

Hawk Happenings

A monthly publication of the Woodward-Granger Community School District

May 2020



Class of 2020

CONGRATULATIONS, SENIORS!

HAWK HAPPENINGS

As the 2019-20 school year draws to a close I think it is safe to say we never could have imagined a finish to a school year like what we have experienced. The last nine weeks certainly challenged us as we learned to navigate teaching and learning in a new way. It also strengthened our district as we recognized we couldn't do it alone and worked collectively with one another to support students and their families. We couldn't allow the school closure to be a distraction and we were determined to continue building futures for our students!

We decided to have fun with the final newsletter of the year and publish it on the last day of school. In this newsletter we've captured a number of stories and articles that showcase the tremendous spirit of the Woodward-Granger Schools. My vision for the school closure was to have all stakeholders stay connected and engaged in learning. We had to reimagine what school could look like once we were no longer allowed to be face-to-face. These articles represent the hard work and determination of our staff to be creative and innovative in their approach to learning. We knew we had to capture the attention of our students as distant learning became our new way of doing business. We know there are many other stories to be told and my hope is we all remember what was accomplished rather than what might have been. We will build upon these accomplishments as we transition into the next school year.

We've assembled a team to work on our Return to Learn Plan over the next several weeks. The plan will serve as a guide to our district as we prepare for the 2020-21 school year. We will be ready to serve our students and families at high levels whether we are back in our schools (on-site learning), continue learning remotely (distant learning) or a combination of distant learning and on-site learning. I'm confident the team we've assembled will design a plan that not only ensures the success of every student, but creates an environment that is safe and healthy for all. Please watch for communication about this plan throughout the summer. Our goal is to present our progress at the June 15 board meeting. After feedback and guidance from the board we will refine the plan and begin communicating to families as necessary.

I want to thank the staff, parents and students for the grace they extended during the school closure. We knew it wouldn't be perfect and we knew it certainly wasn't ideal. I recognize the loss many have felt over the last several weeks. Although we couldn't control the circumstances of the situation we worked hard to provide the best experience for our students and families within the parameters we were given. Thank you to everyone who helped make the best out of a difficult situation.

Please stay safe and healthy over the summer!

Dr. Matt Adams, *Superintendent*

THANKYOU!

STUDENT OF THE MONTH APRIL

YOU
ROCK!

STUDENT OF THE MONTH

Alayna is a strong, hardworking student. In class, she never lets her peers bring her down, and oftentimes helps others step up their game. She is dedicated to her work, always asking questions when she needs to. Alayna is polite and friendly and a joy to have in class.

During our time away, she has done a wonderful job of participating in the voluntary learning opportunities.

Keep up the great work, Alayna!



ALAYNA DUNLAVEY
FRESHMAN



STUDENT OF THE MONTH

Kaitlyn has many great characteristics that make her an easy choice for Student of the Month!

She is strong academically and continues to be very engaged in online learning opportunities.

She is confident in her extra curricular activities and is a good example for others.

Keep up the good work, Kaitlyn!



KAITLYN SMITH
SOPHOMORE



STUDENT OF THE MONTH

Starr is an overall great student and very deserving of Student of the Month!

She is a strong and caring leader who holds her peers accountable and makes sacrifices to benefit the group.

Starr continues to strive for higher learning by remaining active in the voluntary learning opportunities that have been provided. She continues participating in many activities and checking in when meetings were missed.

Way to go, Starr!



STARR CLAUSSEN
JUNIOR



STUDENT OF THE MONTH

Kind, creative and compassionate are just a few of Juliette's qualities that make her a great fit for student of the month!

Juliette has an unstoppable zest for learning! She has been extremely involved and engaged in the voluntary learning opportunities as she finishes her senior year.

Juliette is sure to be a great success when she heads to Birmingham in the fall!

Keep up the great work, Juliette!



JULIETTE
SOSA VALLE

SENIOR



STUDENT OF THE MONTH MAY

Fantastic!

STUDENT OF THE MONTH

Charity is a kind and respectful student and a great choice for Student of the Month!

She always works hard to complete her work and is conscientious about making up work when she has missed class. She is helpful to her peers and is always a willing participant during discussions.

Charity has a positive attitude about learning, gets her work done, and does it well without complaining.

She is very fun to have in class and encourages everyone else to enjoy learning.

Way to go, Charity!



CHARITY MICKLES

FRESHMAN



STUDENT OF THE MONTH

Sam is an incredible student and a great choice for Student of the Month!

Sam is very strong academically and is a true leader in his classes.

This year he has taken more challenging classes and has continued to show strong academic abilities.

In the classroom as well as the hallways, Sam is always polite and respectful. He's been caught helping students with various things and always interacts positively with peers and teachers.

Keep up the good work, Sam!



SAM PITMAN

SOPHOMORE



STUDENT OF THE MONTH

Dylan, though very quiet in class, is one of the best leaders we have at Woodward-Granger. He leads, first, by example, always following directions and being on task. He also leads by prompting his classmates to stay on task and complete their work.

Dylan is academically strong. He does his work at a high level and is more concerned with doing it well than just getting it done.

He is an overall great student and is kind, respectful, and has a good sense of humor.

Keep up the good work, Dylan!



DYLAN BACKE

JUNIOR



STUDENT OF THE MONTH

This year Asher has done some incredible things! He always shows up ready to help, whether in or out of the classroom.

During speech he inspired and encouraged younger students to work hard and always try their best. In class he works hard to do his best and helps others strive to be their best as well.

Asher is a kind-hearted and genuine human being. With all of Asher's great qualities, he's sure to be a success in his future endeavors!

Great job, Asher!



ASHER LITTLE

SENIOR



ELEMENTARY SCHOOL

SPECIAL EDUCATION ONLINE LEARNING ADJUSTMENTS

The Early Learning Center and Elementary Special Education teachers have been working hard over the past few weeks to meet our students' individual needs in our new online environment. We have been able to do this by providing accommodations and modifications to classroom materials, to help make the work applicable to each student's skills and goals. We have also searched for, created, and sent materials to families for students to work on and engage with that are at each student's independent work level and are appropriate for skill-building and retention. We have offered individual Zoom meetings for students and families

to check-in and we have also used those meetings to provide instruction on each child's Individualized Education Program (IEP). We have held and facilitated IEP meetings online with parents, teachers, AEA staff, and administrators when requested or needed. We have been answering emails, letters, and phone calls from staff, administration, AEA staff, students, and parents. Overall, we have been trying to make sure that our students and families have what they need to keep our students engaged and moving forward even during our school closure.

- Kendra Spoelstra

PRE-K

When the Pre-K team learned that we would be teaching from a distance back in March, we decided to use a combination of tools and resources to connect with families. Our first team met to establish routines and a template for delivering learning options to families. We have been meeting every week to address family needs/learning needs that are coming up and also to look at learning for students next year.

Every week, the PreK team has been sharing hands-on learning ideas in the areas of name writing, literacy, math, fine motor, sensory/creating art, gross motor (movement) and virtual field trips/electronic learning. Our team is also making daily phonics videos for our students, using our phonics curriculum.

We had also been issuing challenges every other day, but once we learned that school would be closed for the remainder of the year, we created an end of the year countdown using the alphabet. Each day features a different letter of the alphabet and an activity to go with that letter.

Our team has been learning more about Seesaw. We have attended webinars and tried to create different activities to use with students. We have

collaborated to create "choice boards" to go with the end of the year ABC's. Some of our team members have also created additional choice boards and activities to share with families who are actively engaged on Seesaw.

Our Zoom meetings have been a combination of read-aloud stories, showing and sharing some of our favorite things, going on letter hunts/scavenger hunts, playing various games, completing directed drawings and of course dancing and singing to some of our favorite music!

Every one of our team members has sent out mail, delivered May baskets, Easter treats, or talked to families via phone to ensure that we are personally connecting with each family and student. As the year comes to a close, there are a few more opportunities for "happy mail" that teachers are planning as a way to celebrate the end of this very unique time.

The interactions we have had with families and students have carried us through this tough time. We are so thankful for the support and love from all our families. We are also incredibly thankful for all the efforts our parents have made to keep their children connected and learning with us these past 8 weeks!

ELEMENTARY SCHOOL

KINDERGARTEN

Kindergarteners learning from home? Who would've thought that a six year old would be learning remotely. It's shocking to think that this is what has taken place over the last 9 weeks of school! The kindergarten team has been working diligently to provide resources to families to ensure that our students don't lose those kindergarten standards necessary to be prepared for first grade. We have taken advantage of various educational technology websites such as EPIC for Kids, Lalilo, and Reading a to z. A majority of our activities have been based on what students can find at home and work together with a family member to complete. Anywhere from incorporating outside play into math or reading to making our minds think a little differently with challenges. We provided fun science experiments that used household items or Mystery Science, various reading and math games and some printables. The kindergarten teachers also created reading lessons and read alouds via videos and incorporated our FUNdations curriculum into our at home learning. Our zoom meetings focused on face to face interaction with lots of engaging games and fun activities. It was a great time to catch up with our students, see how they were doing, hear about new things happening in their lives or provide a little normalcy. We rounded out the year with our annual 10 days of school countdown where teachers posted videos of popping balloons or throwing confetti and had the students complete a fun activity at home. Though this wasn't how we saw our year going, we made the best of our situation and tried to incorporate learning into fun activities at home for our kindergarteners! Overall, we couldn't have done it without the help from parents who so eagerly helped their children connect with us in any way they could.

- Torri Stark

1ST GRADE

During this unusual time in our lives, the 1st grade teachers have been working hard to stay connected with students and their families. We have put together games, activities, videos and more to help students continue with their learning. Each teacher has been sending out activities students can work on through Seesaw, Prodigy, Lalilo, Raz Kids, Happy Numbers, and BrainPop Jr. depending on the parents and students needs and wants. When asked, the teachers have also included learning videos for trick words, Foundations review and read alouds.

In order for the 1st grade team to be able to see students and have that face to face time, each teacher is doing Zoom meetings; some have included lunches, show and tells, scavenger hunts, and reading bedtime stories to the kiddos. The 1st grade teachers have also practiced social distancing while getting out and about to visit students at their houses to check in, participate in birthday parades, and deliver quarantine May Day baskets.

- Nadia Tyler

PHYSICAL EDUCATION

This time away from school has not stopped us from learning how being active can also be healthy. I've shared activities with the kids using Seesaw and also the ELC and Elementary's Facebook page. Movement Mondays I've shared different activities for students to try. Activities from going on a walk, jog, bike ride, nature hike or jumping on the trampoline with your family. Being outdoors is a great way to burn off energy. Our goal is to be active for 60 minutes a day. I miss being at school with each and every one of you. I've enjoyed using technology to stay in contact with you all. Go Hawks!

- Troy Birt

ELEMENTARY SCHOOL

2ND GRADE

If you were to have said to us back on March 12 that we just had our last person to person contact with students, we would have told you that you were crazy! What a weird ride it has been! While we miss our students tremendously, we are very fortunate to have had some kind of contact with a majority of them on (almost) a daily basis. Second grade has used SeeSaw all year to push out different kinds of activities usually for our rotations during our Daily 5 and as a communication tool/ share out with parents. We have relied on SeeSaw for our distance learning as well. Fortunately, the majority of the second grade skills were introduced/ taught the first 3 quarters of school. We have sent out many activities each week on Seesaw practicing these skills, such as regrouping in both addition and subtraction, map skills, place value, and different kinds of reading comprehension skills.

We have also had students video themselves reading. We have sent out Mystery Doug science videos that go with our Mystery Science curriculum. There is a different topic each week for the kids to explore. We also used this platform to do our daily read alouds as this was one of our favorite activities we looked forward to each day while we were at school. Each second grade teacher had 2 Zoom meetings a week with their class. This has been a safe way for all of us to connect and to realize just how much we miss each other! Zoom meetings have consisted of just talking, Scavenger hunts, virtual field trips (we even got to see what slime does in space!), joke telling, show and tell, and game playing. We sure do miss our second graders and can't wait until we can return to the classrooms.

- Deana Smith

LIBRARY/MEDIA

Although we can't be in the library together students have still had many resources available. I've worked with teachers and helped them obtain any resources they have needed as well as sharing resources with students. Each week I've shared information and activities for grades TK - 8th grade as well as provide access to as many ebooks as possible for the entire school community. I have been processing and previewing books from the 2020-2021 Goldfinch, Iowa Children's Choice Award, Iowa Teen Award and Iowa High School Book Award lists. Personally I have been working on curriculum as well as the administrative responsibilities necessary in school libraries.



- Corinn Matheson

GENERAL MUSIC

I miss being creative with all my students in person, but I've enjoyed seeing students create and share from their spaces. Each week I've made available lessons or activities for students to participate in. For TK - 1 these have been recorded songs with me or activities and resources shared through our Seesaw page. For 2 - 5 I have also shared resources and activities through Seesaw, however, I have also been able to provide opportunities through our music curriculum, Quaver's Marvelous World of Music. All 2nd - 5th grade students can access this curriculum from home and many enjoyed music games, creating songs, performing and sharing songs. I have also used the time to participate in professional development with other music teachers from around the world. I look forward to seeing everyone again next year and am thankful for being able to use our technology to stay in contact.

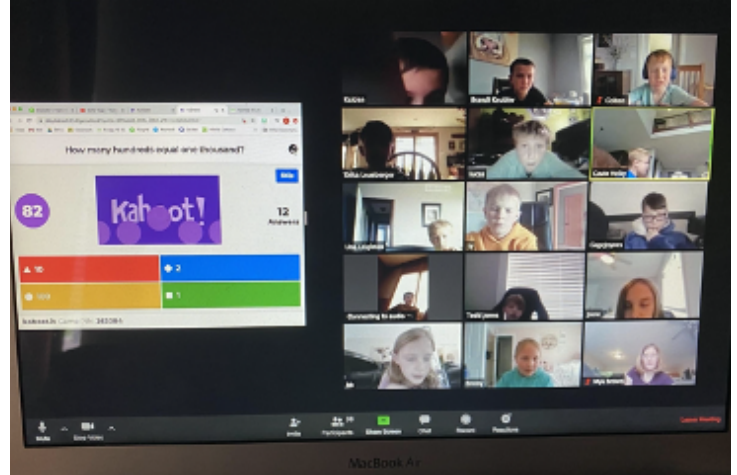
- Nicole Geerdes

ELEMENTARY SCHOOL

3RD GRADE

The third grade team focused their efforts on providing engaging and interactive materials for continued learning at home. This included resources in math, reading, writing, and science. Some examples of these were math breakouts, Nearpod lessons, Hyperdocs, Edpuzzles, and STEM activities. Students also completed activities on Seesaw, and we took the time to provide feedback on their work. We engaged with students on Zoom by playing Polygraph on Desmos, Time to Climb on Nearpod, Quizlet, and Kahoot. We also spent time on Zoom socializing with students by having a pet day, show-and-tell, and engaged with them in many other fun ways. Each teacher participated in individual and small group Zoom meetings to continue making connections with students as well.

Our team used some of this time to engage in professional development. All three third grade teachers started the process of becoming Seesaw ambassadors, as well as Nearpod and Flipgrid certified. This consisted of watching webinars and interacting or creating within each of these tools. In addition, we worked on content-specific



curriculum building. This included revamping the social studies curriculum by creating new Google Slides and planning for the first unit. For writing, plans have been researched and developed for the beginning of the school year. New materials have been produced to support students in spelling as well. The third grade team has learned about a variety of new teaching strategies for best practices in the classroom. Along with strategies, we have planned new ways to incorporate technology effectively for student success by finding resources to enrich current lessons in a variety of subject areas.

4TH GRADE

Our fourth graders have been keeping busy working on cross-curricular projects with fun themes. They have done projects about ice cream, Earth Day, camping, playgrounds, and sports. We have also had zoom meetings with our classes and the whole fourth grade each week to play games and catch up with each other. Miss Carlson, Mrs. Keller, and Miss Wyant miss each of our fourth graders every day, and are happy to have Seesaw, Google Classroom, and Zoom to help us stay connected. We are thankful for our wonderful WG families for staying active with the school and continuing to learn from home.

5TH GRADE

Fifth grade has been working hard to send out student requested learning opportunities over topics and ideas we had previously covered during the school year. The students have enjoyed going on virtual field trips, conducting at home science experiments, continuing to learn about explorers and native peoples, along with many math topics through different platforms. The fifth grade students have also enjoyed weekly zoom meetings with their classmates. Guest appearances were made by specials teachers, special education teachers, classroom associates, and Mr. Brummond. Weekly Zoom meetings have incorporated time for catching up, seeing classmates, and interactive games such as BINGO, Scattergories, Kahoot, and an indoor scavenger hunt.

- Brittany Winkel

ELEMENTARY SCHOOL

ART

Even though we could not be in our Art studio with Mrs. Kruger, many of the young art students at W-G ELC & Elem. continued to create at home. Through the Seesaw app, Mrs. Kruger demonstrated various art techniques and encouraged her students to keep expressing themselves creatively.

The 5th graders reviewed Modified Contour drawing, learned about mixing the tertiary colors and were asked to go outside & draw. The 4th graders learned about various kinds of printmaking and then used old erasers and a styrofoam tray to make their own prints. Puppets were what the 3rd graders made and they could choose if they wanted to make a sock, paper bag or a stick & cardboard puppet. Then they were asked to write a script for their puppet to perform.

The 2nd graders learned about Wilson Bentley

& that he was the artist/scientist that discovered that no 2 snowflakes are shaped alike. The 2nd graders learned to cut paper snowflakes made out of coffee filters. First graders learned how to mix the secondary colors from the primary ones. Then they turned their paint swatches into an outdoor scene that they cut & glued down. The Kindergarteners drew a long (a VERY long) landscape in the style of Grant Wood and also drew with sidewalk chalk. The TK art students shaped pinch pots out of playdough. They could choose to make one of the dough recipes that Mrs. Kruger posted on Seesaw or they could use Play-doh if they already had some.



Thank you to all of the parents who did art projects & creative crafts with their children during the quarantine. Creativity strengthens brain development & thinking skills!

- Cheryl Kruger

TITLE MATH & READING

The distance from the classroom has not stopped our learning. Each week I've been sending an email that contains fluency and comprehension practice for my reading students. For math students they have received math CBM's and basic fact practice for each week. Students have also had access to assignments each week on Seesaw which help them practice various skills or share about a book that they are reading. We also have a weekly Zoom meeting to keep some face to face contact. I miss seeing my student each and every day.

- Jean Kamp

BAND

5th grade band students have been participating in "virtual" lessons, as well as continuing to record their pieces for band karate to earn belts. Students have access to smartmusic (online music program) through June 30th to help them practice at home, which includes our method book, solos, ensembles, and even full band pieces. A learning activity is posted every week on seesaw about various topics, including games that practice note naming and fingerings, listening activities, and other music resources. Weekly, Mrs. Anderson and Mr. Willer host "section hangouts" for all band students divided by instrument. This is in a masterclass format, and the focus is on a topic specific to their instrument.

- Tara Anderson

ELEMENTARY SCHOOL

GUIDANCE

Hi! I have been working hard to support our students and families during this pandemic! I have been involved in organizing the food pantry in the entryway of the elementary building, as well as collaborating on the Grab N Go Lunch Program with communicating with our families and other community support partners.

I have also posted videos on different coping strategies to the Covid Connection page with Cody's help. On a weekly basis I have posted videos on Flipgrid and Seesaw engaging students in a dialogue or question on activities they have done/been involved with in this time that we have

been out of school including pets, crafts/creativity, outdoor activities, etc. I try to attend as many zoom meetings as I can during the week. I have also had a few families and students reach out to me on meeting with them via zoom to check in with them regarding emotions, transitions and coping with changes.

In regards to my professional development, I attend a "Yoga for Educators" class that meets twice weekly and have attended various other webinars on the role or trauma and crisis in a time such as this.

- Brittany Wilkening

MIDDLE SCHOOL

Hello WG Hawks!

We have not seen our students in person since March 12th. This has not been ideal; we miss them greatly and can't wait to be back in school in August. I have appreciated our district's approach during this time, however. Dr. Adams has led us with the specific goal of connecting with our students, teachers, and community. I believe WG has done an excellent job with those connections.



One of the silver linings of quarantine is the added family time, and I wanted to help create dialogue amongst the family unit. Personally, I created a video series titled "Table Talk" which had a focus on our district's mission statement: "Woodward-Granger will build futures one student at a time through a supportive culture of high expectations." In this video series, I asked a number of questions in which students and parents could discuss around the table.

The dialogue I hoped to help build had a focus on envisioning a future a student would want to achieve, and then backmapping the skills and experiences one would need to obtain in order to achieve his or her goal. So, what would a student need to learn in school, out of school, and what experiences would be helpful along the way?

As parents, educators, and community members, we can begin building futures from day one. It could be social and emotional skills we're teaching our youth such as communication and how to respond to adversity. It could be signing up for a team sport to learn about leadership and how to win and lose gracefully. It could be performing in the arts to tap into creative outlets. A student may need to have a summer job to learn about the importance of a good work ethic and saving money. All of these and many more will help build futures for our students. How are you helping build futures?

Thank you for your work as we are all part of this journey!

- Mr. Mohling

MIDDLE SCHOOL

SCIENCE

The 7th and 8th grade science classes were engaged over the shutdown by participating in some STEM challenges. Designing an aluminum boat to hold as many pennies as possible after dropping a large ball to sink the boat was one of the challenges. Another challenge was to create a catapult and a structure to catch the ball being launched by the catapults. The students who participated in the challenges did a fantastic job!

After three weeks of STEM activities, the 7th grade science class started to learn about our Earth's history and they created personal time scales. They learned how to tell the ages of rocks and about different time periods of our Earth. Many 7th graders participated in this learning.

The 8th grade science classes learned about the importance of our water cycle and weather patterns. They also completed various lessons on density and how air masses have different densities. Students also learned about the different layers in our Earth's atmosphere.

6th grade science has had review opportunities using IXL Science and Quizziz. These opportunities consist of questions based on the continent that



was taught in the class before distance learning. They also had a number of challenges and projects. Some of the projects have been researching natural disasters, paper airplane building challenge, and at-home science experiments. Students have been encouraged to share what they learned, how they performed, or just give some feedback to classmates using Flipgrid.

- Barry Brill

COUNSELOR

Student engagement has been different over this time but nonetheless we have been excited for all the students who are still willing to participate! We have dug deeper on personal growth and development and focused on their social-emotional well-being. We have given the students opportunities to participate in Google Meet Check-In Meetings and various Flipgrids for

social interactions. In the next few weeks, we will continue to do the Check-Ins and Flipgrids and I will be working on the Master/Individual schedules for the 2020-2021 school year. Please let me know if there's anything I can help assist with. I hope you all stay healthy and have a wonderful summer.

- Olivia Starcevich

MIDDLE SCHOOL

LITERACY

Despite the challenges that virtual learning presents for parents, teachers, and students, the 6th, 7th, and 8th-grade literacy team has been working hard to provide engaging lessons, activities, and interaction opportunities with all our students. Outside of the classroom work, we have also met via Zoom to strategize and plan for the success of our students next year--addressing potential learning gaps and realigning our curriculum. One other item we have been working on is the content for our next all-school read... no, we won't be divulging the title just yet, but what we will say is that this next book is going to be SUPER!

During the shutdown, 8th-grade literacy continued with our second-semester focus on writing by learning about the argumentative writing style. Students were provided with resources and videos to help them understand the argumentative style of writing. Their main assignment was to construct an argumentative essay by picking a side of the nature vs. nurture debate. Students did an awesome job providing evidence and arguing their perspective on the debate! The next unit we focused on was poetry and figurative language. Students were assigned "choice boards" where they got to choose whether they analyzed poetry or created their own. It was great to see the students work on analysis as well as try their hand at writing their own poetry. There are some really creative 8th-grade students. Finally, students end the year in a unit focusing on reflective practice. A few of the reflection topics that students were asked to consider include their time in middle school, a teacher that had a positive impact on their education, and their 8th grade school year. The goal of ending the year with a unit on reflection was to encourage the students to focus on the positive moments of the school year versus the negative.

Seventh grade students began the school closure by reviewing narrative and informative writing then moved onto persuasive texts and figurative language. First, students outlined their experience with COVID-19 and created their choice of narrative

projects: video, comic, essay, or verbal retelling. Students then developed a research question using "pandemics" as their topic umbrella. They shared what they learned in an informative project. Next, students studied persuasive techniques and the three aristotelian argument appeals. They found examples in popular advertisements, YouTube videos, and student writing. They finished the unit by developing their own persuasive project. Students have now begun learning figurative language terms, looked at figurative language examples in Disney, and found examples in their favorite songs and movies. Finally, the seventh graders will finish the year by submitting one of their favorite pieces of writing to share in the class portfolio. This will be left for all future classes to read and enjoy.

In sixth grade literacy, students continued focusing on their independent reading with booksnaps and book conversations with me. They also completed story starters where they used their own imaginations to create a story and have it go the way their own minds wanted to! During this time, students also reviewed the TEA writing strategy we had been focusing on before we left for spring break by reading through articles on CommonLit and NewsELA. In this time of chaos in the world, I wanted students to end the school year focusing on something positive in their lives, and what better way to do that than to focus on a hero in their own lives! Students reflected on their own lives and then chose a hero they wanted to write about. After completing their essay, they made a video where they talked about their hero and had the option to show pictures/images of their hero and what their heroes meant to them!



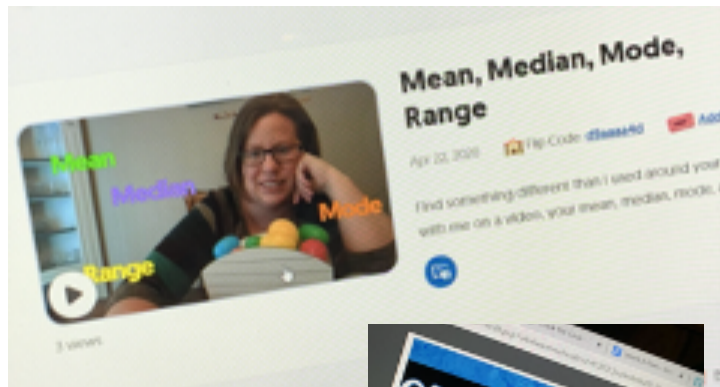
MIDDLE SCHOOL

MATH

Online student engagement is certainly not ideal, but we found ways in the middle school math department to make the best of the situation. The 6th grade Math 1 students found posts almost daily in Google Classroom each week since spring break. Every Monday, the students were posed with a “Would you rather” math question. Some weeks there were spiral review warm-ups for the kids to help keep some past topics fresh. A few of the topics we covered were inequalities, measures of center, different types of graphs, surface area, and measurement conversion. Students viewed tutorial videos to help with learning new topics. Some of the different ways the students engaged in a topic were through FlipGrid videos, answering questions in google slides, completing a Quizizz game, choosing their learning options on a tic-tac-toe board for the week, or for the last new topic of measurement the students could complete a “Crack the Code” Digital Break Out. The students also have IXL accounts, which is a great site that allows endless practice on any grade-level skill. The posts always referenced the IXL topic code they could practice for the week. Many students also were able to sign up for a free account on Buzz Math for extra practice. The 6th graders also had a chance to engage in a few google meets to play some math games and connect.

Accelerated Math 1 students have had opportunities for review using IXL and completing digital breakouts. Digital breakouts use digital tools to have students solve math puzzles and review problems to reveal clues to help them complete a themed “breakout”. Similar to a breakout room but a digital version.

In the 7th grade accelerated math class, the posts were of the same format. A few of the topics for these 7th grade students were transformations, probability, scatter plots, surface area, and exponent rules. Buzz math and IXL, math websites, were main methods of practice for these topics. In addition, posted weekly was a Math Counts challenge problem which was an advanced problem for student enrichment. Every



Friday, the students in both classes were to complete a short google follow-up form. The students would answer a few math questions to show me if they understood a new topic presented to them. The hope was to use it to see who was really able to grasp the concepts.

The 7th grade math class has been working hard at some review and also learning some new topics. We started off reviewing the percent material that we were studying before break. The new material included topics such as classifying quadrilaterals and triangles, circumference, perimeter, area, surface area, and volume. Before the end of the year we will introduce probability and odds. Students used tutorial videos and practice on ixl.com to improve their skills.

The 8th grade math students have been using square roots in Pythagorean Theorem and Distance Formula. Our next group of skills included the volume of cylinders, cones, and spheres. We are going to wrap up the year by practicing exponents, operations with exponents, and scientific notation. Students used tutorial videos and practice on ixl.com to improve their skills.

- Katie Nygaard and Brent Achenbach

MIDDLE SCHOOL

SOCIAL STUDIES

There are some standards in Social Studies that I was worried we wouldn't be able to practice during distance learning, but the students have done a very nice job in working with inquiry and research! In 6th grade, students learned about the continent of Europe. They learned about Europe's geography and some of its long history. We also worked on discovering European cultures and what Europe is like today. The students are finishing up the year with a "road trip" project using some new-to-us technology, Google Tour Builder. I'm excited to see where the students choose to "visit" and what they enjoyed the most with our study of Europe.

In 7th grade, we learn about current issues around the world. The beginning of our shut down happened just as we were getting into my favorite unit of the year, the Israeli/Palestinian conflict. The 7th graders have been doing a great job with

trying to understand this conflict, and we have had some strong discussions during our Google Meet times on Fridays. They are currently wrapping up the unit by practicing developing their own claims and using evidence to state their opinions on the conflict. During the school year, we would wrap this up with a Socratic Smackdown, a points-based debate of sorts. With distance learning, I wasn't sure how to do this, so the students are going to be using Flipgrid to present their opinions and their evidence.

Overall, I am incredibly proud of the work the students are doing to deal with our new "normal." I miss them all so much, and the amazing discussions we would have in the classroom, but they've done a very nice job with the activities and challenges they've been presented with!

- Jaylee Pierce

GRANDWOOD EDUCATION CENTER

ALL IN THIS TOGETHER

Making connections, building positive relationships, being there for the students and families, and teaching are all things that have become second nature for myself and all others within education. I am preaching to the choir when I say that during these unprecedented times, we have had to learn new ways to continue making those connections, keep those relationships strong, show support for students/families, and teach students things in a new way. We have to find a new normal and become comfortable teaching in a new way. There have been some challenges with virtual learning, but so many positive things have happened with the ways that I have been connecting with students and families.

The few ways that I have been connecting include: Google Classroom, virtual read alouds, and creating fun and entertaining videos that really focus on the interest of my students. Making interactive videos for my students has been getting positive feedback, and it gives the students a chance to see a familiar face. There is so much more that I wish I could do to show the students and families that they all matter and are definitely missed. As challenging as these times are, we want everyone to remain safe, kind, responsible, and most importantly....HEALTHY! We are all in this together!

- Monica Koenen, Grandwood Education Center

JOHN RUHLAND'S CLASSROOM NEWS

About a month before Spring Break, my classroom received a package in the mail. In it were six sets of musical instruments called Boomwhackers. While looking up songs to do for Read-e-Oke (Karaoke to practice reading and singing), another video popped up in the suggestion bar. It was a video from Youtube showing college kids playing popular songs on these colorful plastic tubes. I wanted to integrate some music and a little more math into my weekly routine, and this looked perfect for my class. I needed instruments that were easy to play and virtually indestructible. I also needed something that did not require the ability to read music to begin with.

That could be taught later and I could sneak in some fractions lessons as well. The sets were rather expensive so my principal suggested that I try Donors Choose as a resource for funding for my project. I filled out the online forms and followed the directions. I then posted my project to social media. Two days later I was informed that my project had been funded.

The kids were excited when we unboxed our

gifts. First we learned how to play them. They can be laid out and played like a xylophone and struck with a stick, but the most fun way is to whack them on your knees. I found some basic songs on Youtube that are easy to follow along. The notes are color coded and you just play your Boomwhacker when the cursor falls on your color. My original plan was to try to get 15 minutes of focus from the kids, but they were hooked. Thirty minutes later and we had to stop for recess. I had to promise to put Boomwhackers on the schedule for the next day to get them to stop. The Banana Boat song was the student's favorite.

I invited several of my fellow Grandwood teachers in to try them after school. I think we had more fun than the kids did. I checked out several sets to other classrooms before Spring Break. All of the teachers reported back that their kids enjoyed them. They work for students of all ability levels. I think these instruments will be used quite a bit next school year. I hope to see some solos and small group performances at our talent show.

BAKING WITH MR. MAT

One way I have been reaching out to our students at Grandwood is by making videos most weeks. In the videos I first acknowledge my students and remind them that I do miss them and being at school. I then do something that we would do at school such as a CLE, sharing about our feelings or even doing a Cook To Learn. This has been an amazing way to reach out to my students and let them see me and also give them some time to know that there are others out there that are still thinking about them.



COUNSELOR CORNER

I hope you are all staying safe and staying well during this time of social distancing. I miss all of your smiles and being able to see you everyday at school. Please know that we all miss you at Grandwood! Continue to connect with others as you are able to and remember that the most important thing to do is support one another.

If you or anyone that you know needs any additional supports or resources, here is a great website that can provide local connections.

<http://211.org/>

Here are 16 everyday activities that count as learning:

1. Baking and cooking
2. Meal planning
3. Budgeting
4. Checking the weather forecast
5. Building with legos or blocks
6. Playing card games

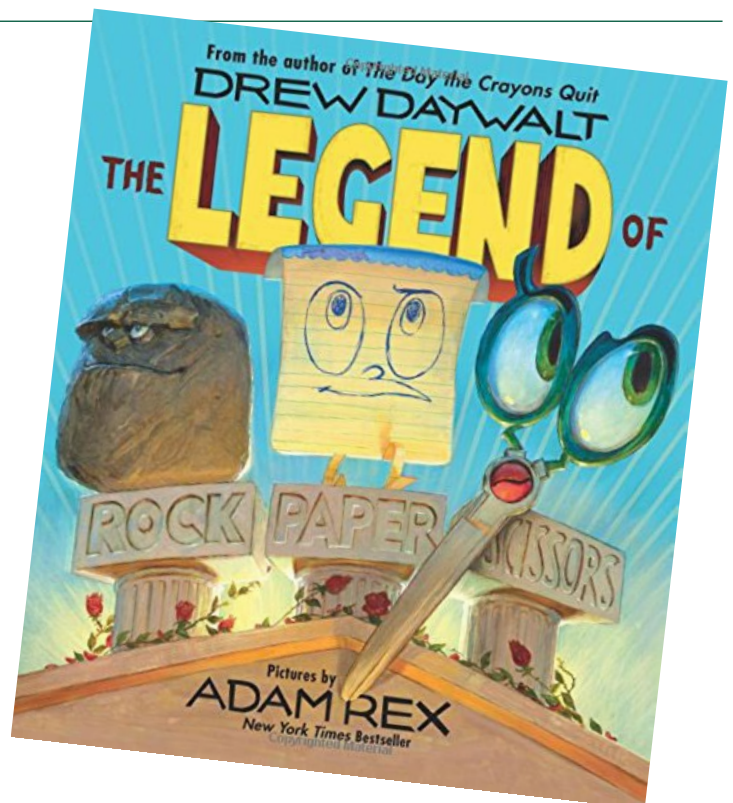
7. Playing board games
8. Doing puzzles
9. Imaginative play
10. Listening to music
11. Reading
12. Coloring, drawing, painting
13. Listening to podcasts or audiobooks
14. Writing letters or emails
15. Taking a walk
16. Cleaning and doing chores.

Feel free to contact me if you ever have any questions or concerns.

Lisa Anderson
lisaanderson@wghawks.school
515-999-2231

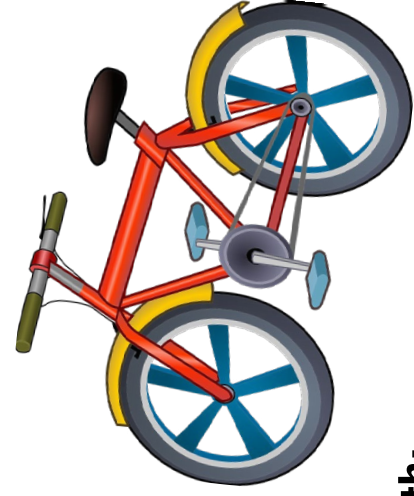
BEKKA'S BOOKS

When the initial closure occurred I knew I wanted to support the students and parents with a fun and simple activity at home. Many groups began doing the same--it was exciting to see the authors reading their books and promoting reading for kids across the country. While this was an activity for our students, it was exciting to allow my children to participate as well! One of my favorite books was "The Legend of Rock, Paper, Scissors" along with the math version that went with that book/activity! We have continued playing the math version at home. I hope you have all enjoyed the books I selected and the short, fun activities that went along with each of the books as well!



5210 FEATURE:

May is Bike Month



Here's how you can put 5-2-1-0 into action this month:

NATIONAL BIKE MONTH:

Celebrate [National Bike Month](#) during the month of May by reaping the physical and mental health benefits of cycling, including:

- increased cardiovascular fitness
- increased muscle strength and flexibility
- improved joint mobility
- decreased stress and anxiety levels
- improved posture and coordination

Riding a bike is a great way to work towards the 5-2-1-0 goal of *1 hour of physical activity* every day!

BIKE SAFETY TIPS FOR KIDS:

Bike safety is important!

- Always wear a helmet.
- Use hand signals when turning or stopping.
- Wear bright clothing or reflective materials.
- Ride on the sidewalk, path or trail, if able.
- Ride with a family member, if needed.

RESOURCE:

Iowa Safe Routes to School has launched a digital classroom with free bike safety courses. Click [HERE](#).



CYCLING + SOCIAL DISTANCING

Due to the COVID-19 outbreak, practice social distancing when you bike:

- Maintain a 6-foot distance when you pass others on trails.
- Avoid biking during peak hours near popular parks or trails.

- Biking with friends is fun – but for now – only bike with people who live in your household.

The 5-2-1-0 Feature is brought to you by:



Healthiest State
INITIATIVE



Share your 5-2-1-0 fun on social media:

#HealthyChoicesCount



FIND MORE 5-2-1-0 RESOURCES: www.iowahealthieststate.com/5210



Woodward-Granger CSD

306 W. Third Street
Woodward, Iowa 50276

PRE-SORT STD.
NON-PROFIT
US POSTAGE
WOODWARD, IA
50276
PERMIT NO. 7

CHANGE SERVICE REQUESTED

ECR WSS
POSTAL CUSTOMER

#WGSTRONG



Woodward-Granger Board of Education

These are the Board members who represent the stakeholders in our district:

Ashley Brandt - President
David Elliott - Vice President
Sam Behrens - Director

Tim Bogardus - Director
Troy Janssen - Director

Thank You
to these individuals who serve our district.

Woodward-Granger Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact: **Rebekka Maass**, 1251 334th Street Woodward, Iowa 50276, (515) 438-3240 or rebekkamaass@wghawks.school or to the Chicago Office, Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 West Madison Street, Suite 1475, Chicago, IL, 60661, and (312) 730-1560.