



CTL CORNER



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Dear CTL Community,

I am so excited to release the Trimester 3 newsletter. I know you will be as excited as I am each trimester to get a review from each classroom of what has been happening over the last trimester. Thanks to the teachers for their wonderful recaps in words and in pictures.

It seems impossible that the school year is almost over. It's like we just got here. Thanks for sharing your wonderful children with us. They have brought much happiness, sunshine and exuberance to us all this year. I love each day being able to greet them at dropoff and observing them throughout the day. We truly do have wonderful students. Thanks to you for sharing them with us.

We hope you have a fantastic summer filled with exciting adventures that build lasting memories. We look forward to seeing you in August. If your journey is taking you in a different direction, know that we will miss you. You are always welcome back our way any time!

Have a wonderful summer vacation!

Dr. Linda Ellis

CTL Head of School





PreK-Kindergarten Class

Alisa MacTavish

It is humbling to witness the immense growth of each individual in these early years. August brought little children to class who have bloomed in independence. They are able to use their voices to advocate for themselves. Social skills and interests have grown right along with their height.

Ample play time has field imagination and the investigation of interests. Engineering, art, and role-playing fill their days.



On the playground this trimester, we have discovered where to find critters and what their diets are. We have investigated living things. (We know they need food/energy, air, and they reproduce (i.e. make babies). We compared animals and plants. Some of the flowers have bloomed and produced seeds, coming full circle. Familiarity with life cycles increased as we witnessed the butterfly metamorphosis. The interest in animals has inspired our reading and writing. Real world experience with numerous organisms at Jones State Park and the The Learning Zoo proved fun.

Students proposed a field trip to Hawaii. In lieu of that they are planning a class luau that better fits the budget for time and money.



Counting and spending money was a blast. We want to thank Grades 3-4 for hosting the Market Day and look forward to the end of year festivities ahead.

Grades 1-2 Class

Gina Brown

This trimester has flown by! We have grown so much since the start of the school year. It has been a pleasure to teach these students and to see them blossom and grow.

In the reading workshop we have enjoyed several author studies such as Jan Brett, David Shannon, Mercer Mayer, and many more. The students are currently enjoying Roald Dahl. I am impressed with the number of books they have read this trimester. It is exciting for them to share with me about their books during our conferences. They truly have a love for reading and love to find their cozy spots to read.



In the writing workshop students continue to love writing about their life experiences. In our mini lessons we have talked about different types of writing such as fantasy, humor, and real life. I love to see how they take these ideas and write amazing stories that they share with their classmates.

In social studies we learned about our government and what it means to be a citizen. We explored public service and how we can protect our environment. The students made posters for Saving the Earth. We are ending our year with economics and financial literacy. After learning about consumers, producers, and goods and services, the students participated in a Market Day. They became little entrepreneurs. They came up with a business model and chose a product to sell on this fun day.

In the math workshop we started off learning about fractions and equal shares. We explored 2D and 3D objects in geometry. The students had fun creating models of these objects. We then explored financial literacy and had a lot of fun learning about money. The students did a role play where they had a store and took turns being the shopper and cashier. We are ending the year with some measurement, data analysis and time.

In the science workshop we explored changes to land and water. The students did many projects where they became engineers to stop erosion and save the beach house. I love to see the cooperation that goes on with these young minds. They use their creative minds and work cooperatively to solve the problem they were given. We then talked about properties of materials and states of matter. We will be wrapping the physical science up with building blocks of matter and changes in heat.





Grades 3-4 Class

Melanie Welsh

Wow! Time sure flies when you are having fun. Grades 3-4 students have been having a blast. As we begin May, I am thrilled as I see the students' growth over the year.



For the month of January we continued to dive deeper into the writing process. Students have been writing narrative and fiction pieces. They take their writing through each phase of writing. Some of these pieces will be formally published. We have introduced informational writing. Students have written many books on things they are "experts" on. They have the option to write in their writer's notebook or type on the computer. At this point most of the students are comfortable writing on the computer, and they are enjoying this option. We are beginning our poetry unit, starting off with free verse poetry. Free verse poetry is fun for the students as there are no rules to this poetry.



During reading workshop we focus on different genres of books. We have continued to explore the various genres. Students are reading many choice books. As we complete our read aloud *Johnny Tremain*, we will begin a new historical fiction. Students are starting their third book project on recent books, and they are choosing creative ways to share their books with the class.



In math we completed our fraction and decimals unit. The students enjoyed learning the various strategies they can use to understand fractions and decimals. They did a great job and enjoyed adding and subtracting decimals on a number line. We began fractions focusing on fractions of a whole and fractions of a group, and briefly discussed simplifying and equivalent fractions. They were able to move from fraction and decimal models to number representations. At this point all the students need to know their multiplication facts. They should continue to practice these facts weekly for quick recall. We are moving on to geometry next week. We will learn 2D/3D shapes, area and perimeter, lines and angles. We continue to do number talks every day as this is the best way to continue the spiral review of math concepts.



In science we studied natural processes, earthquakes/floods/tsunamis/volcanoes. They worked on a project where they built a house to withstand all of these processes. The houses were amazing, and they really enjoyed testing out the houses to see how they would do. I was blown away as the houses withstood most of the disasters. We moved on to energy transmissions. They enjoyed making circuits and are in the middle of creating a house with three different circuits (heat, motion, sound energy) on switches. We will begin our next unit on transfer of energy of collision. The emphasis will be on the change of energy due to the change in speed, not on the forces, as objects interact.



In social studies we explored how slavery began in the colonies and the problems that posed. We finished our colony unit with Colonial Williamsburg Day where the students chose a colonial trade and shared it with school and family. We continued our next unit with the tension growing with the colonies and Great Britain. Then we moved on to the American Revolution and will end the year with the Civil War.

Grades 5–8 Math

David Wallington

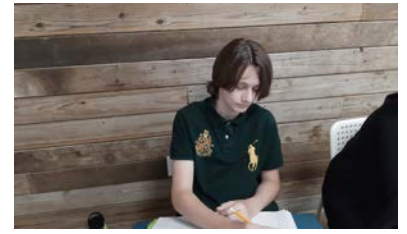
Believe it or not, the year is already coming to a close. We only have a few more days of instruction and then it's into portfolios, field day, other events, and then summer vacation. It's exciting to think that my sixth graders will be moving into my Grades 7-8 class and my eighth graders will be moving on to Ms. Kate's class.

Both classes have been doing mental math, white board warm-ups, mini-lessons, group work, and exit tickets. And at the end of class they have been writing in their math journals which has been a huge success. Instead of asking what your child learned in math today, ask them what they wrote in their journals. Not only will you hear what they learned but who they learned it with, how they learned it, and what they look forward to learning tomorrow. It gives a much greater insight into your child's thoughts during math class. At the end of the year the math binders will be going home so you can see their growth in math starting from day one.

In grades 5-6 we have focused our learning on the math of circles and π , variables and what they mean, volume, and percent. We have also practiced our math fluency daily so we don't forget the basics. We have been busy in grades 7-8 learning volume and area of cylinders,



spheres, and cones. We have gone over linear equations, intersecting linear equations, and slope. We've also worked on the Pythagorean Theorem and relationships between angles. The students were also able to put their math skills to work designing the layout for a restaurant dining room using given parameters.



Math is an extremely perishable skill. If you don't use it, you will lose it. I strongly urge parents to have your children practice math over the summer. This will keep them sharp for when they come back in the fall. Any math, even the basics, will help keep them on their toes while they are enjoying the summer break.



During clubs I have been hosting the Military History club. We have discussed what militaries are, how they are organized, and some of the equipment they use. They even got to experience some super yummy MREs (meals, ready-to-eat) and see some of the old stuff I used back when I served. They are having a wonderful time in the club. If your child is in the Military History club make sure you ask him/her about it.



Grades 5-11 English Language Arts

Natalie Seyerle

Reading workshop will always be my most favorite way to start my day! Students circle up on the rug as I read aloud to them for 10 minutes. We have enjoyed a huge variety of books across the grade levels. In grades 5-6 we started our third trimester with *Search and Rescue: Pentagon Escape* by Alexander London. A realistic fiction book based on true events from the 9/11 attacks on Washington, DC. This book inspired many questions and thoughtful predictions with my students. We also read *Escape from Stalingrad* by Andy Marino and we finished the trimester with one of my favorites, *The Boy in the Striped Pajamas* by John Boyne.



In grades 7-8 we experimented with a new author, Mary Downing Hahn, and read *One for Sorrow: A Ghost Story* and *Took*. We really enjoyed this author's style of writing. The students made many observations about her ability to engage the reader using very simple writing but allowing us to build truly beautiful images in our minds. We are finishing our trimester off with *The Third Eye* by Lois Duncan. This book was written in the early '80's but still captivates its audience forty years on!

The 9-10 read aloud started with *Of Mice and Men* by John



Steinbeck, a classic novel that sparked many observations among the students along with a lot of questions about life in the South in the 1950's. We are finishing the year off reading our first dystopian novel. *Fahrenheit 451* by Ray Bradbury has grabbed everyone's attention as we cannot decide the direction the writer is going to take us! It's an incredibly well-written book.

After the daily read aloud, the students each take their personal book choice, many make tea, find somewhere comfortable to sit and simply get lost in their books. It is so beautiful to witness—a calm and peaceful environment with our tea, books, and classical music playing in the background! During conferences students are excited to share character development, plot twists, and author's purpose and offer samples of the detailed text that is inspiring them.



We are currently presenting our book projects in class. Each student selects one book that he/she has read this trimester and presents it to the class in the most creative way they can think of! We have had crocheted DNA, 3D printing, a Story Tree, an Amulet, a Godzilla model, baking, a song written and produced, the list is endless! Students take such pride in their choice of book and really enjoy channeling their creativity.

In writing workshop the students and I have continued to work and learn from our minilessons and in individual conferences. Our pre-writing activities still serve as the catalyst for ideas to write about as we pull pieces of our memories and emotions into our own writing. For those writing fiction, bringing part of their own character into their fictional character gives the reader an opportunity to connect with the writer. We always finish 15 minutes early so students have the opportunity to share their pieces of writing, and they love to share! It builds their confidence as a writer and is a great opportunity to inspire each other. One-by-one through our minilessons and conferences we continue to improve our writing. Individual conferences provide the opportunity to teach through teachable moments that are individualized for each student based on where they are in their writing.

It has been such a great year. The growth that I have witnessed among all of my students fills me with such pride that I am already excited about next year!

Grades 5-12 Science

Amy Kiddy

And just like that, with the blink of an eye, this year is almost done. I do not know where the time has gone, but this year in science has been an adventure and a joy!

In Grade 5-6 science the students read aloud *Salmon Fishing in the Yemen* was not quite what they wanted. They quickly made their guess on how salmon could be brought to Yemen and made the connection to their own biomes they have been working on and found there was not enough action in the story so we retired it for another time. We began a new science read-aloud this trimester called *Two Degrees*. Fire, flood, and ice are three climate disasters in different parts of the United States that have four children and their families fighting for their lives with devastating effects. The characters in the story are connected in ways that will shock them and alter their destinies forever. It has been a fun and exciting story to share with the students leading to rich discussions about the writing and the science within the books.

The students finished the working part of their extended learning projects and then each created a way to present them to their classmates. We learned about bees, chameleons, sugar gliders, how to build a bee garden, Kenyan sand boas, coding and much, much more. Each student is now working diligently on writing an article about their project that will be published in our first annual *CTL Science Journal*. The journal will celebrate all of the 5-12 students' learning through their extended learning projects. Be on the lookout for more information about that.

We have also continued building our biomes and learning more about the factors of climate. They have been amazed at how much small differences in the events or environment can affect everything within an ecosystem. In order to delve more deeply into climate factors, we reviewed some common weather events seen on Earth with a group slide presentation. Each student learned about a weather factor and created one slide to share their information. After the slide was created they then built the monitor for their factor. Factors like precipitation and rain gauges, air pressure and barometers, pollen count and pollen monitors, and cloud types. The most exciting monitor of the bunch was our sunshine monitor or a Campbell-Stokes Recorder showing the strength of the energy from the sun and then scientists using the monitor can apply that to a number scale from one to five. When that monitor was created and shared the entire class was excited to learn



about it and watch it work. We set those out behind the science classroom and have been checking in on them to record the weather on campus. Then calamity struck each of the students' biomes in the form of a weather event of some kind that they had to replicate in their biome. The Trinity River had a severe drought, the plains biome had elevated temperatures, the ocean had excess saltwater intrusion from flooding of local salt mines due to major thunderstorms in the area. Each group then wrote a script for a weather show and recorded the show. Some of the shows had warnings, some simply reported the weather, and some gave information on where to go for help for disaster areas.

The seeds they had planted for their biome plant species did not do well, so we needed to purchase actual seedlings from a local nursery. We turned this into a field trip for 5-6 students by going to the plant nursery Beyond Paradise, spent time in nature at WG Jones Nature Preserve, and visited the small but amazing private zoo called The Learning Zoo.

The biomes around the world are affected by Earth's biogeochemical cycles, and we took a closer look at some of these cycles to ensure we understood clearly how they would affect our biomes. We looked at the water cycle, oxygen cycle, carbon cycle, and nitrogen cycle and made sure our biomes were semi-closed just like Earth. This will help each group continue to replicate their biomes climate more closely.

We moved on to pollution and the different types that affect our world such as air pollution, water pollution, plastic pollution, and trash pollution and learned what we can do to help lessen the burden our species places on the Earth and why it is important for us to each do our part to keep the planet healthy and thriving even as it goes about its natural changes.

Each biome group looked closely at a pollution issue that affects their region and applied that pollution event to their biome. The events were varied and showed clearly the effects these things can have on organisms and even the soil in an area. Events were things like the ocean having an oil spill, the freshwater river having pet waste and riparian pollution, or our prairie having excess chemicals from farming fertilizers entering the soil.

We will learn about restoration and conservation next week by cleaning up the pollution and restoring the biome to a healthy state so that we can plant our flowers and grasses we purchased on our field trip, finally



creating a healthy and happy biome to share with the school during our Zoo Day exhibit and perhaps take home to care for over the summer months. After all of our hard work, we need to keep these biomes beautiful and healthy.

In Grade 7-8 our read-aloud is *The Martian*. The main character is still on Mars and trying to find a way to communicate with Earth to let NASA know he is alive. The students have predicted he will have both outcomes, that he will be successful and be saved right before his death by starvation or that he will die and his journal will be found when another mission returns to Mars. Only time will tell the outcome. They wrapped up their extended learning projects and shared them with their classmates. We learned about animation and its history, watched a video that gave information about kangaroo rats, explored the bacteria within komodo dragons mouths, discussed black holes and the current research and knowledge about them, and so much more. Students are now writing their articles about these projects which will be shared in our first annual *CTL Science Journal*. We will share more information about how to get our magazine during portfolio presentations at student-led conferences.

Each student continued researching and learning about their body system, going more in depth and challenging themselves by incorporating new information in addition to reviewing what was already known. They built a station that explained their body system, the organs that make it up, the function of each organ, the cells that make up each organ, and fun facts about their system. Included in their station was a game, demonstration, or activity for their classmates. As each student visited the body system stations, they took notes and recorded what they learned using this on their reflection of this project. With the full knowledge of our human body systems, we then dissected fetal pigs and compared their body systems to ours. It turns out, their body systems are similar to ours in many ways. The students are hoping to take time to preserve specimens of their organs in jars for future reference in class.

After all of that, we journeyed into learning about growth and development of humans and other organisms in our world by researching, obtaining, and raising various young animal species. Our class now houses a snake species, a chameleon, butterflies, saltwater and freshwater fish and invertebrates, tadpoles, anoles, and everyone's favorite Netherland Dwarf bunnies in addition to our usual bearded dragon. They are going to learn about the animals classification and scientific name, life cycle, life span, and much more to be shared with



the entire school as a CTL Zoo. They are hard at work taking care of the animals, monitoring the weather and habitat, and bringing fun treats and play opportunities for their animals they have chosen to act as zookeeper for. Everyone enjoys our Zoo Day! This will wrap up our year as we move into portfolio workshop time to prepare for student-led conferences.

This trimester Biology students have been reading *The Martian* too and are enjoying making predictions and seeing where the story is going. They each presented their progress so far on their extended learning to their classmates and began creating journal articles to be published in our *CTL Science Journal*. This has been an exciting and rich addition to our learning this semester as we explored decomposition, creating concentrated elephant toothpaste for a bigger reaction, crushing cans with air pressure changes, and so many more exciting science projects. Students also delved further into DNA structure and function by learning about DNA replication and genetics. Once learning more about the process of replication they created trivia questions for a game that was a great deal of fun. In order to see actual DNA molecules, as a lab activity, we extracted DNA molecules from various food items such as oxtail, chicken hearts, blackberries, and dragon fruit. We looked closely at how traits are passed down from parent to offspring and how scientists are able to predict genetic outcomes. We learned how scientists use electrophoresis in the lab to identify specific portions of DNA for criminal investigations, tracing familial histories, and genetic manipulation.

There were many articles read, speed discussions, and round table discussions about biotechnology and how prevalent and ethical genetic modifications are in common things like tomatoes, bananas, and medicines. The class decided they would like to debate whether or not genetically altered foods were ethical or necessary. Both groups, those for or against, gave solid arguments and learned a lot in the process. A webquest guided the students learning in more depth on genetics, and students are wrapping up their genetics unit by imagining a genetically modified animal. They are making these out of clay and they will be displayed as one of our exhibits at our CTL Zoo. One group has created a snog, which is a snail-dog with toxic exudate that kills its prey, and the other group has created a cat-fish that can live on land and in the water. Overall, it was a wonderful, busy semester of learning that everyone has enjoyed as we move into portfolio workshop time.



In Theoretical and Applied Physics, we blazed through many concepts in various ways this trimester while also working on our year-long projects of the go-kart and the biofuel. Students each learned about one topic of our final motion and forces unit by reading information, watching videos, and utilizing the formulas that went along with them in real-world problems in topics such as airfoils, centripetal force, relativity, pendulums, ellipsicals, and Kepler's Law. They chose to share their knowledge with each other in a round table discussion. The next concepts we explored were work, power, and energy which is an integral part of our biofuel and go-kart projects. We utilized this information to calculate how much energy the go-kart engine obtained from the fuel, how much it was getting from the electrical portion of the go-kart, and how much it needed in total to start and run for five seconds.

The Law of Conservation of Energy states that matter is never created or destroyed, so to that end it is simply transformed to other types. We reviewed the many different types of energy that exist by creating a poster showing each of the forms and then jumped into learning more about the many different types. We explored electrical and magnetic forces through several stations that explained each concept and its formula that applies to it. Several stations held motors, circuits, and magnets in order for the students to see the concepts in action first hand.

Our final unit has been thermodynamics or thermal energy, a concept we explored with review questions and a lab experiment. This experiment also linked the concepts to geothermal principles which we explored at the beginning of the year. It compared soil, sand, and water's thermal conductivity and the ease of its heating and cooling with different methods of heating. As we wrap up our year of learning, students will attempt to complete their go-kart and biofuel creation, calculate if either of our biofuels would supply enough energy for our go-kart engine to function and compare the energy produced between the two. They will also write informational articles for their extended learning projects for our *CTL Science Magazine*.

For College and Career Readiness, the students printed business cards and got to take part in a mock-networking event with several artists, businessmen, project managers, and writers. They were able to listen to short presentations about things like leadership and mentors, 3-D Technology in Art, Marketing for Artists, Using Technology in Writing, and Interviews. They were able to ask questions and have rich, meaningful discussions with these professionals. After that exciting



event, they updated or created resumes and have each tried to find someone within their job field of interest to talk to and have them interview them for a mock internship. Several of the students are hoping to even get a real internship or job shadowing their profession.

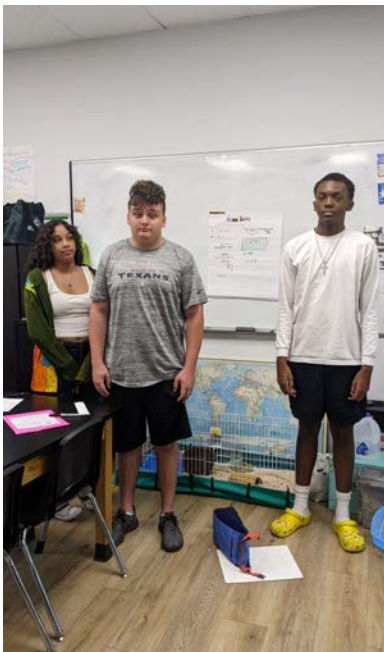
Seniors were able to support the younger grades by helping them practice their interview skills. After that we have been able to help those students interested in taking dual credit classes through Lone Star College do the pre-assessment and application process needed to make that happen. They are planning on taking the entry test, the TSIA2, soon. Our last stop before the end of the year is to update our 4-year plans and have the students fill in a class survey for next year's classes so that we take their thoughts and ideas into consideration. At this time, the seniors are working on designing ways they think we should update and beautify the high school lunch area.



Grades 9–12 Math

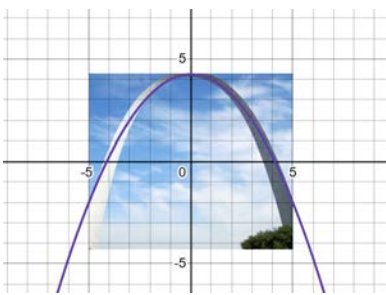
Kate Chartrand

The students have been strengthening their skills in math conceptual understanding, procedural fluency, persistence, precision, accuracy, communication, collaboration, and curiosity! It's been amazing to see their growth this year because of all the effort they have put into their learning.

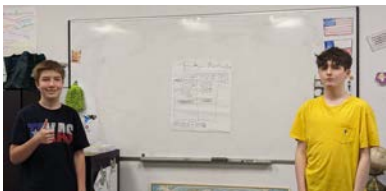


In Pre-Algebra students have strengthened their understanding of functions, solving and graphing linear equations, and solving and graphing systems of linear equations. They also related these concepts to real-world applications, including financial scenarios. In addition, they explored proportional relationships and found the algebraic rule that explained the transformations of shapes on a coordinate plane. Students demonstrated excellent understanding by working hard on activities and creating posters to explain the concepts and give examples.

In Algebra students learned about exponential functions, and they researched car depreciation rates then graphed the exponential decay of the value of their chosen cars. They were also introduced to quadratic functions, how to graph them, and how to solve quadratic equations. This has required them to understand how to perform operations on polynomials and how to factor quadratic expressions. Their persistence and growth mindset have been evident as they persist in factoring complicated quadratic expressions that may take multiple attempts. For their quadratic project, the students found



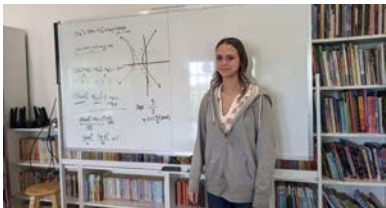
examples of parabolas in the real world and used the Desmos graphing program to model their parabolas. With this project they demonstrated a deep understanding of the components of quadratic functions in vertex form. Before the year ends, students will memorize the quadratic formula. They will also use regression to model financial choices.



In Algebra 2, students have been busy graphing many different types of functions - absolute value, square root, cube root, exponential, logarithmic, cubed, and rational functions. They also learned how to write and solve systems of equations including those with three variables. In addition, they solved exponential and logarithmic equations, requiring an understanding of the relationship between exponential and logarithmic expressions.



In Precalculus, students learned about triangles, vectors, and parametric functions, applying these concepts to real-world physics applications. They also continued their study of periodic functions by learning about reciprocal trigonometric functions, proving trigonometric identities, and solving complex trigonometric equations. For the conic sections unit, they used cardboard, yarn, pushpins, and graph paper to construct ellipses and Desmos to construct hyperbolas. Students demonstrated a solid understanding of the conic sections by creating posters of circle, ellipses, parabolas, and hyperbolas. They also enjoyed learning about polar functions and complex numbers, especially when they played Battleship and tried to sink each other's ships on their polar graphs. For our final unit, students have derived the formulas for the sums of arithmetic and geometric series. They will also be introduced to binomial probabilities and conduct binomial experiments.



Grades 5-12 Social Studies, English IV/Dual Credit Samara Ouzounian

In grades 5-6 world history, students learned about the Renaissance and how sculptures like Michelangelo created artwork reminiscent of the Classical era. They learned to differentiate between the two-dimensional art of the Middle Ages and the more sophisticated work of the Renaissance such as Leonardo da Vinci's painting of the *Mona Lisa*. Students also studied religious changes sparked by German monk Martin Luther and how his 95 theses sparked the Reformation and the birth of Protestantism.



7-8 U.S. history students learned about important people and events that shaped the roaring twenties, the Great Depression, World War II

and the Cold War. They created projects ranging from their own silent era films to posters of Walt Disney and 1920's song and dance skits. Students discovered the permanent impact of World War II on the American economy as well as U.S. culture and foreign policy that continue through today.



9-10 geography students drew maps and gave presentations on various parts of the world. They taught each other about various cultures in the Middle East and how this affects current events in the region. They also studied the geography of Monsoon Asia and how the wet and dry seasons affect the way people there live as they adapt to the climate. They also focused on various aspects of Australia, the Pacific Islands and Antarctica in their group presentations.



11-12 U.S. history students studied events leading up to and during the Great Depression and how World War II pulled the U.S. out of economic hardship. Students learned about the pursuit for peace following the war among democratic nations who formed organizations such as the UN and NATO which greatly impact our world today.



Dual Credit English students performed read-alouds of Shakespearean plays including *Twelfth Night*, *Romeo and Juliet* and *Much Ado About Nothing*. In learning visual analysis, they each chose a particular painting to study and write about, from both literal and interpretive perspectives. Students also attended an Alley Theater production of *Jane Eyre* based on the Gothic novel by Charlotte Bronte.



K-12 Art

Susan Feathers

It is crazy how fast the year has flown by, and the students have worked hard all year long creating beautiful artwork to share with you. The kids in PreK and Kindergarten have loved making tons of messes while producing tons of beautiful pictures. We started the trimester learning how to add water to markers and use it to paint. The process of seeing the ink from the marker dissolve on the page with water was fascinating. Next the kids got to make animals out of different shapes. We traced the shapes onto the page and then added faces, feet, tails and other details to create funny animals. Then we got busy building with cardboard. I gave the students loads of different sizes of cardboard pieces, metal gears, keys and wire to construct their very own robot design. Once these were all glued



together and dried we used markers and crayons to add color to our robots.

In grades 1-4 the students worked hard on their art this trimester and produced four pieces of work. For the first one they got to experiment with dipping chalk in water, once wet they drew images on black paper and the final results were stunning. The wet chalk created bright colors that popped against the dark background. Next they came up with animal designs they used oil pastels and watercolors to draw. They took their time and made the animals very realistic and detailed. I was proud of all their work on this project. Then the students created their own handmade paper like the author Eric Carle who painted paper then used it to build the animals and backgrounds for his children's books. In our class each child got one to three pieces of paper to paint with random swirls, dots, zigzags, and other patterns. Then once the paint was dry we cut up the paper and made a collage from the painted paper. The pictures ranged from skyscrapers, to leopards, to abstract designs. Lastly the kids got to make artwork out of glue. They squirted white glue onto the page to make a picture. Then once dry we used watercolors and oil pastels in order to make the glue design stand out. Each student has done an incredible job this trimester, and I love all the creative ideas they came up with.

Students in grades 5-12 started the trimester with a drawing of their passion. They chose something they were passionate about and focused on a specific item or aspect from it to turn into a pen or pencil drawing. They took their time making these detailed drawings look realistic and come to life. The next project was one of my favorites where they used an assortment of materials to create a textural mixed media piece. The items the students used to add to their artwork were metal, fabric, paper, beads, and other assorted 3D components. Each artwork was unique and challenged the students to think outside the box in using unconventional items in their art. For the last project the kids choose someone famous who they admired and either draw their portrait or an item associated with that person. It was interesting to see not only who they chose but also how they visually decided to interpret their chosen person.

As the year ends the students will each do a final reflection and pick an art piece for their portfolio. Also look for the folder to come home very soon with all of their artwork over the school year. I hope you enjoy looking at all they have created as much as I have loved getting to watch them make it.

K-12 Music

Khoren Ouzounian, Ethos School of Music

In music class we have refined our vocal skills by practicing solfège, sustained vowel sounds, and choral blending. Our upcoming concert will include songs such as “Shoshone Love Song,” “Glow,” and “The Power of Love.” We’re excited to share our music with you at Monday’s performance.



Grades 5-12 Drama

Adena Sweeney

Our acting students have been dabbling with articulation and breath support this trimester. We’ve played with different drills and exercises derived from the fundamental teachings of Edith Skinner. Perhaps you’ve heard your thespian practicing the phrase “red leather, yellow leather” at home or “Topeka, bodega, Topeka, bodega.” Everyone seems to have their preferred drill and it’s wonderful watching them work their way first through accuracy then with the addition of speed. Which one is your child’s favorite?



Another integral component of a strong voice is support. Acting is communicating. If the actor’s voice falters before reaching the audience, it is lost communication. To work on being heard, students practiced directing their lines to a specific target in the playhouse. They were tasked with visualizing their voice as a basketball and the target on the wall as the hoop. Using diaphragmatic breath, they practiced reaching their targets. They were able to feel the difference between a conversational versus a performative level of voice.

We are just a couple weeks from our performance of *Goldilocks On Trial* and the players are eager to show off all their hard work this semester. Come enjoy a laugh and see how we’ve grown!

K-12 Physical Education

Carly Grubbs

In the PreK-Kindergarten class our main focus was balancing. We practiced different ways to get across balance beams, and the student's helped me create obstacle courses. We also tried bouncing and shooting basketballs. Their favorite game so far has been Sneak Tag.

The 1-2 group loved playing World Chase Tag. We've completed running a mile at their own pace as well as fitness circuits. We are looking forward to field day that will incorporate all the skills we've learned this year.

Grade 3-4 has recently worked on pacing themselves while distance running. Jump roping was their favorite unit of the semester. They completed the majority of my individual jumping challenges and were able to jump as a group. Next challenge: double dutch!

The 5-12 class worked on small group pickleball games, a basketball tournament, and Four Square. They also enjoyed weight lifting and running fitness circuits. We look forward to ending the year with students creating their own sport and teaching them to the class.





5-12 Spanish
Patricia Pedraza

As the school year nears to an end, I am reflecting on my students' journeys to strengthen their Spanish language skills. At the beginning of the year, they struggled to form basic sentences and understand complex concepts. However, through dedication and perseverance, they immersed themselves in our Spanish class where we practiced speaking and they diligently completed their assignments.



As the final days of this school year approach, I am proud and confident in my students abilities. I feel confident that whenever they have the opportunities to use their Spanish language, they will do great with outstanding confidence. I visualize them with a big smile talking in their second language the same way I have witnessed it with my former Spanish students I've had the opportunity to teach. Learning a new language is definitely a new skill that makes us stronger in many areas of our lives. It changes our life for the better, and this is my mission as a Spanish teacher – to prepare them to embrace new challenges ahead.



This second semester, we practiced talking about everyday activities. We walked around the school exploring and learning new vocabulary. Recently, we celebrated Cinco de Mayo in a very fun way – cooking, joking, dancing, and talking in Spanish. So proud of them. Always grateful for this opportunity.

