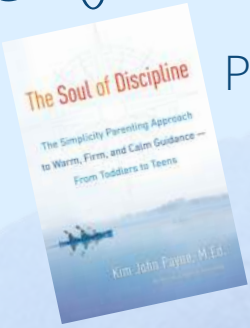




ROSE ROCK SCHOOL

Newsletter

Sign Up



PARENTS' NIGHT BOOK STUDY
ON FEB. 10TH

[Click Here](#)

Dearest Grade School Parents,

Our spring semester **class meetings** will be held at Rose Rock in the 1st/2nd Grade and 3rd/4th Grade classrooms on **Friday, January 27th from 6-8pm**. We look forward to having you in our learning spaces and showing you the what, how, when, and why of the work that the children do each day. Due to limited space in the classroom, we need to make an exception to our previous request that both parents attend all meetings; this time, we request that **only one parent attend**. After the meeting, we ask that the attending parent make a "date" with the other parent to share what was seen and heard.

Please email us prior to the meeting with any questions that you have so that we can prepare to answer them within the course of the meetings.

With anticipation,
Mr. Coady and Miss Varasteh

January Calendar of Events

Monday, January 16th
Martin Luther King Jr. Day

School Closed



Wednesday, January 25th
Grade School Observation
Parent of a 3-5 year old

See next page

Friday, January 27th
Grade School Class Meeting
Grades 1-4 only

6:00-8:00 PM



February

Saturday, February 4th
Candlemas Festival

Details coming soon!

Friday, February 10th
Parents' Night

Study of The Soul of Discipline, Parts 3-5



Observing Grade School Magic

Dear Parents,

In February, we will begin taking applications for the 2023-24 school year. Before enrollment begins, we would like to offer families of potential grade school students the opportunity to see the teaching and learning in action in the classroom. So, if you are the **parent of a 3-5 year old**, then this opportunity is cultivated particularly for you!

What will happen at the observation?

- 8am arrival, and you will be guided upstairs to a classroom, where you will observe Main Lesson until approximately 9:15.
- 9:20, you will go to the Yome for a group discussion, where a teacher will be available to answer questions.
- 10:15-10:45, you will observe recess.
- 10:50-11:35, you will observe either Mandarin or Language Arts.
- Then, you will return to the Yome for a group discussion, where a teacher will be available to answer questions.
- 12:15pm farewell

We hope that this opportunity will assist your family in choosing the grade school program that best suits your child.

Please RSVP by Monday, January 23rd. Space is limited, so stake your claim quickly. If there are too many people signed up for this single event, then an alternate date will be created.

Thank you!
Shanah



Sign Up

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Jared Coady - Grade School Mandarin

Year of the Rabbit



For Lunar New Year, the children will be delving into this prominent holiday celebrated in Japan, Korea, Vietnam, China, Taiwan, Mongolia, Malaysia, Singapore and more. Each year we celebrate this holiday, we will learn new songs, explore new foods, and engage in various traditions associated with this two week long festival. This year, the First and Second Grade will culminate their experience with traditional cut-outs of the double happiness character (雙喜), while the Third and Fourth Grade will be writing the character for spring (春) on red paper. With regards to the Third and Fourth Grade, writing the character for spring will balance early stage literacy learning needs with an authentic Lunar New Year activity. Of course, no Lunar New Year celebration would be complete without food. To this end, we look forward to Chef Arielle helping us make a traditional dish called tang yuan (湯圓). This dish is made of tapioca balls in a sweet broth; its roundness and sweetness are meant to represent the sweetness of family togetherness enjoyed during this time. Parents who wish to take this contribution to their children's education a step further may enjoy one of the local Lunar New Year celebrations, like this one at the Myriad Gardens:

Lunar New Year

新年快樂！ 恭喜發財！



SATURDAY, JANUARY 21, 2023
11:00 AM - 2:00 PM CST



新年快樂！ 恭喜發財！





Maria Moreno - Grade School Spanish

Tricky Games

As we returned from the winter break, it was a joy to resume class with the children--to see their beaming faces and hear about their holiday adventures. Though, as a new teacher and the parent of a grade school child, I was also surprised by some of their behaviors upon returning to school. I thought you might, likewise, be surprised by this glimpse of the first day of school following break.

This week I entered class to teach Spanish and observed that it took the students much longer than usual to stand quietly and get ready to say our opening verse. It also took them three attempts before they said their verse with a usual gesture of reverence and respect. I assumed this delay was all part of the excitement of returning to school, so I went ahead and started teaching the class content. What followed was 30 minutes of disrupted class, which does not at all reflect a typical day with our children. The children were constantly making gestures that were not part of the instruction: hands in the shape of guns pointing at each other, feet kicking under the tables, bodies not facing the teacher (sideways or looking back), tickling each other, slapping each other's hands, giggling, making repetitive noises (like 'tad-tad-da-tada'), and more.

Some of what they were saying and the gestures they were displaying seemed to be thematic; so, towards the end of class, I said "Raise your hands if you played video games this winter break; I want to hear about it." All hands except for one student were raised, and I gave them turns to tell me about the videogame(s) they played and what the games were about. Here are some of the answers I received, which I believe explains some of their disorganized behaviors:




- “I kill aliens, there is a lot of blood but I don’t care because it's just aliens.”
- “It is a gun machine. There are many gun sizes, but I shoot many times to cover the whole landscape with ink.”
- “It is about driving cars, and I really like the songs. They are in my head all the time.”
- “It is a game of color. There is a giant paint roller that is super powerful and destroys everything it touches.”

So, here is what I discovered as the trickiness of these games:

The children aren't capable of filtering out the stimulating images and songs, and they need to process this information somehow. So, they sing the songs repetitively, wiggle, tickle, poke and giggle at the expense of joyfully learning Spanish.

The themes of the video games brought forth by the children contained aggression that doesn't seem to serve our children. Killing aliens, destroying things with a paint brush, or possibly trying not to be destroyed by a paint brush does not present the world as a safe or creative space.

Prior to teaching at Rose Rock, I could not imagine how something as simple as a video game could be so disruptive to the equanimity and learning capacity of our children. Now, I have a better understanding, and hopefully you do as well.



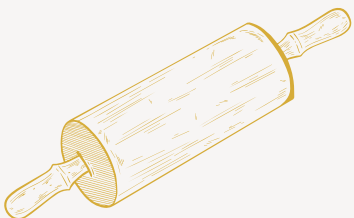


Chef Arielle - Grade School Cooking

Magical Gingerbread Houses



Prior to Winter Break, the children brought to life the magic of the season by constructing the merriest of gingerbread houses. Beginning with the dough, the children worked in pairs to cream, scrape, and mix their own batch of dough into being. The following week, our little architects rolled out, measured, and cut the walls for their homes. They became builders, using a simple royal icing to erect structures that, for some, miraculously defied gravity and the laws of physics. ;) On the very last day before the break our designers brought real magic to our creations, decorating them with banana chips, dates, dried papaya, raisins, seeds, and candy canes. While our little A-frames turned out beautifully, the genuine beauty of this experience was having the pleasure to facilitate such a joyous and collaborative experience for the students. It was a gift to watch them truly incarnate the warmth of the season through their camaraderie, kindness, and encouragement towards one another.





Chef Arielle - Grade School Cooking

Magical Gingerbread Houses



Nadia Ellis - Therapeutic Painting

Joyful Christmas Season Crafting

After several months of learning, we took a welcome break in December for fun crafts and personal explorations. First and second graders were very eager to make cards and presents for their loved ones, turning their classroom into a hectic but very productive elf workshop. The first week, they learned stamping with watercolor and sponges to make Christmas cards and also made bookmarks with watercolor and crayon resist. The second week, they made Christmas cards with crayons as well as a Christmas tree ornament/cup holder from natural wood slices. All available materials disappeared in the blink of an eye as their creativity soared. The children took their presents home for their families to enjoy.



Nadia Ellis - Therapeutic Painting

Joyful Christmas Season Crafting



Nadia Ellis - Therapeutic Painting

Joyful Christmas Season Crafting

Third and fourth graders had an introduction to working with transparencies in the first week of December, as well as a first taste with printing via styrofoam during the second week. Printing was a very new concept for them, but it will be repeated using other methods during the school year. I hope you all enjoyed these labors of love!





Shanah Ahmadi - Early Childhood

Star Money

Following the holiday season, our littlest Rose Rockers will be surrounded with a subtle but profound theme of giving out of a sense of abundance. I will be telling the story of Star Money, wherein a nameless orphan child wanders the streets of her village displaying the infinite love and generosity in her heart by caring for those around her. Encountering those she considers in more dire need than herself, she frequently gives away her food and her clothes. One evening, she finds that she has given away nearly everything, but she is not upset. No one has offered her a place to sleep for the night, so she seeks some pine trees for shelter at the edge of the village. She notices a nest holding a tiny bird, and she lends her final piece of clothing as a wind-break. Then, she proceeds to make a bed in the fallen pine boughs and cover herself with soft, brown leaves. As she sleeps, the benevolent stars shine down upon her, and they weave a warm cloak for her of midnight blue. When the child wakes, she finds the heavy cloak around her body, and the pockets are filled with coins with stars imprinted upon them. Over the following days, no matter how many times the child reaches inside the pockets, she can always grasp a star-printed coin to give to someone in need. And so, the people in the village begin to call the previously nameless child "Star Money". Star Money grows to be considered a child of the whole community, and she is beloved and remembered for her kindness.

This month, we will make gingerbread stars--to be given as gestures of our abundant love. The children will also have the opportunity to act out the many parts of this story with one another in our classroom. (I just provided a shortened version above.) You may consider what it would feel like to be the nameless orphan child, the ill man who receives a crust of bread from the orphan child, the desperate mother with an infant who accepts the orphan child's hat and coat, the many villagers who turn the orphan child away--leading her to sleep alone in the woods, the bird in the wind-tossed nest who is protected by the little girl's dress, the benevolent stars, and finally Star Money.

SAVE THE date



STUDY OF THE SOUL OF DISCIPLINE,
PARTS 3-5

Parents' NIGHT

Friday, February 10, 2023
5:45-7:45 PM

Oklahoma/Redbud Room
Norman Central Public Library

