



## Learning to Play the Recorder

Ms. Rosser is teaching all 3<sup>rd</sup> grade students to play the recorder. The children are starting with *Hot Cross Buns* and moving on to more difficult pieces. All students are included in the lessons. Playing above are Leah Cuadrado, Ashanti Mercado, Nevaeh Wilson, and Sunji Cramer



## Practical Art by 6<sup>th</sup> Grader

Many students these days are using tape to design functional objects. One exceptional piece is the trifold wallet (photo, left) made by Victoria Schaffner of Mr. Brault's 6<sup>th</sup> grade class. The wallet and many other pieces are on display in a case at Carrington.



**Reading in the Library** Carrington's library is bright, airy, and beautiful. Jaada Hightower, Solange Solis, and Jasmine Cruz read and studied at one of the tables.



## Notable Notes

**Mrs. Piccirillo's 6<sup>th</sup> graders** are studying the countries and the landforms of Southeast Asia. Students will be answering the question *How is Southeast Asia different from East Asia?* Rocks are the topic of study for **3<sup>rd</sup> graders** with their teachers **Mrs. Ciccone, Mr. Gagnon, and Miss Pentlicki**. Rocks tell much about the history of the earth. **Ms. Madera**, teacher of English as a Second Language, will have **Kindergarten** English learners consider the letter q Q, the influence that it has in words in English, how it is written as a lower-case and an upper-case letter. **Kindergartners** with **Mrs. Riggi, Ms. McDonnell, and Miss Taylor** are learning to identify sounds (also known as *phonemes*) in the beginning, middle, and end of words. Segmenting the sounds in words will help the children read long words. **Mrs. Baker's 1<sup>st</sup> graders** are comparing the beginning and the end of March using *the in-like-a-lion – out-like-a-lamb* metaphor.



## Carrington Cougar Coming

The mascot symbol of Carrington School is on its way to be prepared for its installation in the rotunda. The date of the ceremonial installation will be announced. Students will present at the ceremony. (photo) Head Custodian Vinny Milano helped load the cougar for its preparation.

## External Assets for Children

(These are supports that children need. Some are "external" – from the outside, others are "internal" to the self.)

### Assets 21 through 30, of 40

- 21. Achievement Motivation**-Young person is motivated and strives to do well in school.
- 22. Learning Engagement**- Young person is actively engaged in learning.
- 23. Homework**-Young person reports doing at least one hour of homework every school day.
- 24. Bonding to school**- Young person cares about her or his school.
- 25. Reading for Pleasure**-Young person reads for pleasure three or more hours per week.
- 26. Caring**-Young person places high value on helping other people.
- 27. Equality and Social Justice**-Young person places high value on promoting equality and reducing hunger and poverty.
- 28. Integrity**-Young person acts on convictions and stands up for his or her beliefs.
- 29. Honesty**-Young person "tells the truth even when it's not easy."
- 30. Responsibility**-Young person accepts and takes personal responsibility.

**Thumbs-Up for Students** The students at left were honored today for good works, kindness and other levels of high performance.