



**March 16, 2020**

The official weekly newsletter  
of Louisa Boren STEM K-8 PTA

## Upcoming Events

**Schools closed through  
April 24**

**AUCTION – Moving to Fall  
2020 (More details to come)**

**TBD:**

**May 14**

**SPED & PTA Meeting**

6:00-6:30pm – SPED Meeting

6:30-8:00pm – PTA Meeting

*STEM Library*

**SAVE THE DATE: June 17**

**8<sup>th</sup> Grade Graduation**

Check out the school calendar  
[here](#).

## A Note from Principal Ben Ostrom

Dear STEM K-8 Families:

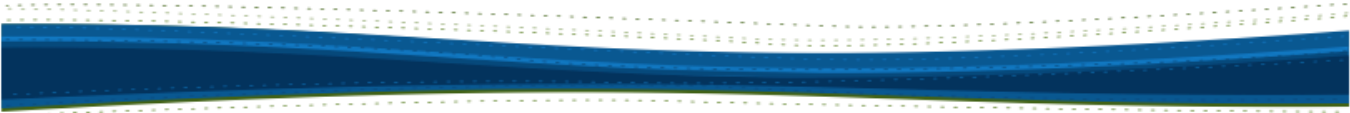
I'm communicating today with little in the way of new information. The disarray facing our families, community, country, and world is burrowing into hearts and minds. Facing unprecedented circumstances, our values remain unchanged. Figuring out what happens next requires an equity filter, and responding with compassion.

Today's version of the Owl Post contains resources I shared via school messenger last Friday. Seattle Public Schools is still working on guidance for staff on supporting equitable learning opportunities meet employee and family health precautions. Many staff sent resources directly to classroom communities, and you're welcome to reach out to them directly. Staff are checking email daily.

In the coming days we will learn more. It's an extraordinarily fluid situation, and public health and civic guidance changes daily. As a nation we are slowly grasping the science and mathematics of the situation, and recognizing that we must be guided by what will be happening in three weeks, rather than today. If you're still trying to wrap your head around what that means, this article that includes links to New York Times interactive graphs may interest you: [Social Distancing, This is Not a Snow Day](#).

Socially distant is not the same thing as absent. This is a community that knows how to support one another from at least 6 ft. away!

Take care,  
Ben Ostrom  
STEM Principal



Please take a moment to fill out this family needs survey:

### **Family Needs Survey**

STEM K-8 support staff will work with families to locate services to address specific needs. Respond to this short survey to identify concerns or contributions your family is able to make.

### [STEM Family Needs Survey](#)

*(We are working on creating this survey in Spanish, Somali, and Vietnamese)*

### **Student Meal Support**

Beginning Monday, March 16, SPS Nutrition Services staff will be distributing lunches from 11:00 a.m. to 1:00 p.m. every weekday at [26 school sites throughout the city](#) available for all SPS students. These 26 sites will become central locations for family and student resource distribution.

### **Internet Access**

Comcast/Xfinity is offering free internet for eligible households for 60 days.

<https://www.internetessentials.com/>

### **Middle School Grades and Subjects:**

A variety of assignments were sent home via email and posted on **Schoology**.

All students know how to log into Schoology.

### **Elementary Grades:**

Supplementary assignments were sent home via email, posting to class blogs, and also some packets.

First Grade set up a Google drive with suggested activities: [Google Drive: FIRST GRADE resources](#)

### **Library Resources:**

[Mary Bannisters STEM Library Home Page:](#)

[Seattle Public Schools Online Resources](#)



## **STEM Specialists:**

We want to make sure you know that your child can access SPS resources at home! Student visit: [www.seattleschools.org](http://www.seattleschools.org). From there click the Student Family Portals link at the top of the screen, then select the **Student Portal** button in the middle of the screen (yes, student portal 2x). From that screen they should log into CLEVER with their SPS username. John Adam Smith it would be [1jasmith@seattleschools.org](mailto:1jasmith@seattleschools.org). Usernames are 1 followed by their first initial, middle initial, and last name (no spaces) and then [@seattleschools.org](mailto:@seattleschools.org). Students should know their password, they have been logging on with it at school; and at home it is the same.

From here they should be able to see the **typing club** and **code.org** icon – We highly recommend these. Both have self-paced lessons students can do on their own (K-8); Code.org also has tutorials under Hour of Code for other options like Dance Party, Play Lab, and more. There are other resources on CLEVER as well such as Adobe Spark, Pebble Go, and Tumble Books. Attached you will also find a menu of options from the STEM specialists for ways to continue learning at home. Mr. Holland, Mr. Avery, Mr. Schiavo, Mrs. Bannister, and myself put this together and hope that this gives you some ideas to keep practicing skills from our classes.

In addition to the resources available through CLEVER, we have also secured a subscription to Brain Pop for the duration of our closure; this includes Brain Pop Jr. and Brain Pop ELL. *The username is stemowls and the password is owls2020*

<https://www.brainpop.com/>

<https://jr.brainpop.com/>

<https://ell.brainpop.com/>

Each video comes with additional reading, a quiz, games, a worksheet, and a graphic organizer. This works on phones, tablets, and computers.

## **A Variety of Suggested Learning Activities and Resources Organized by Grade Bands**

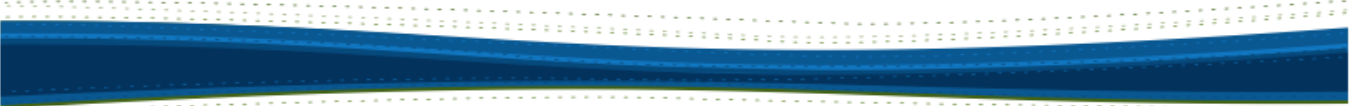
### **Suggested Learning Opportunities**

Below are general learning opportunities for students and families to consider while away from school.

#### **Preschool**

##### *Reading*

- Read a Book, Ask a Question – Make reading interactive, ask questions about the book that can be answered verbally or nonverbally.
- Rhyme Time – Introduce rhyming words by reciting a rhyme or reading a rhyming book.
- Picture Book – Create a picture book using magazine pictures, your children's drawings or family photos. Encourage your child to share their ideas about the pictures and write down their words. Share the book and ask question as you read together.



## *Mathematics*

- Sorting – sort collections of items in your house by size, color and shapes. Items you can find include shells, buttons, rocks leaves.
- Matching – sort and match laundry items.
- Counting Collections – have your child count a collection of items you have in your house, such as buttons, toys, paper clips, etc.
- Play card games
- Homemade Floor Puzzle – use a piece of cardboard and have your child draw a picture. Cut the pieces into various shapes and sizes. Have child put pieces together.
- Color Search – look for items that are a color match. Hold up a colored object and you're your child go on a hunt around your house to find items that are the same color.
- I Spy Shapes – look for items that are a shape match. Have child search for items in the house that are round, square, triangular, rectangular.

## Grades K - 2

### *Reading*

- Have your student read a “just right” book daily for 15-30 minutes
- Read aloud to your student and ask comprehension questions such as:
  - What are you picturing as you read/hear this text?
  - What are you wondering about?
  - What has happened so far? / What have you learned so far?
- English Learners: Continue to speak, read and write in the language that is most comfortable at home.
- Visit the SPS Online Resources page to access online books
- PebbleGo for K-2 students

### *Writing*

- After reading a book or portion of a book, select one prompt to respond to:
  - Write about what happened in the story.
  - Write about your favorite part and tell why you selected that part.
  - Write about what might happen next in the story.
  - Write a story.

## *Mathematics*

This is a great time to share with your student that math is everywhere. K-2 students should spend 10 minutes/day for math games and/or workbook practice.

- Count Everything: Counting is a powerful activity that students can do anywhere.
- Count in different ways, by 2's, 5's, 10's. Start counting from different numbers, not just at zero. Celebrate landmark numbers – Clap or jump when you get to multiples of 10 like 10, 20, 30 etc.
- Play store! Count while you stock shelves or exchange and count pretend money.
- Talk about Shapes: Find, classify and sort shapes in your home. How many circles can you find, how many rectangles – and how many of those are squares.
- Measure everything. Use nonstandard tools like a shoe or even your hand to measure how tall a table is or how far you can jump.
- Point out fractions – share things - like a can of soup - between people. Each person gets a  $\frac{1}{2}$  or  $\frac{1}{3}$ . Note how this new kind of number is less than one but more than none!

- Read Stories! Mathematize reading time. Most children's books are ripe with opportunities to notice shapes, count objects, compare two things, notice how things change and grow, and to make predictions about what is going to happen based on the information we already have!
- Look at coins and determine how old they are using the date. Sort them from oldest to newest coin. If you have a large collection of coins arrange them into a bar graph based on year or the location, they were minted. What is the most common date or location?

## *Science*

- Go outside and make observations. Look for evidence of animal habitats (i.e.: spider webs, bird nests, animal tracks, or leaves with insect bite marks, etc.)
- Look for evidence of spring in the plants (i.e.: flowers, buds, new leaves, etc.)
- Collect rocks or leaves from outside and let students think of creative ways to put the objects into groups. (i.e.: size, color, shape, texture) Ask students to explain why they chose the grouping they chose.

## Grades 3 - 5

### *Reading*

- Have your student read a "just right" book daily for 15-30 minutes
- Read aloud to your student and ask comprehension questions such as:
  - What are you picturing as you read/hear this text?
  - What are you wondering about?
  - What has happened so far? / What have you learned so far?
- English Learners: Continue to speak, read and write in the language that is most comfortable at home.
- Visit the SPS Online Resources page to access online books
- TumbleBooks for K-5 students

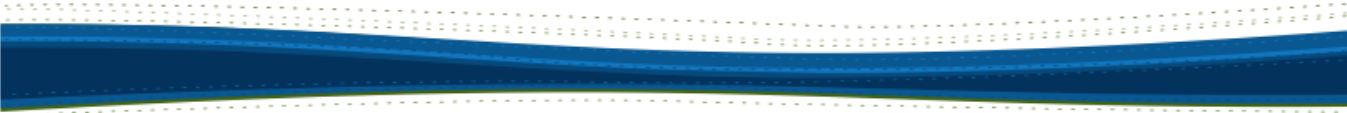
### *Writing*

- After reading a book or portion of a book, select one prompt to respond to:
  - Write about what happened in the story.
  - Write about your favorite part and tell why you selected that part.
  - Write about what might happen next in the story.
  - Write a story.

### *Mathematics*

This is a great time to share that with your student that math is everywhere. Grade 3-5 students should spend 10 minutes/day for math games and/or workbook practice.

- Measure, count, and record. Count how many jumping jacks or pushups can be done and how long it takes – or how long it takes to do 10 or 20. Play around with doubling or halving the time. Use non-standard tools, like a shoe, to count how far someone can jump – calculate how far 10, 15, or 20 jumps might take you.
- Build something together. Big or small, any project that involves measuring includes counting, adding, and multiplying. It doesn't matter whether you're making a clubhouse out of shoeboxes or building a genuine tree house.
- Involve your student in the shopping. Talk about prices as you shop and estimate the cost by rounding to friendly numbers or use a calculator for more accuracy.
- Look at coins and determine how old they are using the date. Sort them from oldest to newest coin. Find the sum of their ages. Find the difference between the oldest and the newest. If you have a large collection of coins arrange them into a bar graph based on year or location where they were minted. What is the most or least common year or location?
- Count things and generalize to larger sets. Count how many beans are in one cup and estimate how many are in a larger bag. Count how many students are in their class and estimate how many students are home from their school or from the school district.

- 
- Mathematize reading time. Most children’s books are ripe with opportunities to notice shapes, count objects, compare two things, notice how things change and grow, and to make predictions about what is going to happen based on the information we already have!

## *Science*

- Keep a “Spring Changes” journal by making daily observations of the weather, plants, and animal changes that occur as the spring approaches. Draw pictures and write about what evidence you see of the coming spring season. Record the questions you have.
- Using household items, design and build the tallest free-standing structure you can build.

## Grades 6 – 8

### *Reading*

- Suggested reading time for middle school students is 30-45 minutes a day.
- Questions to consider while you read:
  - What questions do you have about the text?
  - What inferences and/or predictions are you making as you read?
  - What connections do you have to the text?
- English Learners: Continue to speak, read and write in the language that is most comfortable at home.

### *Writing*

Below are questions to consider during and after reading. Remember to use text evidence to support your responses.

- What is the main idea or theme?
- Who is the intended audience? How do you know?
- How is the text structured or organized?
- What is your connection to the text?
- What is the author’s purpose and/or message?

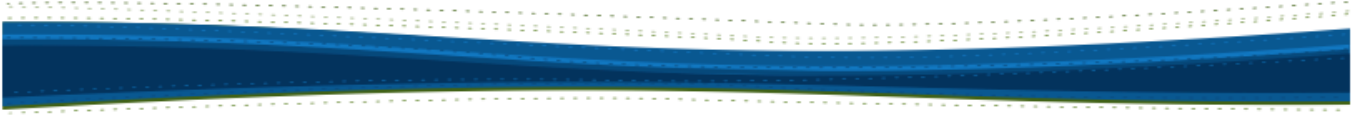
### *Mathematics*

enVision workbooks should be taken home, if possible. Students may or may not be asked to bring these resources with them when they return to school. Middle school students should spend 30 minutes/day for math review and games.

- Teachers should advise students what unit they are currently in and the pages they can work through.
- Pages from prior units can be used to review content/stay fresh, including Mid-Topic CheckPoints, End of Topic Reviews, and Review What You Knows.

### Game: 1-2 Nim

- Instructions: Nim is a two-player game. Start with a pile of 10 counters (paper clips, dried pasta, coins, etc.). On your turn, remove one or two counters from the pile. You must take at least one counter on your turn, but you may not take more than two. Whoever takes the last counter wins.
- Example Game: Start with 10 counters in the pile. Player A takes 2 counters, leaving 8. Player B takes one counter, leaving 7. Player A takes two counters, leaving 5. Player B takes one counter, leaving 4. Player A takes one counter, leaving 3. Player B takes one counter, leaving 2. Player A takes two counters, leaving 0 and winning the game.
- After you play several games, start the conversation around the question, “How do you win?” Record data for different variations (starting with 1 counter, 2 counters, 3 counters, etc.) and see if you can figure out a strategy to always win.



## Game: Pig

Pig is a game for 2 to 6 players. Players take turns rolling a die as many times as they like. If a roll is a 2, 3, 4, 5, or 6, the player adds that many points to their score for the turn. A player may choose to end their turn at any time and “bank” their points. If a player rolls a 1, they lose all their unbanked points and their turn is over.

- Beginner Game: The first player to score 50 or more points wins.
- Advanced Game: The first player to score 100 or more points wins.

## Project: Where do I see math?

- Have students consider the math they have done in middle school. Examples might be fractions, percent, ratios, solving proportions, proportional relationships, linear relationships, geometry, or any others. Have them record (pictures, video, drawing) places in their homes, or neighborhoods where they see this math happening. Have them write math problems about the math they see!

## Science

- Read a news source on the coronavirus daily.
  - Research the validity of the claims using expert sources, such as the Centers for Disease Control (CDC), to identify inconsistencies.
  - Based on your readings, why does the CDC recommend you wash your hands for 20 seconds and not touch your eyes and nose?

## All Grades

### *Physical Education*

Children and adolescents ages 6 through 17 years should do 60 minutes (one hour) or more of moderate-to-vigorous physical activity daily. It is important to provide young people opportunities and encouragement to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

- Aerobic: Most of the 60 minutes or more per day should be either moderate- or vigorous intensity aerobic physical activity and should include vigorous-intensity physical activity on at least 3 days a week. Some aerobic activities include brisk walking, running, climbing stairs, jumping jacks, playing basketball, and dancing.
- Muscle-strengthening: As part of their 60 minutes or more of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days a week. Some muscle-strengthening includes squats, leg lifts, and sit-ups.
- Bone-strengthening: As part of their 60 minutes or more of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days a week. Some bone-strengthening activities include push-ups, push-ups against a wall, and jumping.

A single session of moderate-to-vigorous physical activity can reduce blood pressure, improve insulin sensitivity, improve sleep, reduce anxiety symptoms, and improve some aspects of cognition on the day that it is performed. Most of these improvements become even larger with the regular performance of moderate-to vigorous physical activity. Other benefits, such as disease risk reduction and improved physical function, accrue within days to weeks after consistently being more physically active

Resources for Physical Activity Boosts:

- <https://letsmove.obamawhitehouse.archives.gov/get-active>
- <https://www.gonoodle.com/>
- <http://www.openphysed.org/>



## Resources for K-12 Learning

### **Student Online Resources=**

Visit the SPS Online Resources page to access online books

- PebbleGo for K-2 students
- TumbleBooks for K-5 students

### **Schoology**

The following information is intended to communicate possible ways the Schoology Learning Management System (LMS) can be used by SPS teachers to support students who are absent from school. Please consider our recommendations as suggestions for best practice. For your convenience the links to internal/external resources are provided.

Teachers use Schoology in many ways to support student learning:

- Posting assignments
- Administering quizzes, entry tasks, and exit tickets
- Extending student discussions
- Hosting documents
- Communicating important calendar events and due dates

Students use the Student Portal, (Clever) to access Schoology from home,

<https://seattleschools.sharepoint.com/:b:/s/communities/dots/insttechnology/ESPYaGOjvUpBjXjfx6SRwX0BuCs0VnnbxMXwEjq-OV8TVQ?e=jknpJh>.

Families use the Schoology Registration Steps on the SPS website to set up their Schoology parent accounts,

<https://www.seattleschools.org/cms/one.aspx?portalId=627&pageId=999612>.

Additionally, Schoology's Help Center hosts everything students, teachers, and leadership need to know about Schoology, <https://support.schoology.com/hc/en-us/articles/206621517-Getting-Started-on-Schoology-For-Instructors>.

### **Seattle Public Library**

- Seattle Public Library: [Teen page](#)
- Seattle Public Library: [How to get a library card](#)



**Additional Free At-Home Learning Resources:**

Free At-Home Learning Resources	
Literacy	Mathematics
<p><b><u>Scholastic Learn At Home</u></b></p> <ul style="list-style-type: none"> <li>• Free online resource</li> <li>• No login required</li> <li>• Includes vocabulary, text with audio option, and additional activities to “Continue the Learning Journey.”</li> </ul> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Go to <a href="#">Scholastic Learn At Home</a></li> <li>2. Scroll down to select your grade level</li> <li>3. Begin on Day 1!</li> <li>4. Ask your child questions about what they learned.</li> </ol> <p><b><u>Council for the Great City Schools Parent Roadmaps to CCSS (ELA)</u></b> These parent roadmaps for each grade level provide three-year snapshots showing how selected standards progress from year to year so that students will be college and career ready upon their graduation from high school. <b>Available in English and Spanish.</b>  <a href="https://www.cgcs.org/Page/328#:~:text=">https://www.cgcs.org/Page/328#:~:text=</a></p>	<p><b><u>Math For Love</u></b></p> <ul style="list-style-type: none"> <li>• Goals include providing opportunities to enjoy mathematics and improving student conceptual understanding while exercising skills and fluency.</li> <li>• Includes lesson plans and Math games</li> </ul> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1. Select the appropriate grade level to download the PDF packet:  <a href="#">Math For Love Kindergarten</a>  <a href="#">Math For Love Grades 1 &amp; 2</a>  <a href="#">Math For Love Grades 3 &amp; 4</a></li> <li>2. Some games may require additional materials that are not provided.</li> </ol> <p><b><u>Council for the Great City Schools Parent Roadmaps to CCSS (Math)</u></b> These parent roadmaps for each grade level provide three-year snapshots showing how selected standards progress from year to year so that students will be college and career ready upon their graduation from high school. <b>Available in English and Spanish.</b>  <a href="https://www.cgcs.org/Page/244">https://www.cgcs.org/Page/244</a></p>



## Common Sense Media Recommendations for Entertainment

Age-appropriate media suggestions to keep the whole family engaged.

- [Best Music Apps and Games for Kids](#)
- [New Kids' TV Shows](#)
- [50 Books All Kids Should Read Before They're 12](#)
- [Best Family Movies](#)
- [Common Sense Selections](#) highlighting the best movies and TV shows
- [Sibling Watch-Together TV](#)
- [Best Documentaries for Kids and Families](#)

## Resources for at-home learning

Tools to help parents and caregivers keep kids focused and learning at home.

- [17 Apps to Help Kids Stay Focused](#)
- [Apps That Act Like Math and Science Tutors for Homework Help](#)
- [Free Educational Apps, Games, and Websites](#)
- [Top Time-Management Apps](#)

## Stress-management resources

- When everything feels overwhelming, check out [tips for taking in rapidly changing news](#).
- De-stress together with [meditation apps for kids and families](#).
- Get the blood flowing and elevate the mood with these [25 dance games](#) (you might need to buy a special control from Amazon).
- [Apps, websites, and video games](#) that inspire running, jumping, and more to stay active.
- Don't forget to enjoy a [device-free dinner](#) or two.



## LUNCH LOCATIONS DURING SCHOOL CLOSURE:

The schools below will serve lunch for all SPS students from 11AM-1PM Monday through Friday for the duration of the school closure. Grab and go meals are available for students, but students cannot stay at the school to eat them because of “social distancing” guidance from state and local health agencies. Details about lunch location provided below, if you need accessibility support, staff are available to provide access to another entrance or bring the food outside.

Below are student meal distribution sites and specific directions on where to pick up at each school.

**Aki Kurose Middle School** 3929 South Graham Street *If serving outside building: Enter rear driveway from 39<sup>th</sup> Avenue, pick up food near center of building, exit on 42<sup>nd</sup> Avenue. If serving inside building: Enter/Exit through the door facing Graham Street at the southeast corner of the building. Cafeteria will be immediately across the hall to the left after entering.*

**Bailey Gatzert Elementary School** 1301 East Yesler Way *Enter/Exit through main entrance on Yesler Way. Cafeteria is directly ahead upon entry.*

**Ballard High School** 1418 Northwest 65<sup>th</sup> Street *Enter/Exit through the east doors near portables/courtyard into commons area.*

**Broadview Thomson K-8 School** 13052 Greenwood Avenue North *Enter/Exit through door at northwest corner of building, facing Greenwood Avenue. Cafeteria will be directly ahead across the hall.*

**Catherine Blaine K-8 School** 2550 34<sup>th</sup> Avenue West *Enter/Exit through the cafeteria doors facing 34<sup>th</sup> Avenue West.*

**Chief Sealth International High School/Denny International Middle School** 2600 Southwest Thistle Street/2601 Southwest Kenyon Street *Enter/Exit through galleria doors on either south or north side of building.*

**Concord International Elementary School**  
723 South Concord Street  
*Enter/Exit through doors facing Concord Street of enclosed hallway connecting cafeteria and main building. Cafeteria will be immediately to the left upon entry.*

**Denny International Middle School/Chief Sealth International High School** 2601 Southwest Kenyon Street/2600 Southwest Thistle Street *Enter/Exit through galleria doors on either south or north side of building.*

**Dunlap Elementary School** 4525 South Cloverdale Street *Enter/Exit through main entrance from Cloverdale Street. Lunchroom will be down the hall on the right. Side doors leading directly into lunchroom may also be used.*

**Eckstein Middle School** 3003 Northeast 75<sup>th</sup> Street *Enter/Exit from courtyard area near portables through cafeteria doors on east side of building.*

**Emerson Elementary School**

9709 60<sup>th</sup> Avenue South

*Enter/Exit through doors near kitchen facing South Pilgrim Street. Lunchroom is immediately to the right upon entry.*

**Franklin High School** 3012 South Mount Baker Boulevard *Enter/Exit through main entrance on north side of the building facing Mount Baker Boulevard.*

**Lowell Elementary School** 1058 East Mercer Street *Enter/Exit through lunchroom door facing 11<sup>th</sup> Avenue East near the center of the building.*

**McClure Middle School** 1915 1<sup>st</sup> Avenue West *Enter/Exit through main entrance on north side of building. Cafeteria across hall on left after entering.*

**Meany Middle School** 301 21<sup>st</sup> Avenue East *Enter/Exit through main entrance doors on southeast corner of building facing 21<sup>st</sup> Avenue. After taking a right turn, the lunchroom will be down the hall to the left.*

**Mercer International Middle School** 1600 South Columbian Way *Enter/Exit through main entrance of east building (there are two buildings on the campus). Cafeteria will be across the hall to the right.*

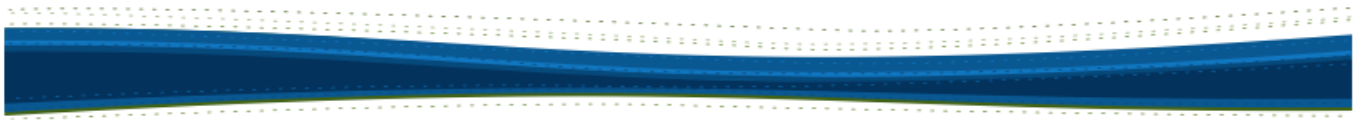
**Nathan Hale High School** 10750 30<sup>th</sup> Avenue Northeast *Enter/Exit through main entrance door on west side of building facing 30<sup>th</sup> Avenue. Cafeteria will be down the hall on the right.*

**Olympic Hills Elementary School** 13018 20<sup>th</sup> Avenue Northeast *Entrance/Exit through door near southwest corner of building facing Northeast 130<sup>th</sup> Street drive-up area.*

**Rainier Beach High School** 8815 Seward Park Avenue South *Enter/Exit through main entrance doors facing Seward Park Avenue. Lunchroom will be straight ahead on the left.*

**Rainier View Elementary School** 11650 Beacon Avenue South *Enter/Exit through doors facing 56<sup>th</sup> Avenue South on the southeast side of the building. Lunchroom will be immediately to the right.*

**Rising Star Elementary School @ AAA** 8311 Beacon Avenue South *Enter/Exit through cafeteria doors on the west side of the building, near the northwest corner.*



**Robert Eagle Staff Middle School** 1330 North 90<sup>th</sup> Street *Enter/Exit from the east side of the building through cafeteria doors on courtyard.*

**Seattle World School @ TT. Minor** 1700 East Union Street *Enter/Exit through doors on southeast corner of building. Lunchroom will be straight ahead on the left hand side of the hallway.*

**Thurgood Marshall Elementary School** 2401 South Irving Street *Enter/Exit through doors on west side of building near drive-up/parking area. Lunchroom will be to the right after entry.*

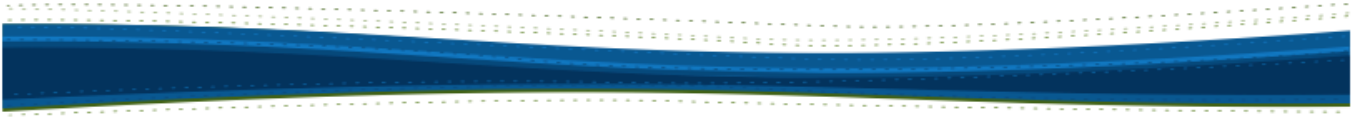
**West Seattle Elementary School** 6760 34<sup>th</sup> Avenue Southwest *Enter/Exit through main entrance on north side of building. After taking a right, the lunchroom will be on the left.*

**West Seattle High School** 3000 California Avenue Southwest *Enter/Exit through courtyard doors on west side of building facing California Avenue. Cafeteria will be across the hall on toward the left.*

## More at Home Learning Resources – compiled March 16, 2020

[https://docs.google.com/document/d/1o6kEgCKLn3cyIm2hehSTIk7yRTd0C3zx49JS4wwCI/mobilebasic?fbclid=IwAR2y1r74ptvtKWdJov0tpXastgN4JhTlu7QY35bsdIK\\_SEPAM82xDkJKLTK](https://docs.google.com/document/d/1o6kEgCKLn3cyIm2hehSTIk7yRTd0C3zx49JS4wwCI/mobilebasic?fbclid=IwAR2y1r74ptvtKWdJov0tpXastgN4JhTlu7QY35bsdIK_SEPAM82xDkJKLTK)

<b>Author, Book Resources</b>	
<b>Picture Books Read Alouds</b>	<a href="https://pernillesripp.com/2020/03/14/picture-books-read-aloud-videos-for-lesson-use/">https://pernillesripp.com/2020/03/14/picture-books-read-aloud-videos-for-lesson-use/</a>
<b>Kate Messner Compiled videos</b>	<a href="https://www.katemessner.com/read-wonder-and-learn-favorite-authors-illustrators-share-resources-for-learning-anywhere-spring-2020/?fbclid=IwAR0UPWUxXN_xw4Erkm640zuDpAquBd_ZOBYBQvJyUXhDVDU9IhwIeM_tCY">https://www.katemessner.com/read-wonder-and-learn-favorite-authors-illustrators-share-resources-for-learning-anywhere-spring-2020/?fbclid=IwAR0UPWUxXN_xw4Erkm640zuDpAquBd_ZOBYBQvJyUXhDVDU9IhwIeM_tCY</a>
<b>Lunch Doodles with Mo Willems</b>	<a href="https://kennedy-center.org/education/mo-willems">kennedy-center.org/education/mo-willems</a> Click on the links to the activity page that goes with the lesson, too.
<b>Authors on fb to follow</b>	There are many, these had recent announcements over the weekend.
<b>Peter H. Reynolds</b>	Teachers: You have my permission to record & post videos of you reading any of my books for your students while your schools are temporarily closed. TIP: Just pepper it with "socratic" comments so it's not a straight read. ex. "What kind of mood is Vashti in?" : ) <a href="#">#readaloudalert</a>
Chris Van Dusen	He will be reading his books regularly. <a href="https://youtu.be/5ts8qckkNGc">https://youtu.be/5ts8qckkNGc</a> <a href="https://youtu.be/R9UMzqv0CjA">https://youtu.be/R9UMzqv0CjA</a>
Education Resources sites	
GoNoodle	<a href="https://www.gonoodle.com/for-families/">https://www.gonoodle.com/for-families/</a> <a href="https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw">https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw</a>
Great Minds	<a href="https://www.greatminds.org">Greatminds.org</a> – Free starting March 18 <sup>th</sup>
<b>Resources for Learning at Home</b>	<a href="http://blogs.slj.com/neverendingsearch/2020/03/15/resources-for-learning-at-home-while-were-keeping-each-other-safe/">http://blogs.slj.com/neverendingsearch/2020/03/15/resources-for-learning-at-home-while-were-keeping-each-other-safe/</a>
Scholastic releases free daily courses for kids	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a> This resources is divided into 4 age group bands
<b>Free Coloring Books from 113 Museums</b>	<a href="http://www.openculture.com/2019/02/download-free-coloring-books-from-113-museums.html?fbclid=IwAR2Edf44cNzwzt-6O1I5gDAvzyNdMz4Cw_2SDsmreXRyaffdRKRN_K8D6rE">http://www.openculture.com/2019/02/download-free-coloring-books-from-113-museums.html?fbclid=IwAR2Edf44cNzwzt-6O1I5gDAvzyNdMz4Cw_2SDsmreXRyaffdRKRN_K8D6rE</a>
<b>30 Virtual Field Trips</b>	<a href="https://docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGikgE3iExmi3qh2KRRkuw/preview?fbclid=IwAR3XIWC5wEV6CH6C_TteiSVFEaI_HZjrJ6Jzh_01OC0PiXGLMNCct9oYFw">https://docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGikgE3iExmi3qh2KRRkuw/preview?fbclid=IwAR3XIWC5wEV6CH6C_TteiSVFEaI_HZjrJ6Jzh_01OC0PiXGLMNCct9oYFw</a>



Common  
Sense Media  
Compiled  
resources

<http://view.common-sense-email.org/?qs=5651c92ff8ba28babcecae7fa77d679486a89fce790dd11f0cdb3b3ee4d0cf5d13fe14c9541cbbe73aa4d9a5dec17586a9eb3f967174cb0777f6f8aad2bdb0a32436cfc03f495be430834011f72584f0f562eac557f11246>





## SEEKING ENRICHMENT PROGRAM COORDINATOR

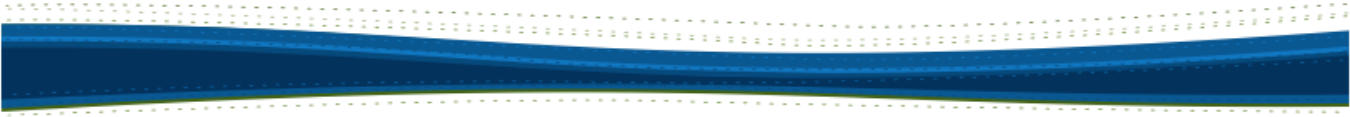
2020-2021 School Year

**Job Description.** Enrichment Coordinator works with enrichment program instructors, STEM staff, the PTA Board, parents, and students to administer and continually enhance STEM K-8's before and after school enrichment program. Duties would include, among others:

- Work with PTA survey data to independently select and develop new programs and classes.
- Interface with instructors, STEM staff and administration, PTA board and web team, and parents regarding administration of the program.
- General administration, including enrollment, roster maintenance, communication with teachers and instructors, collection of payments, qualification and payment of instructors, and room applications and assignment.
- Respond in a timely manner to parent and teacher communications.
- Provide periodic reports to the PTA Executive Board regarding status of program.
- Work to develop strategies for the enrichment program, including development of forms and procedures.
- Be present before and after school on a frequent basis in order to oversee the program and deal with issues as they arise.

### **Qualifications:**

- Detail oriented with strong organizational skills;
- Think creatively about enrichment class offerings that can serve all kids;
- Have a focus on equity, fairness and a perspective on serving all students and our community;
- Be able to learn and become proficient in our enrichment management software (6crickets);
- Be generally available by email and cell phone for coordination with vendors, parents and school team;
- Have a flexible enough schedule to be around before and after school frequently in order to meet with instructors, parents, and school staff;
- Have some financial acuity to work with the treasurer to manage invoices, scholarships and keep the enrichment budget balanced.



**Time Commitment.** The expected time commitment is 5-10 hours per week on average (but could be more or less depending on where you are in the enrichment cycle) for one calendar year, beginning in August 2020. Ideally, the new Enrichment Coordinator is prepared to shadow the current Enrichment Coordinator, Michelle Johnson, during the 2020 Spring Enrichment program cycle to gain knowledge of the administrative process.

The Enrichment Coordinator is also on the PTA Board as an important member of the team and is required to attend meetings of the board every other month. Attendance at PTA meetings is desired.

**Pay.** This position offers a stipend paid monthly through the Seattle Public Schools payroll system for the 2020-21 school calendar year.

**To Apply.** Please send an email indicating your interest to Charles Cutter, PTA President at [president@stemk8pta.org](mailto:president@stemk8pta.org). Please email a letter explaining who you are and why you're interested.

**Additional info:** This is a very important role for our community and students; the work is intensive. Pay is more of a stipend to offset the huge volunteer commitment this person makes to our community. We hope that anyone that takes it on would do so as much as a labor of love as for the pay. About half the students at STEM participate in the enrichment program. Because it includes scholarships and an extremely wide variety of classes, many kids participate in the STEM enrichment program who otherwise wouldn't participate in any extracurricular activities at all. The enrichment program coordinator works directly with many of STEM's teachers, parents, other staff and administration. If it is your goal to get to know the STEM community, this is a great way to do so. In summary, it is a demanding, involved job, but because it impacts many STEM families, it is also very rewarding.

Developing news - this decision was made late Sunday.

The PTA Board made this decision after deciding May 9th was too early to risk gathering our community; financially, emotionally, or physically. I will get details soon about options for current ticket holders. Stay tuned for all the other details including a new date a May/June online Auction for items that would expire before Fall, and more.

Looking forward to when we can gather again,  
Robin & Auction Committee



**STEM AUCTION**

**CARTOONS & PJ'S<sup>2</sup>**

**MOVING TO FALL 2020**