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ECS NEWSLETTER 5/21/18

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Draft

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ECS Newsletter

5/28/18

ECS Mission: To Collaborate with PSB educators to create rigorous, relevant, engaging learning for all students

Goals of the Public Schools of Brookline

Goal 1: Every Student Achieving

Goal 2: Every Student Invested in Learning

Goal 3: Every Student Prepared for Change and Challenge

Goal 4: Every Educator Growing Professionally



@ECSbrookline

@tanyagregoire

WWW.ECSbrookline.weebly.com

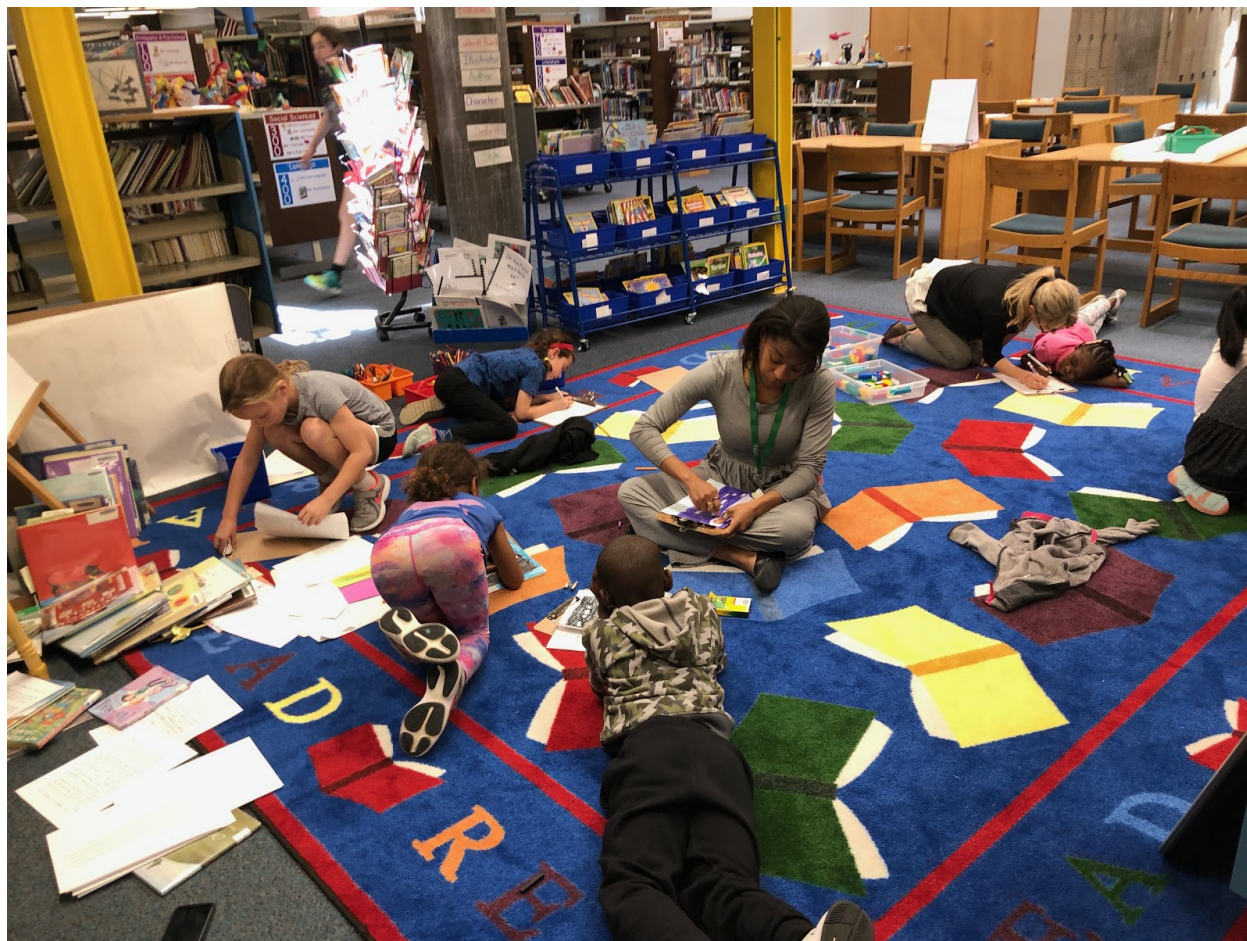
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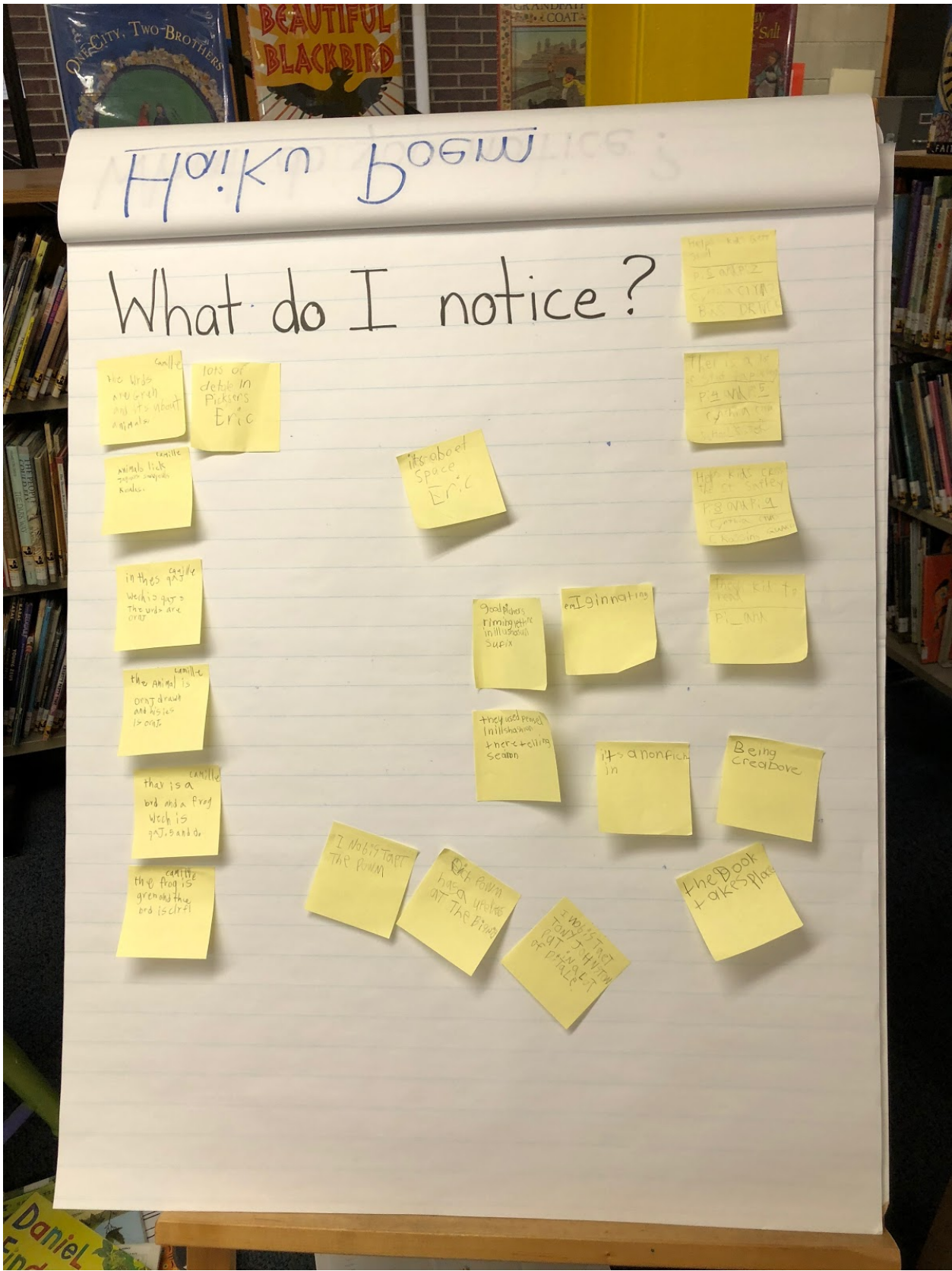
Current Goings-On

Design Thinking Inspired Poetry

Students began by doing close readings of poetry and noticed what poems have in common so they will be able to write their own poems. They were able to “play around” with creating poems at several stations including making shape poems on a magnetic board, lego poems with real legos, free-style shared poems on a large piece of paper, black-out poems and more. This exploration is moving through a “sketching/prototype” phase where they are trying out poetry ideas. The culminating project will be a book that each student will write that includes several of their final

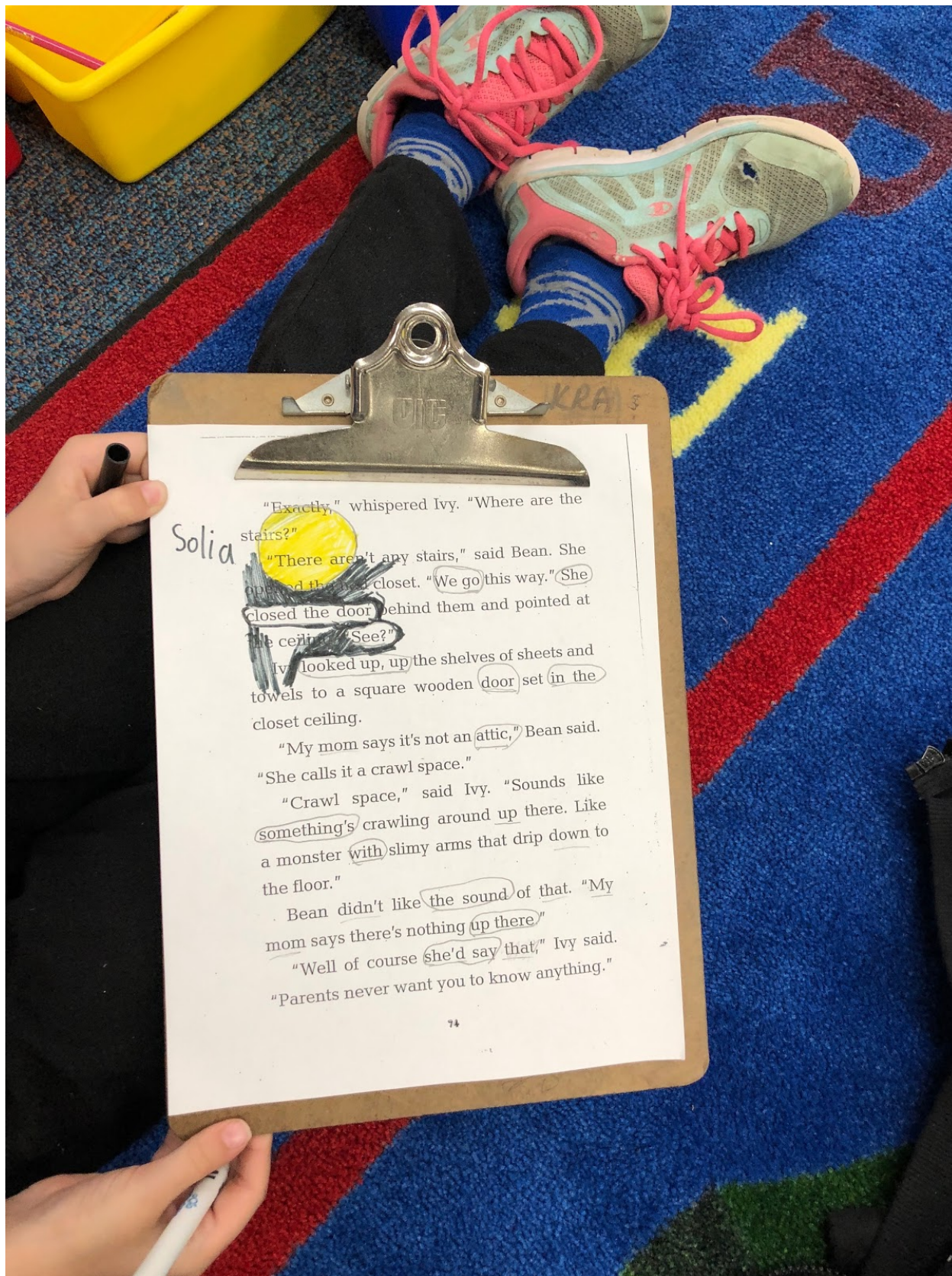
poems. This project by Dominique Herard and Amanda Kretschmar follows an equally amazing “narratives” lesson they ran using design thinking (highlighted in an earlier Newsletter).





What do I notice?

- lots of details in Pickers Eric
- it's about space Eric
- good players in illustration Susan
- enigmas
- they used pencil in illustration & more coloring section
- it's a nonfiction in
- Being creative
- the book takes place
- I habit take the poem
- the poem begins at the poem
- I don't see that I can't read it
- the frog is green and the bird is blue
- this is a bird and a frog
- the animal is a frog
- in this guide week is part the words are clear
- no birds are well and it's about animals
- the animal is a frog
- the frog is green and the bird is blue
- the book takes place
- Being creative
- it's a nonfiction in
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Solida

"Exactly," whispered Ivy. "Where are the stairs?"

"There aren't any stairs," said Bean. She opened the closet. "We go this way." She closed the door behind them and pointed at the ceiling. "See?"

Ivy looked up, up the shelves of sheets and towels to a square wooden door set in the closet ceiling.

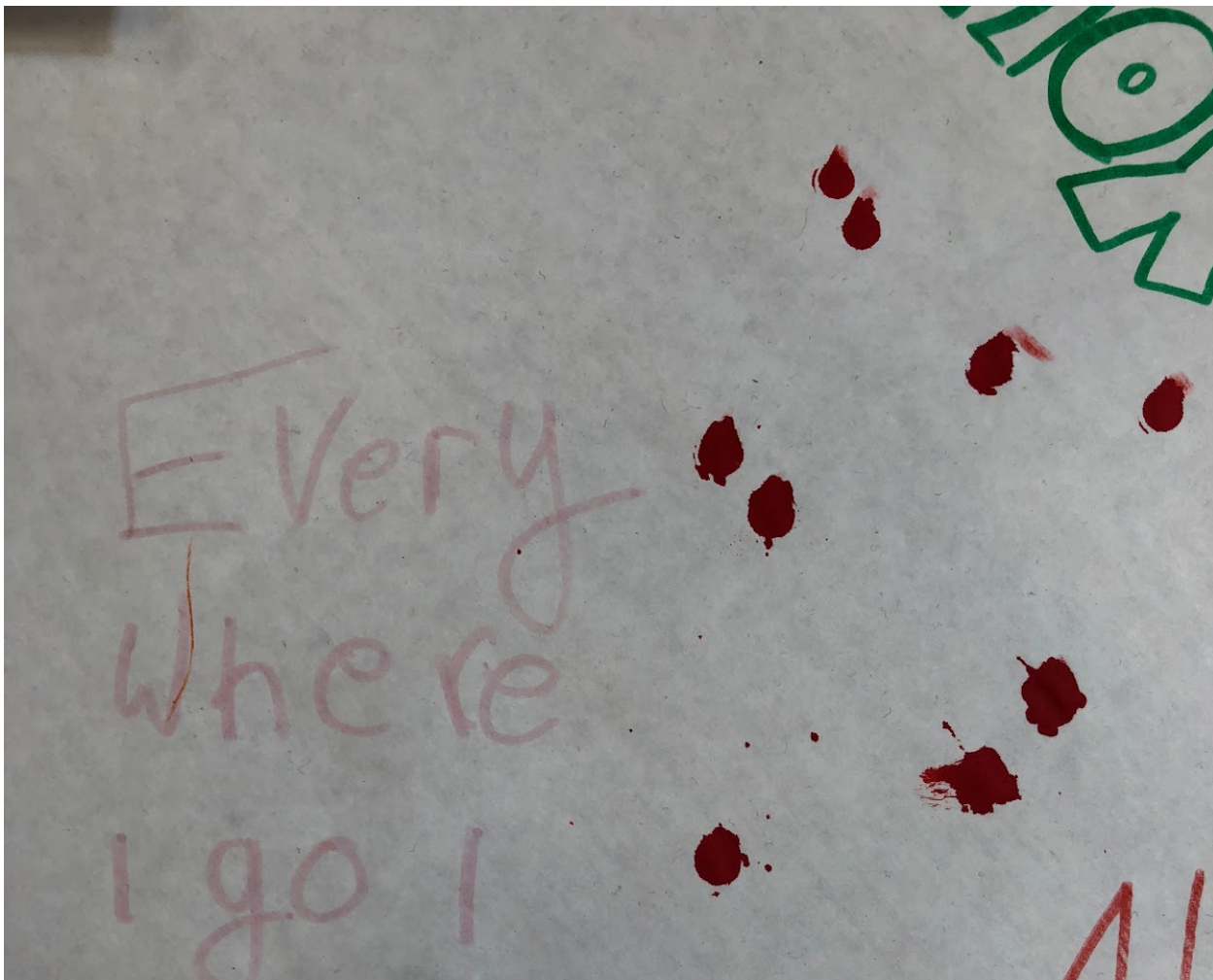
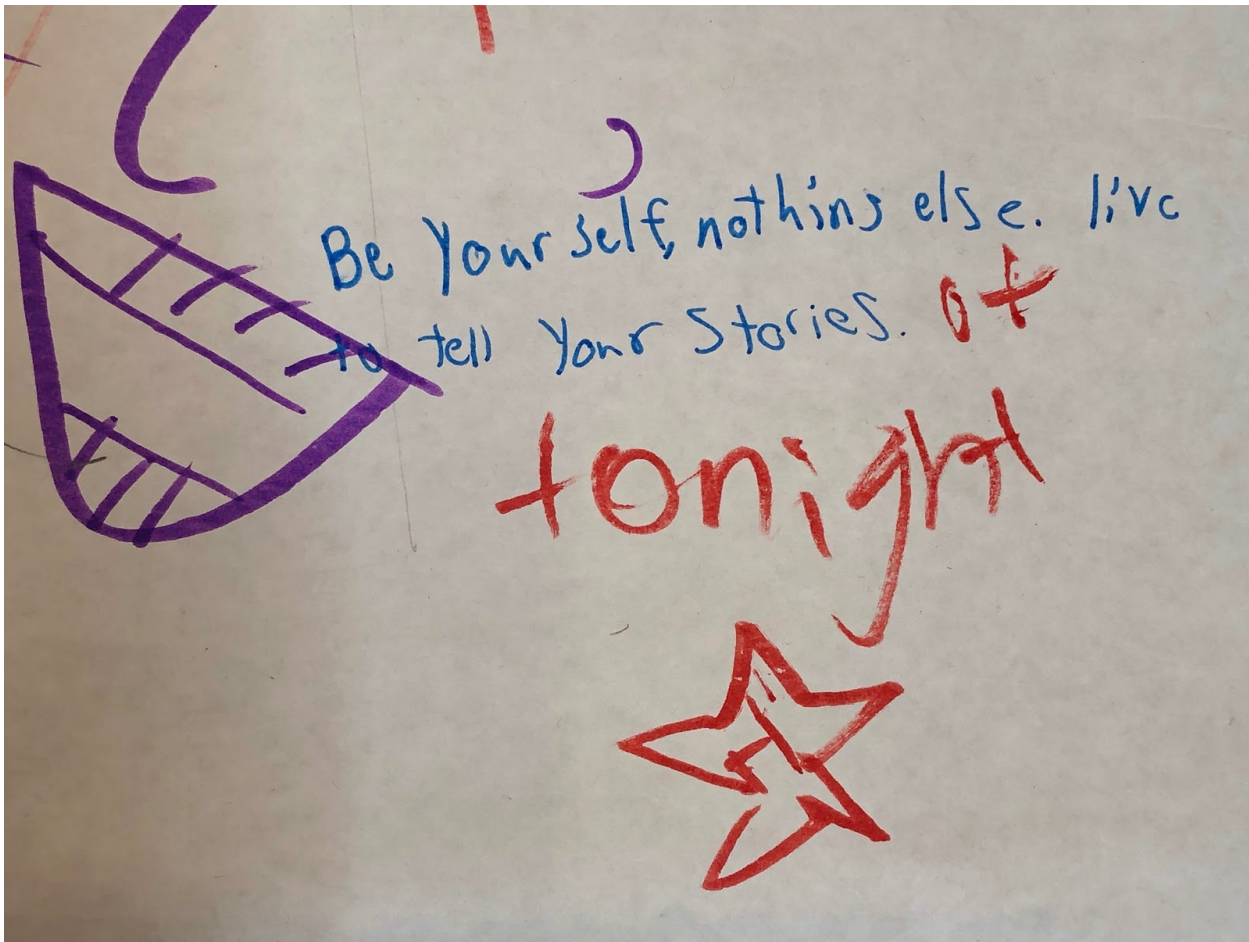
"My mom says it's not an attic," Bean said. "She calls it a crawl space."

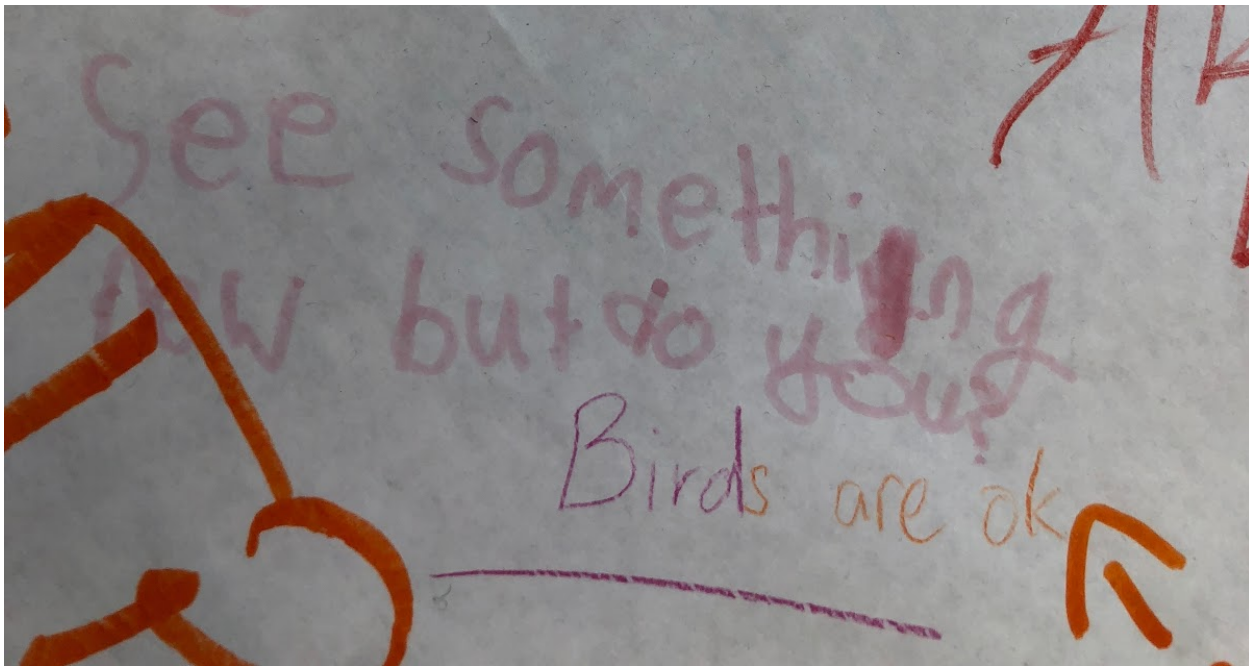
"Crawl space," said Ivy. "Sounds like something's crawling around up there. Like a monster with slimy arms that drip down to the floor."

Bean didn't like the sound of that. "My mom says there's nothing up there."

"Well of course she'd say that," Ivy said. "Parents never want you to know anything."







Everywhere I go I see something new but do you?

Grade 1 is growing a garden

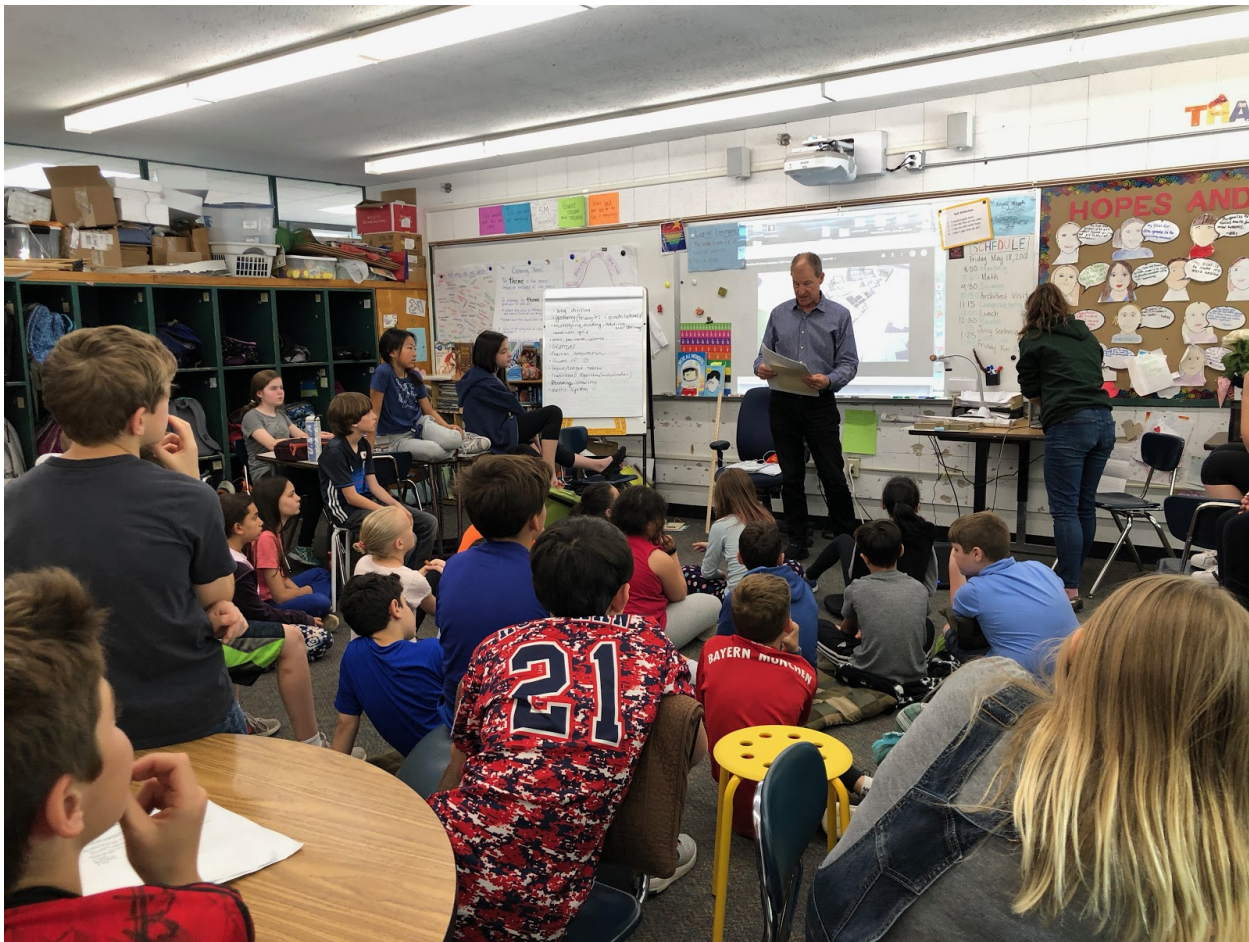
Seed planting and soil exploration is just the beginning phase. It is our hope that the vegetables we grow can be donated to the Brookline Food Pantry. We also hope that this garden becomes part of the larger Pierce community over time.





Real live architect and school committee member David Pollack inspires grade 5 mini-architects

David Pollack heard about the 9th school project that 5th graders at Heath are working on. He visited them and shared artifacts like blueprints and models of real buildings he has built. He left them thinking about the idea of creating meaningful spaces. In other 9th school news: Math specialist Eleanor Demont has been working with us to address many of the math concepts involved in architecture. This is a wonderful example of staff and community collaborating to help students learn.



Articles and Resources

What is The Point of a Makerspace?

The ladder is now a maze!!! John Spencer says it concisely and accurately! I recommend reading the whole article.



THE MAKER MINDSET

There was a time when you could follow the formula: work hard at school, go to college, and climb a corporate ladder. But because of the complex global economy, the creative economy, the information economy, **the ladder is now a maze**. Students need to be able to engage in iterative thinking, creative thinking, critical thinking. They need to know how to pivot, how to revise, how to persevere. They need to solve complex problems. All of those are involved in the maker mindset. If you can embed making in the curriculum, then they're able to develop that maker mindset. The space is just the platform that facilitates it.

John Spencer

Episode 96, The Cult of Pedagogy Podcast



Don't Let Makerspaces Become a Passing Trend

From the article: In 21 years in education, I have seen many trends come and go. I am on a mission to keep makerspaces from being added to that list. That's at the core of everything I do now. Makerspaces are an educational philosophy, foundationally solid, and we can't allow them to be cast aside by cynics who might suggest they were just a fun fad that has run its course. We

must work to secure the future of makerspaces. Their fundamental purpose is too important, the impact on students too significant.

[Let Teens Lead in Makerspaces](#)

This is a nice explanation about shared visions, and empowering students via makerspaces.

“We came close to having enough kids knitting to form our own club.” As it turned out, they were more interested in an old electric typewriter. **“They are completely fascinated by it.”**

—Janet Kanady



[How Having an Impact on the World Motivates Students](#)

From the Article “We ought to be teaching stuff that has real meaning for people,” Gwaltney said. He believes students are more keyed into global issues and current events than many adults know. The young people he has worked with care about what’s happening in the world around them. When teachers tap into that passion, students are capable of producing work that impacts the world beyond school.

[Equity/Every Student Achieving](#)

[Helping Students With Chronic Trauma](#)

This article has helpful information about what it is like to suffer from chronic trauma and concrete strategies for de-escalating heated situations with students. The article references trauma such as shootings and homicides, but it is important to note that trauma can take many, more subtle forms as well.



Tinker Time

Persistence of vision is the theme here today! (These would be great for the gr. 6 brain unit or anytime, really!)

How it works (from Martha Stewart of all people)

All animation, from flip books to movies, works because of an illusion called apparent motion. In the flip book above, all you really see is card after card showing a little house and a car. In one picture the car is here and in the next it is there, though it never actually moves from one spot to the other. But view picture after picture rapidly, by flipping the pages of the book, and somehow the different pictures blend, giving you the impression that the little vehicle is scooting along the road. Scientists say your brain fills in the gaps to create smooth motion because it is trying to make sense of what you are seeing. You don't even need an optical toy to experience this phenomenon; it happens constantly-every time you blink. The reason you don't notice blinking as a black screen is that your brain fills in the brief dark period with a reasonable assumption about what happened when your eyes were closed. Similarly, when you look at an image of an object, a split second of blankness, then an image of the same object in a new spot, your brain fills in the gap, and you "see" the object move.

[DIY Spinning Top Optical Illusion Toys](#)

See how the colors change when the top spins!



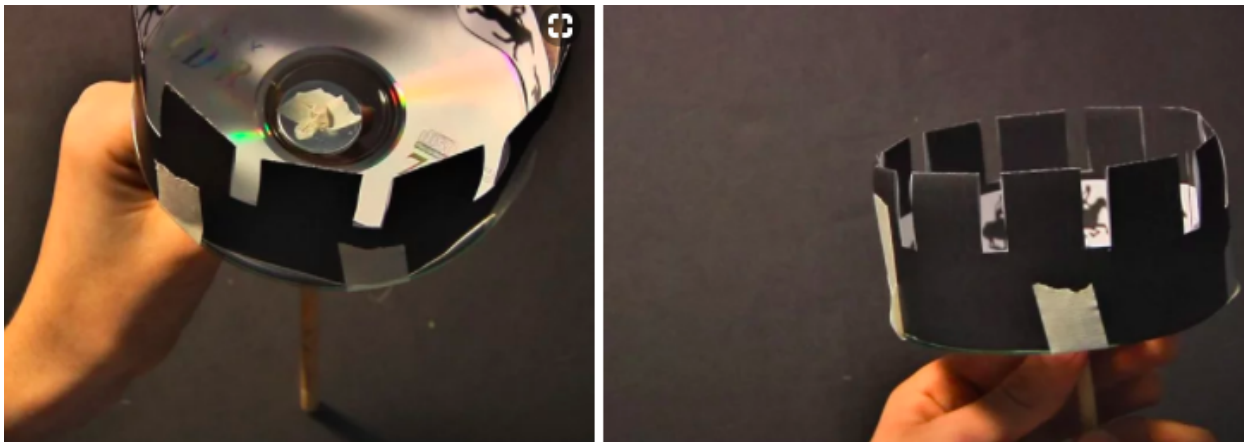
Thaumatrope

Easy, fun, and curious!



Zoetrope

More complex, but very cool.



Things to Do

2018 Guide to STEM Programs in Massachusetts

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Tanya Gregoire
Enrichment and Challenge Specialist
Heath and Pierce

ECS = Innovative Learning for All Students

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