Tiger Times October 2018

Dear Parent/Guardian,

This year, Canyonville School is making a special effort to ensure that all students fully benefit from their education by attending school regularly. Attending school regularly helps children feel better about school—and themselves. Your student can start building this habit in preschool so they learn right away that going to school on time, every day, is important. Consistent attendance will help children do well in elementary school, middle school, high school, college, and at work.

**DID YOU KNOW?**

* Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
* Attendance matters as much in kindergarten as later years. Studies show many children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade.
* Too many absent students can affect the whole classroom, slowing down instruction.
* Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
* Students can still fall behind if they miss just a day or two days every few weeks.
* Being late to school may lead to poor attendance.
* By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
* By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
* Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully or facing some other potentially serious difficulty.
* By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

**WHAT WE NEED FROM YOU**

We miss your student when they are gone and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact Kathy or CJ in the office at 541-839-4396.

**OUR PROMISE TO YOU**

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. We promise to track attendance daily, to notify you when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school. We will communicate once a month the importance of good attendance to remind everyone how essential good attendance is to your child’s success in school.

**SCHOOL POLICIES AND STATE LAWS**

While school enrollment is not required before a child turns six (by September 1 of current school year), once a student has been enrolled, he or she is required to attend regularly. Parents and guardians are required to send children between the ages of 6 and 18 who have not completed the 12th grade to school and maintain a child’s regular attendance during the entire school year.

**WHAT YOU CAN DO**

* Set a regular bedtime and morning routine.
* Prepare for school the night before, finishing homework and getting a good night’s sleep.
* Do not let your student stay home unless they are truly sick. Keep in mind complaints of a stomachache or headache can be a sign of anxiety and not a reason to stay home.
* Avoid appointments and extended trips when school is in session.
* Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
* Keep track of your student’s attendance. Missing more than 9 days could put your student at risk of falling behind.
* Talk to your student about the importance of attendance.
* Talk to your students’ teachers if you notice sudden changes in behavior. These may be related to something going on at school.
* Encourage meaningful afterschool activities, including sports and clubs.

Sincerely,

**Douglas D. Park, Canyonville School Principal**

**Canyonville Happenings**

We had our first Kind Tiger/Student of the Month Assembly September and the students who were recognized are:

**Trustworthy Tigers for September Middle School September Student of the Month**

**K = Olivia Lindsey 6 = Honor Brown**

**1 – Destiny Soliz 7 = Bridget Cupp**

**2 = Emmett Allert 8 = Matthew Rathburn**

**3 = Aron Linson**

**4 = Peggy Montoya**

**5 = Sky Arasmith**

October 1, 2018 we did hearing screenings for K, 1, special education students, and all new students to the district. This valuable service makes sure that the student’s hearing is good and lets the parents know if further testing is required.

We had a dental learning lab and screening. The dental learning lab provided hands on learning experience showing the importance of taking care of their teeth. The screening provided preventive dental care for the students. Canyonville School cannot thank the Healthy Kids Outreach Program enough for all the support they provide our students.

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We conducted a bus evacuation drill on October 11, 2018 and the students learned what to do in case of an emergency. Training like this helps saves lives.

****Canyonville Students completed a community project by collecting candy to give to local businesses to handout during the Canyonville Downtown Trick or Treating event.



Jeremy Mayfield and Eyrn McNeil from the City of Canyonville Public Works provided pumpkins for our students. They grew the pumpkins and delivered them to Canyonville School so the students could pick out a pumpkin to take home. We appreciated their thoughtfulness and support for Canyonville School.

Middle school girls finished volleyball in a three-way tie for 3rd place in the South Division. The girls have started basketball and played in a Jamboree October 27, 2018 at Glide High School. The Jamboree provided revealed some areas for improvement, but overall the girls played hard.

Staff participated in suicide prevention training provided by Cow Creek Health and Wellness. This was a timely training in lieu of recent tragic suicides in our community.

We had our middle school dance October 26 and it was a spooky good time. The students danced away to the song list developed by 7th grade student Wyatt Parker. The leadership class did a wonderful job decorating. A big hit was the pumpkin tubes. Mrs. Boye’ had the students pit their skill against each other.



Grades 5-8 attended the Five Sax performance at Seven Feathers October 29, 2018. They performed a tribute to Hollywood playing movie theme songs such as the Pink Panther, Pirates of the Caribbean, Star Wars, Titanic, Mario, Simpsons, and Looney Tunes. They also performed South American Latin tango and Italian Polka. Adding a theatrical element, Five Sax created a strong connection with the audience and a spontaneous approach to making music. Our students walked away with a smile on their face and humming a tune.

**Check Out What Is Going On In the Classrooms**

**Kindergarten**

October has been a very busy month in Kindergarten. The students have been learning about characters and settings in stories. They are also learning how to read they first rhyme family words and can now read simple sight wordbooks. They have enjoyed their first science unit on Day and Night. They love learning about nocturnal animals.

**1st Grade**

I was talking with my students and asked them what they have been learning. We made up a list and this is what they came up with: blending lines, segmenting, writing stories, math facts, adding, subtracting, school rules, how to share, how to  be kind, number bonds, sum, difference, number sentence, sight words and reading stories. I thought they did a nice job covering the heart of what we do in first grade.

**2nd Grade**

The Second Grade at Canyonville spent the month of October making many wrinkles in our brains (we always say ….. “a wrinkly brain is a happy brain” ). We are immersed in the Core Curriculum in Reading, Math, and Writing.  Our objectives of the month included making conclusions, finding the main idea of a story, comparing/contrasting, addition/subtraction, problem solving strategies, place value, and using a Circle chart to help us write a story about our Halloween costumes.  It has been a great month of learning.

**4th Grade**

Fourth grade is finishing up with double-digit multiplication. We are still working on our multiplication fluency. The class has come a long way. We will be learning division starting next week. In reading, we are working on several skills and strategies. We have been focusing on how to use text based evidence to support our thinking. We just published our final personal narratives. We have started working on informative paragraphs. The students are doing a great job. We finished our social studies unit on continents and oceans. We will be started Oregon geography next week.

**5th Grade**

5th grade is working hard.  We have written stories, done research for reports in science, and continue to work on writing good quality sentences.  In math, we have been fine-tuning our skills in place value, multi-digit multiplication and multi-digit division.  This is a good group of readers, and we have put a lot of time into reading comprehension and quality retelling.  We have read many pieces of fiction and non-fiction.  There are so many interesting things to learn in our non-fiction pieces about the American Revolution.  In other areas of language arts, we are investing time in learning about syllabication, and spelling rules.

This week we have spent some time studying the science and math of music in preparation for our field trip to hear a concert by Five Sax.  The artists will be playing classical and jazz music from at least three different cultures.  We have learned about how molecules and sound waves are part of music.  In addition, we have learned a bit about the history of the instrument.  We will be writing about what we have learned after our trip.

Finally, in 5th grade this year we are learning and practicing making connections with each other, setting goals, and having a positive focus.  I hope that we will develop skills that will help us to become more resilient.

**Physical Education**

K-2nd are working on overhand throwing (step, point, throw) in activities such as burst the bubble and Ocean Rescue.

3-5th are working on a soccer unit learning skills such as dribbling the ball, trapping, shooting, offense and defense.

Middle school are nearing the end of our soccer unit this week and next. They will be working on tournament play with the previous skills taught such as dribbling, trapping, shooting, offense, and defense.

**Mrs. Pennington**

**Math 2-** As we are wrapping up Quarter 1, student in math one just took assessments on integers (positive and negative numbers) and graphing on a coordinate plane. To review they got up play Coordinate Plane Battleship.

**Mod. Math**- In the modified math class, I provide a slower pace of 7th and 8th grade level standards, for students on IEPs. This month we are working with simplifying algebraic expressions using math sentences, distributive property and combining like ***worms***! (Oh, I mean terms). ☺

**Algebra 1-** The students in this class are working on writing linear equations in all three forms (Standard, Slope-Intercept and Point-Slope) from key information. These problems can be very detail oriented and require the students follow multiple steps. Furthermore, being able to write linear equations is also a very useful skill when setting up a variety of story problems.

**Mrs. Lowry**

My writing class worked through a unit on informational writing. Their main purpose was to research a battle from the American Revolutionary War and write about it in the form of a news report. They also wrote an essay for a contest called Patriot’s Pen. The topic was “Why do we honor the American Flag?” My ELA 6th graders read a poem titled “Life Doesn’t Frighten Me” and then answered close reading questions. They also worked on academic vocabulary, gave a two-minute speech, and wrote a narrative essay featuring a character from a story or poem read in class. They ended the unit with an exam.

****My ELA 7th graders read Robert Frost’s “The Road Not Taken” and then answered close reading questions. They also worked on academic vocabulary, wrote claims for a group debate, and wrote a narrative essay featuring a challenging experience or difficult decision. They ended the unit with an exam. My ELA 8th graders read an informative article titled “The Year of the MOOC” and then answered close reading questions. They also worked on academic vocabulary, gave a group presentation, and wrote an argumentative essay, picking either a college or online course for one of the authors in the unit and backing it up with evidence. They ended the unit with an exam.

**Mr. Jenks**

Math I—The sixth graders are getting more comfortable working interchangeably with fractions, decimals, and percent’s. Soon we will be moving to multiplying and diving fractions and decimals as we prepare to dive in to ratios and rates.

Pre-Algebra—We are just completing an in-depth study of the real number system. Now the class is turning its attention back to solving equations. Currently we are solving one-step equations with rational coefficients. As we progress through multi-step equations, we will begin focusing on linear equations.

Social Studies 6— The sixth grade class is finishing their unit of studying different types of maps. This study has emphasized using information on maps to make inferences and generalizations. In addition, they have gained an understanding of latitude and longitude and are better able to locate places and give relative locations. Next, the 6th grade will learn about the GRAPES of Social Studies—how geography, religion, achievements, politics, economics, and social structure influence a society.

