



ROSE ROCK SCHOOL

Learning Newsletter

Casino Royale

The **Rose Rock School PTO** and **Henry Home Interiors** present **Casino Royale 2023** on **March 25, 2023** at **The Railhouse** in Norman, OK. Tickets are now available and can be found at the following [link](#). Please extend the invitation to your family members & friends, and make sure to find your babysitters for the evening as we would love to see a large turnout for the PTO's spring fundraiser. The event will give you an opportunity to get in your best duds, and it includes food, drinks, gaming and fun.

Don't delay! Purchase your tickets today! See you on **March 25, 2023.**

Sincerely,
Rose Rock School Parent Teacher Organization



March Calendar of Events

Friday, March 10th
 Parent-Teacher Conferences



School Closed



March 13th-17th
 Spring Break



Saturday, March 25th
 Casino Royale Event



HAPPY BIRTHDAY

MARCH 4
Monica Ball

MARCH 8
Ashley Thomas Desiree Varasteh

MARCH 23
Alana Lessly



When the rains leave puddles deep enough to swallow boots, we venture beyond our usual play yard to higher ground. Lately our “train” of little children makes its way to the beloved “bamboo forest”. Here, there are no bikes or swings or playhouses, no shovels or pails or chalk—only a small stand of bamboo and some trees perfect for koalas to climb. The space in which they are allowed to roam is actually quite limited, but the possibilities are all the more limitless it seems.

Last week, a dead snake in the bottom of a hollow stump (that Shanah discovered with the children) was reverently covered with leaf after leaf by a large group of children and guarded fiercely against any disturbance for several days. Fairy houses were carefully built and tended. Two boys digging around a tree root with sticks were interrupted by another, “No! We can’t dig here!” It was decided best not to disturb the roots, and the digging resumed on a bare patch of ground where the sun doesn’t reach. When a child was picked up for an appointment her playmate ran up, “Oh no! She forgot her treasure! Can you keep it safe until she comes back?” She dropped a minuscule object into my palm she had been holding between dirty-nailed finger and thumb. It was so small I’d have needed a magnifying glass to identify. Luckily Mama Kaitlyn was wearing her apron of many pockets and could lovingly hold the child’s treasure. I hope they never lose the ability to cherish the small things.

Sometimes the collecting leans towards the hoarding side. Two children were hunting rocks with such vigor, their hats became heavy baskets for the gathering. Before going inside, the rocks were

placed over the moist upturned earth where the tree root had been dug around. They obliged, though they made it known their preference would have been their backpacks. To another child with a handful of sticks and stones, a teacher said, “We will leave these here for the birds”. And in regards to a bright yellow dandelion pile —“how beautiful, but don’t pick too many, the bees love and need those, too”. The gesture towards the busy buzzing around the bee boxes in view allowed this truth to settle deeply. But, still yet, upon entering the building it was discovered that one child managed to smuggle an entire ecosystem in his hat...which he was wearing!

I find it a delicate balance of encouraging this deep love and need “to have and to hold” the living world with the lessons of leaving their special finds lying on the soil. Within these small exchanges lies the greatest task: raising humans who will become good stewards of our very own planet Earth. And what a perfect start to learn to respect what “... belongs to Rose Rock, for us all to enjoy...” But since the young child needs to live into what they will learn, at times their nature treasures only seem fit to live with them. I have a working theory that if a child has a satisfying place for their collection—a box or mason jar in a window, a gnome home or fairy house in the yard—perhaps their collecting will be more meaningful and less overly abundant.

After nap, when the children were dressing to go outside, a stone fell with a tink and rolled across the floor. I picked it up. “That’s (name of the child’s!),” two children cried in chorus with an edge of panic in their voices. “Oh it’s so smooth and sparkly,” I said, as I turned it over admiringly. Three pairs of bright eyes danced up at me. The rightful owner opened her outstretched, hungry hand, beaming with pride as I placed it in hers, “It’s for my mommy.” Her tiny fingers wrapped round and squeezed the cherished gift tightly.



DESIREE VARASTEH -
FIRST AND SECOND GRADE

Bicycle Excursions Across Town!

This year, the 1st and 2nd grade class have been gearing up to take their first off-campus bicycle excursion together as a class. The 2nd graders often could be heard saying, "I can't wait for the first graders to go to the GC House!"

The "GC House," named after the Great Conjunction which took place the night that Mr. Coady and Miss Varasteh decided that this was the Oklahoman house for them, offers an expansive backyard for the children to partake in a variety of activities. The overgrown privet provides perfect shelters for fairies or for the classmates themselves, a rope swing offers a delight (or challenge) in stimulating their proprioceptive senses, sweetgum and pecan trees provide ample counting opportunities from their dropped seeds and nuts. Besides the imaginative play and comradery that accompanies a class making this trip together, there are a plethora of physical, social, and emotional benefits that organically arise.

The class has been continuing to practice their biking skills on campus, including playing various games that strengthen their bodies, riding with one hand available to give proper signals, filing into a "snake line" (single file) or an "alligator line" (double file), and the like. In this way, they continue to improve and the classmates can tangibly feel the improvement amongst one another. There is a goal, an expectation, and an anticipation toward reaching that goal: riding together off campus.

As the children do leave campus, they recognize various parts of town that they've frequented or previously saw from their parent's car. "Make a left at the donut shop!" "Ride parallel to the football field!" "Wave to the firemen!" These landmarks orient the children in their neighborhood and imbue a sense of direction. They practice safety by paying attention to red lights and the right moments to cross the street (on foot), and listening for the "tally-ho!" signal to proceed.

After making the trip from Rose Rock to the GC House, the students enjoy the grounds, eat lunch together, participate in activities, and then gear up to head back on the same route but in reverse. The children arrive back light hearted, tired from a challenging but fun day, and having undergone a growth experience with their class, but also individually.





JARED COADY -
THIRD AND FOURTH GRADE

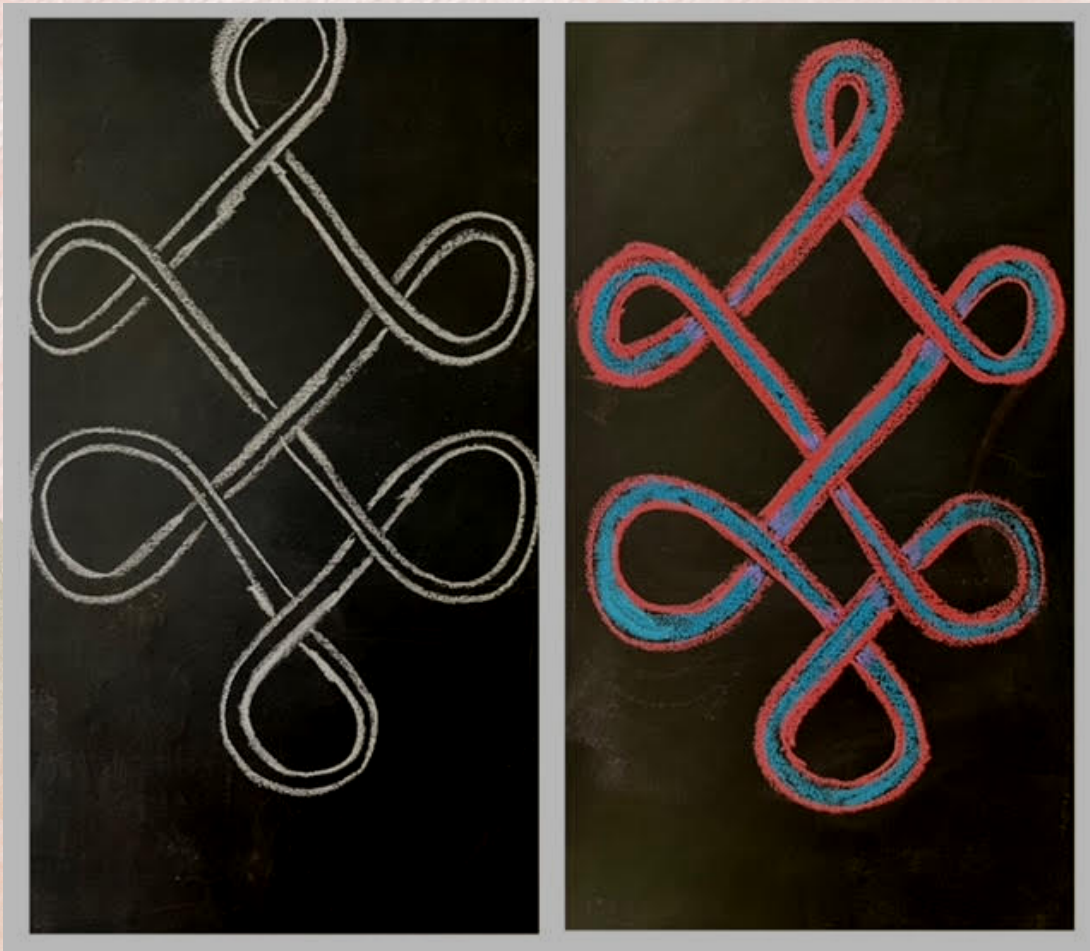
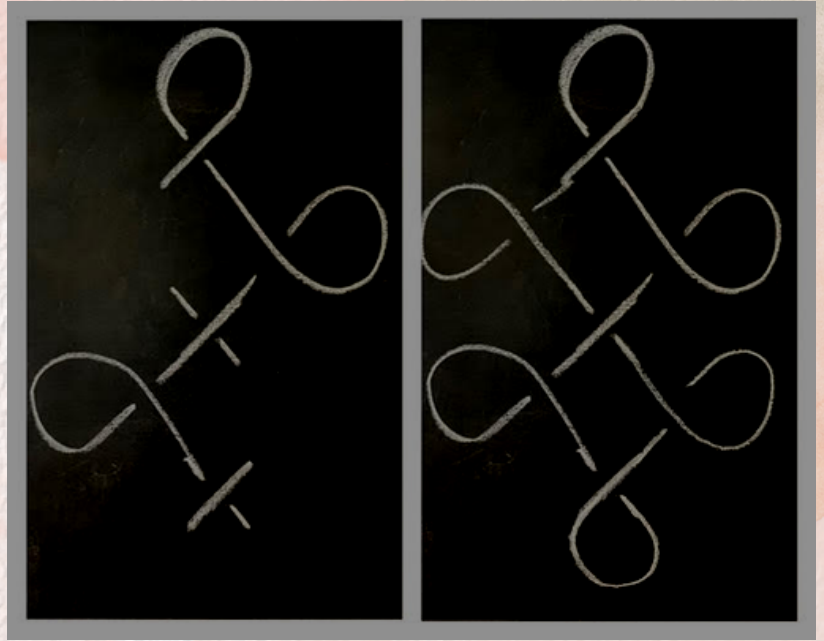
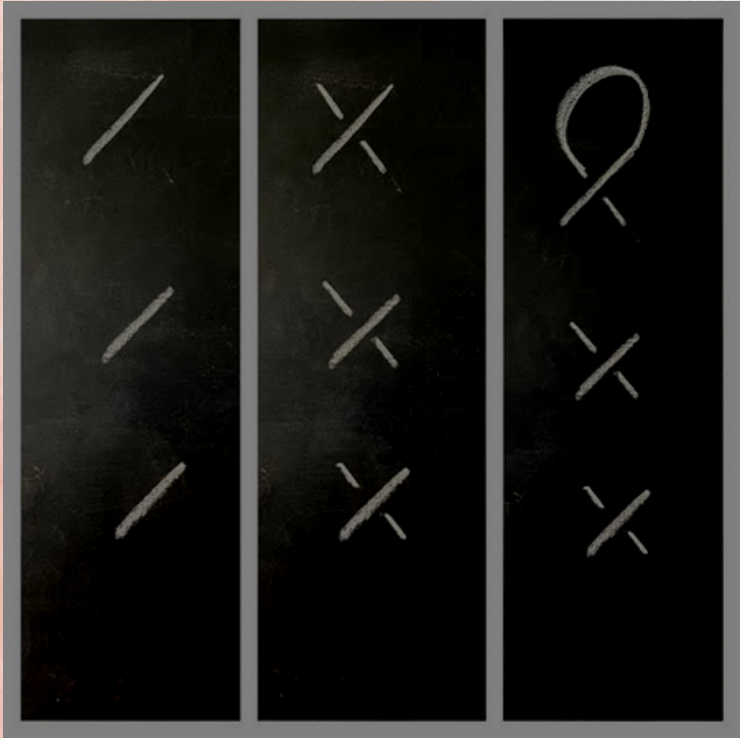
Form Drawing

Form Drawing is a unique class that is offered in our school through grade four. At that age, form drawing naturally transitions into geometry. Thus, our curriculum will offer parallel arithmetic and geometry streams from grades one through eight. In day one of the first grade, the children are shown the archetypes of geometry: the straight and curved line. This is built upon week by week, until around age ten the children are drawing forms such as this one. This double-lined woven form requires all of the skills developed in grades one through four form drawing:

- awareness of the center of the page
- awareness of distance from the edge
- a sense for vertical and horizontal symmetry
- nuanced discernment of the size and shape of each aspect
- the ability to work with one part of the form, while keeping it in relation with the other parts of the form
- discerning distance and angle without any instruments
- planning ahead
- patience, persistence, and a willingness to start over
- keeping track of the alternating over/under, while you are focusing on many other factors
- Excellent eye-hand coordination

If you really want to understand the benefits. Here's a pictorial guide. I recommend working on it one day and seeing how much you have improved after a night of rest. Good luck!

Form Drawing

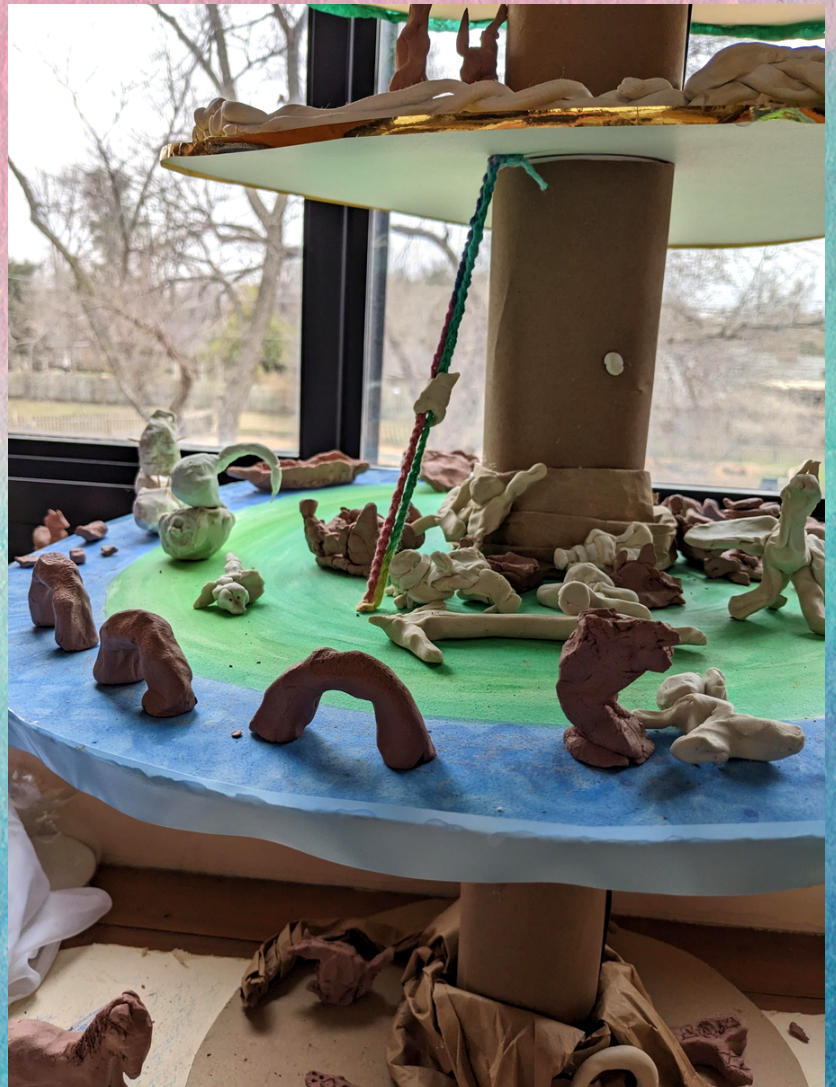




ALANA LESSLY - MODELING

Modeling the Norse Myths!

The main lesson topic of Norse Mythology has concluded for the 3rd and 4th graders, but we have been continuing the lively stories and conversations in Modeling Class. In addition to the stories and adventures shared by Mr. Coady in Main Lesson, we explored more stories about Thor, Loki and others making quests into the mysterious and dangerous realm of Jötunheim. Through their practice with clay and plasticine, the students have created a full display of characters, creatures, structures, and items from the many realms of the Norse gods and people. The students took great care in creating anything and everything which sparked their interest from the many stories, and they put quiet and focused energy into every creation.





Modeling the Norse Myths!

Our modeling stage, Yggdrasil (the World Tree) is now filled with everything from the most well known identities of the myths, Odin and his ravens, Thor and his hammer Mjölner, to the lesser known Norns, the Midgard Serpent, Sleipnir the eight-legged horse. After practicing these numerous creations the students are refining their modeling abilities, and they are feeling more confident each time--reflecting on the images moved from their own imaginations into their work. The clay and plasticine creations are continually gaining strength in design, dimensional balance, and intricate details. In this practice the students are learning through simple exercises, support and assistance, and equally important, trial and error. Modeling is an enjoyable and engaging activity and some students excitedly share that they have been modeling plasticine or clay at home. I encourage all families to add this to their family time if they have not already, especially plasticine for a low time commitment and low mess activity.





ELAINE BASTOS - VIOLIN

Ode to Joy!

The past few months have been a great learning adventure for our Strings class. After performing at the Martinmas festival, the students have been learning a new song: the theme for Beethoven's Ninth Symphony, Ode to Joy. It's a considerably more difficult song with many additional challenges for the students, such as fast notes, new finger patterns, notes on the D string and the biggest challenge: playing together in tempo. Our class has striven to keep the tempo together throughout the whole song, which is a big challenge; but, it is an important part of the music learning process. Before learning to play in harmony as an orchestra, the students need to be proficient in playing together, playing rounds and canons, and then in harmony.

This week we're very excited because the students will perform Ode to Joy for the Rose Rock students and faculty. Our next song is High and Blue the Sky, which will include a whole new set of challenges and new things to learn!

Throughout this process, the most important thing in the parent-teacher collaboration is making sure that the students practice at home. It is only through consistent practice that one can properly learn the many skills necessary to play a stringed instrument. I'm beyond happy with the progress of our strings class and I can't wait to see what comes next!

