

TIGER TALES

UPCOMING EVENTS:

April 19 - 26 – Spring Break -Schools Closed

May 8 – 8th grade Awards Dinner 6:00 pm

May 22 – District Art Show at Dover High School 5:00 pm – 7:00 pm

May 23 – 8th grade Photo

May 24 - 27 – Memorial Day Recess – Schools Closed

Show Me the Mona - Mrs. Schrader

Show me the Mona is a phrase you will hear in the Art Room during many classes. I use it to get the students' attention quickly for a short announcement, instruction, or reminder. When hearing it, students assume the pose of the Mona Lisa with their hands still, eyes on me, and lips sealed.

In the 5th grade, students learn more about the Mona Lisa, one of the most famous paintings in the world, by reading an article titled "Mona Lisa, Fact or Fiction: 50 Fantastic Things to Know!" The painting has inspired books, movies, scientific research, protests, plots, and political debate. The following are some interesting facts about this priceless masterpiece:

- The Mona Lisa was painted by Leonardo Da Vinci in app. 1503 and was never signed, dated, or given a title. The identity of the woman who posed for the Mona Lisa isn't known; she may be an idealized portrait of the Virgin Mary.
- The Mona Lisa is much smaller than most people think; it measures only 21" x 30".
- It is thought that Leonardo hired musicians and jesters to entertain her during the long portrait sittings to make her smile.
- Mona Lisa's mysterious smile was analyzed using emotion recognition software. It was concluded that she looks 83% happy, 9% disgusted, 6% fearful, and 2% angry.
- The Mona Lisa has no eyelashes or eyebrows, maybe because it was the style for women in the early 1500's.
- The Mona Lisa first hung in the bathroom of the palace of Fontainebleau, later in the palace of Versailles, and after the French Revolution, it hung in Napoleon Bonaparte's bedroom.
- Even though Leonardo was Italian, the painting is now the property of the French government and hangs in the Louvre in Paris.
- The fame of the painting grew when it was stolen in 1911, causing all borders of France to be closed and the museum to shut down for nine days. When the museum re-opened, more people lined up to see the empty spot where the painting had hung than to ever see it before.

FROM THE PRINCIPAL

We are all ready to enjoy our upcoming break. When we return to school, students will be rested and ready to meet the challenge of the New Jersey State Learning Assessment (formerly PARCC). Children should prepare for testing by getting a good night's sleep, starting each day with a healthy breakfast, and arriving on time to school each day.

Testing days are as follows:

Grades 7 & 8 ELA – May 1-3

Grades 7 & 8 Math – May 6-8

Grades 3 to 6 ELA – May 9, 10 & 13

Grades 3 to 6 Math – May 14-16

The Word of the Week was **multitude** which means a very large number. The Math Term of the Week was **mode**: a set of numbers is the one that occurs most often.



As always, thanks for your support and enjoy your time off!

Yours in Education,
Ms. Clarrett

For more information on the Mona Lisa, please visit:
<https://www.leonardodavinci.net/the-mona-lisa.jsp>

K-6 Highlight of the Week: Grade 5

Have you ever wondered how the first natives, or "first peoples," arrived in North America? Archeologists believe that the first Native Americans migrated from Asia by way of a land bridge. The fifth-grade students are currently researching the Native American tribes that settled in various regions of North America. Next month, the students will be experiencing a day in the life of the Lenape Tribe on their field trip to Waterloo Village. As a culminating activity to this unit, students will be creating a 3-D model that represents something they learned about these tribes. We look forward to having these models displayed in the media center next month!

Middle School Highlights: Grade 7 Science

In seventh grade science classes, students have been studying natural selection, which is the process where living things that are better adapted to their changing environment survive more often than others and, as a consequence, have more offspring. These favorable traits are then passed on to offspring, allowing a species to survive. **Survival of the Fittest** is an expression used to describe this phenomenon. Even though this process is happening everywhere in nature all the time, it sometimes occurs so slowly, over generations of living things, that it can be hard to imagine or to understand.

One way that scientists try to study how natural selection works is by conducting experiments with living things that have short life spans, like fruit flies. Because a fruit fly's natural lifespan is only six or seven weeks, scientists can study a fruit fly in January and then observe that fly's great-great-great-great-great-great-great grandchild by Thanksgiving.

There are some natural situations where scientists have been able to observe the process of natural selection. One of these occurred in England in the 1800s. A moth that lived there, the peppered moth, was studied by researchers and scientists. Before the year 1811, nearly all of these moths were white and black (imagine a zebra with the stripes scrambled). There were a few black peppered moths, but these moths were easier for birds to see on the trees and so were more often eaten than their lighter brothers.

However, during this period, England was undergoing the Industrial Revolution, which led to the building of thousands of factories. These factories caused huge amounts of air pollution, spewing thick black smoke into the air and darkening the trees in the area. In addition, the pollution (a chemical in coal smoke, sulfur dioxide) poisoned many of the moths that lived at the time, killing them. Whereas before, the black moths stood out more on the trees, now the tables had turned. The black moths were better hidden on the darkened trees, and so they were now the ones that were more likely to survive and have offspring.

By 1895, the moth-collecting scientists found that 98% of the moths that they found were the black peppered moths! The changing natural environment caused different genes (the ones for darker coloring) to be favored, or *selected*. Scientists who study evolution have argued over the meaning of these results (arguing and questioning results are a key component of the way science works), but scientists now generally believe that this is an example of natural selection in action.

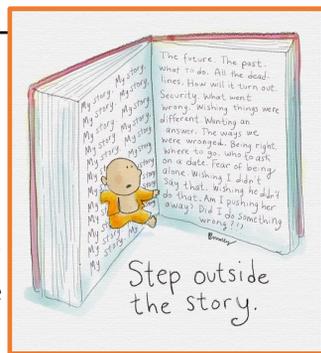
Mindfulness Notes

From Ms. Stillo

We all have stories, narratives that we follow in our heads. But guess what? **WE ARE NOT OUR STORIES. WE ARE NOT THE NARRATIVES THAT WE CARRY IN OUR HEADS.** We may not be able to change the past, but we can definitely move ever forward

towards the future that we want. Each moment, we have the power to create our lives. By functioning on auto-pilot and letting our actions be dictated by some storyline in our heads instead of fully being present in the here and now, we limit our potential, we diminish our power, and we stifle the creative energy that wants to flow from us.

Our brains are thought-producing machines; that's what they do: produce thoughts all day. The key is to understand that a thought is not who we are. We are the thinker of that thought. That thought does not define us, just because we thought it doesn't mean it's true. So, today, notice any limiting thoughts you may have during the day, observe them, and, then, as easy as that, **LET THEM GO.** Thoughts come and go, but you are the *presence* behind those thoughts. You are in control. You can soar as high as you want. You can remain as small and constricted as you think you should if you follow the fake "rules" set up by your "story." The pen is in your hand. By being fully present in the here and now and not caught up in the thoughts in our heads, a funny thing happens. We actually start noticing things we didn't before, gaining insights we maybe would have missed and connecting to people who can enrich us. Step fearlessly towards what excites you, allow yourself to be 'silently drawn by the strange pull of what you really love,' as Rumi puts it, and you may actually enjoy the plot twist!



Mrs. Rinaldi's Students Become Detectives

Since studying Sherlock Holmes, students have been inspired to search and to find evidence to back up their claims on various issues. To feed and support their enthusiasm, we'll use a courtroom setting to prepare students to write a persuasive essay. The class has been exposed to, and has had practice with, setting up a basic 5-paragraph essay format as well as a compare/contrast block-style essay. Each side, the prosecution and defense, will have their day in court! We even have a judge!