

# Home & School CONNECTION<sup>®</sup>

Working Together for School Success

February 2020

Intermediate Unit 1

School Counselor



## SHORT NOTES

### Measure up

Who can make the longest “inchworm”? Your child will practice measuring with this game. Take turns rolling a die. Using a ruler, measure a “worm” out of clay to match the number rolled (roll a 2, make a worm 2 inches long). Add to the worm on every turn. The player with the longest worm after five rolls wins.

### Make time for family meals

Research shows that family meals can improve your youngster’s well-being and help him do better in school. Look over your schedules each Sunday to find times when everyone can eat together. If one parent is working late on Wednesday and can’t make dinner, for instance, plan to meet for a nice breakfast instead.

## DID YOU KNOW?

Asthma is a leading cause of school absences. If your child has asthma (or another chronic medical condition), talk to her doctor and the school nurse about ways to ensure good attendance—and good health. Examples might include avoiding triggers like dust and mold and taking medication as directed.

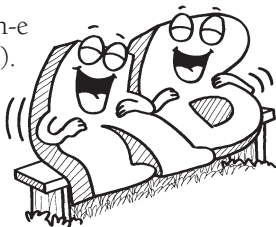
### Worth quoting

“The most wasted of all days is one without laughter.” *e. e. cummings*

## JUST FOR FUN

**Q:** How many letters are in the alphabet?

**A:** Eleven (t-h-e a-l-p-h-a-b-e-t).



## We respect each other

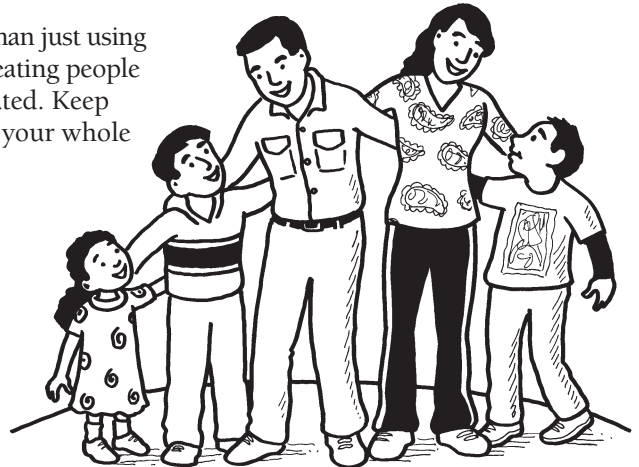
Being respectful is more than just using good manners—it means treating people the way you want to be treated. Keep these ideas in mind to help your whole family focus on respect.

### Use peaceful tones

It’s a fact that shouting often leads to more shouting. Ask your child to speak in a normal tone to show respect for the person he’s talking to—and for everyone around him. If he starts yelling, speak to him in a whisper. He’ll likely lower his voice to match your volume. Or if he shouts from another room, wait until he comes to you so he learns that you don’t respond to yelling.

### Avoid making assumptions

Your youngster can respect others’ feelings by giving them the benefit of the doubt. For example, encourage him to rephrase an accusation like “Who took my water bottle?” Instead he could ask, “Has anyone seen my water bottle?”



That’s more respectful because it won’t make anyone feel accused or defensive.

### Accept different opinions

With your child, role-play ways to respect opinions that are different from his own. He might start a sentence with “That’s one way to look at it, but I think...” or “A lot of people would agree with you. In my opinion...” If a conversation is getting heated, he could simply say, “Let’s agree to disagree and talk about something else.”♥

## My studying tool kit

Developing strong study skills now will help your youngster throughout elementary school and the rest of her school career. Suggest that she add these tools to her studying tool kit.

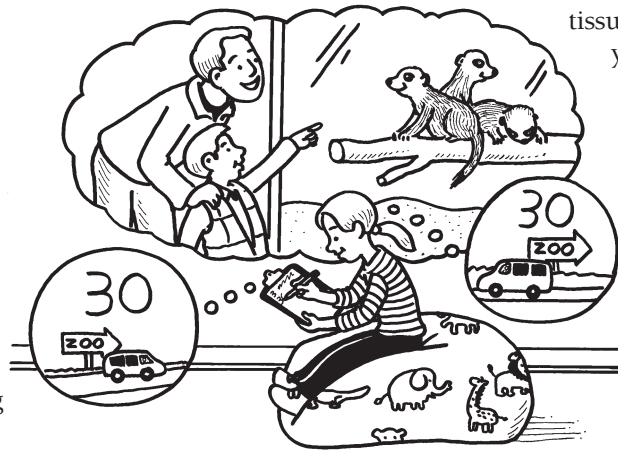
- **Color:** Let your child use highlighters to color-code her notes for easy reference. Perhaps she’ll highlight dates in yellow, people’s names in pink, and vocabulary terms in blue.
- **Recordings:** Encourage your youngster to record herself asking questions about the material. She can hit “play” to hear the questions and “pause” to give each answer.
- **Sticky notes:** Your child could write a one-sentence summary of each textbook section on a sticky note, then use the notes to bookmark the section.♥



# Here's how I use math!

Give your child real-world reasons to use math—she'll see connections between what she's learning in school and what she enjoys in everyday life.

**Do a craft.** Maybe your youngster would enjoy knitting or making friendship bracelets. In each case, she'll count and work with patterns. Or she could explore shapes and symmetry with



tissue-paper mosaics or origami. Let her tell you about the math in her project.

*Examples:* “The pattern for this hat is knit 2, purl 2, knit 2, purl 2.” “My mosaic has hexagons, right triangles, and trapezoids.”

**Plan an outing.** Whether you're running errands or going to the zoo, your child can use math to plan your schedule. Say you have three hours for a zoo trip. Your youngster wants to see the parrots, and her brother wants to visit the meerkats. Ask her to calculate how

long it will take to drive to and from the zoo, then figure out how long you can spend at each exhibit. Remind her to allow time for walking from one area to the next.♥



## ACTIVITY CORNER

### A vivid vocabulary

“Draw a *magenta* bird with a *plethora* of polka dots and a *quirky* tail playing a *harmonica*.” Would your youngster know what to draw if you gave him those instructions? Try this fun art project to help him learn new words.

1. Together, flip through a book or magazine and pick out words that you each think look interesting.
2. Write the words on separate slips of paper, and mix up the slips in a bowl.
3. Take turns pulling three words from the bowl and using them to describe something for the other person to draw. *Note:* Check a dictionary if you don't know what a word means.
4. Let your child describe his finished picture to you—he'll practice using the new words.♥



## PARENT TO PARENT

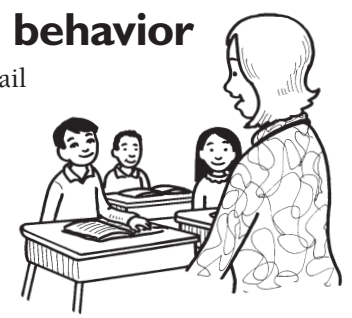
### Good classroom behavior

Yesterday I received an email from my son Simon's teacher saying she had to move his seat because he talks too much in class. I replied to ask whether there should be a consequence at home, too.

Mrs. Roberts said she emailed me because she wanted Simon to know that she and I work together to help him succeed. She wasn't asking me to punish him, but she suggested that I might speak to him.

Simon complained that his friends start the conversations. I pointed out that he didn't have to respond, and I asked him what he could do next time. He said he will keep his eyes on the teacher or his work and talk to his friends at recess.

I'm glad his teacher told me what was happening. Now she and I will stay in touch to help Simon behave better in the future.♥



## Q & A Your child's IEP review

**Q:** I have a meeting next month to review my daughter's Individualized Educational Program (IEP). Any tips on how to get ready for it?

**A:** The first step is knowing what's in your child's IEP. Ask for a copy if you don't have one. There's a lot of information in there, so before the meeting, try to read over her goals and her accommodations (tools and strategies to help her). Jot down

questions about anything you don't understand, and ask for explanations during the meeting.

Also, write down what you want to tell the IEP team about your daughter. Perhaps she struggles with certain subjects at homework time or sometimes has meltdowns.

Finally, plan to take notes during the meeting. That way, you can refer back to what you wrote and follow up with your child's teachers.♥



**OUR PURPOSE**

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

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