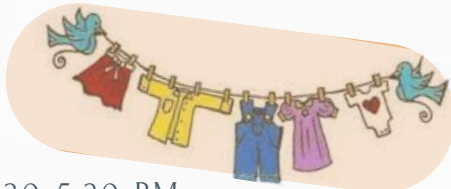




# ROSE ROCK SCHOOL

Learning Newsletter

## Clothing Swap



FRIDAY, NOVEMBER 11TH, 4:30-5:30 PM

It's super simple. You bring clothing that your child has outgrown, and you leave with new clothes that fit your child! Please collect and wash your gently used outdoor gear and fall/winter clothing to exchange with other families, if you are interested. Any gear that remains at the school at the end of the swap will be donated.

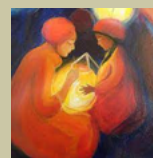
## Calendar of Events



Clothing Swap  
NOVEMBER 11  
4:30-5:30 PM



Bring Indicated Food  
Item  
NOVEMBER 11  
8:00-9:00 AM



Martinmas Festival  
NOVEMBER 12  
4:30-5:45 PM

\*Please bring your own bowls, spoons,  
and personal drinks.



Picture Re-takes/make-up  
Day  
NOVEMBER 14



Thanksgiving Break  
NOVEMBER 21-25



Please everyone bring their own bowls, spoons, and personal drinks. You may also wish to bring a tray so that one family member can join the soup line to fill all the bowls at once.

*You're Invited!*

Please click the link below to see our Martinmas invitation and RSVP to attend the event.  
<https://www.signupgenius.com/go/30E0449AFAC2FA4FD0-martinmas1>



# Peek into the CURRICULUM!


## Mama Shanah's Class



Our October classroom was inspired by Fall themes-- Halloween, Jack-o-Lanterns, and Autumnal winds. The children put some extra work and attention into their bread-making as they created "snails". (Pssst, the "snails" ended up being delicious cinnamon rolls.) The creation of these snail-shaped rolls was accompanied by a story of a snail who intends to go to sleep for the Winter; however, he needs to travel s-l-o-w-l-y (as snails do) across Farmer-Just-Rights' pumpkin patch where a fallen tree is surrounded by piles of leaves. Days and nights go by, and he crosses paths with the last pumpkin in the patch. The snail can't see around the pumpkin, so he decides to go s-l-o-w-l-y up and over. Eventually, the snail navigates the pumpkin, continues the journey, and arrives at the fallen tree surrounded by piles of leaves--a snug and warm place that is perfect for his Winter sleep. Eventually, Farmer-Just-Right decides that it is time to pick the single remaining pumpkin, which is at that moment just right for a Jack-O-Lantern.

Last week, Mama Amber (Fiadh Blue's mother) and I helped our hill-slide to be ready for more playing. The grass wasn't sturdy enough for the robust traffic that we bring, so we gathered some compost (eagerly assisted by a flock of children, of course), spread the compost on the hill, raked in some vetch seeds, and covered the seeds with jute netting. Then, I spread a thin layer of compost over the netting. This idea is that the vetch and grass will grow through the net, creating an anchored green carpet on the hill. Throughout the compost spreading, the children asked, "When will we be able to play on the slide again?" The answer was, "When this carpet turns green." They can easily imagine the carpet turning green, as they know of the little seeds spread underneath. They are looking forward to this green day, hopefully in the not-so-distant future.

So, the overarching theme of this October and early November is loving patience-- enjoying where we are, who we are, and who we are becoming. Getting where we need to go can be a s-l-o-w process, though an enjoyable one. It can take time for a moment to be just right. Sometimes we need to take extra care to arrive at that joyful, green day.



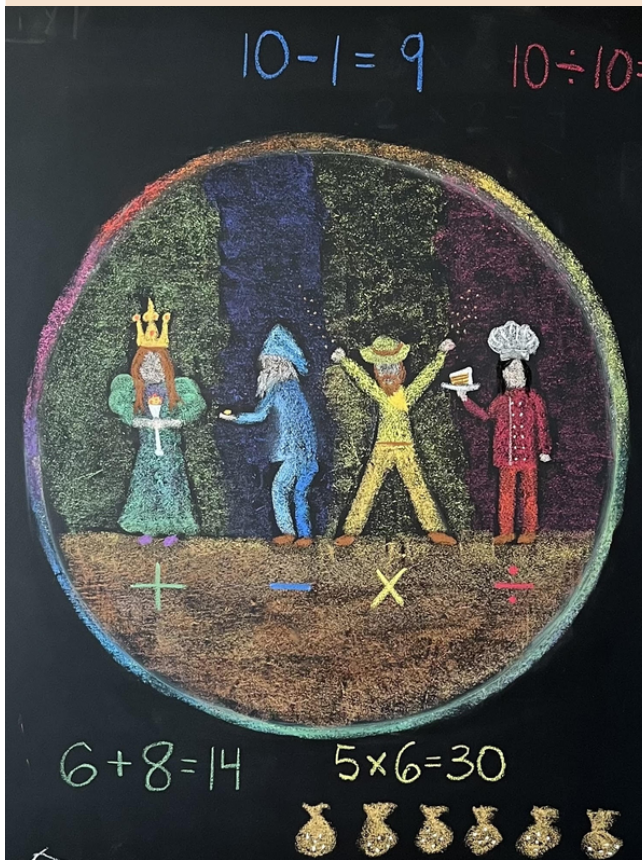
"Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility--these three forces are the very nerve of education."

--RUDOLF STEINER



# Miss Varasteh - First and Second Grades

## The Stories and Songs of Mathematics



Lately, in the 1st and 2nd grader's world of mathematics and arithmetic, they've been hearing stories of Queen Adelaide's desire to **add** more guests to her party list, including her frequent phrase, "the more the merrier!" Linus Minus continues to have a compassionate heart, going out into the village to **give away** alms for the poor, while Multi (from the town of Plier!) gets a lot of work done quickly by planting numerous sacks of seeds for the court's royal garden, and thus **multiplying** his harvest! Meanwhile, Divya works diligently in the kitchen, where she sternly requests no one enter (for she is truly in charge of her space), yet she prepares even and fair amounts of treats for the guests of the party, **dividing** them such that everyone gets the same amount. While these ongoing tales provide imagery of the four mathematical processes for the class, the students continue to count any and everything, as well as learn the times-tables skip-counting songs to the tunes of familiar melodies. You may have heard some of these at home!:



2's: London Bridge Is Falling Down

3's: This Old Man

4's: You Are My Sunshine

6's: Jingle Bells

7's: Mary Had a Little Lamb

8's: Oh My Darling Clementine

9's: The More We Get Together

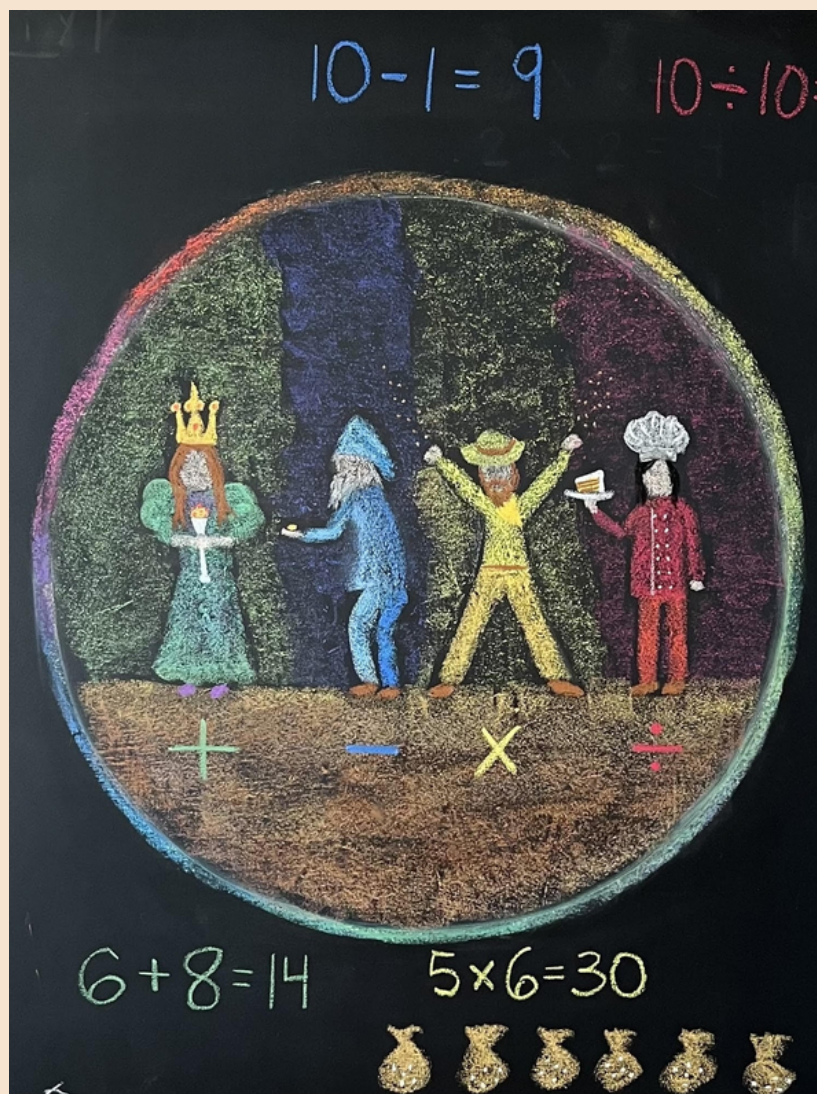
Stay tuned for the 11's and 12's songs!





# Miss Varasteh - First and Second Grades

*The Stories and Songs of Mathematics*



GRADES 3&4

# MR. COADY

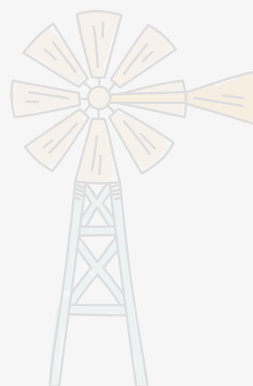
## *Farm Trip*



One feature of Rose Rock grade school education is providing the students with living ideas that can change over time (in contrast with dead concepts), and to show the interconnectedness of things (instead of teaching subjects in isolation). Our recent two night, three day farm trip illustrates these essential qualities.

Preparation for this began the prior year with the study of shelters used by people, both historically and now, culminating in the students building a tipi. To go camping for two nights on the farm, this tipi was repaired and fortified by the children, and then moved out to the location for them to set up with my support. Another preparation that occurred during the previous school year was learning to grow wheat. Related to this, the students learned the extended process of bread making--starting with seed, manure, and an unprepared plot of ground, then harvesting, threshing, winnowing, grinding and baking their harvest into a mouth-watering Michaelmas treat.

Several weeks prior to the farm trip itself, we took a field trip to Natural Grocers in support of a math block on money. The class walked to the store during Main Lesson (the two hour class all grade school students have each morning), where they received a tour of the entire store given by store manager and Rose Rock community member Richelle Silverstrim. This wove together several pieces of the children's school life and domestic life. Regarding the latter, the operations of a grocery store became concrete and transparent, each child participated in the full process of grocery shopping usually carried out by Chef Arielle for their Friday cooking class, and everyone got to see the old produce which is picked up by various farmers for compost and feed.





Specifically, Alicia Wapen and Travis Turner (Rose Rock community members and our hosts for the overnight farm excursion) use Natural Grocers' waste produce to feed their pigs, which were some of the many animals the children took care of on the farm. The full cycle was completed when Travis and Alicia generously slaughtered one of their beloved pigs and roasted it for our enjoyment.

The farm trip itself was a beautiful bonding experience for the class, but also allowed them to find confidence and age-appropriate independence away (but not too far away) from home. They herded pigs, split wood, fished, milked cows, fed chickens and ducks, and helped install and plant a large garden bed of garlic.

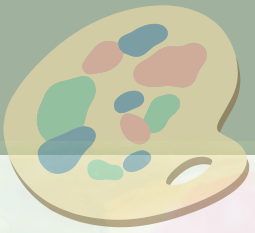
Amidst all of this life-filled activity, the children were afforded the opportunity to enjoy an enlivened form of pertinent school subjects: poems learned by heart about working with the land were the basis for vocabulary lessons, calculating money was the type of math needed to support going to the grocery store, writing skills were improved through recording what had been learned, materials such as "Charlotte's Web" were read by the class, and, of course, art was used to deepen their study through modeling, drawing, and painting of topics relevant to this intricately interwoven study.

Time will show that children who receive this education have a panoramic perspective on the way the world works, and are the stewards of living, adaptive concepts which can grow and evolve to thrive in a rapidly changing world. This truth is not at all separate from the confidence and joy with which they will be enabled to approach life.



# MR. COADY *Farm Trip*





# Ms. Ellis-Therapeutic Painting

For the Grades

**First and second graders** are experiencing how the different colors feel together. In the first exercise yellow spreads out in three different places with different sizes, then blue arrives but grows lighter as it approaches yellow since blue is shy of coming too close to yellow which is just too shiny of a fellow. As a finishing touch the children used a touch of red to give birth to three yellow chicks. After starting in the beginning of the school year from pure yellow, then moving weekly to adding more and more blues which created a variety of greens, we landed at a pure blue. The students worked on a blue seascape where they moved through a smooth transition between dark, medium and light blue. They brought in a moon and used salt to create stars for a nighttime mood. Next it became time to explore a new color; red. They had been eagerly waiting for this color introduction. Initially a cool carmine red was introduced that varied in tone from deep carmine to a delicate pink and the children were invited to create delicate tulips or roses. Then a warm energetic and powerful vermillion came to play and demanded to be seen first by yellow and then by blue. Giant red mushrooms with white dots were created for the story of gnome Pinnemuts who finally found happiness on a mushroom with seven white dots.







# Ms. Ellis-Therapeutic Painting

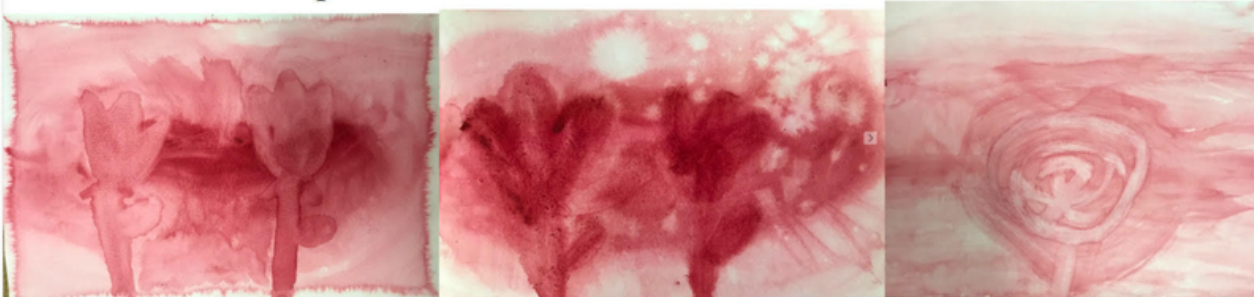
*Blue approaches yellow dots - yellow chicks are birthed*



*Blue night time seascape*



*Delicate carmine tulips and roses*



*Gnome Pinnemuts finds happiness on a mushroom with seven white dots*



**Third and fourth graders** are developing new capacities for color sensitivity by maintaining an awareness of one's inner feelings as they bring outward changes to their paintings via colors. The students explored more feeling moods. We copied a work of Danish-born painter Emil Nolde 'Sea with Violet Clouds and Three Yellow Sailboats' - 1946. Nolde (1867-1956) was one of the greatest colorists of the 20th century known for his charged and passionate usage of color, for simplifying shapes and identifying in every brushstroke with his subjects. He lived near the Danish border with its boundless skies, windswept landscapes, and storm-tossed seas. Next, in alignment with main lessons on animals, the students painted deer at sunset. The students also explored a new skill (negative painting) while creating a winter forest scene by sculpting trees out of the environment.

*Storm mood - Emil Nolde 'Sea with Violet Clouds and Three Yellow Sailboats'*



*Deer at sunset*



*Trees created as negative space - out of the environment*





# MS. VAIANISI - MUSIC

## FOR THE GRADES

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To sing in harmony with the mood of the current season surrounding us is a goal I endeavor to achieve in both the grades

classes, as well as to gradually improve a sense of comfort and skill in musical expression/communication while also providing a sense of both the mystery and the practical values of *tuning* and *harmonizing* and *building* something together.

**In grades 1 and 2**, we have been singing together in unison with accompanying meaningful hand-gestures--these gestures also help cue the memory for what words come next. The class occurs right after recess on Mondays, and we begin with a song that quiets and centers. We then usually chant along with a marching rhythm (1, 2, 3, 4):

*Follow, follow, follow, follow*  
*On the road to the Golden Sun*

From there, we sing songs, recite the rhythms of poems, or the students stay quiet for the rhythmic reading of a short story in verse-form. On Halloween, we sang songs of pumpkin pies, lanterns made of both pumpkins and turnips, and a few settings from strange nursery rhymes which I felt were dream-like images of what a mysterious lantern-walk on the night of Halloween might bring...

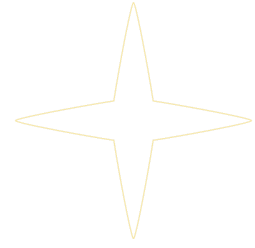
**In grades 3 and 4**, we have been working with rhythm and pitch, becoming more aware and more able to predict and communicate rhythms or tones that are needed. For instance, we may march in place for the underlying pulse of the song (4 beats per measure, for instance), while simultaneously saying/singing/clapping the syllables of the words. We have continued singing in rounds, and "O Great Spirit" has been such a hit, it is now our closing verse for this Music Class.

*O Great Spirit, Earth and Sky and Sea,*  
*You are inside and all around me*

We are in the very beginnings of learning solfege (singing scales on "nonsense words": *do re mi fa so la ti do*). So far, only "do, mi, so" (1, 3, 5 of a major scale) is being played with, and we are learning the Curwen hand signs for these pitches.

We have also been singing, in unison, a setting adapted from part of John Keats' "To Autumn." The words to the song are:

*Season of Mists and Friend to the Sun*  
*brings fruit to the vines that 'round the thatched eaves run,*  
*bending with apples the moss'd cottage-trees,*  
*setting to bud late flow'rs for the bees,*  
*Sing to me, Autumntide, sing for a day,*  
*the gnats by the river softly humming away,*  
*the full-grown lambs add their voice to your song,*  
*and the gathering swallows will soon fly on.*  
*The rose-light of Summer flies westward on.*



The strings class has had a wonderful semester! Right now, the third and fourth grade students are excitedly preparing for their first presentation, to be held during Martinmass Festival! So far the students have learned how to hold their instruments properly and also the two main positions: rest position and play position. They've learned these through the story offered to us by Mrs. Ahmadi, where a singing goose rests on its owner's leg, is held gently, and then gets ready to sing and fly as it is placed on its neck and shoulders. They have also learned all the notes necessary to play Twinkle-Twinkle Little Star, and how to coordinate their finger movements with their bow movements. Through constant singing and movement, this amazing group has come from not knowing anything about their instrument to playing a full song!

I can't wait to see what the future holds for us!

