

November  
24th, 2020

WWW.SPRINGBLUFFPIRATES.COM

573-457-8302  
adanz@springbluffpirates.com



## No Early Release Fridays this Year

### Upcoming Events

Thanksgiving Break— No School	11/25- 11/29
Midterm Reports Go Home	12/2
Signed Midterm Reports Due Back	12/4

### This Weeks Attachments:

- Reading Connection—  
Beginner and Intermediate

**Thanksgiving Break will begin Wednesday,  
November 25th. Classes will resume  
Monday, November 30th.**



The results are in on the online auction held this past weekend. The total raised was \$8000.00 . Thank you to the parents, staff and community members for making the online auction a huge success!

### **If my child is not ill but there is a positive COVID individual in our household, what should we do?**

- Everyone in the house should quarantine and your child(ren) will attend school virtually. Contact the school and notify them that your child is in quarantine due to a household exposure. The health department will reach out to you when they receive your lab results with more instructions and when quarantine ends for everyone in the house.

### **If my child has received a positive COVID test result, what should I do?**

- Notify the school immediately, 573-457-8302.
- **If you receive results after school hours, please email [jjenkins@springbluffpirates.com](mailto:jjenkins@springbluffpirates.com).** Contact tracing will begin immediately to eliminate further spread in the building. Your Child will learn virtually while on quarantine.

The health department will notify parents when the positive child can return to school.

### **What does it mean if I have been notified that my child is a close contact to someone with COVID?**

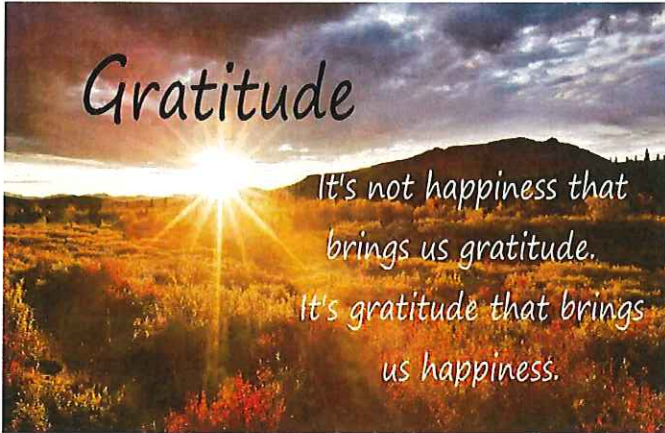
- Your child has been within 6ft for 15 minutes or more of an individual who tested positive for COVID.

## Spring Bluff Pirates



### Counselor's Corner

Katie Richarz  
School Counselor  
kricharz@springbluffpirates.com



### Substitute Bus Drivers Needed

We are looking for substitute bus drivers, starting pay is \$15.98 per hour.

Please contact Mr. League  
mleague@springbluffpirates.com if you are interested in becoming a substitute driver.



### Substitute Custodians Needed

We are looking for substitute custodians, starting pay is \$13.04 per hour.

Please contact Mrs. Jenkins  
jjenkins@springbluffpirates.com if you are interested in becoming a substitute custodian.

## Spring Bluff Parents as Teachers

The Parents as Teachers (PAT) program is a research based early childhood home visiting framework (virtual at this time) that builds strong communities, thriving families and children who are healthy, safe and ready to learn. PAT helps to establish positive partnerships between home, school, and the community and plays a vital role in supporting families and children from the very beginning toward school readiness. A trained parent educator emphasizes parent-child interaction, development centered parenting and family well-being in their work with families. The PAT program consists of four components: personal visits, group connections, screenings, and resource referrals. Together, these components provide families with children, prenatal to kindergarten entry, a program of support so that children are able to reach their full potential.

For more information, please contact our parent educator, Pam Richards at (573) 457-8302 or prichards@springbluffpirates.com.



@springbluffrxv



@springbluffpirates

### Basketball Game Schedule

Games and Tournaments are always changing. Visit our School Website for the most recent updates on the 2020-2021 Basketball Schedule.

Website:  
<http://www.springbluffpirates.com>



Go Pirates!

## Sporting News & Events



Tuesday, December 1st

Thursday, December 3rd

4B/7B @ Home vs. Strain Japan @ 5:30 pm

4B/5B @ Home vs. IC @ 5:30 pm

# Reading Connection

Tips for Reading Success

Beginning Edition

November 2020

Spring Bluff Elementary School

Mrs. Jeannie Jenkins, Superintendent

## Book Picks

Read-aloud favorites



### ■ *Big Red Lollipop* (Rukhsana Khan)

Rubina is excited about going to a birthday party. But then her mother insists that her little sister Sana tag along, and Sana eats Rubina's party favor! Later, when Sana is invited to a party, she makes it up to Rubina. Based on a true story from the author's childhood.



### ■ *The Secret Explorers and the Lost Whales* (SJ King)

A diverse group of young adventurers must rescue a pod of humpback whales in this first book of the Secret Explorers series. Your child will learn facts about whales as marine-life expert Connor and his fellow explorers try to successfully complete their mission.



### ■ *How to Read a Book*

(Kwame Alexander)  
This vivid picture book presents reading as an experience to savor. It begins with suggestions for finding a great spot to read, compares opening a book to peeling a juicy clementine, and encourages readers to take their time and enjoy every word.

### ■ *Good Night, Mr. Panda/Buenos Noches, Sr. Panda* (Steve Antony)

Mr. Panda is ready for bed, but each of his friends has forgotten to complete a task in their nighttime routine. As he reminds them what to do, he realizes that he can make an occasional mistake, too. This bilingual English-Spanish book is part of the Mr. Panda series.



## A growing vocabulary

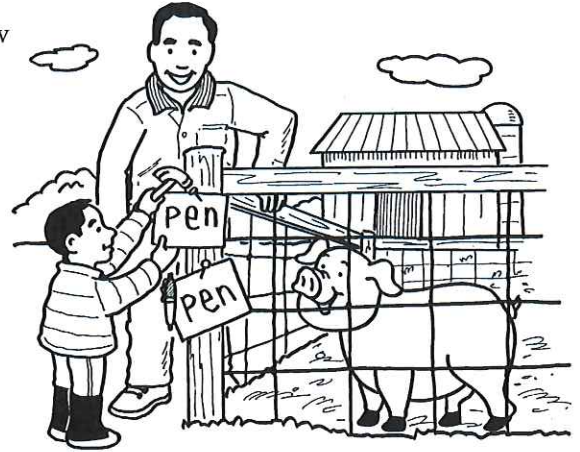
Hearing, learning, and using new words can make them a permanent part of your youngster's vocabulary. Try these strategies to increase the number of words he knows.

### Weave in words

When you talk with your child, try using a few words he may not know. If you're gardening together, you could say, "These beets are a nice color. Can you think of anything else that's *magenta*?" or "The sky is *overcast* today. Look at all those clouds." Hearing new words on a regular basis will naturally expand his vocabulary.

### Draw pictures

Illustrating new words will make it easier for your youngster to remember them. When he hears one (say, *parched*), tell him what it means (very thirsty), or look it up in a dictionary together. Then, help him write the word on a sheet of paper and suggest that he draw a picture. For *parched*, he might draw himself reaching for a big glass of water. *Idea:* Suggest that he staple his drawings



together to make his own vocabulary booklet.

### Multiple meanings

Pick an everyday word that has two totally different meanings, such as *pen* (a writing tool or a place for pigs). Say one definition, and ask your child to come up with the other. *Additional ideas:* *ball* (a round toy or a big dance), *star* (a shining object in the sky or a celebrity), *foot* (a unit of measurement and a body part). How many can your youngster think of?♥

## Write an ode

Your child can show gratitude during the Thanksgiving season—and enjoy writing poetry at the same time—with this activity.

Explain that an ode is a poem that expresses emotion toward a person, place, or thing. Ask who or what she's thankful for. She might choose a grandparent or a teacher, or perhaps your home or dog. Have her think of what she appreciates about the person or object.

Now help your youngster write the ode as if she's addressing the person or object—and include specific details she's grateful for. *Example:* "Oh, Grandma / How I love your silly jokes! / Your smile is always bright / Playing games with you makes my night."♥



# Explore plot patterns

Predictable books follow a pattern—and noticing patterns can help your child follow the story. Here are popular patterns along with craft projects that will boost your youngster's comprehension.

**Repetitive story.** Read a book with a repeated refrain, such as *It Looked Like Spilt Milk* (Charles G. Shaw). Afterward, your youngster could glue cotton balls on blue paper to show each cloud in the book. Have her repeat



the refrain—“Sometimes it looked like”—and point to each cloud. Also try: *Goodnight Moon* (Margaret Wise Brown), *The Little Red Hen*, and *The Gingerbread Man*.

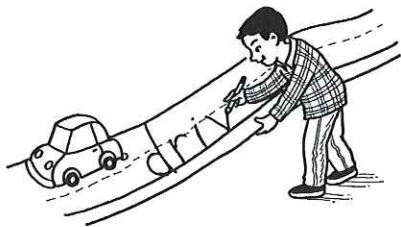
**Circular plot.** These stories end the same way they began. Read *If You Give a Moose a Muffin* (Laura Numeroff), and help your child make a paper chain. On separate strips of paper, she can draw and label something the moose was given. Have her tape the ends of each strip together, linking all the loops in a circle. Now she can use the chain to tell the story. Also try: *The Mitten* (Jan Brett), *The Relatives Came* (Cynthia Rylant), and *Stephanie's Ponytail* (Robert Munsch).♥

## Q&A Lowercase first?



**Q** When I was in school, we learned to print capital letters first. Why is my son starting with lowercase letters?

**A** Lowercase letters appear more frequently in books than capital letters. And since learning to write letters also teaches your child to recognize them, knowing the more common ones first will make reading easier.



The trickiest part of writing lowercase letters is remembering where to write different parts of each letter.

Try this: Draw a “road” (with a dotted line between two solid lines) and add a line below it for the road’s “shoulder.” Now your son can write letters with each part in its own “lane.” For *d*, he would put the circle under the dotted line and the stick extending to the top solid line. And for *p*, the stick would go down to the shoulder.♥

## Parent to Parent

### Reading diverse books

My daughter Andrea recently found a library book about a little girl whose family came from Guatemala—just like ours. Andrea seemed proud and excited to recognize Spanish words sprinkled throughout the book and to see pupusas on the family’s dinner table.

I asked the librarian for more books with Spanish-speaking characters. She was happy to help, and said children feel comforted and valued when characters remind them of themselves. The librarian also explained that kids learn to appreciate diversity when they read about characters whose lives are different from their own.

Thanks to this advice, Andrea and I have also read books about families from Mexico, Peru, Nigeria, and Japan. My daughter is discovering that she has a lot in common with children who speak or eat differently than she does—from the games they play to the way their parents tuck them in at night.♥

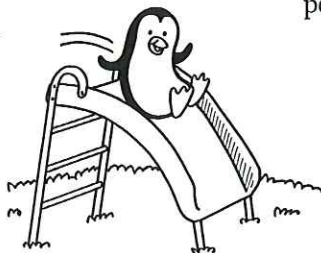


## Fun with Words

### Terrific tongue twisters

Tongue twisters are tricky-talking-tremendous teachers! They help your child hear sounds in words and pronounce words more clearly. Here’s how he can say and create his own tongue twisters.

1. Recite familiar tongue twisters such as “How much wood would a woodchuck chuck if a woodchuck could chuck wood?” Ask your youngster to tell you what sounds are repeated (w and ch).



2. Together, brainstorm a list of words that start with the same sound, like *penguin*, *park*, and *purple*.

3. Now your child can use the words to make up a tongue twister. (“The playful penguin went to the park to play on the purple playground.”) Have a silly time together saying his tongue twisters. What a fun way for him to hear and say the sounds!♥

### OUR PURPOSE

To provide busy parents with practical ways to promote their children’s reading, writing, and language skills.

Resources for Educators,  
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# Reading Connection

Working Together for Learning Success

November 2020

Spring Bluff Elementary School  
Mrs. Jeannie Jenkins, Superintendent

## Book Picks

### ■ *Liberty Porter, First Daughter* (Julia DeVillers)

Liberty's life changes when her dad is elected president of the United States. Follow along as she gets used to living in the White House, attending a new school, and following all the rules that come with being the president's child. Book 1 in the First Daughter series.



### ■ *Ostriches* (Rachel Poliquin)

From the Superpower Field Guide series, this nonfiction book is filled with fascinating facts about ostriches. Your child will meet an ostrich named Eno and learn how this grumpy two-toed animal survives in the African savanna,



what special features he has, and much more.

Includes illustrations and a glossary with science terms.

### ■ *Poetry for Young People: Langston Hughes* (David Roessel and Arnold Rampersad)

Young readers are introduced to a famous African American poet in this illustrated collection. The compilation contains Hughes's poems about hopes and dreams, plus an introduction and a biography of his life.

### ■ *The Vanishing Coin* (Kate Egan)

When fourth-grader Mike and his new friend Nora discover the local magic shop, owner Mr. Zerlin teaches Mike his first magic trick. From that point on, Mike is hooked! Find out how Mike's life changes—and learn magic tricks—in this first book in the Magic Shop series.



## Subject-area writing

When your youngster answers questions in her social studies book, explains how she solved a math problem, or completes a science lab report, she needs strong writing skills. Encourage her to practice writing with these at-home activities for each subject.

### Social studies

Suggest that your child interview a relative or family friend about a historical event she studied in class. A grandparent, an aunt, or an uncle might remember watching the first moon landing or the fall of the Berlin Wall. Your youngster could write about the event through that person's eyes and include details like names, dates, and places.

### Math

Hooray! Your child figured out the math problem that had her stumped. Before she moves on to the next one, have her write a step-by-step description of how she did it. She'll practice explaining her math thinking and putting her



thoughts in logical order. Plus, she'll have a handy reference when she needs to solve similar math problems.

### Science

Which brand of stain remover or lint roller works best? Ask your youngster to do a science experiment using household products. She can write an explanation of her procedure and record the results, just like she does in science class. *Tip:* Let her post the write-up, complete with photos, on the refrigerator so family members can learn which product "won." ■

## Hooked on classic fiction

Spark your child's interest in fiction by steering him toward tales you enjoyed at his age or ones he liked listening to when he was younger. Here are two ideas.

**1. Read classics.** Suggest books from your childhood. He might like Michael Ende's *The Neverending Story* or Fred Gipson's *Old Yeller*, for instance. Perhaps he'll be inspired to read more classics and find his own favorites.

**2. Rediscover fairy tales.** Different cultures have their own versions of various fairy tales. Have your youngster type a familiar title (*Cinderella*) into a library database. He may be surprised by the differences in *Yeh-Shen: A Cinderella Story from China* by Ai-Ling Louie or *The Rough-Face Girl*, an Algonquin Indian version by Rafe Martin. ■



# A reading checklist

Good readers use many different strategies to help them understand books. Share this checklist with your child. He can monitor his comprehension—and get back on track if things don't make sense.

Before I begin reading, I ask myself what I already know about the topic. I use this knowledge to help me learn new information in the text.

When I read difficult material, I stop and think after each paragraph or section to make sure I understand it. I might summarize it in my head or on paper.



I reread parts that are confusing. If I'm still stuck, I ask a teacher or parent for help.

I read between the lines to figure out events or information that the author didn't come right out and explain.

I jot down questions when I read nonfiction. I check to see whether my questions are answered later in the text.

I predict what's going to happen next in a novel. Then I read on to see whether my prediction was accurate. ■

## Mark it, flag it

A bookmark that's also a tracking tool? We have just the thing! Your youngster can make this simple bookmark and use it to learn and get ideas from what he reads.

First, have him cut a bookmark-size strip from cardboard and decorate it with crayons or markers. Then he could glue a small pad of sticky notes to the top. As he reads, he can use the sticky notes to:



- Write down unfamiliar words to look up later.
- Flag passages to share in class.
- Think of character names or details for a story of his own.
- Mark names of cities or countries he'd like to visit.
- Note a new sport or hobby to try.
- Jot down a personal experience, a movie, or another book that he's reminded of. ■

## Q&A How to give—and get—feedback

**Q** During “writing workshop,” my daughter’s classmates give each other feedback on their stories. Nicole feels uncomfortable giving and receiving criticism. How can I help?

**A** Encourage your daughter to think of feedback not as criticism but as making the writing the best it can be. It’s a good idea to start by saying something nice about her classmate’s story, such as, “I really like this plot twist.” Then, if she sees something that could be improved, she might try, “I got confused here” or “I’m not sure what you meant when you said ...”



Meanwhile, *getting* feedback will show your child how others view her writing. If a classmate says, “I don’t understand why your character would do that,” Nicole may decide to change the character’s action. With time, she’ll get more comfortable giving and getting feedback—and see its value. And this experience will serve her well in the future, since giving and receiving criticism is often part of a job. ■

## Fun with Words Don't make a word!

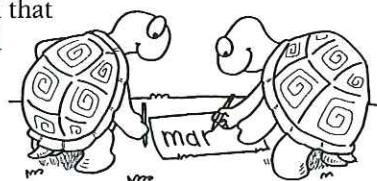
Force your opponent to add the last letter to a word in this game that boosts spelling and vocabulary skills.

To start, think of a word (*moment*), and write the first letter (*m*) on a sheet of paper. Your child should come up with a word that begins with *m* (it will probably be different from yours) and write the second letter of her

word (add *a* to *m* for *match*). On your turn, think of a word that starts with *ma* and add the next letter (*r* for *marble*).

Continue until a player is forced to complete a word that has four or more letters. For example, if your youngster adds *e* to *mar*, she spells *mare* and loses.

*Note:* A player must have a real word in mind when adding a letter. If someone is challenged, she has to say the word she’s thinking. ■



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