



Greetings Garwood Families,

Thank you for your patience and understanding during the winter wonderland that we've had. Our students have been using their growth mindset and have continued to work hard despite the snow days. Additionally, I want to thank you and remind you all, to keep bundling up your children as the wind chill and the temperatures continue to remain below freezing.

We are so excited for student-led conferences this week! As a reminder, the school day consists of the "scheduled conference time only", there will not be typical school hours nor will busing be available on March 7th. Your child(ren) will participate in their conference and this will count for their daily attendance. So that your child may have your full attention during their conference time, GE staff will provide child care for siblings for the scheduled conference time only. We can't wait to see you and have your child(ren) share their achievements!!!

~Monique

Monique English, Principal
Phone: 208.687.1265 ex 4499
Email: monique.english@lakeland272.org

Calendar Reminders From the Garwood Office

- March 4th - 7th BOGO Book Fair in the Library
- March 7th - Student Led Conference 8am - 7pm
 - BASE is still open 6:30am - 6:00pm for those already enrolled.
- March 18th - class photos
- March 22nd - No School
- March 25th - 29th - SPRING BREAK 🌴

Drop Off Reminder

Garwood Parents, please help us to keep our parking lot safe for students, staff and parents. Remember that the drop off loop is for dropping off your students, not for parking. The parking area is for parking, letting your student out, or walking your student in. It will help the flow of traffic if you do not park in the drop off loop in the mornings, or drive through the parking area, letting your children out to walk across the parking lot instead of the drop off loop.

Thank you for your help. Together we can create a safer drop off environment for our students.

From,

Mr. Helgeson

Principal's Assistant

russell.helgeson@gmail.com

208.687.1265 Ex:4423

Coming Up In March

SPRING BOGO BOOK FAIR!!!!



Book Fair time is here!!! It is Buy One Get One on everything at the Book Fair! Please remember there is **tax** on all items. Our Book Fair will be March 4th - 7th. Hours are 8:30 - 3:30 with the exception of **Thursday March 7th being our late night until 6:00!** The Book Fair accepts cash, checks (made out to Idaho Book Fairs), debit and credit cards!

See you in the library,

Mrs. Z.



Class Photos from Leo's

Wear your best and brightest smile for our annual class photos. Leo's will be at Garwood March 18th.
Photo packets will be sent home soon.



Garwood Spring Concert

3rd, 4th, and 5th grade students

Come watch an excellent instrumental performance by Garwood Music students on March 14th @ 1:30 and 5:30 p.m. Third graders will be performing songs on Boomwhacker Percussion while 4th and 5th grade students will be performing songs on the Recorder.

Hope to see you there,
Mr. Morrison

PTO Meetings at Garwood Elementary 2018

Date:	Time:
March 19, 2019	3:15 PM
April 16, 2019	3:15 PM
May 21, 2019	3:15 PM



Shout out!!!



Thank you to Mr. Hill, our Head Custodian, for keeping the walkways free from all the ice and snow that bestowed itself upon Garwood this February.



Big Thank you to Willamette Dental Group for providing our 1st grade students with over 100 toothbrushes. The best thing for your teeth is to brush them two to three times a day. Thank you so much, and thank you for caring for your community.

From the Assistant Superintendent

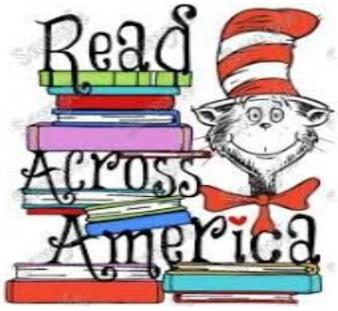
Dear Parents,

If you have preschool-aged children at home (2-5), we have a program for you! The Lakeland Literacy Project is proud to present “Literacy for Little Ones” at the District Office. Come join us as we share a fun picture book and enjoy art activities that celebrate the learning we do that day. We will host “Literacy for Little Ones” every month on the following dates:

Monday, March 18th

Monday, April 22nd

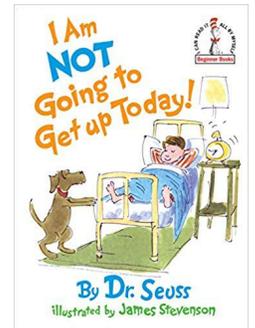
Monday, May 20th



DRESS UP DAYS MARCH 11-15

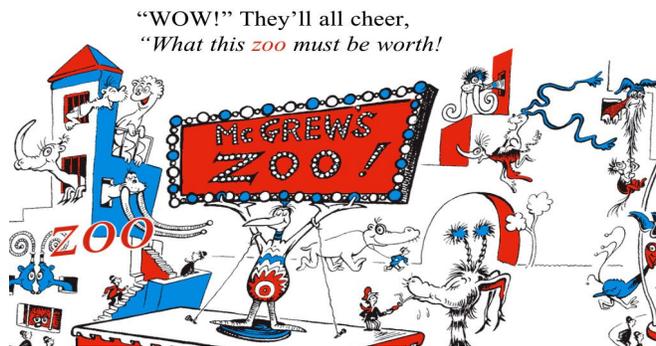
MONDAY - "I AM NOT GOING TO GET UP TODAY"

(Don't worry it is pajama day)



TUESDAY - "IF I RAN THE ZOO"

(Dress up like your favorite animal)



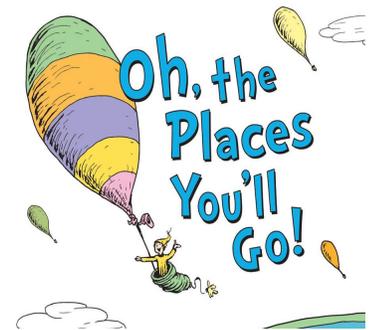
WEDNESDAY - "WACKY WEDNESDAY"

(Crazy Hair Day)

THURSDAY - "OH, THE PLACES YOU'LL GO!"

("When I grow up I want to be a...")

dress up like the job you want when you grow up)



FRIDAY - "GREEN EGGS AND HAM"

(Wear green from head to toe, any green would go)

Please join Garwood Elementary for:

Fit for Bloomsday

Starts: Tuesday, March 19th

Ends: Thursday, May 2nd

WHO: All Students, Parents, Grandparents, Aunts, Uncles, and Guardians

WHAT: Please join us by supporting our student body in their annual Fit for Bloomsday fitness program.

WHEN: Tuesdays and Thursdays starting
March 19th during your student's
lunch recess.

Recess Times: K- 11:40-12:00
1st- 11:50-12:10
2nd- 12:00-12:20
3rd- 12:10-12:30
4th- 12:20-12:40
5th- 12:30-12:50
6th- 12:40-1:00



WHERE: Students- During your lunch recess meet outside of the gym in the breezeway.
Parents and Supporters- Please check in with the office each day to sign in and out. You will also be asked to have your driver's license scanned, if you have not done so yet this school year. Please join us and get your running tag. The kids love seeing their families running with them! Parents and supporters who participate get their laps added to the classroom of their choice!!! **We are also asking for licorice donations for our participants, which can be turned into the office.**

* We would encourage younger siblings not to participate due to safety concerns.

WHY: To get in shape for cross country, baseball, soccer, basketball, SPRING DASH, BLOOMSDAY, and strong healthy bodies - - not to mention exciting classroom competitions, raffles, awards, achievement certificates, prizes, and goodies.

BONUS: Only student participation in the Spring Dash and Bloomsday running events count towards their Fit for Bloomsday distance tracker. Students **MUST** turn in their running number for verification. No "at home" running will be counted towards a student's distance tracker, as it cannot be verified.

NOTE: This is an extra activity that does not have to be done by everyone. In order to participate in this program, the following permission slip **MUST** be completed and returned bottom portion to your student's teacher. Signing up for this program does not mean you have to run

in the Bloomsday race. However, if you and your family would like to participate in Bloomsday, you can find all the information you need at www.bloomsdayrun.org.

Yes, I would like to sign up for the Fit for Bloomsday running program! I understand it is a voluntary program and I am responsible for any injuries my child may incur. By signing this permission slip, I authorize my child to participate in Fit for Bloomsday and the possibility of a photo of him/her to be published.

**All student forms received after March 14th may participate in Fit for Bloomsday, but will not qualify for any of the prizes.*

Student Name: _____

Teacher Name: _____

Parents or Guardian Signature: _____

PLEASE RETURN THIS BOTTOM PORTION TO YOUR TEACHER
NO LATER THAN WEDNESDAY, MARCH 14TH



Classroom Lessons:

Kindergarteners-3rd graders have continued discussions on self-control (personal space and "erupting"), kindness, and tattling vs. reporting.

Currently, our 4th-6th graders are exploring ways to be kind and inclusive to all students. We are discussing ways to show kindness, empathy, and strategies to use if someone needed help with another individual. Please ask your student to share with you their favorite part of these lessons.

Please feel free to email me anytime if you have questions or concerns regarding your student's success and development, cmartines@lakeland272.org (or by phone 208-687-1265).

Aloha,
Cassie Martines



Free Developmental Screener:

The Rathdrum Head Start Program is offering a free developmental screener for 3-5 year olds.

Date: March 15th

Location: 14797 N. Kimo Court
Rathdrum, ID - 83858

For information or to schedule an appointment please call 208-687-1628.

6TH GRADE PARENTS!

If you would like your 6th grader to be featured in the graduation ceremony Video, please submit baby/toddler and current photos of your student to Mrs. Martines before Spring Break, March 21st. You may email photos to cmartines@lakeland272.org or have your student bring in photos to Mrs. Martines.



Name _____ Day # _____

In each star, draw or write one way you recently filled a bucket.

I can be a bucket filler!

Copyright © 2014 by Kay Sommer - somerpride.blogspot.com

Finds ways to be a bucket filling family . . .

ROCK THE TEST

What is the ISAT?

All students will be tested in the following areas: English Language Arts/Literacy and Math. The 5th graders will also be tested in Science. The areas will have two parts: Computer Adaptive Test (CAT) Task and Performance Task (PT). The Computer Adaptive Test is similar to the assessment format students have experienced in class: multiple choice, short answer essays, and compare and contrast. The Performance Task will allow students to apply their knowledge within a real life situation.

If you would like more information about the ISAT, you may visit the Idaho State Department of Education website at <http://idaho.portal.airast.org/>.

DON'T FORGET to BREATHE



- B**reathe deeply
- R**est well the night before
- E**at a healthy breakfast
- A**lways read the directions
- T**ake your time. No need to rush
- H**ave confidence in yourself
- E**nergize by stretching during breaks

Testing Tips for Parents:

✓ **Regular attendance**, being on time, **good nutrition**, and adequate rest are essential components for your student's successful academic performance.

✓ Talk to your child **positively** about testing. Explain that tests are how teachers, schools, and districts measure how well they are teaching and how well students are learning.

✓ Provide a quiet, well-lit, comfortable place for studying at home.

✓ **Become involved** in your student's education by maintaining regular contact with teachers, monitoring homework and providing books and magazines for your student to read at home.

✓ Don't place too much emphasis on test scores. Too much pressure can result in

"test anxiety", a fearful condition where a student worries excessively about a test, losing confidence in their abilities and becoming very self-critical.

✓ **Encourage your student!** Students who feel good about themselves will do better on tests than students who are afraid of failure.

Election Day → Tuesday, March 12, 2019

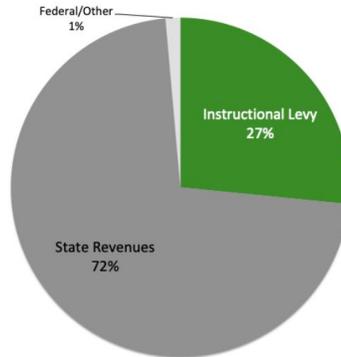


Replacement Instructional/Extra-Curricular 2-Year Levy

The Facts:

- Levy Amount = \$8,990,534 per year
- 4485 Students in the District
- 11 Neighborhood Schools
- 3100 Bus Miles each Day!
- 723 Employees

Lakeland 2018-19 General Fund Budget - Sources of Revenue



Why Run a Levy?

- Current Levy funding expires this year
- State funding alone does not support current District programming

Estimated Levy Cost per Year

(Replacement Levy Amount \$8,990,534)

Taxable Value	2019 (current)	2020	
	Instructional Levy Annual Cost	Instructional Levy Est. Annual Cost	Difference
\$50,000	\$142.44	\$135.65	-6.79
\$100,000	\$284.87	\$271.31	-13.56
\$150,000	\$427.31	\$406.96	-20.35
\$200,000	\$569.75	\$542.62	-27.13
\$250,000	\$712.19	\$678.27	-33.92
\$300,000	\$854.62	\$813.93	-40.69
\$350,000	\$997.06	\$949.58	-47.48
\$400,000	\$1,139.50	\$1,085.24	-54.26
\$450,000	\$1,281.93	\$1,220.89	-61.04
\$500,000	\$1,424.37	\$1,356.54	-67.83



*Taxable Value is Assessed Value minus any Homeowner's Exemption

How are Levy Dollars Used?

Maintain Current Levy Programs/Staffing

New Programs and Personnel

Highest # of Dual Credit students at NIC

STEM Program implementation in elementary schools

National Blue Ribbon School - Garwood Elementary

Student-Led conferences implemented in all elementary schools

LHS & THS: One of the BEST HS's in the Nation, U.S. News & World Report 80-85% of students participating in extracurricular activities

Above State average graduation rate: 92.2%

Top 10 in State for students accessing Advanced Opportunities funds

Outperformed State average on SAT scores

Significant growth on K-3 IRI scores

Maintain current staffing levels

Two additional Armed Guards, 1 each year

Full-day Kindergarten

Additional safety beacons at all schools

Advanced Learning Program

Expand Voc-Ag program from THS to include LHS

Athletic Trainers

Advanced Learning Program expanded to JHS

Continue SRO in Spirit Lake & Rathdrum

Science lab equipment and supplies

Maintain all current Extra-Curricular programs

1 to 1 Technology implementation

Armed Guard at Athol Elementary

District Statistics

*No District funds were used in the printing of this Fact Sheet

Reading Connection

Tips for Reading Success

Beginning Edition

March 2019

Lakeland Joint School District #272

From the Title I Staff

Book Picks

Read-aloud favorites

■ Shelter Pet Squad: Jelly Bean

(Cynthia Lord)

Suzannah has just become the youngest member of the Shelter Pet Squad, a group of kids who help local shelter animals. Her first mission is to find a forever home for an adorable guinea pig named Jelly Bean. Book one in the Shelter Pet Squad series.



■ In Mary's Garden

(Tina and Carson Kugler)

This biography tells how Mary Nohl loved art as a little girl and grew up to create an unusual garden. She used materials like sand, metal, wood, and rocks to make interesting sculptures, turning her garden into what would become a historic landmark.

■ The True Story of the 3 Little Pigs! (Jon Scieszka)

According to the big bad wolf, the story everyone knows about the three little pigs is wrong. And he's here to set the record straight. Readers will laugh at the wolf's elaborate tale of how he never meant to eat the pigs—he just wanted to borrow a cup of sugar. (Also available in Spanish.)



■ If You Were the Moon

(Laura Purdie Salas)

The child in this story thinks the moon just hangs around in the sky. But it really has many "jobs," from making ocean waves to waking night-time animals. This picture book uses a conversation between a girl and the moon to present scientific facts.



Pretend play boosts vocabulary

"I'm grooming my stuffed dog." "I can fix that car—I'm a mechanic!" Imaginary play gives your child chances to say words that he might not use every day. Try these ideas to grow his vocabulary through make-believe.



Find props

Give your youngster new things to talk about. You could put a wrench and a socket with his toy cars. Or offer him empty food packages to play store. When you notice him using the props, name them for him. You could say, "I see you're repairing your cars with a wrench and socket" or "Oh, your grocery store sells relish and chickpeas."

Play together

Spend time pretending with your child, and introduce new words. Maybe you'll hold a chopstick and say, "I'm a conductor. I'm using this baton to conduct the symphony." Or if you're playing vet, ask,

"What kind of dog do you have? Mine is a Siberian husky."

Act out a story

It's common for youngsters to pretend they're book characters after hearing a story. When you read to your youngster, explain unfamiliar words he can use to act out the book. If the story was about a scuba diver, perhaps he'll pretend his pajamas are a wet suit. He might turn a cardboard tube into a snorkel and go on an imaginary underwater adventure!♥

How to handle reading errors

Oops! Your youngster just goofed while reading to you. What should you do? Keep these tips in mind:

- Wait to see if she catches her own mistake. If she doesn't notice her error by the end of the sentence or paragraph, ask, "Did that part make sense?" or "What other word would make sense there?" She'll learn to *self-correct*—an important step toward becoming an independent reader.
- Resist the urge to correct every mistake your child makes. That can interrupt the flow of the story. For example, if her error doesn't really affect the meaning of the sentence (say, she reads *house* instead of *home*), consider letting her keep going.♥



“Just right” books for now—and later

Q: What are the three categories of books that help new readers grow?

A: Books that are too easy, ones that are too hard, and those that are just right!

Too easy. That favorite book you think your child has outgrown is similar to a “beach read”



for adults. She knows all the words and doesn't have to think too hard about the plot. Encourage her to relax with books like these—they build confidence and her enjoyment of reading.

Too hard. Sometimes kids want to read books that are out of reach of their reading abilities. If

your youngster has her heart set on one, read it aloud to her. She'll enjoy listening to a book she chose. Plus, she'll pick up new words and be exposed to a more complex plot.

Just right. These books are ones your child can read with a little help. To determine if a book is a good fit, have your child read the first couple of pages to you. If she knows most of the words and understands what she's reading, it's likely the book will challenge her abilities without frustrating her.♥

Fun with Words Rhyming dominoes

Forget dominoes with dots—this game uses rhyming words instead! Play it to help your child hear sounds in words.

Materials: 40 slips of paper, pencil

1. Have your youngster draw a line on each slip to divide it in half like a domino. On each half, help him write a word ending with one of these letter combinations: *all, et, in, og, un.* (Be sure to have 8 words per letter combination. Repeat words as needed.)



2. Spread the dominoes facedown, let each player take three, and flip a starting domino faceup.

3. Players take turns trying to form a chain of dominoes where rhyming words touch. Say the starting domino has *met*. If your child has a rhyme (say, *pet*), he links his domino with that one, end to end. If he doesn't have a rhyme, he takes a new domino, and his turn ends.

4. Continue taking turns, adding a rhyming domino to either end of the chain. The first player to get rid of all his dominoes wins.♥

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www.rfeonline.com
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Parent to Parent

And now...the family news

After a local news anchor visited my daughter's class for Career Day, Amelia wanted to be a reporter, too. I suggested that she interview her grandparents and deliver a news report about their activities. What a hit!

Her grandparents loved being interviewed, and Amelia remembered to ask *who, what, where, when,* and *why* questions—just like the news anchor said she does. For instance, Amelia asked her grandmother, “When did you start your new job?” and “What do you like best about it?” She listened carefully and wrote down the responses.

Finally, I videotaped Amelia reading her report in her best “anchor voice.” This has been a great way for her to work on writing, speaking, and listening skills.♥



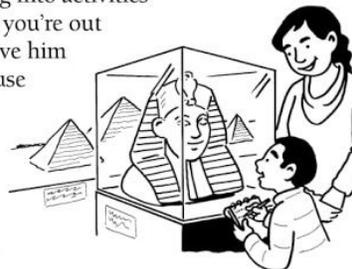
Q&A Writing on the move

Q My son's teacher says he needs more writing practice, but it's a struggle to get him to sit still and write. Any ideas?

A Try weaving writing into activities your son can do while you're out and about together. Give him a special notebook to use when you go places together, perhaps to a museum or the park. Encourage him to write about what he sees. At a museum, he

could jot down information about the Egyptian pyramids or a Tyrannosaurus rex. In the park, he might write a description of a carousel or a waterfall.

At home, suggest that he expand on what he wrote. Maybe he'll write a story about visiting a real pyramid in Egypt or making friends with a T-rex. Or perhaps he'll write a “visitor's guide” to the park.♥



Math+Science Connection

Beginning Edition

Building Excitement and Success for Young Children

March 2019

Lakeland Joint School District #272

From the Title I Staff



TOOLS & TIDBITS

Number "cake walk"

Play this game to help your youngster show numbers in different ways. Have him number paper plates 1–10 and put them randomly in a circle on the floor. Turn on music while he and his friends walk around the circle. Now stop the music—players freeze and hold up fingers to equal the number they're closest to. For 6, your child might show 3 fingers on each hand.

Animal field trip

Your child can learn about animals by visiting a farm or zoo, where many babies are born in spring. Encourage her to ask workers questions about the animals. Together, observe mothers caring for their young, listen for animal sounds, and talk about what they're eating.



Book picks

▣ The little inchworm in *Inch by Inch* (Leo Lionni) measures everything in his path, from a flamingo's neck to a heron's leg. But how could he measure a hummingbird's song?

▣ Your youngster will discover the science behind the projects in *Crafty Science* (Jane Bull). Includes more than 20 ideas, from a "swirling snowstorm" to a "meringue mountain."

Just for fun

Q: What do invisible cats drink?

A: Evaporated milk!



Subtraction strategies

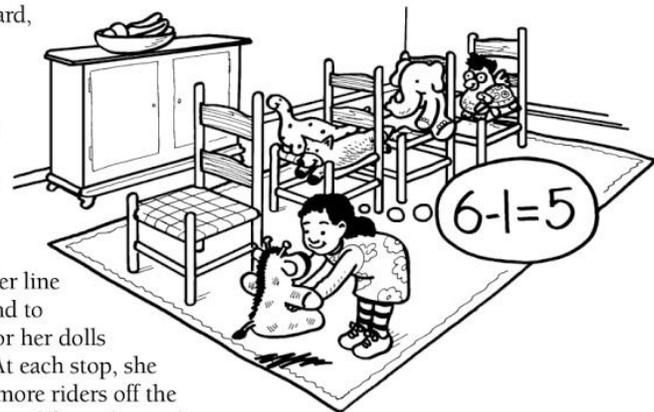
Counting backward, finding the difference, and doing "take-away" are all ways your child can solve subtraction problems. Try these hands-on activities.

Empty the bus

Let your youngster line up chairs and pretend to drive a school bus for her dolls or stuffed animals. At each stop, she should help one or more riders off the bus and count backward from the total. *Example:* If she starts out with 6 passengers and unloads 1 at the first stop, she would say, "6, 5...there are 5 passengers left. $6 - 1 = 5$."

Pair 'em up

Making pairs is an easy way to find the difference. Each of you should choose a color of play dough, then toss a die and create that number of play dough "marbles." Now your child can pair each of her marbles with one of yours. Say she made 5 and you made 2—the number of unpaired marbles (3) is the difference



(because $5 - 2 = 3$), and she earns 3 points. The first player to get 20 points wins.

Take-away sticks

Line up 20 craft sticks, and stack a deck of cards facedown (face cards removed, ace = 1). On each turn, a player flips over a card (7), takes that number of sticks, and says how many sticks are left ($20 - 7 = 13$). She keeps the sticks, and it's the next person's turn. To win, get the last stick by exact count ($3 - 3 = 0$). *Note:* If you draw a card and can't remove that many sticks, your turn ends. ♣

Blowing in the wind

Your youngster will discover the power of wind with this demonstration.

Let him select a few small objects (cotton ball, ribbon, button, rock) and place them at one end of a cookie sheet. Have him predict which items will be easiest to move to the opposite end by blowing through a straw. Now he can test his prediction.

What does your child notice? Lighter objects (cotton ball, ribbon) are easier to blow, while heavier ones (button, rock) take more effort. They need a stronger "breeze" to push them and make them move.

Then, go for a walk on a windy day. Your youngster can observe which objects blow (flag, leaves) and which ones are too heavy for the wind to push (house, car). ♣



Dr. Seuss engineering

“Thing 1” for your youngster to know about engineering is that anyone can do it. “Thing 2” is that it’s fun! Here are engineering challenges inspired by Dr. Seuss, whose 115th birthday is celebrated on March 2.

Read: *The Cat in the Hat*

Try: How many objects can your child stack before his tower topples over? He’ll find out with this Cat in the Hat-style engineering feat (no fishbowl or cake allowed!). Encourage him to consider the size, shape, and weight of each item, then decide where each should go. For



example, he’ll probably want bigger, heavier objects (dictionary, cooking pot) toward the bottom and smaller, lighter ones (pillow, empty water bottle) near the top.

Read: *One Fish, Two Fish, Red Fish, Blue Fish*

Try: Challenge your youngster to engineer a fishing rod that will hook paper fish. He might suspend a string from a pencil and attach a magnet. Now let him cut out fish shapes from construction paper and slide a paper clip on each one. Can

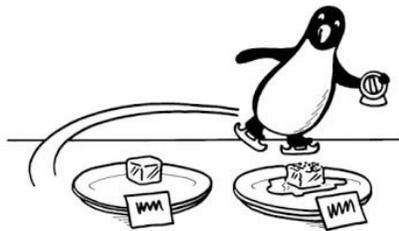
he catch one fish? How about two? Suggest that he redesign his rod to hook even more fish at a time. 

SCIENCE LAB

Ice cube race

In this cool experiment, you and your youngster can “race” to melt ice cubes.

You’ll need: two ice cubes, two plates, measuring spoon, salt, timer



Here’s how: Each of you should put an ice cube on a plate. Have your child measure $\frac{1}{4}$ tsp. salt on her cube, and leave your cube alone. She can set a timer and check the cubes every five minutes, until they begin to melt.

What happens? Her cube wins! The ice cube with salt melts the fastest.

Why? Ice melts when it gets above freezing (32 degrees). But salt has special properties that help ice melt faster. That’s why we put salt on icy sidewalks and roads—even when it’s below freezing, the ice or snow will begin to melt. 

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MATH CORNER

Coin value bingo

Empty the piggy bank and play this game that helps your child identify coins and their values.

Set up: Each player makes a big 5 x 5 bingo card and puts his choice of any 1, 2, or 3 coins (pennies, nickels, dimes) onto each square. On separate slips of paper, write the following numbers: 1, 2, 3, 5, 6, 7, 10, 11, 12, 15, 16, 20, 21, 25, and 30. Put the slips in a bowl.

Play: Let your youngster draw a slip and call out the number. Players clear any one square on their board whose coins total that value. *Example:* If the number is 15, your child could clear a space with 3 nickels ($5 + 5 + 5 = 15$) or with 1 dime and 1 nickel ($10 + 5 = 15$).

Win: The first player to clear 5 spaces in a row—horizontally, vertically, or diagonally—wins and calls the numbers for the next round. 



Q & A

Be upbeat about math

Q: *I’ve never felt very confident about math, but I know I’m supposed to be positive about it for my daughter. What should I do and say?*

A: You’re right. When parents have a good attitude toward math, children are more likely to see it as something they can do—and to learn more.

Throughout the day, notice ways you use math, and mention examples to your youngster. You might show her coupons you’ve clipped and say, “I love how math helps me save money.” And be sure to ask her,

“How did math help you today?” Maybe she used measuring cups in the sand and water table at school, for instance.

Also, if you’re not sure about a math concept, such as kilometers vs. miles, admit that to your child. Then, look it up together, and talk through a problem as you solve it.

You may discover that you can do math confidently after all—and you’ll help your daughter develop a love of math. 

