



Sheridan Park Standard



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From the Principal's Desk

Dear Skyhawk Parents & Students,

Literacy Update: How can I help my child with reading comprehension?

Parents, you can help your child with reading by reinforcing the comprehension strategies taught at school. Some of the comprehension strategies your children practice in school are: infer, predict, and make connections.

Research has shown that good readers use these strategies flexibly while they read. Before reading, talk with your child about what they and you already know about the topic or what they think will happen or learn. Tell your child what you think about before you read, while you read, and after you read something. Show them how you problem solve as you read. For example, when you get confused while reading, you may slow down your reading or stop and reread.

*"After reading, discuss with your child their thoughts and opinions about the text. When applied consistently and patiently, these strategies will help comprehension dramatically. The key is to make comprehension explicit with strategy use."
Revised Ontario Language curriculum (2006)*

Help your child to make explicit, personal connections to the text they are reading. Provide structure for your child to think when they read. Children must develop an awareness of their own thinking, so that they can monitor themselves while they read.

Practice these strategies patiently, one at a time, with some favorite books at home, which also happen to be at a comfortable reading level for your child. Remember, the more explicit you make the strategies, the better your child will comprehend. Gradually, your child will begin to implement these strategies.

Make connections

Simply encourage your child to make personal connections to the content of the book he/she is reading. You could even jot the connections on sticky notes in colorful magic markers and stick them in the book and post his/her connections.

There are three different kinds of connections we tend to make while reading: text-to-self, text-to-text, and text-to-world.

Text-to-self connections relates to concepts in the book to aspects of our own lives. For example, "I love the lake in this book. It reminds me of our summer vacations when we always visited Muskoka."

Text-to-text connections relate to the book you're currently reading to another book you've read. Perhaps the characters in this book remind you of the characters in a book you read last week. Encourage your child to think of movies and TV shows to which he/she can relate his/her books, too!

Text-to-world connections refer to what you've just read to a larger, worldly phenomenon and not just something specific to your own life. Encourage your child to think outside the box. Show him/her in compelling ways that other people may think and behave differently. This will develop over time. The more explicit you are with making text-to-world connections, the better your child will become at it.

Infer

Making inferences is similar to the text-to-world connection strategy. In order for children to adequately understand, he/she must be able to make inferences, yet this is a difficult concept even for some adults to grasp! Gradually work with your child on drawing conclusions based on what information he/she know. Likewise, show your child how to make educated guesses, and to look for hints to back up his/her reasoning. You could make lists and pictures together to help this strategy along. As always, model inferring for your child in an explicit way, so that he/she can see how you derive conclusions.

When inferring, readers interpret information that is not explicitly stated in the text. Readers use their schema (prior knowledge) combined with clues in the text to make inferences.

Reading is Thinking

- It says... I think...therefore...
- I can conclude that...
- Try inferring the theme. "I infer that the theme is ... because..."
- With nonfiction text, infer the causes and effects. "I think ... will cause... because..."
- With nonfiction text, infer comparisons. "... is like ... because..."
- All of these explicitly modeled behaviors will help your child with the all-too important task of inferring.

Predictions

A strategy to foster comprehension is to simply ask your child to make frequent predictions. Asking children to make predictions at the beginning of a book, at the onset of a book, as well as at strategic points throughout the book, stimulates their thinking in a number of ways. At the end of the book, discuss with children whether or not they liked the ending. Would they have ended it differently? If so, how?

Having explicit strategies at our fingertips is the secret to success when it comes to comprehension!

For more information, I would highly recommend the book *Strategies that Work* by Stephanie Harvey and Anne Goudvis.

Educationally Yours,

J. M. Roberto

skyhawks bring home the GOLD

Congratulations to both our Sheridan Park Tech Knowledge teams who made it to the finals at Brock



University on Wednesday. All eight students worked well, and produced excellent prototypes of their Olympic hockey puck shooters. Now we're aiming for the Skills Ontario competition. Way to go! Akif E., Connor M., Katelyn D., Billy S., Rachel W., Olivia J., Sabrina L. and Evan S. Staff: Mrs. Janzen

Congratulations to our Curling team, they won the Niagara Elementary Curling Championship! Riley S., Alexa S., Christopher L., William S. and Corey J. Staff Representative: Mrs. Mawson Coach: Blake Sandham



ECO ALERT:

Earth Hour is Saturday, March 27th 8:30pm-9:30pm. Please be sure to blog your family Earth Hour celebrations and activities on our website at <http://www.dsb.edu.on.ca/Schools/SheridanPark/>

Organic Winner: 6

Gold Bin Winner: 4/5

Blue Box Challenge: 7B & 2/3



STUDENT COUNCIL

Student Council has planned a Western Spirit Day on Friday, March 26th. The Acts of Kindness Campaign awarded prizes to Jacob M., Richard G and Kellyona K.

FAMILY DAY

We had some great submissions, thank you to all of the Skyhawk families for participating. We would like to congratulate the Sabourin family, who were presented with a gift and invited to our assembly to receive the family plaque. Thank you for sharing your family traditions with the rest of our Skyhawk families!!



GRAD PICTURES

Pictures will take place on Monday, March 5th. Information packages will be sent home on Friday, February 26th.



MARCH (15-19) BREAK

There will be no classes for students from Monday, March 15th to Friday, March 19th. Classes will resume on Monday, March 22nd.



BALL HOCKEY SKILLS COMPETITION

On Tuesday, April 13th students in grades 5 to 8 will have the opportunity to compete against each other in the following categories: hardest shot, most accurate shot, agility/ speed. Staff Representative: Ms. Rutledge

SCHOOL COUNCIL HIGHLIGHTS

Pancake Day was successful. Thank you to Mrs. Sabourin, Mrs. Boss & Mrs. Burdon. The Cake Walk was a success, Council raised \$181.00. Our next Cake Walk is May 7th. The School Code of Conduct was reviewed. "Family Bingo Night" and a "Geranium" fundraiser are expected to take place in the spring. Thank you for continuing to support school trips.

Next Meeting: Tuesday, April 27th.



REPORT CARDS MARCH 27th

Term 2 reports will go home on Friday, March 26th. If parents would like an interview with their child's teacher, please contact the school. Please remember to return page 3 of the report card and your child's report card envelope to the school.

