The Central Valley Chronicle

April 2020

From the Administration

Dear parent, guardian, or caregiver,

Social distancing is a major inconvenience. In fact, it's a huge disruption. But social distancing interventions are absolutely necessary to slow the spread of COVID-19. Every one of us must do our part to slow the spread of this virus right now. This protects us and our loved ones who are at high risk for disease.

What does social distancing mean for our daily lives?

- It generally means we stay out of places where people gather in groups of 10 or more such as movie theaters, religious gatherings, public transportation, group fitness classes, and coffee shops. We all need to stay at home as much as possible. And when it isn't possible, we need to work together to stay at least six feet away from each other.
- Schools are operating in alternate learning environments to keep students from spreading germs to one another and to the community. We need to keep them away from each other. Please do not arrange large playdates, sleepovers, or parties. Take your children to parks and enjoy the outdoors.
- Many people cannot work from home. If it is at all reasonable for you to do your work at home, please do. Every day.

Stopping a pandemic in its tracks calls for cooperation, patience, hand washing and, yes, isolation. We can do it. And while we are working to stay physically apart from one another, think about what you can do to maintain connections with your friends, relatives, and neighbors. Call a friend to check in. Help your children draw a picture or a card to mail to a relative. Deliver a note to a neighbor's porch. Stay connected, from a distance of at least six feet.

Fight stigma and misinformation by getting your information from trusted sources. Listen to guidance from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and your local health department.

CV teachers 7-12 are in the process of creating enrichment lessons which will be accessible on Schoology on Monday, March 30. Any student that does not have internet access, please call the school to request hard copies. For class-related specific questions, please either call (if no internet access) or email your teacher.

Thank you for your cooperation.

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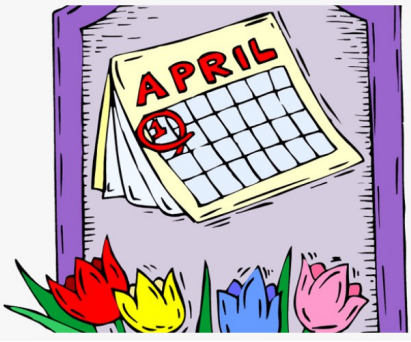
The activity calendars and menus will not be included in this newsletter due to the uncertainty of school being in session and to the cancellations and postponements of activities due to COVID-19. Please be sure to check the calendar online as changes may occur!

Stay safe and healthy.

Please practice hand-washing and social distancing.



Principal's Desk
Central Valley Elementary
Mrs. Connie Shafer

Spring is in the air and that usually means end of the year testing starts to show students' progress. Because of COVID19, state testing has been suspended. Our teachers will be making enrichment packets on a two week basis for students to review academic skills and content that has already been taught.

Parent information on how to talk to kids about coronavirus.
https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus

Washing hands video
https://jr.brainpop.com/health/bewell/washinghands/

We greatly appreciate the combined efforts of all stakeholders as we support our students in successfully meeting the highest of standards set before them!

Instilling Pride; Inspiring Others!!

Kindergarten

Mrs. Holly Perrott

Kindergarten students had the opportunity to take part in a Skype with Stern Pinball Machines out of Illinois, on March 13th. Students have been learning about force and motion in their current science unit. Within the unit, students created their own pinball machines out of cardboard, popsicle sticks, rubber bands, etc. to help them better understand force and motion. Students were then surprised with live Skype tour of Stern Pinball Machines by one of the employees. The tour took kindergarteners through the process of making a pinball machine from beginning to end. The 30 kindergarten students thoroughly enjoyed the 25 minute Skype and asked the Stern employees many questions!

Parent-child chats

Regular conversations with your youngster keep the two of you close—and build her language skills. Here are suggestions for making chats more meaningful.

- **Phrase questions thoughtfully.** Questions that require more than a one-word answer will lead to more informative answers. Try "What made you laugh today?" rather than "Did you have a good day?"
- **Show you're paying attention.** It's easy for busy parents to respond out of habit without focusing on what youngsters are really saying. Instead, look your child in the eye, and stop to consider her words. She'll know that what she has to say matter to you.

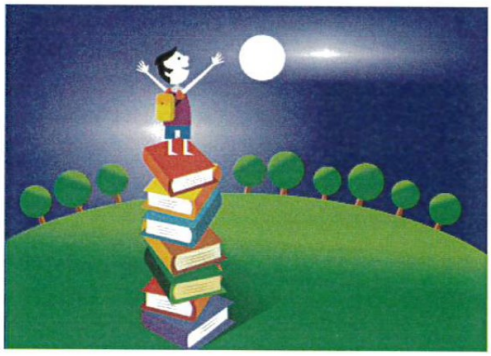
Report to PARENTS

Setting Goals

The middle of the school year is a great time for families to check in with students on goals. Setting academic and personal goals helps motivate, energize, and focus students, and it is a valuable skill that will benefit learners throughout their lives. Parents can help students set and achieve these goals.

Goal-setting can be tedious, even intimidating, for some students. Parents can support students in this process by following these steps: pick it, map it, do it, own it, and celebrate it.

Pick it. Encourage your child to consider his or her dreams and passions and pick goals that are important and meaningful. Guide your child to think about, "What motivates me? What would inspire me to give my best effort? What would make me feel good while I'm doing it? What achievement would make me feel proud?"



Map it. After your child picks a goal, help map the path from where he or she is now to where the child wants to be. Offer the following analogy: If we want to drive across the country from New York to California, we don't just get in our car and start driving—we get a map, pick a route, and follow it until we get to California.

With your child, analyze different approaches and define clear steps to reach their goal. For instance, if the goal is to get a higher test grade in a tough subject, each quiz or project is a step on the path to the higher goal: earning an A.

Do it. Once you and your child have mapped a path to their goal, encourage him or her to take action, focus on the first step and give it his or her best effort. Remind your child that no goal is ever reached without focused action.

Own it. As your child makes progress toward their goal, help him or her to take responsibility for making it happen. Teach the mantra, "If it's to be, it's up to me!"

Reflect with your child. Ask, "How are you doing? What's working? What's not working? What can you or your family change to get to this goal?" From there, analyze the map, and make changes to the plan if necessary.

Help your child keep a positive attitude and own mistakes as well as successes. Remind your child that if something comes along that holds him or her back temporarily, to look at the experience as feedback. Failures, or bumps in the road, can provide us with information we need to succeed. Reinforce the message that we can learn from our mistakes and move on with new, valuable knowledge.

Celebrate it. Acknowledgment and celebration are huge parts of achieving goals. Acknowledge every effort and celebrate your child's mini-successes along the way to achieving a goal. This builds his or her confidence and motivation. Your child will feel good and understand that perseverence will result in another mini-success and finally goal achievement.

Try going through the goal-setting process as a family. Pick a family goal (perhaps a charitable activity) and work together to achieve it. After the family experience, have each family member pick a personal goal. Support and acknowledge one another as you move through the above steps.

Success is assured when students believe in themselves and in their ability to achieve. Parents are key to helping them believe and succeed.

This Report to Parents *was written by Bobbi DePorter of Quantum Learning Network.*

naesp National Association of Elementary School Principals

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Home & School CONNECTION®

Collect and learn

Whether your child has postcards on her bulletin board, a bucket of rocks on the patio, or a jar of seashells on her dresser, she's a collector! Encourage her to use her collection as a learning tool with these suggestions.

Writing. Let your youngster start a log to keep track of her collection. She can write a description of each item: "Uncle Phil sent me a postcard from his trip to St. Louis, Missouri. It has a picture of the Gateway Arch, the world's tallest arch."

Math and science. Ask your child math questions about her collection. How many rocks does she have? How many more does she need before she has 10, 25, or 100? She could also classify the items, perhaps organizing seashells by color, texture, or size.

Research. Your youngster can learn more about the objects she collects by reading library books or kid-friendly websites. She could use an atlas to discover more about states or countries on her postcards. Or she might visit a geology website to identify rocks or read a children's encyclopedia to learn about sea animals with shells.♥

Playing on my own

No friends or siblings around to play with? No problem! Playing alone teaches your youngster to entertain himself, solve problems independently, and use his imagination. Consider these tips for helping him make the most of solo play:

- Have your child put together a basket of toys that he can play with alone. Good options include play dough, building blocks, jigsaw puzzles, and single-player games like Simon or Rush Hour.

- Share solo activities you enjoyed at his age. You might teach your youngster to play Solitaire, do yo-yo tricks, or make paper airplanes.
- Provide props for imaginary play, such as old clothes and accessories for dressing up, or take-out menus and catalogs for playing restaurant or store. Your child will have to be creative to play multiple roles—maybe he'll use two different hats and pretend he's two construction workers deciding how to dig a tunnel.♥

Q & A Staying safe online

Q: *My daughter loves to download new apps and play online games. How can I make sure she stays safe?*

A: One of the best ways to keep your daughter safe online is to be involved in her activities.

If she wants to use a new app, explore it together first. Is there a setting that prevents strangers from contacting her? Are there ads, and if so, are they ones you're okay with her seeing?

Once you approve an app, have your child choose a username that doesn't reveal her name, location, or age. For instance, PizzaFan123 is safer than ChicagoKid2011. If she needs a profile picture, help her find a cute animal photo or another image she likes rather than her own picture.

Then, create a rule that she may only play with people she knows in real life. And finally, set screen time limits so your youngster has plenty of opportunities to play and talk with people in real life.♥

ACTIVITY CORNER Poetry month

April brings showers—and poems! Your youngster can celebrate National Poetry Month with these activities that encourage him to write and read poems.

Shared poems

Participate in Poem in Your Pocket Day on April 30—or any day. Let your youngster look in books and online for poems he'd like to carry with him and share with others. He could copy poems onto index cards or write his own. He might read them to friends on the school bus, in the cafeteria, or on the playground.

Sidewalk verses

Have your child use chalk to write his own poems on the sidewalk. He could draw inspiration from spring, perhaps describing buzzing bees, blooming flowers, or chirping birds. He can leave his poem there for others to enjoy—until the rain washes it away.♥

OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

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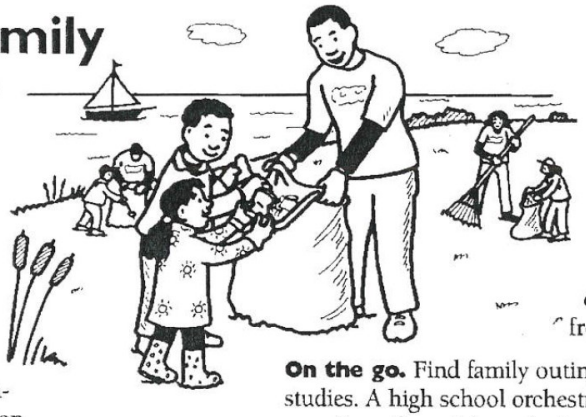
Home & School CONNECTION®

Learning as a family

Keep your youngster excited about learning by making it a family affair. With these ideas, he'll see that learning is a lifelong journey.



Interview relatives. Your child can learn from relatives who remember living through an event or a time period he's studying in history. The whole family could gather around to hear about a grandparent's experience watching the first moon landing on television.

Give a lesson. Let your child be the teacher! Say he's learning about states of matter in science. He might help you cook and point out that water turns into a gas (steam) when it boils. Or he could make ice pops to demonstrate that water changes to a solid in the freezer.

On the go. Find family outings related to what your child studies. A high school orchestra concert lets him hear more experienced musicians playing instruments he uses in music class. If he's learning ways to protect the environment, consider participating in a local watershed cleanup as a family.♥

PARENT TO PARENT

Money smarts

The first time a relative sent my daughter Lauren a gift card, she spent it right away. It occurred to me that she might find it harder to part with cash than a piece of plastic. So the next time she got a gift card, I traded her bills and coins for it.

Lauren put the money in a jar to keep on her dresser and labeled it with the total. Now when we go to the store, she thinks carefully about whether she wants to dip into her jar for a pack of trading cards or a stuffed emoji. If she does, she can take out the money before our next shopping trip and write the new total on her jar.

So far this strategy is working. Lauren immediately "sees" how much she's spending—and she doesn't want her jar to be empty.♥

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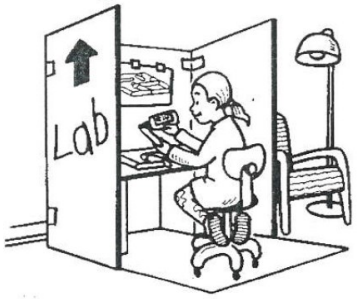
ACTIVITY CORNER

Make an engineering lab

Let your child loose in her own engineering "lab" where she can design objects and solve problems as she builds them. Follow these steps.



1. Gather supplies. Help your youngster collect household objects, craft supplies, and recycling bin items to use for engineering projects. *Examples:* rubber bands, balloons, index cards, craft sticks, tape, glue, string, bottles, boxes.

2. Brainstorm projects. Together, list contraptions she might design in her lab. Can she dream up a way to create a balloon-powered boat? Or maybe she has an idea for building a marble maze.

3. Get to work. Encourage your youngster to set up her lab in a corner of the family room, pick a project from her list, and get started.

Idea: Spark new projects and solutions by having her add supplies from time to time, such as bubble wrap or a cut-up pool noodle.♥

Q & A

Anxiety in children

Q: *I've been hearing about kids being diagnosed with anxiety disorders. My son tends to worry a lot. How can I tell the difference between normal worrying and a serious problem?*

A: Some anxiety is just part of everyday life. For example, it's perfectly natural if your child is nervous about giving a speech in class or worries that a friend is angry with him over a disagreement.

With an anxiety disorder, those feelings interfere with daily life. Talk to your son's doctor if you notice any symptoms, which include difficulty sleeping, loss of appetite, unexplained stomachaches or headaches, irritability, trouble concentrating, and avoiding regular activities.

If the doctor suspects an anxiety disorder, your child may be referred to a therapist who will work with him on new ways to react to things that worry him.♥

Library News

Mrs. Angela Boyce
Media Specialist

Golden Sower

Students have been reading books from the Golden Sower List all year. The voting is due by April 17. I would like to go ahead and put our votes in by April 3. Please ask your child if they have read four books from the list. There are some students who read six books from the list. We were planning on celebrating all students reading from this list. Please email (**angela.boyce@centralvps.org**) me your child's vote and let me know how many books they read on the list. I have the votes for the 5th grade class.There were students from 4th and 6th grade reading off the chapter book list.

Picture book Nominees:

Students in kindergarten through third grade have been listening to these books during reading skills and library. We had not read the top two on the list. Mae Among the Stars was read at the beginning of the year. The publishers have given copyright to view these videos.

- Baby Monkey Private Eye: https://youtu.be/-cuezstqbDg
- The Word Collector: https://youtu.be/K9CYAlj1ZpA
- Mae Among the Stars: https://youtu.be/BTH7B9L1530
- Can I Be Your Dog: https://youtu.be/dGTGU6_dSsQ
- Creepy Pair of Underwear: https://youtu.be/cRagVDE3X0U
- Charlotte and the Rock: https://youtu.be/b39CkrO2lZ4
- Hattie and Hudson: https://youtu.be/XtsKngKBD2k
- Hello Goodbye Dog: https://youtu.be/T8vs4gpHzms
- I Want That Nut: https://youtu.be/bST9EDMBako
- The Legend of Rock Paper Scissors: https://youtu.be/29gKQlWAG7s

Keep Reading for the Chapter Book List!

Chapter book Nominees:

- Wishtree by Katherine Applegate
- I Love you Michael Collins by Loren Barataz-Logsted
- Sidetracked by Diana Harmon Asher
- The Perfect Score by Rob Buyea
- The Losers Club by Andrew Clements
- The Magic Misfits by Neil Patrick Harris
- The Sky at our Feet by Nadia Hashimi
- The Doughnut Fix by Jessie Janowitz
- Lemons by Melissa Savage

Keep reading during this time at home. Our students are becoming wonderful readers and reading longer books. Enjoy a read-aloud at home with your child. Reading, listening and talking about books is a wonderful way to keep your child excited about reading.

Pan for history gold on the internet

Have some fun as a family practicing internet research skills. Choose an event from history and give family members 15 minutes to search for interesting facts about the event.

After each person takes a turn, share what you learned. Vote for whose "nugget" of information turned out to be gold!

Mrs. Patty Butcher
Instructional Coach

Learning is a life-long activity. Learning happens everywhere, not just in a school building. As I write this, we are all home due to the Covid-19 virus. There are many ways that you can continue to learn. This can vary from online sources, to learning household activities like baking, cooking, laundry, cleaning, and gardening, to reading books, newspapers, magazines, and playing cards and board games. Many of these activities teach a variety of skills.

There are many different options online for continued education. Remember to make sure that you choose safe and reliable sites. Some of the sites that we use at school include Newslea.com, Freckle.com, Khan Academy.org and Quizlet.com. There are many other reliable education sources that you can find.

Household activities include a variety of skills. Cooking and baking teach math and science skills, safety and the correct use of tools. Laundry and cleaning teach life-skills but also important use of various chemicals. Gardening, besides giving us our daily dose of Vitamin D, teaches us many science skills. All of these, especially gardening, teach patience.

Reading, whether it is your favorite author, the local newspaper, or a magazine, can help to build our background knowledge. Newspapers can share current events while magazines can inform us about many subjects including crop planting, to fashion, to calving. Playing cards and board games help us learn skills like taking turns, counting, reading and/or following instructions, and being strategic. Plus, games help build wonderful family times that create great memories.

Remember that learning continues even if we are not in a building with teachers and our peers. Learning takes on a wide variety of formats and can happen in all places. Building your knowledge helps you to become a well-rounded individual.

Mrs. Michelle Linke

The 17 fifth graders were working hard to complete the requirements to move onto Sixth Grade. We were close to finishing our 3rd quarter and moving into our final quarter of the year. Then the uncertainly hit and we are now in limbo, hoping to come back to school soon. In any event, I am very proud of my students and the extra effort they were giving to help everyone become lifelong learners.

Six of the fifth grade students along with 6 fourth grade students had started an Elementary STEM club that planned to meet 4 different Wednesdays after school to help promote activities in Science, Technology, Math and Engineering. Our first day was on February 26th and we had 77 students sign up and complete 2 activities. We were planning for our second day March 18th with almost 100 students but unfortunately, it is postponed until we can be together again. I give the students so much credit for planning fun activities and running the age groups. We have a wonderful group of students at Central Valley!

In our classroom, we were finishing up a unit on slavery and the Underground Railroad and studying people who stood up against inequality in our history. It is amazing to learn how ordinary people stepped up to help and get equal rights for all our citizens. We will continue to study real life superheroes when we are back together again.

We continue with American History and are currently learning map skills. We have practiced states and capitals as well as found places on a world map using latitude and longitude lines. We will study about the Louisiana Purchase next. We also began a new unit dealing with planets and stars to help determine what the missing part of an artifact could be that was found from an archeological dig. Our Science curriculum allows the students to "become" the scientists and

5th Grade News continued:
learn following the steps a real scientist would do. It is such a great way to learn!

As we wait for more information on what the school year will look like this year, please know how much I miss you all and hope we are together again soon! Stay safe and keep learning!

Mrs. MaryAnn McQuillan and
Mrs. Karen Reynolds, Coaches

Like several other area high schools, our speech season came to an abrupt end just days prior to district competition. As it stands, district and state speech competition has been cancelled due to growing fears over the coronavirus. When Central Valley was ordered closed on March 18 and all activities were either cancelled or suspended, it was with some disappointment that we resigned ourselves to the fact that, since the virus had spiraled into a "pandemic," the decision was for the best.

Despite the fact our students never got to experience district competition or the thrilling discovery they were going to State (we're convinced they would have gone), we were able to enjoy a fun-filled night a couple of weeks prior when we held a speech night for the parents, at which the entire Speech class entertained.

The evening's "host," Riley Cadek, brought a ton of laughs as our disgruntled, caffeine-deprived EMCEE. Becca Houtby and Morgan Behnk raised the roof with their hilarious performance of "Papa's Last Wish," as did Olivia Nelson and Demi Daniels with their spoof duet, "Toe Tag." Reilly Young and partner Thomas Bonge (who graciously agreed to play a female role one last time) drew guffaws with their duet "The Wedding Gift," and Esma Abrahan, Noah Baker, and Dakota LaCost shined with their OID performance "Homeland Insecurity." Besides one other lively duet called "Rock, Paper, Scissors, Bomb!" performed brilliantly by Gale Treat and Gabe Davis, the room was wowed by several individual speeches: Gabe Davis entertained with his performance of a humorous called "The Big Picture," Dakota LaCost introduced "The Story of a Boy," and Airalee Evans had everyone on the edge of their seats with her serious prose, "Normalcy."

The evening was topped off when their speech coaches presented them each with an "Oscar" in recognition of their individual strengths—both in class and on stage. But the real award was the growth these students showed, the fears they overcame, and the satisfaction they found in realizing their own profound potential.

Even as we adjust to our season's precipitous end and the harrowing reasons why, we want to thank each one of our "speechletes" for stepping up and making the time we shared truly memorable. Shakespeare once wrote that all the world's a stage and we are all merely actors. That's especially true in today's times. Let's all be actors. Let's make sure we act responsibly. And with courage. And as though we'll get through these uncertain times **and emerge stronger. Because we will.**

Front: Gale Treat, Reilly Young, Airalee Evans, Mrs. Reynolds
Back: Olivia Nelson, Demi Daniels, Kensey Wadas, Becca Houtby

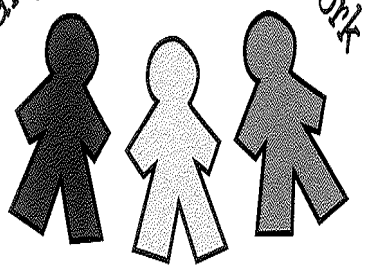
Olivia Nelson and Demi Daniels

Gabe Davis and Gale Treat

IT'S NEVER TOO EARLY

To ask questions about your baby's development

Early Development Network



Babies Can't Wait

CALL TOLL FREE
1.888.806.6287

All children develop at different rates. Listed below are some guides to see how your child is developing.

0-1 YEARS

- ✓ Holds head up by four months
- ✓ Picks up objects by six months
- ✓ Responds to sounds by six months
- ✓ Makes some of the sounds made by others by nine months
- ✓ Uses furniture to pull self to standing position by 12 months

1-2 YEARS

- ✓ Holds outs arms and legs while being dressed by 18 months
- ✓ Points to objects he/she wants by 18 months
- ✓ Walks without help by 18 months
- ✓ Says two words by 18 months
- ✓ Drinks from a cup by two years
- ✓ Shows one body part (eyes, nose) when asked by two years

2-3 YEARS

- ✓ Speaks in 2-3 word sentences by three years
- ✓ Walks up and down stairs without help by three years
- ✓ Plays with an adult by three years
- ✓ Undresses self by three years
- ✓ Asks some questions by three years
- ✓ Speaks so non-family members understand most words by three years

For your questions or concerns contact your doctor, your local school district or call

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