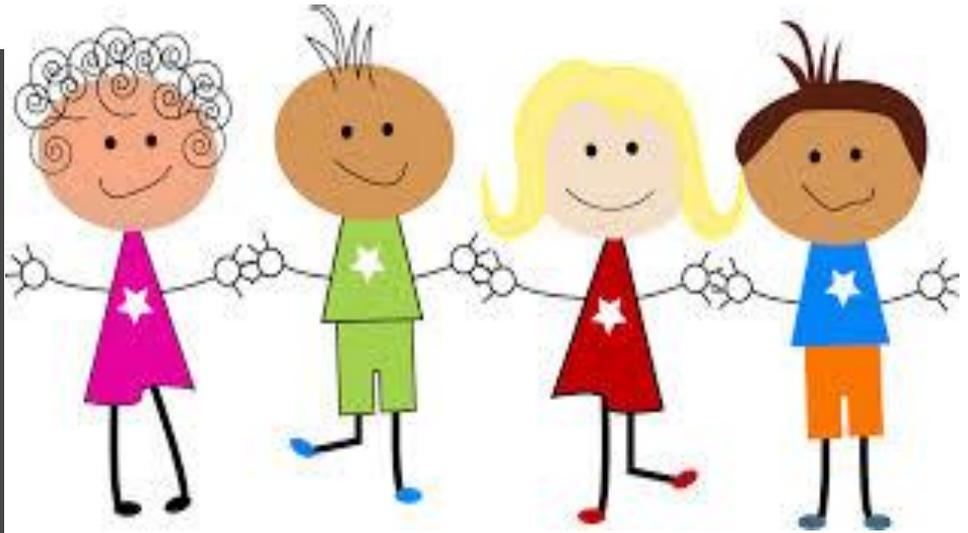


The Integrated Update



February 2016

Volume 17, Issue 2

Inside

Notes from the Principal's Office
by Thomas Ford – Page 1

Happenings from Room 14
by The Students in Room 14 –
Page 2

Our Buddy Bench
by The Senators from John
Lyman School – Page 3

*You say its foot is attached to
its head? Squid Dissections.*
by Lorrie Martin – Page 5

Notes from the Principal's Office *By Thomas Ford*

After a quiet winter, February certainly got off to a snowy start. The wintry weather has not stopped our staff and students, though. There is a lot going on this time of year and I hope you enjoy this installment of *The Integrated Update*. Happy reading!

Classroom Curriculum Update

In kindergarten, students continue to learn about literary fiction and informational texts. The children are currently digging deeper into the elements of literary fiction (character, setting, events) in both Reader's and Writer's Workshop. The development of foundational reading and writing skills continue to be areas of emphasis. In math, kindergarteners are exploring the world of measurement. The children are learning about measurement tools (rulers, scales, thermometers), measurement attributes (height, length, weight), and comparison words (taller than, shorter than,

Follow me to Page

4

Happenings from Room 14

By *The Students in Room 14*

There are a lot of different things going on in Room 14. We decided to break up into groups and write about what has been going on in each subject in the last month. Get a peek into the Happenings from Room 14!

Readers' Workshop

We are going to teach you about informational text, paragraphs and main idea.

An informational text is a book, newspaper, magazine, picture or any other text that teaches you things! There are features that help you read, like photographs, captions, headings, pop-outs and **bold** words. We had to learn how to look at those features AND the words in the text. We shared about it at assembly. We made up a skit about two kids stuck and lost in an informational text. We helped them by saying, "Hocus Pocus, Feature Focus" and teaching them about features.

A paragraph is a group of sentences about the same topic that go together in text. You can tell you're looking at a paragraph because at the top of the page or paragraph, you will see a big space from the beginning of the line. It is called an indent. That's the clue that it is a new paragraph. We have practiced getting our mental containers to open and be ready to put new information in when we see a new paragraph. The same thing happens with different sections of writing.

Main idea is what the author is mostly talking about. It is almost like the message of the book or paragraph. We made up gestures to the beat of, "What is the section mostly about?" to help us figure out main idea. It is hard work. We usually have to put it into our own words, but sometimes an author writes a topic sentence to help us.

Writers' Workshop

We have been working on project work. It is really fun. Each student chooses an animal to research for a topic. First you get a book about your topic. Then you read one of the sections in the book, like *eating* or *predators*. Then you read all the words and put them in your own words and think deeper.



You put your own words into key words and write them on your note taking paper. You can do a quick sketch with a label, too. When you've got all the information you want to learn about, then you use the notes to write sentences. We can publish a book when we're done! Or we can use Chrome books to publish. Then we get to make a project!

Math

We will teach you about math. It has been all about place value in Room 14. We have learned the words *digit*, *place* and *value*.

A digit is what we think of as a number with just one spot. 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are digits. When two of them are together, we have a two-digit number. When three are together, we have a three-digit number. We made up dances to help us remember this.

The ways numbers are read and known to everybody is based on the place they are in. There's ones, tens and hundreds. When there's a one-digit number, that's just ones. When you get ten ones, you make a ten. When there's ten tens, you make a hundred. The bigger places move over to the left.

The value of a digit changes because of what place it is in. A 3 in the ones place really means 3. A 3 in the tens place is worth 30. A 3 in the hundreds place is worth 300.

Science

Dissecting squid was fun. We got to take the beak out. There were two beaks. The squid was not alive. It was squishy. It smelled like cheese and crackers. I do not like cheese and crackers. It actually smelled like rotten fish.

Continued from previous page

Sizzling Science ECHO in Room 14

We did an experiment and the question was, “Does water move?” We filled up a cup of water and put it on the block and used another cup and put a skinny paper towel in the cup with water. The other end of the skinny paper towel was in the empty cup. Instead of watching it for the whole time, we did another experiment! We learned about sound waves. We used a glass bowl and plastic wrap and sprinkles. Our voices made the sprinkles move. Then our humming made the sprinkles move! When we went back to our cups, we observed that the water basically moved from one cup to another! The paper towel was soaked, and the water DID move across the paper towel.

Social Studies

We are studying Brazil. We went on a pretend airplane ride to Brazil. Mrs. Swiantek collected our tickets. We sat on the rug in rows of three or four, like on a plane. We had an awesome website on the SMARTBoard. We got to choose a place in Brazil. Then we could move the mouse around and see everything around us. We listened to real Brazilian music, too. We are learning how to dance the samba, which is probably the most popular dance in Brazil. The moves are fun and fast! There are rainforests, grasslands, mountains, big cities and all kinds of plants and animals in Brazil.

Our Buddy Bench

By The Senators from John Lyman School

We are the Senators from John Lyman School in Middlefield, Connecticut. Our school worked together to create a Buddy Bench. Kids that feel lonely and need someone to play with can sit on the bench. A buddy will come and ask them to play.

This project was started by the school senators during the 2014-2015 school year and completed this fall. The Senate received notes saying that students were feeling left out at recess. Senators started to brainstorm ideas. We had heard about the Buddy Bench idea and thought this would solve our problem.

Senators went back to their classrooms to ask for help designing the bench. Ideas and drawings were brought back to a Senate meeting and Ms. Palo, a parent and an artist, helped senators compile the ideas into a design.

In the fall of 2015, Ms. Palo put an outline of the design on the bench. We decided to use everyone’s fingerprint to create the design. Different color paints were used to create the happy, summer day scene.

Every member of the John Lyman community, students, teachers, support staff and administrators, came and placed their fingerprint on the bench. Each print was a pledge to say that they will be a good buddy. It honors the agreement to never bully and to not leave others out when you are playing a game.

A ceremony was held to reveal the bench. The whole school came to the playscape and gathered around the area where we would place the Buddy Bench. Senators, from last year and this year, carried the bench out to its place of honor. Senators spoke about why the bench was there and how it could help students. The ceremony concluded with the Pledge of Allegiance.

We are really proud of our Buddy Bench. We hope it will help children make new friends. Come down and see it for yourself.

Continued from page 1

heavier than). In addition, our kindergarteners recently celebrated the 100th day of school, which is always a highlight of the kindergarten year. Students designed necklaces with 100 beads, made snack bags with 100 items, and put hearts in order and built structures using 100 bricks.

First and second grade students have begun a project work cycle where each child chooses his or her own topic for research. Reading skills such as identifying text features, reading for key details, and understanding the main idea are reinforced as part of this integrated study. Students are learning how to locate information using the table of contents and how to take notes on specific questions and topics. After completing the research, the children will use those notes to craft a piece of informational writing. In math, classrooms are working on comparing numbers and will soon begin a unit on time and money. First and second graders especially enjoyed the performance by Ginga Brasileira as it connected directly to their study of South America. 1/2 classes have extended this learning in social studies by exploring Carnival and Brazilian foods to learn about similarities and differences between our cultures.

Last but not least, third and fourth grade students are exploring author's purpose and point of view in both literary fiction and informational text during Reader's Workshop. The focus in Writer's Workshop has been complementary to the work in reading, and students are also developing opinion and persuasive pieces. In math, third and fourth grade classes are just concluding units on multiplication and division while continuing to concentrate on strategies for problem solving. Finally, 3/4 classes are integrating social studies and science units on explorers and ecosystems into their work during Reader's and Writer's Workshop. This is helping to build the foundation for an upcoming, choice-based project work cycle.

Ginga Brasileira

A recent building-wide highlight was a cultural arts performance by Ginga Brasileira on Thursday, February 4th. Ginga Brasileira is a duo that fuses dance and music together to help educate students about Brazilian culture. It was a highly engaging and enjoyable performance that was made possible by the generosity of the John Lyman Parent Association (JLPA).

Kindergarten Visitations

Kindergarten visitations just concluded at the end of January. As usual, it was great to meet some of the new families who will be joining us in the fall. One of the reasons I look forward to visitations is because it gives me the opportunity to share some of the wonderful things happening at John Lyman. From classroom visits to the Hello Chorus to building tours by third and fourth grade senators, I cannot adequately convey how proud I am of our students and staff.

Winter Dress

As always, we ask to make sure that your child is dressed appropriately for the cold weather. We make every effort to get the children outside as much as possible during the winter in spite of the snow and cold. Please remember that children who want to play in the snow need to have hats, gloves, coats, snow pants, and boots.

Parent-Teacher Conferences – Early Dismissals on March 16th, 17th, and 24th

This is an early reminder that parent-teacher conferences will be held the week of March 14th. There will be early dismissals for students on Wednesday, March 16th and Thursday, March 17th. In addition, Thursday, March 24th will also be an early dismissal day for professional development. Reminder notices will be sent home in early March.

I hope everyone enjoys the remaining days of winter and I look forward to the warmer days ahead. As always, please feel free to contact me if you have any questions, concerns, or thoughts to share.

YOU SAY ITS FOOT IS ATTACHED TO ITS HEAD?

Squid Dissections

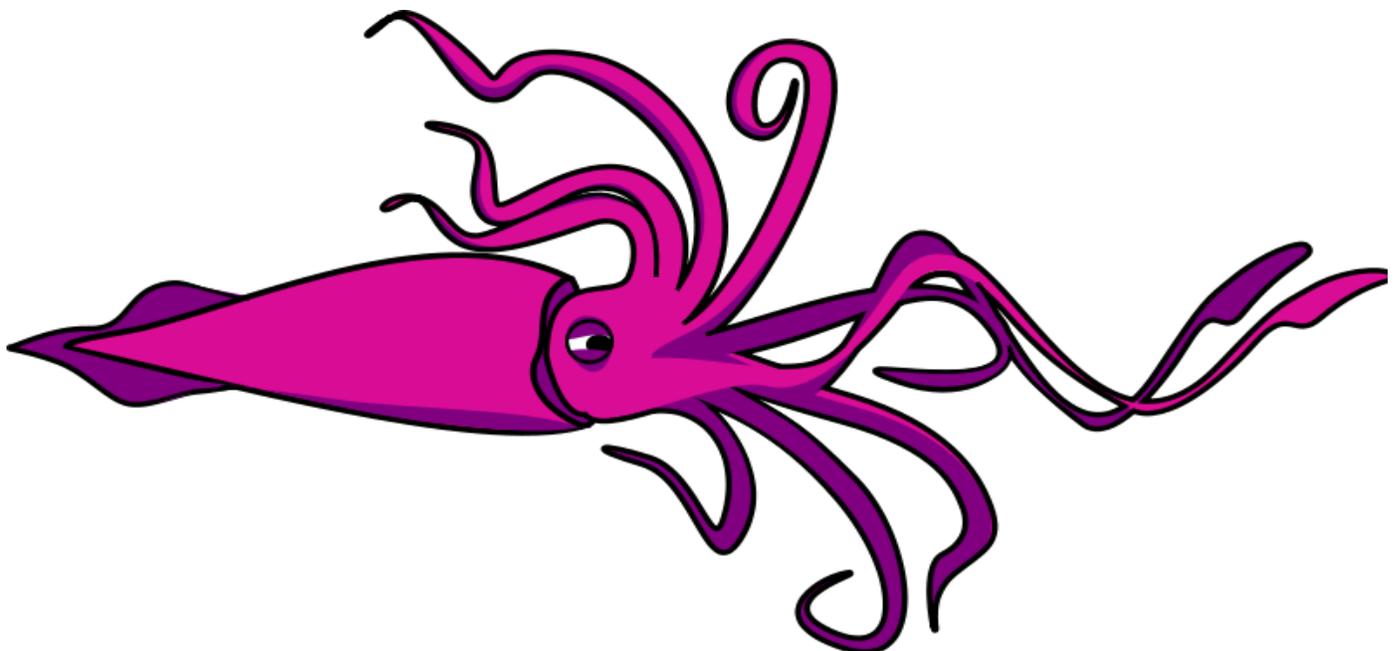
By Lorrie Martin

Can you imagine sending a Valentine's Day "I Love You" to someone by flashing color messages with spots on your skin (chromatophors), jet propelling yourself across the room by squirting water stored in your extra-large pants (mantle) out of a pipe (funnel), eating lunch with a "beak" like a parrot's and being outfitted with your very own "pen and camouflaging ink" in your body?

Back in January, John Lyman's principal, Mr. Ford, stoically guided next year's kindergarten parents through the halls amidst the predominant question of the day, "WHAT'S THAT SMELL???" Inside each 1/2 classroom, students had eagerly rolled up their sleeves, wrinkled up their noses and begun studying the squid from the inside out. Dissection of these unique marine animals introduced students to ADAPTATIONS or special features used to solve life's problems in ways so very different from our own.

Squeals of amazement greeted each new discovery – clear donut-like rings from inside each of the suckers, feather-like gills to touch, a tug on an "esophagus" to wiggle the stomach, a plastic supporting "pen" or residual shell to slip out, dip in the silver ink sac and actually write with, and so much more. The young scientists proudly brought a collection of squid anatomical parts home in a ziplock bag that day – the pen, a beak and one clear, marble-like lens from within the squid's eye that actually functions so much like our own.

The manager of Star Fish Market in Guilford, when told that first and second graders were going to be dissecting these frozen "dirty squid" (complete with all their organs), promptly asked if John Lyman students do "brain surgery" when they reach the 4th grade!



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**John Lyman
Elementary School**

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