

Semester 2 2018 - 2019 School Year

Summer Slide or Summer Side?

*This is the time of year when many in the educational establishment lament the phenomenon known as the summer slide, whereby students fall behind in their learning due to the extended summer break. The reality is much more nuanced with research indicating that while there can be a rapid drop off in standardized test scores regardless of the length of break, the ramp up is just as rapid. Rather than summer slide, I invite you to focus on "summer side".*

*"Summer side" is a term I coined to stand for all of the lateral learning that can take place when our schedule changes. Is this the summer your child will gain the independence to navigate around town on a bike? Is this the summer your child will help with an outdoor garden or take daily walks with grandpa or learn to care for a pet? Is this the summer your child will write in a journal, create unique art, gaze at the night sky, daydream?*

*If we are to raise children who can maximize these open ended opportunities for growth, we must increasingly integrate personal inquiry experiences into our school year. I hope you will enjoy learning about the variety of ways we work to honor the ability of children, from our youngest to our oldest, to take ownership of their learning and forge unknown paths. May the many journeys you take this summer, your "summer sides", be filled with wonder and growth!*

*Eileen McGuire  
IB Coordinator*

## GENETIC ENGINEERS

Seventh grade students were challenged to be risk-takers and communicators in a lesson on protein synthesis. Students entered the classroom to find their teacher had been replaced for the day by construction site manager Mrs. Dee Enay. Mrs. Dee Enay congratulated the students on their promotion to the Protein Synthesis department of the cell construction company. She informed them that they would be working in teams and each team member would have a specific role to fill. Their job was to translate DNA and transcribe mRNA in order to fully synthesize a protein. Students entered the construction site (science lab) which had been transformed into a cell, including the nucleus, nuclear pore, and cytoplasm. Upon entering the cell, students became risk-takers, approaching the unfamiliar situation with courage and spirit to explore new roles. They also demonstrated excellent communication as they worked in groups and helped each member understand and learn their particular role.



## THE KINDERGARTEN OCEAN INQUIRY:

Finding a way to tap into the natural curiosity of young children is essential to an inquiry project. Our Ocean Inquiry provided a perfect platform to engage learners and enhance growth while building lifelong skills.

The Ocean Inquiry began with an initial consultation with the experts: the children. Together as a class, the children discussed the knowledge they already had related to the ocean as well as their “wonderings” or what they wanted to find out about the ocean. This important conversation provided a framework for learning. Reading, math, writing, social studies and science instantly became more engaging as they connected the children’s interest to the ocean. Throughout the course of the inquiry, the children deepened their understanding of the ocean and ocean animals along with their academic skills. The children made their own connections to the learning; built their critical thinking and communication skills; collaborated with others; took ownership of their learning; shared ideas; listened to others and developed a growth mindset, all while their love for learning blossomed.



*A collaborative mural created by the children showing the ocean zones*



*Using non-fiction/informational text to find out more information about the ocean.*



*Technology was an important part of the ocean inquiry as the children researched information throughout the project.*



## FINDING A WAY TO "HOOK" THE LEARNERS



*Developing critical problem solving skills: sometimes a quick round of "Blue shoe, blue shoe..." was the best way to determine who would be "first"! Simple, yet highly effective!*



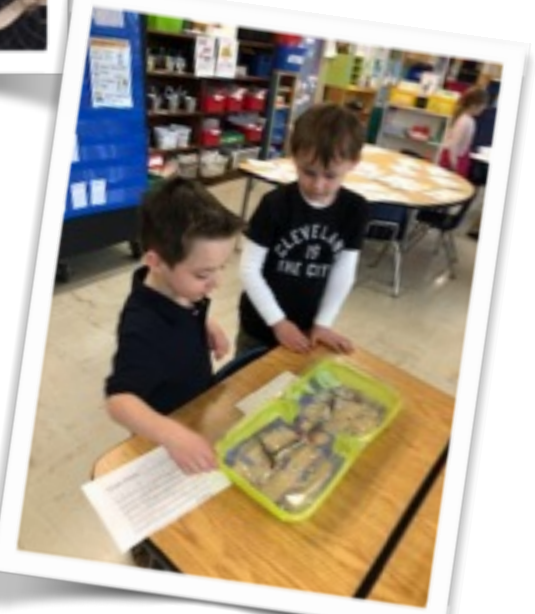
*Individuality shines as children take ownership of their learning by choosing, researching and creating a model of an ocean animal of their choice.*



*The power of "peer teaching"...100 percent student engagement!*



*Inviting other LCA students to our classroom to share what we learned about the ocean.*



## MATH EVERYWHERE

Our middle years math classes continue to transform into places where students are active problem solvers, preparing for a future where they can recognize the integration of math and creatively solve problems in a wide variety of contexts.



As our culminating 8th grade algebra unit, students chose a context and executed an inquiry project guided by our statement of inquiry: Mathematical realities can be expressed in creative and impactful ways. Projects included: *Geometry: The Art and Applications of Paper Folding*; *The Mathematics of Safe and Unsafe Driving Practices*; *Mathematical Modeling - Quadratic Regression*; *Explorations into the Applications of Trigonometry*, and more.

Each student or student team approached their project in a unique way. We were struck by the beautiful integration of math and ecology as Bobby and Braydn linked the wolf population, elk population, and beaver population over the past century in Yellowstone National Park. They recognized that these populations followed models that were approximately quadratic once the hunting of wolves was restricted. After observing and analyzing historical trends, they suggested and modeled a creative solution to the near extinct red wolf population issue in the Southeastern United States which is concurrent with an overpopulation of raccoons in that area. Several groups explored how the principles of origami are being used in large and small environments. Ethan found that police officers are using bullet proof shields that unfold quickly in dangerous environments, Eva and Aurelia explored origami in the medical world whereby deployable devices or medicines enter the body small and then are expanded once they reach their intended location. This has applications in the treatment of cancer and other diseases and could potentially make surgery much less invasive. James' project served to wake us all up to the dangers of distracted driving. He applied mathematically proven braking formulas (how long it takes to stop a car) to the familiar layout of a football field. His creative presentation helped us comprehend the critical importance of space and attention when operating a vehicle.

These creative thinkers are now LCA alumni. We will miss them, but we know they are ready to launch. Our world will surely be a better place with problem solvers who can recognize nuances and connections in all that they do.

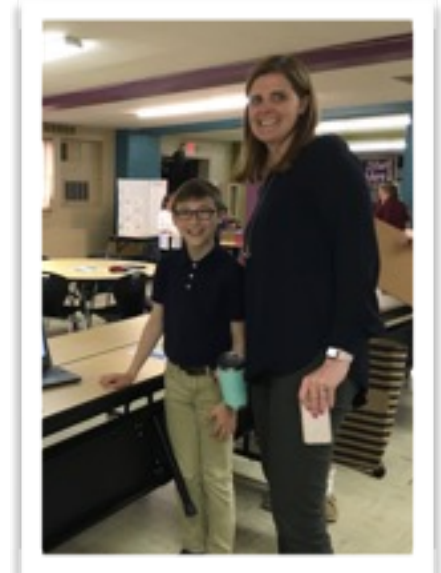


## INQUIRY. PASSION. GROWTH.

What might it look like to colonize Mars? What were the experiences of East Germans living behind the Berlin Wall? What causes the phenomenon of déjà vu? How are ancient stories from vastly different parts of the world linked? With these and a plethora of other guiding questions, sixth graders wondered, actively inquired, and executed unique individual projects culminating in a lively exhibition.

With increased opportunities for personal inquiry as one of our IB Middle Years goals, our sixth grade teachers teamed up to launch a personal inquiry project during fourth quarter, with Mrs. Arrighi serving as project leader. After reviewing the many civilizations and aspects of culture that had been learned throughout the year in Individuals & Societies class, she challenged students to dive deep into a topic linked to a cultural theme. As culture comprises religion, beliefs, art, architecture, rules, leadership, language, communication, customs, economy and geography, the resulting project topics were wide ranging and offered students and teachers alike the opportunity to learn from and with each other.

Over the course of this project, students honed their research skills, creative thinking skills, communication skills and even their coding skills! Mrs. Crabb linked the project associated with a unit on coding to the inquiry project. Students learned how to code in Scratch and then designed an interactive program revealing information related to their chosen topic. This interdisciplinary project culminated in an exhibition where students, teachers, and families had the opportunity to learn from these young inquirers. Sixth graders spoke with passion and authority - for they had truly taken ownership of their learning. This is one of those joyful projects that doesn't really need to end. Students and adults alike can and should continue to inquire and grow regularly. As lifelong learners, we believe that a well lived life can be seen as one that includes a variety of personal inquiry projects!





## LCA'S FIRST ART SHOW!



Lakewood Catholic Academy hosted its first-ever art show on Saturday, March 16th, in cooperation with the Saints Showcase, in order to create a full weekend celebration of the arts. The art show was hosted in part by Artome, a fantastic organization that sets up elementary art shows, and was the reason why the school was able to have the majority of student artworks beautifully framed and matted for display. Parents were able to purchase the frames for their child's artwork, if they so wished.

The art show featured

artworks from children in every grade level, and included a variety of two-dimensional artworks, along with clay sculptures from several grade levels. The artwork celebrated several artists from art history, including Paul Klee, Georgia O'Keeffe, Pablo Picasso, and Yayoi Kusama, along with many of the different techniques that students learned about throughout the year.

Students in Art Club had a special opportunity to



participate in the art

show further, creating many of the decorations, organizing games and activities for visitors, and submitting extra pieces of artwork to the show. The work certainly lived up to the art show's theme of "Make Your Masterpiece."

The art show was a wonderful celebration of our community's artistic and creative talents. The show encouraged our artists to further their skills as communicators, risk-takers and open-minded learners, and enhanced their global perspective of art.



## WALKING THROUGH HISTORY

Throughout fourth quarter, third grade students explored the theme of how things change over during their social studies classes. This study culminated in an off-campus adventure during which they learned about the history of the beautiful City of Lakewood. We encouraged our students to be knowledgeable inquirers, as they explored, asked questions, and completed a trivia page along the way.

The day began with a tour of Lakewood's Oldest Stone House (1834). They learned that this home had been, among other things, a post office, a shoe repair shop, and a doctor's office. At Kaufmann Park, they were greeted by Mayor Summers who shared his vision for a more sustainable city as well as his excitement about the impact of the younger generations. Afterward, the boys and girls posed insightful questions to the Mayor.

Throughout the remainder of the day, the students visited several businesses and buildings that have a long history in the City; among them Geiger's, First Federal of Lakewood, Lakewood Library, the Masonic Temple, and Roundstone Insurance. The day ended with a presentation at Lakewood Park by Lakewood Alive. Staff members from Lakewood Alive shared their vision for the future of the city. They were also very interested to hear the boys' and girls' ideas for potential improvements in the city of Lakewood.

What better way to learn about our city's rich history than to get out and explore the streets!



time





## OUI, ON PARLE FRANÇAIS!



Without a doubt, the most important reason to learn a second language is to be able to communicate with others who speak that language. LCA's eighth grade French students set out to do just that during their end of the year project. Their task was to rewrite and perform a play entitled *Comment Y Aller?* (How Do I Get There?) about a girl who lives in Quebec, but who encounters several obstacles when she sets out to see her friend who lives in Paris. The students worked in groups to add interesting plot twists and characters to the play and then spent an entire day "on location" in various places throughout the city. Stops included the Rocky River Police Station, the Nautica Queen, the Midwest Railroad Preservation Society, and the Lakewood Solstice Steps. Lunch at *Le Petit Triangle* in Ohio City was, of course, *de rigueur* for an end of the year French field trip. Upon returning to school, the students spent a few days in the Design Lab using iMovie to assemble their videos.

Their study of French over the last two years certainly afforded these eighth graders many opportunities to demonstrate their growth as IB learners; in particular, Knowledgeable, Thinkers, Communicators, Open-minded, and Risk-takers.