



# Shepherd Elementary School

## THE MUSTANG

Home of the Shepherd Mustangs

November 15, 2010

### Mark Your Calendars!



**Nov 15** Picture make-up day

**Nov 15** Auction Committee Mtg.,  
6:30 pm, Library

**Nov 17** Curriculum Night

**Nov 18** Go-Green Assemblies, 1:15p.m. &  
2:15p.m.

**Nov 25-26** Thanksgiving Break, NO SCHOOL

Visit [www.shepherd-elementary.org/calendar/](http://www.shepherd-elementary.org/calendar/) for a month-by-month list of events.

### FROM THE PTA PRESIDENT..

Dear Shepherd Parents,

We've all found out that parenthood stretches us in ways we never imagined it would even after our children were just wee tykes. I, for one, never imagined I would be eating a breakfast of cereals I'd never buy for myself but which my daughter had wanted but ignored midway through the box.

And something tells me the stretching never, ever stops. Maybe we can all become like Reed Richards, the erstwhile "Mr. Fantastic" of the Fantastic Four, whose elasticized body is - usually - more of a help than a hindrance.

But we're all in this together. Some of us think we've got the knack to stretch, some of us have the knack and don't know it, some of us think we have the knack but really don't, and some of us are dancing as fast as we can in hopes that nobody asks how much we can stretch.

Cont. on pg 4, PT A President

### A Word from Mrs. Miles!

Greetings!

#### Are You Smarter than a SHEPHERD 5th Grader....Probably Not!

If you did not attend Shepherd's rendition of "Are You Smarter than a 5th Grader?" held this past Wednesday, you missed out on a lot of fun! Shepherd staff and parents put their best foot forward to show our 5th graders that they are not as smart as they think they are. However, no matter the pedigree, degree, sex or race, each one of the contestants had to say.... "My Name is \_\_\_\_\_ and I am not smarter than a 5th grader!" Though the competition was between parents/staff and 5th graders, other students played a role as well. Ms. Thomas' and Ms. Weber's class provided the commercial breaks during the show, and Mr. Giles and some select students provided the music. Thank you to everyone who came out and participated and a special thank you to Ms. Bonner-Flagg for coordinating and hosting the event.

#### Shepherd Aftercare

Does your student attend aftercare? Was your student enrolled in aftercare at some point during this school year or last? Are you interested in Shepherd's aftercare? If you answered 'yes' to any of these questions then this message is for you. On Thursday, November 18, 2010 at 6 pm. there will be a special aftercare meeting. At this meeting, parents will have an opportunity to share what they like most about aftercare and what they would like to see done differently in our aftercare program. In addition to the open dialogue, parents will have an opportunity to meet and hear from Dr. Anay Abraham de Naranjo.

Cont. on pg 2 , Principal

Cont. from pg 1 , Principal

Dr Abraham is DC/MD Area Director for Springboard Foundation and After School. Springboard is a company that manages aftercare programs in local schools. I have met with representatives from Springboard on a few occasions to see if their services are the “right fit” for Shepherd. However, this is a decision I cannot make alone, and, as patrons of our aftercare program, your input is needed. To learn more please visit: [www.springboardschool.com](http://www.springboardschool.com). I hope you will be in attendance!

### **IB Site Visit**

Did you know that on Monday and Tuesday of this week, Shepherd had their much anticipated, long over-due International Baccalaureate authorization visit? For those of you who have been at Shepherd for the past 5 years you know that this has been a long journey. During the visit the site team met with parents, students, all classroom and special area teachers, some support staff members, the school's librarian, PYP coordinator and principal. They visited every classroom, walked the hallways and looked through binders full of supporting evidence. The site team was very encouraging and told us we were definitely on the right track. The outcome of the site visit will not be available for 3-4 months. At this time we will learn if we have been authorized or if we need to submit additional documentations or change some practices in order to become authorized.

### **Curriculum Night**

Next Wednesday is listed as Curriculum Night. However, this night has been postponed until the new year. Please look for the following in the new year: Math Night, Reading Night and Curriculum Night.

### **Reading Log (see pg 8)**

Listed on page 7 of the Mustang is a copy of the reading log that will be distributed to all parents the week of Thanksgiving. Each evening, parents are expected to read with their student and ask a question based on the level of Bloom's Taxonomy.

### **Shepherd Elementary School Mission:**

At Shepherd, we are committed to the advancement of students' academic, emotional, social and physical well being. We, as a community, will provide students with a safe, supportive, creative, and flexible environment in which children think and learn globally and act compassionately.

Cont. from pg 2 , Principal

This is an interactive homework assignment. Some nights, the parent may generate the question and the student will have to answer and on another night, the student may generate the question and the parent has to answer. Start practicing now! The official sheet will be coming home soon.

### **Parent -Book of the Month:**

This year I will be facilitating a Parent/Principal/Staff Book Club and I would like for you to join. We will read a book as a school community and come together and have a lively discussion. The first book we will be reading is: *The Bully, the Bullied, and the Bystander: From Pre-school to High School--How Parents and Teachers Can Help Break the Cycle of Violence* by Barbara Coloroso. The book can be found online and in most book stores at an average cost of \$10.00. Our first book club meeting will be held in January. I will send out a survey soon to determine the best time to meet. I look forward to having each of you participate.

Have a great week!

Warmest Regards,

***Jamie Miles***

Principal, Shepherd Elementary



# Health & Wellness Corner

## Nutrition

### **Preparation and Picky Eater Tips;**

**Include kids in lunch prep.** “Kids are more likely to eat something if they’re involved in making it. Starting at age three, kids can help pick out a piece of fruit,” says [nutritionist Jennifer] Bevilacqua.

**Limit choices.** Don’t ask your kids what they want for lunch—give them two or three healthy options to choose from. “If you stock your pantry with good foods only, then you can present just these choices to your child,” says [pediatrician and nutritionist Mary Ellen] Renna.

**Utilize hungry moments.** “Take advantage of these times to introduce new foods,” says Bevilacqua. Offer new foods in very small amounts along with familiar foods.

**Make trying mandatory.** Make it a rule that your kids at least sample new foods. [Janice Newell] Bissex, of the Meal Makeover Moms, also asks her daughter to explain why she did or didn’t like a certain dish.

**Educate them.** Renna stresses the importance of letting kids know the benefits of each food. Tell them that calcium will help them grow strong bones, for example.

**Looking good, feeling good.** Presentation is a key part of eating. “How you package it is really important,” say the Meal Makeover Moms. “It has to look fresh and smell good. Avoid the soggy factor. Kids love little portions, things cut into shapes, cute containers and dipping. A kid will never eat fruit that’s turned brown. You can avoid this by tossing apple slices with a little lemon juice.” [Any juice with vitamin C will keep fruit from turning brown.]

Section from ‘Lunches to Love’ by By Kirsten Henri in Kiwi Magazine -  
[http://www.kiwimagonline.com/articles/articlepage.php?art\\_id=102&cat\\_id=2&full](http://www.kiwimagonline.com/articles/articlepage.php?art_id=102&cat_id=2&full)

## Nutrition News Flash

The determination of PG County Nutritionist/ Dietician Christi Dorse to get MD lunch options in compliance with the Healthy Schools Program guidelines led her to work with a local dairy to come up with new flavored milk options. Now MD & DC schools will have a strawberry milk option that is fat free and has less sugar than the original formulation. The new kid-tested version uses beet juice for color and will cost the same as the original. Shepherd has also partnered with the Healthy Schools Program and is working to increase healthier student lunch options. For more information on this story visit:

<http://www.healthiergeneration.org/schoolsdisplay.aspx?id=5537>

## Physical Activity

**Kangaroo Jump:** Tape a shoelace to the floor in a straight line. Have your child stand on one side of the string with both feet together. Count to three and cheer as he or she jumps over the string and back 10 times. Take a short break—and do it again!

**Home Teams:** Your children don’t need to play organized sports to enjoy team activities. They can meet up with a few friends to shoot hoops, kick a soccer ball, play street hockey or throw a football or baseball. Check out your neighborhood recreation center for open gym times—and for other activities like tennis or swimming.

Courtesy of the Alliance for a Healthier Generation  
[www.healthiergeneration.org](http://www.healthiergeneration.org)

**Save the Date!**  
**Auction is May 6**

Cont. from pg 1, PTA President

But however, whenever and wherever we stretch, we're teaching our children a lesson every bit as valuable as the ones they learn in school. This is especially true when we stretch but don't snap. It's good to know our limits, but every bit as good to test our limits and encourage our kids to test their limits, too, because that's how they stretch. We learn more about ourselves and our loved ones when we stretch and test.

I run into parents all the time at Shepherd with great talents that I never knew they had. I'm a better person for knowing them. Knowing more of your fellow parents (both inside and outside your child's class) will expose you to their incredible talents as well. As PTA president, I'm grateful to all the parents willing to apply their talents and stretch themselves in the service of their children's education. That's one distinct advantage to the "Shepherd Way."

Best wishes,

Mark Pattison, PTA president

829-9289, [pattison\\_mark@hotmail.com](mailto:pattison_mark@hotmail.com)

### **MARK YOUR CALENDARS! CHRISTYLEZ TO PERFORM AT SHEPHERD HOLIDAY CONCERT**

**Christylez Bacon**, D.C.'s born-and-raised Grammy nominated beatboxer, will perform with Shepherd Elementary School violinists at our Holiday Concert on Wednesday, December 8, 6:45 pm. Admission is free. Christylez is a graduate of Duke Ellington School of the Arts and is a multi-talented instrumentalist, rapper, and beatboxer. He will rap and beatbox to Pachelbel's Canon while our violinists play. Several Shepherd School alumnae violinists will return to play also. Don't miss this unique marriage of classical and rap music. The concert also includes several songs, and everyone is invited to sing.

— Ken Giles, music teacher

## *Parenting Corner*

The third segment in the series of tips on 10 keys for Successful Parenting from Positive Parenting ([www.positiveparenting.com](http://www.positiveparenting.com))

### **Use Logical Consequences**

Often the consequences are too far in the future to practically use a natural consequence. When that is the case, logical consequences are effective. A consequence for the child must be logically related to the behavior in order for it to work. For example, if your child forgets to return his video and you ground him for a week, that punishment will only create resentment within your child. However, if you return the video for him and either deduct the amount from his allowance or allow him to work off the money owed, then your child can see the logic to your discipline.

### **Withdraw from Conflict**

If your child is testing you through a temper tantrum, or being angry or speaking disrespectfully to you, it is best if you leave the room or tell the child you will be in the next room if he wants to "Try again." Do not leave in anger or defeat.

### **WE WANT AND NEED TO HEAR FROM YOU**

- Is there is a question/situation you want a fresh perspective on or a topic you want covered? Send an email to [amberagolden@gmail.com](mailto:amberagolden@gmail.com) with the subject "Health & Wellness Corner" and we'll do some research.

### **Report Cards Issued Last Week**

Good job, Shepherd students and teachers.  
Let's have a successful 2nd advisory.

# THINKING ABOUT BULLYING: THE DIFFERENCE BETWEEN TATTLING AND TELLING

*The following is information and quotes taken from "What works against bullies" by Patricia Kelley Criswell in the Christian Science Monitor 10/18/10*

**"80-90 percent of children say it's unpleasant to watch bullying, only 11 percent intervene, according to a 2000 report on bullying by the LaMarsh Centres for Research on Violence and Conflict Resolution in Toronto."**

**"When bystanders speak up, half of the time the bully backs down."**

In light of these facts, the article recommends forgetting some old adages in fighting bullying, as they may truly give the wrong message.

**DON'T TEACH:** "Just ignore them", "Mind your own business, don't get involved," or Don't be a tattletale."

These may give children the impression that they should not do anything when someone is being hurt, and they may result in bullies continuing to have power.

**DO TEACH** children the difference between telling and tattling.

**"Tattling** is meant to make someone else look bad, **there's not a victim involved.**"

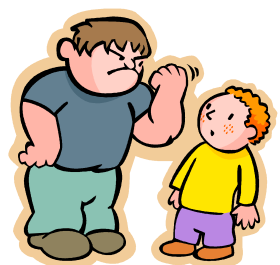
**"Telling**, or reporting, is done in the service of others; **it's meant to help someone.** It's a heroic thing to stand up for someone who's being hurt, and we need to treat it as such – at home and at school."

Tell your children you expect them to defend others if they need help, and that this includes a variety of actions, including telling an adult what is happening.

Pick a handful of comebacks and practice them at home with your child. Role play potential scenarios such as what to do if a child makes a cruel remark or does something else to bull them or another person. Suggestions include: "What would make you say that?" Really? Seriously?

Kids learn from us, so we need to intervene if we see bullying -- not by bullying back, but by identifying the behavior and naming it for what it is.

-- compiled by Jennifer Pauk





## KEEP READING- LIBRARY NEWS AND NOTES!

It's that time of year when report cards come out, but, as you may have noticed, your students do not receive a grade for library. In case you are wondering what's up with that, a brief explanation:

While Shepherd students all have regularly scheduled weekly access to the library, as an International Baccalaureate candidate school, Shepherd views the library as a resource rather than a stand-alone special subject. What that means is: **there is no set library curriculum for which students receive grades.** Instead, during any given library session we may be exploring themes related to social studies, science, or maybe even math in addition to language arts. Many times, students will be working on projects which originate or are continued in the classroom, and for which they will be graded. Other times, while actual grades may not be assigned for in-library work, we are reinforcing those critical reading and thinking skills so necessary to achieving passing scores on the standardized tests.

Here are just a few of the topics we've been covering over the past month:

**PreK-** stories relating to the IB unit "All About Me"

**Kindergarten** - reading stories and nonfiction books about the past and comparing them to our present-day lives

**First grade** - an online lesson about magnets

**Second grade** - several web quests (designed by Mr. King) about the different systems of the body and an online lesson/game about the food pyramid

**Third grade** - an online lesson about the phases of the moon

**Fourth grade** - a web quest about extreme weather

**Fifth grade** - a lesson on how to map the conflict in a story

—Ms. Scinto

Librarian



*Support Shepherd PTA's*

## The 180 Fund



## DEAL MIDDLE SCHOOL OPEN HOUSE NOVEMBER 16

If you have a rising 6<sup>th</sup> grader or are just curious about some of DC's middle school offerings, consider attending Alice Deal Middle School's upcoming open house:

Alice Deal Middle School (grades 6-8)

November 16, 2010, 9 AM - 2:30 PM

Additional open houses:

December 14, 2010, 9 AM - 2:30 PM

January 8, 2011, 9 AM - 12 PM

3815 Fort Dr, NW

202-939-2010

[www.alicedeal.org](http://www.alicedeal.org)

See a list of all DCPS open houses at [www.dcps.dc.gov](http://www.dcps.dc.gov) under the "Learn about Schools" tab.



## AUCTION COMMITTEE MEETS TONIGHT

If you've got plans tonight, change 'em! The Shepherd PTA Auction Committee is meeting tonight - Monday, Nov. 15 - at 6:30 p.m. in the school library. Not only do you get up to date news about the latest happenings with the auction, you can help shape the PTA's biggest fundraising event of the year. For more information, contact Auction Committee chair Bianca Bostic at [bianca.bostic@noaa.gov](mailto:bianca.bostic@noaa.gov)

## November is Child Safety Protection Month

## Join the Shepherd TV Turn off Challenge

Some children watch up to 4 hours of TV, computer, or video games a day. Help improve your child's creativity, use of imagination, grades, and test scores by pledging to spend less time or no time watching TV and playing computer games or video games on school nights and mornings (Sunday night through Friday morning).

**Gold:** Watch NO TV and play NO computer and video games

**Silver:** Watch TV or play computer or video games for a maximum of 30 minutes TOTAL per day

**Bronze:** Watch TV or play computer or video games for a maximum of 60 minutes TOTAL per day

Download the pledge form from the school website: <http://www.shepherd-elementary.org/school-life/tv-turnoff/> or pick one up outside the main office.



## Trick or Treat for UNICEF Nears \$300 Mark

From the first 45 Trick or Treat for UNICEF boxes that were brought back to school in the week after Halloween, an amazing \$293.98 was collected. Since then, four additional boxes have been brought back to the office, but did not get to the bank's coin-sorting machine in time for this issue's deadline. But based on the \$6.31 average each box has brought in so far, it's quite possible that the total collection will be more than \$300. This is a huge increase over last year's total of \$114.99, and the 49 boxes returned comes to close to 14% of all students who participated. Both of these are terrific numbers, and participating students and parents deserve lots of congratulations.

Mark Pattison

## 'GO-GREEN' ASSEMBLIES THURSDAY

The school, with the help of the PTA's new Green Team, is making the push to become a "greener" school. Outdoors, we see how it works with gardening, flowers, mulch, trees and shrubbery. Inside, the first stage is going to be recycling. Teachers, students and staff will all be involved in a schoolwide effort that we expect will sustain itself over the years, and grow, as we learn how to be better stewards of Earth's resources.

Pretty soon, you'll see recycling bins in every classroom. You'll also see the wheeled recycling "toters" in certain corridors of the school. The few areas of the school where adults outnumber children will have recycling canisters for cans and plastics. There will also be a second dumpster outside school dedicated to recycled items.

Children will get excited about recycling when they see the "Go-Green" show assembled by Cris Johnson when he shuffles in from Buffalo on Thursday for two afternoon assemblies in a row, with separate rallies for younger and older students after lunch and recess. We invite you to come see what the excitement is about and attend one or both of the rallies yourself. Cris' appearance is sponsored by the PTA, and since all parents are PTA members, join in the excitement!

After reading with your child each evening, ask them a question using one of the question stems. Change levels each evening. Extra: Have your student create the question for you to answer.

|   |   |
|---|---|
| <p><b>LEVEL: Knowing</b></p> <ul style="list-style-type: none"> <li>• Who did ____?</li> <li>• When was ____?</li> <li>• What is ____?</li> <li>• Identify the ____ in the ____.</li> <li>• Describe ____</li> <li>• Which ____ best defines ____?</li> <li>• Which ____ is characteristic of ____?</li> <li>• Which ____ is an example of ____?</li> </ul> | <p><b>LEVEL: Integrating</b></p> <ul style="list-style-type: none"> <li>• Devise a plan ____.</li> <li>• Summarize ____.</li> <li>• How many ways can you think of to ____?</li> <li>• Conclude what the result would be if ____.</li> <li>• What generalizations can you make?</li> </ul>  |
| <p><b>LEVEL: Organizing</b></p> <ul style="list-style-type: none"> <li>• Categorize ____ according to ____.</li> <li>• Classify ____ according to ____.</li> <li>• How is ____ alike or different from ____?</li> <li>• What is most (or least) important about ____?</li> <li>• In your own words, tell ____.</li> </ul>                                   | <p><b>LEVEL: Evaluating</b></p> <ul style="list-style-type: none"> <li>• What do you think about ____? Why?</li> <li>• Which ____ is most significant and why?</li> <li>• Do you detect any biases?</li> <li>• Judge what would be the best way to ____?</li> <li>• What criteria did you use?</li> <li>• What is your point of view about this?</li> <li>• Are there other points of view about this?</li> <li>• How effective was?</li> </ul> |
| <p><b>LEVEL: Applying</b></p> <ul style="list-style-type: none"> <li>• Give some instance which ____?</li> <li>• How is ____ related to ____?</li> <li>• How is ____ an example of ____?</li> <li>• How would you use this information?</li> <li>• What do you need to solve this problem?</li> <li>• What are possible solutions to ____?</li> </ul>       | <p><b>LEVEL: Analyzing</b></p> <ul style="list-style-type: none"> <li>• What are the attributes of ____?</li> <li>• What evidence can you list for ____?</li> <li>• What are the components, parts or features of ____?</li> <li>• What patterns or relationships do you see in ____?</li> <li>• Outline, web, or diagram ____?</li> <li>• What are the main ideas ____?</li> <li>• What can be concluded about ____?</li> </ul>                |



# Halloween Fun!



## Art Corner

As I look out my sunny window, I can't believe that we are nearing Thanksgiving! It has been a busy time.

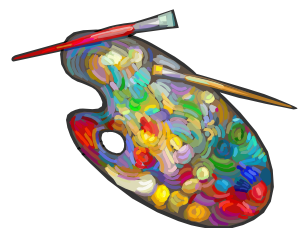
All of the grade levels have truly begun to use the art element of color in the last weeks. Pre-K are learning how to mix colors to make new ones. Kindergarten are drawing BIG and little animals and objects. First graders just finished expertly drawing themselves using magnets. The 'Fruit and Veggie' portraits of second graders are a sight to behold. Third graders have become mini-van Gogh's as they create Nighttime Skies. Soon our walls will be filled with Weather Murals by fourth graders and Depression Era Working Man Murals by the fifth graders. It has indeed been a colorful autumn in art.

REMEMBER to check <http://teacherweb.com/DC/Shepherd/Art/> and click on Announcements to see what's happening in art. With all the painting we could use handwipes for gooey hands.

GRADES 3, 4, AND 5--Art Homework continues every week. Your child's grade will reflect his or her active participation in art homework. A number of students still do not have the sketchbook needed to submit art homework. The one I recommend is sold at Plaza Art at Georgia and Silver Spring Avenues in Silver Spring, just blocks away from our school. Its size is 5 1/2 x 8 1/2 inches. If there is any special problem securing a sketchbook for your child please contact me at [joele.michaud@dc.gov](mailto:joele.michaud@dc.gov) or stop by my room and I will be happy to assist with that. Now we are in a new advisory and the early assignments have been removed from the artroom website. New assignments for the 2nd advisory will be listed in the Homework Section of the art website <http://teacherweb.com/DC/Shepherd/Art/>. Don't hesitate to ask any questions you have about art. I welcome them and you any time I don't have students. See FAQ to learn when I am free.

Remember! You gotta have Art!

Ms. Michaud





## Student's Eye View

### ARE YOU SMARTER THAN A FIFTH-GRADER?

On Nov. 10 Shepherd Elementary School hosted its own "Are You Smarter than a 5th Grader?" contest. The PTA fundraising game started at 6:30 p.m. in the auditorium/gym before a crowd of about 150.

Audience members paid to \$7 to join in the fun. Seven adults, students' parents or members of the community, were the contestants.

In each round, there were two fifth graders at a table going against an adult contestant. Contestants answered 10 questions and one bonus question. If a contestant got all the answers right or quit before getting any wrong, then the PTA received prize money. If the contestant got any wrong, the 2011 class of fifth graders would get the money.

The contestants had three "cheats" to use to help make their decision. They could look at what the fifth graders wrote as answers on a dry erase board or ask the audience, who would shout out the answer they thought was correct--but the fifth graders couldn't say anything.

If contestants answered a question wrong, they had to say their names and that they were not smarter than a Shepherd fifth grader. Only one contestant answered all the questions right and quit before getting any wrong.

At the event's close, the 2011 fifth graders ended up with \$320 and the PTA \$50. The students will meet soon to determine how to spend their winnings.

To submit news tips, comment or contact the Mustang reporter, send an e-mail to: [Emahni5@gmail.com](mailto:Emahni5@gmail.com).

— Emahni N. Grant, 5th grade

## The Mustang Round-Up

### Join the PTA Listserv Today -

To subscribe, send an email (**include your name, your child's name and his/her teacher/class**) to: [Shepherd Elementary PTA-subscribe@yahoogroups.com](mailto:Shepherd_Elementary_PTA_subscribe@yahoogroups.com).

Once signed up, you will be able to receive listserv updates directly to your email inbox. If you prefer to not receive emails for each listserv posting, simply select "no email" under the message delivery option in your listserv user setup.

### Past Issues of The Mustang are Online -

Would you like to read *The Mustang* electronically? Need to refer back to a past issue? Each week, *The Mustang* is uploaded to the files area of the PTA listserv. Join the listserv and click to read.

*The Mustang* is also available on the Shepherd Elementary School website at [www.shepherd-elementary.org](http://www.shepherd-elementary.org).

## Deadline Next Week!

The deadline to submit articles for the next Mustang will be Friday by 5p.m. Please send your submissions to [sesmustang@gmail.com](mailto:sesmustang@gmail.com).



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Send your submissions for the next issue of *The Mustang* to: [SESmustang@gmail.com](mailto:SESmustang@gmail.com).