

Bear Tracks

Volume 19, Issue 05

October 18, 2018



Dates to Remember



- **Oct. 20**
 - ◆ Brockman Bash, 6:00-8:00 pm
- **Oct. 22-26**
 - ◆ School Bus Safety Week
- **Oct. 22**
 - ◆ FUNd Run Kick-Off
 - ◆ Field Trip—Primary students to Koger Center, 8:45 am
- **Oct. 23**
 - ◆ End of 1st Grading Period
- **Oct. 26**
 - ◆ Lifeskill Tea for Cooperation
- **Oct. 28-Nov. 2**
 - ◆ Red Ribbon Week (See flyer)
- **Oct. 31**
 - ◆ Report Cards
 - ◆ Field Trip—Wentzky & Johnson classes to Lever Farms, 8:15 am
- **Nov. 1**
 - ◆ Noon Dismissal
 - ◆ Parent/Teacher Conferences
- **Nov. 4**
 - ◆ Daylight Savings Time ends

Guidance

October is National Bullying Prevention Month. Students in Upper and Lower Elementary classes have been learning about bullying and how to help prevent it in our school and in our world. For more information, ask your child to tell you about 4 types of bullying and explain the difference between “bystanders” and “upstanders.” Your family can also check out this website for age appropriate information and resources about bullying.

pacerkidsagainstabullying.org

In Primary classes, we read the book *One* by Kathryn Otoshi and talked about how sometimes it only takes one person to stand up for what is right. We can learn from each other and treat everyone like they “count,” because all people are special and important.

Don't forget to participate in our Red Ribbon Week Spirit days next week as we celebrate Brockman Bears making healthy, kind choices every day!

Principal's Message

Dear Brockman Families,

I want to take this opportunity to tell you about the safety procedures that we practiced with your children this month. Each month we practice safe evacuation by holding a fire drill each month. This helps us to ensure that we can quickly exit the building from the closest door and then account for every child and adult. This month we also had two other types of practices that we do less frequently. First, we participated in an "Active Shooter" drill on October 9th. This was an opportunity for teachers to follow procedures to safeguard your children in the event that an unsafe situation was within our building. We focused on a developmentally appropriate communication so that children understood that this was an important safety practice, also reassured them that they are in a safe place and we will keep them safe. Finally, we also practiced our earthquake safety procedures to teach students how we will protect them in the event of this type of weather emergency. If you would like additional information, please call me or ask your child's teacher. I hope that this reassures you that we consider the safety of your child our first priority. Thank you for your continued support!

Dr. Heidi Stark

Brockman Bash

The Brockman Bash is on Saturday and we are expecting a large crowd! Please remember the following information to ensure a safe and fun evening for everyone.

1. This event is for Brockman students and their families only.
2. All children must be accompanied by an adult.
3. Current Brockman students will receive a FREE Bash student card good for games and concessions.
4. Additional Bash cards will be for sale for \$5.00 each and can be used for games or concessions.
5. Please try to carpool if you can and be respectful of our neighbors when parking. Overflow parking will be available on the upper field.
6. Don't forget to bring your own bags to hold prizes and treats!

This event is hosted by the Brockman PTO. For more information, please contact Seema Madden at blueandque@yahoo.com or Jen Williamson at jenwilli@bellsouth.net.

Brockman FUNdRUN

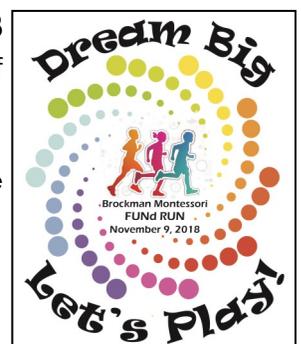
Pledge packets for the 5th Annual FUNdRUN, “Dream Big, Let’s Play!” come home next Monday, October 22nd!

Play is such an important part of raising healthy kids, so we hope you will have some fun helping our school raise money for new playground equipment! Your child can ask friends and family to sponsor them with pledges, either by the minute (ex: \$2.00 per minute=\$40.00), or with a flat donation. Remember that all proceeds go back to our school and support our healthy values. If every student raises \$50.00 or more, we can reach our fundraising goals! Students can bring their pledges in by Friday, November 9th when we host the big event.

Did you see the winning logo for the 2018 FUNdRUN? Our students, teachers and staff picked a clear winner!

Important Dates to Remember

- Monday, Oct. 22:** Pledge packets sent home with students.
- Tuesday, Oct. 23:** Yoga Day!
- Friday, Nov. 2:** Hoola Hoop Day
- Monday, Nov. 5:** Smoothie Day
- Friday, Nov. 9:** The Big Day...The FUNdRUN!



Primary

Independence and So Much More (Part One)

So many times with young children we underestimate what they can do for themselves. Either we think they can't or they'll make a mess (Maybe) or it'll take too long. When we deprive our children the experiences of learning to do things for themselves and others, we take away a great sense of accomplishment and pride that comes with a job well done. The satisfaction of knowing that you are able is more important than adults realize. It is more important than running late or a mess that must be cleaned up or not having it done perfectly. Eventually, if adults are always doing everything for children, they will give up trying and feel like they are helpless. Learned helplessness in children leaves them feeling as if they are not able to accomplish what they should; they give up trying, instead thinking "why bother since I can't." In the Montessori classroom, we use the Practical Life area to begin helping children learn independence. (More on this topic in the next edition.)

Never help a child with a task at which he feels he can succeed.
Maria Montessori



Lower Elementary

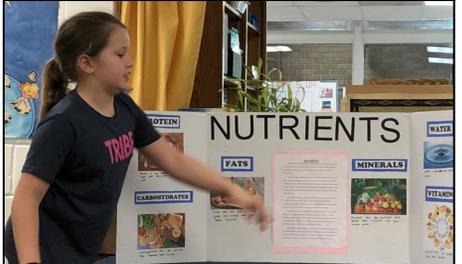
We have been working a lot outside in our garden. Our class has been pulling weeds. Some of us have been rearranging the peace rocks into a peace sign. In the past we planted vegetables in the fall and winter. In the future we would like to plan more vegetables like sweet peppers, cucumbers, carrots, broccoli and a few herbs. We would also like to plant pretty flowers to make the garden look wonderful. The flowers we would like to plant are violets, sunflowers, and roses. The purpose of working in the garden is to help the environment. We learn how to pull the whole weed out of the ground to get the roots. We also learn how to plant flowers and vegetables. We can eat the vegetable that we grow. Sometimes the vegetables are new to us and we try them. There are two reasons why we do this. The first is we spend a lot of time outside in nature. The second reason is our class gets to have an opportunity to work together to make our garden space more beautiful and useful.

Written by:
 Ella Decker and Rachel Griffin



Upper Elementary

The Upper Elementary environment builds on the foundation laid by Primary and Lower Elementary levels to provide a variety of opportunities for students to express themselves with purpose and imagination. Each child learns to find his or her own voice and to express it creatively and effectively. Students may elect to perform a play, create a timeline, game, model, or technology-based project about a topic of interest, or complete a research report to present to classmates.



Reading

Three cueing systems, Grapho-phonemic (Visual), Syntactic (Structure), and Semantic (Meaning) are used in language development and are important for communication. We use all three systems simultaneously as we speak, listen, read, and write. Explicitly modeling these cueing systems will strengthen your child as a reader and writer. Here's some more details about each cueing system:

Visual Cues – Does it look right?
Visual cues come from the knowledge that oral language can be represented by symbols (letters), and that letters are formed into words and divided by spaces, which are arranged on a page in a particular way. For visual miscues, say to your child, "Slide your finger under the word. Can you see the sounds that you hear?" Point out missing or added sounds.

Structure Cues - Does it sound right?
Structure cues come from an understanding about how language works. Giving your child a lot of experiences with a print rich vocabulary will help with understanding the syntax of language. For syntax miscues, ask your child, "Does that sound like how we would talk?"

Meaning Cues - Does it make sense?
Our goal is for the child to recognize when his reading does not "make sense" and stop reading to monitor and adjust. Beginning readers sometimes are still working out the concept that reading should "make sense," and sometimes need guidance in thinking as they read. For meaning miscues, ask your child, "Does that make sense?"
 Cross checking is a way for your child to remember each cueing system.

Does it LOOK right?	Does it SOUND right?	Does it MAKE SENSE?
----------------------------------	-----------------------------------	---

Thank You
Corporate Sponsors!

