



ROSE ROCK SCHOOL

Learning Newsletter



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

February Calendar of Events

Friday, February 10th
Parents' Night

Study of The Soul of
Discipline, Parts 3-5



Wednesday, February 15th
Rose Rock School



2023-24 Applications Due

Monday, February 20th
Presidents' Day



School Closed



HAPPY BIRTHDAY



Belated Birthday
JANUARY 10

Charmane Vaianisi

FEBRUARY 24

Christina Rubino



Peek into the CURRICULUM



Jared Coady - 3rd and 4th Grade

The Wonder of

Norse Myths

For the last month, our class has been living in the fantastical world of the Norse gods, who from their gilded thrones and halls of Asgard face continuous (and humorous) strife, adventure, conflict, and moral dilemmas. This rich tradition has engaged the students deeply, and has woven its way into virtually every aspect of our school day: modeling, form drawing, writing, vocabulary, spelling, ball games, speech work, math, and even recess!

A deeper dive into the overarching storyline of these myths reveals an archetypal journey we all take through life, for the beings of Asgard are aware that choices unaligned with their essential virtue weaken them in their ability to face the impending challenge of Ragnarök-- the battle between light and dark. While good vs. evil is a concept that in our adulthood we might deconstruct, it nonetheless represents a real threshold of the childhood psyche that needs to be duly addressed in order for the child to progress in maturity. So through laughter, tears, anger, joy and disgust, we sojourned on this quest to fortify our inner-capacities, and within that journey strengthened our practical skills so that we are better prepared both inwardly and outwardly for that which lies before us.



Jared Coady - 3rd and 4th Grade

The Wonder of Norse Myths





Desiree Varasteh - 1st and 2nd Grade

The Study of Time

In terms of mathematics, there are two main types of topics we generally teach: skills, and mathematical experiences. Skills are something we aim to have the students master, by introducing a concept, later deepening that concept, giving space for practicing the concept, allowing the students to sleep on the concept, and then reviewing that concept again once more. Mathematical experiences aim to stretch the students' minds, inspire them to think mathematically, and imbue wonder and enthusiasm for math.

When 1st and 2nd grade arrived back from Winter Break, they embarked on a study of time by way of seasons, months of the year, and days of the week, which combined both skills and mathematical experiences that helped orient the students in time. In the morning, they practiced verses and accompanying movements that incorporated these concepts, such as:

Solomon Grundy
Born on Monday
Christened on Tuesday
Married on Wednesday
Took ill on Thursday
Worse on Friday
Died on Saturday
Buried on Sunday
That's the end of Solomon Grundy!



Throughout the month, the students worked diligently at creating their own drawn, painted, and written calendars, highlighting the special qualities of each month, and also included in it their classmates' and parents' birthdays, as well as their own. Numerous patterns were recognized, such as the reliability of 7, 14, 21, 28 being present in a column for any given month, which months do and don't have 31 days, and the riddle of how many seconds are in a year (hint: there are multiple answers!)

Desiree Varasteh - 1st and 2nd Grade

The Study of Time



Christina Rubino - Early Childhood Teacher

Wintery Tales

...And it was so snowy and cold out that lamb thought perhaps his friend deer might be hungry too, and so taking the carrot, off went lamb to deer's house, over the snowy hills and along the woodsy path to deer's home, tucked as it was under a cozy bush in the forest...

-- From "The Rabbit and the Two Carrots"

January in Mama Christina's classroom included two favourite stories for winter: "The Rabbit and the Two Carrots", and (by end of month), "The Mitten". I like them both for early storytellers and listeners for a couple of reasons: they both tell of kind creatures looking out for others, and they both have repetitions in a fairly simple woodsy tale. These repetitions allow the children to master the story sequence and to act the story cooperatively. If, for instance, the child acting out the Donkey role forgets that the story wants him to travel to the now snow-covered summer garden in order to snuffle out potatoes, Lamb or Deer can give a whispered prompt to get the donkey heading off. From the corner of the classroom along the forest path, Donkey heads off to the garden. The children love to act out stories and when we have acted one, will ask each subsequent day, "When can we do the Rabbit story again? ...I want to be the ...". These two particular tales live so beautifully with our wintry January and the Rose Rock "woods" where we regularly go looking for forest creatures.

As I have only just begun to tell the "Mitten" story, in February, we will share this again as a told story without props so the children's own mental pictures can make the story. (As lovely as picture books are and especially ones like Jan Brett's version of this old Russian tale, mental picturing—without props—is a key component of later reading skills; giving children opportunities to practice mental picture making all the way along, builds this capacity and love for making the story in the mind.) Then we will have the puppet story, (I shall be on the hunt for a white mitten), with the hedgehog and Owl, the fox, and the bear, who you wouldn't think could possibly fit, and of course, the mouse who discombobulates the whole deal. Finally, we will act it out, building a "mitten" from our cloths and figuring out how to nestle in a friendly way. ("The Mitten" is, like a number of stories in early childhood, what you will recognize as a Protection Story, which helps children to live into a sense of safety in the World.)

Near month's end will come the cheeky story of the Gingerbread man, with accompanying crafts like making gingerbread (and eating it!) as well as stitching for the older children some felt gingerbread folk for their own home puppet play. I know that children in my class will want to draw this story and many versions of the Gingerbread Man, Woman, and Child thru the end of winter and on into the first days of spring. These winter stories all weave in the themes of friendliness, the beauty of the natural world, and of home, community, and abundance, and also the hunger we all share for just plain running across the farm after lovely smelling gingerbread. Cozy.

Nadia Ellis - Therapeutic Painting

The Art of Illusion

In line with the main lesson block on time, first and second grade are creating an agamograph, which is an optical illusion that changes the image seen depending on the angle of the viewer. One side of the agamograph will show a night time painting in cool colours and the other side will show a day time painting in warm colours. In frontal view one sees a mixed up image. The children's fine motor skills are tested with this fun but challenging project.

1st and 2nd Grade



Nadia Ellis - Therapeutic Painting

The Art of Illusion



Nadia Ellis - Therapeutic Painting

The Art of Illusion

Third and fourth grade worked with a story which fit in with their main lesson block about the Norse Myths. Norse mythology is characterized by a powerful sense of contrast and drama. They were introduced to working with pastels to capture a seascape where a huge storm is brewing, while star wisdom is equally captured - striving for a polarity between dark and light colours. They also used watercolours to show they could make an effective pictorial contrast between the crew on the boat and the much larger figure representing the God of Thunder, Thor. A moral code was very important to the Vikings and the students are in the process of making their own moral compass of being truthful, helpful, and kind.

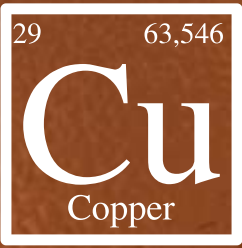
3rd and 4th Grade



Nadia Ellis - Therapeutic Painting

The Art of Illusion





Tasha England - Therapeutic Arts

The Wonder of Copper

1st and 2nd Grade

For the past ten weeks in Therapeutic Arts, the First and Second Graders have been working with copper rods in a variety of ways. The children love these rods, there is something captivating about them, and we encourage the students to use them in a reverent manner. The healing properties of copper have been utilized for thousands of years. It is an antimicrobial; it helps regulate the thyroid, strengthen our bones... think of all the copper jewelry! And it is a warming element, capable of conveying energy. One of the ways we use them in class is to help orient the children spatially in the world around them, to become familiar with their front/back, above/below, and left/right space. The children hold these rods in certain ways as they move through these planes of space, reciting verses and songs all the while. These activities also help with integrating the midline barriers - the invisible lines whose dissolution allows us to bend at the waist instead of squatting, and reach across our body instead of passing things off to the other hand at our heart center, and helps us read and write with ease and play musical instruments. We get a little crazy with laughter (and sometimes tears with the collapse) during our games of Twister to support awareness of body geography and stimulate the senses of touch, proprioception, and balance. It's really no different with the monkey bicycle, an exercise to give the lower part of our body the opportunity to work independently of our upper half. And we come back to rest with an exercise called the counting star, an artistic drawing activity that serves midline integration and has a balancing effect on the rhythmic system of the body as we draw archetypal geometric forms.

For the past ten weeks in Therapeutic Arts, the In Nature Stories class, the students have been hearing tales of being helpful (or not), and exploring how that feels, or what the results can be. There was the valiant horse of the huntsman in the Russian fairy tale, "The Firebird and Princess Vasilisa." We made Vasilisa's boat and a horse out of origami. We met the tiger and the stag, from a Brazilian folk tale, who were unwittingly helping each other build a much desired house, each thinking it was their own. They are not able to trust each other and in the end, both flee the house in terror of the other and the house, so lovingly created, falls into disrepair. Afterward, we practiced a string game called Siberian House, where the house disappears as certain strings are removed from the fingers. In the coming weeks, the children will be hearing stories about the toiling of the natural world, and gnomes working so hard behind the scenes, during these winter months. To accompany these stories, we will begin sewing little gnomes to continue exercising the students' fine motor skills as we discuss the healing content of the stories.

