



CEDARVILLE CONNECTION

March 2, 2016

Visit us on the web at
www.EACS.k12.in.us

Our mission at Cedarville Elementary School is:
*To build a solid academic foundation and develop fundamental skills
that will lead our students into a lifetime of success.*

From the Desk of the Principal...

The following is an abbreviated version of breaking down reading at the very primary stages. Just imagine how much longer I could have rambled.

When moving children along to become fluent readers, there are many different strategies. At our beginnings most of us remember having to “sound the word out” (and yes, we still tell children to do that to this day). We may recall certain rules or patterns taught to figure out how to read a word. For example...consonant-vowel-consonant words (CVC) make the vowel have a short sound like in the word “hat”. The ways to breakdown or stretch or chunk or sound words out can be used to assist a child with the decoding of those words.

Once words become part of the vocabulary and engrained in memory (or at least the strategies to read the words), comprehension of sentences, paragraphs, and pages becomes easier.

Phonics

Children at the emergent level of reading learn their phonics. Phonics is the method of teaching beginning readers to connect the sounds of spoken language with letters or a group of letters, and yes, part of phonics instruction involves the teaching of children to blend the sounds of letters together to form words (technically referred to as decoding skills). Phonics instruction typically starts with letters first. Children are taught the sounds that those letters “stand for” or “make”.

Phonemic Awareness

While phonics is a visual association, phonemic awareness also involves an understanding of the ways that sounds function in words. You do not need to see the words “cat” and “hat” to know that they sound alike but aren’t exactly the same if you have phonemic awareness. There are 26 letters to the alphabet, but there are 250 spellings to make all of the individual sounds.

Phonemic awareness is the ability to hear and manipulate the individual sounds that make up a word. It is an oral language skill that significantly aids in learning how to both read and write. Phonemic awareness can be enhanced by working on the following three skills:

- **Segmenting** separates a word into its individual sounds. Stretching out each sound in a word helps develop this skill, e.g., fff – uuuu – nnn, said quickly is fun.
- **Blending** combines individual sounds together to make a word. Slowly say the sounds in a word and show it using block letters.
- **Manipulating** plays with each sound in a word by adding, deleting or changing sounds. For example, remove the first sound and *bat* becomes *at*. Change the medial sound to /e/ and *bat* becomes *bet*. Add the /s/ sound to the end and *bat* becomes *bats*.

Phonemic awareness is the most intricate piece of phonological awareness and a critical component when learning to read. According to Research-Based Methods of Reading Instruction, “Children who enter school with phonemic awareness have a very high likelihood of learning to read successfully.” Alternatively, “Children who lack phonemic awareness have a great deal of difficulty learning to read.”

Phoneme

A phoneme is the smallest unit of sound in a language. All but the smallest words are made up of a number of phonemes blended together. Consider the word “ball”. It is made up of three phonemes: /b/ /aw/ /l/. Each of its sounds affects the meaning. Take away the /b/ sound and replace it with /w/ and you have an entirely different word. Change the /aw/ for an /e/ sound and again the meaning changes. These phonemes combine to form syllables and words. The ability to hear phonemes is critical when learning to read or write.

Phonological Awareness

Phonological awareness is the general understanding that spoken words are made up of sounds, specifically knowledge about the initial sound of a word, the ending part of a word, patterns among words, and recognizing elements of a word and syllables.

The following skills develop phonological awareness:

- **Discriminating** occurs when a distinction can be made between sounds, e.g. determine if two words end with the same sound. A good way to reinforce this concept is to sort objects with different beginning or ending sounds. For example, separate things that end with the /p/

sound, e.g., cup and grape, from objects with the ending /k/ sound, e.g. duck and book.

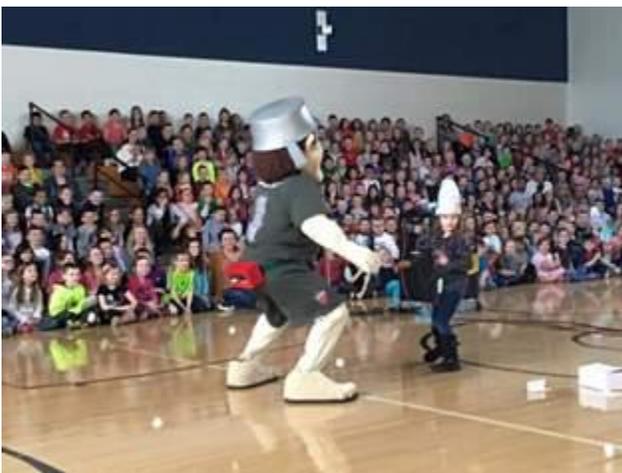
- **Rhymes** occur when words end with the same sound, e.g. hat, cat and sat. Nursery rhymes, Dr. Seuss books, and songs are a great way to teach this pattern of sounds.
- **Alliterations** occur when two or more words begin with the same sound. Exaggerating the first sound is a helpful activity, e.g. Bben bbought a bbig bblue bbird.
- **Sentence and syllable segmenting** can be taught by clapping, which helps children hear the elements of a sentence or word. Begin by segmenting sentences, clap for each word in a sentence. Using compound words, practice syllable segmenting and clap for each syllable. The next step is to clap for each sound in a word. Recognizing the individual sounds in a word is phonemic awareness and will be discussed in more detail below.

Phonemic Awareness vs. Phonological Awareness

These phrases are often used interchangeably (it is no wonder – they are confusing). Phonological awareness is a broader term that encompasses a general awareness of our spoken language; it is the ability to orally recognize word features (e.g. rhymes, syllables). Whereas, phonemic awareness is more refined and refers to the ability to recognize words as a sequence of sounds.

When learning to read, both phonological and phonemic awareness are fundamental concepts that must be taught. In fact, children who do not adequately develop these skills at the end of kindergarten are more likely to become poor readers.

Johnny Tincap Says “Keep Reading”...



If you have been part of the Cedarville family over the years, you know that we love to see our students reading. Reading is the foundation of all learning. Not only that, reading really can be fun. Your child has been working very hard this year with his/her reading. Grade levels have set participation goals for students to meet within the “**Book- It!**” and “**TinCaps**” reading programs.

To encourage everyone to not slow down and keep up the great work so far, Johnny Tincap visited our school.

Children meeting their goal will earn a **free ticket** to a TinCaps’ baseball game, **free concessions** and a **reward voucher!** Cedarville Elementary’s game date is **Sunday, May 1st, at 1:05 pm.**

Hope to see you at the game!

The ISTEP People...

Grade 3 students were once again visited by the ISTEP ladies and gents. Those “terrifying” ISTEP people stopped by just before the first round of testing to remind our grade three students of these Top 10 Tips for Doing Well on the ISTEP Test!



TOP 10 ISTEP+ TIPS

- 10 ~ Answer all questions
- 9 ~ Reread
- 8 ~ Visualize
- 7 ~ Recheck your work
- 6 ~ Process of elimination
- 5 ~ Context clues
- 4 ~ Inferencing
- 3 ~ Show all of your work
- 2 ~ Eat healthy and get plenty of rest
- 1 ~ Show what you know

The story goes that these are the real individuals who score our students' ISTEP+ tests. Strangely enough, they look somewhat familiar.

Weekly Wellness Tip: Brain Health...

Lack of fitness in middle age may mean a smaller brain in later years. According to a new study published in the journal *Neurology*, scientist uncovered a direct correlation between poor fitness and less brain volume years later.

For this study, researchers had 1,583 people enrolled in the famed Framingham Heart Study take a treadmill test at an average age of 40 to accurately measure their level of fitness.

Two decades later they conducted a second treadmill test as well as MRI brain scans on the same group of study subjects. The findings: For every eight units of lower exercise capacity (a measure of fitness) at midlife, brain volume was significantly smaller 20 years later, equivalent to two full years of accelerated aging.

Evidence has been steadily mounting over the past few years indicating that dementia develops over several decades with lifestyle habits and health status during middle age likely exerting the greatest impact.

Kindergarten Roundup...

We have been publicizing Kindergarten Round-Up for nearly a month. Did you know that anything you may need or want to know is on the Cedarville Website?



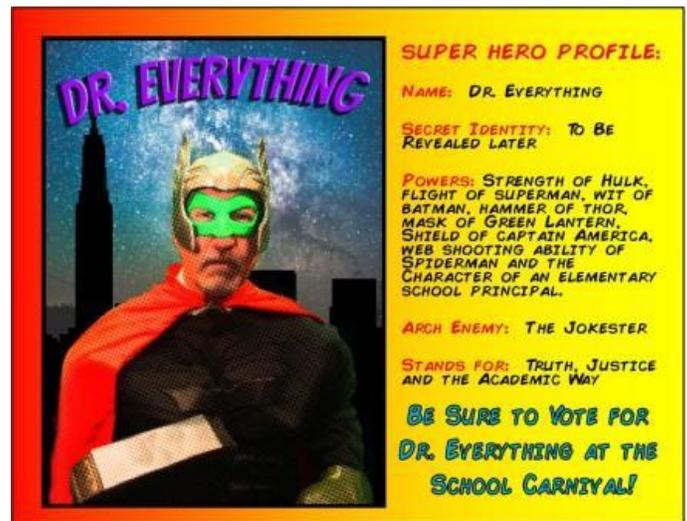
Just go to <http://cdv.eacs.k12.in.us/> and scroll down until you see the picture above. Click into that page and you will find forms that may be completed in advance. Remember that the child must be turning five years of age on or before the first day of August, 2016, to be eligible to enroll into kindergarten for the 2016-2017 school year at Cedarville. Kindergarten Round-Up Day is Thursday, March 10, 2016, 8:00 a.m. to 4:00 p.m. **When submitting a birth certificate to be copied, it must be a government issued birth certificate.**

Dr. Everything to The Rescue...

We have been "Calling All Super Heroes" to join us Saturday, March 12, 2016 from 4-8 p.m. at Leo High School! We also hope that you will vote for Dr. Everything in his battle against The Joker for truth, justice, and the academic way!

Carnival Dates to Remember

March 4: Pre-sale Raffle Ticket Collection #2
March 9: Last Day for Game Ticket Pre-sale
March 12: "Calling All Superheroes"



Memorable Moments In School...

With Mrs. Delagrange

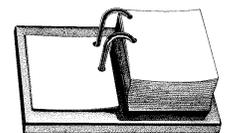
This is my 19th year of teaching. I have many moments to reflect on from over the years. One of the most memorable moments was when one of my former Reading Recovery students stopped in to see me when she was in Fourth grade to show me the chapter book series she was reading now. She thanked me for helping her learn how to read in First grade. That is a moment that I will never forget!

Another moment was this year when one of my girls started to discuss the Frog and Toad book she was reading. She was showing me the picture on the back while starting to laugh as she told me what Toad was doing and how silly he was acting. There is nothing better than to see a student enjoy reading a story and sharing a laugh with them. There was genuine joy in her voice and that made me feel excited for her! My students bring me joy as a teacher. I have so many moments I could share but that would take too much space. Each year is a new adventure with new memories I will cherish always!

Mark Your Calendar...

Mar. 4: Carnival pre-sale raffle tickets **final collection day.**

Mar. 7-11: **READ ACROSS AMERICA WEEK AT CEDARVILLE (DR. SEUSS WEEK)**



Mar. 7: **National School Breakfast Week**

Mar. 9: Dollar Day for Food Bank

Mar. 9: Carnival game pre-sale tickets last day to purchase

Mar. 9: Collaboration Day – dismissal @ 3:10

Mar. 10: **Kindergarten Round-Up Day**

Mar. 10: PTO meeting @ LEEL cafeteria 9:30

Mar. 11: **End of the third grading period.**

Mar. 12: **"Calling All Superheroes" PTO Carnival @ LEHS 4:00-8:00 p.m.**