



Bridges

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Bridges is the new name for the bimonthly Praxis newsletter because the primary goal of this publication is to connect the Bellevue Christian Community with what is happening in Praxis Academy. Student work, best classroom practices, pictures, and short stories will help communicate the heart and soul of students and teachers. In this first edition Ian Schober has provided art work to 'bridge' the gap between imagination and communication.

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What drives Praxis? T-I-M-E

There is time in Praxis to dive more deeply into subjects of interest. It is exciting to see students in an animated discussion or quietly working on a mini-project that extends an idea that came up in class. Last week Katelyn was researching a female mathematician and found a reference to Fibonacci numbers in the article. Interest grew around this new word and soon several days of math instruction centered around number patterns and the Fibonacci sequence. Students were interested to find out that Fibonacci patterns are reflected in many aspects of God's creation. Check out these websites.

<http://www.murderousmaths.co.uk/books/BKMM8xgr3.htm>

<http://www.mcs.surrey.ac.uk/Personal/R.Knott/Fibonacci/fib.html>

<http://www.moonstar.com/~nedmay/chromat/fibonacci.htm>

Students caught in a brainstorming session.

Walk -n-Talks

Sometimes it is a good idea to take a walk. Students find walks refreshing and stimulating. Good conversations come from walking together. At the teacher inservice time before school started, John Medina of the Talaris Institute said, "Our brains were made to solve problems out of doors." Walk -n-Talks are a regular part of Praxis. Students are better able to focus after a good walk.



Mrs. Seymour works with a student

Tuesday, September 14, 2004 the class learned about the Primary. We visited the polling place and saw people placing their ballots in the machine. A man filled in the ovals with an x in the middle of each of them so the machine would not take the ballot. So you must fill in the ovals completely and not get out of the lines. That's what we learned at the polling place.

Mrs. Hoffman, our math teacher, introduced us to order of operations. It is when you have a math problem like

$$\begin{aligned} 4+6-(4 \times 2)+4 &= \\ 4+6-8+4 &= \\ 10-8+4 &= \\ 2+4 &= \\ 6 & \end{aligned}$$

These are the steps in order of operations.

1. parenthesis
2. multiply or divide
3. add or subtract

We are practicing these this week.

By Katelyn Williams

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