

# The Viking



Edmore Public School  
December 2018

Greetings Parents/Guardians:

The students and staff have just returned from a relaxing Thanksgiving holiday. As I visited with students this week I was pleased to hear that most of them still celebrated Thanksgiving in a traditional manner in which they get together with extended family and enjoyed a meal in which they probably consumed more food than they needed. Students and staff now have four full weeks of instruction before the Christmas holiday. During this time students will be busy with academic studies but will also enjoy winter extra-curricular events and also decorating their classrooms in their spare time in preparation for Christmas.

### **Student-Led Conferences**

The students attending Edmore School continue to utilize student-led conferences. This process involves students sitting down with their parent and teacher and discussing the progress that has been made during the first nine-week period. These conferences are a great opportunity for each student to exhibit communication and presentation skills in addition to reflect on the learning process and acknowledge areas of strength and areas of improvement for the remainder of the academic year.

The vast majority of parents attended conferences and appeared to be proud of their child's accomplishments. During conferences we asked parents to complete a survey and share their perception of how the school is preparing their child for the post-secondary world. The vast majority of respondents were positive and parents stated that they enjoy the family-like culture the Edmore staff provide for their children.

One concern listed by a parent related to the testing practices we have in our school. One of my favorite adages states, "You don't fatten a cow by weighing it". Although this is true a rancher employing 21<sup>st</sup> century herd management probably utilizes practices involving everything from feeding supplements to pasture rotation. The rancher constantly monitors the herd and makes adjustments to ensure the cows are getting fat.

At Edmore Public School we assess students utilizing primarily two forms of assessments: Normed assessments (assessments that compare our students with students nationwide) and growth-focused assessments (measure growth of students relating to State standards).

Normed assessments include the North Dakota State Assessment (NDSA) and American College Testing (ACT). The NDSA is given to 4<sup>th</sup> through 8<sup>th</sup> grade and 11<sup>th</sup> grade and is required by our state legislators (Century Code). This exam assesses students in Math, Language Arts, and Science. We utilize the exam to help determine student mastery of the State standards and also how our students compare to other students in North Dakota. The ACT exam is required for students choosing to attend college. This exam is given to juniors and seniors who elect to take the exam.

Growth-focused exams include the Standardized Test for the Assessment of Reading (STAR 360) and Dynamic Indicators Basic Early Literacy Skills (DIBELS) for elementary students. The STAR 360 also assesses for Mathematics and only takes minutes to complete and is given monthly.

to monitor growth of students regarding mastered skills. Staff examine assessment results and adjust curriculum/instruction to meet the individual needs of students.

Parents and patrons may be asking why are we focusing on standards, why not just teach the Three R's? It worked for me... To make a long story short when our generation went to school our teacher more than likely taught from a textbook and started on chapter 1 and continued until the end of the school year. The textbook companies tailored the content of the book for three states: New York, Texas, and California. That is because the largest percent of the textbook market was from these states.

As a nation our labor market has transitioned to more jobs requiring high skill/high wages. As a result of this transition employers have stressed the need for public education to respond by increasing the mastery of skills for students to meet the higher level skills required by employers. Public education did respond and moved away from simply covering chapters in a book to mastery of State standards. Standards set forth by North Dakota K12 educators.

The Edmore staff utilize the results of the fore-mentioned exams to adjust curriculum and instruction to better meet the needs of students in achieving the State standards. We realize that time spent assessing students takes away from instruction. We continue to focus on ensuring that academic instruction is a priority but realize that other activities are part of educating the "Whole Child". This is a balancing act but the school board, administration, and staff continue to reflect and adjust curriculum and instruction to meet the needs of our students.

On behalf of the Edmore school board, staff, and students, we would like to thank the Edmore patrons for their continued support of educating our children.

Professionally,

Frank Schill, Superintendent



Holiday Greetings!

I say it every year, but I can't believe the year is nearly halfway over. We have a lot of new faces in our school this year, staff and students, and I already see strong relationships being formed. Our hallways and classrooms (and doors) are becoming festive for the Holiday Season! Come take a peek!

December is always a busy month. December 13<sup>th</sup> will be an exciting evening for us as Ms. Von Hagen and students PK-12 will be putting on the Christmas Program. Please spread the word to the community to be in the gym by 7 p.m. to enjoy an evening of Christmas cheer. Both basketball teams have also begun to practice and we are hosting our first home game for the boys is on December 11<sup>th</sup>. Please come support our team. The girls will be playing here in January.

This is also the time of year when we begin to see colds and the flu bug being passed around the school halls. We do our best to remind the students to wash their hands, use hand sanitizer, and cover their mouths when coughing and sneezing, but if your child is running a temp or not feeling well, please keep them home so that a single illness does not become an epidemic.

At our student-led conferences, we also asked our parents to complete the AdvancEd Survey. We also gave the staff and high school students a survey. These surveys can all be found on the Edmore School website. We are reviewing the data, looking at the feedback, and setting a establishing a few areas where we can improve going forward. We appreciate everyone's time, as this allows all stakeholders to be involved in the instructional processes.

The last day of school before Christmas Break is December 21<sup>st</sup>. We hope everyone has a great break, enjoys some family time, as well as the great North Dakota Outdoors. ***Some of our dual-credit students will need to be reminded by parents to work a little during the break so that they can wrap the class up before the end of the quarter.*** The kids do have access and know their logins and passwords for IXL, so any time they are bored let them hit some ELA and math skills. We also have access to Tumblebooks (on the website) and Mackinvia (our online library) if they run out of books to read. Keeping a little learning going over break makes sure we don't lose any ground.

Wishing You and Yours Happy Holidays!

Diane Martinson, Principal



{ Student Council }

# Pancake & Sausage Holiday Breakfast!

Sunday, December 9th

Edmore Public School

10:00 am to 1:00 pm

The majority of the free will  
offering will go towards  
purchasing gifts for local families  
in need this holiday season.

We hope to see you there!



# Pre-K/Kindergarten/1<sup>st</sup> Grade

In first grade and kindergarten ELA, students have been working on finishing the phonetic skill: diagraphs, and reading comprehension strategies. The Pre-K students are working hard on learning a new letter each week and counting and writing numbers up to 10. In math, the first grade and kindergarten students have continued working on memorizing addition facts and just started learning about subtraction and strategies to solve subtraction problems. Students compared the Pilgrims and the Native American tribe during social studies. They learned how each group lived, and worked and how they came to help each other. Lastly, in science, students studied how animals survive in the winter. Students then chose an animal and worked on a writing project describing how that animal survives.

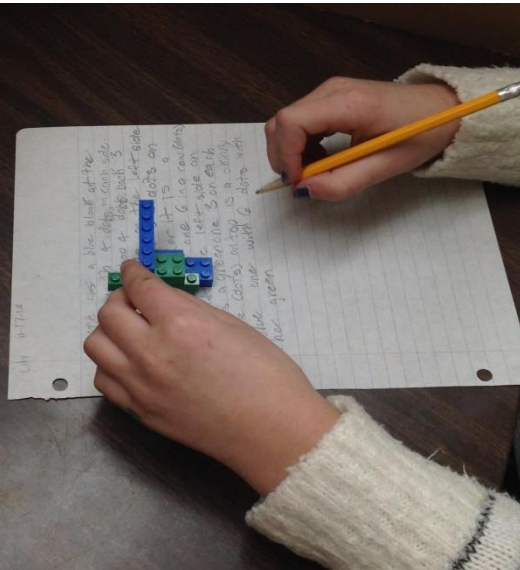


Students participated in chores that would occur during the time of the Pilgrims. Here, they are grinding corn to make flour. They decided that it was easier to buy flour than to make it by hand!

# News from the 4<sup>th</sup> & 5<sup>th</sup> Graders

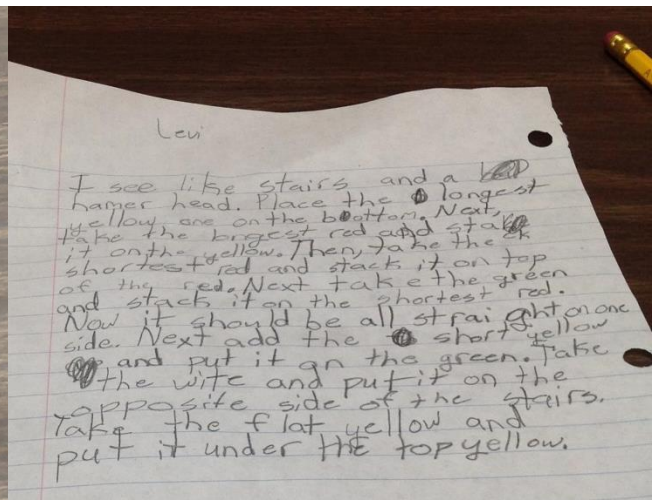
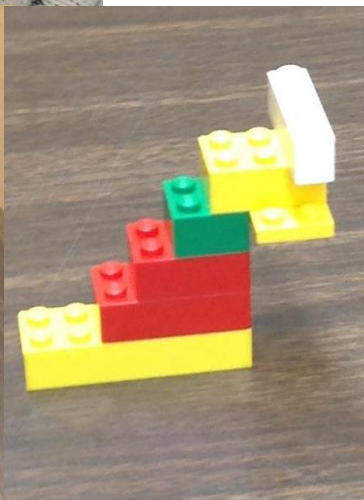
## Social Studies

Through the month of November, the students have been studying Native Americans. They have completed several projects, including writing a story using Native American symbols, weaving baskets, and making family Totem poles. Next, they will be conducting research on a specific Native American tribe and creating a poster to present to the class.



## Writing

The fourth and fifth graders participated in an activity modeled after the Science Olympiad called *Write It, Do It*. They had to write descriptive instructions on how to build the given Lego structures. If they were not detailed enough, the structure was not built properly. Can you think of a different way to build Levi's structure?



# Social Studies: My Favorites From 2018

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*By: Mrs. Raechel Newgard*

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I love almost every aspect of the social sciences. Each time I teach a class I find something I really enjoy teaching about each one. Since it is one of the last newsletters of 2018, I figure it is the ideal time!



## GEOGRAPHY 6/7

- My favorite aspect of geography is, by far, the map work. I love labeling states/countries and capitals. Students usually get into this part of the class.
  - Map work is great because it is straightforward. Everyone can be successful with a little bit of studying. The best part is that studying can be done alone, with parents, or with classmates.



## NORTH DAKOTA STUDIES 8

- One thing I have really enjoyed about this class is the book we read. I wanted to implement a book study this year, so we all read “The Rachel Calof Story”. This was about a woman who blindly married a Jewish man who had settled in ND. They raised their family on the feral plains of ND, close to Edmore.
  - It was such a fun read because they often mentioned towns we are familiar with – Devils Lake, Starkweather, etc.
  - Students really got into it too. The book tells of the hardships, of family, and of the importance of perseverance.
  - I highly recommend the book.





## WORLD HISTORY 9/10



- I love learning about world history. This year we have made so many connections between people, places, and events happening around the world. My favorite part of this class has been the historical dinner party each student planned.
- After a unit about Absolute Rulers, I wanted to find a way to wrap it up and think a little deeper about everything going on in each country.
  - I developed the “Absolute Ruler Dinner Party”
    - Students had to write biographies, seating charts, dinner menus, party favors, and entertainment that connected to each guest.
    - Each student put in hours of work, and I am so proud of the results.
    - For weeks we discussed rulers both in and out of class.

## POD 11/12

- My favorite part of this class has been learning about the Judicial Branch of government. In October, I took a class in Bismarck taught by the ND Supreme Court Justices. I got so many great resources and discussion topics. So far we have only looked at a few, but we are going to utilize them as the year goes on.



## GRAD SCHOOL



- I have been attending Valley City State University (VCSU) for 2.5 years. I am working on getting a Masters degree in Education with a concentration in Technology and Teaching. This semester I conducted my research and wrote my Action Research paper to satisfy the criteria needed to graduate. I have been lucky enough to be a part of a cooperative, supportive school district where students and parents have been gracious enough to participate in the research I had to gather.

# Counseling NEWS

December 2018 • katie.henry@kl2.nd.us • (701) 644-2281

## Ways to Reduce Holiday Stress

1. Focus on the Positive
2. Start Family Traditions: It's not what you buy, it's the memories you make!!!!
3. Stay Present
4. Maintain Your Routines
5. Hold Realistic Expectations

## Quick Tip

Make yourself vulnerable. The only way to have true, heartfelt relationships with others is to open yourself up. Imperfect IS perfect.

## What's Happened This Past Month

Classroom guidance in the elementary: thankfulness and bucket filling

High School Lessons included career exploration and personal management.



A "squishy" given to me by a sweet student.

## What's New in Counseling

\*High school students will start their 4-year rolling plans.

\*Seniors will begin to get more scholarships coming soon. Keep checking emails for updates!

\*Elementary is beginning to discuss gifts we have to give others in our hearts and minds: a great way to connect to your students is to tell them what you think their gifts are!  
😊

Contact Mrs. Henry at any time for any needs!

# FACS CLASSROOM NEWS

DECEMBER 2018

(701) 644-2281

katie.henry@k12.nd.us

## FACS/HEALTH CLASSROOM NEWS!

Activities our Viking Family has done this past month: Made some decorations to share with members of the community. Celebrated Mr. Zander's belated birthday, and Sydney's birthday! Stay tuned for more fabulous family ideas!

### IND. LIVING

Topics discussed this month:

- Applying Personal Finance Knowledge to Real-Life situations
- Completing Everfi to become financially certified – sponsored by Citizens State Bank – THANK YOU!

### HEALTH CLASSES

Topics Discussed this past month:

- Growth and Development
- Non-Communicable Diseases
- Physical Health

### FACS I

Topics Discussed this month:

- Growth and Development
- Parenting Skills

### HARD AT WORK



Non-Communicable Disease "Quilt Squares" done by the Jr. High Health Class. Some fantastic work!

### FCCLA!

DISTRICT 3 FCCLA STAR EVENTS ARE FAST APPROACHING. VISIT [FCCLA.ORG](http://FCCLA.ORG) FOR MORE INFORMATION, OR ASK MRS. HENRY WHERE TO BEGIN!

## Miss Gaukler's English Classes



Since the last newsletter, the 6<sup>th</sup>-11<sup>th</sup> grades finished up their creative writing stories. We then entered a new unit which was a speech/public speaking unit. For this unit, I had the students doing bell ringers, which were related to famous speeches. I would put up a famous quote from a famous speech and have the students reflect on the quote, such as their thoughts and opinions on the quote and also why the speech/quote should never be lost-the importance of it. In this unit, I would play clips of famous speeches and have the students write down all the things the speaker did well (they learned proper ways on how to give a speech beforehand). At the end of the unit each student had to create their own speeches and follow the proper ways on how to give a good speak (such as eye contact, good verbal and nonverbal behavior, speaking clearly and slow enough, use research from reliable sources, etc.) The 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders created 2-3 minute persuasive speeches on something that interested them-this was really fun for me to listen to. The 6<sup>th</sup> and 7<sup>th</sup> graders created introduction speeches about themselves. Overall, I think it was a successful unit!

The next unit we are starting in each grade is a Shakespeare unit. The 11<sup>th</sup> grade is reading *Macbeth* (which is the most performed play in the world). The 9<sup>th</sup> and 10<sup>th</sup> grades are reading *Twelfth Night* (my personal favorite). The 8<sup>th</sup> grade is reading *Midsummer Night's Dream*. The 6<sup>th</sup> and 7<sup>th</sup> grades are reading the most famous Shakespearean play, *Romeo and Juliet*.

The students are also on their second paper of the year, which is an informational paper. The students picked topics that were the most interesting to them and things are going well so far.. I am excited to see how the final drafts go, which are due December 18<sup>th</sup>.





## PK-12 Music

It's hard to believe it is already December! We are super excited to share our Christmas program with you on Thursday, December 13 at 7:00 pm! Please be sure that your child dresses nicely. Students may wear any nice clothing – preferably no jeans unless they are black, but Christmas colors and spirit are encouraged!

PK-5 have been working very hard on preparing their Christmas program, *Snowtastic*. They are learning their speaking parts and lyrics. PK-1 just started working with dynamics (soft and loud) and identifying instruments along with Christmas preparations. 2-5 have discussed Beethoven and instrument identification in addition to Christmas prep.

The band has been working extra hard on preparing their Christmas music for you! It is sounding very nice; I couldn't be more thrilled! We have also been dabbling in pep band music for a while now. It is a nice refresher from Christmas and a great sight-reading exercise. The choir students have also been preparing their Christmas music. We recently added *Mary, Did You Know?* to our concert, and it sounds beautiful already. In both band and choir, we have been discussing and listening to Beethoven's works and learning about his life and contributions to music. For December, we will be discussing Tchaikovsky; some of our activities will include listening to and watching parts of the Nutcracker ballet!





Coevolution  
by Heather Okeson  
Biology Student

Coevolution has been part of this world since the world began, and it's shaped the way the Earth and its organisms are today. There are several ways we can investigate coevolution though, we can look into species in North Dakota that may have used coevolution, if it's possible to see the occurrence of coevolution while it's happening, and we can identify specific examples.

According to the Merriam-Webster dictionary, the definition of coevolution is, "evolution is involving successive changed in two or more ecologically interdependent species that affect their interactions". An example of this would be if a specific animal is always eating a specific plant then the plant will develop some sort of defense mechanism to protect itself from that animal, but then in return the animal will overcome the defense mechanism developed by the plant.

If we wanted to go more in depth with this subject we could bring about butterflies and birds. Some butterflies have gained the ability to store poisons from plants they eat as caterpillars, this causes an unpleasant taste to the predator, which in case would be the bird. The bird will therefore avoid that type of prey in future. But these interactions could occur in almost any environment, what might possibly only occur in North Dakota.

An example of coevolution in North Dakota would be a hypothesis on a certain flies and their environments either in forest or prairie biomes. They detected that flies in North Dakota have different sizing than those in Minnesota, although they are the exact same species. The same study also says that the species in Minnesota are rounder than those in North Dakota because of the predators and the surrounding environment. But those in North Dakota also have features that are slightly different than those in Minnesota; the features had evolved depending on other animals.

While researching coevolution started wondering if you could potentially see coevolution while it was happening. In my mind, it makes sense to be able to see it, because you could see the evolution happening, but it would be slower and less juristic changes then seeing it sped up. But what if you looked at a flower and saw that it had bumps, and then continuously looked at the same species at later dates and saw those bumps turn into thorns. Could that count? Or would it not be a realistic thing to happen?

Coevolution has helped several organisms survive in tough situations, and there are many questions that go along with coevolution. Like if you could potentially see coevolution if it was happening. But coevolution has also given us answers to questions I hadn't even though of asking before. Now there are all sorts of questions to ask. An example would be to ask if anything has majorly evolved in the human species. Coevolution has literally given life to so many different aspects of the world we knew today, and it will continue to grow and help organisms live their lives.

Work Cited

Coevolution, evolution.berkeley/evolibary/article/evo\_33.

"Coevolution." Meriam-Webster, www.merriam-webster.com/dictionary/coevolution

Craig, T P, et al. "Geographic Variation in the Evolution and Coevolution of Tritrophic Interaction." Evolution; International Journal of Organic Evolution., U.S. National Library of Medicine, May 2007, www.ncbi.nih.gov/pubmed/17492967



Physical Science

Laws of Motion

Biology

Ecosystem

Earth Science

Internal Structure of the Earth  
Earth External Processes

Life Science

Ecosystem

Physics

Momentum, Impulse and Collisions



# *From Mr. Weber*

## *6/7<sup>th</sup> Grade*

*We are turning  
percents into  
decimals and  
comparing  
numbers!*

## *8th Grade*

*We are taking on the  
challenging, systems  
of linear equations!*

## *Algebra I*

*We have started a  
NASA project,  
calculating the  
shortest distance of a  
space rover!*

## *Algebra II*

*We are using  
quadratic equations  
to fly in space!*

## *Consumer Math*

*We are creating a  
budget and expense  
reports!*

## *Geometry*

*We are getting into  
different angles and  
sums that create  
different polygons!*

# 2018 STATE VOLLEYBALL

LANGDON AREA EDMORE MUNICH CARDINALS



REGIONALS  
1<sup>ST</sup>

STATE  
3<sup>RD</sup>



CALLIE RONNINGEN #9  
ALL-REGION &  
ALL-STATE TEAM



MORGAN FREIJE #7



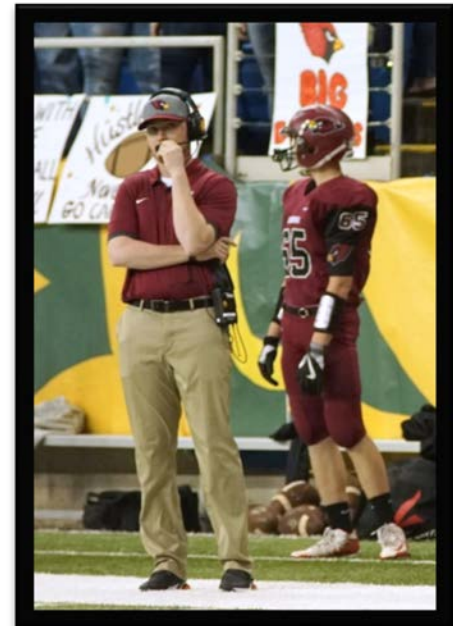
# 2018 Division A State Football Champions



**Langdon Area Edmore Munich  
Cardinals**



**Holden Mack – Senior #65**



**Coach Weber**

# **CLOSE-UP DONUT FUNDRAISER**

The Edmore High School Close-Up group is fundraising for a trip to Washington D.C. next spring. We are selling donuts to help us raise the money that we need to attend this once-in-a-lifetime experience!

\$12.00 per bag  
(2 dozen are in each bag)

All order forms and payment need to be handed into the Edmore High School or Raechel Newgard ([raechel.newgard@k12.nd.us](mailto:raechel.newgard@k12.nd.us)) December 7<sup>th</sup>

Order forms will be available around town and in the school office. No telephone orders, please. Orders with payment can be brought to the office or mailed in.

Make checks out to Edmore High School

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Bag(s): \_\_\_\_\_

Total \$: \_\_\_\_\_

**(Money is due when order is placed)**

You are responsible to pick up your order. We will call you when they are ready. All doughnuts must be picked up by December 21, 2018.

Thank You for Your Support!

# A Parent's Guide to Good Study Habits



- 1. Regular Time:** It is important for you to set up a regular study time for your student and to try and be strict about maintaining it. This will help your child establish a routine for studying, which is a key to good homework habits. Routines develop into good habits, and if you help your child stick to this routine, you will soon notice that he/she automatically uses that time as study time. You could use an alarm clock, oven timer, etc. to remind when study time begins or ends (Braithwaite). Also, if your child is often done with his/her schoolwork, try to make this a regular time to read together or work on basic skills like math.



- 2. Regular Place:** Having a regular place to study will also help you and your child establish a routine for good study habits. Probably the most important thing to keep in mind when choosing a study spot is to *keep it away from distractions*, like the *television*. Another idea to consider is, although the bedroom can be a fine place for studying, it is probably best not to do it actually on the bed. Since the bed is a place for sleeping, doing homework there *could* interfere with your child's sleeping routine.



- 2. Regular Procedure:** Establish a regular procedure for your child to follow during study time. This could look something like the one below, but don't be afraid to try your own ideas as well. Different schedules and practices work well with different students depending on their strengths, interests, age, etc. Create a study time that works well for your individual child. Some guidelines and a sample plan are listed below:

10 minutes- Do something together with your child: read a book, do a puzzle, etc. If possible, allow him/her to choose the activity. Try some games he/she learned at school and don't be afraid to make up games of your own. Enjoy this time together.

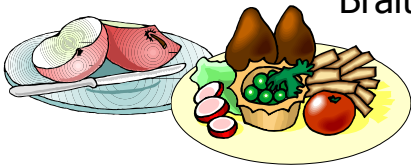
5 minutes- if your student has a particular homework assignment to work on, begin by pre-reading the assignment and/or reading the directions. Talk about what the main ideas of the homework seem to be, based on this pre-reading. Kids Can Learn, Inc. suggests that you "...guide the homework tasks with a series of simple direct questions:



- What is the assignment?
  - What is the problem to be worked out?
  - How can figure out the answer?
  - What do you have to do first?
  - Do you want me to listen (to reading)?
  - Do you want me to read what you have written?
  - Do you want me to check your knowledge (for example, in spelling)?"
- (Kids Can Learn! [www.kidscanlearn.com](http://www.kidscanlearn.com))

10-15 minutes- Do the assignment, reading, etc. If your child has a difficult assignment, do the assignment together, using the above questions as a guide. If your child seems to have grasped the assignment and as a good idea of how to approach it, go ahead and let him/her do it alone. To help develop independence, encourage your child to use some sort of mark, like a question mark, to identify problem areas for you to go over together.

5 minutes- Break/Study Snacks-- Brain research has discovered connections between what we eat and how we learn. The following information was taken from an article by Deborah Joy Braithwaite featured at [www.family.disney.com](http://www.family.disney.com): *Getting a child into good eating habits during*



*homework sessions is essential. Fast foods, snack bars and carbonated drinks are full of taste enhancers, artificial colorings, caffeine, salt, saturated fats and refined sugars. They do provide a quick burst of energy; however, it is a false energy boost and is quickly followed by lethargy. Children seem to be natural nibblers and like to eat small amounts of food often. Nibbling the right food every 90 minutes keeps the blood sugar high to energize the brain for thinking and learning. During a study session, fill them up on fruit and raw vegetables (an apple or banana, slice of*





*cheese, handful of peanuts, carrots, or celery.) Raw foods of any sort increase the rate at which the brain cells use oxygen, so that thinking and learning is easier and better. There is an abundance of evidence in medicine, education and sport to show that drinking plenty of water is essential for optimal performance. The message is 'if you don't drink enough you can't always think enough!'"*

10 minutes- Review the completed assignment/reading with the child. Work on any problem areas, again asking questions that encourage him/her to find the answer on his/her own. For every mistake that you point out, try to point out two successes. In the *Kids Can Learn!* Article, the writer offers this suggestion:



*"Help your child believe in his or her ability to succeed. When you praise work completed successfully, you are showing your child that he or she can do well in school. Success builds confidence. This can be achieved in many ways, for example, if you write a word such as when and your child reads it as what, don't say "wrong." Instead, say the word aloud and ask your child to repeat it after you. After the word is repeated, praise your child and move on."*

Talk about how the assignment/reading/activity, etc. went that night. Note things the child had success with and areas that are still a problem. It may be helpful for the two of you to keep a journal noting what you discuss each night and comparing this to similar assignments in the future.

Finally, as a last, five minute task for yourself and/or with your child, work on writing a note at least once a week to the teacher. Was there something from the assignment that you didn't understand? Were the directions unclear to you? Did you feel the assignment somehow didn't achieve what it was supposed to? Instead of feeling frustrated, especially when you first start this study process, communicate your frustrations with the teacher. Did you feel this assignment was especially effective? Would you like more assignments like this to work on with your student? Communicate these ideas as well with the teacher.



**Now, make a commitment to making study time a part of your routine!**



# Christmas Fun

## Checklist

- \_\_\_ Drink hot chocolate with marshmallows
- \_\_\_ Hang candy canes on the tree
- \_\_\_ Sing your favorite Christmas carol
- \_\_\_ Write a letter to Santa
- \_\_\_ Bake cookies
- \_\_\_ Make a holiday-themed craft
- \_\_\_ Trim the tree
- \_\_\_ Hang the stockings
- \_\_\_ Build a gingerbread house
- \_\_\_ Look at Christmas lights
- \_\_\_ Watch a Christmas movie
- \_\_\_ Hang a wreath
- \_\_\_ Make popcorn garlands
- \_\_\_ Watch a Christmas play
- \_\_\_ Make a homemade ornament
- \_\_\_ Donate to a toy drive
- \_\_\_ Shake a snow globe
- \_\_\_ Mail holiday cards
- \_\_\_ Wear a Santa hat
- \_\_\_ Read *The Polar Express*
- \_\_\_ Play Christmas music
- \_\_\_ Make paper snowflakes
- \_\_\_ Donate canned goods
- \_\_\_ Build a fire
- \_\_\_ Bundle up and observe the stars
- \_\_\_ Act out a Christmas play
- \_\_\_ Visit Santa
- \_\_\_ Make a construction paper tree chain
- \_\_\_ Drink egg nog
- \_\_\_ Go ice skating
- \_\_\_ Make a gift for teacher
- \_\_\_ Color a Christmas coloring page
- \_\_\_ Catch snowflakes on your tongue
- \_\_\_ Wrap presents
- \_\_\_ Countdown to Christmas with an advent calendar
- \_\_\_ Wear new Christmas PJs



# **RIDE SAFE.**

# **RIDE SMART.**

## **Become Certified in Snowmobile Safety**

Snowmobilers ages 12 and older must possess a Snowmobile Safety Certification or a driver's license to legally operate on public land, including ditches and state snowmobile trails. Register for this upcoming certification class in your area.

**Date:**

**Time:**

**Cost:**

**Location:**

» Please pre-register by calling  
**701.328.5348** or visit  
**[www.parkrec.nd.gov](http://www.parkrec.nd.gov)** for  
more information.



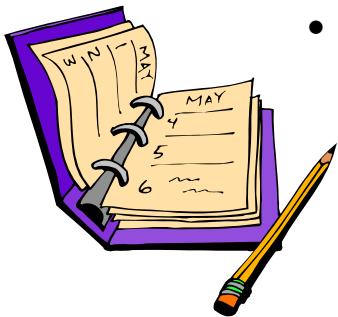


## Activities You and Your Child Can Do Together After Reading a Story



After the story is over, have your child draw a picture of his/her favorite scene. Discuss why he/she chose this picture. You may also want to reread that portion of the story and choose a sentence or two to write at the bottom of the illustration.

- Have your child try to determine what a character is thinking at major points in the story. Ask him/her to write these thoughts down in thought balloons you've drawn out, or have your child dictate to you as you write.
- Stop in the middle of a new story and ask you child to predict what will happen next. Do this as often as you wish, especially if it interests your child. Discuss the prediction(s) at the end of the story.
- Read a story through once. Then, reread the story and make a list of each problem the main character encountered. Discuss (and, if you wish, record) how each problem was resolved.



- Have your student keep a journal where he/she writes opinions, questions, feelings, thoughts, ideas, etc., about each story that you read. Consider keeping a journal yourself as a way of supporting this activity. (Remember, the journal should not be a summary of the main events of the book). Every once in a while, read through your journals together and discuss some of the best books (or reread them!).
- Keep track of words that your child has trouble with as he/she reads. After you have a list of ten or so, have your child could write out the dictionary definition, write out family member's definitions, draw illustrations of the meaning of the word, cut out pictures from magazines which somehow describe the word, record each time he/she hears the word in daily conversation, and anything else that your think of as you work on the dictionary.







**December 5**

Early Out  
1:30

**December 10**

NDSU college  
rep visit @ 11:00

**December 13**

Elementary &  
High School  
Christmas  
Concert 7:00

**December 21**

Last Day of  
Classes

**NO SCHOOL**

December 22 -  
January 1

**January 2**

School  
Reconvenes

**Lego Robotics**

Monday,  
Tuesday &  
Thursdays  
3:30-5:30

Happy  
Holidays!



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*The holiday*

*season is a time for*

*celebration and sharing feelings of love.*

*Plan family holiday activities and take time for the*

*whole family to enjoy them together.*

*Family time doesn't have to be elaborate or expensive.*

*Very simple holiday activities often become the most important—*

*laughing together at family jokes, repeating a family ritual year*

*after year, and sharing good books with one another.*

*Take time this holiday season to read some of your favorite Christmas*

*and New Year stories. Children of all ages enjoy being read to.*

*Put books and magazines on your Christmas list for your family members.*

*Enjoy musical activities during the holidays, such as: Sing-alongs, concerts, or just listening to music. Plan family fun by playing board games (games help children practice reading skills), putting puzzles together or playing card games.*

*Remember that gifts don't have to be expensive or unique. Among friends and family, the most precious gifts we can offer and freely exchange are:*

*The gift of time   The gift of fun*

*The gift of a good example*

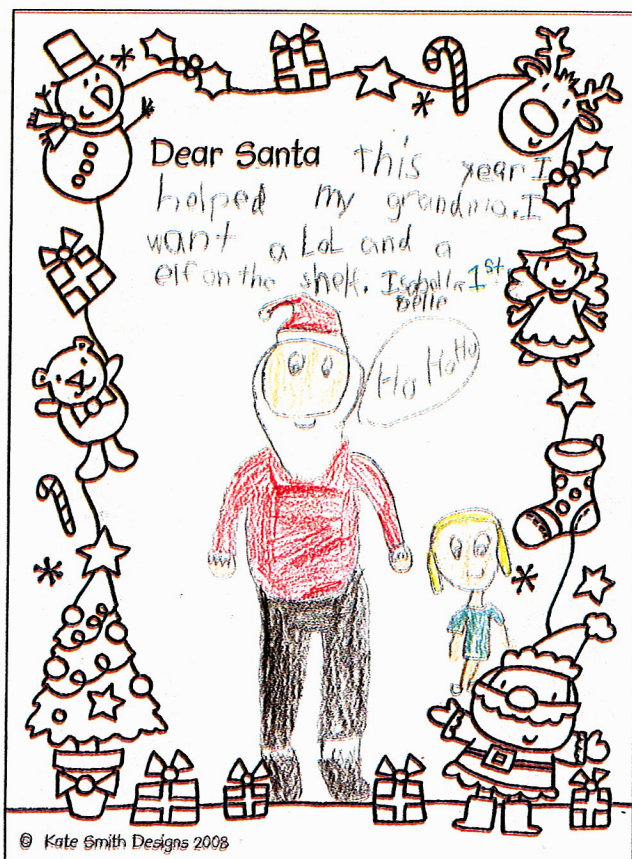
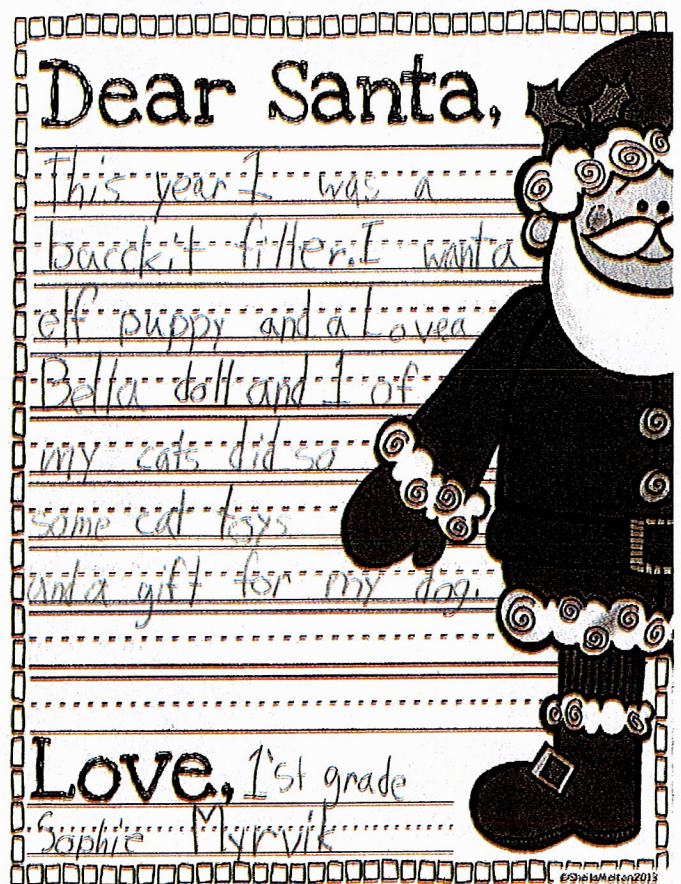
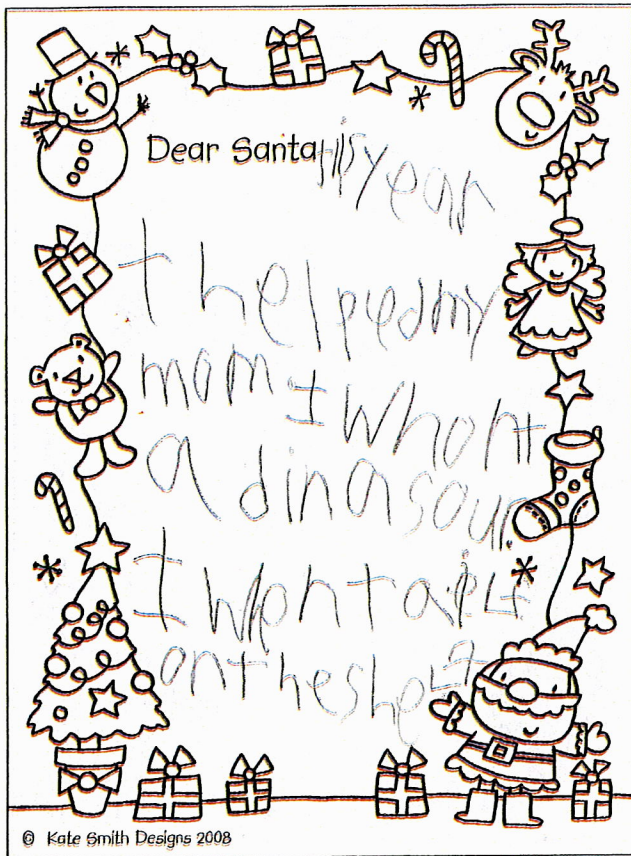
*The gift of seeing the best in people*

*The gift of helping someone learn something new*

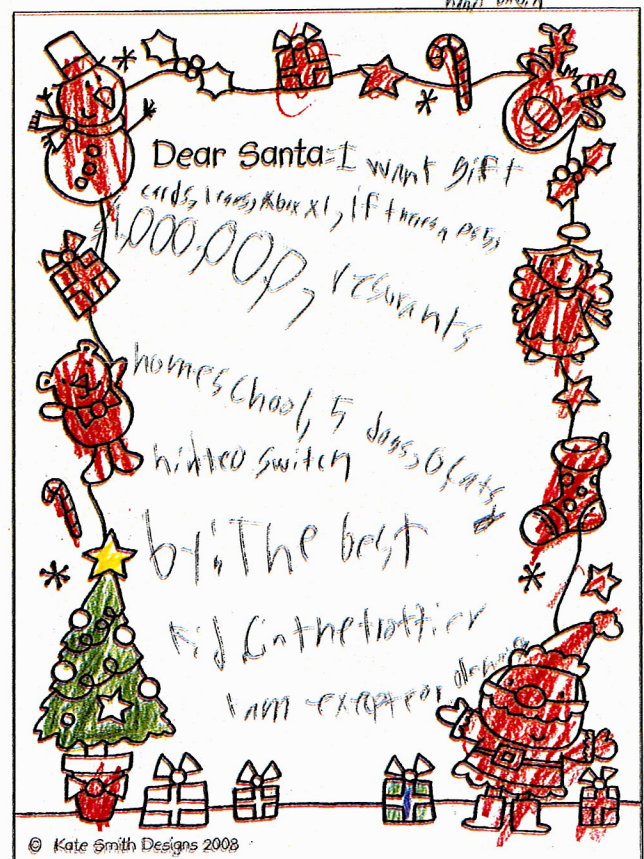
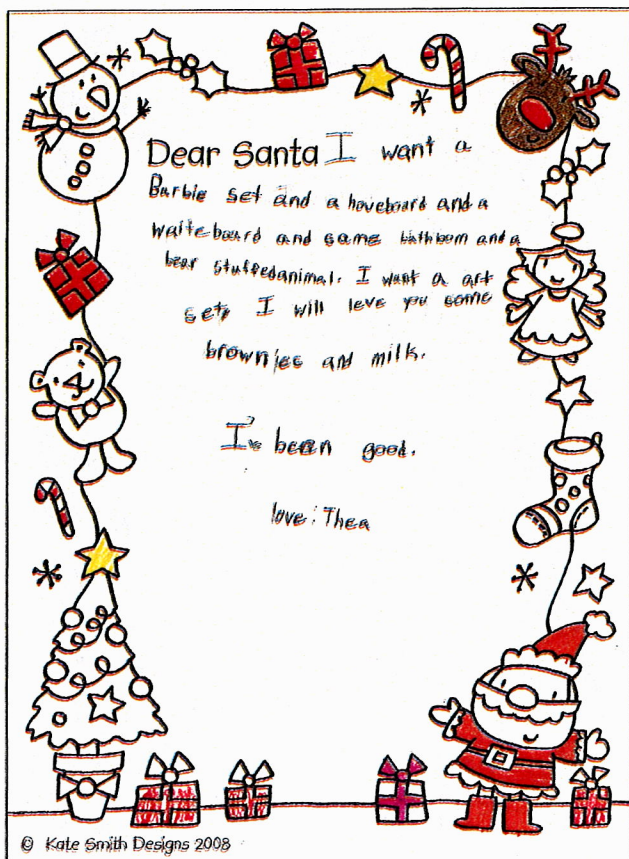
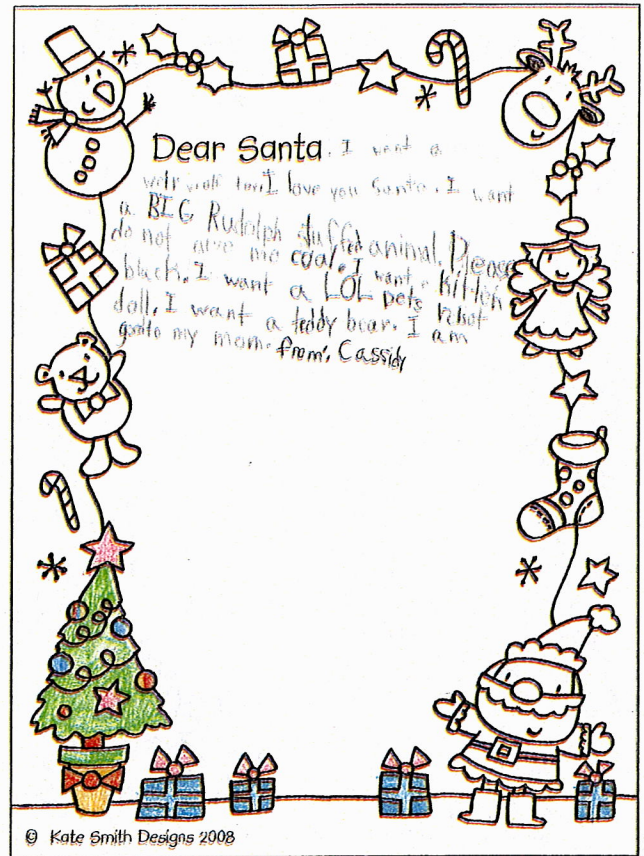
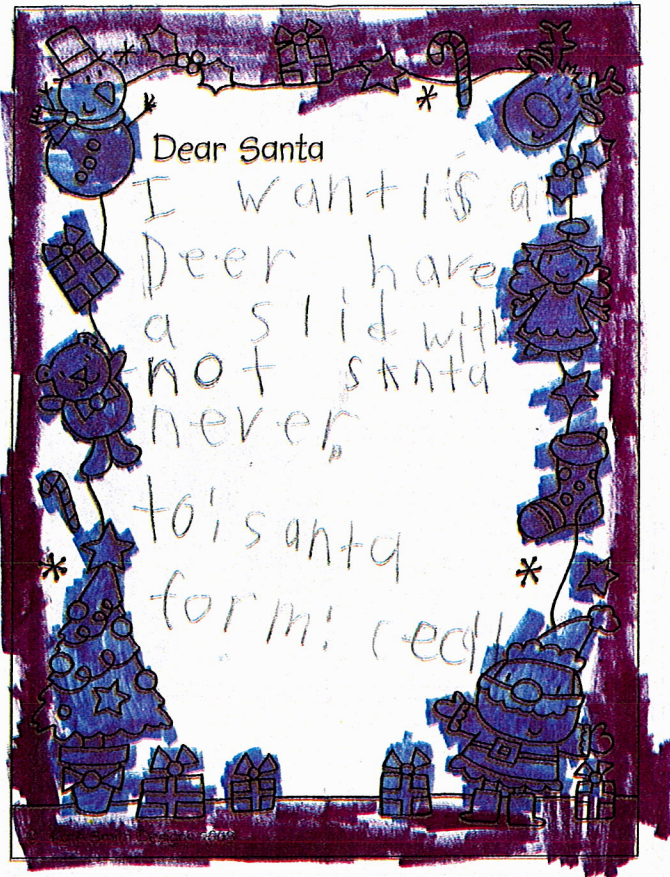
*The gift of empathic listening*

***Make Holiday Time Family Time!!***













The websites listed below provide many excellent opportunities for learning during the winter break.

[IXL.com](https://www.ixl.com)

[tumblebooklibrary.com](http://tumblebooklibrary.com)

[mackinvia.com](http://mackinvia.com)

[khanacademy.com](https://khanacademy.com)

[getepic.com](http://getepic.com)

[k5learning.com](http://k5learning.com)

[readworks.org](https://www.readworks.org)



**\*Please call the school if you need log in information\***



# December 2018


# Menu

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 yogurt, toast, sauce & juice  chicken nuggets, rotini, bread, corn, sauce & salad	4 cereal, sauce & juice  <u>Election Meal:</u> BLT, seasoned wedges, salad, fruit, beans & brownie	5 oatmeal, toast, fruit & juice  meatballs, mashed potatoes, green beans, gravy, dinner rolls, salad & sauce	6 pancakes, sauce & juice  vegetable beef soup, assorted sandwiches, salad, fruit & crackers	7 omelets, toast, fruit & juice  tater tot hotdish, carrots, bread, salad & sauce	8
9	10 cereal, sauce & juice  scalloped potatoes with ham, carrots, bread, salad & sauce	11 pancakes, fruit & juice  BBQ's, chips, beans, salad & fruit	12 cereal, sauce & juice  chicken tortilla soup, assorted sandwiches, tostada chips, salad & sauce	13 biscuit, sausage, fruit & juice  subs, macaroni salad, pretzels, salad & fruit	14 waffles, fruit & juice  spaghetti with meat sauce, green beans, garlic toast, salad & sauce	15
16	17 French toast, sauce & juice  hamburger hotdish, carrots, dinner rolls, salad & sauce	18 HB eggs, toast, fruit & juice  chicken burger, sweet potato fries, beans, salad & fruit	19 oatmeal, sauce & juice  taco-in-a-bag, corn, salad, sauce, bread & rice pudding	20 caramel rolls, fruit & juice  tomato soup, grilled cheese, crackers, salad & fruit	21 cereal, juice & sauce  Grill Day: hot dogs, steak, chicken, baked potato & sauce	22
23	24 NO SCHOOL →	25	26	27	28	29
30 →	31 →					<i>*milk served with meals</i>



# December 2018

# Activities

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Lego Robotics 3:30-5:30	4 GBB (C,JV,V) @ Langdon vs Stephen/Argyle 4:00 Lego Robotics 3:30-5:30	5 Early Out 1:30	6 Lego Robotics 3:30-5:30	7	8 GBB (JV,V) @ Thompson 1:30 BBB (JV,V) @ Thompson 12:00
9	10 -GBB (JH,JV,V) @ Benson Cty. 4:30 -NDSU college rep visit @ 11:00 -Lego Robotics 3:30-5:30	11 BBB (JH,C,JV,V) @ Edmore vs Midway/Minto 3:30  Lego Robotics 3:30-5:30	12	13 Elementary & High School Music Concert 7:00	14	15 GBB (C,JV,V) @ Bottineau 12:00
16	17 BBB (JH,JV,V) @ North Border 4:30  Lego Robotics 3:30-5:30	18 GBB (7,8,JV,V) @ Munich vs Rolla 3:30  Lego Robotics 3:30-5:30	19	20 BBB (7,8,JV,V) @ Park River 4:00  Lego Robotics 3:30-5:30	21 -GBB (JV,V) @ Langdon vs Cavalier 3:30 -BBB (JV,V) @ Langdon vs Cavalier 4:45 -Last Day of School	22
23	24 Christmas Break  No School	25 	26	27	28 BBB (V) @ Minot vs Our Redeemers 4:30	29 GBB (C,JV,V) @ Carrington 1:00  BBB (V) @ Minot vs New Town 4:00
30	31	January 1	2 School Reconvenes January 2 <sup>nd</sup>	3	4	5