PTA information can be found by clicking on the link below.

http://seldenslanding.my-pta.org/content.asp?PageID=19
Students who return the bottom portion of this interest form to their teacher by October 22, 2015 will be provided specific arts category rules based on their selected interests as well as a student entry form. General Rules are attached.

You do not have to complete this interest form to participate in the contest.

Rules and entry forms are also available online by accessing the link on the SLES PTA website.

All entries must be submitted by Friday, November 6, 2015.

Reflections Interest Form

Student Name__________________________________________________________________________

Grade __________ Teacher ________________________________________________________________

Category / Categories I may enter:

_____ Dance  ____ Film

_____ Literature  ____ Music

_____ Photography  ____ Visual Arts
General Rules for Participation

By entering the “National PTA Reflections Program,” entrants accept and agree to be bound by these Official Rules as well as the entry requirements for their specific arts category and division. Any violation of these rules may, at PTA’s discretion, result in disqualification. All decisions of the judges regarding this program are final and binding in all respects. (The “PTA” referred to in these rules include all PTAs reviewing the entry).

1. ELIGIBILITY. Students must participate through a local PTA/PTSA in good standing. Parent groups not affiliated with National PTA are not eligible to sponsor this program. It is the responsibility of the state and local PTA/PTSA to determine each student’s eligibility in the National PTA Reflections® Program. A student may develop an entry in or outside of school.

2. ARTS CATEGORIES. There are six arts categories – dance choreography, film production, literature, music composition, photography and visual arts. Students may enter the National PTA Reflections Program in one or more arts categories. See each Arts Category Rules for additional entry requirements.

3. GRADE DIVISIONS. Students may enter in the appropriate division for their grade (Primary: Preschool-Grade 2; Intermediate: Grades 3-5; Middle School: Grades 6-8; High School: Grades 9-12; Special Artist: All grades welcome). If students do not fall under specific grade divisions, National PTA suggests they be grouped by age (Primary: Up to age 7; Intermediate: Ages 8-10; Middle School: Ages 11-13; High School: Ages 14+; Special Artist: All ages welcome). See Special Artist Division Rules for entry requirements.

4. HOW TO ENTER. Entrants must submit their artwork and student entry form to their local PTA/PTSA program according to local and state PTA procedures. Entrants must follow requirements and instructions specific to each arts category and division. Contact local PTA programs for deadlines and additional information.

5. ENTRY REQUIREMENTS. (All participants must also follow Arts Category and Division Rules)
   - Only new pieces of artwork inspired by the 2015-2016 theme: “Let Your Imagination Fly” may be submitted.
   - Each entry must be the original work of one student only. An adult may not alter the creative integrity of a student’s work. Because the program is designed to encourage and recognize each student’s individual creativity, help from an adult or collaboration with other students is not allowed except in the Special Artist Division. Only one student may be recognized as the award recipient for each entry. Other individuals may appear in or perform a student’s work, but the work itself must be the creative product of one student only. See the specific Arts Category Rules for details.
   - Each entry must contain a title and all entries must include an artist statement. The artist statement communicates what inspired the work, how it relates to the theme, and the content of the work. The statement must include at least one sentence, but may not exceed 100 words.
   - Use of copyrighted material is prohibited, except for recorded music in dance choreography and film production entries. Plagiarized entries will be disqualified. Use of PowerPoint presentations are prohibited because most graphic elements are copyrighted.

6. FINALIST SELECTION AND NOTIFICATION. Entries are reviewed at local, regional, state and national levels. Each PTA determines its own judges for the program. Entries will be judged primarily on how well the student uses his or her artistic vision to portray the theme, originality and creativity. The National PTA Reflections® program makes no restrictions on content or subject matter in artwork. Under no condition may parents or students contact the judges to dispute the status of any entry.

Awards are announced according to local and state procedures. National award recipients are notified via email by National PTA in May 2016. The PTA in its sole discretion will select finalists for exhibition and provide awards/prizes. Visit PTA.org/Reflections for more information on Exhibitions and awards.

7. OWNERSHIP AND LICENSE. Ownership in any submission shall remain the property of the entrant, but entry into this program constitutes entrant’s irrevocable permission and consent that PTA may display, copy, reproduce, enhance, print, sublicense, publish, distribute and create derivative works for PTA purposes. PTA is not responsible for lost or damaged entries. Submission of entry into the PTA Reflections program constitutes acceptance of all rules and conditions.

8. PARTICIPATING ENTITIES. This program is administered by the National Parent Teacher Association (PTA) and PTA affiliates.

9. STATE SPECIFIC INSTRUCTIONS. Contact your State PTA for additional requirements.
Attention Dads!
The Watch D.O.G.S. Program begins October 27, 2014!

Please go to the PTA website and click on Events & Programs to find the Watch D.O.G.S. link.

If you can’t commit to an entire day but would still like to participate, we have several opportunities for you throughout the school year. One of these special events will be happening in November and we will be looking for dads to help sign in visitors during American Education Week.

If you have any questions please contact Stacey Williams at (571) 252-2260 or stacey.williams@lcps.org
RIVERSIDE HIGH SCHOOL invites: NEWTON-LEE, STEUART WELLER, AND SELDENS LANDING ELEMENTARY STAFF AND STUDENTS

to our first ever “RISING RAMS” NIGHT on Friday, October 16!

JOIN US ON THE FOOTBALL FIELD AT 6:35PM TO LINE UP TO FORM THE PRE-GAME TUNNEL FOR THE FOOTBALL TEAM. ELEMENTARY STUDENTS ARE ADMITTED FREE WITH A PAYING ADULT.

ENTER THROUGH THE MAIN TICKET GATE AND THEN MEET ON THE TRACK IN THE END ZONE OPPOSITE THE SCOREBOARD.

STAY FOR THE 7PM FOOTBALL GAME VS. CENTRAL-WOODSTOCK.

YOU’LL BE ON THE FOOTBALL FIELD BECAUSE YOU ARE “RISING RAMS” AND RIVERSIDE’S FUTURE!
X-Stream-ly Awesome

14th Annual Family Stream Day

Sunday, Oct 18th 1-4 PM

Claude Moore Park Historic Area
21544 Old Vestal's Gap Rd, Sterling, VA 20164
571-258-3700

Visit www.loudounwatershedwatch.org and www.loudounnature.org for more information

It's FUN! It's FREE! Everyone can participate and learn more about the streams and creeks in Loudoun County and learn about how animals, plants, trees depend on healthy streams for food, shelter and sustenance. There will be a series of stations with interactive hands-on activities. There will be special gifts for those who get their “passport” stamped. We hope that you will join in for this great family event.

Event will be held rain or shine

‘Loudoun Streams Feed Loudoun’s Dreams’

Loudoun Environmental Stewardship Alliance
Veterans Day Photos

Do you have an active duty or retired military family member? If so we’d like to honor them by including their picture in our Veterans Day slideshow. This is open to all students and staff at Seldens Landing Elementary. To participate, simply e-mail your photo to seldens.landing.es@gmail.com. In that e-mail, please share as much of the following as possible:

- Name of Service Member
- Rank
- Branch of Service
- Years of Service
- Place of Service or other special info
- Which student(s) this family member is related to and the relation (i.e. John Doe’s Mom, or Jane Brown’s Grandpa)

We will compile all the photos and info that we receive and share it with all of our students and staff at our annual Veterans Day Assembly. **Please note that all e-mails must be in by Friday, October 30th.** At that time we will stop checking the e-mail, and begin creating the slideshow. Unfortunately we won’t be able to add late entries. Thanks for being a part of this project, and thank you, Veterans!
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 to her. Here are some 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.

Take turns choosing books
Your youngster may want to hear old favorites again and again. Use your turn for new titles and variety (nonfiction, poetry).

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

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. 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

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

1. Let him 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?”).

2. Even if he isn’t writing sentences yet, he can tell you stories. He might describe the new class pet or something funny that happened at lunch. He’ll practice relating events in a logical order, and that can help when he puts his thoughts and ideas down on paper.

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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 when he reads.

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?")

Fun with Words

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. 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 they mean by the way they're used.

Go beyond nouns. Help your youngster add verbs and adjectives 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-dot_ 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 make, 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.