



PULASKI INTERNATIONAL INQUIRER



Principal's Message:

At the beginning of the year, the staff and I reflected on our next steps as an IB school, especially in terms of our continued development as an internationally competitive, world-class school. Some of our focus areas this year include the launch of our PYP portfolios, a more extensive PYP exhibition experience that includes mentors, and the development of the MYP community project and personalized learning projects. The core of all of this work is based on the explicit teaching and support for student and adult growth with the learner profile attributes. The attributes represent the essence of a world-class IB school. I invite all of us to reflect on ways to continue our individual and collective growth in the following areas: Inquirer, Reflective, Open-Minded, Caring, Knowledgeable, Thinker, Risk-Taker, Communicator, Principled and Balanced.

Upcoming Events:

School-Wide Inquiry Event: March 9 @ 9am

PYP 5th Grade Exhibition: May 4 @ 9:30 am

Parent Tours:

March 25 and April 29 @ 9:30am



Action Cycle

By Rosabel Sanchez, IB Coordinator

Act: Carry through with your choices

Choose: Make choices based on your reflection

Reflect: Think about the local and global consequences of your action.

An essential component of the IB Programme(s) is the Action Cycle: Reflect, Choose, and Act. Student action should be a result of their thinking and reflection during the learning process. If we want children to make a difference in the world, we need to provide them the opportunities and the power to take action. We don't want their actions to be mandated from their teachers or parents, rather, we want their choice to act to be a life-long mindset they develop. It is noteworthy to mention that student action may not be witnessed by the teacher and often it happens beyond the classroom. Action doesn't have to be grandiose. It can begin at the most immediate and basic level. It truly begins with a student having a genuine concern or a desire to make a positive difference, so they take the initiative. **Please see examples below of ways students may can take action.**

- A student wanting to share their learning with someone
- A student wanting to expand their knowledge about a particular topic, so they research about it via internet or visit the public library
- A student beginning a recycling program at home
- A student encouraging their family members to eat healthier, thus assisting with the grocery list
- A student writing a letter to the mayor or congressman about a particular issue that was raised during an IB unit
- A student deciding that his neighborhood can use some cleaning, so he organizes a Saturday Clean Sweep.

Please do share with your child's teacher any actions they are taking outside of the school. This newsletter will highlight one of our very own teachers, Ms. Coughlan, and Pulaski students taking action.

Kindergarten in Action!

Students in Pulaski's Kindergarten classrooms wrote and shared biographies after completing the "Who We Are" IB unit. Students wrote about the various roles they assume (brother, sister, student, soccer player, etc.), listed character traits for themselves, what they are good at, and listed ways they could better themselves. In displaying Action, Kindergarten students shared their stories between classrooms to share and discover how getting to know themselves can help them understand other people.

IB Action Cycle in Action!

By Elizabeth Coughlan, Math Coach

This year I met a family that was new to Pulaski. The children were wonderful, very caring and excited to learn. However, I learned that the family did not have enough resources to buy the children winter clothing, like coats, boots, and gloves. I also learned that they were in need of some other basic necessities for their home. When I heard about their circumstances, my initial response was to feel both sad and worried. How would these children be able to go through the long and cold Chicago winter with no winter clothes? After my feelings subsided, I reflected. I wondered who could help this family and how. Then I realized that we, the Pulaski community, could help!



I chose a fast way to help the family with what they needed--a school fundraiser. After that, I took action by talking to the school administration. After my idea was approved, I sent out messages to the teachers and staff about gathering donations. I also asked an eighth grade teacher to send her students from room to room to collect donations. Then I spoke to the office staff to obtain contact information for the family. I found out what specifically they needed, down to clothing sizes and the colors they liked! I worked closely with Mrs. Hernandez to coordinate shopping for the family and we communicated with the family about when to come to the school--for their surprise!



After the family received their gifts from the school community, I reflected again. I felt inspired by the children's tenacity to keep coming to school and to have positive attitudes in the face of their hardships. I was in awe of the Pulaski community's quick and generous outpouring of support. I also realized that there was amazing power in my choice to help a family, and that each of us has the power to change our lives and the lives of others everyday.

Second Grade in Action!

Disaster Strikes in 010!

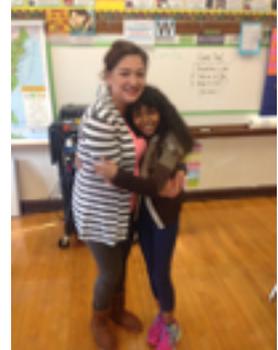
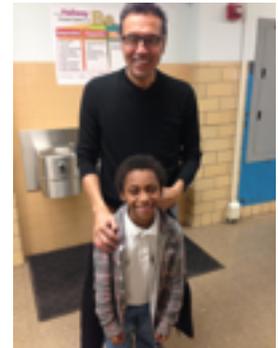
Students in Second Grade 010 Bilingual Gifted just started learning about Natural Disasters! What better way to intrigue students about the topic than with a simulation? Ms. Rosado recreated a disaster zone in her classroom as students were shocked and surprised, yet ready to take ACTION!

Students inquired and investigated that a tornado had taken place! They worked together to rebuild their classroom community just as community members would work together after a real disaster. Check out their amazing experience!



Third Graders in ACTION!

As a part of our IB Unit, "Where We Are In Time & Place," third graders have been taking ACTION as they have studied human migration! Students used a variety of primary resources by interviewing their very own friends and family members to learn about their migration and immigration stories. In addition to each student conducting their own interview, we had a few guest speakers come into school! In Room 200, Mr. Alex Ilich (Mila's dad) shared his immigration story from Serbia, as well as, Mrs. Maria Scavella (Jaylyn's mom) and Mr. Febronio Zatarain (Sami's dad) shared their immigration stories from Mexico! Furthermore, our very own Pulaski staff member, Ms. Deily Garcia, shared her immigration story from the Dominican Republic to the entire 3rd grade. Students then reflected on the stories they heard through informational and opinion writing; recounting the details and facts of each immigration story, as well as developing an opinion on whether the person's decision to immigrate improved his/her life. Students sure learned a great deal from these primary resources!! Thank you to all that participated in this effort!



We have also spent time learning about immigration stories that are in the news today. We have read and discussed several articles on Afghan and Syrian refugees. After students learned what a refugee is and the very difficult circumstances they are faced with, students decided to take action by raising money for refugees that have come to Chicago. Over the last few weeks, the third grade classrooms have been collecting spare change and small donations so that we can donate to World Relief, an organization that supports the vulnerable by assisting in the resettlement of refugees. Our students have learned that when there is a global issue, we can help, even right here in our own city. It has been awesome to see our students come together and be proactive to help those in need!

Technology &

Library Media

In December, all student participated in an Hour of Code activity. You may have seen the certificate your child brought home after their hour. Students in grade 4 are continuing that work in their computer science unit during technology class. Students are also learning how to touch type to improve their keyboarding skills.

At the start of the 3rd quarter, the Kindergarten through 3rd grade classes will return to the Library. Fifth grade has been hard at working on researching topics of their choice and are now creating projects including websites, prezis, digital comic strips, and slide shows.

Please make sure that you are checking pulaskireads.weebly.com for resources on your student's learning!

Español @ Pulaski

Students in kindergarten will spend third quarter focusing on food vocabulary and making healthy choices. We will use the phrases "yo tengo" [I have], "me gusta" [I like] and "no me gusta" [I do not like], and we will incorporate colors and numbers vocabulary from the first two quarters into our conversations about healthy living.

Students in first grade will continue learning vocabulary to talk about animals, habitats, and endangered species in concordance with their classrooms' IB unit. We will use descriptive adjectives to talk about animals and their chosen habitats, as well as adaptations.

Students in second grade will begin a unit on Hispanic folktales and character traits. Second graders will describe characters and places in Spanish and learn how to describe and compare them using target vocabulary and language structures.

Students in third grade will begin a unit on cultural pastimes. They will participate in a country study in which they describe the hobbies and national pastimes of people in a Spanish speaking country and compare them with our own.

Students in fourth grade will begin a country study and focus on describing geographical features, hobbies, and celebrations and compare to their own experiences. Study will culminate with a presentation.

Students in fifth grade will begin a thematic unit on Aztec, Inca, and Mayan culture. They will learn simple descriptions of people, simple physical characteristics and basic personality traits, simple descriptions of things and basic colors and shapes, basic words of plants and animals, and descriptions of codexes through primary sources

MYP Heritage Spanish students will wrap up a unit about the history of the Iberian peninsula, with a focus on the religious and cultural mixing of Christians, Muslims and Jews. Students will learn about war, coexistence, art, architecture, linguistics and government during the course of this unit, which is based on Mr. Lipnick's Fund for Teachers trip during the summer of 2015.

MYP Level 1 Spanish students are also studying travel with an emphasis on Spain. They are building map skills, as well as learning vocabulary for asking for and giving directions, popular tourist destinations, modes of transportation and pastimes.

Physical Education

K-3rd Grade

Students in K-1st grades have been working on speed stacking this quarter. Students have learned the 3 stack, 3-3 stack, 3-3-3 stack, and the 6 stack. Students in 2nd and 3rd grades have been fitness testing and have completed the pacer test and the push up test. The curl up test and the sit and reach test are next.

4th-8th Grade

Students in 4th and 5th grade have been learning their basketball fundamentals such as dribbling, passing, layups and jump shooting. 6th-8th grade have been working on their fundamental basketball skills as well, but have also been involved in 5 on 5 half-court games, shooting competitions and full court games.

Visual Arts

During the 3rd quarter students in Kindergarten will continue to learn about many facets of art mediums and techniques. Some things we have learned about are portraits, landscapes, and turning 2D shapes into 3D objects, but we will be shifting into clay and origami. Students in 1st through 3rd grade most recently, have been working very hard to complete their first W.O.W (Wonderful- Original- Work of Art) pieces to display in the hallways. Students in 4th grade have integrated their classroom studies into the art room. Some things we have covered have been creating optical illusions using line and shape, and using LittleBits (electronic modules) to create kinetic sculptures. In the 3rd quarter we will be integrating narrative art and reflecting on our own stories. Students in the 5th grade are beginning to develop their exhibition pieces, while also learning about new materials like plaster casting and modeling and paper-making. Finally, students in the 6-8th grades will be welcomed into the Visual Arts from Music. Students will learn about art history from traditional to modern art, including surrealism, street art, and graffiti techniques. They will also learn about the art-making process from developing craft to understanding the art world and how it relates to us every day.

Music

Students in the PYP program are studying fundamental rhythms and notation in preparation for our 3rd quarter unit in pop music. The music the students will play will cover Disney, 90's, 00's, and current music. Our students will play these songs using notated sheet music and multiple instruments including world drums, bell kits, recorder, and voice.

MYP Music students will transition to Visual Art for the 3rd quarter. These students will learn about the inner workings and procedures of the music classroom. We will also start the 2nd semester discussing conceptual topics in music such as memory, protest, and emotion.