



Principal's Corner

The 2019-2020 school year is off to a strong start. Both teachers and students delved into teaching and learning via grade level standards. Time was not wasted as we know how quickly it passes. Hence, as we reach the end of the first quarter, teachers have become familiar with students and their learning styles. Students have acclimated to their new classes and academic demands. Many teachers began a home-school connection by making phone calls early or sending surveys home to gather information. Thank you!

Our students have spent the past eight weeks reading stories such as *The Best Part of Me*, *The Legend of Sleepy Hollow*, and *The Outsiders*. They addressed standards that required them to ask and answer questions about who, what, where, when, why, and how to demonstrate understanding of key details in the text; to describe characters in a story; **and to explain how characters' actions contribute to the sequence of events.** In math, some students were challenged to compute fluently with multiple-digit numbers and find common factors and multiples. Indeed, students have been busy expanding their knowledge.

Finally, this past quarter we held our Back to School for Parents. Over 40 families participated, making it one of the most successful open houses to date. Parents had the **opportunity to meet their children's teachers as well as visit and spend time in their child's classrooms.** The morning concluded with a parent-teacher lunch sponsored by our Special Education Parent Teacher Association (SEPTA).

In closing, thank you for allowing us at Mount-Pleasant Blythedale (MPB) the opportunity to educate your child.

Wishing you all the best in the approaching holiday season.

Griselda

2019 Fall Edition

Elementary.....	2
Centerfold Collage.....	6
Specials.....	8
Secondary	9
Upcoming Events	12

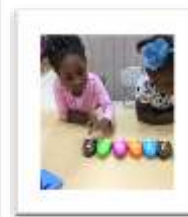


ELEMENTARY

Pre-Kindergarten

Preschool is learning about autumn. We are associating colors, letters, and shapes with the season. Students have been sorting and counting fall objects. During our science block, we experimented to see which items would sink or float; sharing observations about each item as it was placed into the water. Student reactions were priceless. There were lots of smiles and giggles. During social studies, our preschoolers are learning about how different people together create a community. Students had fun dressing up as community helpers and shared with classmates what they would like to be when they grow up.

Fall in Love with Learning!



SEIS Apples and Pumpkins All Around

Our preschool students in the Steven and Alexandra Cohen Long Term Care Pavilion have been experiencing the new fall season; filled with vibrant colors of red, orange and yellow as well as new shapes and textures. Students have been exposed to rich vocabulary such as autumn, leaves, pumpkins, patch, and apples. Our new vocabulary centered around learning the letters A and P and what is a circle. Our students used a multi-sensory approach to experience what pumpkins and apples look, feel, and smell like. Additionally, we read *Ten Apples Up on Top* and created art with our own pictures by stamping ten apples on top of our heads. Throughout each unit of study, preschool students are exposed to letters, shapes, numbers, vocabulary, and colors which are thematically based on real life experiences and what is happening seasonally in the world. Our students access content best through a multi-sensory approach to learning and the repetition of skills.

Students in K-1

Mr. Stephen



Watch Us Bloom and Grow...

Students are working hard in the classroom and learning a great deal in the process. We have been learning one letter a week and then working on activities that correspond with that letter. To more effectively learn the letter and its corresponding sound, students have participated in activating all of their senses. When working on the letter L, one of the books read aloud was *Leo The Late Bloomer*. With prompting and support, students identified characters, settings and major events in the story. Joseph recognized that Leo could do many **things at the end of the book that he couldn't do at the beginning**. Maryln, when asked how she thought Leo felt at the beginning of the book, pointed to a picture of a sad face. Joshua, when asked to make a self-to-text connection, stated, **"I can't read words now but will by the end of the school year."**



Students in K-1

Ms. Katie

Multi-Sensory Mathematics

count. We practiced counting to 5, 10, and 20 using a variety of activities. We learned songs, watched videos and played games such as a "Hot Potato" style counting circle. We also marched, jumped, and exercised while counting! Students enjoyed exploring numbers 0-10 while developing their fine motor skills. We also practiced number identification skills using technology, fast paced flashcards, dot markers, and other fun manipulatives. We participated in number hunts around the classroom and played a life-sized "Memory" game. Our students practiced demonstrating the value of a number using water, fingerprints, tweezers and pom-poms, Play-Doh, and river rocks along with a variety of movements such as clapping, jumping, and patting. We enjoyed transforming our center tables into life-sized ten frames where we used stuffed animals and trucks to demonstrate a number. Multi-sensory instruction has allowed us the opportunity to have fun while making meaning out of Common Core mathematics. We are looking forward to our next unit where we explore, identify, classify, and create shapes!

What makes mathematics fun? Music, movement, and hands-on learning! Our class participated in Multi-Sensory Math! We began the year learning how to rote

Creating a Sense of Community

First Grade



First grade students learned to become "All Star Citizens!" They took positive actions to become contributing members of a community. Students created a bulletin board with evidence of our community spirit in action; demonstrating how to help friends & teachers, acting out positive learning behaviors, being respectful, listening to one another, following directions, and being safe.



Participating in this activity addresses the following Social Studies Standard:

- They are citizens of a classroom, school, town, state, & country.
- A community is made up of citizens who have roles and responsibilities and must respect and communicate with other members of the community.
- People have needs and wants and they work in communities to fulfill them.

Second grade students settled into the school year and dove right into all the wonderful learning that comes with new beginnings. We have been working on improving writing skills through pre-writing, drafting, revising, editing, and publishing. To facilitate this process, students learned the difference between a fact and an opinion so that they can begin writing their own opinion pieces based on a topic agreed upon as a class. **Students read an article, "The Cutest Animal Finalist," outlining six animals that students worldwide felt were the cutest animals in the world.** After reading the article, students either agreed or disagreed with the animal finalists and developed their own opinions about which animal they felt was the cutest in the world and why. To organize the writing process, students completed an OREO graphic organizer that allowed them to clearly state their opinions while providing reasons and examples to support their beliefs. Students shared their work by participating in an Oreo party, which consisted of students reading their graphic organizers aloud to the class while enjoying the tasty treat after which their organizers were named. Students will continue to work on enhancing their writing skills throughout the year and are eager to continue sharing their writing pieces with their fellow peers!

Second Grade

In Our



Opinion...

Third Grade

Ready to Round!



To start our journey as mathematicians this year, third graders began learning about rounding! First, students noticed that all rounded numbers end in a zero. During an inquiry activity, students practiced adding and subtracting numbers that included zeros. Students concluded that adding and subtracting numbers that include zeros is easier and thus mathematicians must round to make their jobs less complicated.



Third graders practiced rounding in various ways. Most students rounded numbers on their personal white board dots. All students watched a rounding video and then created different numbers with base ten blocks. Students focused on place values, up to the thousands place. All third graders created a life size, human number line and were able to concretely observe how rounding means they are close to or around another number. All students enjoyed chanting their rounding song, "five or above, give it a shove, four or less, let it rest!" accompanied by hand motions. Third graders are now expert 'rounders'! Make sure to ask a third grader how to round!

The Best Part of Me...

Fourth Grade

The fourth grade students read the book *The Best Part of Me* by Wendy Ewald. This book combines black-and-white illustrations with real children's words describing what they love most about their bodies. Students were then asked to think about what they love most about themselves and complete a graphic organizer - one that was a picture of their favorite body part - by explaining the reasons why they chose that body part to write about.

The Best Part of Me

by Shelcy

The best part of me is my heart.

I use my heart to show people that I love them by giving kisses and hugs.

I use my heart to tell my mommy that I love her so much!



The Best Part of Me

by Xogari

The best part of me is my hands.

I use my hands to touch things and to eat with.

I use my arms to build Legos.

I use my arms to give "high fives"!



The Best Part of Me

by Ronniel

The best part of me is my hands.

I use my hands to write.

The best part of me is my hands because I can type.

I can do many things with my hands!

Fifth Grade

Share and Connect with Fifth!



Students in fifth grade have brought their text connections to a whole new level. Students learned that making connections helps them monitor their own thinking and enhance their text comprehension. Students have been practicing making text-to-self, text-to-text, and text-to-world connections. In addition to making both text and interdisciplinary connections throughout each day, students initiated an end of the week **"Share and Connect."** During this activity, each student will present an item of choice and explain its significance as well as its connection to the student's learning. As students draw on their prior knowledge and

experiences to make authentic connections with texts, they are able to gain a deeper understanding of what they are reading. Additionally, as students continue to maintain active schemas, they will strengthen their abilities to apply prior knowledge to new situations. Students are not only building meaningful relationships as they share and connect with their peers, but they are helping one another become actively engaged readers.



Sixth Grade

Middle School Authors

Sixth grade students read the short story, "Eleven" by Sandra Cisneros. Students completed close readings of the text to gain understanding and focused on Cisneros' development of the main character, Rachel. Students explored the different strategies authors use to develop characters. They learned that authors typically use four

methods of characterization: characters' thoughts, physical appearance, the narrator's comments, and other characters' reactions. Students analyzed some of these methods used by Cisneros in the text. They claimed that the author characterized Rachel as "skinny," "shy," "ashamed," and "sad." Students found direct quotes from the text to support their claims and later created characterization pizzas to show the different slices of character development used in the story. After reading the story, students began a writing unit on **personal narratives.** Much like the main character in "Eleven" students chose to write stories about an experience or important memory. Students wrote about the first day at school, their first computer, and a family vacation. They used graphic organizers to plan their writing, created drafts, edited/revised their

pieces with their teacher, and finally published their narratives. Students' work is on display outside of our classroom.





Elementary Highlights



Secondary Highlights



SPECIALS

ART

Tantalizing Tessellations

The eighth and ninth grade students have been immersed in a variety of projects this year from using architectural and nature photos representing letters to create their names or an inspirational word to redesigning a favorite book cover or video promo. **Students are currently learning about M.C. Escher's tessellation patterns and are making their own tessellation designs.** Elementary students have been learning about primary and secondary colors as well as warm and cool colors in addition to creating fall seasonal projects. Early elementary and Pre-K students have had literacy infused into their art projects to go with the books, *Ten Apples Up on Top* and *The Day the Crayons Quit*, as well as learning before and after concepts through visual representations. We are looking forward to holiday fun in art!



Musical Masters

Music

The 11th and 12th graders have been working on gathering information about a favorite musical artist. They searched the internet for fun facts that they could share with their classmates. After each student found ten facts about the artist under review, they chose a song by the artist and found five additional facts related to the song. To complete this unit, students presented the **songs and findings to each other. This quarter's project included a variety of artists ranging from the Yeshiva Boys Choir to Ariana Grande and Green Day.**



Library Skills

Spotlight on the Library

In Library Skills, students mastered the set-up of the school library. They sorted fiction from non-fiction books; separated the 'E' early or emerging reader books from 'F' general fiction intended for the middle and high school students; and shelved books as a way to learn the library layout. Students further explored the library website and online catalog to discover what materials are available at MPB. One student expressed an interest in one day becoming a librarian.

SECONDARY

Social Studies



Step Into the Past...

The seventh grade is currently discussing the Native Americans and the impact that European Colonization had on them. Eighth grade has been looking at Westward Expansion and how the Industrial Revolution played a role in Manifest Destiny. The 9th graders are beginning their unit on Mesopotamia and the world's first known Civilization. Tenth grade is exploring the age of the Renaissance and how this cultural rebirth shaped Western Civilization. Grade eleven is discussing the formation of our modern political system, as well as covering current events. Finally, our seniors are discussing current events and topics related to economics.

English Language Arts

Characters, Conflict, & Writing, Oh My!



This year, students hit the ground running as they immersed themselves within reading and writing. Middle school students, grades seven and eight, read the novel, *The Outsiders* by S.E. Hinton while high school students *The House on Mango Street* by Sandra Cisneros. Across all grade levels, we worked to explore the characters within our novels. Students considered what motivates characters, what shapes them and how to use textual evidence to explain who a character is. We also explored the concept of theme and what the big ideas are within our novels. In addition, 7th and 8th grade students wrote personal or fictional narratives. Some of the narrative topics included: post-apocalyptic life, cyborgs, coming to Mount-Pleasant Blythedale, Hurricane Sandy and celebrating special holidays. High school students modeled **their writing after Cisneros' vignettes. Our topics included specific family members, holiday celebrations, pieces of technology and role models.** We will compile our writing into a book to showcase what is important to us. Students have worked hard this quarter and we are looking forward to what's next!

Science

Exploring Phenomena

Students in grades 7 and 8 were presented with the puzzling questions, "Why are most cells tiny?" and "How do organ systems work together to maintain internal stability?" They researched, used simulations, created models and designed experiments to answer these questions. Students had the opportunity to participate in a gallery walk to critique each other's work. The students had the opportunity to clarify, and defend their claims after gaining new knowledge and collecting new evidence. Additionally, students studied heredity by conducting surveys and a monohybrid experiment with Wisconsin fast growing plants. They collected data and analyzed it to write a reasoned conclusion based on evidence. Students in 9th grade designed their own experiments and made models of cells to learn about cell membrane fluidity and permeability. Tenth graders explored the importance of physical evidence in crime scene investigations. They practiced various methods for developing and lifting fingerprints from various surfaces. Students in grades 11 and 12 analyzed elements of their environment to identify examples of environmental racism, through peer interviews and research. They used Google maps to virtually travel to each other's communities. After learning that some of their peers have experienced or are experiencing environmental racism, students decided to contact members of their community - who are working towards environmental justice - for interviews. The students' objective is to collect all they have learned about their communities and to create a podcast about environmental racism while sharing their ideas about what actions people can take to create a healthy environment for all, regardless of race, ethnicity or economic status.

Math

Not Just Numbers

Students in the 7th grade have had their focus on ratios and proportions, determining unit rates and utilizing them to make predictions about outputs for given inputs.

Eighth grade students have been focusing on properties of exponents with like bases, applying this knowledge to scientific notation and performing related operations.

Algebra students have worked with linear expressions and equations in one and two variables, graphing the results and applying these ideas to real world situations.



Geometry students have been exploring the foundations of the subject, learning about relationships in triangles, parallel lines, intersections, and other forms, measuring using appropriate tools and utilizing appropriate notation.

Students in grades 11 and 12 have had a focus on functions, determining points which satisfy functions on the coordinate plane and making predictions about changes in the shape of a function's graph from alterations in the written form. Parents should be very proud of their children's achievements because they are doing incredible work.

Family & Consumer Science

A Full Plate...

Seventh and eighth grade students started their school year off with a Nutrition and Wellness unit. Students went over ways to maintain a healthy lifestyle that consists of a balanced diet with all the five elements of MyPlate Plan (fruits, grains, vegetables, protein, dairy). Students identified different parts of a nutrition label with particular focus on caloric intake. Students also identified additional ways to maintain being in good health. Students are now equipped with the necessary tools to begin implementing great habits for a healthy lifestyle, also known as wellness.



Explore Galore — Grade 9

Career Development & Occupational Studies

Ninth graders have been introduced to Career Development and Occupational Studies (CDOS) through various activities. They discussed the difference between a job and a career; used CareerZone.org to explore their interests relative to the job or career of their dreams; and read about work values and work ethics. Furthermore, students read and discussed the top qualities and skills employers seek in their employees and then considered whether or not those skills are currently applicable to school. Students continue to explore ways to utilize skills learned at school later in the workforce.

Creative Card Competition — Grades 10, 11, 12

In CDOS, students in grades 10, 11 and 12 focused their attention on work ethics through a Creative Card Competition. They read about the things that an employee can do to show that they have a good work ethic. Then students simulated a real work environment by setting a goal, making a plan, doing what was intended, and reviewing the process. Students set up a system for creating, producing, packaging, advertising, and selling holiday cards. They hope to have various cards packaged to be sold in the near future.

Mac & Cheese

Health & Nutrition

Middle school students participated in a “Classic Mac & Cheese Battle” in which they cooked two different recipes: One was a healthier alternative using whole grain pasta, fat-free milk, and whole wheat breadcrumbs while the other used regular pasta, milk, and original style breadcrumbs. Based on a three point scale, students rated each sample on its appearance (including texture), smell, and taste. The class was split on whether they liked the healthier choice versus the regular choice. We counted calories and discussed whether this was a change worth making. Surprisingly, the calorie count changed some students votes to the healthier option. A follow-up activity included discussions about other changes we could make in recipes to lower the calories, fat and sodium levels. Suggestions for such changes included using a lower fat milk, cooking with unsalted butter, and adding vegetables. Students enjoyed the process of following a recipe to cook, comparing and contrasting results, and sharing ideas for healthier food choices. We will next try our hands at a dessert. Students will be comparing sugar-free chocolate and vanilla pudding versus original chocolate and vanilla pudding. This activity corresponds with NYS Health Education Standard 1: Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.



Social, Emotional Development & Learning

The SEDL Committee has been planning many events for our school community. Our students have been participating in school wide Buddy events where our elementary students "Buddy" with our secondary students as peer mentors. This quarter, students participated in the Kindness Rock Celebration & Distribution. We honored Pediatric Cancer Awareness month as a school community wearing yellow. In October, the school community honored men and women who have battled Breast Cancer by wearing pink. The student's participating in our annual Halloween Trunk or Treating sponsored by Mark's Tow. Different law enforcement and volunteer EMS and Fire Department organizations helped to celebrate the holiday with our students. Please keep an eye out for upcoming Spirit Days listed on the events calendar below!

UPCOMING EVENTS!



November 12th

Second Quarter Begins

Hempstead Players- Oliver Twist

November 15th -Pediatric Diabetes Awareness Month—Wear Blue

November 27th- Spirit Day & ½ day for students.

November 28th-29th —Thanksgiving Holiday Recess

December 2nd-6th—Scholastic Book Fair

December 13th—Influenza Awareness Month—Wear White

December 20th- Alumni Day

December 23rd- January 1st - Holiday Break

January 2nd- School Reopens

January 15th Parent Meeting— Transition

January 21st-24th—Regents Exams