



# Around the Round!

Round Elementary School  
11550 Hibner Rd, Hartland, MI 48353  
<http://round.hartlandschools.us>  
**Phone: 810-626-2800 Fax: 810-626-2801**

**Absence Line: 810-626-2805**  
Office Hours: 8:00 am – 4:15 pm

**May 2017**

## Important Dates

May

- 5/1 1<sup>st</sup> grade to Kensington**
- 5/7 Teacher Appreciation Week**
- 5/8 4<sup>th</sup> grade parent orientation at Farms 6:00 pm for fall 2018**
- 5/9 PTO Meeting 4pm**
- 5/30 4<sup>th</sup> grade to Longway Planetarium**
- 5/31 3<sup>rd</sup> grade to Greenfield Village**
- 5/31 2<sup>nd</sup> grade to the Village of Hartland**

June:

- 6/7 4<sup>th</sup> grade to Mackinac**
- 6/8 4<sup>th</sup> grade returns from Mackinac (late evening)**
- 6/12 Field Day**
- 6/15 4<sup>th</sup> grade clap-out**
- 6/15 Last day of school**

Hours Monday -Thursday  
8:50 – 3:50pm

Early Release Friday  
8:50 – 2:50pm

Students may enter at 8:45am

### School Hours

Monday -Thursday  
8:50 – 3:50pm

Early Release Friday  
8:50 – 2:50pm

*Students may enter at 8:45am*

## Spring is in the Air!

We have had a tremendous school year so far at Round Elementary! Spring always brings a lot of excitement and many great activities. The Round PTO sponsored the annual auction. Attendees enjoyed the Round Rocks Talent Show featuring Round Elementary teachers. In addition, guests won many exciting prizes, classroom baskets, and had an opportunity to bid on dozens of amazing silent auction items. It was a night of fun with the Round School Family. The PTO raised over \$9,000.00 which will support the purchase of new books, Chromebook, and more making Round an amazing place to learn.

We would like to thank the many sponsors that donated items for the Auction, the PTO for organizing this memorable event, the PTO board and chairpersons who planned the event, and the numerous volunteers who built the stage, prepared the classroom baskets, helped with setup/cleanup, refreshments, and ticket sales. Thank you to Tammy Chinn for being our Master of Ceremonies. We would also like to send a special thank you to the Round student judges!

**PLEASE MARK YOUR CALENDAR TO VOTE ON MAY 8, 2018.** This is a Non-Homestead renewal election. This renewal is NOT a new tax levy. This tax has been in place since 1995 for businesses, vacant land, and second/vacation homes. For more information go to: [www.hartlandschools.us](http://www.hartlandschools.us).

Hartland Consolidated Schools is accepting kindergarten enrollment packets at the Board of Education office and each of the elementary schools. Enrollment packets can also be downloaded from the district website at [www.hartlandschools.us](http://www.hartlandschools.us).

Please visit the District Curriculum Newsletter at <http://www.hartlandschools.us/Departments/Curriculum/Curriculum-News/index.html> to learn about important curriculum news.

We wish everyone a happy spring!



## **DID YOU KNOW – You may be eligible for free preschool!**

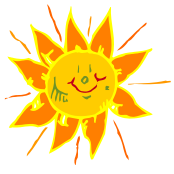
The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool program for four-year-old children with factors which may place them at risk of educational failure. The program is administered by the Michigan Department of Education, Office of Great Start. Funding is allocated to each intermediate school district to administer the program locally.

Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

**[http://www.michigan.gov/mde/0,4615,7-140-63533\\_50451---,00.html](http://www.michigan.gov/mde/0,4615,7-140-63533_50451---,00.html)**



**2017-2018 PTO Board!**  
Mrs. Milosek, Mrs. Malik, Mrs. Coleman, Ms. Miller and Mrs. Goodall



# Summer Sensations!

Dear Parent/s:

Hartland Consolidated Schools is excited to offer a summer literacy program designed to **accelerate** your child's reading and writing skills over the summer! Your child is being given the opportunity to participate in Summer Sensations. (Space is limited)

Summer Sensation is a four-week summer literacy program taught **by highly trained Hartland Teachers**. Summer Sensation is designed to use your child's individual strengths, interests and skills to improve his/her reading and writing abilities over the summer. A summer reading loss of 3 months is common for students who have experienced difficulty learning to read (Allington, 2006). After 3 summers, a child could be 1 full year behind. Summer Sensation is designed to prevent summer reading loss and increase student achievement.

Your child will receive **56 hours of instruction by a highly trained teacher for \$5.88/hour**. Summer Sensations will be taught **Monday - Thursday** from 8:30 am - 12:00 pm. from **July 10<sup>th</sup> – August 3rd**. The curriculum will focus on reading, writing, speaking and listening. The class size will be 15 students per teacher in order to maximize individual and small group learning opportunities. Your child will receive 56 hours of intensive reading and writing instruction by a highly trained teacher for \$329.00.

**Your child's instructional program will be based on the strengths and needs that they demonstrate on the assessments given the first day of school.** The Summer Sensation Curriculum is in alignment with the district English Language Arts Curriculum and all State and Federal Requirements under Every Student Succeeds Act. Summer Sensation is a research-based intervention designed to accelerate the reading and writing progress of all children who participate.

Please Contact Hartland Community Education to enroll at (810) 626-2150 or on the web: [www.hartlandcommunityed.com](http://www.hartlandcommunityed.com)

## Self Defense/Anti-Bullying

The key is culture and repetition. Just start by creating a strong culture. A culture of “Not in my classroom/home/etc.!” The standard and expectation is “everyone deserves to be treated with respect and kindness.” I do not let anyone hurt me or my friends! Review and practice the “WORDS” often.

The “adults” will never be able to stop bullying – the kids have to do it because they see it all. If done even by just a few students - the kids will police themselves so you can spend your time and energy teaching!

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**THE “WORDS”:** (*“Your words become your thoughts, your thoughts become your actions, your actions become your habits, your habits become your character, and your character becomes your destiny.”*)

(\*The system must to be simple and easy to apply.)

1. ***“Should you ever let anyone hurt you? Should you ever let anyone hurt your feelings?”*** They answer “No, Sir!” to each with strength.
2. ***“The adults stop the big stuff but I have to stop the small stuff.”*** Match and forest fire story. Start with the small stuff because it is easier. Practice on your friends first.
3. Practice using strong assertive body language and voice so that it comes back on command. The “bad dog” tone of voice.
4. The Four Step Procedure:
  - a. **Step one:** ***“Jill, stop that! I would not do that to you!”***
  - b. **Step two:** ***“Jill, I already asked you once to stop. If you do it again I will have to report it!”***
  - c. **Step Three:** ***“Jill, I already asked you to stop twice. Now I will have to report it?”***  
Never more than three strikes.
  - d. **Step Four:** ***“Ms. Smith, I don’t want to get Jill in trouble but she has been calling me names and it really hurts my feelings. I have asked her to stop three times. Could you help me please?!”***

Sensei says: Explain the difference between reporting and tattling...

When a child uses this even once successfully their confidence and courage will soar. Bullies need two things to exist: Silence and Secrecy. Once they can protect themselves they cannot help but protect others. The key stopping bullying is the silent majority – the majority of good kids that are silent bystanders. It has been proven that if one other person stands up to the bully they will stop 50% of the time. When a second person stands up it is 99%. We are going to put you in a small group of kids that are never bullied. They are the ones that will go on to middle/high school and protect their friends.

What can parents do? While we teach your child the specific techniques and tactics to keep from being a victim, there are some things you can do as a parent. The foundation is developing a strong anti-bullying mindset and culture, along with a healthy self-esteem, self-confidence and courage. Then the most empowering and life-changing lessons parents can teach their child is about “Entitlement” and “Responsibility”.



**Entitlement:** I bet your first response was “*Entitlement? Isn’t that the problem with kids today?!*” Well you are right. Many experts say instant gratification and a sense of being entitled is a problem for young people but the entitlement I am talking about is different and is the good version of entitlement. You need to teach your child they are absolutely entitled to a *school, neighborhood and life where they are safe and free of mean treatment or bullying!*

How can you do this? I always say the most valuable classroom is “your ride in the car”! During your ride home from the dojo turn off the radio. Put down the smartphone and video games. Take this weekly time to talk to your children!

What to say? First, get your child to trust and talk to you. How? The most important thing I can teach you as a parent, and especially as a parent of a teen, is how to “listen without judgment”. This is hard to do because you are a parent but if you judge your child will never talk to you. Parents are used to evaluating everything their child does or says, telling them it is right or wrong, good or bad. You have to learn to shut-up and just listen! Second, the most powerful technique to get your child to talk about bullying (and discover if your child is being bullied) is to talk to them in the third person. You could start by saying “*Emma, have you ever seen other kids in school teased or treated meanly?*” or “*Have ever seen any kids in school sitting by themselves at lunch or who others do not play with at recess?*” While kids, especially boys, are reluctant to admit they are being bullied they are usually very willing to talk about others. But here is the startling part. Do not be surprised when while talking about what happens to others they are actually talking about what is happening to them.

So back to how you teach entitlement. Use discussions revolving around these subjects: 1.) No one, and absolutely no one, has the right to hurt you or your feelings, 2.) You absolutely have the right to a school, neighborhood and life without bullying or mean treatment, 3.) You have many, many adults and other kids around you that will stand up for you and protect you, and 4.) You were put on this earth because you are special and destined to be great – no one has the right to stop you from getting this. You are absolutely entitled to all the above!

(\*This can be a touchy subject but you also need to make sure your home lives up to this culture and standard. While siblings will always have disagreements and conflicts, they should never be allowed to tease, bully or mistreat each other. An anti-bully and a kindness culture has to start at home. Also, watch out for that well-intended Uncle George that teases your kids in what he believes is a playful way.)

**Responsibility:** Again, use the car ride home to teach your child along with everything they are entitled to they also have the *responsibility to make sure they are not being bullied or mistreated* **AND** they also have the *responsibility to make sure no one around them is bullied and mistreated*. Two powerful things will happen. First, after standing up for themselves they cannot help but stand up for their friends. Second, often children may initially find it is easier to stand up for others than themselves. Finally, teach them that not only can they change the world but they have the obligation and responsibility to do so!

**But remember the best way by far, to teach entitlement and responsibility to your child is to model it yourself! You need to be the change you want to see in your child and the world.**

Around the Round

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Chloe Caldwell's winning poster for the Michigan Department of Environmental Quality will be displayed on all MDEQ communications!

Honorable mentions include art work by Sylvia Rogers, Abby Griffen, Abbe Chester and Maya Griffon!







Ms. Kucharski and the auction winner and friends enjoy the evening at Camp Copneconic.



Thank you Goodall family for Bringing the GM Astronomy Club to the Science Fair.



These students competed in the National History Bee!



# Want to Raise Successful Kids? Neuroscience Says Read to Them Like This (but Most Parents Don't)

Read to young children in this way, and they'll develop greater intellectual empathy -- and become more successful.

By Bill Murphy Jr.

Executive editor, [TheMid.com](http://TheMid.com), and founder, [ProGhostwriters.com](http://ProGhostwriters.com)@BillMurphyJr



CREDIT: Getty Images

If you're like most parents, you'll do just about anything you can to [increase the odds that your kids will be successful](#).

So, what if I were to tell you there's a simple thing you can do to make it [more likely that they'll be successful in life](#) -- specifically by increasing the likelihood that they'll [learn to read other people](#), and even predict how they'll react?

What's more, while this parenting practice might be a bit more time-consuming than some alternatives, it can also be a lot of fun and increase your bond with your children.

We're talking about the way that parents read to their young kids. Neuroscientists say there's a trick that can make the daily bedtime ritual (one my wife and I enjoy with our daughter, and that you might well enjoy with your kids, too) far more effective and beneficial.

Here's the background -- plus how it works and why:

**First off, of course, read to your kids.**



Let's start with the basics. Pediatricians have been preaching this for a while, and the American Academy of Pediatrics has been officially recommending it since 2014: Parents need to read to their children from the earliest ages.

Infants, even? Yep. While the youngest babies might not understand your words, the impact of your reading aloud to them is thought to have at least two benefits:

- bonding over verbal exchanges between parent and child, and
- demonstrating how communication itself works.

Of course, the advantages of reading become even more obvious as children grow a bit older -- and they continue to cascade. It's one of the lessons that I heard again and again in compiling my free e-book, [How to Raise Successful Kids](#).

"The stronger their language skills are when they reach kindergarten, the more prepared they are to be able to read," Brown University professor Pamela High told the [PBS NewsHour](#). "The better they read, the more likely they will graduate from high school."

From there, they'll be more likely to achieve higher education, enjoy positive familial relationships, and attain economic security. (No pressure, but it really does start at a young age.)

## **Next, read with your kids.**

So, reading to your kids is important -- but doing so is really only "the bare minimum," according to neuroscientist Erin Clabough. Instead, the premium model to follow might be summarized in a subtly different way: Read *with* your kids, not just to them.

The pitfall here -- something we're all sometimes guilty of -- is that reading often becomes a rote bedtime ritual. It's something that parents do to "make [our kids] sleepy, or so they can have something to write down on their school reading logs," Clabough writes in [Psychology Today](#). Unfortunately, doing it that way is only marginally different from simply sitting them in front of the television.

"We've been sucked in by the plot, and we're dying to know what happens. But we're still on the outside, watching someone else make decisions. The real magic happens inside our own heads when we try on someone else's life," Clabough writes.

OK, so how do you "read on the inside"? And what exactly is the goal? In short, it has to do with developing *intellectual empathy*.

## **Developing intellectual empathy.**

Clabough refers us to research that David Comer Kidd and Emanuele Castano of The New School in New York [did three years ago](#), demonstrating that people who read literary fiction develop better intellectual empathy -- meaning they can learn to better understand the thoughts and motivations of others.

Reading literary fiction might be a little advanced for young children, but Clabough suggests that we can spur the same kind of development in children by reading with them in a way that encourages them to put themselves in the story -- even simple stories.

It's important to note that we're talking here about developing *intellectual empathy*, as opposed to *emotional empathy*.

Intellectual empathy is the ability to perceive objectively how other people see and experience things -- from a distance. Emotional objectivity is more about the ability to actually see and feel things the way others do.

Both can be beneficial, but to summarize, intellectual empathy might be more useful -- it helps people predict how others will react to them, can inspire them to come up with ideas and even products that will inspire others, and doesn't carry with it the risk of decision paralysis or inaction that emotional empathy can.

## **Choose their own adventures.**

If intellectual empathy is the goal, here's the strategy. Instead of simply reading straight through a book with your children, Clabough suggests embracing dramatic pauses and interrupting the story at appropriate moments to encourage your children to put themselves into the minds of the characters. Let them sort through the conflict before the characters do.

Do you remember the *Choose Your Own Adventure* stories? It's sort of like that, only done with any book that you might read to a child.

As an example, Clabough cites [\*Are You My Mother\*](#), a classic children's book (one I've read to my daughter about a zillion times) about a baby bird who hatches while his mother is out foraging for food.

"What would you do, if you were the baby bird?" she suggests asking your young child. "Even for books you've read together 216 times, your child can come up with a different way the character can react, a different decision the character can make."

Of course this doesn't mean you have to interrupt every story every few pages and ask your child to rewrite it. But embracing the practice, so that sprinkling it into your child's reading experience becomes effortless for both of you, can lead to real benefits.

## **Far-off dividends.**

What kind of benefits? Well, like a lot of parenting choices, we're talking about vectors here: small choices now that can have ridiculously outsized effects on a child's future success.

And of course, we're not saying that if you don't read to your children enough, they're destined to failure. But the medium- and long-term benefits of reading with your children in this manner are myriad.

Educational studies suggest that it's reflecting on a learning experience afterward that truly inspires growth, Clabough says. And encouraging children to make decisions while they're reading amounts to decision-making practice, which "results in synaptic changes and strengthening of neuronal pathways in your child."

At the end of the day, you're teaching your children not only to become better readers, but more effective people -- intellectually empathetic people who have "better relationships and lower divorce rates," she writes, and who often turn out to become "better bosses, co-workers, negotiators, and friends."

*What do you think? Let us know your thoughts about reading to children and developing intellectual empathy in the comments below.*



# We Need Your Help to earn money for our school programs.

Please bring your recyclable papers to our  
**Green & Yellow Paper Retriever® Bin.**

## ACCEPTED ITEMS:

- Newspaper
- Magazines
- Shopping Catalogs
- Mail
- School Papers
- Office Papers
- Envelopes

## ITEMS NOT ACCEPTED:

- **NO** Cardboard
- **NO** Cereal/Soda Cartons
- **NO** Food wrap/containers
- **NO** Tissue Products
- **NO** Phone Books
- **NO** Plastic
- **NO** Glass

### RESOURCE SAVINGS from Recycling One Ton of Paper:

**4,102 kwh less Electricity**

**60 Lbs less Green House Gases**

**7,000 gallons less of Water**

**390 gallons of oil**



# Make Every Page Count™