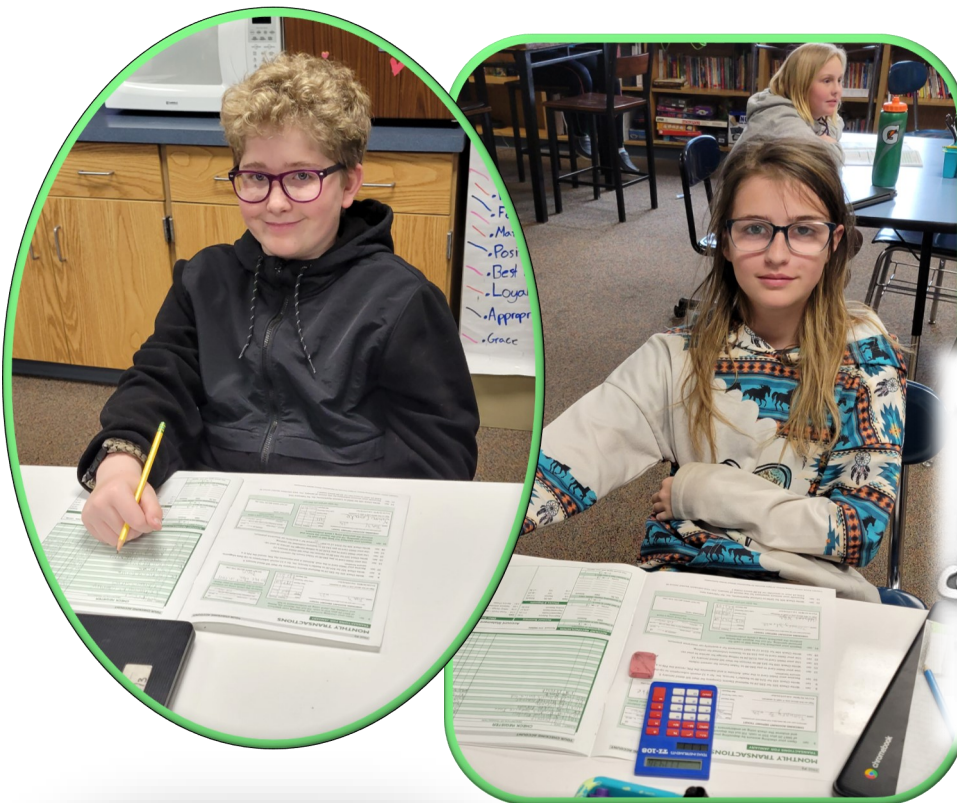




Citizen State Bank Assists 6th Graders in Learning About Business and Personal Finance

Citizen State Bank (CSB), is a local advocate for teaching financial literacy to young students at Minneapolis Grade School. The Bank purchased workbooks for all six grade students. and these were used throughout the year to help students gain skills in business and personal finance. Real-life forms gave students a lot of practice doing monthly transactions over the course of a six month period. Students received lessons on how to balance a checkbook, write checks, reconcile bank statements, understand a credit card statement, budget, apply for personal loans, and establish credit. Technology and a global society have changed the look of personal finance education for today's students. In addition to learning at a younger age, students need to know how to use debit cards, mobile and online banking, e-billing, and an ATM. The materials provided by CSB were a great tool for the classroom and gave students a good foundation for becoming more responsible adult consumers.

In addition to completing the packet of materials, students worked in small groups to do in-depth research on topics such as scams, frauds, and cons. They created posters with valuable information on their topics and presented the information to classmates. On April 19, 2023, students visited Citizens State Bank for a lesson and additional information presented by Owen Kindall.



responsibility
reporting
FINANCES
BUDGET
planning discipline
income SPENDING
obligations

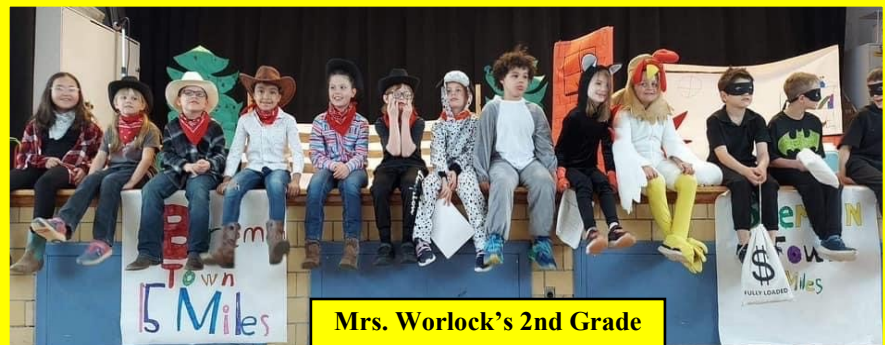
Second Graders Perform the Tale of *The Bremen Town Musicians*

In March, MGS second grade classes gave three presentations of the play, *The Bremen Town Musicians*. Project-based learning often culminates in a presentation for an audience, and this was a great opportunity for these young students to present to their classmates, their parents, other students and staff at MGS and members of the community. Learning how to perform is a skill, and students need guidance and help from their teachers to be successful. They also need practice to increase comfort and confidence when speaking in a public setting. Mrs. Bohl, Mrs. Mortimer, and Mrs. Worlock helped students work on these skills and also guided them in creating their own props for the play.

Mrs. Bohl's 2nd Grade



Mrs. Mortimer's 2nd Grade



Mrs. Worlock's 2nd Grade



4th Grade Classrooms Learn from Project-based Work *Willie and the Beanstalk Soybean Project*

Project-based learning (PBL) is a teaching method that encourages learning by actively engaging in real-world projects that answer a complex question. One example of this type of PBL is K-State's annual "Willie and the Beanstalk" soybean growing competition. Minneapolis Grade School fourth grade students recently competed in this competition, and Mrs. Marsh, Mrs. Mullen, and Miss Gates acted as advisors to their students. The materials used for the project were donated by the Ottawa County Farm Bureau.

Working in groups of two or three, the students grew two plants in order to answer a question, such as, "Do soybeans grow better under a grow light or in a sunny window?" The students were required to document the progress each of their plants made throughout the 40 day growing period. On March 31st, students chose their best plant to be judged. Each plant was rated on leaf size, height, number of trifoliates, biomass, and the group's recorded documentation.



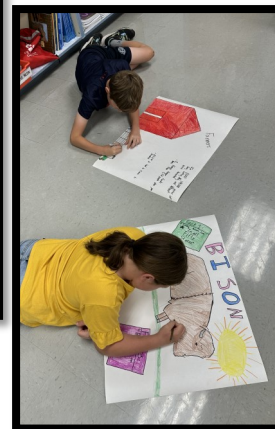
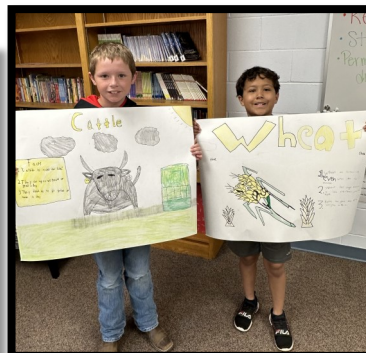
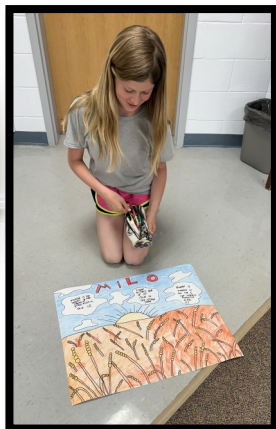
Division 2 (Grades K-8) had 160 participating teams across Kansas. Minneapolis placed 2nd, 4th, 5th and 10th in the top ten, and also had six more teams in the top thirty. "The Beanstalk Planters," consisting of Zane Weis and Kamdon Christensen from Mrs. Marsh's class, placed second! Overall, the students enjoyed the competition while gaining knowledge about the scientific process, and increasing their knowledge about an important crop in Kansas agriculture.



Kansas State Symbol Project Meets 4th Grade Social Studies State Assessment Requirements

The design and critical thinking part of the project for the Social Studies State Assessment for Kansas students in 4th grade is for each student to (1) choose a new symbol to represent the state of Kansas, (2) create a poster about the symbol they chose, (3) present to the class while making a claim about their proposed symbol, and (4) support their claim with three pieces of important and factual evidence. Their reasoning should be relevant and accurate, and they should consider the topic from multiple points of view and/or counter arguments.

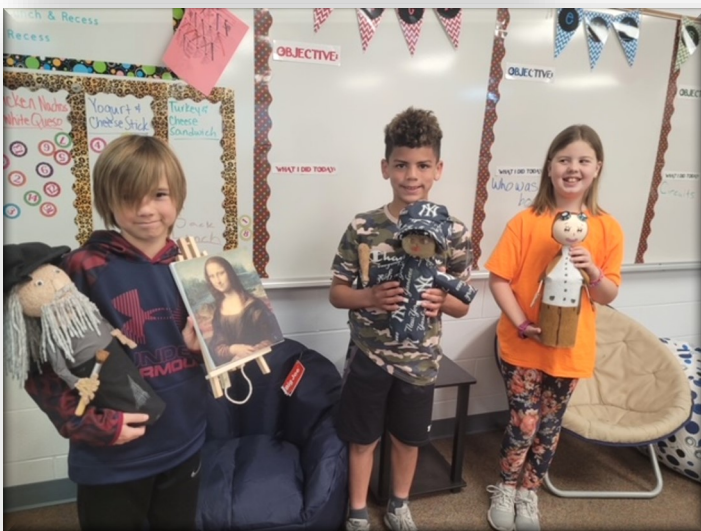
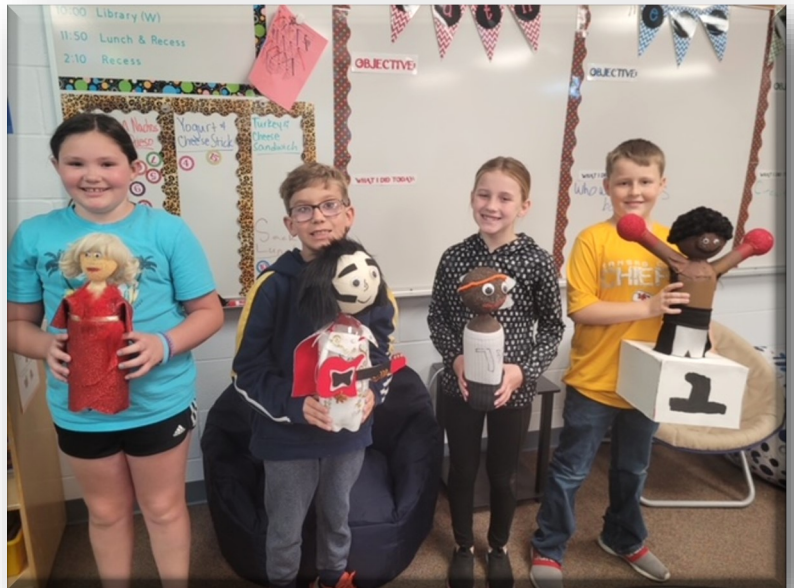
In January, MGS fourth grade students studied the current state symbols of Kansas. They created a map of the state, focusing on important geographical features—landmarks, rivers, and cities. Students also made a timeline of Kansas history, starting with American Indian tribes that lived in Kansas. These timelines also included important historical events like Coronado's exploration, the Santa Fe Trail, Oregon Trail, Bloody Kansas, and the manufacturing of aircraft during World War II. Lessons also covered the important parts of the Kansas ecosystems—the system formed by the interaction of physical environment with the living organisms that live there (plants, insects, reptiles and mammals).



4th Grade Students Create Biography Bottle Characters

Mrs. Marsh's fourth grade class created biography bottle characters, made from two liter bottles that students transformed into a likeness of a famous person. The first step of this project was to introduce students to the book series, *Who Was*, a primary source of illustrated biographies for young readers. This series of over 200 titles features significant historical figures — artists, scientists, world leaders, inventors, explorers, writers, entertainers, and others. Students selected their person to research, took detailed notes about their character's childhood, adult life, major accomplishments, rise to fame, and any other important and interesting facts. Their notes were used to make a google slideshow about the person they researched, and they presented their finished slideshow to the entire class.

At home, students used their knowledge of the famous person to transform a two-liter bottle into a resemblance of the person they had researched. They were encouraged to be creative and include specific details, such as facial hair, hats, glasses, uniforms, and other characteristics that would make their person recognizable. Some of the people chosen by Mrs. Marsh's students were Frida Kahlo, Dolly Parton, Steve Irwin, Blackbeard, and Jesse Owens.



Acorns to Oaks

First graders at MGS look forward to Wednesday afternoons at 2:15PM when the “oaks” come to the school for the *Acorns to Oaks* project. Community members who enjoy working with kids help MGS first grade students build their reading and math skills. The success of this PBL project is validated in the quotes from the Acorns and Oaks below and this statement from Mrs. Pratt, “The smiles and laughter make it hard to tell who is having more fun!!!”

First grade students also began working on their readers’ theater plays during April which they presented at Family Night on April 17th, 2023.



Sixth Graders Begin Work on Influential Person Project

Students in sixth grade began this project by reading and discussing the story *Hidden Figures*. This amazing true story tells about four brilliant African American women whose careers as NASA mathematicians helped drive some of America’s greatest achievements in space. The book gives an account of the challenges these women faced and their willingness to serve their country by working at the Langley Memorial Aeronautical Laboratory in Hampton, Virginia during World War II.

The book was read by the class in sections. Students then worked on the skill of summarizing. Their task was to emphasize key information in each chapter and present the main facts to the class using *Google Slides* in an oral presentation (Fig. 1). Mrs. Harris filled in the gaps and led whole-class discussions about this period in history and the political and social environment of America. Students were also required to choose another influential, historical figure to research and are now moving into the final steps of the project.

In the next few weeks, sixth grade students will continue to work on non-fiction writing skills, such as, summarizing, describing, organizing, and visualizing. They will read a biography about their chosen influential person and create a visual poster of that person. The final step will be to use a digital tool called *Storyboard That* to create a picture book that focuses on their chosen persons most influential act, as illustrated in the example in Fig. 2.

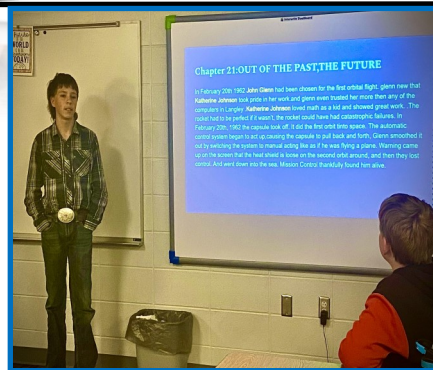


Fig. 1 Oral presentation using Google Slides



Fig. 2 Picture Book

IT'S BIG/LITTLE BUDDY TIME

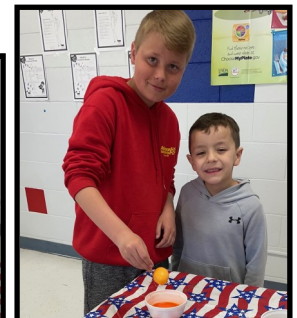
for Sixth grade and Kindergarten Students

Learning to interact with other students who are younger or older is an important social skill. Teachers recognize that buddy projects are a great way for students to learn how to communicate with and respect different age groups. The first month of the school year, each MGS 6th grade student is assigned a kindergarten buddy. On Friday afternoon, starting in August and continuing throughout the year, the two age groups get together, and the 6th grade buddy reads one or two books chosen by their kindergarten buddy.



Buddies Enjoy an Eggs-tra Special Buddy Project

Students in Mrs. Noon's kindergarten class recently paired with Mrs. Rensink's sixth grade students to dye Easter eggs, read books, and color together before enjoying an Easter egg hunt. Teachers work together to prepare structured activities such as this, setting guidelines and behavior expectations for each classroom and then again when the groups are brought together. All students had fun and seemed to love the interaction and Eggs-perience!



HAPPINESS IS



...being with
my buddies.

Ready to ride?

If your child is interested in this new milestone, here is a quick checklist to assess his or her skills.



Does your child hand signal, and can they ride with one hand to signal?



Does your child plan a safe route in advance?



Does your child dismount when using a cross walk or sidewalk?



Does your child recognize common road signs and traffic signals?



Can your child shoulder check while in motion and do they fully understand the rules of the road?



Can your child start and stop effectively and brake quickly if necessary? Are they confident and in control when riding?



Can your child turn smoothly around corners AND ride in a straight line?



ACTIVE FOR LIFE®

These are general guidelines only. Cycling in traffic is a potentially hazardous activity, and parents should make the final decision for their child.