

news

Calendar

- 1/23: **Game Time!** 4-5PM
at Carpe Diem for ages 5-9
-
- 1/25: **The Big, Wide, Wonderful Presentation**
2PM *at Harbor School*
8th Grade Social Studies
-
- 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
Starts at 7PM
(see page 3 for details)
Childcare for Preview Party
Harbor School campus
from 6:45PM - 9:45PM
-
- 2/14: **Valentine's Day Celebration**
at Carpe Diem
-
- 2/17: **Jumping Mouse!**
Carpe Diem
-
- 2/20 - 2/24
NO SCHOOL
Mid-Winter Break
-
- 3/03: **Jumping Mouse!**
Carpe Diem
-
- 3/04: **VOYAGERS AUCTION: In Our Own Backyard**
at Open Space
-
- 3/10: **NO SCHOOL**
Teacher In-Service Day
-
- 3/12: **Daylight Savings**
Spring Forward!
-
- 3/13 - 3/17
Voyagers Week Trips
Grades 4 - 8

Corner Art: Eagle button blanket by Kairos, grade 3.

A Mountain of Logistics & Fun

The bus is booked. Priority boarding for the early ferry has been reserved. Students have filled out their rental requirements, responded to the skiing survey, asked and answered questions and have been assigned to a group. First Aid kits and emergency medical information have been updated and securely stored on both buses. All teachers and adults on the trip have been sent key contact information.

On the mountain, tickets are distributed to students, lunch bags are stored and teachers and adults help fit rental boots, choose the right size poles and funnel the students out to their groups on the slope. For some the higher slopes beckon but for many others the bunny slope is the place to be. Beginners take lessons and others buddy up and head out to enjoy the beautiful day. Teachers are in the lodge, outside the lodge and on the slopes and I see students, teachers and parents checking in on a regular basis as they line up for another ride.

Check in at lunch is mandatory and everyone does. It is a time to sit and refuel, sharing

tales of how the morning has unfolded before recalibrating and heading out again.

The weather is perfect and many students who were nervously approaching their early morning lessons are now eagerly approaching the bigger bunny slope with confidence and a smile.

Wheels up is 2:30PM. We make a few trips back to the lodge to locate lost and found items but leave almost on time with everyone and everything accounted for.

Last Friday's ski trip is no doubt a huge logistical challenge but at the same time a trip that provides such a rich physical and social learning experience for everyone. We could not possibly do it without the hard work and support of faculty, staff, parents and students and I would like to take a moment to thank them all for everything they do to make this trip such a success. A special thank you to Madame Blair for pulling many of the bits and pieces together and to all of you for supporting this experience.

- Mark McGough



PHOTO BY RICK PRATT

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Friday's Assembly

Written by Teacher Laurretta

On Friday morning, students in grades 4 - 8 watched the swearing in ceremony of Donald J. Trump. There was also a brief discussion on how historically remarkable the "peaceful transition of power" is. In the afternoon, all students again met to discuss citizenship. Students then worked in groups, each group led by an 8th grader, to come up with the **most important goals** for their newly elected president. The goals were discussed, and the three most important were decided upon. We then sent an official email to President Trump introducing ourselves, wishing him success, and asking that he consider these goals. Here is what we sent:

“ I am a teacher at Harbor School on Vashon Island, near the beautiful city of Seattle. I work in a Kindergarten through 8th grade independent school called Harbor School. The students, faculty, and staff would like to congratulate you on becoming the 45th president of the United States. We wish you and your family great health and happiness as you take on this mighty work. The students would like you to know the three most important goals they have for the future of our country in the hope that you will hear their voices and consider their opinions.

These goals are as follows:

- 1) *Take notice of climate change and protect the environment.*
- 2) *Promote respect and equality for ALL, and*
- 3) *Foster connections and stable relations with other countries.*

Thank you and sincerely yours,
Harbor School

”

During Friday's assembly, students and teachers formed groups to brainstorm their goals for our next president. >



Game Time! on Monday at Carpe Diem

We hope to see many of our families this **Monday, January 23, from 4-5PM** for our first ever "Game Time!" for young learners, age 5-9. It's open to the public, so please let your friends know or bring a guest with you!

For our volunteer parents who will be helping: Thank you all for your willingness to help! Please plan to be there around 3:00PM or 3:30PM to help set up. Most of you have picked a game but Teacher Andrea still has lots of ideas so pick something you are excited about or switch if there is waning interest in your original game! Andrea will also put tubs out with individual games and instructions. The event is open to the broader community so there's potential for a lot of kids to come with a wide range of math skills. So please adjust, encourage, assist and make it fun. Be flexible, and adjust your game rules so any age child can play. We expect to see several families who are interested in checking out Carpe Diem as a school option as well so there may be more children on the younger side of 5.

Special thanks, in advance, to our wonderful parent volunteers: Stephanie Halstead Baker, Tom Baker, Alice Dorr, Rebecca Lanphear, Steve Ellis, Liz Naumann, Peggy Rubens-Ellis, Joy Horgan, Haley Collins-Odegard, Leah Mann, Irene Tokar, and Ela Lamblin.



PARENT PACKETS

On Friday, January 20, you may have received your Auction Parent Packet during pick up at the end of the day. Included in the envelope is a letter from our auction team asking parents to participate in a number of ways, an auction item Donation Form, Wish List of theme-related ideas, and a SAVE THE DATE card with links to our online auction website.

If you did not receive your packet, our staff will endeavor to distribute the rest on Monday and Tuesday this week.

Thank you for taking the time to read through the materials!

INVITES MAIL NEXT WEEK

Our auction invitations for this year go out next week - they are being printed by Advantage Graphics, a returning inkind sponsor.

If your address has changed since school began, please let us know so we can make sure you receive your invite by mail.

PREVIEW PARTY

FRIDAY, FEBRUARY 10 | 7PM

Thanks to the generosity of current parents, Tom and Stephanie Baker, we invite you to attend our Auction Preview Party on **Friday, February 10**, hosted at their home near Lisabeulah. It's a wonderful pre-cursor to the auction and will feature a selected handful of auction items to browse. Cocktails and refreshments will be on hand. Festivities begin at 7PM. *This event is free!*

RSVP: If you are planning on attending the Preview Party on February 10, please **RSVP to allison@hARBORSCHOOL.ORG**.

CHILDCARE OFFERED ON CAMPUS: Harbor School will provide on-campus childcare for the Preview Party and the auction. For the Preview Party, there will be a \$10 suggested donation per child. Parent chaperones will be on hand with assistance from our 8th grade and alumni teens. Age-appropriate activities and snacks will be provided. Children may be dropped off as early as 6:45PM and pick up no later than 9:45PM. **Parents must RSVP for the Preview Party childcare by emailing office@hARBORSCHOOL.ORG**.

Childcare provided on March 4 for auction guests will be communicated in mid-February. Stay tuned for more info!

VISIT OUR AUCTION WEBSITE TO PURCHASE TICKETS OR DONATE AN ITEM

Just click on the button below!

VOYAGERS AUCTION

Getting Closer Every Day

Pledge forms and donations continue to arrive - thank you to those of you who have made a gift this past week! As we set our sights on 100% participation from all our families, faculty, staff and trustees, we want to remind those of you still planning to make a gift that we need your pledge forms to count you in our participation efforts. Whether you give today, or decide to pledge your support during May's GiveBIG, we still need to receive a Pledge Form. *Thank you!*



No Gift Too Small

Do you know that a gift of \$25 can have an impact? If you make a recurring payment of \$5 per month, starting today, you will contribute \$25 toward the Harbor

Fund before school ends in June (*our fiscal year ends June 30, 2017*).

If you don't think \$25 can make a difference - think again. It's like that proverbial story about throwing a pebble in a pond and watching the ripples expand out to cover the entire surface. You think, 'How much difference can this itty bitty rock make?' But it does matter. A family that makes a gift of \$25 will cause our participation to grow, thereby reminding others who have not made a donation. And a gift of \$25 is tangible in so many ways. **Here are just a few examples of how a \$25 can impact our school:**

- Pay for one Singapore math text book
- Reimburse an extra field trip driver for their ferry cost
- Cover approx. 50 miles of fuel for our bus to pick up and drop off kids each week
- Pay one month subscription of distribution software for emailing all our constituents

If everyone who has not made a gift chose to give \$25 each, we would gain \$925 toward the Harbor Fund and reach our participation goals!

Give small, or give big, and help us reach for 100% participation!

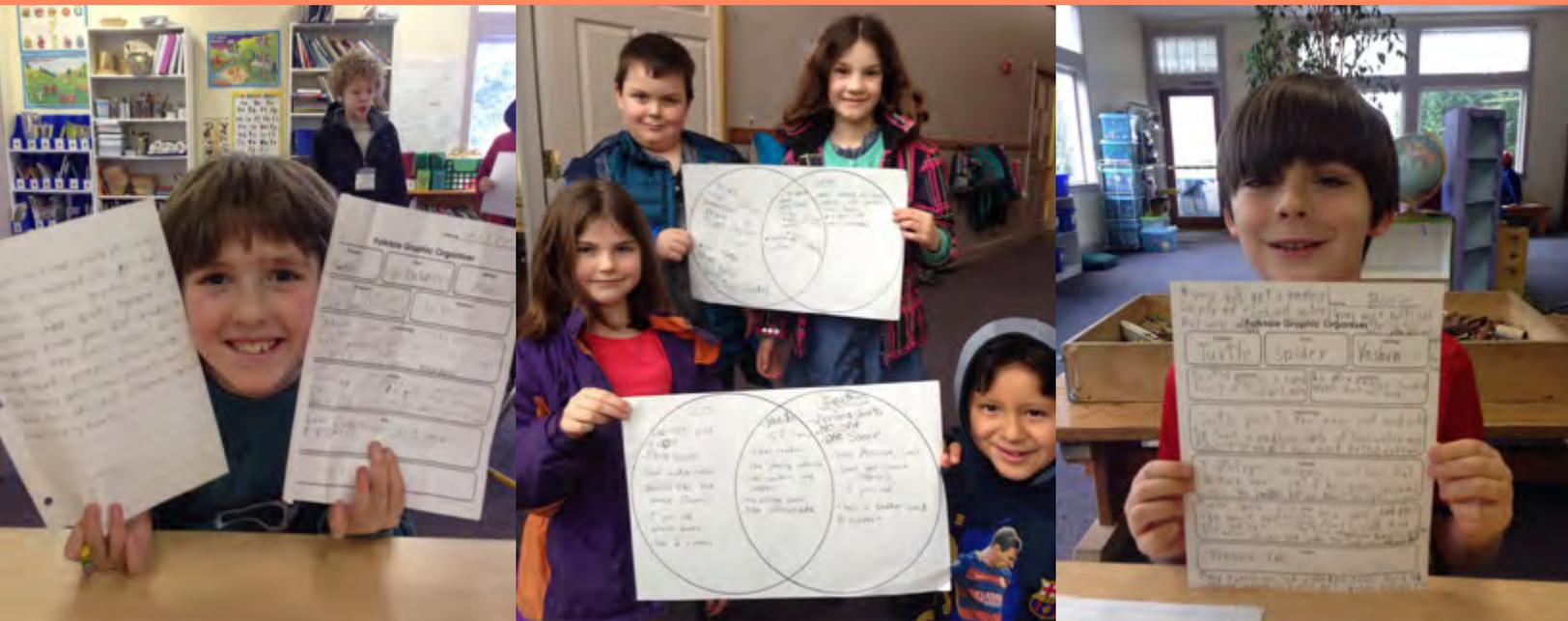
100% PARTICIPATION IS OUR GOAL

54%

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

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

DONATE ONLINE



Trickster Tales in Reading & Writing Class

Written by Teacher Jaffrey

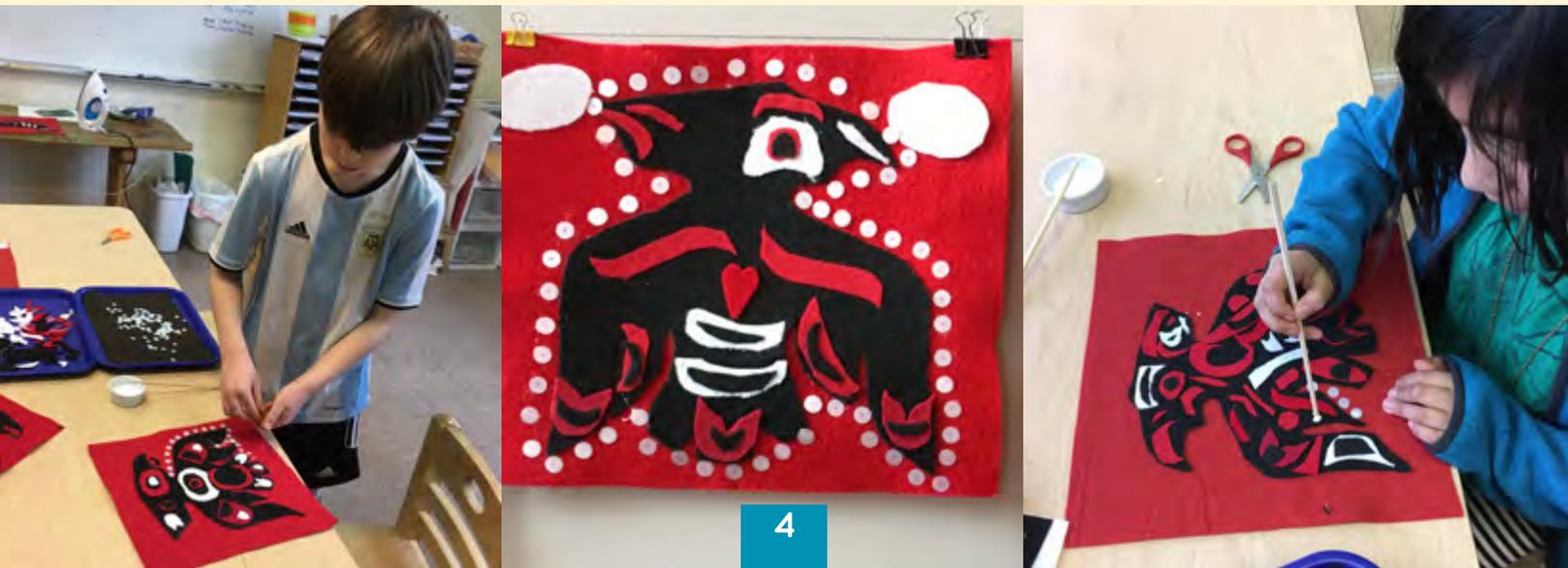
Green group reading classes recently finished up an exploration of trickster tales. We began this unit by reading trickster tales from pacific northwest tribes. We then went on to read trickster tales from all over the world. We identified that all of these tales have a trickster character, a fool character, and a lesson or moral that is taught. Students reflected on how oral tradition in many cultures passes these tales, and the lessons they teach, from generation to generation.

Students also learned and practiced the skill of comparing and contrasting during this unit. To introduce this concept, I modeled comparing and contrasting myself to teacher Andrea using a Venn diagram. Students quickly picked up on this concept and were eager to add their own ideas to the diagram! Then, students got into partner groups and used a Venn diagram to compare and contrast one another. Finally, we brought this skill into our reading practice by comparing and contrasting characters from different trickster tales. We will continue to use this skill in our reading practice!

The Red foxes have also been investigating trickster tales in writing class. Students read a variety of trickster tales and identified the literary elements in each. They focused on identifying the beginning, middle, end, and lesson or moral that the story teaches. Students then used this inspiration to develop a trickster story of their own! Students began by picking at random from three separate jars a trickster character, a fool character, and a lesson. Then, they put their creativity and imaginations to work and used graphic organizers to map out their stories. Students are currently working on rough drafts. Once these tales are published, they will be posted in our hallway for all to enjoy!

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Students use traditional ovoid, “s” and “u” shapes as they work on Eagle Button blankets as part of our Native American unit.



Important Dates:

- 1/26: Literature Group meeting
- 1/26: Storytelling with Allison: the indigenous perspective during the Revolutionary War
- 1/27: No School - Teacher Narrative Assessment writing
- 1/30: Jenny Sorensen presents... presentations!
- 2/2: Literature Group meeting
- 2/6: Acting out the Revolution workshop with Mik Kuhlman
- 2/9: Literature Group meeting
- 2/10: Team Pizzazz' Revolutionary Tea Party! 8-9AM
- 2/14: Pink Elephant Valentine's Day Gift Exchange

Spelling Connections

We tried out our first double-unit week! We focused on units 9 and 10 this week, with some bonus in-class work time. The feedback was positive from the students, class time was used productively, and many kiddos are took on challenge words from the bonus list.

Reading

This week, students delved into their just-right books all about the Revolutionary War and colonial time period, we focused on making connections. During lunchtime, we practiced our read aloud book (*Blood on the River: Jamestown 1607*) as a class, and students worked on this reading strategy independently, as well. What in this book reminds you of another book? What connections can you make between what you're reading and the greater world? How about to yourself? Why? How does this deepen your understanding of what you're reading? Of the time period? Students have been journaling about these connections to document their thinking.

Math

Our journey into the wonderful world of fractions is continuing this week, and our focus now is on how to take what we've learned via the *Hands On Fractions* program and apply it to the Singapore Math curriculum. Concepts covered and practiced this week: equivalents, fractions with similar denominators, and fractions with different denominators.

Revolutionary Research

Individuals and nations are moved to bold and decisive action not in the midst of calm but in the heat of strife. In the years between 1764 and 1776, America truly became a nation. Where before America had been a cluster of competing British colonies—with differing origins, goals, and policies—by 1776 colonists had forged a separate identity flexible enough to support not just revolution but nation building.

By investigating the lives and events of the time, students will immerse themselves in the past and discover the fears, friction and turmoil that shaped these revolutionary times. To build, practice and hone their researching skills, students will be tackling a research project all about the Revolutionary War and, more broadly, about this time period. This week, our focus is on gathering information and then beginning to dissect that information, narrow it down, and find the most important facts, details and themes. We will be putting this information into a short research paper, and then using all we've learned to craft a one-of-a-kind, informative and interesting presentation! So, be sure to mark your calendar for the morning of Friday, February 10th, Pizzazz' Revolutionary Tea Party, where you and your family, friends and neighbors are cordially invited to attend, sip a cup of tea, and learn all about this revolutionary era in America's history from our resident experts. Cheers!

On a side note: did your student come home with a tune from the Hamilton musical stuck in their head's last week? Did they urge you to listen to the entire soundtrack with them? If not, ask them to share one of their favorite tunes with you, and most importantly to share its meaning and relevance to our studies of this time period.

Narrative Assessment

Get excited, too, for narrative assessment reports to come home for your reading pleasure in about a month. These detailed and carefully thought-out bits of feedback are an excellent way to get some information about how your student is doing both academically and socially. The main goals of the assessments are to spark a conversation, make changes if needed, highlight what's working, and ensure we're all on the same page in giving your student what they need to live up to their *personal best* potential.

Pink Elephant

With Valentine's Day right around the corner, it is time to begin preparing for our in-class celebration! With attempts to reduce, reuse, and recycle, we are going to be going green (*or perhaps pink!*) for our Valentine's Day celebration. Each person is asked to bring in a found object from their house (*or garage, or attic, or elsewhere*) with permission. The item can have something to do with love and appreciation of others to fit the Valentine's Day theme, or can simply be something that you once loved and know someone else will get enjoyment from. The object cannot be larger than can be carried independently. So, no trucks or grown up muscles should be involved in the hauling of this chosen item to school! Wrap the found object at home, perhaps even including a treat of some sort, to then contribute to our PINK ELEPHANT (*as opposed to white elephant*) gift exchange. We will have our celebration on **Tuesday, February 14th**. We will not be having a whole class Valentine card exchange, but if you would like to make cards or bring a small treat for everyone, kids are absolutely welcome to do so.

Art with Alisara

Team Pizzazz had more stop-motion fun! When they are done with their movies we will post them. A special thanks to Will and Atticus, who have been setting the standard for productive and kind collaboration every day of the project!

[MORE NEWS >](#)

Learning about Stop Motion in Art Class.



Coming Up! THE BIG, WIDE, WONDERFUL PROJECT Presentation

Join our Class of 2017 on **Wednesday, January 25, at 2PM** for a lively, fun and thoughtful time learning about **THE SACRED** - this year's *Big, Wide, Wonderful Project* topic.

**Location: Harbor School Campus
Social Studies Room**

VFW Essay Award Ceremony

Vashon's VFW Essay Award ceremony will be held on **Thursday, January 26, at 2PM** in the McMurray Middle School Multipurpose room. Todd will be taking our students who are to receive recognition to the ceremony and their parents are welcome to attend. We'll be sure to take photos to share with everyone in the next issue of the *Cornerstone News!*

[6th Grade Science >](#)



Science with Zoë

6TH Grade

We are building circuits, switches and motors this week. Students are exploring the many facets of electricity: voltage, amps, ohms...*oh my!*

7TH Grade

Students are building circuits, switches and motors this week as we explore the fun world of electricity and magnetism.

8TH Grade

We started the week with a fun game of competition for food using various "beaks." This was a great introduction to mechanisms of *Natural Selection*. Also this week, students will look into the effect of changing environments on populations of organisms and several types of evidence for biological evolution.

Math with Leslie

MATH 6

We are just finishing up **Chapter 5: Ratios**. We took a quiz on Friday to check in on our understanding of one of the visual tools we are using for solving real world ratio problems. We are to begin **Chapter 6: Rates** next week. In this chapter we find the average of a set of quantities and use average reasoning to solve real-world problems, express one quantity per unit of another quantity to find unit rates and solve unit rate problems including those involving unit pricing and average speed. We are also beginning the discussion about placement for next year. Will your student take a traditional path and go into Math 7 or will they skip a year and enter into pre-algebra? I will survey your student about where they think they should be and then start a conversation with you.

MATH 7

We took a serious practice test on **Chapter 3: Inequalities**. One more day of study and then we will tackle the final test. We then begin **Chapter 4: Ratios, Rates, and Proportions** where we will write ratios and unit rates, write and solve proportions and use rates and proportions to solve problems.

PRE-ALGEBRA

We continue challenging **Chapter 5: Simple Equations in One Variable**. We will break down this chapter into smaller lessons as we did with Chapter 4 to be sure that we have a solid understanding. This chapter builds on Chapter 4 so we are getting a good review as well.

[< WSF cover art contest submission by Brian, grade 7.](#)

[6th Grade Science: it's electric! >](#)

Algebra with Zoë

The current unit, **Linear Equations**, is coming to an end. Students are practicing writing equations for parallel and perpendicular lines. Next week, we review for the unit exam which will be on Thursday, January 26.

Geometry with Kim

Geometers finished triangle congruency and now move on to more exciting triangle relationships in **Chapter 6**. We are looking forward to a challenge problem involving cell towers and real-world uses of geometry in the coming weeks.

We are ahead of schedule. Hooray!

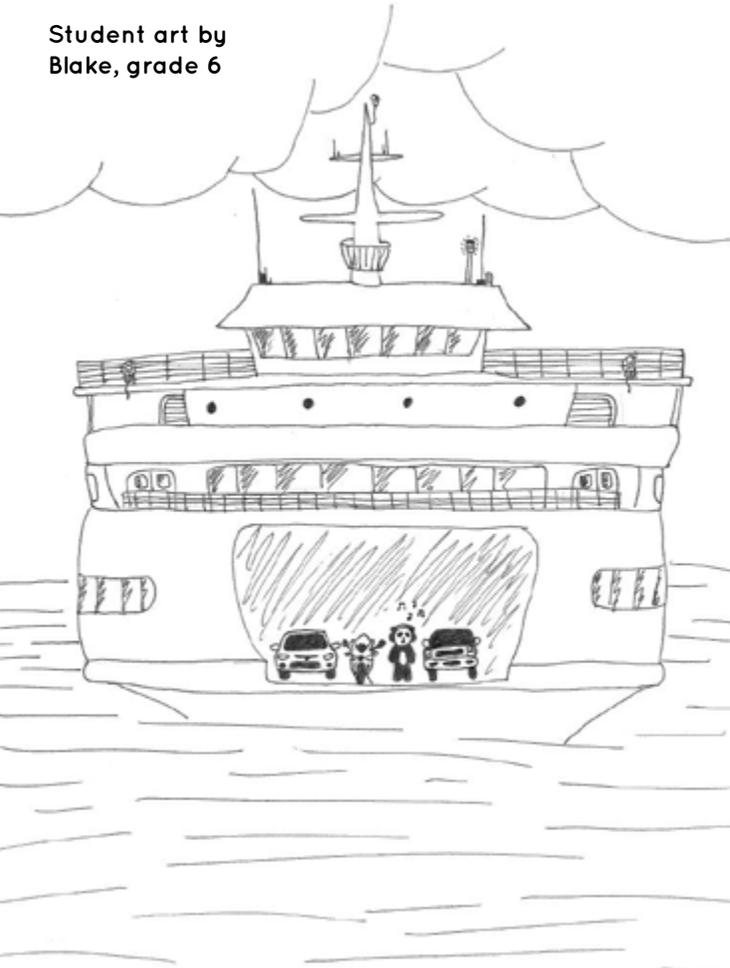
Art with Alisara

6th, 7th and 8th graders completed their art designs for the Washington State Ferry cover art contest.

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Student art by
Blake, grade 6



English with Todd

6TH Grade

We finished our '5 Best' and '5 Worst' papers! It's been so thrilling to see everyone working so hard; the topics are interesting and the selection process has been spirited. I've also been impressed by how students are using facts and examples to support their opinions. We even worked on including and acknowledging possible counter-arguments in our papers in order to strengthen our reasoning. On Monday we will begin presenting our papers to the class; now we get to see if our peers agree or disagree with our opinions!

7TH Grade

Students finished writing their dystopian short stories. With 'Harrison Bergeron' in mind, students imagined a future world that had turned into a dystopian state (*we defined 'dystopian' as 'characterized by human misery'*). While reading Vonnegut's short story, we had talked about how his vision of the future might be a commentary on today's world, and so, in creating their future society, students tried to also comment on our society today. I've been blown away by the stories; they're imaginative, insightful, and mature. And to help them visualize their future worlds, Alisara asked them to make a drawing of a scene from their story. The results are amazing! Thank you Alisara!

8TH Grade

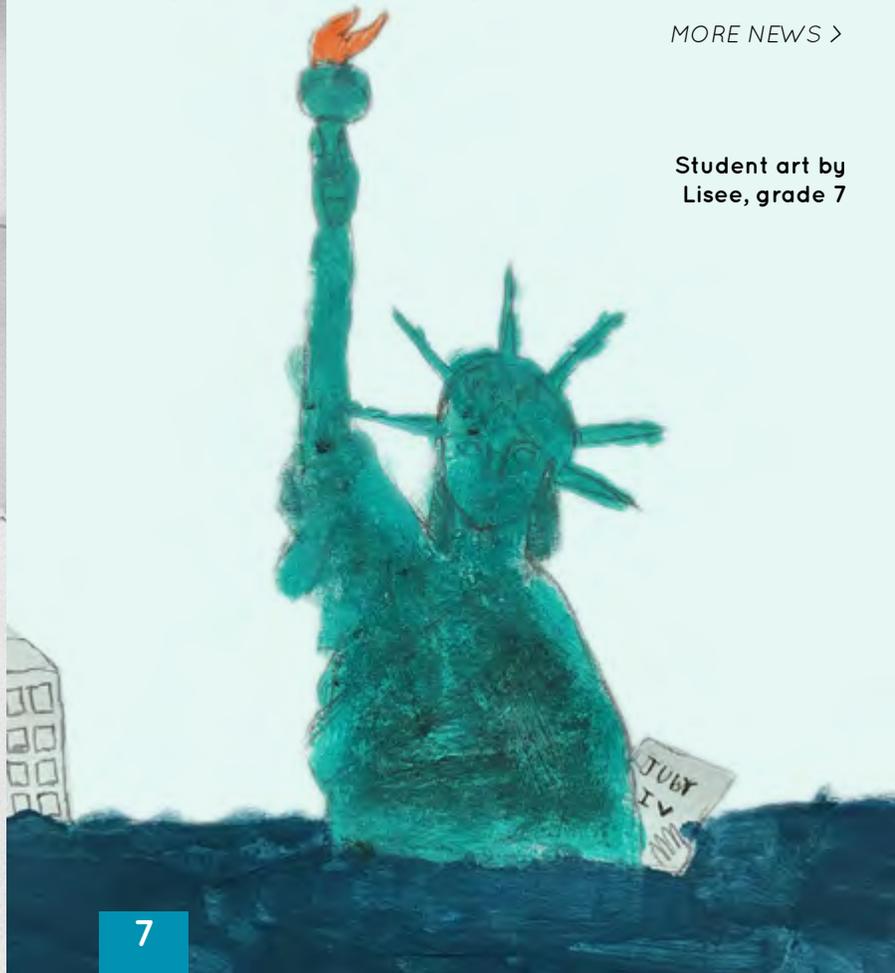
We completed our reading of selections from Thoreau's *Walden*. Students have been proved to be resilient readers of the curmudgeon from Concord, and I applaud their efforts. As a conclusion to the unit, students will now get to express some of their thoughts in a short essay on *Walden*. We are also plugging away at our Forum papers; this week students handed in their research proposals, meaning that their topics are selected and that research has now begun! I'm already excited by what I've seen so far.

[MORE NEWS >](#)

Student art by
Morgan, grade 7



Student art by
Lisee, grade 7





Childrens Film Festival Seattle 2017 January 26 to February 11

Now more than ever, Children's Film Festival Seattle believes in the power of visual storytelling that illuminates and informs global awareness. We cherish the ideals of social inclusion, diversity, teamwork, empathy, care for the planet, and human rights, kindness and love.

LOCATION: Most Festival events are held at Northwest Film Forum, 1515 12th Avenue between Pike and Pine on Seattle's Capitol Hill. The Pancake Breakfast is held at the Greek Orthodox Church of the Assumption (1804 13th Avenue). A few screenings for school groups will take place at Rainier Arts Center, 3515 South Alaska Street, though most school group screenings will take place at Northwest Film Forum.

TICKETS: Admission to most festival programs is \$6 for Film Forum members, \$8 for children under 12 and seniors, and \$11 general admission. There is special pricing for the Pancake Breakfast. Festival passes are also available — see "Ticket" section.

Tickets may be purchased by phone at 1.800.838.3006, online at childrensfilmfestivalseattle.org or in-person at the Film Forum box office, which opens 30 minutes before the first daily show time. Advance ticket purchase is highly encouraged, as many shows sell out in advance.

Visit their website at for a full program schedule
www.childrensfilmfestivalseattle.org



Strengthening Families

Jan 31, Feb 14, 28, Mar 7, 14, 21, 28, Apr 4

6:15pm - 8:45pm | McMurray Middle School

To register, go to <http://varsanetwork.org/sfp/>

An eight week program for parents/caregivers AND their children ages 10-14 years old.

This eight-session interactive course is designed to bring families closer by addressing some of the difficulties households face as children navigate the adolescent years.

The sessions are broken into segments developed specifically for kids and adults. Each evening a culminating activity will bring family groups together to discuss what they learned and make a plan for how to bring the lessons back into their homes.

Session topics include: Parenting with Love and Limits, Encouraging Good Behavior and Using Consequences, Dealing with Stress, Peer Pressure and Good Friends, Understanding Family Values, Building family Communication, and much, much more...

The January 31st session is designed to be an orientation where participants can meet the instructors, ask questions and experience the learning environment. A buffet style dinner with dessert will be provided on the first evening as well.

Childcare will be provided for children under the age of 10 at each of the eight session

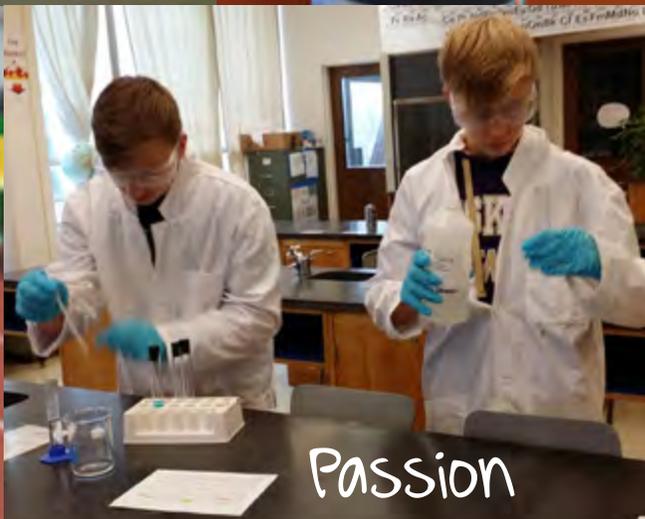


In the Community

Looking at high school options? Check out our friends at Seattle Lutheran in West Seattle:

looking for something new?

www.SeattleLutheran.org



Learn More. 206.937.7722

visit our **OPEN HOUSE**

Thursday, January 26, 2017

7:00 - 8:30 PM



4100 SW Genesee Street
Seattle, WA 98116