

CHAPLIN ELEMENTARY SCHOOL NEWSLETTER

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January 2023

From the Principal...

K. Chavez

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Dear Parents and Guardians,

I have looked forward to winter for so many years because it was always a time for me to catch up on one of my favorite activities. We have so much less time outside, and people often find themselves watching more television than they do at other times of the year. I try not to fall into this trap; instead, my family finds our time filled playing more board games than we do during the warmer and lighter months. We find more time to put puzzles together as a group. However, the activity that I have to say I enjoy the most is finding more time to read. As an educator, I am constantly reading. I love reading with children. I truly enjoy reading the professional books that I get that shed new research on education and shape our methodologies.

But there is nothing like getting lost in a good book while sitting in your favorite spot in the house— maybe near a fire with a cup of coffee or hot chocolate. Books let us escape our hectic days and live in another world for a little while. Books let us learn from the characters and the situations they find themselves in. They allow us to learn about ourselves and others—even when it is fiction book.

I am going to focus on literacy in this month's edition of the newsletter. I hope to have an impact on your view.

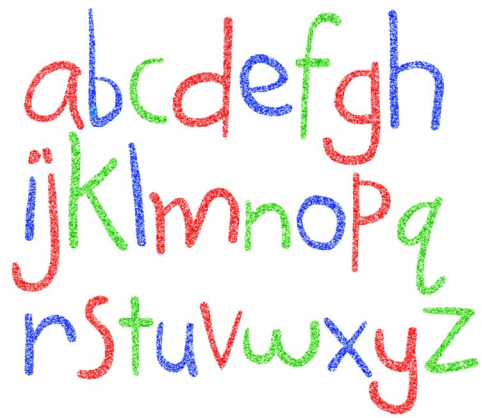
K Chavez

At Chaplin School, we strive to cultivate a strong, collaborative school climate and culture that is focused on high academic development and achievement for all students. – High standards for curriculum implementation and student learning.

Important Dates

- Feb 15– Winter Festival
- Feb 17– Professional Development– no School for students
- Feb 20-21- February Break





Early Literacy

Early literacy is everything a child knows about reading and writing before he or she can read or write. That may sound strange at first glance, but think about how children develop. Let's take a quick look at 6 early literacy skills.

Phonological awareness allows us to hear and play with smaller sounds of words. In order to read, children need the awareness of sounds that letters represent. Children who hear how words can be broken into separate sounds will more easily understand how to sound words out as they begin to read. You can help your child with this by signing songs together, playing tongue twisters, and picking a sound of the day to notice at beginnings and endings of words.

Vocabulary is important throughout the day. The majority of people actively use about 50% of the vocabulary they know. Increasing the words used on a regular basis helps in reading because it is easier to make sense of words that children may be sounding out. Encourage your children to talk in conversational ways; avoid commands and "no's". Explain the meanings of new words. Read with your child to expose them to vocabulary different from their casual language.

Letter Knowledge is important for children to understand that words are made up of individual letters. Children need to know and recognize letters and their sounds. Letters are based on shapes, so talk with your child about different shapes to help them see similarities and differences. Notice letters on signs, menus, clothing... Read ABC books with your child, and talk about and draw the letters in their name.

Print Awareness includes knowing how to handle a book and knowing how to follow written words on a page. Children must be exposed to written words in order to read them. They need to know if the word is right-side up as well as to start at the left side and read to the right. They need to know to start at the top and to read down. Let your child turn the pages as you read to him/her. At times, point to the words as you read them. Talk about print while shopping or looking for signs.

Print Motivation is easiest explained as being interested in and enjoying books. Reading needs to be positive and enjoyable, so read stories your child likes. You need to make reading fun at home in order for your child to want to work hard at learning to read. Stop before the time is too long or when your child is not having fun.

Narrative Skills involve describing things and events, telling stories, and knowing the order of events. Ask open-ended questions that encourage conversation rather than right/wrong answers or one word responses. Talk about your day in the order it happens. Predicting is another component, so ask children what they think will come next and why they think that.

We teach how to read at school, but children need to learn a love and appetite for reading at home. Make reading and conversation an important part of your daily routine. Let your children see you read novels or magazines, and share with them about what you are reading! It is imperative every parent is a role model!

Upcoming Activities

We are planning for Read Across America Week in March as well as One School, One Book.

We are planning our next Family Night around Math.

There is a Primary Grades Winter Festival on February 15.

Reading

Reading is so much more than just being able to decipher or recognize words in print. And yes, I am referring to even our youngest readers. We read in order to enjoy and understand something whether that something is a story or a text that tells us about or how to. When you stop to think about what our youngest and earliest readers are doing, it is impressive. They are reading accurately, fluently, and comprehending the text literally and, in time, figuratively. It is so important for children to be reading on grade level by the end of grade three.

Unfortunately, as research has shown time and time again, students who do not read and comprehend on level by the end of third grade will take more time to close the gaps in skill and language. This simple statement tells us why it is so important for teachers, as well as parents, to work with the children on improving their skills at all times.

“Word calling” may make a reader sound good, but successful readers need to monitor their comprehension and acknowledge when it breaks down.

Language is crucial to successful readers. The more words we know and use, the more we can understand and focus on the message of the print rather than stopping to question the text often. Language helps readers to infer what is being said in the text.

The ability to read successfully involves strategies of rereading and analysis in order to unlock dense, challenging lines of text that develop an understanding of how language works. It is not enough for readers to just read. Part of the value of reading is to be able to talk about their reads. If a child is the only one to read a text, how can there be rich discourse about what has been read. Readers begin to make references of similarities or differences between different books and/or character and events in time. This is magnified if others have read the same texts. It should be obvious that this indicates that parents should be sharing in the reading experience with their children and having discourse about the text that goes beyond the literal understanding of the text.

Our youngest readers will want to and should go back to familiar texts as they are learning to recognize words rather than having to decode most of what they are reading. As reading levels increase, readers should read more complex texts more frequently. This does not mean the text is longer; rather, the text may use more rigorous language, have multiple plots occurring at the same time, the story may be told out of order... By exposing readers to more complex text in elementary school, you are helping them to develop comfort and skill with varying types of challenges texts create.

Growing readers is everyone’s responsibility. Help set your child up for success!



Great Attendance

Everyone needs to take a day off from school every now and then due to not feeling well. We would never want students coming to school if they are sick. However, the following students have 2 or fewer absences for the year as of Jan 31st:

Noah D, Nora E-F,, Aneila G-M, Lev G-M, Caleb H, Alayna L, Addison M, Adam M, Payton P, Hunter, R, Sebastian SV, and Alyssa W

They will receive a Grrreat Attendance Spirit Stick!

Phonics

CES has been using a different Phonics program for the past two years– the program is Foundations. It is making a difference in our students' ability to read and spell. Phonics is the study and use of sound/spelling correspondences and syllable patterns to help read written words. The ultimate goal is to ensure our students can read the words they come in contact with and for those words to become automatic.

Phonemic awareness is an awareness of and the ability to manipulate individual sounds in spoken words. You probably hear your child's teacher refer to segmenting and blending sounds. This is essential to the development of automatic word reading. This is typically accomplished by the end of first grade.

As skills become stronger, the students move on Phonological awareness. This refers to bigger chunks or parts of language. We ask children to rhyme, blend, break words apart in syllable or onset and rime. The focus on sound development in Phonics is crucial for reading and spelling. They are the foundation for creating proficient readers and writers.

The following students have been chosen as a Soaring Eagle or Bucket Filler (kindergarten) during the months of November and December:

(K) Ivy, Terra, Sadie (1) Ava, Finn, Aayden, Ayden, Alyvia, Anson, Noah (2) Jackson, Hinton, Isaaiah, Cooper, Tirza, Kalina, Joseph (3) Lev, Kylie, Arianna, Max, Sophis, Rena (4) Drew, Zachary, Carley (5) Jahnvi, Michael, Lucas, Ambrosia

The recipients for the **Honesty** Spirit Sticks in January are: PK– Truman; K– Sadie, Emma; G1– G2– Joseph, Isaaiah, Antonella; G3– Noah A, Nora; G4– Hunter, Myles L, Jeanna; G5– Andrew; G6– Sierra

Thank you for abiding by “Honesty is the best policy1”! It is far better to **it is better to admit one's shortcomings and simply endure the consequences rather than live inauthentically.**

The Principal's **Jawsome** spirit sticks went to the following students for role model behavior and effort in class: K– Marco; G1– Elise & Finn; G2– Emmeline & Cooper; G3- Terralyn & Sophia; G4 Ella; G5 Isabella; G6– Justin

A Message from the PTO

Back in September during Chaplin Elementary’s open house there was a request made for volunteers to join the PTO this year. For me, it was an easy decision to write my name down, especially considering the first few years of my children’s entire education just happened to start right around when the pandemic began. I have had a hard time these past few years not knowing what my children’s experience was like (how the classroom looked in person, understanding what the building was like inside, seeing the interaction between students and teachers during the day, and much more).

As a new parent you really look forward to the beginning of the school years for your children – you want them to be positive and enriching. My now second grader had been in school up until this year in a pandemic environment so of course I jumped at the chance to get better access and also be proactive in supporting our school as we exit the pandemic and being able to create a community where as parents, we can start getting as involved as we were before or getting as involved as we can or want to be in support of the school.

This note serves two purposes – first to introduce myself to the community and to thank all of the parents not just on the PTO but also who have donated their time to various activities that we have had so far this year. In our short time as a group, we have supported various activities such as the DARE Program, the Annual Craft Fair, and a field trip. We have much more that we plan to do, and we hope that if you would like to participate or volunteer in the PTO that you know you are very much welcome. Most parents in the PTO are new this year and we are all excited to contribute to the community. If you want to attend meetings or join our group, please email us at PTOChaplin@gmail.com

Lastly, I wanted to give a quick plug for the BoxTops program. There is a great app you can download on your phone and simply scan your grocery receipts. It’s an easy and nearly effortless way to raise money for the school so that we can help to support the community.

<https://www.boxtops4education.com/s/get-the-app>

Thank you!

Karen De Sciscio
PTO President