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School News

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Covering the Los Alamitos Unified School District

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Mrs. Gina Marie Decker: Los Alamitos Unified Teacher of the Year



Dr. Sherry Kropp
Superintendent

Academics, Athletics, Activities, and the Arts – and the focus for this edition is Academics.

Our core purpose is to educate students so that they have unlimited opportunities and are fully prepared to achieve their goals following high school graduation. The art and science of teaching and learning happens in classrooms through the efforts of amazing teachers, who spend countless hours preparing lessons to help all students achieve at high levels. Each year, we get to honor one of these teachers to represent the excellence we have across the district; and, this year we have selected Mrs. Gina Marie Decker as the Los Alamitos Unified School District Teacher of the Year!

Eleven years ago, Mrs. Gina Marie Decker embarked on a second career, one that landed her at Rossmoor



Mrs. Gina Marie Decker with Rossmoor students.

Elementary School, and she has never looked back! This was an opportunity for Gina to fulfill her dreams of working with children and making a difference in their young lives and in their futures. Gina is an outstanding teacher and has been an integral participant and leader with various initiatives at her site and across

the district. She initiated an afterschool Improvisation Club that joined high school and elementary students. Her classroom is a model site for Depth and Complexity implementation. She is a trainer for Reading and Writing Workshops. She is a master teacher, helping college

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Read Across America



Karen Russell
Clerk
Board of Education

Many schools celebrated Read Across America in March. This activity was started in the 1990s to encourage adults to read to children. The author Theodore Geisel, better known as Dr. Seuss, was born on March 2, and that day was

chosen because his books so appeal to children. As time has passed, schools have chosen other dates to have activities, and there tends to not be as much emphasis on Dr. Seuss books as in the past. However, people still choose to read them to classrooms full of students.



On March 2, 2015, I had the opportunity to read to group of transitional kindergartners at McGaugh Elementary School in Seal Beach. The school had a whole morning of activities, which included two assemblies put on by the second-graders entitled “Seussical the Musical,” under the direction of music teacher Suzanne McElderry.

Every single classroom had someone read to the students. In fact, some readers had to pair up and share classrooms. The readers included the local chief of police, members of the Navy from the Seal Beach Naval Weapons Station, parents, and other members of

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Kay Coop
Founder/Publisher



Spring is here and the end of this school year is in sight. Students are focused on testing, college choices and completing their academic goals.

Congratulations to the LAUSD Teacher of the Year Gina Marie Decker! I chose to publish *School News* to do my part to promote every teacher in our public schools. To do any job well it takes commitment and being an educator is one of those jobs that ranks at the top of the scale for commitment. If you haven't done so lately, please thank a teacher!

Our next issue is June 3.

Miller Children's & Women's Hospital Long Beach

2801 Atlantic Ave., Long Beach, CA 90806 • MillerChildrens.org/Stramski • 562/728-5034

Autism Awareness—What Parents Need to Know



Gary Feldman, MD
Medical Director,
Stramski
Children's
Developmental
Center

According to the Centers for Disease Control and Prevention, around 1 in 68 American children are identified with an autism spectrum disorder. More than 3.5 million Americans live with an autism spectrum disorder, so autism is a condition that can't be ignored or overlooked.

Autism is a complex developmental disability that affects a person's ability to communicate and interact with others. Symptoms almost always start before a child is 3-years-old and can present themselves as early as 18 months.

Children do not outgrow autism, but studies show that kids who received early diagnosis and intervention tend to have better brain function and communication skills. This is why knowing the signs of autism and taking action is so important.

Common signs of autism are:

Unusual behaviors:

- Hand flapping
- Lines up toys or other objects
- Gets upset by minor changes

Poor social skills:

- Avoids eye contact
- Doesn't respond to their name after 12 months
- Prefers to play alone

Risk factors that may increase a child's chance of developing autism are:

- Children that have a parent or sibling with autism
- Children that are born more than 26 weeks premature
- Children born to older fathers
- Having certain other genetic disorders

As a parent, being aware of the potential warning signs and taking immediate action to get your child tested can make a difference.



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Our specialty:
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Andres, 2-years-old,
Miller Children's
Autism Patient

A Royal Crowning

By Carrie Logue, Executive Director

The Los Alamitos Education Foundation (LAEF) crowned its King and Queen of Hearts in February. The Queen is LAHS counselor Tina Heeren, and the King is Tom Lent of Southland Credit Union!

All eight Royal Court candidates ended their 10-week fundraising campaign at the official Royal Ball and Coronation. The grand fundraising total was \$110,000! Every dollar raised counted as one vote, and Heeren and Lent were the top fundraisers.

Our Queen Royal Court members are McAuliffe Principal Annie Allen, Los Alamitos City Councilmember Shelley Hasselbrink, and retired music teacher Coralie Prince. The King Royal Court members are Los Alamitos USD School Board Member Dr. Jeff Barke, Jim Klisanin of Baytown Realty and SBPD Chief Joe Stilinovich.

LAEF President Randy Hill stated, "I am amazed by the growth of King and Queen of Hearts following the inaugural campaign last year. This will benefit all students, as proceeds support STEAM fairs (Science, Technology, Engineering, the Arts, Math) on all campuses and the district-wide STEAM showcase."



LAEF King of Hearts Tom Lent and Queen of Hearts Tina Heeren.

Academics for Preschool Children



Kelly Rowe
Child Development
Coordinator /
Early Learning
Specialist

Studies show that preschool-aged children learn best through play opportunities. The California Preschool Curriculum Framework states, "Play is children's work." Trained preschool staff can support young children's diligence and development when they direct attention to mathematics, language, and science through play. This challenges the children to solve problems and encourages persistence. With the guidance of a thoughtful and intentional preschool teacher who designs a learning environment that offers open-ended and interesting materials, facilitates learning through quality interactions, and plans play activities that stimulate children's curiosity for learning, this type of program supports academics for the preschool child.

Using play to introduce and strengthen math skills makes learning new concepts fun and interesting for a preschool child; it helps them understand that math is nothing to fear. Math tools, such as rulers, tape measures, measuring cups, balance scales, and blocks, are available during play, and adults observe the play, making comments, asking questions, and helping the preschoolers interpret what they are learning.

Los Alamitos Unified School District and the Los Alamitos Child Development Center are happy to announce the opening of Learning Links, a stay-and-play program for parents and children birth to five years of age who reside in the district boundaries. Learning Links is held on Thursdays, from 8:30 to 11 a.m. This program helps to connect parents to a safe place for creative interaction and play experiences with their children, guided by trained and supportive staff. Sessions have a nominal fee of \$25 for four weeks. Each child will receive a developmental screening, and parents receive education and resources.

For more information, please contact Jennifer Hollandsworth, School Readiness and Community Liaison, at jhollandsworth@losal.org.



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Andrea Reed
Principal

Socratic Seminars

The Hopkinson Elementary School Huskies show their ability to be critical thinkers when engaged in Socratic seminars, or grand conversations. In these scholarly discussions, an essential question is raised, for which student opinions are shared, proven, refuted, and refined through dialogue with other students. These forums create opportunities for student talk, which can be one of the most effective classroom outputs a teacher can expect from a learner. Talking, qualifying, explaining, and questioning are all rigorous cognitive tasks that require students to make connections and prove with evidence as they further an idea, argue, or stake a claim.

Students form a circle and use the fishbowl style of group learning to begin these discussions and interact with each other in discussion and debate. The instructional practice of Socratic seminars allows teachers to turn the learning floor over to their students and to facilitate strong thoughts for young learners.



Mrs. Garcia's fifth grade students engaged in a Socratic Seminar.

Los Alamitos *Elementary*

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Dr. Sunghie Okino
Principal

LAE Speech Contestants Wow Judges

Twenty-two fourth and fifth grade students at Los Alamitos Elementary School sought to persuade or inform peers and judges at the annual speech contest. Unique topics ranged from the protecting the environment such as the Great Barrier Reef to unplugging electronics. Community judges Police Chief Todd Mattern, City Manager Brett Plumlee, School Board Members Meg Cutuli and Karen Russell, Director of Special Education Michael Keller commented on how difficult it was to narrow the field down to the top three due to the high quality of the speeches. After much deliberation, three winners were selected:

First Place – Abigail Deinert (reading); Second Place – Connor White (cell phones); and Third Place – Cash Koepke (youth sports).

Finalists who joined the top three were: Matthew Andrews, Delaney Baker, Carter Camargo, Nikka Cei, Alison Clingan-Puhr, Kyler Fox, Jizelle Garcia, Kirra Holzhauer, Elijah Jason, Aaron Ibarra, Delilah Kishek, Chase Koepke, Nicole O'Connor, Tess Ravelo, Levi Reggio, Jakob Scott, Kenji Swun, Kendal Villa, Connor White, and Caleb Wilson.



The top three winners are in the middle - Cash Koepke (3rd), Connor White (2nd), Abigail Deinert (1st).

Lee *Elementary*

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Robert Briggerman
Principal

Depth and Complexity Guides Students to Deeper Learning

To support students in reaching greater depths of knowledge and therefore deepening their understanding of core academic subjects, Lee Elementary School students are taught the Depth and Complexity Prompts founded by Dr. Sandra Kaplan at University of Southern California. As part of a district signature instructional practice, the prompts, such as big idea, motive, ethics, and impact, provide opportunities for all students to understand material beyond the simple recall of facts and rote memorization. These prompts guide students beyond basic understanding into higher levels of thinking, such as synthesizing, analyzing, evaluating, and drawing conclusions.

For example, in language arts, passages may be read or written several times through the lenses of different prompts, so that students gain an in-depth understanding of the author's purpose and message. In social studies, students go beyond learning historical events and dig deeper into the motives of the historians, ethical issues raised by historical events, and how historical events have impacted later generations. In math and science, students problem solve, develop, and explore hypotheses through the use of prompts, such as unanswered questions, important details, process, judgment, and proof.

The prompts support students in the mastery of the new Common Core State Standards, which require students to thoroughly understand and apply this knowledge to their daily lives. This practice will support their readiness for eventual college and career paths.

Los Alamitos *High School*

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Dr. Joshua Arnold
Principal

Success through Professional Development

While teachers leading teachers through a professional development series is becoming less and less unusual these days in American high schools, the degree of expertise and regularity with which our Los Al teachers provide exceptional learning opportunities to their colleagues is not really the norm.

In fact, after three years of using our version of Richard Elmore's "Instructional Rounds" model, our home-grown Instructional Networking protocol has come to define a large part of the school's professional culture. That's because it exemplifies the concepts of trust, innovation, creativity, growth, and preparedness; qualities which we inherently value as Los Al teachers.

Just taking a look at the menu of professional development opportunities that we have participated in this year can tell the story of how Instructional Networking's design has been a big influence. From Modeling Monday to Los Al Connects, to Los Al Ed Camp to JED Talks, who knows what we'll think of next!



Kendall Ostermann, Karen Yoshihara-Ha, and Jessica Riegert share an "A-Ha! Moment" during Instructional Networking Rounds in Ms. Riegert's room this week.

Oak *Middle School*

10821 Oak St., Los Alamitos, CA 90720 • 562/799-4740 • www.losal.org



Sally Neiser
Principal

Hands-On Science

Nothing beats hands-on experiences when it comes to students being engaged and interested in their learning. Children learn by doing, creating, exploring, and using their senses to construct meaning and understanding of their environment. The transition to the Common Core Standards allows more opportunities for these experiences and for deeper levels of student understanding.

Oak's science program promotes hands-on experiences at all grade levels. In sixth-grade earth science, students create models of California geography and the location of fault lines. Some students explored the architectural needs of buildings by creating a model skyscraper and then testing its strength on an earthquake simulator. Sixth-grade students also go on a field trip to the Ocean Institute in Dana Point. They spend a day studying water chemistry and the oceanic food chain, participate in a fish dissection, and observe migrating whales and pods of dolphins.

Life science for seventh-grade students provides hands-on opportunities to explore different body systems. Some students created books about the different body systems and taught them to Lee Elementary students. Highlights of the seventh-grade curriculum also include dissecting frogs and cow eyes.

In eighth-grade physical science, students learn motion, energy, speed and velocity firsthand through building and racing model cars fueled by CO2 cartridges. Many students build their cars for speed. On Race Day in the gym, students witness cars speeding across the length of the gym floor in under two seconds. Another unit of study allows them to learn about buoyancy and density by building tissue-paper hot-air balloons.

Students look forward to participating in the many forms of interactive and experiential learning afforded at Oak. Learning by doing—one of the best ways to ignite unlimited opportunities for all students!

McAuliffe *Middle School*

4112 Cerritos Ave., Los Alamitos, CA 90720 • 714/816-3320 • www.losal.org



Ann Allen
Principal

Technology in History

Everyone who is privileged to experience his teaching will tell you that learning American history from Mr. Thomson is "so cool"! Stepping into Room 28 on any given day means being hit by a wave of energy and enthusiasm that immediately engages the visitor in taking a step into the past. Mr. Thomson's students may be searching for understanding of what transpired 300 years ago, but they are using our most current technology in this travel through time.

The first step of preparation when students come through the door is to grab their Chromebooks from a cart, log in, and get started on their opening warm-up activity. From the beginning of the year, Mr. Thomson trains his students to be responsible for and respectful of the technology they will constantly be using.

One exercise that Mr. Thomson uses to get students to learn how to make wise choices is to give them two links that deal with a specific question. Students practice the skills he has taught them as they consider the credibility of the source and check the background of the writer and the type of site they are considering. Ultimately, having been given two choices, they have to make a claim as to which is the most credible and prove with evidence why it is their choice. In addition, students are given multiple opportunities to collaborate and complete assignments that promote high levels of intellectual curiosity.

The very best strategies that promote powerful learning are definitely taking place in Jamie Thomson's American history class at McAuliffe Middle School!

McGaugh *Elementary*

1698 Bolsa Ave., Seal Beach, CA 90740 • 562/799-4560 • www.losal.org



Dr. Jerry Gargus
Principal

Tech Drives Success

McGaugh teachers are working diligently teaching 21st-century skills and learning experiences. We recently trained our teachers on the use of several iPad applications to create digital learning products. Over 125 new devices have recently been acquired for students, and with this core set of apps, we're committed to getting ahead of the classroom tech curve.

Last year's launch of our fourth-grade one-to-one iPad program and its expansion to fifth grade this year have already had a profound impact. This spring, parents accessed QR code readers from their cell phones in preparation for Open House to see student-produced iMovies and Haiku Deck presentations. Our primary-grade students are learning to create with Skitch, Haiku Deck and EduCreations.



Mr. Komarnicki working with 5th graders in McGaugh's 1:1 iPad Program

With ongoing classroom support from our district's teacher on special assignment and with collaboration time to develop technology-driven lessons and projects, McGaugh's teachers and students will always be on the cutting edge of using technology to improve achievement!



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Rossmoor *Elementary*

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Kiva Spiratos
Principal

Our Science Fair

Have an interest in bugs? Want to see how mold grows? What is really in an owl pellet? These and other questions were the basis for the exploration of the scientific process in the Rossmoor student science fair.

Organized by Rossmoor's resident scientist and third-grade teacher, Beth Ellis, and managed by parent volunteer Mike Reader, students were guided through the scientific process: create a topic, state a hypothesis, gather data through experimentation or research, and write a conclusion. Our PTA hosted the event and provided access to project boards and step-by-step instructions. Mr. Reeder created a resource website at <http://rossmoorsciencefair.blogspot.com>, with timelines and checklists for students and communication of expectations in a student friendly way.



Children hosted an open-house science fair for parents, community members and students. They proudly articulated their processes and findings, and they inspired other Rossmoor students to participate in the event next year.

TEACHER OF THE YEAR • *From Page 1*



Dr. Sherry Kropp
Superintendent

students take their first steps as a classroom teacher. She is a Beginning Teachers Support and Assessment (BTSA) mentor for new teachers to our district. Gina has also participated on a myriad of committees, such as Operations Steering, Curriculum Steering, and groups that write curricular units and benchmark assessments. She is a valued and respected teacher at her site and recently traveled with her colleagues to Washington D.C. to celebrate the Blue Ribbon Award for Rossmoor Elementary.

Gina's classroom is safe, nurturing, and academically rigorous. She has a relentless desire to help all students learn and to thrive. She believes in her students and the power of public education to improve lives. Her lessons demonstrate creativity and differentiation, so that all students benefit from the best first instruction. Gina loves every day, but particularly the first day and any time that a student's eyes light up with the realization that he or she has learned something new. Gina exudes joy, is positive and professional, and exemplifies excellence in the Los Al Way!

Gina is married, has one son who graduated from Los Alamitos High School, and loves to travel. It is an honor to have her represent Los Alamitos Unified School District.



Gina Marie Decker

Our next issue is June 3rd

Weaver *Elementary*

11872 Wembley Rd., Los Alamitos, CA 90720 • 562/799-4580 • www.losal.org



Erin Kominsky
Principal

Engineering Design Process

The engineering design process has arrived in the classrooms at Weaver Elementary School. The process begins by asking questions, with the goal of solving real-world problems. Imagination in the engineering design process is the only limit. Students brainstorm ideas, choose the best ones, and begin planning. Collaborative dialogues in classrooms lead to improvements, suggestions, and rebuilds. Each engineering challenge has its own set of constraints, which could include

budgetary guidelines, size restrictions or the availability of materials.

After exploring blueprints with a visiting architect, second-graders used their skills to construct homes for the Three Little Pigs that would be strong enough to stand up to wind, earthquakes, and hail. While investigating force and motion, third-graders visited an aerospace lab and are now designing straw rockets to see what variables will affect distance. Fourth-graders are learning to construct electrical circuits to use motors to propel objects, and fifth-graders are engineering environmentally-friendly alternatives to six-pack soda rings.

Weaver students ask, imagine, plan, create and improve. Way to go, future engineers!



Second grade engineering.

READ ACROSS AMERICA • *From Page 1*



Karen Russell
Clerk

the community. Eleven Lions from the Seal Beach Lions Club participated as well.

So why do we do this? It is so very important to have adults read to children, because they want to emulate what adults do. If adults show they value reading, children will want to read.

Every time I read to a child or group of children, it brings back memories of my childhood. My father read the comics to us every evening. He took my sister and me to the library every week. (I think back and realize this was his way to give my mother a break.) I could not wait to be able to read the comics by myself.

I know your childhood memories will come back to you as well, if you read to a child.

So, if your school has not had its Read Across America day, volunteer to be a reader. If the event has already taken place, volunteer next year. You will be glad you did.

Board of Education



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Reading Poetry



Sean Whittle
Branch Manager

April is National Poetry Month, which means it's time to get in touch with your muse! Poetry is in our lifeblood even if we don't fully realize it. For example, lyrics from popular music are a form of poetry that people hear every day, but would probably not call "poetry." We know we like it though because it has rhythm and it often rhymes.



Other poetry is harder for us to digest.

Sometimes we don't know how to read the poem so that the cadences come out right and the reading can flow. We feel stifled by the rhythm, as if we have to fit into it instead of reading the work at our own speed. Sometimes there is archaic language or obscure words, or the meaning is a bit obscure. The poet can often also deliberately leave a bit too much of the meaning out of the poem for us to understand.

This and other hindrances often keep us from reading and enjoying poetry, or perhaps even trying to write some ourselves. But reading poetry can often be a rewarding experience. There can be "aha" moments, funny moments, or even just a nice feeling of resolution at the end of a good piece of poetry, much like the ringing chord at the end of a good song.

So I challenge you to read some poetry on your own, and maybe even try writing a bit yourself. Unlock the muse within you! A good poem to get you on the right track is Billy Collins' "Another Reason Why I Don't Keep a Gun in the House." Don't worry, it's funny!

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Girl Scout’s Learn Leadership Skills



Marissa Aldegarie

Girl Scouts don’t just sell cookies, they learn about how to run a business. They learn 5 leadership skills: Goal setting, Decision making, Money Management, People Skills and Business ethics. Our Troop 602 set a goal as to how many cookies we had to sell. Besides selling all our cookies, we also wanted to make sure we had fun! For decision making, we booked a booth on Valentine’s Day so customers could buy cookies for their Valentine. We had great money management skills because we figured out the cost and change for multiple boxes without a calculator. We have wonderful people skills. We were not afraid to approach people and ask them for the sale in a loud and clear voice as well as say “Thank you” after the purchase. For business ethics, we respected neighbor’s “No Soliciting” signs and did not approach their house in door to door sales.



Girl Scout Troop 602 selling cookies door to door. Lauryn, Savannah, Sophia, Summer, Marissa and Payton.

Besides having fun, the Girl Scout cookie program taught me leadership and how to be more responsible.

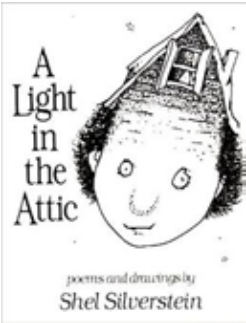
Note-ables

Shades of Shel



Kate Karp

When I taught, poetry was a staple. We investigated the imagery in works by Jack Prelutsky, learned language usage through Lewis Carroll’s “Jabberwocky,” and snapped our fingers and sipped demitasse-size paper cups of juice while we read our own creations at Karp Café. I wore a beret and played bongo drums.



While racking my brain and bookshelves for a recommendation for National Poetry Month, I kept going back to Shel Silverstein. Even if pretty much everyone knows who he is through *The Giving Tree* or “A Boy Named Sue”—did you know that he wrote that?—and has read at least one poem, his poetry books *Where the Sidewalk Ends*, *Falling Up* and *A Light in the Attic* will make it clear why they’re considered classics. They’re satisfying, masterfully crafted, and both hilarious and poignant. Some poems appeal to a childlike irreverence—“Captain Hook must remember not to scratch his toes. Captain Hook must watch out and never pick his nose” (“Captain Hook”); some give a chuckle to common fears—“I’m Reginald Clark, I’m afraid of the dark, so please do not close this book on me” (“Afraid of the Dark”); and there are jewels that show the poet’s wisdom and what he’s trying to communicate to young psyches: “Donald heard a mermaid sing, Susy spied an elf. But all the magic I have known, I’ve had to make myself” (“Magic”). If you have to choose one book for National Poetry Month, pick three. Shel Silverstein’s poetry books are thankfully not hard to find.

Kate Karp is an editor for *School News Roll Call* and a freelance writer and editor.

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Technology in Special Education Classrooms



Dr. Al Mijares Superintendent

As you know, the digital revolution has arrived. New forms of technology continue to evolve with great benefits to our schools, especially special education classrooms. The OCDE Special Schools and Services Program has been innovative in the use of technology at every level to improve instruction and student learning. Our Special Schools and Services Program provides technology support and services to both staff and students. Students are provided with individualized technology to effectively meet their needs as 21st century learners.

Web-based instruction utilizing mirroring strategies has increased student engagement leading to increased independence and greater ownership of learning. Schools have implemented the Touch2Learn (T2L) program which uses mobile devices such as the iPod Touch, iPad, and mini iPad. In addition, SMART technology and projection are used to enhance learning. In 2011, the T2L Program was recognized as an Apple Exemplary Program. Since that time, the T2L program has continued to advance instructional technology in each special education classroom.

Ongoing professional development is provided to special education teachers and support staff to implement web-based instructional technology. This year, all the Speech-Language Specialists are completing training as Certified Assistive Technology Specialists. This will provide students and families with expert support for use of Alternative Augmentative Communication (AAC) at school and home. Students with severe speech or language problems rely on AAC to supplement or replace speech.

Technology enhances every aspect of the Deaf and Hard of Hearing (DHH) classes, including using sign language via videophone service and interpreting services when needed. The DHH program is currently previewing web-based programs to enhance instruction across the curriculum. The program also uses specialized technology for testing and analyzing students hearing and amplification devices. Every classroom includes a teaching workstation, computer, sound system, document camera, iPad mobile cart, and interactive White Boards. All classrooms are fitted with audio and visual alert systems for emergency notifications. Most classrooms are equipped with sound field technology to assist students with residual hearing. DHH students enrolled in general education classes are provided real-time note taking services via classroom technology.

OCDE is committed to supporting our teachers in order to integrate technology and enhance teaching and learning for all students. Through innovative teaching practices, there is no limit to what technology in special education classrooms can accomplish, especially to assure that our students are college and career ready and successful.

The Jazz Age: The Roaring Twenties

By D.H. Coop

In American social history, the 1920s period is often overshadowed by the Great War, Prohibition and the Stock Market Crash of 1929. Yet, it was a period of sudden change in the home, on the road, in the economy, in attitudes, and in behavior. These changes seem so second nature to us today that we think they have always been around.

Starting in the home we can see changes in workload, entertainment, and travel spread across the social environment. Prior to the '20s, the housewife scheduled her work according to the days of the week. Washing was done by hand and took all day, along with preparing the meals and caring for the children. Her workload was lightened with new time-saving devices, such as the electric vacuum cleaner, the electric refrigerator and stove, and the electric iron.

Also, the radio changed home entertainment. Before the radio, communities were informed of the local news by the newspaper or gossip at the market or pub. Now it was broadcast (a word from farming for scattering seeds by hand) right in their front rooms, along with other programs. Family entertainment then shifted from board games and singing to sitting and listening to the radio. As the price of the radio dropped, the children moved off to their own rooms with their very own radios. During the day, the programs were centered on housewives and sponsored by soap companies, thus the birth of the “soap opera.”



Availability of the automobile changed all aspects of life. It provided the housewife with more independence and a more convenient way to do her shopping. Automobiles required better roads and better roads cost money, which caused a shift from railroads to automobiles being the force driving the economy. Restaurants became roadside cafes, hotels became motels, and crime became more mobile. To get the car into everyone’s hands, Henry Ford produced the Model T from 1914 to 1927 with the sales pitch of “in any color (black).” Ford outsold all other carmakers until 1927. General Motors allowed credit and sold cars in multiple colors, finally overtaking the Model T in sales.

Credit shifted the sales pitch. Advertising became more scientific, with research and studies. Slogans and sayings were rooted in the '20s, such as “Say it with flowers” and “Don’t light three cigarettes with one match.” Advertising was given a boost with the Silver Screen and the images it portrayed in dress and style.

Finally, the '20s saw the development of sports and entertainment on a mass scale. Baseball became a national spectator sport. The local bar became a speakeasy that respectable couples could go to and have a drink. The new drink to appeal to women was called the “cocktail”—drinks with decorations. The drinks required illegal alcohol, which was provided by bootleggers in fast cars, which gave birth to the modern race called National Association for Stock Car Auto Racing (NASCAR).

All in all, the 1920s changed the modern home, transportation, the economy, and social life.

Whole Health Everyday Word Search Contest

Rules!!! One word in the list is NOT in the word search.
When you have completed the word search, one word will be left and that word you email to: Kay@schoolnewsrollcall.com (Please put LAUSD in the subject line).

Entries must be received by May 15, 2015
From the correct entries one name will be drawn to win a \$20 gift certificate redeemable at Barnes & Noble.

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ALMONDS	HUMMUS	PROTEIN
APPLES	KALE	SALMON
CARROTS	LEMONS	SEEDS
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FIBER	NATURAL	VITAMINS
FRUITS	NOURISH	WATER

A	D	I	C	F	Q	R	H	F	G	V	D	Z	J	C
T	L	T	G	V	P	M	R	S	D	N	O	M	L	A
E	O	K	J	Y	Z	S	P	N	I	S	T	U	N	R
Y	X	O	A	H	A	R	C	I	S	N	E	H	U	R
O	G	S	D	L	F	H	B	M	T	O	A	E	T	O
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B	B	O	O	C	B	N	A	T	U	R	A	L	M	S
R	N	M	K	K	E	I	E	I	R	I	F	H	B	F
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F	E	L	T	C	K	O	H	L	I	M	N	Z	O	F
A	S	A	P	R	W	R	P	E	D	O	T	W	F	N
O	W	P	R	V	C	P	Y	X	R	U	U	G	W	K
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Congratulations to **Simon Kang**
Winner of the February Word Search Contest!



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