

## WEST SALEM MIDDLE SCHOOL

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### SPECIAL POINTS OF INTEREST:

- \*Early Release - Feb 5
- \*Winter Wellness - Feb 13
- \*NO SCHOOL - Feb 14

Dear Parents,

In last month's newsletter, I mentioned that at WSMS we wanted to work with you to approach the New Year with purpose for our students. I would say we're off to a great start! January was filled with unique learning opportunities and activities for our students.

This February we look to continue this momentum with parent teacher conferences and a calendar full of activities to help our students learn, grow, and develop. At WSMS, our extracurricular activities provide wonderful opportunities for some of this development. Our Panther basketball, Mathcounts, and forensics teams have competition during the month and Odyssey of the Mind teams continue to meet after school. Good luck to all our participants!

Our Winter Wellness Committee has completed its organization of the activities for our Winter Wellness Day on February 13. Students have an opportunity to participate in an activity to promote physical and mental wellness. Our Winter Wellness Day continues to be an activity that our students recall as having a positive impact on them during their middle school experience. It is great for both the staff and students to have an opportunity to interact in this setting. We are looking forward to great day of learning, physical activity, and, hopefully, a little bit of fun as well!

As always, we look forward to continuing to work together as a team to provide your child with an educational experience that strives to meet the district's mission - Serve with Passion to Ignite Creativity, Innovation, and Excellence.

Go Panthers!

Ben Wopat  
Principal  
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*"Meet Us in the Middle"*

# WSMS Students of the Month

## Grade 8

Eve F.



Emily F.



Zana S.



## Grade 7

Maison H.



Hazel H.



Samuel S.-D.



## Grade 6

Maddie S.



Dominic W.



Sophia B.

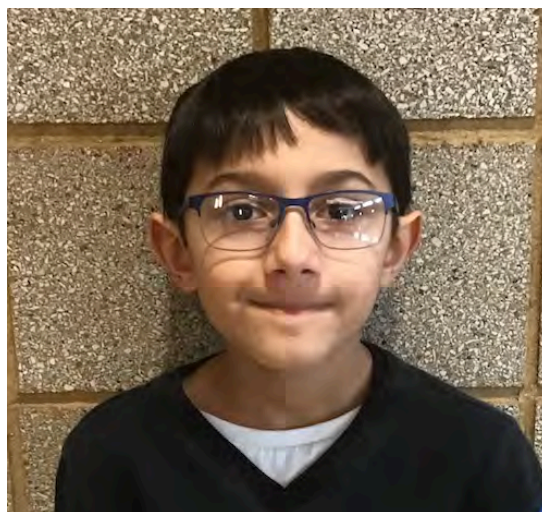


## Grade 5

Evelyn R.



Zachary N.



Evie W.



## President's Day

The Washington's Birthday public holiday is more commonly referred to as Presidents' Day in the United States and is dedicated to honoring George Washington, the first president of the United States. It is considered to be the first public holiday declared specifically to celebrate the life and accomplishments of one individual.

The public holiday is observed on the third Monday in February; however, George Washington's actual birthday was February 22, 1732. Because the observed date of Washington's birthday is not set for the third Monday in February, it is impossible for the holiday to ever fall on Washington's actual birthday. The latest possible date for the public holiday is February 21.

The holiday has been observed on a Monday since 1971. The United States Senate has a long-standing tradition to read Washington's Farewell Address every year in observance of his birthday. This tradition first started in 1862 and is still being practiced today.



# WINTER WELLNESS

THURSDAY, FEBRUARY 13

\*ALL students will be off campus at their activity from approximately 8:30-3:00



## Calendar of Events...

### 3 - Parent/Teacher Conference

3 - Forensics level I @ Holmen Middle

3 - Gr. 5 Ringlien to OEC

4 - GBB at Lincoln 7th 4pm & 8th 5pm

4 - Gr. 5 Czajka to OEC

### 5 - EARLY RELEASE

5 - Gr. 5 Fink to OEC

6 - GBB @ Sparta Meadowview 4pm

6 - Gr. 5 Lassig to OEC

7 - Gr. 5 Kjos to OEC

11 - GBB vs G-E-T 4:15pm

### 13 - WINTER WELLNESS

13 - GBB vs Longfellow 3:45 pm

### 14 - NO SCHOOL

17 - Forensics level II @ Whitehall

18 - GBB @ Westby 4:15pm

20 - GBB @ Tomah 4:15pm

24 - GBB @ Winona 4:15pm

24 - Gr. 8 Fundraiser kickoff

25 - Gr. 8 Freshman mtg



## Counselor Comments...

CharacterStrong, our Homeroom curriculum, keeps the 8 Essentials as the focal point of its lessons: patience, kindness, humility, respect, selflessness, forgiveness, honesty, and commitment. These compliment our own "Proud to be a Panther" philosophy. In January, our lessons focused on Growth Mindset (the power of "yet"), Mindfulness (controlling our thoughts, feelings/emotions, and actions so they do not control us) and Encouragement. Kid President reminded us of the importance of "pep talks." Who do you go to when you need a little pep talk? How can you reach out to others to give them some encouragement? February will have us concentrating on role models, communication/listening skills, and patience.

The high school counselors will be coming over to talk to the 8th graders early February regarding high school registration. There will be an 8th grade parent/student meeting on Tuesday, February 25, at 6:30pm in the Heider Center regarding high school registration. (Hard to believe they are growing up this fast!)

Cabin fever tends to set in as we approach February. Our annual Winter Wellness is scheduled for Thursday, February 13. I thoroughly enjoy this outing: when else can I push a student down a hill, and they come back up and ask me to do it again but this time with a spin!!! This is time well-spent interacting with each other and seeing one another as human beings again. It is such a great way to rejuvenate as we head into the "home stretch" of the school year! Thank you to all of the parents/guardians who stopped in to meet with teachers and/or advisors during conferences. We will have another "drop-in" style conference in April. Please do not hesitate to contact teachers to address any concerns whenever they may arise. Communicating with teachers is a good way to show our youth that everyone is working together to help support them and to ignite creativity, passion, and excellence within them.

## Healthy Living...

The Healthy Living team continues to see improvement when the students are working in groups. The students are really understanding what it means to be a part of a team! Moving forward, we are excited to begin Quidditch with our 6th grade students this month. Quidditch is an invasion game that takes skill, teamwork, and the implementation of a variety of new rules. All grades that have played this game absolutely love it. Our 7th and 8th grade students are continuing to rotate between PE and Health classes.

Please remind your children to have PE clothes in their LOCKED PE

locker daily as sometimes things come up where we need to change the schedule and do an all PE day. Our 5th grade students will be having their Human Growth and Development unit coming up towards the end of this month. Please be on the lookout for the informational letter/email home.



*"Meet Us in the Middle"*



# 5th Grade



# FEBRUARY

## Math Update:

Students are starting their next unit which focuses on multiplying whole numbers and decimals. They will review multiplying multi-digit numbers and apply that knowledge to multiplying decimal numbers. A big part of this unit focuses on the power of 10 as well.

## Science Update:

Students will be finalizing and presenting their space projects. They got to choose different space topics and present their information using different visual options.



Mrs. Kjos' Panther Time wrote some very creative skits!

## Social Studies Update:

After science finishes, students will start to study the colonies and the events that lead to the American Revolution.

## Reading Update:

Students have been focusing on summarizing and finding themes in Graphic Novels. Next they will be focusing on quoting text evidence from nonfiction in order to answer questions. This strategy will also apply to fiction as well.

## Writing Update:

Students will continue working on their writing skills. Students are also working on some writing for DARE and Science.

## DARE Update:

Students will continue to work through lessons with the DARE officer, Deputy Bauer. During February, students will complete a short paper and project focused on one of the topics they learned about in DARE. They will be graduating from DARE on March 12th at the Heider Center.



Here are some of the props that inspired their stories

## Art - Mrs. Hemker

5th Graders will finish up any remaining clay work in the beginning of the month. Glaze and paint will be the techniques we use for this. They will then be working in pen and ink. They will be creating a fantasy map and also a crane. (In the spring 5th graders visit the International Crane Foundation).

## Music 5 - Mrs. Glasel (Czajka) and Ms. Nimm (Lassig)

Our music standards are based on 4 concepts - Perform, Create, Respond, and Connect, and all trimester we will be doing activities that focus on these areas.



January has been a busy but fun month for making music. The students continued to accompany their singing on the autoharps and barred instruments, but they also got to try something new - Bucket Drumming. Using ice cream buckets with chopsticks to make a classroom full of drums, they played rhythm patterns to some rock songs.

We are starting to delve into the 4 families of instruments - Woodwinds, Brass, Percussion, and Strings. Through videos, interactive websites, worksheets, and briefly trying some instruments, the students are learning what makes each family and each instrument different. The unit will conclude with a neat book called The Remarkable Farkle McBride.

The students continue to reinforce rhythm learning by writing rhythm patterns, adding lyrics, and performing. Then, after reviewing the names of the lines and spaces of the treble staff, they began composing melodies to those rhythms.

SQUILT - Super Quiet Un-Interrupted Listening Time - is an activity to listen to short pieces of music to identify tempo (speed of music), timbre (sound qualities), and mood. Then they respond by writing a short comment on the music. As the students do this more often, the music selection will get longer, and they will be asked to listen for more qualities of the music.

We took time to reflect on Martin Luther King Jr.'s work by singing "Let There Be Peace on Earth," "We Shall Overcome," "Free at Last," and "The Dream of Martin Luther King".

The list of folk songs that they are learning is growing. We learned about sea chanteys and some more patriotic songs. Their singing has really improved since their shy singing at the beginning of the trimester. Ms. Nimm and Mrs. Glasel hopes that the students are sharing those songs with you at home.



## Reading - Mrs. Schultz

6th grade has started reading their novels centering around Civil Rights and social diversity in America during the mid 1900s. While reading these novels students will be focusing on the following:

- Choosing appropriate reading strategies to help better understand and remember the novel
- Analyze and identify social issues and instances of discrimination that were happening in the novel through personal reactions
- Make connections between background knowledge and the novel
- Use quotes from the novel in discussions, including personal reactions

Students are able to bring the books home and are assigned their first novel based on interest and reading level. Ask your student about their novel and find out what they have learned about their characters and this era so far!

We finish with our fantasy and science fiction genre studies. The fantasy genre is full of magic and elements that are not possible in our world. Monstrous creatures, fairies, vampires, werewolves, supernatural beings are some examples of characters found in this genre. Science Fiction is all about scientific possibilities, hypotheticals, or futuristic societies. These are things like time travel, aliens/space exploration, genetically engineered animals, etc... The question set project choices about their genre study book are due mid-month so



students are not reading and keeping track of too many characters and events.



## Social Studies - Mrs. Jeranek

During the month of February, we will study what life was like for Ancient Romans. By the end of the unit, your 6th grader should be able to...

- Explain how the geography and climate of this region affected the rise of the Roman Civilization.
- Describe how the resources and geography of this region affected how people lived and worked.
- Explain how and why this civilization fell.
- Analyze their accomplishments/contributions and how they relate to our world today.
- Identify the evidence that remains of this civilization today.



## English - Mrs. Buisman

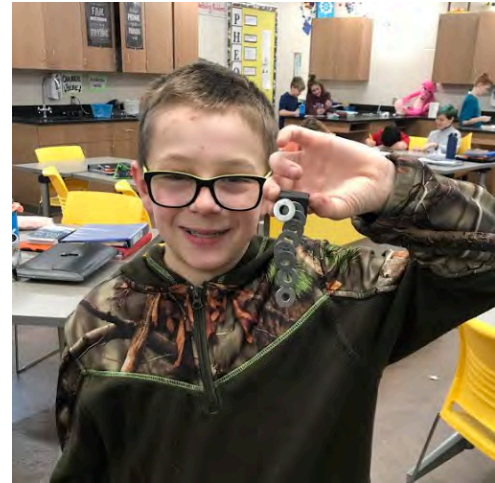
Students in sixth grade English will continue to research in order to support their claim on their argument writing. Students were able to choose from a choice of topics and are doing their own research for this project. In grammar, students will continue practicing with possessive nouns and will begin pronouns.





**Science - Mrs. Jarosh**

Students enjoyed learning about Magnetism this past month. As we move into February, we will be studying electricity.



The learning outcomes are listed below as guiding questions we will look to answer.

**ELECTRICITY**

- How do electric charges interact?
- What is an electric field?
- How is an electric current produced?
- How are conductors different from insulators?
- What causes electric charges to flow in a current?
- How does resistance affect current?
- What are the basic features of an electric current?
- How do you calculate electric power?

**Spanish - Mrs. Phillips**

In February, sixth grade Spanish will begin to discuss likes, dislikes, and food. This includes discussion about authentic recipes and traditional dishes. The last part of the trimester will be focusing on the Day of the Dead traditions, which includes making sugar skulls!

**Art - Mrs. Hemker**

In February, 6th graders will be focusing on art history. The first project is the exploration of a masterpiece. After choosing a famous artist and work of art, they will create an informational poster, complete a reproduction painting, and create a parody of the same piece.



## Math - Mrs. Jehn & Mrs. Adams

### Regular Math

In January we worked in Chapter 5 which included ratios, rates, unit rates, percents, and converting measures. If you haven't yet, ask your child to help you shop. They worked on finding the better buy using unit rate. This is a skill we encourage students to continue practicing with you when you shop because it is such a great life skill to have. They should be able to help you figure out the gas mileage for your car or any other unit rate situation. We finished the unit with percent and converting measures. Practice using coupons and helping find sale prices will support their learning of these skills. Time to take them shopping with you!

In February, students will be working in Chapter 6 - Integers and the Coordinate Plane. Understanding positive and negative integers typically comes easily to students

because they have grown up seeing positive and negative temperatures. Later, when students learn to use the basic math operations with positive and negative integers, this concept becomes a little more difficult. Students will really extend their understanding of integers next year.

### Accelerated Math - Mrs. Jehn

We wrapped up Chapter 7 in mid-January and learned a great amount about writing, solving, and graphing equations and inequalities. Chapter 8 was also completed in January and focused on surface area of prisms and pyramids as well as volume.

We will start and finish Chapter 9 in the first couple weeks of February. Students will be learning about statistical measures reviewing mean, median, and mode. They will also learn the new concepts of measures of variation and mean absolute deviation. Those terms may bring back fond memories of a statistics course you might have taken years

ago. These are difficult topics and very abstract for 6th grade minds.

Those skills will be necessary for us to be able to complete Chapter 10 in February, which is the last chapter of the 6th grade book. This chapter is all about data displays including stem-and-leaf plots, histograms, and box-and-whisker plots. They will need to use what they learned about measures of center, measures of variation, and statistical questions in the previous chapter to describe the center, spread, and shape of displays.



### Success Center

The Success Center is a resource room for students before and after school. Here, students can receive help from staff who attend WSMS classes and are equipped to walk students through information they may have missed or just do not understand. It is also the place where students can 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. 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 Google Classroom.





## Reading - Mrs. Rochester

7th grade students are reading Gathering Fireflies as a read aloud.

It is a novel in verse that follows 13 year old Kashia as he discovers the roots of his Hmong heritage. Kashia only hears bits and pieces of his Hmong heritage. Kashia learns about his family's hardship after the Vietnam War in Laos, the crowded refugee camps in Thailand, and the struggles of life in the United States. His heart begins to change as his eyes are opened to what it means to survive, belong to a family, and have a cultural identity. In addition to reading Gathering Fireflies, students will be reading companion novels in verse and/or companion novels about the Vietnam War. While reading these two books, students will be looking for similarities of the experiences of the characters in both books. As a final project, students will be creating their own poems that include important passages from Gathering Fireflies as well as the companion novel. Later in ELA class they will be doing research on Vietnam War topics.

Looking ahead to the end of the month, students will be starting an environmental unit. During this unit, the students will read fiction books related to an environmental issue. Upon completion of the novel, the students will conduct research about a specific environmental issue and use the research to create a presentation in a small group. The students will also continue working with Greek and Latin roots. Seventh graders should also be reading at least 25 pages between reading classes.

## Science - Mr. Baker

We are in the process of finishing up our genetics unit with a few fun labs including one of my favorites, "Supertasters!" With that out of the way, we began to delve into the inner workings of DNA and molecular genetics! How does DNA code for all the things in your body? To find out, we will be creating our own secret messages using DNA as the code. Be on the look out for days when we will be

spending time outside snowshoeing and learning about winter forest ecology. The exact days will be set just a week or so, before it happens to ensure we pick days that will have some deep snow.

## Social Studies - Mr. Mahlum

Students will study the Executive Branch and the Legislative Branch of our nation's government. We will explore how these branches are set up and who are some of the key players in our government. Towards the end of the month we will start the third branch of government, the Judicial Branch. By the end of the unit students should have a better understanding of what these three branches are responsible for and how they have to work together.



## English - Mrs. Martinson

Aspen P. (Ms. P) will be student teaching with Mrs. Martinson. We welcome her to our school! In February, the 7th graders will be finishing The Call of the Wild and doing a project related to the tone of each chapter. We will be going to the new movie based on this classic novel on February 28. Please be looking for the permission slip coming soon. Permission slips and \$8.00 are due back to Mrs. Martinson by Feb. 18. In addition, the students will begin researching an animal topic for the argument presentation. Researching, finding reliable sources and taking notes, is a valuable skill that students need for many years to come. Finally, students will continue working on compound sentences.

## Spanish - Mrs. Phillips

The seventh grade Spanish classes have been working on describing themselves

and friends. In the month of February students will discuss classes and school schedules in Spanish. They will also compare after school activities and what they have to do. Students will practice telling time and talk about daily schedules.

## Art - Mrs. Hemker

7th graders will continue experimenting with drawing from different points of view. One point perspective drawings will take many class periods. There will be practice and technique lessons that lead in to this. Students will also continue drawing by observing an inanimate objects.

## S.T.E.M. - Mr. Jones

In 7th grade STEM we have been learning about bridge design and what makes a bridge stronger. The students have compiled research, and then were given a paper bridge challenge activity. They were to create a bridge that could hold 100 pennies using only 2 sheets of computer paper and glue. After some unsuccessful tests to their bridge design, the students had to go back to the design process with a 3rd sheet of construction paper to add to their bridge design. Overall, this was a fun challenging project.

During the month of February the students will apply their knowledge from the paper bridge challenge to build a truss bridge using toothpicks and glue. This will be a much longer process with more planning up front from the students. Once we build our toothpick bridges, we are going to test them to see how much weight our design can hold. This should be a fun, friendly competition to see which group can



We will be starting Unit 5 where we will review and practice writing and solving rates and proportions. We will also be learning how to find the slope of a line and interpret what the slope means. We will also start bringing in some review and practice on occasion to get ready for the state test in early April.

**Pre-Algebra - Mrs. Weber**

We will be learning what linear expressions are and how to solve them. We will also review slope and learn how to write equations in slope form and interpret the slope of these lines. We will also continue with math counts this month. I am so impressed with the improvement I have seen since September.

**Trees for Tomorrow Trip**

On January 8-11 twelve seventh grade students made the journey to Trees for Tomorrow located in Eagle River, WI. Along the way we stopped at the UW-Stevens Point planetarium to learn about stars and planets in our night sky! The purpose of this trip was for students to learn about winter animal adaptations, forestry, and field science skills while practicing healthy lifestyle activities like snowshoeing and cross country skiing.

No matter the temperature outside, we were out in a forest on snowshoes identifying trees and looking for signs of animal activity. Being in the forest, creates a unique opportunity for students to experience the science content rather than simply being taught it in a classroom, making it much more meaningful. At the same time, it allows for many of Mrs. Olson's "life lessons" to be put to the test. Perseverance, a positive attitude, and problem solving were all put into play while hiking through the woods on snowshoes!

The final phase of this trip will give students a chance to become leaders by teaching what they learned to the rest of the seventh graders while in February. This will be a chance for all of the seventh graders to experience the science content, practice life skills, and try some healthy winter activities that they don't normally get to do. When all is said and done, my goal is to create a positive experience that will stick with students beyond what it is taught in the classroom.



Feeding the chickadees



Working in the woods



# 8

## Math - Mrs. Bentzen & Mrs. Coe Regular Math (Chapter 6)

We will learn about functions in Chapter 6.

We will learn about real numbers and the Pythagorean Theorem in Chapter 7.

### The objectives for Chapter 6:

- \*understand the definition of a function
- \*compare and write functions represented in different ways (words, tables, graphs)
- \*understand that  $y = mx + b$  is a linear function and recognize nonlinear functions
- \*interpret the rate of change and initial value of a function
- \*analyze and sketch graphs of linear and nonlinear functions

### The objectives for Chapter 7:

- \*find square roots of perfect squares and cube roots of perfect cubes
- \*evaluate expressions involving square roots and cube roots
- \*use square roots and cube roots to solve equations
- \*provide geometric proof of the Pythagorean Theorem
- \*use the Pythagorean Theorem to find missing side lengths of right triangles
- \*use the converse of the Pythagorean Theorem to identify right triangles
- \*use the Pythagorean Theorem to find distances in a coordinate plane
- \*solve real-life problems
- \*define irrational numbers, approximate square roots and values of expressions involving irrational numbers

## Science - Ms. Smith-Waller

It is hard to believe we are more than half-way through this school year already! We finished up our study on Geologic Time last month, and now we will be learning about the Earth's interior focusing on plate tectonics, earthquakes, volcanoes, and mineral and rock classifications. We will discuss the theory of Plate Tectonics and how the idea of moving continents has changed over the years. Keep up the great work as we go through the second half of the year!

## Algebra (Chapter 9)

We will learn about polynomials.

The objectives for Chapter 9:

- \*identify and classify polynomials
- \*add and subtract polynomials
- \*multiply polynomials and find special products of polynomials
- \*factor polynomials and factor special products
- \*factor polynomials completely

## English - Mrs. Sackett

In 8th grade English, we are working hard to finish our research papers. It's been a long process, but all of the work we've put in has helped immensely for the final product. We continue to strive to write a variety of sentence types, and the improvement is obvious as we use these in our writing. We practice on a regular basis and have gotten strong at both compound and complex sentences. In our parts of speech studies, prepositions will be the next we will review and learn more about. Finally, we will finish reading *The Call of the Wild* in February and are excited to go see the movie when it comes out in the theater so we can write a compare-contrast piece on the book and movie. Watch for the permission slip for this field trip to come home early in February.



### Essential Learning Outcomes:

- Analyze and interpret data to provide evidence for phenomena.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.



**Reading - Ms. Friell**

**Supplies:** To be prepared for class, students must bring the following to class every day: pen/pencil, iPad, book of choice (fiction or non-fiction), and a Reading binder. The students' Reading binders will stay in the classroom, so they only have to get it off the shelf at the beginning of class.

**Independent Reading:** Students have been reading their books of choice since the beginning of the year. We've decided to have a little friendly competition between the classes this year! Everyone must read this choice book for 20 minutes each Reading class period. Ideally, students should also be reading these books at home on a daily basis. Please ask your son/daughter to tell you about what he/she is reading.

**Vocabulary:** In addition to "A Word A Day" (from the book *100 Words Every Middle Schooler Should Know*), 8th graders have been working with vocabulary from materials we're reading in class. They are also learning Greek and Latin roots.

In February we will focus on reading non-fiction, specifically non-fiction texts to accompany *Call of the Wild* which the students are reading in English class.

If you are interested in reading any of the texts, they are posted in Google Classroom. Most selections will be read as a whole class. Either way, an audio of the text (when available) will be provided in Google Classroom along with the text.

**Social Studies - Ms. Morgan**

The 8th graders have finished their National History Day Projects. We are currently in the process of sharing their research findings to determine which are the best of the best which will compete at the regional competition at UW-La Crosse in late March. Watch next month's newsletter for more details on who will represent WSMS at the competition.

February marks the arrival President Washington's birthday, so it's a perfect time to explore the early years of our country's history. We will look at the challenges presented by creating a government which had to that point in history never existed and the role of early presidents in shaping our democracy.

Following our exploration this month, students should be able to:

- explain the roles Presidents Washington, Adams and Jefferson ushering the U.S. through the early years of our country's history
- describe challenges faced by the new country following the Revolution.

Congratulations to 8th Grader Brennan G. for winning the West Salem Middle School Geography Bee. He recently took the state qualifying exam, and we look forward to hearing if he qualifies to compete at the state level this spring.

**Art - Mrs. Hemker**

8th graders will use the first week in February to put the finishing touches on their wall blocks. Students will then move on to creating a self selected project. They will preplan, create and then assess their own work as well as the work of their peers in the form of verbal critique. Looking forward to a full display of creativity.

**Spanish - Mrs. Phillips**

Students in 8th grade Spanish have been talking about likes and dislikes with food and activities. In February they will work on talking about and presenting themselves and family members. To wrap up the trimester, students will talk about families, birthdays and celebrations. Culturally, we will learn all about the quinceañera!

**S.T.E.M. - Mr. Jones**

During the month of January, our 8th graders have been working hard learning how to program robots using Robot C on the computers. They have also learned how to wire these programs to make our test beds do different tasks. Now during the month of February (and for most of the rest of the school year) we will be designing and programming to make the VEX kits do different tasks. This month students will be building Robot Dragsters, Spinning Signs, and Elevators. They will also be programming these to work based on various challenges. Feel free to look up my youtube channel WSMS STEM periodically as I will post some of their solutions throughout the year.



*"Meet Us in the Middle"*



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

The students are continuing to work on learning how to read music on the grand staff. They are now learning to play 2 fingers at the same time but still only one hand at a time. Soon they will be putting the 2 hands together. They are also continuing to learn how to play the harmonica.

The students completed a GarageBand project that had them learning to use the Smart Instruments - Drums, Guitar, Piano, and Bass. Even though they don't know how to play some of these instruments, GarageBand is set up that anyone with limited knowledge can still compose with these instruments. They also learned how to use the voice recorder and sampler to add unique sounds to their song. With this project, they are still working to compose with good compositional techniques.

Students will be exploring how music is important in our lives through articles and videos on Music and Memory, Music and Learning, and Music and Mood. Our Music Alive magazine articles for February will focus on the saxophone and folk string instruments.

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

The students are continuing to practice guitar songs. They've learned how to tune their guitars and how to play songs with simple 1-finger chords.

We are continuing to watch Fiddler on the Roof, which is a more serious musical with a look at the Jewish culture, their traditions, and how those traditions change throughout the musical.

### **From - Ms. Nimm**

**6th Grade Choir** - 6th grade students will be starting February by completing a written reflection on their January concert, and by watching an old movie musical. Before the group begins new concert music, they will learn about choir voicings, and how choir music is arranged. This will be very important as they pick out any song they want to for the May concert! In the middle of February, the group will get back into "the swing of things" with regular rehearsals that include warming up, sight-singing, and learning the melody and harmony to new concert music.

**6th Grade Small Choir** - 6th grade students who are not in band are working on a unit about musicals and all of the different jobs that are needed to make a show come alive. They will be presenting a musical to the rest of the class during the middle of February.

**7th Grade Choir** - 7th grade students are exploring music in a variety of different movies to prepare for their concert in May. Several of the songs have three parts, so they have been working on singing independently. Also, through several rounds of voting, the class has chosen a popular song to sing at their concert.

**8th Grade Choir** - 8th grade choir students will be working on a unit about expression in music. They are practicing using different tempos, dynamics, and special markings, to make their performances more interesting to listen to. They are also finishing the process of selecting a program for their May concert. All students submitted a concert program with a theme and songs that the group would be able to sing. The group ranked the programs to come up with a final selection.

**Soundscapes 7** - Students in Soundscapes will be working on a GarageBand unit that helps them to compose a song in the style of a popular band. They will be working on matching different GarageBand loops

**African Drumming 8** - Students in African Drumming are working on a GarageBand project that has them using chords to create a song. This project challenges students to think about the structure of a popular song and what kinds of sounds make it interesting for the audience to listen to. Late in the month they will be working on Ensemble 6 and creating a "How To" video to share with my 6th grade students when they begin their Intro to Drumming unit.



## FORENSICS

Level I Meet will be held on Monday, February 3, 2020 at Holmen Middle School.

Level II meet which will be held at Whitehall Middle/High School on Monday, February 17



Pumpkin Cake Roll



Red Velvet Cake Roll



Carrot Cake Roll



Strawberry Cheesecake Cake Roll



Chocolate Crème Cake Roll



Lemon Crème Cake Roll

### **8th grade fundraiser for end of the year class trip/activities.**

8th graders will be selling Joyful Traditions Cake Rolls as a fundraiser,

Order sheets will be **handed out on February 24** and will be **due back to their 8th grade teachers on March 9**. The cake rolls will be **delivered on March 18 at 2pm**.

**Families have two options for pickup: have an adult with a vehicle pickup the pastries at school between 2:30-4:30 on March 21 or have the student carry them home after school that day. We are unable to store the boxes of cake rolls due to no freezer access.**

Cake Rolls come in 6 flavors - Pumpkin, Red Velvet, Carrot, Strawberry Cheesecake, Chocolate Creme, and Lemon Creme will be \$14.00. **The student will receive \$7.00 for every box sold.**

This is an individual fundraiser -- each student will have his/her profit deducted from the cost of the last week of school activities (either the DC trip or from the cost of the field trips back here at school during the last week of school).





## Can you believe that your 8th grader is moving on to high school?

**The Class of 2024  
West Salem High School Registration Meeting  
Tuesday, February 25th  
at 6:30pm in the Heider Center Auditorium.**

**Bring your 8th grader and a pen or pencil so notes can be taken.**

\*\*\*The high school counselors, Julie Arentz/Jessica Tripp will be meeting with the 8th graders in Mrs. Bentzen and Mrs. Coe's math classes to meet the students and tell them a little about high school and how to pick classes on Feb 17 and 18.

# WSHS Independent Learning Academy

This program is offered to 9th grade students and was created to provide flexibility in the schedule for self-motivated, creative students who want to learn core content (Science and English) at an accelerated pace, allowing more opportunity for elective classes.

It will challenge students to direct their own learning and demonstrate competency by a combination of various assessment tools including innovative & creative projects, standardized assessments, and traditional tests.

Students apply in February of their 8th grade year and interviews are conducted in March. More information as well as applications will be presented to students and parents at the conclusion of the 8th grade Registration Meeting which is being held on Tuesday, February 25, at 6:30 pm in the Heider Center.



*"Meet Us in the Middle"*





**Early Release Dates**  
Wednesdays - Release at 12:20  
Buses leave at 12:30

February 5  
March 4  
May 13

**NEEDED** **Substitute Teachers** **NEEDED**  
**Substitute Paraprofessionals (aides)**

If interested, go to <[www.wsalem.k12.wi.us](http://www.wsalem.k12.wi.us)>  
under Employment Opportunities for a substitute  
application or stop at the District Office  
at 405 East Hamlin Street, West Salem  
**OR call 608-786-0700.**

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.



*"Meet Us in the Middle"*



Chances are your devices already include robust protection features. You just need to activate (and in some cases download) them. Here's how to do it on the most popular devices:

### Android Parental Controls

**Features:** You can restrict apps, games, movies, and TV your child tries to download from the Google Play Store.

**Limits/Tracking:** You need to download the [Family Link app](#), then create a Google account for your child. From there, select your child's name and tap the Daily limits card, then select Edit limits and follow the instructions. Your kid will get a notification when time is almost up and the device is about to be locked. You can also keep track of your child's device's location when it's turned on.

**Can You Set Up Separate Accounts?** Yes, you can create an account for each kid in Family Link.

**Best For:** Any age. For an older kid, download a third-party app to filter mature content.

**Where To Start:** Open the Play Store app. From the top left Menu, choose Settings, then turn Parental controls. Here you'll select a PIN so that only people who know the PIN can change the parental control settings. Next, select the type of content you want to filter and how you want to restrict access.

**Keep In Mind:** Make sure your device works with Google Play (some lower-end models don't) so you can download mainstream apps.

### IOS Parental Controls

**Features:** Use Screen Time to [restrict the use of built-in apps](#) and block iTunes and app store purchases such as movies, music, and TV with specific ratings. You can also limit your child's browsing to sites you specify.

**Limits/Tracking:** Go to Settings > General > Accessibility. Under Learning, select Guided Access > tap Time Limits. Once that's enabled, you can [set time limits on any app](#) by clicking the Home button three times in a row when the app is open.

**Can You Set Up Separate Accounts?** Unless you're using a shared iPad purchased for an educational setting, there's no simple solution for multiple user profiles on one device.

**Best For:** Kids 6 and older who are ready for their own device.

**Where To Start:** Go to Settings > Screen Time and create a passcode your kids don't know.

**Keep In Mind:** Unless you hide your own past purchases by logging into iTunes, your child will be able to see every app, song, and movie you buy.

### MONDAY

3

- From the Grill**
- Bakalar's Hot Dog on WG Bun Side of Mac n' Cheese Green Peas
- Home Style**
- Creamy Mac N' Cheese or Bacon MacI (new) Italian Breadsticks Green Peas
- Deli**
- Ham & Swiss on WG Croissant Baked Scoop Chips and Salsa
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

### TUESDAY

4

- Breakfast for Lunch!**
- From the Grill**
- French Toast Sticks Jones Dairy Sausage Links Warm Cinnamon Apples
- Home Style**
- Colby Cheese Omelet Jones Dairy Sausage Links Warm Cinnamon Apples Honey Bun Goldfish
- Deli**
- Turkey BLT on WG Sub Roll
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

### WEDNESDAY

5

- Early Release Day!**
- From the Grill**
- Carolina Style Pulled Pork Sandwich
  - Coleslaw
  - Mashed Potatoes
- Home Style**
- Meatballs & Gravy with Buttermilk Biscuit
  - Mashed Potatoes
- Deli**
- Chicken Bacon Ranch Wrap Sliced Apples
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

### THURSDAY

6

- From the Grill**
- Popcorn Chicken
  - Vegetable "Not Fried" Rice
- Home Style**
- Saucy Orange Popcorn Chicken
  - Vegetable "Not Fried" Rice
- Deli**
- Turkey Sub
  - Chicken Dumpling Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

### FRIDAY

7

- From the Grill**
- Cheese Pizza - Personal Pan
  - Hawaiian Pizza - Person Pan
  - Honey-Glazed Carrots
- Home Style**
- Pepperoni Pizza - Personal Pan
  - Honey-Glazed Carrots
- Deli**
- Chef Salad w/Chicken & Cheese Cottage Cheese Cup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

10

- From the Grill**
- Mozzarella Stuffed Breadstick with Marinara Dipping Cup
  - Mixed Vegetables
- Home Style**
- Tater Tot Hot Dish Mixed Vegetables WG Dinner Roll
- Deli**
- Ham, Turkey and Cheddar Sub
  - Steakhouse Potato Salad
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

11

- Taco Tuesday!**
- From the Grill**
- Chicken and Cheese Quesadilla Refried Beans
- Home Style**
- Walking Taco on Nacho Dorito Chips Refried Beans
- Deli**
- Homemade Grilled Cheese
  - Creamy Tomato Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

12

- From the Grill**
- "Chicken and Waffles!" Natural Chicken Tenders WG Waffle
- triflaters*
- Home Style**
- "Chicken and Waffles!" Natural Chicken Tenders WG Waffle
- triflaters*
- Deli**
- Chicken Caesar Wrap
- Potato salad*
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

13

Winter Wellness Day! Breakfast only, no lunch, no snack

14

No School

17

- From the Grill**
- Homemade Sloppy Joe on WG Bun
- or Rib sandwich & potato wedges*
- Home Style**
- Ham and Swiss on Croissant
  - Chicken Noodle Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

18

- Taco Tuesday!**
- From the Grill**
- Taco Truck Burritos (New!) in TWO VARIETIES! with Cilantro Lime Rice
- Home Style**
- (Low-Fat) Loaded Beef Nachos with Cilantro Lime Rice
  - Taco Topping Bar
- Deli**
- Turkey BLT on Sub Roll
  - Broccoli Cheese Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

19

- From the Grill**
- Chicken Nuggets with WG Dinner Roll
  - Mashed Potatoes
- Home Style**
- Turkey Pot Roast in Gravy with WG Dinner Roll
  - Mashed Potatoes
- Deli**
- Chef Salad w/Chicken & Cheese
- Pot pie soup*
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

20

- From the Grill**
- (Cheese) Hamburger on WG Bun
  - Potato Stars
- Home Style**
- (Cheese) Hamburger on WG Bun
  - Potato Stars
- Deli**
- Cuban Flatbread Sandwich
- dumpling soup*
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

21

- From the Grill**
- Stuffed Crust Pepperoni Pizza
  - Honey-Glazed Carrots
- Home Style**
- Stuffed Crust Cheese Pizza
  - Honey-Glazed Carrots
- Deli**
- Turkey Sub
  - Vegetarian Minestrone
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

24

- From the Grill**
- Chicken Patty - Hot and Spicy Whole Grain Bun Tater Tots
- Home Style**
- Veggie Burger Spicy Black Bean (Morningstar, nut free) Tater Tots OR
  - (Cheese) Hamburger on WG Bun Tater Tots
- Deli**
- Ham, Salami & Provolone Cheese Sub
  - Beef and Vegetable Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

25

- Taco Tuesday!**
- From the Grill**
- Pork Taco on Soft Shell Tortilla
  - Refried Beans
- Home Style**
- Chicken Taco on Soft Shell Tortilla
  - Refried Beans
- Deli**
- Homemade Grilled Cheese
  - Creamy Tomato Soup
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

26

- From the Grill**
- Kick'n Chicken-Crispy Patty with Pepper Jack Cheese Whole Grain Bun
  - Oven Baked French Fries
- Home Style**
- BBQ Teriyaki Chicken Seasoned Brown Rice
  - Mixed Vegetables
- Deli**
- Southwest Chicken Salad
- Rice soup*
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

27

- Rice Krispie Treat Offered with meals in all lines**
- From the Grill**
- Mini Corn Dogs
  - Chex Mix - Cheddar
  - Honey-Glazed Carrots
- Home Style**
- Pasta with Chicken Alfredo or Pasta with Chicken Cajun Alfredo Garlic Breadstick
  - Honey-Glazed Carrots
- Deli**
- Chicken Caesar Wrap
- potato salad*
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack

28

- From the Grill**
- Pepperoni Pizza - Slice
  - Whole Kernel Sweet Corn
- Home Style**
- Cheese Pizza or
  - Homemade Taco Pizza
  - Whole Kernel Sweet Corn
- Deli**
- Garden Salad with Diced Chicken White Chicken Chili
- Grab and Go**
- Panther PBJ Pack
  - Panther YOGURT Pack



# WEST SALEM SCHOOL DISTRICT 2019-2020 CALENDAR

AUGUST 2019				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER 2019					20
M	T	W	T	F	
NS	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

OCTOBER 2019					21
M	T	W	T	F	
	1	ER	3	4	
7	8	9	10	11	
14	15	16	17	NS	
21	22	23	24	NS*	
28	29	30	31		

NOVEMBER 2019					18
M	T	W	T	F	
				1	
4	5	ER	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	NS	NS	NS	

DECEMBER 2019					15
M	T	W	T	F	
2	3	ER	5	6	
9	10	11	12	13	
16	17	18	19	20	
NS	NS	NS	NS	NS	
NS	NS				

JANUARY 2020					21
M	T	W	T	F	
		NS	2	3	
6	7	8	9	10	
13	14	15	16	17	
NS*	21	22	23	24	
27	28	29	30	31	

FEBRUARY 2020					19
M	T	W	T	F	
3	4	ER	6	7	
10	11	12	13	NS	
17	18	19	20	21	
24	25	26	27	28	

MARCH 2020					20
M	T	W	T	F	
2	3	ER	5	6	
9	10	11	12	SD	
16	17	18	19	20	
23	24	25	26	NS*	
30	31				

APRIL 2020					20
M	T	W	T	F	
		1	2	3	
6	7	8	9	NS	
NS	14	15	16	17	
20	21	22	23	24	
27	28	29	30		

MAY 2020					20
M	T	W	T	F	
				1	
4	5	6	7	8	
11	12	ER	14	15	
18	19	20	21	22	
NS	26	27	28	29	

JUNE 2020					4
M	T	W	T	F	
1	2	3	4	SD	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

**First Day of School: September 3, 2019**  
**Last Day of School: June 4, 2020**  
**Graduation Day: May 24, 2020**  
**Early Release Days:**  
 October 2, November 6,  
 December 4 February 5,  
 March 4, May 13  
**October 21: Annual Meeting (tentative)**

**SERVE WITH PASSION TO IGNITE CREATIVITY, INNOVATION, AND EXCELLENCE**

**NS = No School for students**

**ER = Early Release (Students dismissed at 12:20, Buses leave at 12:30)**

**SD = Snow Day or Make-up dates (March 13, June 5)**

**\* = Teacher Inservice (August 27 & 28, October 25, January 20, March 27 + 2 Floating)**

11/27/17

# WEST SALEM SCHOOL DISTRICT 2020-2021 CALENDAR



\*\*Summer School July 20-August 7, 2020

AUGUST 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2020					21
M	T	W	T	F	
	1	2	3	4	
NS	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

OCTOBER 2020					20
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	ER	15	16	
19	20	21	22	23#	
26	27	28	29	NS*	

#No school for Elementary & Middle students only

NOVEMBER 2020					19
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	NS	NS	NS	
25	30				

DECEMBER 2020					17
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	NS	NS	
NS	NS	NS	NS		

JANUARY 2021					19
M	T	W	T	F	
				NS	
4	5	6	7	8	
11	12	13	14	15	
NS*	19	20	21	22	
25	26	27	28	29	

FEBRUARY 2021					19
M	T	W	T	F	
1	2	3	4	5	
8	9	ER	11	12	
15	16	17	18	19#	
22	23	24	25	26	

#No school for Elementary & Middle students only

MARCH 2021					21
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	SD	
15	16	17	18	NS*	
22	23	24	25	26	
29	30	31			

APRIL 2021					19
M	T	W	T	F	
			1	NS	
NS	SD	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

MAY 2021					20
M	T	W	T	F	
3	4	5	6	7	
10	11	ER	13	14	
17	18	19	20	21	
24	25	26	27	28	
NS					

May 12-ER  
\*ER K-8 Only  
\*9-11 No School  
\*12-SEP presentation day

JUNE 2021					3
M	T	W	T	F	
	1	2	3	SD	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29				

**First Day of School: September 1, 2020**

**Last Day of School: June 3, 2021**

**Graduation Day: May 30, 2021**

**Early Release Days:**

**October 14, February 10, May 12**

**SERVE WITH PASSION TO IGNITE CREATIVITY, INNOVATION, AND EXCELLENCE**

**NS = No School for All students**

**# = No School for Elementary & Middle School students**

**ER = Early Release (Students dismissed at 12:20, Buses leave at 12:30)**

**SD = Snow Day or Make-up date (March 12, April 6, June 4)**

**\* = Teacher Inservice (August 25 & 26, October 30, January 18, March 19 + 2 Floating)**

February 2020

# Middle Years

Working Together for School Success



## Short Stops

### Stay informed

Want to connect with your child's school on social media? Make sure to select the official page so you'll know the information is trustworthy. Click on social media icons on the school district's website, or contact the office to ask for links.

### Special siblings

A youngster with disabilities can require extra time and energy from parents. To help your other children feel important, too, try to give them some undivided attention each day. For example, you might play a board game in the evening or have a one-on-one talk before bed.

### A taste of learning

Encourage your middle grader to "chew on" information he learns—just like he would a tasty snack! For instance, rather than simply memorizing the First Amendment to the Constitution, he could mull over ways he has used his right to free speech or to "peaceably assemble." Perhaps he wrote a letter to the editor or went with you to a rally.

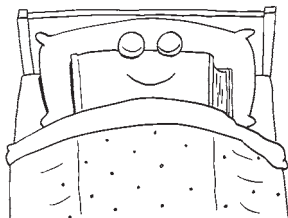
### Worth quoting

"It takes as much energy to wish as it does to plan." *Eleanor Roosevelt*

### Just for fun

**Q:** Where do books sleep?

**A:** Under their covers.



## Ways to manage stress

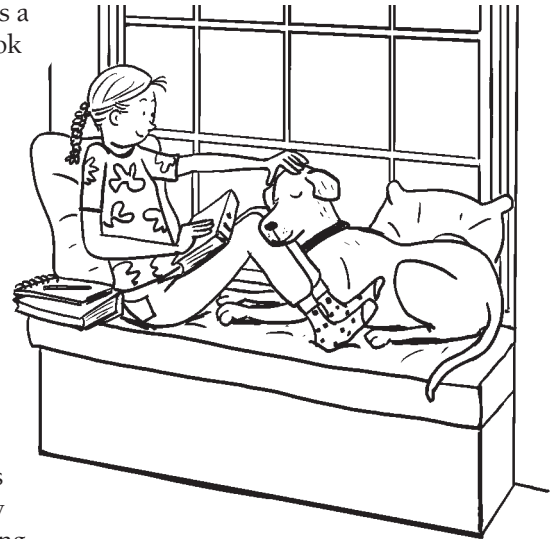
Anna, a typical middle grader, has a lot on her plate: schoolwork, yearbook committee, and sports. While she gets stressed from time to time, she uses strategies like these to cope—and your tween can, too.

### Reduce triggers

Encourage your child to make a list of what stressed her out this week. *Examples:* "taking a pop quiz," "preparing for the student council meeting." Suggest that she identify what's behind the stressors (being unprepared, leaving things until the last minute) and plan ways to overcome them. She could review her notes each evening or start getting ready for meetings sooner, for instance.

### Offer ideas

Share ways you deal with stressors such as a train delay or a computer problem. Maybe you look at a photo of a loved one or picture a peaceful scene like falling snow. Then ask your tween to name ways she could work through her stress, like taking deep breaths or snuggling with her dog.



### Turn to others

Let your middle grader know that she can come to you when she's stressed. Also have her think of other people she could turn to, such as friends, her school counselor, or her coach. She can talk about what's bothering her and learn strategies for dealing with it.

*Note:* If stress seems to be interfering with your child's daily life, talk to her pediatrician. 👍

## A+ attendance

The first step toward doing well in school is to show up! As the school year continues, encourage your child to keep up good attendance with these tips.

■ **Set expectations.** Weave comments into your conversations that make it clear how important you consider attendance. ("I scheduled your dentist appointment for 3:30 p.m. so you won't miss anything in 7th-period science.")

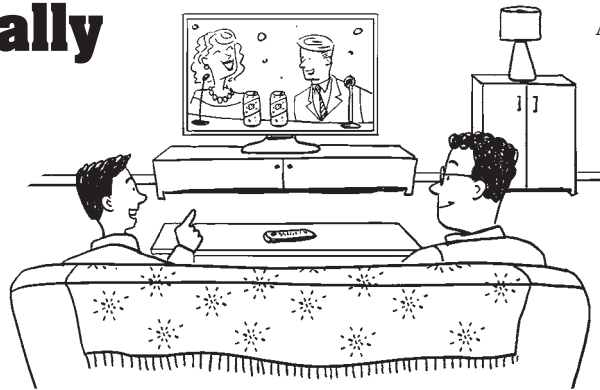
■ **Know school policy.** If your middle grader misses school because he's sick, use the policy to help you decide when he can return. For instance, if he has been fever-free for the required amount of time and feels better, he could go back to school. 👍



# Think critically about ads

Evaluating advertisements is an important part of being a critical thinker and a savvy consumer. Share this advice with your middle grader.

**Product placement.** When you and your child watch TV or movies, try to spot brand names. Maybe the judges on his favorite talent show always drink a certain brand of soda.



Ask why he thinks that is. Do all the judges just happen to like it? Maybe—but the soda company pays the show to feature the product. Can your tween figure out the unstated message? (If famous people drink it, maybe he should, too!) He'll learn that ads aren't always obvious and start to think more critically about them.

**Targeted advertising.** Did your tween ever look up a sports team online, then see an ad for game tickets on another site? Web browsers use “cookies” to determine who gets which ads. Your middle grader should consider who the advertiser is (perhaps a ticket reseller), why he's seeing the ad (he's a fan of the team), and what isn't stated (how much tickets are marked up). 👍

.....

## Q & A Changing friendships

**Q** My daughter seems to have a different best friend every week. Is that normal for this age?

**A** Friendships can change frequently in middle school. It's typical for kids to outgrow relationships and to feel closer to one friend than to another as their interests and maturity levels change.

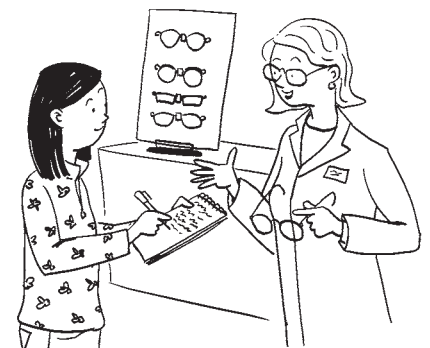


## Practical writing

Writing isn't just something your tween does in school—it's important in daily life, too. Encourage her to practice different types of writing at home with these activities.

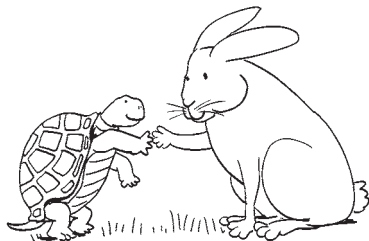
### To inform

Your child could interview relatives about their jobs. What does a typical day on the job look like? What do they like best about their work? She can write and share a “Who's Who” to help family members learn more about each other. *Example:* “Aunt Cora is an optometric assistant, which means she works alongside eye doctors. Her favorite part of her job is helping patients pick out glasses.”



### To entertain

Suggest that your middle grader write a script for a silly skit. She can include dialogue and stage directions (notes that tell actors what to do). Encourage her to consider her audience—if her skit is for younger siblings, what will they find funny? Then, she and her friends could practice the skit and perform it for their audience. 👍



Let your daughter know that no matter who her “best” friend is, she can remain friends with many people. Mention the various social circles in your own life, such as your book club friends, work buddies, and college roommates.

Also, remind your child to treat everyone kindly, including classmates she may have grown apart from. Remaining friendly will leave the door open for spending more time together in the future. 👍

## Parent to Parent Take pride in your work

This year, my son Aidan started rushing through his assignments and making careless mistakes. I wanted him to take pride in his work like he did when he was younger, so I had an idea.

I pulled out a storage bin full of papers and projects we'd saved from Aidan's elementary school years. We took a nice trip down memory lane as we

admired stories he'd written, pictures he'd drawn, and tests he'd done well on. Seeing his old papers made Aidan realize how nice it feels to be proud of your work.

Now Aidan has started saving his middle school work, too. I'm not seeing as many careless errors—I can tell he's trying harder. I know we'll enjoy looking through his collection when he's in high school! 👍



### OUR PURPOSE

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

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