

CORNERSTONE

Newsletter for Harbor School & Carpe Diem Primary community

news

Calendar

- 1/16: **NO SCHOOL**
Martin Luther King Jr. Day
-
- 1/20: **Jumping Mouse!**
Carpe Diem
-
- 1/23: **Game Time! 4-5PM**
*Hosted by Carpe Diem
for ages 5-9*
-
- 1/25: **The Big, Wide, Wonderful Presentation, 2PM**
*8th Grade Social Studies
at Harbor School*
-
- 1/27: **NO SCHOOL**
Teacher In-Service Day
-
- 1/30: Re-Enrollment Contracts
& Deposits Due
-
- 2/03: **Jumping Mouse!**
Carpe Diem
-
- 2/10: **Crafternoon!**
Carpe Diem
- NOON Dismissal**
CD & THS
- Auction Preview Party, 7PM**
Hosted by the Baker family
-
- 2/17: **Valentine's Day Celebration**
Carpe Diem
- 2/20 - 2/24
NO SCHOOL
Mid-Winter Break

Page Art: The little birdy at the top and our whale project below are part of our Voyagers Auction Student Art Projects.... Stay tuned for more details! Volunteer parents Emma Hathaway and Ellen Parker have plans for all grades!

The New Year Begins

Dear Families,

I realize that there have only been 8 days of school since we returned from our much needed December holiday, but it feels like so much more. It was a great pleasure to welcome everyone back to school last Tuesday and to step outside at 8:10AM to welcome the sun as it rose above the snowy fields and mountain. There was a genuine sense of happiness as we all settled back into the comfortable routine of school. About one hour later at Carpe Diem the scene was repeated, with smiling faces eager to share holiday tales and reconnect with friends, teachers and the rhythm of the school day.

It was as if we had not been away. In fact, what felt stronger to me was the community, camaraderie and commitment to *Personal Best*. This was perhaps just my take, seen through my own proudly worn rose-tinted spectacles – *the ones that make me happy to have committed myself to working with your children, our faculty and staff and this wonderful school*. But as the week went by, I heard comments about the renewed warmth and positivity from all quarters so either everyone is wearing similar glasses or we had all simply picked up on the unique and special nature of our school. My sense is that it is indeed the latter.

And so the days flew by in a blur of toothpicks and marshmallow towers, Captain James and his Pole to Pole Adventure stories, porridge being warmed in the science room, baskets weaved in Upper Elementary, stories being written, mindfulness practiced in Life Skills, student after student after student flinging themselves through the air onto a tumbling mat at Open Space, and Spanish songs filling the room at Carpe Diem.

Teachers planned our Ski Trip, upcoming Service Learning Opportunities, Forum Papers and more. Deadlines were set and meetings conducted and yet more arranged. After 8 days I am once again in awe of what our dedicated faculty and staff are able to manage and deliver and how much they engage and inspire.

I look forward to the second new, exciting, and action-packed episode in my first year as Head of School and to learning and leading alongside your children.

- Mark McGough



PE at Open Space:
Tumbling through the air
with the 'greatest of ease...'



VOYAGERS AUCTION NEWS

In just 7 weeks, our community will come together for our biggest celebration and fundraiser of the year - **2017 Voyagers Auction!** This is the first of many Auction News so please pay close attention as we gear up for what is sure to be an amazing party and fundraising celebration!

THIS YEAR'S THEME

Each year, an auction theme is chosen that embodies the uniqueness of our independent island school. For 2017, we want to honor the exceptional education that is being offered right here, *in our own backyard*.

What does *In Our Own Backyard* mean? To our youngest students, it might mean exploring and discovering the wonderful things found right here at Jumping Mouse--*Carpe Diem's outdoor learning classroom*. To our Upper Elementary students, it might mean a visit to our elders at Vashon Community Care or a hike to Shinglemill Creek. To our Middle Schoolers, it may mean an experiential trip to Port Townsend or planting native trees to nurture Judd Creek. **To our 2017 Auction Committee, *In Our Own Backyard* means local delights and flavors, Pacific Northwest experiences, outdoor games, camping on the Olympic Peninsula, beautiful paintings of Evergreen landscapes, handcrafted Native Arts, and so much more!**

HOW YOU CAN HELP

All Carpe Diem and Harbor School families are asked to participate in the annual auction in several ways. The success of our auction is dependent on the generosity of your time, talents and treasures.

DONATE AN AUCTION ITEM

Each year, more than 200 items are collected and auctioned off at our event. When every family donates just ONE item, we are almost half-way there! Items may be hand-crafted or store bought, unusual experiences or home-made baked goods.

DONATE AN ITEM

You will receive an Auction Packet next week that includes a Procurement Form, Wish List and Save the Date card. Please take the time to review the materials and give us a call if you have questions.

VOLUNTEER YOUR HELP

If you already signed up at the start of the school year - *thank you!* Our committee will be in touch with you in the coming weeks. If you have not signed up, there are still plenty of areas that we need help. Whether you only have 2 hours to give or 10, it takes all of us working together to make *Voyagers Auction* a success! Volunteer Sign Up sheets are located at both Carpe Diem and Harbor School.

ATTEND THE EVENT

Please mark your calendar for Saturday, March 4. Invitations will be mailed next week. If you can't wait to buy your tickets, you can order online right now!

BUY TICKETS

If you do not receive your invitation or you'd like to make sure a friend receives an invitation, please let us know.

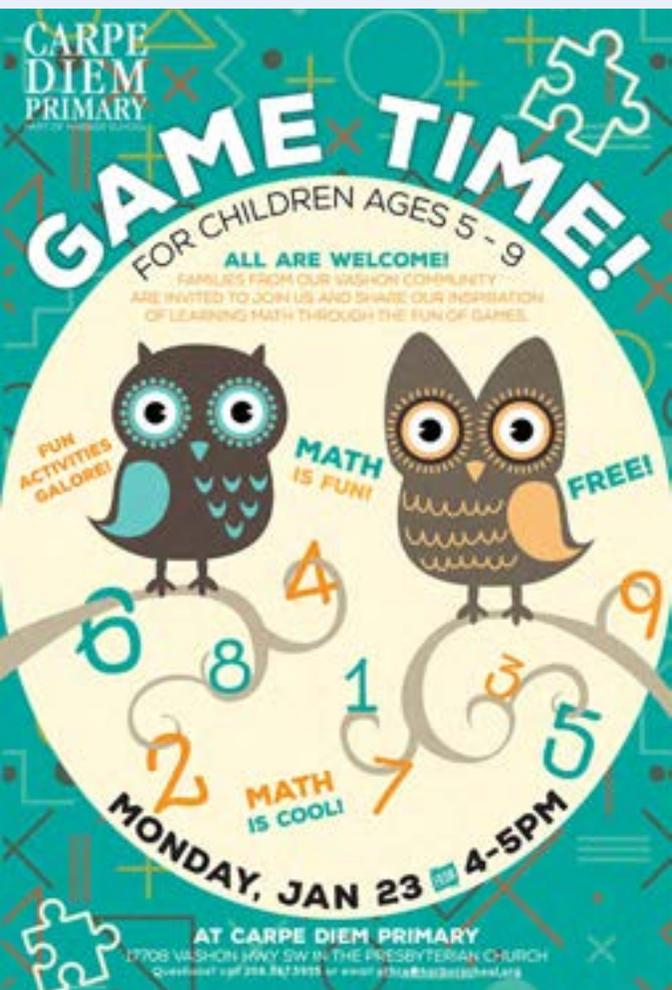
MORE DETAILS TO COME...



Ski Day Thanks

Big thanks to the following parents, alumni and friends who came out for Crystal Mountain Ski Day with us today to help with ski lessons, instruction and chaperoning! Thank you **Steve Ellison, Tony Furr, Trevor Denherder, Rick Pratt, Christian Pearson, Jake Hyde '03, Emily Hyde, Nick Hyde, Norine Martinsen, Case Foster '15, Janet McAlpin, Sam Brenner, and Steve Roache** for joining us too!

Save the Date





**100%
PARTICIPATION
IS OUR GOAL**

50%

**OUR GOAL
IS 100%
PARTICIPATION**
by all our
families
in all grades.

Please consider
making Harbor
School a
priority in your
philanthropic
plans.

Why Participation Matters to Me

by Erika Ellison, CURRENT PARENT & VOLUNTEER

The Harbor Fund is a critical piece to the financial operation of our school each year. All the school families at Carpe Diem and Harbor School are asked to contribute toward it. The school staff encourage us to participate at any level that we

feel comfortable. The important part is that we participate to help support the outstanding programs on both campuses of our school.

Seeing that participation in the Harbor Fund is just around 50% so far this school year, I think it is important for us all to consider how the success of the fund is measured, and also to see how as that percentage grows, other things grow as well. If we all participate, our sense of community grows, because we are all part of it. The morale of the faculty and staff grow because they feel the strength of community-wide support, and that community support trickles down to our kids who see that we are collectively involved in making our school a success.

Let's see if we can reach the goal of 100% participation, (*at any level*) and continue to build our Harbor School community together.

Erika, and her husband Steve, are the proud parents of THS alumni Julia '15, Martin, and Katherine '19.



When You Pledge A Gift, It Counts

There's a saying 'Timing is everything.' For annual fund campaigns like our Harbor Fund, timing *is* very important. Making sure we reach our goals before the fiscal year end (*June 30th*) is critical to our financial health.

If you are planning to give but have forgot or been too busy; or you may be planning to make a gift during GiveBIG in May when it's more convenient on your household budget, **we still ask that you complete a PLEDGE FORM** so we can count you in our participation goal.

Making a PLEDGE is your promise to Harbor School that you will give. Your pledge serves to inform our office staff that we can expect your gift during the current year on the date, or recurring dates, that you pledge.

Many families like to support the Harbor Fund by giving online during GiveBIG in May when the school typically gains an extra 8-9% on every gift made during the one-day online giving campaign. It's also an easy reminder because we see the signs up around town for GiveBIG along with social media announcements and email reminders filling our inboxes from many non-profit organizations who participate. The Seattle Foundation has not announced the exact date in May 2017 for GiveBIG but we will communicate the date as soon as they have notified us.

Please consider downloading the Pledge Form today by clicking on the link below. You can fill it out digitally and email it to Allison Reid at allison@harborschool.org. *Your pledge will be immediately counted toward our participation goals and the thermometer will rise again!*

HARBOR FUND PLEDGE FORM

OR

DONATE ONLINE TODAY!

If you have questions about the Harbor Fund, please contact **Allison Reid, Director of Advancement**, at allison@harborschool.org Thank you!



Native American Journals with The Bald Eagles & The Green Kittens

Written by Teacher Joleen

The week began with creating our journals in our Green Group Writing classes. We chose our shade of brown construction paper and started to turn it into “leather” sheets for the front of our journals. We crumpled the paper, spread it out on the rug and crumpled it again. This “tanning” process was done 6 or 7 times until the “leather” felt supple and worn. This was then glued to the front cover of their journals. They each chose a stick which is attached to the front of their journals to hold the pages together.

Each student chose from a list of Native American names and their meanings. It was such a great process to see the name that they chose and how they feel that it represents their spirit. We made a poster of the names for the class to use in their writings.

They had a chance to decide how old they are and what their family position is in their tribe. Some described their brothers and sisters, best friends or other family members. They even wrote each other into their journals, using their Native American name.

Next, they picked a job out of a hat to find out what their job would be within their tribe. They had a chance of becoming a woodworker, fisher person, basket weaver, berry picker, medicine doctor, hunter or cook. Some of the students will be researching these jobs on their own and some have partners to research and write about their jobs with.

Next week, they will continue to research their jobs and then move on to describing the tribe that they come from and the area of Washington that they live in. The geography/climate lessons that we started the unit off with provide the background information that they need to make their writing come to life.

In the next few weeks, they will describe a typical day in their life as a Native American. They will choose a spirit animal that represents them and write about why the Cedar tree is the “tree of life” and how Salmon has shaped their lives.

Along with the social studies information, specific writing skills will be integrated into the lessons each week. This writing lends itself to using powerful words and painting a picture for the reader rather than just telling the story. Each student will be going over their pages as we go with me and I will be able to tailor their editing to the skills that are specific to them in helping to improve their writing.

The kids are excited and diving into their writing with gusto. Their characters are coming to life in front of our eyes. This is big work that we are doing as we are gaining a deep love and respect for the Native American culture from long ago as well as discovering how the Pacific Northwest Native cultures are alive and flourishing today.

Spanish with Profe

We are completing our story *La Semana de Raquel (Raquel's week)*. This story reinforces vocabulary including weather terms, days of the week, fruits & vegetables, and high frequency verbs. Next week, we begin a new story entitled *La Rana Hambrienta (The Hungry Frog)*.

Classroom Meeting

Written by Peggy Rubens-Ellis

In classroom meeting we finished up our study of **Anger Management**. The main teaching of this series of lessons is that each person experiences anger in their own unique way. There is no one size fits all approach. Yet, it is important for a student to learn some anger management techniques so that they can prevent themselves from getting to a four or a five (*that's when destructive things can happen such as slamming a door or kicking someone*). I really stress that problem solving is important too, but you can't really problem solve when you are very angry.

Here are the Elements of Anger:

PEACEFUL PLACES: Where do you feel most relaxed?

TRIGGERS: What sets you off?

BODY RESPONSE: What happens to your body when you get angry?

ESCALATING ANGER: How does your anger rise? Is it slow or more explosive? Can you go from a one to a five?

LENGTH OF ANGER: How long do you stay angry?

RETREAT: How do you calm yourself down?

PROBLEM SOLVE: What do you do next?

We made an ABC chart and the students came up with great ideas for anger management. These are 100% their ideas and I am really proud of them for their great wisdom. I am attaching the photo so you can see for yourself.

Encourage your child to try some of the strategies and see what works for him or her. The last step is always problem solving after the anger subsides. Also, it may be helpful to tell your child how all the elements of anger work in your life.

Next up: We'll be talking about diversity and courage!



Literature Groups

We've officially embarked on another literary journey, this time inspired by the American Revolution. This week, readers had a choice between two classic, Newbery Honor books: *Johnny Tremain* and *My Brother Sam is Dead*. Students brought home a packet including all the details they'll need to succeed: a list of due dates and how much to read, story quads for the entirety of the book, and information and guidelines about the final project. Students are inspiring each other to avoid procrastination and have shared techniques for how to divide up the tasks to conquer them—please do invite your student to begin working on their final project now as there are components that are doable even without knowing a ton about the story.

This is the link to a summary of *My Brother Sam is Dead* and *Johnny Tremain*. On the Spark Notes site, they also have descriptions of each chapter if you'd like to browse ahead to see what is coming before your student (*and you!*) read it.

<http://www.sparknotes.com/lit/brothersam/summary.html>

<http://www.sparknotes.com/lit/johnnytremain/summary.html>

Audiobooks are fabulous! If your student benefits from reading along while listening to the story aloud, do check out the audio versions online or from the library.

Math

Logic puzzles give the brain a workout unlike any other. This week, students learned how to do a couple of new-to-them logic puzzles in their Math Odyssey packets. Over the course of the week, their goal is to exercise their math brain by exploring (*meaning trying, not necessarily finishing*) at least five of these puzzles.

In core math time in class, our action is all about fractions. We are continuing along our hands-on fraction journey, and this week the 4th grade mathematicians are exploring equivalent fractions in three different ways, while the 5th graders are working on comparing fractions, recognizing fractions that are less than $\frac{1}{2}$, and which fractions are more than 1 by a unit fraction.

Greek & Latin

Our roots of the week are *audi-*, meaning to hear, and *spec-*, meaning to see or to look at. We're also exploring connections between the English language and Spanish, honing in on cognates, prefixes and suffixes.

Revolutionary War: America's fight for independence

What is a loyalist? A patriot? What do they believe in, and why were they big players in the Revolution? Why revolt anyway? And for that matter, what is a "revolution"? Are there any connections between modern times (*say, stemming from the current election*) and the colonial times leading up to the Revolutionary War?

Students this week have read some short articles, watched some short videos, had conversations and processed much about these very questions and themes. Students have broken into small groups that meet in "taverns," which was a very important staple in the Revolution as patriots would gather to discuss their beliefs, angers, strategies, and ideas about Britain and the impending war. These groups are distinguishing themselves as unique meeting places who have distinctive beliefs and core values by creating a tavern sign, motto, name, chant, and more. These teams will work together throughout the American Revolution to accomplish a variety of tasks and objectives, all of which will hopefully help them gain a deeper understanding of the Revolution.

Science with Zoë

Inspired by the great book about scientific exploration, *Leon and the Champion Chip*, we will conduct several investigations over the next few weeks that explore all sorts of scientific concepts, all through the medium of, you guessed it, potato chips! This week: making rockets, compasses, boats and kites - all out of potato chip bags.

Spanish with Profe

This week we reviewed our story, *La Semana de Raquel (Raquel's Week)*, with a *Diccionario de Dibujos (Picture Dictionary)* Here is the link to the story so that your student may share their accomplishments with you.

<http://huachinango.wikispaces.com/La+semana+de+Raquel>

We also continued working a new story, *a Rana Hambrienta (The Hungry Frog)*. Here is the link in order to practice at home:

<http://huachinango.wikispaces.com/La+Rana+Hambrienta>

We also began to explore how to tell time. Here is the link in order to practice at home:

<http://huachinango.wikispaces.com/La+Hora>

[MORE NEWS >](#)

Ski Day!



Schedule change for THE BIG, WIDE, WONDERFUL PROJECT Presentation

Due to our ski day, MLK day, and the number of absences recently in the 8th grade class, we are re-scheduling **The Big, Wide, Wonderful Project Presentation**. We would love for you to come and join us for a lively, fun and thoughtful time learning about **THE SACRED**. Please note the following in your calendar:

THE BIG, WIDE, WONDERFUL PRESENTATION

Date: Wednesday, January 25, 2017

Time: 2:00PM

Location: Harbor School Campus Social Studies Room



Hitting the slopes on a sunny Ski Day!

Science with Zoë

6TH Grade

What is the best way to design a scientific experiment? This week, students learned to identify variables, control variables, record and analyze data, all in attempt to finally solve the mystery of those pesky bowls of porridge in the 3 Bears' house.

7TH Grade

Students brush off their knowledge of experimental design this week as they devised and conducted an experiment that finally answered the question about those bowls of porridge in the 3 Bears' House.

8TH Grade

With a solid grasp of genetic inheritance under our belts, we now begin to look at the mechanisms of evolution. This week, students used a fantastic computer simulation to test how different versions of traits in bugs affects their survival in different environments.

Math with Leslie

Juicy Tidbits from Math Land

MATH 6

We are studying **Chapter 5: Ratios**. The first lesson was a very simple review and now we are challenging ourselves with real-world problems. We will be using fraction partitions to help us set-up the problems, finding unit values and then using those unit values to find the answer for our ratios.

MATH 7

This group continues with **Chapter 3: Solving Inequalities**. The study guide was handed out on Thursday. We will have another study day on Tuesday. If all goes well we will have a test next Wednesday. After we are done with Chapter 3 we will begin **Chapter 4: Ratios, Rates, and Proportions**.

PRE-ALGEBRA

Congratulations to all the mathematicians! Chapter 4 was challenging but we stuck with it and now we are algebraic manipulation masters! Watch for a work collection to come home and require your admiration and signature. Several students were absent and will take their test after they have had time to make up their work. We are now working on **Chapter 5: Simple Equations in One Variable**.



Algebra with Zoë

This week's challenge was mastering the art of the dreaded word problem. We learned techniques to identify the type of problem and then chose the appropriate technique for each type. Students have learned to use several forms of linear equations: *point-slope*, *slope-intercept* and *standard*. Each has an advantage in particular word-problem situations. Our goal: no anxiety when word problems appear on the test!

English with Todd

Vashon's VFW Essay Award Ceremony will be held on **Thursday, January 26**, at **2PM** in the McMurray Middle School Multipurpose room. Harbor School students who will be receiving awards (*yes, we have a few!*) for their essays, will be notified next week. Todd will be taking the students who are to receive recognition to the ceremony and their parents are welcome to attend.

ABOUT THE VFW YOUTH ESSAY COMPETITION:

Conducted nationwide, this VFW sponsored youth essay competition gives students an opportunity to write essays expressing their views on democracy. More than 125,000 students participate in the contest each year.

All entries begin at the Post level. The contest consists of four levels. The first level (entry) is sponsored by local VFW Posts - on *Vashon that's VFW Local Post #2826*. Local Post winners advance, one for every 15, to the VFW District (*regional*) level where the one first-place winner is advanced to the VFW Department (*state*) level. The one first-place winner at the Department level is then advanced into the VFW National competition. The winner from each Department (*state*) then competes for the national prizes.

VFW Patriot's Pen Essay Contest is open to 6th, 7th and 8th grade students enrolled in public, private or parochial schools in the U.S., its territories or its possessions. Home-schooled students are also eligible.

Spanish with Profe

6TH Grade

We have read our story, *Sandra y el vestido perfecto* (*Sandra and the perfect dress*) through slide 45. We completed a *ficha* and a *Diccionario de Dibujos* (*Picture Dictionary*) to assess and foment our progress. Here is the link to the story to practice at home:

<http://huachinango.wikispaces.com/Sandra+y+el+vestido+perfecto>

We also have spent some time in SSR (*Silent Sustained Reading*) with a book called *Brandon Brown quiere un perro*. (*BB wants a dog*).

7TH Grade

We continue reading and reviewing chapters 1-4 in *Las aventuras de Isabela*. Here is the link for your student to practice at home and to share their accomplishments with you:

<http://huachinango.wikispaces.com/Las+aventuras+de+Isabela>

We listened to an audio version of the book as we read this week. That was fun! We have completed *fichas* (*packets*) on chapters 1-3 and a *Diccionario de Dibujos* to assess and foment our progress. Students took a quiz over how to tell time this week. Here is a link in order to review and for your student to share their accomplishments with you:

<http://huachinango.wikispaces.com/La+Hora>

8TH Grades

We continue reading and reviewing chapters 1-4 in *Las aventuras de Isabela*. Here is the link for your student to practice at home and to share their accomplishments with you:

<http://huachinango.wikispaces.com/Las+aventuras+de+Isabela>

We listened to an audio version of the book as we read this week. That was fun! We have completed *fichas* (*packets*) on chapters 1-4 in order to assess our progress. Students took a quiz over how to tell time this week. Here is a link in order to review and for your student to share their accomplishments with you:

<http://huachinango.wikispaces.com/La+Hora>



In the Community

REGISTER NOW!

Rock Island String Education (RISE)



Grades: 3-5 (open to homeschoolers as well)

Tuesdays & Thursdays, Jan 17-Mar 30
8:20-9:05 AM* (skip Feb 21-Mar 2)

Tuition: \$200 Member, \$220 General

Instructors: Sarah Perلمان and Kim Thal

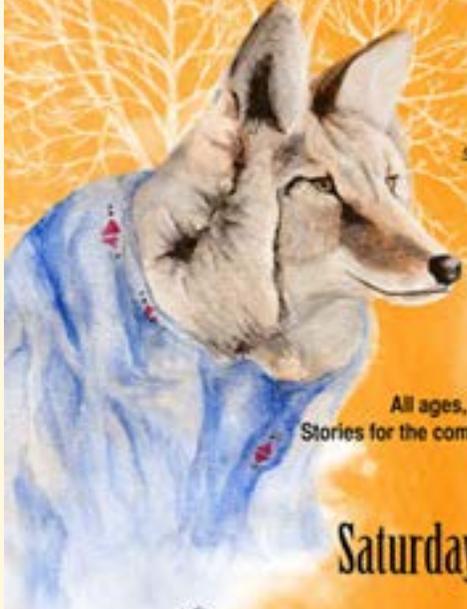
Location: Music room at Chautauqua Elementary School

Learn to play guitar or fiddle in a group setting using folk, pop and world music. RISE is open to both beginners and experienced players. Bring your instrument or use one provided. (*Late Start dates run 10:45-11:30 am)

REGISTER AT www.vashoncenterforthearts.org

Scholarships are available to make arts education accessible to everyone! If applying for a scholarship, click the button below and VCA will register you in the class.

The Vashon Wilderness Program presents the
10th Annual
Storytelling Festival
Tales to stir the imagination and transport us to realms of magic, myth and hero



*"After nourishment, shelter and companionship, stories are the thing we need most in the world."
— Philip Pullman*

FREE
All ages, best suited for ages 4-104
Stories for the community, by the community
Audience participation

Saturday, January 28th
12:30pm
Vashon Theater
17723 Vashon Hwy SW, Vashon

Vashon Wilderness Program
Celebrating 10 Years
vashonwildernessprogram.org
The Vashon Wilderness Program grows relationships between self, community, and the natural world.

VASHON ISLAND JUNIOR 2017
BASKETBALL

Hoops! Dribble, Shoot, Score!
Sign Up Deadline Season 2 Jan. 20 (5:10 late fee!)



Season 2:
Games Feb. 4 – April 1, McMurray Gym
(Skill Evaluations Jan. 21. Grades 3/4 9-10 am; 5/6 10-11 am. Practices begin Jan. 30)

- 3rd-4th Grade Boys, \$100
- 5th-6th Grade Boys, \$100

NOTE: 5th and 6th grade girls will play off island in the Delridge Seattle Parks League. Complete schedules, details, and registration for ALL leagues online at www.vijb.org.

REGISTER ON-LINE @: www.vijb.org