



Little Eagles School Newspaper



ACADEMIC YEAR 2023-24
ISSUE NO. 4/FEB-MAR

Together Achieving Educational Success


Building Self-Confidence

—from Mrs. Gertz and Mrs. Eaken,
Tyrone Area Elementary School Counselors

During the early spring months, the school counselors have centered their small group lessons on self-confidence! The goal of this group is to provide an opportunity for students to focus on developing their confidence, increasing problem-solving skills, expressing their own voice in situations, and navigating friendships. We look forward to providing these types of lessons within our Guidance curriculum, as well!



May 2024

7	1st Grade Field Trip Cresson Playhouse
8	2nd Grade Field Trip Lincoln Caverns
10	Kindergarten Field Trip Cresson Playhouse
13-17	PTO Book Fair  This is the BOGO (Buy One, Get One FREE) event!
14	1st Grade Field Trip Everett Railroad
21	3rd Grade Track and Field
22	4th Grade Track and Field
28	3rd Grade Field Trip Fort Roberdeau
30	Last Day for PreK3 & PreK4
31	Last School Day 1/2 Day for Students

Track and Field Day —submitted by: Mr. Drager & Mr. Bartlett

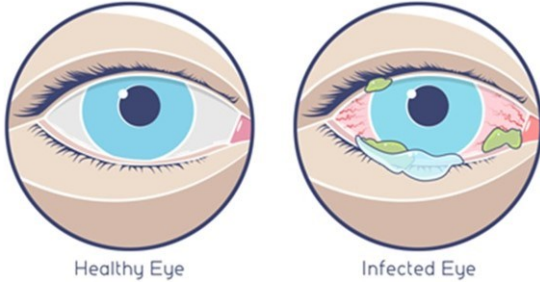
Track and field day is coming and this year TASD is celebrating the 60th year of running this event. We are excited to see our future track stars showcase their budding athletic talents. Our 3rd and 4th grade students will compete in individual and team events and the day will conclude with a tug-of-war tournament between the classes. A flyer will be sent home to our 3rd & 4th grade families with more details. Families are welcome to attend and cheer us on from the hill overlooking the track. We look forward to seeing our students giving their all!

3rd grade Tuesday, May 21, 2024 — 4th grade Wednesday, May 22, 2024

Recognizing Pink Eye

Pink eye is an inflammation of the inside of the eyelid (conjunctiva) and the white part of the eyeball (sclera). This makes blood vessels in the eye more visible and gives the eye a pink or reddish color.

There are four main causes of pink eye (bacteria, viruses, allergens, and irritants). Sometimes it is hard to know the exact cause of pink eye because some signs and symptoms may be the same no matter the cause.



Symptoms include:

- Redness/swelling of the whites of the eyes or eyelids
- Increased amount of tears
- Eye discharge
- Itchy, irritated, and/or burning eyes
- Gritty feeling in the eye
- Crusting of the eyelids/lashes

Please keep your children home from school and call your child's healthcare provider for guidance if these symptoms are observed.

Treatment depends on the reason for conjunctivitis. It is important to talk with your child's healthcare provider to receive the proper treatment.

Pink eye is spread from person to person in different ways. It is usually spread through:

- Contact from touching or shaking hands
- The air by coughing/sneezing
- Touching an object/surface with germs on it, then rubbing your eyes before washing your hands.

Washing your hands, covering your mouth when you cough/sneeze, and not sharing personal care items (eye drops, makeup, contact lens care items, etc.) will help control the spread of pink eye.

Tyrone Area School District policy follows the CDC regulations and recommendations for conjunctivitis (pink eye). Students should stay home if suspected of having pink eye and should remain home until 24 hours of antibiotic eye drop treatment has been completed.



Hear Ye! Hear Ye! —by Mrs. Focht

Morning announcements in school serve as a platform to share important information and foster school spirit, while engaging students and staff. At Tyrone Elementary our fourth graders take turns video recording the morning announcements, coordinated by and with assistance from Mrs.

Focht and Mrs. Zupon, that are published for our elementary classrooms and staff to view each school morning. Participation is voluntary, and fourth graders who participate are partnered together with a classmate to video record and announce daily events including the date, day of the week, specials rotation number, student birthdays, weather, lunch menu options, fact of the day, golden tray winners, mystery staff member and any other special announcements that arise. It's a really fun way to gain experience with a microphone and most students really enjoy it! We rotate through each fourth grade classroom about five times during an academic year. Ask your student if he or she has taken a turn this year!

How Do Students Connect Notions of Effort vs. Ability?

—by Mrs. Enck, Third Grade Teacher

The mid-year months are long and cold. Indoor recess seems confining, and winter seems to last even longer from the confines of five-day weeks without the prospect of days off for some gaming, sleeping-in, or play-dates with friends. Kids simply get stir-crazy and, from an adult perspective, we get it. Being aware of this dilemma allows us as educators to be proactive about how to combat the effects and create learning situations that lead to improvement for all students. During this time of year, we like to bring a focus on the importance of effort.

There are three main factors that frame the way students think about effort and ability. When children are 5-6 years old, they tend to see effort as the primary indicator of ability and this will mature by the time they reach middle school when they see effort and ability as independent causes of outcomes. For example, when they graduate out of intermediate grades, they think that ability affects effort because it limits effectiveness.

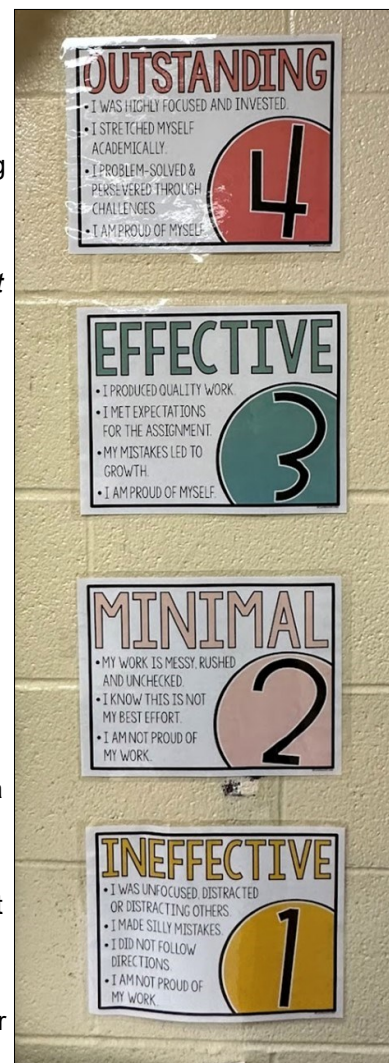
Another factor that is developed over elementary school is in situations where students are in competition, students see ability as a limiting factor that constrains their effort to develop deeper knowledge. Competition definitely has a place in classrooms, but when it is linked to academic achievements, effort may decrease as a result.

The final limiting belief students might have is that ability is fixed, and no matter how much effort they put into the tasks, their ability will not increase much. Otherwise, it isn't worth the extra effort for little reward.

There are solutions to these limiting factors that educators put into place in our classrooms daily. Parents and guardians can also encourage effort in some of the following ways to deepen the connection between home and school.

Solutions

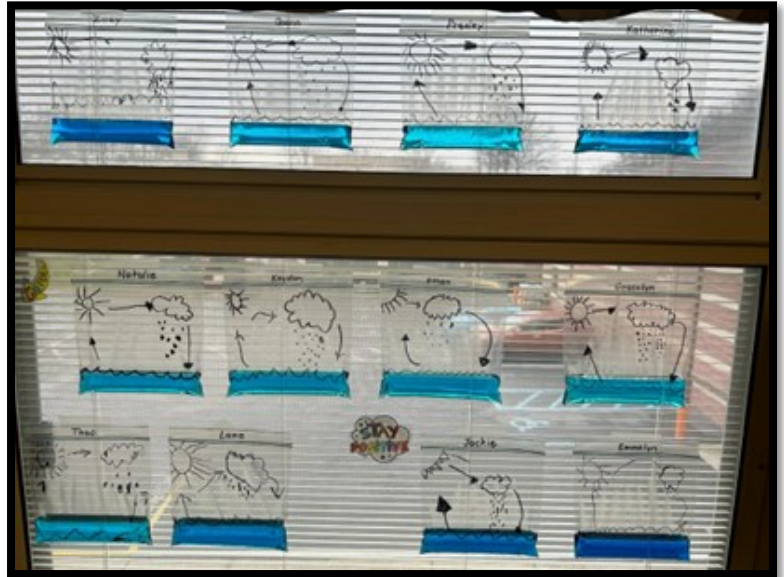
1. Create task-involved situations where students focus on their own mastery and competence. Ability is the knowledge they can acquire through effort without comparison to other students. Connecting task analysis to this, breaking down tasks into smaller, manageable steps, will aid in strengthening executive functioning skills like sequencing steps, working memory and attention.
 - Select an achievable skill for your child, with clear expectations. *For example, instead of telling them to wash their hands, tell them to wash their hands for at least 20 seconds with soap and water and dry their hands when finished.*
 - Observe this behavior then provide something like a checklist until the task is mastered at an independent level.
 - Positive reinforcement like SOAR tickets are used in school. Whichever enforcer you choose to use at home, make sure that it is motivating.
2. Use Growth mindset affirmations and lessons in coping. This will help teach the children that ability and effort are malleable.
 - Example: "Challenges help me grow." "I am improving with practice." "I am learning more every day." "Success comes with effort." "My hard work pays off."
 - Read and share examples of characters/people who persist and refuse to give up.
 - During an afternoon classroom meeting or a bedtime wind-down with your child, discuss times in their week where effort led to success or even share examples from your own life.
3. Create systems in the classrooms and homes that allow their own process across a variety of connected tasks. Use rubrics to measure effort and achievement. Track effort over time to see a connection. In our classrooms, we use a 4-point rating scale shown in the picture. When tasks have been completed, students are asked to self-assess their effort and adjust their effort moving forward in the day/lesson if it is lower than expectations.
4. Praise self-initiated effort and positive steps students take to complete steps in the process of completing assignments. "I like how I saw you try a variety of solutions or used your strategies before deciding you were ready to move on to the next step."



The affirmation is right after all, "my hard work pays off." A great deal of growth was measured from beginning of year test scores to midyear test scores, so effort does make a big difference. Help us keep the motivation going by trying some of these techniques.

First Grade Forecasters —by First Grade Teachers Ms. Focht and Mrs. Black

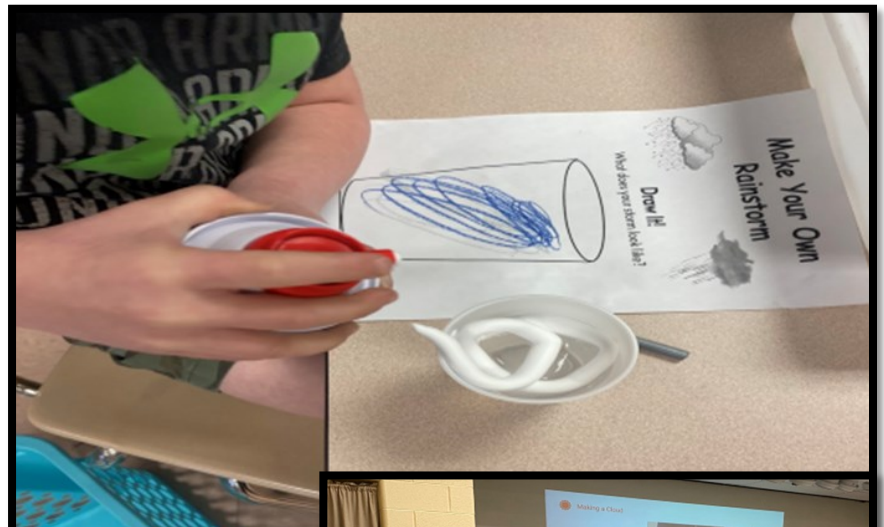
First grade has been busy learning about weather, weather instruments, and the water cycle. The first grade students are becoming familiar with weather instruments and learning how to collect, describe, and record basic information about weather over time. They are also learning the path that water takes as it moves through the water cycle.



Some classes made their own wind socks and then took them outside to test them out.

We also had a meteorologist come in to teach us about weather. He did some cool experiments and shared some exciting videos of severe weather that included hurricanes and tornadoes!

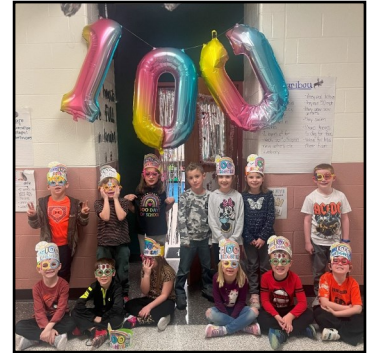
These lessons have allowed first grade students to gain strategies in becoming better predictors of weather events. They have also gained useful knowledge of how to react in extreme weather situations.



Busy Days in Kindergarten —by Mrs. Hommer, Kindergarten teacher

February and March are a very exciting point in the school year academically for Kindergarten. We are beginning to see so much growth from the beginning of the year, and they are truly starting to look like first graders!

In February, we celebrated the 100th day of school, which is a big accomplishment for a Kindergartener! We also celebrated Read Across America Week and read some of our students' favorite books. The kiddos participated in the school-wide spirit dress days for the week and invited parents in to read to the classes. Kindergarten also had the opportunity to visit the Mishler Theater in Altoona to watch the production of *Pinkalicious*, which so many of us (including teachers) loved!



March has also been busy with St. Patrick's Day and visits from the tricky leprechaun all through our hallway! We have been transitioning from learning about Arctic Animals, to thinking about it finally being Spring! We got out in the warm weather and wrote kind words and messages on the sidewalks in front of the building for all to read and see. The FFA students also made a visit to our classrooms for Ag Literacy week to read a book and do several activities with us. We are beginning our third marking period assessments and know that we are going to see the leaps and bounds of growth our Kindergarteners have made!

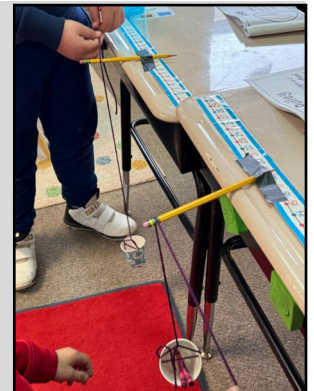
STEM in Second—by Mrs. Stever, 2nd Grade Teacher

STEM is an acronym that stands for Science, Technology, Engineering and Mathematics. STEM provides students a hands-on, problem-based approach to learning, while also sparking their creativity.

In the classroom, students have recently been learning about simple machines. For each machine, students got to interact with hands-on materials to spark their interest and expand their learning. Pictured on the right is one of the activities where Mrs. Stever's second graders created their own pulley with household items.



Another recent STEM activity in second grade was an egg drop project hosted by our school's technology teacher, Mrs. Zupon. Students designed and created an enclosure secure enough to withstand a drop from the elementary's main lobby balcony! Check out the egg drop designs and two students dropping their egg. Overall, the students have enjoyed being able to learn and explore through hands-on activities!



4th Grade is Electric —by Ms. Frye, Fourth Grade Teacher



After surviving a cold Pennsylvania winter, fourth grade is heating up with a science unit on electricity! Fourth grade teachers kicked off this unit with building background knowledge about ways to create and parallel circuits. Then, we were ready to experiment! The fourth graders were split into groups and tasked with using a light bulb, battery, and wires. After discovering ways to light the bulb, they were paired with another group to light multiple bulbs. Everyone enjoyed this energizing learning experience!



Love and Leprechauns

—by Mrs. Creamer, Preschool Teacher

Preschool has been learning about love, friendship, and acceptance! We also celebrated Read Across America Week by enjoying some guest readers in our classroom. The preschool

students were happy to welcome their families into our classrooms to share in our love for reading!

We enjoyed some St. Patrick's Day fun by searching for leprechauns and learning how to do the Irish jig!

