

EXTRA EFFORT

When: Monday - Thursday (3:20-4:20)
Where: Neosho School Library
Why: Students needing help, a quiet place to work, any other great reason
Who: Mr. Pohland will be there to help

Students can be signed up for any or all days each week. Please turn in this form to your teacher.

Parents: Please be prompt in picking up your child at 4:20 P.M.! I look forward to working with many of our children this year.

_____ Monday, November 1
_____ Tuesday, November 2
_____ Wednesday, November 3
_____ Thursday, November 4

Students Name _____ Grade _____ has my permission to attend Extra Effort. I understand that I must pick my child up at 4:20 P.M.

Parents
Signature _____

HALLOWEEN SAFETY TIPS FOR PARENTS

<http://www.thewpsn.com/index.php/2010/10/halloween-safety-tips-for-parents/>

It is that time of year again! Halloween is a very fun and exciting time for children and adults alike. However as parents, our number one concern should be how to keep our children safe and out of harms way. Statistics from the National Traffic Safety Administration show that nearly 100 deaths among young pedestrians occur on October 31st between the hours of 4pm and 10pm. This is four times higher than any other evening during the year!



There are a number of factors that attribute to these fatal incidents, including:

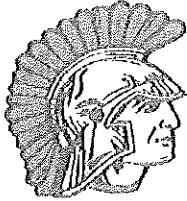
- Most children cross the street at midblock as opposed to the corner or cross walk.
- The wearing of black costumes makes it difficult to be seen by drivers.
- Wearing certain mask impedes their ability to see on coming vehicles.
- Their lack of awareness of their surroundings, due to the excitement of "trick or treating."

There is also the potential of being attacked or poisoned by potential predators. This is why it is imperative that your child visit the homes of the people you know personally.

Below is a safety checklist to help ensure your child's safety during Halloween:

- Younger children are accompanied by an adult at all times.
- If the child is old enough to go on his own, be sure he or she goes with responsible friends, stays away from homes he's not familiar with, doesn't get in a car of a stranger, stays away from dark areas, such as alleys, fields, and wooded areas.
- Do not allow them to eat any candy until it has been inspected by you.
- Wear light colors and or reflective tape for increased visibility.
- Carry a flashlight with fresh batteries.
- Avoid cutting across yards and avoid backyards altogether.
- Cross the street at the corner or crosswalk.
- Follow traffic signals and avoid jaywalking.
- Never accept rides from strangers.
- Be polite and say "Thank you."
- Avoid banging on doors, use the door bell. If no one answers, leave the property immediately.
- Don't walk on anyone's flower beds or front yard...use the drive way.
- Make sure children have proper identification, including their name, address and phone number.
- Don't carry fake guns, knives or swords that look real. Be sure the swords are flexible and harmless.
- Consider using face paint over a mask to eliminate visual and hearing obstructions.
- Be sure to go to well lit houses and stay on the porch when receiving candy.
- Avoid candy that is unwrapped, half wrapped, or has holes in the wrapping.
- Avoid wearing long or baggy costumes to reduce the chances of tripping or falling.
- Establish a curfew for older children.
- Consider having a home party instead of trick or treating.

By following these guidelines, your child should have a safe and exciting experience this Halloween!



NEOSHO JT. 3 SCHOOL DISTRICT

201 Center Street - Box 17
Neosho, Wisconsin 53059
(920) 625-3531 * (920) 625-3536 FAX

October 27, 2010

To Parents of Neosho Middle School Students:

The Wisconsin Knowledge and Concept Examination (WKCE) is a test required of all 6th-8th grade students enrolled in public schools in the state of Wisconsin. In 8th grade, the comprehensive test covers the academic areas of Reading, Language Arts, Writing, Science, Math, and Social Studies. Our 6th & 7th grade students will be tested in the areas of Reading & Math. Please see the attached "*Student/Parent Pre-Test Guide*" which provides information for parents and students about the upcoming exams.

The WKCE is an extremely important assessment. Data collected from the exams is used throughout the school year to comparatively evaluate school district programs and is an important indicator of a student's progress, interests, and future successes. Neosho Middle School WKCE testing for Reading & Math will be Tuesday, November 2, 2008 – Wednesday, November 3, 2010. The schedule will be as follows:

Tuesday, November 2

8:10 - 9:00 Reading - Session 1
9:00 - 9:05 Break
9:05 - 9:50 Reading - Session 2
9:50 - 9:55 Break
9:55 - 10:45 Reading - Session 3

Wednesday, November 3

8:10 - 9:15 Math - Sessions 1 and 2
9:15 - 9:25 Break
9:25 - 10:25 Math - Sessions 3 and 4

*The additional 8th grade Science, Social Studies, Language Arts, and Writing exams will occur during their regular scheduled class time.

It is extremely important that all students attend school and are on time throughout the exam schedule. All students are required to complete each portion of the exam. We feel strongly that our students are prepared to succeed on the annual exams. However, it is important that students put forth their utmost effort to perform well. Any assistance you can provide to ensure that your student has the proper rest and nutrition on the testing dates is greatly appreciated.

Sincerely,

Scott Sabol
District Administrator
ssabol@neoshoschool.com

Together with family and community, we strive to provide each child with the foundation needed to become an educated, responsible, respectful, and productive individual.

The Neosho Parent-Teacher Group

The Neosho Parent Teacher Group would like to thank everyone who came out and enjoyed the Neosho Bonfire last Friday. We had a great time and raised over \$1000 for the school field trip fund!! We would also like to thank the following people who were instrumental in organizing and running this event:

Lorlebergs True Value for a great deal on the bouncy houses

Tim & Lisa Blanton

Vikki Braunschweig

Kelly Delaura

Ron & Cheryl Fritche

Phil & Nancy Grimm

Marideth Hernandez

Mark & Sue Hogen

Angie James

Hilary Lenz

Jodie Neu

Mary Neu

Chris & Heather Oldenhoff

Mike Perkins

Carrie Peterson

Barb Petit

Adrienne Redelings

Joann Rettler

Scott Sabol

Amy Schaefer

Jennifer Spudich

Stacie Thomas

Jennifer Mohr-Whitman

Marge Wilkins

Audrey Wisth

The Village of Neosho
and many more!!!

Also a BIG thank you to all of the students who jumped in where they were needed!!

Muffins for Moms, Doughnuts for Dads



(For parents/guardians and students in 4K – 5th Grade)

Thursday, Nov. 4th

From 7:30 AM to 8:00 AM

Neosho School Cafeteria

*Come and spend time before school reading with your child,
while sharing some bakery and a beverage.*

**Please return the bottom portion of this form to
your child's teacher by Monday, Nov. 1st**

**Yes, I will attend the Muffins for Mom, Doughnuts for Dad event on
Thursday, November 4th. There is no cost for this event.**

Number of adults planning to attend: _____

Child's name and grade _____



Standardized Test Secrets

Confident. Prepared. Relaxed. Well rested. These are the traits of successful test-takers. How can you ensure that your child does his best on standardized tests? Try these ideas to help before, during, and after tests.

Editor's Note: We chose to use a boy in this report, but the examples apply to both boys and girls.



Before:

Understand the purpose. Your child may wonder why he has to take standardized tests. Let him know that the tests measure how students in his school are doing compared with other schools and districts. The tests also show areas he needs to work on and how his skills change over time. Plus, they help teachers and administrators do their jobs better.

Support the teacher's efforts. Chances are your child's teacher will give him many activities to prepare for the test. She may also share information about ways to practice at home. Remind your youngster that these exercises will help him do his best. Be on the lookout for testing schedules and other information from the school that you'll need to keep him on track.

Reassure your child. Standardized tests are very different from classroom tests. For example, about half of the questions are expected to be too difficult for the average student. The tests are also put together so that many test-takers won't finish within the time limit. Let your youngster know that even if he misses many questions, he can still score well.

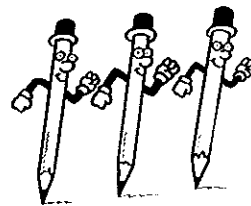
Use practice sheets. Most standardized tests require separate answer sheets with small circles to be filled in with pencil. Filling in the circles quickly and efficiently is tough for many children. Your child should use firm, up-and-down pencil strokes. It's important for him to completely erase answers he changes and to avoid stray marks. You can make a homemade practice sheet with rows of small circles. Or the teacher might have samples to share.

Get in shape. Two essential ingredients for successful test taking are a good night's rest and a healthy breakfast. If your

child is worried about the test, a warm bath and read-aloud time can help take his mind off it. A well-balanced breakfast will give him energy on test day. The menu might include cereal with milk, or eggs and toast, plus fruit or juice. Be careful not to offer more food than normal—being too full can make him sluggish.

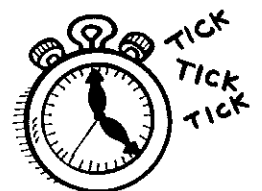
During:

Take extra supplies. Your school may provide all the supplies your youngster needs for the test. Just in case, it's a good idea to give him several pencils with medium-sharp points (a very sharp pencil can break easily). A good eraser and a few sheets of blank scrap paper are also useful. For added energy, snacks of raisins, grapes, or granola bars are great for breaks.



Follow directions. Encourage your child to read all directions slowly and carefully. If he's allowed to write in the test booklet, have him circle or underline important words. If he is confused about what to do, tell him to ask the teacher or test administrator right away.

Use time wisely. Most standardized tests are divided into timed sections. At the beginning of each section, your youngster should scan all the questions. That will give him some idea of



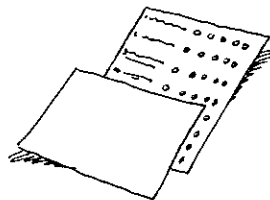


how much time to spend on each one. A simple method is to divide both the amount of time and number of questions in half. For instance, say he has 30 minutes and 20 questions. In the first 15 minutes, he should answer at least 10 questions.

Read every answer. It's often tempting for test-takers to read multiple-choice questions and mark their answers immediately. The best approach on standardized tests is to read the question and all the answers. Then, go back and select the best one. Your child may need to practice this two-step approach until he feels comfortable.

Make good guesses. On most standardized tests, it's better to guess at an answer than to leave it blank. Coach your youngster to cross off the answers he's sure are wrong. That way, he can improve his chances of choosing the right answer. Remind him not to spend too much time on particularly hard questions. If he's completely unsure, he should make his best guess and move on.

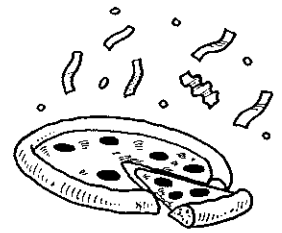
Stay in order. One mistake many children make is getting the questions and answers out of order. Encourage your youngster to keep his place on the answer sheet with a piece of blank paper. He can slide the paper down to reveal one row of circles at a time. Every few questions, he should make sure he's on the correct row.



Check answers. If your child reaches the end of a section with time left, he should go back and check his answers. Some test-takers circle difficult questions as they work so they can easily find them later.

After:

Celebrate. Finishing a standardized test is an accomplishment. Give your child plenty of time to relax and wind down. Taking the test requires a lot of mental energy! Consider treating him to a special meal, a video rental, or a walk in the park. It's important to tell him how proud you are of his hard work.



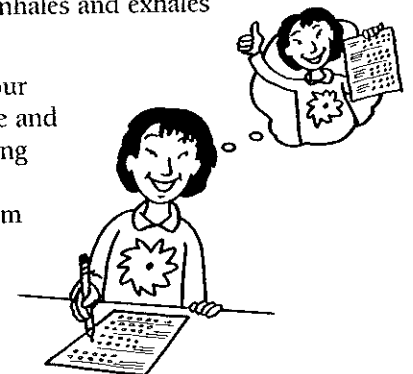
Share the results. When you receive a copy of your child's scores, make sure you understand what they mean. Scores are often reported in percentiles and can be confusing, so ask the teacher for help. Talk with your youngster about the areas he did well in and any he needs to work on. He will probably be very curious and may ask lots of questions. Remind him that standardized tests are a tool to help him learn.

Tackling test anxiety

Taking standardized tests can be frightening and stressful. What should your youngster do if he freezes up on test day? Here are several tips he can try to help him relax and concentrate.

Steady breathing. Encourage your child to close his eyes and take slow, deep breaths. Have him pay attention to the way his chest rises and falls. Suggest he count each time he inhales and exhales until he reaches 10.

Relaxed muscles. Your youngster can also tense and relax his muscles. Starting with his face, have him squeeze his muscles from his head to his toes, holding the muscles tense for five seconds and then releasing them.



Positive thinking. Ask your child to close his eyes and imagine himself confidently answering the questions. If he pictures himself doing well on the test, he's apt to feel more at ease.

Home & School CONNECTION[®]

Working Together for School Success

October 2010

Neosho J3 School District
Scott Sabol, District Administrator

SHORT NOTES

Celebrate autumn

Many communities welcome fall with special festivals. Your child can practice research and planning skills by picking one for your family to visit. Together, check the newspaper or online, and suggest that she consider price, schedule, location, and activities (hayrides, live music, apple picking).

Better concentration

Looking for a fun way to improve your youngster's concentration? Try this quick game. The first player makes one motion, like clapping or spinning around. The second person copies him and adds another movement. Continue adding new motions until someone forgets the sequence. The last player to get it right starts a new game.

School events

This year, attend an evening event, such as a literacy workshop, math fair, or science night, at your child's school. When you go, carry a notebook to write down things you and your youngster can do at home. You might jot down books to read, games to play, or experiments to do, for instance.

Worth quoting

"Make each day your masterpiece."
John Wooden

JUST FOR FUN

Teacher: Mollie, go to the map and find North America.

Mollie: Here it is.

Teacher: Correct. Now class, who discovered America?

Class: Mollie.



Super study skills

A child who knows when, what, and how to study is more likely to be ready for a quiz or test—and will learn more. Help your youngster get prepared with these tips.

When

Your child will learn the most toward the beginning of study time, when her mind is fresh. Have her plan several short study sessions as soon as her teacher announces a test. Working at a comfortable pace will help her remember more and stay motivated. *Tip:* Suggest that older children split study sessions in half, taking a break to eat a snack or ride a bike.

What

Students can make the most of study time by knowing what will be on a test. If your youngster isn't sure what will be covered, she should ask her teacher. Before she studies, you might give her a "pre-test" so she can see what she needs to focus on. For example, if she correctly defines 6 of her 20 vocabulary words, she can spend her time on the other 14.



How

Explain to your child that studying is more than just reading—she should "actively" study. That way, she'll really learn the material rather than simply memorizing it for a test. As she goes over class notes or handouts, she can highlight important points. While reviewing her textbook, she might draw pictures or diagrams. Or she could record herself asking questions and then play them back, pausing the recorder to give the answers. Finally, quiz her on the material after she has studied.♥

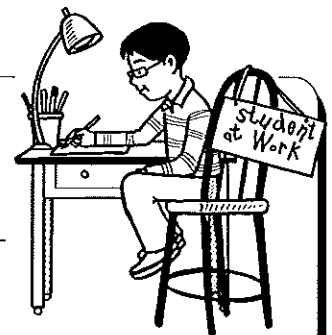
My office

A place to do homework is an important part of a regular study routine. Use these steps to help your youngster create his own "home office."

1. Ask your child where he would like to work. It can be a permanent spot such as a desk or table in his bedroom. Or he can put together a portable homework tote bag for carrying supplies to the kitchen table.

2. Help him stock his homework area. He should include pencils, a pencil sharpener, erasers, paper, a ruler, a calculator, and a dictionary. *Tip:* Remind him to let you know when supplies are running low.

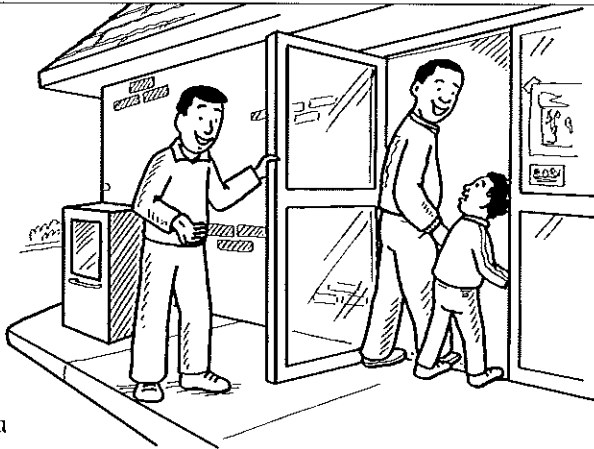
3. Suggest that your youngster make a "Student at Work" sign to hang on his bedroom doorknob or kitchen chair. It will show him that his work is important, and it can alert siblings not to disturb him.♥



Good manners

With regular practice, polite words and actions will come naturally to your child. Here are ways to help him use good manners in any situation:

- Point out examples. Your youngster can learn by watching what others do (“It was polite of that man to hold the door for us”). If you get a thank-you note in the mail, read it to your child so he can see what thank-you notes are for and how they’re written.



- Be consistent. A youngster who uses good table manners at home, for instance, is more likely to use them in restaurants and in other people’s homes. If you expect your child to ask before being excused or to try foods he’s offered when he is a dinner guest, have him use those manners at your table.

ACTIVITY CORNER

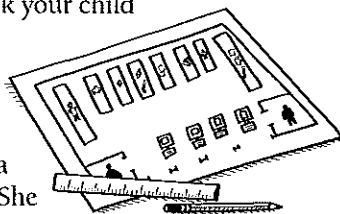


Make a map

Shopping centers, parks, bus stations... everywhere your child goes, she’s likely to find a map. Help her learn to understand and use maps by showing her a few and suggesting that she make her own.

Locate a map of your town, and explain to your youngster that a map gives a “bird’s-eye view.” That’s the view she’d have if she could fly above and look down. Maps also use symbols—point out the elevator icon on a mall map or the picnic-shelter symbol on a park map.

Then, ask your child to choose a place (toy shop, bookstore) and create a map for it. She can use a ruler to draw aisles and pick symbols to add. A computer could represent the check-out counter, or dice might stand for the game department.



The next time you visit a place like the one she drew, have her take her map along and compare it with the real thing! ♥

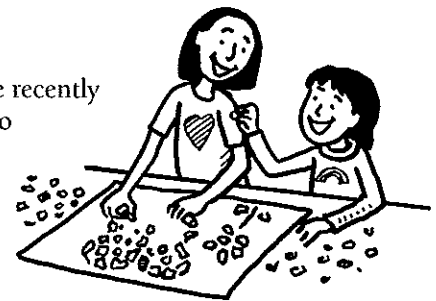
PARENT TO PARENT

Fun with OT

My older daughter Jessie recently started occupational therapy—OT—at school to improve her fine-motor coordination. And I was surprised to discover that it’s helping her little sister Amanda, too.

Although Amanda doesn’t have a learning disability like Jessie does, the exercises that the therapist sends home are improving both girls’ handwriting. They love doing the activities together—their favorite is tearing colored paper into tiny pieces to make mosaic pictures. And Amanda’s enthusiasm is helping Jessie feel good about going to OT. The other day when we used the therapist’s recipe to make glitter clay, the girls had fun playing with it together.

Now we have weekly “OT sessions” at home, and Jessie is doing great. I think she is discovering that anyone—not just kids with learning disabilities—can benefit from extra help. ♥



Q & A

Talking about worries

Q: I think something is bothering my son. How can I get him to talk to me?

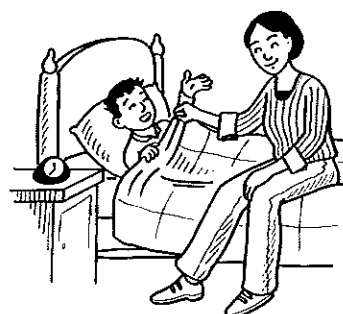
A: Putting worries into words can help your youngster deal with them. And once you know what’s bothering him, you can step in if necessary.

First, find a good time to talk, such as when you’re in the car or tucking him into bed. You might start by sharing something that’s bothering you (“I don’t know how I’ll get everything done at work tomorrow”). Then ask casually, “So, what’s on

your mind?” If he doesn’t open up, try more specific questions. (“How’s soccer going?” or “What are your friends up to?”)

If he mentions a worry (“I’m not good at soccer”), react calmly and listen as he talks. Ask questions that will encourage him to say more. *Example:* “Hmm, why do you feel that way?” Be sure

to take his concern seriously. You might make suggestions, like taking him to the park to practice. Finally, follow up on your conversation until you feel his worries have been resolved. ♥



OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

Resources for Educators,
a division of Aspen Publishers, Inc.
128 N. Royal Avenue • Front Royal, VA 22630
540-636-1280 • rfcustomer@wolterskluwer.com
www.rfeonline.com
ISSN 1540-5621