

Houdini Hawks Tale

LITERACY EDITION

DECEMBER 8, 2011



TIFFANY FRERKS, PRINCIPAL
DONNA HODGES, ADMINISTRATIVE SUPPORT

Visit www.aasd.k12.wi.us/houdini
for the REST of the newsletter!

For **details** regarding events listed below, please check the calendar on our website.

UPCOMING KEY DATES

Dec. 9 Reading Minutes Due Today
Dec. 12 7:45 a.m. Gr. 3/4 Intramurals
Dec. 13 7:45 a.m. Gr. 5/6 Intramurals
Dec. 13 11:30 a.m. Gr. 5 Chorus
Dec. 14 7:45 a.m. Gr. 3/4 Intramurals
Dec. 14 11:30 a.m. Gr. 6 Chorus
Dec. 15 Pick up Kwik Trip Gas
Cards 7:45-8:15 a.m.
or 6:00-6:30 p.m.
Dec. 15 7:45 a.m. Gr. 5/6 Intramurals
Dec. 19 7:45 a.m. Gr. 3/4 Intramurals
Dec. 20 7:45 a.m. Gr. 5/6 Intramurals
Dec. 20 11:30 a.m. Gr. 5 Chorus
Dec. 21 7:45 a.m. Gr. 3/4 Intramurals
Dec. 21 11:30 a.m. Gr. 6 Chorus
Dec. 21 Kwik Trip Orders Due Today
Dec. 22 7:45 a.m. Gr. 5/6 Intramurals
Dec. 22 11:27 Dismissal –
No PM School
Dec. 23 No School - Winter Break
Begins
Jan. 3 Classes Resume

Create a Holiday Schedule

The holidays can be a welcome break of "sleep-late" mornings and spontaneous activities. However, time without a regular schedule can cause children to be overwhelmed or overly tired—families too. Just as a schedule is important in day-to-day life, so is a schedule during the busy holiday season. The schedule is not likely to be the same as the year-round one, but it can provide a sense of what is happening next, offering predictability and structure for children.

Here are some schedule tips to keep the holiday fun in balance.

Holiday Bedtime: Decide on a holiday bedtime (and wake up time) – This may or may not be the same as what you use for regular school days. It may include a little extra time to stay up. It is important, however, to define the time that the child will go to bed. Will he be allowed to watch an extra 30 minutes of TV each evening? What time will he get up in the morning? This can be a later time that normal to accommodate the feeling of sleeping in. The idea, though, is to have the underlying structure of routine. Everyone's system functions better with a regular bedtime and time to get up. Remember our K-1 children and younger, need 13 hours of sleep whether the next day is a school day or not.

Mealtime Routine: Parents can establish a mealtime routine by communicating when meals will happen. Again, a regular time is very helpful. If the holiday plans include going out to restaurants, it is important to let that be known ahead of time. Letting children know the plan ahead of time will head off many impulsive actions or reactions.

Plan the Day: Consider a general plan for days off. A blend of activity and down time will work well. In a sense, this creates yet another schedule to follow. This one, however, is a more laid back plan—a strategy that will help children and parents fully enjoy the holiday time together.

Get Back to a Regular Schedule: As the end of the holidays approach, ease back into the regular schedule. Perhaps the most critical part of this is the bedtime/wake up routine.

Reading Routine: The holidays provide multiple opportunities for reading and new learning. So don't forget to read aloud before bed, pack your children's favorite books for long trips and car rides, and enjoy the new books your children will receive as gifts.

The holidays can be spontaneous fun, not holiday chaos, with just a little planning and structure.

Adapted from article written by Lynn Moor, Dec. 28, 2007
<http://lynn-moore.suite101.com/adhd-children-holiday-schedules-a39241>

Outgrown Clothing Needed

If your child has outgrown their clothing, please consider donating to school. We are in need of unisex pants such as jogging pants or sweat pants (all sizes) to lend out to students in need when an accident occurs. We can also use socks and underwear. Thanks for considering. If your child has been the recipient of borrowed clothing, please be sure to wash and return the borrowed items to school.

Literacy Corner



Reading in the Digital World

Want to get your child as excited about books as they get about playing a video game? Try reading books digitally.

Children's books are exploding on digital platforms, offering readers a world of books at the touch of the mouse or screen. E-books, or electronic books, feature full color illustrations, as well as text which is narrated and highlighted as it is read. Readers have the option of being read to, reading alone, or using auto play which works like a movie, automatically turning pages and reading the text for the listener. Some E-books allow readers to touch pictures, have the picture named and the matching word highlighted in the text. This helps beginning readers and second language learners make meaning of print. Embedded audio and video are becoming more common in E-books as well. These clips may further enhance the reading experience and aide in comprehension. Enlarging text size is yet another feature of E-books that readers may find helpful. Digital books take reading to the multi-media level and invite readers in. Give it a try with your child today.

www.apl.org Appleton Public Library site where you can check out digital books or use Tumblebooks.

Apps can be downloaded that offer E-books for purchase from companies such as Oceanhouse Media, Ruckus Media Group and PicPocket Books.

Appleton Reading Specialists



Book Look Nook

Some great Read-Aloud Books:

Beginning Readers (grades K-2):

Sneezy Louise by Irene Breznak. Louise battles a terrible case of the sneezes on a troublesome day. This lovable character learns some valuable lessons – tomorrow can be a better day, and cover that sneeze!

Let's Do Nothing! By Tony Fucile. Young Frankie & Sal feel like they have done everything there is to do in life. In their sincere and hilarious effort, Frankie and Sal discover that it is impossible to do nothing. Boredom is a feeling kids will connect with.

Young Readers (grades 3-4):

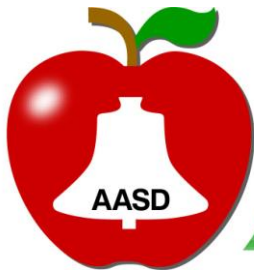
Gonzalo Grabs the Good Life by Janice Levy. Gonzalo wins the lottery and seeks the good life away from the farm but he gains weight lying around, the hot tub burns, and singing in the choir is problematic; maybe his old life would be better. This story, sprinkled with Spanish, is laugh-out-loud funny.

My Name is Sangoel by Karen Lynn Williams & Khadra Mohammed. When Sangoel's father was killed in the war in Sudan, his family moved to America. In school, children couldn't pronounce his name and some laughed. Sangoel was afraid he would lose his name until he came up with an idea.

Advanced Readers (grades 5-6):

Moonshot: The Flight of Apollo 11 by Brian Floca. This book intertwines nonfiction information about the Apollo 11 mission with bright illustrations and repetitious narration that draw the reader into the story. The varied formats of each page depict the stages of the mission from preparation to splashdown.

Runaway Twin by Peg Kehret. Sunny, determined to find her twin sister, runs away from her foster home. Her adventures include an abandoned dog, bullies and bus drivers, and surviving a tornado. In the process of finding her sister she discovers what family is really about.



Appleton Area *School District*

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October 26, 2011

Dear AASD Parents and Guardians:

At the Board of Education meeting on October 24, 2011, changes to Board Policy 361: Educational Materials Selection were unanimously approved by the School Board. A complete copy of this new policy (now referred to as Board Policy 361.1: Educational Materials Policy and Board Policy 361.2: Library Media Materials Selection) can be accessed on the AASD website, www.aasd.k12.wi.us. You may also request a copy of Board Policies 361.1 and 361.2 from your building principal.

While there were a number of revisions to Board Policy 361, significant changes occurred in Section V: Procedures for Handling Objections to Educational Materials and Textbooks. Last school year, an objection was made to one of our district's approved 9th grade communication arts novels. This objection brought to light our need to consider changes to our existing policy. While parents have always had the right to "opt out" their child from educational materials they find objectionable, revisions to Section V have helped to clarify the procedures a person will follow when requesting that Board approved educational materials be reconsidered.

Section V also outlines changes made to establish two district materials review committees: one for reconsideration of School Board approved educational materials used at grades pre-kindergarten to 6th grade (elementary) and a second for reconsideration of School Board approved educational materials used at 7th through 12th grades (secondary). There will be four parent member positions and three community member positions chosen by lottery for each materials review committee. This format will provide balanced committees that fairly represent our community. Parents that are interested in being considered for the parent member positions may access an application form on the district website or from your building principal as early as December 1, 2011.

Revising Policy 361 has initiated healthy discussion and dialog. In addition to the revisions made to Policy 361, the AASD is also in the process of reviewing novels which support the 9th grade communication arts curriculum. It is anticipated that in February 2012 a committee will bring forward to the Board of Education recommendations for a revised list of educational materials to support the 9th grade communication arts curriculum. Any changes would be in place for the 2012-13 school year.

As always, we appreciate your commitment and ongoing support of our students!

Sincerely,

Judith Baseman
Assistant Supt.

Valerie Dreier
Assistant Supt.

Kevin Steinhilber
Chief Academic Officer

Ben A. Vogel
Assistant Supt.