

WRSD Title I Newsletter

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Volume #1

Union Sanborn School, Southwick School & WRMS
Title I Programs

Tips For Helping Kids and Teens With Homework and Study Habits

Parts taken from:

<http://www.childdevelopmentinfo.com/learning/studytips.shtml>



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Certain key practices will make life easier for everyone in the family when it comes to study time and study organization. However, some of them may require an adjustment for other members of the family.

For lots of helpful FREE internet tools for research and mastering subjects check out these sites:

---Info Please - Homework Center
---Homework Help from Library Association
---Math Homework Site
---Fact Monster

Turn off the TV set. Make a house rule, depending on the location of the set, that when it is study time, it is "no TV" time. A television set that is on will draw youngsters like bees to honey.

What about the radio? Should it be on or off? Contrary to what many specialists say, some youngsters do seem to function all right with the radio turned on to a favorite music station. (Depending on the layout of your house or apartment, maybe an investment in earphones would be worthy of consideration.)

Certain rules should be set about the family phone during study hours. The more people in the household, the more restrictions on long and unnecessary phone calls are

needed. A timer, placed next to the phone, can help to control the length of calls so that the telephone will be available if it becomes necessary to call a schoolmate to confirm an assignment or discuss particularly difficult homework.

Designate specific areas for homework and studying.

Possibilities include the child's room or the kitchen or dining room table. Eliminate as much distraction as possible.

Since many young people will study in their own rooms, function becomes more important than beauty. Most desks for young people really don't have sufficient space to spread out materials. A table that allows for all necessary supplies such as pencils, pens, paper, books, and other essentials works extremely well.

Consider placing a bulletin board in your child's room. Your local hardware store sells wallboard that might not look too pretty and isn't framed, but a 4 x 3' section is inexpensive and perfect on which to post pertinent school items. You might want to paint or cover it with burlap to improve its appearance or let your child take on this project.



News from WRMS



Learning is something students do, NOT something done to students.

Alfie Kohn



'You miss 100% of all the shots you never take,'

Wayne Gretsky,
Ice Hockey Coach

Welcome to the Middle School! a whole new experience for many parents as well as students. By this time your child is beginning to get used to finding his / her way around our school and getting to know the various teachers. My name is Deb Martinson and this is my third year as the WRMS Title 1 Math Tutor. I look forward to assisting your child succeed this year in math class and to become comfortable using math skills every day.

I graduated Bryant University with a BS in Business Administration with a major in finance. I worked in various accounting position before starting a family and staying home with my two children for several years. I began substituting in the Winnisquam School District for a few years and then took on the full time position of Title I Math Tutor. I volunteer in local organizations, among them I am the treasurer of the WRMS PTO. I live in Northfield with my husband and two children who both attend Winnisquam Regional Middle School. I love to read, cook, sew, garden and craft. I especially enjoy being with my family as much as

possible.

The Middle School has three 6th grade math teachers this year; Mr. Meyer, Mr. Frankel and Ms. Levesque. As the MS Title 1 Tutor I will work with each of these teachers to create a program that is beneficial to each Title 1 student. Whereas some math classes are held at the same time I will be attending each on a semi-rotating basis. However, every student will be meeting with me in a small group once a week during the Accelerated Learning block to review various basic skills that need reinforcement.

I look forward to getting to know each child and working together with his / her parents to provide the services necessary for a successful year. If you every have any questions or concerns I can be contacted at dmartinson@wrsdsau59.org or at 286-7143.

News from Union Sanborn School

(Continued on page 5)

Kim Constant is returning this year to USS. She will be working in the Title 1 Reading program for both first and second grade. She is really looking forward to a fun and exciting school year. This is Kim's sixth year in the district. She has a BS degree from Northeastern University. Her family consists of her wonderful husband and daughter, who has just

entered the middle school, aaagh! She loves to go biking and canoeing with her family, loves to draw, but most of all, loves to read!

For October, in first grade we move onto the theme of One For All. The first story the students will be reading is Get Up, Rick! This is a story about a rooster and how his friends help him with a problem he is having on the farm. We will also be working on the digraph, ck, the short vowel

News from Southwick School

Mary Daly was born and raised in New Jersey and moved to Sanbornton, New Hampshire 12 years ago. She has an AA degree, and a Special Education Certification from Lakes Region Community College. She has been working for the district for nine years as a paraprofessional, and this is her second year as the Title I tutor. In her spare time she likes to read, continue her education, and garden. Mary states, "I am very happy to be working at Southwick School this year in fifth grade. I look forward to a great year teaching your children."

In September, in fifth grade math, we are learning graphing and learning mode, median, and mean. For our reading in fifth grade, we read "Rope Burn" from Storytown. We talked about traits of being a good friend. We also learned seven new vocabulary from the story. I enjoyed meeting and working with the fifth graders.

In fifth grade, we have finished our unit on graphing in October. Now we are learning how to read very large numbers by using place value. We will also learn about estimating and rounding numbers. In reading, we have read, "The Daring Nellie Bly". Our focus is on vocabulary, character motives, and traits. During October, we are also taking the NECAP tests on reading, writing, and math. Our fifth graders are very busy.

Much like Barbara Parks' heroine, Junie B. Jones, who spent 9 years in kindergarten, James Frase-White advanced to 3rd grade at Southwick after a decade working with 1K-2 at Union Sanborn School. This year he

will be adding Math to his Title 1 Tutor duties. Mr. Frase-White earned a BA at Boston State College and an MA from Duquesne University. His work prior to returning to his first love, teaching, have ranged from owning and running a restaurant, commercial art, editing and teaching visual and performing arts.

In reading in September, we have been studying character and setting, while improving reading comprehension and fluency. In math, we are continuing to build math facts in addition and discovering the challenge – and the fun – of probability. In October, we have been focused on reading and math skills, to enrich our students for taking the NECAP testing. In reading, we are ending Theme 1, School Days, performing in Reader's Theater groups for our classmates. We have studied various aspects of schools in the past, up to contemporary schooling for astronauts. We will soon begin the next theme, Together We Can with a story about Babe Ruth. In math, we have been growing in our addition facts in Rocket Math and learning all kinds of neat math facts to help us become better mathematicians. We have also been doing experiments and graphing our results which will help us in understanding visual media and science. We are also learning how to use Cuisenaire rods to visualize math better.

Colleen Westerling writes, "I am in my 4th year at Southwick School. I am looking forward to working with the 4th graders this year in reading and math. Math is a great change for me. I graduated from Southern



'Every parent's deepest wish is that their children are self sufficient, happy, and able to live a full life.'

Peter Block

Tips For Helping Kids and Teens With Homework and Study Habits

Continued from Page 1

Union Sanborn School
286-4332

Southwick School
286- 3611

WRMS
286-7143



Graphics are taken from:

<http://www.happyhavengraphics.com/private/fra mes.htm>

<http://www.internetclipart.com/sSeasonalgraphics/Fall/fall.htm>

Encourage the use of a small book or pad for writing down assignments so that there is no confusion about when certain assignments must be turned in to the teacher. Keeping general supplies on hand is important. Check with your child about his needs. In fact, make it his responsibility to be well supplied with paper, pencils, note pads, notebook paper, etc.

Regularity is a key factor in academic success. Try to organize the household so that supper is served at a standard time, and once it and family discussions are over, it's time to crack the books. If the student doesn't have other commitments and gets home reasonably early from school, some homework can be done before supper.

Consider you child's developmental level when setting the amount of time for homework. While high school students can focus for over an hour, first-graders are unlikely to last more than 15 minutes on a single task. Allow your child to take breaks, perhaps as a reward for finishing a section of the work.

Organize study and homework projects. Get a large calendar, one that allows space for jotting down things in the daily boxes. Rip it apart so that you (and the child) can sequentially mount the school months for the current semester. For example, you can tear off September, October, November, December, and January and mount them from left to right across one wall. Have the child use a bold color writing instrument (felt tip pen) to mark exam dates in one color, reports that are coming due in a different color, et cetera. This will serve as a reminder so that things aren't set aside until the last dangerous moment

During a homework session, watch for signs of frustration. No learning can take place and little can be accomplished if the child is angry or upset over an assignment that is too long or too difficult. At such

Times the parent may have

To step in and simply halt the

Homework for that night, offering to

Write a note to the teacher

During a homework session, watch for signs of frustration. No learning can take place and little can be accomplished if the child is angry or upset over an assignment that is too long or too difficult. At such times, the parent may have to step in and simply halt the homework for that night, offering to write a note to the teacher explaining the situation and perhaps requesting a conference to discuss the quality and length of homework assignments.

Should parents help with homework?

Yes, if it is clearly productive to do so, such as calling out spelling words or checking a math problem that won't prove. No-if it is something the child can clearly handle himself and learn from the process. And help and support should always be calmly and cheerfully given. Grudging help is worse than no help at all!

Read directions, or check over math problems after your child has completed the work. Remember to make positive comments – you don't want your child to associate homework with fights at home.

Union Sanborn News

WRSD Title I Newsletter (Continued)



the digraph, ck, the short vowel sound, o and the variant vowel /o/a (all). You will notice as the month progresses, your child's spelling words will reflect these different skills in phonics. They will also be learning about characters and how a story is broken down into a beginning, middle and ending parts. In second grade, we will be continuing with the theme Count On Me. So far, all of our stories in this theme have been about friendship and caring for another person.

The next story we read is called Dogs. This story discusses the important details about dogs and how to care for them. We will be studying long vowels ee, ea and will be focusing on the skill of identifying the main idea and details in a story.

As you can see, we have a busy month ahead. Please continue to read nightly with your children and practice the sight words that are sent home. Also, please remember to have your child bring their bookbag with them to school everyday. Have a wonderful October!

We'd like to introduce Christine Blais who is a teacher in the kindergarten program in the morning, and the K+ Title I program in the afternoon. She strives to create an innovative classroom that promotes student discovery resulting directly from the student's curiosities. Prior to joining us at USS, Christine taught at Ka'u High School and Pahala Elementary as a Special Educator and Case Manager in a geographically isolated area on the Big Island, Hawaii. Before relocating to Hawaii, Christine fulfilled a long-term

position at Henniker Community School as a 7th and 8th grade Special Educator and Case Manager. These experiences have enriched her knowledge of education and diversity. Christine's experiences have enhanced her knowledge and ability to confidently develop and implement literacy intervention programs that differentiate instruction based on student need.

October – We are off to a great start in Kindergarten Plus at USS! Here is a glimpse of an average day in K+. We start every afternoon with Responsive Classroom Techniques, kicking off with a Quiet Reflection and jumping into an “Afternoon Meeting” to build class rapport, allowing students to feel comfortable and confident in their endeavors. We then dive right into a whole group reading lesson, providing the students with a brief review of the concepts being studied. From there, our class breaks into two to receive direct, systematic, small group instruction. This time allows for pre-teaching, re-teaching, and assessment that will drive future instruction. After snack, we keep our day going strong by breaking into literacy centers, allowing additional time for direct instruction. The tail end of the day focuses on whole group math, reinforcing the concepts being studied in Kindergarten.

Every student can learn, just not on the same day, or the same way.

George Evans



Southwick School (continued)

Connecticut State University with a degree in Early Childhood Education and Psychology. I moved out to California with my husband and had my two children. While in California I worked as a Title 1 Tutor and a preschool teacher. We moved back to the East Coast 5 years ago to the town of Belmont. I have two children, Autumn is in 7th grade and Victor is in 4rd grade. I am currently doing a lot of study on children with special needs, as my son has been diagnosed with Aspergers and Sensory Processing Disorder.

I look forward each year to reading more books with my students and taking on the challenge of enjoying math again. It's nice to work with some of the students I had over at

Union Sanborn when they were in 1st and 2nd grade!"

In October, fourth grade is working hard on testing for the NECAP in both reading and math. During math in the classroom, the students are working on area and perimeter by making airplane runways and helicopter landing pads. They are also working on angles, naming the three types (obtuse, right, and acute) angles and measuring them. We will be starting back with reading focusing on comparing and contrasting characters and events in the story.



I hear, and I forget. I see, and I remember. I do, and I understand.

Chinese Proverb

Selecting Books for Your Child:

Finding 'Just Right' Books

By: Kathleen Rogers (2008)
From: www.readingrockets.com

How can parents help their children find books that are not "too hard" and not "too easy" but instead are "just right"? Here's some advice.

Five finger rule

1. Choose a book that you think you will enjoy.
2. Read the second page.
3. Hold up a finger for each word you are not sure of, or do not know.
4. If there are five or more words you did not know, you should choose an easier book.

Still think it may not be too difficult? Use the five finger rule on two more pages.

Choose a book that is a good fit for you!

Read two or three pages and ask yourself these questions: Will it be an easy, fun book to read? Do I understand what I am reading?

- Do I know almost every word?
- When I read it aloud, can I read it smoothly?
- Do I think the topic will interest me?

If most of your answers were "yes", this will be an easy book to read independently by yourself.

Will this book be too hard for me?

- Are there five or more words on a page that I don't know, or am unsure of? Is this book confusing and hard to understand by myself? When I read it aloud, does it sound choppy and slow?

If most of your answers were "yes," this book is too hard. You should wait awhile before you read this book. Give the book another try later, or ask an adult to read the book to you.