

# Wishram School NEWSLETTER

March 2019



Juniors and Seniors also had the opportunity to attend Clark College's Professional Technical Day on February 28th. There were several opportunities to check out technical programs and get some hands on experience, and once again, helped students solidify their future plans.

Throughout March, I hope to meet with prospective students regarding the Running Start Program. Eligible Juniors and Seniors (our current Sophomores and Juniors) can enroll in college courses through Clark College beginning Fall of 2019, and receive dual credit (both high school and college credit), and some may ultimately earn both a High School Diploma and Associate's Degree by the end of their Senior year! In April, Abigail Thompson of Clark College will come visit our school to help families understand the program and help students get enrolled for Fall of next year. Stay tuned for more on this opportunity.

-Ms. Ashley Blodgett

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## COUNSELOR'S CORNER

It was one bizarre February but we made it!  
And better yet, we are very close to Spring.

We have a lot of exciting events happening. As you may already know, Juniors and Seniors visited both Washington State University in Pullman and Eastern Washington University in Cheney last week. It was an exciting opportunity and I believe it helped solidify some future goals for several of our students. Thank you Dets McCullough for making the trip happen and also a big thank you to Garfield-Palouse High School for allowing us to spend the night at their school.

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## First/Second Grade

The first and second graders continue to work each day on their reading skills. Each day, every student gets a reading lesson at his or

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her reading level with Miss Guthrie. In addition, Kayla Douglas, an Americorp volunteer who works in our school, gives the students extra practice in their oral reading skills. Also, the first and second graders have been practicing their independent reading skills through the Accelerated Reader program. AR, as we call it, is a computerized program that allows students to read a book in their reading level and then take a comprehension quiz on the computer. Some books also have vocabulary quizzes that students can take. AR keeps track of all the books a student reads and the children enjoy checking on their individual progress as they grow and develop their reading skills.

The first graders are now writing two independent sentences each day that tell about their reading lesson story. They are learning to start each sentence with a capital letter and to end the sentence with a period. The second graders have been using the weather as a topic for writing. They have written an opinion piece about whether they think we should close school on a snowy day and also a narrative piece about their favorite thing to do on a snowy day.

In math, our class continues to have daily lessons on number sense, math operations such as addition and subtraction, and measurement. We have also been working on deepening our understanding of place value through building models with place value blocks, bars, and cubes, drawing quick models in our math notebooks, and writing place value equations such as  $62=60+2$  and  $419=400+10+9$ .

-Mrs. Guthrie

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## Third/Fourth Grade

What a great start to the New Year. I love the snow and wintery weather; it is my personal favorite time of the year! But we are having a hard time remembering what it is like to attend school five days a week and from 8:00 A.M. to 3:00 P.M. Hopefully, we get back to our regular schedules and have less interruptions, even though these snow days are filled with fun, snow, sledding, and hot cocoa.

Onto academics! We have been reviewing our handwriting skills and will be moving into cursive, I am excited about this because writing in cursive not only allows my students to read their parents writing, but it makes valuable connections in a developing brain. We have also been learning about grammar rules, such as ending punctuation, commas, quotations, titles, etc. We have been spending time on: common, proper, possessive, and plural nouns, verbs, adverbs, and adjectives. All of these are helping make our writing interesting, showing the writer's voice, and overall more engaging.

In math we are moving into long division in Fourth Grade and multi-digit multiplication in the Third Grade.

We are looking forward to spring and all that it brings including state testing. Make sure your child is reading every night to keep the juices flowing in their brains. Thank you.

-Mrs. Ringer

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## Fifth/Sixth Grade

2019 Raptor Field Trip:

Students learned about identifying different raptors, their habitat, their diet, and lifespan.



Mr. Pickette's class viewed presentations at The Dalles Dam and a live bird presentation at the Discovery Center. We topped off the field trip with a tour of the Discovery Museum. A great time was had by all.



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## Secondary ELA

February flew by, and we are struggling to get back on track after an already short month was made shorter by the addition of surprise snowdays. What happened to those nice 50°+ days we were having in January? We have been weathering the late winter with some good books, as usual, here in the English department. Here's what we've been doing, and what we've got coming our way in March:

Bridge to College ELA 12 students are currently working on argument essays on a controversial topic of their choosing, as a wrap up to our short unit on racial profiling. Our next unit will cover our second full-length text of the course: *Hidden Figures*, by Margot Lee Shetterly. In this literary nonfiction selection, the stories of the Black female mathematicians working for NASA during the mid-20th century Space Race are told.

The 9/10 ELA class has begun their nonfiction selection *I Am Malala*, by Malala Yousafzai. This is a longer text than others we have read this year, but it is an important story from the youngest winner of the Nobel Peace Prize that will undoubtedly change readers' perspectives.

The 7/8 ELA class has begun reading Anne Frank's diary, and have begun work on their own journals/diaries which they will write in weekly over the course of this unit.

The 11th ELA class has just begun their nonfiction selection of *Nisei Daughter* by

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Monica Sone, a memoir of the daughter of Japanese immigrants who grows up in 1930s Seattle and is forced to relocate with her family to Japanese internment camps during WWII.

The 9/10 Test Prep class has spent time exploring the scoring rubric used for the SBAC writing performance task, which students then used to create an assignment completion checklist which can help them attack the writing task with confidence. We are putting it into use on practice tests, in the hopes that when testing time in April rolls around, there will be no surprises!

Think warming thoughts, and hopefully Spring will make an appearance before the end of this month!

-Mrs. Roberts

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## Secondary Math

For this month's newsletter I've decided to let you know what we are doing in each of our classes, so here goes:

7<sup>th</sup> & 8<sup>th</sup> grade math students are learning how to make "tape diagrams" in order to help them figure out increases and decreases using fractions, decimals, and percents. You might see this in a situation where something is on sale, or where a company increases the amount of product it is selling you.

8<sup>th</sup> grade Pre-algebra class has students working with "slopes" and writing equations for situations in which something changes at a

constant rate. An example of this might be the total amount you will pay for gas when you go to the gas station; the more gallons you buy, the more money you will pay (each gallon will cost the same amount... this is the "constant"). They are discovering that when you graph these situations they form a straight line which we call linear. The steeper the slope, the higher the constant rate is.

9<sup>th</sup> & 10<sup>th</sup> grade Integrated 1 students are just starting a unit in which they will learn how to solve what we call a system of linear equations. You might see this in a race where someone gets a head start, but runs slower than someone else. With a system you can predict where the faster person will catch up to the slower person and if they will catch up in time to win the race. You can also use systems to determine which offer is best when looking at various cell phone deals, or membership deals.

10<sup>th</sup> grade Integrated 2 students are just finishing a unit on quadratic equations. They even derived the quadratic formula. If you have a sophomore, you might ask them what that is all about. I'm especially proud of this class and all that the mathematicians in it have accomplished.

11<sup>th</sup> grade Integrated 3 students just finished a unit on quadratics as well and are now starting a unit on geometry. Currently they are working with 3-dimensional figures and finding their volumes.

12<sup>th</sup> grade Bridge to College students just finished a unit on linear functions (relationships that either grow or decay at a constant rate). The next unit will be systems of

linear equations, very similar to what Integrated 1 is doing.

I believe one of my favorite things about all of the math classes is how often I hear “Wow, is class really almost over? That went by so fast!” To me that means that they were so involved in what we were doing they lost track of time. As Mrs. Roberts said in the last newsletter “Time flies when you are having fun.”

-Ms. Barnhart

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## REACH

Thanks to the efforts of Wishram Americorps members, Dawn Beauchamp, Kayla Douglas, and Chelsea White, REACH staffer Sheila McCullough and several drop in teachers Wishram’s After School Program is enriching, fun, and a place to learn outside of the regular perimeter of the classroom. Here are some of our students following a recipe to make slime, learning sign language, pattern blocks, painting rocks, and playing a new leadership problem solving game called Twangled.





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## School Board Meeting:

Tuesday, March 26, 2019

5:00 P.M.

School Gymnasium

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## Important Dates:

**March 1:** Dr. Seuss Assembly, 2:09 P.M.

**March 5:** Spring SBAC Testing Begins

**March 11:** Junior High Track Begins

**March 13:** Noon Dismissal

**March 26-28:** Conferences, Noon Dismissal

**March 29:** Noon Dismissal, Spring Break Begins!

**April 8:** Return to school from Break

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## CEP

Wishram School is currently operating under the CEP (Community Eligibility Program), which was created through the Healthy, Hunger-Free Kids act of 2010, and allows

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qualifying high-poverty local educational agencies (LEAs) and schools to offer breakfast and lunch at no cost to all students without requiring families to complete an annual household application.

AVAILABLE STARTING JUNE 15TH

\* USDA Summer Meals Hotline at 1-866-348-6479. Families will receive assistance to find the location, meal times, and contact information based on their full address, city, and/or zip code.

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## **Local and Federal Non-Discrimination Statement/Policy**

Wishram School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Wishram School Superintendent, PO Box 8, Wishram, WA 98673, (509) 748-2551.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering

USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; fax: (202) 690-7442; or email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

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## **Surveillance Equipment**

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Our surveillance equipment will be taking pictures of all the school grounds all of the time, north, south, east and west, as will the camera in the front hallway.

Wishram School videotapes teachers periodically as a tool to improve our teaching. We look at how we teach and how our students respond. These videos are for in-school use only. If you do not want your children to be a part of this process,

**please call Mr. Churchwell at the school at  
509-748-2551.**

recorded message. Messages are transcribed and emailed to the district contact. In case of emergency, district administrators are contacted immediately.

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## Live Tip!

### Anonymous tip line for school safety

**1-866-LIVE-TIP Ext. 940**

**(1-866-548-3847, ext 940)**

Report anonymously 24 hours a day/365 days a year:

- School violence—weapons, bomb threats
- School damage—vandalism, theft
- Physical/sexual abuse or harassment
- Drug/alcohol issues
- Fights/gang activity
- Discrimination

A recorded message will prompt the caller to either speak with a live operator or leave a