

Dear Families,



Last Thursday we donned our cowpoke duds to celebrate Western/Cowboy Day.

This was a fun afternoon of 4 events that the 4 house teams rotated through.

The "BEARS" came out on top as the team to collect the most points. Those points included winning at the events, keeping the school grounds clean for the week, and sportsmanship. The competitive spirit is mounting as this week the "ELK" team was challenged to do their part at keeping the playground and field free of garbage. Check with your child to see which house team he/she is on. Something the kids can be doing at home to earn points for their team is to read, read, read. Each child that reaches the monthly reading goal of 20 minutes/20 times a month will earn points for their team.

Thank you to all the families that promptly returned their child's district-wide field trip permission form. I am still waiting for a couple of the website/email surveys to be returned (the ones that were on green paper) and some of the magazine subscription offers (remember that you only need to check "no" and sign your name for our class to get free stuff). Please send these in as soon as possible.

Book orders were processed yesterday. They will probably be in around October 4th. Thank you to all the families who placed orders this month.



We have a great little community developing in our classroom. The students have already had many opportunities to work with different partners, and sit beside different classmates, as they switch desks at the end of each day. I am loving that I am witness to some great problem solving, collaboration, acceptance and patience.

On Tuesday we had our first Surprise Day of the year. Shealyn's and Faith's moms came and played a game with the students called "Villager". We had three rounds

before the ladies left us with a delicious cake to finish off the morning. Thank you Rosanna and Tammy for starting our day off on a fun note. Now that we've had a taste of what Surprise Day is we are looking forward to the next one.



Today I collected Spelling homework. Each child in the class was given work on Monday with the expectation that it would be completed by Thursday. There were a few students who did not finish their homework, or didn't even have it at school. I have sent the incomplete books back home for them to finish up during the weekend. This is the week that they were all frontloaded with the fact that if they do not have time at home to complete their work, perhaps they should give up some time at lunch, to ensure it is finished. Next week if it is not done on Thursday they will spend some time in that day to complete it.

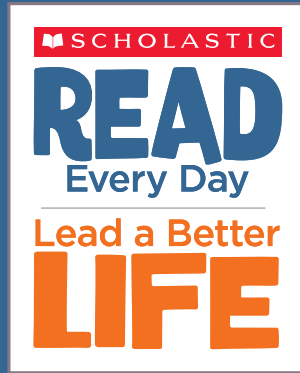
MARK YOUR CALENDAR . . .

SEPTEMBER 30—TERRY FOX RUN IN CHRISTINA LAKE

SEPTEMBER 30—TERRY FOX PLEDGES DUE & TERRY FOX INFORMATIONAL SHEET

Have a sensational weekend.

Mrs. Jennifer Eaton



The Reading Bill of Rights

A Child's Right to Read

Today we live in a world full of digital information. Yet reading has never been more important, for we know that for young people the ability to read is the door opener to the 21st century: to hold a job, to understand their world, and to know themselves. That is why we are asking you to join our Global Literacy Call to Action: We call this campaign: "Read Every Day. Lead a Better Life." We are asking parents, teachers, school and business leaders, and the general public to support their children's right to read for a better life in the digital world of the 21st century.

Here is what we believe about reading in the second decade of the 21st century. We call this *The Reading Bill of Rights*:

WE BELIEVE that literacy—the ability to read, write and understand—is the birthright of every child in the world as well as the pathway to succeed in school and to realize a complete life. Young people need to read *nonfiction* for *information* to understand their world, and *literature* for *imagination* to understand themselves.

WE BELIEVE that the massive amounts of digital information and images now transmitted daily make it even more important for a young person to know how to analyze, interpret and understand information, to separate fact from opinion, and to have deep respect for logical thinking.

WE BELIEVE that literature and drama, whether on printed pages, screens, on stage or film, help young people experience the great stories of emotion and action, leading to a deeper understanding of what it means to be truly human. Without this literacy heritage, life lacks meaning, coherence and soul.

WE BELIEVE every child has a right to a "textual lineage"—a reading and writing autobiography which shows that who you are is in part developed through the stories and information you've experienced. This textual lineage will enable all young people to have a reading and writing identity which helps them understand who they are and how they can make their lives better. In short, "You Are What You Read."

WE BELIEVE every child should have access to books, magazines, newspapers, computers, e-readers, and text on phones. Whatever way you read, you will need to figure out what the facts are or what the story tells you. No matter how and where you get access to ideas, you will need the skills of reading to understand yourself and your world.

WE BELIEVE that reading widely and reading fluently will give children the reading stamina to deal with more challenging texts they will meet in college, at work and in everyday life. And every child should be able to choose and own the books they want to read, for that choice builds literacy confidence—the ability to read, write and speak about what they know, what they feel, and who they are.

WE BELIEVE that every child has the right to a great teacher who will help them learn to read and love to read. Children need teachers who provide intentional, focused instruction to give young people the skills to read and interpret information or understand great stories they will encounter throughout life.

WE BELIEVE that in the 21st century, the ability to read is necessary not only to succeed but to survive—for the ability to understand information and the power of stories is the key to a life of purpose and meaning.

JOIN

Scholastic's global literacy campaign at
www.scholastic.com/readeveryday

SHARE

the books that influenced your life at
www.youarewhatyouread.com



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