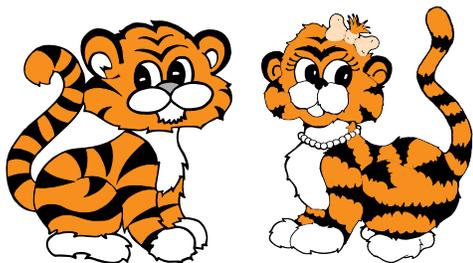


MARCH PAWPRINTS

***“KINDNESS
AND
ACCEPTANCE”***



Principal's Message

March, 2018

Dear PRS Community,

Thank you to all who came out for parent/teacher conferences this month. It is a great time of year to report on progress, and set goals for the remaining two months of school. This is also the time of year that I begin thinking about and planning for the upcoming school year. Part of that planning includes preparing class lists. Please see the district's policy related to class lists.

The process of planning for next year's classrooms will begin in May. This process involves many hours on behalf of a team of classroom teachers, special education teachers, the reading consultant, and the school principal. This team works together to create classrooms that are academically and socially well balanced.

One aspect of this planning is parent/guardian input. By completing a *2018 - 2019 Class Placement* form, parents/guardians may provide information about their child that they feel would be relevant concerning consideration for class placement. Examples may include academic, behavioral, psychological, or physical needs. The *2018 - 2019 Class Placement* form is available upon request through either a visitation or a phone call to your school office. Parent/guardian input will be considered by the team as overall decisions are made regarding next year's classes.

Although parents/guardians may have an individual teacher preference, no specific teacher's name should appear on this or any other request.

Parents/guardians of students who are moving to another school may complete a *2018 - 2019 Class Placement* form at either their current school or their receiving school.

Final class placement decision is the sole responsibility of the school principal.

The *2018 - 2019 Class Placement* form will be available on or about Monday, April 23, 2018.

Please call or visit your school office to obtain a copy. The *Class Placement* form must be returned no later than Monday, May 7, 2018.

I am looking forward to the next couple of months of school and seeing everyone at the upcoming PRS spring events!

Fondly,
Michelle Dixon, Principal





Happy Spring! Wow has time flown! We had a blast with our Leprechaun Traps for St. Patrick's Day. The leprechauns sure were mischievous in our classrooms. We didn't catch any, but there's always next year. We have just begun our **Mammal Non-Fiction Unit**. Looking for a table of contents, labels, captions, & diagrams keeps us busy. We are learning about finding key details in a text. PebbleGo.com is an awesome resource right on the student page of the PRS website.

It's going to be number lines, groupings, rules, and teen numbers in this next math unit. We are still practicing writing our numbers, especially the **teens**. The direction and order of the numeral is very important.

There are **50 Kindergarten Sight Words** your child needs to know by June. We have less than 60 days, so practice, practice, practice. You may want to play memory with them, make flash cards, or find them in books. Please make sure **all reading books** return to school daily. Look around the house to see if you may have some at home. We have a number of books missing from our classrooms at this time. Thank you!

Notes from Second Grade

Second grade has had an exciting month! We have been learning all about life lessons through fables and fairy tales. Students chose their favorite fable and with help from Mrs. Desmond during their art classes, created "Wanted" Posters for the character who behaved badly in the story. If you have a chance, come see their amazing work in the 2nd grade hallway. We also spent some time comparing fairy tales around the world. We focused primarily on Cinderella and read tales from: France, Egypt, China, India, and Kenya.

Math was equally as exciting, as we completed our unit called The T-Shirt factory, which provided students with great opportunities to form a basic understanding of regrouping and borrowing within 1000. This unit also offers the opportunity for cooperative learning in which students worked in a factory to maintain inventory for their t-shirt company. We have just begun our study of fractions in 2nd grade and look forward to learning more about halves, thirds and fourths.

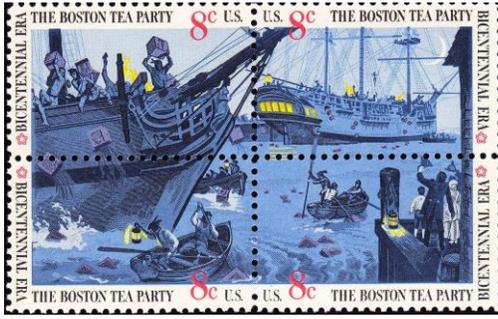
First Grade Mathematicians

How can I help my child with **MATH**?

- Count your steps as you take a walk. Count by 1's, 2's, 5's, and 10's.
- Give your child story problems to try and solve. Have your child **explain** how to solve the problem.
- Let your child help you cook. Cooking involves a lot of counting and measuring.
- Help your child learn math **vocabulary**.
- Give your child coins to practice counting money.
- Have children point out patterns they find.
- Show your child that math is in our everyday lives.

Third Grade News

Should 5th graders get to sit in the back of the bus? Should the town build a new PRS school? Should kids be allowed to vote for president? These are some of the many questions 3rd grade students are discussing, debating, and writing about in school, and their answers may surprise you! Students are reading books and articles with controversy- a school that bans tag at recess, an article about whether or not zoos are the best thing for animals, and even what age kids are big enough to ride without a booster seat. Students are learning about effective ways to communicate their opinion, and using facts help make their opinions stronger. Ask your child what topic they have chosen to write about.



Fourth Grade Studies

Colonial Boston

By: Anna Bates, Beckham Mills, and Cameron Lawler

In the month of March we learned about Colonial Boston. One thing we did was that we made Colonial Boston out of paper. It included houses, popular buildings, docks, ships, and more! We learned some reasons why some people were Patriots or Loyalists. Some of these reasons were that Great Britain was taxing the colonists without letting them vote for parliament. The Loyalists were afraid to rebel against their mother country.

There were many acts that had taxes such as the, Stamp Act, Sugar Act, Townshend Act, and the Tea Act. The acts are the things that were taxed on such as, molasses, newspapers, dice, playing cards, legal documents, paint, lead, glass, paper, and tea. The Quartering Act forced the colonists to let British Soldiers live in their homes. Lastly, the Tea Act gave the East India Company special advantages over other tea companies.

Also, we learned about the Boston Massacre and how the fight began. We also learned about the Boston Tea Party and how the colonists dressed up as Indians. As you can see we learned a lot about Colonial Boston and its history.

5th Grade

WHAT'S NEW IN FIFTH GRADE

by Pindar Chen, Zoya Goyal, and Aiden Keegan

We have been busy in all our curriculum units in 5th grade. We are working hard and learning so much.

In our new science unit, we have been learning about Earth's Systems. We made a water cycle in a bag.

We put water and blue food coloring in a baggie and hung it on the window so that we could observe the changes over four weeks. We also drew clouds and a sun on the bag. The blue food coloring represented pollution. We learned that only the clean water evaporated, leaving the pollution behind. We also made a terrarium with plants, rocks, pebbles, soil, and worms. We put big rocks on the bottom with pebbles, then we added soil. Lastly, we added three Canadian night crawlers! We did this to learn how the earth's systems work together. These systems are the biospheres, the hydrosphere, the geosphere, and the atmosphere. This unit was fun and an exciting way to learn about the earth's systems working together.

Our humanities unit focused on reading and writing about issues with the environment. We read nonfiction articles and books and took notes on issues that impact the environment. We learned that humans play a big part in many of these issues. We also learned that there are ways to help solve these environmental issues. In writing, we learned how to write editorials. After researching an environmental issue in the computer lab, we read articles, took notes, and wrote editorials about environmental problems caused by humans such as: global warming, poaching, and pollution. We were trying to convince people that much of the destruction is caused by humans but that they can work to solve these problems. This unit has also taught us how to state our opinions.

During our math unit, we learned how to add, subtract, multiply, and divide with decimals. We learned that with multiplying decimals, all you have to do is do what you regularly do and then find out how many places you need to place the decimal point in your answer. We focused on thinking about whether or not our answer made number sense. We used the hundredths grids to help us. We even learned some new decimal games such as: Decimal Double Compare, Decimals In Between, Fill Two, and Closer to One. We sure did have fun learning decimals.

These were all really exciting units. We are anxious to continue learning in 5th grade!



ART MUSINGS

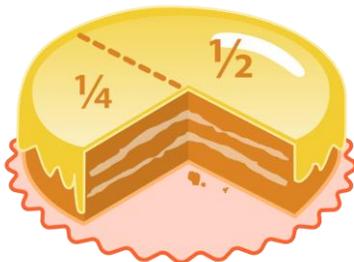
By: Lynsey Desmond

Congratulations to the artists selected for this year's "Art @ the Capitol" honors: **Arnab Chakravarty** - grade 4, **Aida Abaza** - grade 5 and **Sneh Detroja** - grade 5! They will be attending, along with their art teacher and families, a special program to talk about their art work at the Capitol in downtown Hartford on Friday, March 23rd.

Keep the date for: the **2018 Annual K-12 Art Exhibition**, on Thursday, April 19th, from 6pm-8:30pm, at the South Windsor Public Library.



Aida, Arnab, Sneh
Art at the Capitol 2018



Fun with Fractions!

At this point of the year, almost all the grades have either finished their fraction units or are working on them now. Our students are working on building a

deep understanding by doing hands on activities, using manipulatives like Fraction Bars, and playing fractions games. For examples, in First Grade students worked at a "rug store" and had to design square rugs that were half one color and half another color. This is their first formal exposure to fractions being equal pieces and fraction notation, in a fun context. Fourth Grade was solving the problem, "How much of a group of sub sandwiches does everyone get in every group, when you go one a field trip?" That leads into equivalent fractions and computation of fractions, while solving this situation.

The more exposure to build the understanding of fractions and strengthen their number sense will always make a positive impact. Vocabulary is very important, so when you are talking fractions use the correct language.

- *Unit Fraction*: a fraction with 1 as the numerator
- *Numerator*: the top number in a fraction that shows the number of parts you have
- *Denominator*: the bottom number in a fraction that shows the number of equal parts
- *Proper Fraction*: a fraction that is less than 1
- *Improper Fraction*: a fraction that is greater than 1

Some activities you can do are play Fraction War. Use a deck of card (ace - 9), then deal out the entire deck. Each player turns over two cards, the smaller one is the numerator and the larger one is the denominator. Next each player reads their fraction, and whoever has the larger fraction wins. Keep going until all the cards are gone. As a challenge, when the players are turning over their cards whatever their first card they flip is the numerator, and the second is the denominator, this allows for improper fractions!

Another activity is cooking, use a recipe that includes fractions. This can generate curiosity and allow them to be hands on, such as $\frac{1}{2}$ cup of milk only filling a measuring cup halfway.

Here is a Chocolate Chip Cookie recipe:

Chocolate Chip Cookies

- 1 cup shortening
- 2/3 cup white sugar
- 2/3 cup brown sugar
- 2 eggs
- 1 ½ cups flour
- 1 tsp salt
- 1 tsp baking soda
- 1 ½ cups chocolate chips
- 1 tsp vanilla
- 1/3 cup chopped nuts
- 2 cups oatmeal

The most important thing we can do to support our children is to make sure they are understanding the value and meaning of the fractions and they don't get frustrated.

Have fun with your child,
Julie Ratajczak
PRS Math Coach/Interventionist



Alternatives to TV and Video Games

By: Lisa Cleveland, Resource Teacher

Is your child drawn to an electronic device like a bug to light? Does your child have an electronic device in their room?

It takes time and planning to fill in the time your child spends in front of electronics. Here are some alternatives to do without TV, video games or computer:

1. Take electronics out of your child's room and limit the use of time spent with these.
2. Play board game or card game (Uno, Checkers, Scrabble)
3. Make some play dough to have on hand. **

4. Take runs hiding different items in the house. Give clues to where the item is.
5. Nice weather - take a walk.
6. Make a craft.
7. Bake cookies or plan and make dinner with your children.
8. Always set aside time to read together.

****NO COOK PLAY DOUGH**

- 1 cup all-purpose flour
- ½ cup salt
- 1 tsp. cream of tartar
- 1 cup water
- 1 Tbsp. vegetable oil
- 6 drops food coloring

These Ideas should get you started thinking about fun ways for your child to spend time away from a screen!

| | |
|--------------------|------------------|
| Principal | Michelle Dixon |
| Secretary | Lisa Lovett |
| Clerk | Carol Scheuing |
| Nurse | Colleen Heneghan |
| Main Number | 648-5025 |

Visit our Website:

www.southwindsorschools.org/prs

Important Dates

- March 30 - Good Friday - No School
- April 4 - Early Release Wednesday
Parent Teacher Conferences
- April 9-13 - April Vacation
- April 18 - Early Release Wednesday
Parent Teacher Conferences
- April 23-25 - Scholastic Book Fair
- May 2 - Kindergarten Parent Orientation
- May 7 - Class Placement Forms Due

