



News from the Principal

Dear Glyndon Families,

Thank you for an amazing and productive start to this 2020-2021 school year! It has been enlightening to observe the academic and social growth in the first few weeks of school albeit in this remote environment. Thank you for sharing your children with me on screen!

Our children rely on us for everything. Their sole survival in this world depends on a caretaker to help provide them with food to eat, time to sleep, and opportunities to play and develop which all lead to creating the right supports for a child to thrive. Everything about our children's survival during the first part of their lives depends on our ability to provide love, support and care around the clock. As I consider all of these initial expectations that are thrust upon us as parents, that we must do everything for our children, I then think about how our roles must eventually evolve and shift into the same expectation but how it looks is incredibly different. Our role as parents is to continue to help our children find ways to develop and thrive, but how we do it must look different as our children grow older.

Essentially, if we continue to do everything for our children then we are not providing them with the opportunities to learn how to process, cope and manage challenging situations on their own. During early adolescence, there will always be plenty of opportunities to practice these skills, but only if the adults in their lives help them realize their ability to control both how they feel and how they choose to respond.

Twenty-three years of working with students have provided me with 3 enduring understandings of children:

- 1) Nothing lasts forever,
- 2) They want and need support just as much as adults want and need to provide support, but don't always understand how to receive it, and
- 3) They make decisions based on what they know and feel, which is often incomplete.

Students are consumed by their own thoughts nearly every moment of the day. What can feel like trivial matters to adults are actually game-changers for them. As their realities are shaped by their experiences and interactions with people at each juncture of every day, they are creating their identities for themselves and their understanding of the world. Nothing in there is trivial to them, and we should never dismiss matters so quickly. So more often than not, school-age children are constantly choosing and deciding between things. What to do versus what not to do. What to say versus what not say. What to feel versus what not to feel. What to think versus what not to think. When we, as adults (myself very much included), remind our students to make good decisions, what on earth is a kid supposed to do with that loaded reminder? Now when our children do actually just make poor choices (of course they exist and they will make them), and there are some consequences in front of them, then what?

The approach that an adult takes in these situations is equally as critical, if not more so, than how our children respond. To over-simplify this, what truly matters is whether we as parents choose to support and help or intervene and take over. And yes, it is always a choice.

When we see our children struggle, the very children that we love dearly, it often catalyzes us to spring into action. How can we fix this? How can we make it better right now? How can we move forward as quickly as possible? These moments can revert us back to being the parents of 5-10-month-olds when we are really dealing with 5-10-year-olds. So when our 5-10-year-olds struggle, what do we need to prioritize and remember? We

need to remember that we must help our children figure out how to process, cope and manage issues so they can understand how they can control them. We need to remember that they need to be the ones in the driver's seat to get the issue resolved if the situation actually needs a resolution.

There are two strategies that I think all of us as adults can employ to make the magic of the priorities above actually happen.

First, instead of going right into problem-solving mode, take a step back and go into problem-identifying mode. What is the difference? A big one. Problem-solving makes us do things before we fully think and understand a situation but with a problem-identifying mindset, we commit to taking the time to fully understand all of the facets and variables that make this problem a problem. It gives us the gift of time to better understand what actually happened.

Second, to better help empathize with your children, try not to assume that you can take on their perspective. Avoid thinking or saying, "When I was a teenager..." until much later. In the moment, walk yourself away from that soapbox. Trying to put yourself in their shoes only causes you to muddle it up with your own biases about the situation. Instead, approach the situation with a perspective-getting mindset to learn more about how your child thinks and feels that is independent of you. This is about them, not you.

Luckily, there is a simple way to ensure that you employ both strategies: ask questions.

That is the answer: to ask questions.

Ask questions. Ask questions. Ask questions. Keep asking so many questions that once you have asked all of your questions there are literally no more questions to ask. And then once that is done, ask yourself if you really have asked every question possible.

This will not only help build your own empathetic superhero skills, but it will also model it for your child while at the same time helping to provide the chance to practice how they will process, cope and manage the given situation. Understandably, this can be a big shift as parents, but it is an important one. As a byproduct, this will also help to continue to foster a loving and trusting relationship as our babies grow into teenagers. Out of everything that matters in life, our children, more than ever, need these kinds of healthy relationships. How we empower and entrust our children to cope with challenges has to have an end game of developing these skills to use them independently as they grow up. So our takeaway together as parents, myself included, is how can we ask more questions and be better listeners, because more often than not these two practices can resolve most of our children's problems.

I look forward to an exciting year with you and your children. Please reach out to me at any time at trobinson2@bcps.org and I miss and love my Glyndon Family very much...

Tracy M. Robinson, Principal



Classroom Highlights

Mrs. Phillips' Preschool 3's:

Mrs. Phillips' Preschool 3's class has been busy learning routines and getting to know our classmates. Our focus with our first story, *Brown Bear, Brown Bear*, by Eric Carle, has been on identifying colors, learning animal vocabulary, matching colors, and sorting by color and size.

Pre-Kindergarten:

Happy Fall Glyndon Families!

We are so excited to have some of our youngest learners participate in virtual learning

Classroom Highlights

Pre-Kindergarten continued...

this year! Our friends have been getting to know each other by playing fun games and singing songs together. We are exploring feelings we are having about beginning school and learning online and practicing some great ways to calm our bodies. In ELA, our friends are doing a great job practicing listening skills to prepare for listening to sounds in words! We are also beginning to identify the letters by creating art with our names. In math we are learning about spatial awareness, sorting and shapes. Families, thank you so much for your support. We couldn't do it without you!

Kindergarten:

Kindergarteners have been very busy learning this first month of school! Thank you for supporting your child and us teachers in this virtual environment.

Phonics:

- Listening for sounds with rhythm and rhyme in poems
- Tracking print top to bottom and left to right
- Making silly rhymes

ELA:

- Focused on our Conscious Discipline program to share about our emotions
- Breathing strategies (drain, pretzel, STAR, and balloon) to calm down
- Utilizing ways we can use our big voice to show how we feel

Math:

- Use Number Corner in math to develop a calendar routine to practice counting the days in school
- Determine what comes next in a number line sequence
- Record amounts using a 5 and 10 frame
- Discuss attributes of objects and how to sort them into groups based on those attributes and record their amounts and discuss what group had the least or the most.

Please continue to visit our Schoology homeroom pages to access our choice board assignments to follow up on our subjects for the day. We want to thank you again for all your efforts navigating this online learning, we are in this TOGETHER! 😊

First Grade:

Students have started the school year off with identifying and managing our feelings through Conscious Discipline. In ELA, we are retelling fiction using the 5 Finger Retell Strategy, as well as, identifying letters and sight words in decodable texts. In Math we are finding combinations of 5 and 10 using the number rack. We are also exploring the use of different math tools through Work Places (ex: Unifix cubes, pattern blocks, geoboards.) During Science, we are exploring different patterns in the sky (ex: sun, moon, stars).

Second Grade:

Second grade is off to a strong start. In ELA, we are learning to ask and answer questions to discuss various texts. We are also working on recounting stories, examining characters, and analyzing the author's craft. In Phonics, we are building our reading skills by becoming aware of the sounds we hear in words, identifying and producing the sounds of letters, breaking words apart, making words, and learning about syllables. In math, we are working on mastering addition and subtraction strategies to help us to be fluent with our math facts. We are also learning how to visualize problems and to explain our mathematical thinking. In Science, we are learning about animal habitats.

Classroom Highlights continued...

Third Grade is off to a great start. During ELA, we are reading fiction and non-fiction texts and working on summarizing using the main idea, and key details. We are also practicing reading multisyllabic words in phonics. In Math, we are learning about multiplication using repeated addition, arrays, and number lines. In Health, we are focusing on character building, goals setting, breathing strategies and problem-solving skills. Lastly in Social Studies, we are learning about the 7 continents and looking closely at Asia to compare it with geographic features of North America.

Fourth Grade students are off to a great start! In math, we are learning how to represent numbers using base-ten numerals, number names, and expanded form. We are also learning about the relationships between place values and how to compare whole numbers. In ELA, we are learning how to summarize using a plot diagram in order to retell a fiction story. We are also learning how to add descriptive details to our writing.

Fifth Grade students are demonstrating perseverance and dedication in their learning and we are so proud! In ELA students are learning to compare themes, events, and characters in two stories. Students are learning how to develop an opinion piece and using quotes from the text. In Grade 5 math, students are learning how to represent large numbers in standard, word, and expanded form. They are also learning how to represent the base ten number system using exponents. In Advanced Math, students are learning how to multiply greater numbers using the standard algorithm and are completing their first tiered task!

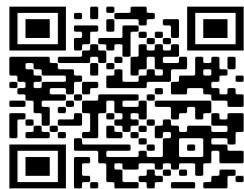
Conscious Discipline/Restorative Practice Tips

Conscious Discipline breathing exercises shut off the body's "fight or flight" response, allowing children and adults to calm themselves and to choose effective responses to conflict and to being upset.

Three deep belly breaths shut off the brain's "fight or flight" system. These active calming strategies are the key to emotional health. Glyndon uses these strategies, from Conscious Discipline. Conscious Discipline utilizes four core breathing techniques: S.T.A.R., Drain, Balloon, and Pretzel. Ask your child to demonstrate them today! For additional information on these breathing exercises, contact Ms. Ordakowski at mordakowski@bcps.org.

Math Tips

Hello Families! Students have been hard at work learning about number sense and place value in grades PK-2 and 4-5. Third graders are working on understanding multiplication and division. A great resource from our new curriculum is the Math at Home Activities website (<https://mathathome.mathlearningcenter.org> or use QR code). Click on your grade level and choose a set to find a variety of games, challenge activities, and review Work Places.



TECHNOLOGY NEWS

TECHNOLOGY BEST PRACTICES:

- We ask that you continue to follow these best practices to ensure that your computer is ready for learning each day:
1. Shut down your device each night to ensure proper updates are sent.
 2. Log in with your BCPS credentials to both your device and Google Chrome. Your email address will be your child's BCPS credentials followed by @bcps.org for their Google account. This will allow the proper entry into your child's Google Meeting each day.
 3. If you are unsure of your child's credentials, please call the school and we will assist you. Your child's homeroom teacher or school support staff are equipped to answer questions to support technology trouble you may be having. We also suggest you visit the BCPS Technology Support Portal for additional help.

DIGITAL CITIZENSHIP:

In Baltimore County Public Schools we recognize the importance of teaching our students to be safe, secure, and responsible when using technology for learning or for fun. We believe that with parents and guardians as our partners, we can help our students to gain skills, understandings, and dispositions that will enable them to be responsible and safe in these digital environments.



What can parents do?

Talk to your child about being safe, secure, and responsible online

Ask your child about the lessons and activities occurring in their classrooms

Set boundaries for your child's online use

Remind your child that they can inform trusted adults if problems occur

What can students do?

Think about all that you know about digital citizenship

Practice what you've learned when you are online

Tell an adult if you feel unsafe or uncomfortable

Remind your friends to be safe and secure online



google meet



EXPECTED BEHAVIORS

- Check in with your teacher when you join the meeting ("Hi, ____.")
- Be on time
- Stay engaged (nod or thumbs up) if others are talking
- One person talks at a time
- Mute your mic if you're not speaking
- Raise your hand or use the chat to share Ts or ideas
- Wait for your teacher to call on you
- Teacher leaves the conversation last, end video chat before the teacher



UNEXPECTED BEHAVIORS

- Start talking to friends right away before greeting the teacher
- Late to the meeting
- Talking over others/Interrupting
- Not using the mute while others are talking
- Being disrespectful to classmates and/or teacher
- Using the chat to make inappropriate or silly comments
- Everyone talking at once
- Staying on the conversation after everyone leaves



BALTIMORE COUNTY
PUBLIC LIBRARY

Homework Help

Check out these free homework resources that you can access from home, school or the library.

Brainfuse

Get expert help from tutors at [Brainfuse](#). Have your library card number and password ready.

- Chat live from 2 p.m. to midnight, seven days a week. Spanish-speaking tutors are available
- Send a Question and get an answer within 24 hours
- Use SkillSurfer to practice long division, improve reading comprehension and learn other key skills
- Submit a writing sample to the Writing Lab and get feedback on structure, grammar, style and content to help you better organize and present your thoughts and information



Parent University - Many links to help parents and students navigate every day.

<https://www.bcps.org/parentu/> -Link for Parent University

<https://www.bcps.org/parentu/schedule/fullSchedule.pdf> Link for parent and family workshops.

FACEtime Newsletter from Parent University-Many useful resources for parents!

<https://www.smore.com/n183f>

Meals- BCPS is at Glyndon Elementary Monday & Wednesdays distributing breakfast & lunches from 11am-11:30am, then at Glynita Circle from 11:45am-12:30pm every week. Look for the school bus!



Baltimore Hunger Project is at Glyndon Elementary on Fridays from 11am until 12pm or until supplies last distributing pantry items, produce and bread. Availability may differ each week.

SNAP BENEFITS

<https://mydhrbenefits.dhr.state.md.us>

- Select "create an account"
- SNAP application assistance is available by phone from Catholic Charities 667-600-2291 between 8:30am- 5:00pm Monday-Friday (Spanish and English)
- Maryland Hunger Solutions 1-866-821-5552 (Language Line available)

Any questions, please contact Mrs. Martin, smartin12@bcps.org