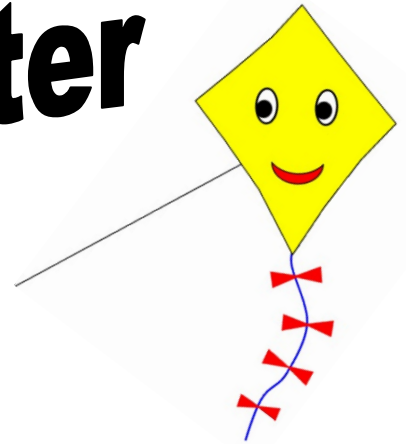


K.I.T.E. Newsletter

2017



Hello K.I.T.E. Families,

The curious minds of your wonderful children have been moving at “full speed” this week. It was obvious the children had a lot of fun with the theme, “**Imagination Station**”. So much learning has been going on; you would be astonished! In addition to the spectacular two-day Domino Extravaganza, here are some things that the groups want to share about their week!

The **Dunedin** class took a journey through literature that inspired their creativity. On Monday, the children were greeted with an enormous box! They read the book *Not a Box* by Antoinette Portis, which opened the door to so many options! Sticking with the transportation theme, they suggested maybe it could be transformed into a rocket ship, or a palace, or an airplane? No... The Dunedin class decided the "not a box" would become a TIME MACHINE which can transport you to anywhere and any place! They researched the different people (or creatures) they wanted to be and found out some historical information about them, created costumes, and took a step back in time! Some other great literature they explored this week was a three book series by Aaron Becker. The beautiful wordless picture books *Journey*, *Quest*, and *Return* took their imaginations through various kingdoms on a magic carpets, hot air balloons and giant squids! Each book lead into the next, so they had fun predicting the plot of each story. *Return* was a surprise, when they learned that the main character's father entered the story line to try to find and rescue his daughter! All these helped their creativity to plan their Time Machine presentation for guests on Friday!

As **Grand Central** Terminal is the most famous train station in the United States, they focused on destinations within the U.S. They familiarized themselves with all 50 states using a variety a word games and puzzles. They've explored what parts of the U. S. are currently connected by rail, as well as plans for high speed rail in the future. They also compared the rail systems to systems in the bodies of living things, by making models of trees with phloem and xylem, to carrying "cargo" to important destinations as the plants carries out photosynthesis. They worked on an independent project, in which they chose a destination and researched it along with ways to travel there, and interesting places to stop along the way. Each child has created their own way to share what they've learned.

Haydarpasa: In true Turkish fashion, the group has been pulled like taffy in several directions. One direction was with the theme of transportation, especially involving the train, a symbol that can be romantic, nostalgic, familiar and also spiritual. They explored lyrics and stories involving trains, such as *Peace Train* by Cat Stevens and *Araby* by James Joyce, which they read as a script. The other was with the theme of imagination, also seen in these texts. Yet after brainstorming about issues in the world that inspire us or concern us -- ideas that pulled us in a surprising variety of directions -- these super students found common ground in focusing on *how our imaginations work*. So they sketched our visions and wrote stories and poems about these passions and concerns and then reflected on how they reveal the workings of the imagination. After all, our imaginations serve up a vivid stream of pictures that entertain, inspire, or worry us, combining what we know with endless "what ifs."

Helsinki: They learned about the country of Finland - including the culture, geography, and famous landmarks and people. They learned to speak a few words in Finnish (a very difficult language to learn). They created a paper mosaic of the Helsinki train station. Then they planned and recreated the beautiful Helsinki train station and landmarks using paper and recycled materials. Each day the children participated in problem solving team challenges in which they had less than 10 minutes to plan, create, and present: the tallest structure using just 2 materials (straws and paper clips), an 18 inch bridge (using file card and sticky dots), a new communication device, a new way to display toy trains, and a new Olympic event.

Kanazawa Each day the group was so excited to complete the "Challenge of 4." For example, each student received four of each of the following items: plastic cups, straws, spoons, and cupcake liners. Their goal was to make the tallest freestanding structure they could using only those materials and tape. This required students to think about which items stacked on top of each other the best, which materials were the strongest, and how to use the tape in a way to keep the structure from falling. Students also had the option of sharing ideas with others and working together to each create a tall structure. At the end of the challenge, we talked about what worked the best, what we had trouble with, and how we could use the materials differently to achieve our goal.

Liege-Guillemins : They geared up for an exciting week by first opening their minds and reading *If...* then taking an object and coming up with endless ideas about what it could be; a jelly bean, a hat, alien food, the beach. After sharing information about the group name and facts they learned about the culture of Belgium ranging from the flag to their amazing waffles, French fries and chocolates as well as the creation of Smurfs and saxophone, and that there are many tulips and windmills as part of the landscape along with the Atomium Iron Crystal. Creativity came out as they made their own poster to represent Belgium. After brainstorming favorite places in their a community, the focus was to create a community around a train station and train track, which included landscape, bodies of water and other natural items like rocks and grass. Higher level thinking like size, shape and texture of vegetation, mountains and oceans added detail. The goal was a way to have those ideas come to life! For example the glower garden started out as a 2D creation and soon morphed into a 3D one. They then added buildings as well as places every community needs and places we frequent often including the police and fire stations, hospitals, hotels, houses, library, airports, train stations, rec centers, stores and shops

of all kinds, and restaurants to name a few. They put together paper houses and shops of varying sizes and also made some of our which included a town hall, a flower shop, hotels, a pizza shop, and many more. They later designed train engines to take a spin around our tracks by train through our community stopping off at various locations. Of course, there will be tickets ready for guests to travel through their town when they arrive on Friday.

Milano Centrale had a room full of builders and helpers. They worked to design individual rooms that they would like to add to the Milano Centrale station to help others. Some examples included a multilingual information center, and a bike rental facility and a Minecraft room for kids who are bored on the train. They were required to research their topic on the computer or using books, write notes, and plan a space. They built a model or a detailed plan. Creative imagination was stimulated by reading the book "If." They each had to make up an imaginary sentence (ex. If eyebrows were corn) and then draw the statement with any medium. The children were encouraged to think outside the box and explain their choice. The whole week they practiced how to work together, compromise, and make an inclusive product, and using the Scientific Method allowed children to see failure as part of the creative process instead of something negative.

LUZ

The Luz-ites were researchers, readers, artists, costume designers, and even playwrights! They began the week sharing research on the Luz train station in Brazil. They read two Brazilian folk tales and voted on one to present as a play. They created masks out of papier-mâché, and decorated them with paint, glitter, and even feathers! Then they designed and made costumes for our characters. They worked cooperatively to write their folk tale in play form, and began rehearsing and revising! PS. Ask a Luz-ite to show you how to play Bola De Gude, a Brazilian children's game using marbles.

Kuala Lumpur

Each morning started with Brain Teasers which led students to challenge themselves to build a marshmallow replica of their train station. They then decided it would be fun to transform the classroom into Kuala Lumpur, Malaysia. They brainstormed exactly what elements of Kuala Lumpur and the surroundings that they needed to include in the mini city, including office building/apartments/towers, doors, windows, light posts, traffic lights, streets, signs, bridges, cars/taxis/buses/bikes/scooters and of course a long train track. They used decision making skills and planning to decide what materials we would use to create our model.

Fascinating things have been happening in **SPECIAL INTEREST GROUPS** in THE K.I.T.E. halls as well !!!!

Actors' Toolbox Actor's Toolbox: In the theater, actors often make use of sets, props and elaborate costumes to entertain and to advance the theme of the play. But all an actor *really* needs is his/her face, voice, and body. This week, the kids played theater games focusing on each of these essential tools. They had a great time using their bodies to imitate animals, setting the scene with sound effects, and developing muscle memory for a variety of facial expressions. They also competed with each other, writing and performing in short skits.

Creative Construction: There was lots of construction in this group this week, creating sun catcher mandalas, ongoing circular designs that have no beginning and no ending. They used CD's and had a choice of a variety of materials including gems, buttons, bottle caps, beads, pasta and more. They worked with beans of varying shapes, sizes, and colors with model magic to create mosaics after learning how they are made up of small colored pieces arranged side by side to create a picture. Then they used oil pastels to create murals and later added secondary paint colors mixed from primary ones to lay over the whole mural making the oil pastels pop! It was challenging to balance and created hanging structures from varying objects including natural materials like sticks and pinecones as well as materials such as feathers, yarn, and beads. We had to be sure our mobiles were balanced and could move freely without bumping into other hanging objects on our structure. Lastly, they had an open studio day inviting the students to use any materials from the week to design and explore in any area that was most interesting to them or they had the option to come up with their own idea entirely. They explored and designed letting their imaginations run wild!

Mathercise : The group added and subtracted numbers on balloons while keeping them up in the air with our heads, hands, and feet, then tried it by adding 3 numbers together! They then created a number line with the balloons, but rather than placing them in order with their hands, they had to bounce the balloon on their head to their proper spot in line. They used their bodies as hands on a clock to tell time on an analog clock. "Ears and Elbows" game was a crowd favorite! This was competitive team game.... a number of body parts, such as 8 ears was called out. The children had to work together as a team to send 4 people to the front quicker than the opposing team. An extra challenge was when 55 toes was called out. The children were stumped for a bit until they realized, that hopping on one foot would create just 5 toes, so 5 kids' feet plus one kid hopping equaled 55! There was great outdoor fun creating math hopscotch board with chalk. The challenge was that the next block they created had to include the answer from the previous block! They played stacking cup game (What if we tried stacking cups that were bigger or smaller? Why was this easier? Why was it more difficult?), measured and compared the length of their paper airplane flight, and used yard sticks to measure the height (discussing variables that might affect results), and compared and graphed the difference between the descent of paper and cloth parachutes. Overall, they had such a fun week "mathercising"!

Outdoor Art Outdoor Art has been enjoying this week's beautiful weather by taking walks in the local area to gather materials for our masterpieces. They gathered small stones and painted them as creatures you can use to play tic tac toe. They scoured the woods in search of the perfect sticks to decorate with paint and glitter and feathers for our magic wands. Did you see the beautiful natural mandala in front of the school on Wednesday afternoon? That was us too! We have also been learning to identify some plants we see on our walks (especially poison ivy!) Lavender is the group favorite!

Physical Science: The week started off learning about the properties of magnets- polarity, conductors, and magnetic fields. The children worked in pairs to create plans to build a maglev train. This is a train that works with the polarity of magnets to make a train move through "levitation." Like poles repel and create a force for the train to levitate. They tried several designs and had many trials and failures- all part of the scientific method. As one student put it, "Failures are just learning!" Switching gears, they discussed the Solar Eclipses and the phases of the moon in anticipation of the full solar eclipse on August 21st. They made models of lunar phases which allowed the children to position the pieces to show the

occurrence of a solar eclipse. They came out beautifully! There was great fun making solar powered ovens and plastic milk!

Raise the Roof designers learned concepts about architecture and engineering by building gambrel-roofed barns, truss bridges, and roller coasters with good-ole Popsicle sticks. With cool glue guns that are quite safe to use, they start by assembling structures and frames. Rather than trying to work fast, the emphasis is on learning techniques and thinking through challenges. Students then accessorize their barns or bridges with roofs, floors, walls, doors, and so forth.

Science in Motion: Our Science in Motion group has been experimenting with “how-things-move” this week, as we messed-about with Rolling Things and experimenting with Balls and Ramps. The group experimented to discover just what makes a ball a ball. While the collection of balls had a lot of rolling, bouncing, round, spherical, and useful objects, there were only a few that met all the criteria and were actually balls. Interspersed were cubes, cylinders, wheels, semicircles, and even a “cotton” ball. They then experimented with the Magical-Ball-Moving-Machine (really just a ramp), and how a ball would move down it in different ways depending on the angle and surface of the ramp and rolling surface. Students worked in small groups to create their own tracks and ball moving systems all over the classroom. There was a LOT of experimentation, as students learned to work with height, angles, friction, attachment techniques, and of course, gravity. Some of the achievements included ramps that were taller than the children, ramps that were able to move in multiple directions, ramps that kept enough momentum to make balls shoot around corners, and tracks that were hugely successful solely for the amount of collaborative teamwork that went into making them.

Tech Talk discussed "technology" and realized that a pencil is technology and not just computers/cell phones. Then we discussed flowcharts and algorithms and why they are helpful to computer programmers. They took their favorite game and created a digital flowchart using the universal symbols and Google Drawing and then presented to the class.

Trail Investigation group have been living by the motto “leave no trace”. The trailblazers hike the trail, picking up trash along the way and returned to the playground to make a ‘mindful mandala’ in which students silently take one piece at a time to create a design within a circle celebrating a commitment to Earth. After discussing the concept of shelter, they collected natural materials and create a shelter where everyone could fit inside, which had an accessible entrance/exit and could keep them dry from precipitation. Finally, they created Zentangle (mindful, creative patterns) with sidewalk chalk and did meditative drawing with adult coloring books, enjoying a simple activity outside with others.

It has been an amazing week at K.I.T.E. What better way is there to spend time in the summer than by learning, creating and smiling with a whole class of motivated learners? Thank you for sharing your capable and enthusiastic children with us! See you next summer!

Janis and Ethel