

# Mandala School Newsletter

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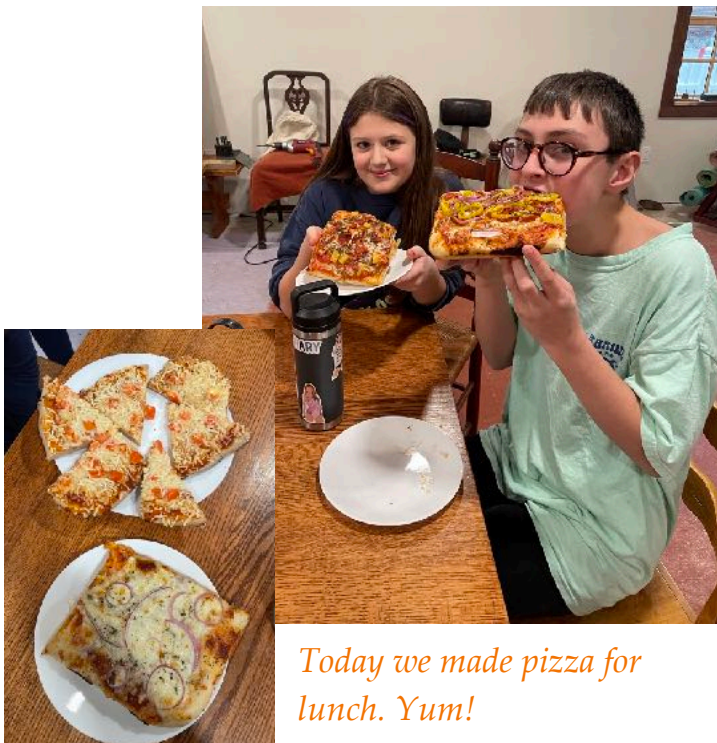
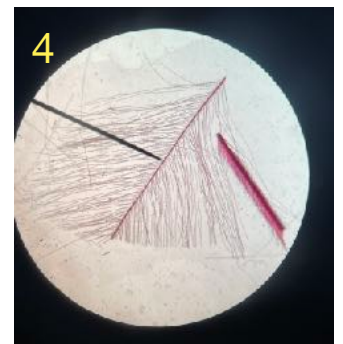
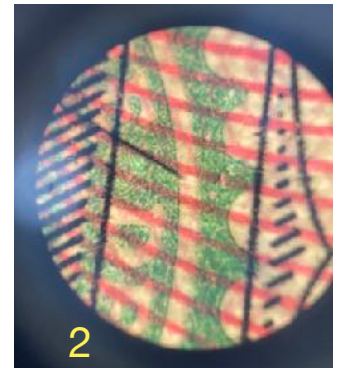
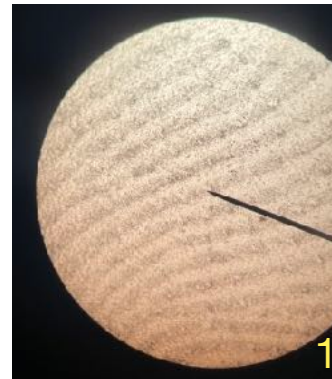
happy new year!



This week the youngest class had fun with microscopes! We made predictions, learned what microscopes are used for, and looked at some pretty neat specimens. Can you guess what these four are: (answers on page 3)

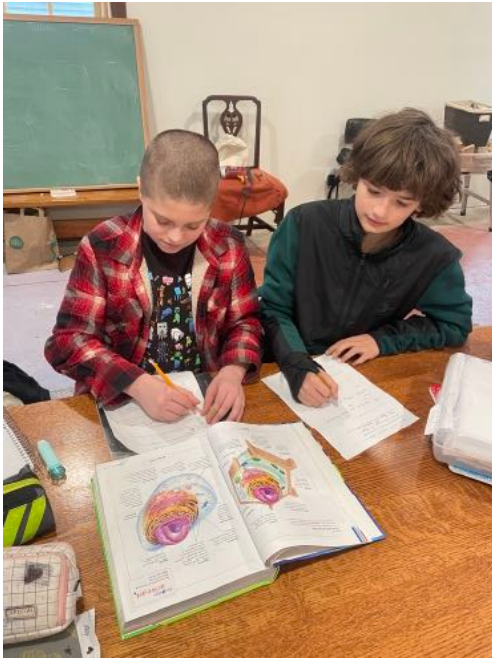


In art we were making landscapes with ice in them. Vienna did one with a fox on the ice, Katie made a frozen lake, Stella did the arctic. We used pencil and paint.



*Today we made pizza for lunch. Yum!*

Juniper is learning to read! She can read these words: bat, rat, hat, mat, sat, fat, cat, pat. We are so proud of you, Juniper!



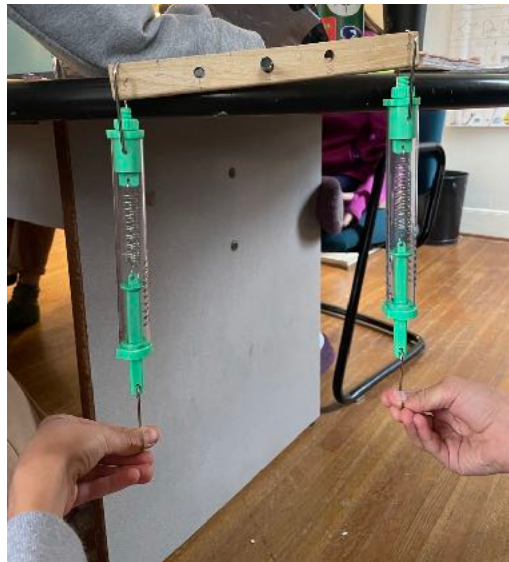
Left: Johnny and Finn begin research on cells. Each student was assigned an organelle to learn more about. The processes and functions of each are all different and all very important!

Right: Stella and Katie examine red onion skin under the microscopes. The middle group began plant and animal cells this week.



This week we started languages. The choices are French, German and Spanish. We learned how to introduce ourselves, count, and say hello and goodbye. Learning a language is interesting because there are some sounds and letters that English doesn't have. I'm learning German. Here is *hello, my name is Clara:*

Guten tag, ich heiÙe Clara.



Math by Elena and Sachin

In math this week we started to work with levers. We used spring scales to measure how much force we needed on each side to make a piece of wood balance. We all got a piece of wood and saws. We also got two spring scales. We made little grooves with the saws further and closer to the fulcrum and put the spring scales in the grooves. Some people made holes in the wood to put it on a stick or a pencil. After we experimented for a while we learned the formula  $F_1 \times D_1 = F_2 \times D_2$ . F stands for force and D stands for distance. If there was a rock on a lever we could find how far away from the fulcrum we would have to be to lift the rock using this formula if we had three of the measurements.



I liked having time with my friends. They are people that you play with. My friends are Sachin, Mira, Kody, and Julia. Hazel is my best friend!  
By Juniper

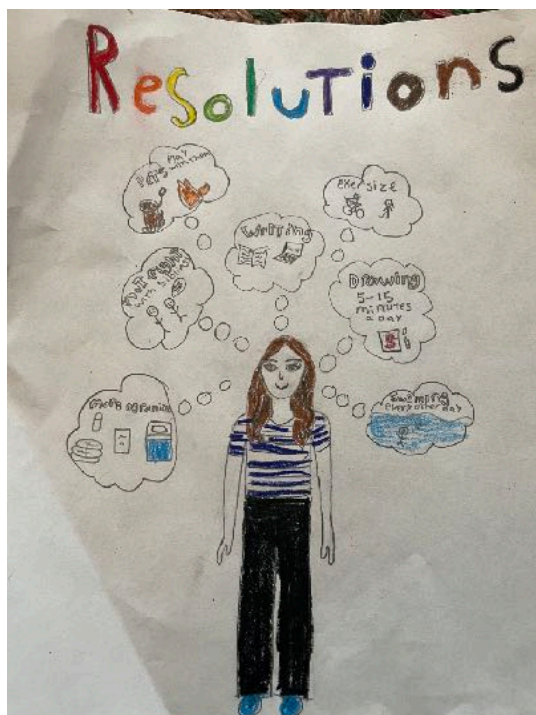
In morning meeting on Thursday we talked about how to solve different problems. We talked about how cleaning up trash could help stop polluting the beaches. Some people brought up different ways to solve those problems. Problems in the school we tried to solve are disagreements between two students. Some of the things kids said were to hear both sides of the problem between two people, and try having them talk it out. To be a good problem solver you need to have patience, be understanding, and you need to listen to both sides. Those were just some of the things we talked about.

By Mira & Brooklyn



- Answers to the microscope specimens:
1. fingerprint
  2. \$50 bill
  3. grains of salt
  4. feather

left: Katie working on her resolutions as a cartoon. See the final product below!



To be a Mandalian means that you have problems but you end up fixing them quickly and everyone sort of figures out a way to solve the problem after a few days. It also means that you cause trouble at some point but you learn not to do that one thing. Everyone here has had at least one argument or one time they disturbed the class, I guarantee it, but most of them learned to not do that same thing.

To be a Mandalian also means that you can have rec and the end of the day to spend time with your friends which other schools don't have. In short, to be a mandalian means to be nice and not interfere with learning and you can have fun. By Finn

### Upcoming:

- Wednesday, January 10th: after-school yoga with Ms. Kelsey (ages 9+) pick up at 3:30
- Wednesday, January 10th: Poetry night 7:00 pm - 8:30 pm (ages 12+)
- Tuesday, January 23rd: Mandala discussion group 6:00 pm

*Nonviolent Communication: A Language of Life* by Marshall B. Rosenberg, PhD