

Monday's News



END OF THE YEAR MIDDLE SCHOOL DANCE

Friday May 29, 2009

7-9 PM

It will be held under the tent in the back of the school. Tickets will be sold at the door for \$5 (exact change). Anyone who would like to chaperone, please call Donna Spak at (570) 430-4522 or email her at spak5062aol.com. Donations of snacks and drinks from parents of middle school students would be greatly appreciated.

Scranton/Wilkes-Barre Yankees Baseball Game

Students part of the Bus Mentor and National Junior Honor Society Programs got to go to a baseball game for the SWB Yankees vs. The 'Clippers'. The Yankees might have lost (1-4) but everyone who went had a good time. Taylor Roberts also caught a fly-away ball!



PHOTOS NEEDED!

If you have photos from any of our many BCCCS spring events, please share them with the yearbook committee. We can't be at every event or field trip, but we would LOVE to have them represented in the yearbook! Please e-mail them to Kim Blazejewski (kblaze@ptd.net), burn them onto a photo CD or drop them off (Attn: yearbook committee) to the school's office. Put your child's name & grade on the front of the envelope and we will make sure that they are returned to you. *Thanks for helping make our yearbook even better and more memorable!*

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LUNCH MENU

Monday: No School

Tuesday: Mexican Fiesta Taco
Salad or Chicken
Nuggets

Wednesday: Beef Ravioli or
Pizza

Thursday: Chili Dog or Chicken
Nuggets

Friday: Spring Festival: Bring
Bag Lunch

Middle School House Points

Green House

Week – 11,829 points, 625 demerits

Quarter – 44,024

Year – 290,780

Blue House

Week: 21,065 points, 50 demerits

Quarter: 60,367

Year: 284,135

Upcoming Dates:

May 27: Spring Concert at
Scanlon Gym in King's
College

May 28: 8th Grade Tour at
Coughlin

May 29: Spring Festival/
Middle School Dance

KIDS KORNAR

YourGen.com
GoJoin.com

Joke of the Week!

MATH TEST

C+



What did the pirate get on his math test?

A High Sea!



Fact of the Week!

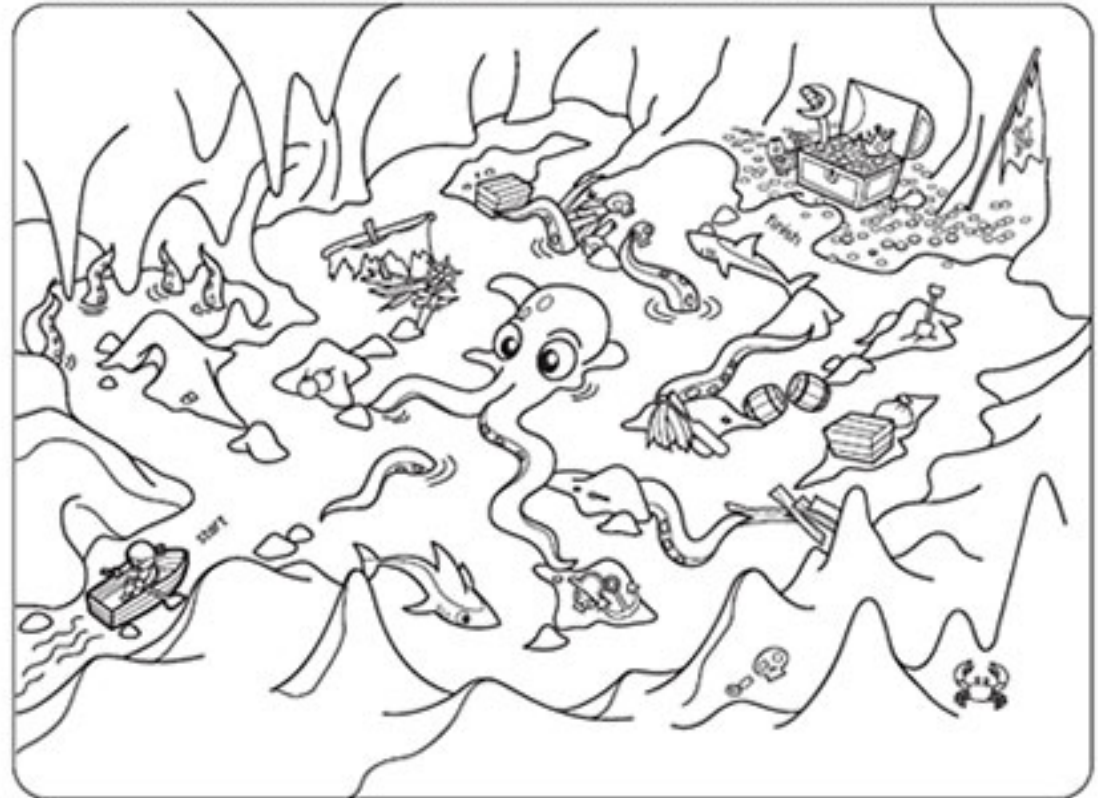


Ducks' feet have no nerves or blood vessels. This means ducks never feel the cold, even if they swim in icy cold water. They were once wild until they were domesticated by the Chinese many hundreds of years ago.



Pirate's Cove Maze

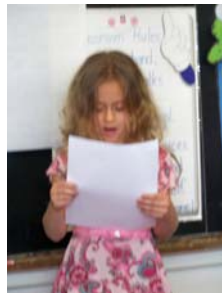
Fun! Help the pirate in the rowboat make his way to the treasure!



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Mother's Day Tea

At the Mother's Day Tea the Kindergarten students enjoyed serving their mothers iced tea and snacks. They also gave their mothers little gifts that they had made for them, sang them some songs and read aloud to them the "Why I Love My Mom" letters that they had written.



Congratulations to James Meyers, a third grade student in Mrs. Sipler's class upon his recent graduation from speech therapy. James likes to play basketball, participate in bike races and skateboard. James would one day like to become a basketball player. Great job James and see you on the court!



School Lunch Account Notice

Just a friendly reminder as the end of the school year draws near. Effective Monday, June 1st – no credit will be extended to students for breakfast or lunch. If a student does not have funds in their lunch account to purchase a school breakfast or a school lunch, they must bring a lunch from home.

Parents are reminded to check their children's lunch accounts. Students running a negative balance must remit payment in full before the last day of school. We will not issue report cards to students who have a negative balance in their lunch account.

Any funds remaining in a student's lunch account will automatically carry over until next year. Students who are graduating will have any balance returned to their parent or legal guardian of record via mail before July 1st. We appreciate your cooperation.

Parent Satisfaction Survey Reminder

Parent satisfaction surveys were mailed to the home of each student for their parents to complete and return to the school. The involvement of families in our school is one of the pillars on which the school was founded, and your honest feedback is very important.

We attempted to keep the survey as short as possible yet maintain our ability to gather meaningful information that can allow us to adjust course if necessary. The information received is compiled and used by the staff, administration and Board of Trustees when making decisions and to determine the effectiveness of how we deliver services to our students.

It is important that you complete a separate survey for each child. In some cases, there may be a special supplement inserted into the survey. This helps us evaluate additional services we provide for students who qualify for Title I or Special Education services.

This is a confidential and anonymous process, unless you voluntarily place your name on the survey. We only identify the classroom teacher on the survey form so we know how to analyze the data we receive— we have no way of knowing what parent completed the survey.

You have two options to return the completed surveys. You can place the completed survey in a sealed envelope marked "Survey" and have your child return it to the classroom teacher. In this situation, your child will receive a "free homework pass" for returning the survey. The second option is to bypass the classroom teacher and school office and mail the completed survey to the post office box indicated on the survey form.

We ask that you return all completed surveys by Monday, June 1, 2009. We also encourage any written comments or suggestions. Please feel free to attach any additional written comments or suggestions on a blank piece of paper and return it with the completed survey form. We appreciate you taking the time to complete this survey completely and honestly.

Tips for Helping Children With Reading Comprehension Difficulties

Does your child have difficulty remembering or understanding what he/she reads? If your child reads slowly and struggles with words that should be familiar, then it is probable that your child does not comprehend what he/she is reading. As your child progresses through school, the inability to read comprehensively affects how he/she gains knowledge. Below are strategies to assist parents in improving their child's reading comprehension skills.

Improve Decoding Skills

In order for children to understand what they read, they must first be able to read words on the page. They must be aware of letters and the sounds they make and understand that they must blend these sounds to make words. This is decoding. Good readers determine if the words they read make sense in a sentence. If the words do not make sense, they go back and try reading those words again. Prompt your child when he/she reads a word incorrectly by asking, "Does that word make sense in the sentence?" If he/she responds "no," have the child decode the word(s) and reread the sentence.

Improve Vocabulary Skills

Reading comprehension improves when a child understands vocabulary words in their context. As your child reads, have him/her make a flashcard for each unfamiliar or difficult word. Help your child look up the meaning of the word in the dictionary or glossary and talk about its meaning in the context of the sentence.

Improve Active Comprehension Strategies

Good readers use strategies to prepare themselves for reading a particular text. These strategies may include:

- Making predictions while they are reading.
- Making connections to what they already know.
- Determining the meanings of unfamiliar words based on context clues.
- Interpreting the text (following printed directions, understanding a sequence of events, understanding and interpreting the mood of the story and feelings of the characters).
- Generalizing how the ideas revealed in the text may apply to future readings (a chronicle of historical or scientific events).

Struggling readers have difficulty with all of the skills above and therefore, require more instructional time and practice. Below are general activities to do with your child at home to improve active reading comprehension skills. Help and encourage your child to prepare to read for pleasure or complete classroom assignments using the tips below.

- "Walk" through the story (or assignment) page by page and look at pictures, illustrations, headers, sidebars, etc. This helps the child prepare for the information he/she is about to read as well as improve comprehension and concentration.
- Separate what the child is reading into story grammar components: setting, main character, action, and outcome.
- Take turns reading aloud and find places to stop, discuss, make comments, give opinions, and relate to personal experiences. When parents read aloud, they should model correct inflection and feelings.
- Listen to your child read aloud for a few minutes every day. The length of time should be appropriate for the child's age (a minute for every year of age). The book he/she is reading aloud should be at a level slightly below his/her classroom instruction in order to foster reading fluency. Ask your child's teacher for a suggested booklist.
- Reread favorite books. Rereading familiar books provides good practice for fluency and decoding. Your child should be able to read at a smooth, conversational pace.
- Read aloud to your child often from a book, magazine, or newspaper article. This helps build vocabulary. Ask questions frequently about the content and details, and ask him/her to retell the story to check the level of understanding.
- Talk about what your child reads to you. This helps him/her remember and think through the themes of the book. Ask your child questions about the content of the book before, during, and after reading. Use pictures or illustrations to extend discussion about the story or topic.
- Explore different forms of reading material. Take a trip to the library; check out a book and its companion audio tape or CD. Have your child read aloud with the narrator of the book while listening to the text on tape or CD. This helps the child learn to emulate inflection and feeling.
- Provide age-appropriate magazines! Children will read books and magazines over and over when it's something they have an interest in. Larger bookstores have a huge selection of books and magazines spanning from sports to doll collecting. Allow your child to choose his/her reading material by providing several choices and allowing him/her to make the final decision.
- Find popular children's books that are now available as screenplays on video or DVD. Have your child read the book version and then, watch the screenplay. Talk about the similarities or differences between the book and the screenplay. Ask your child how the screenplay compares to what he/she visualized while reading the book.

It is extremely important that parents are active, encouraging, involved, and most of all, setting the example that reading is important. Consult your child's teacher for information and guidance in selecting the appropriate level of reading materials outside the classroom. Ask him/her for other helpful reading strategies to ensure that your child is getting all the help he/she needs to become a successful reader.

Information was obtained from Super Duper Inc.