

FEBRUARY 2017  
Volume 1 Issue 5

# Heights

# Hawk



## February Upcoming Events

- 2-1 Family Breakfast A-K
- 2-8 Family Breakfast L-Z
- **2-14 Valentine's Day**
- 2-17 Early Release (K-!2)  
Snow Day Make-up
- **2-20 President's Day** – No School

All Heights 3<sup>rd</sup> and 4<sup>th</sup> Graders will be performing a concert of American Folk Music on Wednesday, Feb. 8 at 7:00 p.m. in the CHS Auditorium.

Dear Heights Families,

February is Celebrate the Family month! We hope parents, grandparents, or other special adults will come join us for a special breakfast. On Wednesday, February 1 we will host families with the last names A-K. On Wednesday, February 8 we will host families with the last names L-Z. Families only need to come to one breakfast, regardless of their last name. Pre-payments for meals will expedite the line. CHEPTA will be hosting a coffee table.

**In today's Hawk's folder please a find a letter with important information about our modified enrollment procedure.** Next week the Hawks folder will include your registration for 2017-2018. You will need to send in proof of residency with your registration.

Thanks for your help in making Heights the best place for kids!

Have a great month,  
Mrs. Ogden  
[ogdens@csdk12.org](mailto:ogdens@csdk12.org)

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## Mr. Anderson's and Mrs. Huff's Fourth Grade Classes

Mrs. Huff is presently taking maternity leave, so we welcome her substitute, Ms. Veronica Elseroad! In reading, for our C.I.A. (Collect, Interpret, and Apply) study, we are using Streams to the River, River to the Sea, by **Scott O'Dell**. It is a biography on Sacagawea. **For math, Mr. Anderson's class has** been working on multi-digit multiplication & division, and learning different math models to solve with. **Mrs. Huff's class is working on** measurement and data. In science, we are continuing our investigations on energy. For social studies, we are studying the regions / physical characteristics/and location of places of Washington. Finally, we are looking **forward to our upcoming Valentine's Party!**

## Music with Mrs. Vornholt

All Heights 5<sup>th</sup> Graders will be taking the State Music Assessment this month. Students will be asked to listen to and compare and contrast two musical compositions.

Using appropriate vocabulary, the students will demonstrate a thorough understanding of the musical elements by meeting all four of the following requirements:

1. Correctly identifies the musical elements in the selections of music.
2. Identifies one musical element and gives an example of how this element is similar in both performances.
3. Identifies a second musical element and gives an example of how this element is different in both performances.
4. Uses the vocabulary of music correctly.

Heights 6<sup>th</sup> **Grade Students are preparing songs of the 30's, 40's and 50's** to perform at Wedgewood (an assisted living facility) and the Veterans Home in Lewiston. The students are learning Military songs and pieces that the residents will be able to relate to. Following our performance, we will talk to the residents and ask them questions about their lives.

## PE With Mr. Roach

Archery practice is in full swing on Tuesdays-Thursdays after school from 3:00 until 3:30. The All-Clarkston Tournament is Saturday, February 25<sup>th</sup>. The Washington State Archery Tournament will again be in Ellensburg on March 24<sup>th</sup>-25<sup>th</sup>.

Jump Rope for Heart will start in February. On February 6<sup>th</sup>, we will have a kick-off assembly to begin our fundraising efforts for the American Heart Association. Heights raised the most money in Eastern Washington last year and we hope to have another successful year. 



First Grade – Tara Leavitt and Tami Gettys

Language Arts Main idea unit, Finding details in the text, Writing “opinion” stories

Math( Leavitt) Introduction to “make 10 and add” strategy

Math (Gettys) Solving unknown story problems with addition and subtraction strategies. Put together story problems and take them apart to understand to solve. Apply strategies to understand the equal sign to solve equivalent expressions.

Science Finishing Polar Animals and their adaptations Unit. Life Cycle of a Salmon

Social Studies Studying about Abraham Lincoln and George Washington. What is Presidents Day about? Family Unit (Send in a picture of your family/families).

### Dear Magic “C” Bunny

Dear Magic “C” Bunny: When I work on writing in class I like to rest my head on my hand or lounge on the desk. I think I write just fine when I do that, but my teacher asks me to “sit up straight” while I write. I want to do what my teacher asks, but I just don’t get why it matters. Besides that, my back and neck get tired when I try to “sit up straight” all day. Do you have any advice? ~Likes Lounging



Dear Likes Lounging: I am so pleased that you want to do what your teacher asks! As a handwriting expert, I ask my students to have good posture all of the time. Good handwriting posture means you are sitting tall in your chair, your writing hand is holding your pencil, your other hand is gently holding your paper still, and your feet are flat on the floor (or wrapped around the legs of your chair).



If having good posture, or “sitting up tall” makes your back or neck tired, you probably need to work on your *core strength*. Dictionary.com defines *core strength* as: “the strength of the underlying muscles of the torso, which help determine posture”. Increasing your *core strength* will help support arm, leg, and head movement, help with precise hand/finger movement (like handwriting!!), and improve concentration.

There are tons of exercises you can do to help improve your core strength. Some of my favorites are: bear walk, crab walk, wall push ups, and plank. Since most of us (even bunnies) spend too much time watching TV, try doing pushups or plank during commercials. Try lying on your tummy when you read, color, or draw. At recess or a park, run around, play on the equipment, and swing! Building your *core strength* is super important, but it should also be fun, fun, fun! If you want more ideas, talk to the Occupational Therapist (OT) at your school,

## 6<sup>th</sup> Grade

Beginning in February, 6<sup>th</sup> graders will start their study of the organs and systems of the human body. The systems we will study include nervous, digestive, excretory, circulatory, and respiratory. We will create both 2-D and 3-D models, conduct experiments, and learn about diseases that affect the systems. Students will also collaborate in research groups to design and build a working model of a system. Emphasis will also focus on the Next Generation Science Standard of how the systems of the body interact with each other. Thanks to a science grant from the Setlow family, 6<sup>th</sup> graders will have the opportunity to dissect cow eyeballs. Later in May, they will also dissect pig hearts.

From 5<sup>th</sup> grade:

5<sup>th</sup> grade students continue to work with fractions in math. They are building on what they have already learned about multiplication of whole numbers to use the area model to solve problems such as  $2\frac{1}{2} \times 3\frac{1}{2}$ . Being able to build on that earlier knowledge has made multiplication of mixed numbers a concept more easily attained. Ask a 5<sup>th</sup> grader to show you how to multiply the previous values using the area model.

Along with that, students continue to work on using discussion to impact their learning. Students **are listening, responding, asking questions, and critiquing each other's reasoning**. They are learning to do so in a thoughtful, respectful, and impactful manner that involves response stems that lead agreeing, disagreeing, questioning, clarifying, and explaining thinking clearly. Doing this effectively lends itself to deepened understanding, revised thinking, and clearing up of misconceptions.

Kindergarten – Ms. Gonzales & Mrs. Call

Our reading strategy is *asking and answering questions*. This helps readers identify key details. We will practice rereading carefully and finding information on the page to answer questions. Students will also try asking questions of their own about what has been read.

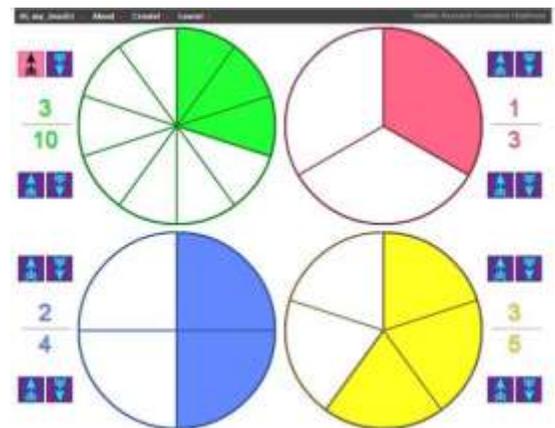
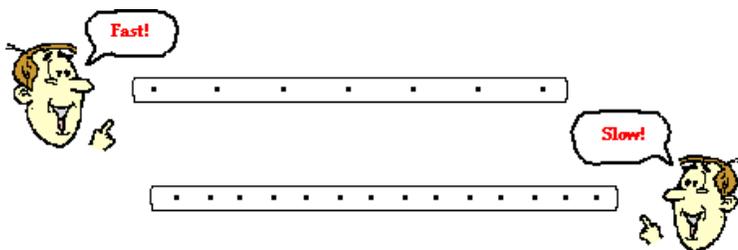
Kindergarteners will learn to write opinions pieces in which they share a preference and tell why they feel that way. We will use the word *because* in our conversations and writing. It will give us a chance to practice one of our speaking and listening goals of having conversations in which students say, “I agree” or “I disagree.”

## February in Second Grade

Second graders are working very hard on adding and subtracting within 1000. They have learned several strategies, such as: tape diagrams, decomposing, place value, number line, mental math, **and vertical equations.** There is a YouTube video called “Kid Friendly Math -Tape Diagrams” that is a good resource to help your student. Students have also been working on math during computer lab times.

Students are learning to express their opinions in writing. They started with group writings then moved on to individual writings with a prompt.

**Mrs. Aeling’s class has started Readers Theater books. This is a good way for students to continue working on fluency and exposes them to new genres in reading.** These genres include: fairytales, **myths, legends and folk tales.** Mrs. Porter’s reading class has been focusing on main ideas, sequencing events, and locating important information.



3rd Grade Barb Graham and Carol Hernandez

There 3rd and 4th graders will have their concert at 7 p.m. on Feb. 8 at the CHS auditorium. Please have students there by 6:45. It is also very helpful if you will keep their coats, etc. with you.

**Our Valentine’s Day party will be on the afternoon Feb. 14 at 2:00. Students can bring cards for classmates as long as they give them to all students in the classroom.** Students need to bring their own container/sack from home on that Tuesday to receive their cards from classmates.

During math we continue to be busy learning about fractions. (3.NF.1 & 3.NF.3) Having students stand by a sink of water with different measurement cups would be a great experience for them. This way they can compare  $1/3$  to  $1/2$ ,  $3/4$  to  $2/3$ , etc. Also have them help you cut food into equal serving sizes. Example: they cut the casserole in 6 equal slices making each piece  $1/6$  in size. They serve 4 slices. What fraction is served ( $4/6$ ) what fraction is left ( $2/6$ ). What is another way to say that ( $2/3$  and  $1/3$ ). If they are dividing something circular, have them think of a clock face. The cake cut in  $1/6$  would be at the 2, 4, 6, 8, 10, and 12. Something in the  $1/4$  would be 3, 6, 9, and 12.

We continue to learn and practice Informative/Explanatory writing (W.3.2) The students are required to introduce the topic using definitions, details and facts, combine related information, use transitional words and provide a conclusion. Sometimes, they will need to add an illustration to help the reader understand their topic.