

MUSIC/PERFORMING ARTS

March is National "Music In Our Schools" month and I am incredibly happy 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.

Fifth graders had the opportunity to learn about Duke Ellington and the Harlem Renaissance at The Source Theater on March 1 thanks to a partnership with the DC Arts Collaborative. Students were also invited on stage to meet the musicians and perform with them.



On March 17 at 4:30 PM Brent will be represented at the DCPS All-City Chorus performance at Ellington School Of The Arts. The community is invited to watch this fantastic performance made up of the best singers throughout DCPS.

Library

PreK and Kindergarten students have enjoyed "Peter Stories" by Ezra Jack Keats. In particular, we read *A Letter to Amy*, and students wrote their own special letters. We enjoyed *Pet Show!*, which invited us to imagine what kind of "pet" we would bring to a pet show. *Peter's Chair* inspired us to talk about siblings. We listened carefully to and imitated the sounds described in *Apt. 3*. We learned how Archie got his cat in *Hi, Cat!* and learned about perseverance and success in *Whistle for Willie*.

DCPS wide Three Million Minute Reading Challenge

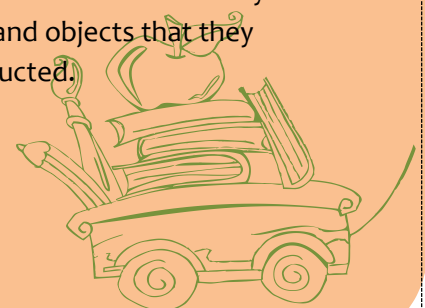
Please do not forget to log all your independent reading time at <https://brentes.beanstack.org>

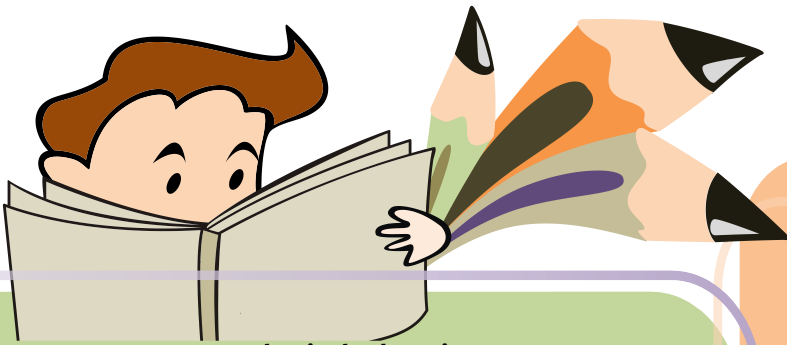


As always, please feel free to contact Ms. Bettina (bettina.schewe@dc.gov) with any questions or concerns.

Visual Arts:

Kindergartners are engaging in a hands on exploration of Pre-Historic Art. They gathered natural materials and made their marks by using tools brushes and objects that they gathered and constructed.





Physical Education

In P.E. class, students in ECE are working hard on a unit called Beanbag Bonanza. Working with beanbags, this unit develops a variety of physical skills including fine / gross motor, hand / eye coordination, balance, agility, and creative movement. Students will also learn the form associated with the underhand throw. Activities during this unit are done solo, with partners, and as a whole group. This allows students to progress at their own rate and increase overall self-esteem.

Have a great week!

Coach Mitchell

Science

1st-5th grade scientists have been taking a break from their regular science lessons to celebrate Black History Month. All scientists have heard the read-aloud version of *Hidden Figures*, by Margot Lee Shetterly, with illustrations by Laura Freeman.

The book tells the story of four heroic “human computers,” professional mathematicians who worked with NASA to do the math necessary for sending astronauts into Earth orbit and to the moon. These four black women, working in segregated Virginia in the 1950s and 60s, had to overcome incredible discrimination to break through and excel in their fields. Today, they are recognized as pioneers for their work in math and engineering, and certainly aren’t “hidden” any longer.

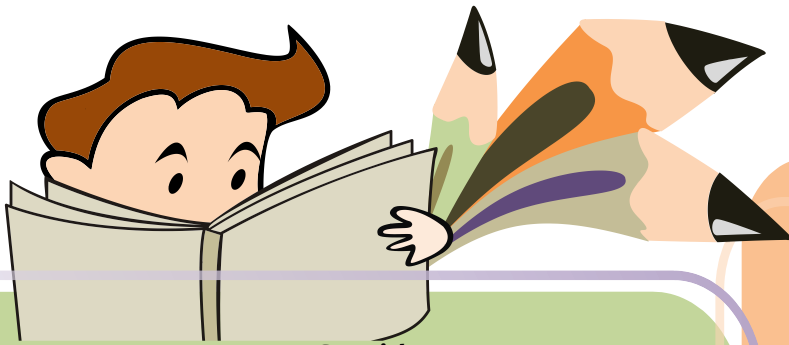
Science (continued)

Since the math these women worked on is far beyond what we can understand at Brent, students instead learned to appreciate what this math was for. We watched videos of rockets from the Mercury and Apollo programs, and studied the shapes of the trajectories these rockets took.

Some students then made lists of all the factors that affect how a rocket flies. Factors we talked about include: how much fuel is in the rocket and how fast the fuel is consumed, what angle to launch the rocket, and what time to launch and how long the engines burn. Students saw that there are a mind-boggling number of influences on rocket flight, and with the right math, all of these factors can be accounted for precisely.

Finally, all students launched, “little John Glenns” in the classroom, using corks and popsicle stick catapults. Students measured distances traveled and changed variables to land their corks in the right location. Students also saw that flying bodies follow parabolic paths, which they can predict in some ways, helping us understand a little bit about the work of the four women of *Hidden Figures*.





Spanish

ECE and Kindergarten

ECE and Kindergarten students are starting chapter 6 and will practice saying what they like to do "me gusta..." *I like...* as well as the action verbs "cantar" *sing* and "bailar" *dance*. ECE students will create a project that represents the color that they like as well as choose to act out the action verb that they enjoy the most. Kindergarten students will do workbook pages saying things that they like in Spanish, "me gusta saltar", "me gusta cantar", etc...

First and Second Grade:

Over the past few weeks students have learned about pastimes in Latin America. Specifically, soccer, baseball and music. They learned about the World Cup soccer tournament as well as how the baseball is very popular in the Dominican Republic. In addition, students heard three types of music: Salsa, regatón and pop in Spanish and they chose the kind they like the most. In the next few weeks, students will continue practicing and using words to describe themselves and others: joven *young*, viejo *old*, divertido *fun*, alto *tall*, bajo *short*, atlético *athletic*, listo *smart*.

Spanish (continued)

Third Grade:

Third graders spent some time learning how to use the English Spanish dictionary as well as discussing words words that would be most appropriate to describe the nouns we have been learning by first generating a word list in English. In the next few weeks, 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*.

Fourth and Fifth Grade:

Fourth graders spent some time learning how to use the English Spanish dictionary as well as discussing words words that would be most appropriate to describe animals on the farm by first generating a word list in English (then looking it up in the dictionary). Fourth and fifth graders will spend some more time practicing 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) then will be moving onto verb conjugation of the verbs necesitar and querer.

Animals on the Farm

