



Liberty Patriot Stars



The History of Valentine's Day

Valentine's Day is a time to celebrate love and friendship and the joy of having other people in your life. It's a day of flowers, candy and cards decorated with hearts. This special day's origin, though, is not so rosy.

There are many theories on how Valentine's Day began, but the most noted one begins in Rome in the year 268. Emperor Claudius II wanted a fierce team of young men to fight in his armies. He found that when young men are in love or sharing their lives with a wife and children, they tended to be more cautious. To insure large numbers of soldiers for his armies, Claudius outlawed marriage for those young men.

Claudius may have outlawed love, but he could not stop it. Young men and women still fell in love and wanted to become couples in the eyes of the church. A brave—and obviously romantic—priest named Valentine thought the law was horribly unjust.

Putting his life in danger, Valentine continued performing marriage ceremonies, doing so in secret and hidden from the eyes of authorities.

Still, word of Valentine's secret ceremonies made its way back to Claudius. The priest was found and put to death on, as some versions state, on February 14th. Centuries later, the Catholic Church made that kindly priest a saint, one of three saints named "Valentine."

No one knows exactly when St. Valentine's Day was first celebrated, but there is a poem in existence that is considered to be the first ever written Valentine's Day card. It was sent from a prisoner in the Tower of London to his wife in the year 1415.

Today, greeting card companies estimate that over a billion cards of love and affection are sent each St. Valentine's Day.

While Valentine is a Catholic Christian saint, his death and the tradition of love that he created is celebrated world-wide by people of all religions. People send cards, flowers and candy in counties many countries around the world.

Some countries have banned St. Valentine's Day, but people in love show the courage of the doomed priest by celebrating the occasion. Repressive governments may confiscate all of the red roses available in the country. Still, no one can ever halt the flow of love and affection.

Today's click-and-post culture is tossing aside many old traditions and rules. Still, the history of Valentine's Day lives on annually every February 14th in a worldwide celebration of love.

February

- 14—Valentines Day
- 15—President's Day—No School
- 22—Progress Reports go home

March

- 2—SAC/PTO @ 3:30pm
- 8—Book Fair

Spring Break

March 15 through March 19

- 26—End of Quarter 3

April

- 2—No School—Good Friday
- 5—Report Cards go Home
- 13—SAC/PTO Meeting @ 3:30pm

May

- 3—Progress Reports
- 31—No School—Memorial Day

June

- 4—Last Day for Students





Talking Time

by Joan Brown



A child may pronounce words clearly, have an adequate vocabulary, use correct grammar in complex sentences, and still have a communication problem. Sometimes, children have difficulty with the pragmatics of language.

Pragmatics, or social language, is the ability to use language for different purposes such as telling a story, holding a conversation with friends, asking an adult for information, or whispering in church. Staying on topic and taking turns during conversation are other examples of pragmatic language.

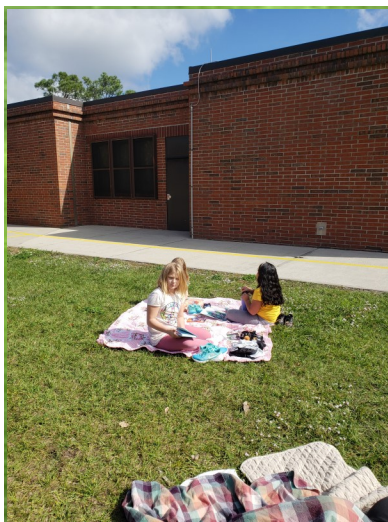
A child may have problems with social language if he or she: frequently says things or makes comments that are unrelated to the conversation.

- ⇒ talks to adults the same way he talks to friends, such as addressing teacher as "Hey you."
- ⇒ stares inappropriately.
- ⇒ stands too close or too far away for comfortable conversation.
- ⇒ frequently interrupts when it's someone else's turn to speak.
- ⇒ demands items instead of asking for them.
- ⇒ does not ask questions if conversation is not understood or directions are unclear.
- ⇒ fails to clarify what she has said when the listener does not understand.

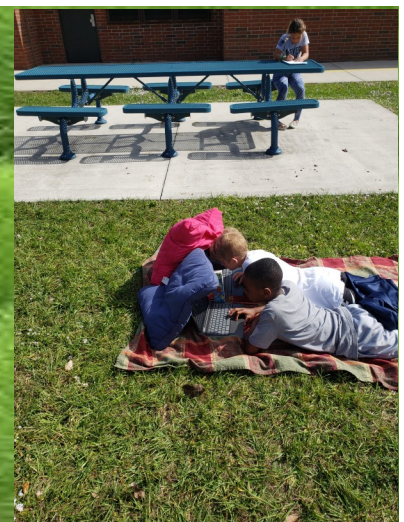
It is not uncommon for children to have pragmatic problems occasionally or in certain new or unusual situations. However, if problems with social language occur often or seem inappropriate for the child's age please contact your child's teacher or the Speech/Language Pathologist at Liberty. I will be glad to answer any questions that you may have concerning pragmatics or other aspects of language development.



Mrs. Ward's Third Graders are using fraction bars to find equivalent fractions.

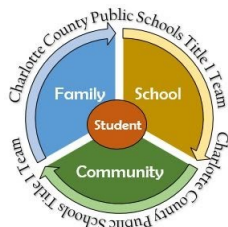


Mrs. Dutton's student were reading and relaxing outdoors during Literacy Week.





The Annual Title I Parent and Family Survey 2020-2021



Liberty Families,

Please take a few minutes to share your thoughts and opinions through our Annual Title I Survey. It is anonymous and will be completed through Google Forms. You can access the survey through this link:
<https://forms.gle/r24rwBaDKkpCpdPW8>

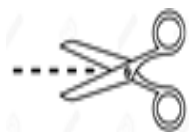
or through the QR code below.



The survey will be open **February 1 through February 28, 2021.**

Information gathered from this survey will be shared with staff and families. The information will also be used to plan the Parent and Family Engagement plan for the 21-22 school year.

Thank you for participating!



Parents, after completing the survey, fill out this form and have your child return it to Ms. McGill. The first 150 students will receive a free Smencil for your participation.

Child's name _____

Parent signature _____

Mrs. Hill's First Graders Learning about Synonyms



Happy Valentine's Day



Mrs. Schmidt's Third Grader Class

Mrs. Schmidt's Third Graders really enjoyed reading and taking AR quizzes out in the fresh air during Literacy Week. They brought their blankets and pillows and took their shoes off and relaxed. They even finished a Sunshine State book entitled "Dragon's in a Bag."



What is...

Girls on the Run?



A Program Like No Other

Girls on the Run, a 501(c)(3) nonprofit organization, is a **physical activity-based positive youth development program** that is designed to enhance girls' social, psychological and physical skills and behaviors to successfully navigate life experiences.

5Cs + 1

The 10-week curriculum includes lessons that specifically target helping girls improve in **competence, confidence, caring, character, connection** and **contribution**. Girls learn specific skills and strategies such as how to manage emotions, help others, make intentional decisions and resolve conflict that they use at home, at school and with friends.

Trained Coaches



The life skills curriculum is delivered by caring and competent **coaches who are trained to teach lessons** as intended while building relationships with and between girls; creating a positive, inclusive environment; and supporting individual improvement.

5K Celebration



The season concludes with a celebratory 5K event. Completing a 5K gives the girls a tangible sense of achievement as well as a framework for setting and achieving life goals.

Community Impact



The program inspires girls to build lives of purpose and to make a meaningful contribution to community and society. This comes to life through a key element of the curricula when **each team creates and executes a community service project.**



“

Girls on the Run has helped me understand what it means to be a girl.

It was an amazing experience being part of such an awesome team of girls. I will continue to teach others what I have learned with Girls on the Run and carry it with me for the rest of my life.”

– Malia, 11



Our Mission

We inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running.

Our Vision

We envision a world where every girl knows and activates her limitless potential and is free to boldly pursue her dreams.



Our Core Values

Girls on the Run honors its core values. We strive to:

- ⊕ Recognize our **power** and **responsibility** to be **intentional** in our decision making
- ⊕ Embrace our **differences** and find **strength** in our **connectedness**
- ⊕ Express **joy**, **optimism** and **gratitude** through our words, thoughts and actions
- ⊕ **Nurture** our physical, emotional and spiritual **health**
- ⊕ **Lead** with an **open heart** and assume **positive intent**
- ⊕ **Stand up** for ourselves and others





All of our online programs can be accessed through our county CLASSLINK portal. Once students are logged into their Classlink account, all of their websites will be available as icons.




To log into CLASSLINK at home:

1. Go to the LES homepage.
http://www.edline.net/pages/_Liberty_ES
2. Click on shortcuts
3. Click on Classlink
4. Enter username and password.

username _____

password _____

WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 th percentile on standardized tests.	❖ Scores in the 50 th percentile on standardized tests.	❖ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

(Nagy and Eberhart, 1987.)

WANT TO BE A BETTER READER? SIMPLY READ.

Accelerated Reader



Accelerated Reader is a program that allows students to earn points for reading and comprehending books. In order to earn points, a student needs to read a book and understand what the book was about. Then log on to AR using the account provided by their teacher, to take a quiz on the book. Most picture books have 5 questions, and most chapter books have 10 questions. If the student receives a 100% they will earn full points for the book, however if they receive less than a 100% they will receive a portion of the points. Most picture books are worth 0.5 points and chapter books vary in point value based on difficulty. **Quizzes can only be taken at school during school hours**, but we encourage students to read their AR books at home. Kindergarten students will begin taking AR quizzes when they master 100 sight words. You can find out if a book has an AR quiz by visiting www.arbookfind.com.

So how can students celebrate these points?

Each grade level has a point goal to reach by the end of the school year. If they reach that goal, they will earn an AR t-shirt and an ice cream party. As students earn points, they will have opportunities throughout the year to purchase items at the AR store using their points.



Reflex helps students of all levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Math fact fluency is the quick and effortless (automatic) recall of basic math facts. This makes learning new math skills much more attainable for students.



Adaptive and individualized instruction



Engaging games that keep students coming back for more



Intuitive and powerful reporting for educators

Students can earn a **Movie and Popcorn party** twice a year if they achieve and maintain 100% fact fluency on Reflex. Students login and practice math facts through colorful interactive video games. Once they have answered enough facts correctly for the day, they will earn a green light. This should be **done at least 3 days per week**.