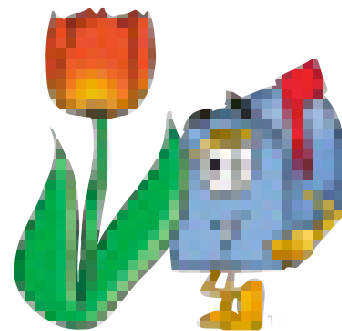


Arnold Post

Home of the South Loup Bobcats



Volume: 6

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Issue: 8

Date: April/May 2011

WORKING IN THE COMMUNITY

By: Korrie Miller, Senior

On April 19th there will be a community service activity. The seniors were asked to come up with a few ideas the high school could do. Each person came up with an idea so together they combined it to make one large project.



The grades 6th through 12th will go out side from 10 in the morning until school is out. They will be divided into three groups with four seniors as the leaders.

The first group will be picking up trash and fix things that are needed. The leaders will be Eugene Walker, Brandon Peterson, Chase Schwarz, and Maricela Alvarez. They will walk around with bags picking up the random trash thrown out around the town.

The second group will go around painting buildings and anything else that needs painted. Sarah

Magill, Dayna Larreau, Rachelle Preston, and Brent Urbanovsky will lead this group.

The last group will plant plants all around town, for example; trees and bushes in the park. This will be lead by Korrie Miller, Casandra King, Cindy Nisolle, and Kali Blevins.

The groups will be announced on the day of the activity depending on where you will be needed. Also make sure your kids wear something that would be fine

if it were to get damaged.



If you would like to help out in any way you are more

then welcome to do so. Thank you a head of time.

DATES TO REMEMBER:

3-6 Community Performance
Friday, April 1st, 6 p.m.

Kindergarten Round Up
Monday, April 4th, 1 p.m.

NHS Induction Dinner
Thursday, April 7th, 7 p.m.

No School
Friday, April 8th

TBA District Music at Sutherland
Friday, April 15th

Prom
Saturday, April 16th

Senior Tea
Tuesday, April 19th, 2:30 p.m.

Service Project
Tuesday, April 19th

Easter Break
Thursday, April 21st, 2 p.m. through April 25th

K-6 Spring Concert
Tuesday, May 10th, 7 p.m.

7-12 TADA Bowling
Friday, April 29th, 7 p.m. to 10 p.m.

Class Nigh/Awards Night
Monday, May 2nd, 7 p.m.

Graduation
Saturday, May 14th, 2:30 p.m.

By: Korrie Miller, Senior

On March 16th, Malone and Company, a professional video company from Omaha for web based project, Nebraska Loves Our Public Schools came to school to highlight Arnold's School House Graphic Products.

Nebraska Loves Our Public Schools is a campaign designed to promote pride in the state's public schools. They like to show what schools do to provide opportunities for their students.

Mike Malone, Director; Chris Vankat, Audio; Andrew Marinkovich, Director of Photography; and Sally Nellson Barrett, the producer and storyteller were welcomed into our school for the day. They will feature short videos and pictures that highlight innovative programs and initiatives at a dozen public schools through Nebraska, including Arnold.

They arrived in Arnold at 7 A.M. to start shooting the School House Graphic Products. They interviewed each student separately. They shot film showing the students applying the bobcat logo to the gymnasium mats. Later, Kristi Dvorak a community representative, two parents of the SHGP students Tammy Weinman and Cheryl Weinman, April Mills a former student of SHGP, and Clay and Julie Mohr the instructors were interviewed about the program. They were all wrapped up and finished at 5:15.

"I enjoyed showing them how the printer works, all I do as my job, and had a great time talking to them about what we are doing," Dillon Olson, one of the graphics students, states about the opportunity with NELovesPS.



"What impressed me the most was their professionalism. This is the first time we have been involved with a professional film crew. The quality of their work and the depth and time they took to understand our work was really outstanding," Mrs. Mohr, one of the Graphic Productions teacher stated.

there will be a link of the video that was shot in Arnold posted in the school announcements when the video goes live on their website, so keep a look out for the announcement. They are also on Facebook (www.facebook.com/nelovesps) and on twitter (@NELovesPS) if you would like to follow or connect with them. They tweeted the entire time that they were shooting while in Arnold.

"This project is sponsored by the Sherwood Foundation. The mission of the Sherwood Foundation is to promote equity through social justice initiatives enhancing the quality of life in Nebraska. Education is a vital tool for closing the socio-economic gap, giving children the leg up they need to succeed in the world. We believe that Nebraska state residents have a lot to be proud of. And although we know that when it comes to education, there is always room for growth, we can all be proud of the myriad success stories coming from Omaha to Ogallala." Their website, if you would like to check them out is; www.NELovesPS.org.



The NELovesPS film crew gets a few shots of the School House Graphic Students working on the mats.



Dillon Olson gets an interview with the NELovesPS film crew.



Arnold Public School Third Quarter Honor Roll

12th

Dayna Larreau 6-A's, 2-B's

Sarah Magill 7-A's, 2-B's

Cindy Nisolle 7-A's, 2-B's

11th

Haley Jacobson 5-A's, 1-B

10th

Charlie Blowers 7-A's, 1-B

Hannah Magill 7-A's, 1-B

8th

Claire Beshaler 3-A's, 2-B's

Trevor Halstead 4-A's, 1-B

Grace Magill 5-A's

Rachel Smith 2-A's, 3-B's

7th

Morgan Eggleston 5-A's, 1-B

Sully Lewis 3-A's, 3-B's

From the Principal's Desk

Spring Break marked the end of 3rd quarter. The year has gone by unbelievably fast, and now Statewide assessments (NeSA), track meets, golf meets, field trips, and music programs will occupy much of our time for the next few weeks. With the schedule so busy, it is very important the children eat a healthy diet and get plenty of rest. It might be a challenge to blend these two ideas, but your child will be more successful in school for the final quarter if you can. Finish with a bang, not a whimper.

We spend a lot of time in school teaching proper use of technology to our students. The actions students take on the Internet can have a permanent impact on their relationships and future. Our goal is to get each child to think twice before they make a post that they might regret on sites such as Facebook, etc. In the same manner, we would ask that parents think twice before they make negative or derogatory posts regarding children or teachers in our school. As

a reminder (since this information is also in the student handbook), any issues that you have with your child's teacher should be addressed first with the teacher. If you cannot reach an agreement, then I would step in to mediate the situation.

The next step would be to involve the Superintendent, and finally the School Board. Remember that social network sites are not necessarily private, and they seem to elevate "coffee talk" to an entirely new level. Be careful with your words.

Kindergarten Round-up is quickly approaching. On April 4, children whose age would allow them to attend

Kindergarten next

year are invited to visit Arnold Public School at 1:00 pm. Personal invitations are going out to everyone on our census list. If you have a child the appropriate age, and did not get an invitation, we heartily apologize. Please consider this your invitation to see what we are all about! Per LB 1006, if your child will turn five before October 15, 2011, they are of an eligible age to attend. Beginning with the following school year (2012-2013), the age requirement will change and your child must turn five before July 31 to be eligible to attend.



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Superintendent.....Patrick Osmond
Principal.....Dawn Lewis
Editor In Chief and
Sponsor.....Nicole Badgley
Editor.....Rachelle Preston
Experienced
Reporters.....Korrie Miller
New Reporters.....Dayna Larreau,
Cindy Nisolle
After Press Production.....David Bellew, Terry
Bellew, and Eugene Walker

The opinions and ideas expressed in the articles of the Arnold Post are solely those of the authors. Each article is edited by both student editors and the sponsor prior to layout. Mistakes that appear were not corrected by the reporter before going to press. The articles that are published do not necessarily reflect the opinions and ideas of Arnold Public Schools.

No advertising, other than school sponsored activities, is allowed in the newspaper. Opinion pieces, future news items, comments, or suggestions may be submitted to any member of the journalism staff, or its sponsor at nbadgley@esu10.org.

The Arnold Post is sent to all families and box holders of District 89. If you, or someone you know would like to receive the newspaper, please contact the school office at 308-848-2226 to add your name to our mailing list.

One Part Speech.. One Part Laughter



Stone Phillips, Dillon Olson, Ian Beshaler, and Micheal Larreau.

Boys Oral Interpretation of Drama (OID): Four guys discuss the good old days when they were poor, then they look at the first jobs and their future career possibilities with a director with interesting tastes in drama. Their OID placed 6th at Districts.



Dillon Olson and Charlie Bowers

Boys Duet: Doctor Von Hefflehorn treats his patient John Smith for his phobias. John is afraid of everything and there are a few bumps in the road as the doctor treats John.

Rachelle Preston

Serious Prose: Rachelle placed 2nd at Districts and will be going to State. Anna and Kate Fitzgerald are sisters. They're not normal sisters though because Anna was a test tube baby, made to keep her sister, Kate, alive because she has leukemia. Kate is in a very rough state in her leukemia, and she needs a kidney. Their mother Sara, is pressuring Anna to give her kidney to her sister, when Kate and Anna come up with their own plan.



Ian Beshaler

Entertainment: It's about the assorted history of the past in peanut butter and how it became to be today. He placed 6th at Districts.



Korrie Miller, Kali Blevins, Casandra King, and Cindy Nisolle

Girls OID: Carrie travels home from College after a long 8 years and comes across a surprise of one southern speaking teacher, a sister that cares about her looks, and a mom that just wants to shove a camera in her face. Their OID placed 3rd at Districts and will be going to State.

Cindy Nisolle

Serious Prose: Johanna finds her mother, Evelyn, dead lying in bed. Johanna despised her mother and she became really angry when, through Evelyn's death wish list, she finds out that her mother had a second life.



Seven Qualify for State Competition

Sarah and Hannah Magill

Girls Duet: The Magill girls chose Spies by David J. LeMaster as their duet. The duet used a lot of physical actions with fights and dry wit during the dialogue. At each meet, the duet got better and better. Finally, by districts, the girls' duet placed first and will be going to State.



CONGRATULATIONS

To the Magill Duet starring Hannah and Sarah Magill, Rachelle Preston's Serious Prose, and The Girls OID starring Kali Blevins, Casandra King, Korrie Miller, and Cindy Nisolle for qualifying for State Speech



The Speech Team consists of: back row, left to right: Charlie Blowers, Stone Phillips, and Mrs. Moninger(Coach) Second Row: Cindy Nisolle, Micheal Larreau, Sarah Magill, and Rachelle Preston Front Row: Korrie Miller, Casandra King, Ian Beshaler, Dillon Olson, Hannah Magill, and (Not pictured) Kali Blevins and Darlene Rimpley (Coach)

Counselor's Corner

Seniors ... it's decision time!

Attention seniors: If you haven't already, it's time to make the big college decision and determine which school you plan to attend. Follow our advice below to find the college that's the right fit for you.

First, gather and compare your college acceptance notifications, financial aid award notifications and your campus visit notes. Consider items such as:

Location. Is the college too close? If you come home every weekend, you won't experience true campus life. Is the college too far away? If travel costs are prohibitive, you may not make it home as often as you'd like.

Cost. Can your family afford the school? What can you expect for financial aid beyond your freshman year? Did you receive renewable scholarships? How much in student and parent loans will you need to cover expenses?

Academic program. Does the college offer the program that interests you? What happens if you change majors—does the college offer other programs that interest you?

Student life. Does the school offer student activities you will enjoy? Do you like the living arrangements provided by the school? Will you have an

opportunity to work on or near campus? Will the career center

help you find internships, create a resume, and prepare for interviews?

As you make your decision, have a heart-to-heart talk with your parents to make sure you pick your college for the right reasons, not because it's where your friends - or your girlfriend or boyfriend - are going.

Visit EducationQuest.org for tools that can help you make the final decision including the Award Letter Comparison Calculator, the College Comparison Calculator, and information about student and parent loans.

Juniors ... start looking for scholarships. Scholarships are available to help you pay for college, but you have to apply! If you're serious about earning scholarships, plan to complete as many as 30-40 applications. Here's how to get started ...

Start searching! In addition to your guidance office, check out free online sites including ScholarshipQuest at EducationQuest.org - it contains over 2,000 local and state scholarships. Pay attention to scholarships current seniors are receiving - they're often listed in your local newspaper. Other sources might include your parent's employer, your employer or local service organizations.

Create files and place scholarship applications in deadline order.

Get involved in extracurricular activities and community service.

This is a critical component on most scholarship applications - and is the only criteria on some. Track your involvement with the Activities Resume at EducationQuest.org.

Earn the best possible grades and entrance exam scores. These factors are especially important for college-based scholarships.

Determine if you will qualify for need-based scholarships by completing the College Funding Estimator at EducationQuest.org.

Talk to colleges about specific scholarships they offer. You'll also want to check out tuition assistance programs like the University of Nebraska's Collegebound program, and the Advantage Program offered by the Nebraska State College System. These programs will cover the cost of your tuition if you meet certain income and academic criteria.

Loup Valley Conference All Conference Basketball Honors

Girls Honorable Mention:

Trisha Hendricks

Boys Second Team

Chase Schwarz

Aaron Stryker

Honorable Mention

Zane Ellis

Lincoln Journal Star Final 2010 Prep Football Ratings

Class D-1

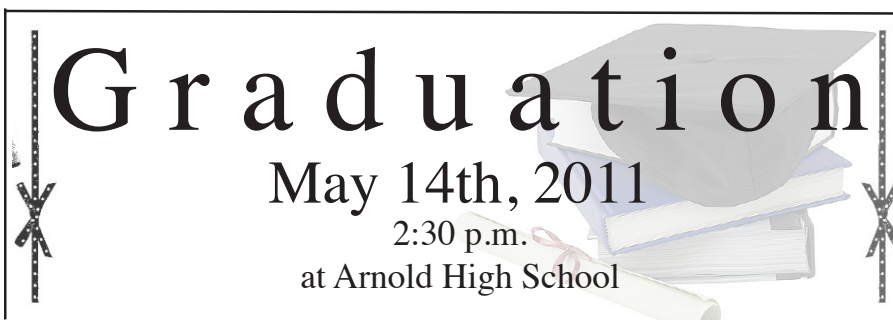
South Loup #6 (10-1)

Dylan Chesley: All Region

Offensive Line

Zane Ellis: 2nd Team All Region

Offensive End



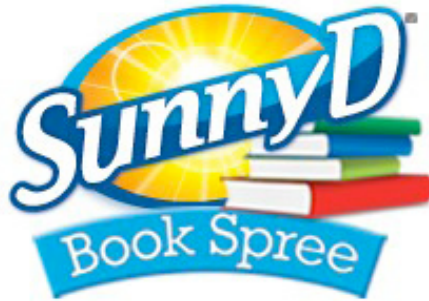
Books for Labels

By: Rachelle Preston, Senior

The Arnold Public School library has 20 new books being given to it by Sunny D orange juice company. Darlene Rimpley and the public library gathered and submitted Sunny D labels to the promotion on the school's behalf. The promotion guaranteed that for every 20 labels that were collected, they would donate 20 books.

The books that were given to the school were for reading levels from elementary to the middle school reading levels, all donated through Scholastic. Some of the books included: Schooled by Gordon Korman, Gregor the Overlander by Suzanne Collins, IQ by Roland Smith, Book! Book! Book! by Deborah Bruss, Nasty, Stinky Sneakers by Eve Bunting, Ghost-hunters and the Incredibly Revolting Ghost! by Cornelia Funk, and Ready, Set, Snow! by Abby Klein.

Sunny D is trying to help schools reach the standards for the 21st-Century Learner. The group would like learners to use skills, resources, and tool to do four main



things:

- Inquire, think critically, and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth.

To do this, Sunny D would like to promote reading for pleasure. The public library would like this to happen at the school, and is also promoting it through their summer reading program, which Darlene Rimpley has been introducing to the students.

Mrs. Moninger would like to take advantage of this promotion in the years to come if the promotion is still available. It is encouraging to her and the students, as the community does many great things for the school, such as the act of kindness. Save your Sunny D labels, and you could help out the school too!

"I am very glad that Darlene and the public library board explored this option and thought about our school. Arnold as a community has been very supportive of our book fair and any other possibilities to help our students benefit from additional pleasure reading material. I am also exploring options for grants to get additional books, especially at the lower elementary level at this point since we have such a large number students. The students are voracious readers and I take buckets of books down to their rooms everyday. They are so excited when we get new books that it's a joy to watch them!" said Mrs. Moninger.



Easter Egg Hunt

National Honor Society will be sponsoring this year's
Easter Egg Hunt.

April 22nd, at 10 a.m. in the City Park.



Read Across America



Anthony Olson is drawing a word that his friends have to guess



Kacee Dvorak, Drew Vickers, Aaron Edwards, Faith Bierman, Ms. Gracey, Colbi Smith, and Logan Peterson are showing the results of the guessing game



Rachelle Preston is helping Chester Oberg to count his goldfish



By: Cindy Nisolle, Senior

"You're never too old, too wacky, too wild, to pick up a book and read with a child," said Dr. Seuss. That is what the teachers and seniors did with the kindergarten through the fifth graders on Wednesday, March 9th. That day, they celebrated the birthday of Dr. Seuss and Read Across America that take place on March 2nd of every year.

Theodor Seuss Geisel was born on March 2nd, 1904, in Springfield, Massachusetts and died in September 24, 1991, in San Diego, California. He was an American writer and cartoonist most widely known for his children's books written under the pen name "Dr. Seuss." He published 44 children's books, which were often characterized by imaginative characters and rhyme. His most famous books include the

bestselling Green Eggs and Ham, The Cat in the Hat, One Fish Two Fish Red Fish Blue Fish, Horton Hatches the Egg, Hop on Pop, Horton Hears a Who, and How the Grinch Stole Christmas.

Read Across America Day is the National Education Association's annual celebration for toddlers, teens and everyone in between that celebrate their literacy and language skills and the joys of reading.

To celebrate those occasions, Mrs. Gracey, Mrs. Esther, Mrs. Geiser, Mrs. Meyer, Patti Schwarz (who took Mrs. Crow's place because she was gone), and Mr. Lewis organized three special activities from 9:50 until 10:45 a.m in the school gym. The kids were divided into three groups

and got to go to each activity during 15 minutes.

The first activity was the book One Fish Two Fish Red Fish Blue Fish read by Rachelle Preston. After the reading, the kids sat at a table, sorted out goldfish by colors, and counted them. They got to eat them as a snack when they were done.

The next activity was Hop on Pop read by Dayna Larreau and helped by Chase Schwarz. Then, the kids played Pictionary to discover a word from the book they just listened to.

The last activity was Green Eggs and Ham read by Patti Schwarz. After that, they got to eat green eggs cooked by Casandra King, Brent Urbanovsky, and Korrie Miller.

Kids enjoyed the books and



Front: Devin Peterson, Shayla Tickle, Anthony Olson, Leighton Bubak, Zane Kreikemeier, and Eli Taylor. Back: Madison Reed, Kirby Corfield, Jarret Buchholz, and Tatum Cool are listening to a book



Patti Schwarz is reading the book Green Eggs and Ham to the kids



Dayna Larreau is showing a word to Colbi Smith to draw



Brent Urbanovsky and Casandra King
are cooking the green eggs



Jake Halstead, Raylee Downing, Shayla Tickle,
Bailey Schwarz, and Jayden Bubak are eating
their green eggs.



Chase Schwarz is having fun
with Alex Streit

the different activities proposed after the readings. It was a good entertainment before they leave for spring break.

The 9th and 10th graders

also did something with Mrs. Badgley for Read Across America. They analysed six Dr. Seuss' books: The Cat in the Hat, The Lorax, Horton Hears a Who, The Butter Battle

Book, Yertle the Turtle, and The Sneetches. They looked at the political messages and how it ties with their teenager life.



**"Be yourself,
because
the people
who mind
don't matter.
And the
people that
matter,
don't mind."
- Dr Seuss**



Kirby Corfield is sorting
her goldfish



Stella Lewis, Kylee Lehmkuhler,
and Sofia Atkins are counting their goldfish

From the Nurse's Desk Chicken Pox Shots Needed

Beginning July 1st, 2011 and thereafter, ALL students enrolled in school in the state of Nebraska will need 2 DOSES of VARICELA VACCINE (Chicken pox) if they have not previously had the chicken pox disease. This second vaccine is needed BEFORE your child(ren) begin(s) the 2011-2012 school year. Please call your child's physician to arrange for the second varicella vaccine, as documentation is needed BEFORE the first day of school in August 2011. Please return the proof/documentation that your child has the second vaccine (or has had the chicken pox disease) to the school nurse as soon as it is completed.

National Honor Society
Induction
Ceremony and Dinner
Thursday, April 7th at the
Community Center
7 p.m.



National Honor Society Induction Ceremony



April 7th, 2011

7:00 p.m.

at the

Community Center

Inductees will be notified at the latest by: April 3, 2011

Senior Clean-Up

By: Dayna Larreau, Senior

Each year, during the Terra Nova testing, which is only required for students of 11th grade and below, the seniors find themselves faced with the question of “what are we going to do with the free day and a half?”

This year, Mrs. Lewis proposed the idea of a senior service project. As to why she asked those students to do it, she said, “I asked the students to do it to start seeing themselves as part of the bigger community and to start feeling some civic responsibility.”

It was agreed upon, and after going through several ideas, the class of 2011 has decided to clean up the state park during the days

that they are free from Terra Nova testing. The Terra Novas will be held on March 23rd and 24th. The seniors will be taking the morning of the 23rd to clean the state park and to bond during their down time.

The senior service project will give the seniors a chance to both help the community and bond as a class.

“I do think it will become a permanent thing for the seniors. I will always ask them to do it, but I don’t know if we’ll ever ‘require’ it because it takes some of the pleasure out of developing and designing something for yourself if it is required.”



From back row left: Cindy Nisolle, Dayna Larreau, Kali Blevins, Brent Urbanovsky, Sarah Magill, Brandon Peterson, Chase Schwarz, and Eugene Walker. From front row left: Casandra King, Rachelle Preston, Maricela Alvarez, and Korrie Miller.

Girls State

The American Legion Auxillary has selected Haley Jacobson as the 2011 delegate to Girls State. Girls State is an Americanism and government training program for girls who have just completed their junior year of high school. This program gives girls the opportunity to live together as self-governing citizens and informs them about the duties, privileges, rights, and responsibilities of American citizenship. Haley will be attending Girls State in June Lincoln. She is the daughter of Jim and Stephanie Jacobson.



Haley has also been selected by the Arnold Rotary Club as a RYLA participant for 2011. RYLA stands for Rotary Youth Leadership Award. Camp RYLA is designed to build character, leadership, personal development, and good citizenship. The award part of RYLA is the actual scholarship the Rotary Club provides so that a participant may attend camp. Haley will be attending the Rotary District 5630 RYLA Rotary camp July 6-10 at the Halsey 4-H camp.

CONGRATULATIONS TO MRS. CROW!

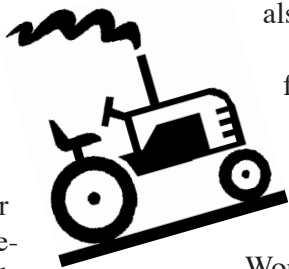


By: Cindy Nisolle, Senior

Mrs. Berni Crow, fourth grader teacher, won the White Reinhardt Scholarship. She gets the chance now to go to the 2011 National Agriculture in the Classroom Conference on June 22nd to the 25th in Fort Lauderdale, Florida.

Mrs. Crow won a grant of \$1500 to pay her entry fees for the National Agriculture in the Classroom Conference.

To win this grant, Mrs. Crow had to write a scholarship application "like seniors for college," she said, in which she had to explain several projects related to food, fiber, and fuel that she did with her class. "One of my students' favorite projects is the making of an iMovie," she wrote. "Each movie spotlights a local family that has had their farm in the family for over 100 years. We research and discuss the changes in agriculture over the years. The families provide photos and a story for us, and my students compile and arrange it into a movie with script, photos, videos, sound effects and music backgrounds."



She also had to explain why she wants to attend the 2011 National Agriculture in the Classroom Con-

ference. "I feel a strong need to keep my students informed of how their lives are intertwined in Agriculture even though they don't live on farms," she wrote.

For this conference, Mrs. Crow picked one Traveling Workshop: "Tropical Wine, Bromeliads, and Orchids." This workshop goes to all three places and it takes a full afternoon. So, she will get to go to a winery in Florida to learn how they grow grapes over there and also to see how they grow those tropical flowers. The post tour will be a trip to the Everglades.

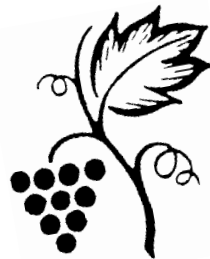
When Mrs. Crow comes back from her conference, she will have to send a paper to the White-Reinhardt Fund for Education about the trip she made in Florida and how she will use the information gained for her class.

"Big schools often get the awards," comments Mrs. Crow. "This scholarship proves that small schools like Arnold can also do big things."

The White-Reinhardt Fund for Education is a special project of the American Farm Bureau Foundation for Agriculture in cooperation with the American Farm Bureau Women's Leadership Committee. It was established to honor two former chairs of that committee, Berta White and Linda Reinhardt, who were leaders in the national effort to improve agricultural literacy.

The purpose of the National

Agriculture in the Classroom Conference Educator Scholarship Program is to provide travel expense funds to educators employed by a school system to attend the national conference for the purpose of using the information gained from the conference to expand their outreach to students regarding food, fuel, and fiber.



She became eligible to apply for this scholarship by winning the Ag "Teacher of the Year" last year. Eligible people for the scholarship were educators employed by a school system and working in grades K-12 who have demonstrated involvement in agricultural literacy programs.

"It will be an awesome trip," said Mrs. Crow. "The Ag in the Classroom workshop in Baltimore last year was one of the best I have ever attended. I look forward to another great experience like that. Moreover, this trip to Florida will be part of my east coast trip that I want to accomplish with my husband on our motorcycles. My personal goal is to visit the 50 States and I still have eight left at this point. During this trip, I am planning on going to Texas, Oklahoma, Louisiana, and to finish by Florida. We will leave early enough to get there by June 22nd and I am hoping that my daughter-in-law will have her baby before that or we will have to fly over there."



WHAT DO EUROPEANS DO EVERY FEBRUARY SECOND?

By: Cindy Nisolle, Senior

Groundhog Day is a holiday only celebrated in the United States and Canada. In Europe, each February second, they celebrate Candlemas (or Candle Mass). Candlemas is a Christian feast and it occurs 40 days after Christmas.

As the name says, the day of the candles, Candlemas is a celebration of light, but in many parts of the world it is also thought of as crepes day!

Indeed, it is traditional to eat crepes on Candlemas in some parts of Europe, such as Belgium. That day, people try to flip a crepe over while holding a coin in one hand. This is believed to assure wealth and happiness until the next Candlemas celebration.

The tradition of crepes is a symbol that survives from an ancient myth. Europeans make crepes because the golden disc reminds them of the sun.

As I was teaching some French to the third graders, I invited them to make crepes on February 24th. That morning, we cooked some together in the kitchen of the school. The deal was that they had to count to 20 in French before eating them. The number 14 ("quatorze" pronounced "ka-tor-ss") causes third graders still

some troubles but I gave them a trick to remember that number: 14 in French is a combination of two animals' names that are "cat-horse."

At this point, the third graders are able to count to 20, to say some every day used sentences, and I have just started to teach them the colors.

The third graders have worked hard during three weeks before taking the "test," and I was pleased to see that they all passed it. They were glad to have the opportunity to taste something new. On March 1st, they made me really happy when they gave me a thank you note for making crepes with them.

Crepes are supposed to be 8 inches in diameter, but I only found two 6-inch skillets. It worked well out because, even if Europeans usually eat sugar, powder sugar, syrup, jam, or chocolate spread on their crepes, the third graders preferred to eat theirs with white chocolate chips, honey, or sprinkles. They got full after one or two crepes.

With the crepes left over, I tried to feed as many teachers and students that I could, and they enjoyed their little snack. I didn't know that it could be so dangerous to walk around in the hall because I was attacked by hungry students coming from everywhere.

So, will you try next year to flip a crepe over while holding a coin in your hand without sticking it on the roof?

I liked making crepes with you. Maybe we could do it again some time. I really loved making crepes with you. Your friend,
Dylan Nelson.

Thank you for making the crepes with us. They were really good. It was cool when you flipped that one crepe. I was happy that we got to go make crepes with us. Sincerely, Laykin Wilkins.

The crepes were good. I hope your having a great time at our school. I liked that trick that you did with the crepes. I wrote 1, 2, and 3 in French. Un, deux, trois. Au revoir Cindy. Jace Connell.

Thank you for letting os make crepes with you. It was relly fun. I hope you have a good day. Landry Smith.

Thank you for the crapes. They were delishes. Thank you for teaching us how to speak French. Your friend, Hunter Weinman.

Jace Connell, Hunter Weinman, Mrs. Meyer, Angelina Harter, Cindy Nisolle, and Laykin Wilkins making crepes.



FRENCH FRIES ARE NOT FRENCH!



By: Cindy Nisolle, Senior

Everybody likes French fries. Sprinkled with salt, dunked in ketchup, covered with gravy, or dipped in sweet and sour sauce, everyone has their own specific way of enjoying these small cuts of potato heaven.

However, French fries should be called "Belgian fries." Indeed, the Belgians are noted



for claiming that French fries, although the name would point elsewhere, are actually Belgian in origin. Whether or not they were created in this small European country, they quickly became the national dish of Belgium, making the Belgians at least the symbolic creator of the French fries.

The "frites" (French fries in French) were invited in Belgium about the 1700s. The poor inhabitants of this country had the custom of accompanying their meals with

small fried fish, but when the river was frozen and they were unable to fish, they cut potatoes lengthwise and fried them in oil to accompany their meals. It is how the French fries were created.

The Belgians are the top consumers of French fries and eat them with anything and everything. They can be enjoyed with steak, they are perfect with goulash, delightful with fish, and to die for with mussels, that is a very famous dish in Belgium.

Many Belgians believe that the term "French" was introduced when American soldiers arrived in Belgium during World War I, and consequently tasted Belgian fries. They supposedly called them "French," as it was the official language of the Belgian Army at that time. Other people think that the "French" part got attached to

them because of the way they are prepared. The French culinary style was the first to really make deep-frying foods. So, preparing potatoes by deep-frying them was to "French fry" them.

Regardless of where they originated, the Belgians are known to make them the best. They know the best size of slices, the best kind of potatoes, the right temperature to fry them, and they never eat them unpeeled.

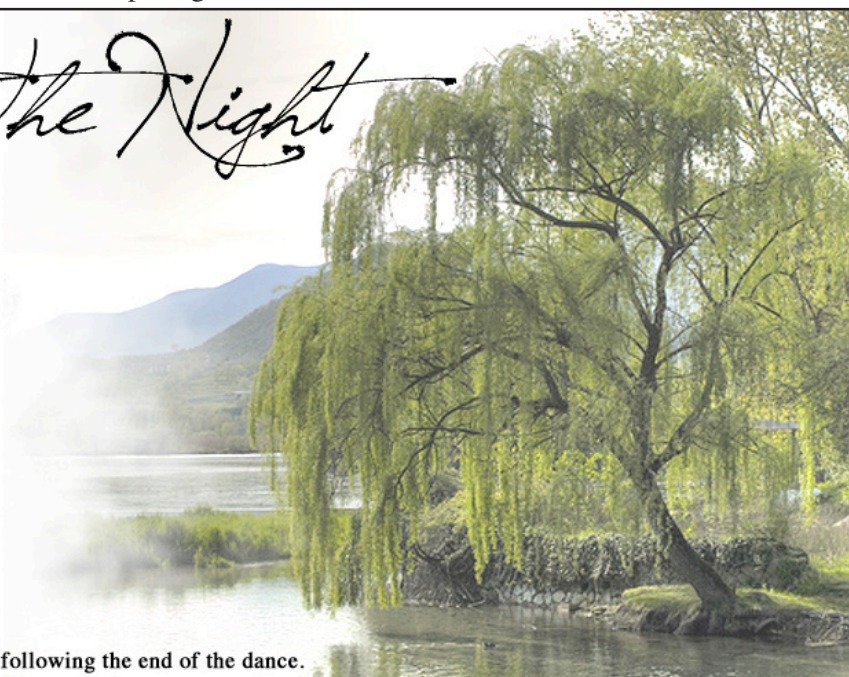
As anyone who has tasted fries anywhere in the world will attest, the Belgian French fries win hands down. Whether you eat them in top class restaurants or from a street vendor, nobody makes them better. Even the French will agree with that, as will the Dutch, and other Europeans.



Here's To The Night

April 16th, 2011

- P r o m
- Pictures start at 5:00 p.m.
 - Servers at 5:00
 - Juniors and Dates at 5:30
 - Seniors and Dates at 6:00
 - Group pictures at 6:30
 - Grand March is at 7:15
 - Doors will be closed at 8:00
 - Dinner will be at 8:20
 - Dance starts at 9:00
 - End of Prom at 12:00 a.m.
 - After prom will start at 12:30 a.m.
 - The junior class will clean up immediately following the end of the dance.



Seniors 2011

Rachelle Preston

Parents: Robbi and Shelley Smith, Wade and Patty Preston

What are your future plans? **I am attending Nebraska Wesleyan University. I plan to major in Psychology.**

What is your favorite memory from school?

I loved the Outdoor Ed. Trip. I also like anytime that my class and I goofed around and laughed.

If there were no restrictions on money, what would you do after high school? **I would probably still go to college, but I would pay off my college first off. Then, after I graduated, I would travel all over the world with my sister and just have fun.**



Dayna Larreau

Parents: Gary and Janet Larreau

What are your future plans? **I plan to attend the University of Nebraska at Kearney to study Visual Communication and Design.**

What is your favorite memory from school? **Team physics was definitely my favorite memory. Team physics frequently proved that we were good enough to bend the laws of physics...and just basically any science in general.**

If there were no restrictions on money, what would you do after high school? **I would travel the world and stay in incredibly nice hotels for the rest of my life.**



Maricela Alvarez

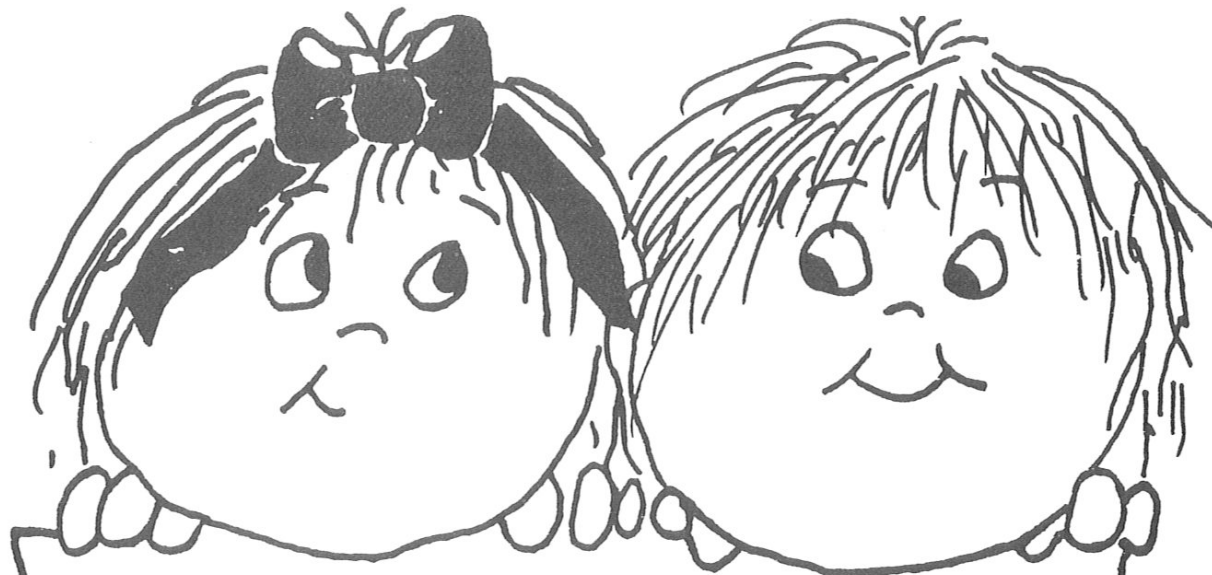
Parents: Lidia and Felipe Alvarez

What are your future plans? **My future plan is to work and earn money to go to a community college and have a better job. My other plan is to go visit my grandparents in El Salvador.**

What is your best memory from school? **My best memory is when I was in middle school and the 8th grade took a field trip to Washington D.C. All of my friends went and we visited the White House, went to museums of the Holocaust, and to the Lincoln memorial.**

If there were no restrictions on money what would you do after high school? **If I had all the money in the world I would buy my own house with my own land. And then I would go shopping for clothes and shoes. I would have a restaurant. Then I would go to El Salvador and take clothes and school supplies to all the poor children. And I would build a huge motel for the people that live in boxes and help all of the families.**





Dear Parents,

Please look through the enclosed checklist to help you determine if your child is doing skills listed under the five different areas. This checklist is only for children from birth to five years of age.

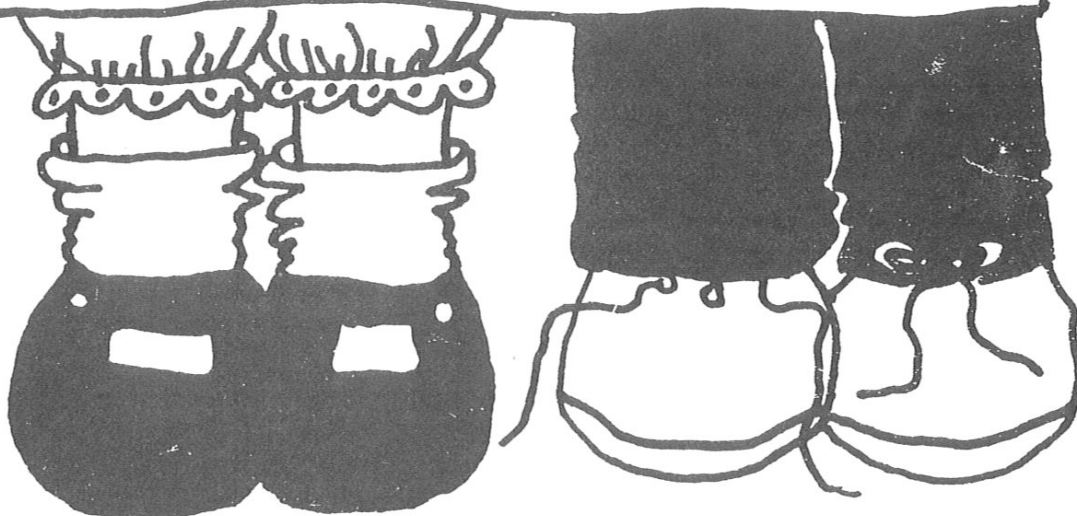
If you have any concerns about your child's skills or would like more information, please feel free to contact:

Early Development Network
410 South 10th Avenue
Broken Bow, NE 68822
(308) 872-6699

Sandhills Educational Services
323 North 7th Avenue
Broken Bow, NE 68822
(308) 872-5606

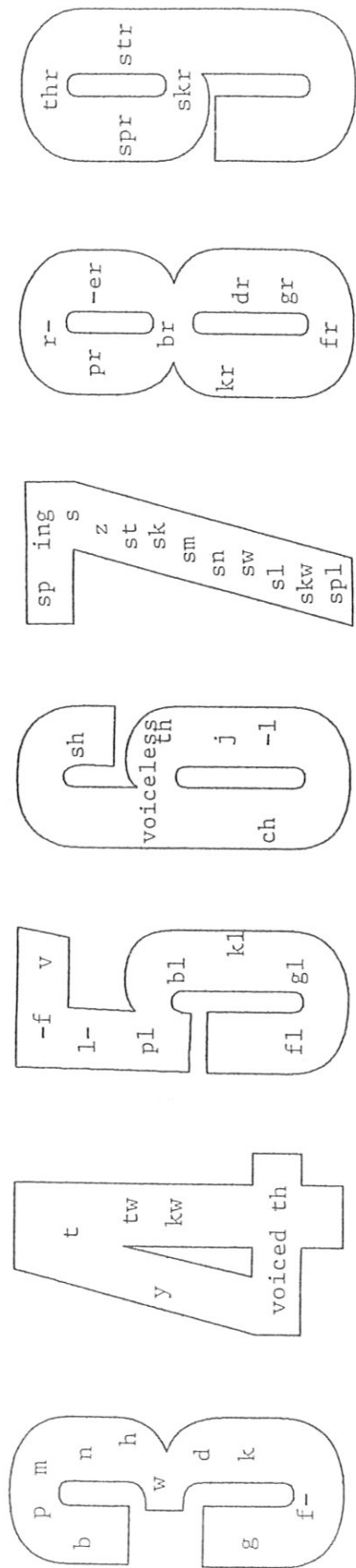
Your child may qualify for special education services from the school district at no cost to you.

Sincerely,
EDN Services Coordinator



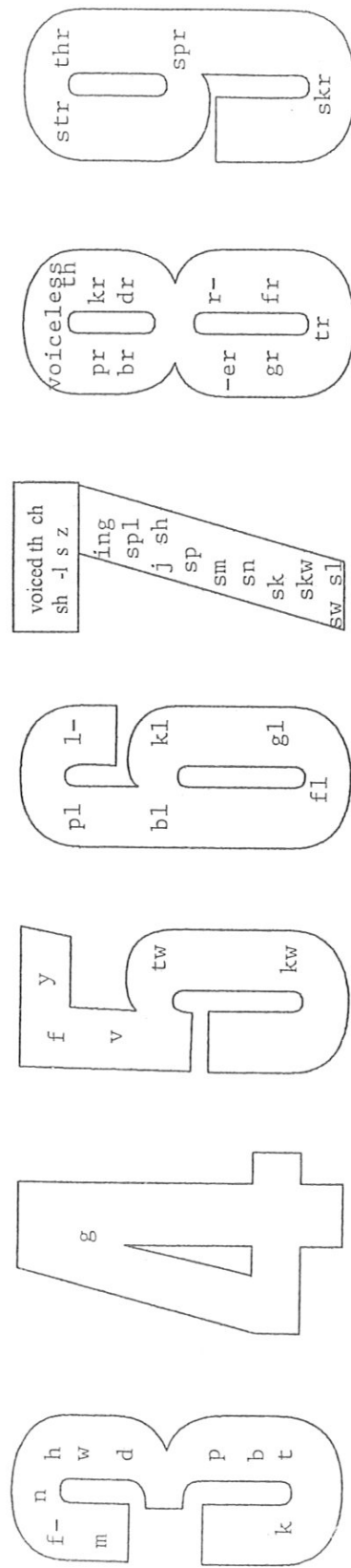
	COGNITION	LANGUAGE	GROSS MOTOR	FINE MOTOR	SELF HELP
0 - 1 Years	<ul style="list-style-type: none"> Looks for source of sound Responds to voices Aware of surroundings Looks at pictures in books Plays "peek-a-boo" Quiets when picked up 	<ul style="list-style-type: none"> Cries coos, laughs, giggles Looks at speaker Responds to own name Vocalizes when talked or sang to Repeats syllables: ba-ba, ma-ma Waves bye-bye Makes sounds to get attention 	<ul style="list-style-type: none"> Turns head to both sides when on back Kicks legs alternately Sits with support Rolls from back to tummy Walks along furniture Crawls Walks with both hands held 	<ul style="list-style-type: none"> Stares and gazes Follows moving object using eyes Brings hands together Reaches and grasps for objects Transfers object from hand to hand Drops objects Pokes with index finger 	<ul style="list-style-type: none"> Coordinates sucking, swallowing Brings hand to mouth Recognizes bottle Uses tongue to move food in mouth Bites and chews Finger feeds self Drools less
1 - 2 Years	<ul style="list-style-type: none"> Stacks blocks Hands toy back to adult Finds hidden object Matches object to object Points to 4 animal pictures Recognizes self in mirror Likes finger-plays and nursery rhymes 	<ul style="list-style-type: none"> Follows simple directions Identifies familiar object by pointing Indicates several body parts Says "ma-ma, da-da" Imitates words Names common objects Uses pronouns: my, mine 	<ul style="list-style-type: none"> Stands alone Walks 2-3 steps Stands from crawling position Walks with no support Runs Carries toy while walking Walks down steps with hand held 	<ul style="list-style-type: none"> Picks up objects with thumb/index finger Scribbles with crayon Builds tower using 2-4 blocks Puts objects into containers Places pegs in pegboard Holds crayon with thumb and fingers 	<ul style="list-style-type: none"> Sleeps 10-12 hours Brings spoon to mouth Gives up bottle Removes own socks, shoes, and hat Fusses to be changed Begins toilet training Unzips clothing
2 - 3 Years	<ul style="list-style-type: none"> Recognizes familiar adults in picture Engages in make-believe play Matches colors and shapes Matches identical pictures Understands concept of "one" Enjoys stories and looks at books Sings along with music 	<ul style="list-style-type: none"> Understands use of objects: bike/ride Understands descriptive word: big/little Understands action pictures: running Begins to ask questions Names pictures Combines 3-5 word sentences Uses plurals 	<ul style="list-style-type: none"> Catches large ball Walks up and down stairs Rides tricycle Walks backwards Stands, balances on one foot Walks on tiptoes Runs 	<ul style="list-style-type: none"> Builds tower using 4-6 blocks Folds paper Turns knobs on toys and television Scribbles with circular motion Strings beads Snips with scissors Copies a circle already drawn 	<ul style="list-style-type: none"> Helps put things away Washes and dries hands with help Helps with brushing own teeth Dresses with assistance Blows nose with help Sucks from straw Pulls pants down to sit on potty
3 - 4 Years	<ul style="list-style-type: none"> Recites nursery rhymes or songs Uses words: today, tonight, last night Identifies missing objects from picture Puts 2 parts of picture together Understands negatives: "It's not your turn" Counts 3 objects Answers questions logically 	<ul style="list-style-type: none"> Categorizes objects and picture Points to colors names Recognizes 6 body parts Answers "when" questions Tells how an object is used Repeats sentences Uses pronouns: I, he, she, we 	<ul style="list-style-type: none"> Jumps 2-10 times repeatedly Kicks ball Bounces ball 2 or more times Pedals tricycle around corners Walks on straight line Alternates feet going down stairs Colors circle staying in lines 	<ul style="list-style-type: none"> Screw and unscrews lids Completes 3-5 piece puzzle Draws a person with 2 body parts Makes shapes with playdough Builds tower using 7-8 blocks Cuts paper in 2 pieces Winds up a toy 	<ul style="list-style-type: none"> Undresses self independently Puts on own shoes, shirt, and coat Turns faucet on and off Puts away toys Uses spoon with little spilling Potty trained with few accidents Buttons and snaps clothes
4 - 5 Years	<ul style="list-style-type: none"> Counts to five Identifies 3 shapes Uses words: yesterday, tomorrow Carries out 3 part command Understands: go, stop, top, and bottom Sorts colors and shapes Understands: rainy, sunny, windy 	<ul style="list-style-type: none"> understands concepts: first, last Describes how to make a sandwich Names 6 animals Defines objects: "What is a car?" Answers "why" questions Compares objects or pictures Understands: under, in back of, next to 	<ul style="list-style-type: none"> Somersaults Skips Catches ball with arms and body Walks to rhythm Touches nose with eyes closed Throws 3 inch ball overhand Stands with eyes closed 	<ul style="list-style-type: none"> Makes objects with playdough Draws a person with 3-4 body parts Moves paper while cutting Traces simple lines Folds and creases paper Completes 6-10 piece puzzle Imitates drawing shapes 	<ul style="list-style-type: none"> Puts on own socks, pulls up pants Tends to toileting needs Puts dirty clothes in hamper Zips up pants and buckles belt Uses fork and napkin Dresses with little help Knows front and back of clothing

SOUND CHART FOR FEMALES



These charts show at what age males and females should be using correctly articulated consonant sounds. The age norms were established as part of the Nebraska-Iowa Articulation Norms Project.

Vowel sounds are currently considered intact by age three (3)



SOUND CHART FOR MALES

Got Milk?

A group of eleven teenagers posing in a pyramid formation on a stage with a red curtain background. The text "Got Milk?" is at the top. The group consists of five people in the back row, four in the middle, and two in the front. They are wearing various casual clothing, including t-shirts, jeans, and a hoodie. Some t-shirts have "NEBRASKA" or "WEP" printed on them. The teenagers are smiling and looking at the camera.

The seniors are heading off to college soon. Throughout college and their careers, they'll be drinking milk to keep their bodies strong and their minds strong!

Track Stars and Golf Shooters

By: Korrie Miller, Senior

Golf has started and these 10 golfers are excited to start playing. The only thing they have in mind is winning and having fun. Practices have started on March 14th just too see what is needed to work on.

“All the Callaway golfers are hilarious and atleast when they beat me they make it fun” says Ian Beshlar, Sophomore.

“What I like about golf is that Ian and Clint are out for it” says Stone Phillips, Sophomore.

“Because that’s the way, uh huh uh huh, I like it” sings Micheal Larreau, Freshman about how much he loves golf.

“Golf is a very himiliating sport. It teaches students to be humble and to have pacience. These are both two very important life time lessons someone must learn “ says Coach Croghan.



Back Row: Kyle Potter, Justin Ross, Keith Gascoigne, Grant Freeman
Front: Korrie Miller, Ian Beshlar, Micheal Larreau, Lane Gascoigne, Stone Phillips, Clint Schneringer. Not Pictured Steven Spanel.

It’s early into the season but track is already making a mark on people. There are many events and many athelets out on the run these days. From Shotput to the two mile run, each team mate will cheer the next one on. Practices had started on February 22nd and they are already gaining progress.

“My favorite thing about track is the competition to see who is the best” states Brent Urbanovsky, senior.

“ It is hard for me becuae I don’t have any experience in sports, I’m not use to doing two hours of excersizing each day but I like track because I’m outside and I like to be with people and I like the Arnold and Callaway students. They are really nice to me even if it is difficult for me.” Cindy Nisolle, Seniors says.

“What I love most about track is Discuss. I love it, it’s the best thing about track“ says Dillon Olson, Sophomore.



Members of the 2011 South Loup Track teams, l-r: Front — Colter Glendy, Taylor Linegar, Dylan Chesley, Logan Glendy, Zane Ellis, Chase Schwarz, Aaron Stryker, Brady Weinman, Branden Peterson, Drew Bowers; Second — Wyatt Eggleston, Just Mousel, Michaela Weverka, Andrea Hanson, Kyle Pierce, Brent Urbanovsky, Eamon Schwarz, Charlie Blowers, Tanner Cline, Tyler Burnett, Levi Loper; Third — Sharmayne Stieglitz, Kali Blevins, Kacee King, Kristina Allen, Michala Dockweiler, Britni Patterson, Trisha Hendricks, Haylee Stryker, Rebecca Johnson, Cindy Nisolle, Alexandra Weinman; Back — Terry Bellew, Kaden Ellis, Alberto Gonzalez, Ryan Moninger, Carson Badgley, Hanna Magill, Tricia Ridder, Sarah Magill, Darcie Kennedy. Not pictured: Taylor Geiser, Haden Geiser and Leah Smith.

Snow, Smarts, and Quizbowl



The Junior High team starting from left back row: Sully Lewis, Dalton Warren, and Brandon Moninger,. From left front row: Rachael Smith, Grace Magill, Bobbi Jo Barnes, Claire Beshaler, and Morgan Eggleston.

By: Dayna Larreau, Senior

The Arnold High School and Junior High Quizbowl teams started out showing great promise this year in Quizbowl. The season was filled with surprises that mainly dealt with the weather. Snow took out a few of the meets and postponed others. Even through that, the junior high and high school teams prevailed.

The junior high team consists of Brandon Moninger, Dalton Warren, Grace

Magill, Bobbi Barnes, Rachael Smith, Morgan Eggleston, Sully Lewis, and Claire Beshaler.

The senior high school team consists of Ian Beshaler, Brandon Peterson, Sarah Magill, Dayna Larreau, Kali Blevins, Haley Jacobson, Charlie Blowers, Hannah Magill, Dillon Olson, Stone Phillips, Wyatt Eggleston, and Michael Larreau.

On November 4th, 2010, the senior high quizbowl team participated in the

LVC competition in Halsey.

The two teams also competed in Broken Bow in the Custer County meet on February 23, 2011. The junior high team placed second, only losing to Broken Bow, and the high school team placed first.

The junior high team attended the ESU meet in Kearney on March 2, 2011. There were 35 school teams with approximately 350 team members and their sponsors present. The Arnold team was up first and won one their first match and lost their next two. The first loss to SEM, and the second to Callaway.

March 8, 2011 was a high school Quizbowl meet in Callaway. The team lost their first, won their second, and then lost their third.

Unfortunately, the senior high team did not attend the ESU meet at Kearney this year due to too many students going to District Speech that was scheduled for the same day.

The Stapleton meet was postponed to March 22, 2011, and it was held in the evening.

Overall, both teams did very well this year. With more wins than losses, the season seemed to go well.

"The weather and the scheduling conflicts really shortened our quizbowl season. When we did get to compete, we did very well, especially when we won the Custer County meet," said Mrs. Ayres, the Quizbowl coach.

The high school team starting from left to right: Haley Jacobson, Kali Blevins, Wyatt Eggleston, Ian Beshaler, Brandon Peterson, Sarah Magill, Stone Phillips, and Dillon Olson.





**Sports
Night
May 12, 2011
(Thursday)
6:30 p.m.
at
Callaway**



Awards Night & Senior Night

Awards given for:

Quiz Bowl
Geography Bee
Mock Trial
Class Academics
Speech
One-Act

Class night will include:

Senior Class Wills
Class History
Slideshow
Class Prophecies



May 2, 2011

7:00 p.m.

In the school gym



A Final Say

Knowing this is my last column I will ever write at the Arnold School Newspaper, I can't figure out what to write. I can't believe this is my last paper. It saddens me quite a lot knowing that never again will I be an Arnold Journalism student.

Other than this being the last I want to thank everyone that has read my articles. I appreciate everything you have done whether it was criticism or not, I took it all to try and help my writing. I can't thank you enough for taking the time to read anything that I have written. In 9th grade I don't think I would have ever been able to write in the newspaper and have people actually read my articles. So again thanks!

I would also like to thank the whole town of Arnold for always being there for me in some way. As a town and community, every one is amazing. There is so much heart put into everything that is done here and that is something I love the most.

I would like to thank my class also. I love each and everyone of you because you are amazing. You have a great personality and you will go so far in life. I'm proud to say I am part of the Arnold Senior Class of 2011.

My friends are amazing! I could not have possibly been through everything if it wasn't for you. You guys have some of the best things in life and you have such big hearts.

My family is another group I would like to thank. From my parents to my brothers and sisters, you truly are amazing in every way possible. There isn't anything I would change about you guys. Some of my close friends are my parents. They are just awesome, even if they are super dorky. That's the way I love them though.

Then there are the Arnold teachers. You truly are superior. You have taught me so much about myself by pushing me to do better. There is nothing better than the knowledge you have given me.

These four years have gone by so fast. I wish I could turn back time just so I can enjoy it a little more knowing what I do now. Any younger classmen, you should cherish every moment you have. It will be over before you know it. Do as much as you can and enjoy everything you're in, no matter how 'bad' you think you are, you are very good for going out for it.

Thank you all once again and thank you for supporting me in the way you did! :)

Through My Eyes

By: Korrie Miller, Senior



Let It Be Speak, Think, Feel, Write

This will be my last column that I write for this newspaper. It's funny that it seems like just yesterday I was walking into my first period class of freshman year, which was journalism, and being so excited and nervous and scared all at the same time. It's funny that something so insignificant like a high school newsletter has been so significant to me and my life.

Since the beginning of school, all I have done is prepare myself for the next level. When I was in kindergarten, all I wanted to do was be a sixth grader. When I was a sixth grader, all I wanted to do is be in junior high. When I was in junior high, all I wanted to do was be in high school. When I was a freshman, all I wanted to do was be a senior.

Now that I am a senior, all I've wanted to do was go to college. And now I'm realizing that I've always been in such a hurry to get to that next level that I never really had time to stop and enjoy where I was.

During high school, I attended 720 days of school. I have written 26 columns in my four years of high school, and over 100 articles. But I was always in such a hurry to write them and get them done and get to the next month's duties, that a lot of the simple things passed me by.

It's like I was running down this very long path and all I could think about was the end that I didn't stop to enjoy the

scenery. I am guilty of not stopping to smell the roses. They say the grass is always greener on the other side, but I wish I could have rolled down the hill a few more times before I climbed to the other side.

Don't get me wrong. I am excited to move on with my life and go to college. I am excited

laughed until I cried. I have wasted time. I have messed around, and I have messed up. I have been a good friend, a girlfriend, and a best friend.

I have worked hard and I have slacked off. I've voiced my opinion and at times bit my tongue. I have drove around with my friends past curfew, and I have stayed home on a weekend. I have been grounded and I have been free. I've done a lot in my high school career. I've made good friend, and great friends and best friends, and enemies, but never in my four years have I felt like I would miss any of it. Never in my four years have I thought that I needed to make more time for my friends. Never in my four years have I thought that I would feel like I didn't spend enough time here. I'm excited to leave. It's a weird sort

of freedom, but it's also a weird sort of frightening.

I would say that old phrase, "you don't know what you have until it's gone." But I know what I have. I just don't know what I will have.

So, here it is. The last one. It's funny isn't it? At the beginning, all you want is the end, but at the end, all you want is the beginning.



to meet new people and explore myself. College is the time when you become the person that you are going to be for the rest of your life. But, as many of my readers know, I'm still trying to figure out who I am now. I'm going to be moving on to the next Gert, when I don't know who this Gert is.

In my high school career, I have had some real fun. I have



It Is Not A Farewell

By: Cindy Nisolle, Senior

Do you remember the first article I wrote about Belgium at the beginning of the school year? It is already time for me to write the last one. But, between those two articles, a lot of things have changed and I have learned many things about life and people in general.

The most important of all is that I have built a strong relationship with my host parents and my new friends that will last forever. They have been very important in the progression of my experience because they are those who made me discover the most things and in all fields.

The biggest thing I have learned from them is "to give without taking." Indeed, my host family gave me love, care, trust, opportunities to do a lot of different activities through those last eight months, and I do everything possible to thank them. About my friends, they invited me to parties, gave me help when needed, brought me gifts, and never asked me something in return. Be sure that I will go back home with the idea of Americans who share, who care about the others, and that are very open-minded.

Then, I have learned to take the opportunities when they knock at the door and not to wait because you never know if you will get this chance again. I used to wait for the best moment to do something, and sometimes, that moment never came. Now, I just go when I can.

I have learned how to fit in any situation. I traveled a lot with my host parents and the school, and we saw lots of different places. Thanks to that, I have improved my contact with people, and I can talk about any subject, anywhere.

With all the different activities offered by the school, I got the chance to do so many new things. For example, One-Act has taught me how to work in team. Speech has taught me how to express myself in front of people. Chorus has taught me to try singing before an audience. Track has taught me to push myself farther.

Finally, of course, I have learned a lot about the English language. I love English. There are so many nice sounds in that language. Moreover, with less words, I can express a lot more in English than in French because it does not required a bunch of little words, such as prepositions, or articles. I can speak now more in an American way than in the English that I learned at school.

However, I still have my native strong accent that remains the only last fence from people to sometimes understand me. I am still struggling with the pronunciation of some words but I am doing a lot better than when I arrived here.

To each parent who is reading my article, I really advise you to encourage your children to spend a year in a foreign country. They will come back more mature, independent, open-minded, and will know another language. It is difficult to let your child go for such a long time, but my parents are now glad they finally did it because they have seen my evolution through the months.

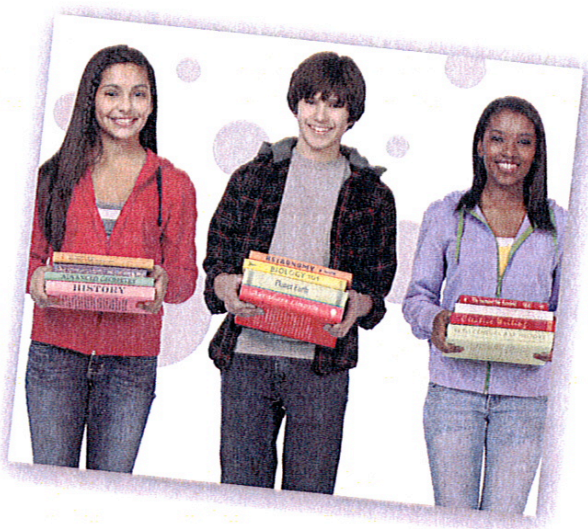




Help our School win a \$10K Library Makeover!

My Coke Rewards for Schools
will give two lucky schools
\$10,000 for books for
their library.

We can earn 1 entry into
the sweepstakes for every
5 points donated to our
school from March 15 -
April 30, 2011. It's easy
to donate, so don't delay.



How to Donate:

- 1 Purchase Coca-Cola products to get My Coke Rewards codes.
(They're on hundreds of different packages.)
- 2 Go to mycokerewards.com/schools. (Register if you're not already a member.)
- 3 Search for our school by zip code or state. Click "Donate Points Now" and enter
the amount you'd like to donate.



32-pack 12 oz. cans
25 Points = 5 Entries



24-pack 16.9 oz. bottles
20 Points = 4 Entries



12-pack 12 oz. cans
10 Points = 2 Entries



mycokerewards for schools

TM

Join us in making great things happen for your school.

At Coca-Cola, we share your dedication to helping students succeed. By signing up for My Coke Rewards for Schools, your school can earn points towards rewards for much needed items like P.E. equipment, art and classroom supplies, electronics and more.



My Coke Rewards for Schools is an easy way for parents, friends and others in the community to support local schools by donating My Coke Rewards points. Points can be found on hundreds of different packages, including DASANI®, Sprite®, Minute Maid®, POWERADE ION4® and more. The more donations your school gets — the more rewards you can earn that will help students learn, grow and have fun.

We've made things easy for your school:

- Online tools make it easy to communicate with your community and get support.
- Donations from the community are collected and tallied automatically online.
- Points can be donated, collected and redeemed for rewards all year long.
- Any My Coke Rewards member can donate points to your school.
- 24/7 online access to check point balance, browse rewards, and spend points.

Getting started is easy too:

- 1 Identify a School Coordinator for your school. The School Coordinator is responsible for managing the school's account, encouraging parents to donate points, and redeeming rewards for the school.
- 2 Go to mycokerewards.com/schools and click on "Register My School" to find your school and complete the registration process.
- 3 Spread the word and encourage parents to sign up for My Coke Rewards and start donating points to your school.

Sign up today at mycokerewards.com/schools.



Helping Children Learn[®]

Tips Families Can Use to Help Children Do Better in School



ELEMENTARY SCHOOL

April 2011



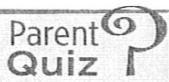
How can parents teach children to control tempers?

Q: My second grader has tantrums when he doesn't get his way. I admit that I sometimes give in rather than dealing with his behavior. He's acting the same way in school, and his teacher has asked for my help in getting him to control himself. What can I do?

A: Two-year-old tantrums are hard enough to deal with. But eight-year-olds need to learn how to get themselves under control. You can:

- **Keep a record** of your child's tantrums for a week or so. Record what happened just before the tantrum. What happens when he falls apart? How many times do you give in to a tantrum?
- **Create a plan of action** to change his behavior. Set clear boundaries. Suppose he often has a tantrum if you don't let him watch TV. Schedule time for him to watch TV. If he wants to turn on the TV outside of that time and throws a tantrum, say calmly, "It is not time to turn on the TV. It's time for reading."
- **Realize your child may not change** his behavior immediately. Keep talking with him. "I know that you are upset. But this is the rule." Tell him he can control his behavior, too. "You'll feel so much better when you are in control." Then praise him when he does calm down.

Whatever you do, *don't* give in to your child's tantrums. His success in school and with other children depends on learning how to control that temper.



Are you effective in setting limits?

When parents enforce limits, their children rarely thank them! But children benefit from having clear boundaries. Answer the following questions *yes* or *no* to see if you're effective in setting and enforcing limits for your child:

- ___ **1. Do you restrict** the number of limits you set, knowing that kids are more likely to follow limits that are important to parents?
- ___ **2. Do you set** limits that are easy for your child to understand?
- ___ **3. Do you consistently** enforce those limits?
- ___ **4. Do you involve** your child in setting limits and deciding the consequences for violating them?
- ___ **5. Do you let** your child know the "why" behind the limits you set?

How did you do? Each *yes* answer means you are effectively helping your child understand the boundaries you set for acceptable behavior. For each *no* answer, try that idea from the quiz.

"The art of leadership is saying no, not yes. It is very easy to say yes."
—Tony Blair

It's time for spring training

Baseball players know that practicing every day is the best way to prepare for a winning season. With warmer weather, it may be tempting for your child to spend less time on homework, but daily practice of skills is still essential for school success. If spring activities have changed your family routines, work out a plan to make sure homework is still your child's first priority.

Make time for family time

Busy parents feel pressured to make the most of time with their children. But this is hard when so many things—from work to housework to phone calls to errands—can interfere. Put family activities on your calendar and treat them just like business appointments.

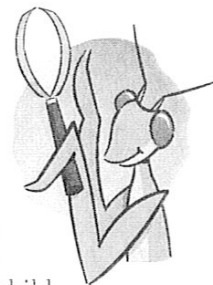
Source: Utah State University, "How To Spend Quality Time With Your Children," Newswise, www.newswise.com/articles/view/516482.

Promote interest in science

More careers in the science and technical fields are opening up as time goes on. Encourage your child to take an interest in science now to prepare her for a successful future.

For example, if your child loves the outdoors, she could observe insects and then visit insects.org to research more about them. Here are some other tips:

- **Encourage activities** that aren't *too* hard. You don't want to give your child the idea that science is too difficult rather than fun and interesting.
- **If you don't know** what your child might enjoy, ask! When your child chooses something, she'll learn more and have a better time doing it.



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Helping Children Learn®

Tips Families Can Use to Help Children Do Better in School



April 2011

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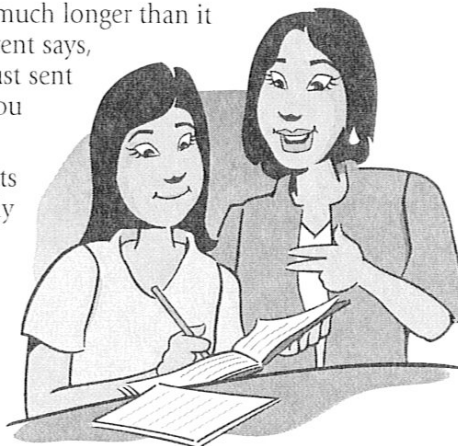
Educational Service Unit 10

Be aware of hidden messages your words can send to children

A child is doing a chore and taking much longer than it would take an adult. Finally, her parent says, "Here, let me do that." The parent just sent a message that said, "I don't think you can handle that."

Sometimes, even the words parents say to motivate their children actually turn out to have the opposite effect. To encourage your child to keep trying or to do her best, say:

- **"Give this a try."** Your child will hear, "I think you can do this by yourself."
- **"What would happen if you added more water?"** Your child will hear, "You can solve problems."
- **"I never thought of trying it that way."** Your child will hear, "You made a good decision."
- **"I remember when you did this before."** Your child will hear, "You can be a success again."



Use this same approach when your child is doing schoolwork. If she's stuck on a tough math problem, ask, "How did you solve it the last time?" Or try asking, "Could you explain the sample problems to me?" When you focus on the things your child *can* do, your child is more likely to stay motivated.

Source: Lynn Lott and Riki Intner, *Chores Without Wars*, ISBN: 0-761-51252-7, Prima Publishing.

Poetry is read-aloud fun

April is Young People's Poetry Month. It's a great time to laugh out loud with your child while reading together. Some collections that will get you giggling:

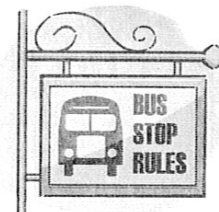
- *Giant Children* by Brod Bagert.
- *If You're Not Here, Please Raise Your Hand: Poems About School* by Kalli Dakos.
- *Tall Tales of the Wild West: A Collection of Cowboy Poems and Songs* by Eric Ode.
- *Where the Sidewalk Ends* by Shel Silverstein.

Ask the school librarian or the librarian at the public library to recommend other titles for read-aloud poetry fun.

Review three bus stop rules

In warmer weather, kids are more active at the bus stop. Review bus safety rules with your child. Tell him to:

1. **Wait calmly** at the bus stop. Stay off the street and don't play roughly.
2. **Watch** for the driver's directions.
3. **Walk five "giant steps"** away from the bus so the driver can see you when you're getting off the bus.



Source: "Tip #10: School Bus Stops," National Highway Traffic Safety Administration, www.nhtsa.gov/people/injury/childps/newtips/pages/Tip10.htm.



Volunteering benefits everyone!

April 10-16 is National Volunteer Week. Whether you volunteer at school or out in the community, your service can have a positive impact on:

- **Your community.** Of course, the group you decide to help will benefit the most!
- **You.** As a volunteer, you can learn important skills. Try to choose an activity that will later help you on the job. Whether you want to improve your computer

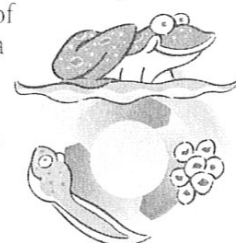
skills or learn how to manage a budget, you can probably find a volunteering opportunity that will help you work on that skill.

- **Your child.** Consider finding a service project you can do as a family. Studies show that kids who volunteer are more responsible. They care more about doing their best in school and elsewhere.

Source: "Signature Events and Series," Points of Light Foundation, www.pointsoflight.org/signature-events-and-series.

Pictures boost knowledge

Whether it's the life cycle of a frog or the three branches of government, drawing a picture may help your child prepare for a test. Ask her to explain her artwork to you. Have her talk about the illustrations in her textbook, too.



Helping Students Learn®

Tips Families Can Use to Help Students Do Better in School



MIDDLE SCHOOL

April 2011

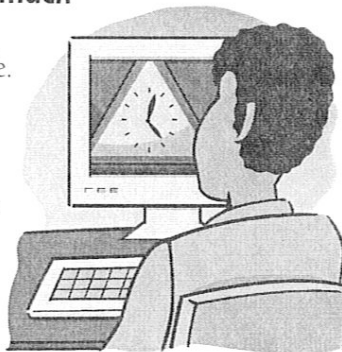


How can parents keep tabs on kids' computer usage?

Q: My middle schooler is very tech-savvy—but I'm not! How can I monitor his online activities when so much of this is over my head?

A: Your responsibility is to keep your child safe. Your child may be tech-savvy, but remember that you're world-savvy. To help your child be responsible about online activities:

- **Set time limits.** Decide how much leisure time he can spend on the computer or his cell phone—and stick to it.
- **Spell out what he can and can't do online.** Is "chatting" with others a definite no-no? Are adult-oriented or violent sites absolutely forbidden? Tell your child.
- **Go over the basics of online safety** with your child. If you're not sure of them yourself, visit sites like www.wiredsafety.org or www.fbi.gov/publications/pguide/pguide.htm and learn together.
- **Keep the computer out in the open**—in the kitchen, the living room or another common area of your home.
- **Set cell phone rules.** No calls or texting after a certain time. At bedtime, keep the phone in a common area.
- **Set parental controls.** Ask your Internet service provider about ways to block certain websites.



What is your child doing after school?

After school is when students are most likely to get into trouble. Answer the following questions *yes* or *no* to see how well you are monitoring your child's after-school time:

1. **Does your child have** an adult contact after school, such as a relative, neighbor or sitter?
2. **Do you stay** in touch by phone or other means if you are not with your child?
3. **Have you set** rules about who may be in the house when you are not there? Do you check on your child to make sure she follows rules?
4. **Have you discussed** the dangers that kids can get into after school (such as drugs and alcohol) and how your child can avoid them?

5. **Do you encourage** your child to get involved in extracurricular activities?

How did you do? Each *yes* answer means you are working hard to keep your child safe and productive after school. For each *no* answer, try that idea from the quiz.

"Few things help an individual more than to ... let him know that you trust him."

—Booker T. Washington

Teach your child how to make better decisions

You can help your child sharpen her decision-making skills. Encourage her to:

- **Write down** the issue.
- **Consider** potential solutions or ideas.
- **Evaluate** the options. Weigh the pros and cons of each option.
- **Put** her plan to work.
- **Reassess** the situation. How is her strategy working?

Motivate children with love

Many parents wonder how to motivate their middle schoolers to succeed. The best way is surprisingly simple: Offer love and support. To do this:

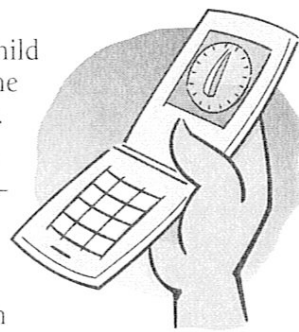
- **Enjoy** plenty of time with your child.
- **Express** high expectations.
- **Praise** your child's good work.

Timers prevent 'lost' time

Middle schoolers don't have a good sense of time. They might play video games for an hour and think it's only five minutes. Then they're amazed they don't have any time left for homework.

To help your child develop better time sense, use a timer.

Limit activities to a certain time—like 10 minutes. Then set the timer. The timer will tell him when his time is up. Your child will gain a better sense of how much he can *really* accomplish in certain amounts of time.



Source: Charlene C. Giannetti and Margaret Sagarese, *The Roller-Coaster Years*, ISBN: 0-5530-6684-6, Broadway Books.

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April 2011

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Educational Service Unit 10

Insist on regular attendance through the last day of school

Your child has a fever. That is a definite reason to keep her home from school. "Spring fever," however, doesn't count. School is still in session and your child needs to be present. As tempting as it may be to let your child "take a break" after staying up late to work on a project or to skip school because the project isn't quite finished—or because it's a particularly beautiful day outside—don't give in.

Regular attendance is critical for two major reasons:

- 1. The time for end-of-year exams is approaching.** Reviewing for these exams is important to your child's success. Your child needs to be at school.
- 2. Your child still has regular schoolwork and assignments** in addition to exams. Missing school at this busy time can cause your child to fall behind very quickly.



Education is your child's top priority. That's true even when the spring weather beckons. Allowing your child to miss school (except for illness or family emergencies) sends your child the message that school is only important some of the time. Make sure you schedule medical appointments and family vacation during times when school is not in session.

Source: "Report to Parents – School Attendance," National Association of Elementary School Principals, www.naesp.org/resources/2/Report_to_Parents/2008/rtp09-08.pdf.



Help your child increase vocabulary

The greater your child's vocabulary, the more he will increase his reading comprehension and understanding of higher-level conversations—skills that will help him in high school and beyond. Encourage your child to:

- **Read something** beyond his comfort level. This is a great way to encounter new words. It may help if he keeps a notebook close by as he reads so he can jot down words he doesn't know.
- **Look it up.** The dictionary is one of your child's most important tools. Keep one handy—and if your child doesn't know what a word means, tell him to crack that dictionary open and find out!
- **Use the new words** he learns when he speaks. Compliment him on his strong vocabulary.
- **Talk with adults.** Be careful not to "do the talking for him" when he is around adults. He'll be learning important social skills while improving his vocabulary.

Source: Eric Jensen, *Student Success Secrets*, ISBN: 0-8120-9488-3, Barron's Educational Series.

Prepare for upcoming tests

End-of-the-year tests are coming soon! Share these test-taking tips with your child:

- **Take** a deep breath.
- **Read** the directions carefully.
- **Focus** first on the questions to which you immediately know the answers. Then go back to the trickier ones.
- **Use** all your time! Check your work.

As a family, try volunteering

April 22nd is Earth Day. Use this as an opportunity to discuss volunteering activities as a family. Call a family meeting. Then:

- **Make a list** of projects family members would like to do. Search the Internet for volunteer activities in your area. Look in your local newspaper. Or ask your child's counselor or teachers for suggestions.
- **Start small.** Try a one-time activity, such as a park clean-up day. Then your family can decide if you would like to commit to more service activities.

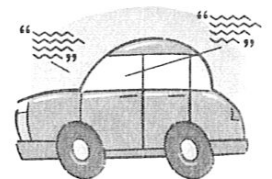


Source: Peter L. Benson and others, *What Teens Need to Succeed*, ISBN: 1-57542-027-9, Free Spirit Publishing.

The upside of downtime

Talking and listening are some of the most meaningful things you can do with your child. Have relaxed conversations as you:

- **Prepare** meals together.
- **Go** for a walk
- **Drive** in the car or ride on a bus.
- **Shop** for groceries.



Source: "Talking with Preteens," the Palo Alto Medical Foundation, www.pamf.org/preteen/parents/talking.html#Activity%20B%20-%20Quality%20Time.

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?

By: Korrie Miller, Senior

?

Each month we like to share an interesting, yet rarely noticed aspect of the school with our readers.

Can you guess what this is and where it's at? (The answer is located somewhere in the book since this is the last one of the year.

?

Last month's picture was Mrs. Badgley's sitting ball in her room.



