ELEMENTARY GIFTED INFORMATION SESSIONS

Join us to learn about elementary gifted education services available through Loudoun County Public Schools and the eligibility process for these programs.

*The same information will be presented at each of the meetings, so it is not necessary to attend more than one session. In case of cancellations due to inclement weather, check the gifted education webpage at http://lcps.org/Page/617.

LOUDOUN COUNTY PUBLIC SCHOOLS
GIFTED EDUCATION DEPARTMENT
(571) 252-1440

CREIGHTON’S CORNER ES
MULTI-PURPOSE ROOM
THURSDAY, JANUARY 21
7:00-8:00 PM
DOORS OPEN AT 6:30 PM
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BELMONT STATION ES
MULTI-PURPOSE ROOM
TUESDAY, FEBRUARY 2
7:00-8:00 PM
DOORS OPEN AT 6:30 PM
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FOREST GROVE ES
MULTI-PURPOSE ROOM
WEDNESDAY, FEBRUARY 10
7:00-8:00 PM
DOORS OPEN AT 6:30 PM
***

BUFFALO TRAIL ES
MULTI-PURPOSE ROOM
TUESDAY, FEBRUARY 16
7:00-8:00 PM
DOORS OPEN AT 6:30 PM
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COOL SPRING ES
MULTI-PURPOSE ROOM
THURSDAY, FEBRUARY 18
7:00-8:00 PM
DOORS OPEN AT 6:30 PM
***

MORNING SESSION
CULBERT ES
CLASSROOM #23
TUESDAY, FEBRUARY 23
8:30-9:30 AM
DOORS OPEN AT 8:15 AM
PLEASE BRING PHOTO ID & CHECK IN AT THE MAIN OFFICE

If due to a disability, you require assistance to meaningfully participate in this program, please contact the principal of the school five working days prior to the event.
Come shake off your winter blues at the 2nd Annual Seldens Landing **Snow Ball!**

The Snow Ball is a semi-formal dance hosted by the Cardinals Care Club. All proceeds from the ball will benefit our partner schools, the Kabore School and the Volta School in Ghana.

**When:** Friday February 19, 2016  
7:00pm-9:00pm

**Where:** Seldens Landing Elementary

**Tickets:** $3.00 per child  
$5.00 per adult*

Dress for the event is semi-formal. Tickets will be on sale in the main lobby of the school from February 8 through February 18 (while supplies last – tickets are limited).

*Students must be accompanied by an adult to attend with a limit of 4 children per adult for safety and supervision.
**Read, create, and retell**

In school, your child will be asked to think deeply about books and to pay close attention to details as he reads. That means doing activities like analyzing characters, visualizing book settings, and retelling stories. Let him practice at home with these fun projects.

**Character cereal**

Have your youngster cover an empty cereal box with paper and decorate it based on his favorite storybook character. For example, *The Rainbow Fish* (Marcus Pfister) learns to be a good friend, so your youngster could name his cereal “Friendly Flakes.” Encourage him to draw the character on his box and describe the cereal (“Sparkly and colorful”). He could add an activity on the back, such as a quiz. (“Why did the other fish ignore him at first?”)

**Setting map**

Suggest that your child draw a map of a book's setting. He'll imagine what the setting might look like and think about how each part is important to the story. If he's mapping *Holes* (Louis Sachar), he could use a circle to represent Camp Green Lake, where the prisoners dig holes. He can add an onion for the field where onions grow and are used as medicine.

**Plot bag**

Let your youngster fill a paper bag with items related to a story and use them to retell the tale aloud. After he reads *A Chair for My Mother* (Vera B. Williams), he might put a fabric swatch and coins in a bag. He can pull out each piece and explain its significance as he retells. (“I added coins because the kids saved money to buy their mom a chair. She worked hard and needed a place to relax.”)

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**School pride**

If your youngster takes pride in her school, she's likely to feel more connected to it—and more motivated to learn. Help her develop strong school ties with these tips:

- Make school events into family events by attending as many as you can. Your child will feel proud to show off her school to you.
- Post school news and announcements on the refrigerator. Providing a place of honor for these items reminds her that school is an important part of your family's life.
- Encourage your youngster to get involved in a school activity. Being a member of the chess club or safety patrol squad will give her a sense of pride—and of belonging.
A respectful student

School is more pleasant for both students and teachers when children behave respectfully. Share this advice with your youngster so she can do her part in creating a respectful place to learn.

**Respect for all.** Point out that everyone—from the principal to the custodian, and from the popular kid to the unpopular one—deserves to be treated with respect. Encourage your child to smile or wave at school staff members and fellow students. You can set an example by letting her see you give everyone (receptionists and doctors, cashiers and store managers) the same respect.

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**Activity Corner**

**Junk-drawer creativity**

Look no further than your kitchen junk drawer to give your youngster's creative thinking a boost. Try these ideas.

**Reuse**

Suggest that your child come up with different uses for objects in the drawer. He could use rubber bands to make a ball or turn a cork into a pincushion, for example. Take turns thinking of ways to reuse a bottle cap, a handheld mirror, and other junk-drawer items.

**Sort**

Let your youngster sort items according to a secret criterion, and you try to figure out his rule. Say he puts a paper clip and a key in one group, and a coupon and a gift bag in another. You might guess that he's sorting by materials (metal, paper). Next, you sort objects into piles, and have him determine your rule.

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**Q & A**

**Q:** My third grader has to spend more time studying this year. How can I make sure he studies effectively?

**A:** Set your son up for success by helping him find a distraction-free study spot. Also, have him come up with a study routine. For instance, he could reserve time each evening to review his textbook and notes in the days leading up to a test or quiz.

Then, many students find it helpful to jot down a purpose each time they study at home. Your child might write: "I will learn the definitions of all the bold-faced words in chapter 7, section 1."

Finally, encourage him to experiment with study strategies to find what works best for him. He could close his eyes and imagine how a word is spelled or draw a grid with 9 squares to solve 3 x 3. Or he might find it easier to spell or recite math facts aloud in rhythm or to a familiar tune.

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**Parent to Parent**

**Perfect...or close enough**

My daughter Sasha gets upset if her handwriting isn't "perfect" or if her shoes aren't tied a certain way. My mother pointed out that I'm kind of a perfectionist, too. While it helped me work hard in school and now at my job, she said it often led to frustration when I was Sasha's age.

She suggested that I try what worked with me: Have Sasha think about what might happen if something isn't perfect. So the next time I found my daughter retying her laces over and over, I asked, "What's the worst that could happen if the knot is a little off-center?" At first she said she would trip and fall, but then she smiled and said, "I guess nothing." Another day, she wanted to rip up her homework because every letter wasn't perfect. I encouraged her to do a different assignment and look at the first one again later—she did, and she decided she could live with it after all. Sasha may always be a perfectionist, but I hope she's learning to tell the difference between what really matters and what she can let go.