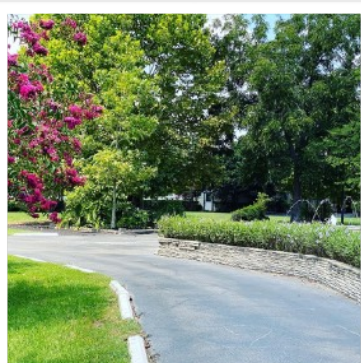




# CTL CORNER

Center for Teaching & Learning | 10431 Hufsmith Rd., Tomball, TX 77375 | 832-474-8214



## Important Dates

**May 14** - 5-8 Drama Production - 11:00 a.m. to 12:00 p.m.

**May 17** - Parent Appreciation Breakfast - 8:15 -to 9:15 a.m.

**May 20** - Community Open House - 6:00 to 7:00 p.m.

**May 22** - PSAT - CTL High

**May 24-27** - Talent Shows

**May 24** - Kindergarten Graduation (after morning meeting)

**May 26** - Field Day

**May 27** - 8th Grade Graduation - 10:00 a.m. & Student-Led Conferences - 11:00 a.m. to 12:00 p.m.; Dismissal at 12:00.

**May 28** - Teacher Workday

**Have a wonderful summer break!**

## *Exciting Times Ahead!*

It is difficult to believe that the end of the school year is near when it seems as if we just began. In spite of COVID restrictions, it has been a fantastic year thanks to the flexibility and support of parents, students, teachers and staff. Thank you!

CTL reached many major milestones since our last newsletter—acceptance as an official SAT testing site beginning with PSAT9 and 10 this month, acceptance of our CTL High students into Lone Star College's dual credit program to begin classes in the fall, launching the renovation of Barn 2 to provide more space for our grades 5-11 students and teachers, passing our five-year accreditation review, and surviving COVID.

The journalism class completed the yearbook in April—a beautiful photo history of our 2020-2021 school year. They worked diligently to perfect it up until the deadline. I thoroughly enjoyed doing the final edits and smiling as I did so. It made me happy to see, especially this year, the smiling faces of the students and to know they weren't affected by the challenges this year. CTL students are resilient, positive, and always happy! It is never too late to order a copy of the yearbook. The link to order is in the *Wednesday Bulletin*.

With our growing student numbers and COVID vaccinations, we are planning for an exciting 2021-2022 school year when we **will** return to normal—not a new normal but CTL normal with family events, multi-grade-level traditions, and no masks.

Our spirits have not been dampened by the challenges we have faced! Through the CTL Team's articles and photos of your children in action from March to May, you will see that CTL's vision to *ignite and grow a love of learning in every child* is alive and well at CTL!

Have a wonderful summer break with your family and friends!

**Linda Ellis**





## Pre-K Class

This was a fun and exciting month for Pre-K as we have been studying animal life cycles. We started with our bee unit as we made a classroom beehive and pretended to be beekeepers. The students would check the hive every day to make sure it was protected from predators. Predators of beehives are bears, mice and other insects. We learned that bees are the only insect that makes food for us to eat.



Next, we moved on to our butterfly unit. We received our caterpillars earlier in the month, and they have now completed their metamorphosis. They received their wings right on schedule, about fourteen days after the chrysalis stage. After a couple of days of scientific viewing, we scheduled a butterfly release. Pre-K was excited to see the butterflies fly away and find a new home in the courtyard. Ladybugs and frogs completed our science life cycle unit.



As part of our Earth Day unit, Pre-K and Kindergarten planted flowers in our outside planter, and we are patiently waiting for our grass seeds to grow. We also completed several fun and creative Earth Day activities.

In the beginning of April, we enjoyed a fun and challenging egg hunt. Each student had to find the eggs labeled with their names, all the while not telling their friends where their eggs were hiding. This is quite the challenge for our young learners.

Some of our favorite books this month included, *The Surprise Garden*, *Planting a Rainbow*, *The Tiny Seed*, *In the Tall, Tall Grass*, *Vegetable Soup*, *The Greedy Bee*, *The Very Lazy Ladybug*, *Frog and Toad*, and *I am Earth*.

With our last month approaching, we have lots of fun ahead of us. We will be looking forward to field day, compiling our last portfolio of the school year, and lots of fun activities with our friends.

## Beckey Billings

## Kindergarten Class

March and April flew by in Kindergarten. We ended our 2nd trimester with our portfolio conferences and spring break. Trimester 3 started with spring in full bloom. Kindergarten has enjoyed playing outside in all the nice spring weather. As the last trimester is quickly coming





to an end, we look forward to celebrating field day, our talents, and our kindergarten graduation.

In reading workshop we love to read! We know how to choose our own books from a selection of leveled readers. We are becoming proficient readers because of all the books we have read. We love to bring our selections home to mom and dad to practice fluency. On Dr. Seuss's birthday, we read several Dr. Seuss books and discussed the little lessons that he taught us. We continue to enjoy reading with a buddy and our daily read aloud.

In writing workshop we have been writing so much that we needed a new writing journal. We know how to go back and read our stories to see if they make sense. We are writing longer stories by including more details. We are also learning how to edit and fine tune our handwriting so our stories are interesting to the reader. The author's chair is a class favorite during this time.



In math workshop we enjoyed learning about money and financial literacy. We know that we have needs and wants. We also understand that people have jobs and need a certain job skill to do their job. We have been exploring 2-D and 3-D shapes. We know how to recognize these shapes in the real world and understand their purpose. We will finish up the year with measurement and gain an understanding of length, weight, and capacity.

In science workshop we learned about plant needs and parts of plants. We understand what plants need to survive and grow. We have been exploring how organisms impact the environment and how humans can reduce the impacts they have on the environment. We will finish with the uses of natural resources. We will learn where they come from and how we use them.

In social studies we have been learning how to take care of our earth. We understand that we need to reduce, reuse, and recycle. We are learning how we can help at our homes, schools, and communities. We shared our ideas with the school on Earth Day. We will continue learning about our continents, planets and solar system.

**Gina Brown**

### *I-2 Class*

April has been a month full of growth for our class. We have so many students who are climbing up the reading levels, having "aha" moments in math and becoming great writers.

Our reading and writing workshops are proving to create even



stronger readers as they practice strategies in reading every day. We were introduced to some poetry this month as it was National Poetry month. Our author studies included Tomie DePaola, Ted Arnold, and Mark Teague. Next month we will work on some poetry writing and continue to write and share our pieces every day. The spelling inventories are serving the class well as they practice words from their own writing. We will continue our spelling checks every Friday.

The class completed their financial literacy and economy unit in social studies through our 3-week preparation for our Market Day event. The class learned so much! I saw some terrific ideas for their marketing. We even did some advertising as we created and presented commercials for our morning announcements. They learned how to earn, save, and spend money. They discussed supply and demand, profit and loss, and what it takes to create inventory. Market Day was such an enriching experience for our class. They were engrossed throughout the entire process.

Math workshop was all about fractions, time, geometry, and money. We began our unit on measurement and continued to review material previously taught. The kids were able to create their own time lines based on times of events in their own daily lives. They also played a few games to reinforce their recognition of money and their ability to count and make change. We manipulated materials to create 2 and 3 dimensional shapes and learn about their properties. In May we will continue to review and work on measurement, time, and geometry.

Science focused on sound and the behavior of light. We completed experiments with sound and observed the many ways light changes and creates reflection and refraction. We will continue to experiment with light and move on to communication next month.

May will be a busy month as we wrap up the school year. Make sure to check the Wednesday Bulletin for upcoming events.

***Lisa Lipar***

### ***3-4 Class***

Where did April go? I can't believe May is here, and we are staring in the face of the end of school. This time of year is bittersweet: warm temperatures and occasional rain make us anxious for the freedom of summer days, but yet we all feel the twinge of sadness as we say goodbye to our friends for the summer break. Before we go we will reflect on all the fabulous activities and learning that occurred this year as we complete our last set of self assessments to place in our portfolios.

In reading workshop we are continuing to read *Caterpillar Summer* by Gillian McDunn. Besides learning to empathize with the main character, Cat, and what it's like to live with challenges, we are left





guessing every day. This read aloud has cultivated wonderful conversations. During independent reading I have challenged the students to stretch themselves this month and try a book outside their normal choices. The kids are enjoying new genres and exploring different authors. Students are continuing to keep track of their daily reading habits in their reading logs. The last round of book projects was really amazing. Students have enjoyed seeing their bar graphs go up every day as they reach their reading goals.

April was National Poetry Month, and we have enjoyed learning about the many types of poetry. We learned how fun free verse poetry can be with NO RULES! Students are enjoying writing and allowing their feelings to come out. Writing continues to be a wonderful way for students to express themselves. They have truly embraced how to use daily life experiences as opportunities to create wonderfully crafted pieces of writing.



In math students continued to explore naming fractions, relationships between two different fractions, and how to add and subtract fractions. All the work we've done practicing our multiples and finding factors paid off as students were required to find common denominators in order to add different fractions. They enjoyed learning about financial literacy with Market Day. They have been working on budgeting as they have earned money from doing their jobs. We moved on to decimals and discussed relating decimals to fractions. We will be exploring decimals by comparing, rounding, adding, subtracting, and multiplying. We will round out our year in math with geometry.



In science students tackled another amazing unit on fossils. They enjoyed searching and identifying various fossils. We moved on to our climate and weather unit. They worked in groups to learn about a different climate and present it to the class. The students love to become the expert and teach their peers. We will wrap up science this year with a study of force, motion, and energy.



In social studies, Market Day was a great success with the students creating a business, advertising, and learning about supply/demand. The students have been learning about Texas' role in the Civil War. This has led to many important discussions on Texas and the role of slavery. While it upsets us to hear about the past and sad events, we recognize the importance of learning about history. Students will finish out the year with learning about Texas' reconstruction after the War.

**Melanie Welsh**

### *5-8 Reading-Writing Workshop*

In Grades 5-6 reading workshop, we have been loving our class read aloud of *Harry Potter and the Goblet of Fire* by J.K. Rowling. The students have loved immersing themselves in the imaginative world of Harry Potter through Rowling's great description and charming



characters. The book continues to encourage our young creative minds to create their own imaginative worlds in our fiction writing.

Grades 7-8 wrapped up *Divergent* by Veronica Roth for their read aloud. It kept us all gripped from beginning to end. After the students completed the novel, we watched the movie as a class with permission from our parents. Some students read ahead and began *Insurgent*, the second novel in the Roth series. By popular demand, it became our current read aloud. I think I can safely say the students are loving it.

The highlight of each class period is having the opportunity to curl up with a choice book and get “lost” in it. Reading helps reading, and I can see them continue to grow as avid readers. Twice a trimester they choose a favorite book to sell to their classmates through a creative way. We have seen amazing book projects this trimester. We’ve been presented with newspaper articles, animated stories, dioramas, and reimagined book covers, just to name a few. The students keep amazing me, book after book! I love hearing each child share about how much they have loved (or not) the books they have read recently. It is always fantastic to see students becoming animated about their recent book discoveries. The love of reading within our students grows a community of readers that is truly unique and unlike any other school.

In Grade 5-8 writing workshops, we continued to develop as authors through writing each day from topics of our choice. I love conferencing with them and listening to them share their pieces in author’s circle. I am amazed at how much they have grown as writers through this process. They love sharing their writing with their peers and receiving and giving positive feedback. It is the writing that makes them better writers, and it is feedback that motivates them to write more. All writers need an audience they can trust. The process enriches the writing process when students get positive feedback from others about their writing. We celebrated another Publishing Day and recently have been fine-tuning their last writing pieces of the year which they will soon be publishing and celebrating.

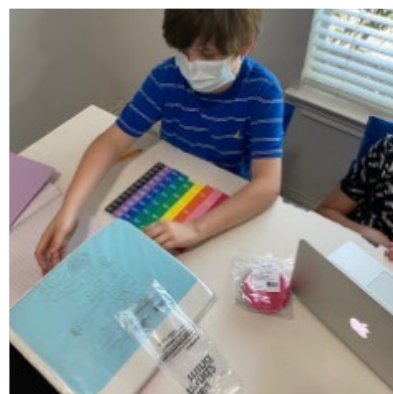
**Kristy Moreno**

### *5-8 Math Workshop*

In Grades 5-6 math, we wrapped up the Proportional Reasoning Unit with a focus on percentages. We used sports statistics like basketball shooting percentage to make comparisons from fractions to percentages. Students also became familiar with benchmark fractions and equivalent decimal and percentage forms.

In April, we had an “Egg Challenge” where students searched the courtyard for eggs with review math problems from earlier in the year.

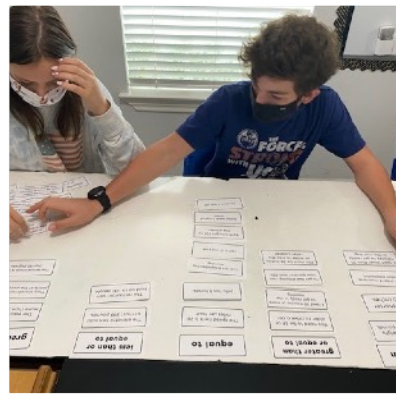
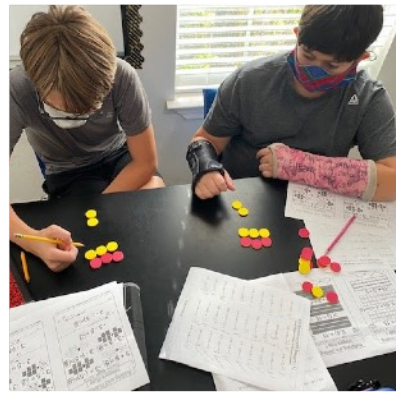




We then began the fractions unit with an emphasis on **estimating** the value of fractions to nearest whole numbers or  $\frac{1}{2}$  to make sure sums of fractions were reasonable and made sense. We moved into a review of **adding and subtracting fractions** using plots of land in a real life farm situation where students had to combine and take away fractional parts of 640 acres or 1 square mile of land. An aerial model of this plot of land divided up between multiple landowners helped students identify the fractional part each landowner owned and calculate the number of acres. Students also used physical fraction circles and fraction strip models as well as worked on a digital Fraction Game (posted in Google Classroom) where they added fractions to challenge another player.

Next we tackled **multiplying fractions** using an example of selling brownies in rectangular pans. Modeling scenarios such as how much of the brownie pan is  $\frac{3}{4}$  of  $\frac{2}{3}$  helped students determine strategies for multiplying fractions, whole numbers, and mixed numbers. This led us into discussing **dividing fractions** and how division is related to multiplication and what division problems really mean. We discussed how division problems can either be thought of as “grouping problems” or “sharing problems” and drew rectangular and number line models to show how division of fractions, whole numbers, and mixed numbers works. Many students had some prior knowledge of fraction operations with regard to memorizing steps to solve these types of problems. However, we are emphasizing using models throughout this unit to help students see how and why those steps and algorithms work. Only after gaining a solid understanding of a model with fraction operations do we begin to discuss “shortcuts” and recognizing patterns in the numbers to eventually determine the standard algorithms for fraction operations. This mindset shift has been challenging for some who prefer to just work with numbers and calculate using algorithms. I keep reminding all of my students that unless they can explain **why** they use a series of steps to solve a problem and **how** it works, then they really do not have a deeper understanding of the concepts and are just memorizing steps. Fraction operations are necessary for all levels of middle school and high school, so I hope students come out of this unit with this deeper understanding as well as procedural fluency.

In Grades 7-8 math, we continued to focus on rational number operations with decimals. This involved an in-depth review of decimal division and analyzing word problems with decimals to apply their knowledge in real life situations. This led into writing equations to match real life situations and solving these decimal equations by combining the decimal operations with solving equations. In April, we had an “Egg Challenge” where students searched the courtyard for eggs with equations of varying levels of difficulty. Students were rewarded for



persevering through challenging problems by finding their mistakes and making corrections until they reached the correct solution.

Foundational topics such as integer operations and order of operations were reviewed as the complexity of the equations increased. Students used a regular deck of playing cards to play Integer War to practice integer operations in a fun interactive way. We used both physical algebra tiles and a digital version of algebra tiles to model simplifying expressions using combining like terms and distributive property. They also learned how to check their own equations by substituting their solution value back into the original equation to determine if the left side of the equation equaled the right side. Some students even tackled some equations with variables on both sides of the equation and persevered through some lengthy solving and checking steps. All students have made significant progress this year in solving equations, and with each new level of complexity their confidence and procedural fluency grow. We are now applying our knowledge of equations to identify, graph, and solve inequalities. We began discussing inequalities by completing a card sort of various real life scenarios to identify which inequality situation is represented (less than, greater than, less than or equal to, greater than or equal to). The goal is to help students see that these inequality situations are all around us, and we can apply what we have done with equations to inequalities.

Thank you all for your flexibility and support from home in February during the winter storm and in March when we had to quarantine. It is hard to believe we are so close to the end of the year and our third and final portfolio workshop! I have truly enjoyed working with your students and getting to know them throughout this school year at CTL. I am grateful for this opportunity to teach at CTL and even more grateful that we were able to be in person together for the majority of the year. We really are “stronger together” in every sense of the phrase!

***Rachelle Petrovic***

### ***5-8 Science Workshop***

In Grades 5-8 science we ended our energy unit with making games about the five types of energy. It was fun to see the students so excited about doing this project. Each group really put a lot of effort, energy, and creativity into making their games and using their knowledge of energy to make them challenging and exciting for their classmates. Once they were ready, we had a few days to play and enjoy each other's games and really absorb all of the information learned. After the energy unit reflection, we moved on to force and motion by studying Newton's Laws and applying them to create a vehicle that was safe and fast. Using their knowledge of speed, force,





acceleration, mass, and how these affect each other, their designs were put through rigorous tests for safety and speed by each group linking their work to all of Newton's laws.

Once everyone was satisfied with their designs, they made calculations about force, speed, and mass using Newton's formula and predicted which team's vehicle would be the fastest and safest. Finally we got to race day! The students were excited and all enjoyed putting their vehicles to the test. Emmie and Ilsa's group won for speed because it was the lightest and best built. Mac, Brendon, and Brandon's group won for safety as it withstood a large amount of force and was completely intact. Way to go teams!

After our energy unit, we jumped into learning about gravity with a gravity WebQuest and are now designing gravity lab experiments for the illustrious Space Corp board and CEO (me and the rest of the class). Later this week they will present their lab experiments to Space Corp with a PowerPoint and detailed lab report proposal. Space Corp will vote on the top two experiment ideas. These will be the labs space Corp funds for research (the labs we perform in class) on gravity. We will finish up with this trimester's extended learning projects and portfolio workshop.

In Grades 7-8 science we jumped back into currents and climate and how this all affects the weather. We reviewed what they knew about weather and weather monitoring with a whole group Powerpoint. Each student became an expert on one or more of the weather terms or phenomenon and created a slide about it and how it was monitored. We shared the slideshow with each other. In order to monitor the local weather, students created a backyard weather station. We monitored things like temperature, dew point, barometric pressure, uv and pollen levels, clouds, and fronts and air masses. Students also monitored the weather at an international location of their choice online.

While we monitored the weather for a two-week period, we studied atoms, atom models, elements, the periodic table, compounds, and chemical reactions to better understand how these things will affect the weather and the atmosphere of the earth. Students are now going back to our weather monitoring charts that are now complete and writing weather reports for the time we were monitoring both locally and internationally.

Our last project will be the team's choice. They will plan and film a weather show or design a chemical reaction lab experiment. Both groups will share this information with each other before we move on to our portfolio workshop time.

*Amy Kiddy*



### *5-8 Social Studies Workshop*

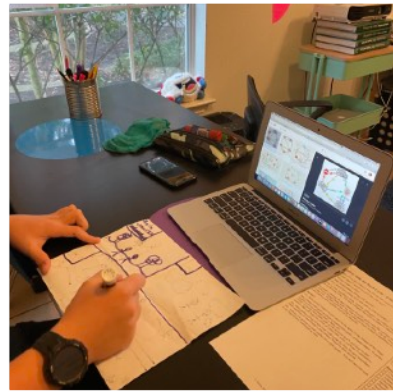
In social studies, the grades 5-6 students researched and created an information chart about the ancient Roman Republic and Roman Empire. We had a round table discussion to share the information they each learned. They really went in-depth about all aspects of Roman civilization including understanding why it changed from a republic to an empire and how this affected the civilization as a whole. After our round table discussion, students created a photo album about categories of roman civilization like life and culture, government and rulers, class system, and many more. They shared this with each other in a museum-style gallery walk.

After reflecting on these photo albums we moved on to ancient Greece. Using the same method of research and sharing and discussion, they reviewed already known facts and learned many new things about ancient Greece. Then we explored Greek contributions to our modern world with a matching activity and debated whether Greek statues should be painted as their original state is now believed to be or left white as we know them. Both the “paint them” team and the “leave them white” team shared some good thoughts and ideas on the topic.

After our debate we studied Asian ancient civilizations of China and India. After round table discussions and speed discussions, we learned more about Chinese and Indian games, sports, and entertainment from that time period and have been looking at artifacts and playing games such as chess, mahjong, mancala, pachisi, and ceki that were used as war planning methods as well as a rich part of their culture by people in these ancient cultures. We will finish up the trimester and the year by looking at the ancient Americas and Africa and wrapping Europe, Asia, Americas, and Africa learning and information with Festival of Nations booths and fun.

Grades 7-8, after sharing our extended learning projects from Trimester 2 with each other, put together a timeline of mini-posters about the American Revolution and discussed key battles of the war. We chose one battle as a group to reenact with water balloons. The battle they chose was Lexington and Concord in which revolutionary soldiers were outnumbered 9:1. We recreated the town and area as close to reality as possible in the courtyard and had British soldiers march on the town. Students endeavored to reproduce strategies used by the British and American soldiers in addition to recreating the battle area and site. Each group planned and strategized and was well prepared for the battle. As the British soldiers crossed the bridge into the town, one student on the colonial side acted as Paul Revere and announced the British arrival, and the battle commenced. Colonial strategies reproduced paid off, and the colonists won the battle just like in real life. The students had great fun and only ended up a little wet from the balloons.





After the end of the American Revolution and peace was declared, the Articles of Confederation were in place. Students learned why this was inadequate to run the country and reenacted the Constitutional Convention and discussed and debated the real topics such as representation, slavery, and how a president should be elected just as the convention delegates did.

After the convention debates, students explored each section of the constitution and the bill of rights in depth to understand what an amazing document and country we have. They are writing an opinion piece about the constitution now. They will then look at the amendment process and the amendments we have today. We will finish this unit by looking at the constitution in our daily lives. Our last look at the United States for this year will explore how each state became part of our nation and key events that happened in our country up to the American Revolution.

**Amy Kiddy**

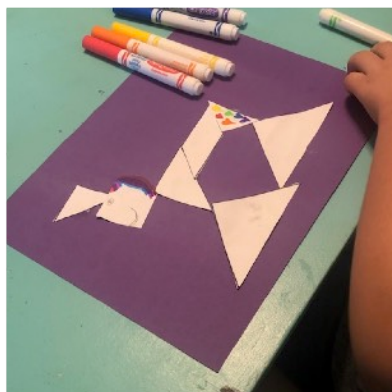
### *PK-8 Physical Education Workshop*

We have been very busy having loads of fun in PE. I'm so happy and thankful to have the new volleyball net, a million thanks to Mr. Lockhardt. Our volleyball unit was a success, and the kids absolutely LOVED playing. Pre-K through 1-2 used a smaller net and gator balls to help build confidence. Grades 3-8 used official volleyballs and our new volleyball net.

Pre-K and kindergarten students have been playing many different games including *Protect the Princess*, *Steal the Bacon*, *Popcorn Basketball*, *Spaghetti and Meatball Tag*, and *Aerobic Drumming*. Volleyball was introduced to the students, they learned how to bump a ball over the net. They are currently learning and practicing upcoming *field day* games so they will know how to play the day of the event.

Grades 1-4 have been busy kicking and bumping balls. Students have been playing soccer and volleyball. During our volleyball unit, they learned how to properly bump and serve a ball over a net. They did so well that we played several matches. They even learned how to properly rotate and keep score. They also played *Protect the Princess*, *Steal the Bacon*, *Aerobic Drumming*, and *Popcorn Basketball*.

Grades 5-8 have been playing soccer and volleyball. Each student has grown so much and has learned how to be a better team player by using encouraging words. The growing confidence in team sports has not gone unnoticed. I'm so proud of them all. They absolutely love playing soccer and football. They learned how to play volleyball and spent a few days doing drills to teach them how to properly bump, set and serve. We will master spike this month.



Field Day activities are planned for May 26. I'm super excited to see the excitement in each of the kids' faces! It's always a great way to end a busy school year.

**Sarina Eckhardt**

### *PK-8 Art Workshop*

This spring in the art room, CTL students have been getting their creative inspiration from a variety of artists and subjects. Here are some of the highlights.

Students were introduced to Beatrix Potter. Beatrix Potter was a writer, illustrator and conservationist. She is best remembered for her best-selling children's books such as *The Tale of Peter Rabbit*—stories that combined her love for both animals and the English countryside. In her later life, she bought a substantial amount of land in the Lake District of England and on her death donated it to the National Trust, helping to preserve a significant part of the Lake District national park. Artists then used three dimensional rabbits, turtles, chickens, and other small animals as models to draw their pictures. Once their compositions were drawn in pencils, students used watercolor pencils to add color to their drawings. They enjoyed drawing from "real life" models and their finished products captured the likeness of Potter's work.

The modern artist, Wayne Thiebaud, also served to inspire our young artists. Wayne Thiebaud is an American painter known for his colorful works depicting commonplace objects—pies, lipsticks, paint cans, ice cream cones, pastries, and hot dogs—as well as for his landscapes and figure paintings. Wayne Thiebaud is associated with the pop art movement because of his interest in objects of mass culture although his early works, executed during the fifties and sixties, slightly predate the works of the classic pop artists. Wayne Thiebaud uses heavy pigment and exaggerated colors to depict his subjects, and the well-defined shadows characteristic of advertisements are almost always included in his work. After discussing and examining Thiebaud's work, students used oil pastels to create their own yummy confections. Both teacher and students were hungry after this fun activity!

Of course, art in the spring and created in the out of doors, should include a butterfly. The younger students at CTL, read and discussed together the book *Waiting for Wings* by Lois Ehlert. Her colorful illustrations capturing the metamorphosis of a caterpillar to a butterfly served as inspiration for the students to create their own paintings of beautiful butterflies that filled their pages.





Are math and art related? This is the question students sought to answer in another unit of study. Students produced shape monsters, tangrams, symmetrical faces, and tessellations using cut paper, markers, and pencils. They discovered that “yes” is the answer to the question that art and math can be related, and they were proud to show their work to each other.

**Pam Mayo**

### *5-8 Music Workshop*

This past month we were focused on preparing for our end of the year performance! The PreK-K students are using rhythm sticks to clap the tune of *Baby Shark*. With the rhythm sticks they are demonstrating the concepts of piano and forte as well as allegro and adagio. Grades 1-2 students are performing the *Star Wars* intro music using xylophones which requires knowledge of both note recognition and proper timing. Both classes are progressing quickly and are excited to show off what they have learned this year. Grades 3-4 and 5-8 music students have continued with ukulele this trimester. They have improved tremendously and will be preparing for their end-of-year performance. Mr. Bennett says, “I am extremely proud of how much time and effort our students have put into this project.”

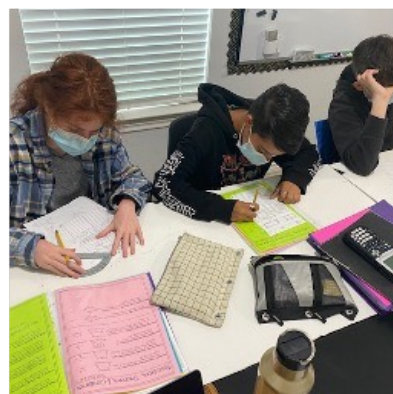
**Troy Bennett & Victoria Rodriguez, Play it RIGHT Music School**

### *5-8 Drama Workshop*

In drama, students started the trimester by viewing their production of *The Big Bad Musical* from last trimester and reflecting on that process and performance to find ways to learn and make this trimester’s play better. They then chose two plays that were short and small to perform. After auditions and getting their roles, they began by diving deep into their character through writing an *All About Me* page for their character and trying to think about how their character would dress, act, and react during the play. After that they set up quick practice sets for each of the plays and began practicing.

They really missed working together on one play, so they decided as a group to drop one play and create more roles. Smaller roles created by joining together also allowed those students with smaller roles to also be the backstage crew. The students knew we needed a better performance location and set from last trimester and are hard at work on that now to make the performance the best it can possibly be with COVID-19 guidelines in place. They are also planning and gathering costumes and all the required props. In theater speak, I hope they “break a leg” for the performance!

**Amy Kiddy**



## CTL High

### 9-10 English I & II & Journalism

In grades 9-10 English, we worked diligently to produce a truly beautiful yearbook. The students learned that hard work pays off, and edit after edit always makes for a wonderful final product. We are excited to get it into your hands!

In our class read aloud, we have continued to enjoy the sci-fi read aloud, *Jurassic Park* by Michael Crichton. The students have loved the technical aspects of the writing and the science woven into the suspenseful story of a biolab creating dinosaurs in today's modern society. Once we have completed the novel, we will watch the original movie version of *Jurassic Park* and compare the two. For those of us who have already seen the classic movie, we have noticed many differences with the book being better than the film.

We have also enjoyed immersing ourselves in our choice books and sharing our favorite with each other through listening to another round of book presentations. Students script out their presentations in essay format and provide a *sparkle* to keep their audience engaged and interested. My favorite part of these presentations is listening to the quotes students select. They are often perfectly chosen and illustrate a deep understanding of the themes being tackled. Their books cover a range of themes, genres, and topics. It is great to see students exposing themselves to books that might not otherwise be on their radar.

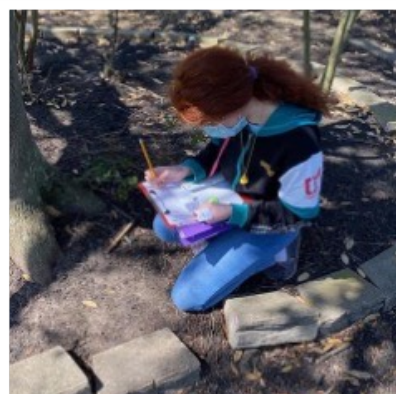
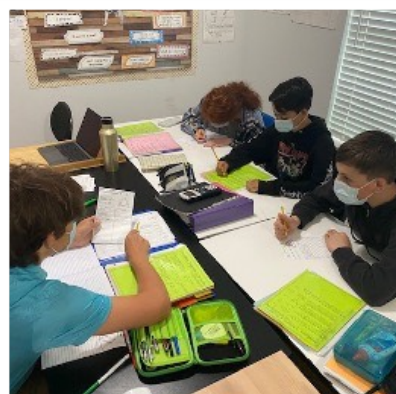
We have accomplished so much thus far, and we are looking forward to finishing the year by celebrating one last Publishing Day, completing round four of book projects, and wrapping up our final books. What a wonderful last month we have to look forward to!

**Kristy Moreno**

### 9-10 Geometry

In Geometry, the 9th and 10th graders continue to work hard and improve their logic and reasoning skills. With each new topic covered, students are required to draw on previous concepts, definitions, theorems, and postulates to justify how they solve each problem. This is one of the most challenging things about geometry as students must continue to build on what they know and use a variety of prior concepts throughout the year. Our study of the **properties of parallelograms** began with classifying polygons based on number of sides and types of angles and then we specifically focused on classifying the many different types of quadrilaterals. Students had to identify the properties of parallelograms that are unique to rectangles, rhombi and squares and use those properties to prove the type





of parallelogram.

Students investigated **dilations** through multiple Desmos web-based graphing activities and discovered the relationship between the center of dilation, pre image and final image. Without realizing it, students were creating **similar figures** with congruent angle measures and proportional side lengths by performing dilations. Naturally, the concept of similarity followed from dilations as students determined the criteria necessary to prove that two triangles are similar figures.

Then we shifted to focus on **right triangles** and reviewed the **Pythagorean Theorem** as a way to find any 3rd missing side of a right triangle given the other two sides. **Special right triangle relationships for 45-45-90 and 30-60-90 triangles** were discovered through creating these triangles from squares and equilateral triangles respectively. Patterns were found between the legs and hypotenuse of these special right triangles that could be used to find two sides given only one side and one angle in a special right triangle. Building off this knowledge of right triangles, we have begun to study **trigonometry** and using **trigonometric ratios** to find both sides and angles in right triangles.

Thank you all for your flexibility and support from home in February during the winter storm and in March when we had to quarantine. It is hard to believe we are so close to the end of the year and our third and final portfolio workshop! I have truly enjoyed working with your students and getting to know them throughout this school year at CTL. I am grateful for this opportunity to teach at CTL and even more grateful that we were able to be in person together for the majority of the year. We really are “stronger together” in every sense of the phrase!

**Rachelle Petrovic**

### **9-10 Chemistry**

It has been a busy and fun third trimester in Chemistry! After studying chemical bonding and reaction types in the second trimester, the ninth and tenth grade students began **predicting products of chemical reactions**. They also did some **forensic science** by applying their knowledge of **percent composition of a compound** to calculate **empirical formulas** to identify victims in a Crime Scene Investigation where six unrecognizable victims of a car crash were found. Students were only given the percent composition of elements found in each body and basic information of each person involved in the crash. They had to determine the empirical formula and research compounds to find a match between the bodies and the victims.

In April, students completed the **Egg Challenge** where they



searched the outdoor area in front of the school for eggs. Each egg contained a chemistry problem of varying levels of difficulty on topics from throughout the year. Students earned tickets for correctly answering the questions and were able to use them to “purchase” candy prizes at the end of the day.

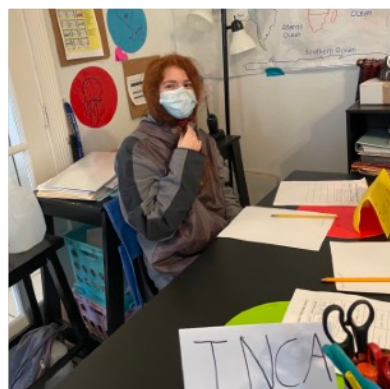
We also studied gases and applied previous knowledge of **stoichiometry** to reactions with gases. At the start of the Gases Unit, each student created a **video demonstration** of one of the **Gas Laws** in a project where they created a video library aimed at sparking elementary students' interest in science. Students were able to observe the **kinetic molecular theory** in action by manipulating the variables that affect gases such as **pressure, temperature, volume, and amount of gas** using a **PhET computer simulation**.

Then we transitioned into learning about **solutions** by first preparing different mixtures and making qualitative observations to compare and contrast solutions, suspensions and colloids. We also investigated properties such as the **Tyndall Effect** of light scattering with these different mixtures. Students dug deeper into solution concentration and created a **solubility curve** for potassium chloride in water using experimental data and a spreadsheet. They gained a deeper understanding of what a solubility curve represents and how to use it to determine the saturation level of a given **solute** in a **solvent** by creating this graph themselves. Quantitative solution concentrations were also calculated using **molarity** and students learned how to prepare a **standard solution** in a laboratory setting. Lastly, we had some fun making slushy treats as we investigated **colligative properties** such as **freezing point depression**. Students turned a liquid capri sun juice into a tasty slushy in about 15 minutes with just their hands, ice, water, and salt. Ask your student to show you how we did this at home!

As a final chemistry project, students chose a chemistry topic that we have not covered this year and will be creating a presentation, notes page, and practice problems to introduce and teach these topics to the class. I have been so impressed all year long with our ninth and tenth grade students' projects and presentations which is a testament to CTL's project-based learning model and these students' dedication and work ethic. They have been a pleasure to teach and have all set the bar very high for future classes of CTL High students!

**Rachelle Petrovic**





## 9-10 World History

In world history we ended Trimester 2 by sharing extended learning projects with each other. These are world history projects that the students design and plan on their own about a topic that inspires them from world history. We learned about vocaloids and listened to popular ones, we focused on specific battles of wars through video simulations created by the students, we explored the historical references and significance in Korean pop music videos, we looked back on Osama Bin Laden's life and his death, we rapped about economic theory and ideas, and much more during this time of sharing.

Since our unit on Medieval Civilizations had come to an end, we reflected on all that we learned while exploring this unit and turned our attention to revolutions. Revolutions in history can refer to any type of major change that has occurred in societies or the world. Our first dive into revolutions focused on what historians consider the world's first global revolution. Asian isolationism and European expansion led to a huge expansion in world travel, knowledge, and interactions among people. This in turn led to economic and cultural changes that would have lasting effects. We read an article about this topic and discussed it in a round table discussion. Because Europe played such a large role during this time period, each student chose a country's exploration and expansion to research. With that information they created an exploration chart and exploration and expansion map and wrote a letter or persuasive writing piece convincing the ruler of their country to either explore further or create colonies and trade in another location. Students shared this with each other in a museum-style gallery walk. They read, understood, and made comments on their own and other students' "exhibits."

Our most recent project was to pick 10 wars or revolutions from a list of the world's wars and revolutions. With this information each student created a PowerPoint slide with the basic information about that war. With these 10 slides, as a class they divided the wars by continent. Then each student chose a continent in which to focus their future research. They will learn about its wars and revolutions, choose the one that was the most significant for their continent and research it thoroughly. As an expert on their continent and the war they have researched they will set up a booth at a world wars and revolutions expo and share what they know with each other and the middle schoolers. Our last day or two we will discuss how everything we have learned so far this year affected our world today and maybe even imagine how things would be different without certain things happening in history.

*Amy Kiddy*



*9-10 Spanish*

We are about to conclude the school year but not our Spanish language journey. So proud of my Spanish students! They are indeed language barrier breakers! They can now talk about themselves without hesitation in Spanish. We have made so many memories from the Easter egg hunting at our beautiful and unique property of CTL, Cinco de Mayo, and Mother's Day celebrations as part of their cultural language class.

In writing, the students learned the regular and irregular as well as the stem changing verbs in the present tense. Their writing skills have improved successfully. They have learned to write a mini bio in Spanish!

In reading and speaking, they learned how to read advanced reading passages and practiced reading out loud to master speaking and pronunciation skills. Without any doubt, the Spanish students now have a new way to see the world with a new language in their lives.

**Patricia Padraza**

## 9-10 College & Career Readiness

In College and Career Readiness, we continued practicing for the PSAT and TSIA2 tests. We finished the final steps and registered to take the TSIA2. We spent one Saturday on the Lone Star College Montgomery campus taking the TSIA2, and all high school students took and passed the test and are now officially Lone Star College Dual Credit students as well as CTL students. Next year they will be able to take United States History and English 1 and gain both high school credits and college credits. We are so proud of this milestone for our students.

We started writing resumes, and next week they will schedule mock interviews for pretend internships with either a chosen company or an assigned company. This is a great life lesson and skill that will help them in all of their future endeavors.

We have also diligently continued to practice for the PSAT 9 or 10 which is scheduled for May 22.

We have enjoyed this class together this year, and this group has set the bar high for future CTL High students.

*Amy Kiddy*