



West Point Elementary School

7 September 2012

Bulldog Blast

Parent Newsletter #3

Telephone: 938-2313/3827/2997 Nurse: 938-2069
http://www.am.dodea.edu/NY_VA/westpoint/elementary/Index.htm

Morning Bell: 8:30
 Tardy Bell: 8:35
 Dismissal Bell: 2:50
 Early Dismissal Bell: 11:30

WEST POINT ELEMENTARY SCHOOL MISSION STATEMENT

West Point Elementary School and the Department of Defense Education Activity provide, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.

WEST POINT ELEMENTARY SCHOOL VISION STATEMENT

West Point Elementary School provides opportunities for all students to achieve their personal best and to become caring, respectful, and responsible citizens. Our school strives to create a differentiated learning environment to ensure that every child is healthy, safe, engaged, supported, and challenged. We work with the community to motivate and enable all students to be life-long 21st century learners.



CALENDAR OF EVENTS

5 October Early Release 11:30
 8 October Columbus Day—no school
 19 November—Teacher work day

1 & 2 November—Parent/Teacher conference days



GRADES K,1,2,& 3—5 Day Rotation

| MON 9/10 | TUE 9/11 | WED 9/12 | THU 9/13 | FRI 9/14 |
|----------|----------|----------|----------|----------|
| Day 2 | Day 3 | Day 4 | Day 5 | Day 1 |
| MON 9/17 | TUE 9/18 | WED 9/19 | THU 9/20 | FRI 9/21 |
| Day 2 | Day 3 | Day 4 | Day 5 | Day 1 |

GRADE 4 ONLY—3 Day Rotation

| MON 9/10 | TUE 9/11 | WED 9/12 | THU 9/13 | FRI 9/14 |
|----------|----------|----------|----------|----------|
| Day 2 | Day 3 | Day 1 | Day 2 | Day 3 |
| MON 9/17 | TUE 9/18 | WED 9/19 | THU 9/20 | FRI 9/21 |
| Day 1 | Day 2 | Day 3 | Day 1 | Day 2 |

SPECIALS SCHEDULE

8:45-9:35 Third Grade
 9:40-10:30 Second Grade
 10:35-11:25 First Grade
 12:20-1:10 Fourth Grade
 1:15-2:05 Kindergarten



Pre-K & Kindergarten
 Parents of bus riders,
 Please make sure that a parent or responsible older sibling is available at the bus stop to meet students and assist them off the bus each day.

REMINDERS

18 September
 SCHOOL-WIDE
 Picture DAY



WPES LUNCH SCHEDULE

GRADE 4—11:10
 GRADE 3—11:25
 GRADE—11:45
 GRADE 2—12:05
 KINDERGARTEN
 12:20

All grades go to recess first & then to lunch



West Point Schools PTO is on Facebook.
 "Like" us at
<http://www.facebook.com/WPSPTO>.

WEST POINT SCHOOL SPIRIT DAY FRIDAYS

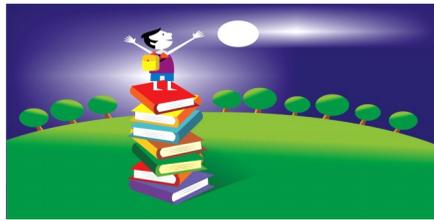
Show your school Spirit by wearing the
BLACK & GOLD
 school or spirit attire on



The Reading Nook

(Information, updates, and helpful reading tips from your WPES reading support team)

West Point Elementary School offers a reading program to support students who may benefit from some small group instruction emphasizing effective use of reading strategies. This program will supplement and support the students' classroom instruction based on individual needs. If a classroom teacher feels a child would benefit from participating in the reading support program, parents will be contacted. We will be working closely with classroom teachers in an effort to ensure all students are meeting reading expectations. Look for 'The Reading Nook' in future Bulldog Blast issues for helpful tips and suggestions on how to support your child's reading and writing at home.



Happy Reading



Parents – Our school needs your help. We can earn cash from “Box Tops for Education Coupons” that look just like the example above. These coupons are printed on a variety of products you buy every day. Please do your part by clipping, and sending the box tops in a small bag or envelope with your child. Your child's teacher will take care of the rest. The class collecting the most box tops will be rewarded with a pizza party each quarter. For a list of products containing box top coupons or more information, go to <http://www.boxtops4education.com>.

PLEASE SEE PTO SPONSORED

READ-A-THON

INFORMATION ATTACHED TO THIS BULLETIN MAILING

Physical Education

As soon as children were lined up to come to school on Friday, their teachers brought them into the bus loop for our Physical Education “Kick-Off.” Along with over 1 million children in schools across the country, we participated in an event designed to kick start our new school year and get us all on the road to healthy living. Children clicked on their seat belts, started their engines then followed our Morning News Crew together with the PE teacher to a crazy mix of songs that included dancing to the twist, cha-cha, tango, rock, disco, salsa, and even some hokey pokey.

Join us on the Road to Healthy Living!



Field Day October 5, 2011

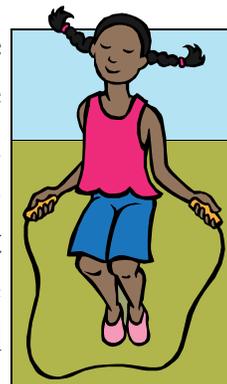
Come join us as we kick off our President’s Challenge at our Fall Field Day! It will be held on October 5th 9:00-11am for ALL grades K-4. The theme will highlight fun fitness games and activities, each with the purpose of helping students understand the importance of physical activity and fitness. It will also support our school improvement goals of reading and writing through built- in activities at each station. We’ll need some help manning the stations. Please consider volunteering and joining us in this healthy worthwhile endeavor. Please return the attached flyer to the PE department. Thank you!



Nadine Sapiente, Principal

Physical Education Differentiation

One way physical education focuses on differentiated instruction is through utilization of varied equipment during classes. Physical education is a classroom where students have the ability to choose what type of equipment to use. For example, students can choose to use large or small sized hula hoops or different sized bean bags. If a child is having difficulty throwing at a target, they may choose to move closer to be successful or if they need to challenge themselves move further away from the target. A student can choose the distance they are throwing and catching from so that they can all find success when practicing the motor skill. Jump rope is a challenging center for many elementary school children. When practicing at centers, children can choose to lay the rope on the group and jump side to side over it, or hold the handle in one hand and practice turning and

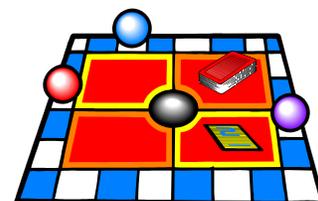


jumping every time the rope strikes the floor. More skilled children are encouraged to jump rope using both handles and practice or create tricks. The physical education classroom is where students not only learn important lifetime skills but a safe place to embrace individual differences.



Physical Education Continuous School Improvement

Reading in a gymnasium? Recently one of our lessons included using a graphic organizer to play a board game called Fitnesskillastics. The board game included 26 different exercises which were learned in two 50 minute lessons. In each square was the name of an exercise, a picture of the exercise and three different levels to play was presented visually in a way that a first grade or fourth grade student could understand. Word choice was clearly evident to represent a physical movement. For example, “Tornado” represented a 180 degree jump or half turn and “Monkey Dance” represented an abdominal exercise. What a fun way to help learn about reading and word choice in the gymnasium!





**Free Developmental Screening
EDIS/Audiology/West Point School**

Who: All children ages 0 to 5 years

What: Developmental & Hearing Screenings

When: Tuesday, 2 October 2012, from 0830 to 1500

Where: The Lee Child Development Center, 140 Buckner Loop@ West Point, NY

BY APPOINTMENT ONLY

FOR QUESTIONS OR APPOINTMENTS, PLEASE CALL 938-2698/6868
or the EDIS office: 845-938-2698/6868

To parents of Preschool Students:

The WPES speech department will be conducting speech and language screenings for preschool students during September. These screenings will be brief and will occur during the school day. Children who are already receiving speech-language services will not be screened.

If you have any questions or prefer that we do not screen your child please feel free to contact the school. We will provide follow up with results of these screenings once they are completed.

Thank you!

Speech-Language Department
845-938-2313





Dear Parents,

Our children see an amazing number of images every day. Just look around. Our world is a very visual place. We are surrounded by images, whether they are on TV, videos, magazines, newspapers, billboards, text book or the internet. Children need to know how to read, judge and act in the information they receive from these images.

This school year the children in art class will discover how to think critically about what they see. Exploring art from various cultures will help children analyze, explain and judge art images. They will also have the opportunity to produce art, allowing them to share their ideas with others.

Since children's skills and interests develop at different rates, I am likely to find a large range of artistic abilities within an age group. Because of these differences, it's important to be aware of the four stages of artistic development.

Scribbling Stage Pre-school to First Grade

The first stage that all children go through is the scribbling stage, which occurs until the first grade. Children begin drawing disorganized scribbles and progress to more controlled scribbling and then advance to named scribbling in which they begin to name the shapes they create.

Primary Stage First Grade to Second Grade

In this stage, children often portray themselves as the dominant figure in their art, with figures floating in space. Children tend to include only the parts of themselves that they consider important and there are few correct proportions. However, children at this stage also like to use their imagination and are open to discovery.

Intermediate Stage Second Grade to Third Grade

Children in this stage are moving away from preoccupation with themselves and are developing an interest in others. They are more open to ideas and are refining their techniques. At this stage, children begin to develop techniques, to present objects in proportion and to pay attention to the arrangement of objects on lines or along the bottom edge of the paper.

Upper Intermediate Stage Third Grade to Fourth Grade

Children become more independent at this stage and their understanding of art matures. Children pay greater attention to detail and often try to mirror reality in their artwork. By this stage, children have a working vocabulary and a good understanding of techniques and ideas. They also have a good background of analyzing, discussing and criticizing different art works.

You can help to make your child's art experiences rich and fulfilling. What your child brings home will be his or her response to the materials and lessons provided. What your child creates will be based on his or her interests, needs, skills, stage, and imagination. I suggest that when your child brings their art work home, you comment about the colors, the mood, the lines, the shapes, the textures and the art media itself. Making specific observations about your child's art work not only show an interest but also acknowledges the artistic process.

Sincerely
Art Department



Dear Parents and Students,

The first full weeks of Music classes are complete and every student K-4 should have been through the music room doors. The students have learned about the Levels of Responsibility and how they apply in the Music class. Each class has learned at least one song to start the new school year! We will be studying various aspects of music following the National Standards for Music Education. Singing, playing basic rhythm instruments, reading and notating music are only a few examples of what the children will learn. I am also devoting a part of the music class to "SQUILT"- Super Quiet Un-Interrupted Listening Time. During SQUILT, I plan to expose the students to a wide variety of music and discuss the history, composer and overall feeling of the work with hopes of having children appreciate music. This will be an exciting year and I hope that soon your child will share with you some of the songs we have studied in class! Music Specialist

Nadine Sapiente, Principal

Physical Education



We are committed to the development and implementation of quality physical education instruction. To allow your child to fully participate, please dress your child properly on the days that they have Physical Education. Classroom teachers will share your child's P.E. schedule with you. Clothing a child can move comfortably in is strongly encouraged. For safety purposes, please have your child wear sneakers that have shoelaces or closed with velcro. (No slip-ons, hiking boots, or flip-flops) Jewelry may not be worn in class. Please leave valuable jewelry at home on P.E. days.

Research suggests that being physically active and eating healthy can have a positive impact on learning. Please:

Encourage your child to bring water (not Gatorade or juice boxes) to school.

Encourage your child to bring to school snacks that are low in sugar (less than 3 grams of sugar) cheese sticks, crackers, and fruit are all good choices. Discourage granola bars, cookies, fruit roll-ups, etc.

Make sure your child has an opportunity to be physically active for 60 minutes each day.

Encourage your child to participate in the President's Challenge. This is a wonderful program that focuses on physical activity and nutrition. Our kickoff will be at our fall field day Friday, October 5th. A Field Day flyer is attached.

Lastly, please consider volunteering to help run our field day. Our theme is "On the Highway to Healthy Living." The activities are fun and easy to organize.

Physical Education Department

AUGUST/SEPTEMBER 2012

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----------------------------|-------------------|-----|--|--|------|
| 26 | 27 | 28 | 29 | 30 WPES OPEN HOUSE 5-6:30 (TO BEGIN AT wpms THEN MOVE TO wpes) | 31 SPIRIT DAY | 1SEP |
| 2 | 3 No school LABOR DAY | 4 | 5 | 6 | 7 EARLY RELEASE 11:30 SPIRIT DAY | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 SPIRIT DAY | 15 |
| 16 | 17 | 18 PICTURE DAY | 19 | 20 | 21 SPIRIT DAY | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 SPIRIT DAY | 29 |
| 30 | 1OCTOBER | 2 | 3 | 4 | 5 EARLY RELEASE 11:30 SPIRIT DAY FALL FIELD DAY 9-11 Lower Fields | 6 |