



LULING
ELEMENTARY SCHOOL
Expect More...Achieve More

January 2024

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www.stcharles.k12.la.us/luling

Tiger Cub News

January's Message from Mrs. Carol Bowie-Cotton

Happy New Year Families!!

Welcome to 2024 as we continue to GROW at LES! It is a new year with unlimited opportunities and possibilities. Our LES school family has worked diligently since the beginning of the school year to build both the academic and social skills of our Geniuses. Our Geniuses have been focused on meeting the academic and social goals that have been set at LES. At LES we place great value on seeing our Geniuses show continued success and academic progress as they move through their academic journey while here at Luling Elementary. I am excited to begin our work for the second half of the school year to ensure that learning and growing continues. As we ring in the New Year, we see this as an opportunity to check in with students and families to ensure that our students are on-track, prepared and ready for the second half of the year. What I have observed, as we approach the midpoint of the school year, is that students are academically strong and that our instructional and support team remains energized and ready to finish strong the second half of the school year.

Luling Elementary continues to strive to become a school focused on educational equity and find unique and innovative ways to partner, support and create opportunities that make our school a place where all Geniuses enjoy learning, develop strong relationships, and continue to grow each day socially, emotionally, and academically. Our LES Social and Emotional Learning theme for January is "Shining a Light on Self and Social Awareness". Students will participate in a special morning meeting to kick-off this theme and will participate in various activities throughout the month focused on self and social awareness. Quarter 3 will begin on January 8th! We will continue to focus on our top priorities for the school year. Second quarter report cards will go home on Wednesday, January 12th. Please take the time to review your Geniuses progress and set goals for the second half of the school year. Cheers to a successful 2024! Remember, when we Expect More ... we Achieve More. It's GROW Time at LES!!! Thank you for your continued support.



POSITIVE THOUGHTS & AFFIRMATIONS

1. There is no one better to be than myself.
2. I am enough.
3. I get better every single day.
4. I am an amazing person.
5. I can work through my problems.
6. Today I am a leader.
7. I forgive myself for my mistakes.
8. My challenges help me grow.
9. I am perfect just the way I am.
10. My mistakes help me learn and grow.
11. Today is going to be a great day.
12. I have courage and confidence.
13. I can control my own happiness.
14. I have people who love and respect me.
15. I stand up for what I believe in.
16. I believe in my goals and dreams.
17. It's okay not to know everything.
18. Today I choose to think positive.
19. I can get through anything.
20. I can do tough things.
21. I give myself permission to make choices.
22. I can do better next time.
23. I have everything I need right now.
24. I am capable of so much.
25. Everything will be okay.
26. I believe in myself.
27. I am proud of myself.
28. I deserve to be happy.
29. I am free to make my own choices.
30. I deserve to be loved.
31. I can make a difference.
32. Today I choose to be confident.
33. I am in charge of my life.
34. I have the power to make my dreams th
35. I believe in myself and my abilities.
36. Good things are going to come to me.
37. I matter.
38. My confidence grows when I step outsid
of my comfort zone.
39. My positive thoughts create positive
feelings.
40. Today, I will work through my challenges.
41. I am open and ready to learn.
42. Every day is a fresh start.
43. If I fall, I will get back up again.
44. I am whole.
45. I only compare myself to myself.
46. I can solve problems and challenges.
47. It is enough to do my best.
48. I can be anything I want to be.
49. I accept who I am.
50. Today is going to be an awesome day.





Its GROW Time!



**Be
adaptable**



**Be
responsible**



**Be
Loyal**



**Be
Here**



**Be
optimistic**



**Be
Compassionate**



**Be
prepared**

But...



**Stay home
if you are sick.**



**Be
courageous**



**Be
on time**



**Be
respectful**



**Be to others
as you would hope
they would
be to you**



**Be
honest**



**Be
open**



**Be
ready**



**Be
trustworthy**

REMINDERS

ANYONE picking up your child from school

- ★ **Must be listed on your child's emergency card** and
- ★ **Must present photo identification** to the school office specialist in the main office. Otherwise, your child will not be released.
- ★ **Photo identification** will also be required at **car riders** if you do not have your placard.
- ★ In addition, only those on a child's emergency card will be allowed to pick him/her up from car riders.



If you are checking your child out from school, you must do so by **3:30 p.m.** **We will not take changes over the phone.** Car rider or after care notes may be sent with your child to school. You may also fax or email notes. **Bus changes are not allowed.**

Fax- 985-785-9933

E-mailed- lulingcubs@stcharles.k12.la.us

Check in time 8:30-8:40 a.m.

Dismissal Time: 3:40-3:50 p.m.

Early Dismissal: 12:45-12:55 p.m.

If you have not completed your child's paperwork (emergency card or release forms) sent home on the first day of school, please do so as soon as possible. Remember, some of this can be completed online.

Important
FORMS

If you have not paid your child's \$20.00 technology fee or \$8.00 supply fee, please send this in as soon as possible.



Attendance Requirements:

ELEMENTARY students shall be in attendance a minimum of 167 days a school year. **Students may only be absent 10 days.** ELEMENTARY students who accrue more than 10 absences will NOT be eligible for promotion. Extenuating circumstances may apply. For more information, please refer to the 2023-2024 Student Code of Conduct District Handbook.

January



Upcoming Events

1/5	Staff Return
1/8	Students Return
1/12	Report Cards
1/15	MLK Holiday
1/19	Early Dismissal
1/24	Awards Day (K – 2 nd)
1/25	Awards Day (3 rd – 5 th)

We would like to welcome our newest Tiger Cub members on our Administrative Team.



JANUARY 2024

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31 	1 HAPPY NEW YEAR – <u>STAFF RETURNS ON 1/5</u>	2	3	4	5	6 
7	8 STUDENTS RETURN	9	10	11	12 REPORT CARDS	13
14	15 MLK HOLIDAY – NO SCHOOL	16	17	18	19 EARLY DISMISSAL @ 12:45	20
21	22	23	24 AWARDS DAY K - 2 ND	25 AWARDS DAY 3 RD – 5 TH	26	27
28	29	30	31	1	2	3

Holidays and Observances: 1: New Year's Day, 15: Martin Luther King Jr. Day

Parents/Guardians,

We often see an increase in incidents of Head Lice in the winter months. Here is some important information regarding Head lice including what they are, how to check for them, and what to do if you find them.

Head Lice 101

What You Should Know About Head Lice

Overview:

Head lice are a common community problem **especially prevalent among children ages 3-11 years old**. Head lice are not dangerous. **They do not transmit disease, but they do spread easily**, making it a community issue. **Head lice often infest people with good hygiene** and grooming habits. It's important to **check your child's hair on a regular basis** and know some basics, including how to recognize symptoms and what to do if you do find lice.

What are head lice?

Head lice are tiny, wingless insects that live close to the human scalp. They feed on human blood. An adult louse is the size of a sesame seed. Baby lice, or nymphs, are even smaller. Nits are tiny, teardrop-shaped lice eggs. They attach to the hair shaft, often found around the nape of the neck or the ears. Nits can look similar to dandruff, but cannot be easily removed or brushed off.

How to avoid head lice?

- Avoid head-to-head (hair-to-hair) contact during activities at home, school, sports activities, sleepovers, etc.
- Do not share combs, brushes, or towels.
- Do not lie on beds, couches, pillows, carpets, or play with stuffed animals that have recently been in contact with an infested person.

What are the signs and symptoms of infestation?

- **Tickling** feeling on the scalp or in the hair
- **Itching**(caused by the bites of the louse)
- **Irritability** and difficulty sleeping (lice are more active in the dark)
- **Sores on the head** (caused by scratching, which can sometimes become infected)

Finding a live nymph or adult louse on the scalp or in the hair is an indication of an active infestation. They are most commonly found behind the ears and near the neckline at the back of the head.

What if my child gets head lice?

If you suspect your child may have head lice, it's important to talk to a school nurse, pediatrician or family physician to get information on appropriate care. There are many available treatments, including new prescription treatment options that are safe and do not require nit-combing. Other things to consider in selecting and starting treatment include:

- Follow treatment instructions. Using extra amounts or multiple applications of the same medication is NOT recommended, unless directed by a healthcare professional.
- Head lice do not infest the house. However, family bed linens and recently used clothes, hats, and towels should be washed in very hot water and dried on a high heat cycle.
- Vacuum the floor and furniture.
- Personal articles, such as combs, brushes, and hair clips, should also be soaked in hot soapy water or thrown away if they were exposed to the person with an active head lice infestation.
- All household members and other close contacts should be checked, and those with evidence of an active infestation should be treated at the same time.
- Notify friends and family members who may have been exposed so that they may have their hair checked for the presence of lice.
- **According to our policy, students with live lice must be sent home/ kept home from school and cannot return until they have been appropriately treated at home. These students should be brought back to school by a parent after treatment to be checked by the nurse. They must be clear of live lice before returning to class.**

Pre-Kindergarten

Our Pre-K students are diving head first into our newest thematic unit, *Creative Me*. Through this month-long theme, students will explore many different topics.

We will begin by exploring construction. Children love to watch construction work and are fascinated by big machines. We will introduce the names of construction vehicles and how they are used. We will also introduce students to the different stages in building.

We will also explore tools that people use for both work and play. Some of these tools make work easier, some save time and some do both. Some tools are used to create works of art and some tools are used to build.

Children have no shortage of imagination, which inspires creativity. This week, children will celebrate imagination and learn ways to share their imaginative and creative ideas with others.

Children will also explore self-expression as they participate in art, music, story and dance activities. They will take what they have learned about imagination and use it to inspire their own creativity. We can't wait to see what our geniuses create and accomplish!



Kindergarten

Welcome Back! We hope you had a wonderful Christmas Break! We will begin Unit 6 Skills. In this unit your genius will learn new tricky words, tricky spellings for sounds, and consonant clusters.

In Math, we will begin Module 4, we will focus on adding and subtracting within 10. For Knowledge, we will wrap up Domain 3. Then, begin Domain 4 which focuses on plants.

We are excited to watch our geniuses continue to grow!



1st GRADE

FINISH STRONG!



As we come back from break we want to finish the rest of this year strong! The last half off the school year is always exciting and extremely crucial. We will continue to learn the rules and routines of the classroom.

In Skills, we will introduce the sounds that are sometimes called the r-controlled vowel sounds. The sounds /er/ as in her, /ar/ as in car, and /or/ as in for are classified as r-controlled vowel sounds. In this unit you we will also introduce the concept of a syllable as students start to learn to read two-syllable words. The Reader for Unit 4 is The Green Fern Zoo.

In Math, students use the unit of ten to make *easier problems by decomposing addends and grouping them in any order.*

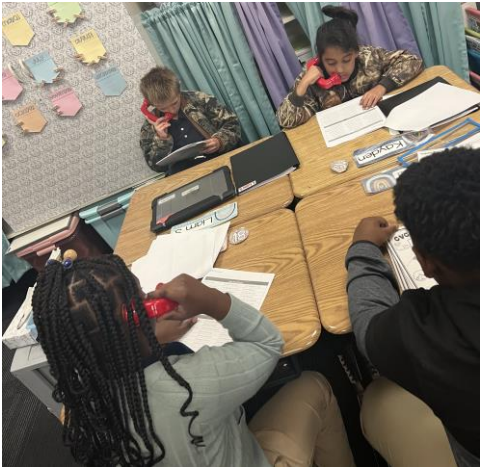
They intuitively apply the associative and commutative properties and then learn how they can use strategies such as counting on, making ten, taking from ten, subtracting to get to a ten, and relating operations to break down larger addition and subtraction problems.

In Knowledge, students will listen to stories about the Maya, Aztec, and Inca civilizations. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, as well as religion.

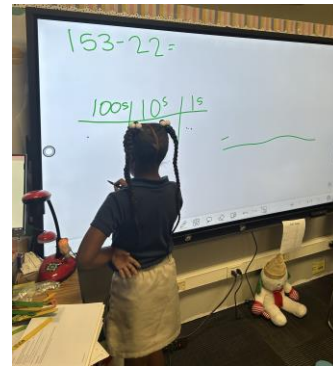


2nd grade SUPERSTARS

In reading class, our second graders are working every day to become accurate and fluent readers!



In math we are becoming addition and subtraction superstars!! We are becoming amazing at using the properties of operations, the relationships between numbers, and place value understanding to add and subtract within 200.



We LOVE Second Grade!!



3rd Grade January Newsletter

MATH: In module 3, our students are extending their learning of multiplication and division to units of 6, 7, 8, 9, 0, and 1 by applying conceptual understanding and by using the commutative, distributive, and associative properties, as applicable. We are continuing to make connections to what we see in our daily lives and are using different ways to draw models and show their work.

READING: We are beginning with Section 3 of our Because of Winn Dixie unit. In this section, students are introduced to the concept that our relationships, even those that seem unconventional, can help us to see ourselves in a new way. We are reading the novel *The Miraculous Journey of Edward Tulane* to understand how Edward's journey and the people he meets change him and how he sees himself.

SCIENCE: Our students have just finished learning about the life cycle of a butterfly and will continue with the Survival unit. Students will learn about how and why some species of organisms have continued to survive, while others have not. Our focus question for the next few lessons is, **how do organisms get what they need to survive?** We are studying how organisms survive seasonal changes.

3rd Grade TRINITY NIGHT (Literacy/Math): A night was set aside for our 3rd Graders to share what they are learning in literacy and math. Parents and students participated in activities within stations while gaining information about assessments and progressing monitoring throughout the year to gauge their student's learning.



Fourth Grade

January

ELA: Students continue to explore Greek Mythology. As we get further along with reading, *The Lightning Thief*, students are finding out more about the characters and the theme of the story. Students are engaging in discussions about the story and are enjoying learning more about ancient myths.

Social Studies: Students are enjoying learning more about human civilization and how it has evolved overtime. Students are exploring the meaning of surplus and scarcity within a community.

Math: We started the month focusing on 1 digit numbers by 4-digit numbers, but have now moved on two digit numbers by two digit numbers. We really need to make sure we know our multiplication facts to continue multiplying and dividing these big numbers.

Science: We are finishing up Module 2, focusing on how Windmills change wind to light? We recently created a device that transforms and transfers energy to help us out in an emergency situation with no lights. We will finish off the unit focusing on LEAP-like questions, connecting them to our studies thus far.

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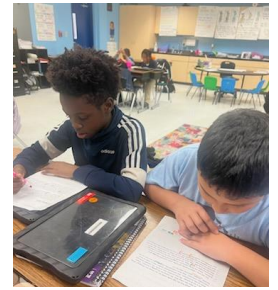
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FUN

in 5th grade
AND MORE



ELA- In the month of January, students will analyze the theme of good and evil by reading *The Lion, the Witch, and the Wardrobe* and "We Never Know How High We Are." Students will discuss what fantasy elements are seen throughout the text. Students will also write sentences from different points of view. We will explore the question: How can people understand the same experiences differently? Students will express their understanding through a narrative Culminating Task that retells a key scene from the novel from a first person point of view.



Math- The 5th Grade geniuses have concluded their study of multiplying and dividing fractions and whole numbers. During the month of January, they will enter into the exciting world of decimals. In module 4, students relate their understanding of whole numbers and fractions to decimals. Decimal concepts include: describing place value relationships, rounding, comparing, adding, subtracting, multiplying, dividing, and converting measurements.

Social Studies- As a part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about West Africa and the rise and fall of the empires of Ghana, Mali, and Songhai. In this unit, students will identify geographic features in Africa; examine the role of trans-Saharan trade in West Africa; describe the economic, political, and social characteristics of West African kingdoms; identify key events and leaders that shaped the empires of Ghana, Mali, and Songhai; and analyze primary sources and evaluate claims and evidence related to Ghana, Mali, and Songhai.



Science- This month, our 5th grade student scientists will enter the world of rice farming in Bali in Module 3. Students will continue to use their knowledge of Earth's interacting systems to explain the anchor phenomenon and extend this knowledge to new contexts. Students develop enduring understandings of the interactions of Earth's systems through study of sustainability of Balinese rice farming practices.



Welcome Back and Happy New Year!!!

The arts department at Luling Elementary ended the year out with an amazing performance at our annual Winter Arts Concert. Students from the band, choir, and talented drama departments delivered an outstanding show. Congratulations to all students who performed!



We are already working hard towards our next performance in the spring. Stay tuned for upcoming information about the next showcase of our tiger cubs' many talents.

Congratulations to 4th Grader, Paisley Joseph, for designing the 2023 Luling Elementary Holiday Card.



Balancing Technology and Family Time

Do you struggle with balancing technology and family time? How much gaming should you allow when your child also uses his computer for homework? And when does screen time become a problem? According to an article written by Caroline Knorr, just like every family differs in what they eat, when they eat, and what they like, a healthy media diet is different for every family. Common Sense Media suggests the following five tips for balancing technology and family time.

Find balance. Instead of counting daily screen-time minutes, aim for a balance throughout the week. Get your children to help plan a week that includes stuff they have to do and stuff they like to do, such as schoolwork, activities, chores, reading, family time, and TV or gaming.

Walk the walk. Put your devices away while driving, at mealtimes and during important conversations. Your children will learn habits from you.

Talk about it. Ask questions about your children's favorite games, shows, and characters. Discuss ideas and issues they read about or learn about through a TV show or a game. This is an opportunity for bonding, learning, and sharing your values.

Create tech-free zones. Set rules that fit your family, such as "no devices during dinner," "no social media during homework," or "all screens off before bedtime."

Check ratings. Choose age-appropriate, high-quality media and tech for your kids.

Balanciando la Tecnología y el Tiempo de Familia

¿Ocurren batallas sobre tecnología en su casa? ¿Cuánto tiempo de videojuegos debes de permitirle a tu niño si también usa la computadora para hacer la tarea? ¿Cuánto tiempo en la computadora es problemático? Según el artículo escrito por Caroline Knorr, la verdad es que no hay ninguna fórmula mágica. Y tal como cada familia tiene preferencias distintas de comida, la hora de comer y qué comen, una dieta saludable de medios de comunicación es diferente para cada familia. Common Sense Media sugiere los consejos a continuación para ayudar en el mantenimiento de actividades tecnológicas y actividades en familia.

Encuentra el equilibrio: en vez de contar los minutos diarios del uso de los aparatos electrónicos, enfócate en que haya un equilibrio toda la semana. Motiva a tus hijos a ayudar a planificar una semana que incluya las cosas que tienen que hacer y cosas que les gusta hacer, como por ejemplo, el trabajo escolar, actividades, tareas, lectura, tiempo familiar, y la televisión o los videojuegos.

Pon un buen ejemplo: guarda los aparatos electrónicos mientras manejas, durante las comidas y en conversaciones importantes. Los niños aprenden sus hábitos.

Habla del tema: hazle preguntas a tus hijos sobre sus juegos, programas y personajes favoritos. Habla de las ideas y temas que ellos han leído o visto en programas de televisión o en un juego. Esta es una oportunidad para aumentar el vínculo afectivo, aprender y compartir tus valores.

Crea áreas en donde no se deben usar los aparatos electrónicos: establece reglas apropiadas para tu familia como "no se deben usar los aparatos durante la cena, "no deben usar las redes sociales durante las tareas," o "apaguen todos los aparatos antes de acostarse."

Verifica las clasificaciones: selecciona tecnologías y medios de comunicación de alta calidad y apropiados para tus hijos.



Counselor's Corner Dr Frank Clavelle Jr.

SPECIAL-NEEDS CHILDREN

Don't do things for children that they are capable of doing for themselves.

Parents of special-needs children must be careful not to fall into traps that will make their children more dependent. Because of the child's special need, it is easy to feel sorry for his/her lot in life. Parents often think that special-needs children deserve special treatment because they have been "through so much." What these parents don't realize is that special treatment can cause the child to become more dependent and, consequently, suffer more, rather than less, pain in life. Compare this to the analogy of either giving the poor man a fish or teaching him to fish. If you give him the fish, then all you have done is helped him momentarily. In the future, he will go hungry unless you can always be there to feed him. On the other hand, if you teach him to fish, he can function on his own and won't ever have to go hungry again.

RECOGNITION HELPS DEVELOP NEW SKILLS

If there is some kind of special ability or skill the child needs to learn, recognize every improvement. This is the most advantageous way of helping the child develop a new skill, because it motivates the child to become more adept at performing the task. Waiting for the child to complete the entire task before recognizing his/her progress, almost guarantees that the task will never be completed.

When a task is broken down into steps and each step of accomplishment is recognized, children learn more quickly. For example, think about the child whose physical handicap makes writing very difficult. If the parent waits until the child writes his/her name properly before recognizing the progress, the child probably won't ever learn to write and will never receive any recognition. On the other hand, if the parent recognizes when the child learns to hold the pencil properly, and the child learns to make a mark resembling the first letter of his/her name, the child is more likely to learn to write.

MAKE A SPECIAL-NEEDS CHILD'S LIFE AS PRODUCTIVE AS POSSIBLE

Special-needs children can have a difficult time in life. Parents can help them learn skills that will ease their everyday living but, these children may need to be encouraged more than other children. However, the encouragement must reflect the child's ability level and rate of learning. Very severely handicapped children should not be pushed to do things they cannot learn to do. These children will need someone to care for them. Parents who are not sure how hard to push their child should consult a professional who knows the child.

The rule of thumb is: Encourage and assist special-needs children, but don't do for them what they are capable of doing independently. Overcome the temptation to further handicap these children.

REMEMBER...

- ✓ Recognize every improvement your child makes.
- ✓ Teach the skill. When the child has learned it, let him/her do it alone.
- ✓ Don't let feelings of sympathy further handicap the child.

LITERACY

WHERE ARE WE NOW?

At LES, we continue to prioritize literacy so that all of our geniuses can read at grade-level. By using the Science of Reading to explicitly teach phonics, students are able to learn the rules and patterns and how to effectively decode, or solve words that are unknown. In December, our K, 4th, and 5th grade tiger cubs demonstrated their progress on the MOY assessment. In January, our 1st, 2nd, and 3rd grade geniuses will have the chance to demonstrate their progress, too! Through the FLEX grouping block, students are explicitly taught how to decode words by identifying patterns and what they know about unfamiliar words, coding words to identify the consonants and vowels as well as vowel sounds, and by segmenting longer words into syllables based on their knowledge of the syllable types.

S.T.U.D.E.N.T.S. A.T. W.O.R.K.

