

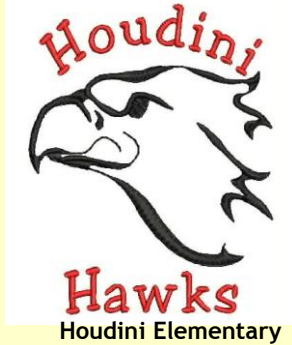
Houdini Hawks Tale

LITERACY EDITION

JANUARY 13, 2011

TIFFANY FRERKS, PRINCIPAL

DONNA HODGES, ADMINISTRATIVE SUPPORT



www.aasd.k12.wi.us/houdini/



Don't forget!
Saturday-Jan. 15th
8:00 a.m.
Pancake Breakfast
at O'Charley's



Reading Incentive:
Read 6 Books; get a
FREE Kid's Meal!
Watch for Fuddruckers
bookmark coming home
with your child.

OUR MISSION:

AT HOUDINI ELEMENTARY, IN
PARTNERSHIP WITH FAMILIES AND THE
COMMUNITY, WE LEARN, WE CARE, AND WE
INSPIRE!

UPCOMING KEY DATES

Jan. 14 – Reading Minutes Due
Jan. 14 – 3:15 Battle of the Books
Jan. 15 – Pancake Breakfast @
O'Charley's
Jan. 17 – 3:30 Ski Club
Jan. 18 – 7:45 a.m. 3/4 Intramurals
Jan. 18 – 7:45 a.m. Reading Rocks
Jan. 18 – 6-7:30 p.m. Family Gym
Jan. 19 – ARBITRARY FRIDAY
Jan. 19 – 7:45 a.m. Reading Rocks
Jan. 20 – 7:45 a.m. 3/4 Intramurals
Jan. 20 - 7:45 a.m. Reading Rocks
Jan. 20 – 6:00 p.m. Talent Show
Jan. 21 – 8:40 a.m. K-3 Talent Show
Jan. 21 – 10 a.m. Gr.4-6 Talent Show
**Jan. 21 – 11:27 DISMISSAL –
NO PM SCHOOL**
Jan. 24-28 7:30-3:30, Kindergarten
Registration for 2011-12
Jan. 24 – 3:30 Ski Club
Jan. 25 – 7:45 a.m. 3/4 Intramurals
Jan. 25 – 7:45 a.m. Reading Rocks
Jan. 25 – 6-7:30 p.m. Family Gym
Jan. 26 – 7:45 a.m. Reading Rocks
Jan. 26 – 8:35 a.m. Soaring Celebration
Jan. 26 – 9:30 Gr 6-ZIM Carolina Mnr
Jan. 27 – 7:45 a.m. Reading Rocks
Jan. 27 – 5:15 pm. Gr. 6 Parent Mtg
Re: Human Growth & Dev.
Jan. 27 – 6:30 p.m. Gr. 6 Parent Mtg
Re: Overnight Camp
Jan. 28 – 3:15 Battle of the Books
Jan. 31 – 3:30 Ski Club

Tips for Reading Fiction:

There are two reasons that teachers assign fiction. One is to help students understand genre – to recognize science fiction or a type of poetry, for instance. The other is to write or talk about what a student has read, by analyzing a poem or producing a book report.

- **Know the Assignment.** Be sure your child understands what kind of written or oral task will follow a particular reading assignment, so that she can focus her reading to that end. For example, if she must write a book report, identify the type of report she has to write. Ask, "Will your report be a retelling of the story, or will you be analyzing the characters?" Suggest that she keep notes that will help her compose her report. If the purpose of the assignment is to compare two poems, remind her to look for common themes as she reads.
- **Work as you go.** Don't leave the gathering of information until the end of a long reading assignment. Before he reads a work of fiction, for example, have your child write WHO or MC (main character), WHERE/WHEN (setting), P (problem), and S (solution) on sticky notes. AS your child reads, have him list on each note the pages that identify the introduction of a main character, the setting, a conflict or problem the character faces, and the solution to the conflict. Then ask

him, "What did you read that taught you something new about the main character or the problem in the story? What did another character say or do that gave you information or insight about the main character? How is the setting or time that the story takes place like our hometown? Is there a character you have read about in the past who faced the same challenges as this main character?"

Tips for Reading Non-Fiction:

Science and social studies textbooks require different reading strategies than those used for fiction. As your child begins a chapter or section of a textbook, point out the title and any boldfaced subheadings. These let him know what the main topics and main ideas will be. Then ask him to form a question that the subsequent paragraphs might answer. Prepare a mindset for reading each section. After reading each section, have your child summarize some of the details he learned that might support the main ideas. He will then start to answer the questions he formulated.

If the assignment is to read a chapter in a textbook and to answer questions at the end of the chapter or on a worksheet, have her read the questions first, so that she knows what to look for as she reads.

Literacy Corner



With January come some anticipated events - the start of a new year, the Super Bowl, and of course, report cards. Report cards provide a brief summary of how your child is doing in reading at school. After reading your child's report card, you may wonder what you can do to foster your child's growth in reading. Below are listed a few of the descriptors from report cards at various grade levels along with some helpful hints for parents.

Uses phonics and context clues to pronounce words – Try to encourage your child to use a balanced set of strategies to figure out new words. Ask your child: Does that look right? Does that sound right? Does that make sense?

Reads fluently – Even after your child begins to read independently, read aloud to your child modeling what fluent reading sounds like. Provide your child with books that are easy enough to practice reading in a way that sounds like natural language.

Understands what is read – Talk about what your child is reading. Discuss the setting, problems and events that take place in a story. Make connections between the characters in the story and people your child may know or other characters read about. Ask your child to explain what s/he pictures in her/his head while reading and share what you are visualizing as you read.

Makes meaningful predictions – Ask your child to predict what will happen next in the story and share your predictions. Discuss why certain events may occur in the story and why other predictions may be unlikely based on what you know and/or read.

Listens and comprehends – Help your child understand and follow multi-step directions. Talk with your child about a variety of subjects and encourage the sharing of ideas and questions. Whether or not the above descriptors are part of your child's report card, the parent ideas are helpful for children of any age.

Appleton Reading Specialists



Book Look Nook

Instructions and rules govern a lot of a child's life, so it's not surprising how often book plots turn on whether instructions are followed. In these books, we see what happens when you wiggle during a haircut and when you get off the train when told not to. Whether you're around wild animals or going to a princess's birthday party, you'd better listen when authors tell you what to do!

Beginning Readers (grades K-2):

In the Wild by David Elliott. Poems focus on wild animals. Each verse is short and evocative, capturing the animal in a few, quick verbal strokes. Each animal is featured large and full of personality, with thick, black lines and sweeping color to show the animals' patterns set against the wild world they live in.

Ling and Ting: Not Exactly the Same! By Grace Lin. In this delightful easy reader, identical twins Ling and Ting look very much alike, but Ting's big sneeze at the wrong moment during a haircut makes it much easier to tell them apart.

Young Readers (grades 3-4):

Instructions: Everything You'll Need to Know on Your Journey by Neil Gaiman. Here's the book of instructions you'll need once you've gone through a wooden gate "you never saw before." Some of the instructions are precise: "Do not touch it; it will bite your fingers." Others may apply equally well: "If any creature tells you that it hungers, feed it." A fantasy/fairy tale world...

Advanced Readers (grades 5-6):

Meanwhile by Jason Shiga. This is one book that requires a page of instructions before you start reading, because rather than pages of text, the book consists of pages of cartoon panels connected by thin colored tubes. Some connect directly to the next panel, but others branch off. The reader must decide which way to go, beginning with the first branch: vanilla ice cream or chocolate? Vanilla leads to a dull ending, but chocolate could lead to accidentally destroying the world. Readers must flip back and forth through the shiny pages and follow the connectors or the story will make no sense. With its 3,856 possible directions, this book will lend itself to reading and rereading, and rewards the reader with some great plot twists.

Looking for KINDERGARTNERS for the 2011-2012 school year!



If your child was born between
September 2, 2005 & September 1, 2006,
they are eligible to enter kindergarten in September 2011.

The Appleton Area School District is looking for **YOU!**

Kindergarten Registration will be held

January 24-28, 2011

Please stop by your neighborhood school office
during the last week of January to pick up
a registration packet.

**To confirm which school
your child should attend,
please call Jen at
920-832-6116**



6th Grade Orientation Transition Night

WHO? Parents/Guardians with your 6th Grade Students

WHEN? Tuesday, January 25, 2011
6:30 – 8:00 p.m.

WHERE?

Einstein Middle School	832-6240
Madison Middle School	832-6276
Roosevelt Middle School	832-6294
Wilson Middle School	832-6226

Parents/Guardians and students: Please plan on attending the program at the middle school your 6th grader will attend for seventh grade in fall of 2011.

WHAT? This will be an informational meeting for parents/guardians, with your incoming 7th grade students, to become more comfortable with your Middle School campus and programs. Various members of the school community will be making presentations.

There will be an opportunity to hear about what the middle school curriculum looks like and what co-curricular opportunities are available. In addition, you will receive general information about how the needs of our many diverse populations are met. The evening will end with a question-answer period.

If you have any questions about this evening, please call your specific middle school (numbers are listed above).

APPLETON AREA SCHOOL DISTRICT NOTICE

INTRA-DISTRICT ***OPEN ENROLLMENT INFORMATION/TIMELINES*** ***GRADES K-12*** ***ELEMENTARY, MIDDLE, AND HIGH SCHOOL***

- By January 3** Intra-District (within the AASD) Open Enrollment Transfer Request Forms will be available after Winter Break in all schools and at the Attendance Office (531 N Morrison Street). Any parent considering the open enrollment option should request a form.
- By January 31** Intra-District Open Enrollment Transfer Request Forms should be returned to the Attendance Office, 531 N. Morrison Street, Appleton, WI 54911 or mailed to P.O. Box 2019, Appleton, WI 54912.
- By March 1** Parents will be notified of the status of their Open Enrollment request.

Inter-District (out-of-district) State Open Enrollment online applications will be available in February from the Wisconsin Department of Public Instruction (DPI) and can be obtained from the AASD Web Site (www.aasd.k12.wi.us, click on the **Parent** link, click on the **Open Enrollment** link). The timeline for accepting Inter-District applications is from February 7 through February 25, 2011. Absolutely no applications will be accepted after 4:00 PM on Friday, February 25, 2011.