

RDW NEWSLETTER

MS. CARDAMONE

Your child has been working hard to make you proud. The staff and I have seen improvements in sight word identification, as well as letter, letter-sound, and number identification. With the colder weather, please make sure your child is wearing warm winter clothes (heavy winter jacket, gloves, and hat) for outdoor recess. If there is snow on the playground, children can only play in it if they are wearing winter boots, snow pants and a snow jacket. If there is something you need, please let me know.

MRS. RICKARD

Welcome to 2024! In skills based learning, Mrs. Rickard's class will continue to work on individual IEP goals, as well as improve our reading, writing, and math skills.

My fourth grade replacement math students are jumping into the world of division, as well as working on individual IEP goals. Keep practicing those multiplication facts!

In second grade replacement math, we are working on individual IEP goals, addition fact fluency, and beginning subtraction within 100! Keep practicing addition flash cards at home to help build fluency skills.

MRS. ROMANSKI

Visual Perceptual skills are skills your child uses every day. They can include matching, sorting, sequencing, and replicating. In our classroom, we practice a variety of visual perceptual skills with the students based on each child's individualized VB-MAPP. Early learners practice visual perceptual skills by matching identical items. They may match items that are identical in 2d to 2d form (such as picture card to picture card) or 3d to 2d form (such as object to picture card). As students master matching identical items, they will move to matching non identical items such as a red card to yellow card or a real cookie to a picture of a different variety of cookie. Students will also sort items based on color, shape, and size. As students progress through the VB-MAPP, they will partake in different types of visual perceptual tasks. Block designs are a fun way to help strengthen visual perceptual skills. During block design practice, students will recreate designs created by a teacher. They are expected to match identically including each color. Students will participate in skill activities such as completing patterns. Students will also create seasonal arts and crafts activities where they attempt to replicate the teacher's art sample.

Visual perceptual skills can be practiced in a variety of ways at home. Student can help with laundry by finding matching socks. Building with legos and other blocks to follow a design is also helpful in practicing these skills. Children can recreate patterns in a sand box or with chalk. They can assist in putting away silverware by matching forks with forks and spoons with spoons. Visual perceptual skills are beneficial in building early math and elementary concepts.

LEARNING SUPPORT

Mrs. Boguski, Mrs. Coccodrilli, Mrs. Fortuner

Happy New Year! The new year is a great time to set some goals for yourself and your child. How about increasing those reading fluency skills?

What parents can do to help at home:

- Support and encourage your child. Realize that he or she is likely frustrated by reading.
- Check with your child's teachers to find out their assessment of your child's word decoding skills.
- If your child can decode words well, help him or her build speed and accuracy by:
 - * Reading aloud and having your child match his voice to yours
 - * Having your child practice reading the same list of words, phrase, or short passages several times
 - * Reminding your child to pause between sentences and phrases
- Read aloud to your child to provide an example of how fluent reading sounds.
- Give your child books with predictable vocabulary and clear rhythmic patterns so the child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use books on tapes; have the child follow along in the print copy
- Choose interesting reading material-not always a book! Try cereal boxes, comics, billboards, newspapers, magazines, commercials, etc.

JANUARY 2024

HAPPY NEW YEAR



EARLY INTERVENTION

Home is Where the Meltdowns Are: How to Address After-School Restraint Collapse

Dani Kinsley, M.S., OTR/L

www.handyhandouts.com

What is After-School Restraint Collapse?

After-school restraint collapse (“ASRC”) happens when an individual has reached his or her personal capacity for dealing with stress, frustration, unfamiliar situations, or the need to suppress natural behaviors. For young children, the world is full of rules to follow, and their brains are not yet developed enough to automatically control their impulses.

School can be particularly challenging: kids are expected to sit quietly in their seats, avoid wiggling, only eat and use the bathroom quickly and at convenient or scheduled times, walk quietly in straight lines, raise their hands and wait to speak, pay attention, and learn a lot of new information every day. Recess may be short or non-existent (especially for older students), and lunch times can be rushed and chaotic.

There may be very few opportunities for free play, socialization, movement, or child-led choices.

How to help:

●**Meet basic needs:** Kids who are hungry, thirsty, hot/cold, tired, wearing uncomfortable clothes, or not feeling well are more likely to “lose it.” Provide an afternoon snack, eat dinner earlier, or let them change into a preferred outfit when they get home from school. Make sure kids are getting enough sleep at night by sticking to a bedtime routine and making bedrooms a “screen-free” zone.

●**Decompression time:** Plan for daily relaxation or free time after school to give kids a chance to unwind with the activities of their choice. Some kids—especially introverts—may need quiet alone time. Others may want to play with siblings or friends.

●**Quality one-on-one time:** Sometimes, kids act out when what they really need is connection and attention. Set aside daily time to “unplug” and spend one-on-one time together: play with them, cook and eat dinner together, or wind down to

gether before bed by reading a story or talking about the day’s highs and lows.

●**Routines:** Establish and stick to a predictable schedule when possible, especially during the school week. Try not to over-schedule kids with too many structured after-school activities by building in time for rest and free play.

●**Get moving:** Provide time for unstructured, sensory, or gross motor (large movement) play in the afternoons. Kids need to move their bodies to release pent-up energy.

●**Go outside:** Playing outside or exploring nature often provides a calming and regulating effect. See Handy Handouts #650 and 651 for more information.

●**Offer structured and limited choices:** Providing choices gives kids a sense of agency and independence, but sometimes having too many options is overwhelming. You can try limiting options such as providing two healthy snacks to choose from or asking your child if he’d rather go to the playground or go for a neighborhood walk at home.

PREKINDERGARTEN

We would like to share with you some proven ideas from research for parents for “A Child Becomes a Reader” by Armbruster, Lehr & Osborn.

Talk and Listen

- When you do something together – eating, shopping, taking a walk, visiting a relative – talk about it.
- Take your child to new places and introduce him/her to new experiences. Talk about new, interesting and unusual things you see and do.
- Teach your child the meaning of new words. Say the name of things around the house. Label and talk about things in pictures. Explain, in simple ways, how to use familiar objects and how they work.
- Help your child follow directions. Use short, clear sentences to tell him what you want him to do.
- Play with words. Have fun with tongue twisters and nonsense rhymes.

Read Together

- Keep reading to your child. Read him/her a lot of different kinds of books. Reread their favorite books.
- Read predictable books. Your child will begin to recognize the repeated words and phrases and have fun saying them with you.
- Read poetry and other rhyming books to your child. When reading a familiar rhyme, stop before a rhyming word and ask your child to provide the word.
- Ask your child what she thinks will happen next in the story. Get excited when he/she finds out whether her/ his guess was right.
- Talk about books. Ask about favorite parts. Help your child relate the story to his/her own life. Answer his/her questions about characters and events.
- Build a library or book collection for your child. Suggest that people give books to your child as a gift.

In math, we worked on numbers up to five and putting “one more” on a number. Then we started working with two-dimensional shapes. First, we name the shapes. Then, build the shapes as a class!

KINDERGARTEN

We hope everyone enjoyed the holidays! The New Year holds excitement and learning!

Our listening skills continue to grow, and we hear more and more sounds within words. We practice segmenting or taking words apart and blending or putting sounds together daily. We are having lots of fun with our writing. Our attempts at unfamiliar words are getting better and better. Our reading is improving as well. We are reading stories and poems each day. The children are very excited about reading books on their own.

Math continues to challenge us with making sense of problems and persevering in solving them! We use objects, drawing and counting to put parts together to make a whole. We are learning to write equations and explain how they are solved.

FIRST GRADE

Happy New Year! As we ring in a new year, first grade students are moving forward with their reading skills. The number of sight words students have learned to this point is amazing and the words that they are able to decode independently grows daily! The students are now capable of reading not only short vowel words but also long vowel words with silent e at the end. This newest skill has opened a whole new level of reading skills for the students. Please strongly encourage your child to read to you nightly. This will further improve developing skills and continue them on the path towards being a strong reader who is able to comprehend all they read.



In science, we have begun learning about light and sound waves. They have been working on different types of experiments to gain a deeper understanding of how light and sound travels so that we can see and hear them. Students will be working towards creating a model of an object that would allow them to be seen or heard in a dark, wooded area.

Finally, in math we have been learning to interpret data. They have been learning how to sort information onto a graph. They have also been learning to compare the information on the graph through addition and subtraction. We have also begun working on counting numbers by ones and tens to one hundred from varying starting points.

SECOND GRADE

Happy New Year!

Second graders have been enjoying stories from their unit three reading theme titled "Tell Me About it." They continue to learn how to determine if a story is fiction or non-fiction. In a non-fiction story, students are asked to identify text features and find facts within the text. In fiction stories, students identify story elements within the text. Please encourage your student to take their time when filling out the reading log using personal best printing.

In math, students are filling up their "suitcase" with math strategies to help solve a problem. Students are learning to use mental math, an open number line, a hundreds board, drawing a picture, break apart, partial sums, and more. enVision is paving the way for students to solve two and three-digit numbers with and without regrouping. Remember to practice basic facts with your student at home to build math fluency.

Second grade is experiencing the Project Lead the Way module, Materials Science: Form and Function. In this module, students learn about pollination, seed dispersal by animals, and seed germination. They will also learn how nature has inspired product design, including the invention of VELCRO brand fasteners. Students are introduced to the design problem through the three fictional characters who are planting a wildflower garden at their school. The students are faced with the problem of how plants are already growing in the cleared area and how they will quickly and efficiently disperse wildflower seeds once the area is cleared again.

Please remember, students should dress appropriately for outdoor recess and wear a hat, gloves, warm jacket, boots, and snow pants if playing in the snow. As a friendly reminder, students can keep a bag of extra clothing in the classroom. Be sure the bag is labeled with your student's name. Keep up the great work second grade!



THIRD GRADE

We are so proud of our students' performance this holiday season. We had so much fun celebrating with our classroom socials and Reindeer Games Blowout! We are hoping you all enjoyed your time off with family, celebrating this magical season.

We have just wrapped up our first module in science and have learned so much about life cycles and the importance of honeybees in our lives. Our next module that we will be working on is variations in traits. We can't wait to learn more.

We have begun Topic 7 in math on data and measurement. This is so much fun graphing and analyzing data.

A little thought....**"I just can't do math!"** Be honest. Have you ever said that? Have you heard that statement from your child? The best way to help your child learn to love math is to play with numbers, and to frequently point out the various ways in which math makes our lives easier. By working with tangible objects, and counting, sorting, estimating, measuring, looking for patterns, and solving real-life problems, children learn to think in mathematical terms, without worrying whether or not they're "smart enough" to do math.

Try these activities:

- 1) Challenge him/her to guess at things, and then find the answers. Examples: How many M&M's are in your snack bag? How many of the M&M's are red and green combined? How many minutes do you think it will take to clear off the table after dinner? Which of these cups do you think will hold more juice?
- 2) Have your child compare things: Which is heavier – a cookie or 10 chocolate chips? Who do you think is taller, mom or dad? Which carrot is longer?
- 3) Talk about how you use math in your life: Balancing your checkbook, paying cashiers, changing bills for coins, setting a budget, depositing money, buying gifts, how much fencing it takes for your garden, etc.
- 4) Have your child play a math game with you challenging who can guess the product of a multiplication fact first.
- 5) What time did we start shoveling the snow? What time did we finish? How much time elapsed?

Enjoy thinking mathematically with your child!!!

In reading we are focused on text features and how text features help us as readers to better understand the author's points. We have seen and discussed these in all subjects here in school. Have your child go on a scavenger hunt in text to point out these features and their purpose in the writing.

FOURTH GRADE

Our fourth graders are *FANTASTIC!* Each week our students are learning to process many types of information. Our classrooms are designed with robust cultures for learning, and all students receive the message that while *the work is challenging, we believe that they are capable of great achievements* if they are prepared to **work hard**. We are working hard to convince them of their capabilities. Our students are then willing to devote energy to their tasks, they take pride in their accomplishments, and their pride is reflected in their interactions with classmates, teachers, and family members.

As we move forward in the new year, there are many new opportunities for learning. In our reading series, we are reading stories within the theme: Inside Nature. Our work is helping us to have a laser focus on the text as well as graphic features, and we are analyzing and annotating texts with proficiency. Our writing lessons have us stating a thesis and developing a written essay with reasons that support the thesis statement. In science, we are studying different types of energy in our "Project Lead the Way" program. Please check this out on student laptops. Our math lessons are processing word problems and solving multi-step math problems. This critical thinking is essential for success.

It is important that your child **practice basic multiplication and division facts daily**. Please encourage this practice whenever and wherever possible. These facts are used in some way in every math lesson that we do.

WE LOVE LEARNING!

FIFTH GRADE

Back from holiday break, fifth graders at RDW will jump right back into Project Lead the Way, as we continue to expand our knowledge of science and the world.

Math will bring about new challenges, as we continue to work on division. Providing students with real-life examples of division and multiplication can help them realize the importance of these concepts.

Please remind students to complete homework nightly and be prepared for school. Having books, binders, and other materials ready will help them be successful every day!

There's Snow
Better Time
to Read



TITLE 1

Happy New Year!

I'd like to share some important information that will help you understand the guidelines your child's teacher and I use to evaluate your child as a learner. The Common Core State Standards are the national standards that tell teachers what students are expected to learn in math and language arts. These standards outline expectations that are far different from the expectations of school years ago. Below is a general explanation of the big ideas in the English Language Arts standards, and what parents can do to support these standards at home.

Key Ideas and Details:

This big idea wants your child to read many different kinds of stories carefully. While reading, your child will be working on understanding what is happening in the story, retelling key or important events or things, and determining what details are important to the story.

To help with this standard at home be sure to talk about important parts of the story after reading. For example, what happened in the beginning, middle, and end? Also after reading, encourage your child to summarize or retell the story in his/her own words. If you are reading an informational story, ask questions about the information given.

Craft and Structure:

The standards under this big idea focuses on the author's word choices and why the author chose to use those specific words. These standards also look at how the set-up of varying types of stories like storybooks, poems, plays, and informational stories differ.

To help with this standard at home, call attention to the interesting words and phrases the author uses for emphasis. For example, using the word "enormous" instead of "big." Also, point out the phrases the author uses such as "sick as a dog" or "as fast as the wind." This is also a great time to talk about vocabulary and interesting words. Be sure to point out different features like headings and real photographs in informational stories.

Integration of Knowledge and Ideas:

These standards focus on the students comparing and contrasting detail from stories. In informational texts, students will need to describe important or key ideas using details from the text and tell how two texts on the same topic differ.

At home, talk about how the story illustrations or pictures help the reader better understand the story. Also, try to read different books on the same topic and talk about how the books were alike and different.

Range or Reading and Level of Text Complexity:

To meet these standards teachers will introduce a variety of different books to the children such as poetry, fiction, informational and more. These books will stretch across varying degrees of difficulty to support and extend the students' reading abilities. The ultimate goal is the students' understanding of all these different texts.

The best way to help with this is to develop your child's reading stamina. That means being able to read for longer and longer periods of time. This will also teach your child to persevere or "stick with it."

Remember if you have any questions regarding these standards, please feel free to contact me. Happy Reading!

(The above information was adapted from *Growing Readers* by ReadingRockets.org)

MRS. GERMANI

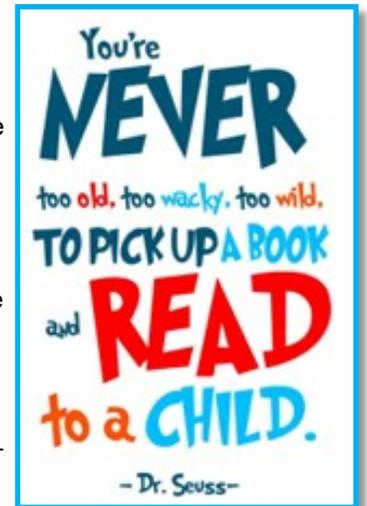
Students at RDW are enjoying some winter-themed school counseling lessons this January. Throughout the year, classes visit Mrs. Germani as part of their specials rotation (about 15 times per year). Here are some of the lessons students are enjoying during these chilly winter days:

Kindergarten

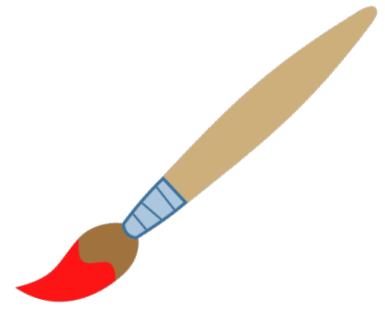
In "The Chill-Out Snowflake" lesson students practice different ways to chill-out (calm down) when they are upset. These strategies include deep breathing, counting to 10, talking to someone, and picturing a relaxing place. In the "Let it Go" lesson children learn the difference between tattling and telling. In other words, when should they tell an adult and when can they let it go. Fun songs and characters from the Disney movie Frozen are incorporated into the lesson.

Third Grade

Students participate in a three-part career series, starting with "How Santa Got His Job." In this lesson, students learn about the difference between a *job* and a *career*. Some of the jobs that helped Santa prepare for his career include chimney sweeper, delivery person, zookeeper, and stuntman. The next lesson helps children understand that their "Skills and Interests" should inspire their potential future careers. In the final lesson, "School-to-Work Connection," Students learn that the school subjects they are studying now will prepare them for the world of work.



Art Class



Art students at RDW celebrated the holiday season with a variety of festive projects! Fourth and fifth graders designed and painted a rustic live edge, wood ornament to bring home. Pre-kindergarten continued their series of seasonal symbol inspired dabbing projects, with cool colored snowflake paintings. Kindergarten tried their hands at realistic drawing for the first time. They combined basic shapes to draw a patterned package, then added a patterned border to finish it off. First graders experimented with unconventional art supplies; they painted the pages of old, damaged novels discarded by Wayne County libraries. They then tore the green painted novel pages and folded pieces around a tree form to wrap a Christmas Tree! The students worked hard and had a wonderful time creating festive holiday art to celebrate the season!

WINTER WONDERLAND



PIC•COLLAGE

