



**PINNACLE  
PREP SCHOOL**  
Accelerated Learning

# NEWSLETTER

**April 1, 2025**

April is a month filled with spring sunshine and exciting learning opportunities at Pinnacle Prep! As we dive into the fourth quarter and the final stretch of the school year, we look forward to finishing strong and continuing our learning. Please keep an eye out for upcoming events, especially our anticipated Parent's Day Celebration in May.



Our calendar is updated and available on our website: [Calendar](#).

**April 2025**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3 NATIONAL FIND A RAINBOW DAY	4	5
6	7	8	9 NATIONAL UNICORN DAY	10	11 SPRING PHOTOS	12
13	14	15	16	17 NATIONAL HIGH FIVE DAY	18 NO SCHOOL	19
20	21 NO SCHOOL	22 EARTH DAY	23	24 NATIONAL DNA DAY	25	26
27	28 NATIONAL SUPERHERO DAY	29	30 NATIONAL HONESTY DAY			



## Inclement Weather Policy

Keeping you informed is always our priority. We will notify you about school closure due to inclement weather via Remind 101 on or before 7 a.m. on the morning of closure.

## Follow us on Social Media!

You can find us on Facebook, Instagram, Twitter and YouTube! You will be able to keep up to date with everything that is happening at Pinnacle Prep!

**Remind 101** is our preferred method of communication for everyday activities and reminders.

If you have quick questions, feel free to send us a Remind message.

# ELA

## Mrs. Hill

### Giraffes: 🦒

- **READING & SIGHT WORD LOGS:** Parents please remember to each sign each log DAILY M-Thurs. This confirms that your child has spent 20 minutes reading & 10 minutes practicing sight words. I will assess each student's progress on sight words every Friday... Reading must be done with your child—I encourage you to read to your child...UNTIL...as your kiddo builds his or her phonemic skills, I will let you know when it's educationally appropriate to move to shared reading. It is my ultimate goal for your child to become an independent, fluent reader, all on their own. Remember, comprehension is KEY! 😊 Owl Bucks will be fined when work is incomplete or planner is not signed... 😞
- Please help me reinforce the concept of **STRETCHING** out words..."Get your mouth ready to say the first **SOUND**, then **STRETCH** each sound until the word is done. Then say the word **FAST!**" 🗣️
- **READING:** Our focus for March will be St. Patrick's Day, and springtime.
- **WRITING...**Each day, the Giraffes will write sentences about the story we are reading. I want to see them sounding & stretching out the words phonetically (also called "invented spelling"). I will be monitoring and working with each student to help them according to his or her educational needs. 📝
- **PHONICS & SOUNDS:** Students are responsible for completing two pages daily in their Abeka workbook to reinforce concepts previously taught in class.
- Please help me to encourage proper letter formations and forming/reading complete sentences. 📖
- Coloring, Cutting, and Pasting will be ongoing skills that we practice to get our fine-motor skills **STRONG** so that handwriting becomes easier for your child. ✂️✏️👉

### Pandas: 🐼

- **READING & SIGHT WORD LOGS:** Parents, please remember to sign **BOTH** logs DAILY M-Thurs. This confirms that your child has spent 20 minutes of reading & 10 minutes practicing sight words (until he/she has mastered the 4th grade list). These will be assessed every Friday... Owl Bucks will be fined when work is incomplete or planner is not signed... 😞
- **NOVEL:** We will continue our novel study, *The One and Only Ivan*, by Katherine Applegate... As we read in class, they will reread to you at home ...this will increase reading fluency, and improve their comprehension. 📖
- **LANGUAGE/GRAMMAR:** Students are responsible for completing two pages daily in their Abeka workbook to reinforce concepts previously taught in class.
- **SPELLING:** Students will receive spelling work on the first day of the week, and these are always due on the last day of the week. **TESTS** will also be on the last day of the week... They will have some class time to work on this, but they may have to complete work at home.
- **PLEASE** help me to encourage proper letter formation (manuscript)... I have noticed that a few students continue to write their letters going from the bottom up, and/or going in the opposite direction—this is a problem, since cursive letters always flow from the left to the right, making it extremely challenging for students who have not mastered manuscript letters... I will be assigning extra practice pages as needed...
- **CURSIVE:** We will continue learning one new lowercase cursive letter each day... I am so proud of their determination and effort! ★★★★★

# ELA CONT.

## Mrs. Hill

Lions: 🦁

- PLEASE INITIAL YOUR CHILD'S PLANNER EVERY DAY! Students are expected to show you their planner AND their finished work daily...Owl Bucks will be fined when work is incomplete or planner is not signed... 😞
- NOVEL: Our novel study, *Percy Jackson and the Lightning Thief*, by Rick Riordan is so much fun! We have already made it through chapter 11 (It is always beneficial for students to reread what we are doing in class, and be able to give you information about characters and key events, ESPECIALLY my younger Lions 😊)
- GRAMMAR: Winston Grammar Program: Based on your child's instructional needs, I will meet with small groups to learn about grammar concepts.
- WRITING: Usually this is embedded within the novel study... I will send an email if I assign a separate assignment.
- VOCABULARY: We will be using the Sadlier Oxford Vocabulary Workshop as a resource. We will spend two weeks on each unit, following this schedule: week 1 spent on work, the 2nd week is intended to form good study habits to be ready for the quiz on Friday. I highly recommend the QUIZLET website!
- CURSIVE: Continue cursive paragraphs 🙌
- SPELLING: Students will receive spelling work on the first day of the week, and TESTS will be on the last day of the week.
- My tutoring times are from 8:00-8:30 before school, Mondays—Fridays. I am happy to provide additional help in all ELA subject areas.

Tigers: 🐅

- PLEASE INITIAL YOUR CHILD'S PLANNER EVERY DAY! Students are expected to show you their planner AND their finished work daily...Owl Bucks will be fined when work is incomplete or planner is not signed... 😞
- NOVEL: Continue novel study, *Out of My Mind*, by Sharon M. Draper
- GRAMMAR: Winston Grammar Program: Based on your child's instructional needs, I will meet with small groups to learn about grammar concepts...
- WRITING: Usually this is embedded within the novel study...I will send an email if I assign a separate assignment.
- VOCABULARY: We will be using the Sadlier Oxford Vocabulary Workshop as a resource. We will spend two weeks on each unit, following this schedule: week 1 spent on work, the 2nd week is intended to form good study habits to be ready for the quiz on Friday. I highly recommend the QUIZLET website!
- CURSIVE: Continue cursive paragraphs 🙌
- SPELLING: (ONLY THROUGH GRADE 5) Students will receive spelling work on the first day of the week, and TESTS will be on the last day of the week.
- My tutoring times are from 8:00-8:30 before school, Mondays—Fridays. I am happy to provide additional help in all ELA subject areas.

# Humanities

*Mrs. Hughlett*

Well, spring has certainly come in like a lion! 🦁 Let's hope it goes out like a lamb! 🐑 April brings many fun things to learn about. This is the time of year to enjoy the beautiful weather ☀️ and the renewal of life. 🌸

**Giraffes:** In the Giraffe's class, we will continue with our literacy work and letter sound work, but we will add more emphasis on the writing component. I will be providing the students with opportunities to write about things that make them happy!

**Pandas, Lions, and Tigers:** Texas history has been so much fun to learn about! We have wrapped up the Texas Revolution. We learned about important people and important battles that affected the outcome of the war. Students gained an understanding of how and why the Texas Revolution started. We have ended the unit with a fun trading card project about some of the important people that made contributions during the revolution. We are now moving on to The Republic of Texas. We will cover the good and the bad of the republic and discuss how Texas has grown over the years. They will learn vocabulary such as annexation, cession and manifest destiny. I look forward to teaching them about how Texas was once its own country and why it did not work.





# Math

*Ms. Jaya*

## **Giraffes:**

The Giraffes have recently finished a unit on measurement comparisons, where they explored identifying objects as longer or shorter, taller or shorter, and heavier or lighter. They also practiced using terms like "more" and "less" to compare quantities. Now, they are beginning a unit on Probability, where they will be introduced to basic concepts such as "likely," "unlikely," "certain," and "impossible," using real-life examples. Additionally, students will learn to collect data and represent their findings through objects, pictures, and picture graphs. They will also continue developing their addition and subtraction skills.

**Pandas:** The Pandas have been exploring measurement, focusing on different units and systems. They have learned to measure quantities using both standard units (meters, seconds, kilograms) and non-standard units (such as paper clips and pencils). Their measurement skills were put to the test with the "Measure My Home" project. Next, they will begin a unit on Probability and Statistics, where they will learn key probability terms like "Certain," "Impossible," "Likely," and "Unlikely." Students will predict the likelihood of events, categorize them accordingly, and conduct simple experiments such as rolling dice and flipping coins. They will also record and interpret their results using tally marks and simple tables.

**Lions:** The Lions recently completed a unit on measurements, where they explored standard units such as inches, feet, yards, centimeters, meters, liters, grams, and units of time (hours, minutes, and

seconds). They focused on converting between units within the same system, using appropriate tools to measure length, weight, capacity, and time, and solving real-world measurement problems. Now, they have begun a unit on Decimals, where they are learning to understand the tenths and hundredths place, compare and order decimals, estimate values, and perform addition, subtraction, multiplication, and division with decimals. Additionally, some of the Lions are exploring Probability. In this unit, they will develop an understanding of probability as a measure of chance and learn key vocabulary such as certain, likely, unlikely, and impossible. They will explore real-life examples of probability, use fractions to describe the likelihood of events (e.g., a  $\frac{1}{2}$  chance of flipping heads), represent probability on a number line (0 = impossible, 1 = certain), and compare probabilities to determine which events are more or less likely to happen.

**Tigers:** The Tigers recently completed a unit on Percent, where they developed an understanding of percent as a part of a whole. They worked on converting between fractions, decimals, and percents, finding the percent of a number, and applying percentages to real-life situations, such as calculating sales tax and discounts. Now, they are exploring Simple and Compound Interest, learning the difference between the two and how to calculate them and then move on to graph linear equations. Additionally, some of the Tigers are working on a unit on Decimals, where they are focusing on understanding the tenths and hundredths place, comparing and ordering decimals, estimating values, and performing addition, subtraction, multiplication, and division with decimals.

# Science

## *Mrs. Hozie*

Humans have always been motivated by the desire to notice, record, and understand patterns, as well as to comprehend our place within larger systems. In this unit, students in the Tiger group drew on their personal experiences to brainstorm a list of patterns observed in the sky. We reviewed how these celestial patterns influence the rhythms of our lives, our communities, and all life on Earth. The students studied models of the Earth-Sun and Earth-Sun-Moon systems that help explain various phenomena, including the changing seasons, tides, eclipses, and lunar phases.

Lions have been studying Earth cycles. Earth cycles refer to the natural processes that recycle essential elements and compounds through different environmental compartments. By understanding the carbon cycle, nitrogen cycle, hydrological cycle, and biogeochemical cycles, we can appreciate the delicate interdependence of life forms and environmental processes. For example, the carbon cycle describes how carbon atoms move through the atmosphere, oceans, soil, and living organisms. Similarly, the nitrogen cycle focuses on the transformations of nitrogen, which is crucial for the production of amino acids and proteins in all living things.

Students in the Pandas have explored animal adaptations in the ocean, a vast topic encompassing physical, Earth, space, and life sciences concepts. This interdisciplinary unit enables students to gain insights into the sea by examining marine animal adaptations and the diversity of life within it. They studied the various layers of the ocean, with a particular focus on the least explored layer, the abyss. Students were introduced to bioluminescence and discussed how animals utilize their own light sources for survival.

For their final project, students creatively used glow-in-the-dark and fluorescent craft materials to design their own bioluminescent organisms.

Giraffes learning about Arctic and Antarctic animals. They enjoy learning about penguins, polar bears, narwhals, walruses, birds, and other Arctic and Antarctic animals. The students take part in interactive crafts and read informational texts about each animal. Additionally, Giraffes continue to work on sight words, handwriting, and reading skills.



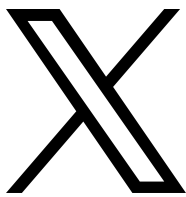
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