

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!
- Ms Haley's Ultimate Art Experience Class has begun! It's not too late to join, let us know if you're interested in this awesome opportunity!
- Surf Club will be restarting in the Spring. More information soon to come!
- Parent vs Walnuts **basketball game** will be on **Friday, February 27th at 9am at Phelps Park**. Looking forward to seeing you there!



Reading and Social Studies

In Social Studies this week, the Senior Walnuts focused on the theme of "change" through the Essential Question, "Was the Industrial Revolution a blessing or a curse for Americans?" The group began the week brainstorming anything they already knew (or thought they knew) about the revolution. They were then introduced to the understanding that many useful and life



changing inventions were made during the 2nd American Industrial Revolution and that these advancements were both a blessing and a curse. They watched a short video that outlined many of the

major inventions/changes of the day and then created a collaborative list as a class of all they could remember. From this list they chose one invention that they were most interested in to research and present to the class. Each student thought of a way that they would like to creatively present their findings and got busy finding out basic facts and also how their invention was a blessing and if it was also a curse in any way. Students took turns throughout the week sharing and we created a class brain map together with each invention having its own branch. All students watching the presentation were expected to add a detail of something they learned to the branch. The Senior Walnuts taught each other about the telephone, popularity and changes in football, the typewriter, camera, airplane, car, and phonograph through methods as creative as creating posters, presenting using sign language, and a digital presentation through the online program Prezi.

Announcements

- We are looking to add some Spring **seedlings** to our current garden. Any and all donations will be gratefully accepted!
- 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

At the end of the week they independently responded to the Essential Question posed on Monday. They will respond to the same EQ next week after we discuss immigration, labor (including child), and monopolies and analyze how their answer may have changed. We look forward to seeing some more invention presentations throughout next week.

The Junior Historians began the week exploring their personal definitions of the terms *Industrial Revolution* and *invention* before defining them from the dictionary. To foster the students in their journey to understand that the Industrial Revolution was a series of inventions that changed America, the students examined a short clip on the Industrial Revolution. After viewing the clip, the students led a discussion on how each invention changed

America in good and bad ways. They took their discussions and made them concrete with a picture chart where they worked in pairs to fill in both the positive and negative consequences associated with three major inventions: the steam engine, the cotton gin and the oil well. The talk of new machines led the class to the terms of *factories*, *child labor* and *legal*. The Juniors broke up into small groups to read a primary document on child labor (simplified for the little eyes). The discussion that followed focused on understanding that child labor was legal in factories during the Industrial Revolution. They were asked how life would be different today if child labor was still legal. Students wrote this question at the base of their tree diagram and filled in the branches with various reasons of how and why life would be different today. The next day, the students moved back into the actual technological advancements and away from the actual labor asking, "Were some inventions more important than



others? Why or why not". The student analyzed and discussed a series of primary document photographs of early inventions. After making a brain map, the students were to work independently to choose an invention that they viewed as the most important invention of them all. They were to use a bubble diagram to fill in reasons why with words and pictures. With this information the student were asked, "Did the



Reading and Social Studies

- Industrial Revolution

Science Lab

- The Sun and other stars
- Forms of Energy - Sound

Writing

- Opinion piece
- Persuasive Essay - changing labor laws

Math

- Multiplication to x4, unknown numbers in an equation
- Fractions
- Statistics

Creative Arts

- Play development
- Period Music Study

Physical Literacy

- Basketball



Industrial Revolution ever really end or is it still going on today?" After unanimously deciding it is indeed still going on today, the students designed their own inventions that could be used today. This was such a fun way for the kids to think critically, dig deeper and create an invention that was all their own! The week was wrapped up with a *Think, Pair, Share* session where the Juniors broke up into groups to review all they had learned this week by looking through their portfolio. They took turns playing the role of the teacher and reexamining all they had discovered throughout the week.



Writing and Language Arts

This week the Senior Walnuts integrated Creative Arts, Writing, and also the holiday of Valentine's Day to creatively show their love and appreciation to those they love through Art and Poetry. The group began the week thinking of people they love that they would like to recognize this Valentine's Day and choosing 1-2 people from the list to think about carefully. They created an extensive list of adjectives describing that person and also verbs and short phrases to tell more about them and why they are special. They referenced these lists throughout the week to complete various pieces. Their adjectives were used in an art project and other brainstormed information in various poems, including Cinquains and Limericks. The students had a lot of fun creating funny Limericks and sharing them with each other on Wednesday!

The students combined grammar and spelling this week through a variety of fun hands-on activities. Grammar focused on helping verbs where the students formed small groups to listen to the "Helping Verb Song". They wrote down each helping verb on to a note card and then arranged them in order based on the lyrics of the song. Then they took their spelling words and made sentences out of each spelling word using one of the helping verbs in each sentence. The students also incorporated their spelling words and helping verbs by playing a game of *Spelling Word Bingo* as well as *Roll A Word*. Each day the students worked on their reading fluency and reading comprehension through

differentiated close readings. Each group read the same passage each day, but every day the students were reading for a deeper, higher level comprehension. The questions that were asked each day were designed so that the students dug a little deeper each time they read. For writing, the students worked

on poetry by creating various Valentines that touched on the five senses and emotions. The students really enjoyed thinking up words of love to write to their parents and then putting these ideas down on paper. I am so proud of the Junior Walnuts!

Math



In Math this week, most of the Senior Walnuts continued their exploration of fractions. After reaching fluency in finding common denominators, some Walnuts took this knowledge and applied it to the addition and subtraction of fractions with different denominators. They also learned how to multiply fractions this week and completed a short independent assessment at the end of the week mixing these operations. Other Walnuts reviewed changing improper fractions to mixed numbers and reducing fractions to their simplest form and then completed their unit on fractions by completing multi-step word problems that required a strong understanding of fractions. Our oldest Senior Walnut continued with statistics through creating, reading, and understanding Histograms and finding the Mean Absolute Deviation (MAD) of statistical data. Next week he will complete this complex unit by learning how to read and understand the shape of data distributions, whew!

The Junior Mathematicians worked on their daily math which included addition, subtraction and multiplication math facts as well as critical thinking word problems. One group of Juniors discovered arithmetic patterns by participating in an activity known as "The Power of Patterns". Another group explored the number line to prove that adding is the same as counting forward and subtracting is the same as counting backward. To demonstrate this point the students created a giant number line across the floor of the classroom and used their bodies to solve various addition and subtraction equations. The Juniors also utilized mental math to formulate multiple equations to equal a certain sum. Specifically, the students took base ten blocks and broke them up into three different groups creating various equations that totaled the same amount. The students finished this lesson off by playing a hands-on game called "Show It Another Way". Our youngest Juniors worked on counting by 1s, 2s, 5s, and 10s. In addition to counting activities, they explored patterns, sequencing, tally charts and filling in the missing numbers.

Science Lab

The Senior Walnuts continued their unit on Energy this week by focusing on Thermal (heat) energy. On Tuesday they watched a demonstration by Ms. Heather introducing this fun topic! We filled one balloon with cold water and one



balloon with air and would happen if we case the flame of a group watched as the immediately and the even after holding the period of time, did not melted the balloon and amazement, they happened. They then Guy (a Senior Walnut



made predictions as to what applied thermal energy (in this lighter) to each balloon. The balloon with air popped almost balloon filled with cold water, flame to it for an extended pop at all, but only slightly left a char mark. In their discussed how this could have watched Bill Nye the Science favorite) expand on the energy. They discussed and

recorded their learning in writing and also discussed again why the balloon with water did not pop. On Wednesday they analyzed pictures/quotes displaying the three ways Thermal Energy moves (conduction, convection, and radiation) to correctly match the word with its definition. On Thursday the Senior Walnuts completed two experiments to expand/solidify their understanding. In one experiment, a drop of food coloring was dropped into a glass full of ice-cold water and a glass filled with hot water. The group watched as the food coloring in the hot water mixed quickly and the food coloring in the cold water lingered separate much longer. They connected this to their learning that the molecules in hot things move fast and the molecules in cold water move slowly. The Senior Walnuts also observed as 4 ice cubes melted - one alone (our control group), one with salt sprinkled on top, one wrapped in construction paper, and one wrapped in aluminum foil. They predicted which one they thought would melt fastest and slowest and why. We moved to

math for a while and came back to observe the changes. They discovered that the cube with salt melted quickest, followed by the plain ice cube, then the aluminum foil, and slowest the construction paper. Using their previous knowledge as well as some quick research, the discovered the “whys” behind their observations (salt lowers the melting temperature of ice and the aluminum foil and paper acted as insulators). Next week the group will complete their unit on Energy by focusing on Sound.



It was a week of designing and creating for the Junior Scientists! They suited up and started off with reviewing their question: *What is the strongest glue?* After looking at the different variables including, fabric

glue, Mod Podge, mosaic glue, rubber cement, and tacky glue, the students made a prediction as to which glue would be the strongest. Following Frances's design, the students took turns measuring out the same amount of each type of glue. Each sample of glue was brushed across a square piece of cardboard and glued to an identical piece. The samples were labeled and left to set for an hour (which turned into overnight). To determine which glue was the strongest, Frances had written in her procedure to try pulling each set of sandwiched cardboard apart to see which one was the most difficult to tear apart. We determined that the mosaic glue was the strongest! The discovery continued with Lily's experiment which questioned, *Which mixture of all-natural products gets both stains and odors out the best?* Based on Lily's research, we created two mixtures that were suppose to remove stains and odors. The first was a combination of water, and baking soda, peroxide and Eco-soap. The second was a combination of water, and baking soda, peroxide and Eco-soap. The students took two raw eggs into one end of a rug and the other into another end to generate an odor and stain. The students guessed whether the vinegar mixture or the hydrogen peroxide mixture would eliminate the stain/odor the best. An even amount of each mixture was rubbed into each stain. The students waited 10 minutes and observed results. If you are looking for an all natural stain/odor remover, the mixture of hydrogen peroxide, baking soda and Eco-friendly dish soap worked best!



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Creative Arts and Physical Literacy

In Creative Arts this week all students worked on Valentine's projects. The Senior Walnuts tied in Writing with their Valentine's project, creating integrated crafts to bring home to their loved ones. They practiced color mixing to create unique colors and, after seeing an example piece, displayed them in their own unique way. They took adjectives from a brainstorming session during writing time and a sharpie marker to complete their final masterpiece - a modern-day Valentine! Some in this group had time to also move onto the creation of various Valentine's Cards and Crafts to give to



loved ones, many also re-writing their poems and displaying them colorfully and creatively to give as gifts. The Junior Walnuts also had fun with Valentine's Crafts this week. Their first craft used tissue paper, Mod Podge, and hearts cut out of construction paper to create decorations/Valentine's. They also created two cards to give, one using their traced handprint and scissors and the other using heart stencils and painting with pencil erasers!

The Athletes started off the week watching clips of both professional basketball teams (like the Orlando Magic) and youth teams. The students were each given a mini white board to take notes on strategies they observed. The class discussed the strategies and how to implement them into their own game. The following scrimmage games we played focused on these successful offensive and defensive strategies. Later in the week to address double dribbling, carrying and traveling, the students played a variety of games including Dribble Tag and Red Light Green Light. On Thursday the Walnuts had the pleasure of playing a scrimmage game with Ms. Heather!