



## From the Principal

As I write this message, the leaves are just beginning to display their new colors, and we are certainly appreciative of the onset of fall weather at Lincoln. It has been a very hot September, and although it didn't deter our great start, there were days we were cooked to "medium rare" by dismissal time.

We are off to a great start with our building-wide theme, "Fill It to the Brim." We chose this to expand on our "Bucket Filling" initiative that we began last spring. For those who didn't get the message, it is based on the premise that a "bucket" represents a person's emotional wellbeing, and everyday we either fill another's bucket with positive words and support (and in the process, fill our own) or we dip into someone's bucket with disrespect and cruelty.

This supports our Code of Conduct, and our on-going mission to promote cooperation, kindness, and good character at Lincoln. We had a very enthusiastic kick-off assembly in Septem-

ber where the children got to see the "Code" acted out by their teachers. (We may not win any Oscars, but the kids got the point and had some fun filling a gigantic bucket in the process.) Ask your child what kinds of things Felicia Filler and Diane Dipper would tell you to do (or not do)!

Along with improving their acting skills, our teachers have been very busy working on our new intervention initiative. This involves the creation of a 30-40 minute period each day, targeted to meeting individual student needs. This may provide extra help in reading or math, additional practice in basic skills, or enrichment for those students who are working above grade level. Since we have no additional staff to accomplish this, we are working on some very creative ways to utilize our personnel and meet the challenge. We will share more as this develops over the year.

The other big challenge this year is the adoption of our new Language Arts program for grades K-2.

There are many new materials, programs and assessments, and this will certainly be a year of exploration for students and teachers alike.

Along with these new programs, our 5th grades have begun their instrumental music lessons, and our 4th grades are once again participating in the Reach Out and Dance Program, provided through a grant from the Cuyahoga Valley Youth Ballet. We also continue to work on our Service Learning initiatives, and our wellness action plan, which includes our daily walking club.

And lastly, a big thank you to our parents and families who supported a successful magazine fundraising campaign. We broke our school record, and raised enough money to purchase another Smart Board for our classrooms. The children were rewarded with a great day of fun and exercise bouncing and climbing on the inflatables. It's families like yours that help make Lincoln such a special place to learn.

Mrs. Rose Heintz



## October Events

Picture Retake Day	8
PTA Board Meeting, 7 p.m.	13
Evening Conferences	14
NO SCHOOL	15
Marco's Pizza Night	19
Red Ribbon Week	25-29
Early Release Day, Halloween Parties and Parade	29
Market Day Pick-Up, 5-6 p.m.	Nov 3

## Conferences are Coming Soon

Our first conferences are being held the evening of **October 14**. These are for parents whose teachers have requested early conferences. Another round of Parent-Teacher confer-

ences will be held during the day on **November 12**. If you are not scheduled to attend the October 14 conference, you will receive a letter later in the grading period for the November

conferences. If you feel a more pressing need to talk to a teacher, please don't wait until November. Just send a note or call your child's teacher at (330) 926-3803.

## Early Release Day on Halloween

Since October 29 is an early release day for students, our traditional Halloween parade will begin about 12:00 noon at the front door, and will wind around the building, weather permitting. Parties will begin in the classrooms immediately after the parade, and children will be released at 1:20 p.m. You will receive a flyer later in the month

with specifics. Once again, we ask for your cooperation and good judgment when choosing the costumes. Due to overcrowding in the classrooms, only Room Parents will be permitted to go to the classrooms after the parade. Please cooperate to help make this an enjoyable time for the children.

AM and PM Kindergar-

ten will also have shortened days on October 29. Morning kindergarten will go from 8:45 to 11:00 a.m. Afternoon kindergarten will begin at 11:45 and end at 1:20. Buses and daycare facilities will be notified, but parents should confirm with the centers. Kindergarten children should come dressed in their costumes on that day.

## Picture Retakes

Picture Retake Day is Friday, October 8. Ripcho Photography will return for picture retakes of those students whose pictures were unsatisfactory, and for those who were absent on the original day pictures were taken. You may use the original order form, or request a new one from the office.

## Extra Candy Needed

And speaking of Halloween, if you find yourself with extra candy left over after trick or treat, consider donating it to our Roaring Lions Program. We go through

lots of it each week, as we pull lucky winners who have received Roaring Lion awards. Please only send wrapped candy that YOU have purchased yourself.

## 3rd Grade State Achievement Testing

On Tuesday, October 5, our 3rd graders took the reading portion of the Ohio Achievement Test. We hope to get the results back by the end of October. These early

scores will be very helpful in guiding our instruction for the remainder of the year. The following tests will be given in May:



## Breakfast Program

We are glad that so many families are taking advantage of our morning breakfast program. However, PLEASE make sure that you do not send children to school before 8:20, when the doors open.

There is no adult supervision before that time.



**Third grade:**  
Reading and Math

**Fourth grade:**  
Reading and Math

**Fifth grade:**  
Reading, Math, Science

## Magazine Sale Completed

Our annual Magazine Sale has just been completed! Thank you **SO** much for your help. We had the most successful sale ever, and the money earned will provide us with many extras, which we would not

otherwise have. We are continuing to work on purchasing Smart Boards for the classrooms. Also, if you would like to order magazines after the sale (for yourself or as a gift), or renew at any time,

you can now go to our web site and click on the icon for Great American Opportunities. Lincoln will receive 40% of the subscription cost throughout the year.

## Peacemaker News

Congratulations to the Peacemakers of the Month for September. They are the morning kindergarten crew of **Kaitlyn Burtrand, Katie Larkins, Kevin Werner,** and **Tristan Wright.**

These 5th graders have been doing a great job with their students from the first day of school, and continue to take good care of them every day.

## Safety Patrol News

Congratulations to the Gold Badge Patrol Persons for the month of September: **Bryanna Lowe (AM)** and **Bronson Luksa (PM).** Both of these students are very responsible and enthusiastic about their jobs. I know they

will always be on time and will do a great job. We also have two new sergeants: **Collin Ward (AM)** and **Nathan Kraudel (PM).** These boys have shown strong leadership by being very responsible and kind to all our students.

## Top Tiger Award

The Cuyahoga Falls Board of Education recognizes two students from each school who have demonstrated excellence in academics, citizenship, arts, service or athletics, as the Top Tigers of the district. The children will be honored at school board meeting

of each month. This month, 5<sup>th</sup> graders **Colin Ward** and **Abigail Semick** were nominated from Lincoln for their good citizenship, extra-curricular achievements, and academic success. Congratulations to these two exceptional students.

## Code of Conduct

Thanks to all the parents who faithfully read over the Lincoln Code of Conduct with your children and signed the pledge to uphold it. All of the children who returned the pledge were included in a random prize drawing. We had 2 winners from each classroom.



## Giant Eagle Program: Update Your Advantage Card for Lincoln

Please remember to register at [www.gianteagle.com](http://www.gianteagle.com) or 1-800-474-4777 for Giant Eagle "Apples for the Students." Lincoln receives points towards equipment

every time you use your Advantage card. Our School ID# is **0610.** Even if you have registered in the past, you must update your registration this year.

## Lunch Room Reminder

Please remind your child how important it is to remember his/her lunch or lunch money.

Whether it's left at home or in the classroom, it is still a "forget." The children will not be allowed to borrow from the cafeteria. If they forget, they will receive a sandwich and milk.

## Lincoln Log in Your In-Box

Would you like the Lincoln Log sent directly to your email? Go to the district web page:

[www.cfalls.org](http://www.cfalls.org) and click on "e-Communication" on the left side of the page. Choose Lincoln and check the appropriate box. We will notify you by email when the latest version of our newsletter is published.

## Red Ribbon Week, October 25-29

Help us to promote positive, healthy lifestyles by staying drug free! Children can wear special attire this week based on the theme of the day.

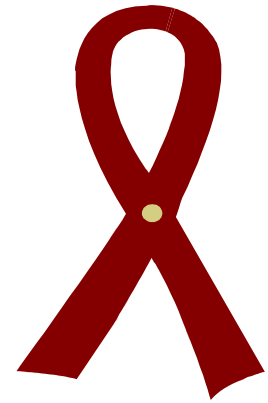
Monday, Oct. 25  
*Sock it to drugs:* wear goofy socks

Tuesday, Oct 26  
*Spot me being drug free:* wear polka-dots

Wednesday, Oct 27  
*Team-up against drugs:* wear sports-team attire (no hats)

Thursday, Oct 28  
*Go green; don't let drugs pollute your life:* wear green

Friday, Oct 29  
*Say BOO to drugs:* Halloween attire for parade and parties



**What's news!**

Thank you to everyone who supported our school by purchasing food from Market Day in September's and October's sales. We're off to a great start with your help!

We'd like to congratulate **Kimberly Bentley**, who was the winner of our **'New Customer' contest** in September. Kimberly won a 3 lb. bag of Italian Style Meatballs and a 2 lb. bag of Harvest Blend Vegetables. Keep your eyes open for further contests and chances to win in the future!

Looking ahead, November is Dessert Bonus Days. We earn extra profit on an assortment of 14 different pies and cheesecakes, so it's a great time to stock up for the upcoming holidays. Market Day offers many kinds of desserts that are perfect for holiday meals, at prices that are comparable to what you would pay in a store or restaurant. In fact, these are the same products that are supplied to many upscale restaurants, and you can have them in your home, too!



Deep Dish Apple Pie



Turtle Cheesecake

Our November sale will be on November 3 from 5-6 p.m. in the school gym. Order sheets will be due in to the school by the end of the day on October 29, 2010, and all internet orders must be entered no later than 11 p.m. that night. Thanks again for your continuing support of our monthly fundraiser through Market Day. We look forward to seeing you November 3!

Sincerely,  
Deena Doshak and Brenda Zimmerman

## PTA MESSAGES

### From the President

I can't believe September is over. It's been a busy month for PTA. Thank you to all our new PTA members. It's never too late join PTA.

A huge thank you to everyone that has signed up to volunteer. We can always use more volunteers. If you would liked to volunteer and are not sure where you can help, feel free to call or email me.

Our family cook-out was a great success. Thank you to Sandy Nowak for a great job. Watch for information on our next family night in November.

I'd like to thank everyone for a smooth start to the school year. Our PTA is successful because of all the great parents and teachers at Lincoln!

Tina Boorman      [bailey@neo.rr.com](mailto:bailey@neo.rr.com)      (330) 945-6821

### From the Vice-President

We had a great turnout for our annual PTA Family Cook-Out! About 500 people came this year and a great time was had by all! Thank you to Kevin Stone, Tina Boorman, Kristen Stanley and Lori Carleton for helping to set up. Also, to Karen Hummel, Katie Mayes and Alex Mayes, thank you so much for serving the food and drinks!

Our cake walk was a HUGE success this year Lori Carleton and KarriAnn Webb did a great job helping the kids win a sweet treat! We had 26 cakes this year—thanks to all the families who sent in bakery! A huge thank you to the parents who helped us monitor the inflatable's this year as well—Steve Belltronda, Derek Mayes, Ron Boorman and Robin Shelton—we really appreciate your help!

Clean up was a breeze this year with the help of the Mayes Family, Lori Carleton and Jeff Daugherty! And when you see Mrs. Ward in the hallway, please tell her thank you for staying and making sure everything ran smoothly! My last shout out goes to Alex and Kelsey Mayes and Matthew Nowak for cleaning up the ENTIRE playground area WITHOUT BEING ASKED! Thank you to all three of them for such an outstanding job!

Watch for a flyer to come home in a few weeks for our Family BINGO night in November. See you around the school!

Sandy Nowak

### Fundraising Update

Thanks to everyone that participated in our September Marcos' Pizza Night. Mrs. Hulten's first grade class had the most orders and won a classroom pizza party. Congratulations! **Our next pizza night is October 19.** Please remember to give the teacher's name when ordering. Also, remember to mention a.m. or p.m. kindergarten.

The PTA fall fundraiser will be coming home with students on October 12. Please consider participating. All profits will go to PTA family nights and supplies for classrooms and teachers.

If you have any questions, please call Katie Mayes at (330) 928-7673.

Cuyahoga Falls PTA Council Presents:



**“Lunch with Santa”**

Saturday, December 4<sup>th</sup>, 2010

11:00am-1:00pm

Schnee Learning Center

2222 Issaquah St.

Bring the whole family!

\$6.00 per child includes lunch, picture with Santa, games, craft, special treat from Santa and more!

Lunch menu: Hot dogs, rigatoni, chips, cookies, punch, coffee, water.

Come bid on a variety of Silent Auction items at the event.

*Plus - everyone who attends will be placed in a drawing for a huge stuffed tiger!*



**Please return the reservation form to your school, no later than November 19.**

Checks payable to: Cuyahoga Falls PTA Council.

All reservations must be pre-paid. All children must be accompanied by an adult (Adults \$5 for lunch).

Any questions, please contact Linda Read 300-923-7248 or cakemom422@aol.com



**“Lunch with Santa”**



Child's Name \_\_\_\_\_ School \_\_\_\_\_

Adults \_\_\_\_\_ x \$5.00 = \_\_\_\_\_ Children \_\_\_\_\_ X \$6.00 = \_\_\_\_\_

Total amount due with reservation = \_\_\_\_\_

*Place check/money order/cash with order form in sealed envelope and return to your school.*

# tips to grow by

## Immunizations

Diseases such as diphtheria, tetanus, whooping cough and measles once killed thousands of children and caused countless misery for millions more. At one time, the only way to prevent these diseases was luck. But now, thanks to a strong commitment by parents and medical professionals, immunizations can protect your child from most of these diseases.

Immunization is not only good for the individual child, it's good for all of us. If parents didn't have their children immunized, we'd be back to fighting epidemics. And it's a key component of preventive medicine. You're giving your child protection from diseases that otherwise might bring pain, permanent damage or even death.

### CHANGES IN THE IMMUNIZATION SCHEDULE

The vaccine schedule is changing yearly as new vaccines are available to protect children from a variety of serious illnesses. The best places to get an up-to-date schedule are from your pediatrician or from the Web sites listed below:

- The Immunization Action Coalition at [www.immunize.org](http://www.immunize.org)
- The American Academy of Pediatrics at [www.aap.org/immunization/](http://www.aap.org/immunization/)
- The Centers for Disease Control's National Immunization Program at [www.cdc.gov/vaccines](http://www.cdc.gov/vaccines)
- By phone (in English and Spanish) at 1-800-CIDC-INFO (800-232-4636)

Here is a short description of the newer vaccines. The most current vaccine information statements (VIS) are available on the sites mentioned above and from your pediatrician's office. They tell you about the vaccines, the diseases they help prevent, schedules and side effects.

- The new HPV (Human Papilloma Virus) vaccine helps protect adolescents and women from cervical cancer. HPV is a three-dose series and is routinely recommended for girls 11-12 years of age; however, doctors may give it to girls as young as 9 years old. HPV also is recommended for girls and women 13-26 years of age who did not receive it at 11-12 years old. Recently one of the two HPV vaccines was approved for the prevention of genital warts in males.
- Rotavirus is a virus that causes severe diarrhea. Many infants and young children are admitted to the hospital each year with this illness. Rotavirus vaccine is 98 percent effective in preventing severe diarrhea

caused by rotavirus. There are other viruses that also cause diarrhea, so you should still be careful about diaper and hand hygiene. The vaccine is given by mouth as drops and consists of two or three doses. The first dose must be given between 6 and 14 weeks of age.

- A meningococcal conjugate vaccine (MCV4) is recommended at the 11-12-year-old well visit. The MCV4 helps protect adolescents from a deadly form of meningitis. If your adolescent has not received MCV4, it is recommended that he receive it now.
- A diphtheria, tetanus and pertussis (Tdap) booster is recommended at the 11-12-year-old well visit. The Tdap booster replaces the traditional tetanus-diphtheria (Td) booster since adolescents can catch and pass whooping cough (pertussis) to young infants who are not yet protected by immunization. Pertussis can be very serious and even deadly for infants.
- Hepatitis A vaccine (Hep A) is recommended between 12 and 18 months, and a second dose six months later. Children with Hepatitis A often have no symptoms, but are very contagious. They catch the virus from other children and can pass it to adults in their home and child care center, who then can become seriously ill. If your child did not receive Hep A at 1 to 2 years of age, ask your pediatrician if he should receive it now.
- Influenza vaccine (flu shot) protects children against influenza, an infection that can be very serious (three to seven days of high fever, bad cough, headaches, muscle pain and other complications) to healthy children and fatal to both healthy children and children with some medical conditions. Children also can bring influenza home and give it to their younger siblings, parents and/or older relatives in whom the illness also can be life-threatening. People lose sight of the seriousness of influenza because many refer to colds and stomach viruses as "the flu." Influenza vaccine is recommended for all children 6 months to 18 years and all household contacts of children birth to 5 years. Household contacts and child care providers for children of any age with certain chronic conditions such as asthma, diabetes, or heart problems especially need to get the flu vaccine to protect these children.

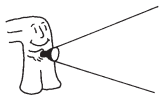
# Math+Science Connection

Beginning Edition

Building excitement and success for young children

October 2010

Lincoln Elementary  
Mrs. R. Heintz, Principal



## TOOLS & TIDBITS

### A 9 is a 9

Challenge your youngster to come up with many ways to represent a number. For 9, for instance, she might write the word “nine,” the *cardinal* number 9, and the *ordinal* number 9th. Or she could lay out 9 toy cars, draw 9 hearts, or make 9 tally marks (|||||).

### A ripe banana

Have your child put one green banana in a paper bag and leave another one on the counter. Let him observe them daily, noticing the color of the peel, how soft or hard they are, and what they smell like. After four days, he can taste each banana. Which one is more ripe (softer, has a stronger banana flavor)?

### Web picks

Get access to math tools just like those your youngster uses in school. She can sort or make patterns with blocks, take shapes apart to learn about fractions, use a spinner to find out about probability, and more at <http://nlvm.usu.edu/en/nav/vlibrary.html>.

Watch “Bill Nye the Science Guy” demonstrate experiments, and then try them together. Your child might play with gravity, investigate sound waves, or make music with ideas from [www.billnye.com](http://www.billnye.com).

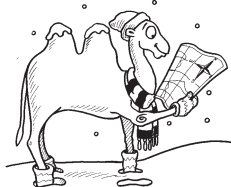
### Worth quoting

“It’s kind of fun to do the impossible.”  
Walt Disney

## Just for fun

**Q:** What animal with two humps is found at the North Pole?

**A:** A lost camel.



## Equals 10

What numbers add up to 10? As your child finds out, he’ll practice basic math skills and reasoning. Use these activities to explore “10” together.

### Use your “antlers”

Put your hands on top of your head, with your fingers spread out to make “antlers.” Curl down some of your fingers, and ask your youngster how many fingers you need to put up to make 10. He’ll have to count the fingers he sees (say, 7) and figure out how many more would make 10 (*answer: 3*). Then, let him put up *his* antlers and make a 10 problem for you.

### Roll to 10

Each player needs an egg carton with 10 cups (cut two sections off the bottom of a regular carton) and 10 small objects (beads). Take turns rolling a die and placing that number of beads in your carton, one item per cup. Each time, say how many cups are filled and how many are left: “I rolled a 4. I have 4 cups filled

and 6 cups left. I rolled a 1. Now 5 cups are filled, and 5 cups are left.” The first person to fill all 10 cups—exactly—wins that round.

### Add number cards

Play this game to find all the combinations that make 10. First, make two sets of number cards (write a number, 1 to 10, on 20 separate index cards) and 10 addition cards (+). To play, deal five number cards and five addition cards to each player. Then, players use their cards to make 10 as many ways as they can. *Example:* If you have the cards 2, 3, 5, 6, and 7, you could make combinations such as  $3 + 7$ ,  $2 + 3 + 5$ , and  $7 + 3$ . List them and see who made the most.



## Diagram a tree

Here’s a hands-on way for your youngster to discover the different parts of a tree.

Let her find a tree she likes outside your house or at a park. Ask her to point to the different parts, and help her name them (trunk, branches, leaves). Then, have her pick up items that have fallen to the ground (a piece of bark, a twig, leaves).

Next, she can use her treasures to make her own tree. On poster board, have her draw a big outline of a tree and tape the items where they go. For example, she can put pieces of bark on the tree trunk, add twigs for the branches, and place leaves on the branches. Help her title her poster (“My Tree”) and label each part.



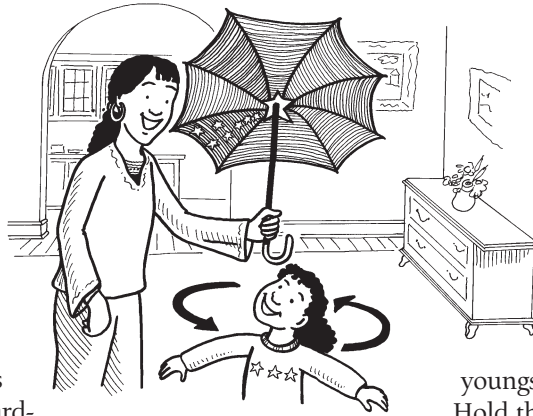


# Star bright

Looking at stars in the night sky can be magical for your child. Help her discover the science behind the magic with these ideas.

**Twinkling stars.** Cut a large panel from a cereal box. Have your youngster shape small pieces of aluminum foil into stars and put them on the cardboard. Fill a glass bowl two-thirds full with water, put the bowl on the cardboard, and turn off the lights.

While she shines a flashlight on the bowl, tap the bowl so the water moves. As the light shines through the air and moving water, she'll see the foil stars twinkle! In the sky, stars seem to twinkle as their light passes through the atmosphere.



**North Star.** Go outside on a clear night, and spot Polaris (the North Star)—it's the brightest star in the sky. Look for a constellation (a group of stars) such as the Big Dipper. Tell your child that while she's sleeping, constellations appear to move through the sky, but Polaris doesn't. Then, demonstrate with this activity. Open a black umbrella, and place a star sticker in the center of its inside to represent Polaris. Have your

youngster use star stickers to add a constellation. Hold the open umbrella over her as she slowly turns around counterclockwise. She'll see that Polaris appears to stay still while the other stars circle around it.

Explain that the Earth turns (rotates) just like she's doing. Constellations appear to move as the Earth turns, but since Polaris is over the North Pole and the Earth's axis, it seems to stay still.

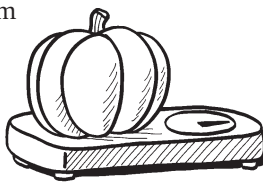


## MATH CORNER

### Pumpkin math

Take advantage of the season, and use pumpkins to help your youngster work on math. Bring a few home from the pumpkin patch or grocery store, and try these activities:

- Have your child pick up each pumpkin, one at a time, to feel how heavy it is. Encourage him to make comparisons ("The second pumpkin is *heavier* than the first one"). Then, ask him to put them in order from the lightest to the heaviest. He can check the order by weighing each pumpkin on a bathroom scale.



- Let your youngster count the "ribs" (the lines) on the smallest pumpkin. *Note:* Suggest that he use a marker to mark the first rib he counts so he'll know when he has counted them all. Does he think the bigger pumpkins will have more ribs? Have him count the lines on each pumpkin to find out.

## OUR PURPOSE

To provide busy parents with practical ways to promote their children's math and science skills.

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## SCIENCE LAB

### Disappearing colors

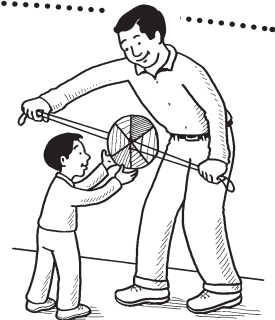
What is "white light"? Your youngster will find out as he conducts this colorful experiment.

*You'll need:* white paper plate, ruler, pencil, crayons or markers (purple, blue, green, yellow, orange, red), string

*Here's how:* Help your child use the ruler and pencil to divide the plate into six equal pie-shaped wedges. Have him color each section a different color. Then, cut off the plate's raised edge, punch two small holes near the center, and lace the string through the holes. Hold one end of the string in each hand while your child turns the plate around and around until it's wound up tightly. Finally, pull your hands away from each other so the plate spins quickly.

*What happens?* Your youngster will see the colors blur together and eventually disappear or turn white.

*Why?* When the spinner is going really fast, your child sees light reflected from all the colors, but his brain cannot separate them. Instead, he sees a mixture of all colors—or white light.



## PARENT TO PARENT

### Practicing with calculators

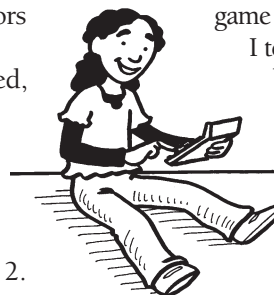
At back-to-school night, my daughter's teacher surprised me by suggesting that our children use calculators to play with math at home. Mrs. Gordon said it was good for them to get comfortable with calculators, and she said calculators can help boost their math skills.

We tried the ideas she suggested, and they were a big hit with Jasmine. First, she pressed  $2 + 2 =$  and got the answer 4. She kept pressing the = button, which kept adding 2 to her answer. This helped her learn to skip count by 2.

Another time I asked her to start with a two-digit number and subtract the same number repeatedly, again by pressing the = button. She picked 48 and subtracted by 3 over and over.

Mrs. Gordon also mentioned a game called "broken calculator."

I told Jasmine the 7 key was broken and asked how else she could make 7. She pressed  $4 + 3$  and  $9 - 2$ . Then, she asked me to pretend the 8 key was broken. How could we make 8?



# Math+Science Connection

Intermediate Edition

Building Understanding and Excitement for Children

October 2010

Lincoln Elementary  
Mrs. R. Heintz, Principal

## INFO BITS



### Counting practice

Have your youngster practice counting by 10s—but start at a number that doesn't end in zero. For instance, begin at 787 and count by 10s (787, 797, 807). Try other numbers, too. *Examples:* Count by 3s, starting at 52 (52, 55, 58), or by 5s, starting at 92 (92, 97, 102).

### Stronger muscles

Use six sheets of newspaper for a lesson in how muscles work. Ask your child to crumple a sheet into a small ball with one hand. How does his hand feel? Then, have him crumple five more sheets, one at a time. How does his hand feel now? Explain that exercising muscles until they're tired makes them grow stronger.

### Web picks

What does math have to do with airplanes? At [www.planemath.com](http://www.planemath.com), your youngster will calculate how much fuel a plane needs, find the shortest route between two cities, and more.

Relive the walk on the moon, learn about giant squid, and explore climate change from prehistoric times at this Smithsonian site. Includes science games and activities. [www.smithsonianeducation.org/students/explore\\_by\\_topic/science\\_nature.html](http://www.smithsonianeducation.org/students/explore_by_topic/science_nature.html).

### Worth quoting

"One's mind, once stretched by a new idea, never returns to its original shape." *Oliver Wendell Holmes*

## Just for fun

**Q:** How is the moon like a dollar?



**A:** They both have four quarters.



## Solving word problems

Sasha had 6 math problems to do for homework last night. They took her 18 minutes. What is the average time she spent per problem?

When your child has word problems for homework, does she know how to tackle them? Here are tips that will help.

### Read thoroughly

Word problems combine math with reading comprehension. So the first step is for your youngster to read the sentences carefully. Suggest that she jot down the facts and numbers, being sure to attach units of measure (6 math problems, 18 minutes). Rewriting the problem in her own words will also help her understand it.

### Look for key words

Have your child underline or write down words that suggest the math operation she needs to do. For example, words like *combined*, *together*, or *increased by* indicate addition. *Difference of* or *reduced by* point to subtraction, *product of* or *multiplied by* signify multiplication, and *per* or *out of* mean division.



### Work the problem

Encourage your youngster to try different strategies for solving word problems. She might draw the story, for example, and label each part. As she works through the problem, she can cross off each item in the drawing. Or she can write a number sentence that sets up the equation, including the units of measure ( $18 \text{ minutes} \div 6 \text{ math problems} = x \text{ minutes per problem}$ ). Then, she can do the math and write the solution (3 minutes per problem). Finally, she should ask herself, "Does this answer make sense?"

## Magic water bottle

Your youngster can dazzle family and friends with this scientific magic trick.

Carefully poke a small hole in the side of an empty water bottle. Let him fill the bottle with water (while covering the hole with his finger) and screw the cap on tightly. The water won't come out. But if he unscrews the cap a little, the water will squirt out of the hole. When he closes the cap back up, the flow will stop.

Explain that air pressure and gravity make this happen. When the cap is on, air pressure can't push down on the water, and gravity keeps the water inside. But when the cap is unscrewed, air pressure and gravity force the water out.



# Explaining earthquakes

What causes earthquakes? These hands-on geology activities will help your youngster understand.

**Fault line.** Let him flatten three pieces of different-colored clay into rectangles and stack them to represent the earth's crust. Then, he can cut through the layers from top to bottom with a dull knife. Have him put the two sections back together, but not matched up exactly. The cut shows a fault line—or break.



If he pushes in on the two sections, the clay will bulge or slide on that line. That's what happens when there is pressure along a fault line in the earth.

**Shifting plates.** Pressure along fault lines often comes from movement in the earth's *plates*. Here's a way your child can see this phenomenon—and eat the results! On wax paper, have him spread whipped cream cheese in a thick layer and place two graham cracker squares side by side on top. Let him slowly push the crackers into each other. He will observe the sides scraping together, crumbs coming off, and cream cheese piling up along the edges. In an earthquake, *pressure edges* form along fault lines. 📦

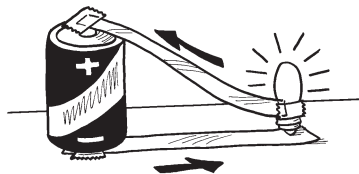
## SCIENCE LAB

### It's electric!

This experiment will show your child how electric circuits work, a basic principle of electricity. Watch her face light up—along with the lightbulb!

*You'll need:* 1 D battery, 2 strips of aluminum foil (6 inches x 1/4 inch each), 1 flashlight bulb, tape

*Here's how:* Have your youngster tape one strip of foil to the positive end (+) of the battery and the other strip to the negative end (-). Next, she should touch the foil coming from the positive end to the metal side of the bulb (just below the glass). Finally, she can touch the foil coming from the negative end to the silver tip at the bottom of the bulb.



*What happens?* The bulb will light up.

*Why?* For electricity to work, it must travel through a circuit, leaving one end of a power source and returning to the opposite end in a circle. In this case, electricity leaves the negative end of the battery and returns to the positive end. 📦

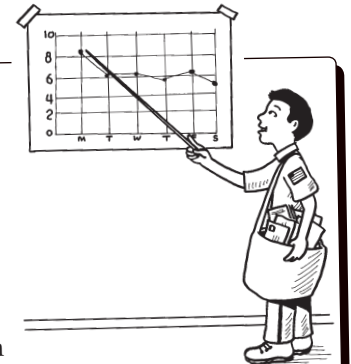
## PARENT TO PARENT

### Family graph time

Last year both of my children struggled with math. So this year I wanted to think of ways to practice at home. I asked my son's teacher, and he suggested that we do a weekly family graph. He said graphs are a good way to bring in different math skills, and they're also fun for a family.

Now we decide each week on something to graph and a way to display the information. One week we counted our mail and made a line graph showing how many pieces of mail we got each day. Another week we kept track of the fruits we ate and created a bar graph showing the number of apples, pears, strawberries, and bananas.

Part of the fun of graphing is discussing our results. The kids like to compare the data, and they're learning to ask and answer questions using our graphs. 📦



## MATH CORNER

### How much popcorn?

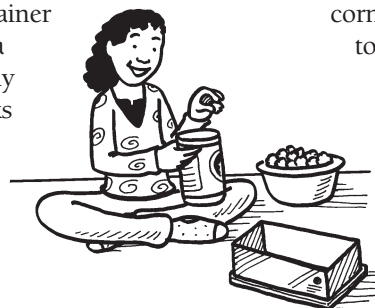
Build your child's math and problem-solving skills with this challenge. She'll learn about estimating, measuring, and volume.

Pop a batch of microwave popcorn and give her an empty container like an oatmeal canister or a shoe box. Ask her how many pieces of popcorn she thinks will fit inside. Then, help her brainstorm ways of figuring out the answer.

For example, she could put a layer of popcorn on the bottom of the container

and count the pieces (say, 20). She can estimate how many layers would fit (14) and multiply the two numbers together ( $20 \times 14 = 280$ ).

Have her fill the container with popcorn, counting as she goes, to see how close her estimate came to the answer. Then, let her try the same thing with other materials (marbles, Legos) and different containers (empty tissue box or cereal box). 📦



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# Reading Connection

Tips for Reading Success

Beginning Edition

October 2010

Lincoln Elementary  
Mrs. R. Heintz, Principal

## Book Picks

Read-aloud favorites

### ■ *Wilma Unlimited*

This biography by Kathleen Krull introduces youngsters to Olympic runner Wilma Rudolph and a story of perseverance.

After surviving polio, Rudolph grew up to become the world's fastest woman. In 1960, she broke an Olympic record by winning three gold medals. (Also available in Spanish.)



### ■ *The Gruffalo*

There's no such thing as a gruffalo... or is there? In Julia Donaldson's book, a clever mouse makes up a story about a scary monster—a gruffalo—to keep the other animals from eating him. Find out what happens when the imaginary creature really shows up.



### ■ *Where's Waldo?*

#### *The Great Picture Hunt!*

Martin Handford's latest book about fictional world traveler Waldo begins in a portrait gallery. The subjects of the portraits are hidden in illustrations throughout the book. Children can also search for objects and play games that will challenge their observation skills.

### ■ *Ladybug Girl*

A ladybug costume and an imagination... that's all Lulu needs to entertain herself. Any youngster who likes to pretend will enjoy reading about the little girl's outdoor adventures. First book in the Ladybug Girl series by David Soman and Jacky Davis.



## Family writing center

Writing is a big part of everyday life. Show your child that your family is a writing family by creating a spot where everyone can find writing supplies—and reasons to write. You might use a table in your living room or a corner of the kitchen. Then, try these suggestions.

**Write notes.** Hang a bulletin board near your writing center where family members can post notes, lists, and reminders. You might ask your youngster to write notes for you. ("Can you write 'bank' on a sticky note so I'll remember to deposit this check?") Or you might start a grocery list and let your child add items he wants.

**Send mail.** Encourage your youngster to send mail, and he'll see how writing helps people stay in touch. Together, put mailing supplies (envelopes, stamps, labels) in a shoe box or basket. In another box, place index cards and construction paper for making postcards and greeting cards. You



can add colorful pens, stickers, wrapping-paper scraps, and glitter glue for extra fun. Suggest that your child write a message and design a card. When he's finished, let him put it in the mailbox.

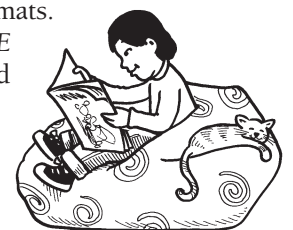
**Report news.** Explain that we use writing to record and share information. Have your youngster label a notebook "Family News" and put it in the writing center. Then, ask everyone to write short notes about household events. ("Danielle's dance team won on Saturday.") Read the notebook aloud once a week. ♥

## Magazine fun

Encourage your child's interest in reading by introducing her to magazines. Here are ways to help her enjoy and learn from them:

- Visit the library or a newsstand and encourage your youngster to browse through the magazines. If she loves animals, she might like *National Geographic Little Kids* or *Your Big Backyard*. A child who likes stories and poems could try *Turtle* or *Humpty Dumpty*.
- Magazines teach your youngster to read a variety of formats. For example, an issue of *Highlights High Five* or *chickaDEE* might include a comic strip, a nursery rhyme, a story, and a recipe. Talk about how each one is different (the comic strip is funny, the recipe helps you cook).

*Tip:* Explain to your child that, unlike books, magazines contain many short items that can be read in any order and still make sense. ♥

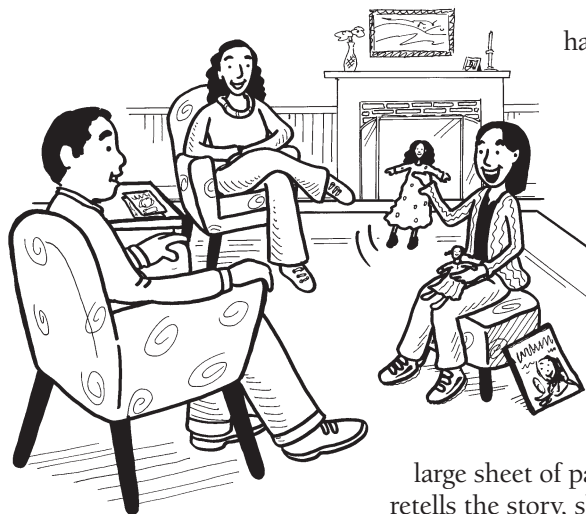


# Read and retell

After your youngster finishes a story, her teacher might ask her to summarize it. This is a way for her to show that she understands the story—and to build her reading comprehension skills. You can try this at home with these ideas.

## Use props

Small toys can keep your child on track when she summarizes a story. Let her look through her toys to find characters or objects that appeared in a book. She can



have them “act out” the story as she tells you what it’s about.

## Make a storyboard

A “storyboard” can help your youngster tell story events in the right order. Ask her to look back through her book and pick out the major events. She can draw a picture of each one on a separate index card. Then, have her glue the cards in order on a large sheet of paper or poster board. As she retells the story, she can point to each drawing.

*Tip:* Once your youngster is comfortable using props and pictures to summarize a story, have her try doing it off the top of her head.♥

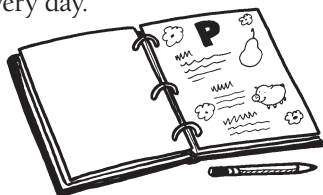
## Fun with Words My dictionary

Help your child practice spelling and build his vocabulary by making his very own picture dictionary.

Start by showing him a children’s dictionary, and ask him to pick any word and read its entry aloud. Point out the definition, sentence, and picture. Then, give him a three-ring binder with 26 sheets of paper. At the top of each page he can write one letter, A to Z.

Encourage him to add a word to his dictionary every day.

He might use words he hears in conversation or sees in books. For each word, have him write its definition, use it in a sentence, and illustrate it. (“Acorn: A nut from an oak tree. That squirrel ate an *acorn*.”) *Note:* You can help him look up the word to find what it means, or talk about the word and let him write the definition in his own words.



*Idea:* When your child writes, he can keep his dictionary nearby to help him spell and find interesting words to use.♥

## Parent to Parent Helping out

I volunteered in my older kids’ classrooms when they were young, but since going back to work I haven’t helped out in my youngest son’s class. I mentioned to his teacher that I’d like to be more involved, and she suggested that I start with the upcoming book fair.

She said the librarian needed evening helpers to set up the books and also to place book orders from home. She needed daytime volunteers, too, to help children choose books to buy. Since I couldn’t take time off that week, I offered to set up. The librarian also invited me to visit another week when I could take off to help my son’s class choose library books. I’m going to start doing that once a month, and I’m also going to order books from home.

I know my son will be happy to see me during his library time, and I’m really looking forward to volunteering in his school.♥



## Q&A Building confidence

**Q** My daughter won’t try to read a word unless she’s sure she knows it. How can I help her become a more confident reader?

**A** Learning something new, like reading, usually means taking risks. The way you react to your daughter’s mistakes can help her feel more confident.

If she tries to read a word and guesses wrong, try to find something that she did right. For instance, if she says “house” instead of “home,” you might say,

“You’re right—that word starts with *h*, and it makes sense in the sentence. Can you think of another *h* word that would make sense here?”

Also, call attention to your own mistakes when you read aloud to your daughter. If you skip a word or read one incorrectly, you might smile and say, “Oops!” Then, go back and read the sentence with the right word. You’ll show her that it’s okay to make mistakes, and she can just try again.♥



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# Reading Connection

Working Together for Learning Success

October 2010

Lincoln Elementary  
Mrs. R. Heintz, Principal

## Book Picks



### ■ *Bad News for Outlaws*

Bass Reeves

was born a Texas slave who grew up to become one of the first African American deputy U.S. marshals. This true story by Vaunda Micheaux Nelson follows Reeves' life and career as he arrested more than 3,000 outlaws in the Old West.



### ■ *Half-Minute Horrors*

R. L. Stine, James Patterson, and dozens of other popular authors teamed up to create this collection of scary short stories. Each tale takes about 30 seconds to read—and many are less than a page long. A good choice for children who think they don't like to read.



### ■ *The Color of My Words*

In this story by Lynn Joseph, 12-year-old Ana wants to be a writer. But her family can't afford paper, and in her Caribbean nation only the president writes books. So she shares her poems just with her mother. Then one day, she learns a lesson about the power of words. (Also available in Spanish.)

### ■ *The Storm in the Barn*

During the drought of the 1930s, 11-year-old Jack discovers a secret. The Storm King has been hiding in a barn, keeping the rain away from Kansas. It's up to Jack to defeat the Storm King and bring back the rain. A graphic novel by Matt Phelan.



## Four steps to writing success

How does a writer turn an idea into a polished final draft? A writing plan can make it easier. The next time your child has a written assignment, suggest that she try these four steps.



**1. Pre-write.** Before your youngster begins a report or a story, she can jot down information or ideas she wants to include. She might make a list or use a graphic organizer. For a report on explorers, she could write headings ("Spanish," "French," "Portuguese," "English") and add details under each one. If she's writing a story, she might draw a circle, divide it into four sections (characters, setting, problem, solution), and fill in her ideas.

**2. Draft.** Encourage your child to use her pre-writing to prepare a rough draft. For a report, she might write a paragraph about each item on her list. For a story, she can develop a plot by following her graphic organizer. Her goal is to get her thoughts on paper—at this stage the writing does not have to be perfect.

**3. Revise.** Have your youngster read her draft aloud. Does the paper flow logically, or would it make more sense if certain parts were rearranged? She can also listen for places where more details are needed or where words or ideas are repeated. Now is the time to polish her writing and prepare a final draft.

**4. Proofread.** When she has finished, she should check her work for mistakes. Suggest that she read it sentence by sentence, looking for proper spelling, grammar, and punctuation. *Tip:* If your child is writing on a computer, be sure she proofreads in addition to running spell-check—the computer will not catch every error. ■

## Library time

A library card gives your child access to all kinds of free reading material. Share these ideas to help him get the most from the library:

- Explore a different section during each visit. On one trip, your youngster might look for animal stories. Another time, he could check out biographies about his favorite athletes.
- Learn about local history. How was your town founded? What did your city look like in 1920? Your child can browse old newspaper articles, photographs, and maps in the library's local history section.
- Discover other options. Your youngster might borrow computer software or check out audiobooks, for instance. ■



# Reading for clues

Good news: your youngster doesn't have to recognize every word to understand a challenging book. Instead, he can use clues in the text to figure out words he doesn't know. These tips will help build his vocabulary and turn him into a more confident reader.

## Definitions

Sometimes a sentence will define a word. Suggest that your child look for hints that a definition is coming, such as "or," "that is," and "in other words." *Example:* "Some dinosaurs were bipeds, or they walked on two feet."



## Series

A series of familiar words in a sentence can help your youngster figure out a new word. Have him compare an unfamiliar word to the rest of the list to see if he can guess its meaning. *Example:* "His non-stop pranks, gags, and other she-nanigans kept everyone laughing."

## Examples

Examples are easy to spot because most use introductory phrases like "including," "such as," and "for instance." *Example:* "Fiction comes in many different genres, including fantasy, horror, and mystery."

*Tip:* Keep a dictionary handy so your child can look up a word if he can't figure out the meaning. 📖

# Reading and writing in the workplace

What does your child want to do when he grows up? Whether he becomes a restaurant manager or a lawyer, he's sure to read and write on the job. Show him the importance of reading and writing with these ideas:

- When you talk to your youngster about your day, mention what you read or wrote.



*Examples:* "I had 15 e-mails waiting for me this morning!" or "I filled out orders for new furniture at the store today."

- While you're out with your child, point out workers who are reading or writing ("The nurse is reading your chart," or "That waitress wrote down our order").

- When your youngster reads or writes at home, talk about how he might use what he's learning when he's an adult. If he's trying to solve a problem with his computer, you could say, "Good idea to pull out the user manual. That's the kind of reading you would do as a computer technician!" 📖

## Other Picks

### WEB SITES

#### ■ Grammaropolis

Make grammar fun with cartoon characters like Noun, Adjective, and Adverb. On this site, each part of speech has its own personality and adventures. Watch videos, read a book, play games, and learn songs about grammar. [www.grammaropolis.com](http://www.grammaropolis.com)

#### ■ iCivics

Your child can read about the branches of the U.S. government and find out how they work together. Games let her be president for a day or make decisions as a Supreme Court justice. [www.icivics.org](http://www.icivics.org)



### GAMES

#### ■ Play on Words

Shake the cube filled with dice and start the timer. Players race to make the most words using only the eight letters shown. The more words you write and the more letters you use, the higher your score. *Winning Moves*



#### ■ Now What?

This storytelling game will improve your child's creativity and problem-solving skills. Players take turns making up stories about using common objects (sled, cheese) to solve strange dilemmas. Solutions can be silly or serious—the goal is to be original. *Patch Products*

## Q&A

### Time to read

**Q** As my daughter gets older, she has less free time to read for fun. How can I help her fit it in?

**A** With a little creativity, you can work reading into even the busiest of schedules. Suggest that your daughter get into bed 15 minutes early to read at night. Or, if she's a "morning person," she might wake up 10 minutes early to read before school. Also, remind her to tuck a book into her

backpack so she'll have it for silent reading time in class or while she's waiting for the bus.

Another idea is to make reading a family activity. For example, keep books of short stories on your coffee table. Instead of watching TV after dinner, family members can each pick out a short story to read. Or carry an outdoor-themed book on a family hike. Each time you stop for a break, a different person can read aloud. 📖

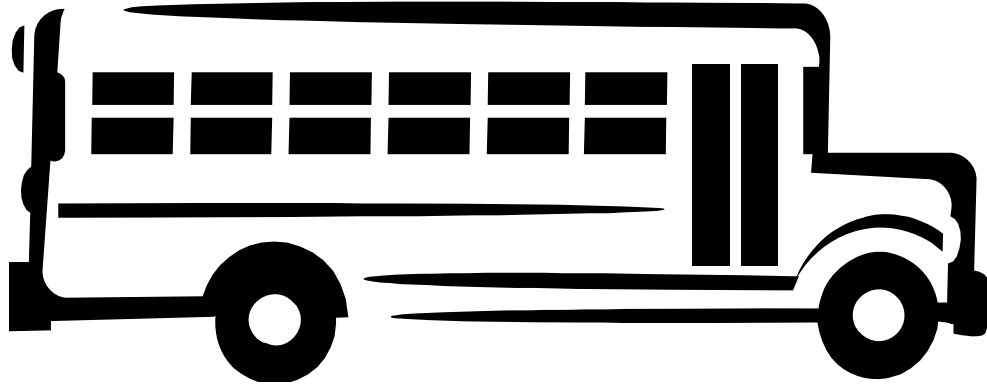


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