his friends Benjamin Franklin and Thomas Jefferson. We also learned about Noah Webster and the story of the American Dictionaries sitting on the shelf in our classroom! We will continue to work through the history of our nation and sequence events in order using timelines and comparing/contrasting these individuals and the cities they founded.

We are very excited to have entered the world of earth science after a lengthy unit involving ecosystems. We are mapping and exploring the different features of the earth and learning about the earth's three layers. We will also study volcanoes, erosion, earthquakes and floods. Since we know how precious the Earth's resources are, we have been practicing the 3R's (reduce, reuse, recycle!) in our classrooms each day leading up to Earth Day this spring. We look forward to our science experiments for the Science Fair in April as well.



Music Rimes

Whew! Things are really rocking in the music room! We have been so busy this year, and I am really proud of the students here at Hancock! We have quite a bunch of talented students. Each grade continues to *practice* their musical skills. Music is a performance art that only improves with practice. Young students may not seem to do very well, but as they continue to grow and do activities during music class, their skill will improve. I never expect my students to perform perfectly every time they come to class, but I do expect them to try.

Although music is not usually tested and assessed using traditional methods of the regular classroom (for instance, pencil and paper written tests), I assess my students' progress each and every time they come to the music room. Sometimes, I merely observe to see how the students are doing. Sometimes I do formal performance assessments. A "performance assessment" is an occasion where a student *performs* music and I assess their ability based on that performance. For example, at the end of our unit on reading rhythm, I had all my 3rd graders perform a notated rhythm to assess their ability to read the notation. I was quite pleased to see that all the 3rd graders passed with flying colors!

4th Grade
Drew, Sampey, Brennan



Our fourth graders are busy learning, creating, and applying new found knowledge in all subject areas. Our classroom novels prove to be exciting and full of great vocabulary.

Although the transition may have been a little tough, we feel our fourth graders are grasping hold of the Everyday Math program. We play educational games daily, work with tangible materials, critically solve problems, and use technology to work through each lesson.

Throughout our lessons we work independently as well as in groups. As we work together, we build social skills which enhance the learning process.

We continue to write daily either in journals or in more structured lessons. Working through the writing process is an important task. Fourth

graders need to see how the whole writing process works, beginning with brainstorming and ending with a beautiful piece of writing. All nine and ten year olds need to know the importance of revising and editing!! When teachers and students cross the boundary lines separating the various components of the curriculum, a lot of learning occurs. We find moments all throughout our days and weeks to teach math during Spanish, writing through history, science in technology, etc.

Fourth graders enjoy learning in a variety of ways.

We continue our learning with field trips, like our latest to Fort Jackson. We can also bring the fun to school. Mrs. Brennan's class made hands-on colonial items in her classroom. Thanks to Mrs. Simpson all three classes made a friendship wall on the first day of the Chinese New Year. Computer skills are enhanced weekly, especially with various types of power point projects and general typing skills. Overall, we are zooming right along in fourth grade soaking up knowledge as we go.

Emmie Ruth Hancock Day



Emmie Ruth Hancock, founder of our school, was remembered on her birthday, January 28. Mrs. Hancock, born in 1896, founded the school in 1953 and was actively involved until her death in 1990 at age 94.

Mrs. Hancock had a favorite motto by Edward Bok:

“Make you the world a bit better or more beautiful because you have lived in it.”

Students were challenged to look for opportunities to make the world a better place by helping their school, church, neighborhood, community, family and friends.

Mrs. Hancock always started her day off with a prayer. Here is one of her favorites:

Good Morning, God!
You are ushering in another day
Untouched and freshly new
So here I come to ask you God,
If you'll renew me too,
Forgive the many errors
That I made yesterday
And let me try again, dear God,
To walk closer in THY WAY...
But, Father, I am well aware
I can't make it on my own
So take my hand and hold it tight
For I can't walk alone!

5th Grade
Guggenheim, Scanzera

Fifth grade has been very busy over the past few months. They've been learning about ecosystems in science, negative numbers and fractions in math, the Civil War and technological changes in the 1800s in history, and analogies and being true to yourself in language arts. We've been working hard!

One thing the students are particularly proud of is the anti-bullying, teasing, and gossiping task force (BTG) many of them have joined. Meeting weekly at lunch in Mrs. Guggenheim's room, they have written and performed skits for the younger students, made posters that hang in the hallways promoting friendship and kindness, and they have organized a fundraiser for a local anti-bullying charity by selling green and gold bracelets that say, "Gossip – stop it before it spreads," and "Help someone have a nice day." They will be working on a newsletter in the coming weeks with contests and advice to help students handle bullying issues. We are so excited about their efforts!



As you read this, we will be returning from our week-long visit to Washington, DC.

Stay tuned for the highlights in our next school newsletter!



5th graders reminding Mrs. Martin's 1st graders to buy green and gold bracelets



Mrs. Martin and her students enjoying the show



1st graders listening attentively to the 5th grade's message about BTG



5th graders performing one of their skits

Middle School, 6th and 7th Grades

History

Wright

6th – Sixth grade is moving along through ancient history. Recently we've finished our unit about the Ancient Hebrews, and have transitioned into an exciting study of Ancient Greece. The students are working on research projects – many of which feature historically significant artwork created by the students themselves. We're all very much looking forward to an in-depth look at Ancient Greece, after which we will transition into a study of early civilizations in India and China.

7th – Seventh grade is excited to be presenting historically accurate skits in the coming week. They've been preparing skits over a variety of topics, mostly related to early years of the United States (after independence) and westward expansion. After this unit we'll be moving into a relatively quick study of the American Civil War.

8th – Eighth grade has been studying the judicial branch of the United States' government. This unit will culminate with a mock trial activity, which I'm sure the students will be very excited about. We will then transition into a discussion of more local issues – some as broad and far reaching as civil rights, and others as specific as local funding of various governmental projects and programs. This is all in hopes of making our students more aware of their surroundings and instilling in them a genuine interest in being involved, active citizens.

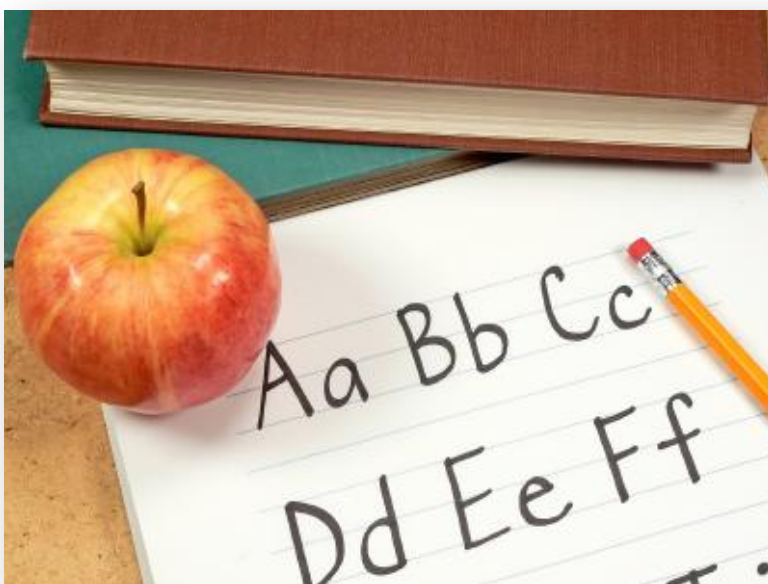
Science

Blake

The sixth graders have started a unit on Astronomy beginning with the earth and its moon. They worked on a lab in which they had to recreate the phases of the moon and both a lunar and solar eclipse. Next they will work on a project concerning all parts of our solar system.

The seventh grade is midway through our study of the major animal phyla. They are working in teams to present a phylum to their classmates. Each team is responsible for teaching the class, assigning homework, and administering a quiz over their topic. Our eighth graders have been studying the different types of chemical reactions. They completed a lab in which they compared the speed at which the same basic reaction occurred at different rates.

Next they will be working with acidic and basic solutions.



Language Arts

Hassell

The middle school has been hooked on reading the second and third quarters!

Sixth graders read The Giver and discovered an imaginary world where no memories or feelings exist. After reading this novel, they transitioned to the all too real world of 1942 Holland and the grave danger Anne Frank and her family faced during the Holocaust.

Seventh graders finished an extensive unit featuring Edith Hamilton's Mythology. Currently, they are reading and enjoying the fantastical, whimsical, and sublime creation of J.R.R. Tolkien, The Hobbit.

"Romeo, Romeo! wherefore art thou Romeo?"

These famous words can be heard coming from the eighth grade English classroom as students read Shakespeare's Romeo and Juliet this quarter. Understanding the language of 16th century English as well as interpreting the foreshadowing, irony, and themes of one of Shakespeare's most iconic plays has been quite a challenge for the eighth graders and great fun for their teacher.

Math Reardon



In 6th grade Everyday Math, we are finishing up with Unit 6. We have explored different properties of fractions and integers, and have been introduced to some geometry. The students really enjoyed creating constructions with a compass and protractor. We also played a game called debits and credits that helped them with adding and subtracting integers. We are looking forward to another visit from the Everyday Math rep, Keke Hammonds, on March 24. We hope all parents will come.

In Pre-Algebra, we just completed Chapter 7. We have covered topics such as rational numbers, equations, ratios, proportions, and percents. The students participated in a Recipe Proportion Project where they had to convert a recipe to feed 100 people using proportions. The best part was that they were able to bring in their recipe to share with the class! Math isn't just fun, but it tastes good too!

In Algebra I, we have also just finished Chapter 7. Some of the areas we have covered are writing linear equations, graphing linear inequalities, and systems of equations and inequalities. There has been a lot of graphing going on the past couple of months! Lucky for them we are moving onto properties of exponents. To take a break from graphing, the students created linear string art out of cork board, nails, and string. The different patterns that were created were amazing!

In Geometry, we have successfully finished 7 chapters. Some of the subjects we have investigated are congruent triangles, properties of polygons, and similarity. Each of the sections we cover involves looking at theorems, postulates, and proofs. At the end of chapter 7 we talked about dilations. This is a transformation of an image into an enlargement or a reduction. The students cut out an image and then made a $\frac{1}{2}$ inch by $\frac{1}{2}$ inch grid over the image and then created a new 1 inch by 1 inch grid and drew an enlargement of the image.



Spanish Jolly

¡SEÑORITA JOLLY'S SUPER ESTUDIANTES!

¡Buenos Días! The past few weeks have revolved around each individual student. In fourth grade we have learned how to describe ourselves, our family members, and others around us. We created a family tree and also played charades to help us with our vocabulary. The fifth graders have had the opportunity to tell us their likes and dislikes and even took an imaginary trip to a different country. The sixth graders just finished up learning how to have a conversation and we are now advancing to verbs. To help them better understand we played a game called "La calle a La Mancha,," a board game that revolves around the legendary tale of Don Quixote, where students have to answer questions revolving around the chapter in order to reach the finish line.

Ever wanted to learn how to say "pool" or "library" in Spanish? Well ask either a seventh or eighth grader. Currently we are discussing locations, time, and activities that people do in their free time. By the end of the chapter, students will have the opportunity to explain to the class where they like to go and what they like to do in their free time. I personally am looking forward to this activity, because it gives me the opportunity to see each student's personality shine through!