



PHYSICAL EDUCATION

It has been such a wonderful first few weeks of school for my ECE friends in P.E. class. I have really enjoyed greeting my returning friends and meeting many new friends.

Students in grades ECE are starting the year out with a unit called Building Blocks. This unit aims to accomplish two main goals. First, it will allow students to experience our routines / procedures, behavioral expectations, and establish our classroom environment. Second, it will allow students the opportunity to learn / review skills such as body and spatial awareness, basic locomotor movements, directions, pathways, levels, and tempos.

If you have any questions, you can contact me at brian.mitchell2@dc.gov

Have a great day!

Coach Mitchell



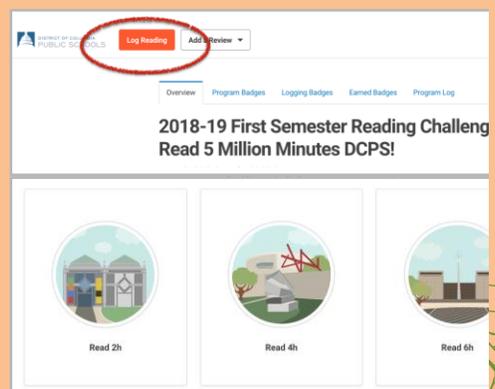
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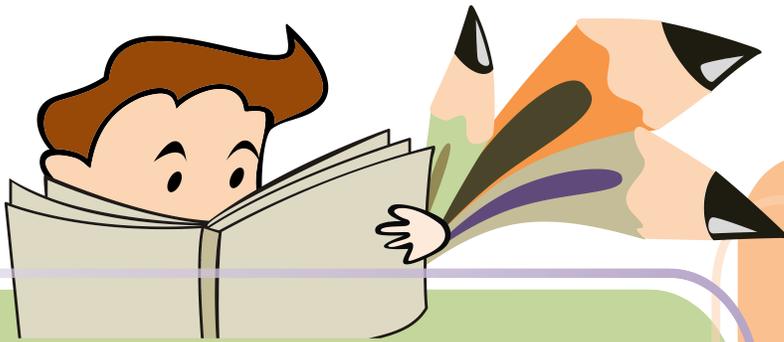


The District has challenged the entire DCPS community to read five million minutes by December 24, 2018. Each student is called to read every single day.

Please motivate your child to read and join our school in helping DCPS reach our collective five million minute goal! To log your child's reading, please follow these directions:

1. Go to <https://brentes.beanstack.org> and select "Log in with Clever" at the bottom of the page. Students sign in with their student ID as the username and their birthdate (MMDDYY) as the password. Or you can go to the Clever site at <https://clever.com/in/dcpsk12>, login and then click on the "Beanstack" option (under Library).
2. In Beanstack, click on the "Log Reading and Activities" button at the top left corner.
3. As your child logs reading, he or she will earn virtual badges and special recognition.





LIBRARY (CONTINUED)

There is also an app for that! Here are the instructions to use the app for logging reading:



- VISIT THE APP STORE OR PLAY STORE AND DOWNLOAD THE BEANSTACK APP;
- Search for Brent ES and select it;
- SIGN IN USING YOUR CHILD'S CLEVER LOGIN (STUDENT ID AND BIRTHDATE);
- Go to "Log" and select the "+" button -- scan the book your child is reading to log daily reading sessions and remember to "mark as complete" when he/she finishes a book!

If you have any questions, please do not hesitate to contact Ms. Bettina at bettina.schewe@dc.gov

Music/Performing Arts

Our 1st-2nd grade musicians have finished their unit on handheld non-pitched percussion and have moved on pitched percussion (xylophones). Students are learning how rhythms and steady beat can be used to create melodies.

3rd grade musicians started "belt testing" as part of their "Recorder Karate" unit. They have been working on Hot Cross Buns, Gently Sleep, Merrily We Roll Along, and It's Raining. If your recorder player would like to practice with the accompaniments please visit the Brent performing arts page at <http://www.brente elementary.org/music.html>

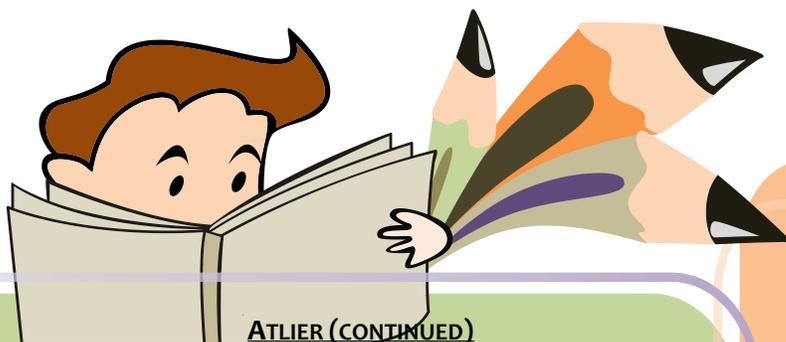
Music/Performing Arts (continued)

4th and 5th grade musicians have finished their percussion unit and are now moving into their keyboard unit. Students will use their knowledge of melody creation with the xylophones and transfer that knowledge to creating and composing melodies on the keyboard.

Looking to volunteer? I am in need of assistance with book binding, library organization, and copying. Please contact me at Joshua.krohn@dc.gov if you would like to volunteer.

Atlier

This week in the atelier, The Lightning Ladybugs and Ocean City Friends Forever classes chose their symbols of self. Before children can understand their role in a community, it is important they take time to reflect on who they are as individuals. Self-awareness and confidence facilitate one's abilities to succeed in a community. By using a Symbol of Self, children are able to share something special about their own identities while communicating with one another. During atelier special, each child was given the opportunity to independently explore symbols and discuss which image they would like to be their symbol of self. Some children chose one of the symbols that were already printed out as examples, while others chose to use resources such as books and the computer to search for symbols that truly represented their identity and interests. The symbols they chose will become a part of their identity in our community, used for identification through the classroom and atelier environments and for communicating with one another.



ATLIER (CONTINUED)

Throughout the year children will make several representations of their symbol, using a variety of languages (drawing, painting, collaging, sculpting, yoga, dance, music).

Another exciting event this week was the opening of our music listening center! All children participated in a guided discovery of our headphones and were invited to listen to popular music with their peers. Children were encouraged to discuss their musical preferences with their peers (favorite artists, favorite songs, and favorite genres) and share when and where they usually listen to music in their home lives.



Visual Arts

Art classes at Brent are organized around enduring understandings with the hope that students will learn to apply creativity and artistic thinking across a wide range of disciplines and situations.

“Enduring understanding are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.”

VISUAL ARTS (CONTINUED)

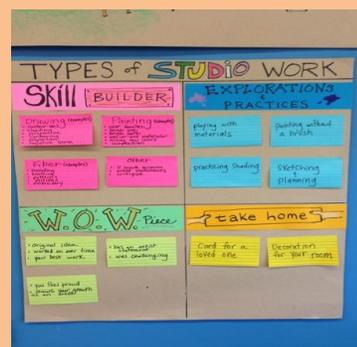
During our first week, we experienced the enduring understanding that an artist's work is to communicate visually

In our second week of art we dug deeply into the types of work that artists create. We experienced the *enduring understanding* that artists produce different types of artwork. We identified 4 major categories of studio work and came some realizations about how we use each of them in our artistic practice:

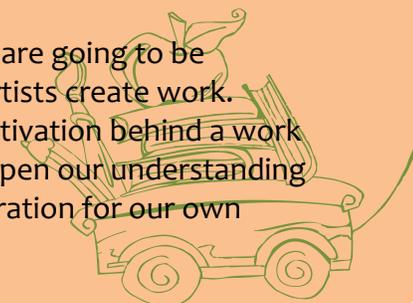
Skill Builders and *Explorations* allow us to perfect specific skills, explore new materials and/or use familiar materials in new ways.

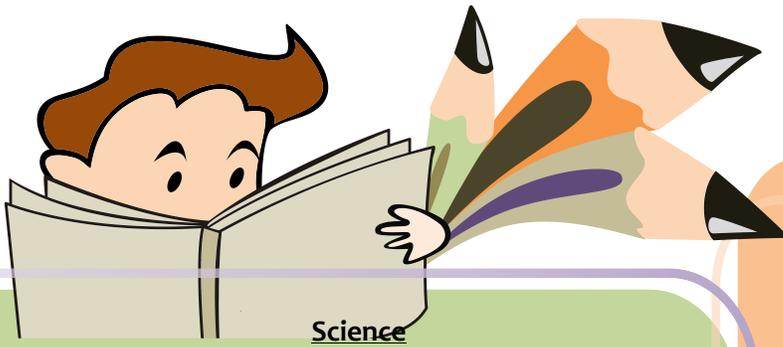
WOW- Wonderful Original Works of Art are our finished products- these are the result of careful work, planning and editing.

Make and Take work is for special occasions- birthday cards, congratulatory drawings for friends or family.



Going forward we are going to be focusing on *why* artists create work. Identifying the motivation behind a work of art helps us deepen our understanding and provides inspiration for our own work.





SCIENCE (CONTINUED)

During the first trimester, the following classes have science four days a week with Mr. Mangiaracina: Ms. Hoisl, Mr. Berg, Ms. Maschari, and Ms. Rodriguez.

Scientists in 1st-4th grade are progressing quickly through their studies as we enter our fourth week of school.

First grade scientists are engaging in multiple explorations at once. They are periodically checking in on mealworm cultures to make close observations of their mealworm friends. Along the way, they are discovering changes in the mealworm habitats, most notably the recent appearance of a “mystery critter” in each habitat. Acting as true scientists, they are engaging in conversation and writing to collaborate on solving the mystery of what these critters are.

In addition, first graders are studying similarities and differences between adult animals and their babies, while also beginning a project comparing seedlings to their parent plants.

Second grade scientists are exploring habitats from a variety of perspectives. They have gone outside several times to take an inventory of one square meter of the school yard. They are also maintaining soda bottle terrariums in the classroom. With both of these projects, second graders are considering the relationships between the living and non-living components of these habitats.

Third graders are going deeper into their studies of birds as a part of the Smithsonian’s “Bridging the Americas” exchange. Students are making periodic observations of the house sparrows that visit the feeders outside the science room and investigating adaptations that help birds survive on their breeding grounds and during migration. Most recently, students have done a comparative study of bird beaks, and different types of camouflage.

Fourth graders are moving forward with their studies of energy transfer. Using the Newton’s cradle toy as a model for many kinds of energy transfer, students have built Rube Goldberg machines and explored the properties of waves. Last week, fourth grade scientists explored how to change the amplitude and wavelength with waves produced with slinkies and with an online wave modeling app.

