

# WEST SALEM MIDDLE SCHOOL

450 North Mark St.  
West Salem, WI 54669  
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## SPECIAL POINTS OF INTEREST:

**School Starts at 7:50!!**

**PICTURE RE-TAKE DAY  
TUESDAY, OCT. 11**

**NO SCHOOL  
OCT 14, 27 & 28**

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Volume 5 - Issue 3

2016

Dear Families,

We are a few weeks into the school year, and it's been a great start! The staff is hard at work teaching, assessing, and examining data within teams to ensure student learning. Our students are engaged in learning during the school day and busy with their activities, athletics or interests afterwards. Our parents are hard at work supporting their children while they learn and grow. Given the busy schedules of our entire West Salem Middle School Learning Community, we see our WSMS Newsletter as one of the important ways we maintain communication between school and home. It contains a variety of academic updates as to what your child is learning and provides you with an overview of that learning and additional items about the middle school experience.

The West Salem Middle School staff work together as a team to provide your child the very best educational experience. I want to draw your attention to the Grade Level News section starting on page 5. Our teaching staff has shared the focus of their lessons, instructional objectives/outcomes, and learning activities they have planned for your child. Technology is interwoven throughout the lessons in our 1-1 learning environment. This information makes for great conversation at home when you discuss school with your children. I want to take this opportunity to share with you how our teachers continue to learn about our profession and how they give back to the profession as they mentor future educators. We continue our partnership with UW-La Crosse to create a Professional Development School (PDS). What is a Professional Development School? PDS are schools that have joined with a university to accomplish educational goals that are mutually beneficial. A PDS is a collaboratively planned and implemented partnership for the academic and clinical preparation of teacher candidates. WSMS has a quality team of highly trained educators who continue to develop themselves as professionals while supporting future educators.

Finally, earlier this month I took the time to meet with all students during grade level meetings. The main purpose of these meetings was to reinforce the importance of their education, highlight a few specific areas in the handbook, and inform them as to why those policies are in place. I shared with our students that our core values are to "Be Respectful, Be Responsible, & Be Safe." As our students commit to these core values, they are also committing to: (1) Growing in knowledge & maturity. (2) Learning the norms of a professional environment. (3) Being supportive of one another in a safe environment. Ultimately, they are making a commitment to "Be a Panther." At WSMS, we are honored to work with you in this endeavor.

Ben Wopat

Principal

[www.twitter.com/coachwopat](http://www.twitter.com/coachwopat)  
[www.twitter.com/westsalemMS](http://www.twitter.com/westsalemMS)



*"Meet Us in the Middle"*



# Calendar of Events



- 3 - VB @ Logan Middle 4:00
- 4 - 7FB @Holmen 1 3:45  
CC @ Ona-Van Riper Park 4:30
- 6 - 8FB vs. Holmen 2 3:45  
Gr. 6 Band/Choir Concert 7:00
- 7 - Homecoming Parade 2:00
- 8 - CC @ Arcadia-Haines Ln 9:30
- 10 - VB @Onalaska 4:00  
CC @ Holmen High 4:30
- 11 - Picture Re-Takes  
VB @ Tomah 4:15
- 13 - 7FB vs Sparta 4:00  
8FB @ Sparta 4:00  
VB vs Westby 4:15
- 14 - NO SCHOOL
- 17 - VB vs Winona 4:00
- 18 - 8FB @ Tomah 4:15  
7FB @ Longfellow 4:00  
CC @ Logan-Copland Park 4:30
- 20 - VB vs Sparta 4:00  
Parent/Teacher Conferences
- 24 - Parent/Teacher Conferences  
CC @ Tomah 4:15 Conf Meet
- 25 - VB @ Westby 4:15  
7FB vs Winona 4:00  
8FB vs Winona 5:30
- 27 - NO SCHOOL - Teacher Inservice
- 28 - NO SCHOOL

## Counselor Comments - Mr. Lang

September's advisory theme was Commitment to Learning. The main focus this month centered around goal setting. Students looked at the purpose of setting goals and then created their own academic, personal/ social, or career goals. We will kick off October with "spirit week" to help support our school community and help cheer on all of the Panthers' teams to victories! The Student Council is in the process of determining dress up days for the week of homecoming. A/As will be coming up with creative ways and places to take their A/A photos. We have fun with this project and proudly display these photos in our rooms. It's interesting to look upon them at the end of the year and see how much the students have grown.

Now that school is in full swing, the concern of homework (more specifically, getting homework done) often times comes up for parents and students. The middle school offers two programs that may help with homework completion or support. The first program is our Success Center. This is available to students at 7:00 in the morning and then again after school until 4:00. This is a supervised time for students to stop in as needed to complete their work, take or retake tests if they missed school, or ask for assistance if needed. The second program is our Extended Day Program (EDP). This runs from 3:15-4:15 Monday through Friday. Students are signed into this program by their parents and are expected to be there every day. Please see the enclosed EDP informational sheet for more details. If students are involved in co-curriculars, they can still utilize either of these

programs. Coaches understand that students will be released at 3:45 to attend the rest of practice. (They also appreciate that students are staying current with their classwork!) Please contact the middle school with any questions.

**Parent Teacher Conferences** will be held at the end of the month on **Thursday, October 20 and Monday, October 24**. You will initially meet with your child's advisor, but there will be an open time available for you to meet with a specific teacher if needed. [More information will be sent home regarding these conferences.](#) We look forward to meeting with you and your child together at these fall conferences as **students are expected to lead these conferences.**



## PICTURE RE-TAKE DAY..... TUESDAY, OCTOBER 11th!!!



*"Meet Us in the Middle"*

## From the Office

If your child will be absent from school, PLEASE call the office at 786-2090 before **7:50** in the morning. In the event you receive the voice mail, leave a message that includes your child's name, grade, and the reason for the absence. If your child is ill, **please be specific with his/her symptoms**. We are required by state law to report numbers of students ill with strep throat, stomach flu, colds, and chicken pox, so it is important that we have accurate count.

We do not report student names, just numbers. If your child's absence is not called in to the school in a timely manner, it is considered an unexcused absence and consequences may be assigned to the student.

You may also call ahead with any pre-planned absences. We will document it so you will not have to call again the day of the absence.

If your child needs to be picked up for an appointment, please send a note or call the office as far in advance as possible so that your child can be given

an out pass in advance. We appreciate advance notification as it eliminates the need for us to try and find your student at the last minute when he/she is being picked up. If your child returns with a medical or dental appointment verification form, it is not counted toward the 10 days allowed for your child to be absent from school. Thank you for your cooperation in keeping your child's attendance up to date and informing the school of absences in a timely manner.

**Thank you!**

## Parent Reminders...

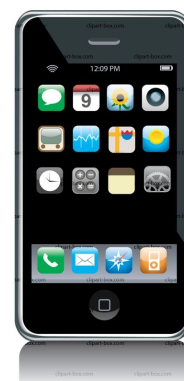
### EMERGENCY CONTACT INFORMATION:

Please remember to keep the office informed of any changes in your contact information as soon as possible. It is important for us to be able to contact you in the event of an emergency.

If you have caller ID and you have missed a phone call from the middle school, please understand that we are unable to identify the person, extension number, or department that was trying to reach you. Rest assured that if your child is sick or injured, the school nurse will leave a message for you.

**Please remind your child to leave a message if they call you.**

**VISITORS:** Don't forget to sign in at the office and pick up a visitor badge.



NEW PHONE SYSTEM.... the school district has a new phone system.

The middle school phone number is the same as before....786-2090.

If you have 786-1247 (which was our line 4 #) saved somewhere it is no longer an active phone number.

**The Middle School Newsletters** can be found on the district website - [www.salem.k12.wi.us](http://www.salem.k12.wi.us). An e-mail reminder will be sent each month to let you know when it is available along with a link to the actual newsletter. If you would like a hard copy of the newsletter, please let the Middle School office know.



## Student Cell Phone Use

Students at our middle school are **NOT allowed to carry cell phones** with them throughout the school day. If a student brings a cell phone to school it:

- \* **Must be turned off**
- \* **Must be kept in the student's locker**

Cell phones are absolutely **NOT allowed on the playground or in the bathroom/locker room.**

Students are NOT allowed to use cell phones to take video recordings of other students at school. Students not following the guidelines will be subject to disciplinary action. Please call if you have any questions.



## Early Release Dates

Wednesdays - Release at 12:20  
Buses leave at 12:30

November 16

December 14

February 8

March 15

May 10



The West Salem School District prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact the Pupil Services Director at (608) 786-0700. To file a complaint of discrimination write to: Pupil Services Director at 405 East Hamlin Street, West Salem, WI 54669 or call (608)786-0700. The West Salem School District is an equal opportunity provider and employer.



## Social Studies - Mrs. Jeranek

It has been a treat to see so many familiar faces in sixth grade!

During September and October, we will start out with Paleolithic and Neolithic

time periods as well as ancient civilization of Mesopotamia. Then we will move into Ancient Egypt in late October. Each unit will focus on 6 areas: geography, economy, government, social status/class, religion, and achievements. To stay informed of current events we watch Channel One, a daily news program, created for middle school and high school students. Both areas in history allow us to focus on non-fiction reading strategies to formulate main idea and supporting details for better understanding of informational texts.

### By the end of the unit, The First Civilizations, I will be able to...

1. Compare and contrast Paleolithic and Neolithic time periods.
2. Describe climate and geography of Mesopotamia.
3. Explain why Mesopotamia was a successful civilization.
4. Describe characteristics of an empire.
5. Name several achievements of Mesopotamia's first empire to our world.

### By the end of the unit, Ancient Egypt, I will be able to...

1. Explain the importance of Egypt's geography and the resources they used to survive.
2. Identify the evidence that remains of this civilization
3. Describe Egyptians contributions to our world.
4. Explain how and why this civilization came to an end.

## Math - Mrs. Jehn

Students will be finishing Chapter 1 in October and taking the first chapter test. Please encourage your student to use the online practice quizzes and tests which allow them to take an assessment almost exactly like the one they will take in class. It is scored by the online textbook, so students can see what problems they did incorrectly and what the correct answer should have been.

We will begin Chapter 2 in October which is all about fractions and decimals. Students will spend most of the month working in this

chapter. By the end of the chapter, students will be able to do the following:

- multiply and divide fractions and mixed numbers
- add, subtract, multiply, and divide decimal efficiently

## Accelerated Math

Students will be finishing chapter 1 at the start of October and taking the first chapter test. Encourage your student to use the online practice quizzes and tests which allow them to take an assessment almost exactly like the one they will take in class. It is scored by the online textbook, so students can see what problems they did incorrectly and what the correct answer should have been.

We will also complete Chapter 2 in October which is all about fractions and decimals. Students will spend most of the month working in this chapter. By the end, students will be able to do the following:

- multiply and divide fractions and mixed numbers
- add, subtract, multiply, and divide decimal efficiently

By the end of October, students will be in chapter 3 which works on algebraic expressions and properties. By the end of this chapter they will write and evaluate algebraic expressions using the commutative, associative, and distributive properties.

## Science - Mrs. Jarosh

The scientific method is in full force. Your child is learning the acronym P.H.E.O.C. (Problem, Hypothesis, Experiment, Observation, and Conclusion). The first lab "Changing Milk" allowed students to change an independent variable. P.H.E.O.C. sets the stage for future labs as we move into our metric system unit.

## English - Mr. Tashner

Holy Moly!! The first month of school has flown by! This is my 1st year as the 6th grade English teacher. I have enjoyed every minute with your young writer! We are now settling into the routine of the classroom and working hard developing our writing skills. Narrative writing is our focus for the first trimester, and we have been analyzing mentor texts to pull things that we, as writers, want to use in our writing. Additionally, we are continuing to review parts of speech; this

month we will focus on nouns. Another thing that we will focus on is simple sentence structure, and we will be continuing to understand the structure all year!

## Art - Ms. Beron - Long Term Sub - Ms. Engen

I am enjoying getting to know all the wonderful 6th graders in art this trimester!

The kids have been working hard creating their sketchbooks using a paste paint technique for the cover and 4-hole Japanese binding to put it together. It was a difficult process but everyone stuck with it!

Students will be working on the following soon:

- exploring contemporary artists
- drawing visual symbols and designs to represent self
- creating ink block printing

Join Edmodo as a parent to further keep track of what is going on in Art.



### Reading - Mrs. Schultz

We have started out the word work portion of the year with prefixes. Understanding what different prefixes, suffixes and roots mean will help students develop a larger and stronger vocabulary since the literature they will be reading in the future will include a more sophisticated language. Each set of words follow similar routines. We start out by accessing our background knowledge and seeing what words are familiar to us. Students complete sorting activities, play games, and complete other practice activities using what I call their "cheat sheet." Each pair of words end with a quiz. After 4 sets of word work words (say that 10 times fast!), students have a test on all 40 words!

SSR and creating a regular routine of independent reading is another focus of 6th grade Reading. Students should be reading at least 20 pages between class periods. If students read 20 pages every two days, a book of approximately 200 pages should be completed within a month or so. Students know to adjust their reading amount if their book is longer than 200 pages. My goal is to have students read between 10-14 books throughout the school year. Some of these will be class novels, but most will be independent. At the beginning of a new independent reading unit, I allow at least 2 class periods for students to browse Destiny Quest, go to the LMC, and choose a book they are interested in reading. My rule is they have to get at least 20-30 pages into a novel before abandoning it for another. This eliminates students picking up a new book each independent reading time, and ensures they will finish their "keeper". This month, we are focusing on the Action/Adventure genre.

Our class book *Touching Spirit Bear* falls under this genre as well. This class novel will be read within the class period. I give the option of listening to the audio version or reading the book independently. This option accompanies only this novel, the rest of our class novels will be independently read. Please make sure your student has a pair of earbuds/headphones that he or she can bring to school on a consistent basis. Students may be bringing their journals home to reflect on the day's reading, but the books stay at school.

Please encourage your child to be vigilant about using the homework app on their iPad or another method to record homework and to check Edmodo for information posted by teachers.



6th Grade Choir & Band  
Demonstration Concert

Thursday, October 6  
7pm

Heider Center





### **General Music 6 “Keyboards and More” - Mrs. Glasel**

The students did a survey so that I could see their level of interest when it comes to music in their lives. It was interesting to hear the wide variety of opinions on how and why music is or isn't important to them. They now are writing an introduction rap which will not only tell me more about who they are, but it also gives me an idea of their skill of feeling the beat and rhythm. They are also getting started at playing the keyboards and have begun playing some of the required songs for me. They will receive 5 points for each song that meets the proficient level. If they try a song and it is not quite up to proficiency yet, they will receive 2.5 points and be asked to keep working on it until they can reach that level. Once they do, the grade will be changed to 5 points no matter how many times they try it. Our Music Alive magazine articles this month focus on how noise canceling headphones work and Music of the 1980s.

### **General Music 7 “Guitars and Musicals” - Mrs. Glasel**

The students have begun to play some of the required songs for me on their guitars. So far, they have only learned the 1st string and using only open string, first finger and third finger on the frets to play E, F and G, respectively. They will receive 5 points for each song that meets the proficient level. If they try a song and it is not quite up to proficiency yet, they will receive 2.5 points and be asked to keep working on it until they can reach that level. Once they do, the grade will be changed to 5 points no matter how many times they play it for me.

Some have asked if they could take the guitars home. Even though it is not a requirement since I give them enough time in class to practice, they may do so as long as they know they are responsible for the proper care and handling of those instruments.

The students will be learning the components and terminology of musicals before we begin to watch our first musical, *You're a Good Man, Charlie Brown*.

### **General Music 8 “Keyboards and Guitars” - Mrs. Glasel**

The students have begun their instrument of choice. They will continue to practice during class time and play the songs for me when they are ready. They will receive 5 points for each song that meets the proficient level. If they try a song and it is not quite up to proficiency yet, they will receive 2.5 points and be asked to keep working on it until they can reach proficiency. Once they do, the grade will be changed to 5 points no matter how many times they play it for me.

## **Student Council...**

Thank you to all participants that applied to student council. This year's student council members are the following: Rebekah S., Caitlin R, Ben H., Magei F, Arin M., Tessa D., Brady D., Madison M., Maddie N., Kaitlin D., Ed S., Emma C., Ella M., Cole T., Brynn H., and Nikolas H.

Congratulations!! I know that each one will lead our school in positivity and leadership!

Let's have a great school year!!

Mr. Tashner





## Reading - Mrs. Rochester

During the month of October, seventh graders will still be continuing to study Greek and Latin roots, reviewing text structure, and reading short

fiction and nonfiction pieces. They will be studying the elements of fiction and nonfiction as well. The students are all enjoying our read aloud book, Crash by Jerry Spinelli. We started The Outsiders at the end of September and we will continue into October. The Outsiders explores themes of family, friendship, and growing up. We will be reading the novel in class, but if the students do not finish their assigned reading, they will be bringing the book home. Students also have questions to answer that pertain to each chapter. In addition, the students will also be given an opportunity to listen to The Outsiders in class via Edmodo. The students can also listen to the book at home because the audio will be posted on Edmodo. Seventh graders should also be reading at least 25 pages/minutes of their SSR book or The Outsiders between class meetings.

## Science - Mr. Baker

October is one of my favorite months in science class because there is a lot going on in nature, and the weather is great for getting outside to enjoy it. To take advantage of this, we will go outside to mix readings from Aldo Leopold with some reflective journaling and investigating what causes the various colors of leaves. As we take advantage of the weather, we will also be finishing up cells with mitosis and meiosis. Finally, we will finish out the month by digging into how far the apple really falls from the tree when studying genetics and heredity.

## Regular Math - Mr. Jones

In 7th grade math we are finishing up Chapter 1 Integers. The students are off to a great start! In October we will complete Chapter 2 Rational Numbers.

Common Core standards for Chapter 2:

\*Add, Subtract, Multiply, and Divide Rational Numbers

\*Apply properties of operations as strategies to perform operations with rational numbers.

\*Convert a rational number to a decimal using long division

Toward the end of October we will start Chapter 3 titled Expressions and Equations.

Common Core Standards for Chapter 3:

\*Add, subtract, factor, and expand linear expressions with rational coefficients.

\*Understand that rewriting expressions in different forms can show how the quantities are related.

\*Write, graph, and solve one-step equations (includes negative numbers).

\*Solve two-step equations.

\*Compare algebraic solutions to arithmetic solutions.

## Pre-Algebra

In 7th grade advanced math we are working hard understanding equations. It was a big jump from what we are used to, but we continue to work hard at it and are showing progress. We are planning on taking a test on Chapter 1 on September 30th. After equations, the advanced curriculum has us jumping to Chapter 11 Inequalities.

Common Core Standards for Chapter 11:

\*Solve one-step inequalities involving integers and rational numbers

\*Solve two-step inequalities

After Chapter 11 we are going to switch gears a bit and dive into Chapter 12 Constructions and Scale Drawings.

Common Core Standards for Chapter 12:

\*Use supplementary, complementary, vertical, and adjacent angles

\*Draw geometric shapes with given conditions, focusing on triangles and quadrilaterals.

\*Reproduce a scale drawing at a different scale

\*Represent proportional relationships with equations

\*Use proportionality to solve ratio problems

\*Use scale drawings to compute actual lengths and areas

## English - Mrs. Martinson

The first month of the year has flown by, and now we are in our routine and working hard. Narrative writing is the focus for this trimester, and we are producing some great

stories and have analyzed models to understand what makes a narrative effective. We are beginning to work on compound sentences. Additionally, we are continuing to review the parts of speech; this month we will finish reviewing nouns and will move on to verbs. Poetry is another activity that we spend regular class time studying.

## Social Studies - Mr. Mahlum

During the month of October the students will focus their attention on how our American government started. We will examine two very important documents and what led up to them. In the beginning of the month we will look at the Declaration of Independence. We will look at the reasons why it was created and how it changed history. Then, towards the middle of the month, we will examine why the Constitution was written and how it still is such an important document today.

## Spanish - Mrs. Lassig - short-term sub Mrs. Aspenson

7th grade Spanish is off to a wonderful start this year. All of the students have chosen Spanish names to be used in class. They had great joy in hearing how the names were pronounced in Spanish. Each day they learn two expressions or phrases that the teacher for class instruction. The 7th graders explored cities in the United States that have Spanish names and learned the pronunciation of the alphabet by singing their favorite alphabet song. Ask them to sing it for you! Days of the week, dates, and seasons will be the next theme they will conquer. Students will start with new topics once Mrs. Lassig returns on the 10th. It will be fun to see how much you remember at that point! See you soon!







## Math - Mrs. Bentzen

### Regular Math (Chapter 2)

We will be taking our test on Chapter 1 on October 10 (Day A) and 11 (Day B). We will then begin a geometry unit

on transformations.

The objectives for Chapter 2:

- \*identify congruent figures and name corresponding parts (angles and sides) of congruent figures
- \*identify translations and translate figures in the coordinate plane
- \*identify reflections and reflect figures in the x-axis and y-axis of the coordinate plane
- \*identify rotations and rotate figures in the coordinate plane
- \*identify similar figures and name corresponding angles & sides
- \*find unknown measures of similar figures
- \*understand the relationship between perimeters and areas of similar figures, and find the ratios of those perimeters and areas
- \*identify dilations and dilate figures in the coordinate plane
- \*use more than one transformations to find images of figures

### Algebra (Chapter 3 & 4)

We will be taking our test on Chapters 3 on October 17. We will then begin our next unit on graphing linear equations and functions. We will continue with our weekly Mathcounts sheets.

The objectives of Chapter 3:

- \*use properties of equality to solve one-step, two-step and multi-step equations in one variable
- \*use properties of equality and the distributive property to solve equations with variables on both sides
- \*write ratios and proportions, solve proportions using cross products
- \*solve percent problems, such as finding the percent of a number, a base, and part of a base
- \*rewrite equations in function form
- \*solve formulas and literal equations for one variable

The objectives of Chapter 4:

- \*identify and plot points in a coordinate plane
- \*graph linear equations in a coordinate plane
- \*graph linear equations using intercepts

- \*find the slope of a line and interpret slope as a rate of change
- \*graph linear equations using slope-intercept form
- \*write and graph direct variation equations
- \*use function notation

## English - Mrs. Sackett

The first month of the year has flown by, and now we are in our routine and working hard. Narrative writing is the focus for this trimester, and we will produce some great stories and will analyze models to understand what makes a narrative effective. Additionally, we are continuing to review sentences by practicing compound sentences. Poetry is another activity that we spend regular class time studying, and students have started to select and analyze a poem and then present that poem to the class.

## Social Studies - Ms. Morgan

Eighth grade is off to a great start in social studies. In the early weeks of school, we looked at the historical events and pop culture events that have occurred within our lifetimes. Ask your students to share their Google Slide presentation of the history within their lifetimes.

For much of October, we will be investigating the causes and events of the American Revolution and how they shaped our country. In late October, students will begin choosing topics for their National History Day project which will be completed between that point and early January. Topics for the NHD project must relate to the theme "Taking a Stand in History"

Students will be able to:

- explain the colonial conflict with the British and the roles Indians played in the conflict
- identify what led to the colonists' growing dissatisfaction with British rule
- discuss the events that led Britain and the colonists to the brink of war
- describe how conflict with Britain led to war
- explain what factors turned the tide of the war and led to victory by the colonists.

## Science - Ms. Smith-Waller

We are a few weeks into the new school year and already having a great time. So far in science class we have reviewed the scientific method (P.H.E.O.C.) to solve problems, familiarized ourselves with the metric system and scientific notation, and had a great time getting to know one

another. In the next weeks, we will start to look at the Earth's Changing Surface. We will study landforms, topographical maps, time zones, and map interpretations. We will also study some of the constructive and destructive forces on Earth, such as weathering and erosion. I am looking forward to a wonderful year. WSMS has a great group of students, and it's a great school for learning. If you have any concerns feel free to contact me.

Essential Learning Outcomes for this month:

- Demonstrate an understanding of the various features of a map and how to interpret them.
- Understand the impact of nature on the breakdown of rocks and soils.
- Understand the vocabulary related to maps
- Understand and interpret various scales and legends
- Interpret various maps (timezones, topographical, and others)
- Understand and explain how technology has impacted various aspects of mapping
- Demonstrate how to navigate using a map and compass

Learning Targets:

- Understand how wind, water, and erosion can change the surface of the Earth, and the economical impact of weathering
- Identify the major landform regions of the United States
- Identify sources of mechanical and chemical weathering
- Understand the profile of soil and ways to practice soil conservation
- Describe the unique geological features in Wisconsin (moraines, drumlins, driftless area, etc.)



**Reading - Ms. Friell**

**Independent Reading:** Students have been to the library and have selected books of their choice. They should be reading these books at home on a daily basis (a minimum of 20 minutes). They are also given 20 minutes to read their choice books during every Reading class. Please ask your son/daughter to tell you about what he/she is reading. Many students are already on their 2nd or 3rd book for the year!

**Journal Entries:** Students are required to complete journal entries (in class) in a notebook that is kept in their binders. They will write about their own books and the class read-aloud. Journal entries ask them to address specific aspects of the books (story elements, literary devices, mood, tone, style, etc.). Journal entries are checked/graded every few weeks and the entries are posted on edmodo, so students know what should be in their journal.




**Vocabulary:** In addition to "A Word A Day" (from the book 100 Words Every Middle Schooler Should Know and www.englishcompanion.com), we have started studying Greek and Latin roots (we practice a different root every week). We also work with new words in the fiction and non-fiction we read as a class.

Students began the year by completing an independent project about an abstract word. The project demonstrates their understanding of denotation and connotation, literary devices, and how to use reference materials. In September students also completed MAP testing. They are aware of their scores and compared them to past scores. In October we will be reading short stories in a variety of genres.

**Project & Inquiry - Mrs. Ebert**

We're "gearing" up for some challenges and discoveries in Project and Inquiry! Eighth graders are fortunate to work with VEX kits which provide an abundant supply of screws, nuts, axles, wheels, gears, tank tread, chain, shaft collars, bearing flats, etc. Using these materials, the students will construct a variety of mechanisms (e.g. gear trains, cam and follower, differential, worm and wheel, crank and slider, etc) to examine how movement is transferred and changed. For example, students will explain the input and output of the mechanisms using words such as oscillating, reciprocating, linear, or rotary. They'll explain the gear ratio and whether or not the mechanism is designed to produce torque or speed. As they construct and study these mechanisms, the students are documenting their knowledge in a Pages document. Ask your son/daughter to show you their document and photos. Then see if you can find any of these mechanisms at work in your household (e.g. ice cream scoop, rear view mirrors, can opener, etc). Enjoy the conversation and the scavenger hunt!

### Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads <b>20 minutes</b> each day	Student "B" reads <b>5 minutes</b> each day	Student "C" reads <b>1 minute</b> each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year
<b>1,800,000 words</b>	<b>282,000 words</b>	<b>8,000 words</b>
		
<i>90<sup>th</sup> percentile</i>	<i>50<sup>th</sup> percentile</i>	<i>10<sup>th</sup> percentile</i>

By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)



## Healthy Living...

We will be having some Professional Development Students from UW-L coming in to work with our students for the rest of the trimester. They will be here on Mondays and Wednesdays. Please note that as the weather continues to get colder we will still be going outside so the students need to bring warm PE clothes as well as their normal PE clothes. If you ordered PE clothing, it will be arriving this month.



### Success Center

The Success Center is a resource room for students before and after school to receive help from staff who attend various classes in the building and are equipped to walk students through information they may have missed or just do not understand. It is also the place students make up tests and quizzes. It is open from 7am until 7:45am and again from 3:10pm until 4pm. If students attend the Success Center, parents are responsible for transportation to and from school.

### Homework

Students should expect to have homework in math and reading on a regular basis. Math homework will be an extension of what is learned during class. Students will be given class time to work but most will have to take the homework home to complete it. In reading, students are expected to read an independent reading book nightly for a minimum of 20 minutes. Most other classes will have homework on an intermittent basis. You should not expect more than an hour of homework nightly. When absent, students should be getting the information missed off of [Edmodo](#).



Information for the D.C. trip was sent home with students. **The trip will be June 4 - June 9, 2017.** They will see the following historical sites: Gettysburg, the Air and Space Museum, the Smithsonian, The White House, Ford's Theater and the U.S. Capitol. They will also see the Lincoln Memorial, the Washington Monument, the Vietnam Memorial, the Korean Memorial and FDR's Memorial. In addition to these stops, we will visit Arlington Cemetery and see the changing of the guards at the Tomb of the Unknown Soldier. Along the way they will visit the Illinois Holocaust Museum in Skokie, IL and the Flight 93 Memorial in Shanksville, PA. Before returning they will spend a half-day at Six Flags Amusement Park in Maryland.

The cost of this year's trip is \$700. This includes meals, accommodations, tickets to stops that aren't free, travel insurance for participants while in D.C., and the bus ride to and from D.C. It also includes the cost of the 8th grade class t-shirt which will be worn on the trip as well as for promotion on May 26.

Parent chaperones are welcome, although we may not be able to take all who are interested. The parent chaperone cost is \$800. Those parents interested in chaperoning should complete the chaperone portion of the permission slip that was sent home. You will be notified in November if you will be a chaperone for the trip.

To help defray some of the cost of the trip, there will be a candle fundraiser in the fall and a Puffins Pastry fundraiser in February. These are individual fundraisers. Whatever a student earns will reduce the cost of his/her trip. If a student does not end up going on the trip all money raised will be put back into the 8th grade account and/or put towards the cost of activities we will be doing with students not going to Washington D.C. Please note that **funding to assist students in covering the cost will not be available, so it is essential that students take advantage of ALL fundraising opportunities to cover their trip costs.**

Students must commit to the trip by Wednesday, October 5. Please return the permission slip that was sent home.

\* You will be able to make payments through Fee Management in Skyward via Revtrak.

\* If your child sold candles last spring as a 7th grader the amount earned will be credited to their account after the February payment.

## Washington D.C. payment dates:

November 11 - \$240

February 1 - \$240

April 15 - balance

*\*\*Please be sure to pay ON TIME or ahead of schedule as we need to pay Ready Bus Line just after the due dates.*



# Shoes 4 a Reason!

Ellie Slotten, 8th grader here at West Salem Middle School, is collecting new and gently used shoes for Soles 4 Souls. They are a non-profit global institution dedicated to fighting poverty. Your shoe donation helps people in the U.S. and around the world. She is also fundraising to collect for the shipping costs. The shoe drive will run from September 21st through December 8th. Boxes will be located at Altra Federal Credit Union in West Salem, Pizza Oven, West Salem Elementary and Middle School and Our Savior's Lutheran Church in West Salem during the donation of the shoe drive. Your old shoes could change a life!



**Donate new or gently used shoes!!**

**September 21st - December 8th**

See the flyer on page 17!

## Substitutes Needed

For the 2016-2017 School Year  
In the following areas:

Secretarial  
Food Service  
Bus Drivers

Paraprofessionals  
Custodians  
Teachers

If interested, please stop at the District Office at  
405 East Hamlin St, West Salem OR call  
608-786-0700 OR go to [www.wsalem.k12.wi.us](http://www.wsalem.k12.wi.us)  
for a substitute application



# Middle Years

Working Together for School Success



## Short Stops

### Call on counselors

Your middle grader's school counselor is there to help students *and* parents. Contact the counseling office with questions about your tween's schedule or for advice to help your child deal with a difficult situation like bullying or divorce. The counselor might meet with her or suggest a support group.

### Comparatively speaking

Stretch your tween's thinking with this analogy game. Choose two things with something in common (two states, for instance), and give him an analogy to fill in: "Virginia is to Richmond as Oregon is to \_\_\_\_\_." *Answer:* Salem (Salem is Oregon's state capital, like Richmond is Virginia's capital). Take turns, and see how many analogies you can come up with.

### Promptness matters

Being on time for activities and other commitments shows respect for others. For one week, suggest that your middle grader jot down anything that makes her run late. *Example:* "Couldn't find matching socks." Then, she can put solutions in place to avoid the problem (roll socks together before putting them away).

### Worth quoting

"The purpose of life is to contribute in some way to making things better."  
*Robert F. Kennedy*

### Just for fun

**Q:** How do you keep someone in suspense?

**A:** I'll tell you tomorrow.



## Discipline for tweens

Handling your tween's behavior may be a challenge as he outgrows "little kid" discipline methods. Strategies like these can help.

### Use "I" messages

A sentence that starts with "You always..." or "You never..." might make your middle grader feel more defensive and less apt to listen. Instead, try starting with "I." ("I worry when I don't hear that you got to your friend's house safely" rather than "You didn't call like I asked!") At the same time, make sure he knows the consequences of not doing what you ask. ("I'll have to ask you to come straight home from school if you can't remember to call.")

### Meet halfway

Your child will be more likely to follow rules if he understands the reasons behind them. Maybe he complains that he's not allowed to go out on school nights. Explain that he needs to finish homework, spend time with family, and get to bed on time. Then, you could



consider letting him go out one evening a week and give him a chance to show you he can meet his obligations.

### Keep it in perspective

Save serious consequences for serious circumstances (*example:* your youngster cheats on a quiz). But for something minor, try using humor. It may keep a situation from growing into a full-blown argument. If your child frequently misplaces the remote control, say something like, "I think the dog lost the remote again. Can you find it?" You might get a laugh—and a more cooperative tween. 👍

## Inspire curiosity

Being curious about a topic she's studying can motivate your child to dig into it. Suggest these ways to pump up her curiosity.

■ **Looking ahead.** Your middle grader might scan her syllabus or textbook to see what's coming up next. What would she like to know more about? What questions come to mind? ("How did the Gilded Age get its name?")

■ **Choosing topics.** When your middle grader has a choice on a paper or project, encourage her to pick a topic that interests her (say, what schools were like in Colonial times). That way, she'll naturally want to jump in. As she researches, suggest she jot down questions and watch for answers. That will build curiosity and add to her knowledge. 👍



# On task from start to finish

Middle school students are expected to manage multiple assignments and deadlines. Your child can stay organized with these practical tips.

**Get started.** Recommend that your tween start on each project the day it's assigned. A good first step is to list the tasks required (get supplies, do a rough draft), along with a deadline for each. She can add to her list as she gets



backpack. Before bed, she should put her backpack and other needed items by the door. *Idea:* Suggest that she put a sticky note on her dresser or bathroom mirror as a reminder. ("Take my math poster!")

additional projects so everything is in one spot. *Idea:* Your tween and a classmate could check in daily on each other's progress to stay on track.

**Turn in assignments.** If your middle grader leaves completed work at home, she'll lose valuable points for turning it in late—or even receive a zero. Encourage her to immediately place finished work in her

# Fun family reading

At this age, children can lose interest in reading as friends and activities take center stage. But reading for pleasure is important at every age! Encourage your tween to enjoy reading with ideas like these:



■ Keep an audiobook going in the car, and fit in bits and pieces when you run errands or drive your child to activities. You might discover he can't wait to get in the car to find out what happens next.


■ Scope out used-book shops during family day trips. There may be interesting ones in historic districts or tourist areas. Browse together so he can find books that interest him. Or explore library branches around your city or county to look for cozy reading spots and good books on display. Your tween will probably want to bring books home—and continue the reading there.

**Q** Now that my son is in middle school, I worry that he'll be exposed to alcohol or drugs. How can I keep him from trying them?

**A** Starting a discussion—and bringing up the topic regularly—is the best thing you can do to help your son say no.

Let him know how much you care about him and that you want him to stay safe and healthy. Explain that this includes not drinking alcohol, using drugs, or taking prescription medications that aren't his—not even once. Also, make sure he's aware of outcomes that go beyond the health dangers. For instance, he could get kicked off a team or out of a club if he drinks or uses drugs.

It's also wise to team up with other parents. You might agree to share concerns, like letting each other know if you hear the kids mention drugs when they're in your car or hanging out at your house.



# Parent to Parent Believe in yourself

My daughter Madison wanted to submit a story she had written to the school literary magazine, but she was afraid it wouldn't be accepted.

I told Madison that even famous authors have had their work rejected. To illustrate, I looked online and learned that one of her favorite books, *Anne of Green Gables* by L. M. Montgomery, was rejected several times before it was

published. She was so surprised that she did a search herself and discovered that rejections are really common.

Madison decided to take a chance. Her work wasn't published in the fall issue of the magazine, but the editor told her they would consider it for the spring issue. That gave her the confidence to try sending another of her stories to a national kids' magazine—now she's waiting to hear back from them!



## OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

Resources for Educators, a division of CCH Incorporated  
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 540-636-4280 • rfeustomer@wolterskluwer.com  
 www.rfeonline.com  
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## EXTENDED DAY PROGRAM (EDP) PRIVILEGE

The West Salem Middle School offers a supervised, after school study time Monday through Friday from 3:15 - 4:15. This time is provided for students who wish to improve their grades by independently working after school, but with adult assistance if needed, to complete their daily work. Students who finish their work early will not be allowed to leave until 3:45. **Please see the reverse side for further information.**

This program is voluntary. However, we do require permission from parents for students to attend. Once a student begins the program, we strongly suggest that he/she remains in the program for a minimum of six weeks. We would need to be notified by a parent if a child will no longer be attending the program.

We do consider this program a privilege for students and will not accept any disruptive behavior. The following rules and expectations will apply:

- We will provide an initial assignment booklet to students for them to keep track of their assignments. The EDP supervisor will HIGHLIGHT incomplete work and initial completed work in order to help communicate with parents. It is suggested that parents require their child to bring this notebook/information home in order to share where they are at with their work.
- Students are expected to attend EDP every day, even if all of their homework is completed. The earliest they can leave is 3:45. They are to bring a book to read or review/study if “all of their work is done.” **We will attempt to notify the parents by telephone or e-mail if a student is not in attendance after school.**
- **If a student cannot attend EDP on a certain evening, please notify the office or the EDP supervisor through a phone call or e-mail or a note from a parent.**
- **If a student does not check in with the EDP supervisor, it will be considered an unexcused absence and will receive a Work-It-Out form.**
- If a student’s behavior is disruptive to others, they will call home and may be asked to leave, along with receiving a Work-It-Out form.
- If a student is involved in co-curricular activities, he/she needs to stay in EDP until 3:45 p.m. and then report to practice.

We want this program to be a positive experience for students who wish to improve their grades. Students find that if they work in EDP, they can get most, if not all, of their homework completed (and with quality!).

If you have any questions, please contact Mike Lang at the Middle School at 786-2090.

**PLEASE SEE REVERSE SIDE FOR FURTHER INFORMATION**

I have read the information on both sides of this sheet and give permission for my child to attend EDP under the conditions stated.

Please provide a phone number we can contact you at after school if needed. \_\_\_\_\_

\_\_\_\_\_  
Student name (printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date



EDP does run Monday through Friday (except on Early Release days and parent-teacher conference nights). Monday-Thursday EDP runs from 3:15 – 4:15. The earliest a student can leave is 3:45, even if all of their work is completed. Otherwise, they will remain in EDP until all of their work is completed or 4:15, whichever comes first.

## **FRIDAYS**

Students in EDP on Fridays will be allowed to leave as soon as they are checked off by one of the supervisors, indicating that all of their work is complete. The reason for this exception is that Fridays are traditionally “lighter” days for homework and many of the students in EDP have their work completed by the time they arrive or shortly thereafter. For those students in EDP who **do not** have their work completely finished, they will still be expected to stay until 4:15 or when they have completed all of their assigned work, whichever comes first.

Please note: There is an occasional cancelation of EDP and we do announce this to the students throughout the day. If we know enough in advance, we will attempt to send this out via Skyward to parents. It will be the student’s responsibility to inform their parents of any cancelations.



**Ellie Slotten**  
wants you to find



# Shoes 4 a Reason!



**Your old shoes can Change a Life!**

**September 21<sup>st</sup> - December 8<sup>th</sup>**

Please donate your new or gently used shoes to **SOLES 4 SOULS.®**

Soles 4 Souls® is a not-for-profit global institution dedicated to fighting poverty. Your shoe donation helps people in the U.S. and around the world.

## **Drop off Sites:**

West Salem Elementary and Middle Schools,  
The Pizza Oven in West Salem,  
Our Saviors Lutheran Church and  
Altra Federal Credit Union in West Salem.



Soles  
4  
Souls®

