

*Bucks Bulletin is a project of the students and staff of Washington Island School.*

# Bucks Bulletin: May principal's report

By Michelle Kanipes

1. Congratulations to second grader, Freya, who was named the 2021 Wisconsin State second-grade winner in the National Zaner-Bloser Handwriting Contest. She was presented her medal at the April Board of Education meeting. Freya joins the 2019 Washington Island champions Tilly and Joseph. Way to go Freya, we are so proud of your hard work!

2. Congratulations to fifth grader, Jaylyn, who was the 2021 Wisconsin state winner for the 3-5th grade group by the Wisconsin Society of Science Teachers for her essay (see essay in this Bucks Bulletin.) All grade levels in Wisconsin were invited to participate. Only one essay per grade level, per school could be submitted into the contest. All our third through fifth graders wrote an essay for this contest as part of their science class. All of them were wonderful, but Jaylyn's essay was chosen by her peers and Ms. Johnson to represent the WISD and was submitted for consideration for the state competition.

"For over 30 years, the Wisconsin Lakes and Rivers Convention has been an annual gathering of lake and river lovers of all stripes: Lake and River Stewards, Lake Leaders, Lake and River Professionals, and members of the Wisconsin Lakes Partnership.

"Meeting together to share research, management options, and educational strategies, convention participants gain new ideas and a renewed support network. This year, the event has gone virtual, and has grown to be the first ever Wisconsin Water Week. Because students are such important water stakeholders, we invite(d) them to join this network by participating in the essay contest."

Essays were formally judged on adherence to topic, creativity, and structure. The essay had to be submitted before April 1 to be considered, with essay winners in each group to be announced by April 22.

You can go to [www.wsst.org](http://www.wsst.org) website for more detailed information about this essay contest. Great job, Jaylyn! Thank you, Ms. Johnson, for providing our elementary science students this wonderful cross-curricular opportunity.

3. Congratulations to kindergarten, Landon who mastered the most standards in eSpark this school year. A certificate was awarded to him, regarding this academic achievement. Good work, Landon!

4. Congratulations to senior, Tara. She has been recognized by the Sturgeon Bay Breakfast Rotary Club, as she was nominated by our district for her outstanding work in the arts. She is the WISD recipient of the Fine Arts Award. She will be presented a medal of recognition and a certificate at the 2021 graduation ceremony. Congratulations, Tara.

5. Congratulations to Senior, Kayla, who was accepted to attend Flagler College in St. Augustine, Florida

for her post-secondary education. Best of luck to you, Kayla!

6. Congratulations to the middle school students and Ms. Dahlke and Mr. LeBrun for their achievement in the 2021 International SeaPerch Competition. They completed their underwater trials on April 30 in the Rec Center swimming pool. Team Pablo won the wild card spot and will now compete with 70-80 other international school teams. Their interview for the competition was slated for May 20. Team scores will be revealed on June 4-5. We eagerly await the results of this fantastic STEM voyage! The middle school "Team Pablo" members include Magnus, Rita, Julia and Anthony.

7. Thanks goes out to the middle school art and ELA students who created the newest round of cards that were given to Roxanne Boren to be distributed to the seniors, shut-ins, and meals-on-wheels recipients. Each of the 63 cards had a unique springtime 3-D flower design on the front, and an original haiku poem and artwork on the inside. This will be the fourth round of "gifts" for the elderly of Washington Island, which is in keeping with our year's Random Act of Kindness project.

Thank you, Ms. Kayla Mann, whose creativity and enthusiasm over this project was wonderful. It was her idea to have the students write original haikus for the note cards based upon the poetry unit the students had been working on in their ELA classes. She noted they loved writing haiku poems and would use that engagement to have them put their poems inside these cards.

Ms. Kaitlyn Stoller, our long-term substitute for art and phy ed, was also outstanding in this endeavor. She organized the students in art class, and they worked to create a 3-D flower on the front, and original spring artwork on the inside. I am appreciative of their teamwork and their dedication to reinforcing to students that random acts of kindness are so very meaningful to the receiver as well as to the giver.

8. Finalized Professional Development for the 2021-22 school year was decided in April when we met with our CESA 7 team. We are excited to continue with this partnership this fall. They have assisted the staff in their Educator Effectiveness work and curriculum mapping projects this school year. The staff has also done an outstanding job with this during their after-school PLC sessions. Teacher-leaders have facilitated the meetings and work sessions to support each other as they finalize these important documents.

We look to move next year into the assessment piece of these documents. Learning targets and success criteria were the goals this year. We also placed focus on essential learning standards supporting these targets. The completed curriculum maps will be presented to the Board of Education for perusal and review at the end of May.

## Order your 2021 yearbook

The 2021 yearbook is done! Want to know where our past 40 years of graduates are and what they are doing? Want to know what our 2021 students did during this past year at school? Well, if you do, this book is for you! Go to the school website and click on the link that says "Yearbook." You can order your yearbook directly from the company. You will not want to miss out on this book!

## Kites of China



PHOTO BY MARY GRZELAK

The kites are a culminating project for sixth grade's study of ancient China. They showed their learning on the kites they made. They will attempt to fly them on the first windy day.

## Congratulations!

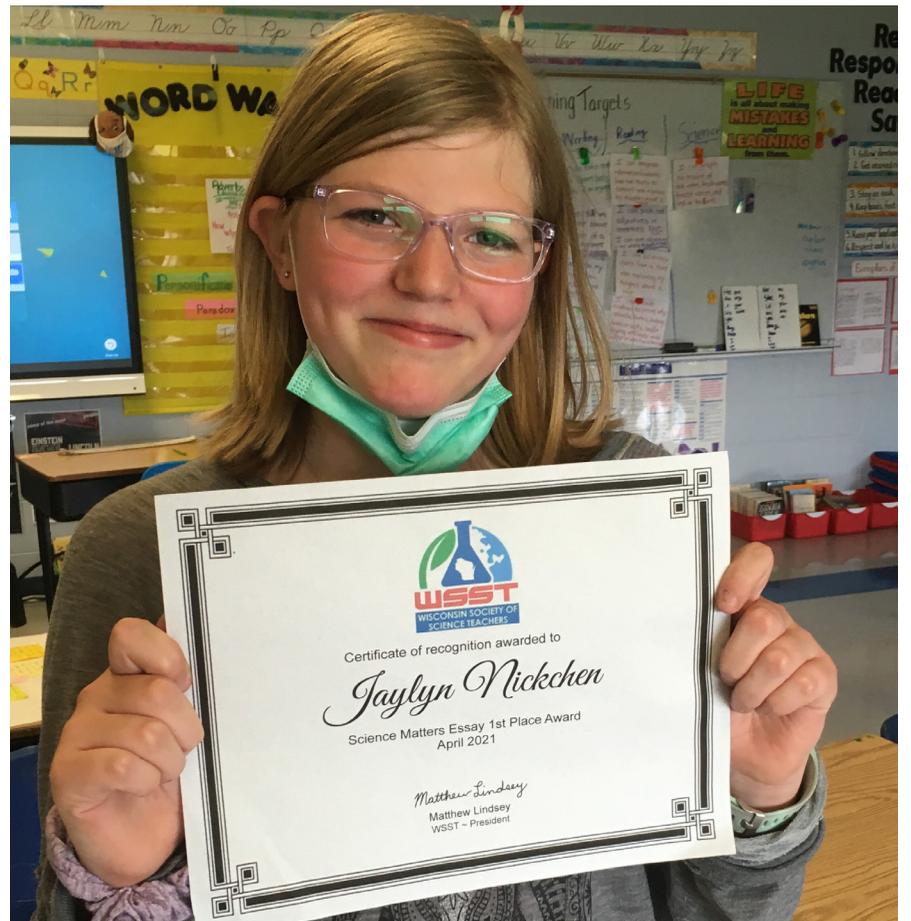


PHOTO BY MARLEEN EHRlich-JOHNSON

Congratulations, Jaylyn! We are so proud of your hard and thoughtful work.

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## First and second graders write their own realistic fiction series

By Alyssa Wagner

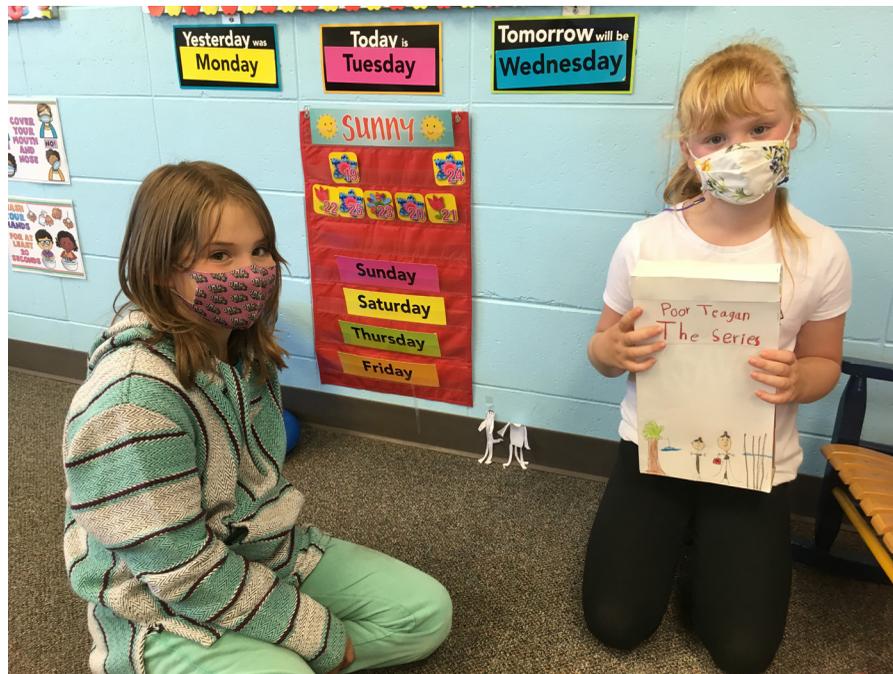
The last writing unit of the school year for the first and second grade was writing realistic fiction stories. This type of story is one that has not actually happened yet, but potentially could.

Students learned the essential components of writing a realistic fiction piece through several mini lessons and exposure to mentor texts, to see what published authors include and how they make their stories so realistic.

The goal of this unit was to write a series of realistic fiction books to read and present to others by the end of the unit. To achieve their goal, students first had to decide on a character that would appear in all their three-five series books, and the different realistic adventures they would go on in each story.

Students had to be sure they included enough details about the characters so their readers could really get to know each character's individual personality and characteristics. Each story written needed a solid beginning, a problem in the middle, and a satisfying ending to help their characters get out of trouble.

Students also drew pictures for each story page, which included speech and thought bubbles. In addition to new strategies presented in this unit, the first and second graders also applied strategies from past

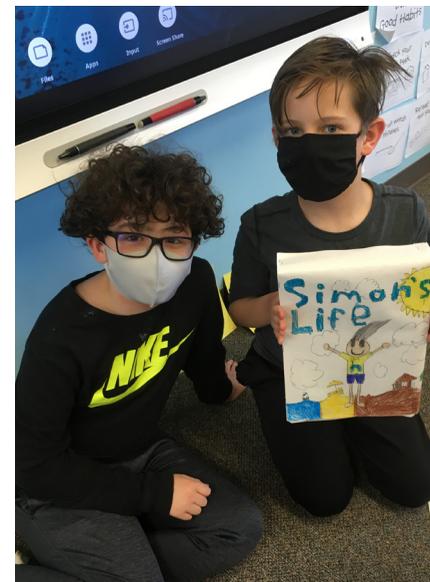


**Nia, a first grader, read the three books in her series titled, "Poor Teagan, The Series." Ms. Johnson and Jillian were lucky to be the listeners of her wonderful stories.**

writing units such as character dialogue, italicized and pop-out bolded words, comparisons, and editing and revising techniques, just to name a few.

To showcase their realistic fiction book series, the students made a series box to house their published pieces. They had to determine a title for their series and then draw and color a picture on the front of their box to match. Lastly, to complete

their masterpiece, they wrote a Meet the Author page to put on the back of their box. All the first and second graders were able to read their series books to their classmates as well as Ms. Johnson's fourth and fifth graders. They were very proud of their hard work and realized that anything is possible if you have the will power and determination to do your best work!



PHOTOS BY ALYSSA WAGNER

**Owen, a second grader, read his five series books aloud to Xander, a fifth grader. The title of his series was "Simon's Life." Xander really enjoyed Owen's books and even mentioned that the second he gets these books published, he's buying a copy of each!**



**First grader, Colton, reading his realistic fiction series titled, "Zooka's Adventures," to fifth grader Tristan.**

## Young Island poets published

By Marleen Ehrlich-Johnson

Good News!

All of the fourth- and fifth-grade students' had a poem selected by a panel of educators to be published in the Young American Poetry Digest next fall! The judges for the National Schools Project contest were looking for creativity, age-appropriate language, structure, poetic techniques, and sensory and figurative language.

The winning poems from each student, except those of Jillian, Jaylyn, and George who had their winning poems printed in the last Bucks Bulletin, are presented here. You might remember that Jillian's winning poem was about pleasing things to do at Schoolhouse Beach. Jaylyn wrote a poem about being "locked in" while the coronavirus roams freely outside, and George's winning poem was about awesome flying jets, but

hoping that someday there will be flying cars. Instead of reprinting these three students' winning poems, below are other poems they entered into the contest.

Winter is cold, and  
Amongst the desolate land  
Lay a white rabbit.  
**Xander**

First I was sad,  
then I was mad,  
but once I cooled down,  
I was really glad.  
**Allison**

I looked at my pencil  
Then looked at my stencil  
And I saw the potential.  
I drew,  
the only thing I ever knew.  
**Tristan**

Snow falls on my roof,  
When the snow melts, it is wet.  
It is cold outside.  
**Jaida**

Friends  
Ambitious affectionate  
Delighting gratifying inspiring  
Comrade Amigo Opponent Foe  
Opposing Despising Bullying  
Inconsiderate Impertinent  
Enemies  
**Jaylyn**

There once was a witch  
That fell in a ditch  
To Catch the snitch.  
**Jillian**

The world is flat,  
And so am I.  
The world is flat,  
I cannot tell you why.  
The world is flat,  
Some people think,  
But it is not clear  
Because other people think the  
world is a sphere.  
**George**

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# Middle school team qualifies for 2021 International SeaPerch competition

Three middle school SeaPerch teams competed to win the Wildcard slot to represent Washington Island in the 2021 International SeaPerch Competition on Friday, April 30.

Out of the three teams coached by Mrs. Dahlke and Mr. LeBrun, Team Pablo: Rita, Julia, Magnus, and Anthony qualified with the highest score in the Mission Courses. They will complete an interview with SeaPerch judges on Thursday, May 20 to add to their overall score from the underwater missions and the engineering design report.

Dennis Rockhill of the Einstein Project in Green Bay came to the Island and judged the pool events in our local Competition. A Zoom link was shared so parents could watch, as well as Wisconsin State Assembly Representative, Joel Kitchens, and members from the Department of Public Instruction. The Island team is one of about 70 worldwide competing this year. Teams from Qatar, New Zealand, and Puerto Rico are in the mix this year.

The SeaPerch program is “an innovative underwater robotics program that equips students and edu-

cators with the resources they need to build an underwater remotely operated vehicle.” Ultimately, students use the engineering design process to design, build, and maneuver an ROV to complete a specified task. Tasks change from year to year, so students must consider how their ROV is designed and how it performs. The competition results will be revealed during the live events the evenings of June 4 and 5.

Typically, there is a competition held among Door County schools, which determines the teams that compete in a regional competition in Green Bay to qualify for the international competition, but due to COVID-19 this year, everything was hosted virtually.

The Door County Maritime Museum donated the SeaPerch build kits and the Rec center allowed our teams many weeks of practice time in the pool. All our teams created novel designs and really showcased great creativity, problem solving, and teamwork. Check out the SeaPerch.org website to see our Washington Island team featured.



PHOTO BY MIRANDA DAHLKE

Team Pablo qualified for Washington Island's wildcard slot in the international SeaPerch competition. Pictured are Anthony, Julia, Rita, and Magnus.

## How much water do we really use?

By Jaylyn

Perhaps you ran out of water. Do you realize how much water you use in a day? According to the United States Environmental Protection Agency, “The average American family uses more than 300 gallons of water per day.” I figure that I use over 60 gallons of water a day, and it is as easy as turning on a faucet. Water is so available to me. I look around my classroom, and I see everyone with a water bottle sitting next to their desks. It makes me imagine people in Africa that live with very little water. According to the United Nations Population Fund, in 2002, the average African person gets 47 liters of water per day, whereas the average American gets 578 liters a day. We are spoiled in Wisconsin because we are surrounded by the five Great Lakes. Water is important for our everyday lives. There are many ways we use it and things we can do to stop wasting it.

Water is important for our everyday lives, and there are many ways we use it at home and in our communities. Think about how much water you use just for doing things like flushing the toilet, tak-

ing a bath, washing your clothes, and watering your lawn. In my community where many tourists come in the summer, water is used in many ways, like at the grocery store, the fire station, the mercantile, and restaurants, like Jackson Harbor Soup. These places use water to give people something to eat, to get supplies for gardening and souvenirs, and to provide safety. To make one burger, including the growing and the preparing of the food, it takes approximately 15 gallons of water to make one order of fries, 660 gallons of water to make a burger, and about 22 gallons of water for the bun. If 67 people at-

tend Burger Night at a local restaurant, it will take about 46,699 gallons of water to feed everyone in one night!

Water is important for our everyday lives, and there are things we can do to stop wasting it. Here are some examples: Let the rainwater, water your plants, check your toilet for leaks, take shorter showers, turn off the water while you are brushing your teeth, and stop using your toilet as a waste basket. I want people to realize that we don't need to use water for things like letting it flow down the sink's drain.

Water is important for our ev-

eryday lives. Without water, all living things would die out and the Earth would look like a giant ball of dry mud. From an Envirotech-online article in 2017, I read that without water, the clouds would stop constructing and there would be no precipitation. If this were to happen, we wouldn't have warm days because the Earth would be so windy, like on the Moon. I would rather protect our water and live on Earth.

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## Students visit Gathering Ground for Day of Service

By Jessica Dennis

On Wednesday, May 12, 2021, the entire in-person student body of the Washington Island School participated in our second annual Gathering Ground Day of Service. Throughout the school day, students walked to the Grounds to participate in a variety of activities and then walked back to school when their time was done. There were beautiful blue skies, and the sun was shining the whole day; it was a day enjoyed by all!

Kindergarten, first and second graders were given the opportunity to tour Gathering Ground, meet the sheep, and learn their purpose, and plant an Asian pear tree. Students in fourth and fifth grades had the ability to meet and greet the sheep while learning the importance of the sheep to the ecosystem of Gathering Ground.

Additionally, students were also given the opportunity to check on the apple trees that were planted two years ago as well as planting two peach trees. They did not get a chance to check in on the blueberry plants that were planted two years ago but Russell Rolffs, farm manager and president of Gathering Ground, reassured students the blueberries are indeed growing!

Middle school students collected baseline data of the chestnut trees to participate in a long-term study. This study is to see if pruning the chestnut trees within the first three to five years would encourage more vigorous growth and lead them to be more fruitful. Every other column of row of trees were pruned, leading to a control group and the experimental group.

The students measured the height and diameter of the trees. In the future, students will measure the branches and number of leaves coming off the trees. Data was collected now for a multi-year study to see how the pruning impacts the growth of the chestnut trees. Russell explained the reasoning behind this is because there isn't much data in the United States regarding the pruning of chestnut trees and their overall growth.

The following are reflections from the middle schoolers about their day at Gathering Ground.

"[Russell] started by telling us that they are called the 'bread tree,' or the 'grian tree' because the nuts have more carbs and less fats. Japanese Chestnuts can produce anywhere from 2,000 to 4,000 pounds of nuts. However, they have a casing on them that isn't very pleasant to eat; it can be peeled off, but it likes to cling on to the nut. Japanese Chestnuts

can be grown in Wisconsin, due to the similar climate. American Chestnuts are almost extinct because of a fungus. The trees will sprout, but they will die off quickly. They are experimenting with different types of hybrid chestnuts that they hope to produce the best yield."

-- Emily, sixth grade

"Chestnuts are a staple food. They grow 2,000 pound per acre. Chestnuts are native to almost every continent. Fungus killed American chestnut trees. The family of the tree is called a Castanea tree. Russell is growing hybrid chestnut trees."

-- Rita, seventh grade

"Having a chestnut orchard is good to have and why we should establish it is because there are only a few in Wisconsin and this far north. At the Gathering Grounds they have Japanese, Chinese, and a couple of American chestnuts. But mostly a hybrid that is Japanese. Japanese are most suitable for the Island because they are used to cold winters and short mild summers. Plus, they contain many vitamins and are very healthy."

-- Anthony eighth grade

High school students met with Russell to listen to the vision of how the Grounds would look with signs and a kiosk that was being built by the Island students in Matt LeBrun's tech ed courses.

Russell shared with the students an explanation on the symbiotic relationship the sheep have with the vineyard; giving insight as to the impact the sheep have on the current ecosystem found at the Grounds. Students learned first-hand how to work as a team to assist in moving the sheep from one location to another. Most of the time spent at Gathering Ground was learning the differences in cane pruning and cordon pruning and then putting their pruning skills to the test.

Students worked in pairs to "clean up" the grapevines, from top to bottom and then from plant to plant. The students collected the pruned parts to ensure the vineyard continued to stay healthy. Alessandra Rolffs assisted with their pruning questions and helped determine which canes were best to keep all while reassuring students of their pruning skills.

Everyone had a wonderful day and it felt so good to be out in the beautiful weather. Thank you to the Rolffs for spending the day with us at Gathering Ground!



PHOTO BY MIRANDA DAHLKE

Russell Rolffs gives the middle school students a brief history of the chestnut tree and background of the establishment of the chestnut tree orchard.



PHOTO BY KAILEY BLATZ

The kindergarten through second grade students had the opportunity to help plant an Asian pear tree at Gathering Ground. How many people does it take to dig a hole deep enough for this tree? All 12 of them, plus some help from the adults, too!



PHOTO BY MARLEEN EHRLICH-JOHNSON

As Mrs. Kanipes always says, "Many hands make light work!" Pictured above, Tristan, Jillian, Alli, Jaylyn, Jaida, and George plant a peach tree together at Gathering Ground with the help of Russell Rolffs. They planted two peach trees that day, after they first checked in on the progress of the apple trees they planted two years ago and learned about and visited with the newly arrived sheep.



PHOTO BY JESSICA DENNIS

The high school students and teachers pose in front of the pile of prune clippings from the Gathering Ground Day of Service.



PHOTO BY JESSICA DENNIS

Breanna and Andrea work together to prune in the vineyard.