



GARDNER
SCHOOL
—OF ARTS &—
SCIENCES

PROGRESS REPORT

Winter Term
2017-2018

Dashiell Weiss

**Loowit East - 2nd Grade
Teacher: Jackie Taylor**

16413 NE 50th Avenue, Vancouver, WA 98686
(360) 574-5752
www.gardnerschool.org

TEACHER COMMENTS:

It has been a joy to have Dashiell in the classroom for a second year! He is attentive, thoughtful, and engaged. Dashiell listens during class discussions and participates regularly, helping to deepen or stretch the dialogue with his observations and ideas. There are times when Dashiell's excitement to share his thinking is more than he can contain and he blurts out his ideas. He is continuing to develop that self-control. When working independently, Dashiell usually focuses on the task at hand and pays careful attention to detail. He puts a great deal of effort into each assignment, and perseveres through challenges. He rarely asks for help, preferring to work through problems on his own. His work is neat, thorough, and accurate. Dashiell is able to work successfully with a variety of peers during partner and small group activities. When working with others he is patient and kind, which helps create a positive work environment.

A goal for Dashiell during the first part of the year has been to be a positive role model for his classmates more consistently. At times, Dashiell thrives in this position. For example, he has recently been choosing to start his day calmly in the loft looking at books. This has made a significant impact to the way that the day begins for the class. Other students follow his lead, which can be a burden to him at times. It has been rewarding to see Dashiell work to make improvements in this area throughout the term.



Without a doubt, Dashiell can be found engaged with the 'mud club,' soccer group at recess. Not only is he a consistent participant in this popular activity, he often helps organize teams and play. It is inspiring to watch the group manage to play with very little conflict. Often there are a few older, experienced soccer players who join the Loowits and help teach the rules. This allows them to organize and manage their play without adult guidance. Rain or shine, Dashiell enjoys the time outside. It is par for the course for him to return to class with rosy cheeks and a significant amount mud on his shoes and pants.

This fall the Loowitters geology based thematic unit was Volcanoes of The Cascade Range. The students explored the essential questions: What are volcanoes? How does the earth change? Why do volcanoes erupt? And How do volcanoes shape the Earth? The kids began by learning what makes up the inside of Earth and how the Earth's crust rests upon the large mantle layer. From here, the children were able to visualize where the magma is formed and how the rock cycle begins. The children made many drawings and models, helping them understand how volcanoes form, where The Ring of Fire is located, and the different types of volcanoes and volcanic eruptions.

Three highlights of this unit were our two Mt. St. Helens field trips and the presentation by our guest speaker, Dr. Stephen Hammond, a geophysicist from NOAA. On our first field trip to the Ape Caves and Lava Canyon,

the students explored the creative eruptive phase Mt. St. Helens experienced over 2000 years ago. The children bundled up and explored the cave, learning much from our two excellent Forest Ranger guides. The children were awed by the famous “meatball” stuck in the tunnel’s ceiling, kept their mittened hands off of the important cave slime on the walls, and, while standing in complete darkness, took the “Ape Oath” to respect nature. At Lava Canyon, the kiddos walked the steep path observing the different lahars and lava flows, ending the journey by bravely walking over the deep canyon via a cable suspension bridge. At the Johnston Ridge Observatory, the children experienced Mt. St. Helens’ crater first hand! They witnessed her lava dome, learned more about the scientist David Johnston, and observed numerous pieces of pumice in the explosion zone. While listening to Dr. Hammond, the children learned how unmanned submarines can closely record underwater volcanoes and all of the unknown mysteries the ocean waters and floor have yet to reveal to humankind. Plus, he introduced us to the Okeanos Explorer, a NOAA research vessel that was on a mapping and exploration expedition in the Gulf of Mexico.

Lastly, the Loowitters looked more closely at our section of The Ring of Fire, The Cascade Range. The children made maps of the region and chose a volcano along the range to learn more about. Working with a partner, the kiddos researched many key components of these volcanoes including elevation, volcano type, volcanic activity, and history. With this research, the partners created a scale model (1”=1000’) of their chosen volcano out of folded newspaper ‘potatoes’ (scaffolding) and clay. For Culminating Event, the children transformed the two Loowit classrooms into a walkable Cascade Range. They also had fun practicing and performing together in the readers’ theater, “Volcano!” and song, “Oh, St. Helens!”

Dashiell was highly invested in this Thematic study. Dashiell has tremendous aptitude for retaining facts, and through the integrated project work is able to deepen his understanding of the concept and build lasting connections. Dashiell’s spatial intelligence is very strong, and his drawings and diagrams were accurately and beautifully created. Our field trips to Mount St. Helens were a wonderful way for the students to experience our study hands-on. Dashiell was a delight on our field trips. He was engaged in the activities, enjoyed being with his friends, and demonstrated responsible behavior. A major component of the study included collaborative research and the clay model construction of a mountain in the Cascade Range. Dashiell was paired with Axel and Ray to study and create Mount Jefferson. This proved to be a great opportunity for Dashiell to further develop his leadership skills. He did a terrific job of reading research texts out loud for the team. Dashiell was able to record facts in his own words based on their research. He drew a beautifully detailed picture of Mount Jefferson for his poster. During the construction of the clay model, the boys continued their positive working relationship and produced a beautiful finished project, despite facing some challenges throughout the process. Dashiell wrote on his end-of-unit reflection that his favorite part of the study was making the clay mountains because he loved making the paper ‘potatoes’ for the armature. At our Culminating Event, Dashiell played the role of *David Johnston* in the readers’ theater. He projected his voice



well and delivered his lines with wonderful expression. Dashiell's overall knowledge of volcanoes was evident as he confidently toured guests through our classroom exhibits.

LEARNING SKILLS & CHARACTER

CHARACTER

Has a positive attitude.	P	Accepts responsibility for own behavior.	D
Respects others and collaborates effectively.	D	Respects personal and community materials	P
Accepts correction and guidance.	P	Shows perseverance.	P

LEARNING

Listens attentively	P	Sustains focus on task at hand.	D
Takes initiative and works independently	D	Incorporates feedback into learning.	D
Displays flexibility and willingness to take risks.	P	Strives for quality and accuracy.	P

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

LITERACY: READING

DECODE

Reads words with short vowels.	P		Reads compound and multisyllabic words.	P
Reads words with long vowels.	P		Reads grade level texts accurately.	P
Reads words with vowel teams.	P		Reads grade level texts fluently.	P
Reads words with common prefixes and suffixes.	P		Reads with phrasing and expression.	P
Reads grade-level sight words.	P		Uses a variety of strategies to decode unfamiliar words.	P
Reads abbreviations.	P			

SELF-MONITOR FOR MEANING

Self-corrects for pronunciation.	P		Self-corrects for fluency and expression.	P
Self-corrects for comprehension.	D			

MAKE CONNECTIONS

Connects reading to other texts.	D		Connects reading to the real world.	D
Connects reading to personal experiences.	D			

DETERMINE MEANING

Builds vocabulary.	P		Identifies text features such as captions, bold print, glossaries and indices.	P
Understands main idea.	P		Identifies story elements (character, setting & plot).	P

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LITERACY: READING (continued)

ANALYZE CONCEPTS

Asks and answers questions about key details in a text.	D	Identifies cause and effect.	D
Identifies who is telling the story.	P	Sequences events to retell a story in a meaningful order.	D
Describes how characters in a story respond to major events and challenges.	D	Develops ideas and opinions, and supports these using details and examples.	D
Draws pictures that support text.	P	Identifies rhyme and alliteration.	P

EVALUATE TEXT

Makes logical predictions before and during reading.	P	Draws conclusions and supports them using details and examples.	D
Compares and contrasts.	D	Recommends books to peers.	--

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

READING TEACHER COMMENTS:

Dashiell's reading skills continue to improve. He is able to decode almost anything, but begins to struggle with comprehension at Level S, which includes text at a fourth grade level. After starting the year reviewing reading strategies and choosing 'just-right' books for independent reading, Dashiell joined a group that read the chapter book Frindle. His group consisted of five students, all at similar reading levels. The group began most days by predicting what they thought would happen in the story. Next, they read a predetermined amount of text with a partner. When reading aloud, Dashiell is working on applying phrasing and expression consistently. After reading, the group gathered to discuss events. This part of the instructional time focused on deepening comprehension. Students worked on asking questions, comparing and contrasting characters, and making inferences. From drawing conclusions about characters' actions, to combining evidence from the text with personal opinions, Dashiell worked to develop his ability to decipher the implicit meanings within Frindle. The second part of the term was dedicated to nonfiction reading about volcanoes. Dashiell practiced locating and writing facts in his own words and identifying new vocabulary. His group this term will continue to develop analytical reading strategies using quality chapter books.

LITERACY: WRITING

NARRATIVE WRITING: STRUCTURE (HOW THE WRITING IS ORGANIZED & FITS TOGETHER)

Writes about <i>one</i> time.	P		Chooses the action, talk, or feeling that makes a good ending.	D
Chooses the action, talk, or setting that makes a good beginning.	D		Writes a lot of lines on a page and writes across a lot of pages.	D
Tells the story in order by using words such as <i>when, then and after</i> .	D			

NARRATIVE WRITING: DEVELOPMENT (HOW THE WRITING DEMONSTRATES DEPTH AND RELEVANCE FOR THE READER)

Brings the characters to life with details, talk, and actions.	D		Chooses strong words that helps readers picture the story.	D
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NARRATIVE WRITING: LANGUAGE CONVENTIONS (HOW THE WRITING USES ENGLISH LANGUAGE RULES)

Applies F.A.S.T. spelling patterns (diphthongs, suffixes, etc.) to spell a word.	P		Uses quotation marks to show what characters said.	--
Spells all of the word wall words correctly and uses the word wall to help spell other words.	P			

WRITING PROCESS

Selects and applies a strategy for brainstorming ideas.	D		Uses correct capitalization and punctuation while drafting.	P
Generates multiple ideas that are focused and show knowledge of genre.	D		Writes a new draft of a story that reflects thoughtful revision.	--
Writes a page or more during each writing session.	D			

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LITERACY: WRITING (continued)

WRITING TEACHER COMMENTS:

For second graders, writing at the beginning of the year was about generating and developing ideas. Students were introduced to graphic organizers to help them visualize ideas and create a plan prior to writing. Mini-lessons and teacher modeling provided students with inspiration. Spelling accuracy improved as students engaged with the F.A.S.T. program and broadened their phonemic awareness. Simultaneously, Loowits reviewed handwriting techniques, which improved writing fluency and penmanship. Mini-lessons about capitalization and punctuation helped provide mechanical structure to their writing. The content during the early months was connected to personal experiences. Students developed narrative writing by describing events from home and school, zooming in on the small moments. Later in the fall term our focus shifted to information writing as students immersed themselves into researching a volcano in the Cascade Range. The objective of this project was to generate research questions, investigate to locate answers, and write new knowledge in their own words.

Writing is a subject Dashiell enjoys, and has shown tremendous growth in since last year. Although he sometimes struggles to generate ideas, his fluency has improved. Once he gets started, he is able to create detailed entries that span more than a page. Dashiell has a good understanding of conventions, and consistently applies proper mechanics. Dashiell's writing is enjoyable to read. He has written about personal events, the thematics studies, field trips, and some creative stories. His most detailed entry is about the drum set he received for Christmas. Dashiell wrote several pages describing the note Santa left and discovering the drums downstairs. He often spends most of the period drafting his ideas, but occasionally has time to add an illustration. This term he will be developing his information writing skills by creating a personal journal about living in a Native American village long ago as part of our People of Cascadia thematic study. This project will also provide a great opportunity for Dashiell to practice adding detailed illustrations that help enhance his writing.

MATH

NUMBER SYSTEM

Represents and solves two-step addition and subtraction story problems to 100.	D		Uses addition to find the total number of objects arranged in a rectangular array.	D
Demonstrates fluency with addition facts to 20.	P			

NUMBER & OPERATIONS IN BASE TEN

Understands that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones.	P		Adds and subtracts 3-digit numbers using models, sketches, and/or numbers, and explains strategies for doing so.	D
Uses symbols $>$, $=$, and $<$ to compare two 3-digit numbers.	P		Mentally adds and subtracts 10 or 100 to or from numbers 100-900.	D
Adds and subtracts 2-digit numbers accurately and efficiently, and explains strategies for doing so.	P			

MEASUREMENT & DATA

Tells and writes time to the quarter hour.	--		Locates numbers on a number line and can add and subtract on a number line.	P
Estimates and measures length using metric and customary units.	--		Solves money word problems involving dollar bills, quarters, dimes, nickels, and pennies.	--
Measures to find out how much longer one object is than another.	P		Constructs and reads picture graphs and bar graphs, and solves problems using the information in a graph.	P

GEOMETRY

Recognizes and draws 2- and 3-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons, and cubes.	--		Divides circles and rectangles into two, three, and four equal parts, and describes the parts using words like halves, half of, thirds, a third of, fourths, quarters, a fourth of.	--
Develops strategies for calculating area.	--			

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

MATH (continued)

MATH TEACHER COMMENTS:

The second-grade math curriculum began with a unit based on number sense, operations, and fact fluency to 20. Mathematical models including the number rack, bead strings, and the number line were introduced with the goal that students become proficient at using strategies that emerge from these models. The children also learned many math games which practiced addition and subtraction facts.

Next, the children's math focused on place value and measurement using the fairytale of Jack and The Beanstalk as its foundation. With this hands on, manipulative-heavy unit, the children estimated and counted large numbers of dried beans using groups of ten, used arrays to show models of large numbers (100 - 1000), and decomposed numbers by their place value (ex: 123 is 1 hundred, 2 tens, and 3 ones). Our classroom supply of Unifix Cubes changed from counting tools to measuring tools, measuring giant paper beans and garden bed perimeters. Next, the Unifix measuring sticks were transferred to paper measuring strips. This produced a number-line based on intervals of 5's and 10's and then changed into an opened-ended number-line which helped the children's thinking of adding numbers by making "jumps" of 10's and 1's. For example: the equation $38 + 12$ can be thought of visually on a number line as starting at 38, jumping two 1's to 40, and then jumping one 10 to 50.

Dashiell is a mathematical thinker. He shows his math flexibility by the way he easily manipulates numbers in his head. It is wonderful how Dashiell is able to show his mathematical thinking to others. It is no trouble or chore for him to verbally explain his thinking to his peers, or visually show his thinking on a worksheet. Math is an area one can feel his confidence in himself. Dashiell participates in math discussions, volunteers to show or explain example problems, and is a peer teacher. He completes his assignments accurately and in a timely manner.

Dashiell can estimate and count items accurately. He is able to skip count accurately by 2's, 5's, 10's, and by 10's starting at a different number (i.e. 12, 22, 32, 42...). He understands place value and can decompose numbers by their base units. Dashiell can accurately measure items, always starting at the "zero" end of whatever measuring tool he is using. Using the number-line allowed Dashiell to explore some math strategies he was already doing in his head (fast facts, doubles, skip counting) in a visual way, plus introduced some new strategies (making the number "friendly" by getting it to a multiple of ten, and the sharing strategy). Keep engaging Dashiell in his love of math by playing number, logic, and dice games and exploring interesting math discussions at home.

SCIENCE

SCIENCE KNOWLEDGE & SKILLS

Explains how a rock changes into a sedimentary rock.	P		While working in a group, is able to decide what substitute substance to use to model the rock cycle.	P
Explains how a rock changes into a metamorphic rock.	P		While working in a group, is able to find alternative sources of heat, pressure, and cementation to use on the substitute substance in modeling the rock cycle.	P
Explains how a rock changes into a igneous rock.	P			

LIFE & LEARNING SKILLS (IN SCIENCE CLASS)

Respects others and collaborates effectively.	P		Listens attentively.	P
Shows perseverance.	P		Strives for quality and accuracy.	P

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

SCIENCE (continued)

SCIENCE TEACHER COMMENTS:

Loowit spent this term exploring the rock cycle. We started off the term making observations about rock and using these observations to design a cartoon rock. Once we had created our cartoon rocks, we talked about the rock cycle and how rocks change as they move through the rock cycle. This led us to a brainstorming session about substances we could use to mimic the rock cycle. We decided as a class that crayons would be a great substitute. To start our exploration of the rock cycle we created crayon sediment. This sediment was then put under compaction and cementation. We used bricks, aquariums, and a wooden press to simulate our compaction with our crayon sediment. We used glue, play dough, and water to simulate our cementation. From sedimentary rocks we moved to metamorphic rocks. Here we again used sediment we had created and added heat and pressure to it using an iron. These crayon metamorphic rocks were put on display during culminating event. Finally we took crayon chunks and melted them, we then cooled them quickly and more slowly comparing and contrasting the resulting igneous rocks. We also explored volcanoes and how they erupt using vinegar and baking soda in film canisters. The resulting explosions led to much laughter in the classroom.

[Dashiell's favorite science activity this term.](#)

Dashiell enjoys science. He is quick to grasp an idea and connect it to other ideas he has. He often is able to take a starting concept we are discussing and link it to the next step in the process. He is quick to share these links with the class and is able to explain his thinking in ways that his classmates can easily follow. He is willing to work with any of his peers, but is particular about whom he chooses to work with.

SPANISH

Spanish Teacher: Maria Flores

VOCABULARY

Recites months and days of the week.	P	Uses vocabulary for parts of the body.	P
Knows common weather expressions.	P	Uses vocabulary for animals.	P
Counts to 50.	P	Uses vocabulary for family members / parts of home.	P
Writes numbers 1-10.	D	Uses vocabulary for classroom objects.	P
Writes basic colors.	D	Uses vocabulary for clothing.	P
Identifies basic shapes.	P	Uses vocabulary for fruits and vegetables.	P
Integrates thematic vocabulary and concepts.	P	Understands spoken verbs: <i>ser, tener, and gustar</i>	P
Converses by answering simple questions and using basic greetings.	P	Expresses basic feelings.	P

GRAMMAR

Knows the difference between feminine and masculine.	P	Uses the the pronouns <i>I</i> and <i>You</i> .	P
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PRONUNCIATION

Uses proper pronunciation.	P		
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LIFE SKILLS (IN SPANISH CLASS)

Has a positive attitude.	P	Accepts responsibility for own behavior.	P
Respects others and collaborates effectively.	P	Respects personal and community materials.	P

LEARNING SKILLS (IN SPANISH CLASS)

Listens attentively.	P	Sustains focus on task at hand.	P
Takes initiative and works independently.	P		

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

SPANISH (continued)

SPANISH TEACHER COMMENTS:

Loowit began the year by reviewing basic greetings and introductions from vocabulary previously learned. We created Spanish labels for various objects in the classroom. Throughout the term the students had the opportunity to integrate their volcano thematic study with several projects. They learned the Spanish vocabulary for different parts of volcanoes, and Mexican cultural legends: "Volcanes Popocatepetl and Iztaccihuatl". Volcanoes Popocatepetl ("the Smoking Mountain") and Iztaccihuatl ("sleeping woman") overlook the Valley of Mexico and the legends explain their existence. Students were exposed to more Latin culture with our Day of the Dead celebration, which honors deceased family members or friends. We got to celebrate with crafts, dances, music, and food to authentically experience traditions throughout the day. The Loowit group were introduced to new concepts like: numbers, days of the week, months of the year, and how to express feelings. Our goal for the upcoming term is to start writing short sentences in Spanish, and to continue to have fun learning a language!

Dashiell always has a great attitude. He has this attitude about learning that spreads around him, making his classmates more interested in class activities. He's always ready to learn and take part in class activities. I'm truly happy to have him in my class.



ART

KNOWLEDGE & SKILLS

Color Theory: Knows primary colors and how to mix secondary colors.	P		Art Media: Exhibits competency using various art materials, such as, water colors, tempera paints, clay, collage materials, printmaking inks.	D
Color Theory: Understands the difference between warm and cool colors.	P		Craftsmanship and Quality: Demonstrates developmentally appropriate fine motor control.	D
Elements of Design: Demonstrates how to use various types of line.	D		Craftsmanship and Quality: Works toward the mastery of art methods and tool use.	D
Elements of Design: Understands the meaning and use of texture.	P		Craftsmanship and Quality: Shows interest in quality of final product.	P
Elements of Design: Recognizes geometric, organic (irregular), and symmetrical shapes.	P			

CREATIVITY & COMMUNICATION

Displays imagination and resourcefulness in solving art-related problems.	P		Uses art as language to express self.	D
Engages fully in communal art projects.	P			

CONNECTIONS: ART HISTORY & CULTURE

Displays interest and awareness of master artists, their styles and their work.	P		Makes art connections in thematic studies, history, social studies, science, life.	P
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LIFE SKILLS (IN ART CLASS)

Has a positive attitude.	P		Accepts responsibility for own behavior.	P
Respects others and collaborates effectively.	P		Respects personal and community materials.	P
Accepts correction and guidance.	P		Shows perseverance.	P

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

ART (continued)

LEARNING SKILLS (IN ART CLASS)

Listens attentively.	D		Sustains focus on task at hand.	D
Takes initiative and works independently.	P		Displays flexibility and willingness to take risks.	P
Incorporates feedback into learning.	P		Strives for quality and accuracy.	P

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

ART TEACHER COMMENTS:

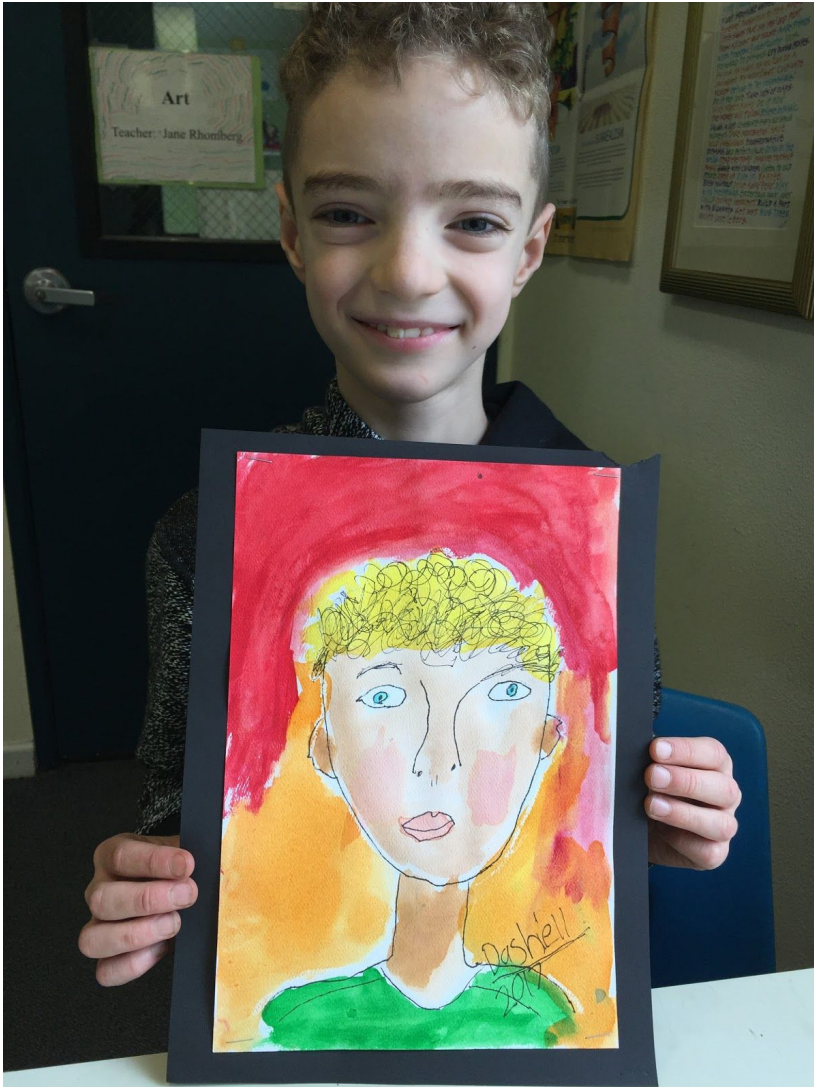
The Loowit students are energetic artists! They started off the school year by creating beautiful self-portraits. They looked in a mirror and carefully drew themselves. They added color with oil pastels and watercolor. The results were quite impressive!

To integrate with Spanish class, the students learned about the Mexican holiday of *Dia de los Muertos* and drew whimsical skeletons. Drawing skeletons help students also learn how to draw the human form. The Loowit children also had an opportunity to draw pumpkins realistically while adding imaginative backgrounds! Another autumn art project involved drawing a large insect using white glue on black paper and then adding color with chalk pastels after the glue dried. Once again, the Loowit artists used their drawing skills and fertile imaginations to create really wonderful artwork.

Learning about volcanoes is such a passion for them; therefore creating small clay volcanoes was incredibly fun. They enjoyed glazing them with hot lava colors! (In the classroom they created huge clay renditions of their research volcanoes which were proudly displayed at culminating event).

As a group, the students painted two huge murals. One was a schematic painting of the core of a volcano and the second was a beautiful rendering of Mount St. Helens!

As a school based on the multiple intelligences, the art lessons help students learn in various ways: visual-spatial (drawing), intrapersonal (self-portraits), interpersonal intelligence (murals), bodily-kinesthetic (tool use), and naturalist (pumpkin drawings and clay volcanoes).



Dashiell is a joy to teach! He brings his big smile and positive attitude to every class. His fine motor control has greatly improved and he's creating beautiful artwork. In his self-evaluation, Dashiell noted that watercolor paint was his favorite art medium "because I like how you can mix colors." He thought his self-portrait was his most successful piece "because I look like I really do in real life." I agree that he captured a good likeness!

I look forward to seeing more fine creations from Dashiell.

MUSIC

VOCAL SKILLS

Participation in singing.	D		Memorization of songs.	P
Singing in tune.	D			

RHYTHMIC SKILLS

Keeping a steady beat.	D		Memorization of rhythmic patterns.	P
Reading rhythms.	P			

XYLOPHONE SKILLS

Demonstration of correct instrument technique.	D		Personal engagement.	P
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LIFE SKILLS (IN MUSIC CLASS)

Has a positive attitude.	P		Accepts responsibility for own behavior.	P
Respects personal and community materials.	P		Shows perseverance.	D

LEARNING SKILLS (IN MUSIC CLASS)

Listens attentively.	D		Displays flexibility and willingness to take risks.	P
Takes initiative and works independently.	D		Strives for quality and accuracy.	P

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MUSIC (continued)

MUSIC TEACHER COMMENTS:

The Loowit class is off to a good start this year. They come to class each day full of energy and can't wait to get started. They are learning to sing in tune, play the instruments, and read rhythmic notation. They are given opportunities each day to hone their skills through a variety of games, songs and activities.

Singing in tune is taught one note at a time, by using solfege (do, re, mi, etc.). After singing hello each day the students echo phrases using solfege syllables and the corresponding hand signals. This trains their ear to hear each interval correctly. When they become accurate and confident then we add another syllable. Currently, they are using sol, mi, la, do and re (that is the order that they learned them).

Learning the proper mallet technique is imperative for getting a beautiful sound out of the xylophones. One of the students' favorite warm up activities is playing 'what they had for breakfast'. They start at one end of the xylophone and play, "waffles with syrup, scrambled eggs and milk" (for example) on each bar as they go up. The words supply the rhythm and the kids never tire of hearing what their friends ate that morning. Each repetition gives them the opportunity to refine their technique.

The Loowit students learned/reviewed the notation for the quarter note (ta), the two eighth notes (ti-ti), the quarter rest (sh), and the half note and the half rest. They had fun creating their own rhythms and sharing them with their peers.

In preparation for Music Night, the Loowit East students learned the song "We'll Figure It Out." They worked together to create the choreography and practiced very hard to polish their performance. They also learned several more songs to sing with the other classes in the program.

Culminating Event gave the Loowit students another opportunity to share their musical talents. They learned "Old St. Helens" and made up moves for each of the four verses and chorus. There were a lot of words to memorize, but they persevered until they knew every one of them. This has become a favorite song and is not likely to be forgotten.



Dashiell is doing well in music this year. He enjoys learning new songs and playing the instruments. When asked about his favorite thing in music, Dashiell replied, "- I like playing the xylophones on Lucy Locket lost her pocket because it's only a few bars and it's easy to play." When asked about a strength in music, he said, "My strength is singing because I have a really good voice and I can sing really loud." Dashiell is a great student and a pleasure to have in class.

P.E.

ENGAGEMENT

Tries new activities easily.	P		Manages self constructively when outcomes not in their favor.	P
Collaborates well with others.	P		Shows willingness to take risks.	P
Applies instructions to activity.	P		Participates actively in structured activities.	P
Displays good sportsmanship qualities.	P			

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

P.E. TEACHER COMMENTS:

Choice | Decision | Execution | Reflection

The first half of the year for Loowit was filled with adventure, fun, and excitement.

Students have full choice on how they want to approach the beginning of each class. We start off in the great room, outside, or in the wetlands. From the hot summer in August to the freezing start of the new year, the students are able to be out in nature and grow more capable and confident in themselves. They choose to spend their time playing, creating, dancing, investigating and exploring the changing environment around them. The emphasis during this time is play, safety, and choice.

In Loowit the students enjoy a variety of games. Through games the students are able to practice the overarching goals while immersing themselves in imagination and excitement. The first part of the year was dedicated to individual activities that are not team-result oriented to allow the students to engage at their own pace and problem solve while not having to rely on others. These activities foster development in components such as; creativity, problem solving, initiative, risk taking, independence, and responsibility. They are free to engage in the activities differently. During a game, students approach it using their different strengths and intelligence(s). A naturalist may rely on their comfort with nature and hide in different areas, interpersonally intelligent students tend to rely on their social skills, while the bodily-kinesthetic might stay on the move and be evasive. The process in which students choose how they want to approach the game, make decisions, act on them, and then constructively reflect on their results helps create more confident, decisive, and intelligent people. Students are learning how to apply instructions and rules to an activity. All activities

continue to develop the students' physical abilities which include stamina, balance, coordination, agility, speed and strength.

Dashiell enjoys PE. He has shown a competitive drive in games this year and enjoys seeking a win. His drive does not hinder his enjoyment for the games. He continues to enjoy any activity that allows him to process and move at a fast pace. He spends his work time usually organizing a tag game or playing soccer.



He is watching the opposing defenders and waiting for an opportunity to get to the other side.