Dear Sand Lake Families,

As we begin the second half of the year, things will get very busy here at Sand Lake. Looking ahead, please mark February 12th and 13th on your calendar for Parent Teacher Conferences.

Once again, for Parent Teacher Conferences, parents will be allowed to select their own Parent Teacher Conference time using the online system. The link will not be active for a couple of weeks, so please keep an eye out for information about this from your child’s teacher.

I’d like to remind everyone about the challenges we face in the parking lot. Many of the issues can be resolved if we all follow the same procedures. Following are a few procedures, that if followed, can help reduce the number of issues in the parking lot:

- Be patient.
- When picking up or dropping off, stay next to the curb, pull as far forward as possible, and remind your children to quickly get into or out of your car.
- While next to the curb, never leave your car unattended.
- Children should only enter/exit your vehicle on the right side.
- Unless you have a Handicap placard, do not park in the Handicap spots.

The safety of our students is a priority, so allowing a couple extra minutes during these hectic times will go a long way in reducing the frustration for all involved.

During the month of February, we are opening the doors of every ASD school for guided, public tours. We welcome everyone to join us by visiting our community’s schools, whether you have children in ASD or not. Tours will be every Tuesday, at every school, 9:30 a.m. throughout February. Evening tours begin at 6 p.m., Tuesday, Feb. 25th only.

Sincerely,

Linson Thompson
Principal, Sand Lake Elementary
This month we will be conducting a lockdown drill, an evacuation (fire) drill and an ALICE drill. Our lockdown and ALICE drills will occur concurrently with a scenario where there is a suspicious person outside of the school (we lockdown) who manages to enter the building (activate ALICE). 4th - 6th grade students are allowed to barricade their classroom doors under the teacher’s direction and guidance, but no one is to counter. We plan to conduct the lockdown and ALICE drills on Friday, January 17. We will have the evacuation drill sometime before Feb. 1.

Please stress the importance that children take these drills seriously and conduct themselves appropriately. We are practicing so that everyone knows what to do if we ever encounter a real-life event like we did on Nov. 30, 2018 with a 7.1 earthquake. Thank you.
Overdue Library books:
We still have a lot of students who still have overdue library books out. Please return overdue books so other students can enjoy them. If you can’t find your books, you have the following options.
1. Replace the book with a used or new copy.
2. Work off your library fine.
3. Read off the library fine.

Book Mark Competition Winners:
Intermediate winner is Jason Yu.
Primary winner is Lin Pinyou.
Thank you to all students who participated in the book mark contest. We have a lot of great artist at our school.

Circulation Numbers
* As of January 13th, 2020, 11,350 library books have been checked out.
* 382 books have been added to our collection since the beginning of the school year.

Questions/Concerns
Please stop by the library anytime to talk with me!

Mr. Waters
Sand Lake Teacher Librarian
Waters_marty@asdk12.org
Science Fair

March 2020

Sand Lake Science Fair will be taking place the week after Spring Break.

More information to come!

kangas_kristen@ask12.org
Dear Sand Lake Families,

Please be sure your children are dressed warmly for our cold Alaskan winter. Multiple layers in general are recommended as well as snow pants, warm coats, boots, gloves, and gear to cover their head, ears, face and neck. Writing their name inside their gear is also helpful.

What is Frostnip? Frostnip is a cold injury to the skin that happens when skin gets very cold—almost cold enough to freeze. The skin turns white, waxy looking, and feels firm to the touch. It starts as a white spot and is often seen on the cheeks, ears, nose and chin. It is very noticeable especially on the cheeks where an almost perfectly round white spot develops with an obvious ridge around the edge of the spot. The area might get a little puffy and the puffiness and ridge can remain even after the skin warms up and normal color returns. Think of it like a minor sunburn. The skin needs to be protected until it has completely healed. Your child should wear a mask or scarf over the areas whenever s/he is out in the cold weather. If the area does get frost nipped, it needs to be rewarmed using warm hands or a warm (not hot) pack. The ears can be especially sensitive to rewarming causing a lot of pain and swelling. This usually heals quickly. However, if blisters develop, the skin turns black or blue, or the feeling does not return, then your child should be seen by your healthcare provider for evaluation.

Thank you.

Nurse Laura
Laura Aimonetti, BSN, RN
Sand Lake Elementary School Nurse
aimonetti_laura@asdk12.org
phone: 742-9261
fax: 243-6025
Dear Sand Lake families,

In compliance with the Safe Children’s Act, I will be giving the third quarter personal safety lessons in Health classes starting January 27th and going through February 17th, depending on which day your child has me for Health. The lessons take up just part of only one class period. This quarter the age-appropriate lessons focus on the following concepts:

Kindergarten: What is "asking permission" and how can it keep you safe?
First Grade: Saying NO steps: No-Go-Tell
Second Grade: Thinking about people you trust that you could tell if there is a problem
Third Grade: Ways to say NO
Fourth Grade: advising a friend
Fifth Grade: what is abuse and neglect
Sixth Grade: what is not okay in a "dating" relationship; what does mutual respect look like?

According to the Safe Children’s Act, you as parents can choose to opt out your child from these lessons by signing a form in the front office, however it is my desire that every student be present for them, so that they can have the tools to keep themselves from being a victim of abuse. In my opinion, each age-appropriate lesson teaches personal safety rules and tools to the students without compromising their innocence, and that is important to me as a mom of four kids in the Anchorage School District.

I am grateful for the opportunity to be a helpful, positive influence in your child’s life. Feel free to email me with any questions or concerns: engle_valerie@ask12.org.I'm excited for a great third quarter!

***Human Growth and Development lessons will be taught to 5th and 6th graders starting February 24th and going through the month of March. Feel free to email me to set up a time to visit about any questions, concerns, or comments you may have about this!

Valerie Engle
Health teacher
Sand Lake Elementary
Chugach Optional Elementary
Come see what we’re doing

During the month of February, we are opening the doors of every school for guided, public tours. We welcome everyone to join us by visiting our community’s schools, whether you have children in ASD or not.

Every Tuesday
Every school
9:30 a.m.
All February

Evening tour at 6 p.m., Tuesday, Feb. 25 only

www.asdk12.org/visit

Anchorage School District
Educating All Students for Success in Life

Facebook AnchorageSchoolDistrict Twitter @asd_info @DrDeenaBishop

Tell us what your favorite part of your tour was by using the hashtag #MyASDSchoolVisit
2020 Visit Our Schools Month

Come Visit Our School This February!

Community members, parents, and prospective parents are invited to visit any ASD school during the month of February to learn more about our community's public schools. While schools welcome members of the public year-round, this coordinated effort provides parents and community members an opportunity to learn more about the many educational opportunities available.

The safety of our students will always remain our top priority. All people on tours will be checked in through normal procedures that visitors follow. Principals or their designee will lead the tours and tour groups will never be left unsupervised. Students will continue classroom activities and the tours will not interfere with student learning.

Learn more about Visit Our Schools Month at www.asdk12.org/visit.
Title VI
Anchorage Evening Program
at
Abbott Loop Elementary
8427 Lake Otis Parkway

Session I
Tuesdays and Thursdays
1/14/20 through 2/6/20

Session II
Tuesdays and Thursdays
4/7/20 through 4/30/20

Join us at Abbott Loop Elementary from 6:15 pm to 8:00 pm for:

- Cultural Activities
- K-12 Tutoring and Homework Help
- Games and Outdoor Activities

Apply Online @
https://forms.gle/9dUeVsMwdtE3rTVZ7

For Questions Contact Cheryl Sherman,
Title VI Cultural Enrichment Specialist
sherman_cheryl@asdk12.org
(907)742-7867 or (907)575-7078
Dual Language Immersion Programs

Key dates for spring 2020 lottery:

January 1, 2020 – Lottery system will begin accepting applications for 2021–21 lottery.

March 19, 2020, 5 p.m. – Application deadline for lottery.

March 20, 2020 – Date of lottery.

March 27, 2020, after 5 p.m – Parent notification of lottery results. Both accepted and wait-listed families will be notified. Parents will have two school days (48 hours) after notification to accept or decline results of lottery.

March 27, 2020, after 5 p.m – Lottery system will reopen for applications for the 2020–21 lottery.

A second lottery will be held in July 2020 (details to follow).
Anchorage School District Dual Language Immersion Programs

At the elementary level, starting in kindergarten, students spend half of their school day learning in English. The other half of their day is spent learning academic content in another language. All programs have, or will have, a middle and high school continuation strand. ASD’s dual language immersion programs are programs of choice for parents who would like their children to have the advantage of becoming proficient in two languages (English and a second language) by the time they complete the kindergarten through 12th grade sequence of the language immersion program. There are close to 3,000 students enrolled in ASD’s dual language immersion programs.

Japanese Immersion Program K-12
Sand Lake Elementary • Mears Middle School • Dimond High School

Russian Immersion Program K-12
Turnagain Elementary School • Romig Middle School • West High School

Spanish Immersion Program K-12
Chuglak Elementary School • Mirror Lake Middle School
Chuglak High School

Spanish Two-Way Immersion Program K-12
Government Hill Elementary School • Romig Middle School
West High School

German Immersion Program K-12
Rilke Schule German Charter School of Arts and Sciences • Service High School

Chinese Immersion Program K-4
Scenic Park Elementary School

Yup’ik Immersion Program K-2
College Gate Elementary

French Immersion Program K-1
O’Malley Elementary
Parents are Perfect

We currently have several food service positions open at various schools throughout the district. Substitutes are also needed in many school cafeterias to assist with preparing food, and serving breakfast & lunch to students. Hours are perfect for parents: part-time and flexible. Fill out an application at the ASD Building at 5530 East Northern Lights Blvd at the Boniface Mall or go to www.asdk12.org. For more information call Susan at 348-5185.
Interested in Joining Girl Scouts?

Be on the lookout for more information about a Girl Scout Parent Information Night at Sand Lake Elementary this month!

If you have questions, please call (907) 248 2250 or email customercare@girlscoutsalaska.org
**Calling all inspired K-12 artists!**

The Alaska Wildlife Conservation Center (AWCC) is hosting our 2nd annual Art Contest for youth in Alaska from kindergarten through twelfth grade. This year’s theme is Alaska animal adaptations. The art should relate to the Alaska Wildlife Conservation Center mission, the rest is up to you! Please read the full rules and submission requirements.

**Alaska Wildlife Conservation Center Mission:**

The Alaska Wildlife Conservation Center is a sanctuary dedicated to preserving Alaska’s wildlife through conservation, education, research and quality animal care.

**Entry Overview:**

Submissions must be postmarked by February 1st, 2020. Winners will be announced Friday March 20th. Following the announcement up to 36 selected artists will be displayed in Bison Hall for a special art opening. Date and time to be determined. Art will remain on display in Bison Hall, as a temporary exhibit, for the week following the event. All artists will be invited to attend the art opening and receive one additional ticket for the event free of charge. Additional tickets will cost our regular admissions rate.

For entries to be successfully submitted and reviewed by our team all entries must be:

1. Submitted by the deadline, directly to AWCC.
   a. Submissions must be postmarked by February 1st to:
      
      Alaska Wildlife Conservation Center
      PO Box 949
      Girdwood, AK 99587

   b. Or dropped off at AWCC by February 1st.

2. Hand done submissions should be no larger than 8.5 by 11 inches.

3. Hand done submissions may include pencil, ink, crayon, marker, paint or other drawing and painting implements, but should not include 3 dimensional embellishments like glitter, buttons, stickers or pompons. This is because entries may be scanned into digital formats.

4. Hand done entries should be submitted in a 8.5by 11 flat envelope, please do not fold, with the entry form attached to the back of each entry. Classrooms, schools and other groups may submit multiple entries in one envelope.
   a. It is imperative that each entry has an entry form attached to the back.

5. Digital submissions may be submitted as a high resolution .pdf with 300 dpi or higher.

6. Digital submissions must also include the original source file, ideally scalable vector graphic in EPS format.

7. There may be no more than 2 entries per entrant.

8. Entries must include the entry form with signed permissions, and include name, age, and contact information.
9. Entrants under the age of 18 must have a parent or legal guardian represent them and sign all permissions.

10. Entries cannot contain copyrighted materials or images of licensed images that have been previously published. All art must be created and edited by the entrant(s) for the purpose of this contest. All entries will become the sole property of AWCC and may be displayed publicly.

Prizes:

Each entrant whose art is selected to be shown in our temporary exhibit in Bison Hall will be invited to the art opening held at AWCC in Bison Hall. They will receive one additional ticket to the event, any additional guests will be able to purchase entry for our regular admissions price. Date and time to be announced. The art will remain on display in Bison Hall for the week following the event.

Certificates will be given to entrants for selection in the temporary art exhibit as well as for selection in various categories as determined by our team. For example: artwork that exemplifies a unique adaptation, embodies AWCC's mission, or staff's pick.

Judging and Selection:

All entries will be considered by a team of AWCC staff. Our team will select entries to be displayed in the temporary exhibit in Bison Hall and to be recognized in special categories.
2nd annual Art Contest Registration form: deadline February 1st

Please submit your art with this form fully filled out. Attach this complete form, using tape at the top, to the back of your submission.

Name: ___________________________ Age: _______ Grade: ___________________________

School or Organization Submitted through (if applicable): ____________________________

Contact Information: ___________________________ School or Home Address: ____________________________

Phone number: ___________________________ Email Address: ____________________________

Minor Permissions:
I acknowledge that by entering the Alaska Wildlife Conservation Center (AWCC) Art Contest that I am assigning all ownership of this art to AWCC.
Participant name: ____________________________

Signature: ____________________________

By signing this parental / guardian consent form, for the minor child named above:

1.) I hereby agree that my minor child may participate in the AWCC Art Contest. AWCC may edit and adapt my child’s participation as it deems appropriate.

2.) I understand that with my child’s participation in this contest, I am assigning all rights of ownership of this art to AWCC. AWCC has the right to reproduce images of the entered work at its sole discretion.

3.) I agree that neither I or my child will make claims against AWCC based upon distribution or exploitation of the material or the contest and its elements which I have consented in on behalf of my minor child. I release AWCC from any and all claims and liabilities that may occur in relation to or arising from my minor child’s participation in the AWCC Art Contest.

4.) I grant permission for AWCC to use my child's name and photographs taken in association with the art contest for the purposes of the contest and publicity in any media. I may opt out of granting this permission by checking the box below.

☐ I do not grant permission for AWCC to use my child’s name or photo. My child may participate anonymously.

Parent / Guardian name: ___________________________ Signature: ____________________________

Adult Permissions:
Being an adult over the age of 18, and by signing this consent form:

1.) I hereby agree that I am Entering in the AWCC Art Contest. AWCC may edit and adapt my participation as it deems necessary.

2.) I understand that with my participation in the AWCC Art Contest, I am assigning all rights of ownership of this art to AWCC.

3.) I agree that I will make no claims against AWCC based upon distribution or exploitation of the materials or the contest and its elements which I have consented in. I release AWCC from any and all claims and liabilities that may occur in relation to or arising from my minor child’s participation in the AWCC Art Contest.

4.) I grant permission for AWCC to use my name and photographs taken in association with the art contest for the purposes of the contest and publicity in any media. I may opt out of granting this permission by checking the box below.

☐ I do not grant permission for AWCC to use my name or photograph. I will participate anonymously.

Participant Name: ___________________________ Signature: ____________________________
Health and Learning Success Go Hand-In-Hand

Learning goes beyond the classroom. Food is something we all have in common. Studies show that learning activities involving food engage more of the senses and thus capture the attention of more students than simpler activities using textbooks or pencil and paper. Use Harvest of the Month to increase student learning about health and nutrition, and promote retention through hands-on practice and by teaching others.

Exploring California Beets: Taste Testing

Getting Started:
- Talk to your local store’s produce manager about getting samples of fresh and canned beets for taste tests.
- Cook fresh beets in advance (roast or microwave).
  Sauté beet greens in olive oil with lemon.

What You Will Need (per group):
- 1 cup each of raw and cooked beets, sliced
- 1 cup of canned beets (no salt added)
- 1 cup of cooked beet greens
- Printed Nutrition Facts labels of beets (raw and cooked) and beet greens (cooked).*

Activity:
- Make a 4x5 chart labeling the columns by each of the four varieties of beets (raw, cooked, canned, greens). Label rows by the five senses.
- Examine each variety and record observations in chart. Discuss findings as a class.
- Make a Venn diagram for raw and cooked beets. Use the Nutrition Facts labels to record the similarities and differences.
- Draw another Venn diagram and repeat for cooked beets and cooked beet greens.
- Take a poll of students’ favorite variety. Share results with school nutrition staff.

For more ideas, reference:
www.actionforhealthykids.org/school-programs/our-programs/game-on/

Nutrition Facts
Serving Size: ½ cup cooked beets, sliced (85g)
Calories 37 Calories from Fat 1 % Daily Value
Total Fat 0g 0%
Saturated Fat 0g 0%
Trans Fat 0g
Cholesterol 0mg 0%
Sodium 0mg 0%
Total Carbohydrate 65g 3%
Dietary Fiber 2g 7%
Sugars 7g
Protein 1g
Vitamin A 1% Calcium 1%
Vitamin C 5% Iron 4%

Cooking in Class:
Mandarin Beet Salad
Makes 32 servings at ¼ cup each.
Ingredients:
- 4 cups canned beets, drained
- 2 cups canned mandarin oranges in 100% juice, drained (reserve ¼ cup juice)
- 2 cups of currants or raisins
- Paper plates and forks
1. Combine beets, mandarins, currants, and ¼ cup of reserved juice in a bowl. Mix well.
2. Place ¼ cup scoops on paper plates. Serve immediately or chilled.

Reasons to Eat Beets
- A ½ cup of beets is a good source of folate and manganese. It is also a source of riboflavin.*
- A ½ cup of cooked beet greens is an excellent source of vitamin K, vitamin A, and vitamin C. It is also a good source of manganese, potassium, and riboflavin.*
*Learn about riboflavin on page 2.

Champion Sources of Riboflavin*:
- Almonds
- Cooked beet greens
- Eggs
- Fortified cereals
- Lowfat milk
- Mushrooms
- Spinach
*Provide a good or excellent source of riboflavin. Learn about riboflavin on page 2.

For nutrition information, visit:
www.harvestofthemonth.com

Source: http://flpl.oregonstate.edu/infocenter/vitamins/riboflavin/
**What is Riboflavin?**
- Riboflavin is also known as vitamin B₂.
- It is important for building healthy red blood cells.
- Riboflavin is a water-soluble vitamin, which means it is not stored in the body.
- Riboflavin works with other B-vitamins to help your body grow and release energy from the carbohydrates you eat.
- Riboflavin is found in whole grain cereals, mushrooms, zucchini, and lowfat yogurt. (See page 1 for other good and excellent sources.)

For more information, visit: [www.eatright.org/Public/content.aspx?id=3071&terms=riboflavin](www.eatright.org/Public/content.aspx?id=3071&terms=riboflavin)

**How Much Do I Need?**
A ½ cup of beets is about the size of one small beet. This is about the size of one cupped handful. Beets are sold fresh, canned, and pickled. The amount of fruits and vegetables you need depends on your age, gender, and physical activity level. All forms count toward your recommended daily amounts! Have students find out how many cups they should aim to eat each day and write down ways for how they plan to reach their goals.

**Recommended Daily Amounts of Fruits and Vegetables**

<table>
<thead>
<tr>
<th></th>
<th>Kids, Ages 5-12</th>
<th>Teens and Adults, Ages 13 and up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td>2½ - 5 cups per day</td>
<td>4½ - 6½ cups per day</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td>2½ - 5 cups per day</td>
<td>3½ - 5 cups per day</td>
</tr>
</tbody>
</table>

*If you are active, eat the higher number of cups per day. Visit [www.choosemyplate.gov](www.choosemyplate.gov) to learn more.

**How Do Beets Grow?**
Beets are a cool-season, herbaceous plant grown either as an annual or biennial crop. Most varieties are frost-hardy, but cannot endure extreme heat. In California, the first plantings occur in March and continue until late June.

Beets prefer deep, well-drained soils and have a large root system that extends down to three feet or more. Depending on use, they are generally picked in 40 to 60 days (small, table beets), 60 to 70 days (round, cooking beets), or 70 to 80 days (processing beets) after planting.

Growing beets adds minerals to the soil, as the leaves are made up of 25% magnesium, which is great for compost piles. Beets do well when planted with onions, cooking greens (kohlrabi), radishes, turnips, and garlic. Plant beets where legumes previously grew (except runner or pole beans) because the soil is rich in nitrogen that beets need to grow.

Visit [www.harvestofthemoth.com](www.harvestofthemoth.com) to download a reproducible botanical image and a growing chart for beets.

For more information, visit: [http://aggie-horticulture.tamu.edu](http://aggie-horticulture.tamu.edu)

**Botanical Facts**

**Pronunciation:** ‘bët
**Spanish name:** betabel
**Family:** Chenopodiaceae
**Genus:** Beta
**Species:** Beta vulgaris

Beets are a root vegetable of the Chenopodiaceae, or Goosefoot family. The Beta vulgaris species includes beets (table beets, processing beets, and novelty beets), chard, mangel-wurzels, and sugar beets. Beets contain a pigment called betacyanin that gives them their deep, red color. The beet, like its cousin the turnip, is known for its edible leaves and roots.

Chard varieties include Swiss chard, leaf beet, spinach beet, silver beet, seakale beet, and white beet. Chard produces broad leaves rather than a large round root, and only the leaves are edible. Sugar beets contain a natural sugar called sucrose and contain twice the amount of sugar as table beets. They provide about one-third of the world’s table sugar supply. Mangel-wurzels are used for livestock feed.

<table>
<thead>
<tr>
<th>Beet types</th>
<th>Shape and color</th>
<th>Varieties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table beets</td>
<td>Round; primarily red</td>
<td>Detroit Stains, Ruby Queen, Red Ace F1, Crosby’s Greentop, Winter Keeper</td>
</tr>
<tr>
<td>Processing beets</td>
<td>Cylindrical; mostly red and purple</td>
<td>Detroit Short Top, Ruby Ball, Scarlet Supreme</td>
</tr>
<tr>
<td>Novelty beets</td>
<td>Elongated, round, and/or cylindrical; Striped, red, yellow, or white</td>
<td>Cylindra, Forono, Chiaggia, Burpee Golden, Showhite, Albino</td>
</tr>
</tbody>
</table>

For more information, visit: [www.anrcatalog.ucdavis.edu/pdf/8096.pdf](www.anrcatalog.ucdavis.edu/pdf/8096.pdf)
School Garden: Winter Gardening

If your school has a garden, here is an activity you may want to implement. Look for donations to cover the cost of seeds, tools, irrigation systems, electric pumps, and any salary incurred by garden educators or others.

Here are a few tips to help maintain your garden during the winter months:

- Clean excess debris from vegetable beds to promote plant health and reduce pests.
- Practice composting to replenish soil nutrients for the next growing season. Visit http://web.extension.uiuc.edu/homecompost/methods.html#5 to learn how.
- Plant cover crops to help add organic material to the soil. Legumes will also fix nitrogen* in the soil. (Hint: Plant these early to last throughout winter.)
*Refer to Dried Beans newsletter for more information about nitrogen fixing.

For more ideas, visit:
www.csgn.org

Student Sleuths

1. What is riboflavin? How does it work in our bodies? What happens when you get too much riboflavin? Too little? Make a list of good and excellent sources of riboflavin. From that list, make a plan for how you will get your daily recommended amount of riboflavin.

2. A ½ cup of cooked or raw beets is a good source of folate. Describe what folate does for our bodies. Why do we need to get folate from the foods we eat? Make a list of foods that provide an excellent source of folate. Set goals for how you can include folate in your meals.

3. Which parts of the beet plant are edible (root, stem, seed, fruit, leaf)? Draw a picture of a beet plant and label the edible parts. Make a list of other fruits and vegetables that have more than one edible part.

For information, visit:
www.cfaltc.org/wegarden/pdf/EatYourPlants.pdf

A Slice of Beet History

- The wild beet is believed to have descended from the seabeet (Beta maritima) and originated in the Mediterranean. It has been cultivated since about the third century.
- The leaves were used for medicinal purposes, and then later as a potherb.
- Romans were some of the first to cultivate and develop beets for their roots and used them for feeding animals. Greeks were the first to consume both roots and leaves.
- The sugar beet (or "white beet") was developed in the 18th century and, in the early 1800s, the French began extracting the sugar.
- Colonists brought red and sugar beets to America in the 19th century.

For more information, visit:
http://food.oregonstate.edu/glossary/b/betavul.html

Literature Links

Work with your librarian to host a fictional writing contest around the theme: My Life as a Fruit or Vegetable.

Student Activity:

- Write a creative story about life as a fruit or vegetable and the adventure from farm to table. Select a fruit or vegetable to be the main character of the story.
- Think about aspects of growth and production from the perspective of the fruit or vegetable, such as: how am I planted, where am I grown and why, how am I harvested, what good things (nutrients) can I offer, and how am I eaten?
- Read stories aloud in class.
- Display stories in library.

Adapted from: www.cfaltc.org/wegarden/pdf/MyLifeAsAFruitOrVegetable.pdf

For a list of book ideas, visit:
www.cfaltc.org/books

Home Grown Facts

- Beets are grown commercially in 31 states and California is the nation's largest supplier.
- San Benito and San Bernardino are the highest producing counties of table beets, providing more than half of the state’s supply.
- Sugar beets are primarily grown in these five counties: Imperial, Fresno, Kern, Merced, and Kings. Imperial County produces almost half of the state’s supply.

For more information, visit:
www.nass.usda.gov
www.cdfa.ca.gov

Student Champions

Students can complete these activities to become an advocate for preventing foodborne illnesses.

- Research food handling and safety techniques.
- Write editorials to local newspapers on preventing foodborne illnesses.
- Create flyers or posters to encourage hand washing and proper food handling. Post in the school cafeteria and restrooms.
- Complete activities in Food Safety: From Farm to Fork (California Foundation for Agriculture in the Classroom, 2009).*


Adapted from: www.cfaltc.org

For more ideas, reference:
www.fightbac.org
Adventurous Activities
Nutrition Investigation:
Healthy Snacks, Healthy Choices

Materials:
- Display board
- Variety of student snacks (chips, crackers, whole fruit, fruit strips, cheese, etc.)
- Handout 6.8 (page 127) from Activities for Youth on Nutrition and Physical Activity*

Activity:
- Make a list of the top ten snacks students eat on a regular basis. Write on board.
- Make a checklist with these headings: Low in fat?, Low in sugar?, High in fiber?, Whole grain?, and High in Vitamins and Minerals?.
- Using Handout 6.8, assess the ingredients in each snack.
- Place a star next to snacks that are healthy.
- Have students write down five healthy snacks that they will try to eat on a regular basis. Encourage students to share lists with their families.


For more ideas, visit:
www.nyaged.org/aicte/educators/lesson.htm

Cafeteria Connections
Restaurants in California are required to provide nutrition information for all menu items. Work with school nutrition staff to help students learn how to read nutrition labels and determine what is a healthy meal or snack.
- Invite school nutrition staff to explain the parts of a Nutrition Facts label.*
- Ask school nutrition staff to display Nutrition Facts labels for all produce items in the salad bar area.**
- Ask students how they would like to support the cafeteria to provide healthier menu options. Encourage students to submit ideas to school nutrition staff.

Follow-up: Complete Adventurous Activities.


For more ideas, visit:
www.studentstakingcharge.org

Just the Facts

- The color of beet roots can range from dark purple to bright red, yellow, and white. When cut transversely, the roots show light and dark rings, sometimes alternating.
- The Chioggia beet is red and white-striped, and nicknamed the "candy cane" beet.
- Beet juice is widely used as a "natural" dye to give pink or red coloration to processed foods.
- Beets have the highest sugar content of any vegetable.
- Small beets (about a half-inch in diameter) are good for eating raw. Medium and large-sized beets are best for cooking. Very large beets (more than three inches in diameter) may be too woody for eating.

For more information, reference:
http://aggie-horticulture.tamu.edu/plantanswers/publications/vegetabletravelers/beets.html

Physical Activity Corner
There are 1,440 minutes in one day. The Physical Activity Guidelines for Americans (Guidelines) recommend that students get at least 60 minutes of moderate to vigorous physical activity every day. The Guidelines recommend engaging in the following types of activity to meet daily needs:
1. Aerobic activity
2. Muscle strengthening
3. Bone strengthening

Activity:
- Review Guidelines* with your class.
- Have students write down how they plan to get 60 minutes of activity each day of the week.
- Have students create a worksheet to track daily activity.
- Monitor students' progress to help them meet their goals.

Helpful Hint:
Connect this activity to students' preparations for FITNESSGRAM® testing in grades 5, 7, and 9.


For more information, visit:
www.cdc.gov/physicalactivity/everyone/guidelines/children.html
SPRING BREAK ONSTAGE!

Anchorage Edition 2020

for students Age 10 - 18

March 9 – 13 [MON thru FRI, 10am-5pm]
Grant Hall, Alaska Pacific University

Campers can look forward to creating their own original works of theatre completely from scratch! Students will be writing, workshopping, casting, directing, designing, and presenting their very own brand-new short plays which we will bring to life over the duration of the camp. Students will dive headfirst into the stage production process, experiencing it from many perspectives via a combination of pedagogical games, lecture, workshops, production process, and rehearsal. Students will furthermore be empowered to guide their own learning experience – gaining knowledge and skills which help them succeed academically, socially, and emotionally.

For more details, tuition/scholarship information, or to register visit us online at: http://ptalaska.org/springbreakcamp

You may also contact our Anchorage Education Associate at: 907-978-1135 or paulr@ptalaska.org

Anchorage School District does not endorse these materials or the viewpoints expressed in them.
Greetings Anchorage Spring Breakers,

We are very excited to continue offering the Anchorage edition of our renowned SPRING BREAK ONSTAGE at Perseverance Theatre!

Campers can look forward to creating their own original works of theatre completely from scratch! Students will be writing, casting, directing, designing, and presenting their very own brand-new short plays which we will bring to life over the course of the camp. Students will dive headfirst into the art of theatre, experiencing it from different perspectives via a combination of pedagogical games, improvisation, lecture, workshops, production process, and rehearsal. Students will furthermore be empowered to guide their own learning experience — gaining knowledge and skills which help them succeed academically, socially, and emotionally.

Students will be working beneath the guidance of local professional theatre artist and nationally certified theatre educator, Paul Ríos. He will be assisted in working with your talented youth by students of the UAA Theatre program. These brilliant and capable instructors are eager to join forces to tackle the needs of your young theatre-makers.

Please don’t hesitate to reach out with any questions or commentary you may have. We look forward to collaborating to inspire the next generation of Alaskan theatre artists to further our mission of creating quality theatre by Alaskans for Alaskans.

Thanks and see you anon,

Paul Ríos
Anchorage Education Associate
Perseverance Theatre
## Camp Information

### Who
Perseverance Theatre

### What
Anchorage SPRING BREAK ONSTAGE 2020
for students Age 10 – 18

### Where
Grant Hall Auditorium, Alaska Pacific University
4101 University Drive . Anchorage, AK 99508

### When
Camp: Monday March 9 thru Friday March 13 [10:00am—05:00pm]
Show: Friday March 15th [7:30pm]

### Why
... because the young thespians of Anchorage demand it!

### Tuition
Visit [http://ptalaska.org/springbreakcamp](http://ptalaska.org/springbreakcamp) for accurate info and online registration

### Instructors
Paul Ríos and UAA Theatre Students

### Contact Us
paulr@perseverancetheatre.org / 907-978-1135

### Materials
- Completed/Signed Registration Packet
- Water Bottle
- Lunch / Snacks
- Notebook & Pencil
- Comfortable Clothing / Appropriate Footwear
- Personal Hygiene Items (if applicable)

### Notes
Camp tuition must be paid in full by or on the first day of camp. Please contact us with questions or to make financial arrangements. Scholarships are available, as well!

Camp staff will be available 30 minutes before and after camp. Please arrange to have your student(s) dropped off/picked up at the appropriate times. Being on time is vital for successful collaboration!

All campers must have a **solid black outfit** to wear for the public performance. Clothing items should be lightweight, casual, and comfortable to allow for movement and stage work. Shoes may be any color but should be closed-toe, flat (no heels), and allow for comfortable movement. Please contact any staff member for assistance acquiring the requisite performance clothing.

**A camp party will take place on Friday March 13 directly following camp prior to the public show. No pick-up is necessary until after the performance.**
### Daily Schedule

<table>
<thead>
<tr>
<th>TIME BREAKDOWN</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30am – 10:00am</td>
<td>Arrival</td>
</tr>
<tr>
<td>10:00am – 11:00am</td>
<td>Warm-Ups &amp; Theater Games / Improvisation Study</td>
</tr>
<tr>
<td>11:00am – 12:00pm</td>
<td>Workshop / Rehearsal / Production Process</td>
</tr>
<tr>
<td>12:00pm – 12:30pm</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>12:30pm – 04:55pm</td>
<td>Rehearsal / Production Process</td>
</tr>
<tr>
<td>04:55pm – 05:00pm</td>
<td>Cool-Down / Reflection</td>
</tr>
<tr>
<td>05:00pm – 05:30pm</td>
<td>Departure</td>
</tr>
</tbody>
</table>

### Camp Agenda

<table>
<thead>
<tr>
<th>DAY</th>
<th>AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>Introductions, Playwriting Fundamentals, Drafting</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>Casting, Acting Fundamentals, Scene Study, Improvisation</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>Staging &amp; Rehearsal, Directing Fundamentals, Scene Study</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>Staging &amp; Rehearsal, Design Fundamentals, Scene Performance</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>Technical Rehearsal, Dress Rehearsal, Party, Public Show</td>
</tr>
</tbody>
</table>

### Performance Day (Friday) Schedule

<table>
<thead>
<tr>
<th>TIME BREAKDOWN</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:30am – 10:00am</td>
<td>Arrival</td>
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<tr>
<td>10:00am – 10:30am</td>
<td>Warm-Ups &amp; Theater Games / Improvisation</td>
</tr>
<tr>
<td>10:30am – 12:30pm</td>
<td>Technical Rehearsal</td>
</tr>
<tr>
<td>12:30pm – 01:00pm</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>01:00pm – 03:30pm</td>
<td>Technical Rehearsal</td>
</tr>
<tr>
<td>03:30pm – 05:00pm</td>
<td>Dress Rehearsal</td>
</tr>
<tr>
<td>05:00pm – 07:00pm</td>
<td>Camp Party</td>
</tr>
<tr>
<td>07:30pm – 08:30pm</td>
<td>Showtime</td>
</tr>
</tbody>
</table>

*Please note that these schedules are subject to change. Be ready to improvise!*
**LEAD TEACHING ARTIST**

**Paul Ríos** is a performing arts educator [B.A. Theatre, B.M. Music Education] who hails originally from Dallas, TX. He currently serves as a middle school teacher for the Anchorage School District as well as a private music instructor. He is an active theatre artist, musician, singer, and nerd extraordinaire with an eclectic résumé of credits. He has taught, directed, performed, designed, and stage managed for many stage companies across Alaska including: Perseverance Theatre, Fairbanks Shakespeare Theatre, Alaska Theatre of Youth, Theatre UAF, UAA Theatre, Cyrano’s Theatre Company, Anchorage Opera, Fairbanks Light Opera Theatre, The Green Room, Opera Fairbanks, and Fairbanks Drama Association. He frequently creates theatre in various forms within public schools across the state working with students ranging from Kindergarten thru Grade 12. He looks forward to once more crafting theatre from the ground up, inspiring the next generation of theatre artists and arts advocates.

**ASSISTANT TEACHING ARTISTS**

He will be working in tandem with talented students from the University of Alaska Anchorage Department of Theatre and Dance!
ANCHORAGE SPRING BREAK ONSTAGE REGISTRATION FORM

PARTICIPANT'S NAME ___________________________________ AGE __________ GENDER __________
DATE OF BIRTH __________________________ SCHOOL & GRADE LEVEL __________________________

PARENT 1 INFO (REQUIRED)

FULL NAME ___________________________________ DATE OF BIRTH __________________________
HOME PHONE _______________________ CELL PHONE ___________________ WORK PHONE ______________________
EMAIL ADDRESS __________________________ CITY __________________________ STATE ______ ZIPCODE ________
HOME ADDRESS __________________________ CITY __________________________ STATE ______ ZIPCODE ________

PARENT 2 INFO (OPTIONAL)

FULL NAME ___________________________________ DATE OF BIRTH __________________________
HOME PHONE _______________________ CELL PHONE ___________________ WORK PHONE ______________________
EMAIL ADDRESS __________________________ CITY __________________________ STATE ______ ZIPCODE ________
HOME ADDRESS __________________________ CITY __________________________ STATE ______ ZIPCODE ________

CHILD'S LEGAL GUARDIAN (circle one): PARENT 1 PARENT 2 BOTH OTHER ______________________
CHILD'S LIVING ARRANGEMENTS (circle one): PARENT 1 PARENT 2 BOTH OTHER ______________________

ALTERNATE EMERGENCY CONTACTS (those listed will be granted permission to pick up your child from camp)

NAME & RELATIONSHIP __________________________ CELL PHONE __________________HOME PHONE ______________________
NAME & RELATIONSHIP __________________________ CELL PHONE __________________HOME PHONE ______________________

PLEASE DESCRIBE ANY SPECIAL ACCOMMODATIONS, ALLERGIES, HEALTH CONCERNS, ETC. WHICH YOU'D LIKE TO BRING TO OUR ATTENTION:

________________________________________________________________________
________________________________________________________________________

My signature below indicates that this registration form is correct to the best of my knowledge and the child herein described has permission to participate in all prescribed activities except those noted by me. In the event I cannot be reached in an emergency, I hereby authorize PT staff to find appropriate medical treatment for my child. I hereby consent to the use of my child's likeness in visual media for use in editorial or promotional purposes. I also recognize that PT reserves the right to refuse admission to any child who may require a level of attention beyond that which the PT programs are designed to accommodate or who may require specialized training that may prevent PT staff from adequately meeting the needs of the child.

PARENT/GUARDIAN SIGNATURE __________________________ DATE ______________________
PERSEVERANCE THEATRE
— Alaskan Regional Theatre —

CAMP SCHOLARSHIP APPLICATION

We applaud your interest in participating in a camp at Perseverance Theatre! We are very happy to provide financial assistance to students and their families. Please fill out the information below and submit this form to our Education Associate, Paul Ríos, at paulr@ptalaska.org. You will receive a response in a timely manner upon submission of this form. We will do our best to accommodate you and your student(s) to provide equal opportunity and access to our educational programs. Thank you!

<table>
<thead>
<tr>
<th>PARTICIPANT'S NAME</th>
<th>DATE OF BIRTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>GRADE LEVEL</td>
</tr>
</tbody>
</table>

**CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>PARENT/GUARDIAN 1 FULL NAME</th>
<th>DATE OF BIRTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENT/GUARDIAN 2 FULL NAME</td>
<td>DATE OF BIRTH</td>
</tr>
<tr>
<td>HOME PHONE</td>
<td>CELL PHONE</td>
</tr>
<tr>
<td>EMAIL ADDRESS</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL ADDRESS</td>
<td>CITY</td>
</tr>
</tbody>
</table>

**HOUSEHOLD INFORMATION**

<table>
<thead>
<tr>
<th>APPROX. ANNUAL HOUSEHOLD INCOME</th>
<th>NUMBER OF PEOPLE IN HOUSEHOLD</th>
</tr>
</thead>
</table>

**SCHOLARSHIP INFORMATION**

Please indicate the scholarship request you are applying for:

- [ ] **50% Scholarship** (family pays 50% tuition cost)
- [ ] **100% Scholarship** (family pays 0% of tuition cost)

My signature below verifies that this form is filled out accurately and truthfully to the best of my knowledge. I understand that scholarships are awarded based on program availability as well as financial need. I attest that I am submitting a scholarship application for a student that Perseverance Theatre can accommodate in its educational programs.

<table>
<thead>
<tr>
<th>PARENT/GUARDIAN SIGNATURE</th>
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</tr>
</thead>
</table>