

Tuesdays with Ms. Mall in the Front Lobby 8:45am - 9:30am &

## ORD ROM S ALL

Dear Winterberry Families,

In the following newsletter you will have the opportunity to read an article from *Renewal: A Journal of Waldorf Education* entitled, "What Are They Like?, Where Do they Go?, What Do They Do?: A Survey of Waldorf High School Graduates Gives Some Encouraging Answers." Whew, that was an incredibly long title! The article is five pages long and easy to read. I hope you will find it valuable. I have also included an article from the same journal entitled, "Teaching Children to Write, Read, and Spell." It is six pages long and full of wonderful information.

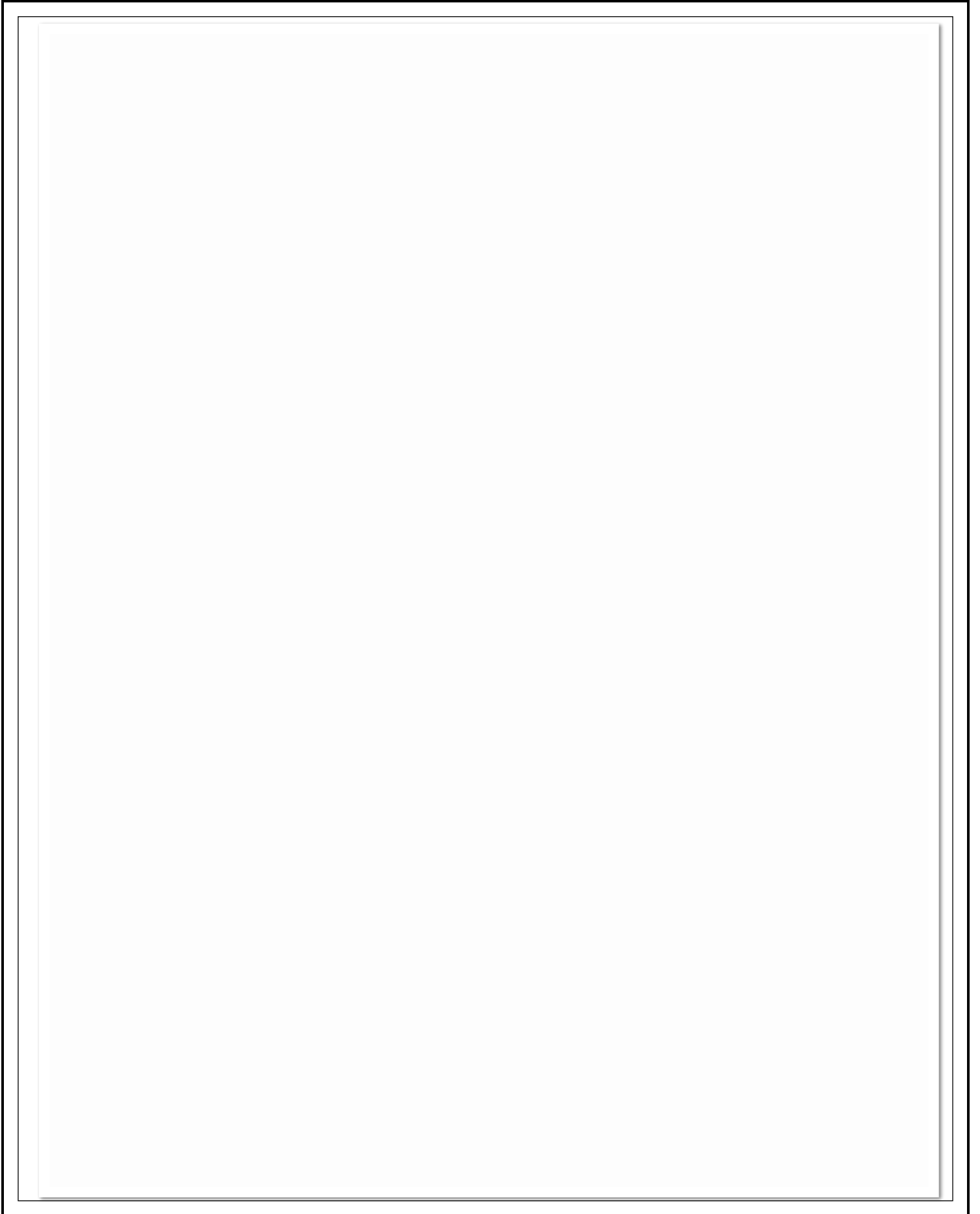
The close of this week brings the Lantern Walk and the weather seems to be on track to support a lovely time together. If you have not done so, please sign up to help place the luminaries, help with fire tending, and other needed duties. You can also assist by bringing one or two dozen of your favorite baked goods. This event is one that is treasured by both children and parents. It is listed as a highlight of each school year so if you have not been able to attend I would encourage you to make the time this year.

Our annual Solstice Assembly is also coming up. We will gather at Bartlett High School on December 9th at 6pm to enjoy all the children have to share. Please put this wonderful event on your calendar if you have not done so already!

Lastly, Mr. Edwin our amazing BPO (Building Plant Operator), became a naturalized citizen of The United States of America in September of this year. Please take the time to congratulate him. He has been, and continues to be, such an amazing asset to Winterberry's students and staff!

Blessings, Shanna

- D*
- 12.1.11 WPG Meeting, 6pm @ Winterberry
  - 12.2.11 Early Release for Lantern Walk
  - 12.2.11 7th Annual Lantern Walk 6pm @ Goose Lake
  - 12.9.11 ALL SCHOOL ASSEMBLY, 6pm at Bartlett High School
  - 12.13.11 NEW DATE, WCC Meeting, 6pm at Winterberry Charter School
  - 12.16.11 NO SCHOOL, Teacher In-Service
  - 12.17.11 - 1.2.12 NO SCHOOL, Winter Break
  
  - 1.5.12 WPG Meeting, 6pm @ Winterberry
  - 1.13-15.12 Alliance for Public Waldorf Education: Charter School Conference, Rudolf Steiner College, Fair Oaks, California
  - 1.16.12 NO SCHOOL, Martin Luther King, Jr Day!
  - 1.19.12 WCC Meeting, 6pm at Winterberry Charter School



been founded in the past decade,  
were consequently less well repre-

study, or travel. Over half have done

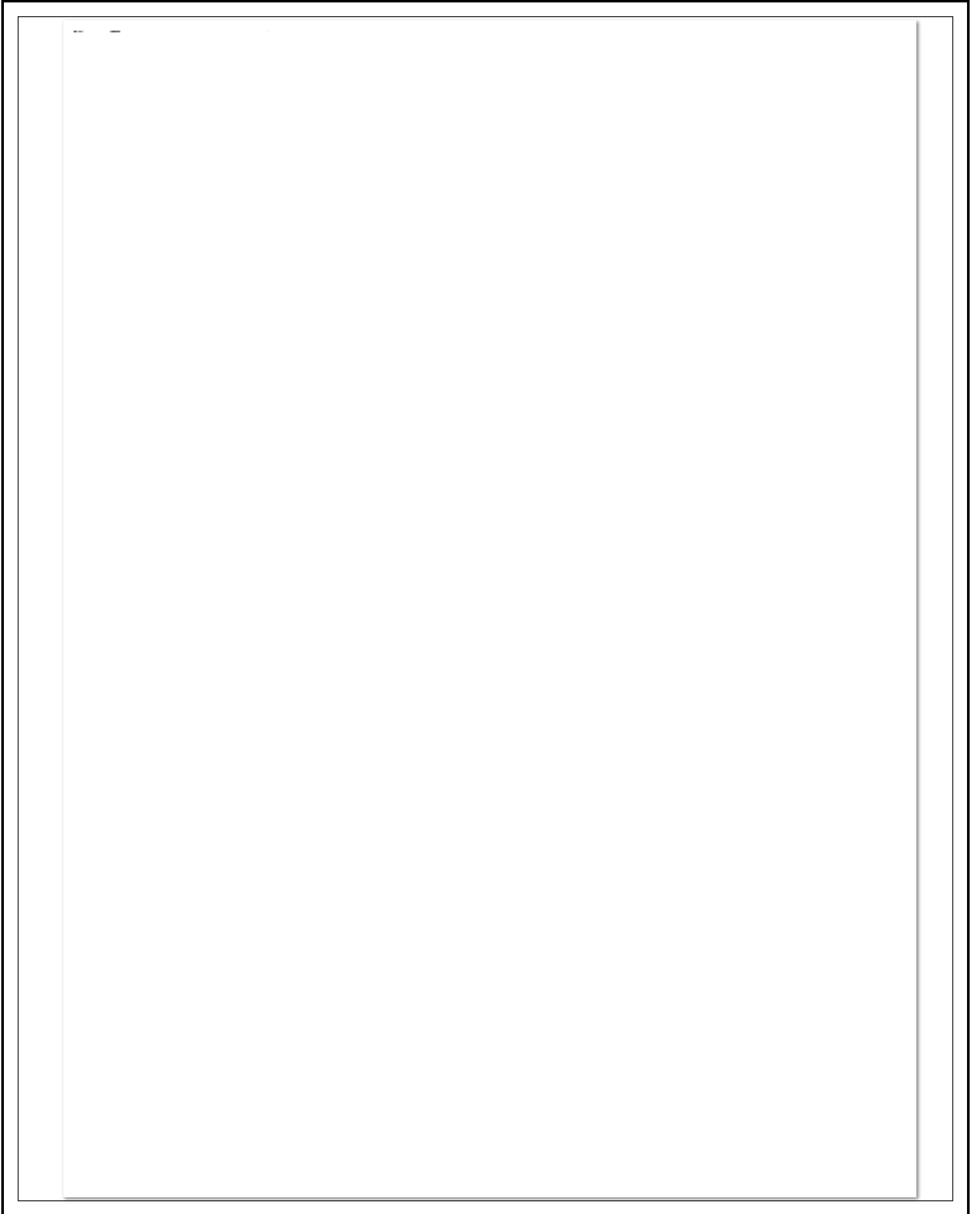
gate work. The Waldorf alumni favor the art  
and humanities at graduate school. About 52 percent were women and  
in a kindergarten through high school. About 52 percent were women and  
as many as 70 percent men, these figures reflect  
ing typical enrollment in the Waldorf  
sciences and also into physics, and  
high schools

Waldorf contemporaries to study  
business or engineering. The researchers also sent  
questionnaires to professors  
and employers identified by the

- higher education
- relationship to career path

the Waldorf graduates very high  
in terms of problem-solving ability,  
communication skills, initiative,  
ethical standards, and creativity.

the Sacramento Waldorf School in June 2007. Shortly  
others: interesting  
national, and international news



Waldorf Education: A Holistic Approach to Learning and Development  
Waldorf Education is a holistic approach to learning and development that emphasizes the importance of the whole child, including the body, mind, and spirit. It is based on the work of Rudolf Steiner, a philosopher and educator who believed that education should be tailored to the individual needs and abilities of each child. Waldorf education is characterized by its focus on the arts, imagination, and practical skills, and its emphasis on a strong, loving relationship between the teacher and the student.

The Waldorf approach to education is rooted in the belief that the human being is a complex, multi-faceted creature. Steiner argued that the human mind is not just a passive receiver of information, but an active participant in the learning process. He believed that the human body, mind, and spirit are all interconnected and influence each other in a profound way. Therefore, education should be designed to nurture the whole child, rather than just focusing on academic achievement. This means that Waldorf education includes a wide range of activities, from music and drama to practical skills and outdoor education. The goal is to help children develop a strong sense of self, a love of learning, and the ability to think creatively and solve problems. Waldorf education is also characterized by its emphasis on a strong, loving relationship between the teacher and the student. Teachers are seen as guides and mentors, rather than just dispensers of knowledge. They are trained to observe and respond to the individual needs and abilities of each child, and to create a warm, supportive learning environment. This approach to education has been shown to have a positive impact on children's academic achievement, social skills, and emotional well-being. Waldorf education is a holistic approach to learning and development that emphasizes the importance of the whole child, including the body, mind, and spirit. It is based on the work of Rudolf Steiner, a philosopher and educator who believed that education should be tailored to the individual needs and abilities of each child. Waldorf education is characterized by its focus on the arts, imagination, and practical skills, and its emphasis on a strong, loving relationship between the teacher and the student.



# Teaching Children to

# Write

BY SUSAN L. JOHNSON, MD, FAAP

enjoys

## Learning and Preception

face while their eyes are closed. Their

younger

There is a widely held belief that when your child

of a human being are more the state of

parents of young children should be concerned about

ing children to write, read, and spell in preschool

because their eyes are closing? This is a common question

may well become good writing or reading, and

for, and have poorly developed fine motor skills

by the age they reach the first and second

that's children often are labeled as having Attention

This is, however, not true. The truth is that

Children's Disorder.

should be taught to write, read, and spell in school

what neurological processes are involved in writing, reading, and

These same children have difficulty with

be treated.

receptors within the body. In this stage the brain has  
the ability to process these information daily, and reading-eyes are  
not used in various parts of the body. Among these young children to read when the only  
The child now develops a sense of where part of their brain that is used for available for  
the location of muscles, joints, and tendons. Reading words is the right hemisphere.





activities such as playing circle games as in this first-grade class, help [develop a harmonious, noncompetitive s](#)

homolateral skip—they are not ready to read, since they can't access both sides of the brain simultaneously.



abstract and advanced developmental task that requires the advanced development of the left hemisphere, and this hemisphere often isn't developed enough for this task until

even children who can simultaneously do both tasks are not ready for this task until they are about 7 years old. I am seeing more and more fourth-grade students, sixth and even seventh-grade students from public and private schools who can't spell easily and are or write about what they have using their own words because can replay the scenes in their



the scenes from the words they read or remember how individual words were spelled.

### Prevention of Learning Disabilities

A number of other factors, including diet, sleep, and exposure to toxins, play a role in brain development. Parents and schools can support a

Many children with neurodevelopmental issues because of a history of a C-section birth, prolonged labor,

or use of forceps at delivery.

In addition, these children need lots of cross-modal

activities like walking, touching, and smelling.

For the most part, these children are not at a disadvantage

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child's healthy development and learning by adding

ing hospital foods rich in protein, good quality fats,

and omega-3 fatty acids.

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writing reading and spelling

opens the children's minds

are ready, we will continue to  
create an epidemic of help

level and learning difficulties  
especially in our boys

Thus first grade is the time

# NOVEMBER in the *Alpenglow Garden*

**O C S :**

,

,

**O A :**

**P**

,

,

**C :**

Throughout our Writing Block, first graders thoroughly enjoyed the rich images of fairytales, seasonal nature stories, and the adventures of Cornelius and Lulu, the little gnomes who are saving and counting their gold pieces for their great adventure (their adventure of writing at book on numbers). The archetypal images of fairy tales (and various other stories), engaged the first grader with the excited desire to learn academic tasks (writing, reading, and arithmetic) of this block. Our first graders have bright eyes and enthusiasm for learning. The pictorial images of 12 fairy tales introduced 12 upper case consonants to help the first grader develop a pictorial relationship with the letter. Many of the following stories, of which were rewritten in order to bring diversity in terms of culture, content, and character development. Introduction to the 12 capital letters, M, B, P, D, T, L, N, F, H, G, S, and R were born out of the following stories (in the order they were presented):

The Adventures of Cornelius and Lulu, written by Alicia Besh  
M *Nananna Mountain*, written by Alicia Besh  
B *Snow White and Rose Red*, Grimms's Fairy Tales  
P The Princess and the Golden Ball, Grimms's Fairy Tales  
D The Prince and The Dragon, Grimms's Fairy Tales  
T The Twelve Brothers, Grimms's Fairy Tales  
L Little Red Cap, Grimms's Fairy Tales  
N The Spindle, the Shuttle, and the Needle, Grimms's Fairy Tales  
F The Finest Falcon, Grimms's Fairy Tales  
H & G Hansel and Gretel, Grimms's Fairy Tales  
S The Six Swans, Grimms's Fairy Tales  
R Rapunzel, Grimms's Fairy Tales

A multi-sensory approach to writing and reading was used in the Main Lesson; children practiced writing the letters in sand, in water, and with their toes, in addition to writing on their chalkboards and practice paper. They did this all before entering their final draft into their Main Lesson Book portfolios. First graders practiced reading and writing sight words, phonemes, and rhymes; the focus was on the sound of the letter rather than on its name. When it came time for their final draft, the children illustrated the story with their block crayons, wrote the sight word and letter to compliment the story.

In our language arts moments (circle and recall), we practiced listening skills, following verbal and non-verbal directions, retelling the story from memory the following day, copying from the blackboard, character sequencing, acting out parts of the story as well as predicting what might happen next. In addition, we have memorized poems, speech exercises, hand clapping games, and verses. Wow, we have accomplished so much. I hope you enjoyed our All School Assembly.

During our current block, we are working with the qualities of the numbers Arabic numerals 1-12 for the duration of four weeks. In addition, Roman numeral will also be introduced. Through movement and rhyme, the class will continue working with the times tables forwards and backwards; the two's, the three's, the four's, and five's will be introduced. The class will continue to solve simple word problems using math manipulatives, as well as begin developing estimation skills while solving mental math problems.

Thank you for such a strong beginning to our First Grade year! Thank you again for those of you who attended our first and second Parent Meeting and I look forward to full attendance for our next Parent Meeting on Wednesday, January 18th from 6-7:30! Happy Winter! Our first grade class is an amazing cohesive healthy group of children and I am so happy to be their teacher.

- Ms. Alicia Besh

## The Story of Martin and the Poor Man

Long ago, there lived a good young man named Martin. Even as a boy, he knew that one day he would be expected to serve in the military. His father was an important military officer. And, though he desired a peaceful life outside of the military, he knew that it would be his duty to follow the life of his father. So, Martin joined the military, became an officer, and was eventually assigned to garrison duty in the town of

Amiens

One bitterly cold winter evening, the young Martin rode through the gates of

Amiens

on his fine proud horse. He was dressed in the regalia of his military unit: gleaming armor, a bright helmet, and a beautiful white cloak, lined with lambs wool. It was nearly freezing outside, but his thick cloak kept him warm. He was hardly aware of the cold.

But then, as he approached the gates of the town, he saw a poor man, a beggar, dressed with clothes so ragged that he was practically bare. The man was shaking and blue with cold, but no one reached out to help him. People would pass through the gates, looking straight ahead, so their eyes would not meet with those of the poor, desperate man.

Martin, seeing this, was overcome with compassion. He rode straight to the poor man and took off his white cloak. And with one stroke of his sword he tore the lovely mantle in two. He wrapped half of the cloak around the freezing man and the other half around his own shoulders.

The people nearby watched in amazement. To see a fine military officer do such a lowly thing was a ridiculous sight to many, but others were touched by the goodness that Martin showed.

That night, as Martin slept, he had a dream. A man appeared to him who looked so familiar, and he was wearing the half of the cloak Martin had given to the poor beggar. And then, Martin saw in the eyes of this man, and the light of the Divine which we carry within us.

From that day on, Martin's life was changed forever. He knew that he could no longer be part of the military, for his true desire was to live a life of goodness.

## The Lantern

There was once a boy called George who had been outside in the garden all through the Summer running after the butterflies, jumping like a grasshopper, singing like a bird, and trying to catch the sunlight. One day when he was lying on his back in the meadow gazing up into the sun-filled sky, he said, "Dear Brother Sun, soon the Autumn winds will blow and wail, and Jack Frost will come and make us all freeze, and the nights will be long and cold."

Brother Sun pushed the clouds aside and said, "Yes, it will be dark and cold. In the deep midwinter, warmth and light live deep within, hidden from sight. In the time of dark and cold, you will tend the Light Within."

"But," said George, "How will I tend this Light when it's dark everywhere around me?"

"I will give you a spark of my last Autumn rays once you have made a little house for it, for this spark must be guarded well. It will light the way for you to tend the Light Within throughout the time of dark and cold."

And then Brother Sun once hid again behind a cloud.

George went home and wondered how best he could make a little house for the spark of the sun. He took a thick piece of paper and painted a beautiful blue and yellow watercolor upon it. When it was dry, he cut windows into his painting. Then he placed colored tissue paper on the back of his watercolor - and - he formed it into a lantern. He took a candle and put it into the middle of his lantern. And, as it was growing dark, he went outside with it.

George held the lantern up above him and said, "Brother Sun, I have made a little home for one of your golden sparks. Please may I have one? I will guard it well."

Then Brother Sun looked out from behind a cloud and said, "You have made a beautiful home. I shall give you one of my golden sparks."

And suddenly, George saw how the windows of his lantern were lit up, and as he looked into the lantern, he saw a spark happily dancing on top of the candle. Oh, how happy the light was in his lovely lantern! It shone and shone so brightly.

"Thank you, Brother Sun," George called out, "Thank you." And he took his lantern and carried it carefully home singing:

The sunlight fast is dwindling,

My little lamp needs kindling.

Its beam shines far in darkest night,  
Dear Lantern, guard me with your light

- from Autumn, Wynstones Press, originally by M Meyerkort and revised by L Sutter.

- Ms. Susanne Drinen



Lantern Walk News

December 2, 2010 Goose Lake 6:00 PM

There is great excitement around school as plans for lantern creations come alive!

The faculty, in conjunction with the WCC, has created a bit of a new plan for this year's Lantern Walk. The hope is to deepen the experience for the classes, while maintaining the beauty for the greater community. If you have joined Winterberry in the past for this lovely festival you are aware that is very difficult for the long, long lines of children and families to sing in unison as classes walk the luminary path. It is also very difficult for those who do not know the songs to refrain from talking! The intent of this festival is that, as we enter the darkness of our winter, we create a reverent space for the children to face the darkness with the warmth and beauty of the sparks they carry in their lanterns. The songs and the following story speak to this.

This year, classes will be walking with their teachers and only enough adults to create a safe adventure through the forest. Please be looking for news from your class teacher about how many adult singers, if any, will be needed to help with the walk through the forest. Don't worry, though, we need voices for the choirs that will welcome the classes to the path and sing them out again. The campfires will also be surrounded in song! And, as in years past, families are welcome to walk the Lantern Walk as a family, once the class processions are complete.

Kindergarten through Grade 5 will be walking the Lantern Walk this year. This year Grade 5,4,3,2,1 and then K will take their turns. Classes will meet their class teacher in the large area around the fire pits. Parents and invited older students who would like to join the choirs will be along the edge of the depression where the luminary path is ready. We picture this being 3 groups, each group singing the song(s) designated for each grade. We picture the class teacher leading the class. As each class descends that little slippery down hill to the luminaries, the song of the children will take over. Most class teachers expect to have a singing adult in the 'caboose' location. Our youngest children may need a few extra hands. As was stated before, your own class teacher will give you specific directions, as appropriate for the age of the children.

6, 7 and 8 Grade ~ Class teachers are planning to ensure that those who join this lovely event do so in the spirit of helping to create the beauty for the younger classes. Mr. Crawford and Ms. Besh are creating plans about who is really interested in the singing, the setting up, the clean-up and such. The middle school students are expected to treat this in a way that might be similar to attending a piano recital in the great outdoors. We expect a safe and calm event this year.

Warm cider will be provided following the walk and of course, pot-luck baked goods are the crowning touch. There are many ways to help as a volunteer. Please notice there is a sign-up for volunteers in the lobby! We are looking for several portable fire pits this year so that more can enjoy the warmth and so that the littlest can see the fires!

We are currently producing the song packets. Next week we hope to have at least one class out at our pick-up location at around 3:15. Come a bit early if you would like to practice the songs! Thanks to all. And in advance, a huge thanks to Sarah Robicheaux for keeping the flame alive all of these years!

Respectfully, Meg Eggleston, Faculty Chair

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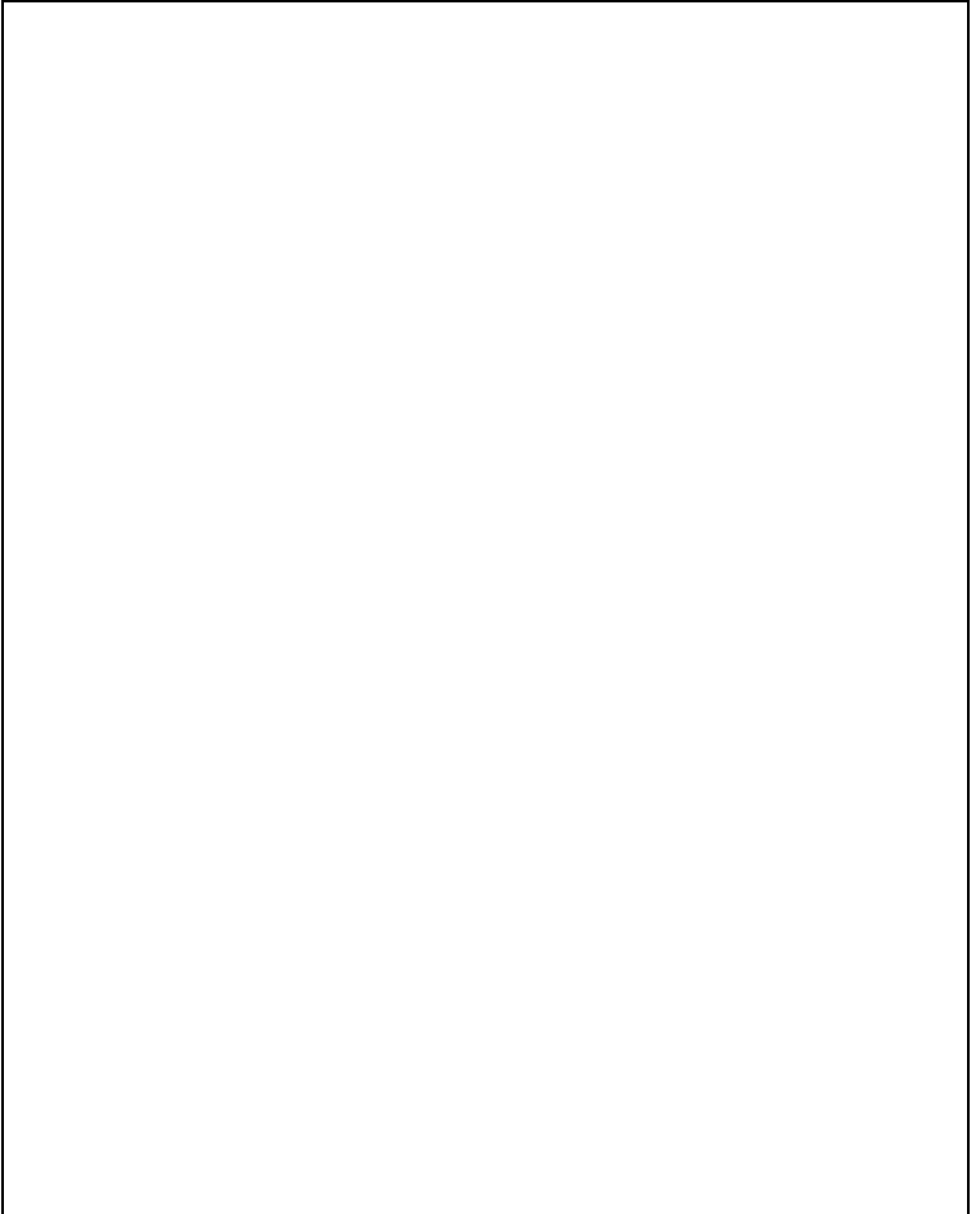
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I want to thank everyone who has been sending in their egg cartons—keep them coming! I hope to start using them in the next week or two. In the grades, First grade is starting to talk about a new area of study, the parts of the classroom. Second grade is finishing up their work on families and will be starting to learn how to talk about clothing in Russian. Third grade will be finishing up their work on professions and starting to talk about the home and its parts. Fourth grade continues to work on the Russian alphabet, but will begin to work on a block on animals as well. In fifth grade we are working with the alphabet, the construction "I have" and will be starting our first grammar block very soon, using stories we generate in class to give us illustrative examples. Sixth grade is combining its study of the accusative case with talking about means of transportation. As in fifth grade, we are using stories we make together to practice this content. The seventh grade is also working on grammar (the genitive and prepositional cases) using stories, but will also begin to learn about famous Russian explorers as well. Lastly, in eighth grade we are working on the dative and instrumental cases, again through stories, as well as spending time discussing life in modern Russia.

For more information about Russian at Winterberry, please visit the websites below. I am endeavoring to start updating them regularly with class news, requests and resources to help your child develop their language skills.

<http://winterberryrussian.blogspot.com/>  
or [http://www.asdk12.org/staff/harmon\\_arthur/](http://www.asdk12.org/staff/harmon_arthur/)



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Melissa Janigo, Chair