



THE



LEAFLETTE

THE OFFICIAL NEWSLETTER OF LCW,
LARCHMONT CHARTER SCHOOL - WEST HOLLYWOOD

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CALENDAR

- June 7:** Board of Directors Meeting
- June 12:** LCW Music Night & Silent Auction
- July 16:** End of Year Picnic
- June 17:** Last Day of School Shortened Day
- June 20:** Summer Break Begins
- August 18:** Family Council Meeting
- September 6:** First Day of School (2011/2012) Shortened Day

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COOKING CLASS SMACKDOWN

by Hilary MacGregor

In a clever twist on Iron Chef, kitchen teacher Marguerita Mees threw out a nutritional challenge to LCW second and third graders.

She packed three mystery boxes with four to eight ingredients, broke her classes up into three teams, and asked each team to come up with a healthy snack made from what they found inside.



Box 1 contained yogurt, frozen fruit, oranges and bananas. Box 2 contained peanut butter, celery, carrots, apples, raisins, pretzels and whole grain bread. Box 3 contained avocados, lime, sea salt, tortillas, and Mexican cheese (queso fresco and Monterey Jack).

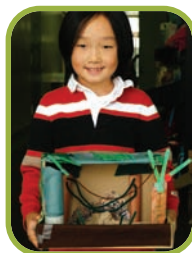
"Each month I try to give them a nutrition lesson," explained Marguerita. "I am trying to teach them how they can create healthy after school snacks at home."

The point, she said, was to pick snacks from different food groups, and to always pick a fruit or vegetable to be part of your snack—if you can.

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SCIENCE AT LCW

by Raf Green



Throughout the halls of LCW, one can see samples of project-based science learning at its best—the kindergarten's semi-circles made into ladybugs, the first grade's rainforest dioramas, the second grade's paper cup telephones and the third grade's moon calendars. But the study of science is an umbrella that helps children learn about more than just astronomy, ecology and biology. As the kids at LCW investigate,

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PRINCIPAL'S CORNER

by Dr. Kristin L. Droege

WELCOMING DIVERSITY



At LCW, our mission is "to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education." We are committed to building a school community that mirrors the population of West Hollywood and the surrounding Los Angeles area. It is our goal to create and maintain a student body that comes from varied economic and cultural backgrounds to learn "with and from each other," and to prepare children to succeed in the real world they encounter beyond the walls of school.

But for LCW, diversity means even more. We acknowledge that we are also a community of diverse thinkers and learners who experience the world through many ways of understanding. As educators, it is our job to discover the most effective way to teach each individual learner. We do so through constructivist strategies, which allow children to learn through different kinds of experiences, at different paces, and in different settings and configurations. Our teachers assist students to understand how they learn best, as well as to develop the cognitive and social skills needed to connect with the many diverse friends and classmates that enrich our community.

We move closer to meeting our diversity goals every year, with enrollment outreach targeted toward members of the community who might not have heard about LCW or the broader charter school movement. Over the past three years we have developed relationships with child care centers, Head Start programs, churches, employers, parenting organizations, and community groups. As a result, LCW is getting interest from families whose origins are from all over the world.

A year ago, we were successful in securing priority status in our public lottery for those families who qualify, based on income, for the free and reduced price lunch program. Through this process, we can increase the likelihood of each entering class meeting our goal of enrolling 40% of our families from this category.

And of course, it is our great pleasure to ensure that, once here at LCW, every family finds its members welcomed and accommodated. This year we have been able to offer translation services in both Korean and Spanish for our Family Council Meetings, Parent/Teacher Conferences, and Enrollment Tours for prospective parents. We incorporate foods from many cultural traditions in our healthy hot lunch program, broadening the menu this year to include Japanese Curry, Teriyaki Vegetables, Tamales, and Hummus with Pita. Through our lunch program, children are assisted and served seconds by parents whose first languages include Korean, Spanish, French, Italian, German, Portuguese, Serbian, and Estonian, among others.



At LCW, diversity is not just a word in our mission statement. It is a powerful, dynamic concept that guides our actions at every level. From enrollment, to community building, to curriculum development, to instructional strategies, to the lunch table, embracing true diversity is an integral part of our thinking and our way of educating children.



Mat Baker

Music and Math Specialist



Jill Kaestner

Reading Specialist,
Second & Third Grade

MEET THE TEACHERS

by
Peter Giambalvo



Elham Tavabi

Classroom Assistant



Karen Thomsen

Classroom Assistant

Yoga. Does yard duty count?	I love to watch them	Do you play a sport?	Volleyball	Co-ed softball
Soccer	Swimming	When you were younger what sport did you play?	Volleyball, softball and soccer	Softball and tennis
No (haha)	Clarinet	Did you play an instrument?	No	Piano
Nachos and ice cream	Hummus & pita chips	Your favorite snack?	Tomatoes, basil and mozzarella	Goldfish
176 of them	A kitty	Do you have any pets?	A cat	No
Fish	Love them all	Your favorite animal?	Dogs	Dogs
Album <i>Abbey Road</i> by The Beatles	<i>Meet Virginia</i> by Train	Your favorite song?	<i>Feeling Good</i> by Nina Simone	<i>You Are My Sunshine</i> by Rick Ross
Write songs, read, eat nachos and ice cream	Stay in and watch movies	What do you like to do when it's raining?	Drink coffee or cocoa and read a book	Stay home and watch a movie or cook
<i>The Tao of Pooh</i> by Benjamin Hoff	Too many to choose	What's the best book you read in school?	<i>Autobiography of Malcolm X</i> by Malcolm X	<i>Where the Red Fern Grows</i> by Wilson Rawls
An oceanographer	A flight attendant	When you were in kindergarten, what did you want to be when you grew up?	A lawyer	A ballet dancer

Mat was a musician long before he earned his BA from the Berklee College of Music. He began to play piano at 9, guitar at 11, and was playing in front of live audiences across the country by 17. After two years of teaching music at the Le Lycee Francais de Los Angeles, his band, Agnes Gooch, got signed to a major label. Following a two-year nanny gig and a 10-month solo trip to some 13 countries, Mat earned his teaching credential from Chapman College. Now Mat finds himself with the perfect job at LCW and has never been happier. He loves to share and sing great songs with cool kids and still finds time to travel. Mat continues to write and play music, and is currently working on his first solo recording. Also, he recently completed Kundalini Yoga teacher training.

A native Missourian, Jill graduated from the University of Missouri-Columbia with a BS degree in Fashion and Business, and received her teaching credential from the University of Missouri - St.Louis. For the 13 years before coming to LCW, she taught 2nd, 3rd and 6th grades. Jill has also been a private tutor. She loves LCW and her new role as a 2nd and 3rd grade Reading Specialist. Jill's favorite moment is every Friday when her 2nd and 3rd graders read to their Kindergarten buddies! Her hobbies include hiking, traveling, and fashion.

AND IF YOU'D LIKE TO KNOW MORE...

Elham earned her Bachelor's Degree in Sociology at the University of California, Santa Barbara. She has been working in the education field for the past 10 years and is currently finishing her Masters in Education at the University of Phoenix. Elham has worked with all age groups on various subject matters including Math, English, and Science. Prior to that experience, Elham taught Kindergarten for four years and then took some time off to stay home with her son. She loves working with children and watching them grow and learn. The elementary age is her passion because the young ones always keep her on her toes.

Karen grew up in Southern California and earned her Bachelor's Degrees in Psychology and History from UCLA. An avid traveler, she studied abroad in both Sweden and The Netherlands. Karen was particularly excited to work at LCW because of the school's affiliation with the Alice Waters' Edible Schoolyard program and the constructivist curriculum. She enjoys watching children learn and loves how they always make her laugh.

LCW LIBRARY

by Catherine Stellan

Students' backpacks might feel a little heavier now that LCW's fledgling library is up and running.

Early in the year, teachers asked parents to donate books from the summer reading lists posted on Big Tent. Parents did, and now each donated book has a bookplate commemorating the gift.

In a few short months, parents and teachers, as well as outside organizations, donated over 1,000 books, organized them alphabetically by author and corresponding color-code, and created a warm, inviting space, built completely from scratch, for students to browse and check out books.



In an effort to keep the library growing, LCW also began an Adopt-a-book program. On the wall downstairs by the K-1 classrooms, there is a constantly rotating board of five or six books teachers would like to see added to the school collection. Parents can buy a book (\$18 for a hardcover, \$8 for a paperback) and donate it to the library. The student will again receive a bookplate saying they gave the book, and will have the chance to check the book out first.

"I'm hoping we will keep the Adopt-a-book program going," said mother/volunteer Claudia Grazioso, who worked hard to catalogue the books and set up the library. "It is a great way to keep the library inventory fresh."

Teacher Kelly Ferguson, who has been a driving force behind the library, said non-fiction books have been a hit, with students demanding books about everything from dinosaurs to spiders. But students have also been particularly excited about classic book series such as The Magic Tree House, Lemony Snicket, and Junie B. Jones.

"It's been fun to see the kids come in, return one book in a series, and check out the next one right away," said Kelly. "They're addicted to these books."

The school plans to make the library bigger, add shelves and comfortable chairs, and build display areas that integrate with the classroom curriculum. So if the students are studying insects, for example, the library will have crawly creatures hung all around them.

And finally, before the end of the year, LCW will implement a computerized system to keep track of all the books.

Teachers hope the library will become a cultural center for the school, where students can not only learn about reading and storytelling, but also listen to talks from local authors about writing, animating and illustrating. Kelly hopes that will spark in children's minds the idea: "Hey, I can do that, too."



SCIENCE, continued from pg. 1

they are also learning about math and geometry, reading, writing, making art, and working together as a community.

Science is a wonderful way to get kids engaged in learning. Second grade teacher Cassandra Geiser says, "The students love to make observations and connections to the things they notice around them in the world. They are naturally curious and excited by science."

This year, the kindergarten science projects have focused on insects. Drawing butterflies helped the children learn about geometrical symmetry. They learned about charts when they made a graph of votes for their favorite insect (butterflies and ladybugs tied for first). Studying how bees pollinate flowers helped them learn the word "interdependence."

First graders have been studying the Amazon rainforest. Second graders raised tadpoles and watched them grow into frogs. And the third grade is currently studying earth science and astronomy. They're learning about stars and making the connection between constellations and Greek myths.

All of the teachers mention the positive role that the LCW vegetable garden plays in helping to teach the kids about science. From bugs to geology to nutrition, the garden is a fantastic example of how a hands-on approach to science can translate into a nearly infinite variety of different kinds of learning.



Equipped with his five senses, man explores the universe around him and calls the adventure Science. -Edwin Powell Hubble

FUNDRAISING ROUND UP

by Beth Wishnie Michaelis

On March 20, Markos Geneti of Ethiopia might have broken the record for the fastest finish in the LA Marathon, but eight days earlier, some tough LCW athletes breezed past the swing-sets and the big, yellow slide at West Hollywood Park in their own record time.



The students were raising money for LCW by rounding laps for the 2nd Annual LCW Walkathon. Participants from every

grade worked hard to fulfill the commitments they made to their sponsors.

According to Kim Canter, parent of a second-grader, and one of the co-chairs of the event, "Ninety-four percent of enrolled students participated. Everyone was really enthusiastic and ran tons and tons of laps."



Also driven by the agreement that every class completing at least 220 laps would get an ice cream day, students found creative ways to make sure they reached their goals. Some broke a sweat running as fast as they could, while others gathered in large groups to keep each other motivated. One of the more innovative lappers was Stella Stigliano-Waite, who sped around the track on her scooter.

Fast walker and first-grader, Mia Giambalvo, was beaming when she reported, "I got 20 laps!"

When asked what she liked best about the day she said,

"I got to see my friends and I got to get exercise. And I want the ice cream! I hope we got enough laps!"

Kindergartener Eden Smith, summed up the successful day by saying, "It was just fun." And while they were

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FUNDRAISING, continued from pg. 3

having fun, the kids raised a remarkable \$18,000!

In April, many families from the LCW community also banded together to execute two successful **garage sales** on two consecutive weekends. Word got out to the population of Culver City and West Hollywood and combined, the two sales raised \$2,400.

To kick-off the month of May, LCW hosted its 3rd annual **Mompreneurs Evening** at Artworks Studio on Larchmont Boulevard. This fundraiser featured a panel of Moms, many who are members of the LCW community, who took their passions and successfully launched their own businesses. The evening also included boutique shopping, a raffle and silent auction – and it raised over \$1300.

LCW Seminar Series
LCW has been hosting a series of speakers who came to our school to give talks on child development, parenting, and early education. The series began with an inspiring lecture by Ruth Beaglehole from the Echo Center (for non-violent parenting), followed by Pattie Fitzgerald, a well-known child safety expert who spoke on the subject from a parent's point of view on May 5th.

LCW 3rd Annual Music Night
The final and potentially biggest fundraiser of the year—the 3rd Annual Music Night—will take place on June 12th from 6:00-10:00 pm at the Cabana Club in Hollywood. The night will feature current musicians including Jason Falkner (Jellyfish), Lili Haydn, Tony Lucca, Steve McBean (Black Mountain) and Run Devil Run. In between music sets, a silent auction will feature some incredible, sought-after items not to be missed.

DECONSTRUCTING CONSTRUCTIVISM

by Dr. Kristin L. Droege

MIDDLE SCHOOL DEVELOPMENT

Next fall, LCW will add fourth and fifth grades. With our K-3 established as our primary campus, our 4th and 5th grades starting at our new Selma Campus will begin LCW's five years of transition to what we will call "middle school."

As a society, we think of Middle School, or Junior High School, as beginning in sixth or seventh grade. We believe that these transitions are guided by our understanding of child development. But if you look at schools and districts across the country, it is clear the single most influential factor in determining how grades are grouped together is facilities. The space available, and the children who must fit in those spaces, determine how we educate our children. Alternatively, at LCW we will base our grade groupings on theories of child development.

There are periods of children's lives that are particularly tumultuous. One of the most challenging periods occurs around age 12, when most children are in sixth grade.

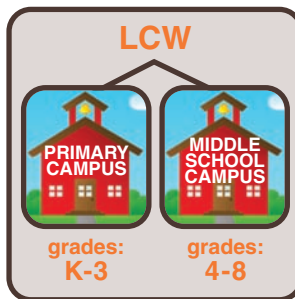
As children transition from age 11 to 13, they undergo physical, social, and cognitive changes. Physical changes result in new body perceptions and self-consciousness. Socially, students feel awkward and crave the acceptance of others. Hormonal changes cause rapid mood shifts and intense emotional reactions that leave them feeling misunderstood.

Cognitively, brain development and life experience are increasing the complexity of students' thinking. But with so many changes happening at once, adolescents are rarely able to apply their new, higher cognitive abilities to tasks consistently.

Unfortunately, in most traditional schools students are transitioning to middle school at the exact same time that they are undergoing these intense developmental changes. So not only are they dealing with unfamiliar feelings about who they are becoming, but also an unfamiliar school setting, with larger classes and multiple teachers throughout the day. It's easy for a student to get lost in the shuffle.

At LCW, we are approaching middle school with a mind toward reducing the tumultuous nature of this developmental period. By growing a 4th-8th grade campus, we will allow our older elementary students to settle in to processes, routines, and teacher expectations and styles. Then over a five year period, students will be able to grow through their personal changes in a familiar setting with a small student body, teachers with whom they have relationships, and few changes in educational structure, organization, or expectations.

With our primary (K-3) and middle school (4-8) campuses functioning, students will have the opportunity to grow at their own pace, face appropriate educational and social challenges, and find opportunities for leadership and growth within a supportive community.



SPRING FIELD TRIP ROUND-UP

Edited by Tara Kelly

KINDERGARTEN On a hot March day at Underwood Family Farms in Moorpark, the kindergarteners started the day in an outdoor classroom—each time the farmer asked about the differences between fruits and vegetables, or various types of seeds, all hands went up! The highlight of the day was piling into big tractor-pulled wagons and riding into the fields to pick vegetables. Our young farmers climbed on a John Deere combine (complete with slide!), communed with animals, and returned home with bags overflowing with fresh goodies like beets, carrots, and lettuce. ~ by Andrew Delaney



FIRST GRADE The 1st graders visited Star Eco Station, where they learned how animals are rescued and cared for, as well as what their natural habitats are like. The kids petted a chinchilla and a bearded dragon, and learned about other creatures like a reticulated python, toucans and bobcats. They also heard about how litter winds up on the beach after heavy rains since the sewage drains to the ocean. Afterwards, the kids let off steam at the Kenneth Hahn recreation area, where ducks played in the flooded playground after all the rains! ~ by Fritz Chestnut

SECOND GRADE Did you know there are 40,000 different kinds of spiders on earth, but only 28 of them are poisonous? Did you know that humans have "venom" too? We call it saliva. Did you know that a fin whale can reach lengths up to 85 feet, and eats one TON of food each day? Our 2nd graders learned all this and more at the Natural History Museum, exploring exhibits ranging from mammals to dinosaurs to early American history. A particular favorite was the Gem and Minerals exhibit, which had more than 2,000 specimens, fascinating colors and some of the prettiest "rocks" on earth. ~ by Tara Kelly



Drago and Piccolo Chef. Emery's class trekked on foot to Chipotle Mexican Grill on Sunset Boulevard, where they made fresh guacamole and salsa. And to enhance their knowledge of different cultures, the 3rd graders also visited the Skirball Cultural Center, where they learned about the many ways traditions influence our communities, and how local customs can have global impact. Kids worked in small groups to decorate Tzedakah boxes, used to collect money for charity, and discussed different charities that could benefit from the proceeds. ~ by Jeremy Rogers

COOKING CLASS, continued from pg. 1

The kids took to the challenge immediately. Box 1 contestants made yogurt parfait. Box 2 contestants came up with ants on a log (celery sticks with peanut butter and raisins), pretzels dipped in peanut butter, grated apple and peanut butter sandwiches, carrot raisin salad, and apples smeared with peanut butter. Box 3 contestants came up with tortillas with avocado, as well as quesadillas with guacamole.

First graders worked with one mystery box, while kindergarteners learned to make hummus. Marguerita hoped that if the kindergarteners



"People need to learn to eat right and not eat junk food. Because if you eat junk food you could not just get fat, but also have some serious health problems."
FAVORITE FRUIT OR VEGGIE: Peach
Forrest Brown, second grade

made the hummus themselves, the chickpea-based dip would be more approachable when they saw it on their plates at hot lunch.

"That you need four handfuls of fruits and vegetables every day. At least!"
FAVORITE FRUIT OR VEGGIE: Strawberries
Vincent Snyder, third grade

"The most important thing I learned is you can make many things out of simple foods."
FAVORITE FRUIT OR VEGGIE: Mango
Hinata Soares, third grade

What is the most interesting thing you learned from Marguerita about nutrition?

Marguerita and gardening teacher Brenna Lyons, are also introducing students to one new fruit or vegetable each month. Students talk about where it was grown locally, and Brenna points out where it came from on a giant map of California. "Eat your colors," says one poster on the kitchen bulletin board. "Know our farmers," says another. In March the students ate broccoli from Underwood Family Farms in Simi Valley, where many of the vegetables in their hot lunches come from.

"I tell the kids to eat not only the colors of the rainbow, but also four

handfuls of fruits and vegetables a day," Marguerita said. "They get two handfuls of salad and fruit at school, so they need to eat two more at home. We need these nutrients."

Students have already learned to go into the school garden to pick an assortment of lettuce for their salads. They have their choice of mizuna, oak leaf lettuce, spinach, mustard greens, swiss chard and micro greens—all of which they have grown themselves. With this many healthy options at school, it won't be hard to eat the whole rainbow with just a few nutritious bites at home!



BEYOND PUSHUPS: LCW's PE PROGRAM

by Amy Steinberg

High-pitched squeals and merry peals of laughter are the soundtrack during Physical Education time at LCW. Back in the day, many of us were commanded by our PE teachers to "drop and do 20 pushups," but PE time has come a long way over the years.

In a constructivist curriculum, we focus on educating the whole child, and recognize that intellectual development depends on a healthy and physically fit body. LCW's PE curriculum is based on the California State Standards, which focus on incorporating agility, teamwork, and good sportsmanship, along with the basic physical needs of coordination, flexibility, strength, endurance, and balance.

LCW's PE teacher, Alan Morales, makes sure our kids are getting all the benefits of PE while also having a good time. According to Kristin, Alan's sports background, both as a soccer player and a children's soccer coach, is a key to his gift for making PE fun. "He interacts with the students in a playful manner while still maintaining a safe and productive environment."

The specifics, frequency, and length of each PE session vary by grade. But warm-up exercises, usually led by students, always come first. All the kids know the warm-ups by heart. Through warm-ups, children learn the different muscle groups in their body, and develop respect for their body's need to stretch and prepare for more intense physical activity. After the lesson, sometimes games like Capture the Flag or Stuck in the Mud follow.



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OUR INTERCONNECTED WORLDS AT LCW: TEACHING ECO-LITERACY

by Kenton Fees

When my children come home from school, I know they are learning in a hands-on, nurturing environment that aims to teach them how to think for themselves, yet also provides them with the tools to connect with the larger world. But what goes into this type of constructivist teaching? At LCW, the framework for this learning is based on the theory of ecology.

Our teachers and faculty are instilling in our children a sense of pride and responsibility to their community using the principles of eco-literacy. Concepts of interconnectedness, nested systems, cycles, and flows and balance shape the foundation of many of their lessons. With this approach, LCW teachers are helping our children find their place within their community, as well as take responsibility and show leadership.

K-1 Big Idea: NETWORKS

Our kindergarten students are learning about the concept of networks, specifically focusing on the relationship between plants and animals, and how they depend on each other to survive. Trips to Whole Foods and to local farmer's markets have been partnered with planting experimental gardens to support butterflies and ladybugs nurtured in their classrooms.

In first grade, students are learning how to take responsibility for their ecological community—both locally through recycling projects, and globally by studying the interconnections of the worldwide ecological community. Students will put on a "World's Market Fair"—a showcase of their budding awareness of the world around them. At the end of the year, the funds raised from recycling will be donated to an international charity of the children's choosing.

2-3 Big Idea: NESTED SYSTEMS

Second graders are studying Nested Systems—how each system is an integrated whole, as well as a small part of a larger whole. The students are thinking about how their actions impact others in their immediate communities and in the many-layered communities beyond. The students have been identifying "everyday heroes" at school, in their families, local communities, their nation, the world, and finally throughout history. Then, students work their way through a rigorous process—including a one-on-one interview with the Principal—to assume responsibility for teaching a lesson to Kindergartners or assisting in some way around the school.

Third graders are studying the multileveled structure in which they exist. They are learning how to look out to larger communities to understand how we all fit together and help one another. Working in small teams, students have started implementing projects to help their class, then moving on to projects to support the entire LCW community. This year, one group of third graders designed an anti-bullying campaign. Another group designed a cookbook of healthy snacks including step-by-step photos for how to prepare each one. Finally, towards the end of the year, all the students will help the broader West Hollywood community by visiting a local hospital to provide comfort and fun for hospitalized children.

We can help our kids continue to grow as budding citizens by nurturing these ideas and principles of eco-literacy.

PE, continued from pg. 5

Two second graders, when asked what they like best about PE, simultaneously shouted "Sports!" (Especially soccer and kickball!)



And, says Kristin, the kids also benefit from Alan's work teaching math to second graders. "He's constantly exposed to classroom learning—that makes it easy for him to relate to what else is going on outside of PE." The kindergarten teachers even asked Alan to help their students get more practice with the math concept known as one-to-one correspondence (meaning one number goes with one item), so they talked to him about incorporating more counting activities into jumping games and gross motor activities in PE to support the classroom learning. One of the goals of a constructivist education is to reach all styles of learners. Incorporating body movement into academic learning benefits many children who learn best through active engagement and action.

Alan's goals? "For everyone to enjoy a physical and active life. I want to see an improvement in every student by the end of the year. I don't care if they're the best at something as long as they try and get better at it."

THE STUDENTS SPEAK!!!

Harvested by Pete X

We all love hearing the positive exclamations that come out of our children's mouths. But in an effort to dig deeper and get to the wonder-fullest, they were recently asked, "What's the best thing that happened at school today?" Here's what some of them had to say:

Kieran Mulligan, 2nd Grade
"Kristin and I were the ONLY ones dressed liked Sam-I-Am!" (From GREEN EGGS AND HAM)

Benjamin Fernandez, Kindergarten
"Going on a field trip to Whole Foods. They cut cheese with a wire."

Zac McDowell, 2nd grade
"The best part of my school day was the chili and cornbread. All of our lunches are great!"

Quinn Glickman, 2nd grade
"I've been home sick for two weeks now and I really miss school. I especially miss recess, lunch, my teacher and friends."

Emily Shin, 2nd grade
"The walk-around-the-block field trip today because I like walking, probably."

Solomon Swift, 2nd Grade
"The highlight of my day was that I intercepted the ball and had a pick-6!"

Malcolm Swift, Kindergarten
"The highlight of my day today was that I shared!"

Stephen Kim, 2nd Grade
"The best thing that happened to me today was a book publisher (Oliver Chin) came to school sing and read us a funny book."

Paolo Camon, 3rd Grade
"Playing soccer with my friends."

Lucia Camon, 2nd Grade
"My favorite thing was free choice centers. I played 'Mancala!'"

Omeed Almassi, 2nd Grade
"I hit a home run in kickball."

Penelope Goldin, 2nd Grade
"There's this city project, and we're building a city. I really like that."

Luca Soussan, 2nd Grade
"The first day of school was the most exciting to see who our new friends are in our class. Also, Mondays are exciting because it's PE day. Yeah. Love, Luca."

So, I managed to get diverse answers from a diverse student body. But not too diverse grade-wise, as 2nd grade seems to be overly represented. I chalk that up to this reporter's email list needing to be more inclusive. I apologize to everyone I didn't ask and I'll update it right now. That will be my best thing.

So until next time, thus spoke the students.

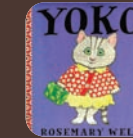
LCW FAVORITE BOOKS CORNER

by Jeremy Rogers

"Books, the children of the brain."
- Jonathan Swift

As avid readers know well, stellar books need to be shared with others. An enthusiastic recommendation from a friend to read a favorite book can carry more weight than critical reviews, bestseller charts, and literary awards combined.

Here are some of our favorites from LCW classrooms, as selected by the teachers and students. Some of the titles might be familiar and others might be new discoveries for you and your children, but all of these books come with the assertion "You must read this!"



YOKO Written by Rosemary Wells

***Recommended by Lillie Pardo, Kindergarten Teacher

It's the first day at school in the animal kingdom, and Yoko, a bright-eyed, cheerfully animated kitten, has brought sushi for her lunch. But her happiness is promptly shattered when she is mocked for eating such "yuck-o-rama." A kind teacher steps forward to help Yoko, and together, they instigate International Food Day. By the end, the entire school gets a taste of other people's differences. Lillie has selected this heart-warming book because she has found her class responsive to "the well-drawn characters, and the fact that Yoko is able to make a good friend by the end."



DIARY OF A WORM / DIARY OF A SPIDER Written by Doreen Cronin / Illustrated by Harry Bliss

***Recommended by Jennifer Santangelo, Kindergarten Teacher

In this funny and well-illustrated series, we are given glimpses of a young worm's point of view through his whimsical diary entries, as well as a spider's emotional state. The spider writes in his diary, "I wish that people wouldn't judge all spiders based on the few spiders that bite." Jennifer enjoys reading these stories with the children in her class, and says that, "Both the tales and the illustrations make everyone laugh."

THE WUMP WORLD Written and illustrated by Bill Peet

***Recommended by Cecilia Wong, First Grade Teacher

Humanoid creatures known as Pollutians invade the green Wump World, chasing the peaceful Wumps into underground caves. Cecilia describes this effective tale best by saying, "The children can't help but to be besotted with the lovable Wumps, whose world is taken over and basically destroyed by the Pollutians. The Pollutians' inconsiderate ways are eerily familiar to us as they begin building skyscrapers and highways, work in factories, drive around in fuming vehicles, create noise, and dump trash. The children have such empathy for the Wumps and enjoy discussions about the repercussions of the Pollutians' actions."



THE ORIGAMI MASTER Written by Nathaniel Lachenmeyer / Illustrated by Aki Sogabe

***Recommended by Mersedeh Emrani, First Grade Teacher

Shima folds a paper elephant while a warbler watches. Later that night, the sly warbler folds an even more impressive paper elephant. Shima spies on the bird in attempt to learn how to perform such remarkable origami. But there are no tricks to be gleaned, only an origami key left beside the empty birdcage the following morning. Mersedeh selected this book "because it correlates with both our literature unit on international folktales as well as our 'All Around the World' unit. The story illustrates the moral that, although we may be a 'master' at something, we all still have room to grow and learn. We're never done learning!"



HORTON HEARS A WHO Written by Dr. Seuss

***Recommended by Whitney Homchick, Second Grade Teacher

Endless quotes abound in this Dr. Seuss classic, and many of those twisty lines are poetically profound. And cleverly amusing, like this one: "ASAP. Whatever that means. It must mean, Act Swiftly Awesome Pachyderm!" Whitney celebrated Dr. Seuss' birthday with a special guest, LCW Founder Jay Owens, reading HORTON HEARS A WHO out loud to her class. Whitney then encouraged her second-graders to write a sequel, which inspired much Dr. Seuss-style wordplay. Whitney says: "The students were easily able to relate to the moral of the story: A person's a person, no matter how small."



ALEXANDER WHO USED TO BE RICH LAST SUNDAY Written by Judith Viorst / Illustrated by Ray Cruz

***Recommended by Cassandra Geiser, Second Grade Teacher

Anthony has paper money—two dollars. He has coins—three quarters, one dime, seven nickels and eighteen pennies. Nicholas also has paper money—one dollar. And he also has coins—two quarters, five dimes, five nickels and thirteen pennies. Alexander, who used to be rich, now only has coins, and they're bus tokens. Cassandra's class had a lot of fun with this book, which uses an entertaining story to express the importance of money management to young minds. The class particularly enjoyed "doing the math as Alexander lost all his money."

THE LORAX Written by Dr. Seuss

***Recommended by Emery McCabe, Third Grade Teacher

With Theodor Seuss Geisel's birthday in early March, it's no wonder such timeless works would be front and center to spark imagination in the classroom. The Lorax is an environmental favorite about greed and destruction, and about speaking for trees, because trees have no tongues. While Emery has recommended this timeless classic, she has encouraged the moral of the story to be summed up by one of her third-grade students. "It's about not polluting, and not using all of our resources for unimportant things. Oh, and about asking permission before using other people's property!"



ADVENTURES OF THE GREEK HEROES Told by Mollie McLean and Anne Wiseman / Illustrated by Witold T. Mars

***Recommended by Rich Kane, Third Grade Teacher

Hercules, Perseus, Theseus, Orpheus, Meleager, and Jason and the Argonauts! This stellar introduction to Greek mythology, told in a straight-forward manner and adorned with illustrations and a pronunciation index for readers new to these fantastic tales, has been a popular teacher resource for three decades. Rich says his students really enjoyed learning about the myths in this book, and even used these stories as the catalyst for their Greek Newscast movie.



DR. SEUSS'S BIRTHDAY On Wednesday, March 2, the hallways and classrooms of LCW were overrun with a flock of unusual creatures. There were Cats in Hats, Whos, Sam I Ams...even some Things (One and Two). But further investigation showed that it was our highly imaginative students and faculty getting dressed up for LCW's 3rd Annual Dr. Seuss's Birthday Fete. The Doctor's classics were celebrated throughout the day - guest readers came to classrooms to share his tales, and Marguerita capped off lunch with a special Green Eggs and Ham cookie. So next year when you see a playground full of One Fish, Two Fish, Red Fish, and Blue Fish, don't call animal control, stay to celebrate an amazing day with LCW.



WEHO ART CONTEST

Recently the City of West Hollywood announced the winners of its 23rd Annual Student Art Contest. But competition was a bit stiffer this year than in seasons 1-to-22, as LCW not only participated for the first time, but also had winners in all grade levels. Over 20 members of Jamia's SPA class elected to participate in the city-wide contest, which had the theme of "My Favorite Book." Using drawing, painting, collage, yarn, and other mixed media, students created interpretations of beloved book covers. Big cheers for Daniel Kim and Gianna Sabatino (Kindergarten), Mizuki Soares (1st), Max Morse (2nd), and Emilia Kim (3rd) who were among the contest winners, but also huge congratulations go out to Jamia and all of our artists.

CHECK THIS OUT > Reading Fever has hit LCW! In April, we hosted our first Scholastic Book Fair, where students and families spent a total of \$5877. Of that, LCW received \$3200 to put toward more shelves and books for the library. An additional \$265 was raised via a coin drive for Scholastic's One for Books program. As part of that program, 265 books will be donated to a charity such as Toys for Tots, and the LCW library received \$265 worth of books. Please stop by the growing library to "check out" the new additions.

BULLETIN BOARD

Compiled by Brian Kaplan

LARCHMONT CHARTER SCHOOL
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FUNDRAISER AND SILENT AUCTION
WITH HOST RUBIN FROM KROQ

SUNDAY, JUNE 12
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LILI HAYDN
TONY LUCCA
STEVE MCBEAN OF BLACK MOUNTAIN
RUN DEVIL RUN

ONLINE AUCTION STARTS MAY 27 AT:
WWW.BIDDINGFORGOOD.COM/LCW



GREEN SUNDAYS

There are several more chances to enjoy nature with your fellow LCWers this school year. Rich's class will be hosting the next Green Sunday on June 5th at Temescal Canyon. On June 12th, the Green Sunday crew will be meeting up at Matador Beach to hang out and welcome incoming families. If you want to join the fun, or if you're interested in having an outdoor get-together over the summer, please email Stephanie Hubbard at huranghu@gmail.com.



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