

# MUSTANG TALES



## This Week At MSES!

### Monday, Feb. 3

- Ms. Hammel's Dance Class: 11:50 am – 12:40 pm
- Ms. Carter's Dance Class: 1:50 pm – 2:40 pm
- Connect14

### Tuesday, Feb. 4

- Imagineers: 3:00 pm – 4:00 pm
- Connect14
- Incredible Years: 4:00 pm – 6:30 pm

### Wednesday, Feb. 5

- Stream Team: 3:00 pm – 4:00 pm
- Connect14

### Thursday, Feb. 6

- Class Picture Day
- Swim Class at Manitou Pool: 3:30 pm – 4:00 pm
- Connect14

### Friday, Jan. Feb. 7

- Walking School Bus from Memorial Park: 7:30 am – 8:00 am
- KidPower 1<sup>st</sup> Grade (Mr. Pletsch's Class): 8:45 am – 10:45 am



## From the Principal's Desk

### Mr. Vogel's Weekly News and Celebrations!



**> MSES at the Manni Awards!** Manitou Springs held it's annual Manni Awards Banquet Thursday at city hall, honoring community leaders in a variety of categories. Of the three marvelous D14 teachers nominated for excellence in the Education category, two were from Manitou Springs Elementary School! **Fifth-grade Teacher Lisa Mussi** was nominated for her work creating our schoolwide Creek Week Cleanup of the Fountain Creek Watershed; for her afterschool science club Stream Team, which monitors and protects the cleanliness of Fountain Creek water; and the afterschool club *Imagineers*, who design and implement community service projects for people, animals, and/or the environment as part of Jane Goodall's Roots and Shoots international organization of students. **Fourth-Grade Teacher Christi Marquardt** was nominated for her tradition of creative teaching at MSES and her

work creating and running the D14 robotics program since 2012. Her robotic journey started with one team in 2012 and has grown until today she has a hand in all 26 Robotics teams K-12 in the district involving over 200 students last year alone. Ms. Marquardt was awarded the Manni in Education for this year! As a bonus: Of the four high school students nominated for the Outstanding Student Award, three were MSES alumni (**Se'amus Lowe, Mackenna Yount, and Caden Salladay**) -- and Seamus was chosen for the Manni. I am tremendously proud of all of our staff -- from our paras, custodians, secretaries, and food service folks through our incredible teaching staff -- as well as the whole students who graduate from MSES and go on to brilliant accomplishments the rest of their lives.

**> Kindness is Contagious:** Each week, we love to celebrate students as we catch them offering intentional acts of kindness throughout the building. When MSES students do kind acts for others, staff post Kindness Heart cards on the pillars in the commons and share their good deeds here. These are this week's especially kind students:

- Stella Wilks for being a respectful listener in class all day! (Ms. Hammel)
- Madison Clinage helped a friend who didn't feel well! (Ms. Julie M.)
- Ezra Rasmussen helped a friend who didn't feel well! (Ms. Julie M.)
- Thomas Reed helped a friend finish his drawing for a project! (Ms. Larsen)
- Allyson Cancel showed great effort in her work during small group work time! (Ms. Romano)
- Olivia Corey went through the recycling to help a friend who was looking for his work! (Ms. Larsen)
- Brennen Abbott shook a classmate's hand during a song when no one else would! (Ms. Thomson)
- Aidan Dorcey helped clean up without being asked! (Ms. Carley)
- Skyla Hale was being a great friend to a classmate in art! (Ms. Dunlap)
- Shaelyn Chadwick helped a friend feel better! (Ms. Woytko-Morris)
- Cricket Hallahan picked up trash that wasn't hers at recess! (Ms. Thomson)
- Smith Parker took care of a new friend at school! (Ms. Thomson)
- Brielle Flemming helped a friend who got hurt! (Ms. Laura)
- Elsie Militti comforted a friend who fell and got hurt! (Ms. Laura)
- Grace McCracken was so helpful and cleaned a mess that was not even hers! (Ms. Farrell)
- Sonny Burgos was super brave during hearing/vision screenings! (Ms. Jenn)



## ASK YOUR EXPERT!

### Family Questions From Your Mustangs' Lessons This Week

**Preschool:** This week we learned about how different animals use their body parts differently in the book *What Would You Do With a Tail Like This*. For example, a four-eyed fish can use its eyes to see above and below water at the same time, or a bush baby can use its eyes to see in the dark. Ask your expert: What do you remember about some of the animals we read about, such as an anteater, hyena, elephant, gecko, lizard, or water strider? **In our social learning curriculum Dinosaur School** this week, we talked about the feeling *lonely* and shared times when we felt lonely and what helped us change that feeling. Ask your expert: When was a time that you felt lonely. **In math** we practiced ordinal numbers with the book *Freight Train* and one of our favorite songs, *Waiting for the Elevator*, by Laurie Berkner. <https://www.youtube.com/watch?v=if3Jkmh8Bjs> Use the words first, second, next, and last with your child for extra practice. – **Julie Lavigne and Julie Womochil, Preschool Teachers**



**Art:** First grade artists are creating "Alphabet Soup" designs in order to demonstrate their use and understanding of how the Design Element **Line**, is the foundation of all drawing, writing, and mathematics. In Visual Art, line is used to create movement, shape, pattern, and texture. Written languages throughout history and cultures have used lines to create letters and symbols for communication. In Mathematics, lines create the numbers, shapes, and angles we use to solve problems. Our "Alphabet Soup" design project begins with artists using their best craftsmanship and creativity to place all 26 letters of the alphabet in a random arrangement on their papers. Next, a continuous line weaves each letter together in order from A-Z....sort of like a dot to dot works with connecting numbers in order. Lastly, the various shapes that are created within the letters and intersecting lines are decorated with patterns and colors making each artist's "alphabet soup" deliciously unique. – **Carrie Dunlap, Art Teacher**



**Kindergarten:** We finished our Kings and Queens Domain this week and are looking forward to learning about the Seasons and Weather in our next domain. Ask your expert: What does *dainty* mean? (Small and fancy) What does the Queen do to find out if the Princess in *the Princess and the Pea* is a "real princess"? (She puts a pea under 20 mattresses and 20 quilts to see if the princess can feel it.) What does the Fairy Godmother in the story Cinderella help her do? (Go to the Royal Ball by turning a pumpkin into a coach, a rat into her driver, and mice into horses) What time does Cinderella need to leave the ball by? (Midnight) Why did we learn about *Snow White and the Seven Dwarves* if we were learning about Kings and Queens? (Snow white is a princess and her mom is a queen.) **Kindness Challenge:** Give someone you love a HUGE hug! Why is hugging someone a kind thing to do? How do you feel when you hug someone? How do you feel when someone gives you a hug? How do you think someone else feels when they get a big squeeze from you? – **Missi Thomson, Jeana Farrell, and Lindsay Hammel, Kindergarten Teachers**

**First Grade:** We have finished studying Astronomy and are focusing in on our home planet, Earth! This week, we explored the layers of the Earth. Ask your expert: What do geologists study? (They study rocks to learn about the Earth.) What are three important words to remember when you're thinking about geology? (Heat, Pressure, Time) Can you name the layers of the Earth? (Crust, Mantle, Outer Core, Inner Core) On which layer of the Earth do we live?" (The crust) – **Sarah Carter, Paige Carley, and Jon Pletsch, First-Grade Teachers**

**Second Grade:** We had the opportunity to experience a *Systems and Organs Lab* in our classrooms! All three rooms were used to house different activities related to different systems of the body. Mrs. Pearson's Room had lung making and a virtual tee that showed inside the body. Mrs. Woytko's Room had a mechanical hand that they made! Mrs. Whipkey's Room had *real* organs harvested legally and ethically from a deer and pig. They wore surgical masks and protective gloves if they chose to see and handle the organs. Students have been studying the different systems of the human body for the last three weeks and were able to make connections with this amazing lab. **Many thanks to Dr. Follari and UCCS Partners, parent volunteers, and former second grade students.** Without Dr. Follari's vision, this experience wouldn't exist. Ask your expert: What was the best part of the lab? Why? What was your least favorite part? Why? What surprised you? What amazed you? Did you learn anything new? What? What would you tell next year's second-graders about the experience? – **Lori Pearson, Chris Whipkey, and Maria Woytko, Second-Grade Teachers**

**Music:** In Music class this week, Second-graders explored and practiced making changes on the ukulele chords C, F, and A minor. Pictured, Carol and Avery, from Mrs. Whipkey's class, play *Can't Stop the Feeling* by Justin Timberlake, along with a rhythmic backing track and all their classmates. Students also worked on Adele's *Send My Love* and John Lennon's *Imagine*. – **Elizabeth Lawson, Music Teacher**



**Third Grade:** We're beginning our CKLA Astronomy Domain with an introduction to our address in the universe: Milky Way Galaxy, Solar System, Earth, North America, United States of America, Colorado. Does your expert know their street address? Another address to know is 4425 Arrowswest Drive, just off of Garden of the Gods and 30th Street. **On Thursday, February 20, at the Space Foundation Discovery Center, from 5:00 to 7:00pm, third-graders will host "Planet Manitou."** This is a free event for MSES families. Our third-graders will be putting their out-of-this-world Space Grid Projects on display at the Discovery Center, and everyone can enjoy the museum as well. Ask your expert which projects they may need support with -- and be sure they practice presentations with you when completed. All Space Grid projects should be sent to school by February 18. Have fun learning and creating with your experts! -- **Becky Elms, Brandon Wood, Natascha Leonardo, Third-Grade Teachers**

**Fourth Grade:** We are making our way to the exciting "season finale" of *Eureka! Student Inventor!* Ask your expert: Why do you think Failure is the final wedge in the Wheel of Invention? What does failure have to do with inventing? (In the words of Thomas Edison, "I NEVER fail. I just discover what doesn't work."; a failure may open doors to new ideas or new understandings; sometimes you may have failed on what you have set out to do, but you accidentally achieve something else; sometimes you accomplish your goal, but it doesn't come out as perfect as you would have liked it to have.) What were some examples of how the judges themselves failed? (Hedy Lamarr attempted to make a cube that added fizz to a drink, but it didn't work; it took Thomas Edison a year to find the correct filament for his lightbulb, and then *another year* to make the lightbulb long lasting.) How did *you* fail (in a sense) during the Eureka show? Think back to the various building challenges, or even back to how your lab collaborated. Explain how you would change your actions in the future. – **Maddie Goldman, Jessi Larsen, Christi Marquardt, Fourth-Grade Teachers**

**Physical Education:** We have just started our annual Basketball Unit this week -- dribbling, passing and shooting with all grade levels. – **Randy Niebuhr, Physical Education Teacher**



**Fifth Grade:** In our CKLA curriculum, we are still studying the novel *Don Quixote*. The story has shifted a bit, and while Don Alonzo has been struggling with seeing reality all along (because he *thinks* he's the knight Don Quixote), it has gotten even harder for Don Alonzo to see reality lately. Why? (Samson wrote a book about Don Quixote's adventures, so the pretend knight now seems more real! Also, the Duke and Duchess both play a lot of pranks on Don Alonzo, making him think that he/Don Quixote is real.) **In Social Studies**, we've been learning that Russia's early rulers had both positive and negative effects on Russia. Ask your expert: What were the positive effects from Ivan the Terrible? (He expanded Russia's land); what were the negative effects from Catherine the Great (the serf population grew larger). -- **Amy DeLarm, Rachel Embery, Lisa Mussi, Fifth-Grade Teachers**

**TEAMS:** This week kindergarten through Second Grade helped to complete our Mustang Service Corps project by making feral cat shelters. Our students helped MSC raise \$225 dollars for the shelter supplies. We measured and cut the styrofoam to size and then taped the styrofoam inside the shelter along the walls so the feral cats stay warm inside the shelter. Students also decorated the outside of the shelter with their own artistic touch. Third through Fifth Grades will complete theirs next week and we will deliver them to Happy Cats with our Mustang Service Corps Core team.



**Fifth-graders were introduced to the Numbers application on their iPads,** which they will use to practice graphing and charting. We will practice graphing their weather data which is recorded daily in science class. Students will learn the various types of graphs they use for different types of data. This is a very user-friendly app that will also be used to chart/graph their own science fair data in the near future. -- **Amy Bradbury, TEAMS Teacher**



Come and see what we've been learning in Music class! First-graders are singing, playing, and moving to the beat. We're excited to share a little informal program with you on the following dates and times:

**Tuesday, 2/11**

**11:30 Ms. Carter's class**

**12:00 Mr. Pletsch's class**

**Wednesday 2/12**

**11:30 Ms. Carley's class**



## Counselor's Corner

-- Leatha Hay, MSES Counselor

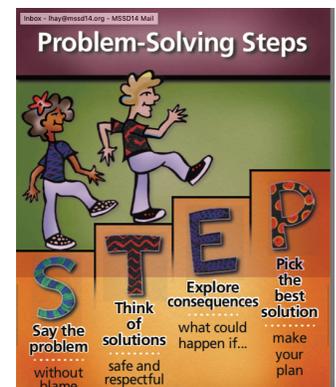
Hello Parents and welcome to February 2020! Students in 1<sup>st</sup> through 5<sup>th</sup> grades continued their Second Step lessons on Emotional Management and Steps to Problem Solving.

**First Grade: Calming Down:** The past few weeks your first-graders have been working on ways to calm down as well as how to manage worry. When students are experiencing strong emotions such as worry, they can use the Calming-Down Steps to manage their feelings effectively and reduce the likelihood of compulsive or aggressive behaviors. A couple of our lessons this week and last focused on using positive self-talk to calm down. Positive self-talk engages the thinking part of your brain and helps divert students' attention from negative self-talk, which can escalate strong feelings. (When you talk positively or negatively to your body out loud, or quietly in your head, your body and brain actively listen.) We also worked on managing worry. While worry or anxiety is not as likely to result in aggression or disruption in learning, they can be concerning. Building skills to calm down when having worries or other strong feeling can help students cope with school and personal stresses in a positive way. **Ask your expert what worries and fears they have. Anxiety is the uncomfortable feeling you get when you are worried about something that *might or might not happen*. Discuss times when your child had a worry that did not come to pass. Talk about future worries and how they are not likely to come to pass: "You're going to do great in the soccer game! You are going to ace that spelling test."**

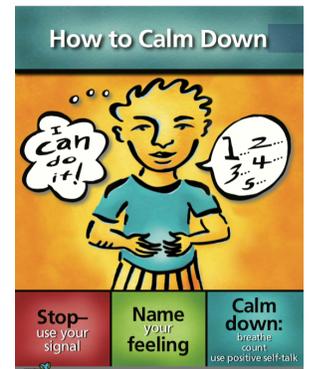


**A quick reminder:** First-grade students will be training on Fridays for two sessions per class with Kidpower (See Kidpower flyer below for more detailed information). We would love for parents to attend to be better able to develop family safety plans. **Ask your first-grade expert (and fourth-graders, who have already completed this training): What is a safe distance from a stranger? How do you get help from busy adults? How do you use your voice and body to escape a threatening situation? How do you deal with bullies?** Join MSES staff with your first-graders at the community room across the street from MSES to answer these questions and create a family safety plan for your child. We'd love to have you work with us and with your children -- plus it's free!

**Second Grade: Problem Solving Steps – "S-T-E-P"** Students who are skilled problem-solvers get along better with peers and have fewer conflicts and problems with aggression. Students can escalate conflicts by failing to consider the situation from the other persons' perspective. The perspective-taking skills learned earlier in the year are an important part of the first of the Problem-Solving Steps, **S: Say the problem**. It is important for students to see a problem in a neutral way that does not blame the other person. Students should only *describe* the problem. "We both want to use the same swing." In another lesson we learned that once they've calmed down and state the problem without blame, students are ready for the next three steps. The second step, **T: Think of Solutions**, strengthens cognitive skills and helps students avoid jumping at the first idea that comes to them, thus preventing hasty and possibly more aggressive responses. Emphasizing the importance of safe and respectful solutions builds prosocial norms and helps students employ perspective taking to think about the effect of their action on others. The third Step, **E: Explore Consequences**, helps students think through cause and effect and avoid solutions that will cause them more problems. Does the problem get bigger or smaller? Exploring Consequences means, what could happen (positive or negative) if I chose this particular solution? Then, **P: Pick the Best Solution**.



**Third Grade: Calming Down:** Third Grade worked on Handling Accusations. Calming down can help students manage strong feelings. In the lesson, students learn and practice how to calm down using deep breathing called “belly breathing.” Belly breathing helps lower blood pressure and heart rate, both of which calm the body. Once students are calm it is easier for them to think clearly and handle challenges. Other classrooms focused on managing anger. Anger is a common strong emotion that can cause lots of problems for students. In this lesson, students learned about and practiced using both assertiveness and ways to Calm Down, counting, or walking away to cope with strong feelings of anger. Counting can help students successfully manage angry emotions; it engages the thinking part of the brain and helps students slow down so they can think before reacting to the situation. **Parents:** Remember a successful way for students to handle anger is by calming down and naming their feeling of anger, not by expressing their anger with aggressive activities such as punching pillows or screaming. Punching pillows or screaming techniques actually increase strong emotions and are not helpful. **Some of your third graders learned to use emotional management techniques** to stop them from jumping to conclusions about others. Students can create or escalate conflicts when they jump to conclusions about what is behind another student’s actions. Student can use the Calming-Down Steps to make it less likely then will act impulsively on their emotions. Then they can take the next step and ask questions assertively, which helps them better understand others’ perspectives and intentions. Ask your expert: How do you avoid jumping to conclusions? (Get more information first.)



**Fourth Grade: Managing Strong Emotions:** Fourth Grade had an entertaining lesson on Managing Strong Feelings that examined parts of the brain -- in particular, the limbic system. In the limbic system, the amygdala contains all of our emotions. “Amy” is not all bad; she keeps you safe. In addition to containing your emotions (that might need calming), the amygdala also contains your flight, fright, or freeze responses. (If you see a bear, it might behoove you to freeze or slowly slip away undetected.) **Ask your expert:** In what part of the brain are your emotions contained? (The amygdala -- or the primitive lizard brain.)

**Fifth Grade:** Fifth-graders focused on Managing Anxiety and Frustration. Let’s take a closer look at the physical signs experienced by students when feeling anxiety. When asked in the



classroom where they feel symptoms in their bodies when managing anxiety, Fifth-graders reported stomach aches, head hurting, feeling warm, feeling cold, shaking, mind racing, lack of focus, muscles feeling tense, sweating and thinking negative thoughts. **Ask your expert** where they feel anxiety or frustration in their bodies. Compare with them where *you* feel anxiety and frustration, anger, or stress in your body. Ask them what steps they can take to calm the strong emotions down? (Stop, give yourself a signal – notice what is physically happening in your body. Then name your feeling: “I feel frustrated” Then brainstorm solutions and then pick the best solution.) It is important not to skip the first two steps. *Stop, Name your feeling.* Both are important parts of the calming down process before moving to solutions.

Last but not least, I worked with a classroom of fifth-graders (and another teacher worked with her fifth-graders) on Tattling vs. Telling. If someone cuts in front of you in line is it a safety issue or is it just wrong? Tattling vs. Telling... what’s the difference? The Difference is danger. **Ask your expert** when they should tell an adult. (If it is a safety issue, they should tell an adult every time.)

Counseling Questions? Please call Leatha Hay, Counselor, 685-2160.

# Reading Connection

Tips for Reading Success

Beginning Edition

February 2020

Manitou Springs Elementary School

## Book Picks

Read-aloud favorites



### ■ *It's Only Stanley* (Jon Agee)

The Wimbledon family is trying to fall asleep, but every time they do, Stanley the dog wakes them up. First he howls, then there are clanks, buzzes, and other random sounds. What's all the noise about? Stanley is up to something wonderful in this rhyming story.



### ■ *Starring Jules* (As Herself)

(Beth Ait)

Second-grader Jules Bloom is in a panic. She has an audition for a commercial that she's sure will lead to fame. But she's going to need the help of her ex-best friend and a potential new best friend to make it happen. This early chapter book is the first in the Jules series.



### ■ *Little Libraries, Big Heroes*

(Miranda Paul)

How did Little Free Libraries get their start? Readers will find out in this biography about Todd Bol. He created the first Little Free Library to share his mother's love of reading with others. Since then, the movement has spread, turning Todd into a reading hero for people all over the world.

### ■ *I Am Earth* (Rebecca and James McDonald)

Earth itself "narrates" this nonfiction book about gravity, changing seasons, orbits, and more. Information on keeping the planet healthy is woven in, and comic-style illustrations and speech balloons make the book easy to read. (Also available in Spanish.)



## Clever decoding strategies

What goes through your child's head when he's reading and comes to a word he doesn't know? Encourage him to think like a detective by asking himself these questions that will help him "decode" unfamiliar words.



### "Does it remind me of a word I know?"

Once your youngster learns to read a word, he can use it to read other words. For practice, take turns picking a word and saying words it makes you think of. See a stop sign? Your youngster might say *stop* starts like *step* or rhymes with *top*. Now have him use this strategy when he reads. Example: "*S-t-o-m-p* looks like *stop*. But there's an *m* in it. *Stomp!*"

### "Is there a part I recognize?"

Even if your child doesn't know a long word, chances are there are small words inside it that he can read. Choose a long word in a book, and see who can find the most words in it. In *window*, your youngster may see *win* and *wind*. Or maybe he'll notice that *macaroni*

contains *car* and *on*. Putting together the familiar parts can help him read the whole word.

### "Does it have a pattern?"

What do *cake*, *lime*, and *note* have in common? They all follow the pattern consonant / long vowel / consonant / silent *c*. When you read with your child, encourage him to look for words that fit patterns he is learning in school. Spotting the pattern might help him correctly read *mine* instead of saying *min*, for instance. ♥

## Trace the groundhog's shadow

Will the groundhog see his shadow this Groundhog Day? The groundhog in this activity will—and by tracing the shadow, your youngster will give her "writing muscles" a workout.



● **Sculpt.** Let your child use clay or play dough to make a groundhog. She'll strengthen her fingers as she rolls and shapes the dough.

● **Trace.** Have your youngster trace her groundhog's shadow to work on hand coordination. Lay a sheet of paper under a lamp. She can position the groundhog so the light casts a shadow on the paper. Then, she could use a crayon to trace around the shadow's outline. ♥

# Write to learn

As your child learns to write, she can also use writing to learn. Here are a few ideas.

**"What I know" Journal.** Encourage your youngster to start a notebook about what she's studying in school. After a science experiment with magnets, she might list things that she discovered are magnetic, then test household objects and add to her list. Or if she's learning to solve story problems in math, she could make up her own problems and illustrate them.



**Character interviews.** What would your child ask a famous person or a fictional character? She can use her imagination by writing pretend interview questions and making up answers. Maybe she'd ask, "What's the hardest thing about being a dragon?" and reply: "Hiding under the bed!"

**Reading log.** Suggest that your youngster keep track of books she reads. She could practice summarizing by writing a sentence or two about each title. She may even rate each book with 1–5 stars—she'll practice critical thinking as she compares books and decides which ones she liked more or less than others.♥

## Q&A Silent reading

**Q** My daughter has started reading silently. What is my role now?

**A** The ability to read silently shows that your child is becoming more independent as a reader. Still, she'll benefit from the same kinds of things you did when she was just beginning to read.



For example, make sure she has plenty of reading material. Take regular trips to the library, and encourage your daughter to choose a variety of books. Also, set aside time to read. You might snuggle up and read your own book alongside her—you'll show her that reading is a lifelong pleasure.

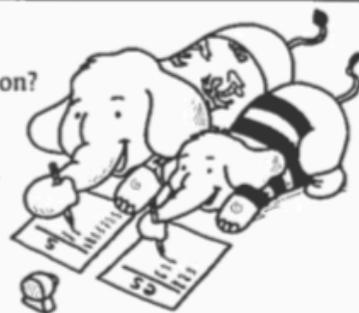
Finally, talk about books with your youngster. Ask her about what she reads in school and at home, and tell her what you're reading. The two of you might even read the same book and discuss it when you're finished.♥

## Fun with Words

### Play with plurals

What do *s* and *es* have in common? They turn singular words into plural ones! Play this game to help your youngster discover guidelines for choosing the correct ending when he writes.

1. Have your child label two sheets of paper, one with *s* and the other with *es*. You take one sheet, and he gets the other.
2. Set a timer for three minutes. Each of you should look through a book and write plural words you find with the ending on your sheet. For *s*, your youngster might list *arms*, *birds*, and *cups*. For *es*, you could write *dishes*, *couches*, and *boxes*.
3. When time's up, have your child count the words on each sheet. Which ending "wins" (is most common)? He'll see that most plural words end with *s*.
4. Ask your child what he notices about the *es* words. He may realize that many have *ch*, *sh*, *s*, *o*, *x*, or *z* before the *es*, while other words take an *s*. Then, suggest that he keep the lists handy when he writes so he can refer to the examples.♥



## Parent to Parent

### Be a reading volunteer

I wanted to support the reading program at my son Ricky's school. Since I stay at home with my infant twins, I emailed the teacher to ask if she had take-home projects I could do.

I found out that there are many ways I can help. Sometimes the teacher sends home instructions and materials for me to make classroom games like spelling bingo and vocabulary tic-tac-toe. Other

times, she has asked me to write poems or sentences on poster board. The projects are fun, and Ricky is always interested in what I'm doing.

I've also volunteered in the classroom a couple of times while my mom watched the twins. One morning, I read with small groups, and another day, I helped students turn their stories into books. Ricky likes seeing me in his classroom, and I like that I'm making a difference at his school.♥



## OUR PURPOSE

To provide busy parents with practical ways to promote their children's reading, writing, and language skills.

Resources for Educators,  
a division of CCH Incorporated  
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# Please Join Us For KIDPOWER

8:45 – 10:45 ----- FRIDAYS

2/7 and 2/14 – Mr. Pletsch

2/21 and 2/28 – Mrs. Carter

3/6, 3/13 – Ms. Carley

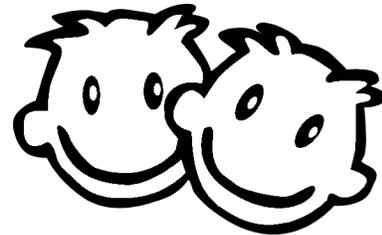
**Across the street from MSES in the Community Room at the Community Congregational Church.** (*Kidpower is a purely secular program. It is held in the community room for space reasons only.*)

***Please come work with your child.***

KIDPOWER is a non-profit organization that teaches interpersonal safety and confidence-building skills to young people. The KIDPOWER approach ensures that every child practices every skill presented through carefully formatted activities and role-play. Your child will build confidence, self-esteem and awareness in dealing with bullies, strangers and adults they know. KIDPOWER is successful because skills are taught in a way that is not scary or overwhelming, but matter-of-fact and fun!

Kids will learn to:

- ★ Be aware and confident
- ★ Keep a safe distance from a stranger
- ★ Avoid getting engaged in unwanted conversation
- ★ Use voice and body to escape a threatening situation
- ★ Get help from busy adults
- ★ Deal with emotional coercion and intimidation
- ★ Set boundaries on touch with people they know
- ★ Deal with bullies



*WHY PARENTS? It is important for parents to have a common vocabulary with your kids so when and if safety issues come up you are able to talk to your kids in a way that is not scary or overwhelming. So please join us for this very important Kidpower presentation!!!*

WHO: Students and their parents  
TIME: 8:45 – 10:45  
WHERE: Community Room, Community Congregational Church, 103 Pawnee  
COST: **Free**  
QUESTIONS: Call Leatha Hay, Counselor, 685-2160 or your teacher with questions.



# REGISTER TODAY

## What is Girls on the Run?

Girls will be inspired to a lifetime of self-respect and a healthy lifestyle through an innovative program that combines running with a fun, health education curriculum. This program promotes individual achievement and self-confidence. Girls gain self-esteem and learn healthy lifestyle habits while training for a 5K run/walk race.



## Your daughter will...

- Understand that she has a place in her community
- Develop a strong sense of identity
- Learn how to give and receive support in a group
- Gain confidence to stand up for herself and others
- Improve her self-confidence and body image
- Complete a 5K- walk, run, hop, skip, or jump

**Practice Days/Times:** Tuesdays/Thursdays: 3:00-4:30

**First Day of Practice:** March 3rd

**Fee for 10-week Program:** \$95.00 (Girls: \$60. D14: \$35)

**Site Coordinator:** Coach Maria Woytko-Morris

**Email:** [mwoytko@mssd14.org](mailto:mwoytko@mssd14.org) **Phone:** 719-359-0972

**REGISTER TODAY:** See Coach Woytko for application.

## Friends and Memories For A Lifetime

Time to order your 2019-2020 Yearbook. This year, the yearbook will be in color.

The price is \$24.00 for a FULL-COLOR yearbook this year.

Please fill out the form below to order your copy or copies of the 2019-2020 Manitou Springs Elementary School yearbook. Order your yearbook ASAP or before March 6<sup>th</sup>, 2020 to guarantee your copy.

To order with debit/credit card, please go to:

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Any questions? Please call or email Ms. Woytko-Morris at 685-2172 or [mwoytko@mssd14.org](mailto:mwoytko@mssd14.org)

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Manitou Springs Elementary School 2019-2020 Yearbook

Child's name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher's name \_\_\_\_\_

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We will also need middle and high school helpers to fill our Leadership Intern and Leaders In Training volunteer positions. Please contact Kristen Kanaga at [kkanaga@mssd14.org](mailto:kkanaga@mssd14.org) to apply.

