



West's Weekly

JANUARY 25, 2017

Wednesday Newsletter

WEST EDUCATION CAMPUS • (202) 576-6226 • WWW.WESTSCHOOL.ORG

Parent-Teacher Conferences and Academic Parent-Teacher Teams

The second window for PTCs and APTTs opens on **February 15**. Please expect communication from your scholar's teacher to schedule your PTC. For families of Pre-K-4, Kindergarten and Third Grade students, please find your APTT dates below.

Pre-K-4: February 23 at 5:30 PM

Kindergarten: February 22 at 3:30 PM or 6 PM

Third Grade Families: February 22 at 3:30 PM or February 23 at 8 AM

Report Cards/Honors Assembly

Final report cards will be mailed by the end of the week. If you don't receive your child's report card by **February 3**, then please reach out to us for another copy. In addition, we hope you will join us as we celebrate our scholars' hard work at our **Honors Assembly** on **January 30**. The Pre-K through Fifth Grade assemblies will be at 9 AM; the assembly for Sixth through Eighth Grade will be at 2:30 PM. We are proud of our students' achievements and look forward to seeing you there!

Important Dates to Remember...

- **January 27**—Coffee Chat with Principal Vroman (9 AM)
- **January 27**—Free-Dress Day
- **February 3**—100th Day of School (Dress like you're 100 years old!)
- **February 8**—Open House (9 AM)
- **February 16**—PSCO Meeting (6 PM)

Global Scholars, Global Citizens



Sixth graders learn how to paint Chinese masks, a centuries-old custom shared by all ethnic groups of China, through the Embassy Adoption Program. View more photos on the school website: www.westschool.org.

Established in 1974, the **Embassy Adoption Program (EAP)** is a partnership between DCPS and Washington Performing Arts. The program provides Fifth and Sixth Grade students with the opportunity to expand their global awareness through direct interactions with diplomats from around the world.

At West, our Sixth Grade (Columbia University) middle school students are host to the Chinese Embassy as our diplomat partner for the 2016-2017 school year. In December and January, eight representatives from the University of Maryland and the Chinese Embassy visited our school and introduced our scholars to Chinese culture. This past Tuesday, we focused on the Chinese New Year, which is the year of the Rooster, in preparation for our participation in the citywide Chinese New Year Celebration at Alice Deal on January 27.

In the spring, we will have two more visits with our Chinese Embassy partners. At the end of the year, students will prepare and deliver a presentation to showcase what they have learned. Our final event will be the Model United Nations Conference, where students will debate climate change and other international issues.



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Foundational Literacy

Years of research have concluded that a child's early literacy skill development is a strong predictor of later reading scores and graduation rates. For example, a student's Third Grade scores can be predictive of that students' Eighth Grade scores. This compelling research supports the need for building a strong foundation in reading for all students.

At West, this begins with our youngest scholars. In Pre-K3 and Pre-K4, our students are learning to name their letters and identify the sounds they make. They are recognizing "environmental print" (print that appears in signs, labels and logos) and are engaging in read-aloud stories connected to their theme with daily discussions.

"The whole world opened up to me when I learned to read."

— Mary McLeod
Bethune

Every Kindergarten through Second Grade classroom spends 120 minutes each day in literacy instruction. This year, we have extended our phonics program, called "Foundations," to include additional time daily for teaching and reinforcing phonological awareness (sound structure of words), phonics (the relationship between letters and sounds) and morphology (how words are formed). The rationale behind this intensive instruction is to increase students' ability to decode words, build vocabulary, read fluently and ultimately comprehend more difficult texts more deeply. Students participate in practicing words, sentences and reading texts with a particular phonics pattern by reading, writing and spelling them during the lesson. Teachers frequently assess progress to determine individual student needs. To be a "fluent reader," our scholars need to be able to read a grade-level text accurately, at an appropriate rate with expression.

What can you do at home to support fluency development?

- **Read aloud with your child by reading in unison.** This helps to develop speed and build accuracy.
- **Ask your child to teach you the word songs and chants he or she is learning at school.**
- **Practice writing words at home.** As students write, they must apply the phonics patterns they are learning to be able to spell correctly.
- **Read poetry with your child.** Take turns reading stanzas or lines to each other.
- **Set a reading challenge.** Choose a book that your child can read on his or her own. Set a timer for one minute and count how many words he or she can read in that minute. Try to increase the number of words per minute each week.

THE BOOK FAIR

IS COMING!

SAVE THE DATE!

**February 24
through
March 2, 2017**

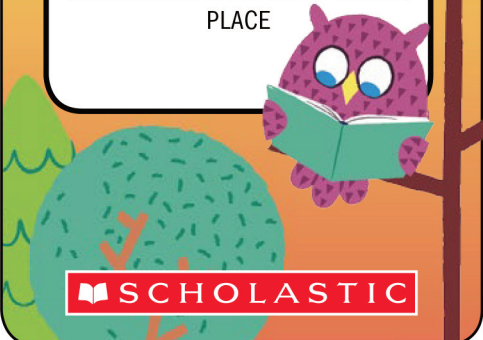
DATES


**9 AM - 11 AM
3:30 PM - 5 PM**

TIMES

**Data Room
(First Floor)**

PLACE



 **SCHOLASTIC**

If you are interested in volunteering to help with the Book Fair, please contact Rebecca Hertzberg at ruiz.rebecca@gmail.com.