



Rainbow Review

A Newsletter for Parents, Teachers, and Students of
Orchard Ridge Elementary School

Dr. Michael Hertting
Principal

5602 Russett Road
Madison, WI 53711
204-2320

Safe Arrival: 204-2329

**EARLY
RELEASE**

11:30

APRIL 6

For grade
reporting.



From the Principal

Dear Parents:

Our 3rd graders recently completed the Wisconsin State Reading Test. This is the annual test for 3rd graders which has been in use for many years. Starting next year our 3rd, 4th and 5th graders will take standardized tests in both Math and Reading. This is part of the implementation of No Child Left Behind.

Throughout the school district we are planning for next year. It appears there will be three referendums in May. They are to: 1) Build a new school on the Leopold site, 2) continue the maintenance referendum and 3) exceed the revenue caps. All of these have impact to all students in the Madison Metropolitan School District. They are also discussed elsewhere in this newsletter. Planning for next year will continue, but will not be finalized until the results of these referendums are known.

Boundary changes are yet another unknown for us here in MMSD. The results of the referendum may also impact the boundary changes. The

best place for parents to learn more about these topics is to go on-line to the MMSD web site www.mmsd.org Please feel free to contact me if you do not have computer access.

It was great to see so many of our families at the Orchard Ridge PTO Carnival. This annual event is fun for everyone. Thank you to all of the volunteers and staff members who were able to attend this PTO fund raiser. Our children just love this event (and so do many adults!)

Spring Break is upon us! It is my hope that you and your family have time to spend together as a family. Families doing things together are what children remember. And as you might expect I also encourage you to have your children continue reading over the break! Helping children to read and sharing the joy of books is so important and helpful to the education of your children.

Have a great Spring Break!

Mike Hertting
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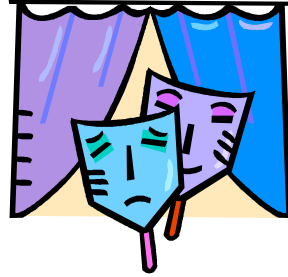
ORE Calendar

March

- 14 Kindergarten Registration
1:00-6:00 PM – Art Room
21-28 NO SCHOOL – Spring Break
29 School Re-Opens

April

- 6 EARLY RELEASE - 11:30
Grade Reporting
12 PTO Meeting 7:00
15 Report Cards go home
21 2nd Grade Overnight to
School Forest



Theatre Group will present plays on Self Control

In early April, students at ORE will see the Climb Theatre group from Minneapolis present plays on strategies for Self Control.

Thanks for the *Awesome Scrip Month!*

Thanks to all of the parents and staff who purchased scrip in February. We had a great month and earned \$545.00 for the school! We were so happy too that we met our goal of the \$5,000 minimum Woodman's order. In fact, we made \$7,000 in Woodman's, earning \$350.00.

Wherever you buy your groceries we appreciate your orders. Copps and Cub also earn money for our school through scrip. Some new additions to the scrip program are:

Ace Hardware	\$25.00 at 4%
CompUSA	\$25.00 at 4%
Build-A-Bear	\$25.00 at 8%
Talbot's	\$25.00 at 8%

Dare we hope for a \$600 month in April? Here are the dates for the next two scrip orders, for those who like to plan ahead.



April

Orders sent home Friday, April 8th

Due Tuesday, April 12th

Distributed Wednesday & Thursday, April 20th and 21st

May

Orders sent home Friday, May 6th

Due May 10th

Distributed May 18th and 19th

News from the PTO



2005 Spring Carnival – Another Success!

Everyone attending this year's Spring Carnival had a great time - there were games and prizes, balloons, hotdogs, popcorn and bake sale goods, as well as the very popular Raffle Prize Drawing! The event was well attended by ORE children and their families. We estimate that the funds raised by this event were approximately \$1600.

Congratulations to our Grand Prize Raffle winners:

- American Girl Doll: **Madeline Vogel**
- Pacific bicycle: **Kate Buwalda**
- Holiday Inn overnight: **Brett Weigel**
- Fast Forward Skate Party: **Chris McCarthy**



A very special thanks goes to **Ann O'Rourke** and **Martha Howell** for organizing this event. Their hard work and dedication to making this event a success was evident in the many happy faces seen on that Saturday.

Thanks also to:

- **Jennifer Goulette**, Room Parent Coordinator for organizing volunteers
- **Heidi Meixner** for purchasing and selling hotdogs and soda
- **Lori Henry** for organizing volunteers to staff the Book Fair
- **Amy Lemberger** for organizing the Cake Walk and Bake Sale
- The **Cub Scouts** for selling baked goods and popcorn
- Those **Classroom Parents** who volunteered their time to set-up, sell tickets, run games and tear down the Carnival – we couldn't have held this Carnival without you!

The PTO Board met on March 8, 2005

Topics discussed were:

School communication and possibly adding another position to the PTO Board to coordinate better communication between parents, teachers and administration. A subcommittee was formed to come back with a proposal at the April 12, 2005 meeting.



Dr. Mike Hertting and Barb Dorn briefed parents on **the proposed school boundary changes and the 2005-2006 MMSD Budget**. Please visit the MMSD website for more information as the issues of boundary changes, referendums and the 2005-2006 Budget continue to take shape: <http://www.madison.k12.wi.us>

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PTO Officers for 2005-2006

The following individuals have indicated their willingness to be nominated to the following board/volunteer positions:

PTO Board Officers 2005-2006

President	Leota Dye
Vice-President **	Vacant (2)
Secretary	Vacant (1)
Treasurer(s)	Matt Silvern and Kelly Cook
Volunteer Coordinator	Lori Henry
Teacher Representative	Kathy Statz
Principal	Dr. Mike Hertting
Fund Raising Chair	Beth Walsh
Room Parent Coordinator	Jennifer Goulette
Webmaster	Michael Stone

** ☐4. The President(s) of the Board shall be promoted from the prior years Vice President(s) and will serve for one (1) year. Every effort should be made to select two people to serve as Co-Vice-Presidents. Past Presidents should be available for advice for one (1) year after their term has ended, to help ensure continuity of the ORE PTO. ☐

Volunteer Positions for 2005-2006

School Carnival	Ann O'Rourke
Scrip Program	Michelle Hughes
Yearbook	Lee Vermeulen

We are still in need of 2 Vice Presidents and 1 Secretary for next year.

Please contact Lisa Veldran (271-0722) or Beth Walsh (276-8422) if you are interested in being nominated to the Board or if you have any questions about what serving on the PTO Board entails.

Talented and Gifted (TAG) Programming News



If you're looking for quality summer activities for your child, check out the **enrichment classes** in the Madison School and Community Recreation (MSCR) activity catalog! (Have you received yours in the mail yet?)

Enrichment classes are designed for the capable and interested student. The curriculum is designed to provide expanded learning opportunities and offer experiences in areas that may not be part of the regular school program. Students should be self-motivated and committed to attending summer school. Classes are open to children who reside in MMSD, and who will be entering grades 1-8 in August 2005.

Registration deadline is May 2, 2005.

Check out this year's offerings in the MSCR spring/summer catalog, or visit their web site: www.madison.k12.wi.us/mscr Sign up today!

DISTRICT NEWS

Boundary Changes

The long Range Planning Committee of the Board continues to look at different options for boundary changes. We do not lose any children with any of the options. The options currently being considered are:

3A3, 3B1, 3D1, 3D2

We gain small numbers of students from either Huegel or Falk with these options. They do not change our poverty level or enrollment significantly. They do bring us closer to 100% capacity. Several public hearings are scheduled to take parental input on these options.



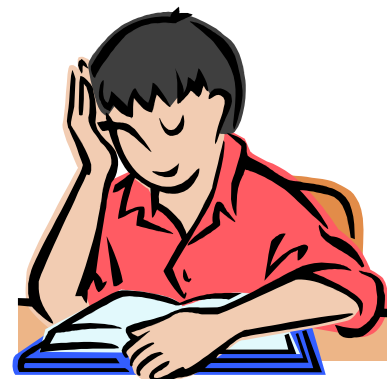
Budget Cuts

The MMSD Administration has compiled a list of recommendations for budget cuts for the MMSD School Board. These are just recommendations and the Board can accept them or cut other items. It appears the Board will be going forth with a referendum to allow some of these cuts to be restored. This has yet to be determined.

School Districts all across the state are having these problems. The revenue caps were started in 1993 for a one year basis. They limit the growth of the budget to 2.6%. The problem is that many of our expenses are rising more than 2.6%, so budget cuts have to then be made. Utilities are one example where the increases in some years have been far more than 2.6%. MMSD has made millions of dollars in budget cuts over the past tens years. We are at a point where the cuts can no longer be made without impacting the children. The state legislature has made no effort to change how schools are financed.

There are several places where ORE children are affected. Some of them are: the 4/5 strings program will be eliminated, we will lose some SEA time for special education students, 10 program support teachers for special education (these provide support to our special education teachers and help with evaluations), 8 less custodians across the district, mental health services across the MMSD and two less support teachers for the gifted.

These are just some of the cuts. The complete list is located on the web. It is hard to understand some of the cuts so be sure to call the school if you have questions.



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Referendums

- 1) A new school for the Leopold site to ease over crowding for that attendance areas.
- 2) Maintenance Referendum – this would continue providing funds for much needed projects. Toki/ORE would greatly benefit from this. See past Rainbow Review for a list of items.
- 3) Exceed Revenue Caps for Operating Costs – the exact specifics have not yet been determined for this referendum.

Web Site

MMSD is using its web site for much information. We recognize that not all of our parents have access to the internet. Please feel free to call the school office and we will be happy to provide information to you. The MMSD Web Site is WWW.MMSD.ORG



MSCR TO HOLD SUMMER PREVIEW FAIR

Looking for ideas to keep your children busy this summer?

MSCR will hold its annual Summer Preview Fairs on Wednesday, March 16, at Memorial High School and on Thursday, March 17, at La Follette High School, 201 South Gammon Road. The fairs take place from 6:30-8 p.m. each night and are free of charge.

Come and talk with over 45 organizations that offer summer activities for children grades K-12. Get summer schedule for programs featuring art classes, camps, dance lessons, enrichment opportunities, swimming, sports lessons and much more. Please call 204-3000 for more information.

MSCR SUMMER PROGRAM GUIDE

The new MSCR Summer 2005 Program Guide will be distributed Sunday, March 6 to Wisconsin State Journal Sunday Subscribers and mailed to all other residents of the Madison Metropolitan School District March 7-11. Resident registration begins March 14, non-resident March 28. Please call 204-3000 for more information.

MSCR offers many recreation programs for all ages at affordable prices. Programs include: adult sports, leagues, arts, cultural events, outdoor get-a-ways, sports skills, swim lessons, and many other fitness and leisure opportunities. Please call 204-3000 or stop by MSCR at 3802 Regent Street for more information. Or visit MSCR's website at www.mscr.org.

MSCR, a division of the Madison Metropolitan School District, is a public service recreation department serving the community since 1926. It is a lead provider of a wide range of accessible programs and leisure opportunities.

Respect at ORE

We are continuing to work hard with respect at ORE. Students showing disrespect is probably our most frequent discipline issue. We are just seeing too much of it. It is affecting the climate of our school.



We deal with disrespect in a number of ways. In classrooms, we talk about respect and what it looks like. The principal visits classrooms as well. We are doing school wide assemblies to specifically explain what respect is and what it looks like. We keep data of those students who have problems with this and put in place interventions to teach other ways for them to communicate. We try and contact parents so they can assist us. Finally, we do consequence children who are showing disrespect. This is an on-going problem and we will continue to work on.

What can parents do to help us? Here are some ideas:

- Talk with your child about respect.
- Set a positive example when you are in our building. Make it a point to positively interact with all of the children in your child's class.
- Try not to get into power struggles or arguments – it only makes it worse.
- Please let our staff/the principal know if you are treated disrespectfully by one of our children. This is important. Doing nothing only reinforces that disrespect is okay.

We will continue to work hard on this. We are making progress, but it is not where we want it. Thank you for working with us on this.

ORE Yearbook Update



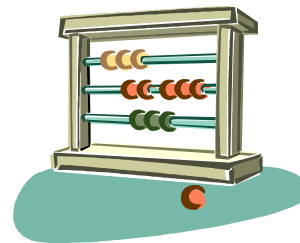
Once again, ORE will be publishing a yearbook filled with photographs documenting the fun and excitement of the 2004-2005 school year. **Books will remain on sale for a few more days**, and a small number will be available for purchase at the end of the year if you don't get your order in before **March 22**.

The Yearbook Club met three days in March, and decided on the book's dedication, produced many pieces of original art work for the book, and prepared several layout pages. All the club members did a terrific job and their work is appreciated!

The PTO is interested in identifying someone who would be willing to accept responsibility for coordinating the yearbook in 2 years (for the 2006-2007 school year), and would be willing to work next year with the current coordinator (Lee Vermeulen), who has agreed to produce the book for the 2005-2006 school year. If you have an interest in taking over the coordinator responsibility, please contact Lee at LC.Vermeulen@hosp.wisc.edu and he can give you details on the work that's required. **No experience necessary!**

Direct Modeling: A Window into Children's Mathematical Thinking

By Linda Levi



Choose one of these problems to pose to your child. Remember to let your child use his or her own strategy to solve the problem.

- A. Tylesha has 5 bags of marbles with 3 marbles in each bag. How many marbles does Tylesha have altogether?
- B. Patrick has 12 peace cranes. How many more cranes would Patrick have to make to have 21 cranes altogether?
- C. Mrs. Richards' class is taking the bus on a field trip. They are riding in a min-bus that has 11 seats. Altogether 27 people are going on the trip. How many people can sit 2 to a seat and how many have to sit three to a seat?
- D. Mr. Wu bought 22 animals for his students to take care. He knows he is getting some lizards, some chicks and some beetles. He also knows that altogether his creatures will have 100 legs. What might he have ordered? Is there anything else he might have ordered?

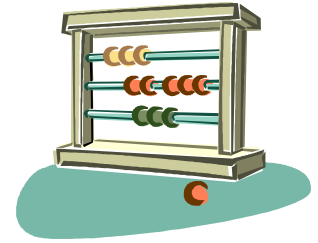
Children's initial conceptions of mathematics are quite different than adults'. Adults would solve problem A by multiplication, problem B by subtraction, and, if they remember their high school algebra, problems C and D by using systems of linear equations. Children will first be able to solve these problems by direct modeling the situation in the problem. For example, for problem B they may draw 12 lines and keep drawing more lines until they get 21. They then will go back and count the extra lines they added. For problem D, they may take 100 pennies and make groups of 4, 2 and 6 until they end up with 22 groups.

Direct Modeling is a powerful strategy that provides a foundation for the more advanced strategies that follow. If you cannot model a problem, you cannot solve the problem. When your child struggles with a math problem, avoid referring to the operation (addition, subtraction, multiplication or division). Kids who are struggling should be reminded to think about what is happening in the story and find a way to show it. As children grow in their sophistication, they will no longer need to and should not be expected to directly model every problem. Adults use direct modeling to solve complex problems throughout our lives. Elementary school children naturally directly model problems they find challenging; we should encourage children's use of this strategy.

Linda Levi is an Education Researcher at the University of Wisconsin – Madison. Dr. Levi has researched the factors that enable children to learn math with understanding and is currently studying how the teaching of mathematics in elementary school can prepare children for success in algebra. Her children attend MMSD schools.

Modelo directo (*Direct Modeling*): Una ventana en el pensamiento de los niños

Por: Linda Levi



Elija uno de estos problemas para posar a su niño. Acuerde de dejar al niño usar su o su propia estrategia para solucionar el problema.

- A. Tylesha tiene 5 bolsas de canicas con 3 canicas en cada bolsa. ¿Cuántas canicas tiene Tylesha en total?
- B. Patrick tiene 12 "peace cranes". ¿Cuántas más "peace cranes" tendría que hacer Patrick para tener 21 "peace cranes" en total?
- C. La clase de Mrs. Richards está tomando el autobús en una excursión. Están montando en un minibús que tiene 11 asientos. En total 27 personas están yendo en la excursión. ¿Cuántas personas pueden sentarse 2 por asiento y cuántas tienen que sentarse 3 por asiento?
- D. Mr. Wu compró 22 animales para sus estudiantes a cuidar. Él sabe que está obteniendo algunas lagartijas, algunos pollos y algunos escarabajos. Él sabe también que en total sus criaturas tendrán 100 piernas. ¿Que puede haber él ordenado? ¿Hay algo más que él puede haber ordenado?

Las concepciones iniciales de matemáticas de niños son muy diferentes a las de adultos. Adultos solucionarían problema A por multiplicación, problema B por resta, y, si recuerdan su álgebra de high school, problemas C y D por usando sistemas de ecuaciones lineales. Niños podrán primero solucionar estos problemas por modelo directo (*direct modeling*) la situación en el problema. Por ejemplo, para problema B ellos pueden dibujar 12 líneas y seguir dibujando más líneas hasta que tengan 21. Ellos entonces irán atrás y contarán las líneas extras que sumaron. Para problema D, ellos pueden tomar 100 monedas de un centavo y hacer grupos de 4, 2 y 6 hasta que acaben con 22 grupos.

Modelo directo es una poderosa estrategia que provee una fundación para las estrategias más avanzadas que siguen. Si usted no puede modelar un problema, usted no puede solucionar el problema. Cuando su niño pugna con un problema de matemáticas, evite refiriendo a la operación (suma, resta, multiplicación o división). Niños que están pugnando deben ser recordados de pensar sobre lo que está pasando en la historia y encontrar un camino de demostrarlo. Mientras niños crecen en su sofisticación, ellos no necesitarán y no deben ser esperados de modelar cada problema. Adultos usan modelo directo para solucionar problemas complejos a lo largo de sus vidas. Niños de escuela primaria naturalmente modelan directamente problemas que ellos encuentran desafiantes; nosotros deberíamos animar el uso por niños de esta estrategia.

Linda Levi ocupa el cargo de "*Education Researcher*" en la Universidad de Wisconsin - Madison. Dr. Levi ha investigado los factores que capacitan a niños a aprender matemáticas con entendimiento y está actualmente estudiando como la enseñanza de matemáticas en escuela primaria puede preparar niños para éxito en álgebra. Sus niños asisten a escuelas MMSD.