



Dates to Remember

Make-UP Picture Day

Thursday, December 1

Market Day Orders

Due Thursday, December 1 by 11PM
Pick-up Wed., Dec. 7 at 7PM

Field Trip—Second Grades

Tuesday, December 6, 9:30-11:30 AM
Montgomery County Recycling Center

PTA Meeting

Tuesday, December 6 at 7 PM

Winter Concert

Tuesday, December 13 at 7 PM

Interims Coming Home

Wednesday, December 14!

Sing-a-Long

Friday, December 23 at 2:30-3:30 PM

Winter Break

Monday, December 26, 2011
through
Monday, January 2, 2012!

School Resumes

Tuesday, January 3!!!



Sequoyah Elementary School
17301 Bowie Mill Rd
Derwood MD 20855
301-840-5335
www.montgomeryschoolsmd.org/schools/sequoyahes/

Market Day Contact:

Jen Trickey
JenTrickey@gmail.com

Place an order online at **MarketDay.com**, or submit a paper order form prior to the due dates.

Sequoyah Elementary

December 2011

PRINCIPALLY SPEAKING

Special Thoughts on Raising Kids - Dr. Bobbi Jasper, Principal

Friends

“Why do they play with those ‘kids’?” Often, like adults, kids choose friends of their own maturity level.

“I’ve been wondering about the Wilcox children,” said Debbie’s mom. “Then Debbie came to me one day and said that Mrs. Wilcox told her kids, ‘Debbie spells trouble!’ I had been thinking the same thing about them!”

Protect Your Relationship

The relationship between a child and parent(s) is primary and affects all other relationships. Parents who try to change their children’s relationships often find it damages their own parent/child relationship. Assuming that you and your child get along well, it is better to use yourself as a model and give information, such as, “Sure glad my friends don’t treat me that way!” It also works the other way around, “I think if I treated my friends that way, I wouldn’t have any.” It seldom works to continually tell others what to do with their lives. “Jimmy, if those kids treat you like that, don’t play with them.”

Because young people copy their parents, it is helpful to give advice by using yourself as an example. “Would you like to hear what I would do?” Or. “Well, if Marge (friend of the parent) took my things and wouldn’t give them back, I’d probably make sure I didn’t hang around her a lot.”

When your child tells you of unhappy situation with friends, it is safe and usually best to say things like, “So how do you feel about that?” or “Do you think it will be different next time?” or “Do you think it will have any long-term effect on your friendship?”

Parents should gather information with such questions rather than interrogate. Parents who ask questions such as, “Well, then what did you do?” are actually criticizing rather than asking a question.

Get to Know Your Child’s Friends

Sometimes parents are pleasantly surprised when they get to know their child’s friends. At any rate, getting to know the friends cannot do any harm and sets a good example. This also helps us understand why our children are attracted to certain friends.

Prohibitions

Prohibiting a child from playing with a friend often tells the youngster that we are afraid that the other child’s attitudes, beliefs, or habits will rub off. It also says that our child cannot do his/her own thinking. As a result, that friend usually becomes much more exciting and desirable. It is far more powerful to say, “With friends like that, all I can say is that I hope some of you rub off on them. And I am sure it will!”

Restrict Friendships Only When:

- ◆ Children can hurt each other.
- ◆ Your child will not sneak out and see the friend behind your back.
- ◆ Your child cannot provide his/her own protection.

TO ALL OUR INTERNATIONAL NIGHT PARTICIPATING FAMILIES:



When I reflect on the joy on the children's faces and the pride in your voices during International Night, I can only think that this night was an important event in so many lives. It was wonderful to hear the many languages and peek into the lands and culture of so many of our families.

The care that families took in organizing their "table" to maximize this one small event was evident in the music, pictures and artifacts you were so willing to share. For those of you who had children performing, I can only imagine the pride you felt during the performance. The amount of practice required and the beauty of their native dress added an additional authenticity to the evening. And I would be amiss if I did not thank all of the participating families for sharing a "taste" of your native land. The food was deliciously different.

Again, thank you for making Sequoyah's International Night an exceptional evening for all.

Yours,
Scott Curry, Principal Intern



Math Ideas for Home

We encounter mathematics everywhere we go, whether we are at school, on a road trip, or at home. It is essential that children don't keep math in isolation. Making connections from the real-world to mathematics is important. Parents play an key role in developing children's reasoning and mathematical skills.

Below are some activities that you can do with your child that will support his or her math skills:

- Count the number of steps needed to walk from the sidewalk to your front door. Try to walk the same distance with fewer or more steps. (Count by 2's, 3's, 4's, 5's etc...)
- Count, sort, and pair objects around the house (laundry sorting is great for finding pairs or categorizing cold food vs. canned food).
- Make a game out of doubling, tripling or quadrupling small numbers (try this with larger numbers to challenge older children).
- Using everyday objects as counters (buttons, coins, peanuts, blocks, beans); make up your own addition and subtraction problems (i.e., We bought 3 cans of chicken noodle soup. We also bought 2 cans of tomato soup. How many cans of soup did we buy altogether?)
- Grocery shopping lends itself beautifully to all sorts of math activities. When you are shopping, enlist your child's help in finding objects. (We have one can of tuna at home. We need five all together. How many more do we need to buy?) Have your older children become price sleuths (I have \$20 to spend. We need the following items. Will I have enough money to get everything on our list? Or determine tax, percentages off.)
- Empty your change purse or grab a handful of coins from the coin jar. Children can sort them by type, count the number of each type of coin, calculate the value of each pile of coins and determine the total value of all the coins.
- Measure objects around the home using conventional tools (ruler, tape measure, yard stick) and non-conventional ones (Goldfish crackers, hands and feet, pencils - i.e., Kevin is XX hands tall; the table is XX Goldfish crackers long).
- Cooking is a great way to learn about measuring. *Gobble Up Math: Fun Activities to Complete and Eat for Kids in Grades K-3* by Sue Mogard and *The Math Chef: Over 60 Math Activities and Recipes for Kids* by Joan D'Amico are two books to look to for math-in-the-kitchen inspiration.
- Math can be combined with eating. Pizza goes from a circular whole to two equal halves, quarters, eighths, even sixteenths. Using a handful of edible counters such as M&Ms or Skittles, have children sort them in half, into four equal piles or quarters, etc. (Breaking up Hershey Bars is great, too!)
- Go on a shape scavenger hunt. Find conventional and non-conventional shapes around the house. Car rides are a great time to find all sorts of shapes in road signs, store windows and around the neighborhood. A walk in nature can yield surprising shapes (ladybugs are round and symmetrical, a tree trunk can be seen as both a two-dimensional rectangle and a column).
- Have children use household objects (toothpicks stuck into marshmallows, straws, pipe cleaners or twist ties) to construct different shapes.



Great Readers Know When to Say, “Huh?”

By Alix Moore, Reading Specialist, Sequoyah Elementary

Just for fun, read the passage below:

The brachiopods are a large group of solitary and exclusively marine organisms with a very good geologic history throughout most of the Phanerozoic and are among the most successful benthic macroinvertebrates of the Paleozoic. They are typified by two mineralized valves which enclose most of the animal. Like the bryozoans, brachiopods are filter feeders which collect food particles on a ciliated organ called the lophophore.

When you read the passage, did you understand it? I certainly did not. There were at least 8 words that I did not know, and so I couldn't understand most of the sentences. Since I am a good reader, however, I noticed the parts that didn't make sense to me. Good readers do this, and it's one of the most powerful strategies you can help your child to learn.

Teaching Your Child the *Clarify* Strategy

When you are listening to your child read, or observing him reading silently to himself, you may want to offer him the opportunity to think about whether there were any hard parts that he needed help with. I ask my students, “Does anyone have something they need to clarify?” The *clarify* strategy comes from the research-based reading intervention program *SOAR TO SUCCESS*, and it has two parts:

Clarify Phonics: I Can't Read That Word!

When a child comes to a word that he can't “read,” meaning that he can't read it out loud correctly, then it's important for him to slow down and try to figure it out. If your child asks you for help with a tricky word, you can help him to figure it out. Say,

Look for the chunks you know.

Look for the letters and sounds you know.

Reread the sentence and try again to figure out the word.

If the child is still stuck, tell them the word.

Clarify Meaning: I Don't Understand!

Ask, “Were there any parts of that book that you could read, but you just didn't understand?” If your child can identify any places that were confusing, praise him for noticing, and then help him understand.

Remember, good readers know when to just say, “Huh?”

Counselor's Corner:

Steven Plaisance, School Counselor

At Sequoyah Elementary School we work on “Advocacy Skills”. I think the following would be a good resource to consider: “Speaking Up For Your Child”.

How to Talk With Teachers and Administrators to Help Your Child Succeed in School —

Ask questions

Do keep an open mind

Visit the school, often

Organize your thoughts

Cool, calm, collected

Active listening

Take notes

Encourage children to respectfully speak up for themselves



Montgomery County Public Schools
Office of Communications and Family Outreach



Winter weather emergencies, such as snow and ice, may cause disruptions in school operations, including the closure of school, a delayed opening, or an early dismissal. This letter provides information about the procedures used when such disruptions occur. Also, information is provided about the weather contingency plan that would add student instructional days to the end of the scheduled school year if schools are closed for more than four days due to excessive weather emergencies.

Closure of School

When schools are closed systemwide, all instructional programs and extracurricular activities in schools are canceled. Private day-care providers in school buildings may elect to stay open if the schools are closed but the administrative offices are open. In extreme conditions, administrative offices may also be closed. If this occurs, private day-care programs located in school buildings are closed as well.

Delayed Opening

A delayed opening means that schools open two hours later than scheduled. All buses operate on the same delayed schedule and, therefore, the pick-up times are two hours later than normal. When elementary schools open on a delayed schedule, the following programs are canceled—morning sessions of Head Start, prekindergarten, and other specialized programs or field trips scheduled before 10:30 a.m.; e.g., the Thomas Edison High School of Technology morning session. Activities that begin after 10:30 a.m. will be held as scheduled. Afternoon sessions of prekindergarten begin at the regular time. Parents should continue to check for radio, television, or Web announcements in the event a decision to delay the opening of schools is reconsidered and a decision to close schools for the day is made (by 7:00 a.m.).

Early Dismissal

An early dismissal means that schools will close 2.5 hours earlier than scheduled. All buses operate on that same early schedule and, therefore, drop-off times are 2.5 hours earlier than normal. When elementary schools close early, afternoon prekindergarten and other early childhood programs are canceled, as well as any special programs or field trips scheduled after 10:30 a.m. Morning prekindergarten and morning half-day Head Start students will be dismissed at 10:30 a.m.

Public Announcements

Information about school operations is announced publicly as soon as possible on area radio and television stations, Montgomery County Public Schools (MCPS) Cable TV (Comcast Channel 34, Verizon FIOS Channel 36, RCN Channel 89), Outlook, on the Internet at www.montgomeryschoolsmd.org, and on a recorded telephone message at 301-279-3673. Emergency announcements are available by signing up for MCPS QuickNotes and Alert MCPS text and e-mail notifications on the school system's home page. If schools are closed or delayed, the announcement is made no later than 6:00 a.m. (or the night before if possible). If schools are closing early, the announcement is made by 11:00 a.m.

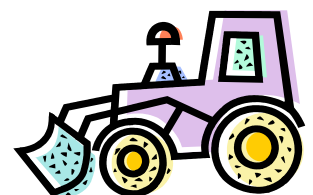
Emergency Weather Contingency Plan

An emergency weather contingency plan will add student instructional days to the end of the scheduled school year if schools are closed more than four days because of weather emergencies. The planned school year for students ends on Tuesday, June 12, 2012. However, if schools are closed for more than four days due to weather emergencies, the following schedule would extend the school year in order to add the necessary make-up days:

1. If schools are closed for five days, the school year will be extended by one day to June 13, 2012.
2. If schools are closed for six days, the school year will be extended by two days to June 13 and June 14, 2012.
3. If schools are closed seven days, the school year will be extended by three days to June 13, June 14, and June 15, 2012.
4. If schools are closed for eight days, the school year will be extended by four days to June 13, June 14, June 15, and June 18, 2012.
5. If schools are closed nine days, the school year will be extended by five days to June 13, June 14, June 15, June 18, and June 19, 2012.

Weather Conditions and Decisions

The school system uses a variety of sources of information to determine whether to close schools, delay the opening of schools, or dismiss schools early. These sources include actual physical inspection of road and school conditions by Department of Transportation officials and other staff at areas throughout the county, and an analysis of independent reports from the National Weather Service, Accu-Weather, and the news media. The most severe weather conditions within the county are used as the basis for decision making. Consistent procedures are maintained in order to respond quickly to emergency weather conditions and protect the safety and well-being of students. All public schools within Montgomery County adhere to the same schedule relating to emergency weather conditions. The decision to change school operations is made by the superintendent of schools or his designee and affects all schools within the school system.





Las emergencias por mal tiempo durante el invierno, como ser cuando cae nieve o hielo, pueden causar alteraciones en las actividades escolares, incluyendo el cierre de escuelas, demoras en el inicio de la jornada escolar o cierre de las escuelas antes de su horario habitual. Esta carta proporciona información acerca de los procedimientos que se deben seguir en casos como los anteriormente mencionados. Además, ofrece información acerca del plan de emergencia por inclemencias del tiempo, el cual sumaría días adicionales de instrucción al final del ciclo escolar regular, en caso que las escuelas deban cerrar por más de cuatro días a causa de una cantidad excesiva de días de emergencia debido a tiempo inclemente.

Cierre de Escuelas

Cuando las escuelas del sistema escolar deben permanecer cerradas, todos los programas de enseñanza y las actividades extracurriculares en establecimientos escolares se cancelan. Las guarderías privadas en establecimientos escolares pueden optar por permanecer abiertas si hay cierre de escuelas, siempre y cuando las oficinas administrativas se mantengan abiertas. En condiciones extremas, las oficinas administrativas podrían también cerrar. Si eso ocurriese, las guarderías privadas que operan en establecimientos escolares también deberán cerrar.

Demora en el Inicio de la Jornada Escolar

Una demora en el inicio de la jornada escolar significa que las escuelas abrirán dos horas después de su horario habitual. Todos los autobuses escolares observarán ese mismo cambio de horario y por lo tanto recogerán a los estudiantes en sus paradas regulares dos horas más tarde del horario habitual. Cuando las escuelas elementales abren más tarde de lo habitual, los siguientes programas quedan cancelados por ese día—las sesiones de la mañana de Head Start de media jornada, prekindergarten y otros programas especializados o excursiones escolares programadas para antes de las 10:30 a.m.; por ejemplo, la sesión de la mañana en Thomas Edison High School of Technology. Las actividades que comienzan después de las 10:30 a.m., se realizan según lo programado. Las sesiones de prekindergarten de la tarde comienzan en su horario habitual. Los padres deberán estar atentos continuamente a los anuncios que se transmiten por radio, televisión y a través del Internet, en caso de que sea necesario modificar la decisión de abrir las escuelas más tarde y en cambio se deba decidir cerrar las escuelas por todo el día. De ser así, se anunciará la decisión a las 7:00 a.m.

Cierre Antes del Horario Habitual

Cerrar las escuelas temprano significa que las clases finalizan dos horas y media antes de su horario habitual. Todos los autobuses escolares observarán ese mismo cambio de horario y por lo tanto dejarán a los estudiantes en sus paradas regulares dos horas y media más temprano del horario habitual. Cuando las escuelas elementales cierran temprano, los programas de prekindergarten y otros programas para niños de temprana edad quedan cancelados por ese día, como así también cualquier otro programa especial o excursiones escolares programadas para después de las 10:30 a.m. Los estudiantes de la sesión de la mañana de prekindergarten y de la sesión de la mañana de Head Start de media jornada se retirarán de la escuela a las 10:30 a.m.

Anuncios Públicos

Información acerca de las operaciones escolares se anuncia públicamente cuanto antes posible, a través de las estaciones de radio y televisión, por Montgomery County Public Schools (MCPS) TV por Cable (Canal 34 de Comcast, Canal 36 de Verizon FIOS, Canal 89 de RCN), Outlook, por Internet ingresando a www.montgomeryschoolsmd.org y por mensaje telefónico grabado, llamando al teléfono 301-279-3673. Los anuncios de emergencia se pueden recibir por correo electrónico suscribiéndose al boletín informativo QuickNotes de MCPS y a través del servicio de mensajes de texto y correo electrónico Alert MCPS (Alerta MCPS). Si las escuelas deben permanecer cerradas, o si se demora el inicio de la jornada escolar, el anuncio se difunde a más tardar a las 6:00 a.m. (o la noche anterior, si fuese posible). Si las escuelas deben cerrar temprano, el anuncio se difunde a más tardar a las 11:00 a.m.

Plan de Emergencia Por Tiempo Inclemente

Un plan de emergencia debido a tiempo inclemente sumará días adicionales de instrucción al final del ciclo escolar regular, si las escuelas deben permanecer cerradas por más de cuatro días debido a tiempo inclemente. El ciclo escolar regular para los estudiantes está programado a finalizar el día martes, 12 de junio de 2012. Sin embargo, si las escuelas debiesen cerrar por más de cuatro días por inclemencias del tiempo, el ciclo escolar será extendido para aumentar los días que sean necesarios para recuperar los días lectivos perdidos, como se indica a continuación:

1. Si las escuelas estuviesen cerradas por cinco días, el ciclo escolar será extendido por un día, hasta el 13 de junio de 2012.
2. Si las escuelas estuviesen cerradas por seis días, el ciclo escolar será extendido por dos días, que serán el 13 y el 14 de junio de 2012.
3. Si las escuelas estuviesen cerradas por siete días, el ciclo escolar será extendido por tres días, que serán los días 13, 14 y 15 de junio de 2012.
4. Si las escuelas estuviesen cerradas por ocho días, el ciclo escolar será extendido por cuatro días, que serán los días 13, 14, 15 y 18 de junio de 2012.
5. Si las escuelas estuviesen cerradas por nueve días, el ciclo escolar será extendido por cinco días, que serán los días 13, 14, 15, 18 y 19 de junio de 2012.

Las Condiciones del Tiempo y las Decisiones

El sistema escolar utiliza diversas fuentes informativas para determinar si se deben cerrar las escuelas o si se debe demorar el inicio de la jornada escolar o cerrar las escuelas antes de su horario habitual. Entre estas fuentes se incluye a funcionarios de Department of Transportation y otros miembros del personal de las diversas áreas del condado que inspeccionan personalmente y verifican las condiciones de las rutas y de las escuelas, y que efectúan un análisis de los informes independientes provenientes de National Weather Service, Accu-Weather y demás medios noticiosos. Para tomar las decisiones referentes a las condiciones climáticas se utilizan como base los lugares más severamente afectados dentro del condado. Se mantienen procedimientos sistemáticos para responder rápidamente a condiciones de emergencia debido a tiempo inclemente, para así proteger la seguridad y el bienestar de los estudiantes. Todas las escuelas públicas de Montgomery County se rigen por el mismo horario en cuanto a condiciones de emergencia por mal tiempo. La decisión de modificar las actividades escolares es responsabilidad del superintendente de escuelas o una persona designada por el superintendente y esa decisión afecta a todas las escuelas del sistema escolar.



Art News



All students successfully completed their artworks from last quarter and have been introduced to a new lesson to continue to use their creativity in art! The **fifth grade** students started a new unit in which they became a car designer. They will first create a drawing and a presentation board for their own innovative future car, and then follow up by constructing a miniature model of their future car using clay.

The **fourth grade** students will be using recycled materials to create art. Students will be introduced to the process of creating paper beads using old magazines and create their own choice of jewelry using their beads.

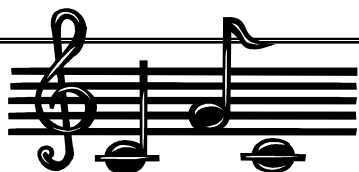
The **third grade** students have been introduced to the technique of weaving and will use their new learning to create their own bag.

The **second grade** students will be introduced to an African-American artist, Faith Ringgold and create a memory quilt using watercolor pencil and crayon.

The **first grade** students were introduced to the artist Paul Klee and are creating a drawing of fishes in response to his work titled, The Gold Fish.

The **Kindergarten** students will create their own snow globe with a winter scene using paint and oil pastel.

Artists of the Month! The students who were selected for the month of December are, Erick Gonzalez Calix, Julia Perkins, Christina Argyros, Noe Umana, Donovan Dempster, and Sarai Villalobos from Kindergarten, Ethan Durrer from 1st grade, Jinee Kim and Holly Rogers from 2nd grade, Ryan Moriarty, Sara Anderson, Savannah Durrer, Alex Jaffe, and Adamaris Galdamez from 3rd grade, Tavion Addison, Julio Arce, Corey Gonchar, and Jennifer Espinoza Orell from 4th grade, and Evan Koehn and Hanna Bourcier from 5th grade. Congratulations! Please stop by to look at their wonderful artworks!



Music News

December is a very busy musical month at Sequoyah. Our annual winter concert is on December 13th. Come and hear wonderful music from the 4th and 5th grade choruses and our instrumental music students. We will have an assembly for the school at 2:30 and an evening program at 7 PM. Both performances will be in the gym.

In music class, we will spend a portion of our class time this month preparing for our annual all school Holiday Sing Along which this year is December 23rd at 2:30 in the gym. Each grade will be learning 1 or 2 songs to lead at this special event.

I am pleased to announce that our Spring Musical this year is Disney's Aladdin Kids! The musical is open to any interested 3rd, 4th, or 5th grade students. Stage crew is open to interested 4th and 5th students. Tryouts will be in January. Watch for more information coming this month.

I hope to see many of you at our Winter Concert on the 13th!!

PE News



The holiday season is upon us and unfortunately this is the time of the year when it is easy to pack on a few extra pounds. For the month of

December we will ensure that all Sequoyah students will be active.

- In kindergarten we will be moving in relationship to stationary objects, for example, over/under, on/off, near/far, in front/behind, in response to a signal.
- In 1st & 2nd grade we will move in relationship to a partner, for example, meeting/parting, leading/following, and mirroring/matching, in response to a signal.
- 3rd -5th grade will be training for the second of four P.A.C.E.R. test. This test will occur the 1st week in January.

We will also be working on the following:

- throwing at stationary and moving targets with an overhand and underhand throw.
- defining resting heart rate, target heart rate, and maximum heart rate.
- differentiating between muscular strength and muscular endurance activities.

Due to the inclement weather that hits this region there is a need for winter apparel. However, please make sure that if your child wears boots to school that they also bring sneakers to change into for P.E.



Sequoyah Elementary School PTA News

We still have a few critical programs in need of chairs.

Please let Linda Kwiatkowski (sequoyahvpofprograms@gmail.com) know if you are interested in helping with any of the following:

Cabin Fever (2/11/2012)
Spring Carnival (4/28/2012)
Spring Movie Night (tbd)



We appreciate all of the support you provide the Sequoyah students and PTA.

Interested in a Foreign Language Immersion Program for your child?



Applications for the Elementary Foreign Language Immersion Programs will be available on the Montgomery County Public Schools' (MCPS) website <http://www.montgomeryschoolsmd.org/curriculum/specialprograms/>, at Sequoyah Elementary, or by calling the Division of Consortia Choice and Application Program Services (DCCAPS) at 301-592-2040 beginning February 1, 2012.

Completed immersion interest forms can be returned by U.S. mail to DCCAPS, Spring Mill Field Office, 11721 Kemp Mill Road, Silver Spring, Maryland 20902, hand carried, or faxed to 301-649-8155 by Friday, April 13, 2012.

For more information about the immersion lottery processes and the immersion programs go to the MCPS website: <http://www.montgomeryschoolsmd.org/curriculum/specialprograms/>.

