

SPECIALTY CLASSES

VIRTUAL PROCESS BOARD GALLERY

At Merryhill Midtown, we believe that learning is a process; hallway bulletin boards are designed to make this process visible. The boards highlight and provide insight into various projects and studies across campus for parents, students, and guests. Embedded QR codes bring projects straight to one's device for easy access to student essays, podcasts, video productions, and more. WASC icons indicate the integration of our school wide student learning outcomes. Other features include student photos, captions, "I Can" statements and grade-level standards, interdisciplinary connections, and technology integration.

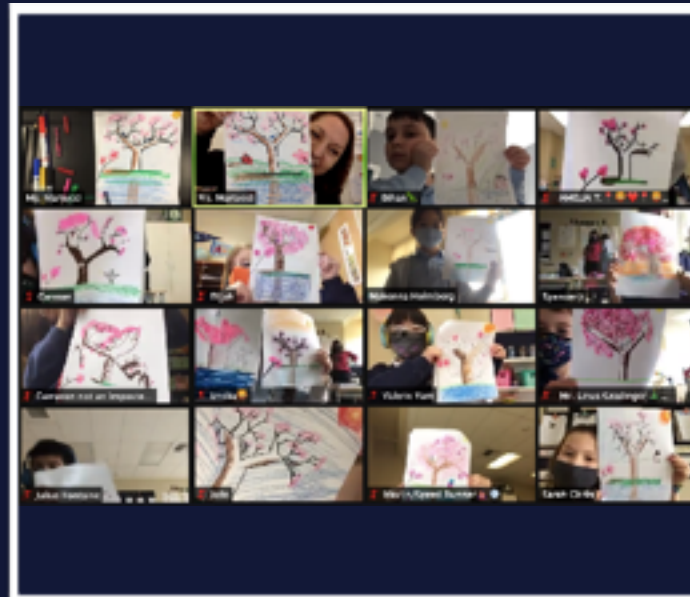
This year, we've reimagined how to make these boards accessible to parents and guests, and are pleased to share our new Virtual Process Board Gallery! In addition to including all the elements of a traditional hallway process board, the virtual gallery also features embedded video and audio files. Published in an EPUB format, the Virtual Process Board Gallery files are easily accessible and sharable across devices such as smartphones, tablets, e-readers, or computers.





Art and Nature

EXPLORING LIGHT AND SHADOW IN ART



“I Can” Statements

I can:

- draw a cherry tree
- add blossoms
- add a shadow
- add water and a reflection
- add finishing details



Concept: light & shadow, reflection
Medium: drawing

Theme: Cherry Blossom Tree
Artist Spotlight: Yokoyama Taikan

Academic Vocabulary

Impressionism is a 19th-century art movement characterized by relatively small, thin, yet visible brush strokes and open composition. An emphasis is placed on the accurate depiction of light and its changing qualities.



“I Can” Statements

- I can:
- draw a bridge
- draw lily pads in water
- add cool colors
- add finishing details

[Click to view an Introduction to Claude Monet](#)



Water Lilies and Japanese Bridge, 1899
Claude Monet, French, 1840–1926
Oil on canvas



Concept: light & shadow, nature
Medium: drawing

Theme: Bridge & Lily Pads
Artist Spotlight: Claude Monet

Playground Escape Zones

MR. KENNEDY - PHYSICAL EDUCATION

3rd - 5th grade students worked to break codes, complete individual challenges, participate in groups exercise, and collaborate with their team to complete the seven 'escape zones' in the shortest possible time. With a focus on Physical Education National Standards, the unit also emphasized social emotional learning competencies including self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.



Zone 1 'Code Break'
Two students work to crack the code and open the lock to release the equipment needed to complete each of the zones. Clear heads and logic required!



Zone 2 'Basketball'
Students must make 3 free throws to stop the clock! Classmates exercise while students work to complete the challenge. The quicker the students make the shots, the less the class needs to work. Win-win!

Before the first timed attempt of the Playground Escape Zones, students were given a practice run, asked to reflect on the challenge, and collaborated to select two students to complete

each zone. In this planning phase, students displayed the following competencies:

- Recognizing Strengths
- Analyzing Situations
- Evaluating
- Goal Setting
- Organizational Skills



Challenge	Skills	Time	Student 1	Student 2	Group exercise
1. Crack the code to open the box	Solving puzzles				Run laps
2. Basketball free throws (3)	Basketball				Hopping
3. Cone collection (6)	Speed				Running
4. Cross the lava with 3 poly spots	Agility				Side touches
5. Soccer pin knockdown (3)	Soccer				Squats
6. Underhand target throwing (3)	Throwing				Arm circles
7. Treasure hunt to stop the clock	Finding treasure		ALL STUDENTS	ALL STUDENTS	Run & search



I Can Statements

- I can demonstrate competency in a variety of motor skills and movement patterns.
- I can accept, recognize and actively involves others with both higher and lower skill abilities into physical activities and group projects.
- I can describe the social benefits gained from participating in physical activity.



Zone 3 'Speed Challenge'

The two nominated students must sprint to collect 6 cones placed at the furthest points around the playground.



[Click to view a time-lapse video of Zone 4](#)

Zone 4 'Agility'

Students 'cross the lava' by building a path using 3 poly spots. Balance and teamwork are the keys to success in this challenge!

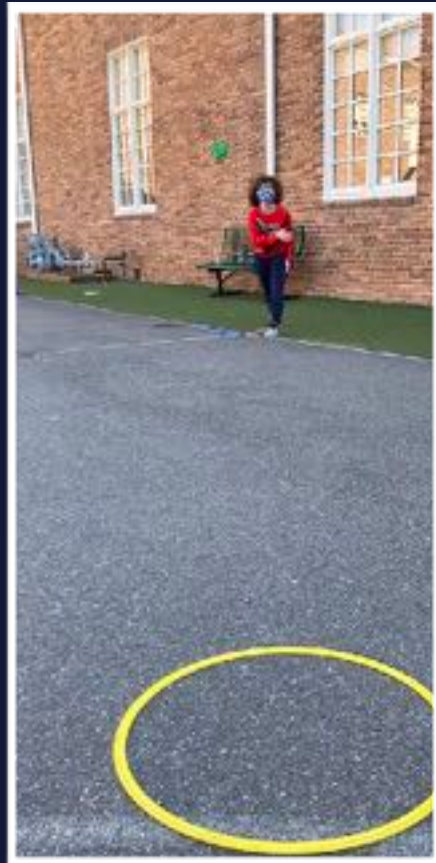
Zone 5 'Soccer'

This proved to be the hardest challenge for all the cohorts. Students need to knock down 3 pins using correct side foot technique in order to complete the challenge.



In each of the zones, students had 3 minutes to complete the challenge while classmates performed various exercises. This increased physical activity while increasing positivity and morale within the group. Early completion of the challenge not only gave the group a great team score, but also reduced the work load of whole class. When going through the Playground Escape Zones challenges, students displayed the following competencies:

- Identifying Emotions
- Perspective-Taking
- Empathy
- Respect For Others
- Solving Problems
- Stress Management
- Self-Discipline
- Self-Motivation
- Social Engagement
- Teamwork



Zone 6 'Throwing'

Two students use correct underhand throwing technique to land beanbags in 3 hula hoops.

Following each of the first two attempts, students reflected on their performance, identified areas for improvement, and made adjustments to challenge assignments. Did it make sense to move a student from one zone to

another possibly risking their contributions elsewhere? Competencies displayed in this phase included:

- Increased Self-Efficacy
- Self-Perception
- Evaluating
- Reflecting
- Relationship Building

T- Together
E- Everyone
A- Achieves
M- More



[Click to view video](#)

Zone 7 'Treasure Hunt'

4th graders race for home and 5th graders are 'head over heels' after completing the Escape Zones and finding the treasure!



[Click to view video](#)

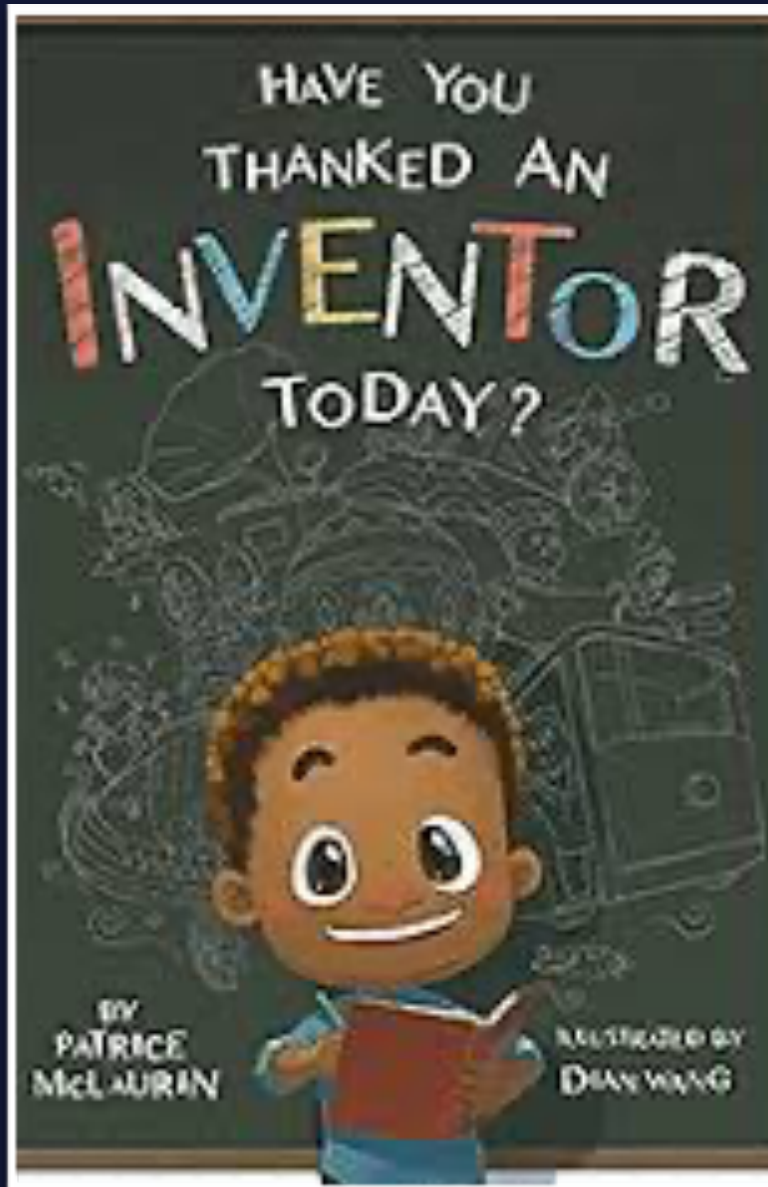
Mastering the Design Process

DESIGN LAB – 1ST & 2ND GRADE



1. READ

Read the mentor text and make connections to the character.



2. ASK

How can I improve the lunchbox design?



3. IMAGINE

What will my lunchbox look like?



4. PLAN

Sketch it! Consider the details and method of construction. Select your materials.



5. CREATE

Gather all of your materials. Refer to your plan. Build your design.



6. SHARE

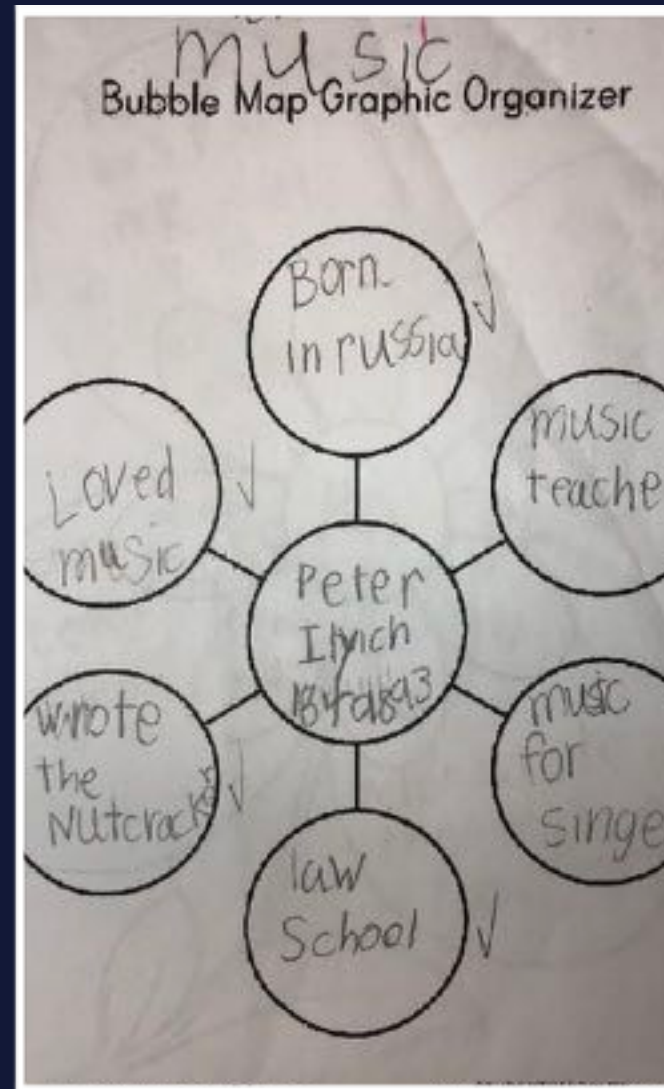
Explain the thinking behind your design. Share with others.



Composer History

CONNECTING MUSIC AND WRITING
FIRST GRADE MUSIC WITH MRS. KIM

First grade students recently published biographies focused on the life and work of Peter Tchaikovsky. Students began by exploring his music, starting with "The Nutcracker Ballet", and learning about his life and family.

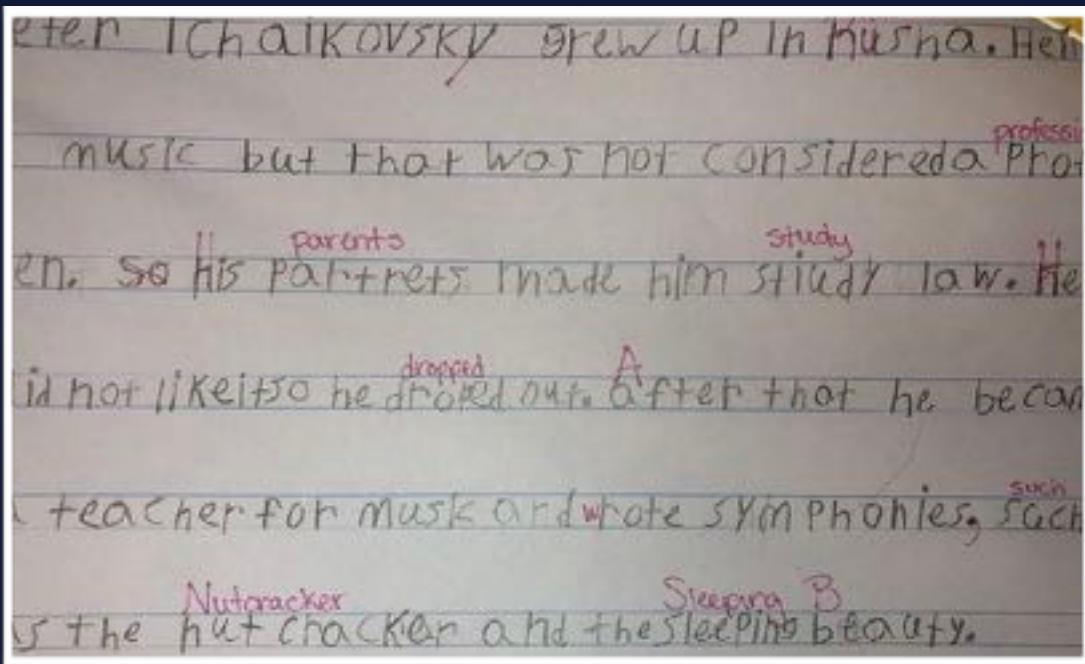
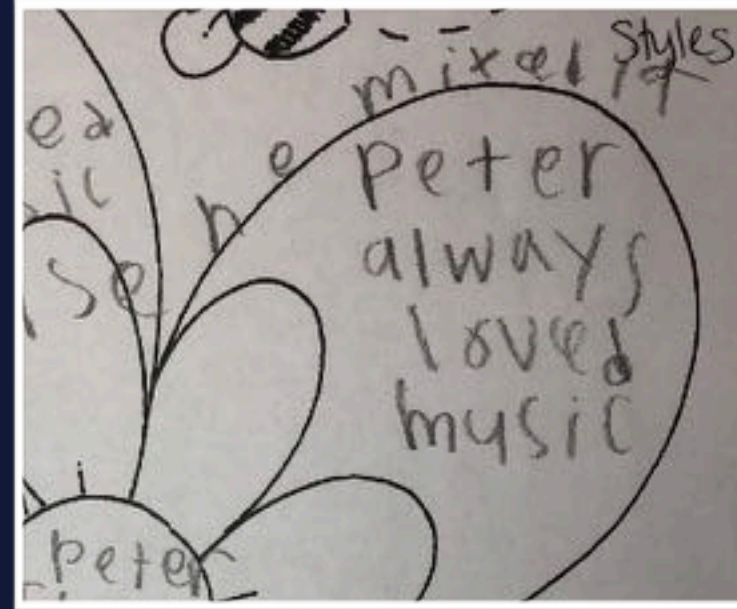
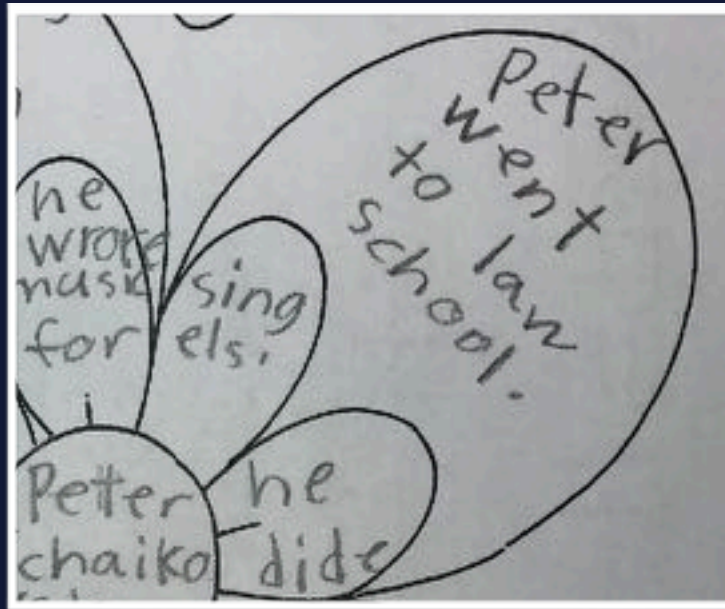


Click [HERE](#) to view an excerpt from The Nutcracker



Students then read and discussed facts about Peter Tchaikovsky's life. They used the writing process they learned in class to organize their facts.

Next, students used their graphic organizer to create detailed sentences.



Students then used the sentences from their graphic organizers to create a rough draft paragraph. Next, they revised their writing by adding details and checking for correct grammar and punctuation.

Once corrections were made on the rough draft, students published their final paragraphs focused on the life and work of Peter Tchaikovsky.



Países Hispanohablantes

SPANISH - 4TH GRADE



1. Introduction

Students were introduced to countries where Spanish is the primary language.



Click on the link to listen to the song introduced in class to help students memorize all countries in the world where Spanish is the primary language.

<https://rockalingua.com/videos/spanish-speaking-countries>

2. Practice

Then, students practiced labeling all countries on the map on Rockalingua.

Rockalingua
MUSIC BASED SPANISH LEARNING

Click on the link to try beating the highest score!

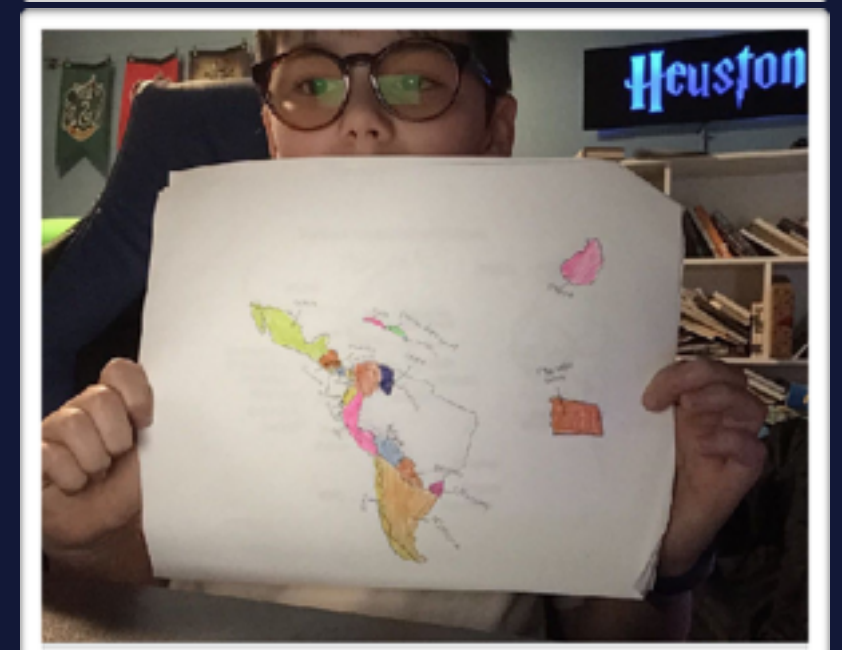
<https://rockalingua.com/games/countries>

¡MUY BIEN! Has c las

01:17 "PAÍSES"

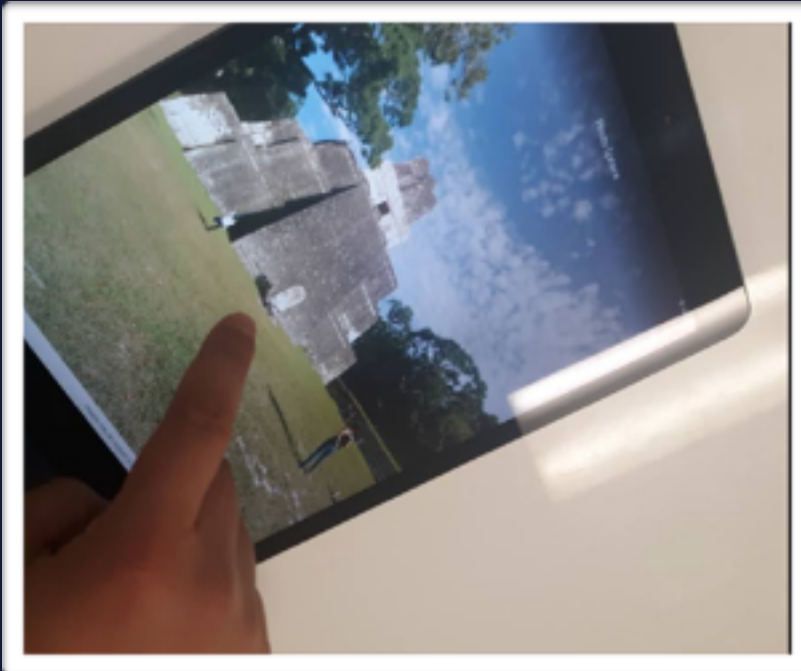
3. Sketch

Students sketched their own maps of the countries as they explored the geography of the different regions.



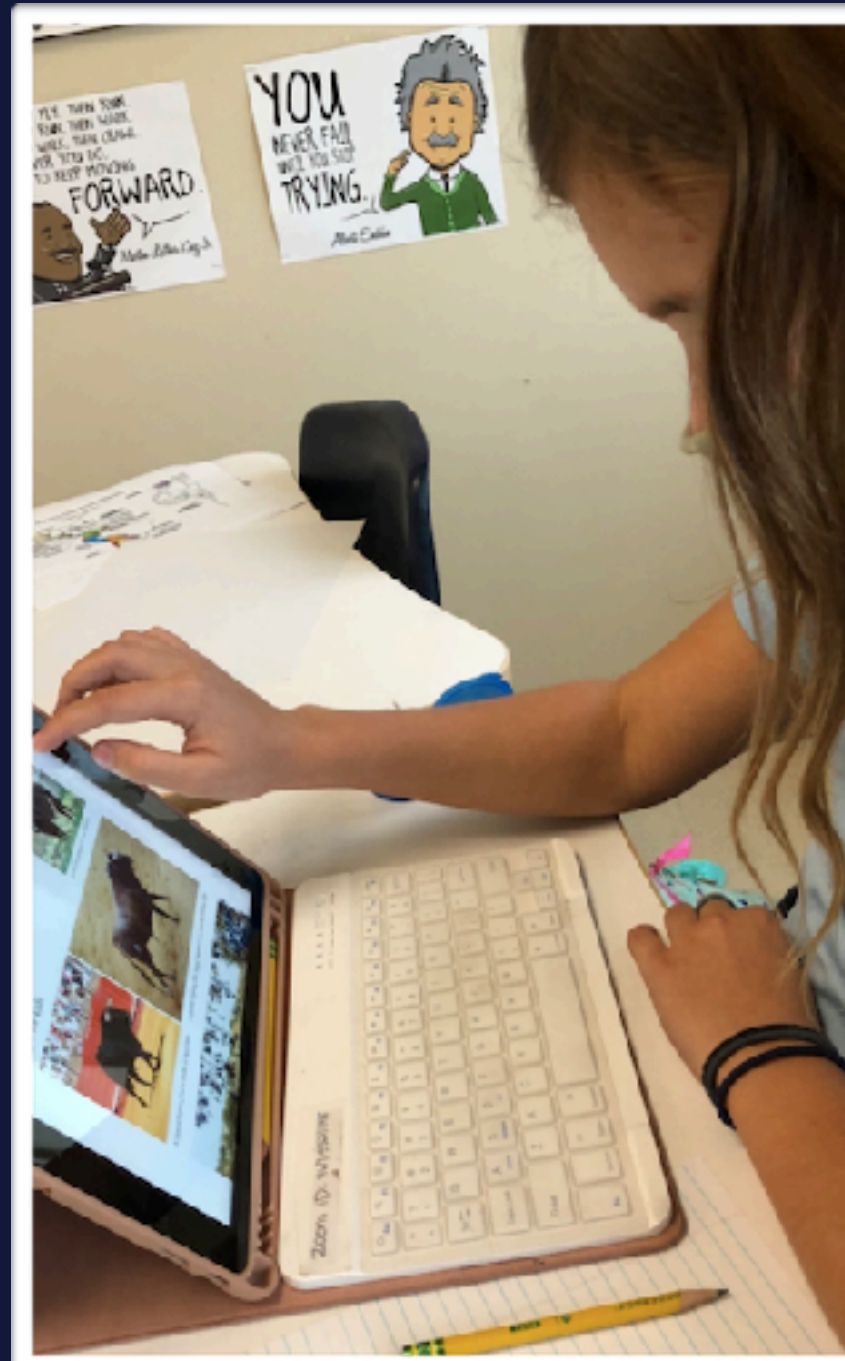
4. Explore

Using Google Earth, students visited tourist sites in different Spanish speaking countries.



5. Research

In addition, students researched to learn more about a country of their choice.



6. Create

Students then created a "One-Pager" activity focused on the Spanish speaking country they selected, and shared their work!

