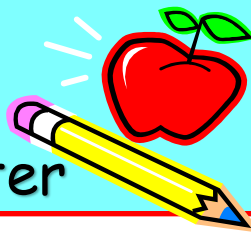


# Mrs. Sullivan's Classroom Newsletter



Seneca  
Elementary School  
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## Mrs. Sullivan's Classroom Newsletter

### Outdoor Adventure Coming soon....

One of my goals as your teacher is to create fun opportunities to learn through experiences. To get the year kick started in the most adventurous way possible, we are going to an outdoor school this fall. This 3-day, 2-night experience has created many core memories for students over the years. Students come back to school with the foundations of our community solidified and our culture of curiosity reinforced. We will be leaving on Monday, October 7<sup>th</sup> and returning on Wednesday, October 9<sup>th</sup>. More information will be sent home by the end of the week. I have applied for a grant to help us pull this off financially, and we are waiting to find out who the benefactor is and how much they can contribute.

### Camp Hancock

Hancock Field Station, uniquely situated within the Clarno Unit of the John Day Fossil Beds National Monument in north-central Oregon, has access to one of the world's most significant fossil sites, nearby canyons, archaeology sites, and the John Day River. In the nearby sedimentary rock formations, the fossil record unlocks the geological history and evolution of life and climate in Oregon. Juniper-sage grasslands provide excellent locations to study arid lands ecology. Clear night skies in late fall and early spring provide the opportunity for astronomy programming.

OMSI Outdoor School is specifically designed for students in grades 4 through 8, but participants of all grade levels are welcome.



### What is Experiential Learning?

It is learning by doing, and involves a different sort of classroom than a traditional one that may be more familiar to adults. Visiting this classroom, you will see students not quietly working in workbooks, or just working on computers. Instead, students are up and about, moving and physically engaged with the materials and involved in discussions whenever possible. Collaboration is key to learning in this way. Collaboration is not an innate skill, but must be taught. It requires emotional regulation as well as structure to approach the task at hand, and most of all respect for each other and the process of learning.

Learning is based on real life experiences so students have an authentic problem, situation, or scenario that is relevant to them. It is a dynamic process that allows students to explore and investigate where their curiosity leads them, while as their facilitator guide them to be sure we reach the expected standards and that the experience is academically relevant.

My favorite part about this teaching strategy is that students are making memories (i.e. learning) and having fun along the way.

It can get a little loud; that is why we've been learning about Voice Levels. Voice control is encouraged to keep the energy up without losing the focus of the lessons by becoming distracted.

- 0=silence
- 1=spy talk
- 2=low flow
- 3=formal normal
- 4=loud crowd
- 5=out of control!





### Attendance = Success

#### Students who attend school regularly:

- perform better than those who don't.
- develop important relationships when at school.
- are less likely to experience unemployment and lower income
- are more likely to complete high school.



### Parent Reminders

- When students arrive at school they are to *immediately* go to the lunch room directly to meet with Skip.

### What Have My Students Learned?

- NWEA MAP Testing is complete. This will give me a comprehensive baseline view of your student's academic progress in

- Reading
- Language
- Math
- Science



- In Social Studies we learned about why it is important to study human relationships with the world, the past, the economy, each other, and culture/society, and the differences between primary (journals, photos, letters) and secondary (newspapers, videos, reports) sources.
- Students wrote and illustrated a baseline fictional story explaining how an animal got a special feature. We will compare this with a story written after exploring the parts of a story and the use of dialogue literary devices to improve their writing.
- In Math we made Place & Value Charts. Try asking your student to read larger numbers and see if they can explain why they stop to say the period at each comma in a number, and why we only say "and" when we get to the decimal.

### Morning Affirmations

We have made a lot of progress in learning our morning Pledge of Respect. We've carefully looked at each stanza. Ask you student to recite this for you. Pick a line and see if they can explain it to you.

I am a beautiful person! Unique! Special & Valuable....

So are my classmates.

Look beyond my outer features, my clothes, and even the color of my skin!

Notice my mind! Character! And Determination!

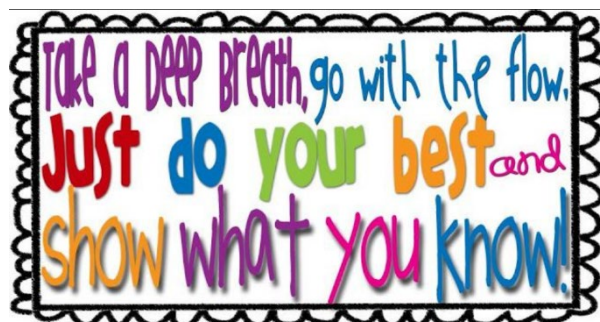
I respect myself and others.

My words and actions are kind and honest.

I promise to work hard to achieve my goals!



We'll learn the last line next week!



**Attention Dads, Grandpa's, Guardians:** We need a chaperone who will go to Camp Hancock with us from October 7<sup>th</sup> - 9<sup>th</sup>. Please contact the school to get your background check completed before we go.