



# Charlottesville Catholic School Specialist

## Important Upcoming Reminders

Date	Event
5/7	Art Show Open House and Family Night
5/5-5/9	Scholastic Book Fair
5/9	Grandparents and Great-friends Day
5/23	Field Day

Library - *Mrs. Anne Carbone a.carbone@cvillecatholic.org*

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Happy March!

With all the crazy snow days that kept us out of school, we are still finishing many of the books that we began in February. In the lower grades, we read some books written by Black authors to celebrate Black History Month. In March, we are celebrating Dr. Seuss and enjoying many rhyming books written by him and others. We will also be reading St. Patrick's Day books next week.

In the upper grades we are still reading from the Fantasy genre:

*The Miraculous Journey of Edward Tulane* by Kate DiCamillo in third grade,

*Crenshaw*\* by Katherine Applegate in fourth grade, and

(\**Crenshaw* was one of the selections for last year's Battle of the Books competition. This year's competition will be held in May and is open to all 3-5 and Middle Schoolers. It is nice to see that students are signing up to be on the team. It is not too late if your child is interested!

See Below)

*A Wrinkle in Time* by Madeleine L'Engle in fifth grade.

About the Battle of the Books:

Basically, the students are part of a team and they each read some of the selected books. On competition day, the teams travel to Richmond to compete against other schools in the Diocese. The teams are asked questions about the books and get points for correct answers. One 3-5 team and one MS team is then declared the winner. I hear that it is a lot of fun. If you have an avid reader in your house, this may be right up their alley!

\*\*If your child has any overdue Library books, please send them back to school ASAP. In many cases there are students who are waiting for their turn to read the book. Thank you!



P.E. - Ms. Madison Varney [m.varney@cvillecatholic.org](mailto:m.varney@cvillecatholic.org)

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## Mark Your Calendars – Field Day is Coming!

**Field Day** will take place on **Thursday, May 23, from 8:00 AM - 11:30 AM!** This is a **half-day event**, and we need **lots of parent volunteers**—around **50 or more**—to help make this day fun and successful for our students.

We will need help with **setting up before the event and cleaning up afterward**, so if you're available to assist beyond the 8:00-11:30 timeframe, we would greatly appreciate it!

A **sign-up sheet** will be sent out after Easter Break, but we wanted to start spreading the word early so that anyone interested in helping can plan ahead and request time off if needed. If you'd like to volunteer or have any questions, please feel free to reach out!

As we look forward to this exciting event, here's a look at what we've been working on in PE this past month!

We have had an exciting and active month in PE! Our students have been working hard, building important movement skills, and learning about ways to take care of their bodies. Here's a look at what each grade level has been up to:

### K-2nd Grade:

Our youngest students have been focusing on fundamental movement skills, including jumping, hopping, skipping, and balance. We spent time improving our jump roping skills, working on coordination, timing, and perseverance! Alongside our physical activities, we also explored heart health, nutrition, and hygiene, learning why it's important to eat nutritious foods, stay active, and practice good self-care habits.

As we transition into our next unit, we will continue developing our hand-eye coordination and teamwork. To introduce basic volleyball concepts, we will practice tossing, catching, and using light beach balls to help students get comfortable with the movements. We will also incorporate fun parachute games, obstacle courses, and movement stations to keep them engaged and active!

### 3rd-5th Grade:

This month, students continued to develop their jump roping skills and took on the exciting challenge of choreographing their own jump roping routines! Using iPads, students had the opportunity to record and review their performances, allowing them to see their progress and improve their coordination and rhythm.

In addition to jump roping, we have been learning about heart health, nutrition, and personal hygiene, discussing how regular exercise, healthy eating, and proper self-care help us feel our best.

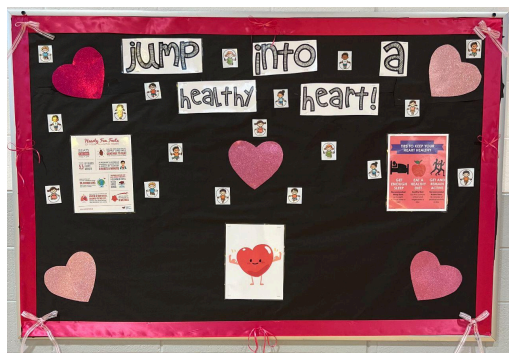
Up next, we will begin our volleyball unit! Students will learn the fundamentals of the sport, including proper passing, setting, and serving techniques. We will play fun lead-up games to help build confidence and teamwork before moving into modified gameplay.

### 6th-8th Grade:

Our middle school students have been refining their jump roping skills, improving their endurance, footwork, and coordination. We also spent time discussing the importance of heart health and how cardiovascular exercise benefits our overall well-being.

Now, we are diving into our volleyball unit! Students will work on their serving, passing, setting, and hitting skills through drills and small-group activities. They will also focus on game strategies, communication, and teamwork. As we progress, we will introduce modified games and mini-tournaments to help students apply their skills in a fun and competitive setting.

I am so proud of every students' progress and effort this month! As always, thank you for your continued support in helping our students stay active and healthy.



Art - Ms. Vanessa Devlin [v.devlin@cvillecatholic.org](mailto:v.devlin@cvillecatholic.org)

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The students and I are busy preparing for one of my favorite events of the year. Starting this month, and continuing through April, we will begin preparing for the **Annual Art Show**. Many hundreds of pieces of student art need to be mounted, labelled and prepared for display before May 3rd, when we need a big turnout of volunteers to assist with hanging the show in the Gym. Please consider offering your time to help with this effort. **Please see the signup [here](#) to help.**

March is Youth Art Month! Youth Art Month is celebrated in March every year. This month is set aside to celebrate and promote arts and arts education across the country. The month is specifically for the visual arts, and as the name suggests, is geared toward children of all ages. As part of our March celebration, we are again holding a school wide March Art Madness event. Students are introduced to art and artists each week, selecting their favorite to move forward in brackets similar to a certain sports tournament that takes place every March. This first week we looked at the work of contemporary photographers. In the next week we will examine contemporary painters, ceramicists and sculptors. Who will be selected as this year's favorite?

In the CCS Art Studio, we have opened up the clay center to all grade levels. Students are learning about the history and materials nature of ceramics, as well as learning new skills. How to create different forms, strong attachments, intentional textures and safe tool use are all skills being addressed in class. Creating anything from simple pinch pots, to hand modelled sculptures, slump molded bowls, slab relief tiles, coil-built towers, and wheel thrown vessels, students are thinking in 3 dimensions this month.



For more photos and stories from the Art Studio, follow



[@ccsarchangelsarts](https://www.instagram.com/ccsarchangelsarts)

Music- Ms. Annie Keller [a.keller@cvillecatholic.org](mailto:a.keller@cvillecatholic.org)

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Hello parents/guardians,

“One that sings is praying twice” (St. Augustine). Music has flown by this past month, between weather and holidays. It has been truly a gift to get to know each student and uncover their interests, excitement, and inclination for music.

On a general note for all grades, we are revamping music at mass, so we do take some of class time to learn a new song or antiphon (short, repetitive song to be sung either before mass or

after communion) each week, to build your students' musical repertoire in terms of worship songs.

JK-2nd Grade: We've gone back to basics and started learning solfege (do-re-mi). We had a "Sound of Music" day where we learned "Do, a deer," and each class choreographed their own movements to the classic Julie Andrews song. I am still learning the CCS web systems, but in the coming weeks, I hope to send parents their child's class' video. In addition to the solfege singing, we've started to learn about notes, note values, and rests. Next on the docket- we're tackling rhythm and beats! Some of the children have music or instruments at home, and some are learning these basics for the first time, but I'm determined to challenge and excite them each week, regardless of musical background, with new musical ideas/concepts.

3rd-5th grade: This past month+, we've expanded on our introduction to rhythm and beats, using music technology resources. Some of your students truly have a natural ear for curating beats and layering music that has impressed me, and I encourage them to continue at home to use the free music resources we've utilized in class. We're moving into a songwriting unit, highlighting famous songwriters (Dolly Parton, Elton John, Stevie Wonder) and learning about the components of a song- chorus, verse, bridge, theme, hook, rhyme patterns, etc. We're moving into a small project where students will write educational music-based parodies to a song they already know, an easier step before writing a song completely on their own. In coming weeks, we will be moving into a composition unit, discussing music layering, instrumentation, and sound engineering.

6th-8th grade: The middle school did a more extensive overview of songwriting, highlighting famous songwriters (Dolly Parton, Stevie Wonder) and also popular music songwriters that they prefer (Noah Kahan, Walk the Moon, Sabrina Carpenter). The students learned rhyming patterns and song form, as well as parts of a song- chorus, verse, bridge, theme, hook, tag, etc. From here, we went into a unit on songwriting in terms of musical parody. The students are currently working on their own musical parodies, to the tune of a song of their choice. The parodies must be educational in some aspect (academic or outside topics); in addition, they are creating a music video to accompany their parody, to be entered in a competition among the entire middle school! Next on the docket, middle school will do a sound engineering and composition unit, discussing music layering and instrumentation.

Please don't hesitate to reach out if you have any questions about music class for your child.

Peace-  
Annie Keller  
[a.keller@cvillecatholic.org](mailto:a.keller@cvillecatholic.org)

Spanish- *Ms. Denise DeMaio* [d.demaio@cvillecatholic.org](mailto:d.demaio@cvillecatholic.org)

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This month, elementary students have learned vocabulary about the parts that make up a house and different rooms: The living room, the kitchen, the garage, the bedroom, among others. They also did activities with the verb *estar* to refer to locating things in a house.

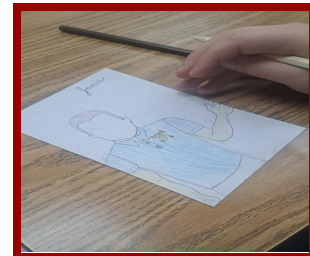
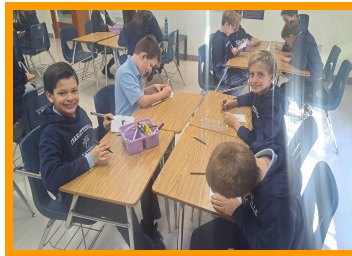
They also learned about winter-related topics such as clothing, animals, food, through games and activities like winter scavenger hunt that helped them memorize vocabulary and put it into practice in talking.

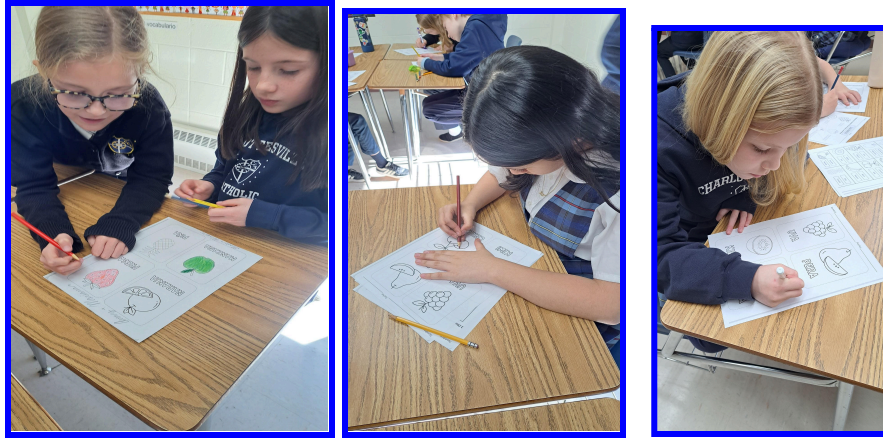
At the end of the quarter, I like to choose a movie or a short documentary that the students watch in Spanish and do activities related to the topics we have learned. They watched a day in the snow and had to look for vocabulary related to winter such as clothing and so on.

The coming weeks they are going to learn about the topic "La comida=Food" starting with the "Fruits=frutas"

Sixth graders in the elective class are learning about personal pronouns and infinitive verb conjugations -ar ending.

In the coming weeks, we will do topics related to spring and grammar activities related to personal pronouns.





S.E.L. - Ms. Marie Decker [m.decker@cvillecatholic.org](mailto:m.decker@cvillecatholic.org)

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*Junior Kindergarten:* JK students have been exploring and practicing some simple ways to solve common social problems that occur within the classroom environment. For this age group, visuals are a really helpful way to remember strategies, so we used a “problem-solving wheel” to guide our decision-making as we navigated through some natural scenarios that popped up as we played collaborative games together.

*Kindergarten/First Grade:* These two grade levels are identifying good friend actions. We have learned that friendships are like a “bridge” that connects us to people around us. We have to make good choices to take care of the bridge or it might fall apart and need some repair. These grade levels will be engaging in more explicit practice of skills that help to build (and repair) friendships in the coming weeks.

*Second Grade:* In February, second graders focused on some simple self-management strategies for maintaining calm when faced with a problem or conflict. We will incorporate that knowledge into this month’s focus on decision-making, where students will learn specific strategies they can use to solve social problems.

*Third Grade:* With weather-related school closures and holidays, third graders had limited SEL lessons in February, but will expand upon lessons related to uniqueness by beginning a “Healthy Friendships” unit. Third graders will be exploring specific attributes that lead to healthy friendships and will practice showing these attributes in various scenarios.

*Fourth Grade:* Fourth graders have learned some self-management techniques for when emotions are heightened and are getting ready to expand that learning into more explicit lessons related to conflict resolution. Over the next month, fourth graders will practice utilizing various conflict resolution strategies within realistic school-based scenarios.

*Fifth Grade:* Fifth graders are increasing their self-awareness as they explore how to use their senses to understand their physical reactions within emotionally-charged

moments. Next, fifth graders will use this knowledge to explore and select effective coping skills that they can use to manage their emotional responses.

Small group and individualized social-emotional supports continue to be available to middle school students. Please reach out if you have any questions or concerns regarding your child's social-emotional experience.