



Lincoln Middle School, an IB World School



FEBRUARY 2020

Lincoln Newsletter

PAGE 1

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Penny Stires**

**Assistant Principal
Jake McCollum**

**Assistant Principal
Ryan Thomson**

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School Website](#)**



Principal's Message

Dear Parent and/or Guardian of Lincoln Middle School Student:
I hope this newsletter finds you well and you are staying warm in the cold, winter season. This month's principal letter will intentionally focus on mental health and suicide prevention. For whatever reason, the winter months seem long and are sometime accompanied by a rise in mental health concerns for our students and families. The goal of my message today is to further raise awareness of the ways in which we as adults can support the emotional wellness of our students at Lincoln Middle School and in our community.

Across the District, my colleagues and I talk about mental health concerns and share ideas about how to best serve our school communities. Our students have been trained by the Alliance for Suicide Prevention of Larimer County, which teaches students exactly what to do if they or someone they know is talking about self-harm. Additionally, our students are taught how to use the Safe2Tell hotline. This is an anonymous reporting system that students, parents, and community members can use to report concerning behavior or anything that makes them uncomfortable, with regard to safety. Lincoln has a full-time counseling staff member, a mental health specialist, a school psychologist, and a variety of skilled professionals who are available to meet with students and parents.

Suicide is prevalent throughout our community and nation; it's also something that affects our school and District. In 2016, a record 1,156 people died tragically of suicide, according to the Colorado Health Institute. The county and state's rates have not gone down much since. Suicide is most common for the age group of 24 to 55. What is especially alarming, is that suicide is the leading cause of death for Coloradans aged 10 to 24. Suicide outpaces illness and accidents as the leading cause of death.

Continued...



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Principal's Message, continued...

Although these statistics are difficult to think about, there are many ways we can be effective in supporting our children. Parent engagement and connection are major protective factors for youth. You are the expert on your child, so please communicate any concerns with us so we may work together to support your child. My hope is we can commit to working together to ensure the safety and success of every student.

Should you need additional support, SummitStone's Community Crisis Center, 1217 Riverside Ave. in Fort Collins, is available 24/7 at 970-494-4200 for crisis concerns, including suicide assessments.

Additional community resources for supporting your child include:

- Safe2Tell hotline: 1-877-542-7233 or online at www.safe2tell.org
- SummitStone Health Partners: 970-494-4200
- Child Adolescent, and Young Adult Connections (CAYAC): 970-221-3308

One of the things I am most proud of at Lincoln is the love we have for our families. We love your child, and we want him or her to be healthy, happy and successful. We are in the middle of a Kindness Revolution where students and staff will build upon the strong relationships and kindness exhibited every day throughout our community. I encourage you to ask your child how they are contributing to the revolution and talk about how your own family can contribute to the Kindness Revolution.

I appreciate the Lincoln community and value the relationships we have built.

Warm regards,

Penny Stires
Principal
Lincoln Middle School
970-488-5700



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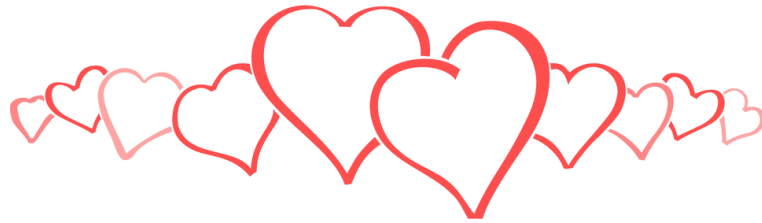
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For Current 6th, 7th, and 8th Grade News

Every student at Lincoln Middle School is amazing!
Please participate in our letter-writing campaign.

*You will be entered into a drawing and have a chance
to win 1 of 3 \$50.00 drawings.*

We want every student to have a letter from home.

Please write a brief letter to your child:

“My child is amazing because.....”

Then, place it in an envelope with your child’s full name on it and return it to school. You could also email the letter to: pstires@psdschools.org

These will be delivered to your student in March, prior to state testing.



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Banner Health

6th Grade News

6th Grade Science

We have finished our review of natural forces that shape the earth (erosion, deposition, glacial movement, wind, earthquakes, etc.). We have begun our exploration into the geological processes that have shaped our world in the past as well as the current impact of these processes. We are looking at the history of supercontinents and moving into the layers of the earth and what that can tell us about the geological timeline of the Earth. Below are the key words and vocabulary we will be working with.

investigate	analyze	communicate	outline	apply	evidence
strata	fossil record	energy	plate tectonics	core	weathering
erosion	Biosphere	volcanoes	glaciers	deposition	surface features
distribution	landform	resources	renewable	nonrenewable	natural hazards
crust	earthquakes	interpret	constructive forces	destructive forces	geology

These are the standards we will be working on:

- 3.3 Rock strata and the fossil record can be used as evidence to organize the relative occurrence of major historical events in Earth’s history. (MS-ESS1-4)
- 3.4 Energy flows and matter cycles within and among Earth’s systems, including the sun and Earth’s interior as primary energy sources. Plate tectonics is one result of these processes. (MS-ESS2-1, MS-ESS2-2)
- 3.8 Humans depend on Earth’s land, ocean, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as result of past geologic processes. (MS-ESS3-1)
- 3.5 Plate tectonics is the unifying theory that explains movements of rocks at Earth’s surface and geological history. (MS-ESS2-3)

Mr. Brennan & Mrs. Johnson

Continued...



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6th Grade News, continued...

6th Grade Math

Students have finished this Month by finishing our unit on ratios, percents, and proportions. This unit delved into finding unit rates and the different ways we can find ratios and percents using proportions. The next unit we are starting is Integers, Absolute Value, and the Coordinate Plane. This unit will focus on students taking the adventure to the other side of zero and finding that there are both positive and negative numbers. Also we would like you to know that we will not be giving out Quarter 3 Homework packets. We will be focusing more on learning test taking strategies that will help make the CMAS test less scary and stressful.

Ms. Lee and Mr. Allen

7/8 Math for 6th graders

We have just finished up a unit on slope, graphing and writing equations. We are moving onto some Geometry standards which will include naming angles, measuring angles, describing and finding the angles formed by parallel lines. We will also talk about similar triangles and do scale drawings. We will continue to solve equations, and graph as review. I still assign nightly homework, but many students use time at the end of class or advisory to complete it. Thanks for supporting your students.

6th Grade Language and Literature

We have been reading and analyzing great short stories of all kinds! Students are now adept at identifying all the plot elements and finding themes. We are also exploring authors' craft as students are preparing to write their own fictional short stories. Students should continue to read at home each evening and turn in their weekly homework on Thursdays.

6th Grade Social Studies

Happy February Lincoln families. Mr. King's social studies will be wrapping up a novel study about the Cuban revolution in the second week of this month. Sixth graders will begin a Quality of Life(QOL) Indicators unit that will focus on the population characteristics such as density, health, employment, and birth/death rates. Mr. Griffith's class is also starting the QOL Unit, and has just finished their essays about child labor in Ecuador. Sixth graders are building knowledge and using their skills in project based work in class daily. Keep up the great work Lancers!



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Technology Club

Want to join a technology club at Lincoln. Come to the Computer lab Room 146 after school on Tuesdays for coding club. All grade and skill levels are welcome. We animate, make video games, 3-D print, make Apps, use gadgets, and more!

6th grade students are starting the comic for unit 1 Digital Citizenship. In this unit students learned basic safety measures to keep safe and be responsible on the Internet by using Google's Interland Curriculum. Topics included creating strong passwords, creating safe and secure profiles, adjusting settings, kindness, and basic etiquette for communicating digitally. Students created comics using Pixton to teach others about online safety. You can check out some of the comics in the hallway by administration.

7th grade students are starting the Infographic project for unit 1 Digital Footprint. In this unit students learned about the footprint they create using digital media and the impact it has on their lifespan. Students were utilizing the Common Sense Media Curriculum that covers social media, cellular use, kindness, citing the Internet, Copyright, and self-image and identity. Students will create an Infographic using Canva that includes creative common images, facts with citations, and content that focuses on one of the Digital Footprint themes to teach other students to keep their online reputation positive. We will display our work come the end of February. by the main administration hallway.

8th grade students just finished a problem solving unit to help set the foundation for coding HTML. We learned how the problem solving process is a big part of computer science. Students will be using the program [Code.org](https://code.org) to learn and build a personal website. By the end of February students will have published their first website!

Stephanie Newhouse
Technology

PE News

In PE we are continuing health classes one day a week. Students in 6th grade have had Poudre Fire Authority education presentations on CPR, Fire Science, Emergency Preparedness, and Fire Safety. Poudre Fire Department provide real life examples and situations for students to reflect and learn. They explain and teach what to do, and how to prepare for emergency situations. Always a lot of great questions and sessions! The 7th and 8th grade students are learning Human development and reproduction and watching "Life's Greatest Miracle" which covers fetal development.

All students have Health one day a week and PE the other one or two days where students are learning and participating in Floor Hockey – a favorite for Mr. Schrom and Ms. Long as well as students! Stick handling, passing, offensive and defensive strategies and the opportunity to wear some transformer looking goalie gear is a highlight of the unit!





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Visual Arts@Lincoln

Art Exploration students have been busy exploring materials and learning how to draw bugs and birds. As artists they are making many decisions about subject, composition and materials. These colorful creations are as unique as the artists making them.

Art 1 students have finished their personal puzzle piece and are starting their Mini Museum project. They will be learning about steps of Art Criticism (Describe, Analyze, Interpret & Judge) as well as using the elements and principles of art. They will then transfer their ideas to plastic and we will SHRINK it!

Art 2 students are moving into their Street Art unit. They will start by designing name tags using graffiti style lettering and then move onto designs that focus on powerful words. They will compare traditional art forms with the concepts of street art and talk about audience and message.

Pottery and Sculpture students have finished up their hand made bowls that will be donated to the Empty Bowls Dinner which supports the Food Bank for Larimer County. They will next work on Public Service Announcement posters to spread awareness about issues with hunger and food insecurity. They will each create a bowl of their own on the pottery wheel as well.

Art Club is busy transforming retired musical instruments into artful creations. These group projects build great collaboration and communication skills as well as sense of pride in our work. This fun group enjoys their time together each week.

All grades are starting the new year off with a unit on flight. The 8th grade students got a chance to fly some unmanned aerial systems, better known as drones. All grades are designing, building and launching straw rockets. Straw rockets are made from straws that are propelled by a tiny burst of compressed air, so they can be reused and launched indoors. Learners will be changing the fins to see how they affect their flight. This hands on unit has students putting butterfly wings, bird wings, aircraft wings on their rockets and more!

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Spanish Literacy

Spanish Literacy students are beginning a writing project. They have chosen a topic and article of their choice from the bilingual news website www.newsela.com. Students will then interact with the text in multiple ways. They will practice reading, note-taking, quoting, and summarizing important text evidence, create bilingual vocabulary lists with synonyms and definitions, verbally summarize withing present, past, and future tenses, and finally write a 5-paragraph persuasive essay. Students will have the choice of presenting their writing and findings in a blog, poster, letter, short story, or podcast recording.

Lecto-Escritura (7to) grado (Fonte)-

Esperamos verlos a todxs en las conferencias dirigidas por alumnxs a principio de marzo. Aquí verán sobre los libros que hemos completado en los círculos de lectura, juntos con varios ejemplos de respuestas escritas a la lectura.

Spanish Lectoescritura 6th Grade

During the month of February my classes will continue to read "Las Brujas" by Roald Dahl. The class has to complete pages from the reading comprehension packet. We will also read short stories and answer comprehension questions at the end of each one. During both activities there will be substantial writing.

Week 1(3 days)

Las Brujas Packet: Sesión 2, Actividad 4, Sesión 3, Sesión 4, Color and decorate "The Witch" mask.

Week2- (2 days):

Read chapter 7 & 8, Las Brujas packet: Complete Actividad 8 and sesión 5.

Week 3- (2 days):

Reading Comprehension -Short Stories: Religiones Orientales, Ulises y el ciclope

Week 4- (3 days):

Read chapter 9 & 10, Complete Sesión 6 y Actividad 11 from the packet
Read chapter 11-14, Complete sesión 7 y Actividad 12 from the packet

Spanish Aquisition

¡Saludos de la clase de español!

In Spanish Acquisition, we are in the midst of reading our class novels. The 6th graders are reading *El capibara con botas*, the 7th graders are reading *Brandon Brown quiere un perro*, and the 8th graders are reading *Piratas del Caribe y el mapa secreto*.

After we finish those up, we will be starting mini grammar units before starting our new novels! Please make sure that your child is keeping up on their Duolingo and emailing us if they need late assignments regraded. If your child is feeling behind, please remind them to play extra Duolingo, GimKit, and talk to us so that we can help them with other ideas.

If you have any questions, please contact Señora Herrera, Señora Fonte, or Señorita Hallett anytime!

¡Muchas gracias!

Amanda Hallett

Teen suicide rates rising, study says social media use could be a factor



A person uses a smartphone in Chicago, Illinois, September 16, 2017.
A new analysis suggests that increased social media use could be one factor contributing to a rise in teen suicide. Photo from AP

CHICAGO, Illinois — An increase in suicide rates among U.S. teens occurred at the same time social media use surged. A new study suggests there may be a link. Suicide rates for teens rose between 2010 and 2015, according to data from the federal Centers for Disease Control and Prevention (CDC). Suicide rates had declined for nearly two decades before. Why the rates went up isn't known.

The study doesn't answer the question for certain. However, it suggests one factor could be rising social media use. Recent teen suicides have been blamed on cyberbullying. Social media posts showing "perfect" lives may be taking a toll on teens' mental health, researchers say.

Experts say that often mental illness is what leads to suicide. Mental illness refers to a range of mental health conditions, which are disorders that can affect mood, thoughts and behavior. Examples include depression, anxiety and eating disorders. Many people have mental health concerns at some point. What distinguishes a mental illness, such as depression, from normal feelings such as sadness, is that mental illnesses cause ongoing stress and severely interfere with a person's ability to function.

Most mental illnesses can be treated with medication and therapy. Asking for help can be hard, especially for those who spend a lot of time using social media. That's because social media makes it so easy to compare yourself to others. It can seem like everything is perfect for everyone else, even when this is not the case.

Social Media Can Make Teens Feel Bad About Themselves

"After hours of scrolling through Instagram feeds, I just feel worse about myself because I feel left out," said Caitlin Hearty, a 17-year-old Littleton, Colorado, high school senior. Hearty helped organize an offline campaign last month after several local teen suicides.

"No one posts the bad things they're going through," said Chloe Schilling, also 17, who helped with the campaign. Along with Hearty and Schilling, hundreds of teens agreed not to use the Internet or social media for one month.

The authors of the new study looked at suicide reports from 2009-2015 from the CDC. They also used the results of two surveys given to U.S. high school students to measure attitudes, behaviors and interests. About half a million teens ages 13 to 18 were involved. They were asked about use of electronic devices, social media, print media, television and time spent with friends. Questions about mood included frequency of feeling hopeless and considering or attempting suicide.

The researchers didn't examine circumstances surrounding individual suicides. Dr. Christine Moutier is the chief medical officer at the American Foundation for Suicide Prevention. She said the study provides weak evidence for a popular theory about social media's influence. She added that many factors influence teen suicide.



PARENT AWARENESS SERIES: Talking to your Kids About Suicide

Every parent would like to believe that suicide is not relevant to them or their family or friends. Unfortunately, it's all too relevant for all of us. It's the 3rd leading cause of death in adolescents and the 2nd for college aged students. Even more disturbing are national surveys that tell us that 16% of high school students admit to thinking about suicide and almost 8% acknowledge actually making an attempt. The unfortunate truth is that suicide can happen to ANY kid in ANY family at ANY time!

So how do you deal with this reality? Once you acknowledge that suicide is as much risk for your child as not wearing a seat belt while driving, or using alcohol or drugs, or engaging in risky sexual behavior, you've taken the first step in prevention. You talk to your children about these other behaviors which can put them at personal risk, and suicide is no different. It's something you CAN and SHOULD talk about with your children!

Contrary to myth, talking about suicide CANNOT plant the idea in someone's head! It actually can open up communication about a topic that is often kept a secret. And secrets that are exposed to the rational light of day often become less powerful and scary. You also give your child permission to bring up the subject again in the future.

If it isn't prompted by something your kid is saying or doing that worries you, approach this topic in the same way as other subjects that are important to you, but may or may not be important to your child:

- Timing is everything! Pick a time when you have the best chance of getting your child's attention. Sometimes a car ride, for example, assures you of a captive, attentive audience. Or a suicide that has received media attention can provide the perfect opportunity to bring up the topic.
- Think about what you want to say ahead of time and rehearse a script if necessary. It always helps to have a reference point: ("I was reading in the paper that youth suicide has been increasing..." or "I saw that your school is having a program for teachers on suicide prevention.")
- Be honest. If this is a hard subject for you to talk about, admit it! ("You know, I never thought this was something I'd be talking with you about, but I think it's really important"). By acknowledging your discomfort, you give your child permission to acknowledge his/her discomfort, too.
- Ask for your child's response. Be direct! ("What do you think about suicide?"; "Is it something that any of your friends talk about?"; "The statistics make it sound pretty common. Have you ever thought about it? What about your friends?")

- Listen to what your child has to say. You've asked the questions, so simply consider your child's answers. If you hear something that worries you, be honest about that too. "What you're telling me has really gotten my attention and I need to think about it some more. Let's talk about this again, okay?"
- Don't overreact or under react. Overreaction will close off any future communication on the subject. Under reacting, especially in relation to suicide, is often just a way to make ourselves feel better. ANY thoughts or talk of suicide ("I felt that way awhile ago but don't any more") should ALWAYS be revisited. Remember that suicide is an attempt to solve a problem that seems impossible to solve in any other way. Ask about the problem that created the suicidal thoughts. This can make it easier to bring up again in the future ("I wanted to ask you again about the situation you were telling me about...")

Here are some possible warning signs that can be organized around the word "FACTS":

FEELINGS that, again, seem different from the past, like hopelessness; fear of losing control; helplessness; worthlessness; feeling anxious, worried or angry often

ACTIONS that are different from the way your child acted in the past, especially things like talking about death or suicide, taking dangerous risks, withdrawing from activities or sports or using alcohol or drugs

CHANGES in personality, behavior, sleeping patterns, eating habits; loss of interest in friends or activities or sudden improvement after a period of being down or withdrawn

THREATS that convey a sense of hopelessness, worthlessness, or preoccupation with death ("Life doesn't seem worth it sometimes"; "I wish I were dead"; "Heaven's got to be better than this"); plans like giving away favorite things, studying ways to die, obtaining a weapon or stash of pills; suicide attempts like overdosing or cutting

SITUATIONS that can serve as "trigger points" for suicidal behaviors. These include things like loss or death; getting in trouble at home, in school or with the law; a break-up; or impending changes for which your child feels scared or unprepared

If you notice any of these things in kids who have always been impulsive, made previous suicide attempts or threats or seem vulnerable in any way, you really should get consultation from a mental health professional.



March 2020

Lincoln Middle School
Principal, Penny Stires

Middle Years

Working Together for School Success



Short Stops

Illustrated notes

Your middle schooler has probably heard the phrase “A picture is worth a thousand words.” It’s good advice that she can apply to note taking. Suggest that she incorporate sketches into her notes. She’ll include more detail in a shorter amount of time, and seeing a drawing may help her remember the information more easily.

Let your child be himself

Your tween is likely to face disappointments that you went through at his age, like not making a team or the end of a friendship. Listen to his feelings before sharing yours. He may have a different reaction than you did, and taking cues from him will let him process the experience in his own way.

DID YOU KNOW?

In a disturbing trend, more tweens and teens are “cutting”—meaning they’re cutting their skin in an effort to “feel something” and cope with overwhelming emotions. Signs of this include small, straight cuts on the arms and legs or wearing long sleeves and pants on hot days. If you see any evidence of cutting, call your child’s doctor right away.

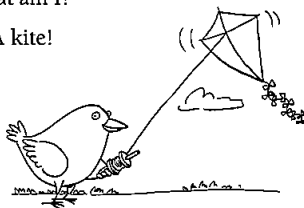
Worth quoting

“Deal with the faults of others as gently as with your own.” *Chinese proverb*

Just for fun

Q: I have a tail but no head.
What am I?

A: A kite!



Responsibility all around

Taking care of what needs to be done lets your middle grader accomplish his goals and be a good citizen. Help him become more responsible in these key areas.

Self

Encourage your tween to take responsibility for his actions rather than blaming others. Say he gets a low quiz grade and complains that the teacher didn’t explain the material clearly. Ask what he could do the next time he doesn’t understand something. He might raise his hand or talk to the teacher after class. He’ll learn that he’s in charge of his own success.

Others

Have your middle grader find a way to follow through on his responsibilities to others. He could use his planner, a calendar, or an electronic alert to remind himself about his drama club fundraiser or his weekly video call with his grandparents. Then before he makes



new plans, he should check to see if he’s available.

Community

A responsible community member obeys laws and takes care of shared property. Look for opportunities when you’re out together. While driving, you might point out how you move over when you pass a cyclist. Or at the grocery store, your tween could return a cart someone left in the middle of the lot so it doesn’t dent a car. 👍

Ready for standardized tests

Springtime brings warmer weather—and, for your middle schooler, standardized tests. Help your child prepare with these tips.

■ **Know the dates.** Ask your tween to print out two copies of the testing schedule and highlight the tests she will take. She could post one copy on the refrigerator (so you’re in the loop) and keep the other copy in her backpack.

■ **Be supportive.** Tell your middle grader that you know she’ll do her best. Offer to look over her completed practice tests. Remind her to pack sharpened pencils with erasers, and a water bottle and healthy snack if permitted.

■ **Keep it in perspective.** Encourage her to take the tests and any practice tests seriously—but not to stress. Remind her that the results are only one measure of her performance in school. 👍



Middle Years

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Use your (academic) words

Your tween may not text the word *derive* to her friend or say *foreshadow* in everyday conversation. But words like these are important in school and will give her a richer vocabulary for the future. Suggest these fun vocabulary boosters.

Make profiles. Have your child create pretend social media profiles for vocabulary words. On paper, she could include an “About me” section describing the word’s meaning. For



analyze, she may write “I love to carefully examine things.” Under “Friends,” she might place related words and phrases such as *evaluate* and *break down*. Perhaps she’ll include a “Photos” section with drawings showing the concept, such as a detective looking at evidence.

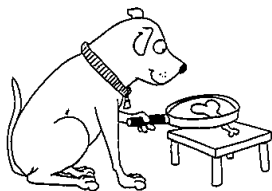
Play I Spy. In this version, the goal is to see how many ways you and your middle grader can use school vocabulary in daily life. She might talk

about the *perimeter* of a building as you walk by it, hear someone *clarify* an answer during dinner, or notice an *abstract painting* in a waiting room. 👍

Up-close science

How do magnifying glasses work? Your middle grader can discover the science behind them by making a curved lens out of gelatin. Share these steps with him.

1. Bring 1 cup water to a simmer on the stove or in the microwave.
2. Pour a 3-oz. packet of light-colored gelatin into a bowl. Add the hot water, and stir constantly for 2 minutes.
3. Let the gelatin cool for 10 minutes. Then, put 1 tbsp. on a plate in the refrigerator for 4 hours until it hardens.
4. Measure 1 tbsp. water into a short, clear glass. Carefully place the hardened gelatin (flat side down) in the glass.



5. Now try to read a book through the gelatin “lens” by moving the glass over the text. The lens bends, or refracts, light, so the words appear larger—just like with a magnifying glass. 👍

OUR PURPOSE

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Q & A Nutrition for my tween

Q My son is always hungry, and it seems like he eats constantly. Unfortunately, he doesn't always make the best choices. What should I do?

A Your child is growing faster than at any other time since infancy, so it's normal for him to feel hungry. Since your son is likely to reach for what's most readily available when his tummy rumbles, stock up on snacks that are nutritious and filling. Examples include Greek yogurt, nuts (if he's not allergic), hummus, avocados, lean turkey slices, and bananas.

Also, busy tweens may be tempted to skip breakfast, but a healthy morning meal will keep him full until lunchtime. A complete breakfast might include eggs, whole-wheat toast, fruit, and a glass of fat-free milk. Help him plan his meal the night before—or he could meet friends for a nutritious breakfast at school. 👍

Parent to Parent “My mom is so embarrassing!”

My daughter Charlene and I were always close, so I was hurt when she started acting like I was an embarrassment in public. As we headed into her sports banquet, for instance, she walked 10 steps behind me.

I mentioned this to my neighbor who has older kids. She reassured me that this is a normal part of Charlene becoming independent from me. She said that letting her kids

walk apart from her seemed to make them less resistant to going places with her. She also tried to avoid doing things that embarrassed them most, like hugging them in front of their friends. Eventually, she said, this phase will end.

I still don't enjoy Charlene thinking I'm embarrassing. But I'm glad she's becoming her own person, and I know it won't last forever. 👍

Marzo de 2020

Lincoln Middle School
Principal, Penny Stires

Middle Years

Trabajando para el éxito escolar



Notas Breves

Apuntes ilustrados

Es probable que su hija haya escuchado la frase “Una imagen vale más que mil palabras”. Es un buen consejo que puede aplicar cuando tome apuntes. Sugíerale que incorpore dibujos a sus notas. Incluirá más detalle en menos tiempo y ver un dibujo puede contribuir a que recuerde más fácilmente la información.

Que su hijo sea él mismo

Posiblemente su hijo se enfrente a decepciones que también tuvo usted a su edad, como no ser elegido para un equipo o el final de una amistad. Escuche cómo se siente antes de compartir con él sus sentimientos. Quizá él tenga una reacción distinta a la de usted y prestar atención a sus propias reacciones le permitirá procesar cada experiencia a su modo.

¿SABÍA USTED?

En una alarmante tendencia, más preadolescentes y adolescentes “se cortan”, es decir, se cortan la piel para “sentir algo” y enfrentarse a emociones que los desbordan. Algunas señales de este comportamiento son la existencia de cortes pequeños y rectos en los brazos o piernas o ponerse manga larga y pantalones largos aunque haga mucho calor. Si observa evidencia de cortes, llame inmediatamente al médico de su hija.

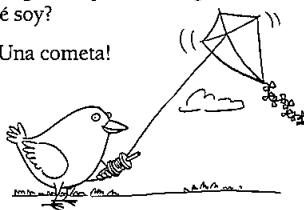
Vale la pena citar

“Trata los defectos de los demás tan apaciblemente como tratas los tuyos propios”. Proverbio chino

Simplemente cómico

P: Tengo cola pero no tengo cabeza. ¿Qué soy?

R: ¡Una cometa!



Responsabilidad por todas partes

Cuando se ocupa de lo que tiene que hacer, su hijo alcanza sus objetivos y es buen ciudadano. Ayúdelo a que sea más responsable en estos asuntos claves.

El mismo

Anime a su hijo a que se responsabilice de sus actos en lugar de culpar a los demás. Digamos que saca una nota baja en una prueba y se queja de que el maestro no explicó el material con claridad. Pregúntele qué podría hacer la próxima vez que no entienda algo. Podría levantar la mano o hablar con el maestro después de clase. Aprenderá que sus triunfos dependen de él.

Otros

Procure que su hijo encuentre la forma de cumplir sus responsabilidades con los demás. Podría usar su agenda, un calendario o una alarma electrónica para recordar la colecta para el club de teatro o su videollamada semanal con sus abuelos.



Antes de hacer nuevos planes debería comprobar que está disponible.

Comunidad

Un miembro de la comunidad es responsable porque obedece las leyes y cuida la propiedad común. Busquen oportunidades cuando salgan. En el auto usted podría comentar que se aparta cuando adelantan a un ciclista. O en la tienda su hijo podría devolver el carrito que alguien dejó en medio del estacionamiento para evitar abolladuras a algún auto. 👍

Listos para los test estandarizados

Con la primavera llegan temperaturas más cálidas y, para su hija, los test estandarizados en la escuela media. Ayude a su hija a prepararse con estos consejos.

■ **Entérate de las fechas.** Dígale a su hija que imprima dos copias del horario de exámenes y que resalte los test que tomará. Podría colocar una copia en la nevera (para que usted esté al tanto) y guardar la otra en su mochila.

■ **Apóyala.** Dígale a su hija que usted sabe que se esforzará al máximo. Ofrézcase para revisar los test de práctica que complete. Recuérdele que meta en la mochila lápices afilados con borradores y una botella de agua y algo para comer si se lo permiten.

■ **Mantengan la perspectiva.** Anímela a que se tome con seriedad los test y los test de práctica, pero que procure no estresarse. Recuérdele que los resultados son sólo una medida de su rendimiento en la escuela. 👍



Middle Years

Marzo de 2020 • Página 2

Usa tus propias palabras (académicas)

Quizá su hija no escriba la palabra *derivar* en un mensaje de texto para una amiga o no diga *augurar* en la conversación cotidiana. Pero palabras como éstas son importantes en la escuela y le proporcionan un vocabulario más rico para el futuro. Sugírela estas entretenidas actividades para ampliar el vocabulario.

Haz perfiles. Dígale a su hija que cree perfiles ficticios en las redes sociales para



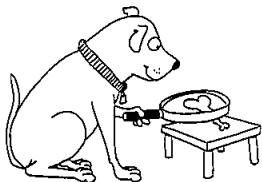
palabras del vocabulario. En un papel podría incluir una sección "Sobre mí" que describa el significado de la palabra. Para *analizar* podría escribir "Me encanta examinar cosas con atención". Bajo "Amigos" podría colocar palabras y frases relacionadas como *evaluar* y *desglosar*. Quizá incluya una sección de "Fotos" con dibujos que muestren el concepto, como un detective examinando pruebas.

Jueguen al Veo, veo. En esta versión el objetivo es averiguar de cuántas formas pueden usted y su hija usar el vocabulario escolar en la vida cotidiana. Ella podría hablar del *perímetro* de un edificio por el que pasan, escuchar que alguien *aclara* una respuesta en la cena o fijarse en una *pintura abstracta* en una sala de espera.

Ciencia de cerca

¿Cómo funciona una lupa? Su hijo puede descubrir la ciencia que la explica haciendo una lente curva con gelatina. Comparta con él estos pasos.

1. Hiervan a fuego lento en la estufa o en el microondas 1 taza de agua.
2. Viertan en un tazón un paquete de 3 onzas de gelatina de color claro. Añadan el agua caliente y remuevan constantemente durante 2 minutos.
3. Dejen enfriar 3 minutos la gelatina. A continuación pongan 1 cucharada en un plato y métenlo en la nevera 4 horas hasta que se endurezca.
4. Pongan 1 cucharada de agua en un vaso corto y transparente. Con cuidado coloquen la gelatina endurecida (con el lado plano hacia abajo) en el vaso.



5. Ahora traten de leer un libro a través de la "lente" de gelatina moviendo el vaso por encima del texto. La lente dobla, o refracta, la luz de modo que las palabras se ven más grandes, igual que ocurre con una lupa.

NUESTRA FINALIDAD

Proporcionar a los padres ideas prácticas que promuevan el éxito escolar, la participación de los padres y un mejor entendimiento entre padres e hijos.

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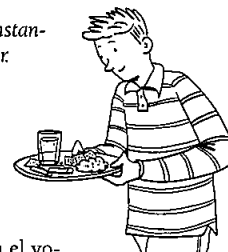
Nutrición para preadolescentes

P Mi hijo tiene siempre hambre y parece que come constantemente. Lamentablemente, no siempre opta por lo mejor. ¿Qué debería hacer yo?

R Su hijo está creciendo más rápidamente que en cualquier otro momento desde su infancia, así que es normal que tenga hambre.

Como lo lógico es que su hijo eche mano a lo que tenga más cerca cuando sienta hambre, haga acopio de tentempiés nutritivos que le llenen. Algunos ejemplos son el yogurt griego, los frutos secos (si no es alérgico), el hummus, los aguacates, filetes de pavo magro y bananas.

Así mismo, los preadolescentes atareados pueden sentir la tentación de saltarse el desayuno, pero una comida sana por la mañana lo mantendrá satisfecho hasta la hora del almuerzo. Un desayuno completo podría incluir huevos, tostada integral, fruta y un vaso de leche descremada. Ayúdelo a planear su comida la noche anterior, o bien podría reunirse con sus amigos para un desayuno nutritivo en el colegio.



De padre a padre "¡Mi mamá me hace pasar vergüenza!"

Mi hija Charlene y yo habíamos tenido siempre una relación muy estrecha, así que me hirió que empezara a comportarse en público como si se avergonzara de mí. Cuando íbamos al banquete de su equipo deportivo, por ejemplo, caminaba 10 pasos detrás de mí.

Se lo mencioné a mi vecina que tiene hijos mayores. Me tranquilizó diciéndome que esto es normal pues Charlene se está independizando de mí. Me dijo que

si dejaba que sus hijos caminaran detrás de ella conseguía que fueran a sitios con ella sin oponer tanta resistencia. También procuraba evitar cosas que los abochornaban como abrazarlos frente a sus amigos.

Con el tiempo, esta fase pasará.

Sigue sin gustarme que Charlene piense que la avergüenzo. Pero me alegra saber que está desarrollando su propia personalidad y sé que esta etapa no durará eternamente.

