

It's been a rocky couple of months for the children of room 24. Literally.

Rocks and minerals seem to have taken over the classroom. In a highly integrated study of this fourth grade topic, we have learned through a variety of activities.

Among them are: composition and memorization of a rap song, class assembly, field trips to Stevens Creek trail and a local rock store, baking of sedimentary and metamorphic cookies, using formatted paragraph structure to write about each group of rocks, breaking (yes, with hammers) rocks to determine

their composition, "reciprocal reading" (CELL strategy) of related books, math word problems involving Mount Rushmore and the Grand Canyon, hands-on classification using streak tests and the Mohr's Scale of Hardness, erosion experiments in the garden, acrylic paintings on canvas, and, finally, polishing of a personal rock through a 5-week tumbling process.

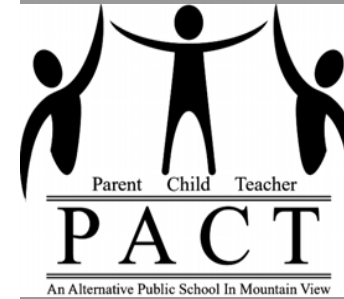
Many thanks to the following parents: Julie Perry, Andy Muonio, LaQuisha Beckum, Gloria Higgins, Janice Densmore, Helen Choy, Connie Tom, Janice Soderberg, Sara Sazegari and Sandy Bartlett.

### PACT Student Work

*This area is reserved for the work of the children in PACT. If your child has work they would like to contribute, please let Trish Morgan know ([trish.morgan@comcast.net](mailto:trish.morgan@comcast.net) or 650-964-6820)*

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PACT NEWSLETTER  
Committee, Classroom & Community News

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## Greater Slater

It is now confirmed that your Walkathon work will count towards Greater Slater! Yeah!

Many of you have also filled out forms about what other efforts you can contribute to Greater Slater throughout the year.

Thank you so much for that. I have been working independently on this project this year, so am a little delayed in getting back to some of you who have suggested interest in several areas. Some of you have been do recess, lunch, etc. activities all year, and that's great!

During the next few weeks I will send out some responses to some of you who made specific requests on your forms. In general, Nicki has said that the lunch hours are pretty well covered this year (with hired

assistance) so we may be asking some of you to help out in other areas like classroom tutoring, library, etc. Several teachers have put in their specific requests and I will be contacting some of you about those.

Out of the entire PACT family, I have found about 32 forms returned. Please fill one out if you haven't done so. If you need another form, I'll put some blank ones in the office available from Lanita. I would appreciate getting a form from everyone in the PACT family so I can let Nicki know where we stand on this.

Thanks again for all your efforts on behalf of Slater School! It is so important the entire Slater community work together to make the school year a success.



## Walkathon

I know it seems like the Walkathon is a distant memory, but not to the Walkathon committee. We have been counting sponsor money, reminding people to pick up silent auction items and turn in sponsor money, reading Walkathon questionnaires, and finishing handing out the raffle items. But now we are done. (Although if you have not turned in your sponsor money, please feel free to bring it in. We will keep accepting that.)

At this time, I wanted to give the Slater Community a final update of how we did financially and what changes the questionnaires came up with.

When we add up all the food sales, carnival game tickets, photo booth, silent auction, raffle tickets, T-shirts, and Walkathon

sponsor money, we brought in about \$21,500.

Combining everything we had to spend money on, including T-shirts, food, decorations, Polaroid film, carnival and lap prizes, we spent less than \$ 4,000, which is absolutely amazing. Our 2004 Walkathon profited over \$17,500.

This money will be used by the Slater PTA for all our children. Some of the items that PTA pays for include: Science camps, CHAC supplies, CSMA art and music, field trips, PE equipment, 5<sup>th</sup> grade graduation, Science fair, garden, Egan Scholarships, beautification, End of the year BBQ, emergency supplies, plus more.

## Room 6

Lori Kintz

Mrs. Jensen's class is bright and shining like a crisp fall day! Weather is our current science unit, so far we've explored how to measure the temperature and the wind, and have been keeping track of the daily weather on our weather calendar. In January and February we'll be looking more at air, and how it can affect the weather.

The 100 Book Challenge and The Red Book Bag programs have begun in earnest. We go to the library every Tuesday and are on the road to reading with all these activities. The 100 Book Challenge is a daily commitment for parents to listen to their children read. Books leveled for reading ability come home every night, and parents listen to their

kids read. 100 books are just the beginning; hopefully every kid will exceed the challenge!

We joined with Donna Campbell's class to create and enjoy an amazing Thanksgiving lunch with our parents. Broccoli Casserole, Cranberry Relish, Fruit Salad, Baked Sweet Potatoes and Apples, Corn Bread with Honey Butter, and Pumpkin Pie, all made by the kids, were on the menu. Baird Nuckolls brought the Turkey and orchestrated the arrangements. It was truly something for which to be thankful.

We so enjoyed our opportunity to go and see Seusical the Musical along with the other Pact K/1 classes. Look-

ing down into the orchestra pit to see the musicians was a huge highlight. The kids subsequently wrote about their favorite character.

The garden remains exciting. The Little Red Hen made her appearance and helped the kids turn the wheat that they planted last spring and harvested this fall into pancakes. Delicious!



Jean Moranda-Torres

## Room 3

The children in Sue Lampkin's class have been busy, busy, in these past couple of months. They continue to work on their number and math skills in hands-on ways: using beans with opposing colors on each side to shake (like jacks), and then create addition and subtraction equations based upon outcomes. The children have even begun to notice which combinations come up most frequently.

The children have also been working on their writing and phonic skills in their Kidwriting activities. The kinders are beginning to recognize and record the sounds that they are hearing in the words they chose to express their thoughts. The first graders are becoming more confident in their writing and are really putting a good deal of thought into which words and sen-

tences best express their ideas! As these ideas are their own, their motivation to write grows and grows!

Another center area that has generated much rich hands on learning is the gardening activities. Andy Fenselau (Nick's dad,) has been working with the children in the garden. He reports that after learning about how plants, soil, weather, birds, and critters all work together to make a happy, healthy growing garden, each of the kids chose their own "pet plant." They chose from a range of season-appropriate vegetables (for us to enjoy in a future cooking session) and flowering plants (for hummingbirds and bees to enjoy). Each group then prepared their garden beds by weeding and raking (and learned why this is important) and planted their plants. After several weeks, we are

now discussing why some plants are doing well, why others are sick, and how and why sick plants do what they do to stay alive. We are also exploring lots of the bugs and worms and slugs in our little ecosystems as we maintain the beds. The children have also been exploring more isolated gardening through their indoor "nursery." The other morning several children rushed over to the planters holding new grass. Harry Bratt (Rachel's dad) was pointing out how the grass was growing towards its available light source. The children were truly excited to witness this.

...Just a few of the on-going activities happening in room 3 that are bringing learning to life for the children! Have a wonderful holiday break!

## Room 8

Paulina Monaco

Understanding the history and structure of our government is the current social studies goal in Room 8. Students in Mrs. Ross' class have begun with an early example set by the Native American Indians in the 1500s. The children learned how the Iroquoise established the Great Council, a forum designed to settle conflicts within the five Iroquoise tribes. From that they transitioned to the Mayflower Compact established in 1620 and signed by all those aboard the Mayflower. This too was an agreement among the first pilgrims to establish their own government, vote for their own leaders, and write and

abide by the laws they approved. Students are learning that these examples were some of the many that influenced our early American fathers when they established the governing guidelines of our country. Mrs. Ross has now begun to focus on the structure of American government, a democratic form with checks and balances among the three branches. What great stuff!

As you can imagine, our early American history properly lends itself to a study on immigration as well, and discussion of why people from different times and cultures

have made America their dream and their destination. It was a perfect opportunity to highlight the cultural diversity of Room 8 itself as a beautiful example of the American identity. Thanksgiving was a great holiday to circulate upon the theme of coming to a new land, and the children embarked on a study of Pilgrim life from the perspective of pilgrim children. It has been a rich experience and one that sparks conversations at home as they bring all their newfound knowledge to bear, reminding us parents too, of our unique heritage.



## Room 12

Judy Levy

Room 12 kids are embarking on a very cool project – they're engaging in an engineering project to build a scale model of a park. Under Yvonne Wilson's excellent guidance, the kids will complete this multi-week project simulating much of what 'real' engineering teams experience. The kids learned about the main stages of an engineering project (conception, design, building scale models, presentation, building the project).

They were divided into teams and each team became responsible for different sections of the park. As a basis for their design, they went to Creekside park to note and measure the layout and facilities. They also

surveyed their families and fellow students at Slater to determine what elements should be in a park. After analyzing the data, each team started designing their park portion. Using grid paper and transferring their original park measurements from meters to smaller units, they laid out their designs. The kids are now in the process of building the models.

Throughout this project the kids have had to collaborate – to design an attractive and useful park and to ensure each section will fit well together. When finished, the kids will make a presentation not only to their parents but hopefully to a Mountain View Park Planner as well. They'll finish up the project with a fieldtrip to downtown Mountain

View focusing on the 'historic' sections as well as a visit to City Hall and the Planning office.

As for the other parts of the school week, the kids are really enjoying their literature circles – the "Fudge" series and *The BFG* are quite a hit! For science they have been studying sound. As part of this unit, the kids saw the Lincoln Center Afro-Latin Jazz Orchestra at Stanford. Not only was it a great concert, but the children got to investigate how the size and shape of instruments affect the pitch and tone. They capped off their time at Stanford with a tour of Hoover Tower.