



# Obama Magnet School Special Subject Newsletter

April 2022  
Unit 5

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## Save the Date

April 15 & April 18  
Easter Break

Week of May 16  
Awards Programs

May 25  
Last Day of School

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## Is your student an International Student?

*International students follow the essential agreements and display learner profile attributes in all special subjects. Our goal is for each student to be named an International Student each week. International Students are recognized during the announcements on Monday mornings and earn points for their International Star Club calendars.*

## Counseling, Jennifer Tanner

During this unit, all scholars participated in the Great Kindness Surprise. This challenge, sponsored by the No Place for Hate Council, gave participants the opportunity to bring a smile to others. For this challenge, the scholars made bookmarks with a positive message like, "You are awesome! I hope you have a great day!" The scholars hid these bookmarks in library books as a surprise for the next scholar checking out the book. This Library Kindness Surprise project will incite kind thoughts and provide kind messages to scholars daily. This activity supports our school motto, "Be a caring, principled, and safe learner!" It also supports the IB learner profile attribute of caring and the traits of appreciation, creativity, empathy, integrity and respect. This activity also further reinforces our school-wide behavior expectations and anti-bullying stance. *Try a Little Kindness* by Henry Cole was read in all classes and discussions focused on what it means to be kind and showing kindness. The importance of exhibiting kind behaviors such as inclusion, put-ups only, acceptance, giving compliments, and showing integrity was discussed.



*Bookmarks and positive notes created by students during the Great Kindness Surprise.*

As part of their how we express ourselves unit, kindergarten scholars worked on managing disappointment, handling being knocked down, and began their focus on problem-solving. The focus on problem-solving bridged to their how the world works unit where they practiced inviting friends to play and fair ways to play. First grade scholars also worked on problem-solving skills. They practiced managing worrying and reviewed fair ways to play and inviting others to join in play.

Second graders also worked on problem solving skills as well as managing anger and taking responsibility for their actions. In connection to their where we are in place and time unit of inquiry, scholars centered on the key concept of form. Scholars learned what it looks like and feels like to show a certain emotion (anger) and how to properly manage their emotions. Third grade scholars learned various techniques for managing emotions such as counting and using assertive communication skills. Scholars learned that everyone reacts differently depending on their emotions, however taking anger out on others is never the right thing to do.

Fourth and fifth graders participated in a career exploration unit as a counseling who we are unit. Scholars developed self-awareness skills by identifying their interests, abilities, and personality type to help them consider various careers. They also focused on the key concept of connection to determine how individual traits connect to the occupation an individual pursues. Throughout the unit, scholars learned about the sixteen career clusters and connections between various occupations. Fourth grade scholars also learned about building a resume in conjunction with pairing their interests to a future job.

## Spanish, Naomi Mays

Expanding Spanish literacy skills was a significant focus during unit 5. Across the grade levels, scholars read and wrote using their every growing Spanish language knowledge.

To support their how we express ourselves unit of inquiry, kindergarten scholars explored their emotions and how emotions are expressed through body language. They wrote sentences about their feelings. Additionally, the kindergarten scholars practiced the letter sounds in Spanish and practiced reading both simple and compound sentences.

First grade scholars learned about food groups and the words for foods. Scholars explored foods in the Spanish-speaking world and expanded their palates by cooking and trying homemade tortillas. Scholars also explored types of transportation in Spanish and produced utterances, both verbal and written, to describe different types of transportation.

The second grade scholars discussed travel and motivations for travel in connection with their where we are in place and time unit of inquiry. Scholars used this discussion to fuel exploration of immigration. Scholars expanded their knowledge of immigration by watching accounts of students who had immigrated as well as read books on immigration. To end the unit, scholars created a visual representation of what immigration meant to them. This helped scholars reflect on how multifaceted the issue of immigration can be.

Third grade scholars explored how language supports us in producing creative speech, particularly through conjugating of verbs. Scholars practiced using Spanish subject pronouns and conjugating verbs in the present tense that end in -ar. Scholars also wrote sentences using these forms. Additionally, scholars learned to tell the time in Spanish and played an interactive game for practice.

As part of their how we express ourselves unit of inquiry, fourth grade scholars explored the topic of poetry in Spanish to connect with their exploration of English poetry. Scholars learned about the importance of pronunciation and collocation in Spanish poetry. Scholars also read Spanish tongue twisters or trabalenguas and created original trabalenguas to improve their speaking fluency.

The fifth graders practiced Spanish fluency by creating menus in Spanish for their favorite restaurants. Scholars reviewed verb conjugations to increase automaticity in their speech. Scholars also worked on their Spanish reading and writing through comprehension practice.