

The Learning Community

at Broadalbin-Perth

June 2010

1-2 Thanks from Mrs. LaFountain for a great year!

1-2 End-of-year happenings.

3-4 Parent Corner: How boys and girls learn differently.

From Mrs. LaFountain Principal's Message

Thank you to all the parents who volunteered at school this year; thank you to all the parents that looked through students backpacks for schoolwork, notes and messages; thank you to all the parents that called in to let us know that your child would be absent for the day; thank you to all the parents that made sure children spent time reading at home; and thank you to all the parents that have made sure that their children get to bed at a reasonable hour on school nights. The list could go on. My message is simply this... Thank you to all parents and guardians who support your child's academic growth.

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Using the power of physics, one student lifted 15 students – approximately half a ton – during Dr. Quinton Quark's Slapstick Science show, which coincided with the second-grade science fair.

TLC Happenings

- ★ **June 1** – Rogers, Tomlinson, Murphy and Morrissey classrooms to Saratoga State Park, 9 a.m.-1:30 p.m. (rain date June 2)
- ★ **June 4** – Kindergarten Moving-Up Ceremony, 8:50 a.m., HS Auditorium
- ★ **June 7** – All kindergarten classrooms to Saratoga Children's Museum, 9 a.m.-1:30 p.m.
- ★ **June 7** – Hartney and Womer classrooms to Saratoga State Park, 8:45 a.m.-1:30 p.m. (rain date June 8)
- ★ **June 7** – Volunteer reception and PTSO meeting, 6:30 p.m., TLC
- ★ **June 8** – Loatman and Womer classrooms to Collins Park in Scotia and Subway, 8:45 a.m.-1:30 p.m. (rain date June 15)
- ★ **June 9** – Kindergarten Panoramic Picture
- ★ **June 11** – Second Grade Concert, 8:50 a.m., HS Auditorium
- ★ **June 14** – Farrant and Argotsinger classrooms to Beaversprite, 9 a.m.-1:30 p.m.
- ★ **June 15** – Izzo and Townsend classrooms to New York State Museum, 8:45 a.m.-1:30 p.m.

see "More Happenings" on page 2

For the latest information on everything happening at Broadalbin-Perth, visit our district Web site:

www.bpcsd.org



More Happenings

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- ★ **June 16** – Blaha classroom to Beaversprite, 9 a.m.-1:30 p.m.
- ★ **June 16** – Kindergarten Field Day, morning
- ★ **June 17** – First Grade Field Day, morning
- ★ **June 18** – Second Grade Field Day, morning
- ★ **June 18** – Second Grade Picnic
- ★ **June 21** – Pre-K Moving-Up Ceremony, 10:30 a.m., HS Auditorium
- ★ **June 21** – Second Grade Spelling Bee, 1-2:30 p.m.
- ★ **June 22** – Superintendent's Conference Half Day, students dismissed at 11:20 a.m.
- ★ **June 22** – Summer Reading Kick Off
- ★ **June 23** – Grades K-2 Summer Birthday Celebration at Morning Program, 8:50 a.m., HS Auditorium
- ★ **June 23** – Superintendent's Conference Half Day, students dismissed at 11:20 a.m.
- ★ **June 24** – Last day of school, students dismissed at 10:20 a.m.

Summer Story Hour will be held every Wednesday beginning in July and continuing through the second week in August (July 7, 14, 21, 28 and Aug. 4, 11). Additional information will be sent home with students.

Principal's message

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By the time you get this newsletter, there will be 15 full days of school left this school year. With the end of the school year fast approaching, our days are filled with activity. Please be sure to read carefully all correspondence from the school. It will contain important dates, times, happenings, etc.

So what happens when school gets out?

At school we continue our planning and training for next year. I encourage you to do the same with your children. Take advantage of learning opportunities and teachable moments in all that you do throughout the summer. One aspect of learning that we often discuss at the early childhood level is "prior knowledge." Students coming to school with a variety of experiences are able to quickly integrate new information and relate it to what they have already learned. Every situation can be a learning experience for you and your child(ren), even during the summer months.

This year's summer reading program theme will be "Pop Open A Good Book This Summer." Our reading program kick-off will be held on Tuesday, June 22. In addition to a reading activity, students will have the opportunity to meet the teachers from the next grade level. A light snack will also be provided.

Thank you for sharing your child(ren) with us for the 10 months of the school year. As much as they have learned from us, we have learned from them. Working at The Learning Community with these precious children is truly a gift to me. I hope your children feel the same.

Have a great summer!

Mrs. LaFountain



Reading with your children is a great way to keep their brains engaged during the summer months.

Reminder

- ★ Please keep in mind that in order to receive your student's end-of-year report card, all outstanding balances must be paid in full (returning all library books, Before School Program and After School Program).



How boys and girls learn differently

The following is from the B-P Parent Corner. Read more stories about issues facing parents and children of all ages at www.bpcsd.org. The B-P Parent Corner can be found under the Community tab.

Turns out, years of research proves that boys' and girls' brains really are different, which means they don't always learn in the same way or at the same developmental levels.

Parents of two boys learned to appreciate how different boys and girls can be – but only after the birth of their third child, a girl.

“At the age of two, my daughter could sit with her coloring books and crayons and amuse herself for literally an hour,” says the mother. “When she started preschool she was a model student,” adds the father. “She'd sit at her desk and color or make projects, would write her name neatly, and quietly listen during story time – all of this was so vastly different from our boys who wanted to always be on the go and tended to be more focused if they were physically engaged.”

While not every boy and girl will fall neatly into one of two learning-style categories, science does paint a pretty clear picture of how, as a whole, gender does play an important role in determining how we learn.

Understanding the science of how boys' and girls' brains differ in general can help parents maximize their children's learning experiences and potential. While every child will have his or her own learning strengths and styles, here are a few things parents can consider as they are supporting their children's education and helping them succeed. (Keep in mind, these are general tendencies, and may not apply directly to any given individual.)

Hearing differences

Research shows that girls have a more finely tuned aural structure, which allows them to hear higher frequencies and softer sounds compared to boys. Therefore, if

boys sit in the back of a classroom, they may not be able to hear a soft-spoken teacher or other students in the front of the room.

Girls also tend to be more sensitive to sounds. Experts say that oftentimes girls can misinterpret a teacher's loud vocal tone or booming voice as yelling. “My 9-year-old daughter used to say that her teacher was always yelling,” says one mother. “However, at parent night we learned that he just has a loud voice.”

Visual differences

Boys and girls literally see differently because their eyes are not organized in the same way. The structure of the male eye makes it more attuned to motion and direction, which is why boys tend to have better spatial visualization and memory – skills that are useful when reading maps, constructing elaborate three-dimensional projects, recording information about the position of objects in the environment. As one researcher put it, “Boys tend to interpret the world as objects moving through space.”

see “Tips for learning that bridge the gender gap” on page 4

TLC CARES Award Winners for May

Kindergarten

Christine Austin
Justin Bailey
Luke Barnhart
Julianna Cozzi
Beyonce Griffith
Ashton Jablonski
Masha Kisielis
Braeton Lawton
Emma Morey
Meghan Nellis
Robin Pearce
Colby Ross
Andrew Simonds
Joseph Simonds
Austin Sowle
Maria Stewart
Gregory Vunk

Grade 1

Joshua Billa
Lily Bown
Noah Cernak
Alexander DiCaterino
Devin Eichinger
Dylan Giblin
Hannah Gomula
Connor Holland
Alicia Lotman
Michael Morrison
Sean Palumbo
Jacob Rendo
K'Lee Rote
Ariana Rzesos
Jackson Sassanella
Ashley Subik

Grade 2

Cedric Boehme
Annie Bouck
Travis Burchell
Anthony Covey
Katrina Davis
Devin Eckberg
Adrianna Kenyon
Maria Meola
Nollah Murray
Nolen Neznok
Ivan Roberts
Noah Schwartz
Dominick Young
Julia Zajaceskowski



Tips for learning that bridge the gender gap

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The male eye is also drawn to cooler colors (silver, blue, black, grey, and brown), which helps explain why boys tend to create artwork and pictures of moving objects such as spaceships, cars, and robots in dark colors. The female eye, on the other hand, is drawn to textures and warmer colors (reds, yellows, oranges, and pinks) and visuals with details, such as faces. This is likely why girls tend to use lots of color in artwork and in visual presentations in the higher grades. Additionally, research shows classroom lessons involving colors – i.e., colored markers on whiteboards, colored chalk, colored type on Smartboards and computer screens – tend to hold girls' attention at a higher rate. When parents help their daughters practice their spelling words or hone their math skills, they should consider using colored flashcards or colored type on index cards to further grab their attention.

Language development differences

The language centers of girls' brains actually develop earlier than boys. Consider this: Research shows that from early on, infant girls pay closer attention to the words their parents and caregivers say compared to infant boys. As a result, the verbal centers in the female brain develop more quickly than in the male brain, which is why reading, writing, and comprehension skills tend to come earlier and are more often easier for girls to master. While these skills for both sexes tend to level out in middle school, those who struggle with language skills in elementary school could benefit from extra practice so that other subject areas don't suffer.

Fine- and gross-motor skill differences

Gross-motor skills are those that build kids' large muscle groups and come from the physical activities kids do naturally – running, jumping, and climbing. The stretching and strengthening of muscles in early childhood lead to other refined or fine-motor skills, such as grasping, pinching, and squeezing, all

of which are needed to hold a crayon or pencil, use a computer mouse, or cut with scissors. Children need both gross- and fine-motor abilities to hold themselves upright, make eye contact, and sit for lengths of time when learning such skills as reading and writing once they are in school.

Research shows that young boys tend to develop their gross-motor skills earlier than girls. This is partly because boys tend to be more active and are more productive learners when they are manipulating and moving objects around. Girls, however, define their fine-motor skills faster than boys, and this is partly due to the fact that girls are more comfortable learning by sitting down and working with smaller objects (beads, coins, blocks, etc.) One researcher explains that more boys than girls “simply struggle with the task of holding a pencil and cutting out objects with scissors.”

Boys' fine-motor skills do eventually catch up with their female peers, but until that happens, it can be difficult for boys to write neatly or stay in the lines when coloring and cutting.

“This doesn't mean boys are ‘sloppy’ or don't care about their work,” explains a kindergarten teacher. “It just means that some boys need to do more activities that involve fine-motor skills.”

To help sharpen your child's fine-motor skills, set aside 10 to 15 minutes each day where your child practices writing letters and words, drawing shapes and cutting them out, circling objects on a page, and painting or coloring large, simple pictures (i.e., a rectangular car with two circular wheels, a square house with a triangle roof, etc.). Check out *Highlights* children's magazines or other similar publications that have many activities, stories, games, etc. to help children fine-tune a variety of their early-learning skills.