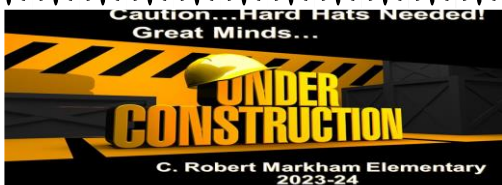




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# Zoned In

Jan 2024, Volume VI, Issue VI

Shedrick Dukes, Ed.S.  
Principal  
Ronnie Frazier  
Assistant Principal

## WELCOME FROM YOUR PASSIONATE PRINCIPAL



Greetings Parents, Guardians and Community Members!

Happy New Year!!! There is one week left in the second quarter, and our teachers and students are working extremely hard to meet the school improvement goals by engaging in rigorous classroom activities and assessments. We continue to track your student's progress in learning the Benchmarks of Excellent Student Thinking (B.E.S.T.) so that they demonstrate growth on the third and final Florida Assessment of Student Thinking (FAST) Progress Monitoring 3 (PM3) in May.

I encourage you to view the assessment dates posted on our school's website and newsletter. Also, there are resources available for parents to monitor the academic progress of their children. Parents can utilize Pinnacle to check grades, assignments, and attendance. Currently, we are encouraging all students to utilize iReady Reading and Math to practice at home for the upcoming assessments.

We will be starting Tutoring during Specials for select students in February. Parent permission letters will be sent home. If you have any concerns about student support, please contact the school or attend our next School Advisory Council meeting on Wednesday January 31st at 5 PM.

Be on the lookout for a colorful Parent Information Envelope coming home soon!

You will find important information about a safe and easy way your family can help our school get the essential tools our students and teachers need to succeed. It will also let you know how your child can win fun prizes just for helping!

If you would like to review a hard copy or if translation is needed, please contact our office at 754-322-6950

Shedrick Dukes,  
Your Proud Principal



## Calendar of Events

- 1/8 School Resumes
- 1/15 School Closed (MLK Day)
- 1/15-1/19 No Name Calling Week
- 1/19 Early Release
- 1/22-1/26 The Great Kindness Challenge Week
- 1/27 International Holocaust Remembrance Day
- 1/31 SAC/SAF @ 5pm in the Media Center



Greetings Markham Family,

Happy New Year! We hope that everyone had a blessed and joyous holiday season. We are excited about a new year and pray for countless blessings for all of Mockingbird family in 2024.

Our Mockingbirds have completed mid year testing. Assessment results will provide us with valuable information to help assist our mockingbirds in creating a specific academic plan for the remainder of the year. We are thrilled that our after school tutorials will be starting soon. Many of our mockingbirds will be receiving additional support in both reading, math and science.

We truly need everyone's help in having your children read every night for 30 minutes and to practice their math facts. As always, your child's health, academics, and safety are our top concern.

Together, we will make our school a success! With love and gratitude to the world's best community!

Educationally Yours,

Ronnie Frazier,  
Proud Assistant Principal

## Principal's Message Spanish Continues.....

Estimados padres y miembros de la comunidad,

¡¡¡Feliz año nuevo!!! Queda una semana para el segundo trimestre y nuestros maestros y estudiantes están trabajando muy duro para alcanzar las metas de mejora escolar mediante la participación en evaluaciones y actividades rigurosas en el aula. Seguimos rastreando el progreso de su estudiante en el aprendizaje de los Puntos de referencia de pensamiento estudiantil excelente (B.E.S.T.) para que demuestren crecimiento en la tercera y última Evaluación de pensamiento estudiantil de Florida (FAST) Monitoreo del progreso 3 (PM3) en mayo.

Le animo a que vea las fechas de evaluación publicadas en el sitio web y el boletín informativo de nuestra escuela. Además, hay recursos disponibles para que los padres puedan monitorear el progreso académico de sus hijos. Los padres pueden utilizar Pinnacle para verificar las calificaciones, las tareas y la asistencia. Actualmente, animamos a todos los estudiantes a utilizar iReady Reading and Math para practicar en casa para las próximas evaluaciones.

Comenzaremos las tutorías durante las ofertas especiales para estudiantes selectos en febrero. Se enviarán a casa cartas de permiso de los padres. Si tiene alguna inquietud sobre el apoyo estudiantil, comuníquese con la escuela o asista a nuestra próxima reunión del Consejo Asesor Escolar el miércoles 31 de enero a las 5 p.m.

¡Esté atento porque pronto llegará a casa un sobre colorido con información para padres!

Encontrará información importante sobre una manera segura y fácil en la que su familia puede ayudar a nuestra escuela a obtener las herramientas esenciales que nuestros estudiantes y maestros necesitan para tener éxito. ¡También le permitirá saber cómo su hijo puede ganar premios divertidos solo por ayudar!

Si desea revisar una copia impresa o si necesita traducción, comuníquese con nuestra oficina al 754-322-6950

Atentamente,

Shedrick Dukes, director



## Principal's Message Haitian-Creole Continued.....

Bòn ane!!! Gen yon semèn ki rete nan dezyèm trimès la, e pwofesè ak elèv nou yo ap travay trè di pou atenn objektif amelyorasyon lekòl yo lè yo patisipe nan aktivite ak evalyasyon solid nan salklas. Nou kontinye swiv pwogrè elèv ou a nan aprann Benchmarks of Excellent Student Thinking (B.E.S.T.) pou yo demontre kwasans sou twazyèm ak dènye Evalyasyon Eta Florid pou Elèv Panse (FAST) Progress Monitoring 3 (PM3) nan mwa me.

Mwen ankouraje w gade dat evalyasyon yo afiche sou sitwèb lekòl nou an ak bilten. Epitou, gen resous ki disponib pou paran yo kontwole pwogrè akademik pitit yo. Paran yo ka itilize Pinnacle pou tcheke nòt, devwa, ak prezans. Kounye a, n ap ankouraje tout elèv yo itilize iReady Reading and Math pou pratike lakay yo pou evalyasyon k ap vini yo.

Nou pral kòmanse Leson patikilye pandan espesyal pou elèv seleksyone an fevriye. Lèt pèmision paran yo pral voye lakay yo. Si w gen nenpòt enkyetid konsènan sipò elèv la, tanpri kontakte lekòl la oswa ale nan pwochen reyinyon Konsèy Konsiltatif Lekòl nou an nan Mèkredi 31 janvye a 5 PM.

Fè atansyon pou yon anvlòp ki kolore pou enfòmasyon paran ki pral lakay ou byento!

W ap jwenn enfòmasyon enpòtan sou yon fason ki san danje epi fasil pou fanmi ou ka ede lekòl nou an jwenn zouti esansyèl elèv ak pwofesè nou yo bezwen pou yo reyisi. Li pral fè w konnen tou ki jan pitit ou a ka genyen prim plezi jis pou ede!

Si w ta renmen revize yon kopi papye oswa si ou bezwen tradiksyon, tanpri kontakte biwo nou an nan 754-322-6950.

Sensèman,  
Shedrick Dukes, Direktè



## Principal's Message Portuguese Continued.....

Feliz Ano Novo!!! Falta uma semana para o segundo trimestre e nossos professores e alunos estão trabalhando arduamente para cumprir as metas de melhoria escolar, participando de atividades e avaliações rigorosas em sala de aula. Continuamos acompanhando o progresso do seu aluno no aprendizado dos Benchmarks of Excellent Student Thinking (B.E.S.T.) para que eles demonstrem crescimento no terceiro e último Florida Assessment of Student Thinking (FAST) Progress Monitoring 3 (PM3) em maio.

Encorajo você a ver as datas de avaliação publicadas no site e no boletim informativo de nossa escola. Além disso, existem recursos disponíveis para os pais monitorarem o progresso acadêmico de seus filhos. Os pais podem utilizar o Pinnacle para verificar notas, tarefas e frequência. Atualmente, estamos incentivando todos os alunos a utilizar o iReady Reading and Math para praticar em casa para as próximas avaliações.

Iniciaremos as aulas particulares durante os especiais para alunos selecionados em fevereiro. Cartas de permissão dos pais serão enviadas para casa. Se você tiver alguma dúvida sobre o apoio ao aluno, entre em contato com a escola ou participe de nossa próxima reunião do Conselho Consultivo Escolar na quarta-feira, 31 de janeiro, às 17h. Fique atento para um envelope colorido de informações aos pais que chegará em casa em breve!

Você encontrará informações importantes sobre uma maneira fácil e segura de sua família ajudar nossa escola a obter as ferramentas essenciais que nossos alunos e professores precisam para ter sucesso. Também permitirá que você saiba como seu filho pode ganhar prêmios divertidos apenas por ajudar!

Se desejar revisar uma cópia impressa ou se for necessária tradução, entre em contato com nosso escritório pelo telefone 754-322-6950



# HATS ON AROUND CAMPUS

## 5<sup>th</sup> grade Minds at Work

Looking towards a bright future, as we dig deeper into our knowledge, to get ready for another round of testing. Science Middle of the year assessment, and Iready Diagnostic 2 is what we are going to conquer this month!

## 3<sup>rd</sup> Grade

**New Year**  
**New Beginnings**  
**New Intentions**  
**New Thoughts**  
**New Focus**  
**New Results**

### Cheers to New Beginnings!

Third grade scholars will refocus on the goals of 2024.

Minds under construction:

- FAST ELA Level 3 Proficiency
- FAST Math Level 3 proficiency
- Working towards reading fluency to improve reading comprehension.



## 4<sup>th</sup> Grade

Hello Parents and Welcome back!

I hope you all had a relaxed and restful holiday break. We are **STRONGLY** encouraging for students to get remedial instructional practice while away from school by utilizing I-ready from home. Students would need to sign on through clever through single sign on from the google search engine. As we are approaching the ending of the 2nd academic quarter, please remind our scholars on the importance on completing assignments and homework. Please communicate with your child's teacher on their progress regularly. Thank you for all that you do.

## ✿ 2nd Grade Highlights! ✿

🦋 **Field Trip Frenzy:** Get ready for an adventure!

Our 2nd graders are buzzing with excitement about the upcoming field trip to Butterfly Park and the Science Discovery Museum? Stay tuned for details, and don't miss the chance to join us!

🦋 **Money Matters:** We're diving into essential life skills! This month, our focus is on mastering the art of telling time and understanding money. It's hands-on, engaging, and downright fun!

Questions or eager to volunteer? Reach out anytime!

# HATS ON AROUND CAMPUS

## 1<sup>st</sup> Grade

As 1st Grade Scholars begins the New Year, they are hard at work preparing for the AP2 IREADY Reading and Math Diagnostic Tests!

## Kindergarten

" Our Kindergarteners were excited to be back at school: we had lots of talk about what they experienced during the winter break! Now, our train is moving in full steam into January with more reading, writing, adding, subtraction, Science projects, and Dr. Martin Luther King Day! On Friday, We will have our 5 Senses station where scholars will experiment with how our Sight, Hearing, Smell, Touch, and Taste senses help us discover the world around us!"

## Pre-K

Hi families,

Our students are working in the unit about clothes. They are practicing colors, doing hands on learning projects, counting, and writing. We also have a special guest this week to conduct read aloud sessions. We are also getting ready for our field trip to the Fire station, how exciting! Students are having fun and learning.

The Pre-K Teachers.



# HATS ON AROUND CAMPUS

## Exceptional Student Education/Gifted

Markham's Exceptional Student Learning & Support (ESLS) team welcomes our students and parents back to another exciting school year. Our team looks forward to helping our ESLS student grow academically and socially. Our ESLS Team Members include Jamie Moore ESLS Specialist, **Sheronne Starks**, ESLS Support Facilitator, Rachany Brown, Speech/Language Pathologist, Gina Miele, ESLS Preschool Teacher, Meghan Erwin, Occupational Therapist, and **Chateila Clark**, School Psychologist. If you have any questions please contact **Jamie Moore** at 754-322-6969 or you may contact your student's ESLS

## RTI

For the 23/24 school year, Markham's RTI Coordinators are Andrea Smith, RTI Coordinator, and Jamie Moore, RTI Co-Coordinator.

Response to Intervention, or RTI, is a formal process in which students demonstrate a need for direct, interventions to address an area of weakness. This process includes monitoring progress and making educational decisions to help each student achieve to the best of their abilities.

**Jamie Moore/Andrea Smith**, RTI Coordinators at 754-322-6969

## Guidance/Social Work

Can you believe we are already in January! If your child needs uniforms, shoes, or school supplies please reach out to me.

### Helpful Family Link:

[https://www.informedfamilies.org/campaigns/family-day?\\_hstc=5270060.0132cd5d38beb91ee818dc1826775eb6.1696160202652.1696160202652.1696160202652.1&\\_hssc=5270060.2.1696160202652&\\_hsfp=2759964721](https://www.informedfamilies.org/campaigns/family-day?_hstc=5270060.0132cd5d38beb91ee818dc1826775eb6.1696160202652.1696160202652.1696160202652.1&_hssc=5270060.2.1696160202652&_hsfp=2759964721)

# HATS ON AROUND CAMPUS

## ELA Department

### How do you get better at reading?

#### How To Improve Reading Skills: 7 Strategies

1. Summarize what you read. Reading skills can be improved by summarizing what you read
2. While reading, take notes
3. Use key reading strategies
4. The purpose should be determined
5. Read the texts in advance
6. Goals should be set for reading
7. Every day, make time to read

If you have any questions or concerns about ELA or need assistance, please feel free to contact Latronna McGowen-Foreman, Literacy Coach @ 754-322-6950

## All Things Math

F.A.S.T. Assessment Prep time is in full effect! From now until the F.A.S.T. Assessment in May 2024, students in Grades K-5 will be receiving laser-focused instruction on the tested standards and benchmarks in Math. Teachers will be working diligently to help our students reach their maximum potential. Your assistance can help by ensuring that your child is logging onto i-Ready Math for 15 to 20 minutes each day. Students in Grades 3-5 can also access practice for the F.A.S.T. Assessment by going onto [flfast.org/families.html](http://flfast.org/families.html) and clicking on "Sample Items" for your child's grade level. These sample items mirror questions your child will see on the F.A.S.T. Assessment. It is important that students show their work when solving Math problems.

Our math goals this year are to target students' deficiencies, close learning gaps, and move our students toward proficiency. With your help, we can make it happen. Please partner with us in making this year a year of significant growth for our students!

If you or your child need help with understanding Math concepts and skills, please log onto [MrMathBlog.com](http://MrMathBlog.com). Videos are available by skills and will provide you and your child with step-by-step explanations on how to complete Math problems.

If you have any questions or concerns about Math or need assistance, please feel free to contact Veronica Jackson, Math Coach at (754) 322-6950.



**IT'S TIME TO REAPPLY FOR FREE**

**OR REDUCED LUNCH SIGN-UP AGAIN**

**Meal Charge Policy**

Students are expected to pay for their meal at the time of service. Broward County Public Schools encourages families to complete a meal benefits application to determine eligibility for free and reduced-price meals. **All students must pay the full price for lunch unless designated through the Meal Benefits office to be eligible for free or reduced-price meals.**

Parents must re-apply each year for their child(ren). If you have not applied to the program this year and/or have been changed back to FULL PAY - \$2 PER LUNCH -- then your student is accruing a debt for lunch meals taken.

Parents of previous and new students are urged to apply asap online at: [www.myschoolapps.com](http://www.myschoolapps.com)

It's time to  
**POWER UP!**

Broward County Public Schools  
Food and Nutrition Services



**APPLY ONLINE!**  
**FREE OR REDUCED LUNCH**

Free and reduced price lunches are available to students that meet economic eligibilities.



**MYSCHOOLAPPS.COM**

The online meal application is available in English, Spanish, Haitian Creole, and Portuguese at [MySchoolApps.com](http://MySchoolApps.com).

For more information on Meal Benefits, contact the Food and Nutrition Services Department at

**754-321-0250**

**FREEREDUCEDMEALS@BROWARDSCHOOLS.COM**



The School Board of Broward County, Florida • Lori Alhadeff • Robin Bartleman • Heather P. Brinkworth • Patricia Good • Donna P. Korn • Laurie Rich Levinson • Ann Murray • Dr. Rosalind Osgood • Nora Rupert • Robert W. Runcie, Superintendent of Schools

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Li lè pou  
**ITILIZE  
ENÈJI W!**

Broward County Public Schools  
Food and Nutrition Services



**APLIKE SOU SIT ENTÈNÈT!**

**Manje midi gratis oswa pi bon mache**

Manje midi gratis oswa pi bon mache disponib pou tout  
elèv ki elijib selon sitiasyon ekonomik-yo.



**MYSCHOOLAPPS.COM**

Aplikasyon pou avantaj bennefis manje disponnib nan lang Angle,  
Espayòl, Kreyòl ayisyen ak Pòtigue sou sit MySchoolApps.com.  
Pou plis enfòmasyon sou avantaj bennefis manje, kontakte *Food and  
Nutrition Services Department*, telefòn

**754-321-0250**

**FREEREDUCEDMEALS@BROWARDSCHOOLS.COM**



**¡A  
RECARGAR  
ENERGÍA!**

Servicios de Nutrición y Alimentos de las  
Escuelas Públicas del Condado de Broward  
(Broward County Public Schools Food and Nutrition Services)



**¡HAGA SU SOLICITUD EN LÍNEA!**

**ALMUERZO GRATIS O A BAJO COSTO**

El almuerzo gratuito o a bajo costo está disponible para los estudiantes que reúnan ciertos criterios financieros.



**MYSCHOOLAPPS.COM**

La solicitud para alimentos en línea está disponible en inglés, español, criollo haitiano, y portugués en MySchoolApps.com.

Para más información sobre los Beneficios de Alimentos comuníquese con el Departamento de Servicios de Nutrición y Alimentos al

**754-321-0250**

**FREEREDUCEDMEALS@BROWARDSCHOOLS.COM**



**¡É hora de  
RECARREGAR A  
ENERGIA!**

Servicios de Nutrición y Alimentos de las  
Escuelas Públicas del Condado de Broward  
(Broward County Public Schools Food and Nutrition Services)



**SOLICITE ON-LINE!**

**MERENDA GRATUITA OU A PREÇO REDUZIDO**

As merendas gratuitas ou a preço reduzido estão disponíveis  
a alunos que atendem aos requisitos de renda familiar.



**MYSCHOOLAPPS.COM**

O aplicativo on-line de solicitação de merendas está disponível em inglês,  
espanhol, crioulo haitiano e português em MySchoolApps.com.

Para obter mais informações sobre os Benefícios de Alimentação, entre  
em contato com o Departamento de Alimentação e Nutrição pelo telefone

**754-321-0250**

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# Daily Learning Planner

*Ideas families can use to help children  
do well in school*

C. Robert Markham Elementary  
Title I Newsletter



THE  
**PARENT**  
INSTITUTE®

## January 2024

## Daily Learning Planner: Ideas Families Can Use to Help Children Do Well in School—Try a New Idea Every Day!

- ☐ 1. Plan to spend some one-on-one time with your child this month. Write your "appointment" on the family calendar.
- ☐ 2. After you read aloud, ask your child to retell the story from memory.
- ☐ 3. Ask your child to help you organize something, such as a closet.
- ☐ 4. Create a family logbook. Everyone can jot down and read thoughts, reminders and accomplishments.
- ☐ 5. Teach your child a life skill, such as preparing a simple meal, washing clothes or washing dishes.
- ☐ 6. Take the family to the library. Have everyone check out some books.
- ☐ 7. Play a board game that involves math with your child.
- ☐ 8. It's National Clean Off Your Desk Day. Make it Clean Up Your Study Area Day, too!
- ☐ 9. If you don't have time to read to your child at night, read in the morning. It's a real "power breakfast."
- ☐ 10. Have your child draw a picture of something that happened in school. Talk about it.
- ☐ 11. Ask your child, "Why do you think we have laws in our society? What would happen if we didn't?"
- ☐ 12. Make a pretend clock using a paper plate and two strips of paper. Help your child practice telling time.
- ☐ 13. Ask your child to name places where water is found.
- ☐ 14. Play I Spy with your child. Say "I spy something orange." Let your child guess what it is.
- ☐ 15. With your child, try to name an animal that starts with every letter of the alphabet. (You can leave out X.)
- ☐ 16. Pick a category. Ask your child to pick a letter. How many items from the category begin with that letter?
- ☐ 17. Help your child set up dominos in a row and then knock them down. How long a trail can your child make?
- ☐ 18. Watch a TV show or video with the sound muted. Ask family members to make up the dialogue.
- ☐ 19. Make a list of three new things you'd like to do or try as a family. Then make plans to do them!
- ☐ 20. Sometime today, exchange notes with your child instead of talking.
- ☐ 21. Compliment your child on a recent accomplishment.
- ☐ 22. Ask your child to use a ruler or measuring tape to measure and record the dimensions of six objects in your home.
- ☐ 23. In the car, have your child add the numbers on license plates you see.
- ☐ 24. Let your child help you with a chore today. Be sure to say thank you.
- ☐ 25. Ask your child to spell the names of favorite foods.
- ☐ 26. Play a card game with your child that reinforces number sense, such as Crazy Eights or Go Fish.
- ☐ 27. Have your child look for certain letters or words on a cereal box or soup can.
- ☐ 28. Teach your child how to sew on a button today.
- ☐ 29. Help your child set a goal for this week.
- ☐ 30. Watch the news on TV with your child. Choose one story and have your child compare it with a news article on the same topic.
- ☐ 31. Talk about new words that your elementary schooler thinks should be in the dictionary. Have your child write the definitions.

# Planificador para el aprendizaje

*Ideas que las familias pueden usar para ayudar a los niños a tener éxito en la escuela*

C. Robert Markham Elementary  
Title I Newsletter



THE  
PARENT  
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## Enero 2024

## Planificador para el aprendizaje: Ideas que las familias pueden usar para ayudar a los niños a tener éxito en la escuela

- ☐ 1. Planifique pasar tiempo a solas con su hijo este mes. Marque su "cita" en el calendario familiar.
- ☐ 2. Después de leer en voz alta, pídale a su hijo que vuelva a contar la historia de memoria.
- ☐ 3. Pídale a su hijo que lo ayude a organizar algo, como un armario.
- ☐ 4. Cree un diario familiar. En él, todos pueden escribir y leer pensamientos, recordatorios y logros.
- ☐ 5. Enséñele a su hijo una habilidad útil para la vida, como preparar una comida sencilla, lavar la ropa o lavar los platos.
- ☐ 6. Lleve a su familia a la biblioteca. Dígales a todos que retiren unos libros.
- ☐ 7. Juegue con su hijo a un juego de mesa que involucre las matemáticas.
- ☐ 8. Es el Día Nacional de Limpiar el Escritorio. ¡Limpíen el lugar de estudio!
- ☐ 9. Si no tiene tiempo para leerle a su hijo en la noche, hágalo en la mañana. Es un verdadero "desayuno energético".
- ☐ 10. Dígale a su hijo que dibuje una imagen de algo que haya sucedido en la escuela. Hablen sobre ello.
- ☐ 11. Pregúntele a su hijo, "¿Por qué piensas que tenemos leyes en la sociedad? ¿Qué sucedería si no hubiera leyes?"
- ☐ 12. Haga un reloj ficticio usando un plato de papel y dos tiras de papel. Ayude a su hijo a practicar cómo leer la hora.
- ☐ 13. Dígale a su hijo que nombre lugares donde hay agua.
- ☐ 14. Juegue con su hijo al Veo, Veo. Diga "Veo, veo algo color naranja". Deje que su hijo adivine qué es.
- ☐ 15. Trate de nombrar con su hijo un animal que comience con cada letra del alfabeto. (Pueden omitir la X).
- ☐ 16. Escoja una categoría. Dígale a su hijo que escoja una letra. ¿Cuántos artículos hay en esa categoría que comienzan con esa letra?
- ☐ 17. Ayude a su hijo a colocar fichas de dominó y luego derribarlas. ¿De qué longitud puede su hijo hacer el camino de fichas?
- ☐ 18. Miren un programa de televisión o un video con el sonido silenciado. Dígales a los miembros familiares que se turnen para inventar el diálogo.
- ☐ 19. Haga una lista de tres cosas que desearían hacer o probar en familia. ¡Luego hagan planes para hacerlas!
- ☐ 20. Hoy, en algún momento del día, intercambie notas con su hijo en lugar de hablar.
- ☐ 21. Elogie a su hijo por un logro reciente.
- ☐ 22. Dígale a su hijo que use una regla o cinta métrica para medir y registrar las dimensiones de seis objetos de la casa.
- ☐ 23. En el carro, sumen los números de las matrículas que ven.
- ☐ 24. Hoy, deje que su hijo lo ayude con un quehacer. Agradézcale.
- ☐ 25. Dígale a su hijo que deletree los nombres de sus comidas favoritas.
- ☐ 26. Jueguen un juego de cartas que fortalezca los conocimientos de los números, como Ocho loco o Pesca.
- ☐ 27. Dígale a su hijo que busque ciertas letras o palabras en una caja de cereales o lata de sopa.
- ☐ 28. Enséñele a su hijo a coser un botón hoy.
- ☐ 29. Ayude a su hijo a trazarse una meta para la semana.
- ☐ 30. Mire las noticias en TV con su hijo. Escojan una y compárenla con un artículo sobre el mismo tema.
- ☐ 31. Hablen sobre las palabras que su hijo cree que deberían incluirse en el diccionario. Dígale que escriba sus definiciones.

# Elementary School Parents<sup>®</sup>

January 2024  
Vol. 35, No. 5

C. Robert Markham Elementary  
Title I Newsletter

## *make the difference!*



## A reboot can help students get back on the right track

**W**hen you run into a problem on your laptop or phone, do you ever power it off and restart it? Rebooting a device can help it correct processing issues and work well.

If your child's school year is not going as well as you'd hoped, it may be time to for a reboot, too! Here are a few strategies to help your child get back on track:

- **Make change a family affair.** If you've decided that your child needs to spend more time doing schoolwork, make study time quiet time for the whole family. You can work on paperwork or read while your child works.
- **Replace bad habits.** Breaking a habit is hard. It's much easier to put a different habit in its place.

If your child is in the habit of playing video games right after school ends for the day, suggest pleasure reading for 30 minutes instead. Your child can still relax—and strengthen reading skills at the same time!

- **Get organized.** You should be able to find lots of great-looking calendars available on sale this month. Look for one your child will enjoy using. Then instill the habit of writing down responsibilities for home and school. That can help avoid a last-minute panic.
- **Celebrate successes.** Help your child see the link between the new habits and the results. "You practiced that math and got nine out of 10 correct on the test. That's great!"

## Experts share ways to manage screen time



Children are spending more and more time on digital devices. One study found that eight- to 12-year-olds spend an average of 5 hours and 33 minutes a day on recreational screen time—going online, watching TV, playing video games.

While the American Academy of Pediatrics recommend families monitor and manage non-educational screen time, many elementary school students say there are no rules about technology in their homes.

Experts recommend families:

- **Set technology curfews.** Ask your child to turn off digital devices at least 30 minutes before bedtime.
- **Designate screen-free times,** such as during family meals and while in the car.
- **Offer alternatives.** Go on a winter walk. Play cards. Do a craft. Show that there are plenty of ways to have fun—and engage your child's brain—without sitting in front of a screen.

**Source:** S. Pappas, "What do we really know about kids and screens?" American Psychological Association.

# Put an end to procrastination by doing the crummy job first



Your child has a math worksheet, a chapter to read and a writing assignment. If your child dislikes writing, recom-

mend doing that assignment first. Here's why:

- **Crummy jobs are a part of life.** We all have to do some things we don't like. Talk to your child about some of the jobs you don't enjoy doing, but have to do anyway. Doing the laundry and cleaning the bathrooms every week isn't fun, but it is necessary hygiene.
- **Putting off a difficult task** just makes it more difficult. Until that assignment is finished, it's going to occupy your child's mind.
- **Finishing a dreaded task** feels wonderful. Help your child learn to focus on how great it will feel when the job is finished—not

how crummy it will feel while doing it. Encourage your child to build in a small reward for finishing a challenging task, such as spending 10 minutes listening to music.

Sometimes, all it takes to get started on an unpleasant task is a little push. Set a timer for 15 minutes and say, "Work on your writing for 15 minutes. Then you can stop." After getting started, it probably won't be as painful as your child anticipated.

Source: R. Emmett, *The Procrastinating Child: A Handbook for Adults to Help Children Stop Putting Things Off*, Walker & Company.

**"Procrastination makes easy things hard; hard things harder."**

—Mason Cooley

# Mild hearing loss can impact your child's ability to read



Does your child struggle with reading? The issue could be your child's hearing. In one study, up to 25 percent of younger school-

aged children with reading difficulties also had mild to moderate hearing loss. Unfortunately, issues with hearing often go undetected by families and teachers.

Children with hearing loss are more likely to experience learning difficulties, including reading comprehension. The degree of impairment need not be dramatic, either. Simply having multiple ear infections can be enough to damage your child's hearing.

Be aware of these signs of hearing impairment:

- **Favoring one ear.** When you talk, does your child turn one ear toward you? If so, it may mean that's your child's "good" ear.
- **Making things louder.** Does your child gradually turn up the volume when everyone else thinks the sound level is fine?
- **A loud speaking voice.** Does your child regularly speak more loudly than necessary?
- **An uneasy feeling.** If you have a hunch that something is wrong with your child's ears, ask the pediatrician how to proceed.

Source: J. Carroll and H. Breadmore, MD, *Morphological Processing in Children with Phonological Difficulties*, Coventry University and The University of Warwick.

# Are you helping your child take school seriously?



Attending school every day improves your child's chances of academic success. Are you reinforcing the importance

of regular on-time attendance and encouraging your child to take school seriously? Answer *yes* or *no* to the questions below to find out:

\_\_\_1. **Do you say** that you expect your child to go to school every day? Show that attendance is important to you, and it will become important to your child.

\_\_\_2. **Do you reinforce** healthy habits for sleep, nutrition and exercise that ensure your child is ready to learn?

\_\_\_3. **Do you ignore** weak excuses for missing school? Not feeling like getting out of bed isn't an acceptable reason to miss part of school.

\_\_\_4. **Do you try** to make medical appointments outside of school hours?

\_\_\_5. **Do you set** the alarm clock earlier if your child has trouble getting up and ready for school on time?

**How well are you doing?**

Each *yes* means you are supporting your child's attendance. For each *no* answer, try that idea.

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Published monthly September through May.  
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Publisher: Doris McLaughlin.  
Publisher Emeritus: John H. Wherry, Ed.D.  
Editor: Rebecca Hasty Miyares.

# Reading for pleasure promotes healthy brain development



According to a recent study, regular pleasure reading at a young age is linked with stronger cognitive skills and better mental health.

To encourage your elementary schooler to read for fun:

- **Find reading role models** who can inspire your child. Ask relatives, family friends or neighbors who love reading to recommend books they enjoyed at your child's age.
- **Weave reading into daily routines.** At the breakfast table, encourage your child to read a book while you read the news. If your child gets stuck or restless working on a school assignment, suggest taking a break to read just for fun—your child is unlikely to say no!
- **Create a “book nook.”** Help your child make a special place in your

home to read. Include a basket of books, pillows or a bean bag chair, stuffed animals and a light.

- **Take books everywhere** you go and read with your child. For extra fun, have your child pick a book related to your destination. For example, read a book about the dentist together while waiting for a dental appointment.
- **Make a special visit** to the library to stock up on books before a family trip or vacation. Your child will discover that reading is a relaxing way to spend free time away from home.
- **Offer a monthly incentive** for finishing a certain number of books.

**Source:** Yun-Jun Sun, et al, “Early-initiated childhood reading for pleasure: Associations with better cognitive performance, mental well-being and brain structure in young adolescence,” *Psychological Medicine*, Cambridge University Press.

**Q:** My elementary schooler does not like to write. When there is a writing assignment, my child just stares at the blank piece of paper. Is there anything I can do to help?

## Questions & Answers

**A:** Elementary schoolers are often reluctant writers. Many simply freeze with fear at the thought of writing. They worry that what they write won't be any good, or that they'll be made fun of.

To overcome writer's block:

- **Empathize with your child.** Say that professional writers have difficulty writing sometimes, too—and that's OK.
- **Recommend practice.** Have your child write about anything that comes to mind, no matter how silly. Or, suggest writing about a personal interest.
- **Talk through topic ideas** with your child. Encourage brainstorming, and ask your child to make a list of ideas.
- **Suggest your child write down** ideas just as they come. Later your child can edit for flow, grammar and spelling.
- **Encourage your child** to use a computer to write if possible. This makes revisions easier.
- **Be gentle when reviewing** your child's writing. Note what you like first and don't over-criticize. Focus on what your child is trying to say and not just the mechanics of writing.
- **Avoid fixing mistakes.** This will damage confidence and send the message that you don't think your child is capable of fixing them independently.
- **Be patient.** Allow your child to express frustration. It takes time and practice to become a good writer.

# Accelerate your child's math learning with three strategies



Simple things families do at home can make a big difference in how well students perform in math. Use these three

strategies to boost your child's math learning:

1. **Family engagement.** Partnering with the teacher to support your child's math learning results in higher achievement. Look over math papers your child brings home, and talk about what your child is learning. Ask the teacher what else you can do at home to help your child with math.
2. **Math talk.** When your child solves a problem, ask, “How did you get your answer?” Children solve problems

more accurately in the long run when they regularly talk about their math thinking and explain their methods. While explaining, they clarify their thinking—and often catch their own mistakes.

3. **Motivation.** Children often do better at things they enjoy, so make math fun! When you play board games, appoint your child scorekeeper or banker. Put a math twist on games like hopscotch (write a problem in each square) and Simon Says (“Simon says add 18 plus 18”). In the car, challenge each other to solve problems using numbers on road signs. If the speed limit is 65, your child can solve  $6 + 5$ ,  $6 - 5$  or  $6 \times 5$ .

# It Matters: Building Character

## Empathize with your child—up to a certain point



Is there such a thing as being too supportive when it comes to your child's negative emotions? Experts say yes.

One study showed that parents and caregivers who are overly sympathetic about their children's troubled feelings think their kids are more socially well-adjusted than others. Those same kids' teachers, however, rate them as being less well-adjusted than their peers.

Why the disconnect? It could be that when parents indulge every bad mood their child has, the child never stops to consider that there may be little justification for that mood.

This doesn't mean you should ignore your child's feelings. But rather than rush to agree every time your child feels wronged:

- **Ask for details.** If your child says a friend was mean, find out more before agreeing. Say, "Tell me what happened." This way, you're encouraging your child to open up but not automatically agreeing that your child was treated badly.
- **Challenge your child.** If your student is upset that about a quiz grade and says the quiz was really "unfair," ask questions. "Why wasn't it fair?" If the real story is that your child didn't study for it, then point that out. Your student was irresponsible, not mistreated. It's a difficult—but vital—lesson to learn.

**Source:** V.L. Castro and others, "Changing tides: Mothers' supportive emotion socialization relates negatively to third-grade children's social adjustment in school," *Social Development*, John Wiley & Sons, Inc.

## Helping others promotes confidence and build skills

Children want to feel like they play an important role in their community. Volunteering can help them build social skills and develop self-confidence—which also benefits them in school.

Find a volunteer or community service activity you and your child can do together. Here are some ideas:

- **Take part in a clothing drive.** Collect coats, gloves and hats and donate them to local shelters.
- **Bake something** for a senior citizen or a parent of a new baby.
- **Make sandwiches** for people who are homeless.
- **Help take care of a pet.** If a neighbor is going away for a few days, you and your child could offer to feed and walk the dog.



- **Start a fundraising campaign.** Help your child raise money for a family or community program in need of financial assistance.

## Talk with your child about the importance of honesty



By the time children reach elementary school, most know the difference between being honest and lying. But that doesn't always make telling the truth easy for them.

To encourage honesty:

- **Talk about it.** Does your child believe that honesty is the best policy? Why or why not? When, if ever, does your child think it's OK to lie?
- **Discuss the consequences** of lying. Lying destroys trust. If your child makes a habit of lying to people, they won't believe what your child says—even when it's the truth.

- **Demonstrate honesty.** Children notice when family members tell the truth—and when they don't.
- **Create opportunities** for telling the truth. Say, "Why did you rip this book?" not, "Did you do this?"
- **React calmly** when your child lies. Express confidence that your child will make better choices in the future.
- **Reward trustworthiness.** If your child is truthful in a difficult situation, offer praise. But don't let your child off the hook. Follow through with consequences.

**Source:** V. Talwar and others, "Children's Evaluations of Tattles, Confessions, Prosocial and Antisocial Lies," *International Review of Pragmatics*, Brill.

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## ¡hacen la diferencia!



## Un reinicio puede ayudar a los estudiantes a volver a encaminarse

Cuando usted se encuentra con un problema en su computadora portátil o teléfono, ¿alguna vez lo apaga y lo reinicia? Reiniciar un aparato electrónico puede ayudar a corregir los problemas de procesamiento y hacerlo funcionar bien.

Si el año escolar de su hijo no está yendo tan bien como esperaba, tal vez sea el momento de hacer un reinicio. Estas son algunas estrategias que pueden ayudar a su hijo a volver a encaminarse:

- **Hacer que el cambio sea un asunto familiar.** Si ha decidido que su hijo necesita dedicarles más tiempo a los trabajos escolares, asegúrese de que toda la familia mantenga el silencio mientras su hijo estudia. Usted podría organizar sus papeles o leer mientras su hijo trabaja.
- **Reemplazar los malos hábitos.** Dejar un hábito es difícil. Es mucho más

fácil reemplazarlo por otro. Si su hijo tiene el hábito de jugar a videojuegos después de la escuela, sugiérale que lo reemplace por 30 minutos de lectura por placer. Su hijo aún puede relajarse y, al mismo tiempo, fortalecer sus habilidades de lectura.

- **Organizarse.** Debería poder encontrar muchos calendarios atractivos disponibles a la venta este mes. Busque uno que a su hijo podría agradarle usar. Luego inculque el hábito de escribir las responsabilidades domésticas y escolares. De esa manera, podría evitar que entre en pánico a último momento.
- **Celebrar los logros.** Ayude a su hijo a ver la relación entre los nuevos hábitos y los resultados. "Practicaste matemáticas y resolviste nueve de los 10 ejercicios del examen correctamente. ¡Muy bien!"

## Cómo administrar las pantallas según los expertos



Los niños pasan cada vez más tiempo usando aparatos digitales. Un estudio reveló que los niños de entre ocho y 12 años pasan, en promedio, 5 horas y 33 minutos por día frente a la pantalla con fines recreativos, ya sea en internet, mirando televisión o jugando a videojuegos.

Si bien la Academia Americana de Pediatría recomienda a las familias controlar y administrar el tiempo frente a la pantalla con fines no educativos, muchos estudiantes de primaria dicen que no hay reglas sobre la tecnología en sus casas.

Los expertos recomiendan a las familias:

- **Limitar el uso de la tecnología.** Pídale a su hijo que apague los aparatos electrónicos al menos 30 minutos antes de ir a dormir.
- **Designar horarios libres de pantallas,** como el horario de comida en familia o los viajes en carro.
- **Ofrecer alternativas.** Den un paseo invernal. Jueguen a las cartas. Hagan manualidades. Muéstrela a su hijo que hay muchas maneras de divertirse —y usar la mente— sin estar frente a una pantalla.

**Fuente:** S. Pappas, "What do we really know about kids and screens?" American Psychological Association.

# Para poner fin a la procrastinación, es útil comenzar con la peor tarea



Su hijo debe completar una hoja de actividades de matemáticas, leer un capítulo y hacer un trabajo de escritura. Si no le agrada

escribir, sugiérale que haga ese trabajo primero. Estos son algunos motivos:

- **En la vida, hay tareas** que no nos agradan. Todos tenemos que hacer cosas que no nos agradan. Hable con su hijo sobre algunas de las tareas que usted no disfruta pero que tiene que hacer de todos modos. Lavar la ropa y limpiar los baños todas las semanas no es divertido, pero son tareas de higiene necesarias.
- **Posponer una tarea difícil** solo hace que sea más difícil. El trabajo ocupará la mente de su hijo hasta que lo haga.
- **Terminar una tarea** que no nos agrada produce una sensación maravillosa. Ayude a su hijo a aprender a concentrarse en lo bien que se siente cuando está terminado el trabajo y

no en lo mal que se siente mientras lo hace. Anime a su hijo a crear una pequeña recompensa por terminar una tarea difícil, como pasar 10 minutos escuchando música.

A veces, lo único que se necesita para comenzar una tarea desagradable es un pequeño empujón. Ponga una alarma en 15 minutos y diga "Trabaja en el trabajo de escritura durante 15 minutos. Luego puedes detenerte". Una vez que comience, probablemente no sea tan doloroso como su hijo esperaba.

**Fuente:** R. Emmett, *The Procrastinating Child: A Handbook for Adults to Help Children Stop Putting Things Off*, Walker & Company.

**"La procrastinación hace que las cosas fáciles sean difíciles y que las cosas difíciles sean más difíciles".**

—Mason Cooley

# La pérdida auditiva leve puede afectar la capacidad de lectura



¿Su hijo tiene dificultades para leer? El problema podría ser su audición. En un estudio, hasta el 25 por ciento de los niños

más pequeños en edad escolar que tienen dificultades con la lectura también presentaban una pérdida auditiva leve o moderada. Lamentablemente, las familias y los maestros muchas veces no detectan los problemas de audición.

Los niños con pérdida auditiva tienen muchas probabilidades de tener dificultades de aprendizaje, incluso con la comprensión lectora. El grado de deterioro tampoco tiene por qué ser dramático. El simple hecho de tener varias infecciones de oído puede ser suficiente para dañar la audición de su hijo.

Esté atento a estos signos de hipoacusia:

- **Favorecer una oreja.** Cuando le habla a su hijo, ¿suele acercarle una de las orejas? Eso puede significar que ese es su oído "bueno".
- **Subir el volumen.** Su hijo, ¿sube el volumen gradualmente cuando todos los demás consideran que el nivel del volumen está bien?
- **Hablar en voz alta.** ¿Su hijo habla habitualmente en voz más alta de lo necesario?
- **Una mala sensación.** Si tiene la corazonada de que algo anda mal con los oídos de su hijo, pregúntele al pediatra cómo proceder.

**Fuente:** J. Carroll y H. Breadmore, MD, *Morphological Processing in Children with Phonological Difficulties*, Coventry University and The University of Warwick.

# ¿Está ayudando a su hijo tomarse la escuela en serio?



Asistir a la escuela todos los días mejora las probabilidades de su hijo de alcanzar el éxito académico. ¿Está haciendo

hincapié en la importancia de la asistencia puntual y animando a su hijo a tomarse la escuela en serio? Responda *sí* o *no* a las siguientes preguntas para averiguarlo:

\_\_\_1. **¿Dice** que espera que su hijo vaya a la escuela todos los días? Muestre que la asistencia es importante para usted y pasará a ser importante para su hijo.

\_\_\_2. **¿Refuerza** los hábitos saludables con respecto al sueño, la alimentación y el ejercicio para asegurarse de que su hijo esté listo para aprender?

\_\_\_3. **¿Ignora** las excusas poco convincentes? No tener ganas de salir de la cama no es un motivo aceptable para perderse una parte de la escuela.

\_\_\_4. **¿Intenta** pedir turnos médicos fuera del horario escolar?

\_\_\_5. **¿Configura** la alarma antes si a su hijo le resulta difícil levantarse y prepararse para la escuela a tiempo?

**¿Cómo le está yendo?**

Cada respuesta *sí* significa que usted está apoyando a su hijo para que asista a clase. Para cada respuesta *no*, pruebe la idea correspondiente.

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Publicada mensualmente de septiembre a mayo.

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Empleador con igualdad de oportunidades.

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# Leer por placer promueve el desarrollo saludable del cerebro



Según un estudio reciente, leer por placer con regularidad a una edad temprana se asocia con habilidades cognitivas más sólidas y una mejor salud mental.

Para fomentar la lectura por diversión en su escolar de primaria:

- **Busque modelos de lectura** que inspiren a su hijo. Pídale a sus familiares, amigos de la familia o vecinos a los que les encante leer que recomienden libros que hayan disfrutado a la edad de su hijo.
- **Integre la lectura** a las rutinas diarias. En la mesa del desayuno, anime a su hijo a leer un libro mientras usted lee las noticias. Si su hijo se bloquea o se inquieta al trabajar en una tarea escolar, sugiérale que se tome un descanso para leer solo por diversión: ¡es poco probable que su hijo diga que no!
- **Cree un “rincón de lectura”**. Ayude a su hijo a crear un lugar especial en

su casa para leer. Incluya una cesta con libros, almohadones o un puf, animales de peluche y una luz.

- **Lleve libros** a todos los lugares a los que vaya y lea con su hijo. Para que la diversión sea mayor, pídale a su hijo que escoja un libro relacionado con el destino. Por ejemplo, lea un libro sobre un odontólogo mientras esperan su cita con el dentista.
- **Hagan una visita especial** a la biblioteca para abastecerse de libros antes de un viaje o vacaciones familiares. Su hijo descubrirá que leer es una manera relajante de pasar tiempo libre fuera de casa.
- **Ofrezca un incentivo mensual** para terminar una cierta cantidad de libros.

**Fuente:** Yun-Jun Sun, et al, “Early-initiated childhood reading for pleasure: Associations with better cognitive performance, mental well-being and brain structure in young adolescence,” *Psychological Medicine*, Cambridge University Press.

## Tres estrategias para acelerar el aprendizaje de matemáticas



Hay cosas simples que hacen las familias en casa que pueden marcar una gran diferencia en el desempeño de los estudiantes en matemáticas. Use estas tres estrategias para mejorar el aprendizaje de matemáticas de su hijo:

### 1. Participación de la familia.

Trabajar con el maestro para apoyar el aprendizaje de matemáticas de su hijo mejora el desempeño. Revise los trabajos de matemáticas que su hijo trae a casa y hable sobre lo que está aprendiendo. Pregúntele al maestro qué podría hacer en casa para ayudar a su hijo con matemáticas.

2. **Conversación matemática.** Cuando su hijo resuelva un problema, pregúntele: “¿Cómo obtuviste el resultado?” Los niños resuelven problemas con mayor precisión

a largo plazo cuando hablan con frecuencia sobre el pensamiento matemático y explican sus métodos. Al explicarlos, aclaran lo que piensan y suelen detectar sus propios errores.

3. **Motivación.** Los niños suelen obtener mejores resultados en las cosas que disfrutan. Por lo tanto, haga que las matemáticas sean divertidas. Cuando jueguen a juegos de mesa, designe a su hijo como anotador o banquero. Dele un giro matemático a juegos como la rayuela (escribir un problema en cada cuadrado) y Simón dice (“Simón dice que sumes 18 más 18”). En el carro, rétense mutuamente a resolver problemas usando los números que aparecen en las señales de tránsito. Si el límite de velocidad es 65, su hijo puede resolver  $6 + 5$ ,  $6 - 5$  o  $6 \times 5$ .

**P:** A mi escolar de primaria no le agrada escribir. Cuando tiene que hacer un trabajo de escritura, se queda mirando fijo la hoja en blanco. ¿Hay algo que pueda hacer para ayudarlo?

### Preguntas y respuestas

**R:** Los estudiantes de primaria suelen ser reacios a la escritura. Muchos simplemente se bloquean por el miedo ante la idea de escribir. Se preocupan al pensar que lo que escribirán no será bueno o que se burlarán de ellos.

Para superar el bloqueo con la escritura:

- **Empatice con su hijo.** Diga que los escritores profesionales también tienen dificultades al escribir en algunas ocasiones, y no hay problema con eso.
- **Recomiéndele que practique.** Pídale a su hijo que escriba sobre cualquier cosa que le venga a la cabeza, sin importar lo absurda que le parezca. O sugiérale que escriba sobre un interés personal.
- **Hable sobre ideas de temas** con su hijo. Fomente las lluvias de ideas y pídale a su hijo que haga una lista de ideas.
- **Sugiérale a su hijo que escriba** ideas a medida que surjan. Podrá editar la fluidez, la gramática y la ortografía más adelante.
- **Anime a su hijo** a usar una computadora para escribir, de ser posible. Eso hará que las revisiones sean más fáciles.
- **Sea amable al revisar** la escritura de su hijo. Señale primero lo que le agrada y no critique demasiado. Céntrese en lo que su hijo está tratando de decir y no solo en la mecánica de la escritura.
- **Evite enmendar los errores.** Eso dañará la confianza de su hijo y le transmitirá el mensaje de que usted no cree que sea capaz de corregirlos de forma independiente.
- **Sea paciente.** Deje que su hijo exprese frustración. Lleva tiempo y práctica ser un buen escritor.

# Enfoque: valores positivos

## Sea empático con su hijo, pero hasta cierto punto



¿Existe tal cosa como respaldar demasiado a su hijo cuando se trata de sus emociones negativas? Los expertos dicen que sí.

Un estudio demostró que los padres y los cuidadores que son demasiado empáticos con los sentimientos problemáticos de sus hijos piensan que sus hijos están más adaptados socialmente que otros. Sin embargo, los maestros de esos niños consideran que están menos adaptados que sus compañeros.

¿Cuál es el motivo de esta discrepancia? Es posible que, si los padres consienten a sus hijos cada vez que están de mal humor, los niños nunca se detengan a considerar que su estado de ánimo está poco justificado.

Eso no significa que deba ignorar los sentimientos de su hijo, sino que en lugar de estar de acuerdo cada vez que sienta que ha sido perjudicado, es conveniente que:

- **Pida detalles.** Si su hijo dice que un amigo fue malo, averigüe más antes de decir que está de acuerdo. Dígale, “Dime qué ha pasado”. De esa manera, lo estará animando a abrirse, pero sin aceptar automáticamente que lo estaban tratando mal.
- **Rete a su hijo.** Si su estudiante está molesto por la calificación de un examen y dice que el examen fue realmente “injusto”, haga preguntas. “¿Por qué fue injusto?” Si la realidad es que no estudió para el examen, señálelo. Su hijo fue irresponsable, no lo trataron injustamente. Es una lección difícil pero esencial.

**Fuente:** V.L. Castro y otros, “Changing tides: Mothers’ supportive emotion socialization relates negatively to third-grade children’s social adjustment in school,” *Social Development*, John Wiley & Sons, Inc.

## Ayudar a los demás aumenta la confianza y desarrolla habilidades

Los niños quieren sentir que tienen un papel importante en la comunidad. El voluntariado puede ayudarlos a desarrollar habilidades sociales y la confianza en sí mismos, que también los beneficia en el ámbito escolar.

Busque una actividad de voluntariado o servicio a la comunidad que usted y su hijo puedan hacer juntos. Estas son algunas ideas:

- **Participen de una colecta de ropa.** Junten abrigos, guantes y gorros y dónenlos a refugios locales.
- **Cocinen algo para una persona mayor o los padres de un bebé recién nacido.**
- **Preparen emparedados para personas sin hogar.**
- **Ayuden a cuidar de una mascota.** Si un vecino se va de viaje por unos días, usted y su hijo podrían ofrecerle darle de comer y sacar a pasear a su mascota.



- **Inicie una campaña** de recaudación de fondos. Ayude a su hijo a recaudar dinero para un programa familiar o comunitario que necesite asistencia financiera.

## Hable con su hijo sobre la importancia de la honestidad



Cuando los niños comienzan la escuela primaria, la mayoría sabe la diferencia entre ser honesto y mentiroso, pero eso no siempre hace que decir la verdad sea fácil para ellos.

Para fomentar la honestidad:

- **Hablen sobre el tema.** ¿Su hijo cree que la honestidad es la mejor opción? ¿Por qué? ¿En qué momentos le parece que está bien mentir, si es que considera que es una opción válida?
- **Hablen sobre las consecuencias** de mentir. La mentira destruye la confianza. Si su hijo se acostumbra a mentir, dejarán de creerle, incluso cuando diga la verdad.

- **Sea honesto.** Los niños se dan cuenta cuando los miembros de la familia dicen la verdad, e incluso cuando no lo hacen.
- **Cree oportunidades** para que su hijo diga la verdad. Pregunte, “¿Por qué rompiste este libro?” en lugar de “¿Hiciste esto?”
- **Reaccione con calma** cuando su hijo mienta. Dígale que sabe que tomará mejores decisiones en el futuro.
- **Recompense la confianza.** Si su hijo dice la verdad en una situación difícil, felicítelo. Pero no permita que se libere de la situación. Haga cumplir las consecuencias.

**Fuente:** V. Talwar y otros, “Children’s Evaluations of Tattles, Confessions, Prosocial and Antisocial Lies,” *International Review of Pragmatics*, Brill.

**OUT-OF-FIELD PARENT NOTIFICATION**  
**for**  
**MARKHAM, C. ROBERT ELEMENTARY**

English/Spanish

10/2/2023

Dear Parent(s)/Guardian(s):

Our professional teachers are continuously working on professional development to develop their teaching skills and to increase their levels of content expertise.

We are recognizing teachers at MARKHAM, C. ROBERT ELEMENTARY who are expanding their expertise beyond their current certification by pursuing college coursework and/or training sessions to become certified or endorsed in another/other subject(s).

In order to remain in this/these assignment(s), the teacher(s) will successfully complete required training within 12 months of the assignment or, if teaching the primary English or Reading class to identified limited English proficient students, in accordance with the Multicultural Education Training Advocacy (META) timeline.

Estimado(s) Padre(s)/Guardián(es):

Nuestros maestros profesionales están continuamente mejorando sus habilidades docentes y desarrollando niveles superiores de conocimiento.

En particular reconocemos a los maestros de MARKHAM, ROBERT C ELEMENTARY que están expandiendo sus conocimientos por encima de lo que requiere su certificación actual a través de cursos universitarios y/o sesiones de entrenamiento para certificarse en otra(s) asignatura(s).

Para continuar realizando esta función el próximo año escolar, el(los) maestro(s) tendrá(n) que terminar

con éxito el entrenamiento requerido dentro de los 12 meses que este dura o, si le están dando la clase de Inglés/Lectura de primaria a estudiantes con un dominio limitado del inglés, de acuerdo con el plazo de tiempo asignado por Multicultural Education Training Advocacy (META).

Estos maestros son:

These teachers are:

| <b>Last Name</b> | <b>First Name</b> | <b>Current Certification</b>                    | <b>Out-of-Field For</b>                 |
|------------------|-------------------|-------------------------------------------------|-----------------------------------------|
| BALOGUN          | ABISOLA           | SOCIAL SCI GRADES 5-9 (MID                      | ELEMENTARY EDUCATION<br>ESOL CATEGORY 1 |
| BROCK CORONA     | KIWANA            | BUSINESS ED GRADES 6-12<br>ELEMENTARY EDUCATION | ESOL CATEGORY 1                         |
| DAVIS            | TINA              | ELEMENTARY ELEM K-6                             | ESOL CATEGORY 1                         |
| GONZALES         | ELIZABETH         | SPANISH GRADES K-12                             | ELEMENTARY EDUCATION                    |

| Last       | First     | Current                                        | Out-of-Field                            |
|------------|-----------|------------------------------------------------|-----------------------------------------|
| KAYA       | SEVIL     | ELEMENTARY ELEM K-6<br>PREK-PRIMARY AGE 3 GR 3 | ESOL CATEGORY 1                         |
| NETTLES    | GLADYS    | PREK-PRIMARY AGE 3 GR 3                        | ESOL CATEGORY 1                         |
| PHILIPPE   | GERRILYNN | PREK-PRIMARY AGE 3 GR 3                        | ESOL CATEGORY 1                         |
| PITTERS    | MARK      | ELEMENTARY ELEM K-6                            | ESOL CATEGORY 1                         |
| SAULSBERRY | MARVA     | PREK-PRIMARY AGE 3 GR 3<br>BUS ED GRADES 6-12  | ESOL CATEGORY 1                         |
| TYNES      | SASHA     | SPEC EXPERT PER INST PRE                       | ESOL CATEGORY 1                         |
| WILLIS     | OPAL      | BUSINESS ED GRADES 6-12                        | ELEMENTARY EDUCATION<br>ESOL CATEGORY 1 |

**OUT-OF-FIELD PARENT NOTIFICATION**  
**for**  
**MARKHAM, C. ROBERT ELEMENTARY**

Creole/Portuguese

10/2/2023

Dear Parent(s)/Guardian(s):

Pou Fanmi, Responsab Legal:

Pwofesè pwofesyonnel-nou-yo ap kontinye amelyore konpetans-yo nan ansèyman epi leve nivo ekspètiz-yo.

Nou rekonnèt espesyalman pwofesè nan lekòl MARKHAM, ROBERT C ELEMENTARY kap pouse konnesans-yo pi lwen pase sètifika yo genyen kounye-a, pou pouswiv etid nan kolèj ak/oswa nan klas fòmasyon pwofesyonnel pou yo vin sètifye/apwouve nan youn oswa plizyè lòt matyè.

Pou pwofesè-yo (pwofesè-a) kapab rete nan menm pozisyon-sa-a ane pwochenn, yo gen 12 mwa pou yo konplete avèk siksè trening ak klas ki ekzijib, oswa si yap anseye klas Angle ak Lekti ki esansyèl pou elèv yo idantifye ak konpetans limite nan lang angle, nan tan dekrè Multicultural Education Training Advocacy (META) estime.

Prezado(s) Pai(s)/Guardião(ões):

Os nossos professores são profissionais que estão continuamente atualizando suas técnicas de ensino e elevando seus níveis de especialização.

Estamos reconhecendo especialmente professores na MARKHAM, ROBERT C ELEMENTARY que estão ampliando suas áreas de conhecimento além de suas certificações atuais, cursando matérias de faculdade e/ou fazendo treinamento para se certificar em outra(s) disciplina(s).

Para poder permanecer nesta designação no próximo ano letivo, o(s) professor(es) deve(m) completar o treinamento necessário dentro de 12 meses a partir da data de designação, ou no caso de estar(em) ensinando inglês/leitura de nível primário a estudantes identificados como tendo proficiência limitada em inglês, de acordo com o prazo estipulado pela Multicultural Education Training Advocacy (META).

Estes professores são:

Pwofesè-yo se:

| Nome         |           | Atual de Certificação                           | Disciplina(s) Adicional(is)             |
|--------------|-----------|-------------------------------------------------|-----------------------------------------|
| Non          |           | Sètifikasyon Aktyèl                             | Lòt Matyè Adisyonnel                    |
| BALOGUN      | ABISOLA   | SOCIAL SCI GRADES 5-9 (MID                      | ELEMENTARY EDUCATION<br>ESOL CATEGORY 1 |
| BROCK CORONA | KIWANA    | BUSINESS ED GRADES 6-12<br>ELEMENTARY EDUCATION | ESOL CATEGORY 1                         |
| DAVIS        | TINA      | ELEMENTARY ELEM K-6                             | ESOL CATEGORY 1                         |
| GONZALES     | ELIZABETH | SPANISH GRADES K-12                             | ELEMENTARY EDUCATION                    |
|              |           | PREK-PRIMARY AGE 3 GR 3                         |                                         |
| KAYA         | SEVIL     | ELEMENTARY ELEM K-6<br>PREK-PRIMARY AGE 3 GR 3  | ESOL CATEGORY 1                         |

| Last       | First     | Current                                       | Out-of-Field                            |
|------------|-----------|-----------------------------------------------|-----------------------------------------|
| NETTLES    | GLADYS    | PREK-PRIMARY AGE 3 GR 3                       | ESOL CATEGORY 1                         |
| PHILIPPE   | GERRILYNN | PREK-PRIMARY AGE 3 GR 3                       | ESOL CATEGORY 1                         |
| PITTERS    | MARK      | ELEMENTARY ELEM K-6                           | ESOL CATEGORY 1                         |
| SAULSBERRY | MARVA     | PREK-PRIMARY AGE 3 GR 3<br>BUS ED GRADES 6-12 | ESOL CATEGORY 1                         |
| TYNES      | SASHA     | SPEC EXPERT PER INST PRE                      | ESOL CATEGORY 1                         |
| WILLIS     | OPAL      | BUSINESS ED GRADES 6-12                       | ELEMENTARY EDUCATION<br>ESOL CATEGORY 1 |

## **Title I News**

Our ***Title I Family Literacy Night*** is scheduled for Wednesday, January 31, 2024 at 6:00 PM. Your entire family is welcome to come out and learn fun strategies to help your child improve their performance in Reading. You will also receive valuable information regarding the 2024 F.A.S.T. Reading Assessment.

Flyers will be sent home with your child soon. A light dinner will be served, and Title I will provide FREE books for your child's home library. Please be sure to complete the RSVP form and return it to your child's teacher so that we can make accommodations for you and your family.

Please stay tuned for more events this year that will afford you the opportunity to engage in your child's educational experience.

Parents and staff have jointly developed our ***Parent and Family Engagement Plan***. The plan includes the parent activities that are scheduled throughout this school year. You can access this plan at [markham.browardschools.com](http://markham.browardschools.com). If you would like to review a hard copy of this plan or translation is needed, please contact Veronica Jackson, Title I Liaison at (754) 322- 6950.

We are still in need of ***School Home Compact Forms*** that were sent home in your child's First Day Packet. If you have not already done so, please be sure to read, sign, and return this form to your child's teacher. If you need another form or need translation, please contact your Title I Liaison, Ms. Veronica Jackson at (754) 322-6950.

\*District Title I information may be accessed at <http://title1.browardschools.com>.



**C. Robert Markham Elementary School**

*"Home of the Mockingbirds"*



**You are invited to attend our  
School Advisory Council**

*Meetings for 2023-2024*

**Location: Media Center**

**September 6, 2023 at 5pm**

**October 4, 2023 at 5pm**

**November 1, 2023 at 5pm (SAC & SAF)**

**December 16, 2023 at 10am - 2pm (SAC & SAF) Winterfest**

**January 31, 2024 at 5pm (SAC & SAF)**

**February 28, 2024 at 5pm (SAC & SAF)**

**March 20, 2024 at 5pm (SAC & SAF)**

**April 24, 2024 at 5pm(SAC & SAF)**

**May 22, 2024 at 5pm (SAC & SAF)**

**VOLUNTEERS**

**NEEDED**



Community-Based  
**Connections**  
Markham Elementary School

# SCHOOL CLEANUP

**10 A.M. - 12 P.M.**

1501 NW 15th Ave,  
Pompano Beach, FL 33069

**Monday  
January 15, 2024**



**MLK Day of Service**



**HCA Florida  
Healthcare™**



**COMMUNITY  
FOUNDATION  
OF BROWARD**



**BE BOLD**

# MARKHAM ELEMENTARY SCHOOL

Presents the  
**DR. MARTIN LUTHER KING**  
**ESSAY CONTEST**

Essay Topic: **"Why was Martin Luther King an important person?"**



**K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> GRADE STUDENTS**

**ESSAY COMPETITION IS HERE!**

**Mr. Dukes will collect your essays on Friday, January 12, 2024**

K-2 Essay Guidelines/Rules:

Give your essay a title.

Type or neatly handwrite a one-paragraph essay about the topic.

Write on 8.5"x11" single sided plain or lined paper

3-5 Essay Guidelines/Rules:

Give your essay a title.

Type or neatly handwrite a three-paragraph essay about the topic.

Write on 8.5"x11" single sided plain or lined paper

Contest Information:

- Judges will examine content, organization, sentence fluency, voice, word choice, and writing conventions in making their decisions.
- Winning entries will be announced on January 15, 2024, at the MLK Day of Service  
From 10AM-12Noon

**PRIZES AWARDED to 1<sup>ST</sup>, 2<sup>ND</sup> & 3<sup>rd</sup> PLACE WINNERS**  
**FAMILIES ARE INVITED TO ATTEND AND CELEBRATE A DAY OF SERVICE**  
**AND FUN**