

CRANE CHRONICLE

Volume 3

Fall / Winter 2018

Issue 2



Principal's Message

Greetings Crane Families!

Dear Crane Families.

I hope this finds all Crane families well after time spent during the Winter Break. We have started our 2019 busy and ready to continue getting students ready for their next grade and the state assessments in the Spring. Please stay tuned for the assessment schedule and dates as well as the end-of-year calendar we are finalizing. We ask all families to continue supporting students at home when completing their homework, reading or practicing learned skills. We will continue to offer after-school tutoring as needed. Please note that we have very limited space for tutoring.

Please follow us on Facebook at Savanna Ridge Elementary School @ Savanna Ridge Elementary School for updates on upcoming events.



Sincerely,

Mr. Roberto Bonsenor

Thank you parents! Percent of students in attendance on a daily basis has increased from last year!!

2017-18 First Semester- 95.77%
2018-19 First Semester- 97.89%



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Our Mission

All students will learn at Savanna Ridge Elementary. Through a nurturing environment, which supports quality and equitable achievement, we will create a strong educational foundation which future experiences can be built.

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Primary Grades

VPK- VPK has been working on standard I.A.c.b from the Physical Development Domain of the Florida Early Learning and Developmental Standards; students will be able to initiate and complete familiar hygiene routines independently.

Our class had a visit from Ms. Jenn with the University of Florida's Family Health and Nutrition program. She taught a lesson on the importance of hand washing and demonstrated the proper steps the children should follow to ensure their hands were germ free.

Ms. Crosby

K_{indergarten}

Kindergarten has been very busy! During the second quarter kindergarten students learned about motion, people and events of now and long ago (focusing on the different holidays many cultures celebrate). We have learned our upper and lower case letters and sounds and quarter 1 and quarter 2 sight words. Additionally, we have learned to write opinion and informational writing. In math, we have worked on counting and cardinality up to 15, classifying two and three-dimensional shapes and have started adding and subtracting. As well, as reading, writing, and representing number 6-10 and counting up to 50.

Ms. Basile Ms. Wright Ms. Maxwell Ms. Alexander



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First Grade

During our unit on understanding place value within 40, we counted, wrote and read numbers to 40 and compared numbers with greater than, less than and equal to other numbers. First grade students worked on addition and subtraction within 20, associative and commutative properties, solving word problems as well as using different strategies to find solutions. We determined if equations were true or false and determined unknown numbers related to three-digit equations. We recently started working on counting and writing to 120.

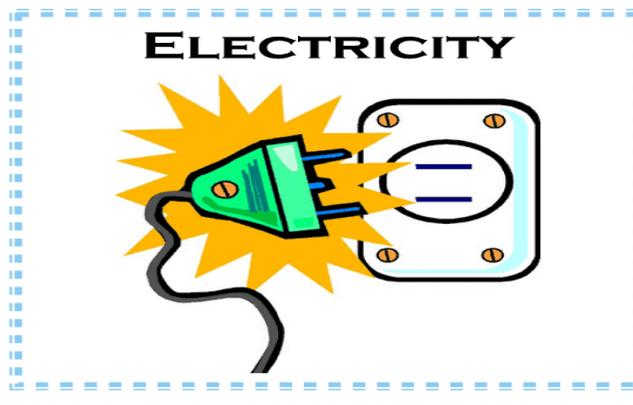
In Language arts we have been studying about people and events from the present and long ago. We have been analyzing texts to find the main ideas and details. As well as comparing text. We compared text features, settings and characters. We learned about Abraham Lincoln, Pilgrims, Thanksgiving, Transportation and Holiday's!

Ms. Richardson Ms. Lacorte Ms. Kindberg Ms. Puig

Second Grade

Happy New Year!!! Last Quarter second grade learned about Energy We learned about how people use electricity or other forms of energy to cook, get warm or power electrical devices. We also learned about shapes and their attributes. We worked on writing an informational paragraph, applying introduction, topic, details and conclusion. Additionally, we learned all about who we are as Americans and the first inhabitants in America. We continue to follow our Harmony Goals within the classroom. We look forward to all we are going to learn in 2019.

Ms. Figueroa Ms. Herrera Ms. Marino Mr. Feliciano



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Third Grade

This past nine weeks, third grade has been working hard on many skills. We started this nine weeks off in math learning two dimensional shapes, Geometric Measurement: Area, and finished the nine weeks up with Geometric Measurement: Perimeter.

In reading, third grade has been busy working on asking and answering questions about a text and referring to the text to support their answers, determining the meaning of unknown words or phrases by referring to the words in the sentence or sentences around it, determining the main idea of a text, recount key details, and how they support the main idea. The students have also been very busy working on understanding how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story and comparing and contrasting the themes, settings, and plots of stories written by the same author about the same or similar characters. We have also been working on using information gained from illustrations, comparing and contrasting the most important points and key details presented in two texts on the same topic, describing characters in a story and explaining how their actions contribute to the sequence of events.

Students in third grade learned a lot in social studies about basic economics. In this unit, students could identify the characteristics of money (portable, divisible, recognizable, and durable). They were also able to identify how people benefited from trade, distinguish coins and bills from other countries and assess their value compared to the US dollar, identify the characteristics that make economic resources "scarce" and assess how that leads to trade. In science, they have learned a lot about energy. Students could identify the basic forms of energy such as light, heat, sound, electrical, and mechanical. They were also able to identify objects that give off both heat and light, examples of light being reflected, refracted, and absorbed. Students also learned to recognize that energy can cause motion or create change and demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

We are excited to see what third nine weeks has in store for us!

Ms. Abass

Ms. Romayo

Ms. Rice

Ms. Robey

Ms. Fiddelke

FSA Testing Schedule

FSA Writing 4/2/2019

Grade 3 ELA April 4-5

Grade 4 and 5 ELA May 1-2

3rd-5th Math May 6-7

5th Grade Science 9-10



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Fourth Grade

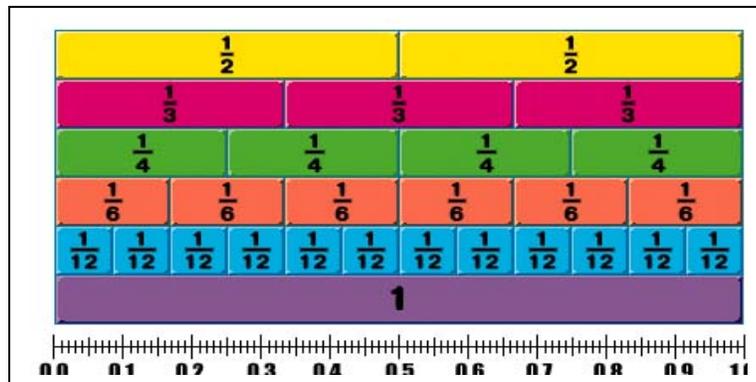
It was a busy nine weeks! We covered four different units in math starting with Unit 5 Division, moving into Unit 6 patterns, followed by Unit 7 Two-Dimensional shapes, and ending with comparing decimals and fractions, which will prepare our students for the 3rd nine weeks when we start with Unit 9 adding and subtracting fractions. We also integrated science and social studies into reading. Fourth grade began with Energy, moving into Energy transformations. We finished out the nine weeks with social studies, learning about U.S. Territories to the reconstruction period. We also practiced Opinion and Informational prompts in writing to prepare our students for the 4th grade writing FSA.

Mr. Young

Ms. Tarver

Ms. Redway

Mr. Moulton



Fifth Grade

Fifth grade is busy preparing for the Florida State Assessment. One way to help your student prepare at home is to read each night with them. Then have them retell what they read in their own words. This activity will build their ability to identify the main idea and supporting details and to summarize a passage. In math, we are applying the four basic operations (adding, subtracting, multiplying, and dividing) to decimal numbers in our unit on decimals. Please review multiplication facts each day to be successful with all 5th grade standards. We will be studying life cycles, biomes and the human body in Science. Also, have your student practice 5th grade level skills by completing 15 minutes on IReady ELA and Math daily. Attendance for the FSA is of the utmost importance. Be on the lookout for the dates that 5th Grade will be testing. There will be incentives given for perfect attendance during testing. We have begun the planning for the end of the year field trip to St. Augustine. The date of the trip is May 20, 2019. If you have not secured your seat, please send in the down payment as soon as possible. Fifth grade thanks you in advance for all the support we have received. Parents remember to check your student's planner each evening. This is a great form of communication for you and your student's teacher.

Ms. Compton

Ms. Ader

Ms. Waller/Ms. Johnson

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Ms. William

Resource Room

From the field with Coach

Technology in Education

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With the holidays behind us, it is time to get back to the business of gaining knowledge about the skills and concepts related to our body's physical abilities and potential. We are moving into developing eye-foot (kicking) and eye-hand skills (ball control dribbling with hands), more rhythmic coordination (jump rope), and some creative game strategy. Higher level thinking, math skills, science concepts, and cooperative activities are all integrated or touched on in each lesson.

As we tell the students, four or five years from now your idea of whether you might want to play a sport or which one and/or what kind of work you might want to do will possibly change several times. In our limited time with the students, we try to expose them to many of the skills necessary for the variety of activities that are out there to choose from down the road.

The bottom line is we want to see efficient movers who see exercise and activity as a fun challenging necessary part of their life. As always, play with your children. You are their most important role model.

If you have questions regarding sports or activity programs offered in either Fort St. Lucie or Ft. Pierce you may call the respective city Recreation Department office for information.

Until next month, stay well and active.

Mr. Eshleman

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Every student at Savanna Ridge Elementary attends at least one 45 minute Resource Class each week. During this time students input their User ID and Password Numbers to log into their individual student profiles. Numbers are easily remembered and if students need help remembering these numbers, they are allowed to use a help card. In addition to keyboarding and word processing, students also work on I-Ready Reading and Math. Fifth graders are being introduced to a Science Academic Supplementary Program entitled Study Island. These programs are accessible at home by logging into the SLCSB Parents and Students site. Students are also able to access Skyward Family Access in Grades 2-5 to carefully monitor their progress and Academic Reports throughout the School Year.

We will spend some time researching Dr. Martin Luther King with some county level contests for coloring and writing!

Dr. Collins

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Parent Teacher Organization



Mrs. Foley

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The PTO has been busy with fundraisers to help with needs of the school and students. The Fall Festival was well attended and raised a good sum of money. The Winter Wonderland provided the opportunity for students to shop for the holidays.

Planning for fifth grade graduation has begun! Stay tuned for more exciting activities!

If you would like to get involved with PTO please email Ms. Colon.

sarahcolonpta@gmail.com

Positive Behavior Intervention Support



Savanna Ridge had a busy PBIS quarter. PBIS is our positive behavior support program where kids are rewarded with cranes after they follow PBIS expectations. These cranes are used as currency for the student to use so they can participate in monthly events. October was our dress up like a Story book character dance. November's event was Spirit week, where the students could dress up for a different event each day. The days were, Jersey day, twin day, and mix match day. December's PBIS event was hot chocolate and cookie movie day. The students could also buy raffle tickets for prizes. PBIS had great turn outs for each event and we cannot wait to see what the 3rd quarter brings us!

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Thank you for your continued support!

The PBIS Committee



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Savanna Ridge Elementary School Dress Code 2018-2019

<p>YOU ARE IN DRESS CODE IF</p>	<p>YOU ARE <u>NOT</u> IN DRESS CODE IF</p>
<p><u>SHIRTS/TOPS ARE...</u></p> <ul style="list-style-type: none"> ➤ Solid Color with collars and sleeves ➤ Collared shirts with school logo (SRE logo) ➤ Tucked in at all times ➤ Long enough to remain tucked in when seated ➤ SRE Spirit Shirts (can be worn any day) 	<p><u>SHIRTS/TOPS ARE...</u></p> <ul style="list-style-type: none"> ➤ Stripped, plaid, print, camouflage, with ripped or holes designs, or graphics ➤ Collarless ➤ Not tucked in ➤ Oversized ➤ Tight fitting, revealing or sleeveless ➤ Wearing a hood of a shirt indoors
<p><u>PANTS/BOTTOMS ARE...</u></p> <ul style="list-style-type: none"> ➤ Jeans, joggers, slacks, capris, shorts, & skirts in solid colors ➤ Shorts must extend beyond the fingertips ➤ Fitted at the waist ➤ Jumpers must have a collar shirt with sleeves underneath ➤ Dresses must have collars and sleeves 	<p><u>PANTS/BOTTOMS ARE</u></p> <ul style="list-style-type: none"> ➤ With holes, frayed or distressed ➤ With embellishments/designs ➤ Sweat pants, athletic shorts, spandex, leggings, & jeggings ➤ Baggy (loose fittings, oversized) ➤ Displaying visible underwear ➤ With belt buckles larger than 2 inches
<p><u>SHOES ARE ...</u></p> <ul style="list-style-type: none"> ➤ Sneakers & Athletic Shoes ➤ Boots with 1 inch heel or less ➤ Closed toe and have a back or back strap ➤ Laces must be properly tied and Velcro properly fasten 	<p><u>SHOES ARE ...</u></p> <ul style="list-style-type: none"> ➤ Flip Flops, Sandals or open toes ➤ Clogs/Crocs ➤ Shoes with wheels, lights, or heels
<p><u>OUTERWEAR ARE ...</u></p> <ul style="list-style-type: none"> ➤ Sweatshirts, Sweaters, Jackets and Pullovers in any color ➤ Collared shirts must be worn underneath all outerwear 	<p><u>OUTERWEAR ARE/HAVE ...</u></p> <ul style="list-style-type: none"> ➤ Inappropriate or obscene pictures ➤ Camouflage ➤ Graphics ➤ Pajamas ➤ Hood of a sweater or jacket worn indoors
<p><u>HEAD ATTIRE/HAIR/JEWELRY ARE ...</u></p> <ul style="list-style-type: none"> ➤ Natural hair color only ➤ Headbands of any solid color ➤ Earrings 2 inches or smaller ➤ Piercings on ears only ➤ Hair styles, hair accessories & jewelry should be appropriate to school setting & must not distract the learning environment 	<p><u>HEAD ATTIRE/HAIR/JEWELRY ARE ...</u></p> <ul style="list-style-type: none"> ➤ Unnatural Hair Color ➤ Caps, Hats, Bandanas ➤ Headbands with Kitty ears and Tiaras ➤ Hoods are worn on the head ➤ Spray painted or dyed hair ➤ Inappropriate and/or distracting images or writing or designs through the shaving of a head is not permitted (no Mohawk or Faux Hawk) ➤ Tattoos of any kind ➤ Sunglasses and non-prescription eye glasses

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Please see Dress Code Violations on the back of this sheet

Dress Code Violations:

- 1st Violation:** Teacher will conference with student and send home a "Dress Code Reminder" with violation highlighted or noted.
- 2nd Violation:** Teacher will make parent phone call and document it in the student planner.
- 3rd Violation:** Teacher will schedule parent conference and document it in the student planner. A BIR will be submitted by the teacher to administration.
- 4th Violation:** Teacher will submit a BIR or Discipline Referral

Consequences for being out of Dress Code after the 1st Referral will be handled in the following manner:

- 1st Referral** Lunch Detention for a day
- 2nd Referral** Mandatory Parent Conference with the Teacher, and Lunch Detention
- 3rd Referral** Loss of privileges
- 4th Referral** Suspension and Mandatory Parent Conference