

Wildcat News

West Meade Early Education Center



2021



7722 Ray Street
Fort Meade, Maryland 20755
Phone: 410-222-6545
Fax: 410-222-6518

Office Hours:

8:15 AM–3:45 PM

School Hours (in person instruction):

8:45 am—doors open

9:05 am—instruction begins

3:30 pm—dismissal

AM PreK/ECI -9:05-11:40 AM

PM PreK/ECI - 12:55-3:30 PM

Administration

Jessica Kallon, Principal

jkallon@aacps.org

Counselor

Theresa Lacovara, School Counselor

tlacovara@aacps.org

Office Staff

Linda Best-Hazan, Principal Secretary

lbest-hazan@aacps.org

Renee Puhl, Registration & Attendance

rpuhl@aacps.org

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WestMeadeAACPS

Principal's Monthly Message

Dear West Meade Families,

This is an exciting and unique time as we are gearing up for a possible reopening no later than March 1, 2021. Our Superintendent, Dr. Arlotto, will update the Board and the public on the status of the reopening implementation and the health metrics by February 17, 2021. February is a good time to begin reinforcing positive practices to help your child have a successful day whether they will return to the building or remain virtual.

1. Make sure your child gets plenty of rest each night to promote on task learning.
2. Regular attendance is crucial. Students are expected to arrive or login on time each day. Please contact your child's teacher to discuss strategies to support a successful school day.
3. Read, read, read! Please take time daily to share a book with your child. This promotes interest in literacy and improved comprehension.

To find more information about the reopening plan, please visit our county website. <https://www.aacps.org/spring2021familyreopening>

Thank You,

Mrs. Jessica Kallon

Principal

Important Dates For February

2

School closed-Professional Development day

9

Progress Report/Report card distribution

9

Prekindergarten Application begins

10

Two-hour early dismissal . School closed for p.m. Pre-K and ECI

15

Presidents Day-School closed



Staff Shout Outs!!!



I just wanted to take a moment to share my gratitude for the job that Ms. Washington, Mrs. Carino and Mrs. Rouse are doing in Kindergarten. I am a 5th grade teacher at Manor View and I uniquely understand the struggles of online learning. My son, Luca, is engaged and learning thanks to their planning, dedication, and excitement.

Thank you to everyone at West Meade for making this school year as great as it can be.

Sincerely,
Francisca Rizzuto



Welcome to Basecamp YET! Where we build skills, celebrate and explore our world.

Habits to build: Seek First to understand Then Be Understood



- ~ It is better to listen first and talk second.
- ~ You have two ears and one mouth to listen twice as much as you speak!
- ~ Listen to people attentively and sincerely for understanding
- ~ Be an empathic Listener.
- ~ When another person speaks, most people listen at one of 4 levels

Ignoring

Pretending

Selective listening

Attentive listening

When we listen with intent to understand others, rather than with the intent to reply, we begin to truly communicate and build real connections. Seeking to understand takes KINDNESS and courage. During the month of February shown KINDNESS to your family, friends and community by building your attentive listening skills! When you show KINDNESS, everyone wins! As part of our *Random Acts of Kindness Week Feb 8-12* complete a digital KINDESS HEART every time you practice attentive listen or any other kind act! They will be shared with our AACPS community (digital hearts available in google classroom)

Dates to Note: February

1-28 WMEEC celebrates the past, present and future lives of leaders, influencers and professionals in the black community.

8-12 Heart Healthy Spirit Week hosted by Ms. Overend (gym) and Ms. Frekot.

8-12 Random Acts Of Kindness week – Complete a digital Heart to spread love, KINDNESS and courage!

22-26 Counselor Lesson - Erin's Law



BIG CAT WORD

Respect is caring enough to consider how our words and actions impact others.

Reading & Assessment News—Shared by Literacy Teacher, Katie Saxe

Round 2 for the i-Ready Diagnostic is occurring within the next two weeks so until your child is finished with the Reading or the Math diagnostic their path will be unavailable. As soon as they complete either of the subject diagnostics, they will be able to begin their new path for that subject. Thank you in advance for ensuring that your child completes all diagnostic items independently. 😊

Fun with Word Families

Students have been learning about letters and sounds. Once they are able to connect sounds with letters, they are ready to make words. Use your child's backpack letters or other letters (magnets, letter cards, etc.). You can build two skills at once. As you say a word, and then segment the sounds you are modeling **phonemic awareness**, the first building block needed to read. Then ask your child what sound they heard first. Ask them to name that letter and then find it to build the word. Start with CVC words (consonant-vowel-consonant). If they struggle have them use their Alphabet Linking Chart to find the letter that they hear. **WARNING**...vowels can be tricky! Have them build the word sound by sound. Then have them spell it and read it to you. For instance, "cat /c/ /a/ /t/, cat". Then tell them you do not want cat anymore. You want **rat!** Have them sound it out and say the sound for /r/. Ask them what letter should change and have them replace the c with the correct letter. **Too easy?** Try focusing on the middle sound, by saying, "I don't want **cat!** I want **cut.**" When they spell out the word, they are connecting the sound segment (**phonemic awareness**) to the letters (**phonological awareness**). You may want to provide word meaning clues such as "I am thinking of something that rhymes with cat, but you wipe your feet on it before you come in the house. What could it be?" You could also use pencils, crayons, or dry erase board for this activity. The writing practice provides another way to support retention of the concept and build fine motor skills. **Whatever you do be sure to have fun!**

PBIS Corner

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.

West Meade EEC School Contract

As a principal I will:

- Provide a supportive and welcoming environment that allows for communication between students, parents, and teachers.
- Provide professional development opportunities for the school community groups to learn.
- Provide a safe and orderly environment for everyone to work, learn and play
- Provide instructional leadership to ensure that all students reach their full potential.

As a teacher I will:

- Accept no limits on the learning potential of any child.
- Use appropriate teaching strategies and materials for different learning styles.
- Provide a positive classroom environment.
- Report student progress and provide timely feedback to parents.
- Encourage students to seek help when they do not understand.
- Provide homework that reinforces classroom instruction.
- Model, communicate, encourage, and reinforce The Wildcat Way as well as other traits of good character.
- Hold students, parents, and each other to the highest standards of performance.

As a student I will:

- Always try to do my best in my work and my behavior.
- Attend school regularly and on time.
- Use kind words with my classmates and my teachers.
- Have a safe body by keeping hands and feet to myself, and walking in the building.
- Be a problem solver
- Work hard
- Follow classroom and school rules and routines.

As a parent I will:

- Make sure our child/children attend school regularly and on time.
- Set aside a specific "workplace" for our children to work, read and ensure homework is completed.
- Communicate with children daily to stay aware of what they are learning and encourage them to put forth their best effort.
- Reinforce/reward child/ren for appropriate social behaviors.
- Provide appropriate consequences for inappropriate behaviors during school.
- Strive to attend the Parent/Teacher conferences.
- Reinforce The Wildcat Way.
- Make a commitment to volunteer in some capacity and attend school events when possible.

WMEEC Café

Lunch Prices:

Lunch (Full Prices) \$2.75

Milk- 1/2 pint (A La Carte) \$.55



Please Apply for free/reduce meals:

<https://aacpschools.org/nutrition/apply-for-free-or-reduced-price-meals/>

West Meade is a meal site. We are providing **free breakfast, lunch, dinner and snack** to children, ages 2-18 during the 2020-2021 school year. **There are no income or registration requirements.** Children will receive breakfast, lunch, dinner and a snack each day schools are in session and can pick those meals up from 12-12:30 pm here at West Meade. Families can pick up meals without their children present, but must register by calling 410-222-5900. **Please remember to wear your mask when picking up meals!!**



Hello Families,

For this month, The math skills that students have been focusing on are addition and subtraction. With both these skills it is very important that students have manipulatives to truly demonstrate their understanding of these skills. It is great if students can memorize their addition and subtraction facts. However, that does not mean that they truly understand addition and subtraction. A good practice is to have the students use their two sided counters or any small objects that engage them and have them make two groups, count the groups then push them together and count the total. Same for subtraction, start with a single group and have students take some away. Cereal or small snacks are wonderful to use for subtraction because eating is a very good representation of subtracting.

Some games that families can play to help reinforce these concepts are any kind of games that use two or more dice. Have them count one die than the other and then count the total amount. Also for students that enjoy playing the card game War have each player put out two cards and say it as an addition sentence before seeing who wins the hand $5 + 4 = 9$. For subtraction, play guessing games where the student counts an amount of objects, they then close their eyes and you remove a few. Then have them try to figure out how many were taken. Alternate play and keep track of how many each player gets right.

Online games that can be played independently, are Balloon Subtraction, Roll to the Finish, Molly Adds and Subtracts From 10 and Mathman Junior. All four of these game on www.abcya.com are great to practice addition and subtraction. Balloon Subtraction is found in the first grade section but is still very age appropriate for all kindergarteners. Have fun playing these fun math games.





The vaccines may cause side effects in some people, like sore muscles, feeling tired, or mild fever. These reactions mean the vaccine is working to help teach your body how to fight COVID-19 if you are exposed. For most people, these side effects will last no longer than a day or two. **Having these types of side effects does NOT mean that you have COVID-19.** If you have questions about your health after your shot, call your doctor, nurse, or clinic. As with any medicine, it is rare but possible to have a serious reaction, such as not being able to breathe. It is very unlikely that this will happen, but if it does, call 911 or go to the nearest emergency room.



When you get the vaccine, you *and* your healthcare worker will both need to wear masks.

CDC recommends that during the pandemic, people wear a mask that covers their nose and mouth when in contact with others outside their household, when in healthcare facilities, and when receiving any vaccine, including a COVID-19 vaccine.



Even after you get your vaccine, you will need to keep wearing a mask that covers your nose **and mouth, washing your hands often, and staying at least 6 feet away from other people you do not live with.** This gives you and others the best protection from catching the virus. Right now, experts don't know how long the vaccine will protect you, so it's a good idea to continue following the guidelines from CDC and your health department. **We also know not everyone will be able to get vaccinated right away, so it's still important to protect yourself and others.**



Facts about COVID-19 vaccines

Vaccines (shots) are one of the tools we have to fight the COVID-19 pandemic.



To stop this pandemic, we need to use all of our prevention tools. Vaccines are one of the most effective tools to protect your health and prevent disease. Vaccines work with your body's natural defenses so **your body will be ready to fight the virus**, if you are exposed (also called immunity). Other steps, like wearing a mask that covers your nose and mouth and staying at least 6 feet away from other people you don't live with, also help stop the spread of COVID-19.

Studies show that COVID-19 vaccines are **very effective** at keeping you from getting COVID-19. Experts also think that getting a COVID-19 vaccine may help keep you from getting seriously ill even if you do get COVID-19. These vaccines cannot give you the disease itself.



The vaccines are safe. The U.S. vaccine safety system makes sure that all vaccines are as safe as possible. All the COVID-19 vaccines that are being used have gone through the same safety tests and meet the same standards as any other vaccines produced through the years. A system in place across the entire country that allows CDC to watch for safety issues and make sure the vaccines stay safe.



Different types of COVID-19 vaccines will be available. Most of these vaccines are given in two shots, one at a time and spaced apart. The first shot gets your body ready. The second shot is given at least three weeks later to make sure you have full protection. If you are told you need two shots, make sure that you get both of them. The vaccines may work in slightly different ways, but all types of the vaccines will help protect you.



12/23/20

www.cdc.gov/coronavirus/vaccines