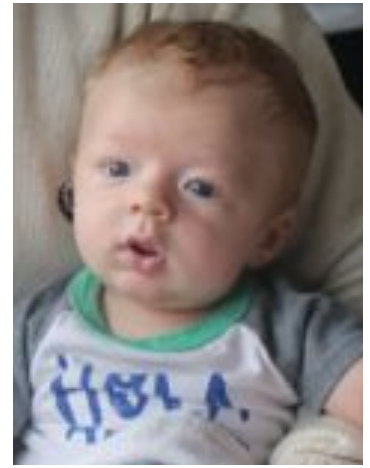


Hello Parents,

I'm back! In case I haven't seen you or if you haven't heard me gush about the newest addition to our family, here he is: Ronan Everett Keeler, born on Halloween at 9:53 pm; 8 lbs and 15 oz of pure baby bliss. While I had a wonderful time bonding with this little man, I am excited to be back as we continue to making strides towards our mission of: "High achievement for ALL through STEM integration!"



Here is a peak at what we have been up to the past few weeks:

TK:

Our TK students have started a new unit on Plants. In this unit, they will focus on the roles of each part of the plant and what plants need in order to survive. They will rotate through STEM stations each week, learning and discovering everything they can about plants. For our introductory lesson, students briefly learned about each part of the plant, and then they created their own



plant and labeled all the parts. Next week, we will focus on seeds and we will even plant some seedlings in the garden!

Kindergarten:

Our Kindergarten students are just finishing up their unit on weather. During which, they tracked the weather conditions in Los Angeles, learned about temperature, and investigated the warming effect of the sun. To culminate this unit, students had to engineer a shade structure for their monster to keep it cool. After students finished building, we took their shade structures outside to test them out. Next up,

students will focus on the plants and animals in Discovery Park as they learn about their needs for survival.



1st Grade:

Our 1st graders are finishing up their unit on the patterns found in plants and animals. They have studied how adult plants and animals can look similar, but not the same as their young. They have



learned about the behaviors of adults and their young that help their young survive. Additionally, they have looked at unique features of plants and animals in order to engineer solutions for humans so we copy things we see in nature! Here are pictures of their Art in Action biomimicry masks and their biomimicry engineering designs!



2nd Grade:

Our 2nd graders are just finishing up their unit on Earth Science, where they have been studying landforms and bodies of water. They also have been learning about slow and fast changes that occur on Earth. As a culminating task for this unit, students are designing a solution to prevent wind and/or water from eroding the land. Then, they are going to compare their design solutions and research what real engineers are doing to tackle the problem of water and wind erosion. Here is a picture of erosion testing in action!

3rd Grade:

Our 3rd graders have been studying so many fun aspects of life science! They have learned about heredity and traits. They have explored habitats and the adaptations of animals/plants in those habitats. They have discovered what traits are desired for survival of a species. With this wealth of knowledge, the students have engineered a Super Animal, whose adaptations will allow it to survive better in a

habitat than someone else's Super Animal...

hopefully! Stay tuned to find out as the students are currently working on their: "Who Would Win? Books to discover which Super Animal has the most desirable adaptations!

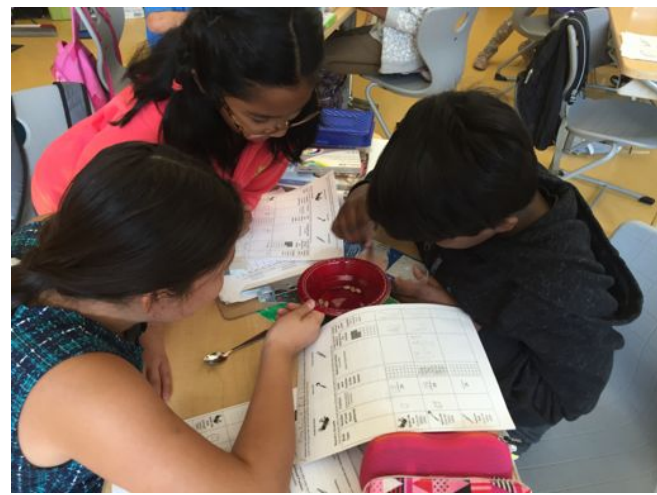


4th Grade:

Our 4th graders have been learning about the internal and external parts that animals have the support their behavior, ability to grow, reproduce, and ultimately, thrive.

They conducted an investigation on the effectiveness of different tools at picking up an

object. They were able to see how obtaining adequate amounts of food relate to being able to grow, reproduce, survive, and ultimately, thrive. Next up, they will be working more on their Field Guide of Discovery Park, and the Freshwater and Saltwater Marshes.



5th Grade:

Our 5th graders spent a few months discussing ecosystems, specifically the cycling of matter within and ecosystem and

the roles of each member of an ecosystem in helping sustain it. They are now geared up and ready to apply this information, in addition to what they have learned in social studies on colonization, to the creation of a fully sustainable colony on the Moon or Mars. They will engineer their own colony that is capable of maintaining human life for the foreseeable future. Of course, they must consider what it takes to make a community run effectively, in addition to, an analysis of the environment on their chosen destination, in order to complete this task.

As you can tell, the teachers and students have been very busy while I was away, integrating some exciting STEM projects into their curriculum. We look forward to seeing you at Open House on March 17th, 2016, where each classroom will highlight an engineering design activity that their class completed as a part of their STEM unit.

Take care,

Kelly