



## Happy Spring!

The art show is currently on view at the Brookline Public Library (361 Washington Street, Brookline). The opening, on May 15<sup>th</sup> was a big hit! Thank you so much to the PTO for supporting the event and to parent volunteers for helping set up the space, greet guests, take pictures and clean up afterwards! During the opening, students made Artist Trading Cards, completed scavenger hunts, took photos at the photo booth, read artist statements and enjoyed sharing their artwork with the Devo community.

It was great to meet families and see all the kids excited about making art! The art show will be on view for one more week—until June 11<sup>th</sup>. Please stop by if you have a chance!

**Emily Manning-Mingle**  
Lower Devo Art Teacher

### Specialists Info

**Art | Emily Manning-Mingle**  
Teaches: Kindergarten-4<sup>th</sup> Grade

**Library | Julie Seifert**  
Teaches: Kindergarten-4<sup>th</sup> Grade

**Music | Anat Hochberg**  
Teaches: Kindergarten, 1B, 1DJ, 4G, 4O

**Music | Colin Stack**  
Teaches: 1G, 1J, 1Z, 2<sup>nd</sup> Grade, 3<sup>rd</sup> Grade, 4CD, 4H, 4S

**Physical Education | Jen Nixon Mathis**  
Teaches: 1B, 1DJ, 2<sup>nd</sup> Grade, 3A, 3B, 3F, 3P, 4S, 4O, 4G, 4H

**Physical Education | Scott Newman**  
Teaches: Kindergarten, 1G, 1J, 1Z, 3D, 4CD

**Spanish | Maria Koehler** (long-term sub)  
Teaches: Kindergarten, 1G, 1Z, 4<sup>th</sup> Grade

**Spanish | Ana Elkhessasi**  
Teaches: 1B, 1DJ, 1J, 2<sup>nd</sup> Grade, 3<sup>rd</sup> Grade

## Art



### Kindergarten

After sketching a plan for the house of their dreams, kindergarteners finished creating a large-scale version of their Dream House. For this project, students were able to choose which materials they wanted to use to make their picture. They could choose drawing materials (pencils, crayons or markers), watercolor paints, or a variety of collage papers. Students also compared their sketch to their final version and notice what stayed the same and what changed. For our last unit of the year, kindergartners are making mandala prints. First, students drew a design of lines and shapes onto a Styrofoam triangle. Then, students printed their design four times to create a mandala design. Last, students used colored pencils to add intricate details.



### First Grade:

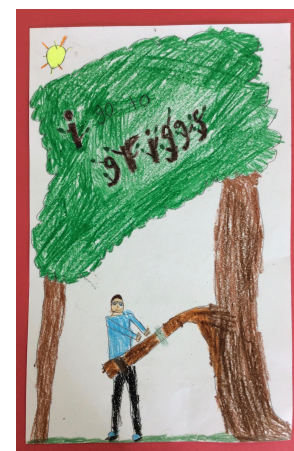
Over the last few weeks, first graders practiced mixing the color brown and using tools (like forks) to create texture. Then, students cut their experiments into the parts of a tree—trunk, branches and leaves, buds or flowers. Students painted a landscape background and glued their tree on the paper to create an interesting composition. Last, they added details (including veins, animals, clouds, stars, etc.) to make their picture more unique.

### Second Grade

Over the last few weeks, second graders have been drawing self-portraits. They tried hard to draw the parts of their face in proportion (the right size and in the right place) and notice the details (shape of their eyes, hairstyle, freckles and birthmarks) that make them unique. Then, students designed an abstract background to create a mood. Last, students colored their drawing with various materials including oil pastels, colored pencils, crayons, markers and watercolors.

### Third Grade

In March, author and illustrator Bryan Collier came to Lower Devotion to read stories, share his illustrations and answer questions about being an author and illustrator. Students especially liked reading *Uptown*. For their last lesson with Ms. G (my student teacher), students brainstormed things they like to do at Devo in preparation for a full-figure self-portrait. Then they created a final version on larger paper. Their illustration had to include: a drawing of themselves doing something they like to do at Devo, a sentence about what they like to do written in an interesting font and a real or imagined background. I loved learning about all of the different activities that students like to do!



### Fourth Grade

Fourth graders have been learning about a type of printmaking called silkscreen. Students created a design on a mesh screen and used mod podge to block out certain areas. This was a bit tricky, so some students experimented with creating wax paper stencils to create their design. Students were required to create three "good" prints by using a silk-screening technique and editing or enhancing their image using colored pencils or oil pastels.

# Library



## Kindergarten

In kindergarten, we have been learning about the parts that make up a book, such as the cover, the spine, and the end papers. We have also read some fun books – some older, such as *Madeline*, and some newer, such as *The Magic Word*. We also talked about what a character is and our favorite characters from books.

## First Grade

In first grade, students have been learning about the address of the book, which helps us find books and organize them in the library. First graders have also been hearing some fun stories, such as *Triangle*, by Mac Barnett, who has written a lot of fun books. He might be a good author to check out over the summer!

## Second Grade

In second grade, students have been learning about series books and the non-fiction section. There are different kinds of books in the non-fiction section... including fairy tales! Ask your second grader why there are fairy tales in the non-fiction section. We also looked at some fun series (like *The Buddy Files*) that second graders might want to read over the summer.

In all classes, we are gearing up for summer reading. Students have been learning about the public library and the importance of reading over the summer. Students have learned that they need to exercise their brain over the summer to get ready for the next school year, just like they would exercise to get ready for a race!

Summer is a great time to explore new books and revisit old favorites. Students will still be getting a list of summer reading suggestions put together by the librarians in Brookline Schools. Make sure to check out these great suggestions!

## Third Grade

In third grade, we have been exploring the non-fiction section and using the catalog to find non-fiction books. Students have learned about the numeric organizing system for non-fiction, called the Dewey Decimal System. Students also learned about different kinds of books in the non-fiction section, such as poetry and fairytales. Third graders especially enjoyed reading poems out loud!

## Fourth Grade

In fourth grade, we have been looking at different genres of books, such as historical fiction, fantasy and realistic fiction. Fourth graders have heard book talks about some great books they might want to check out over the summer. Some fourth graders couldn't wait until summer and checked them out right away! Fourth graders have also learned about the public library and how to apply for a library card.

# Music

## Kindergarten

Kindergarten has begun work on music literacy by reading rhythms and singing in *solfege*. We also continue to learn songs, stories and dances. Recently, kindergarten classes collaboratively re-wrote the classic folktale and song *There Was a Man and He Was Mad*. Students brought home their original illustrated books of it last week! Ask your kindergartener to sing our latest favorite song and dance – “Round-de-doo-bop.”



## First Grade

Mr. Stack's first graders are finishing the year with more great singing games and activities from the New England Dancing Masters Productions. Such songs and activities include: “Highland Gates,” “Down Came A Lady,” “Step It Down,” and “Hambone.” Their new favorite songs to sing are “When I’m Sixty-four” and “All Together Now” by the Beatles!

Ms. Hochberg's first grade classes enjoyed our wonderful spring concert. Thank you to everyone who came to hear us sing! We will end the year with singing games and dances like “Mrs. Macaroni,” and study classic orchestral works including “Hall of the Mountain King” and *Carnival of the Animals*.

## Second & Third Grade

Our second, third and fourth graders are all hard at work preparing for their spring performances. All concerts will take place in the back schoolyard behind Lower Devotion. All concerts will start at 8:20am and will last between 10 and 15 minutes. Because of our unique building circumstances this year, these concerts may be a little different than others you have attended at Devotion.

## 2<sup>nd</sup> - 4<sup>th</sup> Grade Music Concerts

**Monday, June 12 – 2<sup>nd</sup> Grade**

**Thursday, June 15 – 3<sup>rd</sup> Grade**

**Monday, June 19 – 4<sup>th</sup> Grade**

All performances start at 8:20am!

## Second & Third Grade (cont.)

Please note that there will not be general seating for these performances. *If you or a family member requires a seat to be able to attend, please contact Colin Stack or Anat Hochberg ahead of time.*

## Fourth Grade

Mr. Stack's and Ms. Hochberg's classes have been learning how to improvise and sing in harmony (up to two layers). We are looking forward to sharing what we have been working on at the 4<sup>th</sup> grade concert on June 19<sup>th</sup>!

# PHYSICAL EDUCATION

## SPARK™



### Obstacle Course

Before April vacation K-4 did a mini obstacle course. With the help of our SPARK curriculum we were able to maximize the space and have students actively involved during their whole PE class. They did animal walks across mats, hopped on squares, went over/under hurdles and jumped in/out of hoops.

### Physical Fitness Test

After vacation we did testing for their progress reports, which you will receive at the end of the school year in June.



### Drumming Alive

During the first two weeks in May we did our drumming unit. We had 44 stability balls on top of all kinds of bases and we used pool noodles for drumsticks. We doubled up on all of our classes and it was great to see fourth graders working with first graders and second graders working with kindergarteners.

Students had to follow what we were doing and stay with the beat. We drummed on the top and sides of the stability balls, the sides of the bases, the floor and clapped the drumsticks over our heads. This unit was by far the most fun we've had in PE this year!



# Spanish



## Kindergarten

In April, students practiced vocabulary about the weather and *la primavera* (spring). We used a lovely "*canasta de primavera*" (spring basket) for many games, a song and a butterfly poem. In May, la granjera María (farmer María) visited and shared all about her dream farm in Ecuador. Through two fun songs and many activities students learned farm related vocabulary. Ask your son or daughter about our Vuela Vuela Mariposa activity, it was SO fun!

## First Grade

April arrived, bringing fun things for our first graders. "Primavera" was the main theme and they learned different vocabulary related words such as *mariposa* (butterfly) and *abeja* (bee) through songs, games and poems. May was the month of "la granja" (the farm). During this unit, students learned about farm *animales* (animals) and *comida* (food).

## Second Grade

In April, students learned about "primavera" (spring). We reviewed vocabulary related to this season by singing songs, reading stories and playing games. Students learned *animales* (animals), *flores* (flowers), *el tiempo* (weather) and *ropa* (clothes). In May, we've been learning *animales* (animals), *frutas* (fruits) and *productos* (products) from "la granja" (the farm).

Is almost the end of the year and Profe Ana, Profe D and Profe M are very proud with all the progress students made through the year! Muy bien!



## Third Grade

During April, third graders reviewed different "frases de uso común en Español" (frequently used phrases in Spanish). This has encouraged them to try to communicate en Español during class time and even outside the classroom! They created fun comics using these phrases and everybody did a great job! I am so proud of each one of them! In May, students learned about "pasatiempos" (hobbies). They love to share what they enjoy doing outside of school.

## Fourth Grade

In both April and May, the 4th graders have been learning vocabulary about the different meals of the day, including their favorite snacks. They have practiced likes and dislikes, at what time they eat, prices and food descriptions. They have also been learning and comparing many meals from Uruguay, Chile, Argentina and Paraguay. They opened a restaurant in one of these countries and created a menú for it. Ask them to sing either the *Frutas* or the *Sal y Pimienta* song— both are very fun and catchy!

