

NEWS & TIDINGS

WARWICK COMMUNITY SCHOOL

Elizabeth Musgrave, Principal
February 2017

SAVE THE DATE:
SCHOOL VACATION WEEK: Feb. 20-14
REPORT CARDS GO HOME:
PARENT TEACHER CONFERENCES:

WINTER FEST!! Our afternoon was all smiles, as students and staff enjoyed

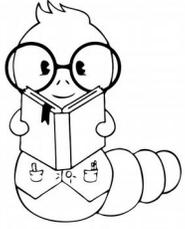
our New England Winter by sledding, snowshoeing, and building snow forts and sculptures! Warmest thanks to Tracey and Wayne Kirley for supplying wood and Warwick Firefighters, Bill Lyman and Robert Masterson for overseeing our fire and keeping us safe as we enjoyed our campfire. We'll all sleep soundly tonight!



HOW WILL YOUR GARDEN GROW? Our WCS PTO is running the annual Fedco seed fundraiser! Order forms have gone home with students. Our PTO's fundraisers support many events including our WCS Garden Club - which we are all looking forward to! Warwick community members may place orders through our students, or at the town library.. We hope to sell 100 packets again this year so that we can participate next year. Thank you so very much for all your support!
Tracey Kirley, Fundraiser Coordinator

THE WARWICK COMMUNITY SCHOOL COUNCIL will be reconvening after the February break to continue its fine work. This is an important group of parents, teachers, administration and Warwick community members that contributes to policy, governance, and the continuous improvement of our school. We will meet once a month beginning March 16. Please call Trish in the office, or speak with Elizabeth, if you would be willing to serve on our School Council.

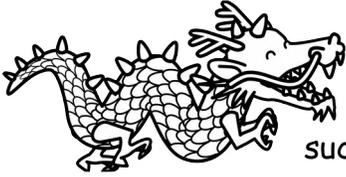
UPDATED WCS HANDBOOK: Changes have been made to our WCS Family Handbook to bring it into alignment with recent state requirements. It is available



to you on-line at our WCS website: wcs.pvrsk12.org/. A printed copy is available from our WCS office upon request.

HOORAY FOR OUR WCS SCHOLARS!! Like athletes, our 3rd, 4th, 5th and 6th grade scholars will train for stamina, strategy and skill every Tuesday and Thursday afternoon for an hour beginning after the February vacation. You might ask why. They are preparing for the MCAS.2 testing that will begin in April. They are real winners and we're so-o-o proud of them all!

DRAGONS DANCE AT WCS We did have fun! Thank you to our PTO for a tasty pizza supper, and to Erika Nygard, Kerry Cooke and Tom Ziniti for all their efforts with planning and leading activities. Thanks especially to everyone who came and made our evening such a splendid Chinese New Year celebration!



DRESSING FOR WINTER FUN! (Winter Recess Dress)

- **BOOTS:** When there is snow on the ground, children without waterproof winter boots must stay on the plowed portion of the pavement in order to have dry feet in the classroom.
- **COATS:** During winter months, all children must go outside wearing the coats they wore to school. On a warm day, a student may choose to remove their coat, if also wearing a long sleeved sweatshirt or sweater.
- **SNOWPANTS:** Snow pants must be worn for activities that involve sitting, building or climbing in deep snow, including sledding, sliding, snow forts.



OUR CLASSROOM BUZZ...

KINDERGARTEN and GRADE 1: With the snow days and delays his month, it has been challenging so far to create momentum in our units, but we are always busy and focused and we fill all our time with great learning! In math, Grade 1 is just beginning a unit on place value, and Kindergarten is working with groups of 10 to make teen numbers.

In writing, we are working on a non-fiction unit, in which children write to teach others about something they know. After a brief introduction to this type of writing, the children will write a nonfiction piece about and animal they choose to study.

Our reading unit is also nonfiction. For read alouds, we are exploring biographies. For starters, we have read about MLK, Jr., Jackie Robinson, Albert Einstein and others. We talk about



the character traits of these famous people as part of our social studies unit. Soon we will study American symbols.

Ms. Allison

White

GRADES 2 and 3: Second and third graders have been busy exploring all aspects of nonfiction writing--from exploring a wide range of nonfiction books in reader's workshop, to becoming authors of nonfiction books themselves. They've been excited to receive the small gifts of new knowledge that they encounter whenever they learn some new fact from one of their books.

We've been busy turning ourselves into scientists and engineers as we explore invisible forces of force, motion and magnetism in science. Students have constructed bridges out of just two pieces of paper that can hold over 100 pennies! We've also explored creating fair tests to test the amount of friction different materials possess and making our own slides to carry out these tests. We'll soon be moving into exploring magnetism with more hands on activities!

Both grades are studying time. This year is a big year for the third graders, as they start the complicated concept of elapsed time. I'm confident in their abilities to shine! Second grade will learn to tell time to the nearest 5 minute increment, which is different from their work as first graders when we only worked in hours and $\frac{1}{2}$ hours. Most already understand an analog clock, so I am confident this new work will come easily to them! **Ms. Kristyn Gibbs**



GRADES 4 and 5: Fourth and Fifth graders have been immersed in the Age of Exploration. Students are reading and researching explorers who discovered the Americas. We are also learning about women and African Americans who explored things, such as Matthew Henson, Sacajawea, and Amelia Earhart. We have even programmed our own quiz show game in Scratch about the explorers.



In math, we are working on fractions and decimals. Fourth graders are working on comparing fractions and the fifth graders are beginning to divide larger numbers to prepare them for dividing decimals.

We are perfecting the art of argument essay writing. The students have been working on locating evidence to support their arguments and quoting articles in their essays. After the break, we are going to put these skills to the test as we research our own topics and find evidence to support our opinions.

We have been hard at work creating inventions in our Makerspace as well. We have used every day items to create lunch boxes and phone cases, airplanes and bridges, and most recently a chute for Valentine hearts. The students are

becoming familiar with the engineering and design process and are quickly moving towards independent problem solving. We are the proud recipients of both a FEE grant and a Donor's Choose grant that are helping us to obtain some of the technology needed to further our creative process.

Coming soon! A publishing party for our argument writing, units on electricity, and a study of the 13 colonies. March promises to be full of exciting projects in science and social studies, as we begin preparation for MCAS testing in math and ELA.

Ms. Christine Mullen

GRADE 6: As winter flies by, so does our full curriculum! Since January, 6th graders have completed World Religions and are beginning to learn about the geography of countries in Europe and East Asia. They will work on making Google Slide presentations of countries that they choose to study in more depth.



Students have completed our unit on plant and animal cells. Cells are the basic units of living things. They build tissue and organs. It follows, then, that we will begin to study human body systems. We are starting with the musculoskeletal system and then we will learn about the cardiovascular, respiratory, digestive, and nervous systems. Most importantly, we will learn how these systems are interconnected to support the incredible human machine.

With all of our studies of countries and human body systems, we have the perfect opportunity to focus on the skills necessary for reading nonfiction texts for main ideas, supporting details, and depth of knowledge. These are the skills we are working on during our reading blocks. We will then carry these skills into our research for science and social studies units.

In math we have launched into "Expressions and Equations" which includes writing, interpreting, and analyzing expressions, exploring equivalent expressions, representing and describing quantitative relationships, and solving equations and inequalities. Pretty impressive stuff!

All the while, the 6th graders continue to be kind to each other. They are fun and funny, creative and helpful, and great role models for our younger students, as they blossom into young adults and get ready for 7th grade. **Ms. Lynn Hansell**



MUSICAL NOTES! Heading into spring, I notice it's now light when I walk the dog in the morning and drive to school. Even though we are getting so much snow, it does seem to be melting quickly. The 4/5 and the grade six classes will be learning songs in Russian and Japanese, learning about pentatonic melodies and doing some composing of melodies and ostinati. The

2/3 class will continue their exploration of recorders for about another 4 weeks or so before resuming singing and dancing. The K/1 class will be investigating rhythm instruments and rhythms, while continuing to sing, move, rhyme, read and count. It's going to be a busy spring! **Ms. Kim Wallach, Music**



READERS' NOOK! Repeated Readings

All children love games and challenges. Challenge your child to beat his own reading record through repeated readings of the same passage. Follow these steps for a highly motivating and effective strategy to increase your child's reading fluency.

1. Choose, or have your child choose, a short selection he enjoys reading. The selection should be between 50 and 200 words in length. This selection should be just difficult enough that your child can read and understand it, but cannot yet read it fluently.
2. Tape or have your child tape his first oral reading of this passage. Undoubtedly, the reading will be slow and choppy.
3. Then, ask your child to read the passage several times (at least four) until he or she is able to read it fluently. You can discuss with your child the analogy of athletes developing their skills by spending considerable time practicing the same basic movements until they develop speed and effortlessness.
4. Last, tape or have your child tape a final oral reading of the passage. Listen to the difference in fluency between the two readings and celebrate your child's success! Most of all, have fun! **Mr. Tom Ziniti, Reading Specialist**

COUNSELOR'S CORNER I am enjoying settling into my role at WCS.



Although I have yet had the opportunity to meet all the WCS parents, I have most definitely loved getting to know all the children.

I have had the privilege of being able to co-teach in all of the classrooms, where I have been welcomed by the teachers and children. The classroom work has included Bucket Filling in grades 2/3 and Bullying Prevention in grades 4/5. I am currently co-teaching a Social Skills/Thinking Curriculum in grades k/1 and supporting the classroom climate in grade 6.

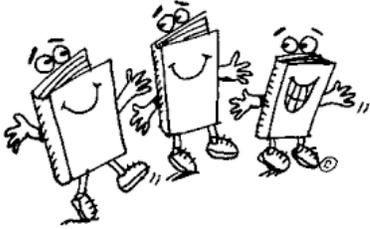
I feel so fortunate to be a part of this school community and I can truly say I thoroughly enjoy being with your children. WCS is a special place and your children are wonderful! They are innately kind and caring and the way they treat

one another is positively heartwarming. I look forward to getting to know more of the children's parents and siblings as the year progresses. Feel free to contact me if you think I can be supportive or helpful to you in any way.

Take good care and stay warm.

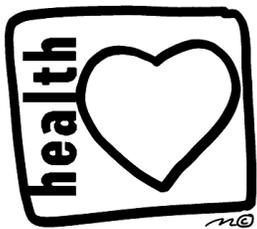
Ms. Beth R Davis,

LICSW, School Adjustment Counselor



LIBRARY LEARNING! We had great fun learning about Chinese New Year, a different culture than our own. It was fun to discover the animals in the Chinese calendar's zodiac, and the story of the "Great Race" was terrific fun! It was such a pleasure to see how engaged the students were, and those who helped put together the telling of the story of the Great Race during our literacy event and Chinese New Year celebration, did such a fantastic job! Well done!

Meanwhile, second and third graders have been discovering some of the resources available to them through the library for their non-fiction projects. They are learning that the library provides more than just books, and that there is a wealth of digital information available. The Internet, however, is a massive and confusing place for young people, therefore I have offered digital resources through our online access to the Encyclopedia Britannica. I have started discussing putting together a student newsletter, where students tell their own news. I have been encouraging the 6th graders to think about where they go for good sources of information. Look out for some great stories soon! **Erika Nygard, Librarian**



HEALTH NOTES! It is National Children's Dental Health Month
Mouth guards: Sports equipment that protects the smile

It's easy to take some things for granted until they're suddenly gone. Have you ever thought about how it would feel if you lost one or two of your front teeth? You'd probably avoid smiling. It would be

uncomfortable talking with someone face-to-face. It wouldn't be easy pronouncing certain words. And how about eating an apple?

Each year, thousands of teens get hurt on the playing field, the basketball court, or while skateboarding, biking or during other activities. Blows to the face in nearly every sport can injure your teeth, lips, cheeks and tongue.

A properly fitted mouth guard, or mouth protector, is an important piece of athletic gear that can protect your teeth and smile. You may have seen them used in contact sports, such as football, boxing, and ice hockey.

However, you don't have to be on the football field to benefit from a mouth guard. New findings in sports dentistry show that even in non-contact sports such as

gymnastics, rollerblading, and field hockey, mouth guards help protect teeth. Many experts recommend that a mouth guard be worn for any recreational activity that poses a risk of injury to the mouth.

There are three types of mouth guards: ready-made mouth guard; mouth-formed "boil and bite" mouth guard; and custom mouth guard made by your dentist. All three kinds provide protection but vary in comfort and cost.

The most effective mouth guard will have several features: It should be resilient, tear-resistant and comfortable. It should fit properly, be durable and easy to clean, and not restrict your speech or breathing.

Generally, a mouth guard covers only the upper teeth, but in some cases the dentist will instead make a mouth guard for the lower teeth. Your dentist can suggest the right mouth guard for you.

Here are some suggestions for taking good care of your mouth guard:

- Before and after each use, rinse it with cold water or with an antiseptic mouth rinse. You can clean it with toothpaste and a toothbrush, too.
- When it's not used, place your mouth guard in a firm, perforated container. This permits air circulation and helps prevent damage.
- Avoid high temperatures, such as hot water, hot surfaces or direct sunlight.
- Check for tears, holes and poor fit. A mouth guard that's torn or in bad shape can irritate, and lessen the amount of protection it provides.
- Have regular dental checkups and bring your mouth guard along so the dentist can make sure it's still in good condition.

Don't take your teeth for granted; protect your smile with a mouth guard.

Used with permission from the National Children's Dental Health Month Program, American Dental Association

Ms. Suzanne Linden, School Nurse



HAPPY WINTER VACATION!