

Rise Up & Write!



WELCOME!

AJLA "Rise Up & Write" is a space for our elementary students to celebrate the writing that they have been working on at school. From building foundational literacy skills to practicing creative writing- AJLA students cover it all! Please enjoy our class writing features, each displaying developmentally appropriate technique through drawing, letter formation, and spelling. Nurturing the progress of skills is our goal- not perfection!

Fifth Grade

Fifth Grade has been working on how to write a strong paragraph, using our thematic study content to integrate history and writing! Here you will see some examples of writing about colonial life and the beginning of New England. As we work on paragraphs, we have been editing them with peers and teachers, so if you see some edit marks, do not worry – that is the sign of a good writer editing their work!

There were a lot of different kinds of jobs for boys and girls. First of all the boys would gather firewood, fruits and vegetables and food for the animals. Girls had to cook, make cloth ~~to~~ to make clothing and make soap and candles for the household. ^{Moreover,} in comparison the boys picked the fruits and vegetables and the girls preserved them. Consequently, boys had more outdoor jobs while girls had more indoor jobs.

Zeus

The New England colonies were created by a series of events. First, in 1630, the Puritans, a religious group, settled the successful Massachusetts Bay colony. But not everybody liked the Puritan laws. They were strict and required you to follow the teachings of the bible. So two men, named Roger Williams and Thomas Hooker, left the colony. Hooker ^{went} to the Connecticut River to settle Connecticut, and Williams ^{went} to found Rhode Island. Because of their success, other people began to leave the Puritans to found their own colonies, such as New Hampshire and Maine. ^{Eventually,} war broke out between Connecticut and the most powerful native ^{tribe} nation, the Pequot nation. The war only ended when every Pequot was dead, with the most powerful tribe gone, the other Natives were forced to leave their home, and New England ^{was} settled. ^{To conclude,} a chain of events, starting with the founding of a religious society, was what really settled New England.

Silas

New England had lots of ways to begin colonies.

It all started by the first successful colony in Virginia 1607. The Pilgrims, a religious group, saw this and ^{edit} decided ^{check spelling} to go for themselves. Instead of going to Virginia they went to Cape Cod Bay, Massachusetts in 1620. It started off really bad for them since half of the group died due to starvation and a hard winter. After all of the hard work, they built a colony and settled of what they called Plymouth. After many people heard this another religious group, the Puritans. The Puritans had one goal. To have a strict religious community. ^{So} they went to Boston and Salem in 1640. In conclusion New England was founded by religious people who wanted to practice their own religion.

Sophie

Boys and girls in colonial times had different jobs. For girls in colonial times, their jobs would be weaving for clothing, preserve food, cook, make soap and candles, and help with planting and harvesting. For the boys in colonial times jobs were a little different for them. Boy jobs would mean bringing in wood for the fireplace, care for farm animals, gather berries, veggies as well, plow fields, plant crops, building and repairing. Boys and girls jobs are not very much alike because boys are thought of as more powerful than girls. To conclude girls and boys had different jobs because of gender, power, and religion.

Sophia

Second Grade

The Second Grade students are learning about local factories located along the waterways in Bridgeport. They explored the difference between manual labor and using water to power machines. The students are also learning about utilizing vessels to distribute products along the river.

1. Factories near rivers **Kalayah**

Factories near rivers help with distribution of goods, using the waterways.

2. a machine

A machine makes peoples lives easier because they don't have to do it.



Stella

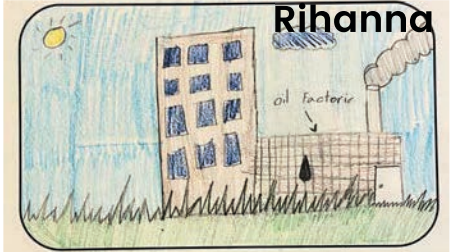
Since people wanted to make work easier, they made machines in factories to use less manual labor.

1. Factories near rivers **Cameron**

Factories near rivers help to import and export goods, using the waterways.

2. a machine

A machine makes goods so when people go to the factory they can get goods.



Rihanna

Since people wanted to make work easier, they made machines in factories to use less manual labor.

Emma

long long ago, in the Australian salt water, Lulu,

Charlotte, her Shi, and Leo were looking for

food. They couldn't find any food, and they all started to feel so hungry, and there sharks were growling.

Lulu needs flippers to grab her food!

They all felt so scared, tired, and

hungry. They all think they will

never find any food. "Oh man! I feel like

I will die!" (Lulu wails), "no you will not!" (Leo screams).

Lulu Plops on the floor sobbing! Lulu starts

walking again first step by step. Next Lulu

finds water and noppes in, last Lulu main

cy gets flippers. She found a jellyfish baby jelly fish and eats it with its new flippers!

Emma

Third Grade

During our trip to Australia, the Third Graders learned about Aboriginal Dreamtime Stories. Aboriginal Australians were the first people to live in Australia. Dreamtime Stories were stories that explained the way the world came to be. Pourquoi Tales are very similar to dreamtime stories. They are legends about why things in nature are the way they are. For example, why does a tiger have stripes? Third Grade researched Australian animals and are writing their own Pourquoi Tales. We are in the rough draft stage of the writing workshop process.

Lizbeth

Long long ago in Australia deep

in the forest lived two tasmanian

devils. One named Champ and the

another named Teeny and a

crocodile named Marshy. One

day Teeny was eating her break

fast, some meat, peacefully, but

then she heard some rasling. Then

popped out mean Champ from

the bushes! "Ahhh" screamed Teeny.

Champ chased Teeny throughout

ran to Marshy's home as fast

as she could run but Champ

was still chasing her! When

Teeny got to Marshy's home,

where a bridge used to be, wasn't

there! "Oh no" thought Teeny. If

she couldn't escape bad stuff could

happen! Teeny thought "Maybe I can

jump across!" So she did. When

Teeny jumped her jump wasn't high enough

because when she fell ^{jumped} into gloopy mud! It seems that just then

that Champ fell in the gloopy mud

with her too! SPLAT! They were

covered in black mud! They tried

taking a bath but it didn't work!

They tried thinking positive. "Maybe

it will help us blend in the dark,"

exclaimed Teeny. "Maybe," mumbled

Champ. "Hey," shouted Teeny. "Let's try it!"

Teeny told Champ. So they did. When

they went in the night no one could

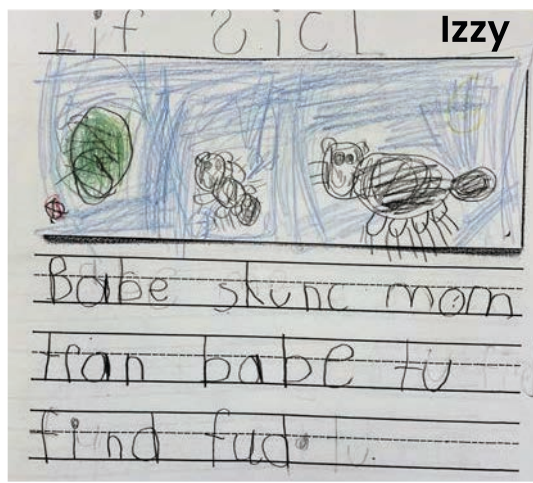
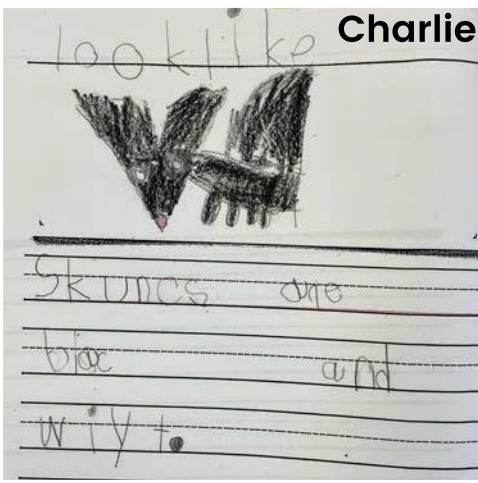
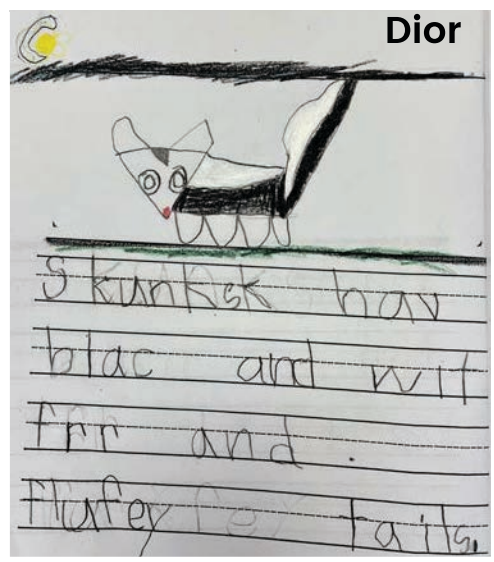
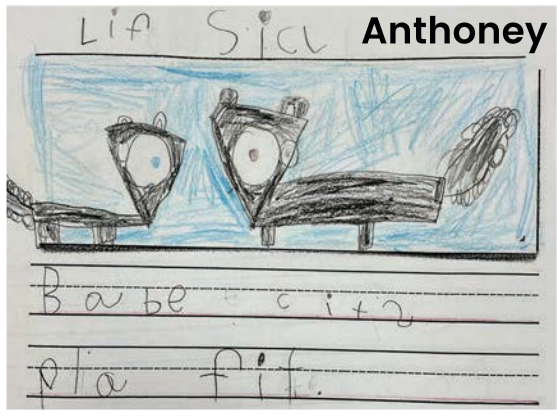
see them! "Amazing!" exclaimed Champ.

"Now I will never chase you," said Champ. So that's how the devils have black fur. The end.

Lizbeth

Kindergarten

In Kindergarten, we are learning about many different animals. We began by researching facts about skunks and organizing our learning with thinking maps. The children are writing their own books about different animals that include facts about the animals' life cycle, where and how they live, what they look like, and how they behave.



By DJ
January 21, 1842
Dear Diary
I am Sam and Francis Conrad. I have 3 kids and my grandmother. My family and we are excited for the narrow trail. My animals are excited too. I am going to Oregon for soil and land. I will grow crops because I am a farmer. My last home is in Iowa had less soil and crops. My family was mad they didn't agree but I made them go. My last job was nice. I expect to see lots of soil and land. I want fort independence for farming. I expect to see kindness.
By Sam

Fourth Grade

This year Fourth Graders are exploring the question, "What sparks a journey?" and have recently begun an Oregon Trail simulation. Throughout the journey, students are asked to write diary entries from the perspective of their individual family identities. These are examples from their first diary entry as we ventured out on the trail.

By Elyse
January 21, 1842
Dear Diary
Hi! My name is Laura. I am one of three kids and my husband. We have 2 oxen and a horse. I came from Sweden. Me and my husband are farmers. We are going to Oregon to get free land and gold. We're feeling nervous and excited. We went by a ship to New York and from New York we took a train to Independence Missouri. I expect we will find some challenges and hard times.
with Love,
Laura


By Zoey
January 21, 1842
Dear Diary
It's been a bit since we've set out on the Oregon Trail. So far we have a good amount of supplies but I hope that we have enough. Though kids been going at the "are we there yet?" stuff again which is SUPER irritating. It's been raining cats and dogs but at least it's watering my crops. The Oregon Trail should have some fresh soil and yucca which is good for the family. My wife Rachel is finally starting to help farm so more food I guess. Yay. I've heard many good things about Oregon this better be good.

The hat I bring blew away in the wind unfortunately. The outfit I'm wearing consists of overalls a white shirt and some boots. The last home me and my family had was a bit... how do I put this? Rough. Which is one of the main reasons I'm even on the Oregon Trail. I've been a farmer for about 5 years but in Oregon I'll be a blacksmith. My family said it's hopeless but hey what do they know? I remember how it was in Iowa. I'm glad I left. We got paid poorly and a lot here.
Sincerely,
George Dodge.

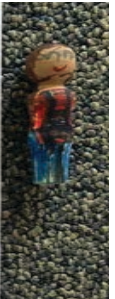
First Grade

First Graders have spent the year becoming experts on community! They learned that there are different kinds of communities- rural, suburban, and urban. After a deep dive on the nouns that are found in rural communities, First Graders created their own farm-themed play materials in art class. They made animals, tractors, fences, barns, and so much more! Each student wrote expanded sentences using "because, but, so" to explain why their creation is an important part of a rural community.

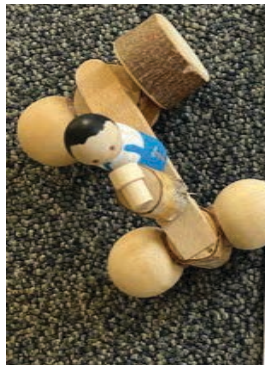
Ava
A farmer and food are important in a rural community because a farmer plants the food in the garden. In the garden they grow crops.




Zoyi
A person is important in rural communities because they can feed the animals. Hens can make eggs and cows can make milk for you.




Zion
A tractor is important in a rural community because it helps you move from one place to another. Since a rural community has a lot of space.




Levi
A grass shredder is important in rural communities because if you do not shred the grass it will grow over your head and you will not be able to see.




June
A plow is important in rural communities because it helps you cut food and grass but a horse is important to because it can pull machines.



Lucas
A scarecrow is important in a rural community because it scares the birds to fly away and not eat the seeds. Farms are huge and have lots of space.



Dylan
A dog is important in a rural community because dogs help put sheep in their pen.



Nayla
A cow is important in a rural community because cows make milk but the shops are far away and the milk gives us Enrjee.

