

May 2021



Yukon-Koyukuk School District

## Staff Connections

### ***Congratulations to the Yukon Koyukuk School District Class of 2021!***

Kerry Boyd, Superintendent

Jimmy Huntington School - **Kaden Sam**

Kaltag School - **Clayton Neglaska**

Merrelaine A. Kangas School - **Makenzie Sleeman**

Minto School - **Adrianna Charlie**

Minto School - **Kaiyuh Jimmie**

Raven Homeschool Graduates

Thank you to all of our students and staff! This year has been one of the most challenging years we have had in the history of public education, yet our students and staff have prevailed! As the sun shines brighter and the temperature warms, summer brings new hope for all of us. I expect schools to be open for in person learning on the **first day of school, August 25<sup>th</sup>, 2021**. The full calendar is included in this newsletter on the last page.

***Thank you to the Regional School Board  
for their continuous focus on children!***

Kerry Boyd,  
Superintendent

They have worked hard this past year to ensure all schools have the necessary resources for K-12 learning. Students and staff have 1:1 technology devices, infrastructure for internet is being built out across the District. Minto was the first community to receive the internet build out. The next community is Huslia, with the remaining schools receiving the community internet over the course of the year.

## *What's New?*

**Kerry Boyd, Superintendent**

New playgrounds will be constructed in Hughes, Koyukuk and Kaltag over the summer!

New teacher housing will be built in Koyukuk, Nulato, and Hughes teacher housing will receive an expansion!

The Allakaket School new construction project will be back in full force this summer with an estimated completion this year. The artist will be working with community members to create a large mural on the gymnasium wall in Allakaket as part of the new build.

All students in K-12 will receive a backpack complete with school supplies.

Summer newsletters for student reading and activities will be mailed to communities.

The biography expansion project will begin this month! Elders across the district will be interviewed and their vivid stories and special life moments will be recorded.



## *American Rescue Plan*

**Kerry Boyd, Superintendent**

The American Rescue Plan Act, 2021 (ARP), was signed into law on March 11, 2021. The ARP Act provides an additional \$122 billion for the Elementary and Secondary School Emergency Relief Fund to help meet a wide range of needs arising from the Coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic. As part of the process, YKSD will be creating a survey to provide input for the development of the ARP plan. YKSD will receive the amount of funding we will be awarded near the end of May. The ARP survey will be sent to all community members including city and tribal councils, students, staff, and parents. The CSC's of each school will be asked to consider ideas as to how the funding could be used for students and to bring recommendations to the YKSD Regional School Board for final approval.

## ***Honoring Retiring Staff***

Kerry Boyd, Superintendent

*Thank you for your service and dedication to educating and supporting our students.*



**Larry Parker**

Principal  
Allakaket School



**Joy Shier**

Assistant Principal  
Raven Homeschool - Wasilla & Juneau

*Click the employee's name to read their Board Resolutions!*

## ***Employees of the Year***

Carla Saunders,  
Board Secretary

*The YKSD Regional School Board is pleased to highlight the excellence exhibited by our Certified and Classified Employees of the Year!*

### ***Certified Employee of the Year***



**Vicky Charlie**

Principal  
Minto School

### ***Classified Employee of the Year***



**Monique Ratzlaff**

Administrative Assistant  
Raven Homeschool ~ Wasilla

*Click the employee's name to read about our Employees of the Year*

# *Board Recognition*

Carla Saunders,  
Board Secretary

*The YKSD Regional School Board is pleased to highlight  
the excellence exhibited by our staff and student award winners!*

## *Staff*



**Tami Rump**  
Administrative Clerk  
Raven Homeschool ~ Fairbanks



**Hazel Olson**  
Pre-K Associate Teacher  
& Teacher Aide—HQ  
Kaltag School

## *Student*



**Kyla Roberts**  
2nd Grade  
Minto School

## *Student Nominees*

### River School Students

**Mahalee Koyukuk** ~ 1st Grade: Johnny Oldman School  
**Shiona Vent** ~ 5th Grade: Jimmy Huntington School  
**Lawrence Nicholas, III** ~ 1st Grade: Kaltag School  
**Kawner Edwin** ~ 1st Grade: Ella B. Verneti School  
**Cola Sipray** ~ 6th Grade: Andrew K. Demoski School  
**Ariyah Woods** ~ 3rd Grade: Rampart School  
**Emmersyn Wiehl** ~ 7th Grade: Merrelaine A. Kangas School

### Raven School Students

**Teilani McKee** ~ 9th Grade: Anchorage  
**Summer Powell** ~ 10th Grade: Eagle River  
**Don Delavega** ~ 8th Grade: Wasilla



## *Maintenance Department*

Gale Bourne, Director of  
Facilities and Maintenance

The YKSD Maintenance Department would like to say “Thank you” to all our hardworking maintenance staff. Our local maintenance workers keep our schools comfortable and safe throughout the school year. They work through the cold winter months, keeping the heat on, the water thawed, vehicles running, and much, much more. They are on call 24 hours a day, 7 days a week. We appreciate them tremendously and are proud to have each one of them as part of our team. A huge **YKSD THANK YOU** to:

**Todd Bergman** ~ Allakaket School  
**Trevor Henry** ~ Jimmy Huntington School  
**Christopher Anahonak** ~ Johnny Oldman School  
**Oscar Dayton** ~ Ella B. Verneti School  
**Joseph Dentler** ~ Kaltag School  
**Thomas Esmailka** ~ Merrelaine A. Kangas School  
**Arland Dick** ~ Minto School

We also want to thank our District Office Maintenance Admin, **Patty Wiehl**! She is a big part of our team and we couldn't do it without her.



## *Happenings from the Office of Federal Programs*

Gina Hrinko, Director of  
State and Federal Programs



Happy Spring everyone! It's hard to believe that snow has mainly melted in Fairbanks and that is it also quickly melting out in all our communities. Summer vacation is just around the corner! It has been a pleasure working with everyone and we are looking forward to another great year starting in the fall! Our department has been really busy this month as we are winding down the year with all of our required grant reporting.

We are also so excited to be able to provide your students with summer literacy kits filled with fun, educational activities, games and books to keep their minds academically engaged over the summer months. This will help them to be ready to learn even more when school opens in the fall.

Some of our favorite highlights of this year was having the opportunity to work with you virtually (although in-person would have definitely been preferred!) to provide professional development, different literacy trainings, and working with each school to order supplies needed for your students and classrooms.

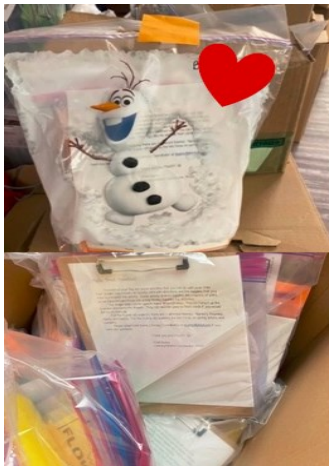
We wish everyone safe travels if you are going out of state to visit family and friends, or if you are going adventuring!

**Have a great summer and we'll see everyone in August!**

# Summer Reading Programs for June and July

Kristi Burns,  
Grants Coordinator

Happy Summer YKSD! We hope that everyone enjoys their break. We are continuing our reading efforts with Summer Reading Packets. YKSD students are receiving 5 new books with another reading log, more colored pencils, and activity sheets to go along with each book.



PreK students will be receiving summer kits with various skill building activities. YKSD has created 16 activities for the PreK families to enjoy this summer. In each student's bag are some activities that the families can do with their child over the summer.

The 4-year-old kit have 3 different themes: Nursery Rhymes, Plants, and Insects. A suggested schedule is listed on the back of the parent letter. It is based on approximately 2 activities each week. The 3-year-old kits consist of 8 activities which focus on the ABCs and 123s.

Migrant backpacks have been sent out for migrant students. Each backpack has items inside, depending on the age of the student, to be used during the summer. These items include games, school supplies, flashlights, books, and art supplies for them to enjoy.



Also, you may read various books in our online library. Just download the Sora app. Then, follow the prompts to access hundreds of books. If you need help with logging into the app, please email, [kburns@yksd.com](mailto:kburns@yksd.com).



# Reading Connection

## Tips for Reading Success

## Beginning Edition

May 2021

Yukon-Koyukuk School District

Chane Beam, Director of Teaching and Learning

### Book Picks

Read-aloud favorites

#### ■ *Let's Do Nothing!* (Tony Fucile)

When Frankie and Sal feel like they've done everything, from baking cookies to reading comic books, they find themselves in a pickle. Follow along with this silly duo as they try to sit and do nothing, only to realize that it's much more difficult than they thought.



#### ■ *Dreaming Up: A Celebration of Building* (Christy Hale)

Whether they're building block towers, sandcastles, or pillow forts, children are natural architects. This book



pairs drawings of youngsters' buildings with real photos of similar structures

around the world. It also recommends fun building materials like gumdrops and toothpicks, mud, boxes, and more.

#### ■ *My Friends* (Taro Gomi)

In this easy-to-read story, a little girl names things she has learned from others. For instance, her teachers taught her to study, a dog showed her how to jump, and a butterfly taught her to smell flowers. (Also available in Spanish.)

#### ■ *The Sea Book* (Charlotte Milner)

The ocean is home to many different animals and plants. Humans depend on the ocean, too—it gives us the water we drink and the air we breathe. This nonfiction book explores sea life and suggests ways to keep oceans healthy, like using less plastic on land. Includes instructions for making a reusable shopping bag.



## Literacy on the move

These active ideas will keep your child's reading and writing skills strong all summer long—and into the new school year.

### Take an alphabet walk

Challenge your youngster to find something in your neighborhood or town that starts with each letter of the alphabet. Let him carry a small notebook and a pencil on a walk and write down everything he spots from A to Z. He might see a **b**ike rack, a **d**elivery truck, and a **q**uarry, for example.



### Hop and spell

Practice spelling with this giant word search. Have your child use chalk to draw a 5 x 5 grid on the driveway or a playground blacktop. Write a random letter in each square, making sure to include plenty of vowels. Take turns finding a hidden word and hopping on each letter to "spell" it. (Letters must touch, but words can snake in all directions.) Help your youngster write everyone's words beside the grid.

### Find the title

Ask everyone to secretly think of five familiar book titles and write each word of each title on a separate sticky note. Mix up all the notes, and hide them around the yard. Players race to collect notes and put the titles together. The person with the most correct titles wins. Now celebrate by reading the books! ♥

### Picture this

Good readers picture images in their minds that help them understand and remember a story. When you read with your youngster, ask her what she "sees." Here are some ways to start.

● **Begin with a word.** For example, what comes to mind when she reads the word *love*? Perhaps she thinks of a heart or a hug.

● **Move on to sentences.** If your child tells you she pictures her dog after reading "I love my dog," help her fill in the details. ("I see myself petting our dog. What do you see yourself doing with Biscuit?")

● **Use whole pages.** Once she can see clear pictures from sentences, try paragraphs or pages. Choose a page without an illustration, and ask your child to illustrate it. ♥





## A plan for my story

This summer, encourage your youngster to write stories about her adventures. These two story-planning strategies will help her organize her thoughts and get started.

**1. Make a chart.** Have your child draw a three-column chart labeled "Beginning," "Middle," and "End." At the top, she can write the topic she wants to write about (camping, visiting a park, going to the beach). In the first column, she could write or draw a picture of the beginning of her story (setting up a campsite). She can add



draw her teacher on one slip, a favorite book she read on another, a fun science project she did on a third, and so on. She can tape the slips to a piece of yarn and use her story string for inspiration while she writes.♥

the main event in the middle column (hiking to the top of a mountain) and the ending in the last one (eating hot dogs and s'mores around a campfire). As she writes her story, her chart will help her keep the events in order.

**2. Create a story string.** On separate slips of paper, suggest that your child draw important details to include in a story. If she'd like to write about her school year, she might

## Q&A Extra help with reading

**Q** My child is not yet reading on grade level. He will attend summer school reading classes, but what can I do to help him at home?

**A** Instilling a love of reading at home is one of the best things parents can do for any young reader. That's especially true for struggling readers, who may lack confidence and lose motivation.



Let your child choose library books that interest him, even if they're below or above his level. Set aside time each day to listen to him read and to read aloud to him. Reading easier books will boost his confidence, and hearing you read harder ones will expose him to more complex plots and language.

Also, introduce yourself to your son's summer school teacher. Let her know you'd love ideas for supporting your child at home. She'll be happy to have you as a partner.♥

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## Parent to Parent

### Backyard theater

After my twins overheard me reminiscing with my brother about the plays we put on as children, they wanted to perform their own show. I loved the idea, and I knew they'd get plenty of writing and speaking practice.

The kids decided their play would be based on *The Little Red Hen*. They called it "The Little Gray Mouse," with Leah as the cheese-loving mouse and Simon as the other animals, who refused to help make pizza. My youngsters giggled together as they wrote and rehearsed lines like "Who will help me make the dough?" and "Not I!"

When they were ready, we assembled the audience: my husband and me in person, with our parents on Zoom. The twins received a standing ovation, of course, and now they're planning their next production. This one will be based on a story Leah wrote in school.♥



## Fun with Words

### Vocabulary around town

New words are everywhere. When you're on the road, try these ideas to expand your child's vocabulary.

#### Make connections

Your youngster can learn new words by associating them with familiar activities or places. Say you're going fishing. Take turns saying words you might see or use there (*pond, trout, cast*). Explain meanings of unfamiliar words. ("I'm going to *cast*, or throw, my fishing line over the water.")

#### Listen and write

Have your child keep crayons and paper in the car. Play music, kid-friendly podcasts, or children's audio books, and encourage him to listen for unfamiliar words. He can pause the audio to write them down. At home, look up the words' definitions together in a dictionary.

**Tip:** Encourage your youngster to use his new words regularly so he remembers them.♥





# Math+Science Connection

Building Excitement and Success for Young Children

May 2021

Yukon Koyukuk School District

Chane Beam, Director of Teaching and Learning

## TOOLS & TIDBITS

### Estimate handfuls

How much is a handful? That depends! Let your child grab a handful of popcorn, estimate the number of pieces, and count to check his estimate. Now you take a handful—does he think you're holding more or less? Next, ask how many raisins he estimates each of you could hold. Try it to find out.

### Follow that butterfly!

With your youngster, follow a butterfly around. She'll see it visit one flower after another. Explain that it's doing an important job: collecting and depositing *pollen* that flowers use to create new flowers. How many flowers did her butterfly *pollinate* before it flew away?

### Book picks

■ Your child can go on a magical ride to compare numbers of skunks, dogs, dinosaurs, and more in *Is 2 a Lot? An Adventure with Numbers* (Annie Watson).

■ *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* (Jess Keating) tells of a pioneering scientist and the graceful creatures she studied.

## Just for fun



**Q:** How did the puppy walk through a rectangle?

**A:** He went in the doggy door.

## Summertime story problems

This summer, your child can be a newscaster, an artist, and an actor—all while she practices strategies for solving word problems. Share these playful ideas.

### Deliver a newscast

Suggest that your youngster pretend to be a TV reporter delivering “news” based on a story problem she creates. *Example:* “Breaking news! Five elephants, two lions, and 10 monkeys have escaped from the zoo. How many animals are on the loose?” Reasoning aloud can help her solve the problem. (“Well, folks,  $5 + 2 = 7$ . And  $7 + 10 = 17$ . That’s 17 animals.”)

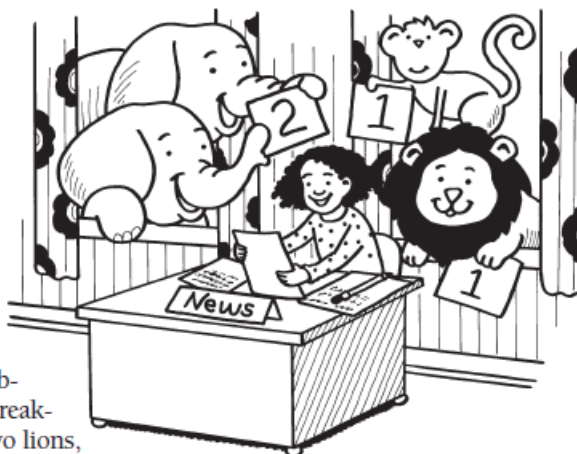
### Go on a math picnic

Before your next picnic, let your child write and illustrate problems on paper plates. On her brother's, she might draw watermelon slices and write, “Andy's watermelon slice had 9 seeds. Leah's had 6. How many more seeds did Andy's have than Leah's?” As you eat, read and

solve. (Andy's slice has 3 more seeds, because  $9 - 6 = 3$ .)

### Act it out

Encourage your youngster to write and act out “math tongue twisters.” *Example:* “Sally has 17 seashells. She sells 7 seashells by the seashore. How many seashells does Sally have left?” Now she can pretend to walk along the shore and pick up 17 seashells as she recites the tongue twister. She could “sell” 7 seashells to a crab and say the number sentence:  $17 - 7 = 10$ .



## Water “sticks” together

Drip, drop, drip. These experiments let your youngster explore water to learn about *cohesion*.

● **On a coin.** Have your child drip water onto a coin, one drop at a time. He can count each drop as it falls—he may be surprised by how many drops the coin will hold before water spills over the edge. That's because water molecules are *cohesive* (they stick to each other).

● **In oil.** Help your youngster measure  $\frac{1}{4}$  cup cooking oil into a clear glass, then squeeze water from a sponge into the oil. Due to cohesion, the water droplets combine and sink to the bottom.



# Star-spangled math

Oh, say, can you see ... patterns of stars and stripes? The American flag is full of math for your youngster to explore. Use a flag, or a photo of one, for these activities that combine math and social studies.

**Stripes = colonies.** Have your child count the red and the white stripes and say how many there are in all: 7 red + 6 white = 13 stripes. Explain that the 13 stripes represent the 13 original colonies. Now ask him what pattern they



make (red, white, red, white). *Idea:* Suggest that he make his own red-and-white patterns. He could thread marshmallows and strawberries on a skewer or create a red-and-white paper chain.

**Stars = states.** Help your youngster count the stars on the flag, then count the states on a U.S. map. He'll notice that there are 50 of each—one star for each state.

Next, encourage him to look closely at the rows of stars to discover the pattern.

They alternate: 6 stars, 5 stars, 6 stars, 5

stars. *Idea:* Let him use foil star stickers or a white crayon to make 50 stars on blue paper in a different pattern.

## Q & A Summer graphing

**Q:** My daughter enjoys graphing in school. What are some fun ways she can make graphs at home?

**A:** Encourage your child to create graphs based on what she does over the summer.

For example, she might graph how often she plays basketball. On a sheet of paper, she could label one column for each week of summer ("Week 1," "Week 2"). Then, she can draw a basketball in the correct column—lining them up evenly—each time she plays.



Or maybe she'll graph ice cream treats she eats (cones, sandwiches) or books she reads (chapter books, biographies).

Let your daughter display her graphs, and ask her questions like "When did you play basketball the most?" or "How many more cones than sandwiches did you eat?"



## MATH CORNER

### Let's weigh it!

Which weighs more: a chess pawn or a domino? A toy car or a rubber ducky? Your child can make this balance scale to find out.

**Materials:** hole-punch or sharpened pencil, 2 identical paper cups, scissors, yarn, clothes hanger, small toys



Help your youngster punch two holes toward the top of each cup and use yarn to tie the cups to opposite ends of the hanger. Hang his "scale" from a doorknob or shower rod.

Now ask your child to predict which items weigh more or less and to line them up from heaviest to lightest based on his prediction. To test his predictions, have him compare two objects at a time, placing one in each cup. The cup with the heavier item will drop down. As he weighs the items, he can rearrange their order as needed. How close were his predictions?

## SCIENCE LAB

### Why do we wear sunscreen?

This experiment teaches your youngster about the sun's powerful rays—and shows her why it's important to wear sunscreen.

**You'll need:** tape, dark-colored construction paper, magnetic letters or pebbles

**Here's how:** Let your child tape a piece of construction paper to a porch or table in full sun. Now she can place magnetic letters or arrange pebbles on the paper to spell her

name. Have her wait several hours, then remove the objects.

**What happens?** The paper surrounding the letters will be lighter than the area underneath—and she can read her name.

**Why?** Sunlight contains ultraviolet (UV) light, which breaks down chemical bonds in things like paper, fabric, and skin. The letters blocked the sunlight, protecting the paper, like sunscreen protects our skin.



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www.rfeonline.com  
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# Reading Connection

INTERMEDIATE EDITION

Working Together for Learning Success

May 2021

Yukon Koyukuk School District

Chane Beam, Director of Teaching and Learning

## Book Picks

### ■ Gabby Garcia's Ultimate Playbook (Iva-Marie Palmer)

Gabby is a star baseball player and a popular student at her middle school. When she suddenly has to move and change schools, she tries to stick to her "play-book" for success but realizes she might have to change her plans. The first book in the Gabby Garcia series.



### ■ National Parks of the U.S.A. (Kate Siber)

From Death Valley to Acadia, explore 21 national parks with one book. Readers will find beautiful illustrations and learn about the parks' diverse landscapes. Includes maps, facts about plants and wildlife, and information on how to protect our parks.



### ■ Tap Dancing on the Roof: Sijo (Poems) (Linda Sue Park)

Learn about sijo, a traditional type of poetry from Korea. Sijo usually has a funny twist at the end that makes readers think. This book has poems with topics ranging from breakfast to long division. After reading them, your youngster might be inspired to write a few sijo of his own.

### ■ The World According to Humphrey (Betty G. Birney)

Being the class pet is a big job for little Humphrey. The hamster helps a shy girl speak up, finds friends for a lonely janitor, and has his own notebook. Then the regular teacher returns, and she hates hamsters. Can Humphrey win her over? Book one of the Humphrey series. (Also available in Spanish.)



## A summer full of books

"I'm going to read that book next!" If your child has a list of books she wants to try, she's more likely to read regularly this summer. Suggest these ideas to help her find books that appeal to her, and then she can check them out from the library.

### Armchair travels

Your youngster might not tour the canals of Venice or go to an Antarctic research station this summer, but she could read her way through those places! Encourage her to choose books about locations she studied in school or wants to visit. She might read a novel set in Italy or a nonfiction book about the South Pole. She'll explore places, people, and events around the world.

### Book trailers

Help your child find book trailers online—they're like movie trailers, but for books. She can type "book trailers for kids" into a search engine. She'll get a taste of what a book is about and decide whether to put it on her to-read list. *Idea:* She could make her own trailers for books she enjoys and share them with friends.

### Showtime!

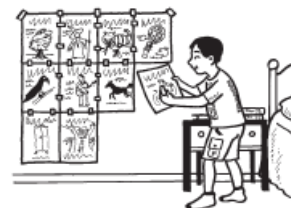
Let your youngster look for movies based on books. She can pick ones she'd like to watch and add the book titles to her summer reading list. After she reads the book and watches the movie, have her tell you how the two versions were similar and different. Which one did she like better, and why?



## Track summer reading

Let your youngster see for himself how many books he can read while school is out. Share these clever ways for keeping track.

● **Make a quilt.** As he finishes a book, suggest that he draw a picture showing his favorite part. He can tape the pages together and hang his growing "quilt" on his bedroom wall.



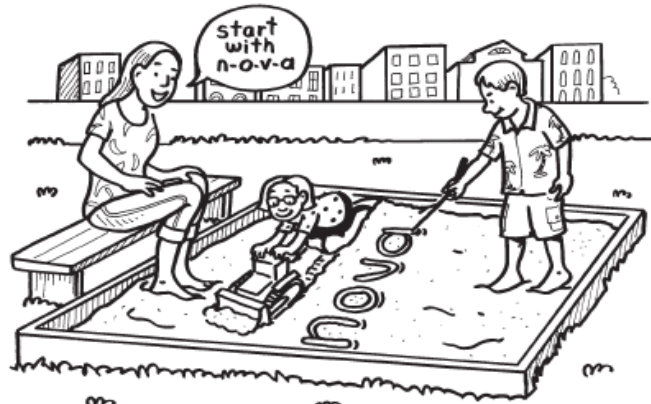
● **Create a passport.** Have your child use a small notebook as a reading passport. He could draw a "stamp" and write a short book review on each page.

● **Craft a paper chain.** Encourage him to write the title and author of each book on a strip of paper, loop the strips together, and snake the chain around his room.

## Play listening games

Whether your child is participating in a class discussion or you're telling him how to do a chore at home, he needs good listening skills. Practice with these silly games.

**Unusual instructions.** The object of the game is to spell a word using specific directions. Secretly choose a word, such as *novel*. While your youngster listens closely, give him fun instructions for spelling the word. For example, "Start with *nova*. Then, change *a* to *e* and add *l* to the



end." When he gets the right word, it's his turn to think of a word and give you directions.

**Forbidden word.** In this game, family members must listen carefully to catch each other using a "forbidden word." Ask your child to choose a word that might be hard to avoid, such as *eat* or *play*. The first person caught using it has to attach a safety pin to his shirt. If he catches someone else, he transfers the pin to that person. ■

### Parent & Parent

#### TV writing

My daughter Jessie always wants to watch her favorite cartoon. One day when she'd had enough screen time, I suggested she try writing her own cartoon episode.

She considered several different story lines for the characters. After picking her favorite, Jessie started writing about a little platypus who went on a mission to save the world. Because she knows the show so well, it was easy for her to imagine how the characters would behave in a new situation.



To fill out her plot and add details, Jessie decided to make a storyboard. She drew each scene and glued them in order on poster board. She is proud of her original cartoon episode, and now she and her siblings are practicing a skit version to put on for us! ■

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ISSN 1540-5383

## Thank-you notes for teachers

After the challenges of this school year, it's extra important to show appreciation for teachers. Help your child write a thank-you note with these three steps.

1. He can begin with an explanation of why he's writing: "Dear Mr. Redding, I want to thank you for all the help you gave me this school year."
2. Next, have your youngster write a few sentences telling why he is grateful. Example: "You made virtual learning interesting and made us feel like we were together in the classroom."
3. Finally, suggest that he sum up his thanks and wish his teacher a good summer: "Again, thank you for everything. I hope you have a nice summer." He could close with "Gratefully" or "Sincerely," followed by his signature. Tip: He can deliver his notes by mail or email. ■



### Fun with Words

#### Match the rhyming pairs

A "Hink Pink" is a two-word phrase that hints at a pair of rhyming words. For instance, "insect snuggle" can be a "bug hug." Use this fun activity to build your child's vocabulary.

Together, write a dozen Hink Pinks and answers on separate slips of paper. To come up with them, you might pick something in the room or out the car window (a cup) and think of a word that

rhymes with it (pup). Then, look in a dictionary or thesaurus to find a synonym for each word ("pup cup" = "canine chalice").

Mix up the pairs, and arrange them facedown in even rows and columns.

Take turns flipping over two slips and reading them aloud.

If they match ("big rig" and "enormous truck"), keep them. If not, turn them back over. The person who gets the most matches wins the game. ■





# Math+Science Connection

Intermediate Edition

Building Understanding and Excitement for Children

May 2021

Yukon Koyukuk School District

Chane Beam, Director of Teaching and Learning

## INFO BITS



### Fold to make shapes

Have your child fold a piece of paper several times in different directions, open it, and lay it flat. Ask her to color the shapes created by the fold lines. Which shapes did she make? Can she fold another piece of

paper so all the shapes are triangles? Squares?

She'll need to think logically about how shapes are related.



### Patterns of motion

Encourage your youngster to look for patterns of motion everywhere he goes. At the playground, he could swing back and forth. On the beach, he might watch waves go in and out. Together, think of more patterns, like sunrise and sunset or a basketball bouncing up and down. Now have him draw what those patterns of motion look like.

### Book picks

■ Your child will realize how important—and fun—math really is when she reads *The Great Number Rumble: A Story of Math in Surprising Places* (Cora Lee).

■ *Mr. Ferris and His Wheel* (Kathryn Gibbs Davis) tells the true story of the American engineer who invented the popular carnival ride.

### Just for fun



**Q:** Which stars wear sunglasses?

**A:** Movie stars!

## Summer math camp

Bring summer camp home with these cool ideas that will inspire your child to practice multiplication, division, and fractions.

### Multiplication hikes

Let your youngster collect natural objects like rocks or shells—and see how they “multiply”! To display his treasures, he could arrange them in equal groups. He might make 5 groups of 6 shells each or 3 groups of 8 rocks each, then say the multiplication problems he sees ( $5 \times 6 = 30$  or  $6 \times 5 = 30$ ,  $3 \times 8 = 24$  or  $8 \times 3 = 24$ ).

### Division tag

After dark, play this version of flashlight tag. Have your child number a dozen sheets of paper 1–12 and tape each to something in the yard (tree, chair). Now ask him to list 20 division problems, each with an answer between 1 and 12. One player calls out a problem while another runs to “tag” the answer with a flashlight. If he’s right, he gets another problem. If not, he gives a problem to the next player.



### Poolside fractions

Help your youngster measure and cut a pool noodle into fractional pieces: one 12-inch, two 6-inch, three 4-inch, four 3-inch, and six 2-inch. Then, have him use a marker to write “1” on the biggest piece. He can figure out which fraction ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , or  $\frac{1}{6}$ ) to label the others by comparing them to 1. Take turns stacking smaller pieces and adding the fractions. Example:  $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$ . Check your answers against the “1” piece to see if you’re right. 📦

### Discover plant parts

What’s in a salad? Leaves, roots, stems, seeds, flowers, and fruits! With this activity, your youngster can learn about the parts of plants she eats.

When you bring home groceries, have her get a notebook and label a page for each of those plant parts. Then, she could look closely at fruits and vegetables to decide which part they are and list them on the correct page. Examples: spinach (leaves), carrots (roots), asparagus (stems), peas (seeds), broccoli (flowers), and apples (fruit).

Finally, let your child use the produce to make her own healthy salad. 📦



## Liquid volume: Buckets of fun!

Water balloons and sandcastles say “summer.” Here’s how your child can use them to measure liquid volume.

**Water balloons.** Compete to create the largest water balloon. Take turns stretching a balloon around a faucet and turning on the water. The object is to get the balloon as big as possible without bursting it. Now each person should use a pin to carefully pop her balloon over a large measuring cup. On a



sheet of paper, your youngster could record each measurement—and announce the winner!

**Sandcastle.** Can your child discover the ideal “recipe” for building a sandcastle? Have her fill a bucket with sand, using a measuring cup to keep track of how much the bucket holds. Then, she should slowly pour in water from a measuring cup and record how much she adds before water pools on top of the sand. Finally, she can turn the bucket over and lift it up. Does her castle hold together? If not, she could repeat the activity, using more or less water. 📦

**Q & A**

### My math station

**Q:** With summer about to start, how can I keep my son excited about math and practicing the skills he’s learned this year?

**A:** Help your child set up a math station on a table or in a large cardboard box turned on its side. Together, stock it with tools and games that make math fun.



For instance, include a ruler, a calculator, pencils, regular paper and graph paper, and a protractor. He might make graphs to display, use the protractor to create abstract art with different angles, and create a “problem of the day” for family members to solve.

Also, get your son math- or logic-related games to put in his station. You can find these at yard sales and thrift stores, or ask for hand-me-downs from relatives. Examples include Yahtzee, Sequence, Set, Mancala, and Monopoly. 📦

### OUR PURPOSE

To provide busy parents with practical ways to promote their children’s math and science skills.

Resources for Educators,  
a division of CCH Incorporated  
128 N. Royal Avenue • Front Royal, VA 22630  
800-394-5052 • rfeustomer@wolterskluwer.com  
www.rfeonline.com

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### MATH CORNER

### Sunken-ship algebra

This graph-paper version of Battleship introduces your youngster to algebra as she solves for  $x$  to sink your “ships.”

**Set up:** Have each player draw a  $5 \times 5$  grid with columns labeled A–E and rows numbered 1–5. Set up a divider (perhaps a book standing up) so players can’t see each other’s boards. Now each person makes a “ship” by secretly shading in a line of three squares (vertical or horizontal). On separate index cards, let your child write six equations, each with a missing number (examples:  $56 + x = 86$ ,  $x - 12 = 10$ ), and stack them facedown.

**Play:** Take turns calling out coordinates. If your youngster says “A, 5,” and part of your ship is in column A, row 5, she gets an equation card. If she solves it correctly, she “sinks” that part of your ship, and you cross it out. If your ship isn’t in the coordinates she chose or she gets an equation wrong, her turn ends.

**Win:** Be the first to sink your opponent’s entire ship. 📦



### SCIENCE LAB

### “Why is the sky blue?”

Since your child was little, he has probably asked you why the sky is blue. This experiment will help him discover the reason on his own.

**You’ll need:** tall (clear) jar or glass, water,  $\frac{1}{2}$  tsp. measure, milk, spoon, flashlight

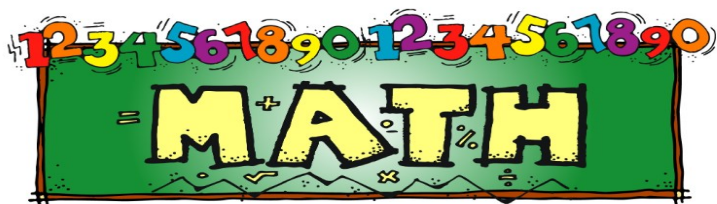
**Here’s how:** Have your youngster fill the jar about  $\frac{3}{4}$  full with water, add  $\frac{1}{2}$  tsp. milk, and stir. Then, as he shines the flashlight straight down into the liquid, he can look through the side of the jar and observe the color.

**What happens?** The water appears blue.

**Why?** When the flashlight beam bounces off the milk particles, blue is reflected. On Earth, sunlight shines through our atmosphere and bounces off particles of air and dust. Again, blue is the color most likely to be reflected and to scatter around—making our sky look blue. In outer space, there is no air and little dust to bounce off of, so it’s dark. 📦







Morris White,  
Math Specialist

## *February and March Math Activities*

During February and March, the YKSD Math Specialist was involved in a lot of math activities.

The District launched a dog sled team race activity in March. Grades K-2, 3-5, and 6-12 engaged in many activities which provided student math experiences related to counting dogs, measuring dog and racing supplies needed by mushers, and comparing students' running speeds to the speeds of dog sled teams.

Through working with Bobbi Jo Erb, the Math Specialist created a grade 3-5 math competition, providing students in all YKSD schools the opportunity to compete for individual, group, or STEM activity prizes. A competition occurred in April, with small prizes provided to individuals and teams.

## *Summer Enrichment Activities for Math*

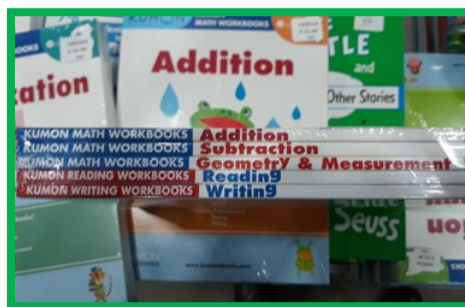
As summer vacation comes ever closer, parents may want to consider activities which their children may engage in for enrichment and acceleration in their math skills.

\*COVID-19 mitigation may limit traditional ways that public libraries have used summer to bring students into the buildings where they usually would find fun and interesting activities. Contact your local public library to find out.

\*Online activities – Free online math websites such as Khan Academy, IXL and the Art of Problem Solving will provide free and interesting activities for students.

\*Bookstores – Bookstores and department stores such as COSTCO provide low priced materials for students which parents can provide to guide summer home-based enrichment.

*Happy summer to ALL!*



## *Denaakkenaage' Hunek; Denakenaga' Hunik* 'Our Language News'

Susan Paskvan, Native  
Language Coordinator

### *Language Classes*

The Denaakk'e and Benhti Kukt'ana Kenaga' classes have worked on finishing the assessment for the AN ELDER II grant. This assessment took much longer than anticipated, so when one class was done, the students practiced units they already covered during the school year. The new units covered were chosen by the class. Some chose to review their numbers, so they counted and learned to use the numbers in sentences. Some chose the bird unit, in which they learned vocabulary, the history of birds in our culture, and bird songs. One class chose to review the clothing unit, so they learned clothing, and how to ask if they have that clothing item.

Next year, I decided to slow down the pace of units for early elementary. Instead of a new unit every two weeks, the early elementary will spend one month on a unit. This will give them time to use the vocabulary and phrases in a variety of different activities. They will sing more songs and play more hands-on games.

The upper elementary will go more in depth with the language. For example, for weather, they may learn to conjugate the verb to different tenses (past and future). This should meet the needs of the students.

### *Language Revitalization*

I've worked with a couple of tribal members by providing them with jump drives loaded with songs from their area.

After 15 months of no school travel due to COVID, I was fortunate to attend two graduations: Koyukuk and Huslia. As part of the AN ELDER II grant, I held an afterschool Denaakk'e game night at the community hall. In April, Koyukuk had 80% vaccination rate. 24 grandparents, parents, and students from the community participated in the evening activity. Using Flippity.net I created a Denaakk'e bingo game. I really enjoyed listening to the students teaching their family members how to say the different phrases.

In Huslia, 45 grandparents, parents, and students attended the afterschool event. It was so fun having the students run up to me to see what card was next. The bingo game was based on animal, bird, and fish vocabulary. Here is a sample of phrases:  
K'etsoo: "Delk'ehoo eent'aanee?" Do you have a robin?  
Player: "Oho', delk'ehoo est'aanh." Yes, I have a robin.  
Or "Nedeenh, delk'ehoo est'aanaa. No, I do not have a robin.



*Sasha D., Rayme L, Christine Edwin, Darlene Lolnitz, and Kawner E., play bingo in Koyukuk.*

When I pulled the deldoole (crane) card, those who sang and danced the crane song were allowed to receive an additional prize.



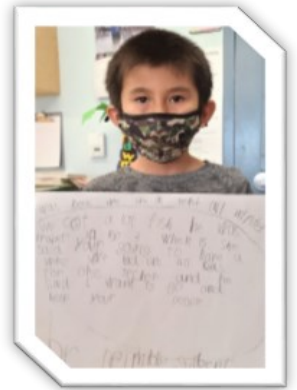
## *Denaakkenaage' Hunek; Denakenaga' Hunik*

'Our Language News'

Susan Paskvan,  
Native Language Coordinator

### *Wednesday Story Half Hour*

Every Wednesday I hosted a story hour. Since COVID prevented visitors to the school, students watched videos from the Tanana Chiefs Conference Legacy of Elders videos. Students took notes or drew pictures as part of oral storytelling practice. They used the photos to retell the story. (Pictured: Camron C., of Ruby shows the notes he took of Legacy of Elders video on Dr. Trimble Gilbert.)



### *Biography Project*

The YKSD Regional Board of Education approved of a project to document elder stories for a future biography publication. Freelance writers Yoko Kugo and Tamara Holman have been selected as the authors for this project. Yoko worked on a similar project with the Yup'ik communities near Lake Iliamna. She will be traveling out to our YKSD villages this summer to interview elders.

As part of the biography project, communities provided the names of elders who will be interviewed. Like the previous YKSD biographies, we will scan photos, do family trees, and document the village's history, personal history, and cultural knowledge. Please welcome Yoko to your villages this coming summer.

In addition to this new biography project, we will also be finalizing the narratives that were written before, but not finished. The biographies, written in the 1980's, include: Martha Brush, Nulato; Charlie Brush, Nulato; Edgar Nollner, Sr., Galena; Clement Esmailka, Kaltag; and Sally Pilot, Koyukuk. Other elders were mentioned in the documents, but no article was located. Those elders include: Andrew Johnson, Nulato; Romeo Stickman, Nulato and Henry Titus, Ruby. If anyone has photos of the above mentioned elders, please contact Susan Paskvan at [spaskvan@yksd.com](mailto:spaskvan@yksd.com).



*Jimmy Huntington School graduates: Pre-Kindergarten, Kindergarten and 8<sup>th</sup> grade.*



*Jimmy Huntington School high school graduate, Kaden Sam with his parents Glen Sam and Agnes Dayton.*



*Ella B. Verneti School 2021 graduates: Kindergarten, Alfred D., 8th Grade, Dazlyn D. and Kindergarten, Shaylee D.*

# Counseling Corner

Patty Woody,  
CTE Coordinator

## Navigating the Transition

Counselors met with elementary students who will be moving into middle school on Wednesday, May 12<sup>th</sup>. The students from the following schools joined in:

**Kaltag** - **Ruby** - **Nulato** - **Rampart** - **Huslia** - **Minto** - **Allakaket**

Students shared their excitement, worries, and concerns about middle school. They brainstormed and came up with strategies to overcome the difficulties. Of few of the concerns were:

- ◆ Lockers
- ◆ Bullying
- ◆ New Teacher(s)
- ◆ Harder math
- ◆ Older students
- ◆ More homework
- ◆ Not making the basketball team

Some of the strategies students came up with to deal with middle school are:

- ◆ Go to bed early
- ◆ Practice opening lockers
- ◆ Report bullying to adults
- ◆ Work together
- ◆ Eat healthy
- ◆ Try new things
- ◆ Don't give up

The screenshot shows a virtual meeting interface. On the left, there is a grid of 16 small video feeds of students. The names of the students are visible below their feeds: Kela Gillian, John Rumrill, Peggy Bruno, Jolene McGinty, Duane Spary, Jude, Christi Nixon, elden, tristan, gabe.nolner@ykcd.com, Michael Day, Brayden, and tenayah smoke. On the right, there is a large light blue box with the text: "Let's come up with ideas for what you can do to overcome these challenges." Below this text is a table with 4 rows and 2 columns.


# Tech Corner

Chelsea Hurst, Instructional  
Technology Supervisor

Are you interested in teaching Computer Science next year? Code.org is a teacher friendly, fully sustainable curriculum. ASDN provides FREE workshops for credit that dive deep into implementing the curriculum in your classroom- NO Computer Science skills necessary! See the table below to determine which workshop you should attend. If you're interested in attending one of the workshops below, please email Chelsea Hurst at [churst@yksd.com](mailto:churst@yksd.com).

## Free Code.org Workshops

K-5  *can extend to 6th grade if there's no coding experience*	<b>CS Fundamentals Virtual Workshop</b> Thursday 4/1/21 4-6PM Thursday 4/8/21 4-6PM Thursday 4/15/21 4/6PM
6-12	<b>CS Discoveries Virtual Workshop</b> June 14-18 OR <b>CS Discoveries In Person Workshop</b> July 26-30 (tentatively in Anchorage)
HS (for students who have already taken the Discoveries course)	<b>CS Principles Virtual Workshop</b> June 14-18

## Tech Tuesday Newsletter

**Check out Calendly!**

Looking to schedule appointments past the capabilities of Google Forms, Calendar and Appointments?

Check out [Calendly](#). The free online appointment scheduling software!

**Google Forms Extension (Limiter)**

Click "Play" to learn how to limit the number of participants that can fill out your Google Form.

**My Favorite Tech Tools**

**Keyboard Shortcuts**

Do you have a Mac? I love using keyboard shortcuts to make my life easier! My favorite are:

Take a Screenshot of a part of your screen: **Shift Command 4**

Copy Text: **Command C**

Paste Text: **Command V**

Use Emojis: **Command Control Space**

**PD Opportunities**

**Tuesday, May 4th (3:40-4:15)**

Google Games for the End of the Year!

Come play a computer based game and leave with many game templates to use with your students!

**Contact Me!**

- ☒ Chelsea Hurst
- ☒ [churst@yksd.com](mailto:churst@yksd.com)
- ☒ Google Chat or Ext 2432

May 2021



Chelsea Hurst

MAY 2021

# TECH TUESDAY

Yukon- Koyukuk School District

## TRENDING THIS WEEK

### Play & Explore with Google Arts and Culture

Google Arts and Culture is an amazing website that allows you to take virtual tours, learn about culture and history through interactive games, and so much more!

[Check out the Experiments Lab for interactive games by clicking here!!](#)



## ASDN WEBINARS

### Are you a 6-12 grade teacher interested in teaching Computer Science next year?

ASDN is hosting a summer workshop that will give you all the tools you need to be successful. Not to mention, there's a large stipend available for YKSD teachers!

**Email Chelsea for more information.**

## CONTACT ME

Email:

[churst@yksd.com](mailto:churst@yksd.com)

Click [HERE](#) for this month's Digital Citizenship lesson and Computer Science Ebook.



## UPCOMING EVENTS

**Have a great summer!**



## IN THE SPOTLIGHT...

Shout out to

**Peggy Bruno and John Welkener**



for signing up to take Code.org Computer Science Professional Development this summer! We can't wait to see the awesome CS opportunities you provide for your students next year!

## AK Grad

Daniel Barnes,  
Technology Supervisor

AK Grad registration for 2021-2022 is now open! Enrolling in summer school courses is a great way for students to get caught up or get ahead before the upcoming school year. For more information, [click here!](#)

AK Grad saw slightly increased student enrollment through 2020-2021. Our number of enrolled students exceeded last year's despite a much more subdued marketing push. We're incredibly pleased that, as of this writing, we have a course completion rate of 45%, which is nearly twice the completion rate we had last year. That number will only climb as the school year comes to a close at districts across the state!

AK Grad would also like to congratulate *all* of the '21 graduates - this past year has been weird, challenging, and stressful, which makes achieving this milestone even more remarkable. We wish you every success reaching your future goals!





## *Assessment Department News*

Patty White, Asst. Superintendent,  
Distance Education and Assessment



The Statewide assessment, Performance Evaluation for Alaska Schools (PEAKS), from DRC was completed in the past month. MAP testing is currently being completed by all sites. These end-of-year assessments inform policy makers and the public, including parents, about how well students are meeting Alaska's academic standards; provide data to improve schools and to close achievement gaps; and ensure equity in educational opportunity for all students. Schools will also continue to use classroom assessments throughout the school year to monitor student progress and inform instruction.

The score reports for PEAKS will be available in the fall. A handout that explains the purpose of Alaska's statewide assessments may be accessed here:

[https://education.alaska.gov/tls/Assessments/Peaks/FAQ\\_ParentsStateAssessments.pdf](https://education.alaska.gov/tls/Assessments/Peaks/FAQ_ParentsStateAssessments.pdf)

Frequently asked questions may also be accessed through the following link:

[https://education.alaska.gov/tls/Assessments/Peaks/FAQ\\_AlaskasAssessment.pdf](https://education.alaska.gov/tls/Assessments/Peaks/FAQ_AlaskasAssessment.pdf)

Please feel free to contact Andrea Nield at [anield@yksd.com](mailto:anield@yksd.com) or Patty White at [pwhite@yksd.com](mailto:pwhite@yksd.com) or (907) 374-9400 if you have any questions or would like more information regarding District Assessments.



## *YKSD Home Away Program*

Andrea Nield, Student Support  
and Testing Coordinator

In FY22 the program is for incoming grades 8<sup>th</sup> thru 12<sup>th</sup> grade students transferring into or within YKSD and who meet eligibility requirements. Together with our communities and families, this program is intended to assist those students within our district who may need additional tangible supports in reaching their academic goals, and don't want to leave the cultural/family setting. For more information please contact Andrea Nield, [anield@yksd.com](mailto:anield@yksd.com), 907-374-9424 beginning in August. The deadline to apply for funding with the program and have the student enrolled to their school is October 1, 2021.



## *Alaska Association of Student Government Spring Conference*

Andrea Nield, Student Support  
and Testing Coordinator

This year members from Huslia and Minto had the opportunity to take part in the first ever virtual conference hosted by West Valley High School, April 16 & 17, 2021. More than 175 student delegates and their advisors from 45 schools throughout Alaska met on-line—celebrating “The Golden Heart of Leadership.” Like all AASG conferences, this one was packed with guest speakers, general assemblies, resolutions, and cheers, fun and laughter. Over the course of the two days students engaged in workshops covering such topics as “The Power of Gratitude”, “Fit and Healthy for Life”, “Diversity and Equity” and “Alaska Cultural Knowledge.” Resolutions were submitted, debated and voted on covering a wide range of topics important to AASG delegates and their schools. For more information please visit [www.aasg.org](http://www.aasg.org).

## *Area Wide Student Council (AWSC)*

Andrea Nield, Student Support  
and Testing Coordinator

Thank you to the FY21 AWSC members for your participation. This is a great leadership experience and opportunity for students to connect with one another and share ideas. Despite multiple school closures we have been able to meet a few times over video conference this year. We would like to wish our outgoing Senior, President, Adrianna from Minto the best of luck in all her future endeavors. We will be voting on new members in the fall and are open to all students in grades 8-12. The AWSC comprises the following members.

### **FY21 Area Wide Student Council**

**President,** Adrianna Charlie, Minto  
**Vice President,** Precious Lestenkoff, Huslia  
**Secretary,** Thomas Patsy, Nulato  
**Treasurer,** Isaiah Alexander, Minto

Kaltag- Cadence Madros  
Nulato- Chloe Sipary  
Minto- Isaiah Alexander, Jackson Wolfe  
Ruby- Charles Amnrose, Mackenzie Sleeman  
Koyukuk- Dazlyn Dayton  
Rampart- Chase Jimmie, Liyana Newman-Woods  
Hughes- Crystalee Sam, Lewis Williams  
Allakaket- Vacant

## *Eskimo Ninja Warrior*

Andrea Nield, Student Support  
and Testing Coordinator



Eskimo Ninja Warrior, Nick Hanson visited YKSD students over Zoom on Thursday, April 29. His visit was well received by all. Nick engaged students in early elementary by running them through physical exercises and encouraging them to try something new. In upper elementary, he talked to them about trying something new, setting goals and the opportunity to do the American Ninja junior challenge. In the junior high/high school class he talked about his challenging childhood of being bullied, the death of 16 friends, and his own suicide attempt. Through that, he persevered and became the amazing athlete and youth advocate that he is today.

## *11th Annual Virtual Pizza Party - May 7*

Andrea Nield, Student Support  
and Testing Coordinator

Do your best to pass the test! This is a fun way to celebrate PEAKS/MAPS testing as well as the efforts of students and staff all year long. Each year the party continues to be a huge hit and pizzas are sent to each site from Papa Murphys. Students present during PEAK and MAP testing are entered into drawings for prizes such as: gift basket, \$10 iTunes Card, Visa Card, DVD, and bubbles. Over 80 prizes are given out each year.

### **Grand Prize Winners**

#### **Bikes**

Felicity Alexie - Nulato, grade 1  
Seeley Wolfe - Minto, grade 3

#### **\$50 Gift Cards**

Jan Williams(HSL)  
Evan Jones(KYU)  
Valicia Kruger(NUL)  
Flora Henry (AET)



## *Business Office*

Heather Heineken,  
Chief Financial Officer





## A Bite from Food Service



Rachel Spencer,  
Food Service Specialist

Teaching our kids to eat delicious, nutritious meals begins with setting the example; a large part of that is consuming adequate amounts of fruits and vegetables. While it can be expensive to get produce in remote areas, it is not as difficult as you may think to grow your own! You can use items around the house as planters that save space (and the environment).



Toilet Paper Roll

Here are a few ideas!

Egg Shells



Old Tires



Plastic Bottles



Tree Trunk

Truck Bed



## *Jimmy Huntington School*

### *Earth Day*

Annette Moses, Teacher

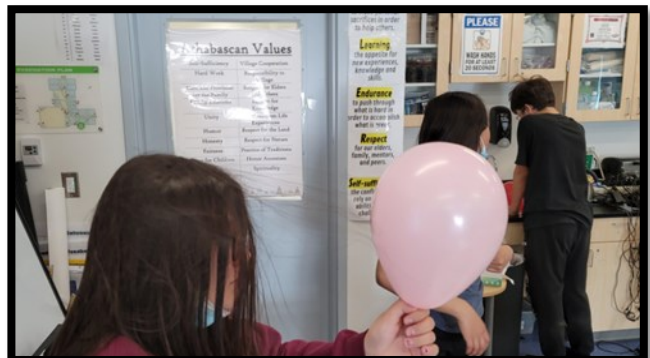
The Earth Day bin was a total success in our classroom. The students had fun planting, observing, experimenting, transplanting, and taking care of their bean and grass seeds. They would water the plant two times a day and write down their observations each day. We discussed why the plant moves toward the window each day, even though they would turn it towards the classroom before they went home. We also discussed the features of the plant and what would happen if they were not watered or transplanted. They also did experiments with the bean seeds, some planted it in the soil, others put it in a plastic bag then transplanted. They observed that the ones started in the bags were growing faster and has a stronger stem. Overall, they and I found the activities fun and engaging.



### *Static Electricity*

Steve Swatling, Teacher

Students experimented with static electricity. We are learned about how electric charges can be built upon objects and the impact those charged objects can have. A student built up enough static charge in her hair which repelled itself.





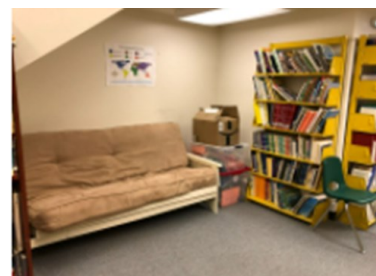
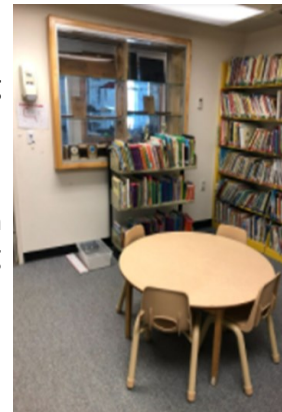
## *Kaltag School*

Chane Beam, Director of  
School Operations

The Kaltag School finished up the year strong despite some bumps in the road.

The staff that began the year in August was not able to remain in Kaltag, so we were lucky to hire three veteran teachers to help the students finish the school year. Sherry Roach, joined us as the Kindergarten to 3<sup>rd</sup> grade teacher and we were fortunate to have such a strong teacher to work with our youngest students. Joyce Dimientieff supported the middle school and high school students in their scholastic efforts. Both of these ladies joined the staff in March. We were very please to have Judy Madros join the staff back in November. Judy was originally hired to teach the secondary students, then she switched over to 4<sup>th</sup>-6<sup>th</sup> grades in March. Judy was really a driving force to keep the school running during her time in Kaltag this year.

We have also been working hard to clean up and organize the school library. Thanks to Joyce, Shana, and Melissa for their hard work to make the library an appealing place for the students.



## *Graduation!*

Graduation was held on Saturday, May 8 in the Kaltag School gymnasium. Ice cream cake, cupcakes, and punch were served afterwards, and a great time was had by all.

### *Congratulations to the following Graduates!*

#### **High school Graduate:**

Clayton Neglaska

#### **8<sup>th</sup> grade graduates:**

Cadence Madros

Keirsten Madros

Calvin McGinty

#### **Kindergarten graduate:**

AhnaLisa Semaken

#### **Pre-K graduates:**

Alvin Esmaikka

Bella Huntington

Adam Madros

*Congratulations!*



## Allakaket School

Karry Betson,  
Teacher



*Pictures they painted with Rocky Near  
for Mother's Day*



*Mother's Day spoons*



*Story knife pictures from elder stories with Susan Paskvan*

## Math Has Been Exciting!

Vicki Inferred, Special  
Education Teacher

We reviewed and are at **100% accuracy** in:

- Counting by 2's to 100
- Counting by 3's to 36
- Counting by 5's to 100
- Counting by 10's to 120
- Counting by 11's to 144.

Students multiplication tables knowledge is at **90 % accuracy**. We are at **90 % accuracy** in the area of Adding, Subtracting, Multiplying and Fractions. We learned the 9's shortcut to multiplying 9 times tables with 100% accuracy. We drew a life size model of self, colored it to look like us and then measured height, width, length of everything! even the nose is 4 inches long! We then labeled every part and then we made math problems based on our measurements.

A life-like yardsticks was created, cut, colored, and the student filled in each measurement in Inches, Feet, and Yards. Math problems were designed from it and students measured using their own yardstick to solve the problem.

Water cups were used to do math. Example: Filling one cup with water to  $\frac{1}{3}$  then adding  $\frac{2}{3}$  to the second cup. A math problem  $\frac{1}{3}$  plus  $\frac{2}{3}$  was created. It was proven to be correct when the two cups were added together to form a whole amount such as  $\frac{3}{3} = 1$  whole. Many fraction problems followed using this method.



## Allakaket School *continued*

John Welkener, Teacher

### Science Projects: Hydroponics and Aquaponics

During the 2020-2021, Mr. Welkener's students from grades 6 through 9 participated in two indoor growing projects. Project 1 involved growing plants hydroponically: a method which uses water and a nutrient powder instead of soil. Project 2 involved growing plants aquaponically, a method which uses live fish waste to fertilize the plants.

#### Project 1: Hydroponics

Hydroponics involves the growing of plants without soil, using only water mixed with nutrient powder. With this method we successfully grew and harvested many types of salad vegetables, including lettuce, Arugula, Bok Choy, Swiss Chard, and two types of kale. All plants were grown using hydroponics equipment purchased by the district with 2020 science grant funds. Additional seeds and nutrients were provided with Allakaket School funds.



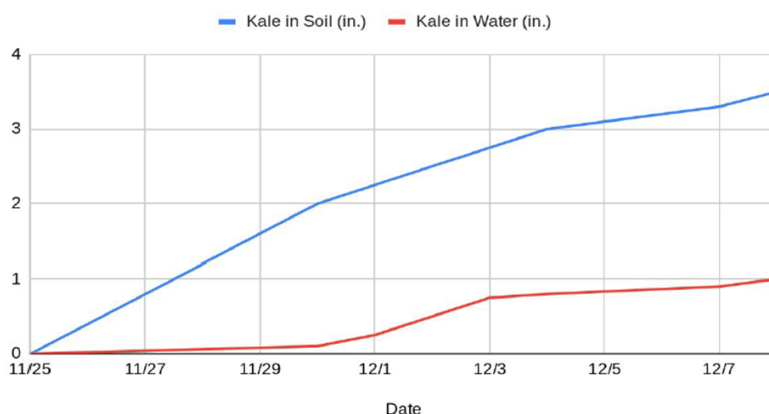
*Our hydroponics growing tower 2 weeks after planting seeds.*



*Allakaket Secondary students with their second harvest of salad greens. Students grew all these plants from seed, using the hydroponics equipment shown in the previous photo.*

To complete this project, students studied the different factors that affect plant growth, such as light, water, pH, amount and type of plant food. From the beginning, each student wrote their own hypothesis, predicting which type of plant would grow faster, and in which medium: soil or water. We then tested this hypothesis by growing some plants in soil, and others in water. Students took weekly measurements of plant growth, charted the results on a graph, and compared the results to determine which growth medium worked best.

Kale in Soil (in.) and Kale in Water (in.)



Here is one example graph created by Evan Strassburg. We used the 'charts and graphs' feature of Google sheets - a free tool - to record the data and create the chart.

As the experiment continued, we discovered that the kale had faster initial growth in the soil, but in the long run produced better results growing in the hydroponic setup. We also discovered that one of the reasons for the plants growing slowly in the hydroponics was a pH above 7.5. After we adjusted the pH to the optimal range of 5.5-6.5, the plants in the hydroponic unit experience visible improvement in their growth.



## *Allakaket School continued*

John Welkener, Teacher

### Project 2: Aquaponics

We also completed an Aquaponics project. Like hydroponics, aquaponics involves growing without soil. The primary exception being, live fish waste is used instead of nutrient powder to fertilize the plants. To do this, we purchased 2 sets of Back to the Roots Water Garden Kits, which can be found currently for \$75 apiece on Amazon Prime.



*Aquaponics 'Water Gardens'. Left: one week after planting seeds, 2-inch shoots appear. Right: 2 weeks after planting, 4-inch shoots are ready for harvest.*

These 'Water Gardens' (pictured above) include a 3-gallon tank, 2 types of seeds, 3 plastic grow-beds with clay pellets, and a coupon for \$3 off a male veiltail betta at Petco. The kits also include water conditioner for the fish, fish food, and a pump. This pump cycles the fish water through the grow beds. Mr. Welkener purchased several small fish from Petco, which were placed in the tank beneath the grow beds. The waste produced by these fish provided fertilizer for the plants, while the plants filtered the water to keep it clean for the fish.

To extend this project next year, Mr. Welkener applied for a \$500 mini-grant from ASTA, or the Alaska Science Teachers Association. Of all the statewide applicants, Mr. Welkener was one of only two science teachers statewide to be awarded this grant. Mr. Welkener looks forward to extending this aquaponics science project with his students in Allakaket in the 2021-2022 school year.



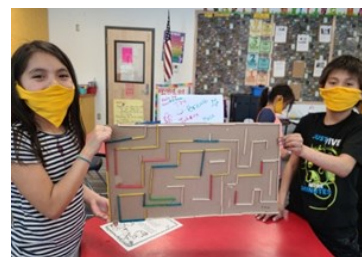
*Our first Aquaponics harvest came only 2 weeks after planting seeds! Left: Wheatgrass. Right: Radish Microgreens.*



## Allakaket School *continued*

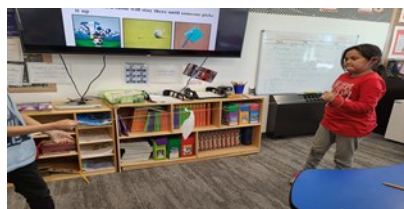
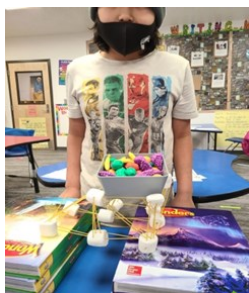
Judith Withers, Teacher

### STEM Projects in Mrs. Withers Classroom

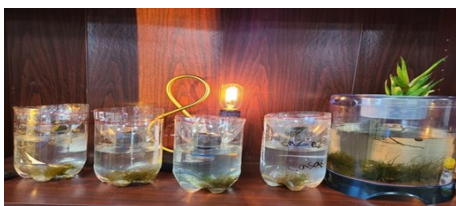
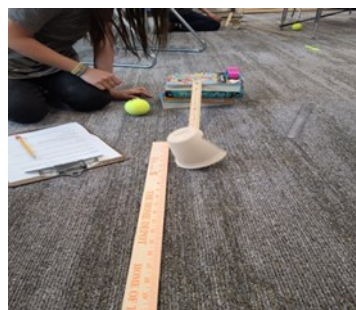


#### We made our own board game!

Students incorporated fun and learning Math concepts such as measurement, area and perimeter by making their own Marble Maze board game?! All it took were imagination, creativity, Math skills, some used cardboards, popsicles sticks and voila! Students were able to design their own Marble Maze board games!



Tristan, a 5<sup>th</sup> Grader is testing out his marshmallow and spaghetti bridge. In this project, students experienced how to design and build then test the model for strength and durability.



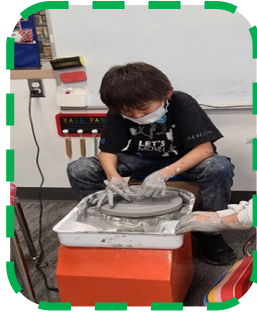
#### Ecosystem in a bottle!

Students learned how different nonliving things and organisms are interconnected in an ecosystem by setting up a model of an ecosystem in soda plastic bottles. The aquariums were made of water, moss, fish and various plants. They even named their fish and made them their class pets for as long as it lasted.

Students Deseray and Isaiah are testing Isaac Newton's Laws of Motion by applying forces, and blowing air to the ball, then measuring the different distances travelled by objects with different sizes.

## *Allakaket School continued*

Judith Withers, Teacher



### *Fun with Pottery!*

Students took on the challenge of getting their hands dirty (but only with clay) and being on the potter's wheel when they made their first ever pots! Students had fun listening to the Squirrel Story (ideas from danielletheclaylady on youtube.com) and getting ideas on how to get started with pottery. Students practiced how to be patient and focused while shaping their clay into pots. In the end, students painted beautiful designs onto their pots and took them home as for Mother's Day gifts.

## *Andrew K. Demoski School*

Shaine Nixon, Principal



*8th grade promotion was a wonderful event followed by the end of the year celebration picnic. Students from both 2020 and 2021 Participated!*

*Ms. McKenna Nixon's K-2 class participated in a science project and these awesome tie dye shirts were the results. All students K-12 participated and created some unique one of a kind designs.*





## *Rampart School*

David Filby, Principal  
& Teacher

On Wednesday, May 12, 2021, the Yukon River ice off the shores of Rampart finally broke free to drift downstream. Teacher Tim Main and his students went on a local field trip down to the river to see the ice drifting by. Secondary students used Gym class to hike near the river and witness the yearly event.

The breaking Yukon River ice not only signifies the warming of the seasons: it also signifies the coming end to the 2020-21 School Year. The students and staff of Rampart School welcome the changing weather, the longer days and sunlight, and the conclusion of classes



Rampart School conducts a graduation ceremony each year. This year Rampart School recognizes the following student achievements:

### **Advancing to Kindergarten from Pre-K**

Morrigan Johnson  
Patricia Moses

### **Advancing to 1<sup>st</sup> Grade from Kindergarten**

Lawrence Moses



### **Advancing to 9<sup>th</sup> Grade from 8<sup>th</sup> Grade**

Nekoya Wiehl  
Charles Jordan  
Darian Woods  
Joni Newman  
Leonard Woods-Jimmie

***Rampart School congratulates all students for their success this year!!!!***

Rampart Village Council nears the completion of the new council building as contractors from various trades come to and from the community to perform the important work. When this long-awaited transition takes place, the instructional classroom space at Rampart School will more than double.

Other events contribute to the overall positive environment at Rampart School and the Rampart Community. The local community continues improving the road leading to and from Rampart, with the goal to complete the road for year round use.



In addition, village internet services are in the works as well as improvements to housing such as toilets and more useable water. Rampart Village Council and Yukon-Koyukuk School District continue to work in cooperation to improve education in the community. All such improvements will improve the potential of Rampart School & Students.



# Johnny Oldman School

Patty White, Principal &  
Assistant Superintendent



We're in the final stretch here at Johnny Oldman School, preparing ourselves for spring activities and finishing up various projects.

Our School science fair took place in early April. Students experimented on various topics such as reaction times, battery life, sleep patterns, and the functional parameters of a remote control. Congratulations go out to Payton Bifelt who won first place with an experiment on the quality of various hand sanitizers!

In Mr. Bellamy's class, the students wrapped up a unit in World History on the Middle Ages. As one of our final projects, we looked up the coat of arms associated with various last names, and then created our own. But the dark ages didn't just end there – we also hand-crafted plague doctor masks out of card-stock and "jousted" in P.E. class with pool noodles and scooters.



And what about science class? We have been exploring electricity and magnetism, learning all about the interrelated concepts between both (attraction, repulsion, polarities, etc.) Using snap-it electronic circuit kits, the students creating various projects, including a water-detection circuit, as well as a lie-detector test: the sweatier your palms, the stronger the signal!

"Ramps are simple machines? Even a screw?!" said Yvonne from Mrs. Bellamy's third grade class. We have been exploring, discussing, and even went on a scavenger hunt in Hughes to find examples of simple machines. The children were surprised to learn that simple machines can be found all around us.

During the week of Earth Day, we dived into *The Lorax* and did a book study. Many of the children had seen the movie and thought that the Lorax was the one polluting the air, land, and water. The book helped clear up any confusion. The students learned about the 3 R's- reduce, reuse, and recycle. They students were great helpers as they beautified the school grounds by picking up litter. We have been planting and now have green beans, lettuce, and few pea pods growing. The children ate some of the lettuce and thought that it was better than store-bought lettuce. The students worked with a partner to also test our village water. For art, we created agamographs, 3D art, to show the earth from one angle and the recycling arrows from the other angle.



Our big celebration was the glow-in-the-dark school sleepover! "It was a blast!" was the consensus amongst the students. Students were able to create their own glow stick flair! Many made glasses, bracelets, and necklaces. We danced, sang karaoke, created tie dye bookbags, played hide-and-seek, and ended with a movie! The children have such a fun time every year and we look forward to next year!

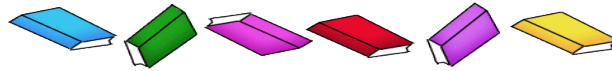


## *Johnny Oldman School continued*

Patty White, Principal &  
Assistant Superintendent

Here are some pictures from Johnny Oldman School's Pre-K Class!

"Despite not having a whole year of Pre-K, these students have come so far in their learning and getting along. They are such a joy to be around and each advanced in their own areas. Here are just a few memories of the fun we had."



## *Merrelaine A. Kangas School*

Mike Day, Principal and  
Teacher



*Accelerated Reading Point Club Participants!*

The **Pre-k through 2nd** grade class has been busy reading and writing books this quarter. We have learned about animals, their habitats, our habitat: Earth, and protecting our habitat.



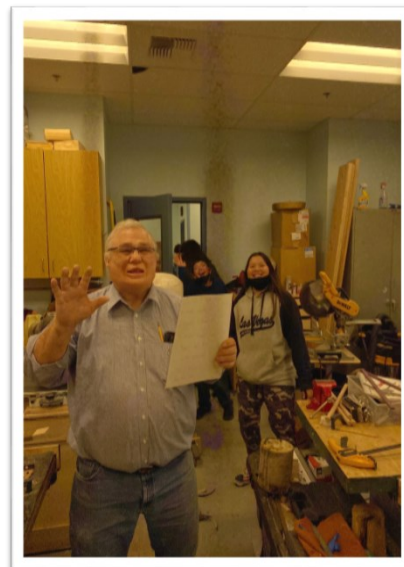


## *Merrelaine A. Kangas School continued*

Mike Day, Principal and Teacher

**Mrs. Sara's Class:** We have kept busy through the end of Accelerated Reader reading, reading, and reading! A few new series we read together was My Big Fat Zombie Goldfish by Mo O'Hara, The Series of Unfortunate Events by Lemony Snicket, and another Wedgie & Gizmo book (our favorite!). My students also enjoyed researching all 50 U.S. states and learning about famous Presidents this quarter. Social studies is quickly becoming their new favorite subject. We're currently working on wrapping up the year with some fun hands-on activities, including painting a mural for our Spring Tea/Elementary awards.

**Junior High/High School:** This has been a whirlwind of a quarter. Our students worked hard practicing for their PEAKS test. We have been actively involved in the current EXCEL classes being offered. The students have been having a lot of fun learning many soft skills. On a scavenger hunt, they had to find their principal and take a picture with him.



*Our computer class had a lot of fun learning about Drones this semester and flying them.*



*In woodshop, the students have been working on individual projects. Gabrielle finished a beautiful jewelry box.*



*Most of all, the students have been working hard all year long through this crazy and hectic year! As a school, we went on an amazing nature walk!*



## *Ella B. Vernetti School*

Brandy Henderson,  
Principal & Teacher

Friday was graduation and there was a great turnout. We had one 8<sup>th</sup> grader Dazlyn Dayton, two Kindergartners Kaylee Aloysius and Alfred Dayton, and one 1<sup>st</sup> grader Shaylee Dayton graduate. Our CSC members helped present the graduation certificates to students. We also had awards for all of our students because they have all worked so hard this year.





## *Ella B. Vernetti School continued*

Brandy Henderson,  
Principal & Teacher

### *Field Day Fun*



PIC•COLLAGE



## Minto School

Vicky Charlie,  
Principal

It's hard to believe that we are already at the end of the school year! We are ready to promote and graduate our students and everyone is looking forward to summer break. It has been a year like no other, but we made it through!

**Rose Wolf:** In Pre-K, we are wrapping up our math unit, our Spring, Earth Day and Insect units. We have been reviewing all that we have learned this year (letters, counting, etc.) and practicing those skills. The students planted flowers in small clay pots that they painted for Mother's Day and they will go home this week. We completed our STAR Early Literacy testing (for the Alaska Literacy Grant), with all students showing improvement. It has been an amazing year and I have enjoyed seeing how much each student has grown and learned.



**Heather Bjerke:** In the K-2 classroom, we have been very busy! The students have been carefully tending the grass seeds they planted during the Lorax unit. The grass has really started growing this past week. The students have also been working hard on finishing up their animal research reports. They are currently working on final drafts and building habitat dioramas for their selected animal. Each student used the 3D printer to make an animal for their diorama. We have also been in the midst of STAR and MAPS testing.



**Tim Bears (6-12):** In my classes at Minto, we are continuing with our rigorous education. In our 6-8 World History, we are studying World Wars I and II, their causes, and their effects. The students are very interested in the whys of the wars, what caused them and why were

people unable to avoid the conflicts. In math we are continuing as we have done, working our way through Acellus. The students have been working steadily.

In our 6-8 Language Arts class, we have been working through the MAPS assessments, and we are now enjoying poetry. Today we began *The Pied Piper of Hamelin*, a poem by Robert Browning. We will analyze several more poems before next week when the semester has ended. I work with the 9-12 students also as they are actively engaged all afternoon each weekday working with Excel Alaska through VTC. The students gain credits and valuable skills in two different classes, Independent/Healthy Life Skills and Career Development/Employability Skills.





## *Raven Homeschool*

Kim Bergey, Director

### *A Letter of Special Thanks*

Dear Raven Teachers,

As we end Teacher Appreciation Week and move on to closing out the school year, I want to let you know that I am grateful for each one of you and what you bring to Raven as individuals. Collectively, you are a dynamic team that make Raven proud each day. Your tireless work in connecting with students and families is greatly appreciated by the students and families. Your passion, grace, and flexibility show me how deeply invested you are in nurturing homeschooling families and the peers you support. It is because of your presence and contribution that Raven continues to grow and thrive.

I am truly grateful for and appreciate your presence and exceptional work with our Raven community.

With gratitude,  
*Kim Bergey*

## *Raven Homeschool—Anchorage*

The Anchorage office has been busy with virtual meetings, workshops and prepping for the 21-22 school year! This year has been unlike any other, but that hasn't slowed us down from providing great opportunities for our families!

Terri Thurston hosted weekly book clubs where students would read books and meet virtually to discuss different aspects of each book and complete activities. Students learned how to create origami horses, learned all about Charles Dickens' life and wrote poems based on research they did on their subjects.

Poetry club, led by Erika Jones, was a huge success! Students learned about haikus, shape poems, cinquains, limericks and many others. They practiced writing poems and played all sorts of games to get to know each other.

Erika also hosted a health club for the Anchorage office students. Students played games while focusing on different healthy topics such as empathy and kindness, not giving up when things are tough and not making assumptions and judging others.

We hosted three different virtual Mother's Day activities, and they were all very popular! Students joined Stephanie Leigh Buen, our administrative clerk, and learned how to make 3D cards, a salt dough pendant and even a created a beautiful Alaskan bear painting with the northern lights! We're already planning what kind of projects to do for Father's Day!



## *Raven Homeschool—Delta*

Kim Bergey, Director

Ms. Katya walked students through three crafts. In March, we were encouraging Spring to arrive. Students used recycled cd's to make ladybugs. April brought out our need to play in the dirt. Students received kits with a pot, potting soil, and seeds. They planted marigold and nasturtium seeds. It is so much fun watching them grow! In May, the kits had sugar, scented dish soap, a jar and ribbons to make sugar scrub the students could give for Mother's Day. We exceeded our goal of 50% re-enrolled for 21-22. Thank you!

### *Catching up with alumni:*

2016 Raven graduate, Mariam Davitadze, graduated from the UAF with a Bachelors of Business Administration. 2018 graduate, Olya Sinenko, graduated with an Associates degree in Applied Science. We are very proud of your accomplishments!





# Summer

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

AUGUST	FARM	GRASS	OCEAN	SUNFLOWER
BUCKET	FLOWERS	HAT	PARK	SWIM
CAMPING	FRISBEE	HEAT	PICNIC	WAVES
CARNIVAL	GAMES	HIKING	SEASHORE	
COOLER	GARDEN	ICE CREAM	SHOVEL	





# 2021-2022 YKSD SCHOOL CALENDAR

July						
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2021	
<b>AUGUST</b>	2 Coordinators return to work 9-10 Principals at District Office 12-13 New Teachers at District Office 16-17 Teacher Workday at site 18-24 In-service at site 25 First Day of School
<b>SEPTEMBER</b>	3 Subsistence day (Students & Teachers) 6 Labor Day Holiday 10 Subsistence day (Students & Teachers) 18 Principal Workday 24 Mid-term Progress Reports
<b>OCTOBER</b>	22 End of 1st Quarter/Early Dismissal for Students/Report Cards 23-24 Principal Workday
<b>NOVEMBER</b>	3 Parent Teacher Conferences/Early Dismissal for Students 13 Principal Workday 19 Mid-term Progress Reports 24 Early Dismissal for Students & Staff 25-26 Thanksgiving Holiday
<b>DECEMBER</b>	4 Principal Workday (Fairbanks) 17 End of Semester/Early Dismissal for Students/Report Cards 20-31 Holiday Break-No School

2022	
<b>JANUARY</b>	3-7 Teacher Inservice - No School 10 Students back to school 17 Martin Luther King Jr. Day-No School 22-23 Principal Workday
<b>FEBRUARY</b>	5 Principal Workday 7 Mid-term Progress Reports 21 President's Day - No School for Students or Teachers
<b>MARCH</b>	11 End of Quarter/Early Dismissal for Students/Report Cards 14-18 Spring Break (varies by school) 26 Principal Workday 28 Testing Window Begins 28 Parent Teacher Conferences/Early Dismissal for Students
<b>APRIL</b>	16 Principal Workday 22 Mid-term Progress Reports 29 Testing Window Ends
<b>MAY</b>	26 Last Day of School for Students/Report Cards 27 Teacher Workday 28 Principal Workdays 30 Memorial Holiday 31 Principal Workdays (5/31-6/3)

<b>C</b>	Last Day of School/Report Cards
<b>E</b>	End of Quarter-Early Dismissal for Students/Report Cards
<b>H</b>	Legal Holiday
<b>I</b>	Inservice Day
<b>M</b>	Parent-Teacher Conf-Early Dismissal for Students
<b>MD</b>	Minimum Day
<b>MT</b>	Mid-Term Progress Reports
<b>NT</b>	New Teacher Workday
<b>O</b>	First Day of School for Students
<b>P</b>	Principal Workday ( <i>tentative dates</i> )
<b>S</b>	Subsistence Days for Students & Teachers
<b>T</b>	Testing
<b>V</b>	Vacation Day (Students, Teachers, Principals)
<b>W</b>	Teacher Workday (no students)
○	Regional School Board Meetings

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