

The SMASHing Friday Letter



smash@smmusd.org

LAST FRIDAY LETTER OF 2018!

December 14, 2018

WINTER BREAK

MONDAY, DECEMBER 24 through TUESDAY, JANUARY 8

Monday, January 7 is a pupil free day for SMASH



Dear SMASHing Parents,

Calling any parent who is available/willing to help Alex one morning a week 8:15-8:40am at the 5th Street Valet gate. Anyone, anyone? The goal is to make sure the driveway is clear as students cross the staff parking lot into school, to respectfully remind drivers they cannot park in the loading/unloading zone, and to help students safely and quickly get onto campus. If you have one morning a week to offer, Alex and I would be very grateful.

Shout out to everyone who has been getting visitor badges! Thank you for complying with our current drop off/dismissal procedures. Please know that we will take feedback about the updated drop off/dismissal procedures at the January PTSA and Site Council meetings. I will share the feedback with the Superintendent's office, and we will see if there is anything that should or can be tweaked.

It's been great seeing everyone at all of the different shares/performances this week (and even more next week). There is no Friday Letter 12/21, so wishing you all a wonderful Winter Break and special New Year celebration.

Jessica



SMASH Site Council Agenda

Wednesday, December 19, 2018 3:15 PM in Anne's Room (#415)

Adopt Agenda

Approve minutes of last meeting

Community participation

Reports and Announcements (regular agenda items)

Principal's Report:

Student Reports

Community Organization Reports (to include but not limited to the following):

PTSA

Student Council

Other

Old Business: none

New Business: Freda Rossi gives overview of the District's Family Engagement Framework and a timeframe for activities/events related to implementation at both District/Site level.

Community participation (if applicable)

Adjourn

Next meeting dates for 2018-19: 1/23/19 - focus on SMASH/Muir safety plan, 2/27/19, 3/27/19 - Site Council election results, 5/8/19

CORE 1 NEWS

PARTNERS

Partner writers have continued to draw and label personal narratives. This week they were encouraged to write new stories about wow! moments in their lives; these are memories they want to hold on to. When a wow! moment happens (losing a tooth, giving a gift, meeting a friend, trying a new food) you can help your child identify this as a writing opportunity. This week, we added more snap words to our list. These are words that we encounter frequently in our shared reading that we read in a snap and don't segment. I am assessing reading individually this week and next. It is exciting to see children acquiring skills for independent reading. This week we added a new math game called Roll and Record. Using 2 dice and a recording sheet, the children find the sum of the two numbers they roll and record the number on a graph. We use the words adding and joining interchangeably. Some children count the sum by counting each dot on both dice starting one; other children count on from the first die; and other children see the two dice and recall the sum.

BIGS

This week the Bigs received new writing journals for one more form of daily writing practice. They are getting their pencils to paper and including the date, page number, and some expository writing about their life. This structure will give me many opportunities to teach into what each child is working on as a writer and to have more one-on-one and small group writing conferences. This week I am also doing reading assessments on each student to continue to differentiate their reading instruction. In math, the Bigs have been working on fluency of their math facts for equations within 20. See your email for photos of our new classroom furniture, how it positively impacts learning, and how much fun the whole Core had with the boxes!

MENTORS

This week in writing, the Mentors have focused on making sure their writing is easy to read. They learned to use the words they know how to spell to help them spell hard words by: 1. Think of a word you know how to spell that is sort of like the hard word (strange sounds like strong) 2. Ask, "How are they the same? (they both begin with str). In Math Workshop they continued working with place value to identify hundreds, tens, and ones in number like 149, 258, and 564. During independent reading, the Mentors spend time reading fiction and non-fiction text. As a whole group, they studied features of non-fiction text. They learned to look at the WHOLE page to figure out what new keywords mean. The Mentors take pride in their learning environment and demonstrate the R in CARES (responsibility). Please ask your child what his or her assigned job was this week.

Congratulations to Core 1 on a bountiful harvest- literally and metaphorically! We couldn't have done it without our fantastic parents. Thank you, Parents, for making the first part of our school year absolutely wonderful. Although we have one week of school left, this is our last Friday Letter of 2018. We look forward to a joyful 2019.

Upcoming Events:

- Monday, December 17: Whole School Art and Drama Share Day, Core 1 shares from 9:00-10:30 in the Art Bungalow adjacent to the John Muir Pre-School and Kindergarten yard
- Friday, December 21: Whole School Assembly led by Core 4 from 8:45-9:15 in cafeteria

Core 1 Team

Graciela, Nadja, Chrysta, Alex, Alejandra, Juana, Marcus, Coach Angel

Graciela: gbarba-castro@smmusd.org

Chrysta: cpowell@smmusd.org

Alejandra: asantini@smmusd.org

UPCOMING EVENTS:

- Our Drama Share will take place in the classroom on Monday, Dec. 17th from 2-3 p.m.
- Winter Break is Dec. 21 at 1:30 p.m. to Jan. 8 at 8:30 a.m. (Jan. 7 is a “Pupil Free Day.”.)

Reflecting on our Autry Share - Part One

This year, Core 2 is exploring the Guiding Question: Why do people migrate? This week, the students were able to share all of the hard work and thinking that has gone on during the first part of this exploration. After visits with Autry educators, a visit to the Autry museum, and interviews their families, the students grappled with big questions and ideas about migration. They figured out how to share their literal and abstract understanding of their families’ migration stories in variety of medium: written interviews, sculptures that symbolized the emotions tied to their families’ migration experiences, visual representations of the pushes and pulls, and six word stories that shared the essence of their families’ stories. Thank you for coming in on Wednesday! We appreciated it!

Through this project, we encouraged our students to be curious, ask questions, and listen deeply. Our hope was that we could help them build empathy for their families, for each other, and for others and strengthen their awareness of our shared humanity. In our debrief, the students reflected and we wanted to share their smart thinking with you.

- “When my grandma told me the story, I was thinking, ‘Woah! I didn’t know that.’ I was surprised that really happened.”
- “Traveling through certain circumstances can make or break people.”
- “Everyone has a different story/perspective, even if they’re driving in the same car.”
- “I think it is very hard to migrate.”
- “I think it is much more complicated than it seems.”
- “Now I know that migration is not just packing and leaving. Some people could be pushed out of their homes and other things.”
- “Well, at first, I thought that it was just moving. But now I think very differently. I think of it as pushes and pulls.”
- “I learned that every family has their own story about migration.”
- “Lots of challenges. I didn’t know that people immigrated.”
- “I think that it really made me a different person then I was before the share and now I know a lot more than I did.”
- “I think that migration is not just driving in a car and just driving around. Now I think it is experiencing the moment and enjoying it.”
- “It is really hard and sad to move.”

Core Two finished up mindfulness class by making personal glitter // calm down jars. The students learned over the course of this series about how using their senses helps them to calm down when they get overly excited, overwhelmed or stressed and how using their senses brings them back into balance where they feel steady inside. From this place they are responsive and flexible instead of reactive and ridged and can make better decisions. We spent many weeks talking about gratitude, compassion, self-compassion, kindness and gratitude and the ripple effect of these practices. Now Core 2 students have a personal tool to use to bring themselves back to balance to be able to tap in- to these valuable practices.

This jars can be used in moments of high stress to help students and parents to settle and also as a daily practice where a family member shakes it and watches it settle once / day. You can put the jar on the dining room table and shake it before each meal, first thing in the morning or before bed. The more the parents use this with their kiddo the more it will help everyone.

Simply shake, watch it settle and breathe - in silence. If your kiddo wiggles or talks simply model, breathing and watching until all the glitter settles. They will (eventually) follow your lead.

Thanks,
Ashley

National Geographic Bee

The National Geographic Bee finals will take place next Thursday at 12:30. Finalist’s parents are invited to attend. Students can also invite two student supporters into the room.

Warmly, Christian and Sarah
Christian: ccarter@smmusd.org Sarah: sdaunis@smmusd.org

CORE 3 NEWS

5th Grade Math

This week, we've been learning about fraction and percent equivalents. We're using visual representations to see that $50\% = \frac{1}{2} = \frac{2}{4} = \frac{50}{100}$. We will continue exploring equivalents so better understand the multiple ways to represent fractions, percents, and eventually decimals. Our mathematicians have also had fun playing "Guess My Rule" in which we have a small number of students stand and someone chooses a physical characteristic of the group to have others guess. For example, in a group of 8 students, I might say 2 out of 8 or $\frac{1}{4}$ or 25% of the group fits my rule. Kids guess the rule that might be true. Is the rule for people that are wearing shorts? Is the rule for people who are wearing blue?

6th Grade Math

This week we worked through the first investigation in Decimal Ops. The decimal problems have been challenging for students. Especially those involving multiplication and division. Please try to do the family problems with your child at home to review the concepts.

Literacy

This week we're finalizing the drafts of our PICTURE BOOKS, making sure that our story is good enough to stand alone without illustrations. This is hard work for our writers because we have to use the knowledge that simple stories are actually quite complex. Characters need to be brought to life in words. Actions and emotions need to be exaggerated and descriptions should be concise and lively. After Winter Break, we will use story boards to sketch and determine our page layout. Have any expertise in drawing and willing to share with Core 3? Please contact Jayme to set up a time to come in to our classrooms to share your illustrator tips.

ART SHARE

Please join us on Monday, December 17 at 11:30am, in the Core 3 classrooms, to see the plays that we've been working on!

Social Studies

This week students started putting together their informational books on ancient civilizations. They will continue working on these next week and for a week or two after winter break. We are planning a share for late January.

Family Problems

Monday – NO HW because no math due to art share

Tuesday – Page 34, #1

Wednesday – Page 34, #7

Thursday – Page 35, #s 10, 11, 12

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Erin: ehaendel@smmusd.org

Santa Monica High invites
the **Class of 2023** to

SAMO EXPERIENCE



JANUARY 28, 2019 5:30 - 8:00 PM

**COME LEARN WHAT SAMO HAS
TO OFFER THROUGH:**

- GENERAL INFO ON ATHLETICS, HONORS COURSES, SPECIAL EDUCATION, DEPARTMENTS, etc.
- BREAKOUT SESSIONS
- VISUAL PERFORMING ARTS PREVIEW

a night not to miss...

SMASH

Middle School



Winter Concert



December 20, 2018

6:00 PM

Cafeteria

We look forward to sharing these performances with you!

Ms. Spike Gravelle, Mr. Kibler, Mr. Rowles, Mr. Mullen

Accompanist: Mary Harper