

*Ignite a Life-Long Love of Learning*

MARK YOUR CALENDAR!

**Parent Tot Program**

**New Dates!**

March 1-22

Fridays, 9:00-11:00

See Diane at reception for more details. Drop in available.

**Parent Teacher conferences**

March 8, 2013

School closed

**Family Skate Night**

Friday March 15

6:00-8:00 p.m.

Olympic Plaza

**First Day of Spring Break**

**Friday March 29,  
2013**

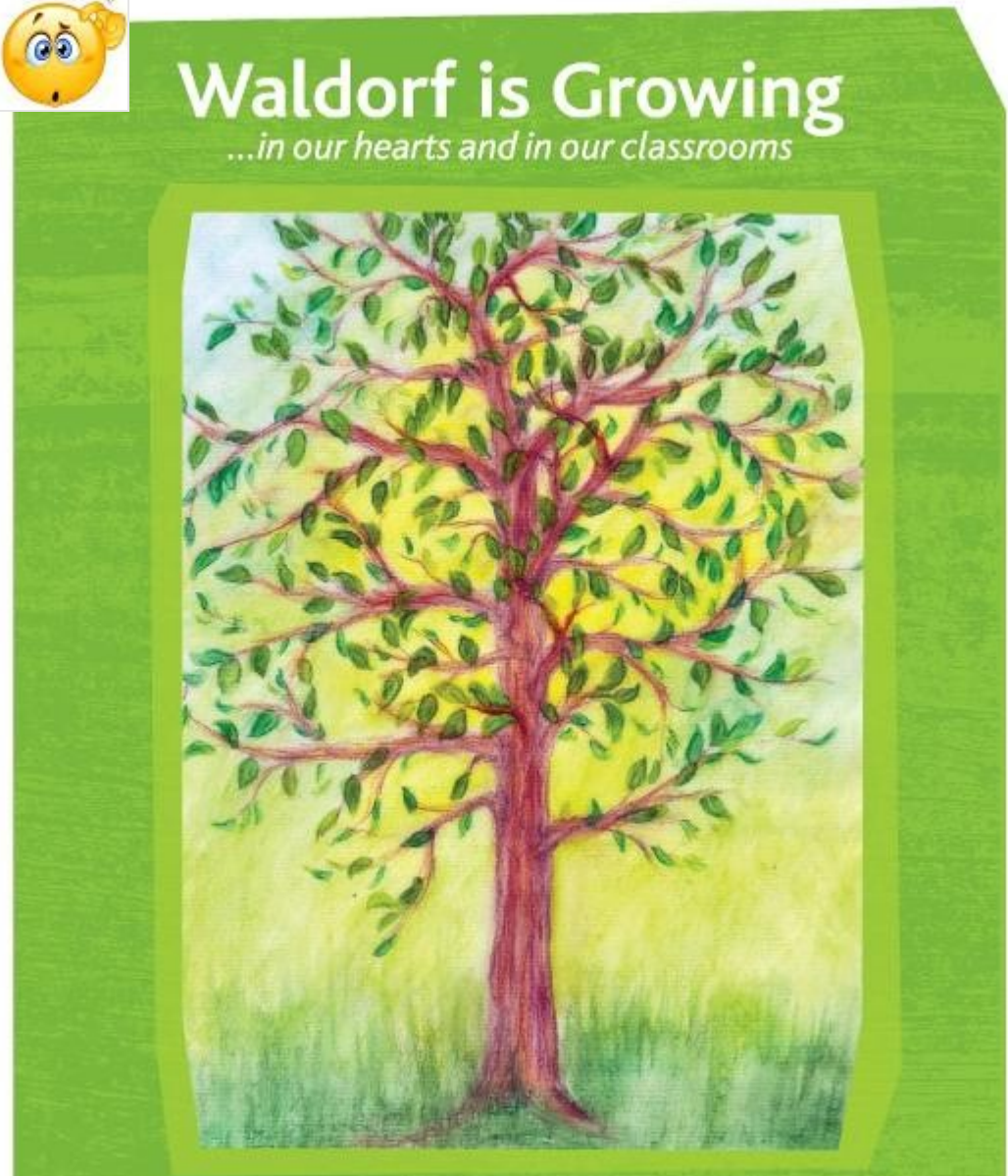
School closed until Monday April 15.

**Open House (monthly)**

For current or potential parents interested in Waldorf education.

March 27, 8:45 a.m.

***What is this???.humm..watch for it..coming soon!***



**Facebook and website...check us out!** If you have not had the opportunity to check it out yet, please take a look at our new website and "like" us on facebook! [www.whistlerwaldorf.com](http://www.whistlerwaldorf.com)

## VOLUNTEER CORNER...

### New kitchens complete...thank you to our volunteer handy-persons

A big thank to Tim Trench, Chris Sanders, Bob Currie, Yvonne D'arcy, Leslie Glaysher, Andre Doucet, Jeff Belisle and Sean Moore who all helped plan and install the shiny new kitchens in the pre-school and kindergartens! The work is 99% complete and it looks amazing! Thank you to the Whistler Blackcomb Foundation for donating the funds to make this happen.

**Volunteer opportunities for all parents...pick your specialty and choose to be involved!**

**Fundraising Committee** is planning for the Gala event and Mayfair. Contact Chair Julie Edwards at [jules@bollah.com](mailto:jules@bollah.com).

**Maintenance and Beautification Committee** is seeking people with handyman qualities who

could be available on-call for light maintenance needs as they arise. Please contact Peggy Vogler at [peggy@whistlerwaldorf.com](mailto:peggy@whistlerwaldorf.com)

The **Social Committee** is seeking new membership. If you are interested in helping plan some fun, extra-curricular social events for our families over the next few months, please contact Megan Fullerton at [meg-star5@telus.net](mailto:meg-star5@telus.net)

#### Parent Education Committee

plans and organizes events, meetings, and speakers... contact Sheila Sherkat at [sheilasherkat@yahoo.ca](mailto:sheilasherkat@yahoo.ca)



Oliver Trench—super helper!



New preschool kitchen!



The new kindergarten kitchen!

## Grade 8 / 9—Ms. Cook, Ms Franklin

When working in the office the other day I could hear the rumblings of a man’s voice on the other side of the wall. To my great surprise, I walked out of the office to find that it was the voice of one of the grade 8/9 students. His voice seemed to have dropped an octave over the February break. This is not the only physical change that has occurred over the year with this class. They are all entering into their new bodies, becoming accustomed to being a vastly different size and shape then they were previously. What better time than this than to look at the inner framework of our bodies, examining the skeleton upon which we are built and the muscles that power our movements and give us our vitality.

Through our anatomy block we had a chance to look at the bones that comprise us, not only investigating the similarities and differences between the bones in our own bodies but also comparing them to those of animals similar to ourselves. In doing this, we

were better able to understand the aspects of our skeleton that make us uniquely human.

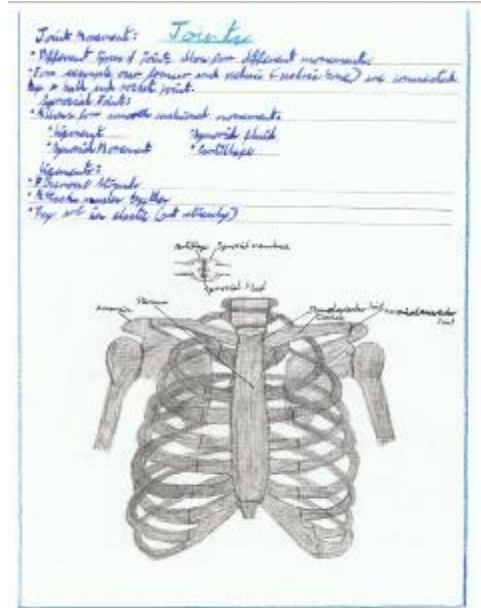
Our bones can only take us so far, they act as the levers and the frame, but to power them and to bring life to our bodies we require muscles. As a class we examined the different types of muscles, and their functions, differentiating between our striated movement muscles and the smooth organ muscles.

We also cracked open our brand new microscopes to get a good look at the minute composition of muscles. (Thank you Whistler Blackcomb foundation!)

We were very fortunate to have a skeleton, affectionately named “Kelly” by the students, loaned to us by Gwen Milley of the Pacific Alpine Institute. The whole class is extremely grateful to have had such a magnificent skeleton to help us truly explore and study.

Once familiar with the structure of our bodies we began to look at our senses, the way in which we interpret and interact with the world. We experimented with different flavours on our tongues to pin point where exactly we experienced each flavour. Finally, we looked at our sight and the parts of our eye, relating these findings to eye and optics experiments we performed investigating properties of light looking at reflection and refraction.

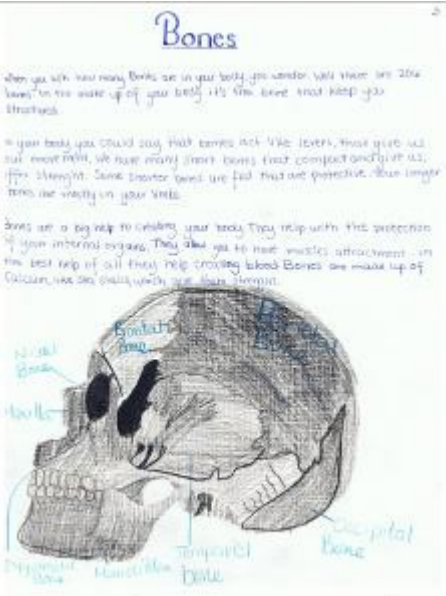
This past week, the grade 8s returned to school to work on their individual projects, which they



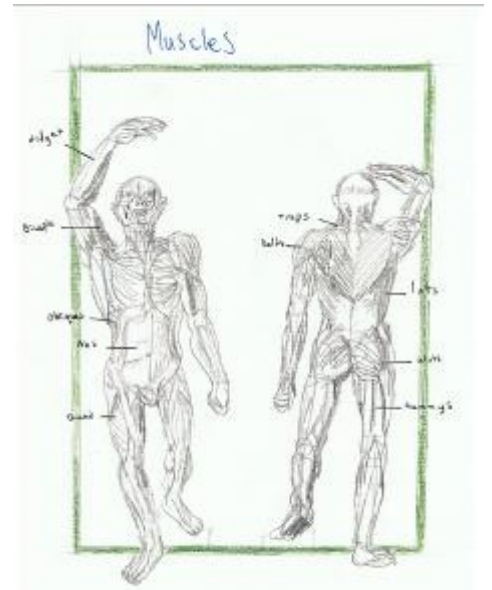
Ren—grade 9

will present to the school body at the end of school year. The grade 9s, on the other hand, have spent the week out in the community at their various work experience placements. We eagerly anticipate what both groups have to share with us.

- Ms. Franklin



Gabby—grade 8



Jonah—grade 8

## Grade 7—Mr. Morgan

Before the break the Grade 7 class finished a block on meteorology, the study of the weather. Over this block we studied the earth's atmosphere, the world's winds and how they are created, why we have seasons, air pressure, hurricanes, tornados, cloud types and the Beaufort wind scale. Throughout this block the students kept a weather diary and drew illustrations ranging from the layers of the atmosphere to diagrams explaining how a hurricane is formed.

Alongside write ups of these topics the students were also asked to write a story based on an extreme weather event after we had discussed together the important elements of a story such as narrative, character,

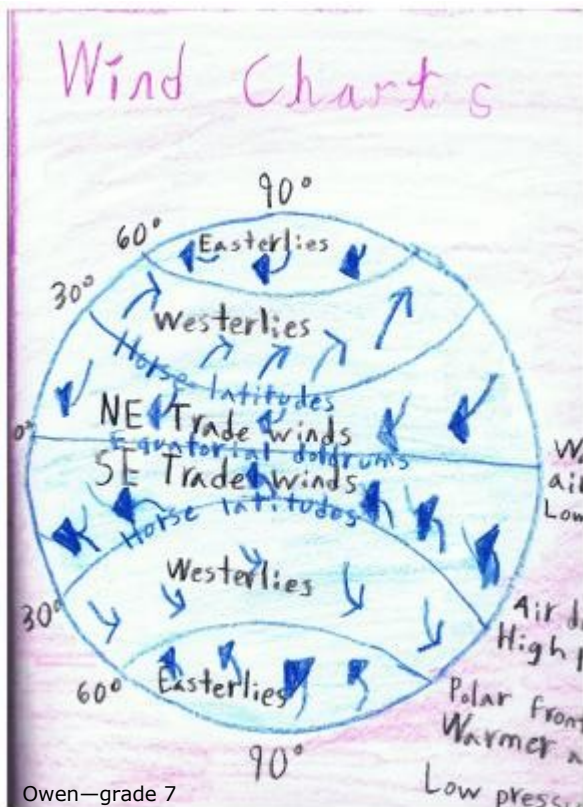
setting and descriptive language. Many of the students' stories were shared in class and added an imaginative element to our meteorological studies.

Also we have started work on our class play, 'Sherwood - The Story of Robin Hood' and are looking forward to performing it at the end of the year complete with bows, bugles and breeches.

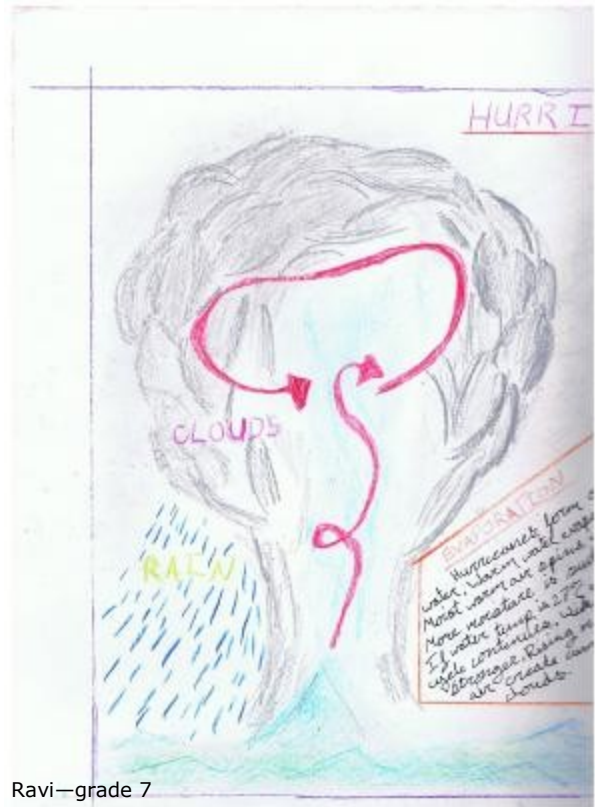
The class has now moved on to a block of creative writing and language work with Ms. Fawcett, our very own writer in residence!



Charlie—grade 7



Owen—grade 7



Ravi—grade 7

## Grade 6—Ms. Reynolds



And now, the students are heading back in time to the world of Ancient Rome to answer the questions "So what happened to the Roman Empire? Where did it go and how and when?". The students will be hearing about the "Voelkerwanderung", the Great Migration of peoples, and what role this played in the decline of the Roman Empire. This coincided with the rise of Christianity in Eastern and Western Europe which also played its part.

We will then proceed on to the Middle Ages

"Knitters wanted" were the first words of a newspaper classified in The Question which initiated a flurry of activity in the Grade 6 classroom before the February break. Extra knitting projects were started (and most of them finished) of warm gloves, scarves, and hats to be donated to people in need. Some crocheted gloves came from the Grade 3 classroom too!

With the help of Victoria who runs a courier company in the Sea-to-Sky corridor and who had placed the ad in the first place, the students took on the project of "spreading the

warmth". We chose to collect gently used clothing as well as the hand-knit creations to make a donation to the Mount Currie Health Centre.

It was with great excitement that the Grade 6 students sorted and folded all the clothing donations - 8 large bags full - all thanks to the generous donations from our school community. Victoria arranged to have these items picked up after school that day and we were happy knowing that we were able to help our community in some small way. Thank you all for your donations!

and learn about prominent individuals during this era such as Charlemagne, Eleanor of Aquitaine and Richard the Lion-hearted. We will also touch on the Islamic culture in order to give us a context for our discussion of the pilgrimages and crusades of this time period.

I look forward to working on a play that will be based during this time period with the students and hope we will be able to bring this time alive for you later in the Spring!

- Ms. Reynolds

## Grade 4 and 5—Mr. Richer

The Grade 4/5 class has recently begun to correspond, through handwritten letters, with the class of Marcelo Porto Goncalves from the Nelson Waldorf School (Class 4 Teacher)

This initiative allows the students to use their handwriting skills in a contextual and meaningful way in an attempt to save the dying art of handwriting. Recent studies suggest there is a big reason to maintain and learn this skill. Studies illustrate how writing by hand engages the brain in learning. Recently at Indiana University, researchers using magnetic resonance imaging discovered that children's neural activity was far more enhanced when they practiced writing by hand after receiving instruction than when they simply looked at letters. As text messaging, email, and word-processing often replace handwriting outside the classroom, we are taking the opportunity to learn and conserve the art of handwriting so it is not lost upon the present and future generations.

The start of this correspondence project began with the students being introduced to their first fountain pen. Learning to write using a fountain pen not only results in beautiful presentation but also has the significant bonus of developing children's self-esteem. The students took pride in writing back to their pen pals with their new fountain pens. They applied themselves, as the awareness emerged that a handwritten letter is more than just an expression of words. Who knows, as we discussed in class, this might be the start of a lifelong relationship and at a minimum, writing to their pen pals will provide an extra element of excitement for the next year's Olympiad when the Whistler pen pals meet their Nelson counterpart.

The end of February and the beginning of March will be dedicated to a Math Block where we will study fractions. One of the first projects to help the student learn fractions is to cut and divide blocks from their whole into smaller parts. To accomplish this project, the student will literally cut strips of wood from one whole measurement into its two halves, cut another strip into thirds, and yet another into fourths and so on. The aim of this block is to develop a tangible sense of fractions. This year is an important foundation for studying the whole and the sum of all its parts, thinking that will be used in future years. By the end of this year, students should have a basic understanding of concepts such as:

-How can two apples be divided fairly between four people? Between six people?

- Give two other fractions that are equivalent to two-thirds

-What is one-fifth of 35? What is  $\frac{2}{3}$  of 12?

-Adding and subtracting of simple fractions

Towards the middle of March, the class will lay the world of fraction to rest temporarily in order to focus on their class play - *The Theft Of Thor's Hammer*.

—M. Richer

## Grade 3—Ms Karklin

Grade 3 is in for a special treat at the beginning of March! I will be away for a week of collaboration, enrichment, and learning with Waldorf Teachers from around North America and Ms. Kirkegaard will be spending that week taking over Main Lesson. The students are thrilled to see her again and are looking forward to sharing some experiences and current projects with her.

We are about to move into a new math Main Lesson block where we continue the study of the practical applications of math. Experimenting with water, baking, and cooking are some of the ways we will discover units of wet and dry measure. As the warm sun lin-

gers in the sky for longer and longer each day, we are looking forward to spending some more Main Lesson time outside as well and can hardly wait to start a building project once most of



the snow has left us. (More details to come on this as Spring creeps closer!) A fun new activity for Grade 3 has been once a week yoga

with Ms. Brown. Ms. Brown has been leading the students on a journey through some animal-inspired yoga poses and gestures. The cheetah who wakes up from a nap with a slow stretch and the turtle who tucks it's head into it's shell are some common animals that can be found in the room on Wednesday mornings. A few student-inspired poses have snuck their way in as well! (Ask a Grade 3 student about "praying mantis pose" and you'll see what I mean). We're lucky to have a yoga teacher in the room with us and I know Ms. Brown enjoys Wednesday morning yoga just as much as the students do.

Ms. Karklin

## Grade 2—Ms. Berringer

The Grade 2 class has been working hard in our red-roofed building. We have now closed a literacy unit, and begun exploring the world of numbers through the four processes. Addition, subtraction, multiplication and division have been on the students' minds as they engage in hearing fables from around the world. A tortoise and hare have loaned us their



Mya

feet for adding, and a crow has collected stones for multiplying. Students are learning to subtract and add using vertical equations and pages of practice questions are enthusiastically worked through with most students eagerly asking for more problems!

Our morning lessons together have also included time for students to gain confidence with their flute work. As a class, we have performed twice at the Friday assembly, and we are working on more pieces this week.

As the month progresses, we will be working towards refining our numeracy skills and



Savannah

continuing to memorize the times tables. Along with the sunshine that streams into our classroom everyday, each student brings light to our little room and as a community we will continue to grow and learn together.

Ms Berringer

## Grade 1 —Mr. Ragland

This week we have returned back to an arithmetic block. The main focus for the coming few weeks is practice, with meaning. We are running the numbers until they are emblazoned in our mind muscles. Not just because numbers are scrawled out on the black board, but because life demands it.

We are drawing situations from reality, and learning that counting can deal with these questions that are in the living world. For example, we have a story about a family of 12 hitting the slopes on the mountain for the day. If each chairlift can accommodate 4 people, how many chairs will they need?



Math problems are built with stories to give the children a context and meaning they need to crunch numbers. In addition

to these mental math stories we are also using games as a medium for this work.

The grade one is coming along in their flute work. Our daily

practice has yielded more nimble fingerwork and makes beautiful notes that fill the school house with warmth, setting a wonderful mood for the beginning of the day. It also further enriches our singing. The grade one has already proudly performed some of their pieces in assembly!

In other news, WWS's very own craft specialist has come to join the Grade One and Two for our craft period. Mrs. Reynolds has an extraordinary amount of experience in this subject. The students are not only taken by the ingenuity of these craft projects but also feel so good about themselves when they are completed.

- Mr. Ragland

## Kindergarten—Ms. Graham, Ms. Hahn

*Make new friends but keep the old, some are silver and the others gold. A circle is round it has no end, that is why I want to be your friend.*

Birthdays and Valentine's Day kept the Kindergarten children busy this month. There were cakes and muffins to bake and valentine decorations to be made for the classroom and for home.



These celebrations provide the children with social and emotional skills as they prepare for the special occasions. There is extra care paid to the classroom environment, and everyone works together to prepare the class space for parent visitors. Songs and stories along with special treats delight the young child.

As we enter March we will begin to prepare for Easter later in the month with



making different decorative eggs and sewing a chicken.

- Ms. Graham



## Preschool— Ms Moore, Ms Karina

February flew by! And we learned many little stories on the way. At first there was the rhyming tale of May Ling in "Grandmother's Dumplings" to celebrate the Chinese New Year.

Then, in honor of one of my favorite days of the year, we have been telling the story of "The Pancake," and the children LOVED the repetition and rhythm of it – perhaps you heard it retold at home? After two weeks of listening they were almost word-perfect! ("Don't roll so fast! Wait a bit, and let me eat you!")

Our preschoolers celebrated St Valentine's Day with handmade crafts and drawing as gifts to each other. Homemade bath-bombs and heart-shaped crayons were some of the creative crafts they shared! We enjoyed pink coconut macaroons during our simple tea party, and heard a story about Papa Giorgio and his gifts to the birds on the day.

Moving towards March, we have started telling "The Rabbit & the Carrot," a short story about friendship and generosity. The children are enthralled with our weekly eurhythmy visits from Susan Strauss, who has been weaving a magical story about little finches and their adventures.

Birds are starting to reappear around us in nature, and in our preschool songs and games, and even the nature table too...as the snow melts we are turning our mind to new growth, seedlings, chicks, lambs, and yes, of course, the possibility of worms under rocks in the garden!

We choose stories in preschool carefully, and will often tell the same one or two stories over several weeks, so that the children really take them into their hearts. We can tell they have truly listened with all their hearts when they enact the story in their play the next day.



Oliver Trench—  
apprentice builder!

dren, as a precursor to the more academic learning they will experience in the grades school.

Our new kitchen is wonderful! Thanks to Yvonne, Peggy and everyone for organizing it for us.

A special thanks to Tim Trench, who spent much of the February break week putting it together with Oliver helping, and Tristan's dad Chris, who came in on a Sunday to make sure the hot water worked for us!

Ms Moore and Ms Karina



Congratulations to Ms Karina on her graduation from the West Coast Institute with her Waldorf early childhood certificate.

Through oral story telling, we help foster a deep love of language. Children sit, and listen, and develop their capacity for focus, imagination and memory. Story telling, finger plays, rhymes and songs are all ways we bring a program rich in oral literacy to the chil-



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Ignite a Life-long Love of Learning

[www.whistlerwaldorf.com](http://www.whistlerwaldorf.com)

## Our Mission:

Our mission is to educate each child with reverence and respect; to nurture wonder, confidence and initiative, so they may participate in the world guided by a sense of truth and responsibility.



## School Community Classifieds

*This space is set aside for the school community to share their talents, needs and wants. Submissions should be sent to [communication@whistlerwaldorf.com](mailto:communication@whistlerwaldorf.com) by the last Monday of the month.*

### **Donate your Nesters Points!**

Remember you can donate your Nesters points to the school...just ask for the Waldorf School chip at the till. Last year we raised several hundred dollars through these generous donors.

### **Wish List for Early Years:**

Wooden blocks, doll's clothes, big baskets, laundry baskets (3), outdoor wheeled toys, wagons, wheelbarrow; child size table and chairs. Please see Ms. Moore, Ms. Karina, Ms. Graham or Ms. Hahn.

### **Special Offer from Green**

**Earth Organics:** School parent Glenn Mishaw, owner of Green Earth Organics, does free deliver of custom ordered organic food, would like to extend a special offer to any new accounts—buy 3, get 1 free!

[www.seatosky.greeneearthorganic.com](http://www.seatosky.greeneearthorganic.com)



**Whistler Waldorf School**

**PARENT & TOT PROGRAM**

**WHO:** For parents and their children aged 18 mos. to 3 1/2 years old

**WHAT:** The rhythmical morning will be spent greeting friends, doing circle (movement and seasonal songs), making seasonal crafts and preparing snack, all while watching children play creatively and enjoying conversation about child development.

**WHERE:** The Whistler Waldorf School

**WHEN:** Fridays, Mar 1, 8, 15, 22

**TIME:** 9 – 11 AM

**COST:** \$95

**MORE INFO & REGISTRATION:**  
604-932-1885 / [info@whistlerwaldorf.com](mailto:info@whistlerwaldorf.com)