

THE ROOST REPORTER

The Newsletter of Record for Sixth Grade

Oct. 13, 2018

Foodlink Field Study – A Fun Way to Help Others



Thursday's field study to Foodlink was an eye-opening experience about the state of our current food system. We learned how Foodlink is an integral part of not only providing access to those who are food insecure, but how they help prevent food from entering the waste stream. In fact, as part of our debrief, sixth-graders discovered that Foodlink has an active role in all six elements of Rochester's food system.

We began our morning with Randy (one of Foodlink's volunteer coordinators) learning about the abundance of food in our region and how access and distribution can often limit who gets the food they need. We learned how neighboring Wayne County is the #2 producer of apples in the U.S. and that Grade B apples, while still healthy and delicious, are slightly blemished and are often overlooked by grocery stores and consumers. These apples, if not sold as whole fruit, are often destined to become applesauce, cider, or juice. Sometimes, they are composted but more often than not, they are landfilled. Our class had the opportunity to "rescue" thousands of apples and bag them to be re-distributed to Foodlink's client agencies and mobile pantry program. Randy fired up his playlist and the kids got busy packing and dancing (it was quite a sight!).

After our bagging adventure, Randy took us on a tour of the Foodlink facility where we learned just how much food passes through their warehouse (17 million pounds of food annually!) and how their innovative programs like the weekend backpack program support families who may need additional support when school-based meals are not available. Service and Compassion is a key design principle and one that we fully embrace in sixth grade. Students have now earned 1.5 hours towards their ten-hour service obligation. Sixth-graders can continue helping Foodlink as warehouse volunteers (parent support required) or helping out at the East Avenue Grocery Run (Saturday, Nov. 3rd) as a volunteer at the finish line water table.

Arts Update



“Are you sure that a floor cannot also be a ceiling?” – M.C. Escher

We are finishing up with our work on tessellations (inspired by Dutch artist M.C. Escher) in visual art and are continuing to develop our pencil technique before moving on to a new project. There is thunderous joy in music as Baba Khalid continues to teach us KuKu drumming; the power of 33 sixth-graders drumming in unison is something to behold. In dance, the class is putting the polish on their West African dance performance. We will be presenting our drumming and dancing at next week’s Community Circle – hope you can join us!



- ✓ **Community Circle** – Please join us on Wednesday, Oct. 15th for our African Drum and Dance celebration. Fourth and Sixth grade will be sharing what they have learned with our guest artists. Doors open at noon!
- ✓ **Outerwear** – Fall has finally arrived and that means cooler weather and more mud. A change of shoes is important at recess and while most Rochester kids think nothing of shorts in 50 degree weather, it’s a good idea to have a warm hoodie or hat on hand when it’s chilly out.
- ✓ **DEAR books** – Independent reading builds stamina and confidence in young readers and prepares students for more challenging texts in the future. Please explore your home and local libraries for a few good books your sixth grader can dig into. One of those should come to school Monday.
- ✓ **Practice means progress!** – Whether it be dance, basketball, piano, reading or math facts, putting in the time and effort can pay off later down the road. Students should work on math fact fluency and typing accuracy at school and at home to develop mastery.

Developing Compassion



Earlier this week we engaged in an activity called Cross the Line that allowed students to see their peers from another perspective. Cross the line requires trust and honesty and helps to build connections and empathy with others. Students started on one side and when statements were read, they crossed the line to the other side if it applied to them. For example, students who have pets would cross the line and observe peers who did and did not have pets. Sixth-graders did not have to commit to all the statements but the activity revealed a lot about our identities and the importance of connecting with others. During our debrief students commented on how they might have been unsure how peers would view them, but were willing to reveal their truth to build compassion for others and strengthen our classroom community. We will continue the dialogue early next week with our “Who are you?” activity.

Your Sixth Grade Team

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