

Terminal Park Elementary

1101 D St SE

Auburn, WA 98002



THE EXPRESS

Terminal Park Families

Spring has arrived and we're well into the third trimester. We're excited to continue having positive learning experiences with our students each day.

School Progress

As many of you are aware, the school district and each school has a strategic improvement plan (SIP) to help us be intentional and effective about setting goals to make progress and following through on action plans to accomplish those goals. As we monitor our SIP, we analyze student assessment data, such as DIBELS and MAP scores, to determine if our improvement efforts are having a positive effect on student learning. Fortunately, the academic growth from fall to winter of this school year has generally been greater than it was last school year. There are examples at each grade level that demonstrate increases in student achievement. Of course, we still have room for growth, but it's encouraging to see that test results indicate we're headed in the right direction.

Lost and Found

The lost and found is overflowing. We will lay the clothing out for the first week of April so that students can more easily find missing items. Please come take a look to see if you can identify lost clothing when you're at the school for book fair (March 31-April 4) or math family night (April 3). If not picked up before spring vacation, the items will be donated.

April Reading Focus

Our reading comprehension emphasis for the month of April will be inferences and predictions. When students read, they should naturally form assumptions about characters, setting, and events and make predictions about what will happen next. This is a big part of what makes reading fun! Like when we watch a movie, we are wondering what's going to happen and what kind of people the characters are and we search for evidence to support our hunches. As with other thinking skills, it's

helpful to practice this both while reading and at other times. As students become more accustomed to using clues, hints, and evidence to making meaning of what is happening around them, they will also apply these skills to be better readers. Please ask them to share inferences and predictions and supporting evidence as you read with them.

April Social Skill

The skill of demonstrating kindness will be a focus of our social and emotional learning for the month of April. Kindness applies to almost every situation we encounter on a daily basis, and we want all students to learn to be more thoughtful about how they treat others. Kindness can be demonstrated both reactively by responding nicely to people who are upset or unkind, and proactively, by looking for ways to do acts of kindness for others. This is obviously a topic that applies at home, and we encourage you to have conversations with your child about kindness.

Preschool (Head Start/ECEAP)

We want to make sure everyone is aware of Head Start and ECEAP (Early Childhood Education Assistance Program), which are comprehensive preschool programs that provide free services and support to eligible children and their families. Please share this information with anyone you know who has preschool-age children. Applications for Head Start and ECEAP preschool for the 2014-2015 school year are now being accepted. You may get an application at the Head Start office at 2234 K St SE or by calling 253-931-4943. Space is limited, so call or come by soon to get your application.

We appreciate everything you do to support the learning of your child. We hope that you will also contribute to our school community as your schedule allows by attending events, volunteering, and supporting PTA. Parent partnership is crucial to the success of our school.

Sincerely,

Tom Dudley, Principal

Reading Corner—John Harlor

Regular Review Helps Elementary Students Master Math Skills

Success in math is built on mastering basic skills. Your child's chances of acing more math tests can improve if you do these things:

- **Regularly quiz your child** on basic math facts: 2×9 , $12 - 4$, $6 + 6$, etc. With your child, make a set of homemade flash cards with the math facts he needs to know. You can use these to quiz your child—at the breakfast table, in the car or while you wait at the doctor's office. He has mastered a math fact when he can answer in fewer than three seconds.
- **Resist telling your child** the answers. Your child will learn better if you show him how to find the answer. For instance, if he doesn't know what 3×5 is, have him draw three parallel horizontal lines. Cross them with five vertical lines. Then have him count the intersections to get the answer.
- **Have your child practice** writing numbers neatly. One quarter of the math errors students make is due to messy number writing. Your child should make sure the numbers are neatly lined up, too.
- **Encourage your child** to work more problems than the teacher assigns. Good math skills come with practice.
- **Challenge your child** to do math "in his head." See if he can figure out a problem without using pencil and paper or a calculator.

El repaso regular ayuda a dominar las habilidades matemáticas

El éxito en las matemáticas se basa en dominar las habilidades básicas. Las oportunidades de su hijo de rendir bien en los exámenes de matemáticas pueden aumentar si usted hace lo siguiente:

- **Examine regularmente** a su hijo sobre los conceptos matemáticos básicos: 2×9 , $12 - 4$, $6 + 6$, etc. Haga con su hijo un conjunto de tarjetas didácticas con los datos matemáticos que debe saber. Puede usarlas para examinar a su hijo, ya sea en la mesa durante el desayuno, en el automóvil, o mientras esperan en el consultorio médico. Habrá dominado un concepto matemático cuando pueda dar la respuesta en menos de tres segundos.
- **Resista la tentación** de decirle la respuesta a su hijo. Aprenderá mejor si le enseña cómo encontrarla respuesta. Por ejemplo, si no sabe la respuesta al problema 3×5 , haga que dibuje tres líneas horizontales y que las cruce con cinco líneas verticales. Luego, debe contar las intersecciones para obtener la respuesta.
- **Haga que su hijo practique** escribir los números nítidamente. Un cuarto de los errores matemáticos que cometen los estudiantes se debe a escribir mal los números. Su hijo también debe procurar que los números estén bien alineados.
- **Anime a su hijo** a resolver más problemas de los que el maestro le asigne. Las buenas habilidades matemáticas se adquieren con la práctica.
- **Desafíe a su hijo** a resolver problemas matemáticos "mentalmente". Vea si puede resolver un problema sin usar lápiz y papel o calculadora.

HEALTH ROOM ~ Colleen Brassington, Nurse and Lisa Cullum, Health Tech ~

Raise a **5210** Champion:

MultiCare is promoting the 5210, Ready, Set, Go. This is a simple guide for children, youth, adults and families to follow:

- 5 servings of fruits and vegetables
- 2 hours or less of recreational screen time
- 1 hour or more of physical activity
- 0 drinks with added sugar

These are basic goals for all family members to use to develop healthy lifestyle habits. Eating five plus servings of fruits and vegetables, drinking more water and being physically active are key ingredients in growth

and development, says Peggy Norman, MS, RD, CDE at MultiCare Mary Bridge's Pediatric Family Wellness clinic.

It is helpful to ease into a new plan. You might start with stopping the sweet liquids, it is cheap and a relatively easy change to make.

It is helpful that parents adopt healthy lifestyle changes themselves and serve as role models for their children. We adults need **5210** just as much as the kids. No quick fixes, no radical diets, just slow, **positive** change.

Counselor Corner ~ Heidi Erdmann & Julie Gragg

Helping Kids Handle Worry

It's natural for kids to worry and some may worry more than others. Luckily, parents can help kids learn to manage stress and tackle everyday problems with ease. Here are some ways to help your kids manage what's worrying them:

Find out what's on their minds: Be available and take an interest in what's happening at school, on the team, and with your kids' friends. Take casual opportunities to ask how it's going. As you listen to stories of the day's events, be sure to ask what your kids think and feel about what happened. Talk about their worries. Ask for key details and listen attentively. Sometimes just sharing the story with you can help lighten their load.

Show you care and understand. Being interested in your child's concerns shows they're important to you and helps kids feel supported and understood. Reassuring comments can help — but usually only after you've heard your child out. Say that you understand your child's feelings and the problem.

Guide kids to solutions. You can help reduce worries by helping kids learn to deal constructively with challenging situations. When your child tells you about a problem, offer to help come up with a solution together. In most situations, resist the urge to jump in and fix a problem for your child — instead, think it through and come up with possible solutions together. Problem-solve *with* kids, rather than *for* them

Keep things in perspective. Without minimizing a child's feelings, point out that many problems are temporary and solvable, and that there will be better days and other opportunities to try again. Teaching kids to keep problems in perspective can lessen their worry and help build strength, resilience, and the optimism to try again.

Make a difference. Sometimes kids worry about big

stuff — like terrorism, war, or global warming — that they hear about at school or on the news. Parents can help by discussing these issues, offering accurate information, and correcting any misconceptions kids might have. Try to reassure kids by talking about what adults are doing to tackle the problem to keep them safe. Be aware that your own reaction to global events affects kids, too. If you express anger and stress about a world event that's beyond your control, kids are likely to react that way too. So look for things you can do with your kids to help all of you feel like you're making a positive difference.

Offer reassurance and comfort. Sometimes when kids are worried, what they need most is a parent's reassurance and comfort. It might come in the form of a hug, some heartfelt words, or time spent together. Sometimes kids need parents to show them how to let go of worry rather than dwell on it. Know when it's time to move on, and help kids shift gears.

Highlight the positive. Ask your kids what they enjoyed about their day, and listen attentively when they tell you about what goes great for them or what they had fun doing. Give plenty of airtime to the good things that happen. Let them tell you what they think and feel about their successes, achievements, and positive experiences — and what they did to help things turn out so well.

Be a good role model. The most powerful lessons we teach kids are the ones we demonstrate. Your response to your own worries, stress, and frustrations can go a long way toward teaching your kids how to deal with everyday challenges. Look on the bright side and voice optimistic thoughts about your own situations at least as often as you talk about what bothers or upsets you. Set a good example with your reactions to problems and setbacks. Responding with optimism and confidence teaches kids that problems are temporary and tomorrow's another day.

Adapted from an article by D'Arcy Lyness, PhD.

Music Notes ~ Hillary Spear

It seems everyone is singing in the spring! From the birds in the morning to frogs at night, and of course, our students throughout the day.

Kindergarten students are learning to sing and recognize high and low pitches. They are also learning to count and clap rhythms.


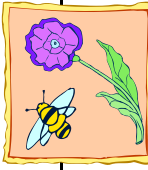


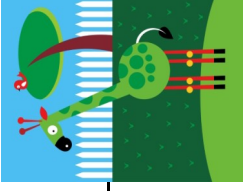
Third graders performed Martin Luther King, Jr. assembly in January, played rhythm bingo games, and are singing about spring.

Fourth graders performed Veteran's Day assembly in November, and are now in the middle of their recorder instrument unit.

Fifth graders participated in the District Choral Festival in January, finished their Classroom Based Performance Assessment for music using body percussion, explored Bach and Handel, and are finishing a unit on information and recognition of 20 various music styles.

I am expecting a baby in late April so will not be teaching at the end of this school year, but I have a fabulous substitute ready and eager to teach music! I will see you all next year! Have a wonderful, music-filled spring!
Mrs. Spear

April 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
	BOOK FAIR MARCH 31 THROUGH APRIL 5 IN THE LIBRARY					
				MATH FAMILY NIGHT/BOOK FAIR NIGHT 5:15-7:30		
6	7	8	9	10	11	12
	SPRING VACATION APRIL 7-11					
						
13	LATE START MONDAY 14	15	16	17	18	19
	5TH GRADE CAMP—TUESDAY THROUGH FRIDAY—PARENT P/U AT SCHOOL AT 12:30					
	20	21	22	23	24	25
	LATE START MONDAY	EARTH DAY 				
27	LATE START MONDAY 28	29	30			26
					1ST GRADE PACIFIC SCIENCE CENTER And 2ND GRADE WOODLAND PARK ZOO	