

Mark Your Calendar!

March 9 - Grades 2/3
Louise Borden Family
Night at Niles Middle
School; 5:00-7:00

March 17 - Happy St.
Patrick's Day!

March 18 - Grades K/I
Magic Carpet Family
Night at Niles Middle
School; 5:00-7:00

March 22 - Short Sur-
vey Reading Iowa Test
Grades: K, 1, and 2

March 23- Short Survey
Math Iowa Test Grades:
K, 1, and 2

March 25 - Niles Board
of Education Meeting, 6:00
PM at Bonham

April 1-April Title
Times will be distributed



CONGRATULATIONS

JAMIE DUNCAN

Jamie Duncan, a Title I / Reading Recovery Teacher at Lincoln Elementary recently entered a national Reading Recovery writing contest. She wrote the book "We Need a Hit" and submitted it for publication. Her book was a winner! It will become one of the books used in Reading Recovery. The book is about a little girl who plays baseball. She named the little girl in the story after her own daughter, Haley.



Title Times

Niles City School District
Ohio Parent Resource Center

<http://www.niles.k12.oh.us>
www.ohiopirc.org

Volume 6, Issues 7

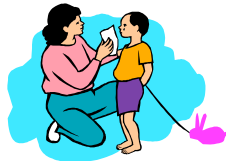
March 2, 2010

A Note from the Title I Coordinator, Renee Ruman

Overcoming the death of a loved one is painful at any age. Children need particular support as they grieve. Understanding the signs of grief and knowing the strategies to help students heal are especially important at this difficult time in their lives.

Children react differently from adults to death of a family member. Preschool children usually see death as temporary and reversible. Children between the ages of 5 and 9 believe that death will never happen to them or anyone they know.

Children should be allowed to express feelings of grief in their own way. They may display feelings of sadness on and off for long periods of time and often at unexpected moments.



It is important for surviving relatives to spend as much time with the child as possible, making it clear that the child has permission to show feelings openly and freely.

Grief and Children written by Kimberly I. Keith identifies the expressions of grief exhibited by children and the strategies to help them.

Expressions of grief for elementary age students are:

- school and learning problems
- preoccupation with the loss and related worries, daydreaming and trouble paying attention;
- bedwetting, regression and developmental delays;
- eating and sleeping problems (overeating, refusing to eat, nightmare, sleepiness);
- fighting and anger.

Strategies to help elementary children:

- Keep tasks simple. Explain things and changes before they experience them.
- Provide a structured environment that is predictable and consistent; limit choices. Introduce small manageable choice over time.
- Contain acting-out behavior; insist that children express their wants, needs, and feelings with words, not by acting out.
- Encourage children to let you know when they are worried or having a difficult time.

Mary Lyles of the Children's Grief Education Association has prepared a table titled, *Navigating Children's Grief: How to Help Following a Death*. You can find this table at www.childgrief.org.

KUDOS

On February 24th, Title I sponsored a Family Math Night for each elementary building. Washington and Lincoln princi-

pals, Linda Ruggles and Joanna Gatta, spearheaded the fun night in their buildings for one or more upper elementary grades. A huge thank you goes out to them and

their staff for volunteering for this night of fun. Also thank you parents for taking time out of your busy schedule to support this worthwhile evening!

SHARING THE WHOLE

Developing a good understanding of fractions is important for all students. Listed below are benchmarks regarding fractions and some ideas you can use with your child to help them in understanding real world application.

Food can be a great way to explore fractions.

Kindergarten-Grade 2 Benchmark: Represent commonly used fractions using words and physical models.

Use candy to talk about fractions. Some candy is naturally divided into sections (Hershey® Bars, Tootsie Rolls®)

- We divide the chocolate bar into 5 equal pieces.
- Each piece is $\frac{1}{5}$ of the whole candy bar.
- The whole candy bar has 5 fifth pieces
- We write it $1 = \frac{5}{5}$



Use an orange, peel it, and talk about the number of segments that make up the whole orange.

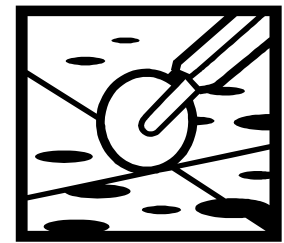


Grades 3, 4, 5 Benchmark: Use models, points of reference and equivalent forms of commonly used fractions to judge the size of fractions and to compare, describe and order them.

Use pizza to talk about fractions. Kids at this age are very aware of whether they are treated fairly on their allotted portion.



- You want to divide pizza or cake into equal pieces for your family and friends. Decide how many people need a share.
- Draw a picture of the pizza and sketch cut lines on the drawing to indicate how it should be cut.
- Discuss with your child how to fairly cut the pizza for same-sized pieces for everyone. Ask questions about when it is easier to cut - for 2 people, 3 people, 5 people. Ask if the shape of the pizza makes it easier to cut for various people.



Reading is the foundation of success in school ... and in life.

Motivate Your Child to Read

One goal of reading instruction is to help children become fluent readers. Fluency is the ability to read automatically, pronouncing words quickly and accurately. The pace of reading is smooth and has appropriate expression and phrasing. When children read fluently, they focus their attention on understanding the text, rather than attempting to figure out what each word

is. Try the following activities to help your child become a fluent reader:

- **Echo reading:** You read one line, and your child reads the same line after you. Increase the number of lines you read at one time as your child's reading improves. To be sure your child is looking at the words ask him or her to follow the print with a finger.
- **Choral reading:** You and your child read the

same text aloud together.

- **Partner reading:** You and your child take turns reading. Start reading one sentence and asking your child to read the next sentence. As your child's fluency improves, you read a page and he or she reads a page.
- **Repeated reading:** Read the same book or story more than once to build familiarity.
- **Expressive reading:**

When you read to your child, use as much expression as you can so your reading sounds like speaking and the story comes alive. Remember to be patient as your child practices. Tell your child you are proud of his/her reading.

