

Wider Horizons School

Art in Academics

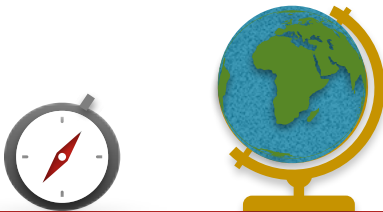
DATES TO REMEMBER:

2/10 *Science Fair* (**EARLY RELEASE**)

2/13-2/17 *Spirit Week*

2/20 *President's Day* **NO SCHOOL**

(5/15 *FRIDAY NIGHT LIVE date*)



ANNUAL GEOGRAPHY BEE



Seventh graders took the three top places in the WHS Geography Bee on Thursday.

First place is William Wilkie, second place is Logan Barbieri and third place is Nicolas Claffey.

Congratulations to all who participated in the bee.

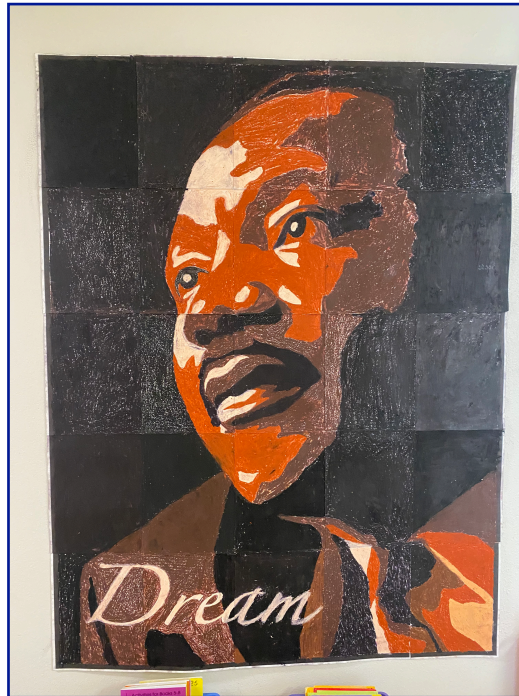


ART IS A PART OF EVERY COURSE AT WIDER HORIZONS SCHOOL

Science labs and elementary courses use a lot of drawing to depict the various lessons learned. Even stories written by kindergarteners are illustrated to show what the story is about.

Drawing is an important part of the curriculum at WHS. Children should never say they do not know how to draw because they have a myriad of opportunities to draw in language, history, science and every other topic that comes along.

Students in upper elementary created this incredible poster of Dr. Martin Luther King, Jr. which is hanging in our hallway.



A CHILD ISOLATED FROM OTHER CHILDREN IS ABUSIVE

By Domenick J. Maglio PhD.

Traditional Realist

There are an extraordinary number of today's children who are single children in the family. Since the great depression there has not been so many families with only one child. Today as many as 22% of families have only one child. One thing for sure, a child is less likely to have many siblings as families had in the past.

This phenomenon is greatly compounded by the realistic appraisal that letting the child play outside or in a park and even in upper income housing developments is not safe for fear of those who prey on children. Many of today's children are not interacting with other children on a regular basis.

The fear factor leaves many parents afraid of even letting their children socialize with families in their community. This unfortunately isolates many children from interacting with their peers unsupervised. Instead, the parents choose supervised groups like karate, baseball, music, swimming, classes to allow their child to be with other children. These instructors supervise and attempt to teach a specific skill set. However, the children are not in control of their interaction with the other children. Children have little freedom to learn how to act with peers without adult interference.

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PRESCHOOL
Mrs. Bermudez

This week in preschool we continued our discussions on the Arctic Circle, Antarctica, and the animals that live there. At the art table the children decorated a snowman and made another penguin with tissue paper.

In math, the children had lessons on counting the Large Number Cards and the Change (Bank) Game. The purpose of this equipment is to help children experience the ordering effect of the laws of the decimal system and to teach the child how to physically exchange ten of the one hierarchy for one of the next hierarchy. Some children continue working on identifying numbers, 1 - 5 or 1 - 10. Congratulations to Rocco for completing a mixed addition and subtraction book and to Manny, Kota, and Masa for completing their addition books.

For Language we played a game involving sounding out words and had a lesson with the Moveable Alphabet again. Other children are learning to write their own sentences or even stories.

For Sensorial the children had another lesson with the Red Rods. The direct purpose of the Red Rods is to develop the child's visual and muscular perception of length. Secondary aims include: developing the child's coordination of movement, assisting with balance and concentration, and providing the child with the basic language of mathematics. They learn various extensions like making a maze, a tall mountain, or a sun. These are some examples of what they can make with just one material.

Have a great weekend!

PRIMARY
Mrs. Youse and Ms. Lundmark

This week in primary, we continued our science unit on outer space. Students received a lesson on names of the moon

phases. They also reviewed what constellations are and each student recreated one of the constellations. To integrate everything they are learning, students began working on a booklet with a space poem for their language.

Science expo topics were also due today. If your student did not turn one in, we assigned them a topic and sent it home with them in their folders.

In math, students were given a lesson on the fraction circles. The ten circles show fractions from 1/1 to 1/10. They allow students to visualize what fractions represent in a concrete manner. They were also shown how to write fractions and what a numerator and a denominator are.

In practical life, students also received a lesson on a calendar work. They learned how to set a calendar with the correct date, month, and day of the week. In addition, they received a lesson on how to read a clock. We will be practicing these skills in the classroom daily with them and encourage families to do the same at home.

James and Christian moved on to level 3 in spelling this week. Congratulations!

Have an amazing weekend!

LOWER ELEMENTARY
Mrs. Urbanek and Mr. Garrand

Congratulations to Aryeh, Penelope, and Riley for perfect reading sheets!

In spelling this week the students worked in their packet. We verbally went over the definitions.

In math the students worked on booklets, applications, and learned how to measure 1/4 inch. They also had a review on 1/2 inch.

STUDENT EDITOR
YANNEISY FERRER
AND
ZARAH SORENSEN

In language the students worked from the tower. However, the students sometimes forget the different parts of speech. We have been reviewing the different parts of speech at the end of each day while in circle.

The students should start to bring in their science projects on Monday the 30th. This will give students time to rehearse their speech and become familiar with the creation and how the project works. The science fair is on February 10th, which is half day.

In history the students continued to work on needs of man. The students have several extensions on this work that they will need to be able to start upon completion of this work. They had a lesson on types of shelters.

In science the students continued to work on leaves, plants, stems, and roots.

In geography students worked on weather, clouds, landforms, wetlands, and water forms.

The students have weekly reading sheet tests, however they need to continue the daily reading at home.

The students work hard on the times tables they are learning but they need to review all the ones they have already passed. When quizzing the students on tables they have already passed, they tend to forget. Please continue to practice all that has been learned.

Book report is due January 24th. This is a written book report.

Have a safe weekend!

UPPER ELEMENTARY

Mrs. Gutierrez, Ms. Bandini, Mrs. Poole

Proposals for the science fair were due this week. Students are excited and beginning their experiments. Each student was given a packet that was specific to their type of project. Their first part of the Science Expo is due on January 31.

We would also like to congratulate Robert, David, Hayley, Patrick, and Matthew Ni for being the Upper Elementary finalists in the Geography Bee. They earned the opportunity to compete against the junior high and high school this week.

This week fourth graders moved on to chapter two in their vocabulary books. Students are also learning about homonyms for their language lessons as well. In math students are hard at work with a review on long division. In zoology students had a lesson on flatworms and we had live flatworms in the classroom for fourth graders to see. For their next book report, we are reading "The Winter People."

Fifth grade continued to work on challenging themselves when it comes to their language work, where students are encouraged to expand their vocabulary in their sentences. Students were given a review on how to use a thesaurus and have been using synonyms to expand their vocabulary. In math, students were given a lesson on place value for their decimal points. In geography students learned more about plate tectonics as well as convergent, divergent, and transform boundaries. For their next book report, students were able to choose any book in the biography genre.

In sixth grade students are working on the classification of nouns for language. Students worked hard in science to finish their unit on motion, where they learned formulas for speed, rate of acceleration, and momentum. In geography students continue to work on their projects for the continent of Europe.

Have a great weekend!

JUNIOR AND SENIOR HIGH SCHOOL

Mrs. Parks, Miss Finnerty, Ms. Sanchez

We hope everyone enjoyed the long weekend and got some much needed rest.

We have had a busy week in our classroom. Eighth grade civics presented their Martin Luther King Jr. research projects. Each student had to research a civil rights movement and explain its importance and its relation to Martin Luther King Jr.

Seventh and eighth graders also participate in the Geography Bee. Our finalists Logan, Nicolas, William, Zoe, and Ryleigh had to compete against Haley, David, Patrick, Matthew, and Robert, the finalists from Upper Elementary to determine the winner. We want to congratulate all of the students who participated for their efforts. A big congratulations to Nicolas for taking 3rd place, Logan for taking 2nd place, and William Wilkie for taking 1st place. Congratulations William Wilkie!

In Life science, the 8th graders completed a cookie lab and shared their delicious work with the class.

The 9th graders in Physical Science continued to work on their Rube Goldberg projects. They have been asked to create a Rube-Goldberg inspired invention that can complete a simple task using at least 3 different simple machines. We look forward to seeing them present their completed project on Monday.

Have a fantastic weekend!

AFTER SCHOOL

Ms. Brewer

During circle time this week, the children went over the importance of why we celebrate Martin Luther King Jr. Day. He was a fighter for racial justice and equality. We also read a book about different

IN CASE OF A STORM OR STATE OF EMERGENCY WHERE THERE IS NO POWER - SCHOOL WILL BE CLOSED UNTIL POWER IS RESTORED

climates of the world. The children wanted to know what the word "climate" meant. We discussed the the pattern of the weather recorded in any one place is called the climate. For example the climate in mountain areas is usually very cold. In the tropics, the climate is hot and wet, and in some areas it rains all year- round. We also have dry climates, cold climates, dessert climates, as well as many more.

When the children went out on the playground, some tried to catch some butterflies that were around. Others played in the sandbox and the rest were very busy using the playground equipment. Once inside some children colored and/or decided to work with puzzles. Others worked with activities of their choice.

The older group, made good use of homework time and played several games including kick ball.

Have a safe, fun-filled weekend!



Karolyn and Katherine both had a birthday walk this week!

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Peer to peer interactional instruction is often more direct and harsher. Children will tell each other the right way to behave. "Boys do not cry when they lose." "That is not how to catch a ball." When the admonishment or recommendation comes from respected peers it has greater power than from any adult to change a child's behavior.

Children know when a young person is "cool" and in charge. There are natural role models selected by the children themselves not by the adults. When children decide they want to belong to a group they watch the leaders to imitate them to win their approval. The group has the power to choose who to accept or reject. The group is not subtle or diplomatic but direct in their verdict. Either the person shapes up or is denied entry in the groups.

It may be brutal to the individual's self-concept but is effective in altering inappropriate behavior in a particular group. You are out or in. There is little wiggle room to plead one's case.

Straight talk from an admired group of peers can quickly change a child's behavior. When a child is rejected by a group, often they reevaluate their actions and radically change their attitude and behavior to be accepted by the group.

By not allowing a child to learn from other children is a form of abuse that has to end. Parents should not only allow their child to seek out appropriate peers but should promote peer interaction. Instead of micromanaging the child's every move, the parents need to give the child freedom to interact with other children while observing from a distance. A child needs unsupervised interaction with other children to grow into a healthy person. There is no substitute for children interacting naturally with appropriate peers. Not to arrange these interactions is a dangerous practice for the healthy development of children.

A child needs other children to emulate. Youngsters are sometimes serious, others thoughtful or funny. There are infinite personality types of children and allows every child to choose what they want to become. Testing out these personality types enriches their personality potential.

When young children were isolated from each other as during the covid epidemic it became obvious that children missed the interaction with other children. They greeted each other with gusto as adults do with old friends when they were allowed to get together again. These significant relationships shape the future of the youngsters that create the adult they will become.

The reality is that parents who isolate their children from other children to prevent hassle are being shortsighted. They can keep the child close to them shielding them from any conflicts and issues. However, easier is not always better. The disagreements children have with each other may be emotionally difficult to deal with at that moment, yet these interactions will teach them how to interact with others.

These are difficult but necessary lessons that will shape the direction of a child's future. Parents need to understand children grow up quickly. When they are in junior or senior high school they are on their way to college or the workforce. In either case they are making decisions for their own future. Most normally rely on themselves to make these lifelong choices.

For parents to think they can control their child's choices when they reach adulthood is unrealistic. When parents do not enable their child to sharpen their decision-making abilities by learning from their peers, this is more than short sighted, it is abusive.

Domenick Maglio, PhD. is a columnist carried by various newspapers and blogs, an author of several books and owner/director of Wider Horizons School, a college prep program. Dr. Maglio is an author of weekly newspaper articles, INVASION WITHIN and the latest book entitled, IN CHARGE PARENTING In a PC World. You can see many of Dr. Maglio's articles at www.drmaglioblogspot.com.