

# CB Jennings School

April 2009

## **JENNINGS FIRE DAMAGE IS REPAIRED!!**

Six Months after the damaging fire, our cafeteria, roof, kitchen, sidewalk and walls have been repaired! Our students are again enjoying lunch in the cafeteria and have the full benefit of the gymnasium.



The next major project is working on our Jennings' Field. It is in pretty bad shape and will need to have top soil and new grass seed applied. For this reason, we will not be able to use our field through the end of June, but our neighborhood will have a marvelous field starting in July!!

## **BASIC CONCEPTS**

Submitted by Paige True, Speech & Language Pathologist

*Basic concepts* are the foundation of a child's education. They are words that a child needs to understand in order to perform everyday tasks like following directions, participating in classroom routines, and engaging in conversation. A child needs to know basic concepts in order to be successful in reading, writing, and math. In fact, knowledge of basic concepts directly relates to a child's performance in school.

Help your child learn basic concepts by modeling descriptive words. Talk to you child about everything you see and hear in your environment. Bring your child's attention to *textures* (e.g., the way things feel—smooth, bumpy, soft). Expand the words you use when you *describe* things. For example, instead of using the word "big" just because you know your child understands it, use the word "huge" to expose your child to new words.

When talking about *spatial relationships and positions* (where things are), try not to show the child by pointing or gesturing. Use more descriptive words such as "below," "behind," "on top of," "in front of," and "above."

Use and encourage "*Wh*" questions and answers. "*Wh*" questions often encourage the use of basic concepts in response. For example, "where" encourages a response that uses spatial relationships and positions (behind, under) and directions (across, through). "When" encourages a response that uses time concepts (before, later).

Basic concepts are the building blocks a child needs to have success in school and in everyday life. They are common, but very important, words that you can teach your child through conversation, reading, and singing. Use these words often and every day.

*Adapted from Super Duper Handy Handouts! #161 What are Basic Concepts?*

## CB Jennings School



### We Believe In

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### MANY VOICES ONE SONG

Visit us on the Web

#### LIBRARY NEWS:

From  
Mrs. Collins

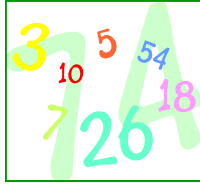


#### THE BOOK FAIR IS HERE!

April 21, 22, 23

All students will have the opportunity to visit and preview the book fair in the library during the school day. Happy Reading!

## WE LOVE MATH! Grade 3, Room 312, Ms. Shannon's Class



Our class has begun using the new math program, enVision, recently approved by the Board of Education for use next year. We are fortunate to have the materials this year so our class is "trying it out." There is a wonderful technology component and each lesson is differentiated so all children are taught the same objective at their level of proficiency. Homework is also leveled based on a Quick Check that students complete at the end of each lesson. Homework may be Reteach, Practice, or Enrichment. There is also a home connection letter sent home at the beginning of each unit explaining the objectives and sharing a game families can play to support students'

### NORAH RULES

News from Room 111  
Ms, Connolly's Kindergarten .  
Norah Healea is writing a wonderful story Titled "Norah Rules". Norah is writing the original story in Mrs. McOmber's first grade. Norah will read her story to her class soon. Congratulations to Norah (and Mrs.



### JUST FOR FUN

Mr. Diaz: Why did these students get in trouble in your music class?



Mrs. Woronecki: They were passing notes!

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Mayor Hyslop: Mrs. Qadir, why do you always wear sunglasses in school?



Mrs. Qadir: I wear glasses because my students are so bright!!

## A message from your School

Hi! I'd like to introduce myself to those of you that I have not had the pleasure of meeting in person. I am Dr. Kristie Fresco-Hawes. I am the School Psychologist at Jennings School. As part of my job, I consult with parents, teachers and students to ensure that students learn in a healthy, safe, and productive environment. In addition to participating in Child Study Team Meetings and evaluating students for Special Education Services, I work with individual students and teachers on student specific challenges. If you are here at school and have a moment, look for the parent resource information center in the front office. It is located on the counter under the windows, near the seating area. This is an area to find information relevant to children's mental health and educational

needs. The information topics will change throughout the year. If you have a topic of interest or an area of concern please let me know. I will do my best to incorporate those topics in upcoming information packets and can direct you to resources outside of those packets if needed. I look forward to continuing working with the students, families, and staff of Jennings School.

Sincerely,

Kristie Fresco-Hawes, PhD, N.C.S.P.  
School Psychologist

Jacob Have I Loved by Katherine Patterson is the new book that is being read with great enthusiasm by Laury LaMarche's SFA level 6.2 Readers. Way to go!

**Our  
Neighborhood  
Children & the  
Children of  
Jennings School  
Deserve A Nice  
Grassy Field!**



**PLEASE,  
PLEASE  
STAY OFF OF  
THE GRASS FOR  
THE MONTHS  
OF APRIL, MAY  
AND JUNE SO  
THAT YOU CAN  
HAVE A GREAT  
FIELD FOR THE  
SUMMER!!**

## Mrs. McKee's Fluency Focus Group

Mrs. McKee's Fluency Focus Group presented The Gingerbread Boy Uptown to all of the second grade classes. The group is comprised of Christ Cantres, Charles Cordero, Juan Cordero, Alexis Martinez, Khanaariy Pope, Luis Rivera, and Syed Zaryab.

The students practiced reading their parts fluently, reading with proper expression for their character, and reading in a performance voice. All of the second graders enjoyed an excellent performance because everyone in the Fluency Focus Group



## WHO SOLVED THE MARCH SUDUKO PUZZLE?

8	2	3	4	1	7	5	6	9
1	7	5	6	3	9	4	8	2
9	4	6	5	2	8	7	3	1
3	9	2	8	5	1	6	7	4
7	6	4	2	9	3	1	5	8
5	8	1	7	4	6	2	9	3
6	3	8	1	7	4	9	2	5
2	1	9	3	6	5	8	4	7
4	5	7	9	8	2	3	1	6

**March Puzzle  
CONGRATULATIONS  
TO**

Jean Santos in  
Mrs. Sandoval's  
4th grade class!



## APRIL SUDUKO

Who can solve this K—2 problem??

To do this Sudoku, you must make every column, row and 4-box mini grid contains one each of the numbers 1 through 4. There is only one way to finish each puzzle and if you think carefully, you will be able to work it out!

Think about what you will do to solve this Suduko. Use a pencil with an eraser. When you solve it, write your name and class on it and send to the

		2	
	4		
		3	
	1		

**office! Good Luck!!**

# JENNINGS SCHOOL ~ APRIL 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 <b>HALF DAY</b>	2	3 <b>PICTURE DAY!</b>	4
5	6	7 <i>10 am Music Exploration for Toddlers @ Jennings FRC Kindergarten Registration at Adult Education 4-7 pm</i>	8	9 <i>10am Parent Workshop~Toilet Training @ Martin Center</i>	10	11
12	13	14	15	16	17	18
19	20	21 <i>10 am Music Exploration for Toddlers @ Jennings FRC</i> <b>BOOK FAIR IN THE JENNINGS LIBRARY</b>	22 <i>10 am Yoga &amp; Art for Toddlers at Martin Center</i>	23 - District wide Parent Meeting BDJMS - Report Cards	24	25
26	27	28 <i>10 am Music Exploration for Toddlers Jennings FRC</i>	29 <i>Ms. Shannon's class Field trip 9-12 WAY to K Kindergarten Parent Orientation 5:30-7:30 BDJMS</i>	30		

\*\*\*\*\***SPRING BREAK**\*\*\*\*\*