

Glenwood Elementary

Vestal Central Schools



FEBRUARY 2019

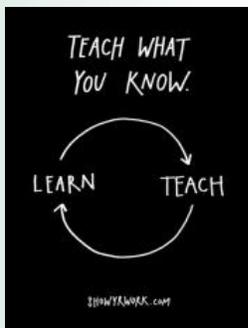
Dear Glenwood Families,

On January 17, all of our Glenwood students participated in the Wonder, Create, and Explore Kick Off activities that Molly Russell set up throughout the building. For the first time ever, we didn't have stations for them to rotate through, or a presentation for them to watch. They worked in cross grade level groups and traveled around the building solving clues together and searching for QR codes. It was a beautiful thing to see. They were having so much fun, and our older students made me proud as they mentored and guided their younger friends and helped them along. They were motivated, excited, and completely engaged in the work they were doing. In fact, I don't think they thought of it as work at all. Thank you to Molly Russell for all of her work in preparing for that day.

It's no surprise to any of us who work in education that a motivated learner is a successful learner. No matter what the content, if the student wants to learn and has a desire to know more, the chances of that learner taking it all in are much greater. At the elementary level, especially for our youngest students, they typically come to us filled with motivation to learn. They are excited to be here, and want to know more. As they get older, some of the "thrill" of learning can sometimes diminish. And that is why it's critical that we provide opportunities like those kick off activities and the Wonder, Explore, and Create Fair so that our students continue to see the joy that comes from learning and so that they can explore topics that they are interested in.

Most years, we have at least half of our student body participate in our Wonder, Explore, and Create Fair. That's an incredible feat! And I truly believe it is mainly because of two things – the tradition that we have here with the GSCA and the committee of parents and staff members who organize the fair, and also because of the support of our Glenwood parents in helping their children prepare and assemble the projects. If you haven't had the opportunity to see how much fun it can be for your child to be part of the fun, I hope that you will this year.

I'm looking forward to learning from our students as they present their projects. We are all learners and we are all teachers. Every single day. Part of membership in a learning community is understanding our responsibility to contribute, and also appreciating it when others go out of their way to "teach" us.



Doreen McSain
Principal – Glenwood Elementary

Notes from the Health Office

Dental Health Month

February is National Children's Dental Health Month. Representatives from Valley Dental Pediatrics in Endicott will visit our kindergarten students and teach them about dental health.

Please remember to take your child for regular dental check-ups.

Please have the dentist fill out the dental health form when your child goes for his/her check-up. Forms are available in the health office or on the district website. It is requested that forms be submitted for kindergarten, first-, third- and fifth-grade students.



Friendly Reminders

*If your child tends to have chapped lips, please send any brand of Chap-Stick to school in your child's backpack

***Please remember to call the Health Office at 757-2293 (not the Main Office),** if your child will be absent or late coming to school even if the teacher is already aware.

Mrs. Kirchheimer

February News

~Mrs. Morgan
&
~Mrs. Turner

5th Grade

If you have questions or concerns please don't hesitate to contact your students teacher!

MATH

It's hard to believe that we are already in Module 4 in Math! Students have been learning how to add, subtract, multiply and divide fractions. It's been very exciting to see the growth in students with these skills.

SCIENCE & SOCIAL STUDIES



Students in both classes have been working on researching a country in the Western Hemisphere, and creating Google Slides from their information. In Science students will be learning about what engineers do, and practicing skills that engineers use every day.

Reading and Writing

We are almost done with the Lucy Calkins Non-Fiction unit in Reading. Students have spent a great deal of time reading non-fiction texts and doing the hard work of reading and breaking down complex texts. In conjunction with the non-fiction unit, students are also using various resources to conduct research.

In writing, we are wrapping up the Literary Essay unit, where students read a fiction text, make a claim about that text, and then use evidence from the text to back up their claim. Some great classroom discussion has resulted from their claims!

As important as Math, Reading, Writing, Science and Social Studies are, we also spend a lot of time talking about being kind. One of the many goals of fifth grade is to have students leave here being responsible and respectful to all those around them.

This is what teamwork looks like!

Mrs. Borgeson's class was very proud of their collaborative sculpture they created in Mrs. Merta's art class. They started separately, then joined their structures together to make a city.



GLENWOOD ELEMENTARY COUNSELOR'S CORNER

This year, Dr. Pariseau, our school psychologist, and I are going in to classrooms to teach our Glenwood students about the Zones of Regulation. If you hear your child talk about what zone they are in, or "being in the blue/green/yellow/red zone," they are talking about how they are learning to self regulate. Below is a brief explanation of what the Zones of Regulation are about. If you find your child, taking deep breaths, getting a drink of water, or counting to 10, they just might be using one of the tools to help regulate their brain and body. Read below to find out more information about the zones, and please contact me if you have questions or would like more information.

Stephanie Mitsakos

Zones of Regulation Information for Parents

Life is 10% what happens to us, and 90% how we react to it. ~ Charles Swindoll

Self-regulation is something everyone continually works on, whether we are cognizant of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).



What are The Zones of Regulation?

The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

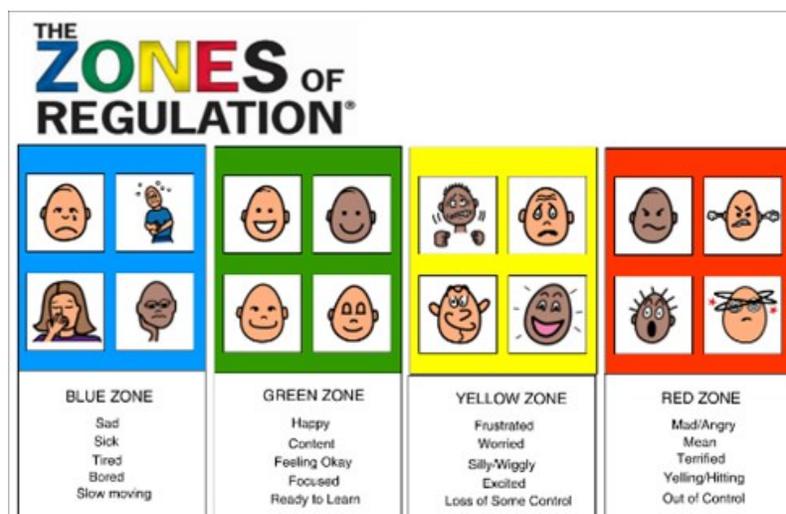
The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. **This is the zone where optimal learning occurs.**

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go.” A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs, where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them. For example, when playing on the playground or in an active/competitive game, no one would think twice about one being in the Yellow Zone, but that would not be same in the library.



Report to PARENTS

Encourage Your Child's Creativity to Flourish

Creativity has been called a key 21st century skill. That means it—along with skills like communication and critical thinking—will help students navigate the increasingly collaborative and information-rich world that awaits them once they leave school. The arts have been shown to boost students' academic performance, perseverance, self-confidence, and more. Here are strategies for supporting your child's creativity.

Take stock of your toys. Flashy electronic toys are fun, but they don't offer children opportunities for open-ended, imaginative play. Make sure to have basic art supplies—paper, crayons, glue, clay—at home, along with toys like building blocks, puzzles, or costumes for dress-up.

Cut the screen time. Set limits on TV and iPad time. Try designating a certain time during the week when your entire family will put down cell phones and work on a creative project.

Embrace mistakes. Children who are afraid of failure are less likely to think creatively. Teach your child that mistakes are opportunities for growth. Ask, "What could you do differently next time?" Be patient with your child—and model patience as he or she learns new skills or tries a new project.

Encourage curiosity. Don't squelch kids' natural curiosity by being frustrated when your child asks lots of questions. Embrace it! Ask, "What if" questions, and encourage your child to use his or her imagination.

Offer constructive praise... Too much praise can make a child "hooked" on success. Instead of offering general praise ("You're so smart!"), offer specific feedback that praises your child's effort or the process he or she used ("You found a great way to paint that scene," or "I can tell you've been practicing.") Offer non-verbal praise (a hug



or a thumbs-up), or implicit encouragement by displaying your child's work on the refrigerator.

...but step back sometimes. If a child feels constantly watched, he or she may be less likely to try new ideas. Give your child space to play on his or her own. Wait until your child is finished drawing to ask what he or she has made.

Look for community resources. Check your local library, museum, or community center for art classes or workshops to try new creative skills. Keep an eye out for poster or story contests offered by community organizations, too. Or, try teaming up with a neighbor or friend to host an art playdate. Some projects can be time-consuming or expensive, but working together with other families can help ease the burden.

Web Resources

Visit Crayola's **Creative Parenting Web page** for activities and tips to spark creativity at home.
bit.ly/creativeparenting

The **Tinkerlab** offers dozens of hands-on art, science, writing, and craft ideas for families to try.
tinkerlab.com/

At **The Artful Parent** blog, explore interviews with children's art experts along with lists of the best supplies.
artfulparent.com/

Glenwood Happenings

- 6 Orchestra & Band Concert, 7 pm
- 12 BOE Meeting
- 14 Kindergarten Valentine Parties in classrooms, 10:45-11:30 am (Parents invited)
- 15 No School
- 18 No School - President's Day
- 21 Wonder, Explore, Create Fair, 6:30 pm
- 25-3/1 Kindergarten Registration
- 25 GSCA Meeting, 6:30 pm
- 26 BOE Meeting
- 28 Grade 3 Living Museum, 12 pm (Parents invited)

