



VOLUME 3, ISSUE 2

LAKWOOD

# RAIDER REVIEW

NOVEMBER 3, 2017

## SPECIAL DATES:

<b>GIRLS' BBALL @ TREVOR</b>	<b>10/30</b>
<b>GIRLS' BBALL @ WHEATLAND</b>	<b>10/31</b>
<b>SENIOR COMMUNITY COMPUTERS</b>	<b>11/1</b>
<b>LOVE &amp; LOGIC PARENT NIGHT</b>	<b>11/2</b>
<b>GIRLS' BBALL VS YORKVILLE</b>	<b>11/2</b>
<b>GIRLS' BBALL @ BRISTOL</b>	<b>11/7</b>
<b>3RD, 4TH, 5TH ADMIRALS GAME</b>	<b>11/8</b>
<b>GIRLS' BBALL VS BROOKWOOD</b>	<b>11/9</b>
<b>PTO MEETING</b>	
<b>VETERAN'S DAY PROGRAM</b>	<b>11/10</b>
<b>PACKERS/BEARS DAY</b>	
<b>SCHOLASTIC BOOK FAIR</b>	<b>11/13-11/21</b>
<b>GIRLS' BBALL @ WILLIAMS BAY</b>	<b>11/14</b>
<b>SENIOR BRUNCH/ COMPUTERS</b>	<b>11/15</b>
<b>GIRLS' BBALL VS UNION GROVE</b>	
<b>PARENT INFO NIGHT</b>	
<b>GIRLS' BBALL VS RAYMOND</b>	<b>11/16</b>
<b>CAMO DAY, NO 4K</b>	<b>11/17</b>
<b>PARENT TEACHER CONFERENCES</b>	<b>11/20-11/21</b>
<b>NO SCHOOL</b>	<b>11/22-11/24</b>

## A MESSAGE FROM ADMINISTRATION

### Screen Time: How much is too much?

As technology continues to grow, the ability to connect, play games, and entertain ourselves is limitless. A critical question one must ask however, is how much is too much? As psychologist continue to learn about the brain, how it develops, and how it is impacted by external factors, research is showing some alarming trends with regard to the addictive properties found in the overuse of electronic devices.



In his book titled **Glow Kids**, Dr. Nicholas Kardaras reveals some alarming findings as it relates to the development of the brain. The findings also reveal that children are more susceptible because the frontal cortex (the part of the brain that controls decision making and impulse control) continues to develop until their early 20's. The studies have been duplicated in many countries and the findings are consistent - too much screen time can become addictive and delay brain development. As Dr. Kardaras states, "I've worked with hundreds of heroin addicts and crystal meth addicts, and what I can say is that it's easier to treat a heroin addict than a true screen addict."

For additional information on the studies and findings of Dr. Kardaras, I strongly encourage you to visit his website <http://drkardaras.com/>.

**"I like to call social media the illusion of connection. Author Johan Hari calls it a "parody" of genuine connection. We are social animals hardwired for social connection, but that seems to require genuine, in-depth, face-to-face intimacy and connection—not Facebook friends and Twitter followers."**

## STUDENT ACADEMIC ACHIEVEMENT & GROWTH

As Lakewood continues working towards increasing its school report card data it is important to introduce our families to student academic achievement and student growth. Wisconsin has adopted a student growth model and the Department of Instruction explains it in the following way:

Student academic achievement gives information about what a student knows at a certain point in time, it does not reveal a student's academic growth. When a student's score is viewed in isolation it can't tell you if that student has made relatively normal progress, a huge leap forward, or lost ground. In addition, it is unable to reflect social-emotional learning, character traits or other important factors that involve a whole child educational focus.

On the other hand, by looking at students' academic growth, schools and districts can visualize their students' progress data and learn more about their impact on student learning. By combining achievement and academic growth we gain information that helps us better ensure that every child is a graduate ready for college and career.

All growth data need to be examined in context of other data sources and should not be used in isolation. Examining other types of evidence of students' skills and knowledge is needed to evaluate and refine initial hypotheses. Other types of evidence should come from a variety of sources that may include classroom projects, lab reports, journals, unit tests, and teacher observations.

When looking at your child's testing data please remember that it captures one moment in time and does not reflect the story of your child's learning accomplishments along the way.

## LAKWOOD SPIRIT DAYS

Just a reminder that **EVERY** Wednesday is a **Lakewood Raider Day!** Show your school spirit by wearing Lakewood apparel or Blue and Gold!



**KINDERGARTEN**

October was a fun month of learning in Kindergarten! We have been working hard in reading workshop to build our stamina. By thinking about the characters in our stories, paying attention to how the pictures match the story, and re-reading our books many times, we have become amazing storytellers! We are also telling stories and sharing information in our own writing, using both pictures and words. We've explored shapes and done a lot of counting in math, and played with different ways to model numbers.

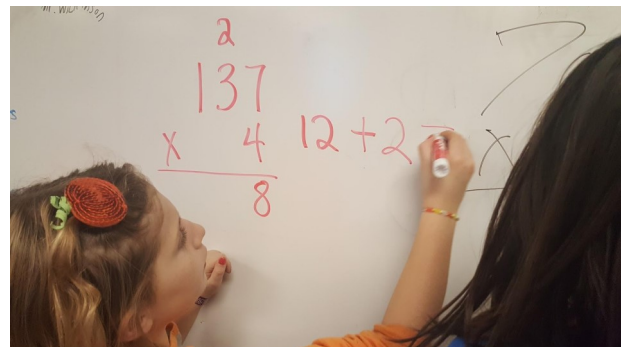
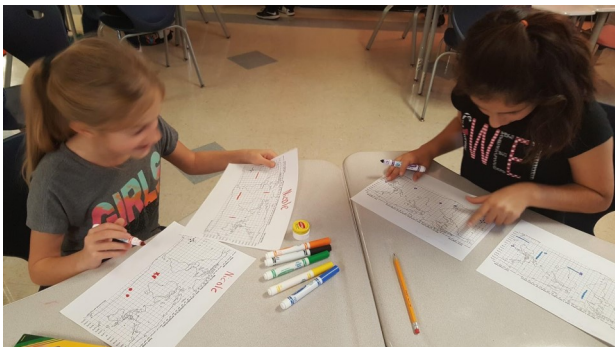


We had a wonderful time together at our Rhyme Time family night! Kindergarten provided entertainment for the Senior Brunch this month as well. We enjoyed a visit from the fire department and got to check out their trucks and equipment. We will end our month with some Halloween fun and a field trip to a pumpkin farm!



**FOURTH GRADE**

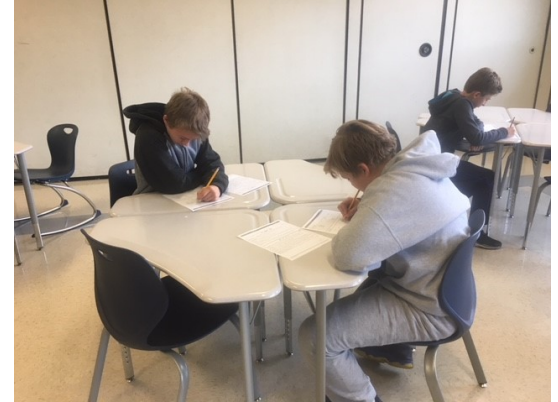
Fourth graders have been settling into the new school year. For starters, reading class is pushing students to become deeper thinkers and more reflective readers. They are currently focused on the role of nonfiction text structures in helping readers understand and interpret nonfiction texts. Next, fourth graders are exploring multistep multiplication problems in math. Drawing pictures or diagrams is a strategy they've used to solve story problems. Next, Mrs. Farmer's class is examining computer systems through coding to create a computer program. Social studies finds Mr. Kluth's class studying the history of Wisconsin as well as map skills. They are getting to be experts at latitude and longitude! It has been a busy year thus far, and we look forward to lots of new learning adventures!



## 6TH-8TH GRADE ELA

The beginning of the school year has flown by as we established procedures and expectations in Middle School English/Language Arts. In September, we started our first Units of Study with Narrative Writing. For four weeks, students brainstormed, wrote, and developed two personal narrative stories along with multiple starter stories. Everyday, students would apply strategies that they learned in mini-lessons, from brainstorming to adding emotions and feelings to revising and editing their published stories.

In October we moved into our first reading unit: Deep Study of Character. The students will be analyzing their character's traits and the effect they have on other characters as well as the plot of the story. Along with building their reading stamina everyday, the students are also creating timelines, charts, sketches, summaries, and annotations in response to their reading.



7th grade students working on editing their work.



## LAKWOOD'S BOOKFAIR

The Scholastic Book Fair is heading our way! It will be at our school Nov. 13-17, 8:30-4:00 and Nov. 20-21 during Parent Teacher Conferences, 4:30-7:30. Visit the Library for all the fun! There are so many books to choose from for every kind of reader: adventure, sci-fi, best-selling, and even "laugh-out-loud" stories. We can't wait to see you there!

## PHYSICAL EDUCATION

With the implementation of two new physical education teachers and a new fitness-based curriculum, students are experiencing many changes in their Physical Education. A big change for middle school students is Fitness Days. Almost every Tuesday and Thursday the students participate in various fitness activities that aim to increase their heart rate and work to improve their muscular power, endurance, and flexibility. Our goal is to gradually increase students' fitness levels throughout the school year.

In order to measure the changes that we see in students' fitness levels, we will be conducting a variety of fitness tests based on the FitnessGram Model. Students in every grade level already completed the fitness tests once this year and will do so 3 more times throughout the school year. This will allow students to determine whether or not they are improving their fitness levels and if they need to work on a specific area of fitness. We will be sending home students' FitnessGram results to share their progress with families.

In addition to our fitness days, students have completed two units in Physical Education. During the first month of school, all students did a cooperation unit, which was followed by a throwing and catching unit for grades K-5 and football for 6-8.



## CAFÉ PROGRAM INFORMATION

Cafe Program begins October 9th!  
 Register your student in K-8th graders for a fun enrichment program that includes: reading, math and STEAM activities (Science-Technology-Engineering-Art and Math).  
 The program is Monday-Thursday from 3:30-5:15 with bus transportation for students from Twin Lakes. There is a morning program Monday -Friday 7:30-8:15 am.  
 Come join us!  
 Call Mrs. Wellhausen at 877-2148 x135 for more information.



**PARENT CORNER**

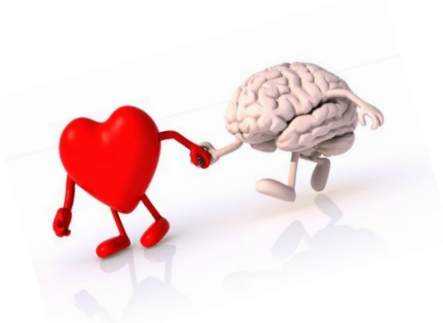
**Love and Logic:  
Bullying-When Your Child is The Target**

The good news about bullying is it can be successfully addressed if we provide a three-pronged intervention approach.

**The first prong:** must involve creating a culture of compassion within the school, where the students learn to see bullying for what it is: An immature response to internal hurts and insecurities. This focuses on creating a social climate where bullying is viewed as very “uncool”, and bystanders stand up for kids who are being hurt.

**The second prong:** empowers all students with practical behavioral and emotional skills for becoming unattractive targets of bullying. Students learn how to view and react to bullying in ways that empower resiliency.

**The final prong:** involves addressing students who bully. These interventions involve pragmatic strategies for increasing supervision, limiting the bully from situations or areas where they mistreat others, etc. These interventions also involve attempting to help the bully by understanding and addressing the underlying social and emotional factors.



**Bullying: When Your Child is the Target**

**Listen**  
*I can't imagine how bad this must feel for you.*  
  
Empathize... don't try to fix it.

**Help them feel strong**  
*What do you think you might try?*  
Get their perspective.  


**Get them thinking about solutions**  
  
*Some kids decide to...*  
... Act calm and joke with the bully, "Thanks for noticing."  
... Slowly move near an adult or friend without saying anything.  
... Feel empathy for the bully instead of taking what they say personal.  
... Confront the bully by saying, "Stop it! That's bullying!"  
... Report it to a teacher or other adult.  
What solution will work best for you?

**Rescue or protect... but...**  
  
... do this only when absolutely necessary.

**Bullying...**  
Teach your kids to be victors... not victims.  
  
www.loveandlogic.com  
1-800-338-4065