

THE KINO CONNECTION

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Whole Lot of Reading Going On

I asked around on Thursday to see what all people are reading these days.

Libby says she and Mary Jane read and write every morning with the **Primary students**. This week, as a group, they've been reading stories about Martin Luther King and Ruby Bridges.



Students then usually spend some time writing in their journals, often about a topic that was suggested by the story they just read. On Thursday, they had read **Borreguita and the Coyote**, so students wrote stories about times when *they* were clever. There's also plenty of spontaneous reading throughout the day, when someone sees a book they'd like to read or be read, or when it's time for something quiet after playing hard.

Amongst the aquariums and terrariums, Heather has a whole science library for younger students. She'll often read or suggest books, or students can browse and find something interesting.

A group of high school and junior high students are reading science fiction with Mary Jane this year. Each member of the class suggested one book. So far they've read **I Robot**, Stanislaw Lem's **Star Diaries**, **Icarus Hunt**, and they're just starting **Star Trek: The Q Continuum**. Mary Jane also has an **Edgar Allen Poe** group this semester.

In Middle Level language arts, Julie provides lots of choices and ideas for reading and writing. One reading group has just finished **Elmer and the Dragon** and will be reading the rest of the **My Father's Dragon** trilogy. Cassidy, Hannah, and Faye, inspired by the cookbook **Roald Dahl's Revolting Recipes**, are reading Roald Dahl books and then planning to cook and eat food from their reading. Their first recipe will probably be candy pencils from **Charlie and the Chocolate Factory**. Some middle level students who have special interests they want to pursue have individual study contracts. For example, Kino plans to learn all about pirates and Kaelan want to learn about World War One. Some are writing stories inspired by Chris van Allsburg's pictures in **Harris Burdock**. Johnnie's reading circle has evolved in to the Dragon Rider group. It's called that because they started out reading **The Dragon Rider**, but they aren't going to limit themselves to dragon books.

Lots of students have independent reading projects. Right now Ashley's reading Elie Wiesel's **Night**; Jamie is reading **Tale of Two Cities**; Eddie is reading the **Autobiography of Marilyn Manson**; Asha and Julia are almost finished with **Mists of Avalon**; Brendan is reading **On the Road**. Nancy is also leading a group this semester that will be reading poetry. Slade is reading books about microscopy.

The Arthurian Legends class is reading **Once and Future King** and researching the historical evidence for a real Arthur.

Advanced Spanish students have read **La Casa de Mango Street** and are starting Isabel Allende's **La Ciudad de las Bestias**.

The What is America? class has finished **The Great Gatsby** and have started **Their Eyes Were Watching God**. In addition, they read articles every week (this week, "Down and Out in the Great Depression: Letters from the Forgotten Man") and writing research papers.

At the beginning of the year, students in Felice's Novel Writing class made a personal list of 5 to 7 books they would read this year for inspiration for their own novels. They are all reading Annie Dillard's essay "To Fashion a Text," as well as, of course, working on their novels.

Felice is also teaching a class called Banned Books. The class was a students idea, and students researched and chose the list of books they'll read this year. Right now they are reading **The Satanic Verses** and learning a lot of background information about Islam to help them understand the book. Their current project is to design a game to help people learn the differences between Shi'ite and Sunni Muslims.

The Survey of World Drama class gets together at lunch time and reads plays out loud. They've read Sophocles (*Oedipus Rex*) and Aristophanes (*The Clouds*) and Shakespeare (*Twelfth Night* and *Midsummer Night's Dream*) and *Peter Pan*.



Plan to Hear Carolyn Crowder at Kino: February 6, 7 pm

Carolyn Crowder will be speaking and answering questions at Kino on Tuesday, February 6.

Dr. Crowder is a therapist, author, consultant, and super speaker. The titles of her books alone are enough to inspire parents to come hear what she has to say: **Eating, Sleeping, and Getting Up**; **How to stop the Daily Battles with Your Child**; **Backtalk**, and **Whining**. She explains the Adlerian approach to childrearing and discipline to provide insight into how we, as parents and teachers, can best respond to difficult behavior.



Carolyn has talked at Kino many times before. She always ends her talks with lots of time for questions and concrete advice, and when her talk is completely over, she is usually surrounded by a group of parents with more questions.

We strongly encourage everyone who spends time with children to come to Kino on February 6 and hear what Carolyn has to say.

From Cassandra's journal:

*I like to smell the wind
in the morning.*

Wouldja Believe?

By Michael McClintock

Napoleon was the famous emperor of France who conquered much of Europe during his life. One of his most famous exploits was his attempt to invade Egypt



and drive the Turkish out. In 1799, Napoleon had just captured 1,200 Turkish men. He and his officers were trying to decide what to do with them. Napoleon was just about to let the Turks go when he suddenly coughed. Napoleon exclaimed, "Ma sacre cough!" which in French means "My darned cough!" However, his soldiers thought he said, "Massacrez tous!" which means "Kill them all!" They faithfully followed through with the order.

Write Andy Shope at:

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As we reported in last week's Kino Connection, Andy Shope, who graduated in 1998, was wounded in Iraq earlier this month. Mary Jane talked to him a few days ago. He says he loves to hear from people. We can write him letters or leave messages for him on My Space. We all contributed to a huge poster and we mailed off a whole box of origami paper cranes that students have made. If you would like to write Andy, here's his address.

Learning More About Learning At Kino

Nancy Walser, "'R' is for Resilience" **HARVARD EDUCATION LETTER**, Sept.-Oct. 2006, pp. 1-3.

In this short article, the author describes the growing recognition that resilience, that is, the ability to thrive and rise above adversity, is not only essential to success in school and in life, but is also something that can be fostered by schools.

There are a number of programs, consultants, and standards helping schools create programs to help students develop positive assets that help them be more resilient. But a central feature of all of them is recognizing the value of having a supportive, personal relationship with a teacher.

For example, Clay Roberts of the Search Institute, which trains teachers in more than 100 districts, "encourages teachers to take a personal interest in each student, to find out their interests and aspirations, strengths, and talents." At a school in Anchorage, teachers put post-it notes next to the names of students with whom they have a significant relationship. For students with no post-it notes, teachers volunteer to have occasional casual conversations.

At Kino, of course, kids and teachers get to know each other really well, with most of their interactions outside the classroom setting. Walser's article includes a long "asset checklist" for helping students be more resilient: a caring climate, parent involvement, community service, positive peer influence, creative activities, among others.

"[I]n a time in history where we are putting so much emphasis on testing and academic achievement, we risk losing sight of something that is very obvious: Achievement is as much about student development as it is about rigor and curriculum."

This article is on the front office bulletin board. Feel free to make a Xerox of it for yourself.