A Message from the Summer Program Directors

Dear BLS Community,

What a superb start to the Summer 2019 Program at Baltimore Lab School! Students have experienced a STEM and arts-based curriculum through our theme of a Wonder Emporium! Our safe and nurturing environment and caring educators have provided students the opportunity to maintain their academic skills and grow their peer relationships for the past two weeks.

Yesterday, we visited Druid Hill Park and students participated in a variety of activities planned by our dedicated teachers. Some of our many activities included a silly sponge relay, a rousing game of kickball, a friendship bracelet station, a chill out zone with board games, and Elephant Toothpaste with our esteemed STEM teachers.

Our next two field trips will also take place on Thursdays. On July 18th, our students will go to ShadowLand to play laser tag and arcade games. Please submit a Player Waiver by July 16th so that your student can participate. On July 25th, we will visit the Baltimore Museum of Industry and work in teams to complete STEM projects. For both field trips, please provide a non-perishable lunch that will be consumed at each field trip location. If you have questions, please reach out to Mrs. Keesler or Ms. Meredith.

On a personal note, we are beyond humbled and grateful to be a part of your child’s education. We can’t wait to witness the continued growth in our creative and unique students!

See you at the Gallery Walk on July 26th!

Warmly,

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OCCUPATIONAL THERAPY:
Students receiving occupational therapy this summer have been working on maintaining skills through the use of STEM activities to support the Summer Program theme of “Wonder Emporium”. Students have incorporated fine motor, sequencing, and sensory processing skills in order to complete a variety of projects. For “Science Week”, students searched for and followed the directions to make slime, paint chalk, and homemade bouncy balls. During “Technology Week”, students have been creating coding bracelets to represent their first, middle, and last initials. This has been a great visual memory and visual tracking and sequencing task! Students will make recycled crayons during “Engineering Week”, and will create their own Perler bead designs during “Math Week” by following a coordinate grid model. We can’t wait to display all of our hard work during the Gallery Walk!
GROUP A:
Students in Group A learned the ins and outs of how plants grow. Using our background knowledge and new learning, we made predictions about what would happen when colored dye was added to the plant’s water. Students were amazed to see how the flowers changed colors. As a group, we listened to A Bad Case of Stripes by David Shannon, and practiced our visualizing skills by drawing what we imagined. The kids did an excellent job using their listening skills, imagination, and clues from the text!

![Image of plants with colored dye]
GROUP C:
Students in Group C learned about coral reefs in reading during week one. On Friday, they made edible reefs and Wyatt C., our Group C representative, shared his knowledge with the other Lower School students. Students started with banana chunks, which were covered in melted chocolate to represent the exoskeleton of the reef. They then dipped the chocolate covered banana pieces in sugar, representing algae. Finally, Licorice strands were poked into the reefs to create the tentacles. The reefs were not only fun to make; the students thoroughly enjoyed eating them as well!

CLUB:
Last week in clubs, we explored the science behind bubbles in Bubble Mania! We discovered how the surface tension of bubbles can be entered without popping if we covered our hands with bubble solution. This week, we are exploring famous artists! We are creating original masterpieces by painting in the artists’ style. We have explored painting by stippling like Monet, swirling like Van Gogh, and splatter painting like Jackson Pollock! Art work has been amazing and the students have proven to be very creative artists!
ENGLISH/LANGUAGE ARTS:

During the first two weeks of Summer Program students in Group D and Group E, rising 6th graders, have worked on analyzing story elements in different text. The main text that we have been reading and analyzing is a book called *Binti* by Nnedi Okorafor. This book was chosen because it represents our STEM theme and it gave students some inspiration for our main task, which was creating their very own STEM themed stories. In collaboration with reading and analyzing *Binti*, students began writing their stories, which will be an on-going project this summer. Students found it challenging to tap into their authoring skills at first and including their own story elements, but then the creativity started flowing and some great stories are being produced!

READING:

In Reading class this summer, students started by reflecting on their own thoughts and feelings about reading and their favorite topics to read about. Then we read the science fiction short story, “All Summer in a Day” by Ray Bradbury, focusing on clues about the setting and how conflict was built and resolved in the story. We played games using vocabulary from the story, and several students made movie posters or researched information about the planet Venus where the fictional story was set. We then began reading and analyzing an informational article about the effects of cell phone use and addiction in teens. Students have been identifying subtopics and details in the article and have enjoyed contributing to discussions about the use of cell phones and other technology.
WRITING:
Our first week was jam-packed with fun! Students started their interactive notebooks identifying, analyzing, and correcting incomplete sentences. Students learned about subjects and predicates, fragments, and run-on sentences. Interactive notebooks allow students to have hands-on experience with the content in order to stimulate analysis and retention. Students enjoyed coloring and organizing their notebooks to fit their own personal style. In addition to creating our interactive notebooks, students played a review game of whack-a-mole, which was a big hit! Shout out to the students who made it onto our leaderboard: Joseph who scored 3,297 points, Max who scored 1,950 points, and Conner who scored 989 points! Group I dominated, awesome job guys!

MATH:
During Summer Program, both Group D and E, the rising 6th graders, have been working on reviewing and refreshing already learned math skills to prepare for Middle School. Group D practiced multi-digit multiplication during the first two weeks of Summer Program. They learned about the “Shortcut Method” when multiplying with multiples of 10, played the Target 1000 game to reinforce that skill, and later utilized the “Splitting Strategy” when multiplying multi-digit whole numbers that are not multiples of 10. Group E practiced various skills regarding fractions. Over the past two weeks, they reviewed how to reduce fractions to lowest terms using the Greatest Common Factor, converting improper fractions to mixed numbers, converting mixed numbers to improper fractions, and applying all four operations to fractions with both like and unlike denominators. Both groups were introduced to an interactive quiz game platform called “Kahoot!”, which has been utilized to review various math skills.

In Math class this summer, students are working on reinforcing fundamental skills and concepts to prepare for the next school year. We started by reviewing ratios and proportions, using games such as “Ratio Ball” to recognize that even though the amount of numbers in a relationship may be different, the ratios could still be comparable. We then transitioned into a review of money, including counting coins and making change. This week, students will fill up a faux school store with an inventory of items they chose or created that we will use for a mock store-clerk game. In addition, students have been learning small “math tricks” that they can show off at home. When you get a chance, ask your child how to easily solve $83 \times 87$!
STEM:
Throughout the duration of Summer Program, both Group D and Group E have been reviewing and applying the steps of the Scientific Method. Each week, the students have been doing various hands-on science experiments in the classroom. Prior to executing the experiments, each student is given the opportunity to share background knowledge of the experiment topic and make a hypothesis based on what they already know, what they research and what they have observed. After each experiment, students then share in group discussion what observations were made, what data they collected, and their final conclusions.

In the spirit of summer, the 7th and 8th grade STEM classes have been exploring the scientific method by performing experiments that demonstrate the unique properties of water which make it essential for life. Students were able to demonstrate the property of cohesion by using a pipette to slowly drop water onto the surface of a penny. The students conducted three trials, and determined the average number of drops from all three trials. One student was able to get 25 drops of water onto the surface of a penny! Next, the surface tension of water was tested by floating paperclips. Working as a team, two students were able to float 14 paperclips in a cup of water. Student also observed that if the surface tension was broken, the paperclips fell to the bottom of the cup. Finally, both creativity and scientific protocols were used to complete the lab, ‘Tie-Dye Milk’. In that lab, food dye was dropped into a petri dish containing room temperature whole milk in a creative pattern. Once the dye was gently mixed, a drop of soap was added to break surface tension and qualitative observations were recorded. As we move into the rest of the summer, the students will manipulate the variables and incorporate a control into scientific experiments. We will complete a lab about crystal formation using different solutes as our independent variable. Ask your student to show you how to perform these experiments at home!

FITNESS:
Our first week of summer classes was loaded with fun! To start the week off, we simply played some “get to know you” games. During these games, students and Mr. Crawford had the opportunity to introduce ourselves to everyone and talk about our hobbies and interests. To follow this, we played soccer, basketball, and ping-pong. Fortunately, we had great weather for all of these activities! Mr. Crawford is looking forward to the up and coming weeks with all of the students!
WRITING:
Students have been working on writing mechanics skills by editing their work for proper grammar, punctuation, and capitalization. They have worked to identify pronouns, and switch the names of the subject from proper noun to pronoun. Students summarized their summer before Summer Program started, and have started to work on their content and expression in longer writing assignments. Students have also read and summarized a short story, “Under the Rice Moon”. Preparation for a presentation about the brain, the different parts, and functions has also begun. To complete this assignment, students will need to create their own slides about the brain’s anatomy, and use references to assist them in putting their presentation together.

READING:
High School Reading students are working diligently on their One Book Summer Reading projects. Students are reading this summer’s book: The Gospel According to Larry by Janet Tashjian and answering comprehension questions posted to their Google drive. They are receiving one-on-one assistance as they progress through the book.

MATH:
Students have been reviewing the algebraic skills that are applicable for 8th through 12th graders. We have created a school store environment to demonstrate the use of currency through purchases and practiced making change with minimal units. We have also been working on word problems, identifying goals, needed information, and methodologies to arrive at the stated solutions.

STEM:
Students in High School STEM class have been able to take on the role as ‘Mythbusters’ as they set out to find answers to questions such as how many balloons does it take to lift a child into the sky, does turning a light on and off quickly waste electricity, or does listening to music change your heart rate? Students developed an hypothesis from these questions and designed their own experiment to find the answers!

MUSIC:
Students have been working on impressionist and expressionist art forms this summer. Students have completed art tutorials on these art forms and have applied them into practice. Afternoon classes are working on piano and voice selections with an English influence. Selections from Gustav Holst, and Mary Poppins will be performed at the end of the program.

STUDY SKILLS:
Students have been working on note taking and public speaking skills. Students are creating time management plans and posters for topics they are passionate about. We have been preparing for debates, as well as working on practicing scholastic skills such as organization, reading, and writing.
**GALLERY WALK:** The Gallery Walk will take place on our last day of Summer Program, Friday, July 26th from 12:45 - 2:00 pm. This event is the final culmination of your students’ hard work this summer. Student projects from all weeks of summer program will be displayed or presented during the event. When you arrive, you will be given a schedule of events and you can pick which classrooms you would like to visit. If you would like to take your student home with you after the Gallery Walk, please make sure to sign out at the front desk with Ms. Monique. There will be a sign-out list at her desk. Any students who are not picked up will follow their regular dismissal procedure.

**EXCURSION DAYS:**

Thursday, July 11th, Druid Hill Park **Water Games & Picnic Field Day** - was a success!

Thursday, July 18th, ShadowLand **Laser tag**! Attached with this DragonNews Letter is a Shadowland Participation Waiver. A completed and signed waiver must be returned to the school by Tuesday, July 16th in order for your child to play. If you do not want your child to participate, there is an arcade located at the facility. Students should bring a bag lunch and water bottle for the field trip. Nurse Molly will attend this trip.

Thursday, July 25th, we will visit the Baltimore Museum of Industry! More information about this trip will be sent out next week. Nurse Molly will also attend this trip.

**SURVEYS & REPORTS:** Summer Program Surveys will be sent out by e-mail on Monday, July 22nd. Surveys will be closed on Friday, August 9th. We value your thoughts & opinions! End of Summer Reports for students will be emailed home no later than July 29th.