

Nashua PTA Meeting

October 13, 2015

In Attendance

Amanda Timmermeyer	Lana Valentine	Kim Pind	Janice Heins
Jennifer Ramsey	Cassie Musick	Kristin Rice	Amy Poolman
Stephanie Prohaska	Stacey Croley	Jen Walters	Melissa Dieker
Georgiana Corley	Trena Morrison	Heather Stukey	Andi Fountain
Lucy VanKeirsbilck	Heidi Hiebert	Trena Morrison	Jeanene Morris
Sarah Reynolds	Mary Steinbach	Elisa Decker	Jennifer Robert

Meeting called to order at 6:02 pm.

Reading Presentation - Mrs. Morrison

Mrs. Morrison gave a presentation about reading for all grade levels. She explained comprehension is most important in the ability to read. She provided hard copies for parents on different questions to support comprehension of reading. She expressed to the PTA that sight words are crucial, and we need to keep confidence up in our children. Her handouts are attached and include a website that provides reading skills and techniques we can also use at home.

Voting Procedures - Stacey Croley

PTA had a discussion regarding voting procedures. There are two options: ballot voting or raising hands. Stephanie motioned for a ballot to determine which process we will utilize. Kim seconded the motion. Voting by ballot passed.

September minutes were approved.

Treasurer's Report - Jen Walters

Big Ticket Budget - There is \$5491.01 remaining in our budget after the \$200 deduction for mirrors.

Committee Reports

Fall Book Fair - Melissa Dieker

We are still in need of volunteers during parent teacher conferences for the book fair.

Room parties - Lucy VanKeirsbilck and Stephanie Prohaska

Most slots are filled for each room except a few for fall parties.

Field Trips - Jeanene Morris

October 20th is the 4th grade zoo field trip. Students will experience a guided tour thru Africa. This was a free field trip and did not come out of the budget.

Hospitality - Billi Erikson

We currently are still in need of volunteers for the November 19th program for set up, tear down and cookie table.

Ink Cartridges - Jennifer Robert

Please leave all ink cartridge donations in the container outside of the office.

Restaurant Nights - Amy Poolman

The flier for Papa John's night did not get out in time. Papa John's is willing to reschedule for a different night due to their mistake. We still currently have a free pizza party consisting of 4 large pizzas to use from the previous Papa John's night. Reminder that Nashua will receive more money if orders are completed via online verses phone. Also a reminder that on Papa John's night, we can order throughout the entire day. Wendy's night is scheduled for October 27th.

Labels - Meredith Lamb

There was discussion about having a competition between Nashua and Fox Hill to try to increase our box tops numbers.

Membership - Kristin Rice

We currently have 85 individual memberships and 3 business memberships in PTA. Nashua PTA only keeps \$0.75 per individual membership and \$4.50 per business membership. There was a discussion on how to increase our business memberships. All suggestions are welcomed. Membership cards went home on October 12th. Member benefits can be viewed at pta.org/benefits.

Staff Appreciation and Mercury Gym Nights - Heidi Hiebert

The next Mercury gym night will be on November 13th from 6:30-8:00pm. Signup slots for Feed the Teachers night during parent teacher conferences are almost full. We'll be feeding the teachers a taco feast. Any one dropping items off can place them on the rolling cart in front office.

Skating Parties - Katie Jones

\$46.50 profit was made from the last skating party.

There was no update on spirit wear.

Trash Bags - Donna Shepard

There have not been any trash bags sold since last meeting in September.

Tree Maintenance - Alana Snyder

The trees have been completed, and we would like to thank the Snyders for all their work.

Yearbooks - Emily Garrett and Brandi Fraizer

Discussion about getting yearbooks cheaper and possibly getting more pages if we went with a different company. Please continue submitting pictures to pta.nashua@gmail.com.

Fundraising - Melissa Nammavaly

There were only 73 students who participated in the Read-A-Thon out of 372 students. Forty-seven students read and did a flat donation, while 12 students received donations per each minute read.

39% of the goal for fundraising has been completed. PTA is in need for additional ideas for different types fundraisers. There were suggestions of a HyVee coupon book, Texas Roadhouse discount cards, parents night out, school musical, school wide talent show, and students paying a small fee to wear something special (hat, pajamas, etc.) We can also incorporate the pizza party for a competition between classes for fundraising benefits. We currently have about \$3000 raised and need approximately an additional \$4500 to reach the goal.

Bylaws need to be reviewed. In order for this to happen, a bylaws committee must be established.

Adjourned at 7:15 pm.

When you find a good book or series, use the **Scholastic Book Wizard** “book alike” finder. Click on the “Similar Books” tab and you can select a book that is the same level, harder or easier than the one you liked!

It is expected that children this age will struggle at times in applying letter-sound understanding to actual words in a real story.

Instead of simply telling him to “sound it out,” try these tricks:

- **Say nothing.** Give him a chance to figure it out.
- **Say, “Look at the picture.”**
- **Say, “Let’s get the first sound.”**
- **Say, “What would make sense?”** Even if he gets the wrong word, you can say “Yes, it’s a kind of house, but the author chose a different word. Look at the first letter and see if you can get it now.”
- **Say, “Chunk it.”** Are there smaller words in the bigger ones (e.g., ‘going’ has the word ‘go’ in it)?
- **Say, “Let’s reread.”** Before you tell your child the word, see if he can re-read the sentence and get it with a “running start.”
- **Say, “Close your eyes. Now look again.”** Have him close his eyes, open them, and see if his brain can just “get” the word as a sight word, without trying to sound it out.
- **Say, “Say it like a word.”** Decoding will only take you so far. If you know how to make the sounds come together like a word you know, it makes reading so much easier. It’s not about saying the sounds faster; it’s about saying them like a word. Country can be sounded out as “cow-n-try” or “count” “try.” But if they “say it like a word,” they are more likely to get to country. You can use a slinky to help them literally “see” what it looks like when they say stretched out sounds. Have them collapse the slinky as they “say it like a word.”
- **Skip the word** and come back when they have the context of the sentence (be sure they do).
- **Look at word families.** If your child knows ‘at’, they will more easily be able to identify ‘hat.’
- **Get the main word first,** then add on prefixes or suffixes. You can use your finger to cover up parts of the word while your child gets the main word.
- **Tell them the word.** You do not want to hinder the comprehension of a story by belaboring a single word. Instead, give your child the word and have her re-read the sentence so that the word sticks in her mind for the next time she encounters it!

If your child misreads a word:

Ask yourself:

- **Does it matter?** Saying ‘house’ instead of ‘home’ or misreading a character’s name won’t change the meaning of the story. Let it go.

Tell her to:

- **“Check it:”** Does it look right, sound right, make sense?
- **“Make a picture in your head.”** What word doesn’t fit?

- **“Flex it.”** This is the way to tell your child to try the other sound the letter makes (e.g., long vs short a, or ‘j’ for g, as in giraffe).

Ask him:

- **“Does it fit the picture/story?”**
- **“Does that sound like a word you know? Say it like a word.”**
- **“What is happening here and how does this sentence fit in?”**

To facilitate comprehension/thinking strategies, have your child:

- **Ask a question** about what he has already read (to themselves, or to you).
- **Infer** what is going on or might happen, based on what they already know and what they have read.
- **Make a connection:**
 - **Make a text-to-text connection** where he relates this book to another he has read.
 - **Make a text-to-world connection** where he relates the book to an experience going on in our world (e.g., truffula trees being chopped down and our own struggles with deforestation).
 - **Make a text-to-self connection** where he relates the book to himself or an experience he has had (e.g., remembering a time he was not listened to, even when he knew better than the other person).
- **Visualize:** Encourage your child to **create a mental image or play the scene like a movie** in her head
- **Evaluate:** Determine the importance of characters, events, or details.
- **Synthesize** information means taking information you learn along the way and combining it with the information you know.
- Other tips:
 - **Make a prediction.**
 - **Take the character’s perspective** or relate to the character’s feeling.

Read it like a sentence. If your child reads haltingly, have them re-read the same sentence to get the fluency (and confidence!) aspect of reading. It’s hard to comprehend disjointed sentences.

Questions to Support Comprehension of Fiction

Personal and Textual Connections

- ❖ How does the story make you feel?
- ❖ Have you ever had similar experiences?
- ❖ Does the book remind you of another book?
- ❖ Do any of the characters remind you of someone in your life?
- ❖ How is this story like any other story you know?
- ❖ How are the characters, setting, and problems like those in other stories you have read?
- ❖ How are the characters, setting, and problems connected to your life?
- ❖ Were you reminded of anything in your own life?
- ❖ What does this story make you think or wonder about?
- ❖ What surprised you?

Setting

- ❖ Where and when does the story take place?
- ❖ Where else could the story take place?
- ❖ Could the setting be a real place that exists in our time?
- ❖ Is the place important to the story? How?
- ❖ What words did the author use to describe the place?
- ❖ What can you hear, see, feel, or smell as you read?
- ❖ How important is the place or time to the story?
- ❖ How much time passes in the story?
- ❖ In another time or place, how would the story change?
- ❖ How did the author control the passing of time?
- ❖ How is the setting like another place you know?
- ❖ Does the season or the time affect the characters or the plot of the story?

Characters

- ❖ Are there any powerful characters in the story? What makes them that way?
- ❖ Who is the most interesting character? Why?
- ❖ Who is the most important character? Why?
- ❖ What character is the fairest? Why?
- ❖ Who is the bravest character? Why?
- ❖ Which character taught you the most?
- ❖ Who else could be in the story?
- ❖ What choices did a character have?
- ❖ How does the author/illustrator reveal the character? (Look at what the character does, thinks, or says; or what others say *about* the character.)
- ❖ How does one of the characters change? Why?
- ❖ Which characters change and which don't? How is character change important in the story?
- ❖ Who is a character that plays a small role? Why is this character necessary in the story?
- ❖ What did you learn from one character in the story?
- ❖ How did characters feel about one another? Why?
- ❖ Are the characters believable? Why or why not?

Questions to Support Comprehension of Fiction (continued)

Plot

- ❖ How did the author begin the story to engage the reader?
- ❖ What is the story problem? How do you think it will be solved?
- ❖ What challenges do the characters encounter and how do they deal with them?
- ❖ What choices did the characters have?
- ❖ How does a character's actions affect other people in the story?
- ❖ What was the most important part of the story?
- ❖ How would you describe the story shape? (linear, triangular, circular; for example, home-adventure-home)
- ❖ What is the high point of the story?
- ❖ What are the important events in the story?
- ❖ What is the order of events in the story? (for example, series of sequential events, letter or diary, record, flashback)
- ❖ Could the order of events be changed or could any of the events be left out?
- ❖ Were you able to predict the story ending?
- ❖ How did the story end?
- ❖ If you were the author, would you have ended it in any different way? How?
- ❖ What clues did the author give to allow the reader to predict the ending?
- ❖ What lesson does this story teach about life?
- ❖ What do you think will happen next in the story?
- ❖ What do you think will happen next for the characters after the story ends?
- ❖ Do you think the story really could have happened?
- ❖ How does the author provide information or details to make the story seem realistic?
- ❖ How does the author help you feel that you are really there [in both realistic stories and fantasy]?
- ❖ How was the story resolved?
- ❖ What two or three sentences summarize the whole story?
- ❖ Make a sketch or picture of an event in the book.
- ❖ What are the most important events of the story?
- ❖ Do you have any unanswered questions about the story?

Theme

- ❖ What is the author's message?
- ❖ What is the story really about?
- ❖ Do you think the title is appropriate for the story?
- ❖ What does the story mean to you?
- ❖ Why did the author write this story?
- ❖ What is the author really trying to say?

Perspective

- ❖ Who tells the story? Is this the best person to tell it? Why?
- ❖ Whose point of view is used in the story?
- ❖ What other voices could tell the story?
- ❖ How would the story be different if told through another character's eyes?

Questions to Support Comprehension of Fiction (continued)

Language

- ❖ What are some interesting words, phrases, or sentences?
- ❖ Are there words that were used to create a feeling or picture in your mind?
- ❖ Where did the author describe something well?
- ❖ What images did the writing evoke? How did the author use language to evoke images?
- ❖ What were some of the strongest words the author used?
- ❖ How did the author begin/end the story?
- ❖ Was any of the language especially interesting, vivid, or surprising?

Illustrations

- ❖ What do the illustrations add to the story?
- ❖ How important are the illustrations?
- ❖ What is the role of illustrations in conveying the meaning of the story?
- ❖ What is your favorite illustration? Why did you choose it?
- ❖ Could you picture what was happening when there was no illustration?

Author/Illustrator

- ❖ Would you read other books by this author? Why or why not?
- ❖ Have you read other books by this illustrator? How is this text similar to or different from others the artist has illustrated?
- ❖ What other books does this book make you want to read?
- ❖ Why do you think this particular author wrote this book?
- ❖ What did the author have to know to write this book?
- ❖ What did the author do to interest the reader or pull the reader into the text?
- ❖ Did the author keep you interested? How or why?
- ❖ How is this book like other books by this author?
- ❖ Why do you think the author began/ended the story this way?
- ❖ Why did the author choose the title? Would you choose the same one?
- ❖ What do you notice about the writing—the way the author wrote?

Genre

- ❖ What is the genre? How did you know?
- ❖ Is this text a good example of this genre? Why?
- ❖ How is this book like other books you've read in this genre?
- ❖ What do you find difficult about reading books in this genre?

Questions to Support Comprehension of Nonfiction

Personal and Textual Connections

- ❖ What do you already know about this topic?
- ❖ How does this [book, article, topic] remind you of other texts you have read?
- ❖ What have you experienced in your life that helps you understand this topic?
- ❖ Does this text provide useful information for you personally?
- ❖ What is your interest in this topic?
- ❖ What experiences or life circumstances led you to read about this topic?
- ❖ How does the information in this text fit with what you already know?

Content

- ❖ Why is this topic important [socially, scientifically, and practically]?
- ❖ What perspective does the author take on this topic?
- ❖ What part of the topic has the author chosen to present in the text?
- ❖ What are some of the most important words related to the topic, and what do they mean?
- ❖ What are some of the most important ideas related to this topic?
- ❖ Were there parts of the book you didn't understand? What puzzled you? What questions do you still have?
- ❖ Is the topic covered adequately?
- ❖ Are different viewpoints presented on the topic?
- ❖ Does the author explain how facts were arrived at?
- ❖ What did you learn about this topic?
- ❖ What does this text make you want to learn more about?

Accuracy and Authenticity

- ❖ Is the information up-to-date?
- ❖ Is sufficient evidence provided to support what the author says?
- ❖ How has the author established the authenticity of the text?
- ❖ Are the illustrations authentic?
- ❖ Are the facts and information in this text consistent with other sources?
- ❖ Is all important information included? Was important information missing?
- ❖ Does the author make a clear distinction between fact and opinion?
- ❖ Has the author presented information to accurately represent people and places—without stereotypes or omissions?
- ❖ Has the author been fair?
- ❖ Do facts and information support the author's general statements?
- ❖ Did the author present an objective point of view?
- ❖ Is there any information that could be misleading?
- ❖ Have any groups been omitted from the [history, record of scientific progress]?

Style

- ❖ How has the author made this topic readable?
- ❖ How has the author made this topic interesting?
- ❖ How has the author made it easy for you to find information?

Text Structure/Organization

- ❖ What are the ways the author presents information on this topic?

Questions to Support Comprehension of Nonfiction (continued)

Text Structure/Organization

- ❖ What are the ways the author presents information on this topic?
- ❖ How is information organized [by topic, in time, by contrasting ideas, etc.]?
- ❖ Is the information presented clearly?

Text Features/Illustrations/Format

- ❖ What does the title tell you about this text?
- ❖ How do headings and subheadings help you find information in this text?
- ❖ What information is provided through illustrations [drawings, diagrams, maps, charts, etc.]?
- ❖ Does the text have reference aides such as table of contents, index, bibliography, glossary, and appendices? Are they easy to use? How are they helping you?
- ❖ Are the illustrations clear and understandable? Are they easy to interpret?
- ❖ Are the illustrations explained by labels, legends, and captions when needed?
- ❖ Does the total format of the text help you understand the topic better?

Author

- ❖ What qualifications does the author have to write this text?
- ❖ How does the author use experiences and/or knowledge to do a good job of providing information?
- ❖ What is the author's perspective or stance toward the topic?
- ❖ What has the author said that makes you question the accuracy of the information?

Figure 17-7. Questions to Support Comprehension of Nonfiction (continued)

Questions to Support Comprehension of Biography

Note: Many questions suitable for discussion of narrative texts and informational texts are also appropriate for biography. The follow questions are specific to biography.

Personal and Textual Connections

- ❖ What do you already know about the subject of this biography?
- ❖ What does the story of this person's life make you think or wonder about?
- ❖ What surprised you about this person?
- ❖ How does this person's life story remind you of your own life or the lives of people you know?
- ❖ What do you know about the period of history in which this person lived?
- ❖ Does this person's life remind you of other biographies you have read or of fiction texts?
- ❖ How is the person in the biography like people you know?
- ❖ How are this person's problems like the problems of people in other biographies or fiction books you have read?

Setting

- ❖ How important is the setting [place, time in history, and other events taking place at the time] to the subject's life or accomplishments?
- ❖ How does the author include details that help you understand the subject?

NKC SCHOOL BOARD MEETING
10/06/15

On Sept 28 they closed on \$9,840,000 of bonds issued in the form of a Certificate of Participation which will be used to fund Phase 3 of facility improvements for energy conservation. The bonds sold at a premium which generated an additional almost \$400,000 in revenue to enhance further building projects.

Clay County Collectors office is now in the process of preparing 2015 tax bills to be sent out early November and due at the end of the year.

Presentation on Instructional Technology Strategic Plan

Design team (including teachers and principals) met to discuss future goals of Instructional Technology for District.

4 Goals:

- 1) Improve core network infrastructure to give teachers and students what they need. Considering a 1:1 ratio for K-8 (15,000 devices), intranet portal for staff, and refresh teachers devices, address network data security.
- 2) Utilize critical thinking while solving problems that add value to society. Develop k-5, 6-8 Models of Technology Integration, expand business partnerships and CAPS, Educate users on security measures in place
- 3) Learners flourish in technology rich environment that prepares for success beyond graduation. Expand online course offerings at high schools, investigate online offerings at middle and elementary schools (ie. Coding) , expand wireless connectivity for students, develop education plan for parents.
- 4) Identify resources to improve practice of classified staff.

Also mentioned that they are looking at all pc's not just apple. Possibility of using technology so that snow days would not have to be taken.

18 minute video over the concerns of students and technology...attached to their phones...knowledge of tech off the charts but they can't hold a conversation or make eye contact...major tech execs (including Jobs) limiting their tech and the time spent on them.