

Sequoyah Signal

THE PTA NEWSLETTER OF THE SEQUOYAH ELEMENTARY SCHOOL COMMUNITY

www.mcps.k12.md/us/schools/sequoyahes



February 2006

CALENDAR

Report Cards Distrib-	Feb 2
Class/Group Photos	Feb 3
PTA Meeting, 7:30PM at Emory Grove	Feb 7
Valentine's Day Parties	Feb 14
Presidents' Day - No School	Feb 20
Early Release	Feb 27

SEQUOYAH ELEMENTARY SCHOOL

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(301) 840-5335
[www.mcps.k12.md/us/
schools/sequoyahes](http://www.mcps.k12.md/us/schools/sequoyahes)

PRINCIPAL
Dr. Bobbi Jasper

PTA PRESIDENT
Pat Chapin
(301) 924-2606
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NEWSLETTER EDITOR
David Baker
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March Signal Deadline:
2/21/2006

This month's message from our Principal and our PTA President

Greetings! We hope everyone enjoyed the holidays and the sunny, Spring-like weather in early January. What a gift!

The teachers and staff have been busy preparing for a strong second half of the school year. We are adapting to the transition of our school email system from First Class to Outlook, and apologize for any inconvenience this may have caused. After a frustrating start with a few glitches, Outlook should ultimately help us all to communicate better with staff and parents. We look forward to productivity gains from this technology upgrade.

At members' request, the February PTA meeting will be held at the Emory Grove Center (not Sequoyah this time) on Tuesday, Feb. 7th at 7:30 p.m. (Please see directions below*.) Mrs. Sirgo will update us about the discipline policy, the 4th grade team and Mr. Martin (PE teacher) will be attending, and we will consider recommendations for mid-year adjustments to the PTA budget. Please attend this important meeting. Childcare and Spanish translation are being arranged.

Thanks to all the families who came out to support the successful Chicken Out Rotisserie Fundraiser, and to Sarah Hochuli for organizing it. Also, thanks to Isabel Seyed-Ali and the Conquista group for arranging the very informative program about gang awareness at the Upper County Center. The very dynamic police officer, who addressed Sequoyah parents and children, shared valuable information about this important issue affecting many Montgomery County schools.

In January, the PTA fundraising Chairs met to discuss options for adjusting expense levels to be in line with current revenue realities. As we surely want to meet all of our anticipated expense commitments through year-end, we ask you to please join Sequoyah's Parent Teacher Association (PTA) and show your support. Also, please participate in--and attend--the upcoming Sockhop on March 24th (a huge dance party event, with food, prizes and a Raffle/Auction!), and the Spring Book Fair coming up in April. The Sock Hop is sure to be great fun, and the proceeds of both of these fundraisers directly benefit our students and teachers. The Chairs need your participation to make them successful!

Valentines Day parties will be held on Feb. 14. Thanks to all the parents who have volunteered to organize these parties for the children. (Please remember to sign in at the office when you come to help with your child's class party.) Andi Dumas, our Volunteer Coordinator, helps to staff so many important projects. Thanks to all the parents who recently volunteered their time for Hearing and Vision Screening, covering the office during the all-staff Outlook training, and arranging the cultural arts and author presentations. To all the committee chairs and volunteers, and all the parents and staff, working to bring excellence to our children's educational experience here at Sequoyah.—we couldn't do it without you!!

Daily at-home reading and math-fact practice gives your child an edge and the confidence to delve into classroom learning. We see it really making a difference for our kids. Please keep up the good work! See you on the 7th!

Sincerely,

Pat Chapin
PTA President

Dr. Bobbi Jasper
Principal

*Directions to Emory Grove Center from Sequoyah: Take Bowie Mill Road to Right at Muncaster Mill Road. Take Muncaster Mill Road up past Redmill Shopping Center and the lights at Redland Road and Shady Grove Road. Keep going. Turn left at Woodfield Road, Route 124. Then turn left at Flower Hill Way. Just past the Giant at the end of Flower Hill Way, turn right on Washington Grove Road. See the Emory Grove Center on your right.

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The Programs Page -- Information and Updates

Andrea Troutner, 1st V.P./Programs

ALL ABOARD ON E-VITE!

To: All Sequoyah PTA committee chairs/co-chairs

You are cordially invited to participate in your current role as a PTA Executive Board Standing Committee Chair/Co-Chair for the school year 2006-2007. We salute any 5th grade chairs/co-chairs whose youngest child at Sequoyah will be graduating this year, as your time and talent as committee chair/co-chair has been appreciated over the years! Just a reminder that there are no term limits with your involvement as committee chair/co-chair! I will be sending an E-VITE this month to the e-mail address I have on file as of 10/24/05, so let me know of any changes ASAP!

SPECIAL COMMITTEE-NOMINATING UPDATE

Want to match the time and talent of others to an OPEN PTA Executive Board Officer position and/or PTA Executive Board Standing Committee Chair/Co-Chair position for the school year 2006-2007? Join the Nominating Committee, forming in February, 2006, spearheaded by your 1st V.P. /Programs. I can be reached at (301) 466-0611 for questions and/or to join the committee.

Openings for PTA Executive Board Officer Positions School Year 2006-2007

President -- One-year term

President-elect -- Serves a one-year term as assistant to the President (not a "Co-president"), then becomes President the next year. (A President-elect position does not exist under our current PTA by-laws. However, we are considering adding it to the Board of Officers when the by-laws are reviewed this month.)

1st VP Programs -- Two-year term

Recording Secretary -- Two-year term

PTA Contacts

President
Pat Chapin
(301) 924-2606

1st Vice President - Programs
Andrea Troutner
(301) 466-0611 (Cell)

2nd Vice President - Fundraising
Michelle Hicks
(301) 774-5740

Treasurer
Jeff Freedman
(301) 527-8690

Recording Secretary
Nellie Ross
(301) 977-6490

Corresponding Secretary
Jean Sommerville
(301) 924-0128

Delegate
Martha Schaerr
(301) 963-4122

PTA Parent Volunteer Coordinator
Andi Dumas
(301) 330-9633

Openings for PTA Executive Board Standing Committee Chairs/Co-Chairs

Copy Club Chair
End of the Year Staff Luncheon Co-Chair
Family Nights Co-Chair

February Staff Birthdays:

Due to a production error, the staff birthdays will be recognized in the March issue of the Signal. Very Sorry, and we hope everyone has a great cake day! DPB



Silent Auction & Raffle Donations

The Sequoyah PTA will be having a silent auction and raffle during our annual Sock Hop on March 24th. If you are interested in donating a item or service to the silent auction or raffle, please contact Linda Kuserk @ 301-330-3926, or fill out form below and return to school.

Name _____

Item Donated _____

Phone Number _____

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Giant Food A+ Bonus Bucks Program

Please help Sequoyah Fundraising efforts by signing up for the A+ Bonus Bucks Program at Giant Food, Inc. Simply fill out this form and send it to school with your child. The Sequoyah ES Code is 02445 (already filled in for you!). For those of you with middle school- or high school-aged children, the Redland MS code is 00770, and the Magruder HS code is 00768.

Health & Safety Update

National Nutrition Month® Buzz

The 6th annual National Nutrition Month® 2006 at Sequoyah has begun the celebration! Sequoyah students will be fit as a king, as each team leader in 1st Grade through 5th Grade, will be sharing their own personal copy of the “Fit For A King-The Smart Kid’s Guide to Food & Fun” video/leader guide kit with their team. My very own 5th grader, Vincent Troutner, assured me he passed the post test this past January!

These copies were donated from the Maryland Beef Council in honor of the upcoming annual “National Nutrition Month® 2006 theme for March “Step Up to Nutrition & Health”. National Nutrition Month® is an annual ADA sponsored nutrition education and information campaign that focuses attention on the importance of making informed food choices and developing sound eating and physical activity habits. Stay tuned for additional details of our celebration featured in next month’s newsletter!

New Wellness Policy coming to your school Fall 2006!

The Board of Education (BOE) has requested community comment regarding its new Policy JPG, Wellness: Physical and Nutrition Health. This has become a requirement by the Child Nutrition and Women, Infants, and Children Reauthorization Act of 2004 which states that, by the first day of school of the 2006-2007 school year, each local education agency participating in the National School Lunch Program or the School Breakfast Program, which Sequoyah does, shall establish a local school wellness policy. In accordance with the act, the policy includes goals for nutrition education, physical activity, and other school-based activities that promote student wellness; nutrition guidelines for foods available on campus, and a plan for measuring policy implementation. As your Health & Safety co-chair, I was an invited parent volunteer on this MCPS Wellness Policy Work Group, which involved four-two hour meetings at the BOE. Those interested in sharing your views of the policy can log onto www.mcps.k12.md.us/info/pdf/jpg%20public%20comment.pdf

Respectfully submitted,
Andrea Troutner, RD, RDN
Health & Safety co-chair

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We would like to recognize those individuals and vendors who support our ongoing efforts. Special thanks to all PTA officers, committee chairs, members, parent volunteers, teachers, staff, and the organizations noted below for their generous support of PTA efforts, publications, and events:

2005-2006 PTA Membership

Bryan Absher	Julie Dellinger	Reena Mahboob	Jeff Rosenbaum
Maggie Absher	Royal Dellinger	Sue Martin	Lori Rowe
Javivi Alvarez	David Dennison	Brigid McGuire	Martha Schaerr
Claudia Ayala	Wendy Dobbins	Kathleen McInnis	Eileen Schectman
Marissa Bailey	Connie Dove	Geeta Mishra	Shelly Schneider
David Baker	Matthew Drake	Mark Miller	Betti Seely
Marion Baker	Wanda Drake	Tam Miller	Isabel Seyed-Ali
Adel Baryoun	Belinda Drayton	Hope Monsale	Ivette Sherman
Judy Basile	Kathie Droter	Alice Moore	Becky Shifflett
Cindy Batz-Arnold	Andrea Dumas	Jodi Moran	Sarah Sirgo
Bobbi Beard	Linda Ellis	Ellen Motley	Joyce Snoots
Noel Bettinger	Karen Erlich	Nannette Mount	Jean Sommerville
Emily Bondoc	Ishan Flores	Amir Movahed	Rebecca Soto
Joy Buchanan	Jeff Freedman	Katie Murphy	Catherine Stevens
Anne Burke	Donna Fulton	Beth Newman	Eina Sung
Linda Burrell/McCanty	Dana Galis	Howard Nicholson	Brindly Swaney
Andrea Cameron	Mindy Gillman	Sherrell Nicholson	Andrea Troutner
Fernando Campero	Marianne Hamerski	Ja Hyeon Oh	Shern Van Snyc
Lisa Ann Carrasco	Allison Hamrick	Marilyn Parham	Denise Venezia
Bill Chapin	Susan Haywood	Steve Plaisance	Betsy Vielhaber
Pat Chapin	Michelle Hicks	Sherry Proctor	Magda Tranamil
Helaine Cohen	Shawn Hicks	Gina Quinn	Jean Ward-Brown
Celia Choi	Sarah Hochuli	Tania Quispe	Tina Webb
Alice Clark	Dr. Bobbi Jasper	Patty Ragan	Laura Weiner
Alex Colindres	Kathy Jaworski	Juanan Ramirez	Ellen Weisenberger
Marina Conner	Meghan Kenst	Jill Reiffer	Jerry Wills
Ginny Crichton	Rebecca Klimanov	Sinia Reyes	Joy Wills
Jennifer Crocker	Amy Klaffka	Gretchen Rimkus	Kim Wood
Michelle Croom	Jackie Koehn	Laureen Robbins	Anatacia Wooden
Nancy Dabbs	Linda Kuserk	Shannon Robey	Brenda Young
Beth Deigan	Chau Lam	Nellie Ross	
Limor Dekel	Bina Langhnoja	Tony Ross	

The Elegant Pantry Caterers
Maple Springs Medical Center
Dawn Crafton Dance Center
Paintmaster's Auto Painting
Funfit Family fitness Center
Ledo Pizza
Kimberly Villella, Licensed Child Care
Villella Landscape & Snow Removal
Rockville Ice Arena
Washington Talent, Photo and Video
Oncology Care Associates, P. A.
Seneca Physical Therapy

Birthday-in-a-Box
Martin Retirement Services
Robert Kerxton, Realtor
Chicken Out Rotisserie Restaurant
Outta The Way Caf 
Pizza Hut (Flower Hill)
California Tortilla
Market Day
Innisbrook Gift Wrap
Bar-T Child Care
Hungry Howie Pizza
Washington Talent Agency

Thanks for all you do!!

Celebrate Black History

CARTER GODWIN WOODSON -- "FATHER OF BLACK HISTORY"

"Those who have no record of what their forebears have accomplished lose the inspiration which comes from the teaching of biography and history."

These are the words of Dr. Carter Godwin Woodson, distinguished Black author, editor, publisher, and historian (December 1875 - April 1950). Carter G. Woodson believed that Blacks should know their past in order to participate intelligently in the affairs in our country. He strongly believed that Black history is a firm foundation for young Black Americans to build on in order to become productive citizens of our society.

Known as the "Father of Black History," Carter G. Woodson holds an outstanding position in early 20th century American history. Woodson authored numerous scholarly books on the positive contributions of Blacks to the development of America. He also published many magazine articles analyzing the contributions and role of Black Americans. Carter G. Woodson was born in New Canton, Buckingham County, Virginia, to former slaves Anne Eliza (Riddle) and James Henry Woodson. Although his parents could neither read nor write, Carter G. Woodson credits his father for influencing the course of his life. His father, he later wrote, insisted that "learning to accept insult, to compromise on principle, to mislead your fellow man, or to betray your people, is to lose your soul." He received his Bachelor of Literature degree from Berea College, Kentucky. From 1903 to 1907, he was a school supervisor in the Philippines. Later he traveled throughout Europe and Asia and studied at the Sorbonne University in Paris. In 1908, he received his M.A. from the University of Chicago, and in 1912, he received his Ph.D. in history from Harvard University.

Dr. Woodson often said that he hoped the time would come when Negro History Week would be unnecessary; when all Americans would willingly recognize the contributions of Black Americans as a legitimate and integral part of the history of this country.

Activities during February

All month; Special exhibits and activities on African American history and culture; Smithsonian Institution Museums, Washington DC; www.si.edu

Date TBD; Mount Vernon will offer a guided walking tour highlighting the lives and contributions of the slaves who built the plantation home of George Washington; a moving wreath-laying and brief presentation at the Slave Memorial following on each tour; Mount Vernon; www.mountvernon.org

Obo Addy - The Music and Dance of Ghana, 2/14-2/16; Theater Lab, Kennedy Center for Performing Arts, Washington DC; www.kennedy-center.org

Reading Rockets

(This article reprinted with permission from Reading Rockets.)

The following are nine components of effective reading instruction.

Phonemic Awareness, Letter Knowledge, and Concepts of Print

Phoneme awareness and letter-sound knowledge account for more of the variation in early reading and spelling success than general intelligence, overall maturity level, or listening comprehension. They are the basis for learning an alphabetic writing system. Children who have poorly developed phonemic awareness at the end of kindergarten are likely to become poor readers. Explicit instruction in sound identification, matching, segmentation, and blending, when linked appropriately to sound-symbol association, reduces the risk of reading failure and accelerates early reading and spelling acquisition for all children.

The Alphabetic Code: Phonics and Decoding

In addition to phoneme awareness and letter knowledge, knowledge of sound-symbol associations is vital for success in first grade and beyond. Accurate and fluent word recognition depends on phonics knowledge. The ability to read words accounts for a substantial proportion of overall reading success even in older readers. Good readers do not depend primarily on context to identify new words. When good readers encounter an unknown word, they decode the word, name it, and then attach meaning. The context of the passage helps a reader get the meaning of a word once a word has been deciphered.

Fluent, Automatic Reading of Text

Beginning readers must apply their decoding skills to fluent, automatic reading of text. Children who are reading with adequate fluency are much more likely to comprehend what they are reading. Thus the concept of independent reading level is important: it is that level at which the child recognizes more than 95 percent of the words and can read without laboring over decoding. Poor readers often read too slowly. Some poor readers have a specific problem with fluent, automatic text reading even though they have learned basic phonics.

Vocabulary

Knowledge of word meanings is critical to reading comprehension. Knowledge of words supports comprehension, and wide reading enables the acquisition of word knowledge. At school age, children are expected to learn the meanings of new words at the rate of several thousand per year. Most of these words are acquired by reading them in books or hearing them read aloud from books. Networks of words, tied conceptually, are the foundation of productive vocabulary. Key in developing this foundation is active processing of word meanings, which develops understanding of words and their uses, and connections among word concepts.

Text Comprehension

The undisputed purpose of learning to read is to comprehend. Although children are initially limited in what they can read independently, comprehension instruction can occur as soon as they enter school. Comprehension depends, firstly, on a large, working vocabulary and substantial background knowledge. Even before children can read for themselves, teachers can build this vital background knowledge by reading interactively and frequently to children from a variety of narrative and expository texts, chosen in part for their ability to expand what children know about the world around them. Further, comprehension is enhanced when teachers make sure students understand what they are reading by asking questions and encouraging student ques-

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tions and discussions. Effective instruction will help the reader actively relate his or her own knowledge or experience to the ideas written in the text, and then remember the ideas that he or she has come to understand.

Written Expression

Reading and writing are two sides of the same coin. Both depend on fluent understanding and use of language at many levels. Each enhances the other. From first grade onward, children benefit from almost daily opportunities to organize, transcribe, and edit their thoughts in writing. A variety of writing assignments appropriate to their abilities is desirable, including production of narratives and exposition. While they are building the skills of letter formation, spelling, and sentence generation, children also should be taught to compose in stages: generating and organizing ideas, initially with a group or partner; producing a draft; sharing ideas with others for the purpose of gaining feedback; and revising, editing, proofreading, and publishing.

Spelling and Handwriting

Recent research supports the premise that written composition is enhanced by mastery of the component skills of spelling and writing just as reading comprehension is supported by mastery of fluent word recognition. Fluent, accurate letter formation and spelling are associated with students' production of longer and better-organized compositions. Word usage, handwriting, punctuation, capitalization, and spelling are the necessary conventions of written expression that must be taught alongside strategies for composing. Students learn spelling and handwriting more readily if those skills are taught explicitly from first grade onward and if they are applied in the context of frequent, purposeful writing assignments.

Screening and Continuous Assessment to Inform Instruction

Frequent assessment of developing readers, and the use of that information for planning instruction, is the most reliable way of preventing children from falling behind and staying behind. A clear message from longitudinal studies of reading development is that most children who become poor readers in third grade and beyond were having difficulty right from the start with phonologically-based reading skills. In addition, instruction that targets the specific weaknesses most likely to cause reading difficulty often prevents later reading failure and facilitates the reading development of most children.

Motivating Children to Read and Developing Their Literacy Horizons

As we have emphasized earlier, a successful teacher of beginning reading generates enthusiasm and appreciation for reading. Research reviews have repeatedly stated that children who are read to often, who are led to enjoy books, and who are encouraged to read widely are more likely to become good readers than children who lack these experiences. Teachers who are juggling the technical challenges of program organization and delivery may lose sight of the fact that purposeful reading and writing is the goal of instruction. Information on the importance of daily reading aloud, the selection of varied reading material, the use of the library, and the integration of topics across the curriculum will bolster literacy instruction, even as teachers focus on teaching specific reading and writing skills. Team and school initiatives to promote a love of books and wide reading should be ever-present.

Excerpted from: The Content of Professional Development. (November, 2000). Every Child Reading: A Professional Development Guide. Learning First Alliance. Reprinted with permission by Reading Rockets. For more information, see www.learningfirst.org and <http://www.readingrockets.org/article.php?ID=47>

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Checking in with...

Kindergarten

February is always a busy time in Kindergarten! The many holidays give us an excellent opportunity to integrate reading, writing, and math as we learn about Groundhog's Day, Valentine's Day, and Presidents' Day. We'll also learn about dental health and plan to have a visit from a dental professional. We're excited about celebrating our 100th day of school, which will be on February 6th, barring any snow days between now and then. In math, we will be measuring, graphing, and learning about 2 and 3 dimensional shapes.

First Grade

The 100th day of school is on February 6th. The first graders continue to practice counting by 2's, 5's and 10's, and will be able to count their way to 100! Our math unit on graphing will include collecting, organizing and analyzing data using tallies, bar graphs, and pictographs. In reading, we will be comparing different versions of the same folktale, as we read for literary experience. We will also be reading informational books with a focus on identifying the main idea and distinguishing important and unimportant information. We will read books on weather and clothing for our science and social studies units. In writing, we will be learning to state an opinion and give reasons to support it.

Artists of the Month(s)

January

Jessica Freeman	1st Grade
Kenz Baryoun	1st Grade
Seamus McCarty	4th Grade
Eliza Bell-Andrews	4th Grade
Mary Lobaton	5th Grade

February

Aisha Mahboob	1st Grade
Soo Oh	1st Grade
Anna Phan	3rd Grade
Kevin Oh	4th Grade
Tatiana Wooden	4th Grade
Alejandra Sarmiento	5th Grade
Andrea Skinner	5th Grade

Limor Dekel and Kathie Droter
Art Teachers, Sequoyah ES

Fourth Grade

In fourth grade this month, we will be exploring biographies. The students will read several biographies and identify the characteristics of this genre. Students will be able to identify what elements are part of biographies and who biographies are written about. In math, students will identify equivalent decimals, write decimals as fractions as well as add and subtract fractions. Students will also continue to focus on writing explanations to answers. In science, we will explore electric circuits. Students will conduct experiments to create closed circuits and identify items that are insulators and conductors. In social studies, students will be learning about Native American tribes. We will conduct research projects on Native American tribes and write research reports. The fourth grade students will also continue to practice for the MSA test which will be held in mid-March. Students are being encouraged to practice their multiplication and division facts at home every night.

Sequoyah PTA Meeting Agenda

Tuesday, February 7, 2006

Time/Place: 7:30 p.m. at Emory Grove Center

(All-Purpose Room)

Washington Grove Road, Gaithersburg, MD

Welcome and Introductions

President's Report—Pat Chapin

Secretary's Report – Nellie Ross--Approval of the December '05 minutes

Treasurer's Report—Jeff Freeman

1st Vice President's Report (Programs)—Andrea Troutner

2nd Vice President's Report (Fundraising)—Michelle Hicks

Principal's/Vice Principal's Report—Dr. Bobbi Jasper and/or Mrs. Sarah Sirgo

Discipline Policy Committee Update

Staff Comments—Ms. McInnis

(FYI, the 4th grade team and Mr. Martin, P.E., is represented) here this month)

Committee Updates:

Sock Hop/Raffle Auction—Linda Kuserk

Market Day-Ivette Sherman

Membership?

Unfinished Business

Delegate Update—Martha Schaerr

New Business

Spring Musical

Important Dates:

Feb. 14—Valentines Parties

Feb. 20—Presidents' Day -- No School

Feb 27—Early Release

March 5—Outta The Way Café Night Fun(d)raiser

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Sequoyah Elementary School PTA Meeting Minutes December 6, 2005 8:10 p.m.

ATTENDANCE: Nellie Ross, Andrea Troutner, Pat Chapin, Jeff Freedman, Sarah Hochuli, German Fuentes, Tam Miller, Michelle Hicks, Joy Buchanan, Ivette Sherman, Cindy Batz Arnold, Jackie Koehn, Jean Sommerville, Celia Choi, Andrea Dumas, Lori Rowe, Kathy Jaworski, Allison Hamrick, Rick Kellar, David Baker, Linda Kuserk, Sue Martin, Susan Bernstein, Isabel S. Ali, Karen Al Falele, Bobbi Jasper, Sarah Sirgo, Jean Krueger

Pat Chapin, president, opened the meeting scheduled for 8 p.m. after a special screening of "F.A.T. City – A Learning Disabilities Workshop".

Andrea Troutner, nominations committee chair, said there is a need for a volunteer to organize and house the end of year teach luncheon.

Jeff Freedman, treasurer, said revenue is approximately \$10,000 below projections in all funding areas. PTA will need to discuss and prioritize programs.

Michelle Hicks, second VP fundraising, is planning a meeting in January with committee chairs to review fundraising opportunities.

Bobbi Jasper, principal, thanked all who watched movie screening and mentioned that interim reports were forthcoming. She mentioned the superintendent of schools will present the MCPS budget in a televised presentation in December.

Sarah Sirgo, assistant principal, joined parents and staff in a school improvement committee meeting. The group plans to meet four times this school year to discuss strategy and progress in key areas.

The discipline committee met to review a draft policy, finalize it and distribute it to students.

Ms. McInnis, second grade teacher, thanked everyone for their enthusiastic participation in the November parent-teacher conferences. She reminded all to check the lost and found regularly since many items have been collected this year. In addition, Ms. McInnis suggested that parents write their children's names in all outdoor clothing.

Sue Martin asked if any new issues were raised in the discipline meeting. Sarah Sirgo said most of the issues had been previously identified. The focus of the most recent committee meeting was to align the draft policy with school regulations. Sarah also said she had met with the playground aids to review and resolve recess topics.

Ivette Sherman, Market Day chair, said the holiday pie donation was in progress; pies will be delivered to a Rockville shelter.

Tam Miller, membership chair, plans a final membership drive to boost parent and teacher participation in this year's PTA.

Andrea Dumas said there will be no talent show this year since the Sock Hop and spring musical will require additional planning time and resources. Children are invited to present their talents informally at the Sock Hop.

Discussion to host an international night every year will continue during the overall PTA events and fundraising planning.

Isabel Seyed-Ali, Conquista tus Suenos co-chair, said twelve people attended a Sequoyah-based meeting at the Upper County Community Center. The group is planning another meeting in January. Many of the Conquista participants are new to the group. Isabel said the group is looking for more speakers in Spanish, book-readings in Spanish, topics on gangs, bus behavior issues. Discussion ensued on having the next PTA meeting at or near the Upper County Community Center to be more accessible to a more diverse group of parents.

Dr. Jasper suggested the Sisters and Brothers program through Magruder H.S. hosts speakers and programs to bring focus to role models and strategies for success in many areas.

Linda Kuserk, chess club chair, said club registration is now open for the second semester.

The third grade teacher team attended the meeting. **Allison Hamrick** said coming topics include multiplication, economics and Junior Achievement.

David Baker and David Dennison plan to provide a newsletter deadline reminder email to list serv participants. PTA members are also interested in enhancing the web site to include links to educational and other resource links.

Cindy Batz, spirit wear chair, said the clothing order was successful; items will be delivered in January.

The meeting adjourned at 9:20 p.m. Respectfully submitted, Nellie Ross, recording secretary.

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Mensaje de nuestra Presidenta de la PTA y de la Directora.

¡Saludos! Esperamos que hayan disfrutado de las vacaciones y el tiempo soleado primaveral del principio de enero. ¡Qué regalo!

Los maestros y personal han estado ocupados preparándose para una fuerte segunda mitad del año escolar. Nos estamos adaptando a la transición de nuestro sistema de e-mail en la escuela de First Class a Outlook, y desde ya lamentamos por las inconveniencias que esto puede causar. Después de un comienzo frustrante con algunos problemas, Outlook ultimadamente nos ayudará a todos a comunicarnos mejor con el personal y los padres. Esperamos con entusiasmo las ganancias en productividad que esta tecnología nos otorgará.

A requisito de los miembros, la reunión de la PTA de febrero se realizará en el Emory Grove Center (no en Sequoyah esta vez) el martes 7 de febrero a las 7:30 p.m. (por favor vea las direcciones de cómo llegar abajo*). La Sra. Sirgo nos actualizará acerca de las normas de disciplina, el equipo de 4to grado y el Sr. Martin (Maestro de Educación Física) asistirán y consideraremos recomendaciones para ajustes de medio año en el presupuesto de la PTA. Por favor asista a esta reunión tan importante. Se están haciendo arreglos para tener cuidado de niños y traductores al español.

Gracias a todas las familias que vinieron a apoyar el recaudo de fondos exitoso de Chicken Out Rotisserie, y a Sarah Hochuli por organizarlo. También gracias a Isabel Seyed-Ali y el grupo Conquista por organizar un programa tan informativo acerca de pandillas en el Upper County Community Center. El dinámico oficial de la policía, que se dirigió a los padres y niños de Sequoyah, compartió información valiosa acerca de este importante asunto que afecta a muchas escuelas del Condado de Montgomery.

En enero los comités de recaudo de fondos de la PTA se reunieron para discutir opciones para ajustar los niveles de gastos para que estén en línea con las entradas corrientes en la realidad. Como quisiéramos cumplir con todos los compromisos de gastos anticipados hasta el final del año, les pedimos que por favor se unan a la PTA y muestren su apoyo. También por favor participe/asista al baile Sockhop que viene el 24 de marzo (es un gran evento con baile, comida, premios, rifa/subasta) y también la feria del libro de la primavera en abril. El baile Sockhop es muy divertido y las ganancias de estos dos eventos benefician directamente a los niños y los maestros. ¡Los presidentes de comité necesitan su ayuda para que tengan éxito!

Las fiestas del día de San Valentín se realizarán el 14 de febrero. Gracias a todos los padres que ayudaron a organizar estas fiestas para los niños. (Por favor acuérdesse de firmar en la oficina cuando llegue para ayudar en estas fiestas Andi Dumas, nuestra Coordinadora de Voluntarios, ayuda a conseguir voluntarios para muchos proyectos importantes. Gracias a los padres que recientemente donaron su tiempo para las evaluaciones de Vista y Oído, cubriendo posiciones mientras el personal estaba en entrenamiento de Outlook y por compaginar Artes Culturales y presentaciones de autores. A todos los presidentes de comité y voluntarios, a todos los padres y personal que trabajan para brindar excelencia a la experiencia educacional de nuestros niños aquí en Sequoyah, ¡¡No lo podríamos hacer si ustedes!!

Lectura en casa y práctica de matemáticas les da su niño/a una ventaja y confianza para lanzarse en el aprendizaje del aula. Vemos que realmente hace una diferencia en nuestros hijos. ¡Por favor siga con el buen trabajo! ¡Nos vemos el 7!

Sinceramente,

Pat Chapin
Presidenta de la PTA

Dra. Bobbie Jasper
Directora

* Direcciones para llegar a Emory Grove Center desde Sequoyah: Tome Bowie mill Rd y doble a la derecha en Muncaster Mill Rd. Pase Redmill Shopping Center y las intersecciones de Redland Rd y la de Shady Grove Rd. Doble a la izquierda en Woodfield Rd o Route 124. Doble a la izquierda en Flower Hill Way. Pase el Giant y doble a la derecha en Washington Grove Rd. El Emory Grove Center estará a su derecha.

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COHETES EN LECTURA (En inglés: Reading Rockets)

Los siguientes son nueve componentes efectivos de instrucción de la lectura.

Conocimiento Fonético, Conocimiento de Letras y Conceptos de Imprenta.

El conocimiento fonético y el conocimiento de las letras-sonido constituyen más de la variación en lectura temprana y éxito en deletreo que la inteligencia general, por encima del nivel de maduración o la comprensión de oído. Son las bases para el aprendizaje de un sistema alfabético escrito. Los niños que tienen un conocimiento fonético bajo o pobre al final de Kindergarten probablemente serán lectores pobres. La instrucción explícita en la identificación del sonido, comparación, segmentación y mezcla, cuando están ligadas apropiadamente a la asociación del sonido-símbolo, reduce el riesgo del fracaso en la lectura y acelera la lectura temprana y adquisición de deletreo para todos los niños.

El Código Alfabético: Fonética y Desciframiento

Además del conocimiento de los fonemas y de las letras, el conocimiento de la asociación del sonido-símbolo es vital para el éxito en primer grado y demás. El reconocimiento de palabras con precisión y fluencia depende del conocimiento fónico.

La habilidad de leer palabras constituye una proporción substancial del éxito en lectura general aún en lectores más grandes. Los buenos lectores no dependen primariamente del contexto para identificar palabras nuevas. Cuando los buenos lectores se encuentran con una palabra desconocida, la descifran, la nombran y les adjuntan significado. El contexto del párrafo le ayuda al lector a obtener el significado de la palabra una vez que se haya descifrado.

Lectura de Texto Automática y Fluente.

Los lectores principiantes deben aplicar sus destrezas de desciframiento para conseguir la lectura de texto automática y fluente. Los niños que leen con fluencia adecuada son los que seguramente comprendan lo que están leyendo. Por eso el concepto de lector independiente es importante: es en ese nivel que el niño reconoce más del 95 por ciento de las palabras y puede leer sin tener trabajo en el desciframiento. Los lectores pobres suelen leer muy despacio. Algunos lectores pobres tienen un problema específico con la lectura de texto fluente y automática aunque hayan aprendido la fonética básica.

Vocabulario

El conocimiento del significado de las palabras es crítico para la comprensión de la lectura. El conocimiento de palabras apoya la comprensión y la lectura amplia le otorga la adquisición del conocimiento de palabras. En la edad escolar, se supone que los niños aprendan el significado de las palabras nuevas a una tasa de varios miles de palabras por año. Muchas de estas palabras se adquieren leyéndolas en libros o escuchándolas de alguien que se las está leyendo. Redes de palabras, atadas conceptualmente son la fundación del vocabulario productivo. La clave en el desarrollo de esta fundación es el procesamiento activo de los significados de las palabras, que desarrolla el entendimiento de las palabras y sus usos y las conexiones dentro de los conceptos de palabras.

Comprensión de Texto

El propósito indiscutido de aprender a leer es la comprensión. Aunque los niños, inicialmente, estén limitados en lo que puedan leer independientemente, la instrucción de comprensión puede ocurrir enseguida que entren a la escuela... La comprensión depende primariamente en un gran vocabulario en trabajo y conocimiento substancial de fondo. Aún antes de que los niños puedan leer por sí mismos, los maestros pueden construir este conocimiento de fondo vital leyéndoles interactivamente y frecuentemente de una variedad de textos narrativos o expositivos, elegidos en parte por la habilidad de expandir lo que los niños conocen de su mundo. Es más, la comprensión se mejora cuando los maestros se aseguran que los estudiantes entiendan lo que están leyendo

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haciéndoles preguntas y discutiendo. La instrucción efectiva ayudará al lector a relacionar activamente su conocimiento o experiencia con las ideas escritas en el texto, y después recordarlas.

Expresión Escrita

La lectura y la escritura son dos lados de la misma moneda. Las dos dependen del entendimiento fluente y el uso del lenguaje en muchos niveles. Cada una mejora la otra. Desde primer grado en adelante, los niños se benefician de casi todas las oportunidades diarias para organizar, transcribir y editar sus pensamientos por escrito. Es deseable tener una variedad de asignaciones escritas apropiadas para sus habilidades, incluyendo la producción de narrativas y exposición. Mientras están construyendo sus destrezas para la formación de palabras, deletreo, y generación de oraciones, se les debe enseñar también la composición en pasos: generando y organizando ideas, inicialmente con un grupo o compañero, produciendo un borrador, compartiendo ideas con otros con el propósito de obtener opiniones y revisando, editando, probando lectura y publicando.

Deletreo y Caligrafía

Estudios recientes, apoyan la premisa que la composición escrita se mejora con la maestría de la destreza componente en el deletreo y la escritura, así tanto como la comprensión de la lectura, es apoyada por la maestría del reconocimiento fluente de las palabras. La formación precisa de la palabra y el deletreo están asociados con la producción de composiciones más largas y mejor organizadas de los estudiantes. El uso de palabras, caligrafía, puntuación, capitalización y deletreo son las convenciones necesarias de la expresión escrita, que deben ser enseñadas a la par de las estrategias para componer. Los estudiantes aprenden deletreo y caligrafía más rápido si esas destrezas son enseñadas explícitamente, desde primer grado en adelante y si fueron aplicadas en el contexto de las asignaciones frecuentes y con propósito.

Examinación y Evaluación Continua para Informar la Instrucción

La evaluación frecuente de los lectores en desarrollo, y el uso de esta información para el planeamiento de la instrucción, es la forma más segura de prevenir que los niños se queden atrás. Un mensaje claro de estudios longitudinales del desarrollo de la lectura, es que la mayoría de los niños que son pobres en lectura en tercer grado y adelante, han tenido dificultades desde el comienzo con destrezas basadas en fonética. Además la instrucción que marca las debilidades específicas que son las que normalmente causan dificultades en lectura, casi siempre previene el fracaso en la lectura y facilita el desarrollo de ésta en el futuro, en la mayoría de los niños.

Motivar a los Niños a Leer y Desarrollar sus Horizontes Literarios.

Como hemos enfatizado anteriormente, un maestro exitoso de lectores principiantes genera entusiasmo y apreciación por la lectura. Estudios han establecido repetidamente, que los niños que leen o se les lee seguido, que son motivados a disfrutar los libros, y que son estimulados a leer ampliamente, tienen mejores oportunidades de convertirse en buenos lectores, que aquellos niños que no tuvieron estas experiencias. Los maestros que están equilibrando los desafíos técnicos de la organización del programa y la entrega pueden perder de vista el hecho de que la escritura y lectura con propósito es la meta de la instrucción. La información sobre la importancia de la lectura en voz alta diaria, la selección de material de lectura variado, el uso de la biblioteca y la integración de tópicos a través del programa, mejorará la instrucción literaria, aún cuando los maestros se enfocan en enseñar las destrezas específicas de lectura y escritura. Equipos e iniciativas de la escuela para promover el amor a los libros y ampliación de lectura tendrían que estar siempre presente.

Fragmento de: El Contenido del Desarrollo Profesional (Noviembre, 2000). Cada Niño Leyendo: Una Guía de Desarrollo Profesional. Aprendizaje Primer Aliado. Re-impreso con el permiso de Cohetes en lectura. Para obtener más información por favor vea www.learningfirst.org y www.readingrockets.org-article.php?ID=47

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PTA de la Escuela Primaria Sequoyah Actas de la reunión del 6 de diciembre de 2006 8:10 p.m.

ASISTENCIA: Nellie Ross, Andrea Troutner, Pat Chapin, Jeff Freedman, Sarah Hochuli, German Fuentes, Tam Miller, Michelle Hicks, Joy Buchanan, Ivette Sherman, Cindy Batz Arnold, Jackie Koehn, Jean Sommerville, Celia Choi, Andrea Dumas, Lori Rowe, Kathy Jaworski, Allison Hamrick, Rick Kellar, David Baker, Linda Kusark, Sue Martin, Susan Bernstein, Isabel S. Ali, Karen Al Falele, Bobbi Jasper, Sarah Sirgo, Jean Krueger.

Pat Chapin, Presidenta, abrió la sesión a las 8 p.m. después de una muestra especial de “F.A.T. City - A Learning Disability Workshop”.

Andrea Troutner, presidenta del comité de nominaciones, dijo que se encuentra la necesidad de un voluntario/a para organizar y encontrar lugar para el almuerzo de fin de año de los maestros.

Jeff Freedman, Tesorero, dijo que las ganancias están unos \$10,000 por debajo de las proyecciones en todas las áreas de fondos. La PTA va a tener que discutir y dar prioridad a los programas.

Michelle Hicks, Segunda Vicepresidenta de Recaudo de Fondos, está planeando una reunión en enero con los presidentes de comités para revisar oportunidades de recaudo.

Bobbie Jasper, Directora, agradeció a todos los que se presentaron para observar la película y mencionó que los reporte interinos están por venir. Ella mencionó que el superintendente de las escuelas presentará el presupuesto de MCPS por televisión en diciembre.

Sarah Sirgo, Asistente de la Directora, se unió a padres y personal en una reunión del Comité de Mejoramiento de la Escuela. El grupo planea reunirse cuatro veces este año escolar para discutir estrategia y progreso en áreas claves.

El comité de disciplina se reunió para revisar un escrito borrador de las normas, finalizarlas y distribuir las a los estudiantes.

La Srta. McInnis, Maestra de segundo grado, agradeció a todos por la entusiasmada participación en las conferencias de Noviembre. Recordó a todos de fijarse en el área de cosas perdidas regularmente porque hay artículos que se han colectado este año. Además sugirió que los padres pongan el nombre del niño/a en la ropa para salir afuera.

Sue Martin preguntó si hubo nuevos problemas de disciplina traídos a la reunión de disciplina. Sarah Sirgo dijo que la mayoría de los problemas se habían identificado anteriormente. El foco de la reunión más reciente de este comité fue el de alinear las normas con las regulaciones de la escuela. Sara también dijo que se había reunido con las ayudantes del recreo para revisar y resolver tópicos del mismo.

Ivette Sherman, Presidenta de Market Day, dijo que la donación de pasteles de las fiestas está en progreso; los pasteles se entregarán a un refugio de Rockville.

Tam Miller, presidenta de asociación, planea una última campaña para estimular la participación de los padres y maestros en la PTA en este año.

Andrea Dumas dijo que no habrá Show de Talento este año debido a que el baile Sockhop y el musical de la primavera requieren tiempo de planeamiento adicional y recursos. Los niños están invitados a presentar sus talentos informalmente en el baile de Sockhop.

La discusión de llevar a cabo una noche internacional todos los años continuará durante el planeamiento sobretodos los eventos y recaudo de fondos.

Isabel Seyed-Ali, Co-presidenta de Conquista tus Sueños, dijo que 12 personas asistieron a la reunión de Sequoyah en el Upper County Community Center. El grupo está planeando otra reunión en enero. Muchos participantes de Conquista son nuevos en el grupo. Isabel dijo que el grupo está buscando más discursantes en español, libros y lecturas en español, tópicos relacionados con pandillas, problemas de conducta en los buses. La discusión resultó en la decisión de tener la próxima reunión cerca del Upper Community Center para que sea más accesible a un más diverso grupo de padres.

La Dra. Jasper, sugirió el programa de Hermanas y Hermanos de Magruder H.S. anfitriona discursantes y programas que se enfocan en individuos ejemplares y estrategias para el éxito en diversas áreas.

Linda Kurserk, presidenta del comité de Ajedrez, dijo que la inscripción para el segundo semestre está abierta.

El equipo de tercer grado asistió a la reunión. Allison Hamrick dijo que los temas por venir incluyen multiplicación, economía y Logro del/la Joven.

David Baker y David Dennison planean proveer un recordatorio del plazo del boletín por e-mail a los participantes de list serv. Los miembros de la PTA también están interesados en mejorar el sitio de web incluyendo enlaces a áreas educacionales y otros recursos.

Cindy Batz, presidenta de comité Spirit Wear, dijo que los pedidos de ropa fueron exitosos; los artículos serán entregados en enero.

Se levanta la sesión a las 9:20 p.m. Sometida respetuosamente por Nellie Ross, Secretaria de Registro.