

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

The younger Walnuts' week started off with a brain map where the junior historians came up with possible problems various

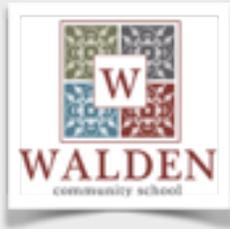


Americans faced after the Civil War ended. They asked, "Why did certain groups have these particular problems and how did they attempt to solve them?" They explored northerners, southerners, freed slaves, soldiers, women, children and even Native Americans. These ideas were added to through further research and then organized onto a graphic organizer. The class moved into exploring how life for a freed slave living in the south was different than that of a freed slave

who was part of the Western Movement. The young historians researched why and how it was different through online videos and articles. After reading about some famous black pioneers that were part of the Western Movement, the class questioned why they had never heard of these pioneers. To apply this knowledge, the students constructed a letter from a freed slave who moved out west to another freed slave still living in the south. This transitioned into analyzing two important court cases: Plessy vs. Ferguson and Brown vs. The Board of Education. The class analyzed how these court cases were both attempts to end segregation. They created a Venn Diagram comparing and contrasting the cases and then discussed how life might be different today had the term 'Separate but Equal' never been coined. We finished up the week with a review activity where students used the key terms to develop a skit, song, poem or story

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

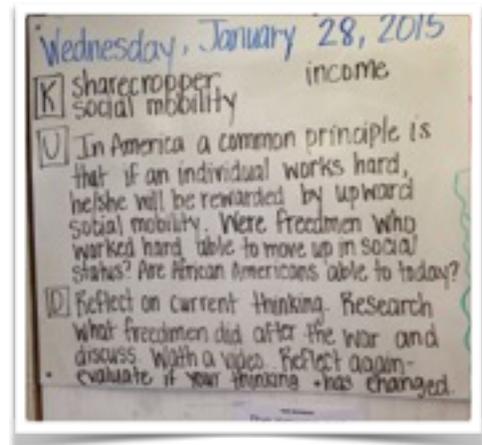
about life as a freed slave from the Civil War's end up until segregation.



The older Walnuts focused on the concept of “movement” during the time period after the Civil War (who, why, how, where?). They began the week completing their exploration of Reconstruction. They concentrated on the purpose and some of the components: the Freedmen’s Bureau, Reconstruction Act of 1867, Civil Rights Act of 1875, Black Codes, the role of Abraham Lincoln and Andrew Johnson and the relationship between the branches of government (the Congress’ attempted impeachment of the president and passing of control during Reconstruction). They

reflected on the essential Questions “Was it possible to have peace and reconciliation after the Civil War?” and “ Did the Reconstruction governments rule the South well? Why or why not?” The older Walnuts then moved on to Essential Questions “When slaves were given their freedom, what did they give up?” and “Given the opportunity, would they move back?” and the idea that independence can be unsettling. We had a brief discussion comparing the freedom found at WCS and the changes

the students faced with the newly freed slaves. Change is not always comfortable. The students were introduced to the concept of social mobility and explored whether the newly freed slaves “moved” up the social/economical ladder or not. They then reflected briefly on whether or not African Americans today have an equal chance of moving up in social mobility. The week ended with researching the movement of some freedmen to America’s frontier and the movement of carpetbaggers from the North to the South. The students discovered that many freed slaves did not move very much during this time period and why (both in physical location and social mobility) but that there were some that moved North and West and some that found success socially/economically in their new freed status.



Reading and Social Studies

- Concept of "Movement"
- Westward Expansion, Transcontinental Railroad

Science Lab

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

Writing

- Persuasive letter to parents
- Informative - leader of the Civil War

Math

- Using arrays to solve word problems, understanding the equal sign
- Fractions
- Statistics

Creative Arts

- Play development
- Period art study
- Mixed media piece tied to writing about a period leader

Physical Literacy

- Basketball

Writing and Language Arts

For the younger Walnuts, language arts incorporated daily phonics review games like "phonics snowball." To apply sight words to our daily reading program, the younger Walnuts played 'Sight Word Bingo'. Reading fluency was practiced through

differentiated Developmental

Reading Assessment books. The Junior Walnuts are steadily moving up in fluency levels. The daily Social Studies explorations have included reading comprehension activities on topics like freed slaves, the Western Movement and segregation. For writing, we practiced proper letter writing structure to use what we learned about the differences in freed slaves in the south versus freed slaves who moved out West during the expansion movement.

The older Walnuts completed another comparative essay, integrating the birthday of Martin Luther King Jr. and our Monday holiday. To compare the way that MLK Jr. "fought" during the Civil Rights Movement and the way the North and South fought in the Civil War, they began last week researching some facts about this influential leader in our history and organizing any new ideas with previous knowledge through a collaborative Venn Diagram. They then organized their personal ideas through an outline, wrote their rough drafts, edited, and completed their final drafts at school (rewriting neatly) or at home (typing). This week the group began working on writing an informative essay about an important leader from this time period. They chose their own leader, researched and wrote their outlines this week. We collaborated to complete an outline form, brainstorming ideas that would be interesting and appropriate to research about each leader. Walnuts in this group are working on effective organization in writing, including topic/thesis statements, clean and supporting details, and a conclusion. Depending on ability, their essays vary in length and set-up. Weekly editing/revising (self, peer, and teacher supported) is also helping support writing conventions. The Walnuts are all making great gains in their writing! They are also still working on their individualized spelling lists each week through various activities.



Math

The Young Mathematicians completed differentiated daily work including addition, subtraction, doubles, multiplication, even and odd, fact families, double digit addition and subtraction with regrouping, greater than and less than sign, fractions and more! This week's unit studies focused on word problems through a 'Word Problem Scavenger Hunt'. They were broken up



into homogenous groups with individualized word problems. Each group found their hidden word problem based on clues. After working together to solve a problem, it was checked by Ms. Molli before receiving their prize and clue for the next hidden word problem. It was a lot of fun, and the kids worked together well to solve multilayer word problems.

The older Walnuts continued their work with fractions and ratios. All students began the week drawing diagrams and using fractions strips to have a good understanding of how fractions work - that they stay equivalent as long as you do the same thing to the numerator as you do to the denominator. Some students used this basic understanding to focus on using division to simplify fractions while others used multiplication to find common denominators. After

forming a good basis of what a statistical question truly is and the goals for asking them, our oldest Walnut continued his exploration by diving into analyzing graphs, focusing this week on box and whisker plots. He is building a good understanding of how statistics and the various graphs connect to real-life situations.

Science Lab

Walden's Little Scientists wrote down questions they had about the world. The classroom discussion evolved into how science experiments start from an unanswered question. After deciding on what their question would be, the little scientists researched their topic, formulating a list of materials and procedure steps. We are eager to put our research and plans into action next week!

The older Walnuts focused on mechanical energy by studying potential and kinetic energy and what that looks like in various situations. On Thursday the group built their own water wheels



out of styrofoam plates, plastic cups, tape, and string. Their goal was to use only the force of water (from the hose) to displace an object - in this case a plastic baggie full of rocks. The students worked collaboratively in two groups to construct their water wheels and then took them outside to test. Both groups met with immediate problems but persisted in solving them and found success in the end. The junior Walnuts joined us to watch the water wheels in action and the baggies lifting off of the ground met with applause and cheers from all!



Creative Arts and Physical Literacy

In Creative Arts, the Junior Walnuts spent the week practicing their Civil War song and accompanying movement. They focused on using their voice projection and inflections to sign loud and clear. Memorizing the lyrics they wrote combined with the gestures was a fun challenge! On Friday, the younger group shared their song and dance performance with the older group.

The older Walnuts used their previous learning about coordinate pairs and grids and tied in their love of drawing to learn the “grid method” of drawing. They each chose a picture from the internet to draw - ranging from cats to cars to boats to robots to Abraham Lincoln, printed it out in large size, and then used rulers to draw and label a grid on top of their



pictures. They drew and labeled a corresponding grid on a blank piece of paper and used two long rectangles to focus on one square at a time, slowly and meticulously copying their chosen picture. Drawing a square at a time helps train your eye to really draw only what you see, and now what you think you see. The group was extremely engaged in this activity and begged for Creative Arts time to hurry and come each day. They were very proud of their drawings and several started an additional picture to bring home and finish at the end of the week.



Playing basketball has become a favorite part of the WCS day lately!

The Walnuts really stepped up their game this week in sportsmanship and skill mastery! It was awesome to see everyone coming together to put in their best effort and have fun! We incorporated fun warm up activities like 'Dribble Tag', 'Red Light Green Light' and 'Hot Potato'. The second half of class was spent playing a game, like boys vs. girls, where the student could really practice their offensive and defensive skills.



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!