

Wolf Times

Volume 9, Issue 6

February , 2012



From The Desk of Jacqueline Norcel...

Dear Frenchtown Families,

Our February theme at Frenchtown is “People Who Made America Great.” Our theme will permit our teachers to investigate the lives, teachings, values, and principles of great Americans whose birthdays are celebrated in February – George Washington, Abraham Lincoln, John Glenn, Marian Anderson, and Thomas Edison. During February we also celebrate Black History Month. With our students, we will share the lives of Frederic Douglas, orator and writer; Elijah McCoy, inventor; Phillis Wheatley, poet; Benjamin Banneker, mathematician and scientist; Ralph Bunche, peacemaker; Thurgood Marshall, Supreme Court Justice; Guion Bluford, astronaut; and Barack Obama, 44th President of the United States. We will celebrate by telling our students about these and other contemporary Black Americans whose knowledge and skills benefited others. Later in the newsletter is a worksheet on African Americans of character, please read them with your children. The activities on the worksheets will add to their enjoyment and help them decide on their own powerful dreams.



At Frenchtown, we will all “Have a Heart.” Valentine’s Day will be celebrated on Tuesday, February 14, 2012. Our school postal carriers are readying themselves for an abundance of valentines.

Besides making and writing valentines with your child, discuss people they admire and why they admire them. Ask them to write a sentence on each person’s outstanding qualities. This is an authentic way to utilize our Character Counts principles.



Happy Valentine’s Day - "Charm your way into someone's heart." Celebrate Valentine's Day by sending your friend, teacher, parent or someone special a Valentine treat. Charm lollipops will be for sale for \$1 starting Monday, January 23rd through February 6th with delivery to be on February 14th. Look for "special instructions" on the flyer to be sent home soon.

The first American Mardi Gras was celebrated near modern-day New Orleans on March 3, 1699. It wasn’t until the mid-1800’s that official parade organizations started to form with the Mystick Krewe of Comus in 1856 and the Krewe of Rex in 1872. In order to organize and stage the enormous Mardi Gras carnival every year, many New Orleans families have belonged for generations to krewes, groups that create elaborate costumes and floats for the many Mardi Gras parades in the two weeks leading up to “Shrove Tuesday or Fat Tuesday” on February 21st. The tradition is still carried on in New Orleans with many other krewes represented on floats in a myriad of parades. The official colors of Mardi Gras are purple, green and gold (representing justice, faith and power).

The Frenchtown staff prides itself on the warm, nurturing environment that we are able to provide to the children as they grow and learn. The focus of our work is the academic growth of your child; however, we also work on social and emotional issues. Like any school, Frenchtown does have discipline issues. As children grow, they need to learn the rules which govern our community and society. Children learn that they are to follow

these rules. If they choose not to follow the rules, there are consequences for their inappropriate choices. Most of our classroom issues are minor in nature; children make mistakes, they learn from their mistakes, and they go on. **We do not notify parents of every little discipline issue and will, of course, notify you and ask for your assistance if a child is having an undue number of problems, or if his/her actions are hurtful to another.** It is extremely rare for me to become involved in a classroom discipline issue. Supporting our classroom teacher with these issues are Mr. Kris Boyle-School Psychologist, Mr. David Weitzman and Mrs. Luann Donovan-School Social Workers, and Mr. Ethan Ruber-Behavior Specialist. For our SRP program, Leigh Westberg-Social Worker, Darsi Baer-Psychologist and our BCBA's help support our student's needs. My primary goal is to sort out what happened, and to help the child understand his/her role in the problem.

Children generally start their explanations of a situation by stating what someone else did. I try to help them examine what they did, and get them to understand that if they had done something differently, they might not have become involved in a problem. We ask our students to complete a think sheet appropriate to their age.

You can use this list of skills to teach your child how to resolve normal conflict:

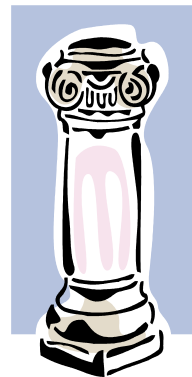
1. **Talk** about problems before they become conflicts. When little things are ignored, they can grow into major disputes.
2. **Listen** Children can never see another person's point of view if they do not listen to what that person has to say.
3. **Use "I-Messages"** Help your child(ren) learn to talk about his/her feelings, not the other person's mistakes. Instead of, "YOU always leave my bike out in the rain," your child could say, "I feel angry when you leave my bike out in the rain because it may rust. If you are going to use it, please put it away."
4. **Be willing to cooperate and compromise** If two people have a conflict, they both have a problem. To solve it, they will probably both have to make some changes.
5. **Talk to adults** Sometimes children think they have to solve all their problems themselves. A trusted adult – parent, teacher or counselor – can sometimes help children see solutions they had not thought of themselves.

6. **Practice** Just like learning to ride a bike or read a book, learning to solve conflicts peacefully takes practice. Help your child role-play different ways to resolve conflicts.

Grade 3, 4 and 5 parents, please read the Test Preparation flyer in this newsletter. The suggestions will help you help your child prepare for CMT testing beginning March.

CMT testing for grades 3, 4 and 5 will take place from March 6th through March 23rd, beginning on Tuesday, March 6th with a writing prompt. Later in the newsletter is an excellent report to parents on test preparation. On Friday, March 2nd, we will hold a pep rally for grades 3, 4 and 5. The goal of the pep rally is to motivate and relax our students. The children will complete a practice test on Monday. They will bring this test home for you to see.

We will continue our study of the character trait of trustworthiness in February—we will wear blue on February 18th to culminate our two-month study of this character trait.



Character Corner—
Mr. Weitzman,

Social Worker



"Bee" Responsible

To be a responsible person is to:

- Do what you are supposed to do.
- Always do your best.
- Persevere: keep on trying.
- Use self-control. Be self-disciplined
- Think before you act – consider the consequences
- Be accountable for your choices.



Kindergarten News...

Mrs. Alves

January has been a very busy month. We have been working on letters and letter sounds and our high frequency words. It's all coming together and the children are sounding out words and telling me what letters they hear when they write or read a word. It is all very exciting!



They are also becoming very good illustrators. Encourage your little one to put lots of details in their pictures. As you are reading, point out the details that you see in the pictures. Remind the children that they too can do that in their pictures. We are

working hard at writing sentences to go with our pictures. Have your little one write sentences and spell their own words. They should write down any sounds that they hear. Put any extra work that you do into the homework folder or write me about it and I will give your youngster an extra sticker on the homework folder.

So far we have covered all of the lower case letters and we are almost finished with the upper case letters. Practice them with your youngster, especially practice writing the letters correctly. We need a lot of practice with that. The children should be able to recognize all the letters, upper and lower case, be able to write these letters, know the sound each one makes, and know some words that begin with that sound. They should be able to tell you if two words start with the same sound or not. I send home things to help you review but anything you want to do is fine. Practicing a little bit almost every day is the important thing.

The children have been reading their little books. They are really doing well. Let them read their books to anyone who will listen. Remember to practice those sight words.

We have done many activities that involve counting. We are learning to be careful counters. We are counting up to 100! Encourage your child to write numbers. If you say a number your child should be able to write it. Watch for reversals. Correct your youngster if s/he reverses the number.

Thank you for all your help.

Kindergarten News...

Mrs. Crawford

Now that we are halfway into the school year, we will begin to focus a lot on writing. We began *Writing Workshop* in October, but now we are really starting to write! During this time, I conduct a mini-lesson related to writing and then the children get their writing folders to either finish a writing piece or begin a new one. This allows them to work at their level. I walk around and conference with the children. I encourage each one to expand upon their existing skills. We are working especially hard on adding details to our pictures. We will do this at least twice a month in class. We will use sight words and inventive spelling and will work hard on putting spaces between our words. In addition to Writing Workshop, the children have journals for writing as well. Each child has a certain day of the week in which they write in their journals (We have an arrival activity schedule that we follow and when it is their "red" day they write in their journals.). It is amazing to see their skills developing. Get ready to watch your child blossom.

We have begun Unit 2 in our *Foundations* Language Arts program. That means we have learned all 26 letter sounds and the proper formation of all 26 lowercase letters. This month, we will focus on the proper formation of all 26 capital letters, continue to reinforce all the letter sounds, and begin focusing on word parts (such as syllables and phonemes (individual sounds in a word)). It is really important that the children have a fluent and automatic knowledge of letters and sounds so that this knowledge can be transferred into reading. You can even have fun with this at home. Mix up all 26 letters and then see how fast your child can name the letters or how fast your child can name each letter sound. Make it fun, not stressful. It is also very important that the children be able to read the sight words automatically as well. Please keep practicing the 25 words.



In math, we continued our *Collecting, Counting, and Measuring* unit. Did you see the Counting Book that came home? The children worked very hard on them. We first read *Anno's Counting Book* and then made our own books. In the book, Anno uses the same setting on each page, but adds details to match a numeral (ex. 1 – one sun, one building, one tree,

etc; 2 – two buildings, two children, two rabbits, two trucks, etc.). We will be focusing a lot on counting and numerals and numeral formation as well.



Science is truly a favorite topic in kindergarten. This past month we focused on the attributes of winter and began to learn about hibernation. We were delighted to have Ranger Mark visit us again and

teach us about animal tracks and animals in the winter! In addition to seasonal learning, we finished up our unit on animal and human shelters/homes and began a science/math unit on sorting. Have your child practice at home. Take a group of objects and see how many different ways your child can sort (color, shape, size, use, texture . . .)

Our social studies curriculum covered Martin Luther King Day. The children just could not believe that the color of your skin meant some people could not go to school together, or use the same restaurants, etc. If only adults could hold onto this innocence our world would be such a peaceful place. We also watched a wonderful movie called, *Our Friend Martin*. Ask your child about Martin Luther King.

Thank you for sending in the coffee cans. Please continue to send in more throughout the year if you have them because I can always save the extras for next year! I appreciate all your help!

Kindergarten News...

Mrs. Capone

As we start the New Year, there are many new and exciting happenings all around us. We are getting ready to celebrate the 100th day of school! We can't believe that we are more than halfway into the school year! The children came back from vacation eager to learn new ideas and read many winter themed stories.

We continue to work on our letters, their sounds, and our high frequency words. It is amazing to see how excited they are to read their little books and write during Writer's Workshop. We have been writing since the end of September

and they are becoming confident little authors and illustrators. Please encourage your child to write at home. Have them sound out the words on their own and create a detailed illustration. It is important to have your little author write down the sounds that they hear. We will continue to work on including uppercase letters at the beginning of our sentences, spaces between words and using proper punctuation at the end of our sentences. They are so proud of their work and love to share what they write.

We have begun our second unit in our Foundations program. We have covered all 26 lowercase letters, their sounds, and their correct formations. We still continue to practice the lowercase letters and I encourage you to practice them at home as well. We have now begun to focus our attention on the 26 uppercase letters and their proper formation.

In math have been focusing on counting to 50, number formation and comparing numbers and lengths. We have been working on measuring many different objects using non-standard units of measurement. Please practice number formation at home. This can be tricky for our little ones.



The little scientists have been exploring different shelters around the world, have discussed the winter season, and learned about hibernation. Science is definitely one of our favorite subjects and we really enjoy reading big books about our topics.

The children are working so hard and it shows in their work and in their growing confidence within themselves. They really take pride in their work and have matured a great deal since the beginning of the school year. Thank you for all of your continued support and I look forward to seeing the growth your child will make throughout the rest of the school year.

Grade One News...

**Miss Bucu, Mrs. Mordecai,
Mrs. Rodrigues, Mrs. Tuohy,
Mrs. Bershefsky**

Happy New Year from First Grade! We came back to school and started 2012 eager to continue our learning! January is a great time to

reflect on our learning so far in first grade and continue to strengthen our reading, writing and math skills! Believe it or not, we are nearing the second half of first grade as we start to gear up and prepare with second grade in mind! Wow! We kicked our reader's workshop off in 2012 with "visualizing" as our meta cognitive strategy. We listened to poems and made movies and pictures in our head. We also read Owl Moon and other winter stories and practiced visualizing. Perfect literature for those cold days! We began our new science unit, "Investigating Water." This was a huge success as we identified properties and characteristics of water. Students were fascinated by water that they see and use everyday but still learned so much! Our new math unit brought sorting and identifying characteristics of shapes, buttons and other objects. We practiced counting as high as we can and became familiar with the hundred's chart. Many light bulbs went on as we noticed patterns on the 100 chart! We also learned how to take a survey and represent our data! As you can see, we have started 2012 with some wonderful learning and continue to make strides and gains in first grade!

Grade Two News ...

**Mrs. Alfano, Mrs. Angon,
Ms. Hull, Mrs. Pereira,
Ms. Sansone, Mrs. Buswell**

Can you believe we are halfway through the school year? The children have been growing in both their academics as well as in their ability to take on responsibility and demonstrate good citizenship.

The students have been very busy developing their reading skills. They have been working on "making inferences" as well as "wondering" with fiction and narrative nonfiction. When you are reading with your child, ask questions to probe their thinking about the book they are reading. Practice this comprehension strategy at home by asking your child what they are wondering about at certain points throughout the story. When they finish reading, have them go back to see if any of their wonderings were answered in the text.

In math, we have moved into a new Investigations Unit called *Pockets, Teeth, and Favorite Things*. The students are exploring various ways to collect and represent data. The students

had a lot of fun participating in a variety of activities including Guess My Rule with People and Yekttis, Favorite Things, taking surveys about their classmates' favorite things and also collecting teeth data. They learned to represent and analyze their data with Venn diagrams, pictures, and graphs.



We just started a new unit in Social Studies called *Knowing Your Family*. The students are learning about how their ancestors made contributions to both individuals and to their

families. Students are exploring how familiar people, such as their parents and other ancestors, make a difference in the lives of their descendants. By engaging students in personal stories about their families and ancestors, we intend to develop a beginning sense of history and an understanding of what life was like for some people long ago.

As you can see, we have started 2012 with some wonderful learning and continue to make strides and gains in second grade as we begin the second half of the school year!

Grade Three News...

**Mrs. Atwood, Mrs. Cretella,
Mrs. Makoski, Mrs. Martins,
Mrs. Carley**

It is hard to believe that January flew by so quickly! The students have been working so diligently in all learning areas, including getting ready for the Connecticut Mastery Tests. Our units of study in reading include narrative and expository nonfiction. The children are learning how to use evidence from the story selections to support written responses to questions asked in the lessons. We encourage the students to read nightly as part of their homework.

The students have been enjoying the math lessons as they explore geometry and linear measurement. Our children are able to identify various attributes of shapes and learn the number of sides identifies a shape, such as a triangle or a quadrilateral. They have also been able to understand and to find perimeter and area of shapes using strategies taught in class. We continue to encourage students to routinely review math facts for mastery.



Our children are beginning a unit on the Kwakiutl Native Americans in social studies. The students are learning about the Kwakiutl tribe and their survival in North America. The children are able to identify the natural

resources used by these Native Americans and their beliefs about nature.

In science, the students finished a unit about owl pellets. They are able to compare and contrast various rodent bones. The children are learning that their own joints and bone system do many important jobs in their bodies. Ask your child about some of the important facts that he or she have learned.

The winter season and sniffles have depleted our tissue supply. We appreciate it if you could donate a box of tissues to the classroom. If your child wears glasses, please make sure the glasses come to school.

Grade Four News...

**Mrs. Weinstein, Mr. Fiore,
Mrs. Gaspar, Ms. St. John
Mrs. Wolfe**

Our fourth graders continued reviewing our "Making Meaning Reader/Text Connections," interpretations of non-fiction and fictional text, and focused on inferencing and visualizing through poetry. The students continue to broaden their vocabulary while enhancing their comprehension. We have also concentrated on our open-ended responses (components of written response) during whole class lessons, guided reading groups, and through homework assignments. We are looking forward to another great month of learning ahead.

Fourth grade mathematicians are also hard at work! Students explored using larger numbers, extending their knowledge of the number system to 10,000. We also worked on our computational fluency, being able to add and subtract accurately and efficiently, using clear and concise notation for recording addition and subtraction strategies for large numbers and "subtracting with zeros." In addition, each class continued the year-long focus on mastering our basic multiplication facts. This is an important life-long skill. It is so important to

continue to review the multiplication facts with your child at home to help increase their accuracy and recall. We look forward to fractions and our continued CMT review which begins in the classroom with our Daily Math warm-up.

In social studies, we began our tour of the US in the Northeast. Students learned about the early settlers and the great immigration wave at the turn of the century. This will lead to future lessons about urban growth and sprawl vs. our early, rural agrarian society. In addition to examining the experience of an immigrant to the city, students will learn about how the economy was fueled the expansion of the United States.

The second unit in science, Electricity and Magnetism, is just underway. Students were able to transfer their knowledge of atoms and their electrically charged particles to learn how current electricity works and flows through wires to create electric energy. They created "closed circuits" (using wires and batteries) to make a light bulb light up. Most recently, we have begun a variety of



experiments to demonstrate the way positive and negative charges can build up on an object to cause static electricity. Fourth grade scientists were able to conduct experiments with balloons to demonstrate unlike and like charges. In doing this, they were able to learn that unlike charged

balloons were attracted to one another, while balloons with the same charges repelled one another, or each other.

The fourth grade Frenchtown community is confident that the coming months will be filled with opportunity and discovery. We look forward to our continued academic success, as well as the start of our research based learning project, Endangered Species.

Grade Five News...

**Mrs. Carley, Mrs. Russo,
Miss Caravetta, Mrs. Windsor,
Mrs. Demshak**

During the first two weeks of January students were assessed in math, reading, and writing at the district level. Your child took a math trimester test to monitor progress in math, DRP and

F&P to chart progress in reading, and an expository writing prompt to assess progress in writing. These tests allow students to better understand their strengths and weaknesses, and teachers the ability to more effectively target instruction to teach specific strategies for student improvement in areas that demonstrate a need for review. These tests also allow students to experience a timed test situation so that by March CMTs, students will be accustomed to them.



During our CMT testing period, the homework will be significantly reduced. We will still be requiring that all children read for a

minimum of 20 minutes each night. By encouraging children to read a variety of genres, we are helping to expose them to a greater number of new vocabulary words, as well as a broader base of background knowledge. Did you know that at the fifth grade level, children are expected to learn almost 3,000 words over the course of a year? This amounts to almost 10 per day if we include the summer months. Without daily reading, children will not learn nearly enough vocabulary to support what is expected of them.

This will be the fifth year that the children will be tested on science for the CMT. The test will cover information taught from kindergarten through fifth grade curriculum, which includes brain reaction regarding the eye and ear. All 5th graders will be completing a CT embedded task titled “Catch It.” All students are testing how their brain works by observing if sight or sound effects how fast they react to a certain situation. This task culminates with our sound, ear, light, and eye unit.

Math News...

**Mrs. Gidwani, Mrs. Knapp,
Mrs. Sansone**

SNOW! SNOW! SNOW! This is a great time to practice measurement and estimation with young children. The next time it snows, ask your child to estimate about how much snow is on the ground. First, show them an inch ruler and some items around the home that are various heights (milk jug, cereal box, soup can, etc.). Have your child measure the household items to get a “feel” for measurement in inches. Next, have them look

outside and make a reasonable estimate about the snow on the ground. Ask everyone in the house to estimate how much snow has fallen. Make a list with each person’s name and estimate. Finally, bundle up and take the ruler outside. Have your child measure how much snow has actually fallen. Compare each family member’s estimate to the actual number. Discuss who had a higher or lower estimate. Who was the closest? You can do this family activity each time it snows...your child’s estimating abilities should improve and become more accurate with practice. To enrich this activity, try using centimeters instead of inches or keep track of each snow fall this season and create a graph☺

CMT News: Students in grades 3, 4 and 5 will take the Math CMTs in March. Please visit the state website to view CMT sample questions and skills your child will be tested on. Students in grades 3 and 4 will have 2 sessions of Math Testing. Grade 5 students will have 3 sessions of Math Testing.

Go to:

<http://www.csde.state.ct.us/public/cedar/assessment/cmt/index.htm>

Click on For Parents link, then on your child’s grade level.

From the Library...

Ms. Albro

Students in grades four and five who have read at least four of the Nutmeg nominated books voted for their favorite this month. The votes will be sent to the state where the book with the most votes will receive this year’s Nutmeg Award.

Special thanks to the Fathers Club for purchasing multiple copies of the nominated books so that students can participate in this statewide contest.

From the Nurse’s Office...

Mrs. McCullough

Sleep! While breakfast is the most important meal



of the day, sleep is the most important activity we do! Sleep is just as important to our children's lives as food and water. Studies show that many children are not getting the amount and quality of sleep they need to function and learn. Parents working long hours and after school activities with

other lifestyle factors have resulted in bedtimes being pushed back, missed naps and mornings starting earlier. It may seem like it's not such a big deal, but it all adds up.



Consider some of the following observations from various studies that show some of the difficulties and behavioral changes found in

children with sleep problems.

- Children do not "outgrow" sleep problems.
- Children who sleep longer have longer attention spans
- Small but constant deficits in sleep over time tend to have escalating and long term effects on brain function
- Children with higher IQs--in every age group studied--slept longer.
- For ADHD children, improvements in sleep dramatically improved peer relations and classroom performance.
- Healthy sleep positively affects neurologic development and appears to be the right medicine for the prevention of many learning and behavioral problems.

Sleep helps your child to be at their personal best. A sufficient amount of uninterrupted sleep recharges the brain, increases brainpower and attention span and allows your child to be relaxed and mentally alert at the same time!

Sleep deprivation has a cumulative effect overtime. In other words, even small sleep changes have negative effects on brain function, behavior and learning and memory.

Does this scenario seem familiar? Suzy missed her nap today or got up really early this morning. Later that day at a family party, Suzy is having a ball running and playing and does not appear tired at all. You think, "She'll sleep well tonight" but when you finally get her home and into bed, she is cranky and restless and has difficulty drifting off.

Actually, Suzy is fatigued but in an attempt to "fight off" her sleepiness, her body releases adrenaline and causes her to be hyper-alert. Now she's wide awake but exhausted. Crankiness and irritability soon follow and your in trouble! So don't be fooled by your seemingly wide awake and alert child and put her to bed later. She needs to go to bed earlier to combat the bedtime problems

you are more than likely going to have to face. Putting her to bed just 15 or 20 minutes earlier may have a significant impact. You may find that a well rested child is easier to put to bed.

Five Reasons to get enough sleep.

- Sleep helps the brain commit new information to memory. In studies, people who'd slept after learning a task did better on tests later.
- Chronic sleep deprivation may cause weight gain by affecting the way the body processes carbohydrates.
- Sleep loss may result in irritability, impatience, inability to concentrate and moodiness.
- Serious sleep disorders have been linked to high blood pressure, increases stress hormone levels and irregular heartbeat.
- Sleep deprivation alters immune function including the cancer killing cells. Keeping up with sleep may help fight off cancer.

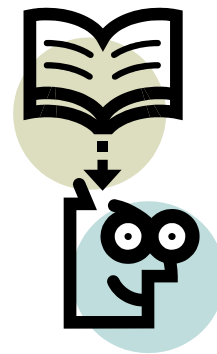
How much sleep should we get? Here is a guideline to follow:

<u>Age</u>	<u>Hours</u>
Preschoolers [3-5 years]	11-13
School-aged children [5-12 years]	10-11
Teens and preteens[12-18]	8.5-10
Adults [18+]	7.5-9

Reading News...

**Mrs. Infante, Mrs. Knapp,
Mrs. Olimpieri**

CAFÉ Strategy: Monitor and Fix Up



Good readers often stop to think about if what they are reading makes sense. They make sure they understand what is happening in the story or what the selection they are reading is about. If meaning breaks down during a story, good readers have strategies to go back and fix the problem. Some strategies a reader

may use to assist in making sense of a story include: summarize text, go back and adjust the reading rate, reread text while thinking carefully, skim and scan the selection to gain meaning, or ask for help. Readers who monitor their own reading know and use these specific strategies when meaning breaks

down and fix their reading to improve their comprehension.

How can you help your child with this strategy at home?

1. When reading with your child, stop periodically and ask your child, "Does this make sense?" If not, ask your child what he/she could do to help gain understanding of what is being read.
2. Read to your child and model what it sounds like when you stop to monitor your reading. Let him/her hear the process you go through. Ask yourself the following questions: Who is this story about? What is happening in the story? What is the author trying to tell me? Let your child hear you answer the questions and go through the process of monitoring your comprehension.
3. Ask your child to create a list of his/her favorite fix up strategies. Remind your child to use these strategies when meaning breaks down. The goal is to coach your child to monitor comprehension and use the strategies until they become a habit.

Thank you for your continued support at home!

☐☐ Written by: Allison Behne ©2009

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☐☐ Ideas and strategies are taken from : The CAFE Book, written by Gail Boushey & Joan Moser



Lakewood Trumbull YMCA Spelling Bee

The following are Frenchtown Elementary School participants in the 3rd Annual Lakewood Trumbull YMCA Spelling Bee on December 9th :

Grade 3

Aldo Espino – 3rd place

Kenneth Okorofaor – 2nd place

Joel Nutter

Luke Samoskevich

Grade 4

Marius Siscar

Gifts to School

Westfield



From the Box Top and Westfield contest money, we bought:



- 7 - 23 inch flat screen computer monitors



- 5 microphones for chorus



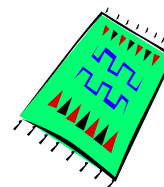
- 1 microphone bag



- 25 - 25 and 50 ft. wire cords for sound system



- 1 rug for library



- 1 Elmo (Mrs. Weinstein's class)
- 1 Elmo (Mrs. Wolfe's class)

***Keep saving the Box Tops!
They are our best source
for funds.***