

# THE STORM REPORT

CAPE HATTERAS ELEMENTARY SCHOOL'S OFFICIAL NEWSLETTER

## MUSINGS FROM MS. BENTON

Dear CHES Families,

Welcome to the 2024-2025 school year! We're thrilled to have your children back in our classrooms, ready to embark on another exciting journey of learning and growth.

This year, we're placing special emphasis on helping our students develop the crucial life skills of self-awareness and self-regulation. These skills are fundamental to your child's academic success and overall well-being.

Self-awareness is the ability to recognize one's own emotions, thoughts, and values. Self-regulation involves managing those emotions and behaviors effectively. In order to regulate your emotions you must first be aware of what you are feeling and have strategies in your toolbox to cope with them. Self-regulation can go by many names such as 'self-control', 'impulse management', and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school.

At CHES, we are using Zones of Regulation, a world-renowned curriculum, throughout the school, to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these

## THIS MONTH AT A GLANCE:

**03** Curriculum Night

**08** One School, One Book Kick-Off

**18** Early Dismissal/End of Grading Period

**22** Fall Picture Day

**25** Report Cards Available

**25** Fall Festival

**28-31** Red Ribbon Week

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## MUSINGS FROM MS. BENTON

feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty. If you have been to any sporting event in our community, you have probably seen that many adults still struggle with this skill. Teaching children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies that affect their mental and physical well-being.

We aim to help children to:

- Recognize when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognize when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
  - Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

What are the different Zones?

**Blue Zone**: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone**: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone**: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone**: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

How will my child learn about the Zones of Regulation?

We will also be using the Zones language as part of daily school life so all staff will be referring to them, not just their class teacher. Some children might prefer not to use the 'Zones language' but label the emotions directly – this is fine and encouraged!

## MUSINGS FROM MS. BENTON

How can you help your child use The Zones of Regulation at home?

- Identify your feelings using Zones language in front of your child (e.g.: I'm frustrated. I think I am in the Yellow Zone.)
- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film/book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Engage your child in discussion around Zones when they are in the Red Zone is unlikely to be effective. You need to be discussing the different Zones and tools they can use when they are more regulated/calm.
- Teach your child which tools they can use. (eg: "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"
- Modeling It is important to remember to show the children how you use tools to get back to the green zones. You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterward tell your child how using those tools helped you get back to the green zone.
- Share how their behavior is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behavior is also helping you feel happy / go into the Green Zone
- Put up and reference the Zones visuals and tools in your home.
- Praise and encourage your child when they share which Zone they are in. Tips for practicing the Zones of Regulation
- Know yourself and how you react in difficult situations before dealing with your child's behaviors.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers.
- Be consistent in managing your child's behavior and use the same language you use at home.
- Empathize with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box full of things that help to keep your child calm and alert. Advice about what could go in the box can be found on our website in the 'Zones Toolkit' section.

## MUSINGS FROM MS. BENTON

Common questions on the Zones of Regulation

### **Can my child be in more than one zone at the same time?**

Yes. Your child may feel tired (blue zone) because they did not get enough sleep, and anxious (yellow zone) because they are worried about an activity at school. Listing more than one Zone reflects a good sense of personal feelings and alertness levels.

### **Should children be punished for being in the RED Zone?**

It's best for children to experience the natural consequences of being in the RED zone. If a child's actions/choices hurt someone or destroy property, they need to repair the relationship and take responsibility for the mess they create. Once the child has calmed down, use the experience as a learning opportunity to process what the child would do differently next time.

### **Can you look like one Zone on the outside and feel like you are in another Zone on the inside?**

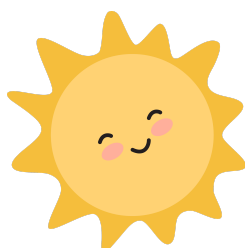
Yes. Many of us “disguise” our Zone to match social expectations. We use the expression “put on a happy face” or mask the emotion so other people will have good thoughts about us. Parents often say that their children “lose it” and go into the Red Zone as soon as they get home. This is because children are increasing their awareness of their peers and expectations when in the classroom. They make every effort to keep it together at school to stay in the Green Zone. Home is when they feel safe to let it all out.

### **Where can I find out more about the Zones of Regulation?**

[www.zonesofregulation.com](http://www.zonesofregulation.com)

[www.weareteachers.com/zones-of-regulation-activities](http://www.weareteachers.com/zones-of-regulation-activities)

<https://www.theottoolbox.com/?s=zones+of+regulation>



## A NOTE FROM OUR A.P.

Dear CHES Families,

Welcome to the 2024-2025 school year at Cape Hatteras Elementary! We are excited to introduce this year's theme: "Planting Seeds of Success, Growing Kind Hearts, and Cultivating Strong Minds." This theme reflects our commitment to nurturing not only the academic growth of our students but also their emotional and social development.

As we embark on this journey together, we want to emphasize the importance of creating a supportive and engaging environment where every child can thrive. Our dedicated staff is eager to foster a love for learning and to help each student discover their unique strengths.

### Key Information

- MulticulturalNight: September 17th, 5:30-7:00
- Curriculum night: October 4th, 5:30-7:00 This is a great opportunity to meet your child's teacher and learn more about the exciting year ahead.
- Parent Involvement: We encourage you to get involved! Whether through volunteering in the classroom, joining the Parent-Teacher Organization, or attending school events, your participation is invaluable.

### Communication

We believe that open communication is essential for a successful school year. Please feel free to reach out with any questions or concerns. We are here to support you and your child every step of the way.

Thank you for being a vital part of our school community. Together, we will plant the seeds of success, grow kind hearts, and cultivate strong minds this year!

Warm regards,

Gabrielle Geddings

Assistant Principal

Cape Hatteras Elementary School



## PTO

Join us for our annual Fall Festival! This year's farm-themed festival will be held on October 25, 2024 from 4:30 pm-7:30 pm. If you are interested in helping we are looking for volunteers (adults and middle/ high school students) to cover shifts at different tables and stations. Contact Jennifer Meekins at (252) 996-0290 or email at [capehatteraselementarypto@gmail.com](mailto:capehatteraselementarypto@gmail.com). We are also accepting donations of candy and small toys for booth prizes.

We are so thrilled to announce that Coastal Crunch will be joining us at the festival. We have teamed up with them for an exciting and generous fundraiser. Students will be bringing home order forms and sales will begin October 28th. This is an amazing fundraiser that gives 60% of sales back to the PTO. All purchases will be received before Thanksgiving break.

## CLASSROOM CONNECTIONS

### KINDERGARTEN

Our Kindergarten students have been working hard to learn routines and expectations in the classroom. Students are cultivating essential math skills by investigating numbers 0-10, recognizing shape patterns, and gaining an understanding of five frames and ten frames. In English Language Arts (ELA) we are working on uppercase and lowercase letter recognition, sounds - where and how they are formed in our mouths, and an understanding of book parts.

We are looking forward to fall and are planning lots of fun activities! If you are the parent of a Kindergarten student, make sure you are checking the green parent communication folder nightly, keeping up with your child's snack day and staying up to date with the classroom via Class Dojo. As always, if you need anything please reach out to your child's teacher. Happy Fall!

### 1ST GRADE

Hello first-grade families!

It has been a great start to the new school year! We are so excited to see all the learning that takes place. We have been spending lots of time learning and understanding our SURF expectations. The kids are getting into daily routines and learning to be independent first graders. We know first grade can be a hard transition from kindergarten, so we are taking it slow as we move into our current curriculums. Always let us know if you have any concerns or questions, as we are here to help your child become the best first grader he/she can be!

Thank you for your support at home,  
First Grade Team

### 1ST DLI

First grade DLI students are bursting with excitement as they return to class. They've eagerly embraced the challenge of learning a new language and adjusting to new routines and procedures. The classroom is alive with their energy as they reconnect with friends and dive into their lessons with enthusiasm. Their willingness to tackle language skills and adapt to fresh classroom practices is truly inspiring. Teachers are thrilled to guide them through this exciting journey, creating a supportive environment where they can thrive. This school year is set to be a wonderful adventure of learning and growth for these enthusiastic young learners.

### 2ND DLI

Second grade DLI students are thrilled to be back in class after a fun break. The classroom is buzzing with excitement as the kids reconnect with their friends and dive into new learning adventures. Their energy is palpable, and they're eager to explore fresh concepts and engage in creative activities. Teachers share the excitement, ready to guide the students through their educational journey and support their growth. This return marks the start of a school year full of discoveries and memorable experiences for everyone. The atmosphere is vibrant, setting the stage for a fantastic year ahead.

# CLASSROOM CONNECTIONS

## 2ND GRADE

Hello Second Grade Families,

We have had a great first month of school getting to know your children better. This year will be full of fun learning, and with it, will be many challenges. Students will be working on reading fluency, adding and subtracting bigger numbers, and they will be challenged with new writing skills.

We encourage you to work with your children at home to help them be even more successful in the classroom! Here are some ways that you can help your children at home:

- Work on expectations and routines in the classroom.
- Introduce new vocabulary words at home and practice our high-frequency words.
- Practice addition and subtraction math facts.
- Challenge your children with learning games at home. Puzzles and word searches are just a few examples.

Thank you for a great start to the school year,

Second Grade Team (Ms. Jillian and Ms. Liza)



## 3RD GRADE

Third Grade will be working on....

**ELA:** Reading stories in Open Court (our main ELA curriculum). We will mesh what we are doing in ELA with social studies and science by learning about and discussing absolute and relative locations, rural, suburban, and urban areas, and the characteristics of each. We will learn and practice comprehension skills to help us understand the different stories we will be reading in this unit. Students will determine whether each story's setting is rural, suburban, or urban. This will provide a connection between the concepts learned.

**MATH:** We are in the beginning parts of our new math curriculum, Bridges. This program provides a number corner, where students will participate in calendar activities and whole group and partner math games and math activities to enhance learning concepts that have already been taught and are currently being taught. In the math lessons, students are learning addition and subtraction strategies and how to show their thinking and problem-solving skills. They are working towards beginning multiplication.

**SCIENCE/SOCIAL STUDIES:** We are currently learning about absolute and relative locations as well as rural, suburban, and urban areas. We will soon be starting to learn about landforms and creating models.

## CLASSROOM CONNECTIONS

### 3RD DLI

In math students will be introduced to multiplication in a wide variety of multiplicative situations. Students will make use of a variety of representations including equal groups, arrays, the number line, and ratio tables. In Language Arts, we are reading the BFG, by Roald Dahl, and are solidifying foundational reading skills in phonics. Students are also developing oral language skills as they give presentations. In social studies we will begin a unit about the Wright Brothers and the Lost Colony and in science we are studying bodies of water and landforms.

### 4TH GRADE

The fourth-grade curriculum in October is going to get spectacularly spooky as we dive into the remainder of Unit 1 for Bridges and get into Unit 2. The big topics in math will be Primes & Composites, Multiplicative Comparisons & Equations, Measurement Experiences, Building Multiplication Arrays, Ratio Tables, Multiplication Strategies, and Early Division with Remainders. October will also include our social studies unit where we compare the development of various geographic regions in North Carolina using geographic tools and representations. ELA reading will follow the various Open Court Lessons integrated into Unit 2 while written ELA will revolve around a written essay summarizing the reasons for forced and voluntary migration to, from, and within North Carolina.

### 4TH DLI

In English, math students are learning multi digit multiplication and early division. In Language Arts, we are reading the BFG, by Roald Dahl and focusing on reading and spelling silent-e and open, single syllable words. Students are also developing oral language skills and will be giving presentations. In social studies we will discuss the role of people and geography in shaping NC (focusing on native NC tribes) and in science we are learning about what causes the moon to change.

In Spanish, we'll be working on key language concepts like nouns, plurals, gender, and how to form basic questions. This will tie in with our science lessons, where we'll learn about different diets, types of food, and nutritional habits from around the world. These lessons will give students a chance to use their Spanish in real-world topics that connect to health and culture.

In Social Studies, we'll take a closer look at the regions of North Carolina, studying how the geography of our state has influenced its growth and development. Through all these activities, students will not only improve their language skills but also gain a deeper understanding of science and the world around them, both locally and globally.





# CLASSROOM CONNECTIONS

## 5TH GRADE

In ELA, students are becoming more familiar with different parts of speech and can identify them in writing pieces. We are focused on our Big Idea which is, “What do we gain by persevering?” Most of the readings tie into this concept and will make students more aware of what it means to persevere and why it is important. Students are experts on Fact vs. Opinion and are constructing their Opinion Pieces. We are learning the stages of the writing process, and how to become better writers using graphic organizers as tools to help.

\*Add social studies

In Math, students are familiar with the different operations and are learning that there is an order to these operations (PEMDAS). We are working towards becoming experts at finding the volume of rectangular prisms and composite prisms. We are making connections between fractions and decimals and identifying the values they hold. Students are continuing to memorize their multiplication facts to help them identify all the factors of a product.

The fifth-grade scientists are learning all about weather and climate. We have learned about the factors of weather. We are anxiously awaiting our new weather station so we can collect, record, and analyze weather data at our school. We are going to learn how the Earth’s rotation and revolution affect the seasons and weather. We will have lots of FUN learning about the water cycle and clouds with experiments and songs.

## 5TH DLI

The 5th grade DLI students have been actively engaged in various subjects in both English and Spanish. In math, they have been learning about volume and multiplication using Omnifix cubes and the Zearn program.

In Spanish, we have been working on sentence formation, verbs, greetings, and clothing. We also had a fun “fit check” activity.

In science, students have explored the CER method, wind vanes, and used Google Maps to study mountains and rivers. They have been collecting weather data and learning about how maps can help us.

We’ve been writing a lot, covering interesting topics such as butterflies, Hatteras Island in Buxton, and fun activities to do in the Outer Banks. Overall, students are enjoying their diverse lessons, with particular enthusiasm for the hands-on science and math projects, as well as reading time.



Caroline Powell

# CONNECTING WITH ESSENTIALS

## MUSIC

We are off to a wonderful start here in the music room. Our Kindergarten-second grade musicians are learning to be Tuneful, Beatful, and Artful through a variety of songs, rhymes, and movement activities.

Kindergarten students have been helping Mrs. McCroskey make some yummy soup and find her frog friend who is lost in the music room. First and second graders have been singing a call-and-response song about John the Rabbit who eats all of the vegetables in Mrs. McCroskey's garden.

Our third, fourth, and fifth graders have been connecting history with music as they learn about the history behind the lyrics to our national anthem *The Star Spangled Banner*.

Third through fifth grade has been working on our music literacy curriculum

Conversational Solfege. Third and fourth graders are picking up where they left off last year. They are working in 6/8 meter using dotted quarter (du) and 3 eighth notes (du-da-di) rhythms. Fifth graders are also picking up where they left off last year, but they have added the challenging quarter note (du) eighth note (di) rhythm.



*Tuneful*  
I can think tunes and sing comfortably in my head voice.  
I can sing in tune with my best, most beautiful, and healthy tone.



*Beatful*  
I can feel and move to the big and small beats in music.  
I can feel and move to music in a meter of 2 and 3.



*Artful*  
I can respond to the expressiveness in music.  
I can sense the beauty and emotion in the music I hear.

## MEDIA

CHES kicks off the school year with a [Dot Day](#) celebration in the Library! Students in kindergarten through fifth grade enjoyed reading *The Dot* by Peter H. Reynolds. The kids had fun "making their mark" by creating dot art that expressed their personalities. Be sure to check out our dot mural outside of the library.



# CONNECTING WITH ESSENTIALS

## ART

We are off to a great start in the CHES art room this year. I am so happy to have my fabulous artists back in the building and am so enjoying getting to know my new budding artists.

In Kindergarten students are starting with an introduction to the elements of line and color in the art room. Students are discussing line quality and how recognizing and identifying various line qualities in our environments helps us to be better artists and writers. Students are drawing various lines and then using rainbow color order to practice proper painting skills to paint in between lines.

Our First-grade artists started the year with a line review and made art with lines showing various qualities in both 2-dimensional and 3-dimensional expression. Students learned the vocabulary word sculpture, looked at various sculptures, and talked about how the artists managed the space in these pieces.

In Second grade students are looking at the iconic work of art “The Great Wave” by Japanese artist Hokusai. Students discuss the principles of movement and contrast and create works of art that use lines to create movement in their waves and warm and cool color schemes to create contrast in their compositions.

Disney’s It’s A Small World has been the focus in Third Grade this month. Students learned about Mary Blair the Disney animator who designed the original ride for Disneyland. Students discussed how she used color and shape and how these elements bring unity to this monumental piece of immersive art. Students collaborated to make their version with their class just like the artists, musicians, machinists, architects, and builders did to bring Mary Blair’s vision to life for all of us to enjoy.

Our fourth graders are working with the element of art Space. Students are discussing the Japanese idea of Notan, the balance between light and dark, and creating designs using symmetry as well as space. Students are honing their cutting and gluing skills and impressing me with their creativity with organic shapes.

In Fifth grade, we are playing with chess pieces. We are designing our own pieces and then using our knowledge of value, line, and shape to create the illusion that our 2-dimensional drawings have depth. Students are drawing from life and or creating their own unique queens, kings, knights, rooks, and pawns.

## STEM

Students are super excited about the second year of STEM! Not only are students utilizing their science, technology, engineering, and math skills, but they are also writing by following the Engineering Design Process (EDP). Before starting a challenge, K-2nd plan and discuss while drawing visuals. All 3rd-5th grade students are following these steps by writing out the information within the interactive notebooks.

Due to the nature of the STEM challenges, I may ask for donations of consumable materials from time to time. I will send out Dojo messages a month ahead of time. Thank you for supporting our students!

# CONNECTING WITH ESSENTIALS

## TECHNOLOGY

Our Technology curriculum is tailored to meet the needs of students at every stage of their educational journey:

- Kindergarteners begin with fundamental skills like logging in.
- Fifth graders apply and expand on years of accumulated knowledge.
- Each grade level in between builds progressively on previous learning.

To keep up-to-date with your child's Technology class activities, we highly recommend joining Class Dojo. This free platform offers several benefits:

1. **\*\*Classroom Insights\*\***: Get a window into daily classroom activities.
2. **\*\*Teacher Communication\*\***: Easily connect with your child's teachers.
3. **\*\*School Story Feature\*\***: Similar to social media, but exclusively for our school community.
  - View upcoming events
  - See highlights of recent activities
  - Access is limited to school staff, students, and parents/guardians

If you haven't received an invitation to Class Dojo:

- Contact your child's teacher OR
- Reach out to Kristin Gray at [graykr@daretolearn.org](mailto:graykr@daretolearn.org)

Don't forget to check the weekly posts for:

- Photos of class activities
- Descriptions of what students are learning

Join us on Class Dojo to stay connected with your child's technology education journey!

## AIG

Some new faces have been added. It has been a pleasure getting to know these fabulous students. Thank you to Dare Education Foundation for providing the funding for Storyworks via grant writing. Storyworks is a monthly magazine that features fiction and nonfiction stories. What I love most about the publication is the opportunity for us to sharpen our writing skills, especially with opinion essays.

Our gifted fourth graders have finished a 7-lesson social awareness unit. In this unit, we explored who we are (as an individual) and who we might want to be one day. Understanding yourself is extremely important in making friendships and relationships, choosing future/careers, and better decision-making and self-control.

Lastly, 4th and 5th graders have started the math program, Hands on Equations in order to solve multi-step algebraic equations. This program is amazing because of the way the lessons are designed with a hands-on approach to solving for the unknown variable. After all the lessons are completed they will be able to solve higher leveled algebra problems!

## P.E.

I am so excited to be back in school with the students. We are starting off the school year with some individual skills such as hula hoops, bean bags and scarf activities. We will then move into our fitness testing. If you have any gently used shoes that you are no longer in need of please consider donating them to our PE department. We use these for students who forget their shoes or outgrew them until they are able to get new ones. This allows them to participate in PE and not have to miss out. Thank you

Angela D. Magee

# HISPANIC HERITAGE CELEBRATION NIGHT



## NOTE FROM THE NURSE

### Keeping Our Kids Safe This Halloween

It's no trick that Halloween is a very exciting day for most kids! Who doesn't love to pretend to be a SuperHero, our favorite character from a movie, or our spirit animal?! It's an unfortunate fact that children are more than twice as likely to be hit by a car on Halloween than any other day of the year. Safety should be our top priority for our little trick-or-treaters. Follow these tips for a safe Halloween this year:

- Carry glow sticks or flashlights, use reflective tape or stickers on costumes and bags, wear light colors to help trick-or-treaters be seen by drivers.
- Join kids under 12 for trick-or-treating.
- Slow down and be alert! In all the excitement of Halloween, kids may dart out in the street.
- Make sure your child knows not to cross the street alone. Cross in groups. Look left, right, and left again. Then keep your eyes on the road.
- Choose the right size costume to prevent trips and falls. Choose face paint over masks when possible, as masks limit children's ability to see clearly.

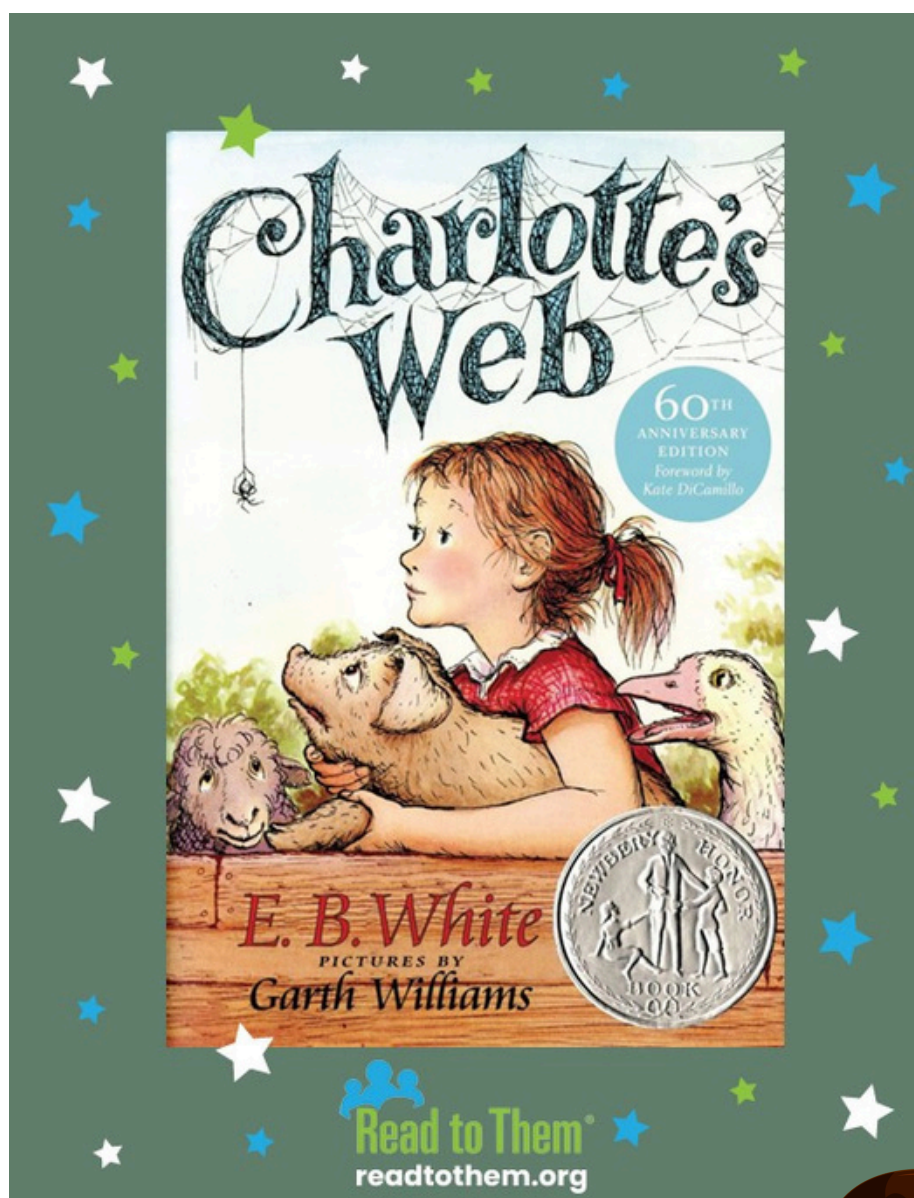
For more detailed safety tips, check out [Safekids.org](https://www.safekids.org).

Sincerely,  
Nurse Kelly



## ONE BOOK, ONE SCHOOL 2024

CHES students and staff are excited to participate in another One School, One Book event this fall. All students and staff members will receive a copy of *Charlotte's Web* to read with their families. Teachers will be working on exciting extension activities that correlate with the novel. We hope that you all are excited about reading together! The novels and suggested reading schedules will be coming home soon.



## MATH STRATEGIES FOR HOME



## K-2 Students

Use math as you complete simple chores together.

Every room in your house can be a perfect place to practice math skills!:

**Counting:** Setting the table (counting how many dishes and silverware are needed), or counting canned goods, toothpicks, or cereal.

**Sorting:** laundry, shoes in the closet, cups/mugs.

**Measuring:** ingredients for dinner, detergent for washer/dishwasher, pet food.

Just knowing they have a part to play in your household will also give them a sense of purpose.

Outside your house, look for patterns and shapes in nature, write numbers with sidewalk chalk, and count rocks, shells, or leaves.

In the school parking lot or at their bus stop, encourage your child to look carefully at a school bus. Ask what shapes they notice. (Round wheels, square windows.)

## 3-5 Students

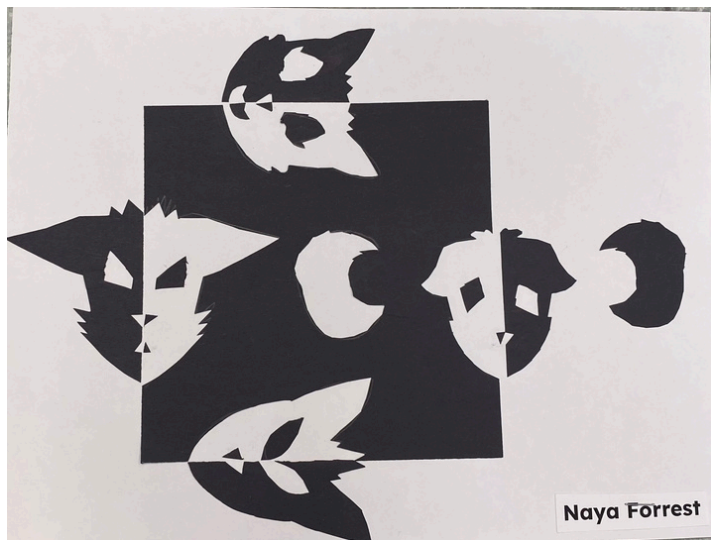
**Before bed:** discuss what your child can do before bed to make their mornings easier. They might lay out their clothes and shoes, pack their own lunch, and decide what to eat for breakfast. Suggest they create a poster with a to-do list. They could draw a picture of each nighttime task and hang the poster on their wall to be checked before bed.

**In the morning:** Encourage your child to do the same things in the same order so they become a habit. For example, they can get dressed, eat breakfast, and then brush their teeth.

**After school:** Together, go through your child's backpack. Let them show you any papers for home and tell you about the school day. Read notes and sign necessary forms. Then, help them prepare for the next day (tissues, change of clothes, items for after-school activities). Your child will love catching up with you, and you'll both get a jump on tomorrow.







Artist of the Month  
Naya Forrest



Ms. Jenn Recommends...

Be sure to check out the next installment in *The First Cat in Space* series: *Soup of Doom*. It will be hitting the shelves this month!

SPOTLIGHTS & RECOMMENDATIONS

Did you know...

that there are 6 different species of flamingos, and that they eat upside down? Watch [this video](#) for some fun facts about the flamingo.



Exercise of the Month -Sit Ups



- Lie flat on your back with legs together, bent at the knees, and feet flat on the floor.
- Place your hands on your shoulders and raise your elbows, so your arms are crossed in front of your body **or** place them behind your head.
- Squeeze your tummy and raise your upper body until you're sat upright. Lower yourself back to the start position.

Q: If money grew on trees, what would be everyone's favorite season?

A: Fall

*Joke of the Month*