

# AMAZON NEWSLETTER



DECEMBER  
2025

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## Learning Targets

**Reading:** Readers continue to work on tracking the strong feelings of characters throughout a story, paying close attention to where changes may occur. From there, readers can make deeper connections such as considering things a character learned in a story, using clues from what a character may say and do to show feelings and changes, and how to apply that to their own lives.

**Writing:** Writers continue to explore authors as mentors, looking for inspiration from different writers to try in their own work. For most, adding detail and stretching out stories is a goal and then beginning to work on editing will be a goal from there. For newer writers, editing may look more like including more sounds and remembering finger spaces in words. For more experienced writers, this may look like beginning to use basic editing marks.

**Math:** Mathematicians will continue to review place value and addition/subtraction fluency, while jumping into our geometry unit. Learners will be introduced to or review identifying shapes and their attributes and look at how shapes can fit together or be broken apart.

## Important Dates

12/10- Shopping at Santa's Secret Shop  
12/16- Report Cards go home  
12/17- Navigator Christmas Concert @ 9:30AM & 2PM (families need only attend one show but students perform at both concerts)  
12/18- Decorating after school for the Christmas Party  
12/19- Christmas Party  
12/22-1/4- No School for Christmas Break  
1/5- School resumes



## Happy Birthday

12/3- Ashur's Birthday  
12/8- Liam's Birthday  
12/16- Lilium's Birthday



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## Christmas Concert

Be sure to save the date for the Navigator Christmas concert on **Wednesday, December 17**. This will take place in the Gym and last approximately 30-45 minutes. There will be two performances and students perform at both shows. Families need only attend one performance at either 9:30am or 2:00pm. This holly-jolly day will be a Christmas spirit-wear day. For the concert, think more formally festive attire (this is where girls can wear dresses, sometimes boys sport a bow tie, nice sweaters, etc.). Please consider accessories that won't block or distract from other students during the concert. As we get closer and work on our staging with Mrs. Yamaguchi, we will share which side of the stage our class will be on so that you can choose seats more accordingly.

Please also note that there will be bake sale items available for purchase after the concerts. Due to extremely severe allergies throughout the school, all bake sale items must remain in the concessions area ONLY. Thank you for your help and support in keeping many learners safe, included, and comfortable for their performances!



## Christmas Party

Our Christmas party will be on Friday, December 19. This will also be a Christmas spirit-wear day, but this can be more festive and less formal. Party day is the time for things like light-up necklaces or reindeer antlers, not concert day. Keep an eye out in your email for a sign-up genius link for party volunteer opportunities and donations. Please plan to send in all non-perishable items no later than Monday, December 15 so that we have time to take inventory or make purchases as necessary. Perishable food items may come the morning of the party.

## Santa's Secret Shop

This year the CSA Parent Council will be doing Santa's Secret Shop, December 8th-12th. There will not be any 'preview' days and each class will have one hour to shop. Our shopping day is Wednesday, December 10. Flyers with vouchers and envelopes will be sent home in Tuesday Folders prior to. Students will be asked to write down whom they are shopping for and the amount they can spend on each person. This will help guide them while shopping. The last hour of each day will be an "open shop" where students who were absent, those needing to return to the shop, or parents who would like to bring younger siblings are welcome to come shop.

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## Character Corner

With routines becoming more consistent and students now understanding classroom expectations, we're seeing an increase in their sense of responsibility as they embrace their roles as learners. This growth allows us to push forward in developing work ethic in a more authentic and meaningful way. At its core, work ethic is about putting in effort and sustaining it, ultimately leading to a sense of pride in a job well done. In our classroom, this focus is grounded in the strong relationships we've built. Now, we're beginning to see the payoff from the time invested in fostering a positive community. When we encourage students to dig deeper or stretch their understanding of a concept, they recognize that it comes from a place of belief in their abilities. Likewise, when we address unfinished or low-effort work, it's not out of criticism but because we hold them to high expectations and want them to take pride in their efforts. It's incredible to witness the shift when students move from feeling criticized to taking ownership of their work, understanding they are in control of their effort, and striving to reach their true potential.

In class, we're emphasizing the writing process, particularly revising and editing, to show that even strong work can be improved. The focus on rewriting teaches them that quality often requires multiple attempts. We're also integrating cross-curricular projects, many of which are displayed in the hallway or classroom, as visual reminders of what effort and perseverance can achieve. As midterms and CSRs approached, we had students reflect on their own efforts and set goals for Term 1—a way to encourage them to develop a plan to work towards something meaningful. Additionally, we're connecting the idea of work ethic to friendships and positive relationships, emphasizing that true friendships require effort from both sides to solve conflicts and meet each other's needs.

We strive to collect photos and quality work examples, capturing and sharing examples of their work, creating a portfolio that showcases their developing work ethic. However, it's important to note that work ethic is not about achieving perfect outcomes. Instead, it's an internal drive that pushes each student to do their best, which, in turn, brings a sense of accomplishment. Outcomes may vary—sometimes it's a flawlessly completed assignment, other times it might be an unfinished project that took an intellectual risk. The focus is on individual progress, not comparison to peers.

In our classroom, we define "quality work" by asking questions like, "Is this your best effort?", "Did you take the necessary time to complete it?", "Is there anything you can improve?", and "Are you proud of it?". We display examples of quality work to celebrate how it can look different for each student, with some working on neatness, others advancing in math, and some mastering sight words. The goal is personal growth, focusing on the journey rather than the product. As students' work ethic strengthens, so will the quality of their work. We celebrate effort at every step and encourage you to do the same at home—celebrating effort over outcomes. This approach not only nurtures intrinsic motivation but also lays the groundwork for the growth mindset, a concept we'll be exploring in more depth soon!



