

# LAKEWOOD CATHOLIC ACADEMY

## INTERNATIONAL BACCALAUREATE NEWSLETTER



### **New This Month!**

In preparation to become an International Baccalaureate school, LCA's teachers have been discussing with their students the profile of an International Baccalaureate learner: inquirers; knowledgeable; thinkers; communicators; principled; open-minded; caring; risk-takers; balanced/spiritual; reflective. Throughout each month of the school year, teachers will focus on one of the ten profiles. September's focus was risk taking. Here's what that looked like in our classrooms this past month!



## Marshmallow Challenge!

*Fourth grade students participated in the famous Marshmallow Challenge. This challenge combines engineering, problem-solving, and working as a team. Students are only permitted to use 20 pieces of spaghetti, a yard of tape, and a yard of string to build the tallest freestanding tower that can hold up one marshmallow! The tower of the winning team was 18 inches tall!*

*Pre-algebra students adapted the Marshmallow Challenge to develop class rules. The lessons they learned from this activity were: 1) Never give up! 2) It's OK to make mistakes! 3) Participate. 4) Ask your classmates for help.*



## Making Music

*Fifth grade music students were introduced to rhythmic dictation using a cooperative learning game during which a variety of measures were played in different orders and students listened to determine which rhythms were being played.*



*Before beginning their study of "La Boheme," Mrs. Podhradsky showed her 7th grade students still photos from various productions of the opera and asked them to use their inferencing skills to make predictions about who the characters were, what their relationships to one another were, how they were feeling, where and when the story was taking place, what was happening in a particular scene, etc. It was amazing how "spot on" these 21<sup>st</sup> century students were about a 19<sup>th</sup> century opera!*



*Meanwhile, third grade music students discussed the difference between rhythm and beat. They then created four different rhythmic ostinatos (complete with candy chants) and performed them, nearly flawlessly, to illustrate how different rhythms, when held together by a beat, can fit together to create this effect! In the following class, they added instruments!*



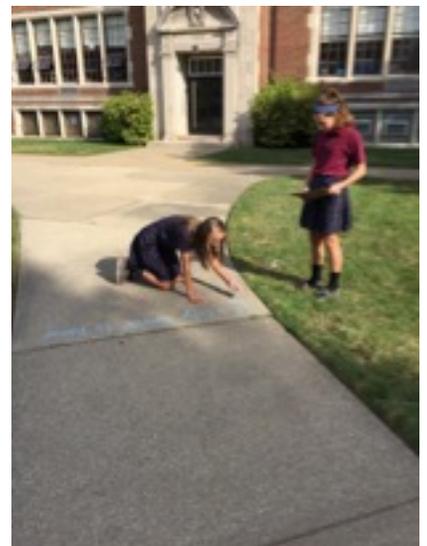
[https://youtu.be/OrjM8y\\_mTrI](https://youtu.be/OrjM8y_mTrI)

# Make it Math

*Grade 8 algebra students work in "Harkness" discussion groups several times per week. This model, developed at Phillips Exeter Academy, is student led. Students work on high level math problems at home and then meet to discuss and debate solutions, using logic to justify their reasoning. The teacher serves as a facilitator and takes opportunities to highlight important, complex concepts found in the problems.*



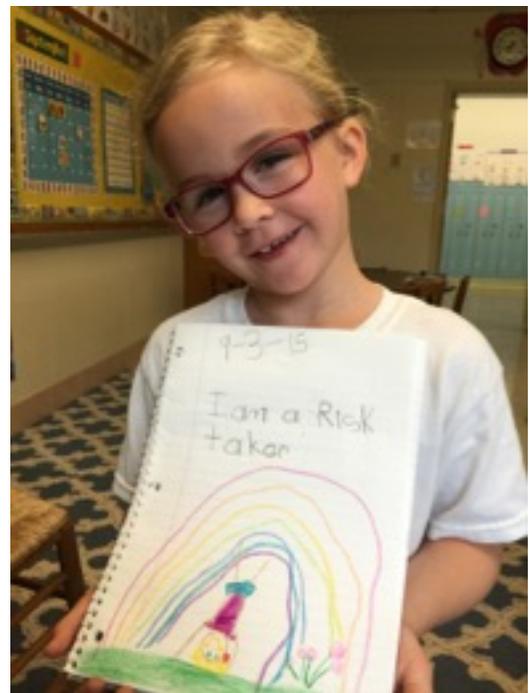
*Seventh grade students in Mrs .Christyson's math class applied their knowledge of operations of integers to create a Math Walk. Students were called upon to push themselves to write meaningful word problems about something they learned in a content area other than math. They then put the work they created out on the sidewalk to show off to the entire community.*



***The profile of an International Baccalaureate learner is also on the minds of our primary grade students!***



*Students in first grade read Camille and the Sunflowers, a story about a young boy and his father who befriended Vincent Van Gogh. The first graders learned that Van Gogh was a risk taker because he followed his heart; the young boy and his father were risk takers because they were kind to Vincent even though others in the village were not.*



*One of our first-graders drew herself trying to read a book that she's never read; another is trying to learn how to do a cartwheel for the very first time! Ah, the life of a first grader!!*

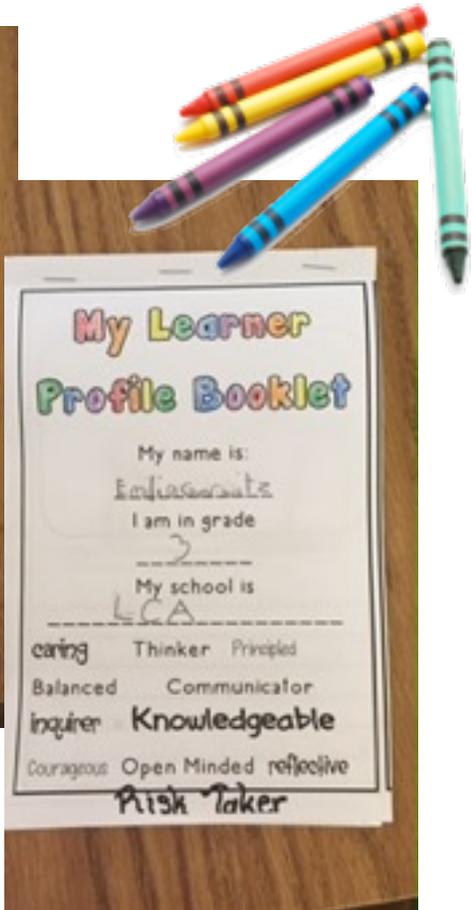
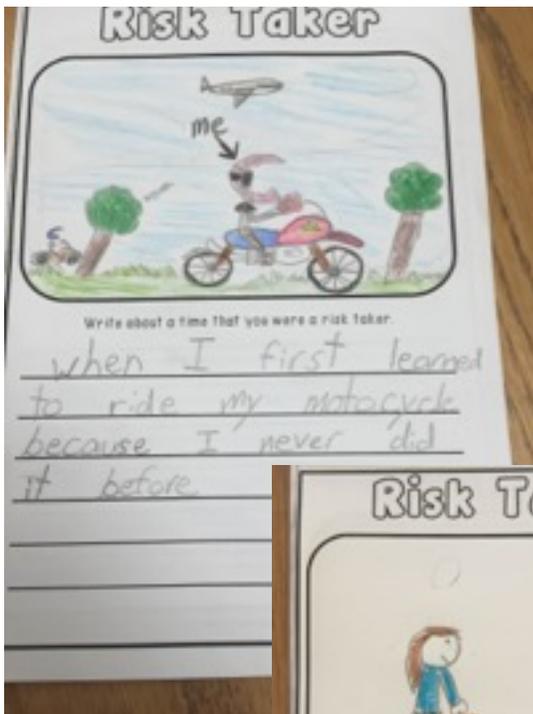


When asked to write a declarative sentence, a second grader, unprompted, wrote:

Third graders are compiling their own Learner Profile Booklets. Each month they write about how they have experienced each one of the Learner Profiles!

My horse is white  
I am nice.  
I am a risk taker.

be a RISK TAKER.  
Take a picture.



## Art . . .

*Creating a self portrait is a difficult task --- but these fourth graders did it with their eyes closed!*



## . . . and Language Arts

*In their language arts class, our eighth graders participated in small group discussions about the short story "Raymond's Run" by Toni Cade Bambara. The story is about a cross country prodigy named Squeaky who lives in Harlem and takes care of her mentally challenged brother. Although there are distinct differences between the lives of our students and the characters in the story, our students were successful in relating their own lives and experiences to that of Squeaky.*



## More Risk Takers



*As 8th grade students in Mrs. Brown's science class observed the chemical changes that took place in Ziploc baggies when baking soda, rock salt, and an activator were mixed together, they were also asked to think about why baking soda is sold only in pharmacies, not a grocery store, in Europe. In a later lab, these same students designed their own labs to create and observe chemical changes.*



*Sixth grade social studies students wrote their own definitions for geography vocabulary words. Their classmates responded to each other's definitions with comments and suggestions. LCA's own version of Wikipedia!*

*Intermediate and junior high French and Spanish students are required to speak only in the target language once they enter the classroom. These French students are singing a song that is part of their daily entry routine.*



<https://youtu.be/Vn9v3Z-H5Dk>

***This month's focus is OPEN-MINDEDNESS.  
We look forward to sharing with you another peek into LCA's classrooms next month!***