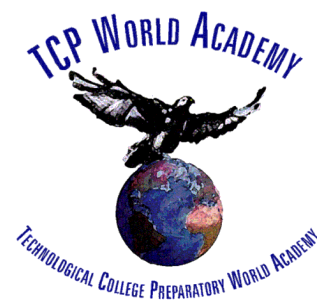


TRIVIA AND PUZZLES

T.C.P. Newsletter, Issue 2, Oct. 20, 2017



On This Day...

Oct. 24 - United Nations Day;

Oct. 25 - Pablo Picasso's 136th birthday;
Zadie Smith's 42nd birthday

Oct. 27- Benjamin O. Davis, Jr. becomes
first African-American general in
the U.S. Air Force (1954)

Oct. 28 - Levi Coffin's 219th birthday
(Founder of Underground Railroad)

Oct. 29 - National Cat Day in the US

Oct. 31 - Halloween

Nov. 1 - All Saints' Day in historically
Catholic countries

Nov. 5 - Daylight saving time ends

Nov. 9 - World Freedom Day (U.S.)

Nov. 11 - Armistice Day in New Zealand,
France, Belgium & Serbia; Veterans Day
in the U.S.; Remembrance Day in the UK
and the Commonwealths

Nov. 12 - World Kindness Day

Nov. 18 - Sojourner Truth's 220th
birthday

Qs & As

Q: What do skeletons say
before they begin eating?

A: Bone Appetit!

Q: What kind of mistakes do
ghosts make?

A: Boo boos

Q: What do ghosts eat for
dinner?

A: Spookghetti

Sudoku

	6				5	7		2
		4		9	6		1	
8	7	1	3		2			
5				7	1	3		
	3			5			7	
		7	8	2				5
			5		9	6	8	7
	8		2	6		1		
7		6	4				2	

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Fill in the blank squares so that each row, each column and each 3-by-3 block contain all of the digits 1 thru 9. If you use logic you can solve the puzzle without guesswork.

Color me!



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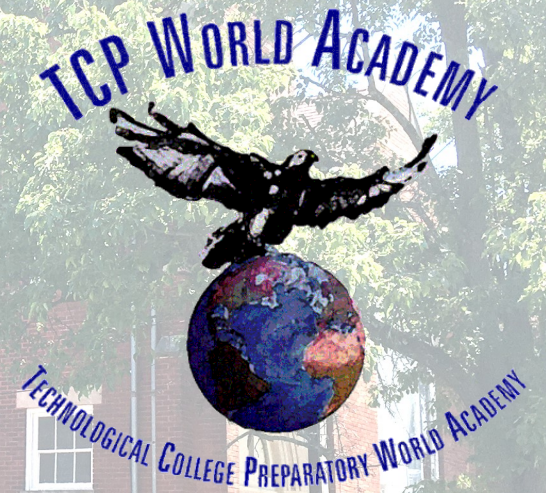
From FreeFunHalloween.com

SCHOOL NEWSLETTER

SY 17-18 ISSUE 2

Oct. 20, 2017

www.tcpworldacademy.us | 6000 Ridge Ave. Cincinnati, OH 45213 | 513-531-9500



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- 1 Supt. & Principal Address
- 2 Parents' Corner
- 3 Students' Corner
- 4 Trivia and Puzzles

Upcoming Events

October 30th

Dome Theatre Presentation

November 1st

Picture Day

November 5th

Daylight Savings Time ends

November 10th

[No School]

Veterans' Day

SUPERINTENDENT AND PRINCIPAL ADDRESS

Dear Parents,

We have just completed the first quarter of the school year. It is my hope that the report cards and the parent conferences were useful in our endeavor to, as a team, help your children advance academically. Appropriate behavior and focus will positively contribute to that goal, as well as developing good citizens of today and tomorrow.

I told you last month what we are doing to help elevate your children's reading skills. Many have asked what else you can do to help. To meet the goal of '25 and Counting,' reading twenty books by May, it would benefit your child if you periodically let him/her read to you and you ask him/her questions about the book he/she is reading. It would help them appreciate the urgency and significance of this challenge if you participate and keep a tally of how many books your children have read. If they read six or seven appropriate grade-level books each quarter, students can meet the goal of twenty five books by mid-May. Reading books with understanding positively improves Reading, Language Arts, writing, Science, and Social Studies skills. Reading books can open the doors of so much knowledge and pleasure, thus developing independent learners.

Thank you to those who have given recommendations to teachers of what you need to more effectively help your children in math. Please make sure your children are keeping a folder of all spiral reviews to show you. I have asked teachers to give more step-by-step written instructions of how to solve certain math problems. Be sure your children can skip count and tell you how to represent $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$ in decimal form. Intermediate students should be able to convert to percent as well. The Khan Academy website is an excellent site to work on math skills. Access the website from the front page of the school website.
www.tcpworldacademy.us.

Together, we will make this a productive year for our students, your precious gifts.

Sincerely,

Karen Y. French

PARENTS' CORNER

T.C.P. Newsletter, Issue 2, Oct. 20, 2017



STUDENTS' CORNER

T.C.P. Newsletter, Issue 2, Oct. 20, 2017



BEHAVIOR EXPECTATIONS IN THE CAFETERIA

Students are expected to use “restaurant manners” while dining in the cafeteria. Conversation and socializing are encouraged, however students should use inside voices when talking to others. Additionally, the following guidelines should be observed.

1. Students will come to the cafeteria in an orderly manner, escorted in a line by their teacher or teacher assistant. Students receiving hot lunches will be served in alphabetical order.
2. In the cafeteria, students will sit at the tables to which they are assigned. Designated teacher assistants will monitor the lunchroom.
3. All children will remain in the lunch area for the duration of their lunch period unless arrangements have been made with their teacher.
4. In order to be dismissed from the table to empty their trays, students must raise their hands. A teacher assistant will dismiss the student when any surrounding debris has been picked up from the floor and tabletop.
5. All food should be eaten in the lunch area. Students should not take food (including mustard and ketchup packets) out of the cafeteria.
6. Students are to walk directly to their classrooms after dismissal from the cafeteria.
7. While in the lunch area, students will use quiet voices, and once seated, must remain seated until dismissed. Wandering around the lunch area is not allowed.
8. The following behaviors will not be allowed in the lunch area:
 - a. Loud talking, yelling, making loud noises or whistling
 - b. Throwing any object
 - c. Walking around, changing seats, or leaving w/o permission
 - d. Food fights

CAR RIDER DROP OFF & PICK UP

Parents can drop-off and/or pick-up their child/children on Ridge Ave. and Woodford Rd. However, parents are to neither stop and leave their car unattended, nor wait for their child/children to get to the building. This is not only a courtesy issue but a safety issue as well. The “No Stopping/Standing” post on each street also makes it a legal issue. The driveway next to the 6008 building is also only a quick drop-off and pick-up point. Please respect the fact that this is the designated parking space for the superintendent/principal. *(From the Parent & Student Handbook, with modifications.)*



A Fall Story

Jazmine Lackey, Grade 3
Mrs. Pleasant's Class

One crisp fall day, Tyler was so bored. He had nothing to do, but his mother reminded him that it was fall. “You can have lots of fun outside,” she said. But Tyler didn't listen. He was so bored that he didn't even hear her talking.

Mom left the room. Tyler looked outside. It did look kind of fun outside, so he went out the door. Tyler's next door neighbor came walking over. They decided to have a competition for who could jump the fastest into a big pile of leaves. “On your mark, get set, GO!” Tyler yelled. They both headed for a big crunch pile of leaves. “Looks like there's no winner,” said Tyler, “but I still had fun with you!” She was grinning.

The neighbor walked back to his house. Tyler went inside and told his mom all about the fun day that he had. “Well I'm just glad you had fun on this fall day,” she said grinning.



KNOW YOUR SPANISH

¡Hola! Hi!
oh-lah

¿Cómo estás? How are you?
koh-moh ay-stahs

Bien, gracias. Fine, thank you.
bee-ehn, grah-see-ahs

¿Cómo te llamas? What is your name?
koh-moh tay yah-mahs

Me llamo ... My name is...
may yah-moh ..

Adiós ! Goodbye!
ah-dee-ohs

Hasta pronto See you soon!
ah-stah prohn-toh

Hasta mañana See you tomorrow
ah-stah mahn-yahn-ah



Y	P	G	A	X	R	Q	T	X	T	X	O	B	U
C	U	R	S	E	J	U	T	L	U	M	H	A	S
M	I	D	N	I	G	H	T	Y	W	M	D	T	Y
M	G	A	Q	M	D	H	P	L	A	T	V	L	S
A	V	F	U	M	L	E	T	N	M	C	W	B	J
E	G	F	J	K	P	V	S	O	A	O	E	F	K
R	J	Y	U	I	L	I	O	U	T	W	H	D	A
C	O	L	E	T	O	N	N	M	B	A	F	G	E
S	F	L	Z	N	U	A	Z	O	L	Y	Q	L	R
T	L	I	C	Y	N	O	C	L	D	P	E	I	C
S	A	H	H	X	V	M	W	G	A	T	E	G	O
I	S	C	E	E	C	A	V	A	P	T	R	H	F
M	H	P	J	P	Y	Q	L	X	C	P	I	T	F
D	L	P	M	A	D	U	P	A	S	N	E	E	I
J	I	Z	C	A	K	I	P	T	E	W	I	N	N
K	G	H	O	S	T	U	C	V	R	M	O	I	S
R	H	K	L	E	H	M	A	G	Y	U	H	N	A
A	T	Z	R	J	M	R	R	D	T	N	P	G	G
D	C	P	A	B	P	N	B	K	P	Y	L	Y	G
B	D	Q	D	U	P	O	B	C	I	T	T	A	I

Attic
Bat
Chilly
Cobwebs
Coffin
Creak
Curse
Damp

Dark
Decay
Eerie
Flashlight
Gate
Ghost
Hallway
Lightening

Mansion
Midnight
Mist
Moon
Owl
Raven
Scream

Dear Fellow Classmates,

I like to read. I would like to share with you some things that will help us better comprehend what we read.

A few weeks ago, I was reading the story “A Train to Somewhere.” I begin to think, “I need to come up with something that will help me better understand what I'm reading.” So the first thing I thought was, “I need to read with punctuation.” I then thought, “I need to know what the different punctuation marks mean and why they are used.” Now, I pause at a comma and stop at the end of a sentence.

The next thing I thought of was that it would be better to help me understand what I'm reading is if I read with characters' tone of voice. Now, when I read with a question mark, I read as if I'm asking it myself. If the character is excited about something, I read it with excitement. If the character is saying something sad, I read it as if I am sad.

As I continued reading the story, I said I need to know who is telling the story. Is it someone who is a character in the story or someone outside the story? Now if it was a character narrating the story, I would know this with the words *I, me, my, you, and our*. Then I would know if this was first-person point-of-view. If the story was written by a narrator outside the story, I would know it would be third-person point-of-view.

Well, I thought now I need to know who is saying the things I'm reading. Is it a character talking or the narrator telling me about the character(s)? I also began seeing a lot of quotation marks in the story. I learned that quotation marks simply mean the narrator is repeating what has been said.

In my reading, I noticed a lot of words that were written like *don't* or *you'll*. I learned that those are contractions. They are formed by combining a verb and not. *Do not* = *don't*. The apostrophe replace the letters that are left out. Contractions can also be formed by combining a pronoun and a verb—you are is *you're*, *I would* is *I'd*. I also learned that an apostrophe is very important.

An apostrophe is important because it is used in contractions and is used in a noun. *Doctor's coat* shows that the coat belongs to the doctor. I learned that if I add one *s* after doctor, it means more than one doctor. But if I add an apostrophe and *s*, it shows that the doctor owns the coat.

In conclusion, I learned that all these things can help me better comprehend what I read.

Sincerely yours,
Denver Taylor, 4th Grade - Mr. Cornett's Class