



# CTL CORNER



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## Dear CTL Community,

We have had a busy and exciting school year, and the time has flown by. I love our students and the support you provide. I love the atmosphere of caring and kindness our CTL team has created so that those who enter our doors find that place of love and belonging and safety and security that is necessary for them to develop the confidence needed to be ready to learn. We know that a child is not ready to learn until those basic needs are met. It brings us such joy to see your children flourish in this environment. It brings our vision and mission to life.



Since our Trimester I edition of the CTL Corner newsletter in mid-October, much has happened. In addition to rich learning experiences in their project- and inquiry-based workshop classrooms, the CTL family has gelled socially. After Thanksgiving Break and Student-Led Conferences, Trimester II ushered in the fun and magical holiday celebrations. Thanks to Mr. Khoren and the K-12 music students for the beautiful holiday performance and Ms. Adena and the 5-12 drama students for their fun rendition of Santa and the Wicked Wazoo. Holiday Movie Night Under the Stars brought together our grades 5-12 students for a chilly, fun night in The Barn

where they enjoyed the movie Elf on the big screen with popcorn and hot chocolate. Grades 3-8 loved the Nutcracker performed by the Houston Ballet. What a fun day! Interfaith Food Drive and Toy Drive participation gave us an opportunity to gift the community and understand more the reason for the season. Ms. Christian brought the magic to CTL through her holiday decorations. These events and holiday parties filled the air with the holiday spirit!

After enjoying family time off during the holiday break, students returned to a New Year full of energy and excitement and eagerly rejoined their CTL family where they shared their celebrations. It is always an awakening when we begin re-enrollment in mid-January and the realization quickly hits us that we are halfway through the school year. As we move current students over to our re-enrollment sheet in preparation for the new school year, we see only a few spots remaining in some grades. We have had many firsts this year—the first year we have had wait lists in grades 5-6 and 7-8 and the first year we have double digits in CTL High.

As many of you know, we are now in our tenth year as a school, but CTL High only opened five years ago. We had our first graduates last year, and this year we have seen our CTL High numbers grow from four to twenty. Our greatest challenge starting the high school was not losing the project-based, inquiry approach and family atmosphere once we started giving grades. We very carefully moved from a non-graded K-8 to a point-based system that converts to grades modeled from my master’s and doctoral program and my work as a university professor. My thought has always been, “Why do we have to wait until a master’s and doctoral program for this experience?” It has worked! We have not lost our project-based, inquiry-based, workshop approach and our family atmosphere that make us different from the traditional high school model. The small number of students has been instrumental in our vision of a high school like no other, a family atmosphere where students are taught the twenty-first century skills in a natural way through everything they do. Our graduates are receiving offers from all over the US, and many have already accepted offers from multiple universities, which we will spotlight soon!

We will miss our seniors next year tremendously. Some have been with us for eight years and some just joined us this year. They are all family and contribute so much to our school. They have motivated us to start an alumni organization so we can stay in touch. We will also miss some of our students who will be moving back to their home countries—





some after being with us for five years. We will miss you terribly. We look forward to new families joining us in the spring and summer. We will host our first Open House for prospective families on Thursday, February 22nd. We encourage you to spread the word and welcome you to attend the information session with interested families. It excites us to see so many families finding us from all over the world as they search for a cutting-edge school for their children. The CTL vision and philosophy resonates with parents who are searching for a school where their children can and will fall in love with learning.

Please keep up with the amazing things that are happening in the classrooms at CTL through our [Facebook](#) and [Instagram](#) pages. We encourage you to share the page with others. Teachers provide the content each week for our Facebook page. We now invite you to experience the classrooms through the pages of our Trimester II CTL Corner newsletter where CTL Team members take you into their classrooms for a tour sharing all the exciting things that are happening there. You will also experience the excitement through the eyes of the children as you see them in action. We hope you'll see and feel why we love coming to school each day and how we ignite and grow a love of learning in every child.

**Dr. Linda Ellis**

CTL Founder & Head of School



**PreK-Kindergarten Class**

**Alisa MacTavish**

We continue to foster learning through play, recently concluding our exploration of ways to make fall enjoyable, culminating in a delightful Thanksgiving feast. Our heartfelt thanks go out to the parents who contributed to the holiday celebrations with their support!

Transitioning seamlessly into our new learning theme, we've embarked on a journey of measurement by counting down the days until Christmas. The excitement peaked as we crafted snowmen decorations, each matching our own height, prompting engaging discussions around vocabulary like more, greater, longer, heavier, less, shorter, and lighter.

Expanding our scope, we've delved into the measurement of time, exploring seconds, minutes, hours, days, months, and even the broader





concept of years, with a particular focus on the intricacies of the new 2024 calendar. Our exploration extends to graphing the weather, observing and comparing different conditions throughout the month.

Simultaneously, we've been inquisitive about the origin of water. Conducting experiments with water in various states, we simulated the water cycle, witnessing boiled water transform into a cloud until it gently dripped. Armed with hand lenses, we closely examined frozen water in pellets and admired frosted crystals on the morning playground. Our foray into the science of snowflakes, complemented by artistic creations, has added a wintry touch to our classroom decor. Notably, our painted ice cubes mimicked the melting of reported snow at students' houses during a temporary closure.

As we progress in our exploration of the water supply, we plan to integrate discussions on caring for this vital resource, fostering our students' awareness and concern for the environment.

Every day we share the development of writing skills. Our drawings are becoming more detailed, with kindergarteners using letters to represent words and sentences, while pre-ks focus is more about the process than the product. They are building fine motor strength and dexterity.

Looking ahead, as we count each day, we eagerly anticipate Valentine's fun. We will measure with candy hearts as units of length and weight, as well as plan ways to show care for one another. Thank you for your continued support in making our learning journey vibrant and enriching!

## Grades 1-2 Class Gina Brown

November and December flew by in the 1-2 class. We were so busy with all the fun activities that these two months brought. It is hard to believe we just rang in the new year for 2024! We are also half way through our second trimester of school! We have so much to do and accomplish before we dive back into our student-led conferences.

In the reading workshop we enjoyed reading all the holiday books about Thanksgiving and different holiday story celebrations. The students are really working hard on their independent reading time and love to share with me what they are reading about. We are starting new author studies this month. Some of the authors we will be reading are





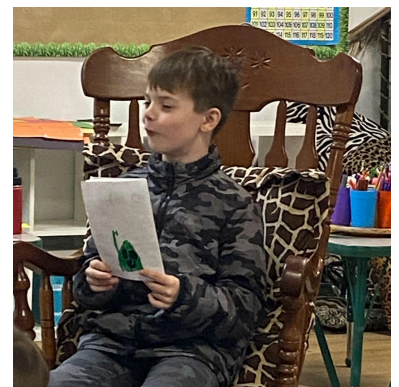
Jan Brett, Leo Lionni, and David Shannon. The students really love the read aloud time and the lessons they learn from these authors. It is always exciting to see the students in their comfy reading spots enjoying their books.

Writing workshop is still a favorite among most of the students. They have really learned to be creative in their stories. They are writing longer stories and love to share them with the class. We will begin to focus on rereading their pieces and looking for ways to enhance or stretch their ideas further. We will also look at punctuation and capitalization. We will be creating spelling inventories to compile words from their own writing pieces they can use as a resource for future writing to help spell commonly-misspelled words.

During math workshop students have continued to apply the math vocabulary they have learned and math talks to independent practice. They know when to use strategies like counting on, counting back, looking for a landmark or friendly number and revising their thinking. I have seen much growth with respect to cooperative learning. They are able to problem solve collaboratively and share their thinking with each other. They have been working on making doubles, halves, thirds, fourths, sixths and eighths, adding ten more/less and one hundred more/less, making and comparing 2, 3, and 4 digit numbers, looking at the parts of a whole and finding the place value to hundreds/thousands. We will be continuing on with our math learning of equal shares and geometry.

In science workshop the class finished their diversity of living things projects. They had so much fun working in groups to construct their animal habitats. We are now focused on changes to land, mapping our world and forms of water on Earth. We will continue to do some fun experiments and projects to learn about weathering, erosion and deposition and simulated earthquakes and floods by creating models and testing them against the elements. The class looks forward to the many STEM challenges and testing their engineering skills.

In social studies we enjoyed virtual flying to experience the ways other countries celebrate the holiday season. The students had a great time learning about the different foods and traditions of many countries and comparing them to ours. We will begin to talk about our government and what it means to be a citizen as we approach President's Day.





## Grades 3-4 Class

### Melanie Welsh

After a wonderful holiday break, I was excited to get back to learning and growing with my class!

During reading workshop we have looked at different genres of books. We will continue to explore the various genres and then explore in depth in the following months. Some of the items were meaningful questions, illustrations, timeline, 5-star rating, poetry and connections. As we complete our read aloud books, *Willowdeen and Haven*, we will begin a new historical fiction book. Students are starting their second book project on recent books, choosing creative ways to share their books with the class.



For the month of January we continued to dive deeper into the writing process. Students have been writing narrative and fiction pieces. They take their writing through each phase of the writing process. Some of these pieces will be formally published. We will be introducing informational writing. Students will write books on things they are "experts" on. They always have the option to write in their writing notebook or type on the computer. This was just introduced before the break. Most of the students are comfortable writing on the computer, and they are enjoying this option.



In math workshop we completed our multiplication and division units. The students enjoyed learning the various strategies they can use to understand multiplication and division. They did a great job, and we are able to go directly into the long division unit. At this point all the students need to know their multiplication facts. They should continue to practice these facts weekly for quick recall. We are moving on to fractions in the following weeks. We continue to do number talks every day as this is the best way to understand the spiral review of math concepts.



In science we studied natural processes, earthquakes/floods/tsunamis/volcanoes. They worked on a project where they built a house to withstand all of these processes. The houses were amazing, and they enjoyed testing out the houses to see how they would hold up. I was blown away as the houses withstood most of the disasters. We move on to energy transformations next.







In social studies we explored how we came to settle in the colonies and the problems that posed. We will finish our 13 colonies unit with Colonial Williamsburg Day where the students choose a colonial trade and share it with school and family. We will begin our next unit with the tension growing with the colonies and Great Britain. Then we move on to the American Revolution and will end the year with the Civil War.

I look forward to seeing the continued growth in these wonderful kiddos!

## Grades 5-8 Math

### David Wallington

I can't believe we are halfway through Trimester 2 already. Where has the time gone? You can ask your kiddos! I snuck in a class on telling time on an analog clock. They learn how to tell time and then don't see another analog clock for a year or two in our digital world. They are also prepared for a grandfather clock since we segued into Roman numerals to help them with that antiquity.

The classes have settled into a routine of mental math, warm-ups, individual work, mini-lessons, group work, exit tickets, and math journals. The math journals are something I started this year and have been a huge success. The students write about what they learned and did in class and then share it with others. It's a great time to reflect on what they learn each day. It helps answer the question, "What did you learn today?" Having two kids myself, I heard the answer all too often, "Nothing." Yet somehow they magically know calculus after learning "nothing" for years.

So far this trimester we have been reviewing multiplying and dividing fractions and decimals in grades 5-6 and have started 2-D shapes and their properties. In grades 7-8 we have been learning variables, their meaning, and how to solve equations containing variables. We have also been working on graphing with linear equations as well. After graphing and variables, we will be studying angles and triangles in depth.

At the beginning of the trimester we changed clubs, and I am running the Star Wars Club. We have had a great time sharing everything about Star Wars. The students are bringing me up to speed on all of the new shows, and I am teaching them about what it was like when it all actually started last century in 1977.





## Grades 5-11 English Language Arts

Natalie Seyerle

*The Nook* is most definitely the place to be when it's cold outside! Reading workshop is such a great way to begin our language arts sessions. Students circle up on the rug as I read aloud to them for 10 minutes. We have enjoyed a huge variety of books across the grade levels. In grades 5-6 we stretched out our Halloween celebration with *Tales to Keep You up at Night* by Dan Poblocki. This book of connecting short stories sparked many questions and predictions from the students.



In grades 7-8 we ended 2023 with *Lord of the Flies* by William Golding. This is a classic and one of my favorite books to read aloud. Students were able to make connections with several of the characters and many strong predictions were made about how the book would end. Instead of a holiday movie we made ourselves comfortable and watched the 1963 version of the book. The students loved it! In 7-8 our class read aloud is now *Animal Farm* by George Orwell—another great classic that the class is really enjoying.



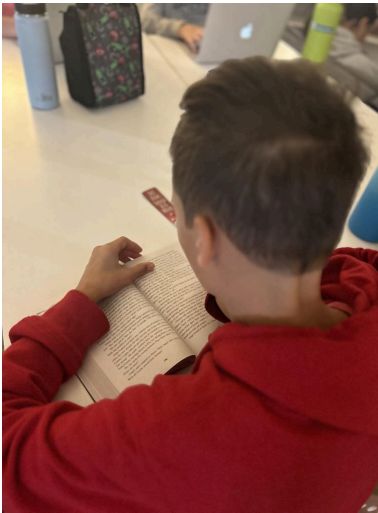
The 9th graders enjoyed our read aloud, *The Alchemist* by Paulo Coelho, an abstract and poignant book about the path of life and belief through the eyes of a young shepherd boy. This book really inspired thought provoking discussions among the students. We have just started reading *To Kill a Mockingbird*, another classic that will ignite mindful discussions about life in the South in the early 1960's.

After the daily read aloud, the students each take their personal book choice, many make tea, find somewhere comfortable to sit and simply get lost in their books. It is so beautiful to witness. A very calm and peaceful environment with our tea, books, and classical music playing in the background! During conferences students are excited to share character development, plot twists, and author's purpose and offer samples of the detailed text that is inspiring them!



In writing workshop the students and I have continued to work and learn from our minilessons and in individual conferences. Our pre-writing activities still serve as the catalyst for ideas to write about as we pull pieces of our memories and emotions into our own writing. For those writing fiction, bringing part of our own character into our fictional character gives the reader an opportunity to





connect with the writer. As writers we must ask ourselves the question, "What moves me?" When we come across a story or an emotion that stirs us, we take note of it. We look for inspiration and what fills us with wonder from memories and experiences that have taken place in our lives. When we write about something we have experienced, the emotional connection comes through in our writing. We always finish 15 minutes early so students have the opportunity to share their pieces of writing, and they love to share! One-by-one, through our minilessons and conferences, we continue to improve our writing. Individual conferences provide the opportunity to teach through teachable moments that are individualized for each student based on where they are in their writing.

It has been such a great start to 2024, and I cannot wait to watch each and every student continue to grow as readers and writers!

## Grades 5-12 Science

### Amy Kiddy

Within the blink of an eye, it is already January and half of the year has gone by. It has been a busy first half of the year full of excitement, fun, and learning in science.

In grades 5-6 science we have continued full speed ahead with our learning about the spheres of the earth. We have focused on the biosphere and the hydrosphere and applied what we have learned by creating miniature biomes of the world. After learning about 10 major biome regions and seeing them on a world map, the students chose a biome to study. Then they chose a specific city and country within their biome region. Using that location, they have recreated the soil, rocks, and water of their region within an aquarium. We even manually weathered regular soil to make it more silt-like by drying it in the sun and processing it in a blender. The students chose indigenous plants to grow from seedlings that they are prodigiously caring for each school day.

Their research has given them an estimate of how long it will take each plant to grow. We have cottongrass from tundras, more native grasses for our grassland, pitcher plants and money plants for our rainforest, and many more. Some are starting to sprout, and we have about two more weeks before the seeds reach their deadlines. They are also working on the best method to make custom water features like lakes, rivers, and small ponds.



Once the water features are in place, they will transplant their plants into the biome. They learned about the factors that affect the climate in a biome and the importance of these factors and the climate for each biome. The factors are things like temperature, humidity, wind, and currents. Students have made beginning efforts at replicating the climate for each biome as they wait for their plants and water features to be added.

While they wait for their plants to sprout, they have also each created a 3-D model of their biome's food chain and are getting to know more about the organisms in their biome and predator and prey relationships. Recreating their biomes will lead to the study of weather and biogeochemical cycles. Over the next few weeks we will explore the factors that make up weather more closely such as clouds, precipitation, fronts, air pressure, temperature, humidity, wind, currents, and more and learn how these are monitored by creating an outdoor weather monitoring station. Come and check these out behind the science classroom! They will monitor these factors for a couple of weeks and create a CTL Weather Show for all to enjoy!

Extended learning progress is in full swing as the research portion is complete and each student has begun working on the project or experiment they have planned. We have interviews on dog allergies that will go into a podcast, computer game programming, motorized cars and boats, learning about how sugar gliders fly, caring for a chameleon, and much, much more.

Last but not least, they have enjoyed a science read aloud the unique fictional book that fits right into our learning, *Salmon Fishing in the Yemen*. The big question is could there be salmon raised in a desert? We shall find out....

In grades 7-8 science, the students finished creating their giant cell exhibit and shared it with the rest of the school. After reflection on the exhibit and portfolios, they learned about how things move into and out of cells through the cell membrane. Then they jumped into learning about cellular reproduction by creating models of the process of mitosis and sharing these with each other in a gallery walk. This process happens in all non-reproductive cells within the human body and the world. During this time, they were able to share positive peer reviews of the models and reflect on their own work. The next adventure was a lab experiment to isolate onion and garlic root tip cells on slides in order to view mitosis in action and write a lab report on their findings.





The next few weeks they will journey into cell differentiation and the making of tissues, organs, and body systems within human bodies by creating learning stations about each body system, comparing human organ systems to other animals, and genetics and natural selection.

The continuation of their extended learning led the students into working on their projects and presentations on what they had been researching and learning for these projects. They have continued their extended learning progress with the recording of animal nature shows, learning how birds can sit on a wire, making a model of and learning about black holes, extracting oils from rose petals, acid and base reactions, and so much more. I can not wait to learn more about their journeys when they present to each other at the end of February.

The science read aloud of their choosing was the exciting fictional space drama, *The Martian*. Will the main character's science knowledge save him and get him back in touch with Earth in the end? Loads of botany, chemistry, and space knowledge abound in the fun story. The students are so excited to read and hear more every day.

In Biology, students have been hard at work as well. To continue their journey in learning about different cell types and their exploration of bacteria, they each read different articles about a disease caused by a bacterium and shared this information with each other through speed discussions. After this, they completed their portfolio process to end their semester and enjoyed the holidays with family. Upon their return, they jumped into learning about active and passive transport methods for things to get into and out of a cell in processes like diffusion and osmosis. They demonstrated this with posters and demonstrations for their classmates. We watched diffusion with food coloring and coffee filters, dyed rock candy with osmosis, showed endocytosis and exocytosis with a balloon, and the most fun was facilitated transport through a ziploc bag because of the concentration inside and outside the bag. This was an amazing visual way to see what we were learning about.

We moved on to cell reproduction by writing a thorough description of the mitosis process for the models made by the 7-8th grade class and not only helping create the slides for the mitosis lab for both classes, but extending the lab to compare the use of iodine and methylene blue for a staining method to view mitosis within the cells more clearly. Methylene blue was by far the much better stain to see mitosis.

We will begin learning about meiosis in reproductive cells, cellular differentiation, and DNA and its replication through models and DNA



extraction lab experiments. We will explore genetic modification with numerous articles and a bacterial bioluminescent lab that one of our students did for his extended learning last year. He will be our expert and guide on completing this process successfully as we make bacteria glow!

Our science read aloud is the imaginative and lovely story, *Salmon Fishing in the Yemen* and extended learning projects are progressing and well under way for presentations at the end of February.

In Theoretical and Applied Physics, we presented our year-long project ideas and learning to the board for approval and are taking a field trip to Home Depot to get needed supplies to carry these amazing projects out. We have four projects the partner teams are in charge of that students will work together to build and work on as we learn more in depth about physics concepts, laws, theories, and formulas we discussed at the beginning of the year. The projects are the creation of a go kart with an engine team and a design team, the making of biofuel out of bamboo, and eco-friendly methods of heating and cooling a campus greenhouse and animal enclosure. We have the lofty hopes that with this learning and research we can apply for grant funding for our science department and compete in a national science event known as *Envirothon* in subsequent years.

Students have looked more closely at Galileo's Law of Inertia and Newton's Laws of Motion with mini models of each concept showing how these laws affect every object's movement visually and mathematically. They spent time reflecting and preparing portfolios for student-led conferences. Upon return from the holidays, they have delved into friction and inclined planes and their effect on forward motion and are creating an incline to test out how friction and inclines affect forward motion. Next they will learn more about aerodynamics by looking closely at thrust and drag through mini-drone races. Looking forward from there, they will move into molecular movement in the states of matter and thermodynamics and the physics behind those phenomena.

Our extended learning projects in physics are mostly a continuation of our year-long projects but they are also exploring stars and light pollution and the growth and development of quail from eggs in an incubator. I can not wait to see the presentations at the end of February on all they are learning and maybe some baby quail?!

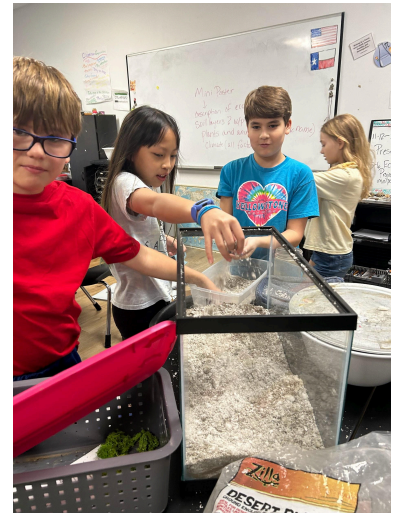
The Physics read-aloud is the interesting fictional story called *Escape from Chernobyl*. It is interesting so far and we can not wait to see what





happens to the 16 year old main character who is an intern at Chernobyl right before the accident. Will he escape and survive? What will happen to his family who all live on the compound? How accurate is the writer's research? We will find out soon!

In College and Career Readiness the high school students wrapped up the last semester with our guest speakers about different jobs. Then students each chose a job they may want to pursue after high school and college. With their job in mind, they have researched salaries and more about that job and are now creating budgets for themselves after college including the purchase of a car, renting an apartment, buying insurance, and all of the things that go into adulting and a budget. Their least favorite has been taxes and watching their salary disappear as they calculate how much income tax they will pay. To quote one student, she said, "I had more money and now it is gone, and I still have animals to take care of!" They have also created business cards and are preparing to attend a mock networking event where they will attend as a professional in their chosen field. They will participate in round table discussions with three professionals from the community who will discuss leadership in organizations, resume writing, the use of LinkedIn, technology in art, writing, and more with the students. The seniors are creating college budgets looking at college and housing costs and food and entertainment expenses with details on where that money is coming from. This is a great way to set up and prepare the students for those discussions with their families as they make these decisions and plans for their first year of college. After the networking event and budgeting, they will prepare or update resumes, have interviews for internships and begin doing volunteer work on the CTL campus and within the community.



## Grades 9-12 Math

### Kate Chartrand

In Algebra, students learned how to graph linear functions and transformations, write equations of sequences and lines, identify parallel and perpendicular lines on the coordinate plane, and graph and write linear inequalities on the coordinate plane. They are becoming very familiar with graphing and solving equations and inequalities. In their teams, students have used equations and inequalities to analyze the costs of starting a business and potential profits, formulated arithmetic sequences to represent vacation costs, and graphed travel routes to determine the most fuel-efficient option. They also enjoyed creating arithmetic and geometric sequences with



cheerios and presenting their sequences to the class. This year, we are continuing to review last semester’s concepts while learning about systems of equations and inequalities.

In Precalculus, students investigate-d the properties of polynomial and rational functions. They learned how to sketch graphs of these functions and their transformations without using a graphing calculator and also how to write and solve equations of these functions. They learned how to identify the intercepts, asymptotes, and end behaviors of these functions. Students completed the unit by preparing a business presentation of profit and benefit-cost ratio analyses for a utensil company. As an end-of-semester project, students designed a human-sized hamster ball track using a piecewise function of trigonometric, polynomial, and rational functions. This year, we have started our study of exponential and logarithmic functions and their graphs.

## Grades 5-12 Social Studies, English IV/Dual Credit Samara Ouzounian

In grades 5-6 world history class, students learned about Imperial China and how the Sui dynasty united the country. To experience government structure, students took on roles of emperor and various advisors in order to debate the merits of using foreigners, scholars or aristocrats as officials. Students also examine innovations of medieval China including such inventions as paper, block printing, and gunpowder.

Grades 7-8 United States history students learned the significance of the industrial revolution and asked questions about what events led to the progressive era. They worked on individual projects that ranged from miniature representations of the Model T Ford to skits about the effects of urbanization. They studied historical figures such as Theodore Roosevelt and John Muir and how they laid the foundation for our national parks system.

In grades 9-10 world geography students learned how the physical geography of an area affected the human population. In their study of Africa, they looked at how pastoral nomads survive by moving their herds from place to place in search of resources. They also examined differences in how people who live along the Nile River vary from those who live in the Sahara Desert. Each student chose a specific country in Africa to explore in greater depth and present their findings to the class.





Grades 11-12 United States History students studied the founding of the United States and the styles of various presidents. They chose different presidents to research and in turn taught each other about significant events that occurred under each presidential administration. They even debated the merits of Andrew Jackson's presidency. In tracing the roots of the Civil War, they identified economic, political and social systems that alternately united and divided the country.



Grades 11-12 English students and Dual Credit English Rhetoric and Composition students read books of their choice and wrote creative writing pieces. They also learned about the greatest English poet of all time, William Shakespeare. While reading *A Midsummer Night's Dream*, they enjoyed how the playfulness of the language reinforced the comedic plot. Students also watched a film version and discussed the Royal Shakespeare Company's interpretation of the play.



## K-12 Art Susan Feathers

In art for trimester two the PreK and Kindergarten students began by learning to paint in the style of pointillism. They used Q-tips dipped in different colors of paint to create works of art using dots. Next we explored the medium of collage and working with paper. I gave the students several stacks of magazines to cut out words and images to make a scene. Once they glued together the pieces of paper to make a picture, we used oil pastels to add color to the top and details on the final image. Lastly, the PreK and Kindergarten class were able to try their hand at a new medium, watercolor crayons. First they drew their picture how they wanted it then used water to swirl the color together on the page. This led to some beautiful and colorful works of art.



In classes 1-2 through 3-4, the students started this semester working with watercolor resist paintings. Each child drew a large picture in crayons to fill the page then filled in the background and empty space with watercolors. This made the crayon lines pop out and created bright and colorful pieces of work. After that we created abstract pieces, first we spoke about what an abstract artwork is and gave some examples from around the room. Then the students used the letters of their name to make a stained glass style artwork. They filled in the spaces with markers and the end results were stunning. Coming up soon the kids will be painting with random objects from home,



make sure they bring an item in if they haven't already. It can be anything that can get paint on it and is not a traditional painting tool.

For grades 5th through 12th, this class has been working diligently on a challenging project. Each student on their reflection last semester had to write about something they wanted to learn more about or do better with in art. From this prompt they had to design an art piece which required them to push themselves out of their comfort zone and use a medium or subject matter they are not used to. For some this meant learning to draw realistic flowers and for others tackling oil pastels, each one is unique and different. The students are still in the middle of working on these and I am excited to see the finished pieces.



## K-12 Music

**Khoren Ouzounian, Ethos School of Music**

We all enjoyed preparing for the holiday program. The performance was amazing! Thanks to all family members and friends who came out to enjoy the performance! This trimester we are excited about the music we will be learning and the skills we will be adding. Over the next four months, we will be learning new choral and instrumental pieces to each class's repertoire. Additionally, we are adding additional music literacy exercises to the curriculum so the students will be able to read and write music more effectively. We are excited to perform for you in May!







## K-12 Physical Education

Carly Grubbs

Before the holiday break my preK-K class focused on tagging games and hitting off of a tee. We practiced games such as freeze tag, sharks and minnows, and our class's favorite, Grinch Cave. In the next semester, we will work more on catching and throwing to partners. We will continue practicing evading, running, and balancing. I'm looking forward to another great semester!



During this semester, grades 1-2 played baseball, Kan Jam, and field hockey. The players really enjoyed taking turns as pitchers in our scrimmages. Field hockey was a big hit with this group! They loved being goalies and taking penalty shots on goal. This class's favorite game was a warm-up game called "Ships and Sailors." They enjoyed it so much that we had to create our own Christmas version! Next semester, we will try football, pickleball and Ninja Warrior courses.



This semester, grades 3-4 focused on baseball, Kan Jam, and field hockey. Students learned sports terminology, basic game rules, and participated in several scrimmages. The class's favorite game was one of our warm-up activities, named Secret Agent Tag! They enjoyed evading capture from the spy catchers and guessing with their team on who the real secret agent is. Next semester, we will try football, pickleball, and Ninja Warrior courses.



Throughout this semester, our focus in grades 5-12 was on baseball and Kan Jam. Students practiced strategically tossing Frisbees to their partners to be the first team to reach 11 points. Our players really thrived in baseball! We had a tournament and split our class into four teams. Each team played a 10-minute game against the others. Everyone did a great job at batting, pitching, and making it safely to the bases!

I'm looking forward to next season where we will try pickleball, football, and Ninja Warrior courses.

## Grades 5-12 Drama

### Adena Sweeney

Our theater troupe is raring to go this term. We began the year with *Mirroring*. It's such a great activity that helps develop a variety of skill sets for actors that can be used both on-stage and off. Kinesthetic awareness, concentration, attention to detail, trust, and shared responsibility are just a few of the strengths that can be developed or further honed.

While sitting in pairs, students are tasked with mirroring one another's physical movements so closely that an outside observer is unable to distinguish between the leader and the follower.

The new play has been voted on and cast! *Goldilocks on Trial* tells the tale of Amanda Marie Locks (aka Goldilocks) who finds herself on trial. Her crimes include breaking and entering as well as destruction of private property. While the Bare family and a staunch prosecution believe in her guilt, her defense team, a favorable judge, and a variety of witnesses may provide the key to her freedom! What will the future hold for our young Ms. Locks? Will she be ruled scapegoat or scallywag? Join us this spring at the CTL Playhouse to find out!



## Grades 5-12 Spanish

### Patricia Pedraza

In the Spanish classroom students have demonstrated remarkable progress, eagerly absorbing lessons on language, literature, and culture. Their enthusiasm and dedication shines through as they engage in interactive activities, honing their language skills and gaining a profound understanding of their academic pursuits. The collective effort of these students illuminated the classroom with a spirit of growth and achievement. A variety of ages in class serves as an inspiration to everyone. They sing, they chant, and they have fun together.

During November we wrote about what we were thankful for, and during December we even sang *Rudolph the Red-Nosed Reindeer* in Spanish. Singing in a foreign language provided a fun and engaging way to learn vocabulary and expressions. I am so proud of the CTL students that every class they arrive with joy, eager to learn.

