

WALDEN WEEKLY

Educating the whole person is our commitment. Focusing on social, intellectual, emotional, and physical aspects of learning ensures each student reaches his or her highest potential, need for self-fulfillment and self-actualization. Our ultimate goal is accomplished when our students invest in and take ownership of their education and their futures.

Announcements

- The door is always open for any and all parents who would like to schedule a meeting to discuss your child's progress at WCS!
- Surf Club will be restarting in the Spring. More information soon to come!
- Parent vs Walnuts basketball game date will be announced soon! Make sure you are practicing ;)
- We are looking to add some Spring **seedlings** to our current garden. Any and all donations will be gratefully accepted!
- Please mark your calendars - we have added a teacher work day and the students will have **no school on Friday, February 13th.**



Reading and Social Studies

For the Junior Walnuts, the week started using technology to research the Transcontinental Railroad. The students were asked, "What did the Transcontinental Railroad change?" and "How did it change these things?" and "Who was affected by these changes?" Each student was given a map of America and asked to trace over the Intercontinental Railroad lines. They



identified Florida and followed a line from the East Coast to the West Coast identifying the states they passed through. In small groups, the students observed primary document photographs

and paintings of Transcontinental Railroad crossings, like the Rocky Mountains and the Mississippi river and discussed what it took to build the railroad. They also observed pictures of the interior train cars, like the sleeping car invented by George Pullman. The Juniors got more specific the next day moving into how the West was different before and after the building of the railroad. They were asked "Why was it different?" They formed pairs to research online videos of the early Western Expansion movement and Manifest Destiny and compared it to that of videos found on the impact of the Transcontinental Railroad. What the students found was a wide variety of effects, including the ways the Native Americans were affected. They filled in a Venn Diagram as they did their research comparing life before and after the railroad. The latter part of the week was spend on a mini project where the students were told to imagine themselves as a

Announcements

- It is not too late to send in your testimonial for the WCS website! We thank you in advance for your contribution :)
- Don't forget to check out our Facebook page for even more pictures!



Upcoming Field Trips

- February 20th: Maitland History Center (Waterhouse Residence Museum and woodworking at the Carpentry Shop Museum)
- March 6th: Lake Meadow Naturals farm in Ocoee for a tour of their facility (including gardens, animals, hydroponics system, egg processing center, and market)
- April 3rd: Orlando History Center to see a mock trial, churn butter, and view various exhibitions

business owner in the west. They were able to choose from a list including a gold miner, stage coach driver, restaurant owner, mail deliverer, farmer, carpenter etc. or create their own. Each group was asked how the Intercontinental Railroad affected their business. They were asked, "Was it positive? Negative? Why? Give 3 reasons." The groups

then illustrated how their business changed after the railroad through a drawing and either a song or story. The students seemed to enjoy the imaginative process and sharing their work with the whole class! The older Walnuts continued exploring the theme of Movement, this week by delving into America's Westward Expansion. They began the week sharpening up on their map skills by researching and labeling routes/trails that were used during the earlier years of the movement,

drawing these trails on their map, and then analyzing them, making inferences about what they noticed, and discussing these inferences. During discussion, the group practiced using map terminology to talk about the trails. The Senior Walnuts then moved into the "whys" behind Westward Expansion - researching and collaboratively creating a brain map about the California Gold Rush, Homestead Act (free land), Mormon Pioneer Trail (religious oppression), and the term Manifest Destiny. They then discussed which of these they felt was the most important cause of Westward Expansion and why. On Wednesday the group learned about the difference between a territory and state and the building of the Transcontinental Railroad. They took out their maps from Monday and added one of the first major sections of the railroad (the 1881 Overland



Route). They then looked at two United States maps - one from 1880 and one from 1900 - and made inferences as to how the addition of the railroad changed America. They watched 5 minutes of a documentary on the railroad which outlined various ways in which the railroad affected our country and independently reflected on their learning. On Thursday the Senior Walnuts spent the Social Studies block exploring a darker aspect of our country's Westward Expansion - the devastating and

Reading and Social Studies

- Industrial Revolution

Science Lab

- Testing student-created experiments
- Forms of Energy - Thermal

Writing

- Informative - person, place, or thing of the Industrial Revolution
- Valentine's Poetry

Math

- Relating counting to addition, mental math to + and - to 20, x and ÷ to 100
- Fractions
- Statistics

Creative Arts

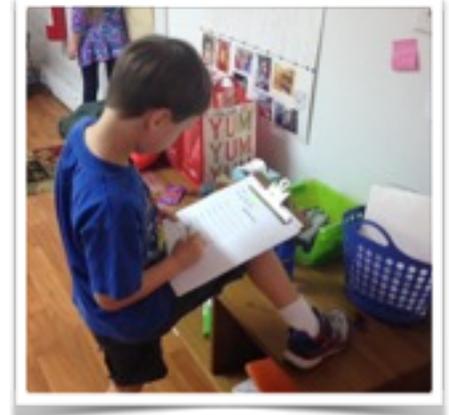
- Play development
- Valentine's Day Crafts

Physical Literacy

- Basketball



permanent impact it had on Native Americans' way of life. After reading short descriptions about the Dawe's Act of 1887, Assimilation, Buffalo/Bison, and Conflict (Dakota Souix Uprising and Wounded Knee Massacre), they set out independently to find out how each of the above impacted the Native Americans. The group got together, shared their findings, and then discussed the EQ's "Can the 'white man's conquest' of Native Americans be justified?" and "Have Native Americans been treated fairly by the US government?" After unanimously agreeing on the answers to the above questions (a rarity with EQ's in the portable), Ms. Heather played "Devil's Advocate," taking an alternate position and questioning their thinking and forcing them to solidly hold their stance through support and evidence. On Friday the Senior Walnuts reflected the learning from the week by independently answering our main EQ, "How did Westward Expansion change America?"



Writing and Language Arts

The Junior Walnuts focused on the basics including phonics, sight words, grammar, reading fluency/comprehension and writing. With games like 'Be The Teacher', 'Shoot Out', 'Hunt and Write', 'Slap a Word', 'Concentration', and Spelling City the students had fun while practicing sight words and spelling words. Grammar rules were identified and applied through daily 'Correct A Sentence' exercises as well as fun grammar songs, like 'The Helping Verb Song'. Students incorporated their spelling and grammar skills into writing a persuasive letter to their parents. The lesson started with Ms. Molli reading a persuasive letter she wrote to her parents as a child trying to convince them to get a monkey (which she never got). The students individually brainstormed ideas for what they wanted, and then created an outline to organize their thoughts. The class then identified the role of each paragraph in a persuasive letter before putting their outline into proper letter form. The students really got into the idea of figuring out what they really wanted and articulating how to convince their parents of it. Most of the students believe their letter is good enough to get what they are asking for!

The older Walnuts used their research and outlines created last week to write their final and rough drafts of their paper on a leader of their choice from the general time period we are studying. The oldest Walnuts peer-edited this week, checking each other for grammatical errors and writing conventions as well as how well the rough draft met the criteria of the original directions/outline. Many of the Senior Walnuts are now improving on their typing skills by typing their papers each week! On Friday they all self-assessed/

reflected on their papers using a rubric. They are also still working on their individualized spelling lists each week through various activities.

Math

In addition to a daily math packet (including basic review, addition, subtraction, multiplication and word problems), the Junior Walnuts reviewed the meaning of the equal sign. The lesson started off with Ms. Molli modeling a few differentiated equations to the various groups where the students fill in the missing number in an equation. Then the students were to write either true or false on their white boards and hold them up based on the equation written by Ms. Molli. Independently the students used a work mat with an equal sign and individual number pieces to come up with 5 true equations. Their exit ticket to lunch was to create three different equations that equaled 12. Using arrays to solve word problems was the next lesson. Students each followed along reading a word problem. They were asked what we knew from the problem and how could we represent the information in a picture. Ms. Molli led the drawing of the rectangular array and asked prompting questions to fill in the grid.



The students were asked to figure out the 2 equations that could solve this problem based on the drawing. They were then put in small groups to work on one with less teacher intervention. Their exit ticket was to read a word problem, draw the array and solve the equation independently. The Juniors finished up the week doing an activity to explore arithmetic patterns.

Most of the older Walnuts continued with their exploration of fractions. Some students focused on using division to simplify fractions and then applying this knowledge to solving different operation fraction problems and simplifying their answers. Other students used multiplication to find common denominators in preparation for adding and subtracting fractions with different denominators next week. Our oldest Walnut continued his mastery of statistics with a focus on creating and analyzing Box and Whisker Plots as well as Histograms. He also helped teach/support some of his younger classmates with their learning of fractions as well. All students in the Senior Walnut class are also working on their multiplication facts each week as well as a word problem for the day!

Science Lab

The Juniors suited up in their lab coats to review their science experiments and fill in any gaps. The class started off with Hannah's experiment reviewing the question, prediction and procedure plan. All the students filled in a scientific method diagram as they moved through the steps. Hannah led the experiment to see whether oil and soda would mix. They observed the results and were surprised to find out that they did not mix. Aidan's experiment started off the same way by reviewing the question, prediction and procedure plan filling in the diagram sheet. Aidan asked, "Can you drop an egg without it breaking?" We were utterly surprised to find out that a raw egg wrapped in 10 pieces of tin foil and dropped from 5 feet did not break!



The older Walnuts focused on Tuesday they learned about by watching a portion of Bill researching ideas for could do to explore this new exciting things the Senior white light is actually made up rainbow. On Thursday they concept by figuring out how to at two science stations - one and white paper and another of white paper. They worked how to use these materials to at their success, some of them even cramming together in the storage closet to get a better look at the beautiful colors found in the stream of light from a simple, everyday flashlight.



Light Energy this week. On specific aspects of this energy Nye the Science Guy and then experiments/activities they learning. One of the most Walnuts discovered is that of all of the colors of the experimented with this see this full spectrum of light with a flashlight, glass of water, with a cd, flashlight, and piece in small groups to figure out see the rainbow and delighted

Creative Arts and Physical Literacy

In Creative Arts, the younger Walnuts explored popular artists during the Western Movement including Thomas Cole and Frederick Remington. They looked at mediums, colors, shapes, lines, textures, light, and shadows. They also discussed any symbols they thought they saw as well as the artists intent. After this, the students created a shading value chart where they started from black and moved into white through a nine block grid. The students applied this practice to their charcoal drawing of a Western Movement piece of their choice. After looking at examples of black and white pieces with a splash of color, the students picked a color and added that to strategic areas of their piece.

The older Walnuts created a mixed media piece that integrated with their leader study in Writing. They began the project by

creating a colorful, abstract background using tissue paper and Mod Podge. They then chose a picture of their leader from the internet, printed it to glue on top of their vibrant background, and added details about their leader in strips of paper surrounding the face. The group was really excited with how their final pieces came out! On Friday all of the Walnuts got together to begin writing script for their play. They worked well collaborating across the ages and with many different ideas flowing!

Ms. Haley was at WCS on Friday from 1:30-3:00 to introduce her "Ultimate Art Experience" class, which will be available from now and through March (email from her with exact dates coming soon). The kids really enjoyed her lesson on _____ and she was very impressed with their creativity, ability to think outside of the box, and comfort level with each other and themselves to share ideas. We love hearing compliments about our WCS students <3

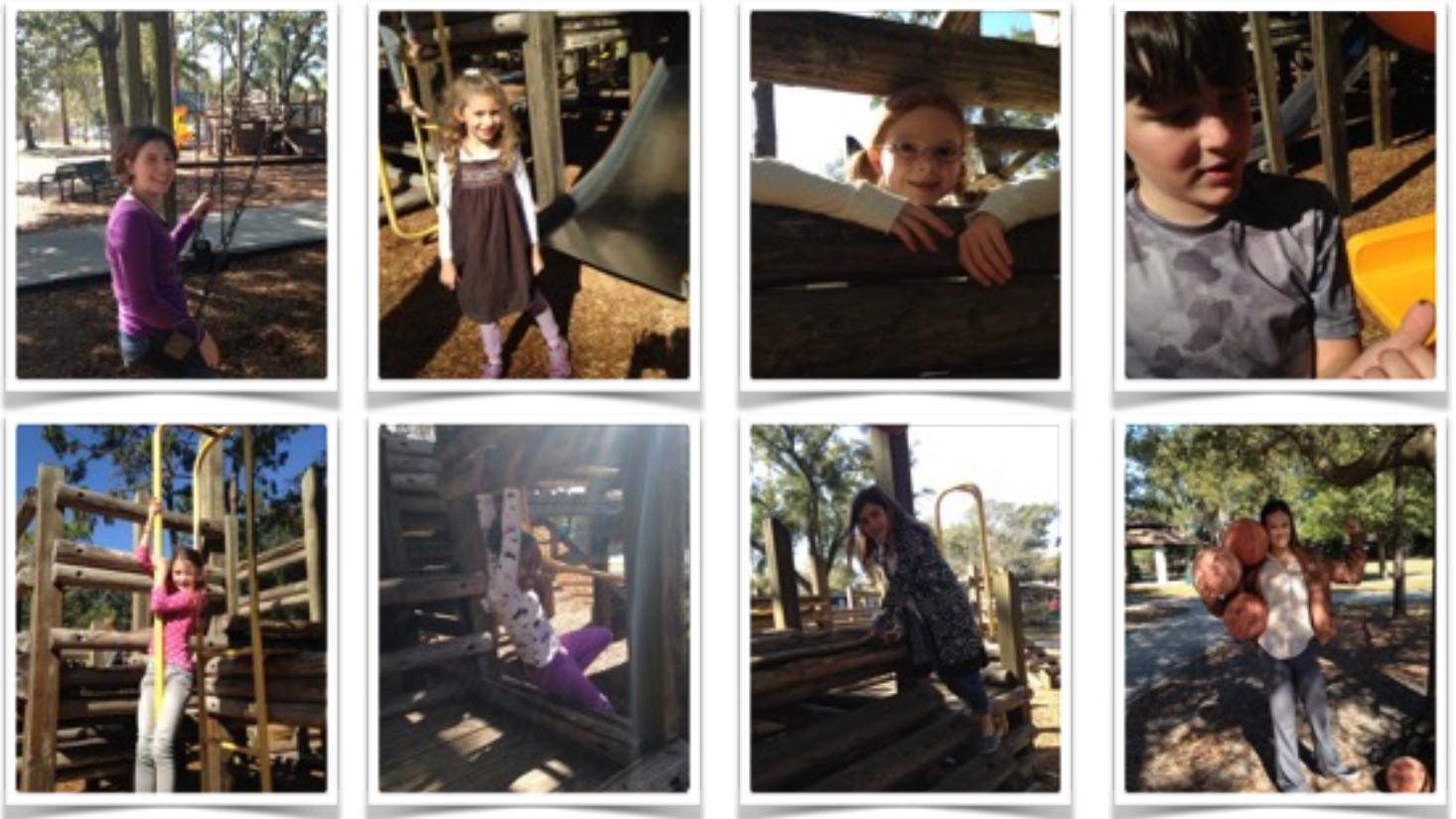
In Physical Literacy this week, the Walnuts started each basketball



practice with drills like, 'Red Light, Green Light', 'Hot Potato', and 'Dribble, Pass, Shoot' in pairs. We talked a great deal about playing with respect and adjusting your game based on the opposing player. The players moved into offensive and defensive strategy practices including, rebounding, passing, cuts, fake outs, intercepting and stealing.

Student Kidnapping to Phelps Park!

On Friday, we celebrated the new van and beautiful weather with a surprise field trip to Phelps Park to play and eat lunch! At about 10:30, Dr. Mikulka called a mock fire drill and then, after commending the Walnuts on their good safety and behavior, told them all to grab their lunches and head for the van. Once inside, she informed them we were taking them all to get vaccinations! Luckily they didn't fall for her tricks and before long we arrived at the park. The kids had a great time playing on the playground and surrounding areas, enjoying a game of basketball, and then eating lunch before heading back to school.



Casselberry Elementary food and clothing drive, going on NOW!

Walden Community School has initiated an ongoing food and clothing drive for Casselberry Elementary students in need. As you may remember, this elementary school has the largest population of homeless students in the area. The Walnuts responded so positively to gathering and helping wrap gifts for these students, we would like to begin a service project that will last the rest of the year. We will be collecting non-perishable food and clothing items and dropping them off monthly. Please send in items as you can! Thanks for all of your support!