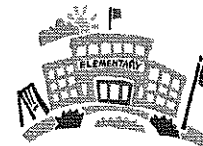


EAGLE NEWS



Upcoming Events

- March 24—Third Quarter Ends
- March 24—International Night**
5:30-7:30 p.m.
- March 24—Last Day for Community
Ed Winter Session
- March 25—No School, Recording
Day**
- March 28-April 1—No School
Spring Recess
- April 4—Fourth Quarter Begins
- April 13—PTO meeting 6:00-7:15 pm
- April 14—Kindergarten Showcase
10:00 and 2:00
- April 22—Spring Picture Day
- April 29—Kindergarten Registration
Begins**
- April 29—Stay and Chat
8:25-9:00
- May 4—National Bike to School Day
- May 5—Donuts for Dads
- May 5—Arts Extravaganza Day
- May—6 High Five Showcase
10:00 and 2:00

Dear Lyndale Families:

The Lyndale School staff is committed to "...a great teacher in every classroom." In April 2016, the teachers and I will begin to formally develop class lists for next fall, a process we refer to as Classification. The staff recognizes the uniqueness of every child and we strive to provide the most appropriate classroom environment for all students. We also recognize that you as the parent/guardian bring invaluable information to the process. Therefore, we are requesting your input regarding any special needs you would like for the teacher to consider when assigning your child to a classroom.

In the Classification process classroom teachers, resource teachers, specialists and administration work closely to balance classrooms. The teaching staff engages in an intensive process of scrutinizing individual student needs, while simultaneously developing compatible groups of students who will learn and work together. Several factors are considered as we develop classes. These factors include learning styles, academic skills, special needs, gender, student temperament, special interests, number, ethnicity, and parental information related to special needs and/or considerations.

Because of the laser-like attention we are giving to creating balanced classrooms, we are no longer allowing parent choice. If you have a specific grade level question, I would be happy to direct you to staff that can provide an answer or clarification. If you have a specific concern and want it to remain confidential, send the concern in writing to "the attention of the Principal" for it to be considered.

Your input is due no later than April 18, 2016. Please return the form to your student's classroom teacher. Classroom assignments will be mailed home the by mid-August 2016.

CLASSIFICATION DAY

On May 7, the Lyndale teachers will gather in teams to assign students to classrooms for the 2016–2017 school year. Prior to the meeting, each teacher will have taken his/her present student list and divided the data cards into groups equal to the number of classrooms in the succeeding grade. The teacher is careful to equally divide the students based upon gender, cognitive level, ethnicity, academic skills, past sibling relationships, temperament, special interests, special skills, learning styles, special needs, ELL, and other factors.

On Classification Day the sending grade level team members meet and develop the new class lists based upon the aforementioned factors. Then the specialists (art, media, music, and phy ed teachers) team, the ELL teachers, the resource team, and the special education team view the potential groupings and give input regarding changes. After careful consideration, much discussion, and applied best practices a decision is made and the sending team meets with the receiving team to discuss the rationale for the groupings. The process repeats itself until all grade level teams have met. The returning High 5 students are equally placed in K classrooms using the same process. All incoming new students are randomly placed in classrooms based upon number, gender, special needs, ELL, and special skills.

MATCHING FUNDS

Parents, did you know that many employers will match contributions you make to public schools. Check with the benefits dept. or payroll dept. to inquire if your employer is among those that match funds given to 501(C) 3 organizations. Help us increase funding to the Giving Tree.

FYI: Kindergarten Registration begins Friday, April 29, 2016.

March SCHOOL THEME: HONESTY

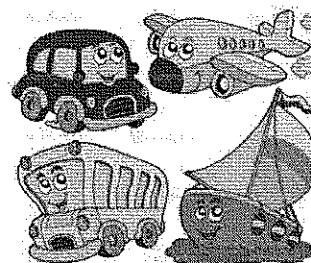


Lyndale Readers Club

Abdalla, Sayma
 Abdi, Abdimalik
 Abdi, Ayan
 Abdi, Fatima
 Abdi, Jamal
 Abdi, Mohamed
 Abdi, Najma
 Abdinasir, Zuehb
 Abdirizak, Adnan
 Abdulahi, Yasin
 Abdulkadir, Sakariya
 Abdullahi, Aisha
 Abubakar, Abdullahi
 Acero Guaman, Shayla
 Ahmed, Hamze
 Ahmed, Jama
 Ahmed, Jibril
 Ahmed, Mina
 Ali Robison, Anisa
 Ali Robison, Layla
 Ali, Mohamed
 Ali, Sumaya
 Anfoso Arteaga, Jasmin
 Arneson, Samuel
 Barrios, Gerald
 Bauermeister, Isabella
 Bauermeister, Zoey
 Benson, Anna
 Benson, Sophia
 Bergren, Blake
 Brown, Lincoln
 Bultman, Reid
 Bultman, Stella
 Bzdusek, Aizlyn
 Cariaga, Wokiksuya
 Carrasco-Ayala, Eddie
 Clos, Riley
 Copeland, Mireille
 Cornell, Emmett
 Dahir, Mustafe
 Dahir, Yasmin
 Dahl, Lucy
 Dahmes, Braeden
 De Armond, Hugo
 Elliasen, Elliot
 Farah, Ahmed
 Farah, Zuhaib
 Fenton-Rutzick
 Fischer, Grandin
 Flynn-Rollin, Niko
 Flynn-Rollin, Samantha
 Frye, Aidan
 Fuentes, Riley
 Geffen, Van
 Geffen, Zoe
 Gernander, Charles
 Gernander, Ella
 Glidden, Cecelia
 Goeddeke, George

High Five

High Five is still busy learning about Transportation and Construction! We continue to talk about different transportation vehicles, how we use transportation and what happens at construction sites. We have also been talking about the characteristics of vehicles and how we construct them. In math we have been exploring the attributes of three-dimensional shapes.



Kindergarten

**SHOW
CASE**

As spring approaches, kindergartners are so excited to begin work on our showcase assembly. Please join us on Thursday April 14 at 10:00 (Rooms 101 and 104) or 2:00 (Rooms 105 and 100).

In the meantime, we are all working on an author study of Eric Carle. You may want to check out a few of his books from the library and see what all the excitement is about!

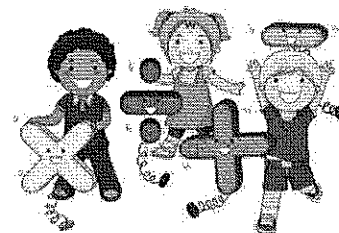
First Grade

Here are some of the upcoming topics that we'll be working on in first grade for April:

Math

We will be working on creating, identifying, and extending a variety of patterns using shapes, numbers, and colors.

Students will continue working on math facts and writing numbers up to 1,000 or higher.



Science/Core Knowledge

Students will be learning about Native Americans and the expansion of the United States.

We will also be learning astronomy and our solar system.

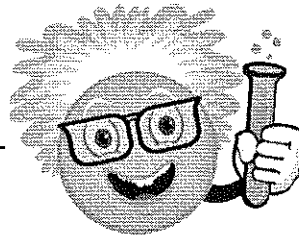
Showcase

Please continue reading with or listening to your children read at home and recording the books in book logs.

Second Grade

This has been an exciting time for second graders. We recently performed the second grade assembly. The children were very successful! They were taught to use clear loud voices, diction, expression, stage presence, and so forth. All of their hard work paid off well!

In science we finished our landform unit as well as our study of solids and liquids. We are currently studying the life and culture of Native Americans who hailed from the Minnesota region. The Minnesota History Museum has a great exhibit and classroom experience that they took part of on March 17th.



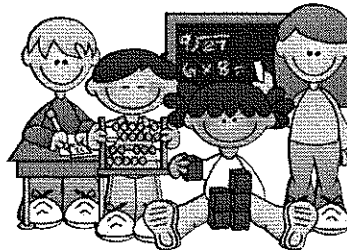
Reading growth is a focus as always. Remember that comprehension is the key! Please have your child share what they read with you!

Happy spring! (soon!)

The Lyndale 2nd grade team.

Third Grade

MATH: The third graders are beginning a unit on Algebra. The MCAs are coming up quickly (mid-April), so challenge your child to use math in the real world! Examples: Ask them how much time is left before school starts, or before they go to bed; have them help you figure out how much change you should get when you buy something at the store.



READING: Reading classes are looking closely at Folktales. Folktales include Tall Tales, Fables, Myths, Legends, and Fairy Tales. We started by comparing contrasting Fairy Tales. We will move on to Legends after Spring Break.

SOCIAL STUDIES/SCIENCE: The third graders are finishing a unit on Ancient Civilizations. We learned about Ancient Egypt, Ancient China, Ancient Greece and Ancient Rome. On International Night we will be highlighting "Ancient Rome". After spring break we will start a science unit on SOUND!

BRIDGES! IMPORTANT INFORMATION!! UPCOMING DATES!!!

The 3rd graders will be performing their **Crossing Bridges Play** at the Children's Theater on **Wednesday May 4 at 6:00**. (All third graders will stay after school on that day and will take a school bus over to the theater-more details will be coming) They will also perform the play at school the morning of May 4 at 10:00 in the MPR.



Lyndale Readers Club

Goessling, Thanh
 Gomez-Segura, Lexy
 Habib, Anab
 Harlan, August
 Harlan, Evelyn
 Hassan, Siham
 Herber, Elsie
 Herber, Otto
 Hogan, Chase
 Huntley, Kaija
 Hussein, Ayaan
 Hussein, Nastaho
 Hussein, Nimo
 Ibrahim, Hana
 Ibrahim, Hawa
 Ibrahim, Nimo
 Isak, Ikram
 Issa, Suhaib
 Jibril, Amal
 Jibril, Hamda
 Johnson, Amelia
 Jones, Aidan
 Jones, Finley
 Kerns, Jacinda
 Klage, Martha
 Knips, Beatrice
 Kresl, Jude
 Kroshus, Ifeoma
 Larson, Lucia
 Latterell, Geraldo
 Lawrence, Tatiana
 Lewis, Arianna
 Lim, Keira
 Lim, Sylvia
 Loving, Ryekelle
 Markus, Leo
 Mason, Finn
 McEachern, Natalie
 McHenry, Harriet
 McVay, Thomas
 Mohamed, Abdiqadir
 Mohamed, Ayub
 Mohamed, Fahmo
 Mohamed, Hassan
 Mohamed, Mahamed
 Mohamed, Mohamed
 Mohamed, Muniba
 Mohamed, Ramiya
 Mohamed, Ridwan
 Mohamed, Sagal
 Mohamed, Sufyan
 Mohamed, Yasir
 Mohamed, Yasmin
 Mohamed, Zekaria
 Mohamud, Aaliya
 Mohamud, Amir
 Mohamud, Mustafe
 Morton, Vincent
 Mueller, Astrid



Lyndale Readers Club

Munguia, Naima
 Munguia, Victor
 Nammacher, Caleb
 Nammacher, Katherine
 Nor, Samir
 Norton, Karma
 Nur, Hamdi
 O'Connell, Jeremiah
 Olvera Penafort, Yuren
 Omar, Munasar
 Omar, Mustafe
 Omar, Suaib
 Osman, Hassan
 Paredes Chiqui, Kenny
 Peralta, Jose
 Pett, Katerina
 Pett, Sasha
 Pinos, Carlota
 Pitman, Olivier
 Popov, Mila
 Richman, Lillian
 Richman, Roselyn
 Ritchie, Paige
 Robinson, Sylvia
 Ronnei, Everett
 Ronnei, James
 Rossum, Bella
 Rossum, Jackson
 Roth, Astrid
 Said, Hoden
 Saleh, Ahlem
 Sanchez Garcia, Amy
 Sattel, Katherine
 Segovia, Angelina
 Sharif, Hamda
 Sharif, Safia
 Sheikdon, Zalmen
 Shiekhali, Sarah
 Slade, Marcella
 Slapnicher, Graham
 Slotterback, Liesl
 Smith, Jad
 Smith, Omar
 Sonda, Esme
 Song, Faye
 Sowins, Miriam
 Stewart, Conner
 Thammavongsa, Julie
 Thompson, Riley
 Tockman, Clara
 Traxler-Menz, Clark
 Trinidad Reyes, Julianne
 Valles Mendoza, Siclali
 Van Berlo, Noah
 Weingartner, Benjamin
 Woell, Anita
 Zahir, Saifan
 Zahir, Salman

Fourth Grade

4th graders are using the "Close Reading" method to dig deeply into a text. The strategy helps students to make connections and to provide evidence for questions and discussions. In language arts the focus has been on homophones and plurals. Students are using these as spelling words and in their writing.

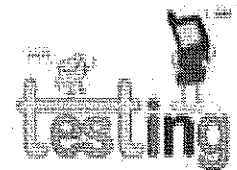
The Blaisdell Y is again providing free water safety classes for our 4th graders. April will be a busy month with MCAs, water safety classes, and other spring-time activities.

Geometry has been a challenge of polygon attributes. We are using protractors to measure angles. Finding area of shapes by multiplying the width and the length. We are identifying transformations of figures including translations, rotations and reflections.

We finished a Social Studies unit where students were learning about how the need to buy, sell, or use goods and service leads to making economic decisions. They also learned what it takes to produce such goods and what it means to increase productivity. In Science we are exploring the connections between the properties of magnets, the technological innovation of the maglev train, and the field of transportation engineering. Students use the Engineering Design Process to design a solution to a problem.

Fifth Grade

The MCA's have gotten started for the fifth graders! We took the Science MCA the week of March 21st, next up will be reading starting April 18-20 and math starting April 25-27. Make sure the fifth graders are getting a good nights sleep, eating a good breakfast, and are ready to show their best work. In April the students will be working on force and motion, Colonial America, data analysis, and reading "Esperanza Rising". The students finished up their persuasive writing and voted on their end of the year field trip. They chose a day at the park! We are looking for parents to volunteer to help make this end of the year field trip the best! Contact your child's teacher if you are interested in helping out.



Congratulations to Addy Frye and Dapri Tyus for being February's Eagle of the Month for showing persistence and to Yasir Ahmed and Sumaya Ali for being March's Eagle of the Month for showing honesty! Keep up the great work fifth graders!

2016-2017 Lyndale Community School Budget

Lyndale Community School was allocated \$5.6 Million dollars for the 2016-2017 school year.

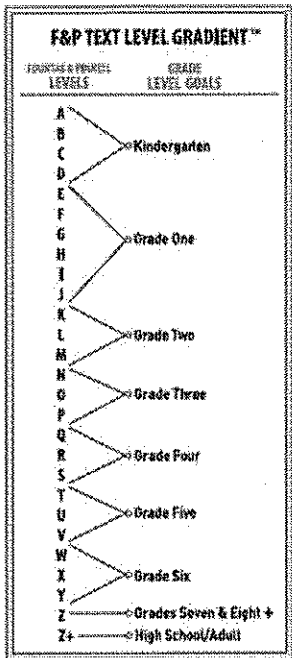
At Lyndale we believe it is our professional obligation to provide our stakeholders with an opportunity to provide input as to the programmatic needs of our building. We seek family input through surveys in our school newsletter, PTO Meetings, and our Site Council. Additionally, we engage our staff in an effort to identify our buildings strengths and areas of need.

Looking ahead to the 2016-2017 school year, we have maintained all of our current programming, and used supplemental funds to enhance student learning and teacher practice. We will be adding a Literacy Specialist to our staff to work collaboratively with classroom teachers to strengthen the literacy practices we already have in place.

Much conversation was had with regard to the Arabic Program at Lyndale. Initially Lyndale decided that we would no longer offer Arabic as a world language to students in the 4th and 5th grades. As a school community we have advocated strongly for Arabic over the years, and maintain that it is a wonderful enrichment opportunity for our students. The decision to discontinue Arabic at Lyndale was primarily influenced by the lack of an established pathway for students who wanted to continue their pursuit of Arabic into High School. Arabic was phased out at Ramsey and the Arabic offering at Washburn is not aligned with the International Baccalaureate Diploma Program. Since Budget Tie Out, there has been a growing movement within both the district and community, to revisit this decision and engage in discussion with Ramsey, Washburn, and the Multi-Lingual Department. Additional information and developments will be communicated as it becomes available.

We understand and appreciate the responsibility that comes with connecting all of our resources with the achievement and well-being of our students. We thank you for your ongoing trust and support.

Mark Stauduhar



We're on the Web!
<http://lyndale.mpls.k12.mn.us>

LYNDALE COMMUNITY SCHOOL

312 West 34th Street
Minneapolis, MN 55408

Phone: 612-668-4000
Fax: 612-668-4010



MINNEAPOLIS PUBLIC SCHOOLS

Urban Education. Global Citizens.

Every Child College Ready

Translation Service

If, at any time, Lyndale families need assistance to translate school information into Somali or Spanish, please call 612 668-4000

Haddii, ay waqti kasta, qoysaska dugsiga Lyndale u baahdaan in loogu turjumo Soomaali macluumaadka Ka soo baxa dugsiga, fadlan ha soo waceen tel. Lr. 612-668-4000

Las familias de La Escuela Lyndale que desean ayuda con la traducción de la información de la escuela pueden llamar al 612-668-4000 en cualquier momento.

Lyndale Community School

Classroom Consideration Input Form 2016-2017

Student's Name _____

Current Grade/Room # _____

Please share any information which may help us to understand your child's unique needs

1. My child's educational needs are:

2. The classroom climate or learning environment that would best meet my child's needs is:

3. An important academic goal for my child this coming year is:

4. An important social goal for my child this coming year is:

5. Additional comments:

Report to PARENTS

Encourage Your Child's Creativity to Flourish

Creativity has been called a key 21st century skill. That means it—along with skills like communication and critical thinking—will help students navigate the increasingly collaborative and information-rich world that awaits them once they leave school. The arts have been shown to boost students' academic performance, perseverance, self-confidence, and more. Here are strategies for supporting your child's creativity.

Take stock of your toys. Flashy electronic toys are fun, but they don't offer children opportunities for open-ended, imaginative play. Make sure to have basic art supplies—paper, crayons, glue, clay—at home, along with toys like building blocks, puzzles, or costumes for dress-up.

Cut the screen time. Set limits on TV and iPad time. Try designating a certain time during the week when your entire family will put down cell phones and work on a creative project.

Embrace mistakes. Children who are afraid of failure are less likely to think creatively. Teach your child that mistakes are opportunities for growth. Ask, "What could you do differently next time?" Be patient with your child—and model patience as he or she learns new skills or tries a new project.

Encourage curiosity. Don't squelch kids' natural curiosity by being frustrated when your child asks lots of questions. Embrace it! Ask, "What if" questions, and encourage your child to use his or her imagination.

Offer constructive praise... Too much praise can make a child "hooked" on success. Instead of offering general praise ("You're so smart!"), offer specific feedback that praises your child's effort or the process he or she used ("You found a great way to paint that scene," or "I can tell you've been practicing.") Offer non-verbal praise (a hug



or a thumbs-up), or implicit encouragement by displaying your child's work on the refrigerator.

...but step back sometimes. If a child feels constantly watched, he or she may be less likely to try new ideas. Give your child space to play on his or her own. Wait until your child is finished drawing to ask what he or she has made.

Look for community resources. Check your local library, museum, or community center for art

classes or workshops to try new creative skills. Keep an eye out for poster or story contests offered by community organizations, too. Or, try teaming up with a neighbor or friend to host an art playdate. Some projects can be time-consuming or expensive, but working together with other families can help ease the burden.

Web Resources

Visit Crayola's **Creative Parenting Web page** for activities and tips to spark creativity at home.
bit.ly/creativeparenting

The **Tinkerlab** offers dozens of hands-on art, science, writing, and craft ideas for families to try.
tinkerlab.com/

At **The Artful Parent** blog, explore interviews with children's art experts along with lists of the best supplies.
artfulparent.com/

Informe a los **PADRES**

Anime la Creatividad de su Niño

La creatividad se ha descrito como una destreza clave para el siglo 21. Esto significa que ésta—junto con otras destrezas tales como la comunicación y el pensamiento crítico—ayudarán a los alumnos en navegar el mundo rico en información que les espera una vez que salgan de la escuela. Según los estudios los proyectos creativos y las artes fomentan el rendimiento académico, constancia, autoconfianza y mucho más. Las siguientes son algunas estrategias para apoyar la creatividad de su niño.

Considere los juguetes de su niño.

Aunque los juguetes electrónicos llamativos son divertidos, no ofrecen oportunidades para que los niños jueguen abiertamente, usando la imaginación. Asegúrese de mantener en casa suministros de arte básicos—papel, lápices de color, goma para pegar, greda—al igual que juguetes tales como bloques de construcción, rompecabezas o disfraces.

Corte la televisión.

Establezca límites en cuanto a la televisión y iPad. Trate de designar una hora durante la semana para que toda la familia guarde los teléfonos celulares y trabaje sobre un proyecto creativo.

Acepte los errores. Los niños que tienen miedo del fracaso son menos propensos a pensar con creatividad. Enseñe a su niño que los errores son oportunidades para crecer y pregúntele, “¿Qué harías diferente la próxima vez?” sea paciente con su niño—y enséñele a ser paciente—en tanto aprende nuevas destrezas o trabaja sobre un proyecto nuevo.

Anime la curiosidad. No aplaste la curiosidad natural de los niños por medio de sentirse frustrada cuando le hagan muchas preguntas. ¡Aceptelas! Hágale preguntas “que tal si” y anímelo a usar la imaginación para responder.

Ofrezca elogios constructivos... Muchos elogios pueden hacer que el niño se sienta que depende del éxito. En lugar de ofrecer elogios generales (Eres muy inteligente!) aplauda los esfuerzos o el proceso que usó su niño para obtener buenos resultados (“Encontraste una excelente forma de pintar esa escena,” “Ya puedo ver que has estado practicando.”) Ofrezca elogios no verbales (un abrazo o los dedos pulgares hacia arriba), o anímelo



implícitamente por medio de exhibir el trabajo de su niño en el refrigerador.

...pero retroceda a veces. Si el niño siente que lo están observando constantemente, va a ser menos propenso a probar ideas nuevas. Déle espacio a su niño para que juegue sólo y espere hasta que termine de dibujar para preguntarle acerca de lo que ha hecho.

Busque recursos comunitarios.

Revise la biblioteca local, museo o centro comunitario para ver si ofrecen clases o talleres para probar destrezas creativas nuevas. Busque

también concursos de afiches o cuentos en los centros comunitarios, o planee junto con un vecino o amiga, una tarde para un proyecto divertido de arte. Algunos proyectos pueden resultar largos o caros, pero al trabajar junto con otras familias se puede aliviar la carga.

Recursos en la Web

La página de **Crayola** sobre los padres y la creatividad ofrece actividades y consejos para animar la creatividad en casa.

bit.ly/creativeparenting

The **Tinkerlab** ofrece decenas de ideas sobre arte, ciencia, ensayos, y trabajos de artesanía para las familias.

tinkerlab.com/

En el blog de **The Artful Parent**, explore entrevistas con los expertos en arte para niños y vea listas de los mejores proyectos.

supplies.artfulparent.com/