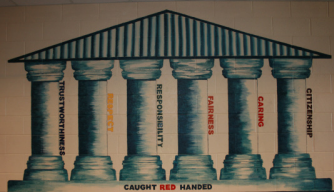


Ironmen Pride

February /March 2009



MANCELONA MIDDLE SCHOOL

IRONMEN BEAT

Heard Around the School

Students were asked, “What job/career do you want to pursue?”

Cody Hockridge said, “Dirt bike racer!”

Kallie Derrer said, “Elementary teacher...4th grade is my favorite.”

Vanessa Batchelor said, “RN Nurse.”

Brianna Robbins said, “Working with kids in a day care.”

J.R. Cook said, “Professional football or baseball player!”

Olivia Tremonti said, “Professional dancer”

Cayla Shelton said, “Traveling nurse who moves all over the U.S.”

Griffin Borst said, “I would like to play professional baseball.”

Brandon Scott said, “I would like to become an electrician.”

Nick Balhorn said, “I would like to study engineering at M.I.T.”

Amanda Cesaro said, “ I would like to work with kids who are very ill.”

Keegan Ferguson said, “...a veterinarian.”

School Pride

We would like to invite our readers to share some stories with the Principal. This segment of the newsletter will become a monthly profile of pride for our building as well as our district. The Principal would like to hear about all the special things that the Middle School provides students and families and yet may go unnoticed by those so closely tied to the school.

So, parents, students and all those within the community send Mr. Culver an e-mail, letter or perhaps even a short phone call to let him know what prideful things you have witnessed or been part of here at the Middle School. Mr. Culver will collect these Pride Stories and share them with all the readers of this newsletter. He will post some of the stories on our website and make sure that the staff and student body are made aware of what is being reported. Please don't wait to share...every little bit counts when we are thinking of ways to let others know what a wonderful school and district we have in Mancelona.

School Calendar:

- Feb. 23 Taco Dinner for support of O.M.
- March 7 Odyssey of the Mind competition
- Feb. 25 Art Show at Shirley's 5-7PM
- Mar. 26 Half Day for kids, P.T. Conferences
- Feb. 23 Random Acts of Kindness Week
- Mar. 6 Retro Basketball @ the M.S.

Special points of interest:

- **The Iron Man Challenge** is alive and well!
- Character Education is taking place all around us in the Middle School!
- Parent/Teacher Conf. are March 26; half day for students
- Honor Roll is growing by leaps and bounds..

What's Happening in the Middle School?

Congratulations to the Middle School Boys' Basketball Teams. The 7th Grade Team went undefeated this season while the 8th Grade Team finished with a record of 10 and 1. The 5th and 6th Grade Teams also had a competitive season.

M.S. Wrestling is coming to a close March 21st with their last away match. Also, February 28th will be the big Mancelona Invitational starting at 10:00am at the High school. Finally, the 7/8 Grade wrestlers participated in the Gaylord Invitational with Keegan Richardson and

Brandon Robbins winning their divisions!

Reminders:

Mr. Dingman will be starting the Middle School X-country skiing program very soon. The school will provide skis, poles and appropriate instruction.

Spring physicals (free) will be happening sometime in May.

M.S. Track sign-ups will be coming soon as practice will begin in the Spring.

More information on skiing, track and physicals will be coming home soon.

Keep in mind all you athletes that it is never too early to begin to think about health and fitness. As you prepare for your sport be mindful that you can start to exercise in preparation for your sport. Light workouts along with improving your eating habits can have a big impact on your readiness to participate. You can talk to your coaches early to find out what they recommend for you as you get ready for your sport.

**RETRO basketball is coming March 6th. The faculty vs. Jr. National Honor Society.

Positive Behavior Supports in the Middle School

Effective behavioral interventions can be the catalysts for positive change in the school. Positive Behavior Supports (PBS) is a proven approach that will help towards some positive outcomes, including: Decrease in problem behaviors, office referrals and suspensions. Also, an increase in on-task engagement and academic achievement along with higher levels of improving self-esteem, confidence and pride.

When we look for ways to offer positive behavior support to students we often encounter a school where students feel more comfortable exploring ways to make their lives just a little be more rich. Students begin to see themselves as a part of the school and that the school truly is there to help them succeed.

Our hope here at the Middle School is to find as many new and innovative ways to nurture the students and teach them how to behave in a proper manner so that their academic progress will improve and they will enjoy their school life a little bit more.

Principal's Message

The past few weeks have seemed to fly by faster than you would expect; where has the year gone!

I am finding myself out of the office and into the halls more and more each week. I have been making a stronger effort to "pop in" to classrooms to listen to the sounds of students working. I realize that I have commented before on some of these adventures,

but I simply cannot say enough about how proud we should all be for our students here in the Middle School! Each day, I am reminded of why education is so important and just why I chose to become an educator. The students here show compassion for one another, they are helpful to the goals of the school and they represent our school and community with dignity and pride.

I suspect that it will be a sad moment when the year has ended and the eighth graders graduate to the High School, but for now I am making the most of my time with them and know that I will hear from all of them in the future. As for the rest of the Middle School Students, I will have a chance to get to know all of them a little better in each of the coming years.

Choose Success

Choose Success is keeping students busy after school with some new and exciting programs. On Mondays students are creating jewelry in Mrs. Eschedor's Jewelry Making Club. They have made some very cool bracelets, necklaces and earrings. As their collection of jewelry grows it will be put on display in the Middle School lobby for anyone to purchase. Be sure to check it out!

There is also a group of students who exercise to a video called, "Hip Hop Abs." This is a fun cardio workout that keeps the students dancing to Hip Hop

Music! If you are interested in a new, exiting way to stay active meet us after school on Wednesdays from 3:15-5:00 pm.

Beginning February 24th Mr. Dingman will be taking students outside for Cross-Country Skiing. This program will allow students to enjoy the wonderful winter weather Northern Michigan has to offer! If you are interested in skiing please see Mr. Dingman or Mrs. Davis.

As always, Homework Support with Ms. Brigham and Ms. Kolasa, Study Island with Ms. McCain, Scratch with Ms. Janik and Club Soldier with Mrs.

James are still going strong. We have been seeing many students choosing to attend Study Island, Homework Support or tutoring to get caught up in their classes and stay caught up. GREAT JOB to all of these students!



STUDENT HIGHLIGHT

Jacob Wright



Jacob was born on December 28, 1994 in Traverse City, Michigan. He has attended Mancelona Public Schools since kindergarten! Jacob enjoys classic and modern rock music. He plays the guitar and loves to snowboard. Jacob has two dogs (Zena and Bo). He has three sisters (Becky, Missy and Katie) and one brother (Ryan). After high school Jacob would like to go on to college and study technology. He likes to play video games as well as play his guitar.

Mr. Culver says, "Jacob is a terrific student and one who others look up to as a positive role model in school. I am so proud of who Jacob is and what he brings to the school and community."

STUDENT HIGHLIGHT

Chelsea Moore



Chelsea was born on December 31, 1994 (New Year's Eve)! Chelsea has lived in Mancelona for the last seven years. She has two brothers (Gaelen and Kyle). Her favorite subjects in school are math and band (she plays the flute). Some of her interests include reading, writing and swimming. After high school, Chelsea would like to go to college and study English; she wants to be an author of fantasy novels. She enjoys pop and country music; Taylor Swift is one of her favorite singers.

Mr. Culver says, "Chelsea is a very kind person. She definitely sets a standard for others to admire. Chelsea is a special part of the Middle School and I am glad to know her."

Introducing the Five-Paragraph Essay

In middle school, students are expected to organize, synthesize, and take real ownership of their essays – no small task for kids who are struggling to balance schoolwork, social life, and a range of other outside interests. But the five paragraph essay should make students feel more in control than ever before – if the thesis sentence doesn't have them stumped!

Middle school students should be familiar with the format, but a refresher couldn't hurt. The five paragraph essay should be made up of an introduction with a thesis, three body paragraphs supporting the thesis, and a conclusion. Ideally, students should be able to develop body paragraphs, each starting with a clear reason that proves the thesis, followed by three examples that back up each reason.

A friend I know is a language arts teacher who teaches the five-paragraph essay to sixth graders and she favors this approach to the process: using Katherine Paterson's *Bridge to Terabithia*, she introduces the concept of a "rite of passage" using the main character, Jesse, who transitions from a boy to a man after his friend tries to swing across the creek into their magical forest kingdom and dies. Here's how my friend's sixth graders tackle it for this classic coming-of-age novel:

1. The teacher provides the thesis and three supporting points: "In Katherine Paterson's *Bridge to Terabithia*, Jesse goes through a rite of passage and experiences three stages: *isolation*, *transition*, and *renewal*."
2. Before writing, students should collect examples and quotes from the text. Assuming they've finished the book, they should search the text for three examples for each supporting point – these should show how Jesse is isolated, beginning to change, or becoming a different person.
3. After writing down nine strong examples - three for each supporting point – students should begin writing!

Things to remember:

- In an introduction, students must write clearly and include only essential details. The plot of the book should be covered in a few sentences and should lead to the student's thesis statement (the essay should not be a review of the plot).
- Initially, it may be hard for students to distinguish a "reason" from an "example." If *isolation* is simply a reason supporting the thesis, what are examples that show Jesse's seclusion from his peers or family? *When* is Jesse ignored? *How? By whom?*
- Likewise, understanding the difference between "showing" and "telling" examples may be tough. A student who says "Jesse was left out at home" will receive a lower score than the student who describes Jesse's family environment, how his father puts him down, or how his sisters make fun of him. Another student who explains a particular incident when his father puts him down — using specific details, scene description, and a supporting quote — will do even better.
- For students beginning the five-paragraph essay, the conclusion should be succinct — a restatement of the thesis, or brief remarks relating the book to personal experience, if appropriate. It's always tempting to add a brand new idea in the conclusion, but students should relate the conclusion back to the introduction (this could mean rewriting the intro to address your new thesis!).

The five-paragraph essay looks long and daunting, but beginners will soon find that it organizes their thoughts into a coherent, well-argued, and illuminating structure, making the five paragraph essay a rite of passage for budding writers!