

The Mirror

SPRING II

2016-2017

6th Graders Explore Space

By Mirror Staff

This May all 6th grade science classes were fortunate enough to visit the Challenger Learning Center in Ramapo, NY. The trip was spread out over several days, but each science class participated! This trip helped kick off the astronomy unit in sixth grade.



According to their website, the Challenger Learning Center creates “interactive and engaging STEM learning experience for students that enable them to perform similar ‘hands on’ tasks done by real scientists, engineers, and astronauts.”

Our students said that they “learned about the space missions and the training astronauts went through.” They especially enjoyed the astronaut ice cream and commented that it “felt like foam at first, but then it melted in ice cream goodness.” Students also viewed the movie *October Sky* while they were there.

The Challenger Mission Experience

A class attending the Challenger Center is divided into two groups, with half of the students assigned to Mission Control while the other half are transported to the spacecraft. At the mission's midpoint, the two teams exchange places so every student can experience both learning environments. During the mission, students must accomplish specific tasks in order for the mission to be a success.

Astronauts on board the spacecraft build a space probe, monitor life support functions, conduct experiments and plot navigation courses for the spacecraft.

Engineers in Mission Control support these endeavors by monitoring the astronauts' progress and providing necessary research to evaluate any changing conditions as the crew continues toward its ultimate destination.

At any moment, emergency alarms and flashing lights may signal hazardous conditions for the astronauts that need to be quickly solved using analysis and critical thinking skills. Everyone must continue working to ensure that the mission's goal is accomplished. **The simulation provides students with numerous opportunities to apply the skills they've learned in the classroom.** Even when they aren't necessarily aware that they're doing so, **students are using critical thinking, teamwork and communications skills to complete their mission.**

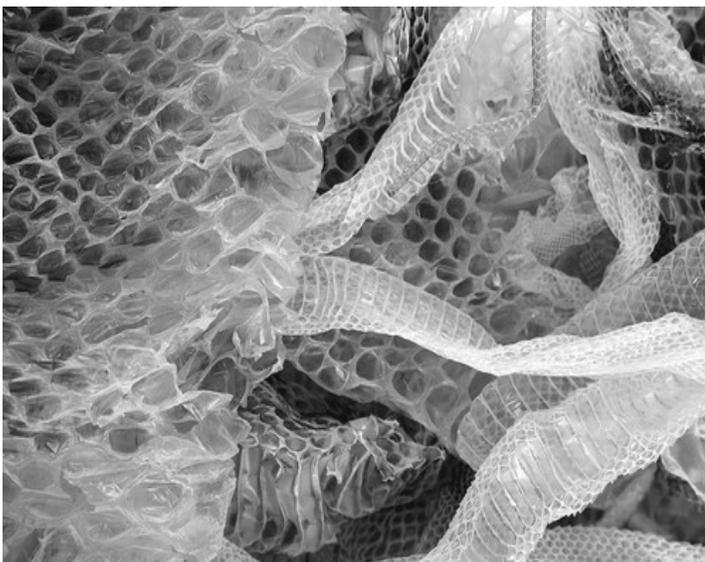
The Drakewood Chronicles

By Henry Millman

What lurks in the dark unseen? What hunts the fens for its prey? The scaly, serpentine body, the bloodied, yellowed fangs, the slithering sound of the mighty body gliding across the dead leaves that coat the floor of Drakewood forest.

A hunter of dangerous beasts, Glen Elderson, armed with a longbow, arrows with tips of silver, and a knife, gleaming and sharp, walked through the forest in search of the Saiperonst, a beast which fled from its mountain home in search of prey. He walked briskly, but quietly, with the air of a master hunter. He stopped, ears pricked up like a dog listening to the rustling of scale-covered skin on dry leaves. Silently, he pulled out his bow and notched an arrow to the string. Twang! Thud. The Sairperonst's limp corpse rolled onto its back, and Glen leaped upon it, his knife tearing through its fleshy stomach.

Glen's friends admired his fine scaly cape for years afterward, but a strange change slowly came over him, for his face elongated, his eyes became reddish slits. One night Glen disappeared from his home, and a new Saiperonst appeared in his neighborhood...



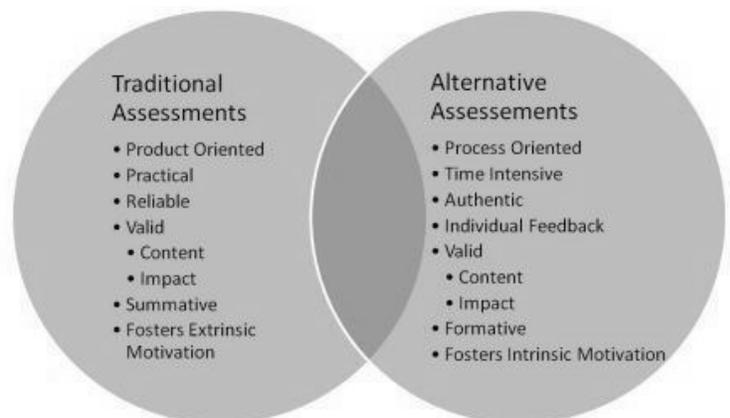
What is an “authentic” assessment, anyway?

From Concordia University website:

Educators define authentic assessment as an approach to measure student performance in a direct, relevant way to see if the learning objectives were met. Educators might use projects such as reports, journals, speeches, videos and interviews with the students to measure their understanding of the subject material.

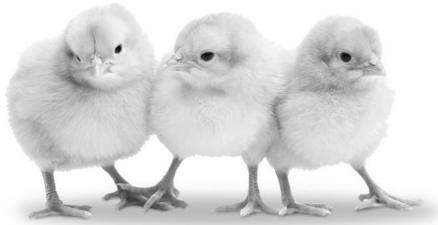
For example, an authentic assessment on the expedition of Lewis and Clark would grade students on journals they wrote imagining themselves as the explorers, or have them draw a map showing the route which Lewis and Clark traveled.

The goal of authentic assessment is to enhance the learning process and help students gain knowledge while completing tasks that are beneficial to their “real-world” experiences. Unlike taking an exam, students work on the authentic assessment over a period of time and they are not limited to filling in bubbles on scannable test papers to demonstrate what they know. Authentic assessments let students show what they are really capable of without the pressure of having to perform well on a traditional test, so they are great options for students who suffer from test anxiety.



Ms. Sheldon's Chicks!

By Kaitlyn Weinerman and Ivelisse Cabrera



Our Vice Principal, Ms. Sheldon recently hatched chicks in her office! She thought they were fun and cute and knew that kids would enjoy coming to see them in her office. Here are some facts on how to incubate and hatch chicken eggs:

The first step is to choose an unharmed egg to start the incubation process. The second step is to make sure the temperature inside the incubator is at the right level. The right temperature should be around 99 degrees, Fahrenheit. The third step is to carefully put the egg into the incubator. Make sure that it is upright and in a healthy position. Turning the egg at the right time is one of the hardest parts. Do not let the eggs spend over 2 nights in a row in the same position. If you do not turn it, it can severely harm the egg. It takes 3 weeks to fully incubate the egg. The eggs should hatch within 21 days. Once the eggs are hatched, the chicks are yours to love!

New Paltz Central School District Webpage Gets a Facelift

By Mirror Staff

The New Paltz Central School District webpage was recently updated and now looks different. It has most of the same content, but has a streamlined and more professional look. The mobile version appears differently on a mobile device than it does on a desktop computer. The new design will adapt the content to the viewable area of the device you are using. Both new versions ensure that our information will be accessible, attractive, and easier to read and navigate.



*** Students, use your teacher's websites to help catch up with assignments when you are absent!

Q: What did one wall say to the other wall?

A: I'll meet you at the corner.

Q: What did the paper say to the pencil?

A: Write on!

Q: What do you call a boy named Lee that no one talks to?

A: Lonely

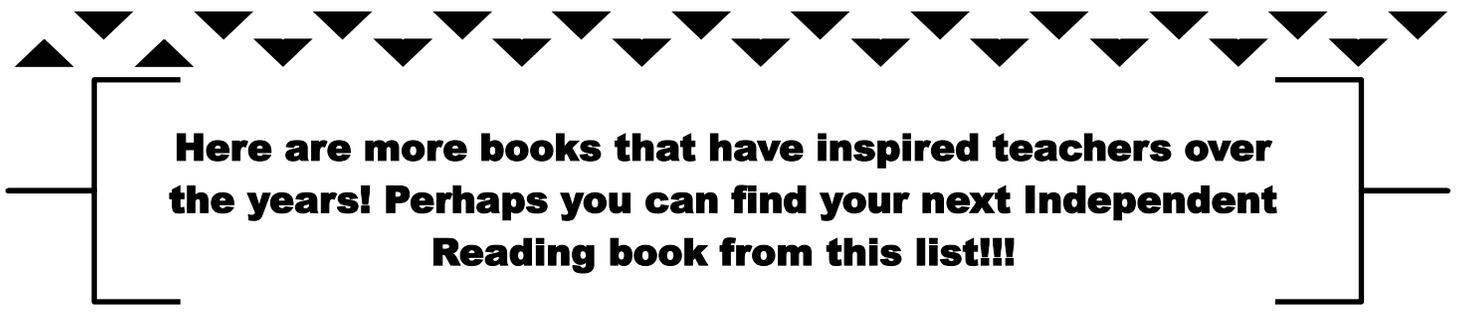
Q: What gets wetter the more it dries?

A: A towel.

Q: Why do bicycles fall over?

A: Because they are two-tired!





Here are more books that have inspired teachers over the years! Perhaps you can find your next Independent Reading book from this list!!!

Mrs. Hicks-

I am currently reading *Teacher Man* by Frank McCourt. I was so excited when a friend told me about this book because I had absolutely loved reading Frank McCourt's previous memoirs- *Angela's Ashes* and *'Tis*. His memoirs of his early life in poverty in Ireland and the decision he made to immigrate to America left me wanting to know more about his life. *Teacher Man* is the story of his new life in America as he tries to become a successful teacher in New York. I have always loved books with great characters and after reading Frank McCourt I realized that reading a memoir is a great way to get to "know" real characters.

Mrs. Sullivan

Julie of the Wolves by Jean Craighead George

When I was in 3rd grade, I read this book. I honestly don't even remember all that much about it except that a girl (Julie) ends up surviving in the frigid wilderness due to a wolf pack that protects her. It was the first book that ever made me cry, and I was never quite the same.

We used to tease my mom for getting emotional over stories. My brother and I couldn't understand why anyone would ever cry over something that is just a story! My mom wasn't home when I finished reading the book, and I remember her coming home to find me sobbing uncontrollably. She thought something horrible happened, and in my mind, it had. I had become so connected to Julie and the wolves that my heart couldn't accept the way their story ended. It was the first time I ever connected to characters and a story on such an emotional level, but it wasn't the last. I always consider this experience as one that influenced my love of reading and my realization that I could get completely wrapped up in a fictional world for a while!

Ms. Grey

Jane Eyre by Charlotte Bronte

My expectations were quite low when I picked up this book in high school. The language seemed old and uninteresting; the characters dry and hard to connect with. As I continued to read and give the book a chance to develop, it did. So many different aspects of life and society were intertwined in the most unique ways. This is one of those books that take you away to a different time, which you want to revisit over and over again. And if you look at how beat up the book is you can tell I've done just that!

Ms. Masters

Cheaper By the Dozen by Frank B. Gilbreth, Jr

I am from a family of 7 kids and we had all kinds of crazy situations. I really latched on to this book because, to me, twelve was just a really crazy amount of kids. The father has all these rules and routines which were based on the type of job he had. I also couldn't imagine all 12 being in the house at the same time- in my family, my oldest brother was off to college shortly after the youngest was born. The book has some hilarious scenes and I enjoyed the time period of cars being new and the ways the kids "rebelled". It is written by one of the sons with input from one of the daughters, so it all happened! I continue to enjoy reading stories about families and biographies, especially the parts about childhood.

Ms. Hopper

Flipped by Wendelin Van Draanen

I read this book in college for a children's literature class; it is a young adult novel and I couldn't put it down. The book goes back and forth between two kids perspective of the same events. I was taken back by their different perspectives of the same events; it was like two completely different stories. It made me think about being in "someone else's shoes".

Ms. Hopper — *The Running Dream* by Wendelin Van Draanen

A student of mine recommend this book to me because she I knew I was a runner and thought I could really connect to the main character. The protagonist is a track star, until her team gets into a accident on the way home from meet. Running defined her, but she might never run again, and she has to figure out what her life is going to "look" like now. It was an excellent read, and I now have recommended it to my own students.

Ms. Sheldon

Little House on the Praire was a very special book series to me because I read it with my mom. Sometimes, in the winter months, we would curl up by the fire on pillows to read the books by candlelight and pretend we were living in a simple house on the Prairie. Laura was my favorite character because she was so real to me. She was mischievous, curious and very caring. As a teacher, I always kept this series on my shelves, hopeful that a student would read it and we could share our thoughts about the book.

Ms. Lis-Simmons

Recently I'm recommending *Lily and Dunkin* by Donna Gephart. It's a story set in the present day dealing with kids that could live in our town. Because I listened to this book, there were parts of the story that unfolded like a mystery, which I liked. The blurbs on the print version of the story give away details that I'm glad I didn't know ahead of time. It continues to amaze me how much courage is necessary for people to be themselves.

A book that changed my life in the 6th grade is *Caddie Woodlawn* by Carol Ryrie Brink. An excerpt from it was used in a text book and I loved the spunkiness that Caddie exhibited. My school library didn't have the book, but my 6th grade English/Science teacher knew I was looking for it and he borrowed it for me from another school. This made quite an impression on me. Reading this book I was transported to the American pioneer wilderness of the 1860s. Caddie was an adventurer and a peacemaker. She has stayed with me.

Mr. Chervenak

Lincoln by Gore Vidal

Abe Lincoln is probably the most well-known figure in American history, but he is also one of the most enigmatic. Vidal's *Lincoln* answered many of the questions I had about the man, and did so, brilliantly, through the easy-to-read medium of historical non-fiction. This great book really brings Lincoln to life, and makes you realize that he wasn't very different than us; he had strengths and weakness in all aspects of his life.

Ms. Ehrlich

Last summer I read a fantastic book: *The Wave* by Susan Casey. It is non-fiction, which I rarely read. *The Wave* takes you all over the world to exotic spots and tells about the different ways water, oceans and waves are interwoven into people's lives. There were some very intense segments about life threatening tsunamis, as well as the convergence of storms over the open water and it's effect on far away ecosystems. I was sitting on the beach reading this book as the gentle waves came washing up and thought how different the ocean can be at any given time. I can't wait for summer which is when I do most of my fun reading!

Mr. Burns

Before the Fall

I was gifted this book, this past holiday season by my father-in-law. It sat into well after the holidays collecting dust until I picked it up about a month or so ago. Once I started reading I simply could not stop. The opening chapter is truly riveting and if you are a true fan of aviation and heart pounding suspense in the air, like I am, it will suck you in too. The story of a plane crash at night over the Atlantic in which only a few survive, it tugs at your emotions. The majority of the tale however, is about the events leading up to the crash (hence the title) and final chapter revealing the fates of the passengers. It was a great read and not to challenging for the motivated middle school reader.



What to Expect for 7th Grade IR

By Ivelisse Cabrera and Kaitlyn Weinerman

As you know, each grade in the Middle School completes Independent Reading. 6th graders, if you're wondering how the 7th grade IR works, this article is for you!

For 7th grade IR you must read two books per quarter. Over the course of the year, two of those books must be non-fiction. For one of the books, you complete a short notes form. For the other, you complete a more involved project. There is a list of twenty projects to choose from. You can choose a project that matches your interests, but also works for your book. Here are some examples of projects, but there are many more:

1. Dress up as a character and perform a monologue/soliloquy
2. Invent a working board game that somehow represents an aspect of the book
3. Write a detailed letter to the author of your book giving feedback and your opinion. Mail it.
4. Continue the story -or- create a new ending.

Seventh grade teachers also say it's okay to come up with a project idea of your own! In fact, that's encouraged! The more creativity, the better!

Along with this creative component, you have to write a three paragraph essay. If you do a project that already involves a lot of writing (like #3 or #4 from the list above) than you don't have to do the additional writing piece. There is Independent Reading work every quarter with approximately two and a half months in between. Tip: get things done a little before it is due and bring it to your teacher so they can look it over for you. Also take notes while you are reading so you can use them for your book notes. Plan the books you are going to read a head of time, so you can get them approved and started quickly. If your book has been created into a movie, then you have to write a list of five differences between the book and the movie.

Robotics Day

By Daniella Salciccia And Madison Rosario

On May 16th, 2017, all 6th grade classes at the New Paltz Middle School had a Robotics Day. For almost every period, every 6th grade science class would move from station to station (but not all to the same one, since that'd be crazy). Some of these activities included the bridge activity, which is when students got to build a bridge out of paper, VAX which is when students get to control robots and write code, and Ethics which is when students get to watch videos and talk about the topics they mention. When we were building a bridge we talked about how we would have to be creative, which is like in robotics when you only have a certain amount of supplies. In VAX, we had a robotics expert named Sam. He had brought several robots. During the program we got to control robots and try to pick up blocks, build big robots using cubelets (which are square robots), and use osobots, which were controlled by a special kind of code, Color. All and all, me and my friend, Maddy, both thought it was extremely fun.

SUNY New Paltz Awarded \$10Mil in NYSUNY 2020 Challenge Grant Funding

By Raven James

Governor Cuomo was proud to announce the \$10 million Challenge Grant at the college. This will help establish an Engineering Innovation Hub. This will allow students to get more educated and will support workforce development and enhance economic development. Now, the award will provide the resources necessary to support the program. The Hub will include a 20,000 square foot building. It will benefit students and also create more than 195 full-time jobs.

This award is great for the students. They can have a better chance of learning bigger and better things. Adults also have a chance to get a job. It wasn't an easy grant to get and it's amazing that the New Paltz campus will be home to this opportunity. It's a nice feeling when you get a chance that not everyone can get!

Final Student Recognition Breakfast of the Year

By Annsley Fischer

The Student Recognition Breakfast on May 18, 2017 honored New Paltz Middle School students who have a lot of responsibility and used that responsibility to help others. Many kids were recognized that morning. Out of those kids seven of them were 8th graders but there were lots of 6th and 7th graders as well. Congratulations to all the students who were there:

Samrina Amjad, Ivelisse Cabrera, Zachary Capreol, Philip Colangelo, Ella Constable, Ava Cronin, Isai Cruz, Annsley Fischer, Anthony Gallo, Emily Grinnell, Paige Hammer, Amara Hill, Cora Holloway, Laura Hovey, Raven James, Peter Leach, Armando Navarro, Kyle Oldham, Cain Osarczuk, Dorothy Pishkur, Jacob Schwarz, Marcus Tierney, Kaitlyn Weirnerman, Olivia Wyns

The breakfast is for the kids who got the award and their families. The sousaphones players from the 8th grade band played a few songs as the people eat. Then, Dr. Wiesenthal gives a speech and reads off the statements from teachers. It is an honor to be recognized at the breakfast.

Youth Writing Programs

By Henry Millman



The Hudson Valley Writing Project is an organization that promotes writing, provides teacher development, and runs programs for

kids! They are providing several programs this summer, which include two projects for kids 7-9, two for kids 10-12, three for kids 10-14, two for 12-16, and two for 13-17. Some interesting locations include Storm King Art Center, Clermont State Historical Site, and Roosevelt-Vanderbilt Historic sites. I have participated in several of these programs, including the one at Storm King Art Center. They were fun and we got to write a lot of great stuff! At the end of each program there is a celebration where participants read their writing aloud and listen to their fellow writers.

If this sounds interesting to you, visit their website for more information:
<http://www.newpaltz.edu/hvwp/summercamps/>

Spring Concert

By Mirror Staff

The 7th and 8th grade Spring Concert, featuring the choruses and bands, was on the evening of June 1st at 7:00pm. This was a bittersweet experience for 8th graders, as it was the last concert of their Middle School musical careers.

Attendants were given the pleasure of listening to many traditional and newer popular tunes—everything from a traditional Zulu number, to Motown, to patriotic songs, to Adele!

School Life

P	C	T	S	R	A	B	M	A	R	K	E	R	S
G	L	I	T	T	E	R	E	N	E	C	K	R	C
L	A	S	S	S	A	P	M	O	C	E	M	O	L
H	S	U	D	R	A	O	B	K	C	A	L	B	E
O	G	T	K	C	I	T	S	E	U	L	G	O	R
M	J	O	U	R	N	A	L	N	O	A	A	N	A
E	X	J	E	B	A	C	K	P	A	C	K	B	S
W	B	B	E	P	E	N	C	I	L	S	O	R	E
O	C	R	G	O	S	H	A	R	P	E	N	E	R
R	S	R	L	U	N	C	H	B	O	X	R	O	G
K	K	E	B	A	E	C	R	A	Y	O	N	S	E
S	O	S	C	I	S	S	O	R	S	G	K	T	B
R	O	T	A	L	U	C	L	A	C	J	S	N	A
E	B	C	L	E	E	O	L	S	P	E	N	S	I

- ERASER
- CALCULATOR
- CRAYONS
- JOURNAL
- SHARPENER
- BLACKBOARD
- GLITTER
- GLUE STICK
- PENCILS
- MARKERS
- COMPASS
- SCISSORS
- LUNCH BOX
- HOMEWORK
- BOOKS
- PENS
- BACKPACK

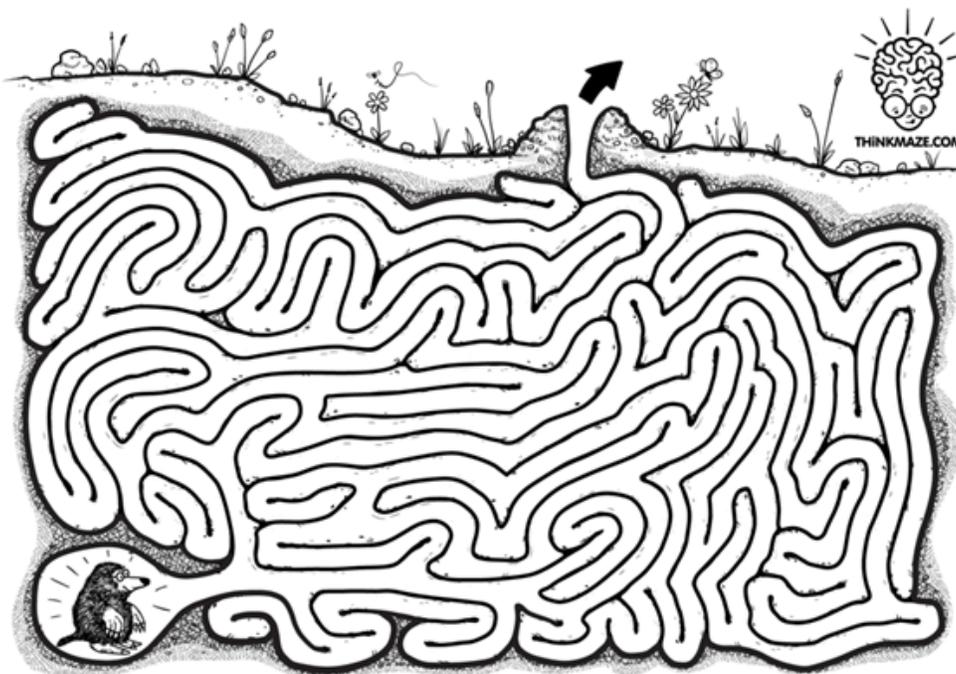
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**Special thanks to
Mr. Chervenak and
members
of *Reflections*.**

Play this puzzle online at : <http://thewordsearch.com/puzzle/37/>



**Congratulations 8th Graders!
We'll miss you!!!!**



