

Summer School 2019 Report

Administrator- Marian Gonzales

Teachers Class Reports:

K-2nd: Carol Stanton and Jade Wagner

3rd: Charla Keene

4-6th: Amy Bauer and Bailey Lindgren

Administrator Attendance Report: final page



Kinder/1st/2nd

Teachers: Ms. Carol Stanton and Ms. Jade Wagner

To make Summer School more inviting and interesting for our students, we integrated subjects and created activities with the theme “Camp Ketchikan.” We had a different topic each week: “Tongass Trees and Totems,” “Gone Fishing,” “Bears and Berries,” and “Sunlight and Starlight.” Each day we gathered around the campfire (a circle time) to read our daily agenda, sing songs, do “brain gym” exercises (to get our brains and bodies ready for learning), hear a story, and have a “class-meeting” to do problem solving. There was a “campfire” or “Stories under the Stars” time before we went to lunch each day as well. We were also able to expose kids to a few words that went with our theme in Haida, Tlingit, and sign language.



Each day there were three language arts centers for one hour and three math centers for one hour. In small groups students went to each of the centers. The main activities for language arts were: reading Scholastic leveled books, writing in a “Camp Journal,” practicing reading and writing sight words, spelling and phonics activities. Using the leveled readers, kids worked on reading strategies and improved their comprehension skills. Students heard, discussed and responded to many books tied to the topic of the week.

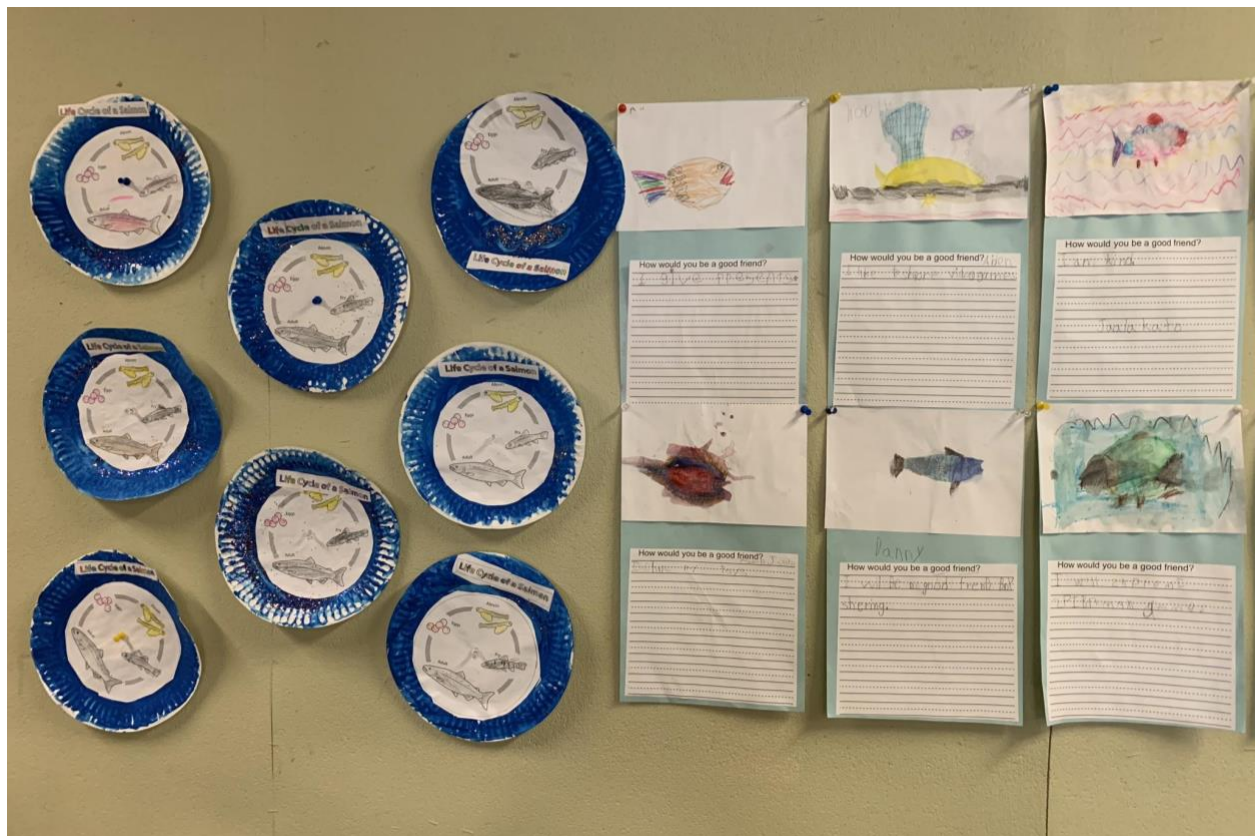
Each day of camp we had centers for children to improve their math skills. Geometry practice included using pattern blocks and geoboards and creating solid 3-D shapes with toothpicks and playdoh. Children used place value boards with ones, tens, and hundreds blocks to understand 2 and 3 digit numbers. Dice were used to practice adding. Ten frames, 100s charts and number lines were math tools children used as well. We practiced skip counting by 2s, 5s, and 10s. Second graders worked on telling time and counting money. Kids estimated numbers and used $<$, $=$, and $>$ symbols.



We were able to do outside science activities and go on a “Being There Experience” (Field Trip) each week. During the “Tongass Trees and Totems” week, kids made bark rubbings and measured trees next to the school. At the Totem Heritage Center the class learned about totem poles and other objects made from trees. During the “Gone Fishing” week, kids got to feed salmon at the Deer Mountain Hatchery, learn that there are five types of Pacific Salmon, and learn about the salmon life cycle. We identified and picked berries near the school and heard bear and berry theme stories at Ketchikan Public Library during our “Bears and Berries” week. Students paired up to trace each other’s shadows and a couple hours later saw how their shadows looked different during our “Sunlight and Starlight” week. Kids also made “Constellation telescopes.” Tying together our whole camp experience, the kids became “Junior Rangers” at the Discovery Center.

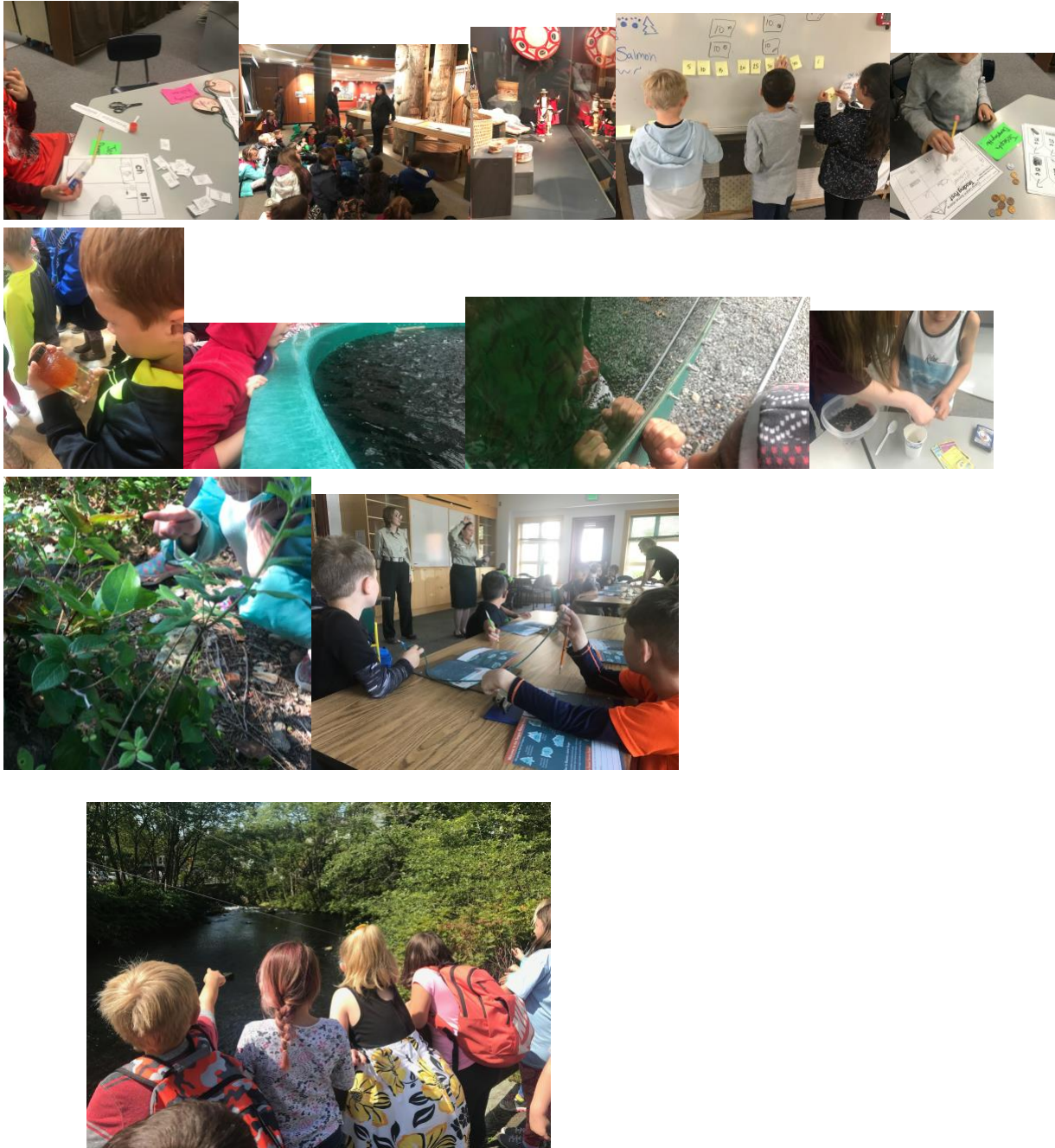


Kids had a snack each day, and once a week we had a special “Camp Cooking” time. The children made a 100 piece trail mix by counting 10 pieces of 10 foods and then counting by 10s to 100. Using local huckleberries, kids mixed their own berry parfait. Kids used pretzel fishing poles with peanut butter bait to fish for goldfish crackers. On the last day of camp, kids wore their pajamas for an “overnight” camp and made microwave s’mores.



In addition to the focus on reading and math skills, our summer school students had a great time with our “Camp Ketchikan” theme and were able to do science

outdoors as well as learn from community partners. When kids took the “Junior Ranger” pledge, they promised to keep exploring in nature and take care of our planet, and we are confident they will!



Third Grade

Teacher: Ms. Keene

August 15, 2019

We've enjoyed a successful and fast paced time with our 3rd grade students. Our days have begun with individual reading as students arrive to begin their day. Following this, students were divided into small groups which rotate through four workstations at half hour intervals for each station. Each day students also worked with at their own ability level and pace at a math station and a reading station. The other two stations varied from day to day. Skills/activities that have been targeted are as follows:

Reading- basic parts of speech, comprehension skills, decoding, reading for understanding, following written directions on a task, sentence structure, and phonics.

Math- strengthening addition and subtraction skills, emphasizing multiplication skill building, and word problems.

Supportive Activities/Skills - iPad Math and Reading skill builders, art projects, board and card games, finding hidden objects in pictures activities, geometric color pages.

Science - The students chose different animals to research and report on to the class. These reports were interesting, and the class learned exciting new facts with each report

that was presented. It also gave each student an individual chance to shine in front of an audience.



Field Trips to the City Library
- Each Monday the class walked to the Library to check out



books for their reading enjoyment at school. On our final day they were invited to help with watering and caring for the Library's garden. The students were each allowed to harvest some of the vegetables from the garden to take home with them. However, many of those veggies were eaten before they left school. Tasty!

In the time remaining before leaving for lunch at Schoenbar, our activities again varied. They ranged from read-aloud time, special projects, catching-up with unfinished projects, and animal reports.

Fourth-Sixth Grades

Teachers: Ms. Lindgren & Ms. Bauer

Daily Schedule

- Self Selected Readings, One-Minute Readings & Journal Writing
- English Language Arts
- Outside break/snack
- Math
- Science

Field Trips

- Schoenbar Trail/River Walk to study erosion
- Ketchikan Aquatic Center to study aquatic animal adaptations
- Ketchikan Public Library

English Language Arts

Our English Language Arts activities included reading the book *Wonder* by R.J. Palacio. This was a grade level novel that was



supported through vocabulary study, read-alouds, partner reading, and reading groups. Students had individual time on a computer program Freckle to practice skill level reading and comprehension on topics that we were covering in Science. Freckle also provided decodable exercises for our lowest readers. In addition to reading, we worked on parts of speech activities through individual, partner, and group activities. Journal response writing was done in connection to both our novel *Wonder* and various Science lessons.

Math

Math activities centered around working on strengthening basic mathematical skills such as subtraction, multiplication, division, place value, and fractions. We reviewed and taught new strategies to solve multiplication facts through 12x12. The students used group, partner, and individual work to practice math skills. As a results the students gained confidence in grade level math and showed the ability to work effectively with peers. In addition, the students worked in small groups with their teaches to practice individualized skills that will help them succeed in math this upcoming school year.

Science

Weeks 1 & 2- Erosion

In the first week of erosion, we focused on major causes: ice, water, and wind. Our experiments included what happens to large and small sand particles when blown by the wind and hit by water. We then went on a field trip to observe erosion caused by the river and the weather. The second week, we discussed ways that we could prevent erosion from happening. The students worked together to come up with a plan to prevent erosion. They were given a budget to purchase supplies and then worked together to build their projects. Reflection time was given to discuss what they could have done differently and to rebuild their projects if they chose to do so. At the end of our study, we hiked Rainbird Trail to look for signs of erosion and discuss ways erosion is being prevented.

Weeks 3 & 4- Animal Adaptation

Our study of animal adaptation covered adaptations in land and aquatic animals. Including the structure and function of different animals have to adapt to the habitats they live. We had the wonderful opportunity to visit the pool and test different adaptations aquatic animals have, such as gills, breathing tubes, flippers, fins, blubber, streamline bodies, webbed feet and powerful tails. This gave the students

the ability to use the scientific method in order to question, test, and reflect on adaptation in aquatic animals. Their final project used art integration to design adaptations for a land animal to be able to survive in the water.

SUMMER SCHOOL 2019 ATTENDANCE TOTALS

July 22nd-August 15th

Total Students Enrolled: 67

WK1 All Class Attendance Total 80.83%

WK2 All Class Attendance Total 81.09%

July Total: 85.00%

WK3 All Class Attendance Total 82.09%

WK4 All Class Attendance Total 80.97%

August Total: 81.59%

Summer School 4-week Total: 83.30%

*Some students joined summer school after attending Culture Camp week 1.