



GARDNER
SCHOOL
—OF ARTS &—
SCIENCES

PROGRESS REPORT

**Spring Term
2017-2018**

Dashiell Weiss

**Loowit - 2nd Grade
Teacher: Jackie Taylor**

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TEACHER COMMENTS:

This year the Loowit classes explored the Pacific Northwest throughout their Thematic Studies. We began by learning about the geologic forces that shape the land during *Volcanoes of the Cascade Range* in the fall. In the winter, we investigated the cultural past of the region in our *People of Cascadia* unit. This spring we ventured into the forests of the region, under the guiding questions:

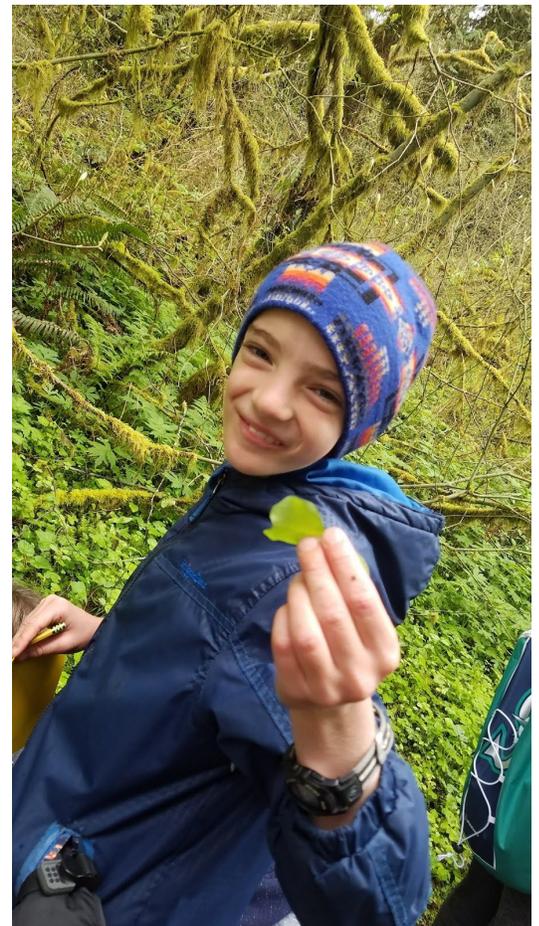
- What is a forest?
- How are different organisms within a forest interconnected?
- Why are forests important?

The unit began with a forest hike scavenger hunt at WSU. The two classes set out together, then split up to explore a circular trail through old growth forest, passing each other halfway along the path. Students identified wildflowers, observed nurse logs, listened to the sounds, tasted oxalis, and admired the giant cedars and Douglas firs.

Back in the classroom we read a variety of nonfiction stories about forests. Students learned about the *forest food web* and how energy is absorbed and passed between living things. They applied their learning in a sketch that illustrates how organisms are connected in this ecosystem.

Trees became a central part of the unit as each student 'adopted' a tree on our school campus. The children thought and wrote about why the tree is special to them, drew their tree, described it, made a rubbing of its bark, and drew a map to its location. The students then used a tree dichotomous guide to identify the species of their special trees. This project sparked our final project of the study, which was making a campus map of trees and landmarks, and a *Tree Walk* brochure.

Crawling inside the red-leaf Japanese maple, Dashiell had chosen his special tree without hesitation. He visited his tree many times during our study, sometimes investigating it from under its umbrella canopy, while other times observing it from a distance. Dashiell was able to use his noticings to write a beautiful poem, and to draw and watercolor his tree. He successfully identified the maple, and could name most of his peers' trees as well.



Dashiell participated fully during each of the Thematic studies and was an engaged and enthusiastic learner throughout the Forest unit. He enjoyed being in the woods, both at WSU, and in the wetlands, listened to and made connections between the stories we read, and loved his adopted tree. I hope Dashiell is able to spend time in forests during the summer and strengthen this relationship even further.

This year Dashiell grew into a respected, charismatic, and confident leader. He exhibited a positive energy, and almost always sported a happy smile.



Dashiell has a competitive side, that helped fuel his ambition. He is passionate about sports and helped organize group games all year at recess. Although he strives to do well, and likes to win, he did not let it define him. For example, he knew that playing math games are for practicing skills and having fun, and never got upset if he lost. Off the field, Dashiell led by example. He was an eager participant in discussions, and it was consistently clear that he had followed the dialogue carefully. Dashiell became more adept at adding on to the ideas of his peers. He achieved many academic accomplishments this year and has much of which to feel proud! On his [end-of-year reflection](#), he wrote that the overnight trip to Mount St. Helens was his favorite experience of the year.

I will miss Dashiell's bright smile, positive enthusiasm for learning, and his kindness for others. It has been an absolute joy to teach him the past two years and watch him grow into the confident learner he is today. He will be sorely missed in Loowit, but I am confident he is ready for the adventures that await him next year in Wy'East.

LEARNING SKILLS & CHARACTER

CHARACTER

Has a positive attitude.	P		Accepts responsibility for own behavior.	D
Respects others and collaborates effectively.	D		Respects personal and community materials	P
Accepts correction and guidance.	P		Shows perseverance.	D

LEARNING

Listens attentively	P		Sustains focus on task at hand.	D
Takes initiative and works independently	D		Incorporates feedback into learning.	D
Displays flexibility and willingness to take risks.	P		Strives for quality and accuracy.	P

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

LITERACY: READING

DECODE

Reads words with short vowels.	P		Reads compound and multisyllabic words.	P
Reads words with long vowels.	P		Reads grade level texts accurately.	P
Reads words with vowel teams.	P		Reads grade level texts fluently.	P
Reads words with common prefixes and suffixes.	P		Reads with phrasing and expression.	D
Reads grade-level sight words.	P		Uses a variety of strategies to decode unfamiliar words.	D
Reads abbreviations.	D			

SELF-MONITOR FOR MEANING

Self-corrects for pronunciation.	D		Self-corrects for fluency and expression.	D
Self-corrects for comprehension.	D			

MAKE CONNECTIONS

Connects reading to other texts.	D		Connects reading to the real world.	D
Connects reading to personal experiences.	D			

DETERMINE MEANING

Builds vocabulary.	P		Identifies text features such as captions, bold print, glossaries and indices.	P
Understands main idea.	P		Identifies story elements (character, setting & plot).	P

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LITERACY: READING (continued)

ANALYZE CONCEPTS

Asks and answers questions about key details in a text.	D	Identifies cause and effect.	D
Identifies who is telling the story.	P	Sequences events to retell a story in a meaningful order.	P
Describes how characters in a story respond to major events and challenges.	D	Develops ideas and opinions, and supports these using details and examples.	D
Draws pictures that support text.	P	Identifies rhyme and alliteration.	P

EVALUATE TEXT

Makes logical predictions before and during reading.	P	Draws conclusions and supports them using details and examples.	D
Compares and contrasts.	P	Recommends books to peers.	D

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READING TEACHER COMMENTS:

This spring the children continued their reading growth working with a reading partner. In these pairings, the children agreed upon a book out of a collection of texts at their reading level. After the book was decided upon, the children would find a quiet spot in the Loowit rooms to sit and read aloud to each other. Each partnership figured out what read aloud arrangement worked best for them. Some pairs would alternate readers every page, some every two pages, some every paragraph. The pairs helped each other with their reading decoding, fluency, and expression skills, and teachers made “rounds” sitting in with each group of children every reading period. After the children read a chapter or two (again, per the partnership agreement) the kids worked on their individual literacy extension activity. These activities ranged from plot comprehension (retellings, timelines, predictions), setting indicators (drawing a map), character development (Venn diagram comparing characters, interviewing a character), connections (relating the text to something outside of the book), conflict/solution (identifying problems the characters solve), and vocabulary. All of these activities also stretched the children’s inference skills.

LITERACY: READING (continued)

READING TEACHER COMMENTS:

Dashiell is a student who enjoys reading. He dives into every book with exuberance. He and his reading partners, Jamison and Freya, worked well together. The team read only two books this spring, but they were interesting and lengthy. The first book they read was The Sign of the Beaver, an award winning historical novel about the friendship between two boys, one a Native American and the other a white settler. The other, more lighthearted, text was Mrs. Piggle-Wiggle. In this funny tale, Mrs. Piggle-Wiggle is a nanny with all sorts of expertise and advice to help parents guide their children out of their annoying behaviors. The reading partners enjoyed this book and would occasionally be giggling so loudly they needed to be “Sh-ed!” The trio would read about one to two chapters each reading period and then work on the literacy extensions.

Dashiell is a very strong reader. Based on anecdotal observations and his end-of-year assessment, he is reading at a fifth-grade level. Dashiell can fluently decode texts in this category, although inserts or omits insignificant words occasionally. His comprehension is excellent. Dashiell is able to grasp the explicit information, while also skilled in unpacking the implicit nuance. This term, he has also improved his retellings to be more organized and detailed. Dashiell loves to talk about stories, and was an eager participant in book discussions this spring. He was often a leader in these discussions, able to more clearly see the inferred information and deeper meanings the author intended in the text. It is important that Dashiell continue to choose books at his interest and [skill level](#) and read daily throughout the summer.

To close out our reading times this year, the children worked on two acts of a Reader’s Theater play based on our read aloud book, The Ancient One by T. A. Barron. The kids were excited to act out the characters they have been hearing and thinking about since this winter! With practicing and performing a Reader’s Theater, the kids work on their fluency and inflection skills. After several rehearsals, the children added in basic body movements and props to make the theater more visually interesting. The kids concluded their play by performing in front of an audience made up of their classmates and our Kalama friends. Dashiell came alive playing Jody, a troubled character torn between the two sides in conflict in the story. He applied interesting intonation, tracked accurately, and showed his creative side with his actions on stage. As always, Dashiell’s engagement level was high and his enthusiasm for this project was extraordinary!

LITERACY: WRITING

NARRATIVE WRITING: STRUCTURE (HOW THE WRITING IS ORGANIZED & FITS TOGETHER)

Writes about <i>one</i> time.	P		Chooses the action, talk, or feeling that makes a good ending.	D
Chooses the action, talk, or setting that makes a good beginning.	P		Writes a lot of lines on a page and writes across a lot of pages.	D
Tells the story in order by using words such as <i>when, then and after</i> .	D			

NARRATIVE WRITING: DEVELOPMENT (HOW THE WRITING DEMONSTRATES DEPTH AND RELEVANCE FOR THE READER)

Brings the characters to life with details, talk, and actions.	D		Chooses strong words that helps readers picture the story.	D
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NARRATIVE WRITING: LANGUAGE CONVENTIONS (HOW THE WRITING USES ENGLISH LANGUAGE RULES)

Applies F.A.S.T. spelling patterns (diphthongs, suffixes, etc.) to spell a word.	P		Uses quotation marks to show what characters said.	D
Spells all of the word wall words correctly and uses the word wall to help spell other words.	P			

WRITING PROCESS

Selects and applies a strategy for brainstorming ideas.	P		Uses correct capitalization and punctuation while drafting.	P
Generates multiple ideas that are focused and show knowledge of genre.	P		Writes a new draft of a story that reflects thoughtful revision.	D
Writes a page or more during each writing session.	D			

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

LITERACY: WRITING (continued)

WRITING TEACHER COMMENTS:

This term the Loowits explored poetry and story writing, in connection to our Forest Thematic unit. Students spent several sessions observing their special, adopted trees on campus, and generated lists of strong, describing words. During Writer's Workshop, the class read and analyzed poems about trees, plants, and nature. Then each student drafted, edited, and illustrated a unique poem about their special tree. Dashiell's [tree poem](#) beautifully describes both what he sees and the feelings he gets from being inside the Japanese maple.

Next, the Loowits dove into story writing. Using many fiction picture books as inspiration, as well as our class read aloud, The Ancient One, the students brainstormed ideas, and explored the parts of a story. Each child created a prewrite planning sheet that included characters, setting, and key events that develop the problem and solution. As students began the drafting process, they participated in mini-lessons about using dialogue and transitions, using descriptive words and paragraphing. The children went through a three-tiered editing process that included self-edit, peer-edit, and teacher-edit. After weeks of hard work, the students published their stories and added illustrations.

Dashiell became a more fluent writer this year. He was thoughtful when drafting, worked to compose his ideas in an organized manner, and apply conventions such as punctuation and paragraphing. Because he thinks a lot during the writing process, he does not always produce as much as some of his peers. Typically, this is not a concern, as he produced quality work most of the time. A goal for Dashiell is to incorporate more of his creative side and take more risks with his writing. His tree story is a sweet tale of a family who saves a tree by creating a treehouse to live in instead of cutting it down for wood. Dashiell was inspired by some of the tree stories we read aloud in class, but was able to apply his own, unique spin. His tale reflects all the elements from the mini-lessons and the process gave him experience with self- and peer-editing. During the final editing stage, Dashiell worked with a teacher to fill in some questions about the story that a reader may have and embellish the ending to feel more complete. He received feedback with a smile, hearing suggestions while able to make his own final decisions. The published final draft is a wonderful example of what Dashiell is capable of and an achievement in which he should feel proud!

MATH

NUMBER SYSTEM

Represents and solves two-step addition and subtraction story problems to 100.	P		Uses addition to find the total number of objects arranged in a rectangular array.	P
Demonstrates fluency with addition facts to 20.	D			

NUMBER & OPERATIONS IN BASE TEN

Understands that the three digits of a 3-digit number represent amounts of hundreds, tens, and ones.	P		Adds and subtracts 3-digit numbers using models, sketches, and/or numbers, and explains strategies for doing so.	P
Uses symbols $>$, $=$, and $<$ to compare two 3-digit numbers.	P		Mentally adds and subtracts 10 or 100 to or from numbers 100-900.	P
Adds and subtracts 2-digit numbers accurately and efficiently, and explains strategies for doing so.	P			

MEASUREMENT & DATA

Tells and writes time to the quarter hour.	P		Locates numbers on a number line and can add and subtract on a number line.	P
Estimates and measures length using metric and customary units.	P		Solves money word problems involving dollar bills, quarters, dimes, nickels, and pennies.	P
Measures to find out how much longer one object is than another.	P		Constructs and reads picture graphs and bar graphs, and solves problems using the information in a graph.	P

GEOMETRY

Recognizes and draws 2- and 3-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons, and cubes.	P		Divides circles and rectangles into two, three, and four equal parts, and describes the parts using words like halves, half of, thirds, a third of, fourths, quarters, a fourth of.	P
Develops strategies for calculating area.	--			

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MATH (continued)

MATH TEACHER COMMENTS:

This spring, the Loowits focused on measurement. Through a series of problem solves measuring with their own “kid feet” and paper cut outs of “teacher feet” the children discovered the importance of using a standard unit to measure items. From here, the children jumped back to “Giant World,” this time thinking about *Jim and the Beanstalk*. In *Giant World*, the kids were introduced to “inchworms, footworms, and yardworms.” They practiced taking accurate measurements using the inchworm rulers they made in addition to classroom rulers and yardsticks. They also learned about equivalencies between measuring units (12 inches = 1 foot) and had many opportunities to make conversions between inches, feet, and yards. Lastly, the children started to explore the concept of ratios and proportional reasoning. Again, in *Giant World*, the children were asked to look at pictures and see, “The giant’s door is as tall as five bricks; one child is as tall as one brick; three children are as tall as one shovel...” This thinking lays the groundwork for multiplicative comparison expected in later grades.

In preparation for Gardner Market, the Loowits explored money for a few weeks. The class began with a review of the various coins. Students observed what is on each side of a penny, nickel, dime and quarter and how much each coin is worth. Students then used the coins in a variety of ways to make different amounts of money, and played several games that practiced adding mixed coins. The week of the market, the class set up a practice market in class. Students got to practice buying, selling and making change, using the actual prices they created for their real goods and services. During the market they got to really buy and shop! In the days after the market the business owners counted their booth’s earnings, and determined their charity donations. Many students participated in a challenge to estimate and calculate the class’s total donations, which included adding 24 numbers together!

Dashiell is an excellent mathematician! He has many efficient and solid strategies under his belt that he uses to solve a variety of math problems. A clear thinker, Dashiell easily explains how he solves mathematical questions to others both verbally during discussions and on paper with words, numbers, and drawings. A careful thinker, Dashiell takes his time and does not rush through his math assignments, making sure he has given each problem its own individualized thoughts and attention. A co-thinker, Dashiell works wonderfully when he is paired with children for math games and assignments.

During our measurement unit, Dashiell demonstrated his ability to accurately measure items in inches, feet, and yards. Dashiell understood when it would make sense to use each measuring unit, (for example, use inches when measuring a pencil). He also understood unit conversions (i.e. 2 feet = 24 inches even though the numbers are not the same). Dashiell did well with our money unit in preparation of Gardner Market. Dashiell was able to accurately count mixed collections of dollars and coins during his math assignments.



Spring Term

2017-2018

Student: Dashiell Weiss

Classroom: Loowit East - 2nd Grade

Homeroom Teacher: Jackie Taylor

MATH (continued)

He also did well figuring out how to make change during our practice mini-Gardner Market. Paying attention to all of the details, Dashiell organized and counted his and Ben's Gardner Market earnings the following math class.

Keep up Dashiell's mathematical thinking over the summer by having him participate in the math challenges we have in our lives everyday, such as buying groceries at the supermarket, measuring materials for building projects, and keeping a time tally of his summer reading minutes.

SCIENCE

SCIENCE KNOWLEDGE & SKILLS

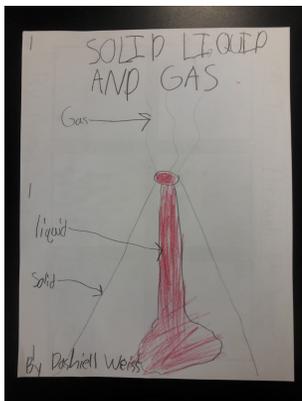
Can explain what a solid is using mass, shape and volume.	P		Can explain what a liquid is using mass, shape and volume.	P
Can explain what a gas is using mass, shape and volume.	P		Can explain the water cycle.	P
Can explain what photosynthesis is.	P			

LIFE & LEARNING SKILLS (IN SCIENCE CLASS)

Respects others and collaborates effectively.	P		Listens attentively.	P
Shows perseverance.	P		Strives for quality and accuracy.	P

E (Emerging) consistently needs assistance, D (Developing) sometimes needs assistance, P (Proficient) consistently independent, -- not yet observed or covered

SCIENCE TEACHER COMMENTS:



Upon returning from winter break, Loowit, started to explore solids, liquids, and gases. We defined mass, volume, and shape. We then looked at each state of matter and how its shape, volume, and mass was defined. We sorted solids by mass, as well as, liquids. We looked at what happens when solids and liquids interacted with each other. We thought about gases and how they must have mass as they exist, but their shape and volume are whatever container they are in. We then moved onto looking at the water cycle and thinking about what state of matter water is at in each part of the water cycle. We ended the year talking about what plants need to live and then learning about photosynthesis and the specific things needed for photosynthesis to work.

Dashiell, continues to enjoy attending science. He continues to quickly grasp ideas and enjoys sharing his thoughts during class discussions. He is very social and is successful with working and visiting. However, some of his peers are not as successful with doing both visiting and working. He is willing to work with any of his peers, and is able to stand up for his ideas. He is also willing to compromise to get the activity finished so he can explore on his own with the supplies.

SPANISH

Spanish Teacher: Maria Flores

VOCABULARY

Recites months and days of the week.	P	Uses vocabulary for parts of the body.	P
Knows common weather expressions.	P	Uses vocabulary for animals.	P
Counts to 50.	P	Uses vocabulary for family members / parts of home.	P
Writes numbers 1-10.	P	Uses vocabulary for classroom objects.	P
Writes basic colors.	P	Uses vocabulary for clothing.	P
Identifies basic shapes.	P	Uses vocabulary for fruits and vegetables.	P
Integrates thematic vocabulary and concepts.	P	Understands spoken verbs: <i>ser, tener, and gustar</i>	P
Converses by answering simple questions and using basic greetings.	P	Expresses basic feelings.	P

GRAMMAR

Knows the difference between feminine and masculine.	P	Uses the the pronouns <i>I</i> and <i>You</i> .	P
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PRONUNCIATION

Uses proper pronunciation.	P		
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LIFE SKILLS (IN SPANISH CLASS)

Has a positive attitude.	P	Accepts responsibility for own behavior.	P
Respects others and collaborates effectively.	P	Respects personal and community materials.	P

LEARNING SKILLS (IN SPANISH CLASS)

Listens attentively.	P	Sustains focus on task at hand.	P
Takes initiative and works independently.	P		

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SPANISH (continued)

SPANISH TEACHER COMMENTS:

During the spring term, the students have reviewed basic concepts and learned through song, playing, and being active. Additionally, we integrated the Thematic study, “forest,” and learned vocabulary for the different parts that make up a tree.

The students have begun reading and writing small paragraphs, which has helped increase their vocabulary, pronunciation, and listening skills. As always, we got to delve into the Mexican Culture and their holidays by discussing “Cinco de Mayo” and the real meaning behind the celebration.

The Loowit groups are amazing and very enthusiastic with almost everything regarding class. By implementing projects and crafts, it holds interest and attention with learning this new language and encourages students to interact with one another. I have absolutely enjoyed working with them, and watching them accomplish so much!



Dashiell continues to be an active participant, who's always ready and willing to learn something new or to simply practice his Spanish skills! He has this attitude about learning that spreads around him, making his classmates more interested in class activities. He's always ready to learn and take part in class activities. Dashiell loves to read books and write new words, short sentences. He always works very hard in everything he puts his mind to. I'm proud to say that Dashiell has made a huge step, as he is now able to retain small stories and songs. Have an awesome summer!

ART

KNOWLEDGE & SKILLS

Color Theory: Knows primary colors and how to mix secondary colors.	P		Elements of Design: Understands the meaning and use of texture.	P
Color Theory: Understands the difference between warm and cool colors.	P		Elements of Design: Recognizes geometric, irregular, and symmetrical shapes.	P
Elements of Design: Demonstrates how to use various types of line.	D		Craftsmanship and Quality: Demonstrates developmentally appropriate fine motor control.	P

CREATIVITY & COMMUNICATION

Displays imagination and resourcefulness in solving art-related problems.	P		Uses art as language to express self.	D
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CONNECTIONS: ART HISTORY & CULTURE

Displays interest and awareness of master artists, their styles and their work.	P			
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LIFE SKILLS (IN ART CLASS)

Has a positive attitude.	P		Shows perseverance.	D
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LEARNING SKILLS (IN ART CLASS)

Listens attentively.	D		Sustains focus on task at hand.	D
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ART TEACHER COMMENTS:

The Loowit art students are lively and enthusiastic. They keep the art room abuzz! They continued their studies of the elements of design with the focus on LINE, SHAPE, COLOR, and TEXTURE. Thematic studies revolved around Northwest Coastal Indians and the students drew their *Spirit Animals*. The students created their own versions of traditional button blankets with their spirit animal featured on the back of the robe. They also learned about Emily Carr, a premier painter of the Pacific Northwest. The students created gorgeous watercolor paintings of forest trees that imitated her style.

As spring approached, the students used acrylics to create delightful tree paintings on small canvas boards. In addition, they sketched their adopted trees on campus and also various landmarks on the school grounds. They created wonderful watercolor paintings from their drawings and constructed a big map of the campus.

It wouldn't be spring in Loowit without tie dyeing t-shirts for their field trip to Mount St. Helen's.:-) Since blossoms are a sign of spring, the Loowit students learned about Picasso's *Bouquet of Peace* poster and created their own posie with tracings of their own hands holding the flowers.



In keeping with The Gardner School focus on the multiple intelligences, the art projects incorporated the development of spatial (drawing/painting), interpersonal (auction project, signs), mathematical/logical (color mixing), naturalist (forest paintings), bodily kinesthetic (fine motor control).

Dashiell brings smiles and energy to art class. He seems to enjoy all the varied art projects. He's very friendly and social so sometimes he needs a guiding hand to help him focus. He seems very responsive to redirection, so that's good. :-) When Dashiell gets stuck he is not hesitant to ask for help.

In his self-evaluation Dashiell commented that watercolor was his favorite medium this past term. "I love to paint." He also wrote, "I think my most successful piece was the landmark because it looks like the real monkey bars." I'm happy that he takes pride in his work!

I enjoy working with Dashiell and appreciate his respectful manner and positive outlook on life.

MUSIC

VOCAL SKILLS

Participation in singing.	D		Memorization of songs.	P
Singing in tune.	D			

RHYTHMIC SKILLS

Keeping a steady beat.	P		Memorization of rhythmic patterns.	P
Reading rhythms.	P			

XYLOPHONE SKILLS

Demonstration of correct instrument technique.	D		Personal engagement.	P
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LIFE SKILLS (IN MUSIC CLASS)

Has a positive attitude.	P		Accepts responsibility for own behavior.	P
Respects personal and community materials.	P		Shows perseverance.	D

LEARNING SKILLS (IN MUSIC CLASS)

Listens attentively.	D		Displays flexibility and willingness to take risks.	P
Takes initiative and works independently.	D		Strives for quality and accuracy.	P

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MUSIC (continued)

MUSIC TEACHER COMMENTS:

The Loowit students had a great year in music! They are full of energy and enthusiasm that is welcome in the music room. The Loowit music curriculum is full of songs, games and instruments that the students enjoy each day. They have spent their time having fun and building many musical skills.

Throughout the year the Loowit students have played the xylophones. They learned the proper mallet technique including the rest, ready, and play positions. Most of the time, if not all of the time, the students learned each xylophone part in a song and rotated around the instruments to play them all. They also took turns being the singers and dancers.

In addition to learning songs, the Loowit students also learned to improvise on the xylophones. They were given criteria or structure to help them in this endeavor. The highlight of this unit was using improvisation to create their spirit animal songs during the Native American thematic unit. Each student also wrote the lyrics to their own part of the song.

The games played throughout the year strengthened musical skills such as steady beat, singing in tune, playing together as a group, and reading rhythms using the ta and ti-ti method. The Loowit students have learned the quarter note (ta), two eighth notes (ti-ti), the quarter rest (sh), the half note and the half rest. Ask your child about the dice game. It's one of the favorites!

In the Spring, the big musical event was the talent show. The Loowit students enjoyed coming up with their own ideas of what to perform both individually and as a class. Loowit East decided to choreograph their own dance to the song "Shake it Off." They worked together to create a dance that everyone liked. Then they had some great ideas for props. They made the props in Art class and had a fantastic time incorporating them into their dance. This group worked together very well, which isn't always easy. They performed beautifully for a very appreciative audience!



Dashiell did well in music this year. When asked about his favorite thing, he said, "My favorite thing we did this half of the year was talent show because I got to perform an individual act and we did really good in our class act." Dashiell's performance of *Hey Jude* on the drum set brought the community together in a way that I will never forget. It was a beautiful "Gardner" moment! When asked about his strengths, Dashiell replied, "I'm good at xylophone music because I've been playing it for a really long time." Dashiell is a good student and a pleasure to have in class.

P.E.

ENGAGEMENT

Tries new activities easily.	P		Manages self constructively when outcomes not in their favor.	P
Collaborates well with others.	P		Shows willingness to take risks.	P
Applies instructions to activity.	P		Participates actively in structured activities.	P
Displays good sportsmanship qualities.	P			

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P.E. TEACHER COMMENTS:

Choice | Decision | Execution | Reflection

Students have full choice on how they want to approach the beginning of each class. We start off in the great room, outside, or in the wetlands. From the hot summer in August to the freezing start of the new year, the students are able to be out in nature and grow more capable and confident in themselves. They choose to spend their time playing, creating, dancing, investigating and exploring the changing environment around them. The emphasis during this time is play, safety, and choice.

In Loowit the students enjoy a variety of games. Through games the students are able to practice the overarching goals while immersing themselves in imagination and excitement. A continued focus on individual activities that are not team-result oriented allowed the students to engage at their own pace and problem solve while not having to rely on others. These activities foster development in components such as; creativity, problem solving, initiative, risk taking, independence, and responsibility. They are free to engage in the activities differently. During a game, students approach it using their different strengths and intelligence(s). A naturalist may rely on their comfort with nature and hide in different areas, interpersonally intelligent students tend to rely on their social skills, while the bodily-kinesthetic might stay on the move and be evasive. The process in which students choose how they want to approach the game, make decisions, act on them, and then constructively reflect on their results helps create more confident, decisive, and intelligent people. Students are learning how to apply instructions and rules to an activity. All activities continue to develop the students' physical abilities which include stamina, balance, coordination, agility, speed and strength.

Team-based result games were a focus this later part of the year. Students learn how to collaborate, trust, play a role, communicate and process working with others to achieve a common goal. The reflection piece of the overarching goals is emphasized during this time. The students begin to gain an understanding of winning and losing (learning) to help them continue to attempt and try again regardless of the result. The games are fun, exciting, and sometimes complex to better motivate students to be active and engaged. All activities continue to develop the students' physical abilities which include stamina, balance, coordination, agility, speed and strength.

Dashiell is always a pleasure to work with. Dashiell's attitude and engagement has stayed very consistent throughout these past years. He's always engaged and tries to get the most out of each activity whether it is choice time or a structured activity. He prefers to be fully active and is thriving with the more complex activities that were introduced this year. Dashiell spends his choice time usually in a game with friends but can sometimes be found investigating things in nature. His positive attitude and strong sportsmanship makes him a sought after teammate in games. I look forward to working with him next year.

