



Las noticias de la semana

Volume 7, Issue 3

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Los duendes no eran amistosos.

Voluntarios!!!

There are a variety of upcoming projects and events in which you can help support your student, please contact Melinda- melinda.boone@GE.com or Danielle- Danielle.carr@edinarealty.com, if you are interested in any of the following and/or if you would like to know more!

For the Fiesta De Primavera, it would be great for us to have each student take an attribute of the pro-

file of the learner community to represent themselves in a quilt. We have already contacted at least two people to help, THANKS! It would be great if there were one or two more to cut the 10 by 10 squares to send home with each student.

The kindergarten class would love to do a farewell to the TAs and to kindergarten in a big potluck on May 13th. Loca-

tions will be announced and we will need some help organizing this effort between the two classes. Cross your fingers for good weather.

Sr. González would like to have the students wearing a special outfit or costume that goes with their performance in May. Last year the students wore their *Se habla español* shirts, so maybe we can spice things up.

¿Cómo se dice floor?

It can be a common problem for immersion students to rely heavily on the sentence stem: How do you say ____? It can hurt more than it helps the language learner. ISLA works hard to eradicate it via circumlocution (describing in a different way the word the speaker is missing),

but each student has their phase of using the sentence stem each time they speak. The other week it just so happened to occur with a student in class who was trying to express something without taking the time to think it through. This was a somewhat advanced Spanish pro-

ducer, who ended up being corrected politely by a not so advanced Spanish producer. Suelo (floor) was all that was said. It was great to see that everyone is encouraging Spanish in kindergarten and not just the adults in the room!

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Upcoming Events:

- jueves 8 Homework sheets returned
- viernes 9 Field trip! Scholastic Book Order Due
- lunes 12 Library books returned
- viernes 21 de Mayo KINDER CONCERT



El alfabetismo

The week before break the students read the book, *Nuestra comunidad global: Mercados/ Our global community: Markets* by Cassie Mayer. This was a great connection to our market-place practice with coins that we had for a recent math lesson as well. A few class

leaders took on the roles of venders and students exchanged pennies for nickels in order to buy different classroom objects. Inflation was rampant as they set their own prices!

We finally finished the book on *Fabric/Telas* from our Foss Kit and *El tapiz de abuela* by Omar S.

Castañeda before break as well.

A new and popular center lately has been shoe tying! The students teach each other and encourage them to practice shoe tying on a variety of shoes.

**“Were you a doctor before?”
- student**

La excursión

This Friday will be our exploration trip to the Minneapolis Institute of Arts in order to hunt down and find different textiles in the museum’s permanent collection. Make sure to get your permission slip in ASAP and a bag lunch will be needed

as well!

Our last field trip will be on May 27th to the Minnesota Zoo, please let me know if you are interested in chaperoning for the day.

Escribir

The students finished up their work on “q” through “y” and are beginning to start the sound “z” during stations.

The students began a new writing worksheet to ask a ques-

tion about jobs through the Observe, Think and Question activity they did before break. The students viewed several images of different people from different parts of the world doing a variety of jobs.

First they were asked to make observations and when they expressed an opinion it was noted in the think category. Lastly, we reflected on the questions that arose to be put on the worksheet.



Las matemáticas

The class is getting really good at playing *Read my mind/Lea mi mente* with attribute blocks. One student thinks of a particular block and the class asks yes or no questions in order to determine the specific block. We've explored and practiced using different tools to measure

time, in order to lead up to an evaluation on telling time to the nearest hour by the end of the year. The students worked in their math notebooks on page 13 to create patterns using various symbols that represent actions. The last week before break the students also worked on mak-

ing maps. Each student drew a square of the classroom map and then each student has been working on making a map of the classroom on their own. The last game we've learned with coins is a matching game in which they try to fill up the grid. Its really fun for them to play!



Many students were upset with the trickster duendes that visited on March 17

Me siento orgulloso de mi trabajo

Our central idea for the IB unit of study is the following: La gente sirve a su comunidad a través del trabajo/People serve their community through their work. Again, this helps us focus our study, while still being able to apply it

globally. More specifically our inquiries will be along the following lines: what responsibilities jobs have/cuáles responsabilidades existen de los trabajos, what ways people serve/cuáles maneras la gente

sirve, and how the jobs people choose affect their community/cómo los trabajos que eligen las personas afectan la comunidad. Please let me know about actions your child takes because of our unit of study!

“How do they put the coal in the trains?”

- student

Los sobres de calificaciones

If you still have the envelope from the last report card, please send it to school so we can reuse them for the last trimester!

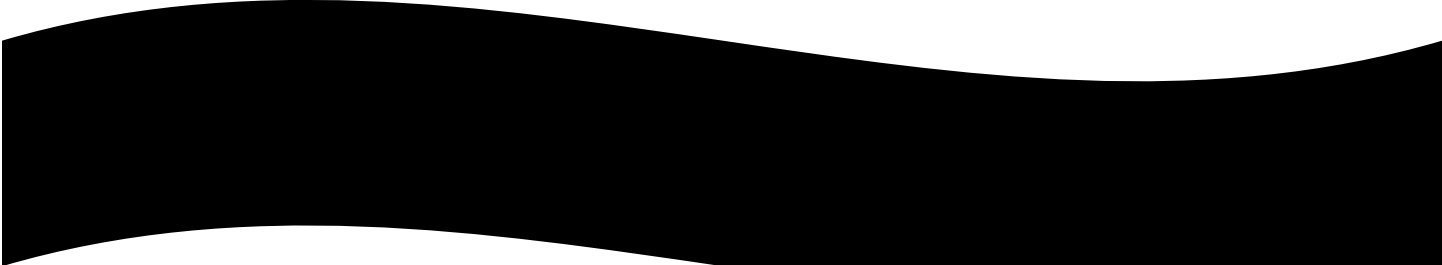
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Las cositas extras



Muchas gracias a Sra. Gauderman for volunteering to do the five lessons of Junior Achievement for the class! It was really great to have the opportunity for another Spanish speaker in the room AND taking on the task of translating the materials AND getting to know the other students. We really enjoyed having you!