

Library

THIRD GRADE
APRIL 2011



Think. Apply and Create. Share, Collaborate, and Act Ethically. Appreciate and Grow.

Third Graders are enthusiastic learners. Using **How I Learned Geography** by Uri Shulevitz and a nonfiction book about a country as launching pads, the girls are each writing about their imagined travels. (Notes were taken while sitting on the maps in the Lower School courtyards.) Postcards, complete with manipulated photos, are being created in Technology. The project represents a strong marriage between information and imagination, reading and research, Library and Technology, the girls and the world. Also with a global connection, the girls read a novel, either set abroad or about the immigrant experience. Emphasis was on developing empathy. The girls are now well into their research on the San Francisco

landmark that inspired the “hat” project in Art. (The landmark unit represents integration of Library, Technology, Art, and Social Studies.) In Library, the girls are practicing many research skills—highlighting, note-taking, report writing, peer review, and citation. The girls will be creating web-pages to go with their hats. A Wiki will be used for writing and editing the web-pages, making the project more fun, more responsive, and more instructive. In addition, we just completed reading aloud **26 Fairmount Avenue** (it’s about neighborhood), and we have just begun **Akimbo and the Elephants** by Alexander McCall Smith (an eco-mystery, set in far off southern Africa).

Resources

26 FAIRMOUNT AVENUE by Tomie DePaola
AKIMBO AND THE ELEPHANTS by Alexander McCall Smith
HOW I LEARNED GEOGRAPHY by Uri Shulevitz
Various books about countries
Various fiction books about immigration and other countries
Various resources on San Francisco landmarks

Questions:

How does literature help me understand other people and myself?
How does research help me find out about the world?
What research skills will help me now?
How do I apply research for good purpose?

21st Century Learning

Process Information.

Apply information for good purpose.

Appreciate social context of learning—sharing, collaboration and ethical behavior.

Pursue personal and aesthetic interests.



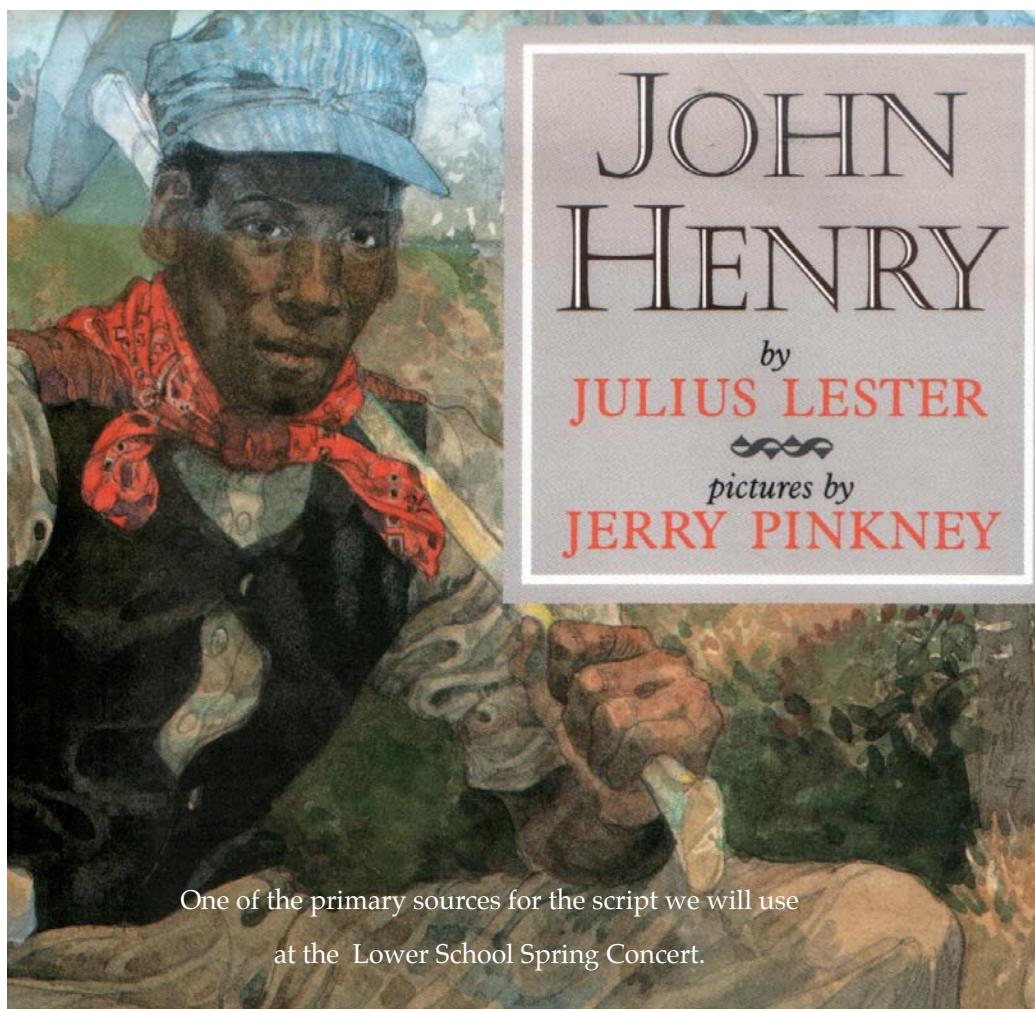
2011

Lower School students may have out up to 4 books at a time. Third Graders may have a fifth book in order to fulfill an assignment. They may borrow up to 2 books during each library class period plus an extra book for a specific assignment. A book is due 3 weeks from the borrowing date, but it may be returned any time before that. You are, of course, invited to use the Library as well. You have a card on file, and you may borrow as many books as you like. It’s best to come before school or at the end of the school day on Tuesdays and Thursdays between 3:10 and 4:00. Should you have any questions or requests, please call me at 751-0177, ext. 311 or e-mail me at

susan.f@kdb.org.

Music's

3RD - APRIL 2011



One of the primary sources for the script we will use at the Lower School Spring Concert.

Activities and Concepts:

a preview of what you might see at the concert

Opening Songs - On Track

On Track - a three part canon with a positive message, sung *a capella* with motions choreographed by the 2nd graders

John Henry - this is our first John Henry song, written by Woodie Guthrie, an American songwriting treasure; we hope you will join in singing the last phrase which is repeated at the end of each verse

3rd Grade Featured Pieces - Polly Ann

Four Car Train - in class the girls built rhythm patterns by sitting in various configurations on four chairs; to review and practice reading all the rhythmic notation we have covered this year: quarter, half, whole, 8th and 16th notes

Polly Ann - an *a capella* song written by the girls and me, building on the little we know about John Henry's wife from songs and the Walt Disney animated short video "John Henry" we watched in class (released in 2000)

Jumping the Broom is a tradition from the time when marriage wasn't allowed for African American slaves. We imagine the party that might have surrounded John Henry and Polly Ann as we share three dances: **Alabama Gal** - a contradance (we added the brooms), **Run Molly Run** - another *a capella* song from "Sweet Honey and the Rock," and **Jubilee** - featuring choreographies created by the girls

Closing Songs - Honoring John Henry

The Saints / This Train / She'll be Comin' 'round the Mountain - we hope you will join us in singing this trio of partner songs

Stand Tall (Just Like John) - listen for the harmonies in this stirring refrain

Bound for Glory!

LS Spring Concert

April 13, 8:45 a.m.

This edition reaches your in-box on the eve of the concert! We hope you are able to attend this event which features music, poetry and more; all related to the story of John Henry.

Wayne Harris!

Bay area storyteller and actor Wayne Harris visited Burke's to share stories about his life and the John Henry legacy. He challenged the girls to write their own original stories! Mr. Harris will be joining us as the narrator at the concert! He has created several one-man shows and performs at The Marsh and across the country.

Spring Concert Video!

A professionally shot video will be available when we return from break. Please contact Lisa.M if you are interested. There also will be copies in the Burke's Library.

Science

THIRD GRADE
APRIL 2011



Third graders proudly showed off their inventions to the Burke's community on March 4!

What We've Been Doing

Thank you for all your help with the Invention Convention!

Magnetism:

- * We asked: What is a magnet? How does it behave? What materials are attracted to magnets?
- * We did lots of experiments to learn about magnets and magnetic fields.

Wheels and axles:

- * We've built many wheel and axle machines with Legos.

At Home...

- * Experiment with magnets at home. What can they pick up? Are all your magnets equally strong?
- * Use a compass when you go for a weekend outing - you're using the earth's magnetic field to navigate!
- * Make your own compass. The girls learned one way to do this; here is another: <http://tinyurl.com/kdbcompass>
- * Look for wheels and axles, especially NOT on vehicles.

Headlands

On May 9-10, the third grade will be headed to the Headlands Institute! We will:

- * Hike in the beautiful hills
- * Observe and learn about native plants and animals
- * Visit Rodeo Beach
- * Learn about Headlands history
- * Have fun!

Please turn in your child's medical forms soon!

More information about HI: www.naturebridge.org/headlands

Open Science - Tuesdays from 3:25-4:00

Any girl checked into the Tree House may come to the science lab to help take care of the turtle and gecko, then explore and experiment with Ms. McDonald! (No extra fee or regular attendance needed.)

Check out the LS Science website at <http://www.kdbs.org/node/574/> for fun links!

Elizabeth McDonald
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April 2011

THIRD GRADE

Tech



Hats Across the Bay on Voicethread



Postcard Project

Make it. Share it. Find it. Solve it. Protect it. Learn it.

The third grade is working on a postcard from a country they have researched in library. They are writing a letter on an original postcard with a photo from Google Earth and an edited photo of themselves superimposed on the scenery. It will be part of the Art Fair (May 19) exhibit. We have begun an exchange of art projects with Head Royce School's fifth grade art class. Both schools are doing hat design projects. We are using Voicethread to post media about the hats. Each student is in a small group of children from both schools. The girls will introduce their landmark hats and comment on the hats from Head Royce. They each have their own login and password on this private Burke's site. They are learning digital citizenship and how to use a network for learning. The students will begin using the school wiki to write a paragraph about their landmarks using a site, PBworks.com. They will have a similar login and identical password for this site. This wiki project is also integrated with their work in library.

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Links you might like to try:

Scratch from MIT
<http://scratch.mit.edu/>

Voicethread at Burke's:
<https://kdb.ed.voicethread.com/>



2011

K

Kindergarteners finished their plaster bunnies and began a unit on **texture**, focusing on the famous children's book author and illustrator **Eric Carle**.

They had fun making their own papers by mixing together **tints** and **shades** of various colors with their hands and starching textures into the paint with tools.

The dried paper will be cut and glued as part of a giant collage and used for sets in the classroom play, as well as displayed during the **May 19th Arts Festival**.



1st

First grades launched into outer space with the creation of chalk pastel space scenes. The project's goal was to practice shading and color blending techniques.

Students learned how a "**light source**", such as the sun, creates **highlights** and **shadows** on the surface of a planet.

They blended light to dark colors in gradation, and used smearing techniques to represent the movement of comets and shooting stars through space.

These drawings will be on display in the lunch line. Our next project will be the creation of extra-terrestrial life forms out of socks and other fabrics.

2nd

Second graders began a figure sculpture project representing the "Pioneer Women" researched in social studies class.

They sculpted proportional figures out of tinfoil and cotton balls. These "skeletons" were wrapped up with masking tape and primed with gesso.

Students will bring their character to life, by making clothing and accessories out of foil, fabrics and other found objects.

3rd

Third graders are finishing up their landmark hats by painting their sculptures in layers, beginning with the base-coat, middle shapes and details.

Students sculpted and attached additional accessories such as figures, trees and cars to complete the look.

Next, students will showcase their hats in a runway show at the **May 19th Arts Festival**.

4th

Students practiced painting in layers beginning with the **base coat**, or first layer, continuing with **medium areas**, and finishing up with **details** and **designs**.

The masks were decorated even further with glitter, fabric, paint, feathers, beads and other random objects.

After completion, students wrote artist statements about their masks. Each transformation, celebration mask reflects the unique personality and creativity of the student.



This month the Physical Education Departments of the Upper and Lower School collaborated in creating a jump rope day for the entire Burke's Community. Throughout the day the entire campus, including faculty and staff, jumped rope during all of the PE classes. We all completed 475,300 jumps together. Also this month, students from kindergarten through fourth grade are learning the basics of fitness, racquet sports, and jump rope and circus arts.

Manipulating and tracking skills with objects such as juggling help develop and improve dexterity, eye/hand, bi-lateral coordination and concentration. These skills transfer to academic, life and athletic skills. During the unicycle portion of our circus arts unit children learn how to spot, mount, dismount, fall off of and ride, a unicycle. These skills, particularly learning how to fall, begin in kindergarten. In school, students learn to check the environment to determine what a safe place looks like and how to set one up. Helmet safety is discussed. Students are told that, although it is legal to ride unicycles without helmets, we encourage them to wear a helmet if riding a unicycle outside of campus. Although it is not required, students who wish to wear helmets to class may.



K-1

Kindergarten students are learning to track, throw and catch an object. They practice cross-lateral movements and timing by tossing scarves. One of their favorite games that reinforces these skills and concepts with scarves is, "Clapsy, Clapsy, Tapsy, Tapsy, Rollie, Rollie". They are learning basic principles of balance using feathers and balancing on different body parts. Kindergartners are also learning somersaults, forward and backward rolls, and are developing core strength with the big balls.

First graders are learning to juggle scarves and balls in a one, two and trying a three scarf pattern. Balancing skills are learned and practiced by balancing on different body parts, stilts, rolla bolla, feathers, and beanbags.



2-3

Second graders are learning to juggle balls, clubs, rings, and diabolos and flower sticks. They are also introduced to static and dynamic balance including: stilt walking, unicycle, rolla bolla, feathers and different body parts. Spotting, mounting, riding and falling off the unicycle, stilts and rolla bolla begins in second grade. In gymnastics second graders practice somersaults, standing forward rolls, backward rolls, donkey, monkey jumps and cartwheels.

Third graders are learning and practicing juggling balls, clubs, rings, feathers, diabolos and flower sticks. In gymnastics they learn and practice pyramid building, forward and backward rolls, cartwheels and beginning handstands. Third graders also review and practice spotting, mounting, riding and falling off the unicycle, stilts and rolla bolla. Other kinds of balance involves feathers and different body parts.



4th

Fourth graders completed their annual demonstration in circus arts. This event is a culmination of skills and movement concepts they have been learning and developing since Kindergarten and are being applied in the medium of circus arts. The emphasis of this demonstration is not a show of perfection, but rather a sharing of what they are learning and willing to try. The Fourth Grade Circus Arts Demonstration takes place at the end of every school year and is a right of passage for the fourth graders. They are solely responsible for content of this demonstration. This sharing involves working as an individual and as a group, short term and long term goal setting, inclusion, collaboration, flexibility, concentration, gauged risk taking and decision making skills. The girls learn to organize themselves and support each other as a group. They also have to set-up and break down equipment safely and efficiently.