



Look for info in this edition about Governance Council regular meeting, Letter of Intent to Return, Coffee with Admin and Doorway to the Arts!

PARENTS!
2/19/2015

THURSDAY FOLDER – NVA WEEKLY COMMUNICATION

There is a regular Governance Council meeting today, 4:15 in the Center for the Arts.

Letter of Intent to Return. We must collect 100% of these before we begin our lottery draws next month. Please indicate your intent and return to your child’s teacher. If you mark that you will not be returning, or you do not turn in the form, your place(s) will be forfeited. If you have a sibling of one of our current students that is coming in, you must fill out a lottery form. Thank you.

Just a reminder –

- **Class & Club** photos were taken yesterday. You may order pictures as late as **Monday, Feb 23**. There are extra order forms in the front office.
- We have revived **Coffee with Admin** – the next session will be **Friday, February 27, at 8:00 am**. Come join us...in the teacher’s lounge.
- **Doorway to the Arts!** Friday, February 27, 6 to 8 p.m. Please join us for a wonderful evening of desserts, Jazz with *Richmond Street*, student art work, and Silent Auction. This is a premier event for us, and a combined fundraiser with PTO. Many wonderful projects are funded through the proceeds from Doorway to the Arts, plus you get to see our amazing Fine Arts program in action! Please think of joining us, bring your neighbors or the grandparents – it is a great Friday evening out!
- As you probably know – the **PARCC testing** for 3 thru 8 graders will begin on Monday, March 2. We will use our **Green is for Good Luck** theme for the month of March. The younger grades will adopt older grades for snack and encouraging note delivery on the mornings that students test. The test environment will be a little bit different as only 4 classes will test per day (approximately). Please be conscious of scheduling appointments, lunch dates etc. as the testing attendance is part of our state school grade, and we want the best assessment information we can get from our students. Check with your child’s teacher for specific testing dates and times, or with the front office.



Myths in the Media – Many education related bills in the legislature. We’ll let you know the status of bills that affect charter schools....

Some important pieces of information. It might seem small, but in the grand scheme of what we do these things are very important.

1. **DO NOT PARK ALONG THE FIRE ZONE IN FRONT OF SCHOOL.** Even if you are “just running in. You will be ticketed, and more importantly, it blocks access for emergency vehicles which was the case on Thursday morning. Please be cognizant of the importance of this request.
2. **Spring is in the Air** – even though it is still only February. Please review with your child dress code policy, behavior expectations, doing their best at academic work, treating others with respect, etc.

As always – we appreciate your support. Use any of the avenues offered to share your thoughts with us, whether it is to attend *Coffee with Admin*, talk with us at the gate, or give us a call. If you have questions, concerns, ideas, or kudos, please feel free to contact any of us.

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SCHOOL SPIRIT TASTES GREAT



Make dinner a selfless act by joining us for a fundraiser to support North Valley Academy. Come into the 3400 NM 528 NW Chipotle on **Tuesday, March 3rd**, from **5:30pm** to **8:30pm**. Bring in this flyer, show it on your smartphone or tell the cashier you're supporting the cause to make sure that 50% of the proceeds will be donated to North Valley Academy.



Reading Connection

Tips for Reading Success

Beginning Edition

North Valley Academy Charter School
Susan McConnell, Principal

Book Picks



Read-aloud favorites

■ *Biblioburro: A True Story from Colombia*

What if the library came to your



neighborhood on the back of a donkey? This is Jeanette Winter's true story of a Colombian schoolteacher's traveling library, which brought books to children in remote villages. (Also available in Spanish.)

■ *Dragons Love Tacos*



When a little boy discovers that dragons like to eat tacos, he decides to host a taco party for them. But if a fire-breathing dragon accidentally gets a bite of spicy salsa, look out! A silly story by Adam Rubin about a dragon party that turns into a disaster.

■ *Just a Second*

In just 1 second, a bumblebee flaps its wings 100 times and the earth travels 18½ miles. Steve Jenkins's nonfiction book will help your child think about time in fascinating ways. She'll also discover different methods of measuring time.

■ *Bedtime Is Canceled*

Maggie and her brother write their parents an official-looking note: "Bedtime is canceled." Somehow, the note blows out the window, lands in a newspaper office, and ends up in a headline. Soon, bedtime really is canceled, and exhausted children quickly discover the importance of sleep. A nice read-aloud by Cece Meng.



Storytime

Want to spend time with your youngster, build her reading skills, and help her learn to love books? You can do all three when you read aloud to her. Here are some suggestions.

Read regularly

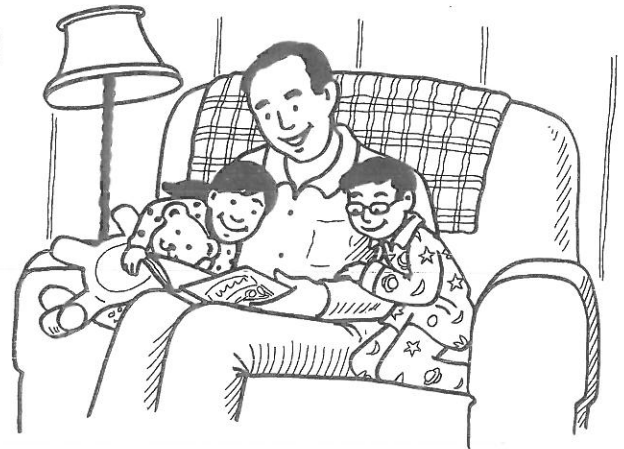
Try to read to your child every day. You might aim for 10–15 minutes of bedtime reading for a peaceful end to the day. Bring along a book, and read to her during a sibling's sports practice. Or curl up together with a book when you get home from work.

Take turns choosing books

Your youngster may want to hear old favorites again and again. Use your turn for new titles and variety (nonfiction, poetry).

Let her participate

Ask your child to turn the pages while you read. Also, she can finish sentences that rhyme or fill in words she



knows. Go slowly so she has time to understand the story and look at the illustrations. She'll enjoy read-aloud time more if she plays an active role.

Be playful

You can use different voices for different characters (a high, squeaky voice for a mouse or a deep, booming voice for a horse). Or substitute your youngster's name for the main character's name, and use family members' names for other characters. *Note:* You don't have to be an expert reader — your child will love it when you read aloud because it's you.♥

Writing that makes sense

When a child first learns to write, his stories may not always make sense to others. Help his writing flow logically with these two ideas.

1. Let him read his stories to you. Ask questions to encourage him to add information ("What did you do with your friends at recess?") or to clear up a confusing part ("Who said, 'Let's go home'—you, or your brother?").

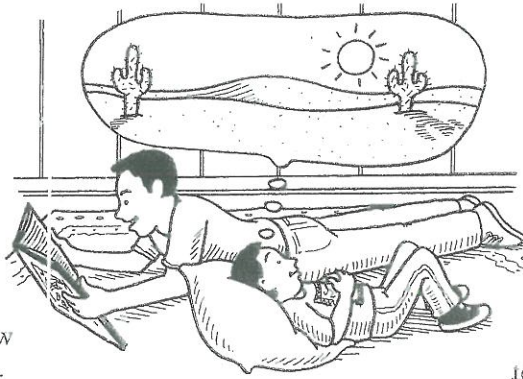


2. Even if he isn't writing sentences yet, he can tell you stories. He might describe the new class pet or something funny that happened at lunch. He'll practice relating events in a logical order, and that can help when he puts his thoughts and ideas down on paper.♥

Read between the lines

Learning to infer, or “read between the lines,” is one key to good reading comprehension. Consider these tips for helping your youngster make inferences when he reads.

Describe the setting. Pick a book, and read a few sentences to your child (without him looking). Leave out words that name the setting. *Example:* “Sand stretched in all directions... cacti dotted the landscape.” Can he infer where the story is set? If he isn’t sure, give him a hint. (“Where do you see lots of sand and cacti?”)



Look for lessons. Fables are great for reading between the lines. Read one by Aesop, and help your youngster figure out the lesson. For instance, “*The Tortoise and the Hare*” teaches that even if you’re slow, you can win if you just keep going. Have him point out parts that he used to make his inference. (“The tortoise never stopped, and he took one good step after another.”)

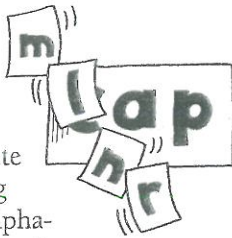
Use prompts. Questions that start with “Why do you think...?” or “How do you know...?” can encourage your child to infer. You might ask why he thinks a character behaved the way he did or how he knows it’s going to snow. Together, look for clues in the book that may help him answer the questions.♥

Fun with Words

Wordplay

Use these activities to build your child’s *phonemic* awareness—her ability to hear sounds in words:

- Choose a three-letter word, such as *cap*. Have your youngster substitute different beginning sounds from the alphabet to make new words (*lap, map, nap, rap, sap, tap, zap*). How many can she think of?



- Pick a long word, and tell her to clap once as she says each syllable. For *mozzarella*, she would clap four times: *moz-za-rel-la*.

- Ask your child to say a word without the first sound. *Example:* “Can you say *sit* without the *s*?” (*Answer: It*)

- Think of a word, and give your youngster a “sound” clue to figure it out. For instance, “I’m thinking of a word for something that you chew. The word has an *uh* sound in the middle.” (*Answer: Gum*)♥



All kinds of words

A large vocabulary can turn your child into a better reader and writer. Try these everyday ways to help her learn new words.

Keep your ears open. When you and your youngster go places, point out words that people use. Maybe a waiter describes an *entree* or the dentist talks about *molars*. Encourage your child to figure out what they mean by the way they’re used.

Go beyond nouns. Help your youngster add verbs and adjectives to her vocabulary. Sports and games offer opportunities to use action words. Let your child hear you comment on the softball that *soars* or the runner who *sprints*. When she sends thank-you notes or greeting cards, suggest descriptive words (a *polka-dot* shirt, a *fantastic* birthday).♥



Parent to Parent

Build, read, and write!

My son James loves to play with blocks. At our parent-teacher conference last month, his teacher suggested that we use blocks to fit in extra reading and writing practice.

We found books about things he could make, such as castles, skyscrapers, and monuments, and I put them with his blocks for inspiration. At first, I thought he’d just look at the pictures, but he has started pointing

out facts that he reads, like how moats kept enemies away from castles. I also encouraged James to write signs to go with his buildings. When he made an airport, for example, he wrote “Tickets,” “Bags,” and “Taxi” on slips of paper and taped them to the blocks.

I’ve noticed that James’s buildings are more creative—and I’m happy that he’s reading and writing while he plays.♥



OUR PURPOSE

To provide busy parents with practical ways to promote their children’s reading, writing, and language skills.

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