



November 2021

Volume 1 Issue 1

# COUGAR CHRONICLE

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## Toledo Public Schools

### Core Commitments

- Student-Centered
- Accountability-Based Management
- Building Stronger Relationships
- Technology Oriented
- Rigorous Curriculum
- Develop a Culture of High Expectations

Keyser Families,

Thank you to all of the parents and guardians who attended Parent-Teacher Conferences. It was great to see and talk with so many parents. We hope that you continue to keep the lines of communication open by using the parent portal, the class dojo app, email, or phone. Checking in with your child's teacher at least once a month helps to ensure your child is making continuous progress towards the learning goals set by both you and the school.

Keyser is excited to be using the **iReady** online learning platform and workbooks to provide our students with an individualized learning plan for academic growth. Some students have fallen behind in various fundamental skills such as reading and math during the pandemic. We have identified learning goals for every student at Keyser. We are using iReady to supplement teacher-facilitated classroom instruction in order to help students meet their learning goals.

**Connecting School and Home:** Ask your child what his/her iReady diagnostic score was for Math and Reading in September and what his/her growth score is for Math and Reading in March.

We understand the importance of physical activity. Our students will have recess, weather permitting, through November 19th. As the days become colder, please send your child to school with outerwear for recess such as a coat, gloves, scarves, and hat.

Thank you to **WGTE** for donating books to our students. It is because of continued community support that we are able to build fluent readers at Keyser Elementary School.

Christina Fletcher

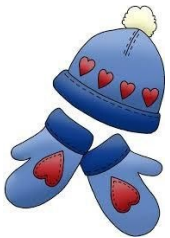
**Principal**





**Keyser Walking School Bus will continue through November after school to the Boys & Girls Club.**

**Please make sure your student has appropriate winter gear as the weather is changing drastically. Please remember to check your email daily to receive notifications of cancellations for the day or week.**



As the weather changes please make sure students are dressed appropriately for the temperature. Students attend recess at lunch time daily for 20 minutes and it is mandatory as long as the temperature is 34 degrees or above.

**Please see the flyer on the next page for an opportunity to receive FREE hats, coats, and gloves for your children. If you are unable to attend this site please call and speak to the nurse/counselor about alternative resources if your child is in need of a coat.**



October 5, 2021

Dear Families,

Susie's Coats for Kids is a non-profit organization that provides free, warm apparel to children in our community. We are based in Woodville, Ohio and have been providing warm apparel for families for 15 years.

I would like to offer your families an opportunity to receive free, new coats for your children! Please attend our Annual Distribution!

Saturday, November 6, 2021

Jones Leadership Academy

430 Nebraska Ave. at the corner of Collingwood and Nebraska

Doors will open at 9:00 AM

Children must be present to receive a coat, hat and gloves

If children are unable to be present, documentation must be provided

Everyone is required to wear masks and maintain social distancing

Sizes 2T to 14-16 for Boys and Girls

Please note we no longer provide adult coats

Susie's Coats for Kids has never requested any financial documentation of need; we give freely. This is a wonderful opportunity for your family, and it is our honor to provide free, warm apparel for your children this winter.

Kind regards,

*Susie Perry*

[www.susiescoats.org](http://www.susiescoats.org)

Susie's Coats on Facebook

Remember if your child is exhibiting any COVID-19 symptoms: Please keep them home and do not send them to school! Call and speak with the school nurse to determine their return date.

Keyser Elementary has Rapid Covid-19 Tests available for Home Use for Free distribution. Please call and speak with the nurse to request a test. Instructions come with each test on how to utilize the proctor. Simply download the app and log on to the website.

## Covid 19 Symptoms

Fever 100 degrees or higher/Chills

Fatigue

New loss of taste or smell

Cough

Muscle/ Body Aches

Sore throat

Shortness of Breath or difficulty breathing

Headache

Congestion or Runny Nose

Diarrhea

## Stop the spread of germs that can make you and others sick!

Influenza (flu) and other serious respiratory illnesses, like respiratory syncytial virus (RSV), whooping cough, and severe acute respiratory syndrome (SARS), are spread by cough, sneezing, or unclean hands.

To help stop the spread of germs:

- Avoid close contact with people who are sick.
- Stay home when you are sick.
- Cover your mouth and nose with a tissue when you cough or sneeze.
- Wash your hands often with soap and warm water for 20 seconds. If soap and water are not available, use an alcohol-based hand rub.
- Avoid touching your eyes, nose or mouth.
- Practice other good health habits. Clean and disinfect frequently touched surfaces at home, work or school, especially when someone is ill. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food



### **WARNING:**

***There is a 'One Chip Challenge' circulating on social media across the country. The challenge dares you to eat a chip covered in Carolina Reaper and Ghost Pepper seasonings. As a result, many people experience severe abdominal pain, nausea, vomiting, and difficulty breathing that can last more than 24 hours and lead to more severe health complications. Parents, PLEASE talk with your children about the dangers of this challenge." Please help Keyser Elementary avoid any health related issues to our students by not purchasing these chips for our students and/or allowing them to pack and bring them to school. If seen on school property the chips will be immediately confiscated and thrown away immediately.***



## TPS Grading Scale

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C-	72-70
D+	69-67
D	66-63
D-	62-60
F-	60-0



### **Important Dates**

Tuesday, November 2 **No School** Election Day

Thursday, November 18 PSAT 8th grade

Monday, November 22 – 26 **No School** Thanksgiving





# Reading Connection

Tips for Reading Success

Beginning Edition

Keyser Elementary School

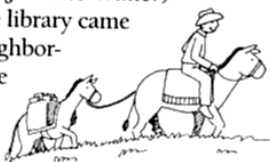
## Book Picks

### Read-aloud favorites

#### ■ *Biblioburro: A True Story from Colombia* (Jeanette Winter)

What if the library came to your neighborhood on the back of a donkey?

This is the true story of a Colombian school-teacher's traveling library that brought books to children in remote villages. (Also available in Spanish.)



#### ■ *Dragons Love Tacos* (Adam Rubin)

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 about a

dragon party that turns into a disaster.

#### ■ *Just a Second* (Steve Jenkins)

In just a single second, a bumblebee flaps its wings 100 times and the earth travels  $18\frac{1}{2}$  miles. This nonfiction book will help your child think about time in fascinating ways. She'll also discover different methods of measuring time.

■ *Bedtime Is Canceled* (Cece Meng)  
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.

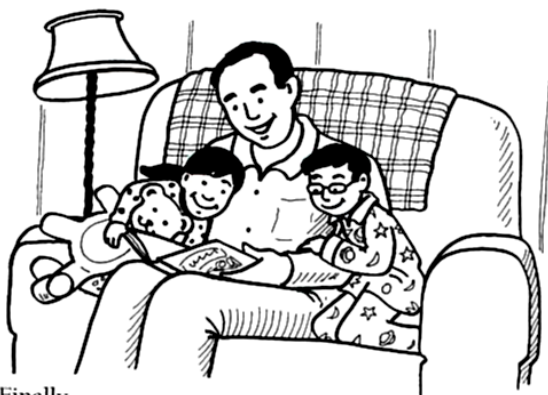


## Time for a story

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. Here are suggestions.

### Read regularly

Try to read to your child every day. You might curl up together with a book after work or read while dinner is cooking. Going on a picnic? Bring along a book and read to her outside. Finally, aim for 10–15 minutes of bedtime reading for a peaceful end to the day.



### Take turns choosing books

Your youngster may want to hear old favorites again and again. That's fine! When it's your turn to pick, add new titles and variety, such as nonfiction or 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 others.

*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

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

1. Even if your youngster isn't writing sentences yet, he can tell you stories. As he describes playing a game with his brother or something funny that happened at lunch, you can jot down his tale. He'll practice relating events in a logical order, and that can help when he writes.

2. Let your child read his stories to you. Ask questions to encourage him to add information ("Where did you bury the treasure?") or to clear up a confusing part ("Who said, 'Let's play tag'—you or your brother?"). ♥



## Spot the details

What is an archaeologist? What do bears eat? Nonfiction books have the answers—and if your child reads carefully, he will find them. The following suggestions can help him read for details and boost his comprehension.

**Read around the text.** The pages of many nonfiction books are covered with “extras” that stories don’t have (headings, photo captions, an index, a glossary). Point out these features. Then, ask your youngster what questions he has about the topic that the book might answer. Say he’s reading *Archaeologists Dig for Clues* by Kate Duke. He might



think, “What tools do archaeologists use?” or “What are fossils?” Help him read the book, and see how many answers he can find.

### Pair fiction with nonfiction.

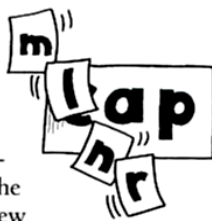
Together, read a story like *Goldilocks and the Three Bears* (James Marshall) followed by a nonfiction book such as *Bears* (Deborah Hodge). As you read the second book, encourage your child to look for ways that real bears are different from the fictional ones. For example, he might say that real bears eat things like grass, berries, fish, and insects, while the three bears eat porridge. ♥

## Fun with Words

### Wonderful wordplay

Use these activities to boost your youngster’s awareness of sounds and syllables 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 but don’t swallow. The word has an *uh* sound in the middle.” (Answer: *Gum*) ♥

### OUR PURPOSE

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

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## Q&A

### Vocabulary-boosting conversations

**Q** I’ve heard that kids with bigger vocabularies have an easier time learning to read and write. How can I help my daughter learn more words?

**A** You’re right—a good vocabulary does help with reading and writing. Kids absorb many words just by hearing them regularly, so try weaving new words into everyday conversations.

When you talk to your daughter, use bigger words to expand on what she says. For instance, in response to “Mitten doesn’t like going to the vet!” you could say, “You’re right. Mitten is scared of the *veterinarian*.” Or if she says, “I let the air out of the balloon,” you might reply, “It *deflated* really quickly.”

Then, encourage her to use the new word often to help it stick in her mind. “What else can you think of that *deflates*?” To jog her memory you might say, “Remember when I rode over a nail? It made my bike tire *deflate*.” ♥



## Parent to Parent

### A journal-writing tradition

My grandson Keith saw me writing in my journal and asked what I was doing. I explained that my grandfather got me started writing in a journal when I was a little boy. Keith said he wanted to start a journal, too, so I sent him a notebook.

He asked me what he should write about. I told him that I use my journal mostly to store

memories, but he can do whatever he wants—even draw pictures. He decided to sketch the two of us writing together in our journals. Then, his mom helped him write a sentence about his picture and sent me a photo.

Keith has stuck with his journal for a couple of weeks already. Now on our weekly video calls, he can’t wait to share what he has written and drawn. ♥

