

Dear Families:

Today, as I write this, Hancock and Hamline University are being visited by a school district in Michigan. The Michigan district wants to begin to build a collaboration similar to ours. When they investigated collaborative models between schools and colleges, they discovered that the Hancock/Hamline collaboration is unique throughout the United States! Therefore, they traveled to St. Paul to learn how our collaboration functions.

Some things that make our collaboration unique are that it includes the whole college, gets financial support from both schools, includes training on cultural competency, allows students to participate from all campus departments and organizations, and is completely supported by administrations from both schools. And in addition to these things, the benefits of the collaboration are reciprocal--both campuses gain from mutual involvement.

Examples of collaborative activities include: grade level pairings that give our students access to all areas of Hamline's campus and college life; swimming lessons for our students; use of some of their great facilities for our school events such as Earth Day, our promotion ceremony, band/orchestra concert...; work study students for tutoring (America Counts/America Reads); and the Hand-in-Hand buddy program.

Ninety-seven percent of Hancock's students believe they will go to college. Our families choose Hancock because they believe that the collaboration is important and inspiring. All of us are grateful that we are neighbors!

Sincerely,  
Marjorie Abrams, Principal

### **Dates to Remember**

Friday, May 1, 2009  
Earth Day Celebration

May 1-May 4  
Linder's Greenhouse Fundraiser

Thursday, May 7, 2009  
Kindergarten Round-up  
4:30-5:30

Monday, May 11, 2009  
Site Council Meeting  
5:00-6:30

Monday, May 25, 2009  
NO SCHOOL

Thursday, May 28, 2009  
Spring BBQ

Tuesday, June 9, 2009  
Last Day of School for Students

### **IMPORTANT INFORMATION IN THIS NEWSLETTER**

The last page is a calendar for next year.

There is a fundraiser opportunity for us. We will receive 15% of your pre-tax purchase on May 1 - May 4 from Linder's Greenhouses. So if you are planning on buys plants for your garden or as a gift use one of the coupons and give the others to friends.

## **RIF Books**

*Come and read with your child. During the week of May 18-22 students will be picking out another RIF Book. Come help your child pick a book and then sit down and read with them.*

*Schedule for each class will be coming home the week of May 11.*

\*

Has your class ever visited the Midway Public Library? Our class and many classes in our school

walk there every three weeks to check out books and listen to a story.

One day in computer lab, we wrote letters to Mayor Chris Coleman asking him to not close the

Midway Public Library. We received a letter back from him still indicating that the Library might need to be closed.

A student, Alexis Lynch decided she wanted to do something more. She decided to write a

petition. She gathered around two hundred signatures. The petition was then sent to both the

Mayor and also to Governor Tim Pawlenty. We then received a letter from the Governor's office

indicating the problem wasn't really the State of Minnesota's problem, but rather a local city issue.

Then Alexis sent the petition to the St. Paul City Council. Councilmember, Mr. Russ Stark

responded that he would oppose any budget that included the closing of the Library. That letter is published in this newsletter.

Most recently, Alexis met with Ms. Betty McCollum who also does not want the Library to

close. She was very impressed that a fifth grade student was so capable of getting involved.

The closure of the Library stays unknown until the end of 2009.

Article written by Alexis Lynch

April 15, 2009

## **Deal with your child's behavior, avoid yelling in three easy steps**

Kids know how to push buttons. They can leave you so frustrated that you want to scream. But you shouldn't.

Your goal in disciplining your child is to get her to change her behavior. You want her to stop throwing the ball inside, or start her homework, or pick up her room. But when you lose control of your emotions, you make it easier for her to ignore you.

The words you use and your tone of voice make all the difference. When you can keep your own behavior calm and under control, you are dealing with your child from a position of strength.

So before you find yourself in a power struggle, follow these steps:

1. Take a deep breath and address the behavior you want changed.
2. Remind your child of the consequences.
3. Offer your child a choice: She can make the change--or accept the consequences.

By following these steps, you'll stay in charge. And you'll stay in control.

Reprinted with permission from the May 2009 issue of Parents make the difference!® (Elementary School Edition) newsletter. Copyright © 2009 The Parent Institute®, a division of NIS, Inc. Source: Cynthia Ulrich Tobias, "You Can't Make Me" (But I Can Be Persuaded), ISBN: 1-578-56193-0 (WaterBrook Press, a division of Random House, 719-590-4999, [www.randomhouse.com/waterbrook](http://www.randomhouse.com/waterbrook)).

## **Positive discipline begins with effective communication**

"You're not listening to me." It's frustrating when children don't do what parents say. But the problem

isn't always "not listening." Too often, parents aren't communicating well. Even parents with the best intentions may lecture or criticize--making kids feel and behave worse. It's better to:

\* Listen to your child's ideas. Replace lectures with helpful discussions and questions. ("Why do you think that happened?" "What would you do next time?")

\* Accept that no one is perfect. Mistakes are not something to hide. Instead, your family can use them as opportunities to learn and grow.

\* Be confident in your child's skills. When a minor problem arises, for example, say, "I believe you can handle this. I'm here to help if you need it."

\* Repeat what your child says. Make sure you understood. "So Sean didn't pick you to be on his team, and you yelled at him."

\* Imagine how your child feels. Put it into words. "Sean is your friend, but what he did made you feel left out and angry."

\* Stay respectful--even if your child does not. If he says something dramatic ("I hate you!"), remain calm and understanding ("You're furious about what I did").

\* Limit how much you say. Listen without interrupting. When you speak, make your point brief and clear.

\* Show that you love your child, no matter what. Just saying it isn't enough. Prove it by communicating in loving, effective ways.

Reprinted with permission from the April 2009 issue of Parents make the difference!® (Elementary School Edition) newsletter. Copyright © 2009 The Parent Institute®, a division of NIS, Inc. Source: Jane Nelsen, Ed.D., "Why Children Don't Listen," [ParentInvolvementMatters.org](http://ParentInvolvementMatters.org), [www.parentinvolvementmatters.org/articles/positive-discipline-jane-nelsen.html](http://www.parentinvolvementmatters.org/articles/positive-discipline-jane-nelsen.html).

## Use simple discipline methods to prevent big problems

More on next page



Your child does something wrong, and you tell her to "cut it out." She ignores you and keeps it up. You raise your voice and say something you regret. What started as a small problem has become much bigger. To prevent this common pitfall:

- \* Enforce reasonable rules. Make a few key rules and stick to them. Consistency makes it easier for kids to cooperate.

- \* Allow give and take. Your child has opinions, and it's helpful to compromise sometimes. But stand your ground when it really counts.

- \* State things positively. When possible, tell your child what to do ("Put your hands in your lap") instead of what not to do ("Stop grabbing!").

- \* Set a good example. Discipline works best when parents are calm. Show your child how to stay cool when angry.

- \* Criticize carefully. Talk about your child's behavior, not your child. Say, "That comment was rude" instead of "You are rude."

- \* Focus on success. Notice what your child does well. Give specific compliments. "You put your art supplies away. You're taking good care of your things!"

Reprinted with permission from the May 2009 issue of Parents make the difference!® (Early Childhood Edition) newsletter. Copyright © 2009 The Parent Institute®, a division of NIS, Inc. Source: Armin Brott, "Discipline Ideas That Really Work: How to Teach Your Kids Without a Power Struggle," iParenting, [www.momstoday.com/articles/discipline/discipline-ideas-that-really-work-1784](http://www.momstoday.com/articles/discipline/discipline-ideas-that-really-work-1784).

## Imagine

by John Lennon

Imagine there's no heaven  
It's easy if you try  
No hell below us  
Above us only sky  
Imagine all the people  
Living for today...

Imagine there's no countries  
It isn't hard to do  
Nothing to kill or die for  
And no religion too  
Imagine all the people  
Living life in peace...

You may say I'm a dreamer  
But I'm no the only one  
I hope someday you'll join us  
And the world will be as one

Imagine no possessions  
I wonder if you can  
No need for greed or hunger  
A brotherhood of man  
Imagine all the people  
Sharing all the world...

You may say I'm a dreamer  
But I'm not the only one  
I hope someday you'll join us  
And the world will live as one

## Responses:

This song makes me think of some of the sad things I have done in my life. I wish that people could be at peace with each other, and that there would be no more wars.

If there is no religion, people would not kill each other because of their religious differences.

I like the part when he said he was not the only dreamer.

Lots of people are just like John Lennon, dreaming about peace.

I'm one of them.

~Mai Padi Lee

I love the part where John Lennon says, "Imagine no possessions, I wonder if you can?"

I think he means that there are so many things in the world we could live without, but we still have them.

It reminds me that there are people who are less fortunate who don't even have a pillow to rest their head on at night. Some babies die from hunger and cold.

My sister and I argue all the time about using the computer.

When I re-read this song, I pictured two sisters arguing over food in Africa.

Next time I won't argue about the computer...

~Jasmine Fisher

# Monthly Math

## **Kindergarten:**

Estimate the length and then measure things around the house using your hands or feet. For example, the sofa, a table, or a bed.

Have your child estimate how long it will take them to do a job around the house. Then do it and see how close you came.

## **First Grade:**

Say a 2 or 3 digit number. Have your child identify the actual value of the digit in each place. For example, in the number 952, the value of the 9 is 900; the value of the 5 is 50; and the value of 2 is two 1s, or 2.

Find fractions around the house. For example, if you have 4 chairs at the table each chair would be  $\frac{1}{4}$ .

## **Second Grade:**

Practice multiplying numbers by 2, 5, and 10.

Use Fact Triangles to practice multiplication by covering the product.

Practice division by covering one of the other numbers.

## **Third Grade:**

Review equivalent names for measurements, For example, ask "How many cups are in a pint?" To test it out, count how many cups of water a pint container will hold.

Name items around the house that weigh less than 5 pounds, 10 pounds, and 20 pounds. If you have a scale, place the items on the scale to check your guesses. Estimate how much you weigh and check that on a scale.

## **Fourth Grade:**

Have your child look for repeating borders or frieze patterns (a design made of shapes that are in a line or

lined up) on buildings, rugs, and floors. Your child

may want to sketch the friezes or draw an original pattern.

Use sidewalk chalk or a stick in the sand to make a number line with positive and negative numbers. Have your child solve addition and subtraction problems by walking on the number line. For example: to solve  $-2 + 6$ , your child would start on -2 and walk to the right six numbers to find the sum. Switch roles. For an inside activity, use paper, pencil, and fingers.

## **Fifth Grade:**

Have your child draw a picture using rectangles, parallelograms, and triangles. Once complete, work together to find the area of each shape, and write it inside each shape. Ask your child, "What do you notice about the size of the area and the size of the shape?" Draw several circles and ask your child to find the radius, diameter, and circumference of each. Cut them out and make a design.

Practice evaluating simple algebraic expressions by ask your child, "If  $y$  is equal to 4 what is  $\dots y + y$ ,  $3 + y$  and so on.

## **Sixth Grade:**

Using a ruler to draw a rectangle, a triangle, and a parallelogram. With your child, recall the formula for finding the area of each shape: rectangle ( $A = l * w$ ), triangle ( $A = \frac{1}{2}b * h$ ), and a parallelogram ( $A = b * h$ ). Find the area of each shape in square inches.

# Monthly Science

## **First Grade: Pebbles, Sand and Silt**

*Mud!* By Wendy Cheyette Lewison  
*Baked Beads and Beyond* by Lara Rice  
Bergen *Rocks & Soil* by Natalie Lunie  
*If You Find a Rock* by Peggy Christian  
*Children of the Earth and Sky - Five Native American Stories* by Stephen Krensky

## **Second Grade: Soil Science**

*A handful of dirt* by R. Bial  
*Environmental science: 49 science fair projects* by Robert L. Bonnet & Daniel G. Keen  
*Diary of a worm* by Doreen Cronin  
*Soil: A hand's-on, minds-on approach* by Deirde Englehart  
*Wonderful worms* by Linda Glaser  
*Teaching kids to love the earth* by Marina Lachecki  
*Soil* by R. Nelson  
*Wiggling worms at work* by Wendy Pfeffer  
*Dirt: The scoop on soil* by N.M. Rosinski  
*Wormology* by Michael Elsohn Ross  
*Green thumbs up!* by Barbara Taylor

## **Third Grade: Earth Materials**

*Remarkable Rocks* by Ron Cole  
Newbridge  
*Investigating Your Backyard* by Natalie Lunis  
*The Magic School Bus Inside the Earth* by Joanna Cole  
*Rocks & Minerals* by Dr. R.F. Symes  
*Rocks and Minerals* by Kris Hirschmann  
*Rocks and Minerals* Delta Science Readers

## **Fourth Grade: Water**

*The Magic School Bus in the Arctic* by Joanna Cole  
*Destination: Antarctica* by Robert Swan  
*Amazing Water* by Melvin Berger  
*Follow the River* by Lisa Trumbauer  
*Push and Pull* by Marcia Freeman

*Icebergs* by Jenny Wood  
*The Magic School Bus at the Waterworks* by Joanna Cole

*Magic Science* by Jim Wiese  
*Dear Mr. Blueberry* by Simon James  
*A Swim Through the Sea* by Kristin Joy Pratt  
*Horrible Harry and the Mud Gremlins* by Suzy Kline

## **Fifth Grade: Soil Science**

*Teaching kids to love the earth* by Marina Lachecki  
*Environmental experiments about land. Hillside* by Thomas R. Rybolt & Robert C. Mebane

## **Sixth Grade: Solar Energy**

*Shadows* by Carolyn B. Otto  
*Guess Whose Shadow?* By Stephen Swinburne  
*The Librarian Who Measured the Earth* by Kathryn Lasky  
*Build Your Own Solar Oven* by Shar Levine and Leslie Johnstone  
*The Sun is My Favorite Star* by Frank Asch