

SMITH TIMES

Friday, March 13, 2015

Volume 23, Number 24

The Principal's Corner

Greetings!



We are pleased to report that a grand total of \$1,033.38 was raised for the Vermont Children's Hospital as part of

the annual Big Change Round-up sponsored by WOKO. Many thanks to Mrs. Christine Tetrault, one of our Kindergarten teachers, for once again organizing this event. I'll be dyeing my hair blue today and having myself duct-taped to the wall as part of my promise if we raised \$1,000.00 or more for this most worthy cause.

Many thanks to Mr. Neil Delaney and his team of volunteers for making "Math Night" such an exciting and educational event on Wednesday evening. We had an impressive turnout, and everyone had a good time playing games, completing puzzles, and discovering how fun Math can be!

We are also so appreciative of the community volunteers who come in each week to read to students in three of our Kindergarten and Grade 1 classrooms. The individual attention and support each child receives is a valuable part of the program.

Our annual Science Fair takes place next week. We are eager to see the projects on which students have been working. Please join us for this event next Thursday evening (March 19th) from 6:30 to 7:30 p.m.

The Burlington City Arts Annual Children's Exhibition Ceremony will take place next Wednesday, March 18th from 5:00-6:00 p.m. in City Hall's Contois Auditorium. Several of our

students will receive awards from Mayor Miro Weinberger for their art projects.

Please sign up for Parent-Teacher Conferences if you have not done so already. Conferences will be held during the week of March 23rd. You may sign up online (as has been done for the past few years) using the PTCFast system. Please call the school at 864-8479 if you need more information or assistance.

Our generous P.T.O. is sponsoring an Artist in Residence Program entitled "Poppins and Hook" with parent and local dance instructor Nikki Boutin. The instruction will take place during students' scheduled Physical Education classes, and the performance for parents/guardians and other members of our community will take place on Friday, April 10, 2015. We hope you will be able to join us for this special presentation.

The student placement process for the 2015-16 school year has now begun. Students will be bringing home today copies of the Parent/Guardian Information Form for Student Placement. Please complete one form for each of your children to be enrolled at our school next year. Additional copies can be found on the informational kiosk in the main lobby. **Completed forms are due at the main office on or by Friday, March 27th, the last day for Parent-Teacher Conferences.**

Thanks for all you are doing—and will do—to make our school community one of safety, respect, and responsibility for all who come through our doors.

Calendar of Events



- 3/19:** “Poppins and Hook” Artist in Residence Program Begins
- 3/19:** Science Fair (6:30-7:30 p.m.)
- 3/23-3/27:** Parent/Teacher Conferences.
Sign-up period: 3/11 – 3/25.
- 4/2:** Family Bingo and Musical Cake Night (6:00-7:30 p.m.)
- 4/10:** “Poppins and Hook” Performance (1:30 p.m.)
- 4/13:** P.T.O. Meeting/Dinner (5:30-7:00 p.m.)
- 4/20 – 4/24:** Spring Vacation
- 5/11:** P.T.O. Meeting/Dinner (5:30-7:00 p.m.)
- 5/25:** Memorial Day Holiday
- 6/4:** Appreciation Assembly (8:30 a.m.)
- 6/5:** Field Day
- 6/5:** End of School Picnic (5:00-7:00 p.m.)
- 6/12:** Farewell Assembly (8:30 a.m.)
- 6/12:** Last Day of School for Students (11:30 a.m. dismissal)

News from Around the School



Ms. Kerrin Flanagan’s Grade 1 students are making 10 as an addition and subtraction strategy. They are also practicing adding and subtracting 10 from any number. When they read stories, they are making predictions about them. They published their “small moment” stories and shared them with their classmates.

Mrs. Patty Kissell’s Grade 2 students are working hard on their Raz-Kids reading program at home. They are also learning mental Math strategies, cursive writing, and about Force and Motion

Mrs. Nicole Bahrenburg’s and Mrs. Kelly Mancuso’s Grade 3 students held their Invention Conventions this week. Students thought of various inventions, constructed them and then wrote reports about them. When parents, guardians, and other community members visited, students gave oral presentations about their inventions. Students described their projects very well!

Applications for BSD Early ED:

The Burlington School District Early Education Program is now accepting applications for our preschool classrooms for the 2015-2016 school year. Children must be 3 years of age by September 1st, 2015. Morning and afternoon sessions are offered at each of our sites: JJ Flynn, Integrated Arts Academy, Ira Allen, and the Sustainability Academy.

Applications can be downloaded by going to the BSD web page (www.bsdrv.org/parents/registration/prek) and submitting to Diana Langston, BSD Early Ed Program, 150 Colchester Ave., Burlington, VT 05401 or email to dlangsto@bsdrv.org. All applications will be reviewed with notification of acceptance beginning April 1st. Spaces are limited. Please contact us at 864-8463 if you have further questions.

C.P. Smith School Parent/Guardian Information Form for Student Placement

Our school values the input of parents and guardians in the process of placing students in classrooms for the next school year. This process also includes valuable information from teachers, who strive to create classrooms balanced for a variety of factors. Please complete and return to the main office one form for each of your children. Placement teams will begin their work soon, so please make sure we have your form(s) on or by Friday, March 27, 2015, so we may consider your input as part of this process.

Name of Student: _____ **Current Grade:** _____

Date of Birth: _____

Name of Parent(s)/Guardian(s): _____

Please consider this information about my child when making placement decisions:

My child's academic, social, or emotional strengths are:

My child's academic, social, or emotional challenges are:

My child enjoys school: Always Sometimes Never

My child is able to resolve peer conflicts: Always Sometimes Never

My child demonstrates responsibility (brings home newsletters, completes homework, etc . . .): Always Sometimes Never

My child asks for help when needed: Always Sometimes Never

My child works well with the following peers:

My child does not work well with the following peer(s) (if applicable):

This is other important information about my child that should be considered:

Math+Science Connection

Intermediate Edition

Building Understanding and Excitement for Children

Charles P Smith Elementary School
Principal

INFO BITS



Open-door angles

Doors at your house are the perfect place for hands-on practice with angles. Take turns opening or closing a door and asking, "Acute, right, or obtuse?" Partially open a door, and it's an acute angle. Open it straight out, and it's a right angle. Open it wider, and it's obtuse.

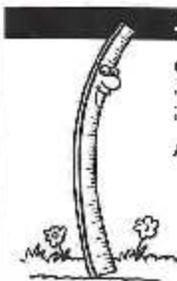
Habitat for rent

Help your child think about what animals need to survive (soil, food, water). Then, have her choose an animal (monkey) and write a classified ad for a home that will meet its needs. Example: "Tall tree in a tropical rain forest. Large river nearby for drinking. Plenty of leaves, fruit, and insects to eat."

Book picks

The Man Who Counted. A collection of mathematical adventures (Odsalva Isban) combines an adventure story with interesting math puzzles.

Learning about the solar system is fun when planets tell the story themselves. Dan Green's *Astronomy: Out of This World!* contains fascinating facts and details along with cartoon illustrations your youngster is sure to love.



Just for fun

Q: What has three feet but no legs, or arms?

A: A yard.

Fractions of fun

Understanding fractions is much easier when your child can visualize them. Here are ideas to help her see—and use—fractions.

Keep a diary. Show her that fractions are a part of everyday life.

For a week, have her record and illustrate each one she notices. For instance, she might write, "We had a half day of school today," or "Mom asked for $1\frac{1}{2}$ pounds of turkey at the store." How many examples can she find and draw?

Play a game. Have each player cut a sheet of construction paper into six horizontal strips. She should leave the first one a whole and then cut the second one in half (fold it, and cut along the fold), and the others in thirds, fourths, sixths, and eighths. With bits of modeling tape, label a die $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, and "wild." To play, roll the die, and lay the matching



piece of paper or your whole strip (for "wild," choose any piece). The goal is to be the first to fill your strip without overlapping any pieces (for example, $\frac{1}{2} + \frac{1}{4} = 1$ whole strip).

Put in order. Together, make a set of fraction cards, with one fraction per index card ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, $1\frac{1}{2}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{2}$). Shuffle the cards, and see how quickly your youngster can put them in order. Then, while she closes her eyes, lay the cards in order but leave out a few. Give her the missing cards, and have her put them where they go.

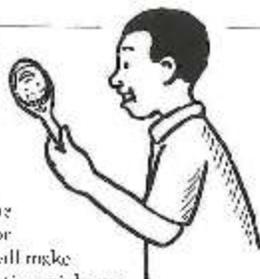
Look at me!

Help your youngster learn about the science of optics with this mealtime activity.

Have him look at himself in a clean spoon. What happens if he looks in the bowl of the spoon? (His top side down.) What happens on the other side? (His right side up.)

Next, have him bring his finger toward the spoon and watch what happens on each side. The bowl (the concave side) will magnify his finger, or make it look larger. The back (the convex side) will make his finger look smaller. Ask your child how scientists might use this information to make eyeglasses, cameras, or telescopes.

Tip: He can remember which side is which by thinking of concave as "caves in."



Multiply and divide

Learning to multiply and divide can be more about thinking than memorizing. Strategies like these can help your child practice.

Make it fun

Practice using toys or food. If your child collects toy animals, you might ask, "How many legs do 4 horses have?" He can "skip count" the legs by 4s (1, 8, 12, 16) to see that $4 \times 4 = 16$. If he has 17 pretzels and wants to give 3 friends an equal amount, he can "deal them out." He'll see that each person gets 5, and there are 2 left over: $(17 \div 3 = 5)$, remainder 2.



Use what you know

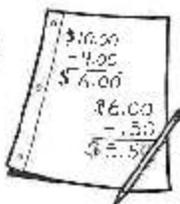
Encourage your youngster to look for clues to help him solve problems. For 8×7 , he could consider other facts he knows: "I know 4 groups of 7 = 28. There are 18 groups, so I can double that answer. If $28 + 28 = 56$, then $8 \times 7 = 56$." For $30 \div 5$, he might say, "I know $10 \div 5 = 2$. There are three 10s in 30, and $3 \times 2 = 6$. So $30 \div 5$ must be 6."

Q & A Ask math questions

Q: I've never felt comfortable with math. How should I talk to my children about what they're learning in math class?

A: Try to show enthusiasm for what your youngsters are doing in math. You might ask them each day at dinner or homework time what they studied in math that day. Let them explain the concepts they're working on, and follow up with questions. For instance, if they're learning about decimals, you could ask how decimal points are used in money (they separate the parts of a dollar from the whole dollar).

Then, when your children finish their homework, have them show you how they solved a few problems. As they explain their methods to you, they'll be reinforcing their own skills. And they'll be proud to be teaching you something!



MATH CORNER

Find, build, compute

What do a shoebox, book, and refrigerator have in common? They are all rectangular prisms, or solid shapes with rectangles for their faces (sides). Encourage your child to explore geometry with this common shape.

Volume. Let her build a rectangular prism out of dice, sugar cubes, or same-sized Legos. Her model should be solid, with no hidden spaces. When she finishes, have her figure out the volume (count the cubes along the height, width, and length, and multiply the three numbers together). To check her math, she can take apart her structure and count all the cubes.

Dimensions. Give your youngster 36 blocks, and see how many different sizes of rectangular prisms she can build. Have her record dimensions of each one. Examples: $2 \times 2 \times 9$ and $2 \times 3 \times 6$. What do the sets have in common? (Each product equals 36.)



SCIENCE LAB

Save your breath

Your youngster can inflate a balloon without using his breath. A chemical reaction will do the job for him.

You'll need: empty plastic soda bottle (20 fl. oz.), $\frac{1}{2}$ cup water, 1 tsp. baking soda, uninflated balloon, lemon juice

Here's how: Have your child add the water and baking soda to the bottle, close the cap, and swirl it around until the water is cloudy. Then, help him stretch out the

balloon and place the opening over the top of the bottle, leaving a small space. He should very quickly add a little lemon juice, seal the balloon completely over the bottle, and shake lightly.

What happens? The balloon inflates.

Why? When you mix an acid (lemon juice) with a base (baking soda), they create carbon dioxide. The molecules spread out as the gas forms, pushing against the walls of the balloon and causing it to inflate.



OUR PURPOSE
To provide busy parents with practical ways to promote their children's math and science skills.
Resources for Educators:
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