

## MS. CARDAMONE

Our class has been working hard to show you their new skills. Please talk to your child at home about what they are learning. Practicing sight words, spelling words, math facts, and letter sounds are very important and would be a great bonding experience for you and your child.

With the colder weather, please ensure that your child has the appropriate attire for school that day. As a reminder, students can play in the snow at recess if they have warm winter gear. As always, if there is something you need, please let me know.

## MRS. RICKARD

It's hard to believe that we are already in March and spring is right around the corner. With fluctuating weather, please dress your child appropriately for each day's weather. It doesn't hurt to always have a jacket, just in case.

Our class has started a coffee cart to serve the staff on Friday mornings. This has been a wonderful learning experience for our students, and we look forward to growing our business.

## MRS. ROMANSKI

As we welcome the arrival of spring, we are excited to share a selection of Easter activities tailored specifically for our autistic students. We believe in creating inclusive and engaging experiences that celebrate the unique strengths and interests of each individual. These activities are designed to promote communication, social interaction, and sensory exploration in a fun and meaningful way. All children can partake in these activities while practicing their tact, motor imitation, listener responding, echoic, mand, and intraverbal skills!

### 1. Egg Carton Sorting:

Concepts: Visual discrimination, sorting, fine motor skills

Materials Needed: Empty egg cartons, plastic Easter eggs in various colors

Activity: Encourage your child to sort the plastic Easter eggs by color into the compartments of the egg carton. Use visual supports, such as color-coded labels or picture cards, to assist with sorting. Celebrate each successful sort and encourage your child to practice their fine motor skills by

carefully placing each egg in its designated section.

### 2. Sensory Egg Painting:

Concepts: Sensory exploration, cause and effect, creativity

Materials Needed: Hard-boiled eggs, non-toxic paint in various colors, paintbrushes, optional: textured paint rollers or sponges

Activity: Set up a painting station with hard-boiled eggs and an assortment of paint colors. Encourage your child to explore the sensory experience of painting with different textures and colors. Use visual supports, such as step-by-step picture instructions, to guide your child through the painting process. Allow them to experiment freely with mixing colors and creating unique designs on their eggs.

### 3. Bunny Hop Gross Motor Game:

Concepts: Gross motor skills, turn-taking, social interaction

Materials Needed: Large bunny cutouts or stuffed animals, open space for movement

Activity: Create a simple obstacle

course or pathway using the bunny cutouts or stuffed animals. Use visual supports, such as visual schedules or picture cards, to outline the steps of the game. Encourage your child to take turns hopping like a bunny along the pathway, practicing gross motor skills and social interaction. Celebrate each successful hop and provide positive reinforcement to encourage participation.

### 4. Egg Hunt Sensory Bin:

Concepts: Sensory exploration, attention to task, object permanence

Materials Needed: Plastic Easter eggs filled with sensory materials (e.g., rice, beans, pom-poms), large bin or container

Activity: Fill a large bin or container with plastic Easter eggs filled with various sensory materials. Use visual supports, such as visual schedules or picture cards, to outline the steps of the activity. Encourage your child to explore the sensory contents of each egg by shaking, pouring, or feeling the materials inside. Practice object permanence by hiding and finding the eggs within the sensory bin.

## LEARNING SUPPORT

### Mrs. Boguski, Mrs. Coccodrilli, Mrs. Fortuner

I hope everyone is having a fabulous 3<sup>rd</sup> quarter! There are so many things to celebrate this month! March 2<sup>nd</sup> – March 6th is National Read Across America Week. Read your favorite Dr. Seuss book!!! Don't forget to wear your green on St. Patrick's Day, celebrated on March 17<sup>th</sup>. Easter comes early this year, March 31<sup>st</sup>! Let's continue to show our Wildcat Pride and strive to always give our personal best. We can give our personal best by being organized, completing homework, helping others, and studying for tests. Set goals for yourself and work hard to reach them. Remember, Always be kind!

**"Just be yourself, there is no one better"—Taylor Swift**

## EARLY INTERVENTION

**Manding:** Acting on motivation to gain access to an item, person, or activity. This portrays a person's "requesting" behavior.

**Example:** A toddler says, "Mom, I want ice cream." The toddler in this example is "manding" or in other words, "requesting" ice cream.

Manding is an important skill for kiddos to learn because it promotes their independence and self-advocacy skills. Manding can come in a variety of forms including spoken words, sign language, AAC devices, pointing, etc.

### What is it?

Mand training is contriving opportunities for your kiddo to request items they want or need. This is as open-ended as it sounds! Encourage your kiddo to ask for everything and anything that they need on a day-to-day basis.

**How do I do it?** When doing day to day activities with your kiddo, try to

keep items they likely need or want out of reach so that they need to go to you in order to access them. Once you notice that there is a desire for an item, person, or activity, prompt your child to ask for it. This could be modeling what you would like your kid to say or do. For example, if your kiddo is reaching for a bite of apple that you have in your mouth, you could ask them to say, "I want a bite of apple, please."

**Example:** Your kiddo is coloring a coloring page and only has the red marker but desires a blue marker, hold the blue marker out of reach and say "I want blue" or "blue" or whatever level of communication that your student is capable of. Once your kiddo repeats the request for the blue marker, give it to them right away and praise them for asking. Repeat this process with other colors and items. **Try to make your child's requests as specific as possible to help with language building rather than simply asking for "more."**

**What if my student cries, grabs, or hits me to get something?** If your kiddo engages in problem behavior to access items, remain calm, do not attend (i.e. scold or yell) to the behavior, let your kiddo know that if they want something, they can ask for it. Wait for your child to calm down and do not give access to the item, person, or activity until they are calm and able to ask or mand for what they want.

**Example:** You are holding a piece of chocolate, and your child comes up to you, hits you, and reaches for the chocolate. Say, "you can ask for a bite. Say 'I want chocolate.'" Once your kiddo repeats the phrase calmly, you can give access to a bite of chocolate and tell them they did a good job asking for the chocolate.

<https://connections-behavior.com/wp-content/uploads/2019/11/Mand-Training-For-Parents-.pdf>

## PREKINDERGARTEN

Will March come in like a lion or a lamb? How will it go out? These are two questions the prekindergarten students will ponder as they observe the weather each day. I think we are all patiently awaiting the arrival of spring with an abundance of warm sunshine.

We are looking forward to introducing Dr. Seuss' books to our little ones. These fabulous stories will help to increase our rhyming skills. Our students have been working so hard with this concept and reinforcement at home would surely help.

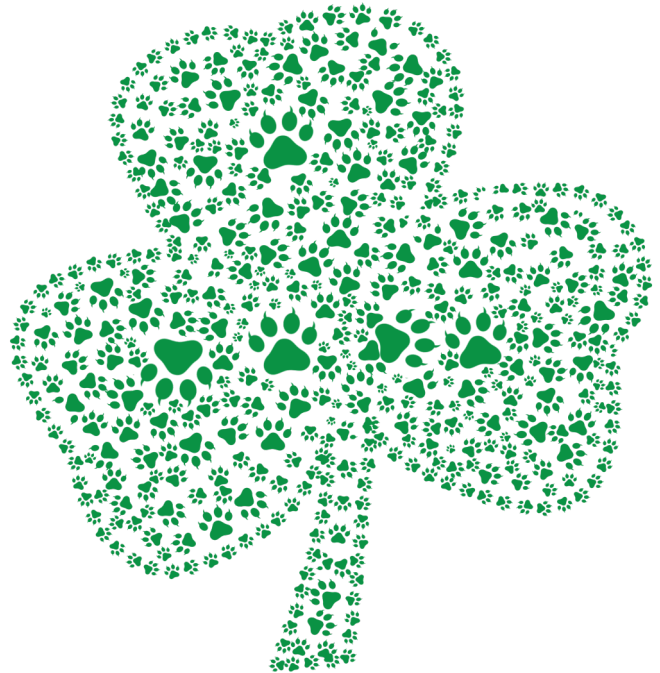
To celebrate St. Patrick's Day and to practice our manners, we will be having our green healthy food party. We use this social gathering to teach the children party etiquette and to encourage them to try new and different foods. It really is a nice experience for our students. Please ask them to describe the eventful day to you.

## KINDERGARTEN

Kindergarten hopes to see signs of spring in March. We are sure to find plenty of shamrocks and shenanigans from the tricky leprechauns that visit for St. Patrick's Day.

The children have been working hard developing good solid reading skills. They have a list of sight words and now are able to use letter/sound skills to sound out many new and unfamiliar words. Keep practicing at home and read stories together. Making a mental picture of what we read helps us make sense of the words in sentences and stories. Have your child describe or illustrate simple words and sentences at home.

Day 100 was an exciting celebration in kindergarten. The projects that came in were outstanding! Thank you for your participation! We have been looking at various combinations of numbers and how they can help us understand addition and subtraction. Use small household items such as buttons or cereal to do some adding and subtracting at home. Write an addition or subtraction problem down and bring it in to school and we will share it with the class!

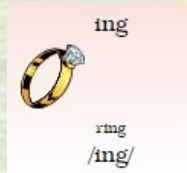




## FIRST GRADE

As we get ever so close to spring, first grade skills are growing like the flowers we soon hope to see! In reading, we have been working on long vowel words in all their stories. We will soon begin adding r-controlled vowels to our budding reading skills. In Foundations, we have begun working with eight different glued sounds. A glued sound is when you read two or three letters together instead of individually because the “n” sound next to a vowel produces a nasal sound. This nasal sound distorts the vowel sound and makes decoding more difficult. When students use the glued sounds, the decoding process becomes easier. To learn various glued sounds, students learn a chant that goes with glued sound picture card.

For example: ing-ring-/ing/



ank-bank-/ank/



When the students have this tool to assist them, their reading becomes more fluent. Please take some time each evening and enjoy the progress your child continues to make towards becoming a fluent reader. Ask them questions related to the story they shared with you. Discuss the main character, setting, story events, and the main idea of the story. These comprehension checks ensure that your child fully understands the story they have read to you.



## SECOND GRADE

In math, second grade students have been focusing on developing fluency in subtraction within 100 by using understanding of place value, properties of operations, mental math, and the partial-differences strategy. Achieving fluency with subtraction means that your child can subtract efficiently and accurately using a chosen strategy. The students are using place-value blocks and drawings of place-value blocks to find differences. These models support understanding of how to subtract tens from tens and ones from ones, and how to regroup 1 ten as 10 ones.

In reading, students are delving into Unit 4: Heroes and Helpers. This unit has given students the opportunity to talk about heroes in their lives and how they can be helpers to others at home or in the community. It has given us the chance to discuss courage and how people show courage through their actions. Remember to practice weekly spelling words for homework to prepare for the test and to help our students broaden their spelling to become better writers.

In science, second grade continues to use the scientific inquiry process while they engage with the module Diversity of Life. Our PLTW friends, Angelina, Milo, and Suzi introduced second graders with a new problem to solve. What plants will grow best in certain planter gardens?

RDW students have been enjoying Dr. Seuss books and famous quotes. Read Across America was a huge success! Thank you to everyone who participated and made the night so special and to the families for bringing your student(s) to enjoy the night.



## THIRD GRADE

Great things are happening in third grade!

Students are learning fractions and how fractions are used in everyday life. They are also continuing to work on mastering the multiplication facts 6 through 9. Some students have mastered these and we are super excited! Please work daily on these facts to help with quick recall. There are flashcards and skills practices in the math google classroom that can be used.

We have been working in science on the Environmental Changes Unit. We have learned about different environments and how changes in these environments affect the living organisms in them. We have done observations as well as activities that show the effects.

In reading the students continue to practice skills of main idea details, theme, character traits, and point of view. Have your child share some of these key points of their reading selections with you. We have learned about the different shades of meanings that words have and how these words build stronger writing. They enjoyed creating shade of meaning scales and using them in a variety of ways.

## FOURTH GRADE

As winter moves on, so does the fourth grade. We are excited about LEARNING and we continue to make progress in all of our academic areas. With our continued progress, we would appreciate your support in encouraging your child to do their *personal best each day* by **1) being prepared** (homework and studying done), **2) having the right mind set and purpose for learning** (thinking positively and knowing that we are learning important things) and **3) by being ready to work hard each day**. This includes turning in work assignments on time.



Math class has been exciting! Fourth graders studied **FRACTIONS** in Chapter Topics 8 and 9. In Topics 10 and 11 we are continuing our study with numbers and operations, but with fractions and decimals! The third quarter has us continuing our lessons on energy in science and PLTW. Reading classes have us digging deeper into texts for main ideas, themes, story connections, text features, text structures, and text evidence. Students will begin thinking and planning for a big fourth quarter informational “state” report and will plan a project to present to their class. So exciting! **Be sure to ask your child about their schoolwork and their learning!**

A few reminders: Students are encouraged to read DAILY. Our goal is to keep those eyes on words! Students should be practicing cursive in daily work assignments. Multiplication and division facts need to be reviewed and practiced nightly. We use these mastered facts every day in our lessons. Math assignments are so much easier and quicker for students who have mastered the basic facts.

Looking forward to warmer spring days!

## FIFTH GRADE

Fifth grade is looking forward to the start of spring at RDW!

We are learning new and exciting things in science with Project Lead the Way. In math, we are working with fractions. In reading, we are diving into some great fiction and non-fiction work, and we are crafting our writing skills as well.

Please encourage your son or daughter to have PRIDE in their work! This includes all assignments completed in class and homework. As we enter the second half of the school year, it's good to remind students to keep working hard and focus on their work at school.

**Let's have a great month at R.D.W.!**





# TITLE 1

Hooray! March is National Reading Month! With the winter aimswebPLUS benchmark behind us, I thought this would be a suitable time to remind everyone of our Title I local assessments. Local assessments are tests given to every student in a particular grade three times per year, once in the fall, winter, and spring. These assessments help me to chart the growth of the Title I students over time and compare them to their peers.

First grade local assessments consist of the aimswebPLUS Nonsense Word Fluency subtest, and the Oral Reading Fluency subtest. I use the Nonsense Word Fluency subtest to help determine the student's ability to decode or sound out unknown words. The Oral Reading Fluency subtest measures the student's number of words read correctly in one minute on a first grade-level passage.

Second and third grade local assessments are similar in that I use the aimswebPLUS Oral Reading Fluency subtest, and the Elementary Spelling Inventory to measure their phonics strengths and weaknesses. This is a spelling test of twenty-five words with various phonics elements.

If you have any questions, please feel free to contact me. Keep Reading! Not enough time? Keep a book in the car to read on your way to different places. Reading for 15-30 minutes every night can make a substantial difference!

Here Are Some Reading Tips:

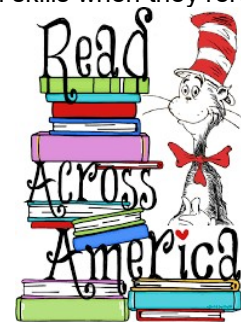
- After your child has struggled to sound out a word, have them go back to read the sentence again, smoothly. Meaning is often lost when a child is busy figuring out a word. Reading the sentence again will help with your child's understanding.
- As you are reading with your child, stop them often to summarize what they have just read or to make predictions about what will happen next. This will help your child better understand and remember what they are reading.
- If your child is not motivated to read, try getting them some joke books to read at home. Not only might they find it more interesting, but they will also get to practice fluency and comprehension skills when they reread and explain the jokes to other family members and friends.

## MRS. GERMANI

March 4<sup>th</sup>-8<sup>th</sup> is National Career Week!

Students at RDW enjoy many lessons, activities, and projects throughout the year that help them explore and plan for their future careers. Below are some tips on how parents/guardians can further support this career exploration:

1. **Help your child discover their strengths and passions-** This can be as simple as pointing out that an interest (e.g. cooking) can later turn into a career. Another idea is to discuss how YOUR career relates to a skill or passion of yours.
2. **Expose your child to a variety of activities to see what piques their interest-** Your child may discover a love for the outdoors on a nearby hiking trail. Or maybe they find a passion for tools while watching you perform maintenance on the car. You never know where your child can find "hidden" interests!
3. **Set a great example-** Model a strong work ethic with good attendance and a positive attitude. Don't particularly like your current job? Try sharing a hobby with your child at home (e.g. gardening) and explain which careers could match this passion of yours.
4. **Be patient and encouraging-** Teens and college students may change their career path a dozen times before they land in the right one. The average adult changes jobs 5-7 times in the lifetime. This means it is important to be flexible and encouraging when your child suddenly decides they "hate" a hobby that they once loved. Remember, every decision they make brings them one step closer to their dream career!
5. **Do some research together-** Check out this helpful site: [www.pacareerzone.org](http://www.pacareerzone.org), where you can search information on specific careers. Children can learn about salaries, educational requirements, and skills needed for jobs across the commonwealth.





# Art Class

On Friday, February 2nd a number of Robert D. Wilson students participated in the 1st Wayne County Arts Alliance Student Art Exhibition! Student work was selected based on a variety of criteria. Our students participated along with students from Western Wayne High School, Middle School, and EverGreen Elementary, as well as students from Wayne Highlands School District! Students who attended the opening were treated to light refreshments and enjoyed seeing the beautiful work done by their peers. Hopefully this show will become an annual event in the future! The show was on display at the Wayne County Arts Alliance Gallery at 959 Main Street Honesdale until February 24, 2024. Congratulations to our 12 participating artists; Reagan Sheehan, Nathan Klimczak, Felix Klimczak, Andie Trapper, Billie Joe Burnham, Orson Farley, Alice O'hora, Jameson Constantine, Luca Ferraro, Keira Marcel, Paige Weist, Zoe Borzek, Caleb Tedesco.



## Dream

Wayne County Arts Alliance | Wayne County Public Schools | The Cooperage Project | Sponsored by



Wayne County Student Exhibition  
2-24 February 2024

Artist Reception: Friday, 2 February, 4:30-6:30pm

Wayne County Arts Alliance Gallery  
Thursday-Saturday, 11-4  
959 Main Street, Honesdale PA 18431  
waynecountyartsalliance.org

