

## UP and COMING

- 3/25 End of 3rd Grading Period  
3/26 Community Business Expo-  
NHS 10:00-4:00pm  
3/28—4/1 SPRING BREAK  
4/4 Community Levy Meeting  
@NHS, 6:30pm  
4/5 Financial Meeting @NHS,  
7:00pm  
4/7 Arithmetickles family night  
for RW students at NHS,  
7:00pm  
4/8 Reports Cards sent home  
4/11 State of the Schools Address  
@Nfd Elementary  
School, 7:00pm  
4/13 PTA @NMS, 7:00pm  
4/14 Market Day Pick Up, NMS  
Fun with Mudd @ RW  
5:30pm  
4/22 NO SCHOOL  
4/26 OAA TESTING Grade 3, 4  
READING  
4/28 OAA TESTING Grade 3, 4  
MATH  
2nd Grade Show, 7:00pm

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# Rushwood's Reflections

VOLUME 2, ISSUE 4

MARCH, 2011

## A Message from the Principal

### *Rushwood Families,*

This past weekend marked the two year anniversary of the passing of my father, and I was able to spend time with my twin sister, sharing memories of our childhood and even our HS and college days. It reminded me of the quote by an American Writer, Napoleon Hill, which goes like this: "Great Achievement is usually born of great sacrifice, and is never the result of selfishness."

I will always look to my father for the unselfish ways in which he provided for me and my sister as we grew up. We didn't have much in the way of material things, and there were times that we didn't understand why we couldn't have what "all of our friends had". My dad worked for RTA as a supervisor in the Maintenance Department for 25 years and was able to retire, unfortunately shortly before his death. Though we didn't have the material objects that many of my friends had, what we did have was his patience, guidance, and instilled belief in the importance of education. He attended every school recognition night, every sporting event-no matter how long a drive it was, and even became a coach for a summer travel fast-pitch softball team for

our neighborhood. My dad could have done many things with his hard earned wages, but he chose to spend it on us in any way he could, given what he had, because it was important to him. I appreciated the sacrifices he made for me in life. And while he couldn't pay for college for us, he did help us get into one after graduation from HS. He saw me earn my Master's Degree, and just at the time of his diagnosed illness, when I began my Doctorate program—he smiled, told me "he believed in me", "that I could do it, and that he was proud of me." I will finish this program, and when I do, I know that my dad's genuine belief in education is what pushed me to achieve and succeed. So thank you, Dad.

I wish each of you a wonderful, relaxing Spring Break.

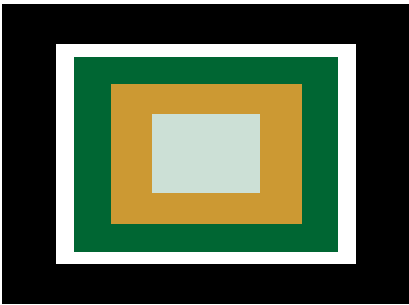
Yours for an *excellent* education,

Jacqueline O'Connor

### Save the dates:

April 4 @ 6:30pm, Nordonia HS Cafeteria—Community Levy Meeting; and, April 5 @7:000pm, Nordonia High School Auditorium—The Financial Challenges in Education today. Each and every day

we read or hear about the financial challenges school districts across the state are facing. Residents often question the need for new levies and additional funding. Mr. Maxwell and Mr. Roscoe will help the audience better understand the complexity of school finance, examine current economic issues, review the local and state funding processes, discuss the deteriorating condition of Ohio's school funding and provide an overview of the processes for accounting and managing funds for schools. Mr. Maxwell and Mr. Roscoe develop and present school finance workshops for school districts, and organizations throughout Ohio. Both are considered to be leading experts in the area of school finance. April 11 @ 7:00pm, Northfield Elementary School—State of the Schools Address by Mr. J. Wayne Blankenship. Mr. Blankenship will be discussing the district accomplishments in spite of unprecedented budget cuts, share student success stories, and the district's vision. He will also outline key benchmarks and strategies to achieve the vision. This will be a wonderful opportunity to share with our residents what is happening in our schools. These events are open to the public. District students at the State of the School Address will provide a short musical performance, and student art work will also be on display.



## UpWard Math

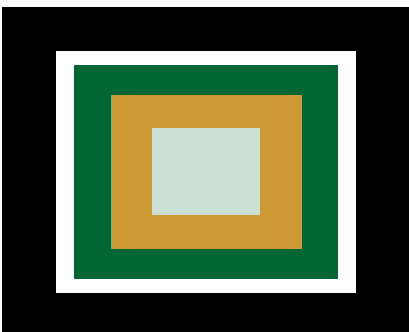
UpWard Math has been in full swing and each week a newsletter is sent home to parents advising them of the work children have been studying and practicing. Alison Monsman has taken the lead on this valuable Title 1 program, and kudos to her for her communication with families regarding the progress of the students involved. UpWard Math meets Tuesday through Thursday, and students either attend a morning session that starts at 7:45am or an afternoon session which begins at 3:45pm. What have we learned this week? Here are a few topics your child may have covered: equivalent fractions; adding and subtracting fractions; distributive property; finding the area of a triangle; and finding the area of polygons.

“Individual Student Learning and Achievement is our Core Business”



Students of the Month--  
February

Gabe Dombroski (Mrs. Ramsay), Grace Czerwony (Mrs. Dunn), Emilie Cook (Mrs. Chaloupka), Vincent Gizzo (Mrs. Bzdafka), Mitchell Wiechecki (Mrs. Juhasz)



# Students of the Month—March

Congratulations to the following students who were selected as Student of the Month for March. Please stop in to view our showcase which highlights each of these students.



**Anthony Graceffo**  
*(Mrs. MacRaid)*

**Ashley Zelina**  
*(Mrs. Boebel)*

**Colin Cook**  
*(Mrs. Goodson)*

**Delaney Bodziony**  
*(Miss Monsman)*



**Emma Messina**  
*(Mrs. Kretch)*

## **Reading Specialist** *by Amy Mix*

Kindergarten students have been learning many letters along with the corresponding sounds. The students are engaged in Orton-Gillingham based activities that focus on letter/sound recognition, blending words, and identifying sounds in words. Along with building their phonics skills, the students are also learning Red Words (or sight words). These words that need to be memorized are introduced and practice in a multisensory way. The Red Words are implemented in stories that are read aloud on a weekly basis.

In the Houghton Mifflin series, the first graders have been learning many new phonic concepts in Theme 7. The concepts of Week 1 and 2 focused on *oa*, *ow*, *oo*, and compound words. Currently, we are focusing on the vowel pairs: *oo*, *ew*, *ue*, *ou*, and the long *i* sound (*igh* and *ie*). After chorally reading chants to introduce the vowel pairs, the students will read aloud the stories, Lou's Tooth and A Clean Room. Along with identifying the vowel pairs in the stories, the students will practice making predictions and sequencing. After reading the stories, the students are going to take a break to play a game of WORDO to practice the High Frequency Words of Theme 7.

## Counselor's Connection

by Kirk Galbreath

### **Academic Domain of ASCA Standards**

Here at RW we continue to use real time assessment data (most recently winter Aimsweb scores) to guide our staff and RTI Team to develop effective Tier 2 interventions for students falling below benchmark data. We conduct monthly Tier 2 meetings with all teachers to review and discuss questions/concerns and progress toward Tier 2 goals for those students.

### **Social/Personal Domain of ASCA Standards**

I have finished implementing grade 3 and 4 classroom guidance sessions focusing on Empathy using our research based Second Step anti-violence program.

I've completed the following class visits to date:

- 24 total class visits in grade 4
- 20 total class visits in grade 3
- 16 class visits in grade 2 (with 8 more scheduled)
- 12 class visits in grade 1 (with 12 more scheduled)

This program does a fantastic job providing common language across grade levels for students and teachers to recognize the importance of creating an empathetic culture focusing on recognition of feelings and using that skill to stop or solve social problems that can otherwise interfere with the academic progress within classrooms and schools. The Second Step program focuses on social skills that research suggests may be pivotal in helping children succeed socially and avoid aggression toward their peers.

### **Career Domain of ASCA Standards**

Tish O'Dell from CVCC continues to bring excellent presenters from around our region to expose our students to a multitude of career specialists. We have recently exposed various grade level students to the following career professionals who read and shared on their field of expertise:

- Deputy Mike from Summit County Sheriff Department for Safety
- Owner of Little Gym Dr. Farian (Dentist)
- Scientist Day where various professionals shared with grade 3:
- Cleveland Clinic Germ Specialist Physical Therapist
- Cuyahoga Valley Park Ranger Dentist
- Eye Bank
- Natural History Museum Specialist
- Mr. Ferris, Maple Heights Fireman
- Students from CVCC studying education who worked with grade 2 students on various interventions and projects

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## ***Physical Education:***

*by Erika Canitano*

The students celebrated the 100<sup>th</sup> day of school in physical education class. With a partner, the students chose from a large variety of activities to participate in and performed those activities 100 times! A few examples included 100 jumps with the jump rope, 100 dribbles with a basketball and 100 twirls with a hula hoop.

Students have finished up their jump rope unit. The students practiced using short and long jump ropes. We had many parent volunteers come in and help out with our jump rope unit. They twirled long jump ropes for the younger students. Along with our unit, some of the students participated in Jump Rope for Heart to raise money for the American Heart Association. This year our school raised \$4993!

Rushwood Recreation Club is happy to announce that two events will still be going on this school year, bowling and hiking. Although many of our events were cancelled due to the building closing immediately after school, these two events are not at school and still available!

## ***Music Notes:***

*by Dr. Nancy Lineburgh*

As always, we are doing a lot of singing, game playing, moving, instrument playing and listening in music class. The main concepts that have been covered in Kindergarten so far are steady beat, same and different and pitch. These young children are amazing in the way they drink in learning! Having the kindergarten children twice a week feels like much more than double the time we have had in the past. The Brain Gym activities we focus on are “Hook-Up”, “Belly Breathing”, “Energy Yawn”, “Rocker” and “Cross Crawl” (Skipping). We continue to weave more and more Brain Gym activities into the lessons as they fit into the music curriculum. “Cross Crawl” (skipping) is the most important and we plan to do a skipping activity in every lesson from this point forward.

First grade is working on music of the seven continents. We have covered North America, Australia and Africa and are working on China now. Our music reading has been focused on rhythm. We are about to start to put notes on the staff. Second graders spend a lot of time playing lesson songs on small glockenspiels they take home for individual practice and exploration. Their staff reading includes the following: quarter, eighth, half notes and quarter rest, do, re, mi, so, la. Third graders are playing recorders and sounding great! Using the mimio to introduce the recorder made a big difference this year. Fourth grade has now learned all of the benchmark reading concepts which include all second grade concepts and sixteenth notes, syncopated rhythms, whole note, low la, low so, and high do. Some of the fourth graders will be performing at the Knights Expo in March. Our unit on the music of Ohio is coming up soon. As a part of that unit, we work with a song that names all 88 counties.

# Kindergarten News

by Amanda Juhasz, Dawn Soukup, Alecia Glorioso, and Heather MacRaild

We continue to follow our Houghton Mifflin Reading Series with recently completing the "Sunshine and Raindrops" theme, which focused on books about weather, sharing about our favorite kinds of weather, and even making our own snowman character out of snow! We are now reading the great books from our new theme, "Wheels Go Around." This is an exciting theme to begin because students were able to bring in something from home with wheels to share with the class. We learned the poem, "Stop and Go" which reminded us of one of our favorite games - *Red Light, Green Light!* We read the classic story, "The Wheels on the Bus" and students were able to join in to act out the story. We also read the books, "Wheels Around" and "Looking for Wheels." Students completed writing activities about wheels and made a wheels collage. We celebrated Dr. Seuss' birthday on March 2 with many fun activities! We read some of his classic books such as, "Green Eggs and Ham", "The Cat in the Hat" and "There's a Wocket in my Pocket." Students made their very own patterned "Cat in the Hat" hat, wrote about their favorite Dr. Seuss character, played rhyming BINGO and visited the website [www.seussville.com](http://www.seussville.com). We were lucky to have our Curriculum Director, Mrs. Beville, come in and read to our classes her favorite book *Green Eggs and Ham*.

We have been very busy following our Everyday Math program! We have been exploring measurement with a variety of tools (our feet and hands, rulers, and tape measures). Students learned how to count by fives and to count using tally marks. We also had a great celebration in the kindergarten classrooms on the 100th day of school. The students had a special opportunity to learn with all of the Kindergarten teachers! The kindergarten teachers moved from class to class and did a special math activity that celebrated the number 100! We are now learning the penny, nickel, and dime while also playing coin exchange games. Students are studying the solid shapes: cone, sphere, cube, cylinder and rectangular prism. We continue to practice writing numbers to 50.

For social studies we have focused on the recent holidays: Groundhog Day, Chinese New Year, Valentine's Day and President's Day. Students have also continued to practice the traits of a good citizen. For science, we have learned about the tools and safety procedures needed to complete certain tasks. We continue our study of the four seasons and will be completing our upcoming recycling unit.

The kindergarten teachers continue to be amazed at how quickly and proficiently the kindergarten students have been picking up the skills needed with working with technology. The students are able to navigate websites independently on the computer as well as use the Smartboards to complete learning activities.

## GRADE 1 NEWS

by Kelly Boebel, Michelle Bzdafka, and Erin Wilson

Students grow as readers, writers and mathematicians every day! They also further their understanding of science and social studies along the way.

The students continue to work in small groups to read books at their different reading levels during our **Guided Reading Workshop**. During these small group sessions, students continue to use and discuss a variety of **decoding strategies** to unlock unknown words. We have also been working on **understanding and making meaning from the text** that we read. The groups use graphic organizers such as Venn diagrams, t-charts and paragraph frames to aid in retelling and strengthen comprehension of both fiction and non-fiction texts. We continue to discuss the author's message, to identify our purpose for reading and to make personal connections to literature.

Our **Writing Workshop** time allowed the students to make tremendous leaps with their writing. We will continue to work on daily writing that meets the criteria below:

- ✦ handwriting that is neatly spaced on the handwriting lines
- ✦ **a clear beginning, middle, and end**
- ✦ **details that support and explain our writing ideas**
- ✦ complete sentences that begin with capital letters and end with punctuation
- ✦ phonetically spelled words and accurately spelled first grade words.

In **Math Workshop** this grading period, we have worked on:

- ✦ finding missing numbers and/or the missing rule in "What's My Rule?" problems
- ✦ understanding **place value** for tens and ones
- ✦ comparing numbers using  $<$  and  $>$
- ✦ knowing  $+0$ ,  $+1$ , doubles, sums of 10 **addition facts** and larger addition facts
- ✦ solving addition and subtraction number stories
- ✦ measuring objects to the nearest centimeter
- ✦ understanding digital notation for time
- ✦ **calculating the value of combinations of pennies, nickels, dimes and quarters**  
finding equivalent names for a number.

Our first **Content** unit of study for the grading period focused on **physical sciences**. We sorted objects based on the materials they were made from and their physical properties. We then explored that things can be done to materials to change their properties. We have recently begun a social studies unit about **geography**. We will work on identifying the location of places, understanding how places are connected and how human activity affects them.

## **GRADE 2 NEWS**

*by Kathy Goodson, Maryanne Dunn, Diana Royski, and Sarah Felker*

In connecting our social studies history lessons and research and writing standards, second grade students have been reading and writing about people who have made a difference. In working with our speech and language specialist, Maren LaGuardia, we used the EET model (Expanding Expression Tool) to help second grade students focus on important information. The EET model asks us to describe an item or person using clever phrases we can remember. Students read biographies, took notes using the EET model and then edited and published their learning as posters. Students were encouraged to study famous African Americans in celebration of Black History Month. You will see the posters displayed in the halls at Rushwood.

In science, second grade physical science students are learning about energy. We have learned that light and sound are forms of energy. Our music teacher, Dr. Lineburgh, helped in presentation of vocabulary and a concept of how sound is made in connection to making music. Students made their own musical instruments and demonstrated them in music class. It was a great connection of music and science.

Students are enjoying the First in Math site to practice math concepts at school and at home. Students are also using the Everyday Math site for review, extra practice and enrichment activities in math. Math centers are individualized for students who need review and those who need an extra challenge.

## **GRADE 3 NEWS**

*by: Alison Monsman, Brenda Siracusa, Amy Solkiewicz, and Linda Chaloupka*

Our third graders have been busy and working very hard this year! In math, the students are pretested each unit then receive differentiated instruction based on their needs. Our students are benefitting from enrichment or slower-paced lessons with repetition. This style of teaching and learning has resulted in several unit tests with an above 90% passage rate!

During our reading and writing time, the students complete a variety of activities each week. The cross-curricular centers we have allow the students to work on activities from different subjects. These centers include: practicing Reader's Theater scripts that connect with science and social studies topics, practicing math facts and math problems, using the computers for Brain Pop Jr., First In Math, and Everyday Math Online, and practicing reading informational text through our Time for Kids magazines.

In science, the students have just finished an extensive research project on famous scientists! These projects required the students to read a biography about a scientist, take notes about important details from different parts of their lives, and create a poster displaying the information they learned! The results are hanging in the hallways for all staff, students, and visitors to see!

During our social studies time the students are learning about the history of our community. Throughout this unit they will learn how the community has changed over hundreds of years. Some students have even visited The Palmer House Museum with their families to learn more information!

# GRADE 4 NEWS

*by Robin Ramsay, Goksu Kretch, Sue Harris, and Shannon Klouda*

The fourth graders at Rushwood have been extremely busy this winter. In Language Arts, the students have just recently finished their poetry unit in which they read, interpreted and wrote poetry. At the end of the unit, we had our annual Poetry Coffee House and performed our poetry to a packed house! Our thanks to Dr. Lineburgh for helping the students add a little razzle dazzle to their reading. Some of the students are now learning power point and have taken their free verse poems and made them into beautiful presentations. We are now reading Theme 4 in our Houghton Mifflin Series and will be spending time reading nonfiction via the Read for Real series. Typically, students have a tougher time with this type of reading and we are hoping that a heavy concentration on nonfiction will increase confidence and abilities during the OAA testing this spring. Speaking of testing, the students have taken and analyzed their results of the Reading practice test. The test, an informational letter and feedback sheet was sent home for parents to review. Also, as a review, the students have been using the student response system, aka the clickers, to review testing components. This is an engaging way to practice test taking skills.

In Math, the students have been learning about the concepts of fractions, decimals and percents and probability, as well as area and perimeter. The students were involved in many Math investigations to understand the relationship between fractions and probability. Also, they explored the reasons why the algebraic formulas,  $b \cdot h = A$  and  $\frac{1}{2}(b \cdot h) = A$  exist. Our fourth graders love the [www.everydaymathonline.com](http://www.everydaymathonline.com) games and the teachers find the web site a wealth of information.

In Social Studies, the students have become business owners! Based on the natural resources of Ohio, they have selected a business that uses local products. The students have replicated these products using modeling clay, have created business plans, mapped out the location, and created puzzles and posters all in order to help them understand Economic concepts. The students will have their own Business Expo at the end of March to show off their hard work.

In Science, Cluster D just finished the unit on Matter by teaching the class about physical and chemical changes and by sharing experiments they had chosen. It was a great way to end our unit. Our new area of study is Meteorology. Each day the students will forecast and predict the weather, learn about air pressure, wind and humidity, and the instruments that measure weather. We will soon begin our research on clouds, which we will turn into both a book and an expository essay in Language Arts.

## Speech and Language

by Maren Studer

The Speech-Language Pathologist at Rushwood has been using the Expanding Expression Tool (EET) for a variety of activities in general education classrooms throughout the building. The EET is a multi-sensory tool used to expand student's oral and written expression. In Kindergarten, students have been using the EET to orally describe items they brought to school during their show and tell time. A first-grade class has been using the EET to describe objects orally, and in writing. The second grade team has been utilizing the EET to have students write autobiographies, biographies of classmates, and biographies of famous African-Americans for Black History Month. Third grade classes are using the EET for summarizing stories read in class, and to generate creative writing pieces. In fourth grade, students are using the EET for creative and informational writing activities.

## Delayed Starts 2010-11 School Year

The Nordon Hills City School is continuously evaluating all aspects of the school organization, striving for continued excellence, and being prudent and fiscally responsible. For the 2010-11 school year, the decision was made to establish four (4) planned delayed start days on November 12, 2010, February 22, 2011, March 21, 2011, and May 19, 2011.

On these late start days, school will start exactly 2 hours later - teachers and staff will use this time for professional development. Your child's transportation will be altered on these delayed start days. You should expect your child's bus will run 2 hours behind the regularly scheduled pick up time. For example, if your child is normally picked up at 8:00 a.m., under the 2 hour delayed start your child's bus pick up time will be 10:00 a.m. **THERE WILL BE SLIGHT CHANGES FOR LUNCH TIMES on these days (Kindergarten lunch 11:00-11:30; Grade 1 11:15-11:45; Grade 2 11:30-12:00; Grade 3 12:10-12:40; Grade 4 12:45-1:15).** Pizza will be the main selection on any day, planned or unplanned. For our students, our school day will run from 10:45-3:15. Students may be dropped off starting at 10:30 and class begins promptly at 10:45.

If you have any questions or concerns on these late start days - please check with your student's building principal or contact the Board of Education at 330-467-0580.

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## ***A Message from Gifted Services*** *by Deb Gennarelli*

Gifted education in Nordonia Hills City Schools encompasses a wide variety of services. Although the state of Ohio does not mandate servicing gifted students, Nordonia has provided this necessary service for over 25 years. We currently have one gifted intervention specialist servicing grades K-4 and one gifted specialist servicing grades 5-8.

First, direct gifted services are offered to students who qualify based on state and district criteria. Identified third and fourth grade students work for 225 minutes per week in a pull-out program with the gifted intervention specialist in their building. The students work on a variety of integrated projects using critical and creative thinking skills based on the Ohio Academic Standards. In addition to the extensive inquiry projects, gifted students work on advanced math, reading, and technology skills. Identified K-2 students are serviced in their classrooms with collaboration between the gifted specialist and regular classroom teacher to meet the students' academic needs.

In addition to the direct pull-out gifted services provided, the primary gifted specialist works with high ability math students in grades 2-4 during each elementary school building's intervention blocks. These thirty minute periods provide opportunities for students to work on in-depth problem solving and logic.

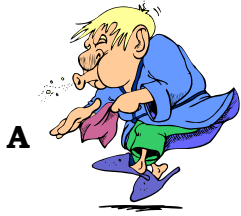
Gifted services also provide opportunities for high ability third and fourth grade language arts students. This year students are participating in a national program called The Word Masters Challenge. Students explore advanced vocabulary and related analogies. Their studies culminate in analogy challenge meets held in the fall, winter and spring grading periods. Nordonia's students are doing extremely well in comparison to other participating schools in the country.

Finally, gifted services include extensive consultation services for parents and teachers. The gifted specialist houses an extensive collection of books related to the needs of gifted children. Parents often borrow these resources and discuss their concerns with the gifted specialist regarding their child's academic, social and emotional needs. Regular education teachers and the gifted specialist often meet to discuss how to best differentiate for the high ability students within their classrooms. Language arts research opportunities and math menus are often created to help meet the academic needs of these students.

If you have any questions regarding testing, identification or services provided for high ability students in Nordonia Hills City Schools, please contact the K-4 gifted specialist Deb Gennarelli at [deb.gennarelli@nordoniaschools.org](mailto:deb.gennarelli@nordoniaschools.org) or the Summit County gifted coordinator Shawn Jividen at [shawnj@cybersummit.org](mailto:shawnj@cybersummit.org).

## CLINIC NOTES

Now that the cold and flu season is happily upon us, the Rushwood Clinic would like to share the following information with all parents



### **WHEN SHOULD YOUR CHILD STAY HOME FROM SCHOOL? SIMPLE GUIDE . . .**

Children should be kept home if they have diarrhea, vomiting, severe coughs, severe colds, or undetermined rashes. Children should not come to school with a temperature of 100 degrees or above. The temperature should stay below 100 degrees for 24 hours before returning to school. Consultation with your family doctor is essential if there are any questions.

### ***Make Provisions for Alternative Care When Your Child is Sick***

- Inform your school secretary if your child is EXPOSED to a contagious disease.
- Keep your child at home if he/she develops SYMPTOMS of disease that may endanger the health of the other children.
- School clinic facilities do not have accommodations to keep ill children for long periods of time.
- Sick children must be picked up by parent(s) or alternative caregivers.

### ***Prevention Is the Best Medicine: Encourage . . .***

**HAND WASHING** – one of the best ways to prevent communicable disease:

- Before eating or drinking
- After using the toilet
- Covering mouth/nose when coughing and sneezing
- Eating a balanced diet
- Sleeping at least ten hours each night



### **IF YOU SUSPECT YOUR CHILD IS ILL, KEEP HIM/HER HOME . . .**

It sounds simple, but teachers are often faced with students who are too sick to learn and they in turn affect the well-being of the entire classroom.

## Art — *by Joe Culley*

In all of the grades we have been exploring geometric forms that can be found in pretty much everything we see. This is akin to the Lego building block approach to a symbolic representation generation. All classes use markers for the emphasis of line in drawings and crayons to color in, to create a solid form. We also incorporate the exploration of mixing colors.

From attendance at two highly influential and paradigm changing workshops, Mr. Culley has begun to apply to his lessons the use of Zentangle as well as an innovative use of technology. Zentangle is a process of doodling that creates cognitive flow and pictorial compositional understanding.

Digital Academy has supplied Mr. Culley with up-to-date technological tools allowing him to create dynamic presentations encompassing sophisticated concepts as well as a means in posting student work for parent observation. If you check out this website, you can see how he has integrated Digital Academy with the Zentangle workshop. <http://voicethread.com/?#u1437245>

Mr. Culley also recently created and taught two workshops. One workshop pertained to his own art work that was displayed during a big group art exhibit at Summit Art Space in Akron. The main theme of the show was upon various depictions of the human form. The second workshop was for a local business think tank. This three hour intensive focused on the creative process, using chaos and the framing of it to generate new ideas.

***For Black History month the following lessons were taught for the following grades:***

**Kindergarten**-We made paper collage designs inspired by the Ndebele people of South Africa. Mr. Culley showed them photos taken while in South Africa when he went there on a Fulbright Scholarship. He showed them the connection of how the Ndebele created a wonderfully colorful design of pattern and applied it to the design of their clothing, cars, houses and pottery.

**First Grade** – We made drawings of our bedrooms to tell the story of their lives. We observed the painting by African American artist John Biggers entitled The Upper Room. In this painting, Biggers illustrates the feeling and struggles Black people have faced and still face in The United States. He uses the house and bedroom as a symbol in his painting as hope, trial, rest, hard work and vulnerability that Black people face in The United States.

**Second grade** – They created a trirama (like a diorama, but made in triangular form) of the historical moment in which African American baseball player Jackie Robinson became the first to join the white Major Baseball League.

**Third grade and Fourth grade** – have been engaged in making painting of their skin color; not just of themselves, but their classmates as well. This is a great project that illustrates how we label skin color simply as black and white, when actually one's own skin color is made up of many colors.