

Common Voice 1998
Final Report
By Shari Exo, Project Coordinator

1. Summary of the Project

The goal of this project was to incorporate music and environmental education to teach local students about their watershed. By focusing on appreciation of natural areas and learning more about human impacts on the environment, we hoped to fuel ideas within the students for creating expressions of these concepts. Also, we were providing them the opportunity to work with a professional musician who taught them to share their creativity and thoughts with others through skits and songs.

In February, twenty-nine 5th and 6th graders at David Hill Elementary in Hillsboro, Oregon began meeting with Shari Exo, Wetlands Education Specialist from Jackson Bottom Wetlands Preserve. Lessons about the Tualatin River Watershed, water quality and human impacts led up to field trips in March and April to Hagg Lake and Jackson Bottom. This venturing out of the classroom served as the groundwork for writing songs about the kids' watershed. While at Hagg Lake, students released rainbow trout fry that had been raised in the classroom through the Northwest Steelheaders program. The class studied salmon and had planned to raise and release steelhead, but those eggs were not available this year. The Steelheader's program was a nice complement to Common Voice even though they were planned separately. The two Jackson Bottom field trips included stations in small groups to: painting with watercolors, make plaster casts of animal tracks, record animal sounds, write "biopoems" and to learn about native plants and wildlife observation.

Judy Rose, a singer/songwriter from Portland also began meeting with the students one to two times per week from late February through May. She incorporated singing, songwriting, and musical theory into her lessons. Kathleen Lacock, the 5th/6th teacher at David Hill, also helped students write lyrics in between the sessions with Judy. Approximately half of the 29 students are Hispanic, so Kathleen's bilingual ability and musical background made her a strong asset to the project. Another important person was John Nihen, a photographer who was hired to document the project. John suggested putting his photographs into a slideshow for the performances, and this turned out to be one of the nicest parts. The slides really depict the whole process and show the time and energy people put into this project, and how much fun and learning resulted. Showing the slides was a means of sharing the various facets of the project with families and other students, too.

May was a very busy month! The students rehearsed in between attending outdoor school, and they gave two daytime assemblies and one evening, public performance. The first assembly was given at St. Matthew's School for about 200 students, and the second for the rest of the David Hill student body, which was about 125 people. The evening performance was given at J. B. Thomas Junior High, and was attended by Metro

Councilor, Susan McClain as well as families and friends for a total of 60 people. Judging by the students' interest in watching the video of their performances, and wearing their homemade Common Voice t-shirts to school, they were proud. And rightly so!

Other people who were instrumental to making the performances a success include: Jackson Bottom staff and Americorps members, the librarian at J. B. Thomas who set up the sound system and arranged for a student to do the lights, and the custodians. We are also thankful to parent who videotaped for us, and to the teaching assistant who helped with skit rehearsals all throughout the spring.

Once all the performances were over, it was time for a little celebrating. We held a small cast party at the school, and later, I went in and asked the students to fill out a written evaluation of the project. (copy enclosed). Unfortunately, Judy wasn't able to make the party, but I felt it was very important to celebrate and have some closure on the project. I thanked all people involved and Kathleen featured the video at her school's Open House. On the last day of school I went to say goodbye to the kids, and thanked them and Kathleen for all their time and effort. I was just beaming as I left with an envelope full of Thank You letters from them to other Jackson Bottom staff and me. We had not only "climbed a mountain" together (as Kathleen put it), but we had formed our own community in the process.

Products that resulted from this project include a written process-oriented document to help others conduct a similar project, videotape, and a slide show.

2a. Evaluation and Comments from Project Coordinator

Planning Phase

This project was undertaken with information and feedback from the previous year's Common Voice Project, which was coordinated by my predecessor at Jackson Bottom, Susan Cross. I aimed to reduce travel time and stress by working with students in Hillsboro, and hoped to hire one of the same musicians. I had success in finding one teacher very close to our office and the wetlands, but last year's musician decided in January that she didn't have time for the project. So, we got a later start than anticipated. To locate musicians, I looked at last year's list, and asked for recommendations from other musicians and teachers. Phone and in-person interviews were conducted, and Judy Rose was selected to work with the students. She has experience working with kids as well as composing, and after meeting with the teacher, we all thought we would make a good team.

One aspect that could have been better was planning out the steps of the project and the time frame for each phase. Judy, Kathleen, and I tried to meet after school on Fridays following sessions with the students, but this wasn't enough. So, finally in late February, we held a five-hour planning session where we mapped out the timeline for the project.

The downside was that this was done almost halfway through the process, and I felt we could have incorporated more of the students' ideas or wishes if we had done it earlier.

Creation Phase

During February, March and April, much was going on during our sessions in the classroom as well as outside of them. I wanted Judy to write lesson plans for the classroom activities, but she didn't. This was sometimes a frustration to Kathleen and me, especially when Judy was late and we weren't sure how to best utilize the time getting the kids ready. But, the kids were coming up with ideas, putting some on paper, and Judy was busy composing music at home. One neat device Judy used a lot was a hand-held computer in which she would program the music at home and play it in the practice sessions at school. Judy's evaluation describes this phase more in detail.

Rehearsal and Performance Phase

Rehearsals were held mostly in the classroom, so we were fortunate that the room was at the end of the hall and therefore we weren't disturbing others. Also, skit groups were able to practice outdoors. By the time we were into this phase, starting in May, everybody was rather worried about being ready for the performances. The kids seemed to take it in stride, because they had other things such as outdoor school going on. We had no time to waste, so there was often a rather serious tone to rehearsals. It made me feel bad to see anxiety on the kids' faces, and I wanted to see them enjoying things more, even if they were nervous.

We held three performances in all, but the first assembly was more like a dress rehearsal. This was due to the fact that the kids had never rehearsed at St. Matthew's and they had not practiced using microphones. Nevertheless, I believe the audience, which was the entire school body, appreciated the performance.

The second assembly went very well. It was held in David Hill's gym after a run-through in the same location. The gym was crowded with all grades K-6 sitting on the floor, but these were familiar faces to the performers. Teachers and the principal exclaimed afterward, appreciating how much work must have gone into such a production. The students performing, although still appearing shy, looked as though they really enjoyed singing this time.

The final performance was held at a third school, one with a large auditorium and stage. Many things were new to the students, but this locale was chosen in order to make it seem important to the students, and also to accommodate any members of the public who wanted to attend. There were approximately 60 people in attendance. Only three students out of the whole class missed the performance, and some of their families were there to watch. A guest guitarist joined in on some songs, and we showed the slide show with Judy playing piano on a huge screen on stage. This was one of the highlights of the evening for the students and for the audience. Having Metro Councilor Susan McClain

attend and speak about the importance of the Environmental Education Grants was a great boost, too. Kathleen and I stood on stage singing the Common Voice Reprise with the kids, and it felt great that we had all pulled this off together, as a team.

It was a disappointment to me that we didn't have more people attend the public performance. I had posted a beautiful poster around Hillsboro businesses and there was an article in the Hillsboro Argus highlighting the project the week before the performance. Kathleen had sent out several notices to parents, but it seemed as if many students hadn't discussed the evening performance with them. For this age group, and in this particular school, it is unusual to have any school events in the evening, and arranging rides was a bit of a logistical hurdle. In hindsight, I would have tried harder to get more parents involved in the project earlier, so that they wouldn't have wanted to miss the performance. Also, it was confusing to me that two different Metro staff members in charge of media were contacting me the week before the performance. This made it hard to know what I should have been arranging with the media, and what they were doing.

Final Phase

In summary, this project was a fantastic experience for me, the students, and the teachers involved. In addition, the other students, teachers, and the public who attended our performances were treated to original music and drama from the heart. I am sure that the 29 students involved are now influencing their families concerning their impact on the environment. This is what really makes the project a success.

Things for the Future:

First, I would build in regular planning meetings throughout the project, especially more at the beginning. When I hired a musician, I would make sure that he/she had lots of experience teaching kids, and was reliable. I would emphasize that I could provide needed background information for the environmental themes. Judy spent a lot of time studying about salmon and learning more, which was great, but it meant that 1) she had less time to prepare lessons and compose and 2) she ended up writing some of the songs and skits with little input from anyone else, including the students. Another thing is that I would make sure the students had a chance to practice on the stage beforehand, and familiarize themselves with using microphones. Also, I would advertise even more in order to achieve stronger attendance.

Aspects of the project that worked really well were:

- finding an extremely flexible teacher with a supportive principal at a school near the wetlands
- 100 % individual participation in a class project
- a photographer with great people skills as well as photographic ability

- a musician with a budding interest in environmental issues
- students who were willing to try new things.
- performing in schools with minimal costs for space and equipment

2b. Musician's Evaluation (attached)

2c. Classroom Teacher's Evaluation (attached)

2d. Students' Evaluations (samples attached)

2e. Excerpts from Students' Evaluations:

Did Common Voice change your behavior in relation to the environment? If so, how?

-“Yes, because I pick up my litter, and I teach my sisters & brothers about the earth. I also tell people “if you’re going to pollute the earth then don’t do it in front of me.”

-“Yes, I’ll be careful about what I throw away.”

-“Yes, by not dumping waste down the drain.”

-“No, because I was already recycling.”

What was the most important lesson you learned from this project?

-“To take care of the environment and to educate people about it.”

-“Not to pollute the environment.”

-“Learning and helping in a group.”

-“To keep the world clean along with the water.”

-“How to reduce and reuse.”

-“Not to waste water.”

Common Voice

Creation Phase

1. To expose and teach the children the basics of "songwriting" how I know it.
 - A. The creation of an idea(topic), what to write about
 - B. The form of a song, i.e.. Verse, Chorus, Verse, Bridge, etc.
 - C. The lyrics
 - D. Types of song styles, i.e.. R & B, Rap, etc.
2. To help them understand what melody is. High and low, steps, skips and repeats in music.
3. To learn how to cooperate and collectively come up with ideas as a group.
4. To emphasize the importance that all of the children's voices needed to be heard.

Did Common Voice meet its goals?

I think for the most part that we did. We finished most of the songs by working with the time we had. The kids performed Common Voice three times within three days. The first was an assembly at St. Matthews School in Hillsboro down the street from David Hill. The kids did a fine job, although they were a bit nervous, because some of them had never "performed" on stage before. Although some were "frightened", they pulled it off. The second performance was at David Hill Elementary School, the kids' turf. This I felt was the best performance they gave. They were in a place that was "home" to them, but were more comfortable and somewhat embarrassed "acting" in front of their peers.

The final performance would have worked much better if the space was a smaller venue. I know that we were expecting that a good deal of people would show up. Unfortunately, this was not the case. I felt that we had a few strikes against us. The first would be the performance was during a school night. I also felt that the publicity should have started sooner to spark the interest of the people in town. I'm thankful that we had the small gathering that we did that evening. It would have been nice if more people had shown up.

What did and didn't work?

Scheduling:

Unfortunately, the Common Voice project started much too late to begin with, so we were already pressing for time by the time we had our first session. Due to school schedules, assemblies, at David Hill, we missed at least three weeks of valuable creative time.

Final Evaluation

Common Voice 1998

by Judy Rose

Judy's Schedule:

Unfortunately, I do not drive, so I took the bus out to Hillsboro for the morning and afternoon sessions. I am also a full-time teacher at the Franciscan Montessori Earth School in Portland. In taking the bus, my arrival times varied greatly also giving us less creative time to work. If I were late, Kathleen would generally have the kids working on some part of the show; whether it was writing poetry, or the kids singing songs, she had them doing an activity that was related to Common Voice.

Group size:

Group size was not much of a problem during the project because we were only dealing with one class, one school. Towards the end of the project, we had the "teacher-power" to break up into groups and have a responsible adult be with the kids. I felt that if we were able to accommodate smaller groups at the inception of the project, there might have been more "room" for creativity for the kids. In trying to work with the whole class on one song, (it is time consuming, though worthwhile sometimes to have all of the kids in the classroom) the process and ideas would take longer sometimes to formulate. Staffing might have been a problem in the beginning because not all of the "teachers" were on the same page, therefore it would have been difficult to separate. If the staff would have come together sooner, we might have had a "plan of attack," sooner in the game. Again, time was precious.

Space:

It would have been nice to have been in another space other than the kids' classroom; but on the other hand, being in their homeroom had their advantages as far as the space being a "safe place" for the kids to be themselves. It would have been nice to have a "music room" type setting where an acoustic piano and other instruments could have been available for mine and the kids' creative purposes.

The Lyric Writing Process:

If it had not been for Kathleen Lacock driving her students to produce some writing, I would have written most of the material for this project (which was not my intention). It was to everyone's advantage to have her present; she was their homeroom teacher after all! I couldn't have done this project without her incredible support.

The lyric writing process was most frustrating sometimes. Some of the songs were not up to "my" standards, but with the limited amount of time we had, we did okay to work with the lyrics and the music we had.

In working with the kids during the second session, I had them write two line poems about their favorite color. After they were finished, I asked for volunteers. These volunteers had to read their poem aloud, and then had to sing their "lyrics" to a tune which they had to create on the spot. I incorporated exercises such as this to try to make the lyric writing process less tedious. During some class times, the kids would lose focus fairly quickly. Even though I generally had an hour to an hour and a half with them, they lost focus because they are at that age. Sometimes it was easy to forget that these kids were only 5th and 6th graders.

Final Evaluation
Common Voice 1998
by Judy Rose

As far as motivating the kids, one needs to be energetic when feeling like the energy in the room is sinking. Otherwise, there will be doom and disaster ahead. The key is to keep the kids interested in the activity. This comes with creating a schedule during each session that will lead the kids through a maze, hopefully with everyone coming out together at the end of it. Timing is everything. One cannot make a child be creative, but one can show a child how to be creative. I felt that there were moments when we would not finish this project. I figured it out. I saw the kids (some of the time) at the end of their school day. This created a problem in trying to get them motivated. I had to give them a break (sometimes) because I knew that they were tired. When I worked with the kids in the morning, they were ready to go to work!

Script Writing Process:

Wow. Some of those kids blew me away with their ideas they came up with. This I feel was due to the fact that we were in the "we have so little time mode" that the kids' ideas sparked spontaneously. Also, Kathleen, Laura, and Shari really helped the kids to shape their ideas. I lent a hand in re-writing some of the portions of the script due to time constraints. It worked out fine.

Music Writing Process:

In writing the very first song for the project (Common Voice), I asked the kids in what musical style they wanted the song to be; because we had covered song styles (forms) early on in the project. All of the students were given a chance to vote for their favorite style. I wanted to find some way to include their "style ideas" for each song.

My hope was to include some of the kids who had "more" musical experience to possibly write some of the music for the project besides writing only lyrics. I felt that it might have been possible if the project started in January. I wanted to show more of what the kids could write besides what I could produce.

If we would have had the time, it would have been nice for some of those kids with "more" musical experience to play some instruments. We tried to work on this, but did not have the time. Again, if the project had started sooner, it might have been a reality.

The process of music writing takes a different form for every songwriter. Some writers write lyrics first, some write the music first; and some do both simultaneously. I am one of those writers who does a little bit of both. In writing the music and words for the first song "*Common Voice*", I came up with the music first, and formed the ideas around the different musical sections I had laid out. Knowing the style of music the kids wanted was helpful to begin creating lyrical ideas.

"*Polucion*" (Spanish song) was written by most of the Spanish speaking kids in the classroom. They all participated under the direction of Mrs. Lacock in writing the lyrics. This song was very important to me because it showed us that not only are we concerned about the earth, but that people of other cultures will be able to understand the message of what is being said or being sung. I am grateful that this song was able to be in the program. I knew for the music that I wanted something "reggae" sounding. The kids liked the idea, so I wrote music around the lyrics. This was a tricky song to put together

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Common Voice 1998

by Judy Rose

because trying to make it sound like it's making sense is very important. I feel that we all gained a lot by this song experience!

I wrote the music for the song "*Pollution*" before I received some of the lyrics from the kids. After looking over what they had written, I then added my own lyrics, and completed the song. I also wrote the "skit" which is a prelude to the "*Pollution*" song. I used a few books from the public library that were very helpful tools (we shared and read these books with the kids) in writing this song. Mostly I used the ideas from what "we" had created.

"*Watershed*" was a piece where the kids wrote the bulk of the lyrics, and then I added additional lyrics, and the music to complete it. We spent time in class working on this song.

The song "*I'm a Big Fish Now*", I wrote the lyrics and the music based on what the kids wrote about the life cycle of a salmon, and I used a handout that Mrs. Lacock provided for all of the kids.

"*What Can You Do?*" was written in about an hour. I wrote the music and the lyrics at the same time. For times sake, I sang it myself for the performance, because I didn't want the kids to "freak out" by having to learn an additional song two weeks before the performance. The best part of this song came at the end when the kids one at a time went up to the microphone to verbalize their "Eco Promises to Save The Earth".

Field Trips to Jackson Bottom:

Priceless. I wish that there were more opportunities for the kids to get out to the wetlands and "experience" more in depth what they were trying to write about. Thanks to Shari Exo, the kids were able to have this experience at least twice.

The time I went to Jackson Bottom with the kids, there were four "stations" that the kids went through. I felt this was the highlight for a lot of kids, and also felt that "light bulbs" (connections) were being made with the whole of the project. I headed the "sound station" where the kids recorded on tape recorders the sounds of the wetlands. After a child would record a sound they heard, we would try to then "mimic" that sound. These "sound station" sounds were used for the beginning of our performances with the kids vocalizing the sounds live.

Discipline:

Not too much of a problem, especially with the help of Kathleen, and relying on my own teacher instincts.

The Final Performance:

Unfortunately, the recording at the May 20 performance did not come out in the audio form. I was pleased to find out that one of the parents had videotaped the assembly at David Hill, and the audio was good enough for submitting to Metro. For this, I am grateful to that parent!

Final Evaluation
Common Voice 1998
by Judy Rose
Ideas for the future:

- The project itself needs to begin in January or sooner than not in order to have sufficient creative time with the kids. It takes the kids a while to adjust to someone new working with them in their classroom environment and it takes more than one time to communicate with them the “big picture” of what the project is about.
- Also in reference to what was said above, the process of meeting with the schools/teachers who are interested in the Common Voice project should begin in the late fall and the musician/artist should be selected at that time.
- A semi-professional audio and video taping would be delightful to have at the dress rehearsal and final performance.
- Taking more time with the kids to have dialogue about “stage presence”. Making performance not a “nightmare” and a more pleasant experience.
- Finding a musician who has worked in a “school setting” with 5th & 6th graders and who knows what “discipline” means. It gets rough sometimes.
- Taking more time to actually plan “lesson” plans for each session to make the sessions “educational”, but fun musically and writing wise.

Common Voice 1998
Evaluation and Comments
Kathleen Lacock, Classroom Teacher

Planning

Having short weekly meetings to touch base was useful to clarify dates, and get to know one another, but in those meetings we were not able to do any real planning, because of interruptions, and lack of clear train of thought. We really did the entire planning in one marathon session which lasted 5 hours. At this meeting we created the program: song titles/themes, order of program, general theme and flow, some ideas for costumes and staging. At this time we also wrote up a time line with deadlines for lyrics, melodies, etc. and we made a huge butcher paper copy to hang in the room so that the kids could see where we were. Before this we were meeting every week for about 45 minutes and we were just not making good progress. We were all throwing around these nebulous "Yeah, we should do that" statements, and time was slipping away.

I recommend that future groups spend a just a few meeting times to get to know each other and to allow the musician to get to know the kids, then meet and create a program outline, and calendar. I know five hours seems like a lot, but I can't imagine that we could have done it in less than three. Also, it was a huge stress reliever because then we all knew what we needed to do.

Creation

Most of the lyric writing was done during class time. This was good because it allowed me to tie into the writing process, and teach rhythm and rhyme, without a time constraint. Basically the kids put their ideas into poem form, then Judy made those into songs and taught them to the kids. The disadvantage was that Judy was not there to facilitate it directly into music, so the kids did not get to see that process, and their words were usually changed a fair bit. We did it this way because we felt that there was so much that needed to be done and Judy's in-class time was limited. We decided to use the musician's time wisely. When she was there we only did the things we couldn't do without her.

Rehearsal and Performance

Of course we ran very short of rehearsal time and we never really had a final run-through without stopping, so I was sure we were all going to die on stage. We didn't, the program was pretty good, and we had FUN. I recommend more than one performance. The students were so proud and the different venues forced flexibility and allowed everyone to attend.

Other

This was a huge time commitment on my part, both in-class time and personal time. I didn't have to do that, but I felt it was well worth it. A lot of people who were unrelated to the project

were also asked to be flexible; the P.E. and Music teachers, custodians, my team mates, and the principal. Be sure the principal is supportive because the project will require it. I think it was very helpful that our musician was also a teacher; less discipline problems.

I think it was good that this was a whole class project. The benefits, both academic and social, were great. It gave all the kids the opportunity to be involved in something that they otherwise would not have volunteered for. In the last song every kid came to the microphone and gave an eco-promise, so actually everyone had a solo, and once they realized they were not going to get out of it and everyone had to do it, it wasn't so bad. The parents sure liked it.

Education

Its easy to focus on the music and the production, but the learning process was tremendous. In class we did a lengthy unit of study in which Common Voice was just a part. This included study of the life cycle of salmon, habitat, needs, dangers, hatching eggs in the classroom, and multiple field trips, to Jackson Bottom and Hagg Lake. Shari was instrumental in coordinating the field trips and in keeping the focus on nature rather than theater. This aspect had no downside. The students were immersed in eco-studies for the whole second half of the year in a very real, hands-on, and integrated way. For me, the extension possibilities were endless. I strongly recommend that future groups take advantage of the educational possibilities, by tying Common Voice into units of study.

Common Voice Evaluation Form

Please give your honest opinion on each of the following questions after taking time to reflect upon them.

Circle the number: 1=poor 2=okay 3=good 4=very good 5=excellent

1. Rate the field trips to Jackson Bottom.

1 2 3 ④ 5

2. How was the time spent in the classroom writing songs toward the beginning?

1 ② 3 4 5

3. Rate the singing and skit rehearsals in the classroom with Judy Rose.

1 2 ③ 4 5

4. How much do you think our assembly audiences learned from your class about the environment?

1 2 3 ④ 5

5. How prepared did you feel for the evening performance at J. B. Thomas Middle School?

1 2 3 4 ⑤

6. Think back to the field trips, including the one to Hagg Lake and the two to Jackson Bottom. Name one thing you learned and also list your favorite things we did on the trips.

Letting fish go. Painting. Listening to bird sounds. To take care of land & rivers.

7. Which song do you think was the best, and why? unbelievable, because I thought it was a good teaching song.

8. How do you think the whole project could be improved if it is done next year? They can teach it earlier or performance later.

9. Did Common Voice change your behavior in relation to the environment? If so, how? Yes, by having me help keep the environment clean.

10. What was the most important lesson you learned from this project? To keep the world clean along the water.

Common Voice Evaluation Form

Please give your honest opinion on each of the following questions after taking time to reflect upon them.

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1 2 3 ④ 5

4. How much do you think our assembly audiences learned from your class about the environment?

1 2 ③ 4 5

5. How prepared did you feel for the evening performance at J. B. Thomas Middle School?

1 2 3 4 ⑤ Because i've had that in front of other people

6. Think back to the field trips, including the one to Hagg Lake and the two to Jackson Bottom. Name one thing you learned and also list your favorite things we did on the trips.

let the fish go the dead animal when Erins Hair stick up

7. Which song do you think was the best, and why?

Im a Big Fish now because we had fish made of paper

8. How do you think the whole project could be improved if it is done next year?

fine because they could learn even better

9. Did Common Voice change your behavior in relation to the environment? If so, how?

Yea Because I recycle more and I be careful

10. What was the most important lesson you learned from this project?

How to reduce and reuse

4-22-98

Dear Sharin,

Thank you for letting us
come to Jackson Bottoms. It was
lots of fun last time we went.

I liked making plaster casts of
animal tracks the first time we went.

Remember? We fell in the mud
a lot! Jessica couldn't get back up
again. That was fun! I really
enjoyed writing poems. That was
cool. I hope we can come
back next year. Bye.

Sincerely,

Sandra Johnson

6-2-98

Dear Shari,

Thank you for taking us to 2 fieldtrips to Jackson Bottom and 1 to Hagg Lake to let the fishes go. I really enjoy going to Jackson Bottom. I didn't even know that there was Jackson Bottom wetlands then I figured out. Thanks again. Shari. Mrs. Hennesy cried after our program in David Hill school.

Sincerely,
Karen G.

6-5-98

Dear Lori

Thanks for all of
the effort you put
into making our performance
a big success. Also thanks
for firing Judy Rose
to help with the
performance at J.B.
Thomas. Also thanks
for all of the
field trips that
you took us on.
I really enjoyed
those.

from,
Brent H

Dear Shari,

I thank you for taking your
time to be with us. You
are very nice. I thank you for
letting us go to Jackson Bottom.
We had fun. I love it
there because I like water and
birds. You are very cool. I
hope you remember us always.

Sincerely,
Lindsay Wolf

6-2-98

Gracias Shari

Shari porque nos ayudo
en el programa que to pen
saster y el programa salio
muy muy bonito con todo
el salón que cantó bien x
también estuvimos encha gando
mucho con otras personas x
gracias Share.

Sinceramente,
GABRIEL ORTEGA.



6-3-98

Dear Shari,
Thanks for helping us
learn how to write songs. Also, thanks
for planning the field trips Jackson
Bottoms, I learned a lot about nature.
I really enjoyed the three
performances we did, each time
we performed we got better and
better at it. Thanks again.

Sincerely,
Kendate

