

# The Pride

December 2017 - January 2018



## December Events

2- PTO Movie Night 6pm  
4- SCRIP Due  
6- 30 Minute Late Start  
11-SCRIP Due  
14- 5-8 Band Concert 7pm  
Middle School Gym  
14- Character Assembly  
Primary 2:30 PM  
18- SCRIP Due  
20- 30 Minute Late Start  
21- Early Dismissal Winter  
Break 12:45

## January Events

3- Classes Resume  
17- 30 minute Late Start  
18- Character Assembly 8:45  
18- PTO at the Intermediate-  
Dinner @6pm, Meeting  
6:30pm  
22- No School  
27- Can Drive

## **Did You Know?**

- Over 500 items were collected at the Primary during the food drive
- MS Students have read over 2,100 books this year!
- Primary students have earned over 35,000 Pointer Paw tickets so far this year
- 20+ parents participated in the Parent ALICE training class in November.

## Primary-Intermediate

### Professional Learning at the Primary Building By Barbara Leete- Instructional Coach

#### Making Reading Heavenly

**So, what is Making Reading Heavenly?** This is a huge part of our Professional Learning this year. However, I want to provide some history. Our teachers first received training in early reading/writing skills through LETRS (Language Essentials of Teaching Reading and Spelling). From there last year our instruction improved by implementing daily phonological awareness lessons. As a staff we looked at data and decided that even though our students have learned many foundational skills in word study, we needed to build on these skills by teaching students how to use the basic rules of syllabication to read and spell new words.

Therefore, throughout this school year, students will learn each of the six syllable types as well as concrete rules for dividing syllables. Ultimately, the goal is for students to learn strategies for pronouncing unknown words in order to build new vocabulary. This process will begin with simple one-syllable examples and move to more complex words as students master each of the syllable types.

**Why Teach the Six Syllable Types?** Without a strategy for chunking longer words into manageable parts, students may look at a longer word and simply resort to guessing what it is — or altogether skipping it. Familiarity with syllable-spelling conventions helps readers know whether a vowel is long, short, a diphthong, r-controlled, or whether endings have been added. Familiarity with syllable patterns helps students to read longer words accurately and fluently and to solve spelling problems. During instruction, your children will be exposed to many words that follow the focus rule, and they are encouraged to articulate the rule itself for use with additional words. In many cases, teachers also include pseudo (nonsense) words for application. The incorporation of nonsense words in phonics instruction is supported by current research and serves different purposes. One purpose is that it ensures application of the rule or pattern. More importantly, it enables students to read words that are not in their vocabularies because students will be able to apply the rules to accurately decode the word.



Additionally, reading nonsense words prepares students to decode unfamiliar multisyllabic words. When the basic syllable division rules are applied to break down longer words, students must read the parts (which in many cases are nonsense words). For instance, if a student breaks the word sarcastic into syllables, he/she must read the “nonsense” words sar, cas, and tic to accurately read the word. Through practice reading and writing nonsense words, students will be more prepared to solve words with more than one syllable. By learning the syllable types and the rules for dividing words, students are empowered to solve unknown words and increase their vocabularies.

**What are the Six Syllable Types?** Six written syllable-spelling conventions are used in English spelling. These were regularized by Samuel Webster to justify his 1806 dictionary's division of syllables.

1. Closed Syllable (CVC) A closed syllable ends with a consonant. The vowel has a short sound. Examples: cab-in, nap-kin, trum-pet

2. Open Syllable (CV) An open syllable ends with a vowel. The vowel has a long sound. The long sound of the vowel is usually the name of the vowel. Examples: pho-to, re-ply, ti-ger

3. Vowel Consonant –e Syllable (silent e) (CVCe) The final e is silent. The silent e (magic e) at the end of the word makes the vowel before it have a long sound.

4. R- Controlled Syllable The syllable has at least one vowel followed by r. The vowel combinations are: ar, or, ir, er, ur, and ear

5. Vowel Combination Syllable (CVVC) The vowel in this syllable has a special sound according to the pattern. It usually has two vowels together. Examples: rain, snow, light

6. Consonant –le Syllable The syllable comes at the end of a word. The final e in the syllable is silent. The syllables are: ble, dle, fle, gle, kle, ple, zle, and stle. Examples: turtle, bubble, bundle

If you have any further questions, feel free to contact your child's teacher.

### **PTO Information**

- We are excited to offer a **FREE FAMILY MOVIE NIGHT Saturday, December 2nd at the Primary building!** Doors open at 5:45 and a family friendly holiday movie will begin at 6:00. Snacks and water will be provided! Please bring your own chairs or pillows. The movie is “The *Santa Clause*” The movie is rated PG.

- **SCRIP:** SCRIP order forms will be sent out each week through the holidays. This is a great way to stock up on gift cards for gift-giving, stocking-stuffing, or to use yourself for holiday groceries, gift purchases, and fuel! Don't forget to check out the Scrip website for even more gift card options. **SCRIP DATES ARE: 12/4, 12/11, 12/18.**

The next PTO meeting is Thursday, January 18th at the Intermediate in Urbana. ***Dinner will be provided at 6:00*** and childcare will be provided for the meeting.

### **CPU Kindergarten Registration**

It's time for **Kindergarten Registration 2018/2019!** If you have a child who will be eligible for Kindergarten next fall, please call 849-1102, ext. 9-5100 *or* e-mail kchesmore@cpuschools.org, with the following information:

- Child's full legal name
- Child's date of birth
- Both parent's names
- Address
- Phone number

**\*\*\*If your child is already enrolled in our preschool program, you do not need to contact us\*\*\***

Please be aware that a child must be five (5) years old on or before September 15, 2018, to be eligible for Kindergarten or Alternate Kindergarten.

**Because 95% of our students attend CPU Preschool, there will be NO 2018/2019 Kindergarten parent meeting in February. If you are new to the district, please contact the office and Mrs. Wooldridge or Mrs. Chesmore would love to meet with you and give you a tour.**

### **CPU Preschool Registration**

It's time for **Preschool Registration 2018/2019.** If you have a child who will be eligible for Preschool next fall, please call 849-1102, ext. 9-5100 *or* e-mail kchesmore@cpuschools.org, with the following information:

- Child's full legal name
- Child's date of birth
- Both parent's names
- Address
- Phone number

**\*\*\*If your child is already enrolled in our 3 year old preschool program, you do not need to contact us for 4 year old preschool\*\*\***

Please be aware that a child must be 3 or 4 years old on or before September 15, 2018, to be eligible for 3 year old or 4 year old Preschool.

## **Middle School**

CPU is in its seventh year of implementing Positive Behavior Interventions & Support (PBIS). This is a preventative initiative that teaches expected behaviors in common areas and in the classroom and acknowledges those behaviors. Each year we have made progress, so we want to share some of our celebrations.

- Out-of-This-World Award - Students are recognized who exhibit, over the last month, excellent behavior and attitude in the Center Point – Urbana Middle School.
- PBIS Store--Students have the opportunity to turn in the positive behavior tickets they receive for special privileges and drawings.
- We have made good progress with our implementation of PBIS, especially with Tiers I and II. Tier I focuses on school-wide behavioral expectations, and Tier II focuses on strategies to improve problem behaviors.
- Students and staff participate at high levels.
- Continued district commitment provides time and support for the PBIS team to plan and meet with teams from the other buildings.
- Students are polite and orderly in our lunchroom. They display good manners and follow traffic patterns.

## **Middle School Reading Store**

Middle school students earn “CPU Money” by reading books throughout the school year. On the last day of school we have a store at which they can spend their money. We are looking for items to be donated. Items that have been in the store in the past are t-shirts, cans of pop, books, pencils, candy bars, gift certificates and much more. Please bring any items you would like to donate to the middle school office.

## **5-8 Winter Band Concert**

The 5-8 Winter Band Concert will be held December 14<sup>th</sup> at 7:00 p.m. in the CP Middle School gym! Plan to attend! This is always an enjoyable evening!

## **Be in School, on Time, Every Day**

When you miss school, you miss lectures, notes, class discussions, activities, assignments, quizzes and tests. It doesn't matter how good you are about making up your work, you can never make up all of what you miss, even if you're out of school for only one day. To get good grades, you must be in school every day. Unless you have an extended illness or a serious health problem, you should miss no more than five or six days of school a year. School starts at 8:25 at the middle school.

## **High School**

Gina Bawek and Daniel (DJ) Jacobi, students at CPU High School, have attained the highest individual honors available to Iowa high school musicians by being selected to perform in the Iowa All-State Music Festival. Gina was selected as a Soprano for the All-State Chorus. DJ was selected on Trombone for the All-State Orchestra.

The 2017 Festival will celebrate the 71st anniversary of the prestigious event. District Auditions for the 281-piece All-State Band, 201-piece All-State Orchestra, and 601-member All-State Chorus were held Saturday, October 21, 2017 at Storm Lake, Hampton, Independence, Atlantic, Indianola, and Washington. Approximately 17% of the students who audition are selected for membership in the All-State ensembles. Participants rehearsed in Ames on Thursday, Friday and Saturday, November 16-18, and the Festival Concert was presented to the public at 7:30PM in Hilton Coliseum, Iowa State University, Ames on Saturday evening, November 18, 2017.

Iowa Public Television recorded the concert for re-broadcast. Please check the IPTV website ([www.iptv.org](http://www.iptv.org)) for the exact dates and times. This program is under the auspices of the Iowa High School Music Association and the Iowa Music Educators Association. Tickets are \$22 each, plus fees and all seats are reserved. Tickets may be purchased through Ticketmaster or the ISU Athletics Ticket Office.

## **The Learner in a Blended Classroom**

By Ellen Popenhagen & Sharon Vaupel

As our enrollment at Center Point-Urbana continues to increase, teachers are often challenged to manage such large classes with limited resources, space and time. A blended approach is a great way to negotiate the content with the obstacles presented in a growing district.

At the secondary level, station work is often thought of as an elementary protocol and rarely used for learning; however, station work or activity rotations is a great way to make a classroom student-centered and manageable for learning.

The learner and teacher work together to make the best learning possible:

- **Learner Centered Classroom** -- Stations or activity rotations address students' needs for learning and provide an easy opportunity for scaffolding or extension activities based on each student's playlist of learning; Playlists can be created by the teacher or the student or in collaboration.
- **Learner Control of Pace & Place** -- Because students are working in stations or from a playlist, the learner has control over how fast or slow they move through the content and the activities. Even in timed rotations, students can better regulate their pace of learning better than a whole-class setting.
- **Web Access 24/7** -- As much as we want this to be true, 24/7 Web Access is not a reality for all students. Districts are making progress with accessibility, however, not all learners will have this luxury, so teachers need to be aware of specific student needs and situations.
- **More Peer Interaction** -- Because students are in rotations and not always in a teacher-led group, more peer interaction will happen, and front-loaded problem solving strategies (i.e. ask three (peers) before me (the teacher)) will increase not only interaction but independent problem solving.
- **Instructor/Student Interaction** -- In a rotation schedule, teachers have fewer students to interact with at one time. A teacher-led rotation for direct instruction, a Q & A, feedback cycle, etc. can allow teachers and students to interact at a higher level and allow for a better student-teacher relationship to develop.
- **Formative Assessment for Immediate Feedback** -- The crux of a blended classroom depends on formative assessments that provide immediate feedback that comes from the teacher directly, or from peers, or from performing self-assessments. If a learner has to wait on feedback, maximum growth is not happening.

By putting students in charge of their learning, they can more easily move towards proficiency of the content standards and be engaged with what they are learning.

