

JEFFERSON ELEMENTARY

Responsible Citizens ~ Lifelong Learners

Dear Jefferson Families,

Jefferson teachers continue to work with their grade level teams on increasing students' depth of knowledge (DOK). They are utilizing their team data, as well as, their individual classroom data to drive instruction. Our current DOK averages for students answering Wonders ELA and Eureka Math DOK questions levels 3 and 4 correctly is up 12% in ELA and 21% in Math since the start of the school year!

Teachers are also using i-Ready programs to identify and close student learning gaps. Lisa Harris, microcomputer specialist, has assisted in creating virtual versions of Jefferson's "Digging into Data" classroom data walls. Teachers and students may now manipulate the data walls using the shovel grommets after i-Ready Diagnostic 2 (administered Feb 1-Feb 26), as they have in years past, in order to promote student self-reflection and goal-setting. Moving the shovel grommet up to reflect student growth from Diagnostic 1 to 2 (even within the same profile) encourages students to take ownership and reflect on their progress. Teachers will emphasize the importance of each student understanding their areas in need of growth, what they specifically need to work on and the impact of applying effort to assigned i-Ready lessons and interventions. We want to keep the momentum going this semester and are counting on you to partner with us!

A few events I want to bring to your attention that will take place during the 3rd quarter:

February 5	Wear Red for Heart Health
February 15-19	Mid-Winter Recess
February 23	100 th Day of School

We are also offering after-school tutoring for grades 3-6 every Monday-Thursday. This is a great time to build ELA and Math skills. Please contact the main office if you are interested in your child attending our after-school tutoring program.

When it comes to your child's education, every day matters. Many studies suggest that students with less than eight absences on average grew academically 23% more in reading and 19% more in math than students with eight or more absences. Please be sure your child logs on to live Zoom sessions and completes their classwork daily.

Thank you for all you do for JES and "Jefferson Jaguars"! Please let us know if you need anything!

Vanessa F. Rejrat
Principal

Jefferson Vision

We at Jefferson, are committed to meeting and exceeding state and national academic standards. Additionally, we will encourage our students to strive to become kind, caring, compassionate, and productive members of society.

IMPORTANT PHONE NUMBERS

Mrs. Rejrat
Principal
315-368-6700

Mrs. Rightmier
Secretary
315-368-6700

IT Help Line
315-368-6997 ext. 9

Security
315-368-6712

Ms. Januszewski
Nurse
315-368-6702

School Fax Number
315-732-5902

Main Office Hours
8:30 – 3:30

i-Ready Diagnostic II Parent Communication



What: The i-Ready Diagnostic tool is used to assess your child's areas of strengths and weaknesses in ELA and Math.

Where: i-Ready app located on ClassLink

Who: All students at Thomas Jefferson Elementary School will be completing the Diagnostic.

When: Starts February 1st

How You Can Support Your Child:

- Discuss the importance of your child doing his/her personal best on the i-Ready Diagnostic II.
- Encourage your child to complete Diagnostic II independently. This will ensure an accurate measure of your child's areas of strengths and weaknesses. If your child is struggling, encourage your child to give his/her best answer.
- Remind your child to complete the assessment according to their teacher's directions (e.g., quiet place, free of distractions with needed technology, etc.), within the dates and/or times allotted.

Thank you for your continued support at home with our i-Ready program.

Home & School CONNECTION[®]

Working Together for School Success

February 2021



Jefferson Elementary

Vanessa Rejrat, Principal

SHORT NOTES

“How-to” writing

Here’s a fun way for your child to practice writing explanations. Ask him to list step-by-step instructions for creating something out of play dough—without telling you what the object is. Follow his directions exactly as written. Is your object the one he intended?

Apologies in action

When your youngster needs to apologize, explain that taking responsibility for her actions means more than just saying “I’m sorry.” For instance, if she loses pieces to her brother’s board game, she might use her own money to replace the game or offer to make homemade game pieces.

DID YOU KNOW?

People blink less than usual while staring at a computer screen. And that can lead to dry eyes and eyestrain. Encourage your child to take “blink breaks” when he’s online. He might look away from the screen and blink several times while he waits for a program to open, for example.

Worth quoting

“A single act of kindness throws out roots in all directions, and the roots spring up and make new trees.”

Amelia Earhart

JUST FOR FUN

Q: What’s the easiest way to double a dollar?

A: Put it in front of a mirror.



The nitty-gritty on grit

Children who have grit are able to overcome setbacks and stick with challenges. Nurture your youngster’s persistence with these ideas.

Be independent

Let your child do as much as possible for herself. Maybe her smoothie is lumpy or the gift she wraps is messy, but resist the urge to fix them. You’ll show her that you believe in her—and that will help her believe in herself.

Find “lightbulb” moments

A comic-strip artist might draw a lightbulb to show that a character has a “bright” idea. When your youngster struggles to learn something (say, how to juggle), suggest that she draw a lightbulb and fill it with steps to success. *Examples:* “Learn to juggle scarves first.” “Juggle one ball at a time.”

Declare a “do-over”

Remind your child that a setback simply means she needs more practice. For instance, if she’s showing you how she can do a cartwheel but doesn’t land on



her feet, declare a “do-over.” She’ll learn that it’s okay to try again and again.

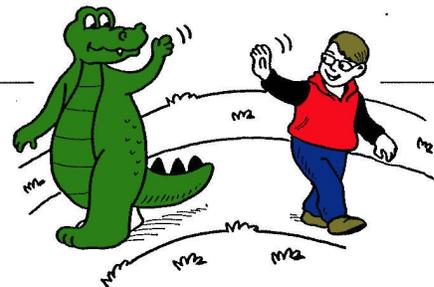
Use self-motivation

Kids tend to stick with things they’re interested in, and that teaches them the rewards of perseverance. Steer your youngster toward projects that fit her passions. If she wants to design video games someday, you might help her find a coding class or an online tutorial. ♥

Attention, please!

These kid-friendly activities can stretch your child’s attention span:

- Play “Spot the Difference.” Draw two nearly identical pictures. Perhaps you’ll sketch two pizzas with a pepperoni in a different spot or a different number of mushrooms. Tell your youngster how many differences there are. Can he find them all?
- “See you later, alligator.” “After ’while, crocodile.” With your child, take turns thinking of ways to say “goodbye”—each should rhyme and mention an animal. *Examples:* “Gotta go, armadillo.” “In a few, kangaroo.” How long can your youngster stay focused as you go back and forth? ♥



Big project, big success

School projects give your child a chance to be creative as he shows what he has learned. Share these tips for successful projects from start to finish.

Make a connection. Your youngster will learn more—and be more motivated to work hard—if he picks a topic he cares about. Say he’s asked to write a report on pioneer days. He might focus on daily life as a pioneer kid or on popular games from that time.

Break it down. Suggest that your child think of a big project as a series of smaller



assignments. He can set a deadline for each step, including researching, writing, and revising. Remind him to leave some wiggle room in case a task takes longer than he anticipated.

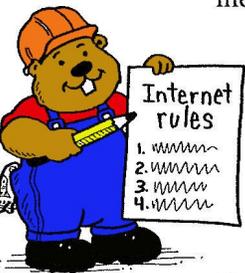
Add flair. How could your youngster make his project stand out? Encourage him to include extras like models, posters, or audio or video clips. Maybe he’ll make a cardboard model of a one-room schoolhouse like those many pioneer children attended. If his project includes a class presentation, he could demonstrate a game from the time period like jackstraws (similar to pickup sticks).♥

PARENT TO PARENT

Online safety 101

My daughter Peyton does many things online these days—from going to school to hanging out with her friends. I was worried about her safety, so I found an online cyber safety course at sos.fbi.gov/en/, and we took it together.

We were both surprised by what we learned. For instance, online contests can be used to collect names and email addresses. And who knew that social media quizzes can trick you into sharing your birth month or pet’s name to help hackers figure out your passwords?



After our class, Peyton made an illustrated list of rules to keep by the computer. Her rules include blocking sites that aren’t kid friendly, not sharing passwords with friends, and asking my permission before downloading anything. Now, both of us are more careful when we work and play online.♥

Q & A

Handling cheating

Q: My son got caught giving his friend answers during a test and received a zero. How should I handle this at home?

A: Start by asking your child why he cheated. If he says he just wanted to help his friend, explain that cheating is always wrong—regardless of the reason. Also, it doesn’t actually help anyone. Your son got a zero on his test, and his friend didn’t learn that studying is the right way to earn a good grade.

Or if your youngster felt pressured to share the answer, help him plan what to do the next time someone asks him to cheat. He might simply say, “Sorry, I can’t,” and keep his eyes on his own paper. Later, he could suggest they study together for the next test.

Finally, let your child know what the consequences will be at home if he cheats again (say, losing electronics for a certain period of time).♥



ACTIVITY CORNER

Math squares: A brain workout

Boost your youngster’s spatial reasoning—an important part of success in geometry—with this fun brainteaser.

1. Have your child cut out five squares, all the same size, from construction paper.
2. Now she can position the squares to form different *pentominoes*: arrangements of five squares in which each square shares

at least one side with another square. Can she find all 12 possible pentominoes? (If she gets stuck, help her search online for “pentominoes.”)

3. After your youngster makes each pentomino, she can draw it on graph paper so she remembers which ones she has found.



Challenge: Ask your child to cut out the pentominoes she drew on graph paper. Now she can arrange all 12 into a big square with a square hole in the middle.♥

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 CCH Incorporated
 128 N. Royal Avenue • Front Royal, VA 22630
 800-394-5052 • rfeustomer@wolterskluwer.com
www.rfeonline.com
 ISSN 1540-5621

Grade Level News



If you have moved, please notify the main office as soon as possible. To change an address in the system, a Proof of Address is still required (Landlord Statement, Lease Agreement, National Grid bill, etc).

TECH SUPPORT

Jefferson Elementary School
315-368-6997 ext. 9

Having problems with the school issued chromebook or programs? Please call 315-368-6997 Extension 9, for tech support. There are also some useful chromebook tips on our Jefferson webpage, under Tech Support.



KINDERGARTEN

Our Kindergarteners are doing a great job as we continue to navigate through our online learning! We are working hard to learn the names of our letters and the sounds those letters make. In doing this, we are starting to blend 3 letter words such as cat, mop, dip. We have now learned 12 high frequency words: I, like, can, we, the, a, see, to, go, you, do, and. In math we are working on recognizing, counting and writing numbers 0-20. We can recognize flat shapes such as triangle, square, rectangle, and circle. We have also learned about solid shapes such as cubes, sphere, cone, and cylinder. We are finishing up reading "Because of Winn-Dixie" which is part of our One School One Book program. Our Kindergarten team would like to thank all of the parents for your continued support at home and with picking up packets containing the materials your child needs for our day to day learning.





First graders are working hard in our virtual classrooms! In ELA/Social Studies we are reading, predicting, learning long vowel sounds, high frequency words, verbs, plurals, contractions and we're going to be comparing and contrasting life today with life long ago. We are also reviewing characters, setting and plot, plus much, much more!

In writing, we have been using Writing City and writing in our journals. The first graders are starting to use a writing check list as a tool to help them find strengths and weaknesses in their writing.

We are learning all about plant and animal structures in science and in math we finished Module 2 and started Module 3. We are measuring and interpreting data.

Please have your child read to you daily and practice the high frequency words and basic math facts often. Also, please pick up packets in the cafeteria to supplement live instruction and sign up for Dojo if you haven't done so already. Thank you so much for your continued support!

HIGH-FREQUENCY SIGHT WORDS		
a	have	no
at	he	play
an	here	said
and	in	see
am	I	she
are	is	so
can	it	the
do	like	to
for	look	up
go	me	we
has	my	yes



In the English Language Arts Wonders Series, we are studying "Unit 3: Live and Learn". Students are learning about our world and the ways people can help to take care of and appreciate our natural resources. In Mathematics, we are focusing on numbers to 1,000 and studying 3-digit addition and subtraction strategies. In Science, we are focusing on The States of Matter -- Solids, Liquids and Gases. Please continue to encourage and support your child's independent reading and mathematics practice at home. Monitor your child's participation and classwork to promote academic growth and achievement!

Best wishes for a Safe, Happy, Healthy New Year!





Jefferson's third graders are demonstrating the Life Skills of effort, responsibility, flexibility and problem solving as remote Learners!

In ELA, we have been reading many interesting genres including folktales, historical fiction and expository text. As we read, we cite text evidence to support our thinking and answers. We are working on the comprehension skills of cause and effect, problem and solution, main idea/key details and sequencing. Our students are utilizing the RACES Strategy (Restate, Answer, Cite Text Evidence, Explain and Summarize) and the STOP light organizer. They are producing more complete and detailed written responses, which is terrific! In Math, we are working on Module 5: Fractions as Numbers on the Number Line. The students are having fun identifying, partitioning, reasoning about and comparing fractions!!

Please continue to encourage your third grader to come to live meetings, complete daily classwork and work on memorizing multiplication facts (0-10)! We are grateful for your continued cooperation and support!



The students and staff at Thomas Jefferson Elementary School are wrapping up reading Because of Winn Dixie by Kate DiCamillo. In chapter 17, Miss Franny tells Opal the story about how her great-grandfather invented a special hard candy called "Littmus Lozenges". In grade 3 students were asked, if you could invent your own type of candy, what would it called? What would be unique about your candy?

Isabella

If I could invent my own candy it would be the Teddy Beary Chocolate Bar. It would be a huge bear that is made out of peanut butter on the inside and chocolate on the outside. It would be hand made by me and nicely decorated and detailed. Also, it would play with you. The button will be on the back. I would work so hard on it. I will make one for girls and one for boys, that will make it fair for the children. I got this idea by the gigantic bear I have.

Adin

My candy that I want to invent would be a Gaming Chocolate 3000. It would taste like a blueberry and it would be a chocolate bar that looks like a controller. It could be frozen and when you freeze it, it would look like a power up chocolate controller.

Khloe

If I could invent any type of candy, it would be the shape of a giraffe because those are my favorite animals! It would be called Giraffe1234. It would taste like bubblegum and a hint of carrots because giraffes like carrots and my candy. This is what would be unique about it. It would be pink and have a little candy hat that would be stuck on with candy glue or even melted gummy bears. It would smell like gummy bears. That is what my candy would taste like and be named.

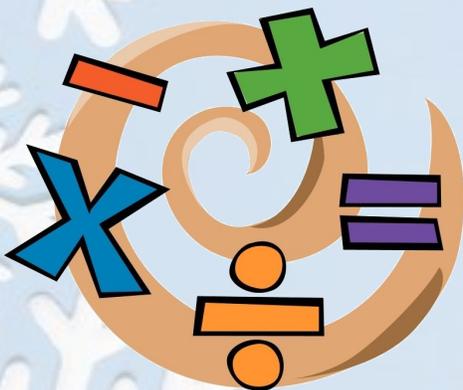


“Happy New Year!” As fourth grade learners begin the new year, they will have time to reflect on what they have learned so far this year. Celebrating all the accomplishments is always fun. Learners will also take the opportunity to set learning goals to help keep them focused on their educational journey.

In Reading, the students are being introduced to biographies and persuasive articles. They are also beginning to understand author’s point of view, and 1st and 3rd person point of view in both reading and writing.

In Math, the students are learning about fractions. It is important that they continue to review and practice basic multiplication and division facts, as fluency will make these concepts easier for your child to learn.

REMINDER: Parents, please pick up teacher prepared books and materials at the school to support remote learning. Thank you for all your efforts and support at home.



In Math, we are working on fractions. Students are adding and subtracting fractions and mixed numbers. Knowing multiplication facts are crucial skill when learning these concepts. Please encourage your children to practice their math facts. Students should refer to their math notebook and their class notes to support them with math homework.

In ELA, we will continue to focus on reading “closely” and having students use textual evidence to support their responses to questions. We encourage our students to read daily to improve their fluency and comprehension. Parents can help to foster their child’s love of reading by asking him/her to retell the stories they have read.

The following websites may be helpful to reinforce skills your child may need. Please feel free to visit these sites and encourage your child to explore these educational, interactive sites.

- www.ixl.com/
- www.funbrain.com
- www.zearn.org
- www.readtheory.org
- www.abcya.com
- www.coolmathgames.com

Distance Learning Tips:

- Eat breakfast before class
- Have cameras on
- Sit at a desk or table
- Have school supplies ready
- Participate during class discussions



6th graders are continuing to prosper with virtual learning. We continue to use our digital resources to promote positive well rounded learning.

Math has taken us through percents, ratios and currently algebraic and numerical expressions. Practice, Practice, Practice those multiplication facts as these skills are extremely important to our students success. In ELA, we are sharpening our literary skills of making predictions, summarizing, cause and effect, main idea and key details with our stories and vocabulary each week. We continue our journey in Social Studies with Ancient civilizations of Greece. In Science, we are focusing on the agents of erosion that continue to change and shape our Earth's surface.

Please encourage your child to be ready to begin their zoom classes on time, with cameras on, charged and ready to participate in our class discussions, with submitted work on time, and join all classes scheduled each day.

Thank you for your continued support at home!



The students at Jefferson School recently participated in a SORA Reading Contest. SORA is an online reading database to which our district subscribes. Jefferson Elementary School is one of the winning schools in this contest thanks to our awesome students, their parents, and teachers. In library classes, we continue to learn to use our online resources for reading and research purposes. If you have any questions regarding our online resources or any log in issues, please email me, your school librarian, at: crahme@uticaschools.org

Thank you for all your support and encouragement!



Wow! We gave you a challenge and you sure responded! There were almost 5,000 titles checked out from our Sora/Overdrive digital library between December 15th and January 15th.

Without further ado, here are the winners of the 2020 Sora Reading Contest:



Sora Contest Winners



Winners receive \$500 in credit to choose titles to add to OHM BOCES' Sora/Overdrive library.

Honorable Mentions receive \$250 in credit.



Greatest Overall Checkout %

Jefferson Elementary

Highest Checkout % Per School Level

Westmoreland Primary Elementary

Jarvis Middle School

Clinton High School

Greatest Number of New Users

Holland Patent Middle

Biggest Increase in Reading

Remsen Elementary

Honorable Mentions

Brookfield Central

Deerfield Elementary

Hart's Hill Elementary

John F. Hughes Elementary (Utica)

*The second place school became winner in instances where the winner had already won a prize. Honorable mentions were awarded to those with high checkout % and high increases in reading.



Oneida • Herkimer • Madison
BOCES



Kindness and Compassion

Performing simple acts of kindness and compassion encourages your child to think of others and makes her feel good about herself—a one-two punch that also helps to prevent bullying. Try these ideas to inspire your youngster to be a kind and compassionate person.



AT HOME

What do kindness and compassion look like? Use these activities to help your child spot kindhearted actions in her daily life.

Make a reminder

Look up *compassion* and *kindness* in the dictionary together. Then, have your youngster collect quotations about these qualities from books or websites. *Example:* “Always try to be a little kinder than necessary.” —J. M. Barrie. Ask your child to invent



her own sayings, too, such as “Be a ray of sunshine and brighten someone’s day.” Next, let her use her favorites to create a place mat. She can write the quotes graffiti-style on construction paper. Slip the paper into a plastic sheet protector so her place mat lasts longer. *Tip:* Suggest that your youngster spread the compassion message by making a place mat for each family member.



The anti-bullying connection

Empathy is a powerful tool against bullying. When children can imagine themselves in another person’s shoes, they’re less likely to be bullies and more prone to step in if someone else is bullied. These strategies will help your youngster consider how other people feel:

- Using pictures in magazines, take turns inventing scenarios that encourage you to put yourselves in another person’s place. *Example:* “Someone tripped this boy on the playground. How would you feel if that happened to you?”
- While watching videos or reading, point out when one character shows empathy for another. “George could see

how sad Lucy was when those kids were teasing her. I’m glad he stood up for her.”

- Think aloud to help your child understand how to show empathy for people who act angry, rude, or mean. “Your brother must be having a bad day for him to be so grouchy. Let’s ask how we can help.”





Thank You

Superintendent of Schools
Mr. Bruce J. Karam

UCSD Board of Education

Mr. Louis D. LaPolla, President

Mr. Robert Cardillo, Vice-President

Mr. Donald Dawes

Mr. Joseph Hobika Jr.

Mr. Anthony LaPolla

Mrs. Danielle N. Padula

Mr. Christopher J. Salatino

Administrative Director of Curriculum and Instruction

Mr. Steven A. Falchi

