

Admiral Chester W. Nimitz Elementary School

Approved by the Accrediting Commission for Schools, Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010 www.acswasc.org

Home of the Eagles

www.nimitzelementary.com

Twitter:@NimitzElem



Eagle News

Aloha Nimitz 'Ohana,

March 2018

Calendar of Events

Congratulations to all of our Grade 3-6 students who participated in the annual Radford Complex Speech Festival on Saturday, February 10, 2018 at Aliamanu Middle School. Our students did a great job with their presentations. We are so proud of you! A special thanks to Mrs. Darci Muromoto and Mrs. Jessica Osborne for taking the lead in coordinating the Speech Festival, along with the rest of our Grade 3-6 teachers, who helped prepare our students for this event.

There was a big turnout for our McTeacher's Night on Thursday, February 22, 2018. Many of our families came by, enjoyed a meal at McDonald's, and had fun in the play area. We appreciate our awesome PCNC, Becky Roberts, who took care of all the details and made sure everything ran smoothly.

We want to thank our parents for their support of Achieve3000 by ensuring their child (ren) in Grades 2-6 completes at least one article per week at home. According to the most current Achieve3000 report, 87% of our students are using Achieve3000 outside of school hours. Research on adolescent literacy suggests that the amount of reading students do after-school hours is an accurate predictor of their in-school academic achievement.

The Smarter Balanced Assessments (SBA) testing window for Grades 3-6 will be from Monday, April 23 – Friday, May 4, 2018. More information will be sent home with your child.

As we come to the end of 3rd Quarter, I want to thank you for your participation and support in our many school activities. Have a fun and safe Spring Break. We will see you back on Tuesday, March 27, 2018.

Mahalo,

Marcy Kagami

March 8

PTO Coffee Hour
7:30am - 8:00am Cafeteria

March 9

Gr. 6 Panoramic & Grad. Pictures

March 13

PTO Meeting - 5:00pm

March 15

Report Cards

March 16

Jump Rope for Heart

March 19-23

Spring Break - No School

March 26

Prince Kuhio Day - No School

March 28-29

Gr. 6 Encampment Field Trip

March 29

College Shirt Day

March 30

Good Friday - No School

April 2

Gr. 6 Fitness Day

April 3-6

Eat Lunch with your Child Week

**See flyer for more information*

April 4

Gr. 2 Music Festival
Radford High School

Achieve 3000-Kid Biz/Teen Biz

Congratulations to the following students who received one wrong or less on four out of eight articles, or students who made significant "progress" on the Achieve 3000 readings for the month of February.



2 Charlotte Danks	2 Logan Marra	3 Xyiah Whiting	4 Jazmine DelaCruz	6 Jaeda Champaco
2 Ellis Bates	2 MaKayla Canole	3 Yvette Nieves	4 Kali Patterson	6 John Saroca
2 Jada Pauling	2 Peyton Gilbert	3 Lillyan Wickwire	4 Madison Steingiesser	6 Kailani Delatorre
2 Keely-Lin Dickson	2 Quentin Scroggins	3 Ayanna Morales	4 Marli Barlow	6 Kajahni Mafnas-Petros
2 Nina Peggins	2 Tori Barnes	3 Cadence Smith	4 Nichole Guzman	6 Kaylynn Castro-Nunez
2 Reise Redmond	3 Giara Alonzo	3 Devyn West	4 Tiare Wong Popaca	6 Matthew McNair
2 Urijah Sanders	3 Leila Delatorre	3 Gabriel Brougher	5 Cassandra Ramos	6 Nayeli Brambila
2 De`Aylon Balagtas	3 Ayden Lelevier	3 Jayden Cano	5 Natalie Drew	6 Noah Sanford
2 Isabella Edwards	3 Desmond Cox	3 Jonathan O'Hara	5 Samaria Cheever	6 Patrick Sexton
2 Jordan Jackson	3 Ethan Gray	3 Jordan Forbes	5 Yazmin Wolf	6 Ryan Hurd
2 Payten Corley	3 Evey Arellano	3 Kayla Thorne	6 Amber Sanders	6 Skylar McGee
2 Addison Jeansonne	3 Isabella Mitchell	3 Kayman Jordan	6 Ava Spatharos	6 Sophia Leachman
2 Gabrielle Asuncion	3 Jaydem Powell	3 Mariah Roshell	6 Brianna Dela Cruz	6 Thalia Castillo
2 Jack Strudgeon	3 Jonah Rodriguez	3 Mia Tandal	6 Chris Roberts	6 Ariana Gomez
2 Michael Kutz	3 Kai Cowell	3 Nathan Sutorius	6 Christopher Capalad	6 Dylan Debeaux
2 Alexandar Villegas	3 Maya Fuentes	3 Phillip Drew	6 Emily Mila	6 Elizabeth Kraft
2 Brandyn Mask	3 McKenzie Gufford	4 Cameron Mondok	6 Olivia Howell	6 Ella Jacobs
2 Brennan Sova	3 Nicolas Asp	4 Ezekiel Kanahale	6 Alexander Barnett	6 Gabriel Rucker
2 Bronson Weisbrod	3 Sandra Gregg	4 Hannarae Pare	6 Amaya Hitch	6 Grace Reaves
2 Jacob Squire	3 Alexandria Cox	4 Jasir Davis	6 Andrew Welsh	6 Grayson Richardson
2 Kimora Dildy	3 Britlyn Barney	4 Ryan Vanek	6 Anthony Torres	6 Isabella Robles
2 Mayci Barlow	3 Cailey Bactad	4 Victoria Benitez	6 Brent Atienza	6 Julianna Lloyd
2 Sanaa Carter	3 Cameron Werkman	4 Ashlee Smith	6 Briana Anandel	6 Kirstin Morris
2 Seth Gallego	3 Cayne Redmond	4 Audrey Haynes	6 Daniel McCabe	6 Leilah Pacada
2 Bradley Robles	3 Chrystelle Lapid	4 Cash Carter	6 Eliana Schwanke	6 Maxim Speed
2 Jasmyn Dawson	3 Gavin Davidson	4 Elias Ramirez	6 Emma Sanders	6 Micah Butler
2 Jayden Alford	3 Joyce Banks	4 Emily Robinson	6 Emmanuel Rosa	6 Peyton Espiritu
2 Jordann Mette	3 Mya Taylor	4 Jacob Juett	6 Gianna Quinories	6 Tyler Grasty
				6 Valerie Gonzalez

Our annual Jump Rope for Heart event will be coming soon. This program is a school-wide event to encourage children to participate in a life skill that will promote and increase good fitness and health, fight childhood obesity, improve and enhance sports skills, and teach teamwork, cooperation, and civic responsibility. It will also be fun. Our school's participation in the program, which is sponsored by the American Heart Association, will be two-fold. The first part is getting donations for the American Heart Association. This part was completed in February.

We raised \$12,695.00. Thank you to all for your generous contributions!

The student that collected the most donations this year is **Christian Lopez** (Grade 2/118). He collected a total of \$475.00. The second part of the program is our fun jumping event. This will be held on Friday, March 16, 2018. Children will be jumping with their teams in the cafeteria during a 25-minute time slot. Please ensure that your child has his or her permission form signed, has a water bottle and is wearing proper footwear on the day of the event. Parents are invited to come, watch and have fun.

The schedule for the event is:

8:00-8:25 am	Grade 2 and Grade 3
8:30-8:55 am	Grades 1 and 4
9:00-9:20 am	Preschool and Kindergarten
9:45-10:10 am	Grades 5 and 6

Please join us in promoting this life skill for fun and fitness.





Eagles of the Month-February

Congratulations to the following students for being selected as
Eagles of the Month for February:



(PS-107) Alessio Dawes	(1-115) Aubrey Pruett	(3-220) Ayanna Morales
(113-A) Kaison Hockenbarger	(1-116) Kylie Bigalbal	(4-211) Tiondra McLean
(K-101) Jamison Maneke	(2-108) Evan King	(4-212) Ocean Wittneben
(K-102) Saylor Stowe	(2-109) Emma Bateman	(4-213) Tristan Burrell
(K-103) Heirmez Pare'	(2-118) Gabrielle Asuncion	(4-214) Aiden Messer
(K-104) Mia Butler	(2-119) Chloe Freire Silva	(5-201) Jacob Strong
(K-105) Logan Richardson	(2-207) Jasmyn Dawson	(5-202) Craig Sanders
(1-111) Lisa Finley	(3-217) Airianna Takae	(5-203) Dasaan Davie
(1-112) Xavier Milawski	(3-218) Kai Cowell	(5-204) Vivian Marra
(1-114) Courtney Brown	(3-219) Cameron Werkman	(6-208) Ava Spatharos
		(6-209) Kailani Delatorre

Kindergarten Registration

Your child must be 5 years old on or before Tuesday, July 31, 2018 to enter kindergarten. Kindergarten registration for school year 2018-2019 started on Thursday, February 1, 2018. You may register anytime Monday-Friday between 8:30am-2:00pm. Please inform your neighbors, who do not currently have school-aged children attending Nimitz Elementary School, of this registration.

You will need to provide the following items to complete the registration:

- Proof of residency (house/lease agreement)
- Proof of child's identity (original birth certificate, passport, baptismal certificate, etc.)
- Tuberculosis Clearance- A PPD (Mantoux) skin test with date given, date read, results, and doctor's signature is required. The tuberculin skin test must be performed in the United States within one year of school entry.
- Physical examination with results written on Form 14. The physical exam must be completed within one year of school entry.
- Immunization record- Each student must have an up-to-date immunization record to include the varicella vaccination or certificate of actual chicken pox verified by a doctor.
- If prescribed medication will need to be stored and administered, please request form SH36 to be completed and returned to the School Health Aide.



Aloha Nimitz 'Ohana!! What an amazing month we are having!! First off, we would like to say Mahalo to everyone for your continued support. We would also like to introduce you to the newest member of the PTO board, and our 2nd VP, **Kori Simmons!** We thank you for your commitment in making this year a great one. Also, we will have positions opening up for next year's board, so if you or someone you know may be interested, please consider coming to the next PTO meeting on March 13th at 5pm. In other news, we are excited to announce that Nimitz Elementary School has collected 16,936 box tops to date, which puts us at #3 in the

State of Hawaii! So please continue to send in those box tops! The next thing to shine a light on is how amazing the last Domino's Pizza night turned out. We made \$665, and we thank each and every one of you for making this possible. Just a quick reminder that the next Domino's night will be on Wednesday, May 16, 2018. Lastly, we would like to make you all aware that the PTO does have a **facebook page (NIMITZ PTO)** that has lots of great information about school events, fundraising, menu changes and so much more! If you are not on facebook, feel free to email us with any questions or concerns at nimitzpto17@gmail.com.

FOR YOUR INFORMATION

Coming Soon...

Smarter Balanced Assessments Testing

Please be mindful of testing dates and avoid scheduling appointments during this time.

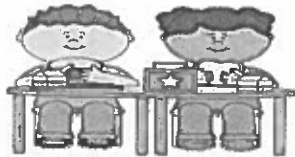
All Students brought home SQS Surveys at the beginning of January. This is a friendly reminder to complete and turn in your surveys. These surveys are due Friday, March 16, 2018.

Please use the pre-paid envelope that was provided for your convenience.

Meal Accounts

Please have your child pay any outstanding meal account balances that they might have. The drop box is no longer available for payments.

Please stop by the office to make a payment and receive a receipt. Sorry for any inconvenience this may cause.



Thank you

for helping support our school at



You helped us raise just over \$1,122.00

Please remember to check the lost and found area if you are missing items. Also remember to label your belongings.



General Learner Outcome #6 Effective and Ethical user of Technology

The Ability to use a variety of technologies effectively and ethically.

I can use the computer to create a product
I understand the importance of technology and how it helps us
I practice basic rules and personal safety when using the internet

Reading Connection

Tips for Reading Success

Beginning Edition

Nimitz Elementary School
Marcy Kagami, Principal

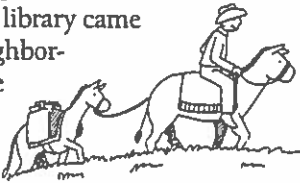
Book Picks



Read-aloud favorites

■ *Biblioburro: A True Story from Colombia* (Jeanette Winter)

What if the library came to your neighborhood on the back of a donkey?



This is the true story of a Colombian school-teacher's traveling library that brought books to children in remote villages. (Also available in Spanish.)

■ *Dragons Love Tacos* (Adam Rubin)

When a little boy discovers that dragons like to eat tacos, he decides to host a taco party for them. But if a fire-breathing dragon accidentally gets a bite of spicy salsa, look out! A silly story about a dragon party that turns into a disaster.



■ *Just a Second* (Steve Jenkins)

In just a single second, a bumblebee flaps its wings 100 times and the earth travels 18½ miles. This nonfiction book will help your child think about time in fascinating ways. She'll also discover different methods of measuring time.

■ *Bedtime Is Canceled* (Cece Meng)

Maggie and her brother write their parents an official-looking note: "Bedtime is canceled." Somehow, the note blows out the window, lands in a newspaper office, and ends up in a headline. Soon, bedtime really is canceled, and exhausted children quickly discover the importance of sleep.

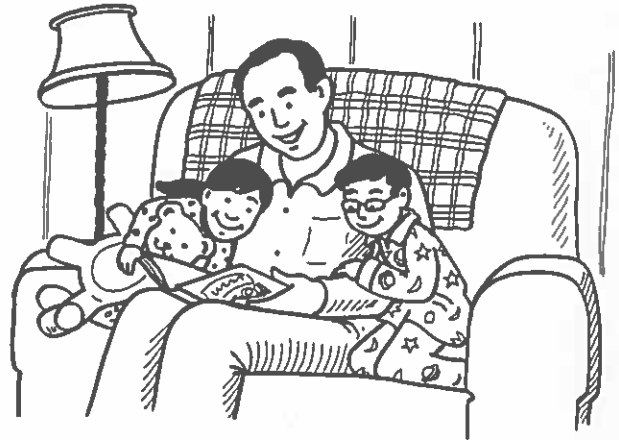


Time for a story

Want to spend time with your youngster, build her reading skills, and help her learn to love books? You can do all three when you read aloud. Here are suggestions.

Read regularly

Try to read to your child every day. You might aim for 10–15 minutes of bedtime reading for a peaceful end to the day. Bring along a book, and read to her during a sibling's sports practice. Or curl up together with a book when you get home from work.



the story and look at the illustrations. She'll enjoy read-aloud time more if she plays an active role.

Take turns choosing books

Your youngster may want to hear old favorites again and again. Use your turn for new titles and variety, such as nonfiction or poetry.

Be playful

You can use different voices for different characters (a high, squeaky voice for a mouse or a deep, booming voice for a horse). Or substitute your youngster's name for the main character's name, and use family members' names for other characters.

Let her participate

Ask your child to turn the pages while you read. Also, she can finish sentences that rhyme or fill in words she knows. Go slowly so she has time to understand

Note: You don't have to be an expert reader—your child will love it when you read aloud because it's you.♥

Writing that makes sense

As your child first learns to write, his stories may not always make sense to others. Help his writing flow logically with these two ideas.

1. Even if your youngster isn't writing sentences yet, he can tell you stories.

As he describes the new class pet or something funny that happened at lunch, you can jot down his tale.

He'll practice relating events in a logical order, and that can help when he puts his thoughts and ideas down on paper himself.

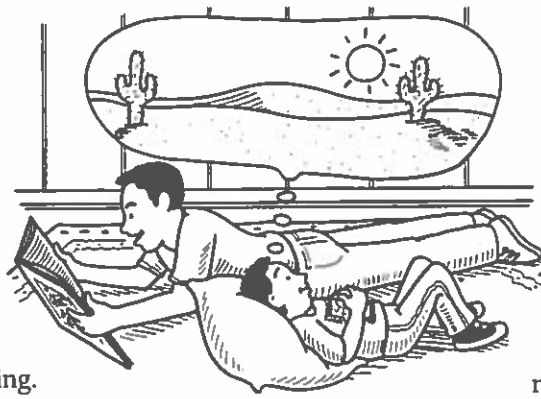
2. Let your child read his stories to you. Ask questions to encourage him to add information ("What did you do with your friends at recess?") or to clear up a confusing part ("Who said, 'Let's go home'—you or your brother?").♥



Read between the lines

Learning to infer, or “read between the lines,” is one key to good reading comprehension. Consider these tips for helping your youngster make inferences.

Describe the setting. Pick a book, and read a few sentences to your child (without him looking). Leave out words that name the setting. *Example:* “Sand stretched in all directions... cacti dotted the landscape.” Can he infer where the story is set? If he isn’t sure, give him a hint. (“Where do you see lots of sand and cacti?”)



Look for lessons. Fables are great for reading between the lines. Read one by Aesop, and help your youngster figure out the lesson. For instance, *The Tortoise and the Hare* teaches that even if you’re slow, you can win if you just keep going. Have your child point out parts that he used to make his inference. (“The tortoise never stopped, and he took one good step after another.”)

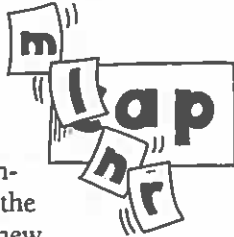
Use prompts. Questions that start with “Why do you think...?” or “How do you know...?” can encourage your youngster to infer. You might ask why he thinks a character behaved the way he did or how he knows it’s going to snow. Together, look for clues in the book that may help him answer the questions.♥

Fun with Words

Wonderful wordplay

Use these activities to build your child’s phonemic awareness—her ability to hear sounds in words:

- Choose a three-letter word, such as *cap*. Have your youngster substitute different beginning sounds from the alphabet to make new words (*lap, map, nap, rap, sap, tap, zap*). How many can she think of?



- Pick a long word, and tell her to clap once as she says each syllable. For *mozzarella*, she would clap four times: *moz-za-rel-la*.

- Ask your child to say a word without the first sound. *Example:* “Can you say *sit* without the *s*?” (*Answer: It*)

- Think of a word, and give your youngster a “sound” clue to figure it out. For instance, “I’m thinking of a word for something that you chew but don’t swallow. The word has an *uh* sound in the middle.” (*Answer: Gum*)♥

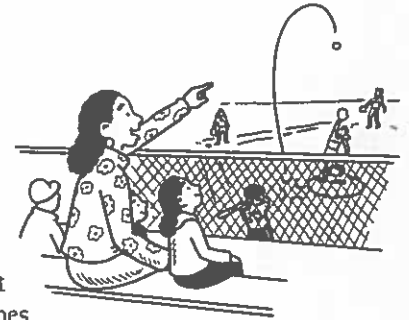


Vocabulary boosters

A large vocabulary can turn your child into a better reader and writer. Try these everyday ways to help her learn new words.

Keep your ears open

When you and your youngster go places, point out words that people use. Maybe a waiter describes an *entree* or the dentist talks about *molars*. Encourage your child to figure out what the words mean by the way they’re used.



Go beyond nouns

Help your youngster add adjectives and verbs to her vocabulary. Sports and games offer opportunities to use action words. Let your child hear you comment on the softball that *soars* or the runner who *sprints*. When she sends thank-you notes or greeting cards, suggest descriptive words (a *polka-dotted* shirt, a *fantastic* birthday).♥

Parent to Parent

Build, read, and write!

My son James loves to play with blocks. At our parent-teacher conference last month, his teacher suggested that we use blocks to fit in extra reading and writing practice.

We found books about things he could build, such as castles, skyscrapers, and monuments, and I put them with his blocks for inspiration. At first, I thought he’d just look at the pictures, but he has started pointing

out facts that he reads, like how moats kept enemies away from castles. I also encouraged James to write signs to go with his buildings. When he made an airport, for example, he wrote “Tickets,” “Bags,” and “Taxi” on slips of paper and taped them to the blocks.

I’ve noticed that James’s buildings are more creative—and I’m happy that he’s reading and writing while he plays.♥



OUR PURPOSE

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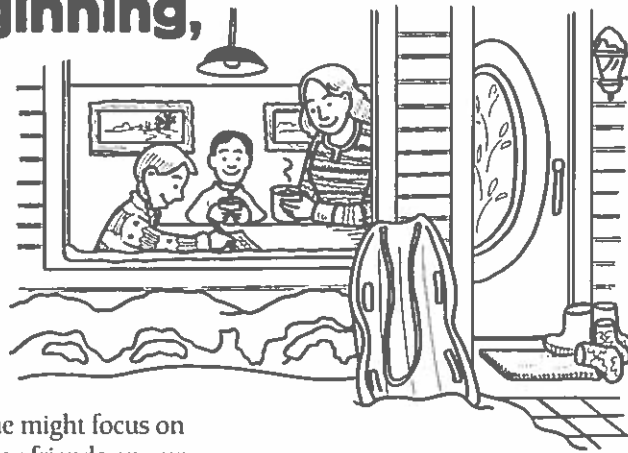
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Story writing: Beginning, middle, end

Your youngster probably has lots of exciting stories in her head. Help her write them down with these tips for getting started, adding details, and wrapping things up.

● **Beginning.** Starting her story will be easier if your child zeroes in on a specific event. Encourage her to “think small.” Instead of writing, “We had a snow day,” she might focus on one part of her day: “I went sledding with my friends on our snow day.”

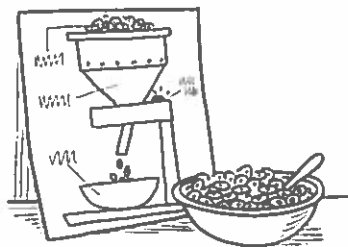


● **Middle.** Ask your youngster questions that will help her find at least two or three details to include. You could say, “How did you feel while you were soaring down the hill?” or “What happened that you didn’t expect?” She may write about snow flying into her face or spotting a deer.

● **End.** A new writer may need help deciding how a story should end. Try asking, “What’s the last thing you remember?” Perhaps she’ll complete her tale with a sentence about going inside to drink hot chocolate with you! ♥

Engineer and write

A machine that pours cereal and milk? A robot that tracks down missing socks? Drawing and labeling diagrams of imaginary devices encourages your child to combine engineering and writing skills.



First, explore a few diagrams for real machines together. You can often find these in instruction manuals for household items like a vacuum cleaner or a blender.

Next, ask your youngster to draw a diagram of a contraption he would like to own. Suggest that he label each part. His “cereal maker” could include a timer you set the night before so cereal is ready at breakfast time. Or his “sock finder” might feature a radar dish for zeroing in on any sock without a partner.

Finally, have him walk you through his design and describe how the machine works. What else can he invent? ♥

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Parent to Parent

Reading the forecast

My daughter Ava was fascinated by the idea of a groundhog “predicting” the weather on Groundhog Day. I decided to have her read a forecast so she could see how people really get information about the weather.

Together, we looked at the weather page of the newspaper. She figured out that a sun symbol with a tiny cloud means mostly sunny, and I explained that a squiggly line tells us it’ll be windy. Then, I had her read the high and low temperatures. Finally, we read tomorrow’s full forecast together.

When I mentioned this to Ava’s teacher, she said it was a great way for my daughter to see nonfiction reading as useful in everyday life—and to practice reading words, numbers, and symbols. Now Ava checks the forecast as part of her bedtime routine and proudly reports the weather so we know what to wear. ♥



Q&A From pictures to words

Q When my kindergartner “reads,” he often ignores the words and makes up his own story based on the pictures. What should I do?

A Your son’s behavior sounds totally normal for a youngster who is just learning to read.

Gently nudge him toward the next step—noticing words—by running your finger under the text as you read aloud to him. When you come to a word that’s

illustrated (say, *giraffe*), tell your son, “This word starts with G. Can you look at the picture and figure out the word?”

You can also say, “Do you see a word on this page that you know?” He’ll be excited to point out ones he has learned in school like *the*, *and*, and *friend*. Another idea is to ask a librarian to help you find a book with a character who shares his name—he’s guaranteed to spot at least one word he recognizes throughout the book! ♥



I can read that book!

Your youngster will be excited to pick books at the library that she can read all by herself. Suggest these strategies to help her find books she will feel confident reading.

Use the “five-finger” rule. Have your child read the first few pages of a book. For each page, she should hold up one finger every time she comes to a word she can't read. If she holds up two to four fingers per page,



the book is probably a good one to try. One finger may mean it's too easy, while five likely mean it's too hard for her to read on her own right now.

Find a “yardstick.” Ask your youngster to show you a book she already reads easily. Then, help her use that book to “measure” a new one. Do both books have about the same number of words per page? Do they both include words that are about the same length? If so, the book may be a good match.

Note: Be sure to let your child check out a few books that are a challenge for her—listening to you read them aloud is a great way to stretch her reading ability.♥

Fun with Words

A (word) family of snowmen

Is it a family of snowmen or a family of words? It's both! With this cute snowman activity, your youngster can explore word families, or rhyming words that end with the same letter combination.



Ask your child to choose a word family. Perhaps he'll pick the *-at* family (*cat*, *bat*) or the *-un*

family (*sun*, *fun*). He can write the “family name” at the top of a piece of paper.

Then, take turns saying words that belong in that family. Your youngster can draw and label a snowman for each “member.” The *-ake* family might have a “snowdad” named *Cake*, a “snowmom” named *Lake*, a “snowboy” named *Make*, and a “snowgirl” named *Shake*.

Keep adding words—and “family members”—until you can't think of any more. Then, he can choose a new word family and start again.♥



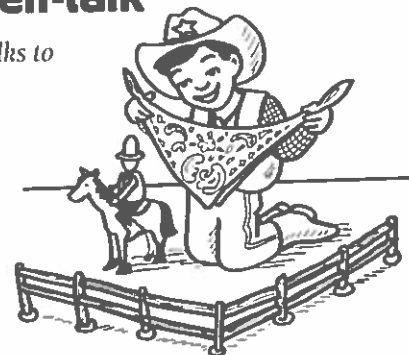
Q&A

Encouraging “self-talk”

Q I've noticed that my son talks to himself while he plays. Is this typical?

A Yes. In fact, “self-talk” during play is something you could encourage your youngster to do. As he chats with an imaginary friend or narrates what he's doing, he's building speech and language skills.

Try putting interesting items with his toys. You'll give him new words—and activities—to incorporate into his play. You might say, “Here's a *whisk* to put in your kitchen” or “I thought you might like this *bandanna* for your dress-up box.” Don't be surprised to hear him talking about the object as he plays chef or cowboy. (“Howdy, partner. I've got a *bandanna*, too!”)♥



Parent to Parent

Homemade audiobooks

At our parent-teacher conference last month, the teacher said my daughter is working on *fluency*—reading smoothly and at a good pace. The teacher had a fun idea to help her practice at home. She suggested that we make our own audiobooks starring Nicole as the reader!

My daughter picked a book and read it aloud a few times, and then I recorded

her. When she listened to the recording, she immediately wanted to try again—“to make it sound better,” she said. It took a few attempts, but she was pleased with the final result.

Now, making audiobooks has become a hobby, and Nicole is beginning to read more smoothly. Right now, she is recording a story for her little brother to listen to in the car when we travel over winter break.♥



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