



n e w s

news from the trunk

Thursday, November 3, 2016



HALLOWEEN PARADE A SUCCESS!



KAS Parents-You are Invited to watch live streaming of the **USA Presidential Elections** in the Library on November 8 and 9 **all day!**



Superintendent's Message

Dear Parents and Guardians,

What a week it has been! In addition to the children and their dedicated teachers working hard every day to move academic development forward, many other activities took place on the campus that brought a joyful energy to our daily life at KAS. Below are some of those events and activities:

Congratulations to our Swim-a-Thon swimmers! Congratulations to our Athletic Director Mr. Breyon Burrell and PE Teacher Mr. Jon Williams for organizing an outstanding and successful Swim-a-Thon. Please see in this E News the results of the Swim-A-Thon. It was an event that will last long in the memories of the children and families who attended the Swim-A-Thon.

Congratulations to Ms. Jananne Healey, grade 5 teacher, who presented an excellent Parent Information Seminar titled, "Supporting Your Children As Readers At Home". Her insights and advice to parents were most appreciated and helpful. There were over 35 adults in attendance. Bravo Ms. Healey!

Congratulations to Ms. Didith Lanario and all of our teachers, Teaching Assistants and Mr. Centers for carrying out a fun and 'scary' Halloween Celebration. The kids and parents had a wonderful time.

Congratulations to our amazing and caring PTA for their bake sale and the following day for their participation in the Swim-a-Thon. We are grateful for how hard you work to support the children, parents and the staff of KAS. Thank You, Thank You!

If I have left out events or individuals and groups who deserve special congratulations, my apologies. You are so important to our great school. Thank you.

I wish you a pleasant evening and weekend.

Sincerely,

Dr. Rob Beck
Superintendent



ANNOUNCEMENTS

SPIRIT WEEK!

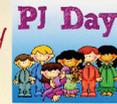
HAVE FUN BUT...
FOLLOW KAS'S
DRESS CODE

November 6th-20th

SUN TWIN DAY



MON PJ DAY



TUE SPIRIT DAY School colors
(SCHOOL GAME) (Green

WED Mismatch &
Crazy Hair Day



THU CULTURE DAY



PTA Fun Family Picnic

At KAS Gardens with **LIVE DJ**
Friday, November 18th, 3:00pm - 9:00pm

Elementary Assembly Masters This Week's Winners



A Message from the Early Childhood & Elementary Principal

Dear Parents, Students, and Community Members,

In my last article I shared my philosophy of education as this had evolved up to the time of my becoming an adult. This week I continue relating the journey of how my philosophy of education has evolved.

Serving in the Marine Corps after high school, my officers and fellow enlisted Marines modeled for me qualities of excellence and precision I had not encountered before. I understood that the levels they had achieved were the result of sustained dedicated effort over extended periods of time, and that no one ever “finishes” growing and developing. From this I gathered that education is a lifelong prospect, the fruit of any period of which cannot be accurately assessed taken out of the context of the whole of a human being’s life.

As a teacher for sixteen years at all levels, kindergarten through community college, and as a university student myself for thirteen years, I determined that the key to all aspects of successful education is the passion for learning, which the learner him or herself must bring to the learning process. At the same time it is clear that one person can pass this spark of passion for learning onto another. While this may be a paradox, it is the heart, and the art, of education.

Several years of being an educational administrator and of business-related professional experience have shown me, in quite varied learning situations, that paradox does, in fact, underlie much of what we encounter in education, in business, and in life. I have come to see that in order to successfully navigate the adventure of our lives we must fully embrace the paradoxes that we encounter so we can master the lessons they offer us, which can often only be achieved through bringing seemingly disparate elements into alignment. Through the willingness to suspend judgment that this requires we may become more truly open-minded. From this frame of mind, a genuine interest in understanding the world and the relationships between its components can mature, which I believe is the basis for all true inquiry, research, and scholarship.

Phil Centers
Early Childhood & Elementary Principal



NEWS FROM THE SPORTS DEPARTMENT



SWIMATHON IS A SUCCESS!



Congratulations to all swimmers who participated in our annual swimathon event last weekend. Our goal this year was to swim a total of 32.3 km (the distance from Los Angeles to Catalina Island). Due to the effort and dedication of our swimmers, however, we managed to collectively swim a total of 116.1 km – more than three times our target distance! An amazing result by our student, family member and staff swimmers and one that should encourage us to set the bar even higher next year!



Of course, no event can be successful without the many people who volunteer their time, effort and expertise towards making sure that everything runs smoothly. A very special thank you goes out to our swimming pool staff, lap counters, maintenance staff, kiosk staff and PTA volunteers. We couldn’t have done it without you! In addition to having a great time, getting some exercise and enjoying delicious food we also raised money for an excellent cause. We would like to thank all of the sponsors who supported individual or team swimmers. Don’t forget, swimmers, it’s your responsibility to collect any outstanding pledges by November 10th!



See you all next year for our much anticipated fourth annual swimathon!

Sincerely,

Breyon Burrell
Athletic Director



Jon Williams
MS\HS PE Teacher

Helping Our Students to Become Engaged Learners Through Accountable Talk and Active Listening

by **Jananne Healey** (KAS grade 5 teacher)

I have never met a child who did not love to learn. Children are active learners quite naturally. I believe it is in their DNA. If you have ever had the opportunity to accompany a group of children to the seaside, the forest, a museum, or park, you will soon discover there is no shortage of questions as eager young minds take in their new surroundings, wanting to learn everything possible about the flora, fauna, or assorted artifacts of their new location. And if you pay close attention, you will also notice students hypothesizing, inferring, comparing, clarifying their thinking, analyzing, and critiquing during their conversations with each other as they move through their new environment. So how do we nurture this enthusiasm in the classroom and create an environment that encourages questioning, discussion, and active listening? We need to teach our students about accountable talk and active listening in the academic setting in order to help them become engaged while they navigate their way through the rigors of the academic curriculum they are required to master.

So what is accountable talk? Accountable talk is the voice of the curious, the student who can read between the lines and ask about the bigger lesson to be learned. It is the awareness of misunderstanding as meaning breaks down, and the accompanied desire to correct the misunderstanding. It is the means to make one's thinking visible. Accountable talk guides students from the surface of understanding to the depth of knowledge. Once students make accountable talk a habitual part of their understanding, active engagement in the classroom becomes the norm rather than the exception, and their continued growth as life long learners is inevitable.

Encouraging talk in the classroom can be daunting for teachers of large numbers of students who believe that classroom management (usually in the guise of silent activities) is paramount to classroom success. However, students who are practiced in the use of accountable talk and its importance to their success, are self managed primarily because they want to learn, find answers, share their thinking, and grow new ideas. A classroom filled with active learners is not a quiet classroom, but it is a respectful space with students learning from and supporting each other. According to Lev Vgotsky, cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partners co-construct knowledge (McLeod, 2007, 2014). This co-construction of knowledge can be guided through accountable talk.

What does accountable talk sound like? It is the voice of students who are envisioning, "As I read this part, I am picturing...When I read this part, I can hear, smell, taste, feel...", predicting, "Wait, I feel tension because of...so I think what's going to happen is... He has a big decision to make, I'm thinking based on the evidence I have read so far that he will...", synthesizing, "I was thinking this book was really about..., but now I am thinking there is more at stake...perhaps this book is about...It seems that this entire section is a metaphor for...", critiquing, "This part seems a little unrealistic for me...I felt let down by the ending...", and making connections, "Wow this reminds me of...Hmmm this reminds me of (a character from another story)." (Koesel, 2013). Accountable talk does not occur naturally in the classroom, but must be modeled, using mentortexts that students can refer to again and again. Choosing the right mentor text provides a springboard for discussion and a reference for students.

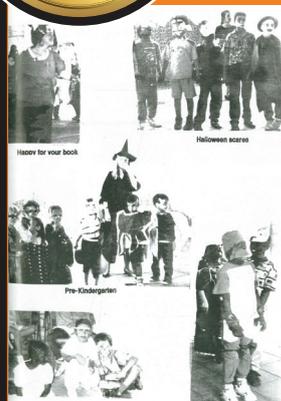
Accountable talk is only half of the equation and must involve those who are listening and responding to what is being said. Students who are taught how to listen become more engaged and thoughtful about the conversation. It is important to note that quiet students are not necessarily engaged students. These students are often disengaged, daydreaming, doodling, or attending to any other assortment of classroom distractions. Active listening is an important part of learning, and students must be taught how this is done. I use the acronym, SLANT in my classroom and teach that an engaged listener is sitting up, leaning forward, asking questions, nodding their head, and tracking the speaker at all times. This is a skill that must be practiced again and again by students before it is mastered (my current class is still working on it). However, once mastered, active listening is a tool that will help students engage as critical thinkers for the rest of their lives. Constructive and informative communication from which children grow is a balance between talk and listening. It is important for us to nurture both as we guide our students to becoming engaged, critical thinkers and responders in the classroom.

McLeod, S. (2007, updated 2014). Lev Vgotsky. Simply Psychology. Retrieved from <http://www.simplypsychology.org/vygotsky.html>

Koesel, B. (2013). Read Aloud With Accountable Talk-Thinking and Talking Deeply About Books/Additions and Adaptations.



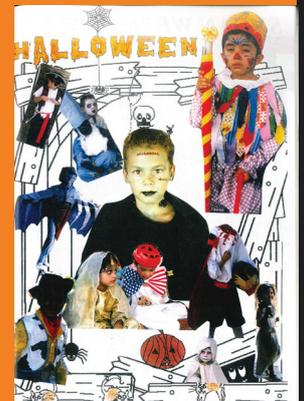
KAS 60th ANNIVERSARY Celebrations



1993



1996



1997



SAYING OF THE WEEK

If something is described as **Fair To Middling**, it is generally accepted as being around average, or just above. The phrase was originally used in the American cotton industry in the mid-1800s. Commercial cotton was graded in categories ranging between inferior and fine. Average was known as 'middling' and just above it the grade was called 'fair'. The term was in wide-ranging use across the water by 1837 and in October of that year the Southern Literary Messenger of Richmond, Virginia, reported the following: 'A dinner on the Plains, Tuesday September 20th - given at the country seat of JC Jones, Esq for the officers of the Peacock and Enterprise. The viands [items of food] were fair to middling.' In England the phrase was first listed in the Century Dictionary of 1889 as meaning 'moderately good'.

Minette van der Bijl
High School English Department

