



# Smith Spectacular March 26, 2018

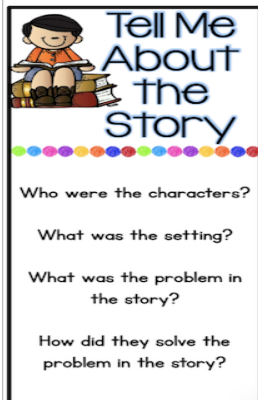


State testing has begun and is in full force for 3rd and 4th graders. They have been doing a fantastic job persisting and staying focused.

We are investigating Trimesters vs. Quarters for K-5 when reporting out to parents. We'd like your opinion. Please complete the following quick survey by March 30. We value your input. (Please click on link below:)

[Trimester vs. Quarter survey](#)

(If you would prefer to do on a hard copy, please see attached.)



**Tell Me About the Story**

Who were the characters?

What was the setting?

What was the problem in the story?

How did they solve the problem in the story?

Students in Mrs. Kenney's second grade reading groups have been working on retelling story elements after they read a book. We have been focusing on characters, setting, problem and solution. We read several books each week and at the end of the week, students choose one of their books and do a retelling by recording themselves telling about the important story elements on the ipads. This is a beginning step to prepare the students to summarize texts, which they will learn more about in third and fourth grade.



Students in fourth grade have been using a very useful digital library called Epic! They used this app

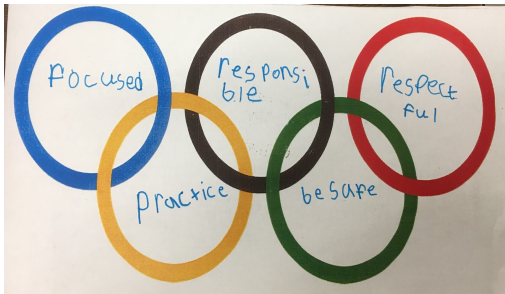
to conduct research for a project on the Revolutionary War and then to find out more information specifically about George Washington. There are more than 25,000 books on Epic! both fiction and nonfiction. They are very engaging and can be personalized for a student's interests and reading level. Students can use this app for free at school. You can use this app at home on a smart phone, ipad or computer for a monthly fee. If you are interested in more information about how to access the Epic! Library at home, please email Cara Kenney at [cakenney@rsu22.us](mailto:cakenney@rsu22.us).

Mrs. Spencer's kindergarten literacy groups have been practicing beginning reading skills. The students have been working on recognizing sight words within text, reading from left to right, pointing under the words as they read and using the picture to help them with tricky words. The students have had the opportunity to read an assortment of leveled books. If your young reader has started to bring home a book bag with leveled books, here are a few ideas to support their reading development. For very early levels (levels A, B, & C) support your child with their reading by making

sure they:

- \* Point under the words.
  - \* Reread to improve fluency.
  - \* Use the picture to help read unknown words. (Let your child look at the picture, your child is not cheating he/she is using the picture as a strategy to read tricky words.)
  - \* Ask your child: Does that word look right? Does the word sound right? Does the word make sense in the story?
- Encourage your child to read at home, focus on what he/she is doing well and praise him/her for trying.

Students who read with Mrs. Price, Ms. Collins and Mrs. Brooker are learning to become more fluent with their reading. Reading fluency is the ability to read quickly, accurately and with the right expression. Fluent readers understand what they read. One way to practice fluency is through performing. In celebration of the Winter Olympics, our students researched and wrote about different



countries and Olympic winter sports. They rehearsed and presented at All School Share with an amazing performance that included medals, flags, music and marching. All readers presented what they learned about their country and sport. The students impressed the audience with their reading fluency.

Here are some strategies that can help your child become a better reader by



developing reading fluency. Read to your child to show what fluent reading sounds like. Read naturally, with the right emotion or tone to match the words you're reading. Or if you're busy, have your child listen to audiobooks on websites such as EPIC. You can also choose a book or passage that is not too long and read it while your child listens and follows along. Then read the same book or passage several times together. Always use specific praise to develop your child's self-awareness. Use comments like "I love how you made your voice strong and loud so I knew what you said was important" or "You got all the words right."

### Growth Mindset: Mistakes are for Learning



**CELEBRATE OUR  
MISTAKES**

Learning that mistakes are okay. They help us learn and grow!

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Kids make a lot of mistakes. Adults do too. There are thousands of stories of mistakes that have turned out into great inventions. We use these inventions everyday. Did you know Post-it notes were invented because the glue they were trying to create was not strong enough? Microwaves, Frisbees and potato chips are other examples of famous mistakes. Children need to learn that mistakes and

failures do not need to be covered up or feared, but rather they are an important experience from which they can learn. When we swoop in to protect our children from failure, we do them a disservice and deprive them an opportunity to learn. Modeling how to handle a mistake is an easy strategy to help children. The next time dinner is burned or an appointment is forgotten; try to avoid negative comments about you. Instead, model an appropriate response such as: "Next time I should not talk on the phone while cooking and then I won't burn dinner!" (True story). Encourage and support your children when they make a mistake. Learning is messy!

Reminder: Please remember students have a snack time everyday. **PLEASE** send your child with a healthy snack. Thank you!



**A SLICE OF PIE!**  
(Partners in Education)

The annual **SMITH SCHOOL READ-A-THON** is underway! We hope you are enjoying some wonderful books! Each student is encouraged to collect pledges for the minutes that they read. All pledge money should be turned in before **Monday, April 9th**. Students have been earning lots of tickets for their reading! Tickets will be drawn on **Friday, April 13th** for a chance to win a bike from Howard Lodge #69's "Bikes for Books" program. Remember, the more kids read, the more tickets they will have in the drawing! Are kids thinking about a costume? On the day of the bike drawing, students and staff can come to school dressed as one of their favorite book characters for a fun book character parade! Thanks for your participation in this FUN fundraiser!

Mark your calendars! The **Smith School Variety Show** will be here before you know it!

We will be holding a sign up night (Preview of Acts) on Thursday, April 26th from 6:00 to 8:00 pm. If we have at least a dozen acts sign up, there will be an evening show on Friday, June 1st. A school day performance will be planned as well, date and time TBA. Flyers and additional information will be going home in backpacks, as we get closer to the event. We look forward to all the talent that Smith School has to offer!

PIE would like to celebrate the fabulous teachers and staff of Smith School during "**Staff Appreciation Week**" on May 7th-11th. Be on the lookout for flyers going home in backpacks in the next few weeks with information on how you can help!

Thanks to everyone who is helping to raise money for Smith School by clipping and saving Box Tops, donating Coke product "Give" caps, and using Amazon Smile when shopping on Amazon. PIE appreciates you!

The next PIE meeting will be held on **Tuesday, April 10th at 6:30** in the library.

#### Up-Coming Events:

Friday, April 6: Third quarter ends

Tuesday, April 10: 6:30 PIE meeting

**Friday, April 13: Early Dismissal, 11:30(Report cards come home)**

Friday, April 13: Character parade; Bikes for Books assembly 8:00 (No Letter Day)

**Monday, April 16-Friday, April 20: No School; Vacation**

**TUESDAY, MAY 8TH AT 6:30 P.M. 4TH GRADE RECORDER CONCERT**

**Thursday, May 10th at 6:30 p.m. 1st and 3rd grade music concert**



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**Dawn Moore, Principal**

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March 2018

Dear Parents/Guardians,

This is a survey regarding trimesters vs. quarters for reporting your child's progress towards meeting grade level standards. We are currently researching trimesters as an option for grades K-5. At the present time, we provide four quarterly reports to parents. Each reporting period is approximately 45 days. Trimesters reports would be given three times a year and assess a 60-day instructional period.

We have surveyed K-5 teachers and they provided the following feedback in favor of trimesters. Here are some of the reasons why:

- *Provides 15 days more instructional time for students to learn and demonstrate proficiency prior to assessments.*
- *Provides students longer time at the beginning of the year to acclimate to school, new classroom and schedule before baseline testing and grading for the first report card.*
- *Provides more time for students, teachers and parents to identify and correct areas of concern during the grading period.*

Your input and perspective is important to us so that we can gather and assess feedback to guide our next steps. We are committed to providing students and parents with grading reports that best reflect student's growth and learning.

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 (Please return to Smith School on/by March 30)

Which reporting system do you prefer?

**Trimesters**

**Quarters**

Other:

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