

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.

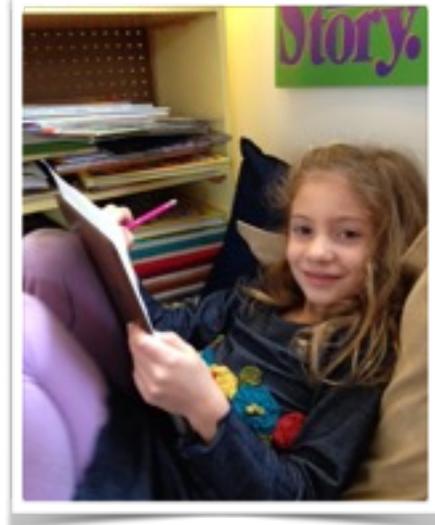
Announcements

- Please drop off your child(ren) **between 8:45 and 9am** - class begins promptly at 9:00! .
- All formatives have been sent home. Please let us know if you would like to schedule a conference to discuss your child's progress in more detail.
- We are **in need of some items for the classrooms:** new 3 ring binder with pockets and a set of dividers (if you have not already sent those items in) as well as pencils.
- If anyone wants to donate an electric pencil sharpener, we are also in need of a new one for the portable (or perhaps a handy parent that may be able to fix our broken one?).

Reading and Social Studies

In Social Studies this week we continued focusing on the concept "As a nation grows and changes, the various points of view also grow and change."

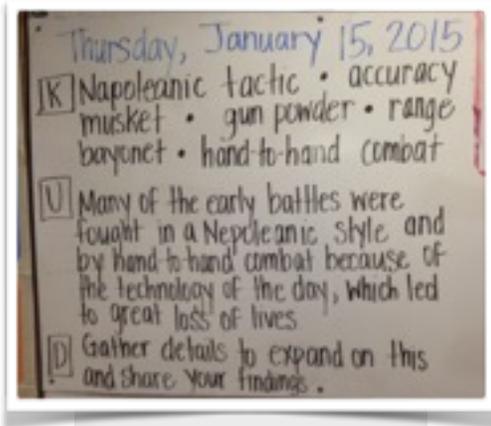
The younger Walnuts started off the week identifying the term 'balance of power' and how that tied into the differences in federalism and states' rights. They examined the word 'secede' and tied it into the formation of the Confederacy and the Union. They examined whether the newly elected president's mission to end slavery caused the south to secede. They researched, read primary documents and played a match up game to test their knowledge. The Junior Walnuts moved into discussing how the Civil War was a series of battles between the Union and the Confederacy. They examined the Battle of Fort Sumter, The Battle of Gettysburg, the Battle of Antietam, the Battle of Vicksburg, and Sherman's March. By analyzing short video clips, discussing essential questions and working in pairs to match up battles with descriptions, the Junior Walnuts were able to evaluate a timeline of events that made up the war. The week concluded by reviewing the attributes of an effective leader.



The students discovered some of the effective leaders on both the Union and Confederate side of the Civil War. The class was asked, "Can you recognize someone as a good leader when they are fighting for something you disagree with?" The Junior Walnuts did online research in pairs to analyze a leader from

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!



each side of the war. They took their analysis and used it to compare and contrast the leaders in the form of a Venn Diagram. Lastly, the groups made a small poster presentation to present their findings to the class. They loved it!

The older Walnuts explored the Essential Question, “In what ways can be the “cost” of the Civil War be measured?” They began the week learning about the importance of the election of Abraham Lincoln



to the start of the war and how it caused fear in the South and divided the country even further. They then began an exploration into the varying types of losses of the war: loss of life, property, money/resources, and hope. The students independently researched what they could about these and then watched a very concise yet moving video that tied all of these concepts together and really brought it home how devastating the war was. On Wednesday the group researched facts about the first major land battle - the Battle of Bull Run (battle of Manassas). The discussion focused on the fact that there were many spectators at the battle and how that was further evidence that people did not expect the dark period the country was entering into. The group ended the week researching the Napoleonic style of fighting as well as hand-to-hand combat and how the available technology of the day

(muskets with limited range and accuracy) added to the incredible loss of lives faced by both the North and South during the war (estimated 620,000). On Friday they made posters to showcase the research they did and display their learning creatively.

As always, all students worked on individual reading skills each day.

Writing and Language Arts

In Language Arts the younger Walnuts worked daily on phonics, sight words, and reading fluency/comprehension through games like 'Be The Teacher' and 'Roll A Word'. They are reading leveled DRA (Developmental Reading Assessment) books, and everyone is steadily moving up levels!

To practice their spelling words, the Junior Walnuts played games like 'Swat a Word' as well as games on SpellingCity.com. The class focused on proper paragraph form in writing by creating an



Reading and Social Studies

- How the nation changed after the war
- Battles, leaders, and how the war affected people

Science Lab

- Liquid measurement
- Forms of Energy

Writing

- Expository
- Informative/Explanatory

Math

- Double-digit subtracting
- Work with word problems
- Fractions
- Ratios

Creative Arts

- Play development
- Period Music study

Physical Literacy

- Basketball

introduction, body and conclusion. They wrote about whether or not they would be a nurse/soldier during the Civil War and why or why not. Many included what side they would be on and why.

In writing the older Walnuts worked on a paper in which they wrote about the cost of the war. They completed individual brain maps to organize their learning and then turned these maps into sentences for a rough draft. With teacher support, they then edited their work and completed a final draft to complete

the week. The oldest Walnuts revised and rewrote their 6 paragraph essays comparing the differences between the North and South at the start of the war (including economy, transportation, weather, leisure activities, and view on slavery.

They turned in a final draft on Friday and completed a self-assessment using a rubric on their work. Each student also completed

activities with their individual spelling words, created from misspelled words found in their own writing and/or challenging high-frequency words.



Math

In addition to their daily math facts and word problems, the younger Walnuts worked on multiplication, the commutative property, fact families, even and odd numbers, double digit subtraction with regrouping and reviewing time. In addition to using Khan Academy online, we used our mini white boards for a 'Shoot Out' style game to test their knowledge.

The older Walnuts worked on various skills this week. Some completed a unit on measuring angles using a protractor, with teacher

support, with peer support, and independently. They also looked for examples of angle types found around our classroom and recorded the location and measure of each. Other Walnuts continued work on adding and subtracting fractions with unlike denominators and delved a little into multiplication of fractions. Our oldest Walnut began a unit on ratios. Students are continuing to practicing and learn math skills on an individualized basis through the online Khan Academy.



Science Lab

In science lab this week the younger Walnuts put on their lab coats to learn about friction and creating heat through rubbing things together. They made predictions, tested their predictions and recorded results. They students were asked to rub their hands together fast and hard then to touch their faces. They were asked how their hands felt. They then came up with variables to change the effect, like adding water. The young scientists then came up with six different items they could rub together to create heat. They also analyzed different variables that could affect the results.



The older Walnuts continued experimenting in the area of force and motion with an exploration of Newton's First Law of Motion. They learned about the law itself, various scientific vocabulary associated with this law, and connected it to last week's exploration of force and motion with skydivers. On Thursday they put all of their learning into action by making marshmallow shooters and exploring how the force they made with the balloon changed the flight of the marshmallow. The students were so excited about this activity, they couldn't help but share their excitement with the younger Walnuts as well who, after a short lesson on the academic background lead by the older Walnuts, had fun with marshmallow shooters too.

Creative Arts and Physical Literacy



The Walnuts dribbled their way into basketball drills this week in Physical Literacy. They started off by forming small groups to research both the history and rules of basketball. After sharing their findings with the class, the Walnuts hit the court to first practice ball handling drills, like the crossover, figure eights, spider drills, one ball between the legs and the spin move. They progressed into passing practices that concentrated on chest, bounce and overhead passes. The class looked at proper footwork, like pivoting without traveling. The team finished off the week with lay-up drills and a game of PIG.

The students studied famous Civil War oil paintings in Creative Arts this week. They did a formal, whole class art critique to analyze various pieces looking at intent, techniques, lighting, shading, lines, space, etc. As a final assessment the students did an art reflection writing about how 'Fort Federal Hill at Sunset, Baltimore' made them feel and what it made them think about. The class finished up the week by taking their 'Reach for the Stars'

collage hands with their goals written on them and compiling them together to make a unified collage. Each student chose a medium to either paint or draw some stars to put in the background of our 'Reach for The Stars' collage. We studied pointillism, realism and abstract works of art.

