

**Florida School Grade A, 2014
Magnet School of Excellence, 2014**
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St. Petersburg, FL 33711
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School Web Site: <http://www.pcsb.org/jamerson-es>

School Facebook:
<http://www.facebook.com/JamersonElementary>

District Office 727.588.6000

District Web Site:
www.pcsb.org

Transportation: 727.587.2020

Kristy Moody, Principal
Brandie Williams-Macon, Asst. Principal
Pat Wright, Area 1 Superintendent
Dr. Michael Grego, Superintendent

Message from the Principal

Greetings, families! Thanks for all of your support to make Jamerson such an amazing school!

In this newsletter we have included some very important hints regarding the **upcoming assessment tests**. It is especially important that students do the following:

- get a good night's sleep
- eat a good breakfast
- arrive at school on time during testing periods with a "can-do" attitude!

Keep the **Testing Benchmarks** page handy and use the questions as you read together with your child. These are great questions to help your child think more deeply about the text.

Please support our PTA's spring clothing drive by bringing in your new or gently used clothing donations. All items will be donated to Clothes To Kids, a local organization that provides over 12,000 wardrobes each year. The drive will be held April 9 and 10, just after returning from Spring Break.

Finally, READ, READ, READ! Remember, the more our children read, the better they read!

Kristy Moody moodyk@pcsb.org

SCHOOL OPENING TIMES

Gates open at 8:05 AM, classroom doors open at 8:25 AM.

Students must be in their

seats by 8:34 because **teaching begins 8:35 AM.**

Breakfast served until 8:25 AM.

CALENDAR OF EVENTS

March 6 Trailblazer Assembly 8:45 AM, Dr. Seuss' Birthday
March 10 Class Photos & Spring Picture Day (prepay for individual photos)
March 10 SAC Meeting, 6:00 PM
March 13 End of third quarter
March 16 Professional Development Day, Catalog of Choice for Support services, School closed for students
March 17 PTA General Meeting-Engineering Parent Night (Board Meeting electronic) 5:45-7:30 PM
March 20 All Pro Families' Breakfast, 7:30 AM
March 25-26 Kennedy Space Center Field Trip for 5th Grade
March 27 PBS AP Party: No referrals
March 30-April 3 Spring holidays
April 6-May 1 PBS Grand Slam Rewards
April 7 SAC Meeting, 6:00 PM
April 9-10 PTA Clothing Drive

Please note: the Spring Engineering EXPO has been changed to May 6

New & Improved Car Line Procedures

In an effort to keep our car line moving quickly and for the safety of all of our students, we ask you to do the following:

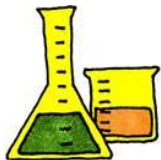
The two lanes in front of the building are through lanes only. Please park in a legal parking spot if you need to enter the building.

Morning drop off: Please drop off all students using the right lane (the lane closest to the school). If you park and walk your child in, please use the crosswalk.

Afternoon pick up: There are 2 car circle lanes. The one on the left is only for parents of kindergarteners. The lane on the right is for everyone else. Please do not park in these lanes as they are through lanes only. You may park in a legal parking spot and walk up to pick up your child. Please cross at the crosswalk only.

Dismissal is at 2:35. You must pick up your child no later than 3:00. All students still remaining at school after 3:00 will be brought into the front office. You will have to park your car and come in to sign your child out. Thank you for your help in keeping all children safe.

To read the rest of this newsletter, please visit our webpage
<http://www.pcsb.org/jamerson-es>



Hands-On Engineering Parent Night

Thursday, March 17th, 5:45-7:30 PM

A fun FREE event for all families, sponsored by PTA.

Experience engineering just like your kids do.

Light refreshments and childcare (for Jamerson students only) will be provided.

If you would like more information, or would like to volunteer, please contact

Lizz Singh at singhe@pcsb.org or 552-1703.

Thank you to the following for their recent donations:

Bright House Networks, Fazio's Pizza & Subs (1414 58th St. S, Gulfport), Dickey's Barbecue Pit (2119 Tyrone Blvd. N, St. Pete), Sarah Kelly, David & Careen Cramer, Lon & Mashonda Smith, Susan Burnett, Alison Nichols, Kathryn & Randy Evans, Matthew & Christina Wells, Niel & Amanda Eyde, Reid Nicholson

Volunteer Wall of Fame

Our Volunteer Wall of Fame is up in the front office- come to check it out! Log your hours so your name can be added to the wall and earn rewards. When you log 25-49 hours you get a certificate, 50-99 hours gets you a Jamerson gift, 100-199 hours gets you another Jamerson gift, and 200+ hours makes you eligible for some great prizes. This list gets updated monthly. New to the Wall this month:
25-49 hours: Alexandra Garcia, Tammy Kaplan, Mendy Kirsch, Lisa Mackaness, Amy Singh, Valerie Terry, Sally Zenker
50-99 hours: Tiffany Anderson-Taylor
100-199 hours: Sandy Campbell, Laura Ryan
Want to learn more about being a volunteer? Ask for information in the front office.

Jamerson Elementary has been recognized by Magnet Schools of America for the 9th straight year!

We are thrilled to announce we have again been awarded the Magnet School of Excellence, an award given to only 50 schools nationwide.

Congratulations to our wonderful and dedicated staff, students, and families!!!

PTA still needs a few more volunteers to help sell concessions at the Grand Prix in downtown St. Petersburg March 27-29. Please contact Lizz Singh for more details (552-1703 or singhe@pcsb.org).

Test Taking Tips

BEFORE

1. Get a good night's sleep the night before and think about pleasant things as you drift asleep.
2. Eat a healthy breakfast.
3. Arrive at school with plenty of time to get to your classroom without having to rush to be on time.
4. THINK POSITIVELY. You've worked hard in class and this is a chance for you to "show what you know."
5. Don't worry if you feel a little nervous because that's natural.

DURING

6. Listen very carefully to the directions for taking the test.
7. Stay focused on what you are reading. If your mind wanders, go back and reread the section.
8. For reading, remember to look back at the passage as often as you like to find an answer.
9. Read each question carefully. Make sure you understand what it is asking. Eliminate any extra information you don't need to answer the question.
10. Read all answer choices carefully. Try to eliminate 2 answer choices right away, if you can. That way you can concentrate on the other 2 answer choices. Two answer choices may be similar, but one of them will be the BETTER choice.
11. If you get to a passage that seems hard or long or boring, don't give up. Give it your best try.

AFTER

12. After you have finished the test, if you have time left, be sure to check your answers carefully.
13. Make sure you have not skipped any questions.
14. Make sure that you only have one answer for each question.
15. Pat yourself on the back! You did your very best, and be proud of your effort.

Remember..... the more you read, the better you read!

Summer Bridge information will be available soon. The program will not be held at Jamerson this year. The closest sites are Gulfport Elementary, Perkins Elementary, and Fairmount Park Elementary. We will be sure to send out the details when we receive them.

Bring Your Smile!
Picture day will be Tuesday March 10th. To order online, please visit www.inter-state.com/order and use the order code: 678114
**online orders must be placed by midnight March 9th

Stay up-to-date on all things Jamerson! Check out our website and follow us on Facebook.
Follow JamersonPTA on Facebook too!

Parent requests for lunch status information

Students who qualify for free or reduced price meals also qualify for certain summer recreation centers, camps, and other programs at no or reduced costs to parents/guardians. Also they can qualify for clothing at Clothes to Kids. If you need this information, please fill out the form below and return it to the school. Only the parent who OR another adult listed as a household member can provide written approval to release the meal status of an application to another person. This is a State requirement.

Pinellas County School Food Service Parent Request for Lunch Status Information.

I, (Parent or Guardian) _____, give the (Summer Camp, Clothes to Kids, Organization, etc)
_____ permission to verify with Pinellas County School Board Lunch Program
that (Child's Name) _____ has qualified for the Free/Reduced Lunch
Program at the following school (School child attends) _____.

Child's Birthdate _____

(Parent /Guardian's Signature)

(Date)

(Parents or Organization's Fax Number)

(Student ID Number)

Cafeteria Managers Signature: _____ *Date:* _____

Keep this handy to use with your child before, during, and after daily reading.

FCAT 2.0 Tested Benchmarks Vocabulary (20% of questions)

Content Focus

Sample Question Stems

Context Clues

- ▶ What does the word _____ mean in these sentences?
- ▶ What is the meaning of the word _____ as used in the sentences above?
- ▶ In these sentences, the word _____ means _____.

Base Words Affixes

(prefixes & suffixes)

Gr. 5 Greek & Latin roots

- ▶ If _____ means _____, what does _____ (suffix) mean?
- ▶ If _____ means _____, what does (prefix) _____ mean?
- ▶ Which word has the BASE WORD as _____?

Synonyms, Antonyms

- ▶ Which word has almost the SAME meaning as _____?
- ▶ Which word has almost the OPPOSITE meaning as _____?
- ▶ Which **pair of words** from the article has almost the SAME meaning?
- ▶ Which **pair of words** from the article are most OPPOSITE in meaning?

Multiple Meanings

(Students will analyze words in text to determine the correct meaning of the word as it is used in the sentence.)

- ▶ Which sentence uses the word _____ in the same way it is used in the sentence above?
- ▶ Which is the meaning of the word _____ as it is used in the sentence above?
- ▶ Which word is **the best replacement** for _____ in the sentence above?
- ▶ **Why** does the author use the word _____ in the sentence above?

Reading Application (30% of questions)

Author's Purpose

Author's Perspective

- ▶ Why did the author MOST LIKELY write _____?
- ▶ What is the author's purpose in writing _____?
- ▶ With which statement would the author of _____ MOST LIKELY **agree**?
- ▶ With which statement would the author of _____ MOST LIKELY **disagree**?
- ▶ Why does the author _____? (do something that he/she did, such as "repeat the description of something" etc.)

(i.e., inform, tell a story, entertain, explain, convey a particular mood, teach, persuade, share, warn, describe, discuss, prove)

(Student will identify the author's purpose and explain how an author's perspective influences text.)

Main Idea

(stated or implied)

Relevant Details

Conclusions /

Inferences

Chronological Order

- ▶ What is the **MOST IMPORTANT lesson** _____ learns in this story?
- ▶ Which sentence best tells what the story **MOSTLY** is about?
- ▶ What is the main idea of this passage?
- ▶ Which event happened **FIRST**?
- ▶ Which event happened **LAST**?
- ▶ Which event happened **BEFORE** _____?
- ▶ Which event happened **AFTER** _____?
- ▶ What happens **AFTER** _____, but **BEFORE** _____?

Cause and Effect

- ▶ Why does _____ happen?
- ▶ _____ happens because

Text Structures/

Organizational

Patterns

- ▶ What information can be found under the heading _____?
- ▶ How does the author help readers to **BETTER** understand _____?
- ▶ Which statement lets the reader **know how the author organized** the passage?
- ▶ The author shows that _____ by _____.
- ▶ How does the author **MOSTLY** explain _____?

(Student will identify the text structures and author uses and explain how it impacts meaning in text.)

(e.g., comparison/contrast, cause/effect, sequence of events)

Themes/Topics

(Gr. 3 within 1 text),

(Gr. 4-5 within/ across texts)

- ▶ What **topic** is covered in this article?
- ▶ The **topic** of this paragraph is _____.
- ▶ The **topic** of the entire article is _____.
- ▶ What is the **theme** of this passage?
- ▶ Which **topic** supports the theme of the article?
- ▶ Which **sentence** supports the theme of the article?

► What is the **best lesson** that can be learned from this passage?

**Compare (similarities),
Contrast (differences)**

*(Student will compare and
contrast elements, settings,
characters, and problems.)*

*(Gr. 3 within 1 text),
(Gr. 4-5 within/
across texts)*

- How are _____ and _____ ALIKE?
- How are _____ and _____ SIMILAR?
- How is the author comparing _____ to _____?
- BOTH _____ and _____...
- What word describes BOTH _____ and _____?
- At the end of the story BOTH _____ and _____ feel _____.
- How are _____ and _____ DIFFERENT?
- Which phrase best shows that _____ has changed his mind about _____?
- What does (character name) do at the end of the story that shows that he/she **has changed**?
- Unlike _____, _____ don't.....

Literary Analysis (30% of questions)

**Elements of Story/Plot
Structure including
Character Development
Character Point
of View, Setting,
Plot Development,
Problem/Resolution Exposition**

- What is _____'s **MAIN problem** in the story?
- What will happen if the problem isn't solved?
- How was the problem in the story **solved**?
- How did _____ help _____ solve his/her problem?
- What lesson did _____ learn?
- What would be the best choice for **another title** of this story?

**Descriptive Language
(e.g., mood, imagery)
Idiomatic and
Figurative Language
(e.g., simile, metaphor,
personification,
symbolism)**

*(Student will identify and
examine how it is used to
describe people, feelings,
and objects.)*

- What kind of **mood** does the author create with these sentences _____?
- What kind of **mood** does the author create by using these words _____?
- Why does the author compare _____ to _____?
- How is the author comparing _____ to _____?
- What characteristic applies to _____ and to _____?
- What character trait does the author give _____ to make him seem **like a person**?
- How does the author make _____ seem **almost human**?
- The author used the phrase _____ to let the reader know _____?
- In this article the words "....." mean _____.
- What does the phrase _____ mean?

Text Features

*(e.g., titles, subtitles,
headings, subheadings,
charts, graphs, diagrams,
illustrations, captions,
maps, keys/legends, stanzas
and text boxes)*

- Which sentence from the story BEST describes what is happening in the **illustration** on pg. _____?
- The **illustrations** are important to the passage because _____.
- What information are you MOST likely to finding the **section** _____?
- The reader learns how _____ by reading the section with the **heading** _____.
- What information are you MOST likely to find in this **subsection**?
- The purpose of the **timeline** in this article is to how _____.
- What is the purpose of _____? (the specific text feature)
- The section with the **heading** _____ explains _____.

Informational Text/Research Process (20% of questions)

**Locate, Interpret,
Organize Information,
Text Features**

*(e.g., titles, subtitles, headings,
subheadings, charts, graphs,
diagrams, illustrations,
captions, maps, keys/legends,
stanzas and text boxes)*

- Under which **heading** would you most likely find information on _____?
- What is the purpose of the **subheadings** in this passage?
- What is the purpose of the **illustration** at the beginning of this passage or on page _____?
- Why does the author include this section _____?
- Why are the boldfaced **titles** in the passage important?
- How does the **footnote** for the word _____ help the readers better understand the information in the passage?

**Determine Validity
(i.e., correctness or
soundness)
and Reliability
(i.e., dependability)**

- For what could the information in the article best be used?
- The information in the article would be most useful in creating _____.
- What does the author use to support the information in the article?
- What information from the article supports the author's conclusion that _____.
- **To present a report** about this article, the **best subtitles** to use are _____.