MUSIC/PERFORMING ARTS

Congrats to Brent’s All-City Choir representatives for getting a chance to perform at DCPS’s Standing Ovation Ceremony at The Wharf on Thursday February 8, 2018! Brent was only one of five schools chosen to sing for the finale at this event. Those students are Jack Braunstein, Ingrid Dirren, Armoni Evans, Jamison Ford, Camille Crawford-Galvani, Clara Merrick, Claire Norris, Noa Smudde, and Sienna Wanagas. They were joined on stage by the Washington Chorus as well as the music teachers of each of the five schools (including Mr. Krohn).

Next month is National “Music In Our Schools” month and I am incredibly happy to announce that all students will be learning about the amazing music that comes from around the world. Are you well-versed in a particular culture’s music AND would you love to impart your knowledge on a group of students? Please contact Mr. Krohn to set up a time/day to come in and teach a class about a song/dance/instrument.

Library

One of our Pre-K friends summed up last week’s library time like this: “We did three snowman activities. First we read a book about snowmen, then we made our own snow people and now we are reading another book about snowmen.” And this is exactly what ECE and Kindergarten classes accomplished during library time: the read-aloud was Snowballs by Lois Ehlert. After examining all the snow creatures in the book, and the material used to decorate them, we set out to create and decorate our own snow creatures.

Library (continued)

Many students created snow men, women, girls and boys. Some made snow monsters, snakes, and sharks, just to name a few. We closed our storyline with reading Snowmen All Year by Caralyn Buehner, and let our imagination run wild with what we would do if we had a snowman that does not melt.

DCPS wide Three Million Minute Reading Challenge

Please do not forget to log all your independent reading time at https://brentes.beanstack.org

As always, please feel free to contact Ms. Bettina (bettina.schewe@dc.gov) with any questions or concerns.

Physical Education

In P.E. class, students in Grades K-2nd are finishing up a kicking and trapping unit. This unit focused on the development of foot-striking skills such as passing, dribbling, and kicking a ball. Students focused on receiving passes while stationary and on the move, passing with accuracy, and control. These fundamentally movement skills provide a developmentally appropriate first step toward participating in future sports such as soccer, kickball, etc.

Have a great week!

Coach Mitchell
Spanish

ECE and Kindergarten

ECE and Kindergarten students are reviewing the following questions from chapters 1-5 (Level A). ECE Students recently decorated the character from the video, Pedro with a story describing “All about Pedro” and they are going to decorate the character Maria, with a story “All about Maria”. Families should read the story at home together. Kindergarten students are practicing writing sentences about themselves and others in regards to the following questions.

• ¿Cómo te llamas? What is your name?
• ¿Cuántos años tienes? How old are you?
• ¿Qué día es hoy? What day is today?
• ¿Cómo estás? How are you?
• ¿Cómo es? What is he/she like?

First and Second Grade:

1st and 2nd Grade Students are on chapter 5 story video (Level B) and have been constructing sentences describing characteristics about different characters using the words joven young, viejo old, divertido fun and previous adjectives learned (alto tall, bajo short, atlético athletic, listo smart). Example: Camilo es joven y listo. In addition, students will be conjugating the verbs correr y saltar as well as starting a unit on culture (past times in Latin America).

Spanish (Continued)

Third Grade:

Third graders will move onto the forms of necesitar to need: ellos necesitan they need and infinitive verbs “lavar” to come back and decir to say.

In addition, third graders are constructing sentences (noun + verb + adjective) using words from the word webs (chocolate chocolate, el oso bear, el dedo finger, el perro dog, rojo red, café brown, etc..) using a Spanish/English dictionary to find their own descriptive words.

Fourth and Fifth Grade:

Fourth and fifth graders are learning animals on the farm: la vaca cow, el cerdo pig, el perro dog, el gallo rooster, el pato duck, el burro donkey, el gato cat, el pollito chick, el caballo horse, la oveja sheep and using the words to construct sentences (noun + verb + adjective) utilizing an English/Spanish dictionary to find their own descriptive words.

Animals on the Farm
**Science**

First grade scientists are embarking on a study of the solar system, both with Mr. Mangiaracina and with their classroom teachers. Students began with a reading of “Me on the Map,” a book about locating ourselves in locations large and small. Students are making booklets, showing where they are in their rooms, school, neighborhood, city, country, continent, planet, and finally in the solar system. Once we have created these maps, students will investigate how the motions of the Earth creates night and day and the changing day and night sky.

Second grade scientists have all finished creating their homemade “putty” as we completed our unit on silly putty and non-Newtonian fluids. Now we are further investigating the properties of liquids, focusing on seeing how things sink and float, as well as a few interesting objects that appear to do both!

Third grade scientists have completed the design challenge of building and racing magnet powered cars. Together we analyzed our designs and reviewed video of our cars in action, seeing how each obstacle in the design was overcome. Students are now embarking on a comparison of static and magnetic forces.

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**Science (Continued)**

Fourth grade scientists are finishing their studies of electric circuits. Recently, students created both series and parallel circuits and then imagined that they are responsible for making and marketing strings of lights. Students had to defend their claims about which type of circuit would make the best lights.
Our smallest artists have been hard at work learning about how humans and animals construct their environments. Earlier in the year ECE students learned to identify and combine shapes to represent objects in their world. Using a combination of 2-dimensional and 3-dimensional materials, students have been hard at work creating their own versions of classrooms, buildings, cities and animal habitats.

4th and 5th grade students are currently exploring their impact on the environment in different ways. Recently, both grades worked together to create a large-scale, site-specific sculpture inspired by the tradition of Tibetan prayer flags. Students created a long chain of inspirational messages, individual wishes, and collective wishes for the community. After thoughtful collaborative discussion, students came up with an ideal location for the display and hope to be able to hang it soon.