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GO COBRAS!

## What's Happening at Creekside?

As fall is slowly turning into winter, so are things changing here at Creekside. Our football and volleyball season is coming to an end. Basketball and Cross Country are now beginning. The students are no longer unaware of rules and expectations. They are beginning to mature and are focusing on their work. Speaking of work...

We only have two and a half weeks until Thanksgiving break and then only three weeks after that until Christ-

mas break. There is always a lot going on around the holidays, but we still need to keep our focus on doing well in school. Benchmarks will be happening on Wednesday, November 15th. The 7th graders will be taking a writing benchmark while the 6th and 8th graders will be taking a reading benchmark. There is not really any studying that can be done for this kind of testing, but please make sure your student gets a good night's rest and a good breakfast in the morning so they can per-

form well. All students have been doing well in their classes and we expect that to reflect on these tests.

Have a fun, safe and (hopefully) relaxing Thanksgiving Break!



## Upcoming Holiday Program

On Friday, December 8th GBCHI students will be presenting a Holiday Program at Hall Elementary. Permission slips will be sent home soon for your child to partici-

pate. All students with permission will be staying after school on that day and bussing over to Hall for the performance. Our students will be performing a skit. Practices

will be held before school. More details to follow.











### Ways to contact us:

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## Schedule of Events

- 2nd - 8th grade fieldtrip with Social Studies classes
- 8th—Scholastic Book Orders Due!
- 11th—LDC Veteran’s Day Parade
- 15th—Benchmark Testing
- Week of the 20th-24th—Thanksgiving Holidays/No School
- 27th-29th—6th grade Research Project in the library

# November 2006

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 	3	4
5	6	7	8 	9	10	11 
12	13	14	15 	16	17	18
19	20 No School	21 No School	22 No School	23 	24 No School	25
26	27 	28 	29 	30		

## From the Desk of Ms. Traynor

We have finished our first Unit in Language! Read below for more details concerning your student’s new Unit.



### Periods 2/4 and 3/6

Unit 8 “Sing A Song” - Major themes are whale songs, Woody Guthrie, and songs and instruments from Vietnam and Scotland. Language elements to be learned are digraphs (ch, sh, th, wh and ng) and the trigraph (tch), compound words, adding -es to plural nouns and present tense verbs, irregular past tense verbs, simple, complete and compound predicates, transition words for classifying informational text, fact and opinion and paragraph organization.

### Periods 1/5

Unit 10 “Take Time” - Major themes are time, time zones, calendars of the past, clocks, sundials and time travel. Language elements to be learned are long vowels, VC+final e, adding suffixes, contractions, common vs. proper nouns, concrete vs. abstract nouns, future tense, compound sentences, transition words for time sequencing informational text and context clues.



**School-wide Book Fair coming in December!**

### FYI

All 6th graders will be participating in a research project as part of our library experience Nov. 27-29.



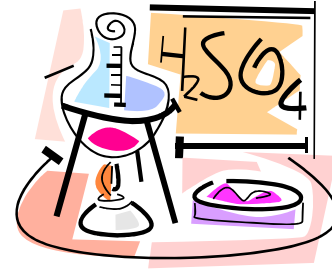
In last month’s newsletter I mentioned beginning novels soon. I have decided to postpone the novels until January. The novels will be a long-term project and I don’t want interference from the holidays.

## From the Desk of Mrs. Myers

October has come and gone. That month just flew by. I guess the old saying is true "Time flies when you are having fun." One nine weeks down and three more to go! I am very proud of my students' achievements on their report cards in science. My students work extremely hard and want to do a good job on whatever it is we are working on in class. My one request for my parents and students is to study at home. I can only do so much in a 50 minute period and I expect my students to study what materials I have given them to study at home. I do not want them expecting to

come to school and "cram" the first 15 minutes of class. The students are responsible for that at home. I am not saying it is all of my students that are trying to get away with this, but I do want the parents to be aware of what I would like to see in the future. I feel the students are capable of doing their share at home to make science a successful class for them.

On a lighter note, my 1st and 6th period classes will do a couple of microscope labs in the near future and review the parts of a microscope. I know the students love to have as many



hands on activities as they can "get their hands on"!

My 2nd and 5th period science classes are moving right along and are doing a fine job at that. I am proud of my students (and parents) in these classes for making the transition from self contained science to co-teach science so successful! Keep up the great work and motivation.

## From the Desk of Mr. Porche

It is hard to believe that November is rolling in, weather is slowly changing, and leaves are turning golden brown. There has been a lot of changes going around here lately, one of the biggest changes is the students are learning so much in Social Studies and Math. I am still continuing to teach world history and allowing the students to bring in small clips of what they have seen or heard from the news. The theme is, "What is happening in the world that makes history a "history"? There has been some interesting discussion and topics that we de-

bate among each other to encourage communication and dialogue. Speaking of math, we are doing measurements ranging from weights to length. The students have been motivated and finding that math can be so much fun! Who thought about measuring their own feet in FEET! Get it?

There are several things that will be happening: the SDAA benchmark as many of you know will be coming up soon so give them a big meal and good night sleep. Holidays are coming around the

corner and this provides the opportunity for your child to rehearse their work so they maintain their knowledge. As I say, "Knowledge is one part of higher awareness; communication is the other part that stimulates knowledge."



# Homework Survival Guide

Taken from a Parent Handout written by Peg Dawson (past President of the National Association of School Psychologists)

## I. A Place To Work

A. Find the Right Place. In some families, having a central location where all children in the family do their homework works best. In other families, each child has his/her own study place, usually at a desk in the bedroom. What works for you depends on your children. Think about possible distractions that will need to be avoided (a nearby television, the telephone, etc.) when planning your child's workspace.

B. Gather Necessary Materials. Youngsters can waste a lot of time tracking down things like pencils, paper, rulers, etc. when beginning their homework. To avoid this, stock your child's study area with these materials and any other he/she is likely to need, such as a dictionary, highlighters, scissors, glue, colored pencils, etc.

## II. Organizing Homework/Setting Priorities

A. A homework session should begin by reviewing what the day's assignments are. It is probably a good idea to draw up a list of assignments on a separate sheet of paper so that you can then help your child prioritize and break down longer tasks into shorter ones. Have the child decide what order he/she will complete the work. Allow for break time as necessary.

B. Sometimes it is difficult for students to complete homework because of other obligations they may have (sports, scouts, chores, etc.). You may find it helpful to put together a weekly calendar to keep track of these activities. Once a week, sit down with your child and fill out (or review) the weekly calendar together.

## III. Getting Started

As mentioned above, it is usually best to have the child begin with a task that they consider "easy." For many youngsters, just getting started on homework seems like an insurmountable obstacle. Here are some suggestions for handling this problem:

1. Sit with your child for the first five minutes to make sure he/she gets off to a good start.
2. Talk with your child about his/her assignments before beginning. This is particularly important for written language assignments or more open-ended tasks. Children often need to be "primed" or activated for their best efforts to come out. This is particularly true for youngsters who may have difficulties with verbal fluency or word retrieval.
3. Orient your child to his/her assignment; walk him/her through the first one or two problems to make sure he/she understands what he/she is supposed to do.
4. Build in a short break relatively quickly if getting started is a problem.