



WILMA RUDOLPH LEARNING CENTER NEWSLETTER APRIL

LETTER FROM THE PRINCIPAL

APRIL 2017

Greetings Rudolph Parents and Guardians!

Can you believe that it is finally officially spring, and Spring Break is just around the corner? Only in Chicago would we have one last heavy snowfall followed by 60 degree weather and sun. I hope that you have a great break with your children and they get the chance to enjoy some well-deserved relaxation. The students have been working hard at school!

Even though April is a short month, it is a busy month. 3rd quarter ends Thursday, April 6th. On Friday April 7th, all CPS schools are closed. Spring Break begins on Monday, April 10th and classes resume for all students and staff Monday, April 17th. We expect to see everyone back at school. When students are absent, they are not learning.

On Wednesday, April 19th, there are no classes for elementary students, as it is report card pick-up day. Rudolph will be open from 12:00p.m.-6:00p.m. to discuss your child's grades and progress. There will be a few vendors on sight. We will also be hosting a Tupperware Fundraiser, a Book Fair and you will be able to order Rudolph t-shirts.

Not only did we learn a lot during the month of March, but we also had a lot of fun inside and outside of the school building. In the community, students explored the Shedd Aquarium, the Peggy Notebaert Nature Museum, the Children's Museum at Navy Pier and went to the movies! Inside the school, students had their school pictures taken, worked on their gardening skills preparing the gardens out front, and enjoyed a Chinese Folk Dancing performance.

As we continue to provide the best education possible for our students, there is a financial struggle within the district and our students face inequality of per-pupil funding. Your help is needed, as you have assisted in the past. Please take a moment to look that the CPS 20% for 20% Campaign. You can assist by contacting your fellow legislators, take action by signing the petition, and most importantly make your voice heard. More information can be found at cps.edu/equality.

Again, it is an honor to serve you and our students. I thank you for allowing me to lead the staff and students of Rudolph. I look forward to ending the year strong and continuing to build on our students' strengths.

Yours in Education,

Holly Dacres
Principal

Hi Parents,

If you walk into any Rudolph classroom, you will see that core words are being utilized along with aided language stimulation. As a reminder, core words are important because they can be used in any situation, with any topic and any communication partner. These are the words that we use most often when communicating. Core words make up 80% of our vocabulary. Consider how often we use words like in, go, up, that, where, and mine. We are continuing to focus on teaching these core words in many different contexts this year. That means your child needs a lot of practice at home!

We have new core vocabulary words of the month for April. They are **WORK** and **HELP**. We will be emphasizing these words at Rudolph during a variety of instructional lessons and activities including gardening, engaging in "classroom jobs", helping friends, lessons regarding community helpers and learning about occupations. These words can also be used at home in a variety of ways. Remember a great way to increase comprehension is to use aided language stimulation (touching pictures and saying the word simultaneously).

The pictures of **WORK** and **HELP** are attached and below are some examples of how and when to use the core words.

HELP

Activities	Ways
Discuss Feeling and Emotions	Model saying "I feel sad, I need help." When your child is sad/frustrated, one can state "Do you need help?". "Let's help each other."
Feeding/ Cooking, Grocery Shopping	Practice saying "I need help" when cooking or collecting groceries. "Please, be my helper." "I need you to help me." Create situations where YOU need to ask for HELP, and then model asking others for help. An examples is: can't reach item on top shelf
Story Time	Read a story and discuss how the characters helped each other. Some books that are suggested are: The Little Red Hen, Henry Helps by Beth Bracken, Cook It; Fix It; Grow It and others in the Helping Hands series, by George Birkett, Help! I Really Mean It, by Lauren Child
Play Activities	Create situations where your child will need help. Model and encourage use of "help". For example, your child needs help opening the bubbles.
Chores/ House Responsibilities	Speak with your family regarding different job responsibilities that need to be completed in the house. "Your job today is to wash dishes. How will you help me?" "Please help me pass out the plates."

WORK

Activities	Ways
Morning and After School Routine	Talk about going to work for the day and what kind of work you will be doing. Ask your child "what did you work on at school?", "do you have any homework?"
Story Time/ Looking at Photos	When reading through a book, you can ask "What kind of work is he doing?" You can read about community helpers and explain their work. You can also look at action pictures and discuss the "work" that is happening.
Discussing Occupations	Spend some time discussing occupations and discussing the work that the jobs entail and where they work. "He is a construction worker. He works outside." "I am a teacher. I work at a school."

TEACHER/SECA SPOTLIGHT**Breanne Bockwoldt :**

This is my first year as a speech-language pathologist at Wilma Rudolph, and it has been the greatest pleasure to get to know the amazing staff and students I work with every single day. My favorite part of Rudolph has been the strong sense of community that comes together to make the school a positive environment for students to learn and grow. As a speech therapist, it is my job to give our students a voice and help them communicate in their own unique, individualized way. I am highly passionate about this population and find great joy in figuring out how each student can be a successful communicator in the classroom, as well as collaborating with teachers and giving them strategies to support each student's communication development.

HIGHLIGHTS FROM ROOM 6 TEAM

Room 6 had a great time in March celebrating Dr. Seuss' birthday. We also made decorations for our wonderful assembly on March 17th. In April, our theme is The Economy, Jobs, and Community helpers. We planted some carrots and flowers in our indoor greenhouse that will be planted outside later this spring. We are using out switches in class with the ipads and computers to learn math and reading skills. Mr. Dan, Ms. Kara and Ms. Bertha are assisting with the centers in the classroom and helping the students to use the switches to make choices and to let us know what sensory items they would like to use. We are excited about making Easter decorations before Spring Break!

**RESOURCES**

El Valor– Guadalupe Reyes Children and Family Center: Certification classes, first aid, parenting seminars and family support groups. Phone #: 312-666-4511, www.alvalor.org

Lekotek: Play sessions and playgroups, toy lending library, parent support. Phone #: 773-528-5766, www.lekotek.org

KEEN-Kids Enjoy Exercise Now: Free sports and recreation programs for young people with disabilities. Phone #: 312-876-2535, www.keenchicago.org

