



COYOTE NEWS

Roberta C. Cartwright Elementary School
1050 E. Gary Avenue Las Vegas, Nevada 89123
Ms. Peggy Wilson, Principal

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The Principal's Desk

November has been another busy month for all coyotes. Teachers continue to work hard every day to plan and implement standards-based lessons for our students, your children. We thank those of you who ensure your children are in class on time, participating in all instruction, and completing all their school work.

I realize these are challenging times for all of us. Please let us know if we can assist. We love all our coyotes and want to make sure everyone is healthy and safe.

I appreciate the 283 families who completed CCSD's Hybrid Cohort Instructional Model questionnaire. Presently, we are under Governor Sisolak's Stay-at-Home 2.0 order and will have to wait to see if things improve to know if and when we return to our building or if we continue with distance learning. I appreciate your understanding and patience with this.

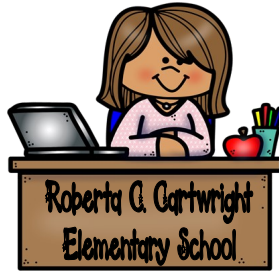
I believe we will get through this together with each of us doing what we can to protect ourselves and each other. Again, please reach out if you are in need of assistance.

Finally, the winter benchmark MAP Growth testing is under way. Please contact your children's teachers if you do not have dates and times scheduled for the reading and the math assessments. Again, we appreciate your assistance with administration of these state-mandated assessments. Of course, the data is only useful to guide instruction and maximize learning when children answer each question themselves.



Coyote of the Month

Our Coyote of the Month celebration will be held virtually on Friday, December 4, 2020 to celebrate students selected to represent their classes. Students from each class were selected to represent their class based on each student's demonstration of conscience, a core virtue, during the month of November. Students understand that self-control is being able to regulate your thoughts and actions so that you stop any pressures from within or without and act the



way you know and feel is right and decent. Congratulations and thank you for being role models to the following students! Keep up the fabulous work! We appreciate you!

Kindergarten

Mrs. Blonsky:	Brayah Fudolig
Mrs. Haar:	Sylvia Bhanduaram
Ms. Phillips:	
Mrs. Thornton:	Abigail Abdul

First Grade

Mrs. Guttman:	Brayden Aquino
Mrs. Hippensteel:	Jeremy Pena
Mrs. Ostolaza:	Lexi Clark
Mrs. Rynearson:	

Second Grade

Mrs. Chandler:	Kashman Greene
Mrs. Jumao-As:	Aerys Mollo
Mrs. Simon:	
Mrs. Ubalde:	America Mendez-Leon

Third Grade

Mrs. Bennett:	Ava Brooks
Mrs. Moore:	Daniel Benitez
Ms. Minnick:	Sophia Grieger
Mr. Dumalag:	Micah Ramsey

Fourth Grade

Mr. Brugger:	Clinton Walck
Ms. Hodge:	Christopher Stone

Fifth Grade

Mrs. Conlin:	Clark Skidmore
Mr. Knowles:	Gabriel Acosta
Ms. Matulef:	Yahir Castillo

Counselor Corner

Ms. Spoon

Hello Cartwright Families! Last month we focused on the character trait self-control. Self-control is being able to regulate your thoughts and actions so that you stop any pressures from within or without and act the way you know and feel is right and decent. Teachers have selected a student from their classes that has shown self-control in the month of November.

On Friday, December 4th, we will be celebrating those students who were selected by their teachers as Coyotes of the Month for self-control.



Counselor Corner (Continued)

For this Coyote of the Month we will be holding it virtually, so please keep a lookout for the link from your student's teacher. These students have shown to their teachers and peers that they have self-control. Congratulations to those students!



Read by Grade 3

Ms. Rodrigo, Instructional Coach

What do you notice? What do you wonder?

As a parent, sometimes it can be difficult to engage your child in a true discussion. Replies from our children are often short and incomplete sentences or thoughts, such as, "I don't know." To be honest, sometimes we are distracted, or in a hurry, and we do not always model speaking in complete sentences or encourage our children to share their observations and questions.

Two simple questions can spark conversation and lead to understanding and more in-depth discovery: What do you notice? What do you wonder?

Try sharing funny pictures with your children from a magazine, a book, or a story they are reading. You might even stop to watch people or a funny commercial together. Then ask, "What do you notice?" And WAIT...give them time to actually look and think. After they've told you some things they notice, try to add to the observations and help them make connections, such as, "That dog reminds me of our neighbor's dog" or "That tree looks like it can touch the sky." Next, ask, "What do you wonder?" And WAIT...that "think time" is so important. Once again, after your child has had time to respond, add to the conversation, and try to help your child make connections. For example, "I bet that plate of spaghetti smells delicious. My stomach is already growling!" or "I wonder how they get all of those puppies lined up for that photograph."

This simple strategy not only helps provide insight into your child's thoughts, it can also be of extreme value in the classroom as they read, listen and participate in learning activities. Learning should be an interactive experience. Encourage your children to notice and wonder!

MAP Testing continues until December 18th. Your child's teacher will inform you of the dates and times for testing. Thank you for ensuring your children have a safe and quiet space to work independently to show us what they know. As always, feel



free to contact me on Class Dojo or at RODRI-L17@nv.ccsd.net if I can be of assistance. Stay safe!

Second Grade

Mrs. Chandler, Mrs. Jumao-as, Mrs. Simon & Mrs. Ubalde

Second grade has been working hard and developing grade level skills in the various curriculum areas. For reading, students are describing how a character responds to major events in a story and describing how a character responds to challenges in a story. Students are identifying the problem and where the problem is introduced in the story. Students are identifying the solution to the problem and where the solution happens in the story.

In Math, students are reading and writing numbers to 1000 using base-ten numerals, number names, and expanded form. Students are practicing telling time to the nearest five minutes. For Writing, students are practicing writing a narrative that includes details, transitions from one event to another, and provides a sense of closure. Students composed an informative/explanatory paper on a chosen topic.

Parents, we ask for your continued support by making sure your child is reading daily at home and completing their Lexia Core 5 and Dreambox minutes. It is important to come to school everyday on time in their Google Meets.



Music News

Ms. Johnson, Music Specialist

Hi Cartwright Coyotes! This school year has definitely been an interesting one, and learning music at home has been a challenge for us all. However, with some creativity, we have been able to make music together while apart.

I want to share some of the things that we have been doing in music and what will be in store for the future. This year we started with discussing steady beat and loud and quiet sounds (dynamics) with kindergarten and first grade. We are now starting to explore tempo (fast and slow), and reading rhythms and melodies using icons. We have also been exploring movement and playing singing games. Because we are not together to play circle games, we have enjoyed bringing our stuffed animals, dolls, and action figures to class and playing the circle games at home! The students really seem to enjoy this and have loved sharing what they brought to class. We will continue our exploration of movement, rhythm, and melody as well as different musical elements throughout the year.

This has continued into second and third grades with more complicated rhythms and melodies. In November, these two grade levels also enjoyed a special virtual performance from the Smith Center called "Sugar Skull." They learned about **Dia De Los Muertos**, and they were able to share and discuss some traditions



Music News (Continued)

surrounding this holiday. They were also able to see and hear traditional musical instruments and songs from Mexico. Next semester, I hope we will be able to play more instruments using instruments we create from home. Second through fifth grade will also experience using a virtual xylophone while we are distance learning.



In fourth and fifth grade, we started with performing right away. Students sent in videos performing their favorite rhythms they learned in our first week of school and playing items they found around their homes. We have been working on rhythm and melody reading and learning how to read the notes on the treble clef. They have also been composing their rhythms and soon will start composing their own melodies as well. We have also been focusing on analyzing music and describing similarities and differences in music performances. In December, these two grade levels will also be participating in a virtual performance from The Smith Center by the dance troupe **Step Afrika!**, where they will learn about the history and tradition of this dance form.

I am also very excited to participate in fifth grade's family engagement night where students and families will participate in a Holiday Sing-a-long/Play-a-long on Wednesday, December 9th from 5:00 to 6:00 p.m. I hope to see everyone there to join in the fun!

I want to thank all the caregivers and families for being supportive during this crazy and difficult time. I really miss being together and making music in class with all of our students. I can't until we are back together again at school and we can start performing. Until that time comes, I hope you all stay safe!!! ~ "Sing"-cerely, Ms. Johnson

Love and Logic: Assisting our Children with the Pandemic

The global health crisis affects everyone in some way and parents all over the world are wondering, "What do I tell my kids about this? What do I do?"

Children have an incredible capacity for strength, and parents can play a powerful role in helping their children cope with these extraordinarily uncertain times. Here are some practical guidelines for helping you help your kids.

1. Be honest about your emotions while modeling strength

Because our children copy our behaviors, they will learn to respond in difficult situations only as well as we do. Children who see their parents become overwhelmed with anxiety, fear, and grief will also become overwhelmed. At the other end of the spectrum, parents who stuff their feelings inside will deprive their kids of the opportunity to learn healthy expression of feelings.

The key is being honest about your emotions while showing that your family remains strong. For example, you can hug your child and say:

This is a very sad time.

Sometimes I feel like crying about it and it also makes me a little afraid.

But I know that we will be okay...because we are strong.

2. Limit your children's exposure to media coverage

Turn the television and radio off when your kids are in the room. Repeated exposure to visual and spoken images of a crisis can create more anxiety and fear. Younger children who don't understand how to put media coverage in perspective can become overly concerned and frightened.

3. Give them the facts about the event

Don't try to keep the current situation a secret! First, it's simply impossible to do. Second, humans create information when they lack it. When children only get bits and pieces of bad news, they "fill in the blanks" with their imagination. Typically, their fears, or the rumors that they might hear from their friends, will produce more anxiety than hearing the truth.

Children, even children as young as two years old, may need you to lay out the facts about the event. Tell them the basics while leaving out more sensitive details. Remember, your tone of voice must communicate compassion as well as strength.

4. Listen, listen, listen

There is nothing powerful for comforting a child than an open ear, heartfelt understanding, and a warm hug from a parent.

5. Let them know that they are safe

Our children need to hear about the thousands and thousands of wonderful people who are working day and night to keep us safe and healthy. Despite any fears or doubts that we might have, our kids need to hear and feel that they are safe.

Make your reassurances short and to the point. When parents spend too much time, say too many words, or exhibit too many emotions trying to reassure kids that they are safe, then the message can backfire. Your message will be more powerful and believable if it is very brief and to the point.

There are thousands of people working to keep everyone safe and healthy. We are going to be okay. Have a good day with your schoolwork. I love you.

6. To the greatest extent possible, maintain daily routines

Daily routines give all of us a sense of predictability, control, and safety. When we stick to them, we also communicate to our youngsters that we are strong enough to keep going—and they are too!

Love and Logic (Continued)

7. Involve them in helping others

There are few things more therapeutic than helping others. Even actions that may seem small, like writing letters of support or sending a box of food to healthcare workers, can mean a great deal.

One last thought—following these guidelines can help, but it is just as important to take good care of yourself. The healthier you are, the healthier your kids will be.

Plan Ahead: Upcoming Events



- December 2: First-Grade Family Engagement Night-4:00-5:00 p.m.
- December 4: Virtual Coyote of the Month Celebration at 2:00, Progress Reports posted in Campus Parent/Infinite Campus
- December 8: Kindergarten Family Engagement Night from 5:00-6:00 p.m.
- December 9: Fifth-Grade Family Engagement Night with Ms. Johnson from 5:00-6:00 p.m.
- December 10: Third-Grade Family Engagement Night from 4:00-5:00 p.m.
Fourth-Grade Family Engagement Night from 5:30-6:30 p.m.
- December 14-18: Spirit Week
- December 18: MAP Growth Assessment
Winter Benchmark ends; End of first semester; Progress Reports posted in Campus Parent/Infinite Campus
- December 21: Winter Break begins



- January 4: Classes resume; Second semester begins
- January 5: Coyote News sent via Parent Link and posted to school website
- January 6: No school for students and teachers
- January 7: Report cards posted in Parent

January 8:

January 13:

January 15:

January 18:

January 29:

Campus/Infinite Campus
Virtual Coyote of the Month
Celebration
No school for students and
teachers
Progress Reports posted in
Campus Parent/Infinite Campus
No school: Martin Luther King,
Jr. observed and honored
Progress Reports posted in
Campus Parent/Infinite Campus

Thank you,
Families,
for your
continued
support!
Enjoy a safe
holiday season
with your
loved ones!

