Happy New Year! Welcome back to another year of learning at GWES! The new year is a great time for new beginnings and new goals. Once we set goals we have to make a plan to achieve our goals. No goal is achieved without a plan and hard work. I would love to hear from our scholars about the goals they set for themselves in the new year. That way I can celebrate with them when they achieve their goals, or encourage them and guide them in refocusing if they fall short. Mr. B always says, “it’s not how smart you are, it’s how hard you work that makes the difference”. So let’s all set a goal to work really hard in this new year. Working and learning and thinking like the champions that you are, right here at Glenarden Woods Elementary School!
We’ve all been there—sitting in a required meeting-listening to someone go over a concept, strategy, or skill that we already know. We grumble our way through the session, irritated that we have to sit there “re-learning” a topic. Many people would categorize a situation like this as wasted time.

Of course, not all meetings are like that, but this is a great way to help people relate to what a gifted kid experiences when the material being taught in class is not at the right readiness-level. We don’t like it when someone else puts us into that kind of a situation, yet we routinely do the same to the gifted students. This is why curriculum compacting is a gifted best practice.

What is Curriculum Compacting?

Curriculum Compacting means to condense, modify, or streamline the regular curriculum to reduce repetition of previously mastered material. “Compacting” what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know.

How does Curriculum Compacting get implemented?

Teachers first determine which students are possible candidates for curriculum compacting. These students consistently complete their work quickly and accurately, seem to have a wealth of outside information, and consistently score well with little apparent effort. Next, teachers pre-test! The pretest covers the main objectives that the students will learn in the unit. By examining the pre-test results, teachers will be able to see which students have already mastered all or large portions of the content. If portions haven’t yet been mastered, the student would learn right along with the rest of the class. But for the portions he/she has mastered, he/she can now be given time to explore a topic in greater depth, do an independent project on a subject of interest, work with a mentor who can expand his/her horizons on the topic, move ahead in the curriculum, write an essay on the topic, etc. A thousand possibilities present themselves. Just which ones the student pursues will depend in part on available resources, available space, available time, the child’s interests, and a teacher’s own flexibility.

You don’t like to re-learn something you’ve already mastered, do you? Yet it’s ironic, isn’t it, that we place roadblocks in front of kids who want to learn something new. This is why our teachers at Glenarden Woods Elementary School use curriculum compacting as a gifted best practice!

#GWESProud 🖤 🐯 💙
Happy New Year!

The beginning of the month we will be focusing on Goal Setting and how to plan and organize personal and academic goals. Here is a read aloud to get the discussion started. “The thing that Lou couldn't do” by Ashley Spires.

In the later part of the month we will begin discussing Conflict Resolution by teaching students skills that can help them problem solve and be a friend. Two books I love about this topic that you might want to read with your child are listed below.

- “You're MEAN Lily Jean!” By Frieda Wishinsky
- Here is a link to “Do unto otters” by Laurie Keller read aloud.

The SchoolMax Family Portal is a platform which allows you to view your student’s attendance and grades. Additionally, your account will allow PGCPS/GWES to contact you via phone and/or email using the SchoolMessenger system. To access SchoolMax, click this link, or visit the Parent page on the PGCPS website. To create an account, please click this link. If you forgot your credentials, please contact Ms. Emerson (erin.emerson@pgcps.org) for assistance.

If your student is having trouble with his/her PGCPS issued device, please email Ms. Emerson for assistance. If the device is damaged, a money order or check made out to Glenarden Woods in the amount of $30 will need to be submitted at the same time the device is returned in order to receive a replacement. If this is the second incident, you will be responsible for the full replacement cost, per the PGCPS Student User Agreement.
# Testing Updates

## January 2022 Testing Dates

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Grades Tested</th>
<th>Administration Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access for ELLs</td>
<td>Grades 2-5</td>
<td>Jan.18-24, 2022</td>
</tr>
<tr>
<td>CogAT Testing</td>
<td>Grade 4</td>
<td>Jan.10-21, 2022</td>
</tr>
<tr>
<td>CogAT Testing</td>
<td>Grade 5 - Only students new to PGCPS</td>
<td>Jan. 10-21, 2022</td>
</tr>
<tr>
<td>NWEA Map Fluency</td>
<td>Grade 2 - All Grade 3 - Only students new to PGCPS</td>
<td>Jan. 18-Feb.4, 2022</td>
</tr>
<tr>
<td>I-Ready</td>
<td>Grades 2-5</td>
<td>Jan. 18-Feb.4, 2022</td>
</tr>
<tr>
<td>Benchmark #2</td>
<td>Math - Grades 2-5 RELA - Grades 3-5 Science - Grade 5</td>
<td>Jan. 31 - Feb.18, 2022</td>
</tr>
</tbody>
</table>

Testing schedule is subject to change without notice**
Start the New Year Strong with SEL!

The New Year symbolizes a time for reflections and the setting of new goals and intentions, for you and your families. Hopefully, as a family you realize that you are more resilient than you thought, that together you can handle challenging times, and even when you can’t do it alone, there are tools and professionals to support you. More importantly, know that you can continue to nurture your emotional intelligence and that of your children by practicing a growth mindset. So... Get ready to put your goals and to help your children put their goals into gear!

From Intention to Action: WOOP it!

Based on the work of Gabrielle Oettingen, WOOP is an evidence-based intervention that guides us through goal-setting by exploring obstacles and barriers. Research shows that when we define a desired outcome, identify potential obstacles, and create plans to overcome those barriers, we are more successful in reaching our goals.

**Wish** - First, help them identify a meaningful, challenging, and feasible wish or goal. This may be academic, social, emotional, or even a new skill or activity they may want try.

**Outcome** - Now, help them identify the best result or feeling from accomplishing this wish (growing in managing big emotions; completing more assignments, etc.).

**Obstacle** - Now that they have a clear picture of what they want to accomplish and how this will make them feel, help them identify any obstacles within them that will prevent them from accomplishing that goal (e.g., not believing they can do it, fear of failing, or a habit like procrastination).

**Plan** - Help them create an action plan that describes what effective behavior or steps they can take to overcome the obstacle (s) (e.g., “If [my obstacle], then I will [effective action steps].

Parents, model WOOP by talking openly about how you are using the 4 steps in your daily life so that your children will understand the process! Listen Here and Here with your children to learn more about pursuing goals amidst obstacles! See you in 2022!
Please refer to the previous newsletter, Google Classroom, and Class Dojo for information about our classrooms.

PGCPS Covid Preventive Steps

- Wear a face covering at all times while indoors in businesses and public buildings.
- Wash hands often with soap and warm water for at least 20 seconds on both sides and between the fingers.
- Use an alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not available.
- Avoid touching eyes, nose, and mouth. Avoid people who are ill.
- Disinfect “High-Contact” surfaces, such as door knobs and tables.
- Maintain an appropriate distance from others.
- Remain home if you are feeling ill and keep students who are feeling ill home from school.
In music, we will continue to read, write, and perform rhythms. Students will learn the names of the lines and spaces on the staff, do music word spelling, and play simple melodies on pitched instruments. 4th and 5th grade students will also learn about key signatures.

Computer Fundamentals: Coding.
2nd Grade Students are still working on Pre-reader Express Course 2021. As of now, students who have just completed all lessons and activities in Pre-reader Express Course are currently in the accelerated course, which is Course C.

3rd-5th Grade Students are also still working on Express Course 2021. They use sprite, assign sprite behaviors, and use time events to create their interactive and animation stories, games, and dance parties.

ICAL (Grade 5)
Many classes have concluded the research portion of their ICAL project successfully. Students did a wonderful job of utilizing reliable sources, paraphrasing information, and citing their sources using the MLA format. We will begin crafting creative presentations using our research, to share our newly learned knowledge with friends and classmates.

Students have also completed map assessments identifying the location of the Spanish-speaking countries around the world. If needed, students may retake these assessments.

Moving forward we will be learning how to say the months of the year, as well as count to 100 in Spanish. We will also practice our language skills using our Duolingo accounts!
In December the 4th and 5th graders focused on learning about the color wheel and how to use it. We worked on learning to mix and blend primary colors to create secondary colors, then combining primary and secondary to create tertiary (also called intermediate) colors. Students also learned about cool colors vs. warm colors, complementary colors, and analogous colors. This leads up to experimentation with different types of watercolor materials, when students return to in-person classes. Our last assignment in December was virtual. It was about packaging design. Students were asked to create packaging design for a product of their choice.

Grade 2 - Japanese Ical
It is a beautiful combination of culture and language, primarily language is one of the components of culture. The students have learned about the traditional Japanese clothing---the kimono and the accessories that go with it and the occasions that require the wearing of kimonos. They also enjoy singing "Sakura", a traditional Japanese folk song in Japanese and in English. In addition, they can describe what the Hina matsuri and the Kodomo no hi or Children's Day festivals are all about.

Grade 3 - Chinese Ical
The Chinese Language and China's Number System are one of the oldest languages in the world and written Chinese has no alphabet with more than 50,000 characters. These are some of the facts the students have learned. Moreover, they can create their own word or meaning by combining two Chinese characters together and doing the four basic Chinese intonations.

Grade 4 - Spanish Ical
We are cutting across the curriculum. The unit on Mexico deals with science too among others. Mexico is within the Circum-Pacific Belt of Fire. The students are able to identify the parts in the cross-section anatomy of a volcano, narrate the legend of two of Mexico's volcanoes and write their own ending or the final event of the story.
Hello Parents & Guardians!

The GWES PTO is creating an **opt-in** list of parent contact information to help organize out-of-school connections between families. This is in an effort to build a neighborhood feel for our amazing school! To help us create a parent contact list, please click your child’s homeroom teacher’s link below. *Remember, it is opt-in and not mandatory.* Help us begin to build our GWES community!

### Second Grade
- Ms. Boyd's Homeroom
- Mr. Coon's Homeroom
- Ms. Crenshaw's Homeroom
- Ms. Peterson's Homeroom

### Third Grade
- Mr. Doran's Homeroom
- Mr. Lanier's Homeroom
- Ms. Jeffries' Homeroom
- Ms. Piekarski's Homeroom
- Ms. Puzniak's Homeroom

### Fourth Grade
- Ms. Wright's Homeroom
- Mr. Spicer's Homeroom
- Ms. Mackowiak's Homeroom
- Dr. Raralio's Homeroom
- Ms. Armstrong's Homeroom

### Fifth Grade
- Ms. Kiso's Homeroom
- Ms. Craig's Homeroom
- Ms. Harding's Homeroom
- Dr. Spears' Homeroom
- Ms. Stewart's Homeroom
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to share my contact information with other families in my child’s class for play dates, birthday parties, and to get to know other amazing GWES families. How do I do that?</td>
<td>Go to the PTO slide in our newsletter and select the link for your child’s homeroom teacher!</td>
</tr>
</tbody>
</table>
| How can I receive communication about Glenarden Woods Elementary?       | **We have several ways!!!**  
Our School website!  
https://schools.pgcps.org/glenardenwoods/  
Our TAG Website!  
https://sites.google.com/pgcps.org/tagcenterprogram/home  
Our Monthly School Newsletter, “Tiger Tribune”  
School Messenger - (Used by teachers and administration to deliver messages. *You must have updated information in SchoolMax.*)  
Follow us on Twitter ~ @GWES_PGCPS  
*Even if you don’t “do” Twitter, download the app and just follow OUR school!*  
Follow our School Story on Class Dojo  
*If your child’s teacher doesn’t use it, send Mrs. Soto an email and request the link to the school story.*                                                                 |
| When will progress reports be released?  
How can I find it?                                                      | Progress Reports will not be printed. Please sign up for the Family Portal if you haven’t already. Your child’s grades will be available to view on January 4th, 2022.                                             |
| When do students come back to school?                                  | Students that chose in-person learning this year will return back on Tuesday, **January 18th.** **Students that have been virtual all year will return on Monday, January 31st** as originally planned. |
January 4th
2nd Quarter Progress Reports are available in the School Max Family Portal.

January 17th
Martin Luther King Jr. Day
No School

January 18th
Return to In-Person learning.

January 21st
Early Dismissal Day – 3-Hr. Early Dismissal for Students,
10- and 11-Month Employees

January 31st
All PGCPS students return to In-Person Learning.