

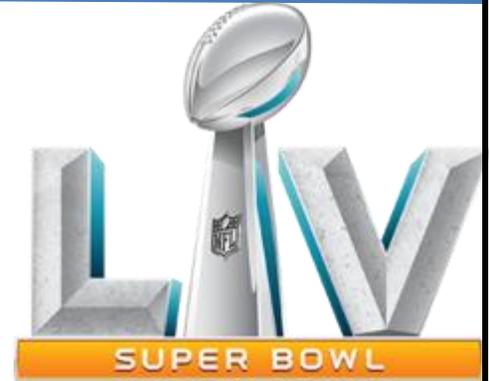
### Dear Center School Parents/Guardians:

It's great to be back! By now, I hope everyone has dug themselves out from the incredible amount of snow accumulation earlier this week. I don't think that groundhog is doing us any favors.

Our two days spent remotely looked to be very productive, as I had the opportunity to pop into most of the virtual classrooms and spend time seeing what everyone was up to. I can't describe how proud I am to see The Center School community step up and meet these sudden challenges head-on.

As we head into the weekend, enjoy safe gatherings (and food! Can't forget the food) with your friends and family for what's shaping up to be an exciting Super Bowl matchup. It pains this Giants fan to say it, but Tom Brady might still have a few tricks up his sleeve!

-Mr. Erhardt



### Parent Therapeutic Meeting Announcement:

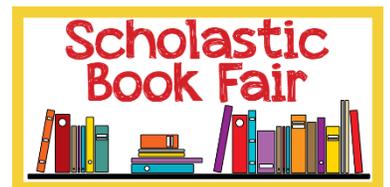
Reminder that our next Parent Therapeutic Meeting will be **Wednesday, February 10<sup>th</sup>**. Led by Ms. Sadiq and Mr. Savage, our topic will cover Transition and Post High School life. Join us February 10<sup>th</sup> at 7:00 p.m.!

If you would like to register for this meeting or have any questions, please don't hesitate to reach out to Mr. Lumbsden via email, [dlumbsden@center.school](mailto:dlumbsden@center.school) or phone, **908-253-3870 ext. 325**.

### PTO News:

The Next PTO meeting is on Wednesday, February 10<sup>th</sup>.

MARK YOUR CALENDARS! Scholastic Virtual Book Fair March 1-14



The PTO will be sponsoring a virtual book fair. Books are viewed and ordered online, and they get shipped directly to you. Friends and family throughout the country can also order and receive their books by post, and The Center School benefits from all purchases. More information will be coming out on this soon!

## “Souper Bowl” Update

Thank You TCS Families and Staff for your SOUPer generous donations of cans of soup for the Greater Somerset County YMCA Souper Bowl! We collected 200 cans of soup which will be distributed by the GSCYMCA on February 9 to families in need. Thanks to the following students who brought in the most in each of the schools: Daniel D. (HS), Keira P. (MS), Jojo D. (MS), and Kevin F. (ES)



## FROM THE CLASSROOMS:

### Elementary School

Mr. Everett and his class thoroughly enjoyed the Monday Snow Day this week!! In Math, students continued to learn about numerical expressions and evaluating the correct way to solve them. They have also looked into division patterns using powers of ten and began thinking about different mental math strategies to use. In Language Arts, they read about Ruby Bridges and answered text dependent questions about her courageous actions. Students also looked into the “Author’s PIE” or the author's purpose, for writing a text. Everyone continued to work on our Arctic Animals Google Slides presentations.

In Science, students continued researching their Arctic or Antarctic animals. This week our scientists learned about the flora (plants) and fauna (animals) that live in their animals' habitat. One of the interesting facts learned this week is that polar bear fur is *clear*. The light passing through the fur causes it to appear white.

Students in Mrs. Sheeley’s classroom celebrated Groundhog Day with a virtual field trip to Punxsutawney, Pennsylvania to see if Phil saw his shadow. They also read “Brownie Groundhog and the February Fox” by Susan Blackaby. Our favorite character was Brownie Groundhog because she was clever enough to outsmart the fox who wanted to eat her for breakfast. Students also read “The Snow Globe Family” by Jane O’Connor to kick off their narrative writing project. Students then began to brainstorm and draft their very own snow globe adventure.

The next Elementary Explorers Club activity night will be February 19, 2021 via Google Meet from 6:30-8:00 pm. We are going to sculpt with Model Magic clay and do some winter directed drawing. RSVP to Mrs. Sheeley: [asheeley@center.school](mailto:asheeley@center.school) by 2/18/21 so that materials can be sent home with your child.



## Middle School

Mrs. Burak's Language Arts class continued to read "The Lion, the Witch and the Wardrobe". They discussed the personalities of the main characters and how they could influence the plot. Students read and started to identify the element of foreshadowing. The students completed a writing assignment called "In My Mind's Eye". They were asked to imagine both the professor's house and Narnia and then discussed how our perceptions may be different from one another. Some of the images of Narnia included: "Narnia is a snowy pine forest", "I imagine Narnia as a snowy tundra that still somehow has forests and a small cabin", "I envision Narnia being a flat land but in the middle there is a big hill and on top of it is a huge castle", "Narnia has lots of small houses", "I think Narnia has dark tons of snow cozy cabins".

The house was envisioned as: "The professor's house has yellow painted walls and a smooth wood floor", "I envision the professor's house as a very large yet tiny bit dilapidated house that seems like a refurbished mansion", "The house is rectangular and has lots of rooms", "House is perched on a mountain with a ton of trees with a tall sharp roof". It was a fun assignment. They will compare their visions to the movie once the book is finished.

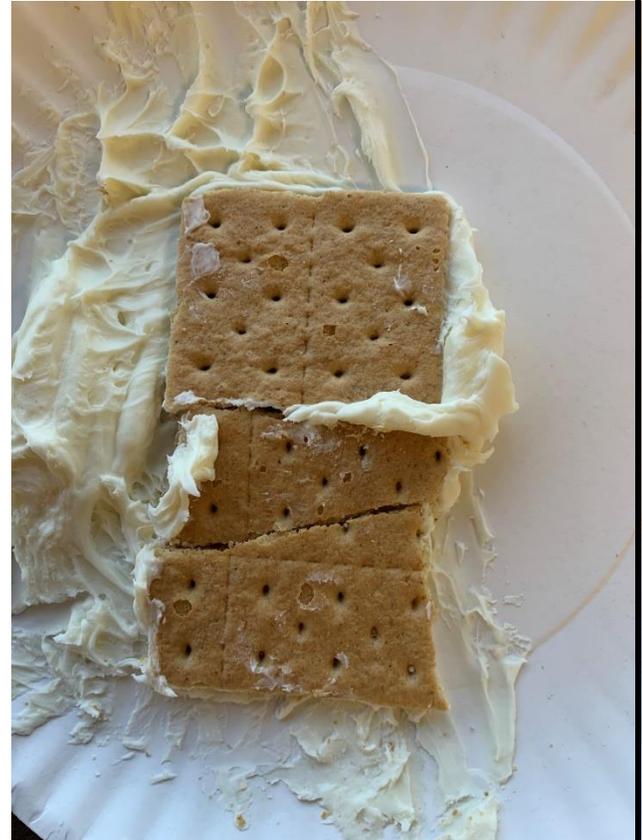


Ms. Small's LAL (Language Arts Literacy), students began the week learning about Groundhog Day! Students watched a video on the holiday, reflected on the video via discussion, read an article on the holiday, and independently responded to multiple choice questions on the reading. Students enjoyed the various ways in which the material was presented. Ms. Small also wants to commend all of her students for their flexibility with being remote on Tuesday and Wednesday.

In Mrs. Akushie's Language Arts class students are reading "Number the Stars". Students were required to create a character analysis,

by choosing one character, referring to the novel to describe their personality, and how they feel the character will be portrayed throughout the remainder of the story. Everyone did a great job using a graphic organizer to analyze the characters!

In Mr. Duffy's Science class students began to learn about plate tectonics. Students were introduced to the different types of movement that tectonic plates undergo throughout the creation of a model. Students were given Graham Crackers and icing and as a group created models for each of the three types of movement: *convergence*, *divergence*, and *transformation*. Here is a picture of one of the students' models after they put our plates through convergence. After creating the models, students discussed the different landforms that could be formed through each of these tectonic plate movements.



## High School

The students in Ms. Harrison's Language Arts class continued to work on their writing skills. Students tackled a topic that came up in class discussion after reading our assignment for the day. The question that surfaced was "What would you do or how would you handle a situation in which you observed your best friend bullying someone?" Below is one of the well thought out and clearly written responses to the writing prompt.

"If I saw my best friend bullying a person, I would stop my friend from being mean. The reason why I would stop my friend is because I was very shocked that he or she was treating me nicely but was treating the other person badly. Next, I would confront my friend and ask him or her why he or she is bullying someone else. If my best friend refuses to answer my question, I would report him or her to the staff. I really do not want my friend to be angry with me, but bullying is the wrong thing to do and it must be stopped immediately"



Ms. Gibson's LAL 10 class is beginning Unit 3, "The Lighter Side". They are learning all about comedy. In the beginning of the week, they focused on learning about vaudeville. Students watched Abbot and Costello's *Who's on First* and compared that to *Izzy-Wuzzy*, our first reading in Unit 3. They ended the week learning about limericks. Limericks are 5-line poems that follow an AABBA rhyming pattern. Everyone enjoyed writing our own! Here are two examples of our students' work:

<p>The king sat on a throne The dog ate a bone The dog was mad about the chair But the king did not care At the end of the day the dog got to sit on the throne ~ Ben H.</p>	<p>Bugle pass the ball Dribble and try not to fall Take the ball and shoot Look Bugle gets a boot Flying Bugle goes to the mall ~ Maksim M.</p>
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In literature, the feeling a work creates is known as *mood*. Ms. Gibson's LAL 12 class is diving into the literary classic "Annabel Lee" by Edgar Allen Poe. They explored how meter and rhythm help create the mood in the poem. Students discussed how the repetition of lines and phrases help the author convey his feelings and move the story along. The poem was brought into a modern context by discussing how it is relevant today. Can you think of any songs or movies that may be similar?

Mr. Cardona's College Prep students have taken on the challenge of understanding transformations of logarithmic functions and creating the corresponding graphs. Students were able to identify key characteristics of each respective log function even before plotting the equations on graphing software. Impressive work gentlemen!

Mr. L's snowy Language Arts classes wrapped up this chilly time with reading and discussing Edgar Allen Poe's "Annabel Lee". Students examined Poe's use of meter for creating a deliberate rhythm within the work. They also observed the use of rhyme and repetition of words and phrases, all used to help expand the artful story the narrator tells of his lost love. Next, students moved on to working with the concept of *suspense* in writing. After defining the term, students also brain-stormed what stories they have read or seen that include the use of suspense. They discussed everything from such films as "Avengers Infinity War", "Return of the Jedi", and "Alien" to the video game "Star Fox 64". Each involved moments and periods of uncertainty for the audience, waiting to see how uncertainty would play out.

Mr. L's US History I class continued their exploration of American slavery, and its practice through the end of the 18<sup>th</sup> century. Students viewed short videos and discussed specific topics, such as the transit of new African slaves across the Atlantic and their treatment after arriving in the new United States. Additionally, students discussed and read about slaves' resistance to their captivity and conditions through slave rebellions, including that in Haiti, the German Coast of Louisiana, and Nat Turner's Rebellion in Virginia. Beyond being purely victims of slavery, there are stories to be told of slaves taking up arms and fighting for their liberation long before the Civil War.

All students in Career Exploration are examining trade skills as a Post-Secondary option. They are learning what occupations are considered a trade and what are the requirements to become licensed or certified in a particular trade.

In Home Economics, students are learning phone and email etiquette. The “Do’s and Don’ts” were reviewed for cell phone use and emails sent to a teacher or supervisor. Role-play was utilized for making phone calls to make a Doctor’s appointment and ordering food. Sample emails were drafted to outline the differences between emails to teachers vs. family.

Dr R’s Algebra II class is learning about imaginary and complex numbers. Her Algebra I classes are working on inequalities and functions. The Mathlab class is playing games to understand multiples of 25.

### **Transition**

Transition students have worked on identifying various vocational situations that they might encounter in a work setting. Students discussed an assortment of skills that they may be utilizing for different types of vocational settings. Students began discussing the importance of time and prioritizing tasks on a daily, weekly and monthly basis. Students will continue to build and develop knowledge on what to expect from an anticipated site of employment.

Money Management and Consumer Math students are working on how to properly understand, establish and maintain a realistic budget. This week, students discussed the purpose of a budget and the impact it has on being financially responsible. Students discussed the difference between fixed and variable costs and how they impact a monthly budget. Students will continue to work on a greater understanding of finance and how to maintain healthy spending/saving habits.

### **Speech**

This week, students in the Speech and Language Program were busy working on a variety of skills. One student began reading “The Curious Incident of the Dog in the Nighttime” which is a story written from the perspective of a fifteen-year-old Autistic teenager. This story represents one of the many individual views each one of us has and impresses upon us that we don’t always know what others are thinking. Another student is learning how to disagree with his peers respectfully by choosing language that validates a peer’s perspective, yet still leaves room to express personal opinions to retain friendships. A third student is learning how to organize their work for long term assignments using the “Get Ready, Do, Done” plan by Sarah Ward. In this way, the work is spread out over the marking period and does not “snowball” at the end of the term (We’ve already had plenty of “snow” this week!).

### **Music**

The Music Room welcomes all new students for the 3<sup>rd</sup> Marking Period. Students are acquainting themselves with the guitars and keyboards in the classroom. Elementary students continued work on “Peter and the Wolf” and Middle School students went “from Rock to Bach”! We read about Elvis Presley and watched some videos of him and the start of Rock and Roll. We then watched a video about Bach and listened to some compositions Bach wrote and saw how they have been used in popular culture, including TV and movies.

## Gym

This week was the start of the 3<sup>rd</sup> Marking Period, so students transitioned to Physical Education for our High School. They worked on exercising our cardiovascular and muscular systems using ropes, weights and steps in a circuit training format. Then everyone ended with yoga and Mindful Minutes at the completion of our circuit.

Middle School students transitioned to Health this Marking Period. Students discussed nutrition, introduced the new “MyPlate.gov” (which replaces the old Food Pyramid) and the importance of making healthy choices by eating from the five food groups. The Elementary School had fun with manipulatives, including Scooters!!



## Industrial Arts

Welcome to Marking Period 3! This week, High School and Middle School students started a chapter on project planning. Students took part in group discussions on the reasons for pre-planning, the uses of prototype models and the value of practicing techniques before working on a finalized piece of furniture! Students also began planning their first shop project by looking through blueprint books in the classroom. Elementary students will be practicing using hand drills to create guide shafts for joining pieces of wood with screws.

## Art

This week in Art Middle School students executed Banner drawings. High School students worked on a Profile with lines and color assignment, tessellation lizards or individual work.

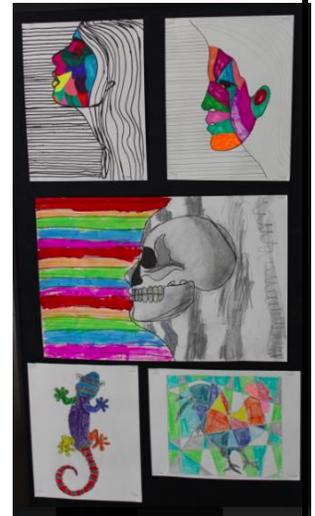
## Literacy Support

In 4<sup>th</sup> Period Reading, our ‘Inspectors’ are compiling the clues and working to solve “The Murders on the Rue Morgue” from their EA Poe reading.

Word Study is a primary focus for the Transition Students in College Prep Language Arts Literacy, 5<sup>th</sup> Period. They are identifying the primary settings for the words distinguishing those considered Academic from Contemporary or Life Skills.

Elementary School students are working also with vocabulary expansion. At their instructional reading levels, they are continuing to identify, read, and spell Fry High Frequency Words. Additionally, they are learning thematic words for monthly events/holidays, NJ geography/history, and content words from Language Arts, Science and Math.

IXL is supporting student learning for our 2<sup>nd</sup> Period group. The tasks are differentiated to build upon their strengths and practice the areas for improvement.



Finally, with all the classes, students have selected novels, some are abridged, to increase fluency, prosody (expression), literal and inferential comprehension. Among the titles are classics such as “The Secret Garden”, “The Call of the Wild”, “Journey to Topaz” and “1984”.

## **OT**

In OT students completed activities focusing on gross motor and eye hand coordination skills during a Bean Bag Flick Game. Students were tasked with using their one foot to place the beanbag on the opposite foot, and then tossing it up in the air to catch it. This week was a challenge with the snow, but we are so proud of how hard all of our students worked virtually in OT this week during the two days of remote learning!



## **Therapeutic Dept.**

The High School students discussed what they like about themselves. Each of the groups were shown a video of a peer their age, who expressed what made them special. After viewing the video, the students had nothing but positive things to say. When it was the students’ turn to say something about themselves, they paused and then said they did not want to sound arrogant. We explained that the focus of the video was for them to have a positive self-image of themselves and be confident about it.

## School News

### Fallout RPG Club

Fallout Club enjoyed its week with two 1-hour sessions, meeting on Tuesday and Thursday! Our Vault Dwellers continued their exploration of the Pennsylvania Wasteland in the winter of 2192. They began the week finally learning the meaning of the emblem they had found: the town of Erie has been tormented by a band of raiders themselves, “The Macedonians.” Fearing the worst for his daughter after her disappearance, the mayor enlisted the Vault Dwellers in a serious search of the region, hoping to catch the raiders and return his daughter, Bethany.

The group began their search for the Macedonians to the south, working in coordination with Erie’s security force. They headed out over the remainder of that evening. While they did not find the raiders, they did encounter a pair of Rad Scorpions. Coming out of the darkness of night, the party was surprised and caught unprepared for their first fight. After several tense minutes, they managed to beat back the enormous arachnids. The party took their hits but overcame the encounter. Their search for the Macedonians continues.

### Important Dates:

<b>Wed. Feb 10</b>	Parent Therapeutic Meeting 7pm
<b>Fri. Feb 12 – Mon. Feb 15</b>	School Closed – Presidents’ Day Weekend
<b>Tue. Feb 16</b>	School Resumes

Sincerely,



Daniel Erhardt  
Principal