



Lincoln Primary

Bulletin

January 8, 2026

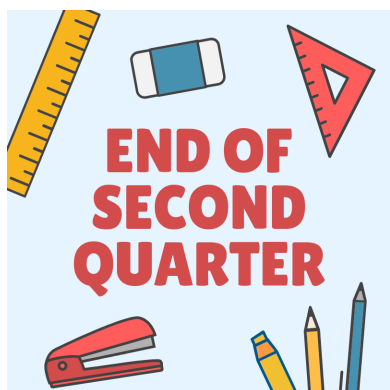
Calendar of Events

1/14 PIR day, students released early
ELP & Kinder 11:50, 1st & 2nd at 11:55
1/23 Second Quarter ends
1/29 Report Cards Sent Home
February - I Love to Read Month
2/2 - 2/5 Book Fair in Library
2/5 Family Literacy Night 5:00-6:30
2/16 President's Day - **No School**
2/18 Sealants for Smiles
2/23 Hearst Free Library Field Trip
2/25 **PIR day**, students released early
ELP & Kinder 11:50, 1st & 2nd at 11:55

February is I Love To Read Month. This year our theme is: **"The Magical World of Reading!"**



There will be daily and weekly activities, a dress-up week, family night, book fair and walking field trip. Please look for more information later this month!



Report Cards and mid-year data, will be sent home on Thursday, January 29th.

Social Emotional Learning In the Home

Social Emotional Learning or SEL is the process of teaching students to manage their emotions, deal with the unexpected, and think about how their decisions will impact the lives of themselves and others. At Lincoln, the teacher's teach lessons tied to SEL at least once a week. We practice the skills of self-awareness, self-management, relationship building, and making decisions.

Here are some TIPS families can follow to help build their child's SEL skills:

Take care of yourself: Young children are sensitive to the stress of their caregivers. So, it's important that you take care of yourself as your child will be able to tell when you are struggling with recent stresses.

Establish routines and intentionality: Routines help provide a sense of safety and security. When students experience the same thing over and over it helps create a safe environment.

Practice Active Listening: Do not assume that you know exactly what your child is feeling. Ask questions, listen actively, model eye contact, and then explain what you can in response to their questions.

Help Your Child Express and Name Emotions: This helps students understand and express their emotions.

BREAKFAST January 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 No School	2 No School	3
4	5 Sliced Apples Grahams Juice,Milk	6 Scrambled Eggs WW Toast Pears Milk	7 Trix String Cheese Mandarin Oranges Milk	8 French Toast,Syrup Sausage,Craisins Juice Milk	9 Breakfast Bar Peaches,Juice Milk	10
11	12 English Muffin GoGurt,Craisins Juice Milk	13 Cheerios WW Toast Pineapple Milk	14 Muffin String Cheese Applesauce Juice Milk	15 Yogurt Parfait Blueberries Granola,Juice Milk	16 Breakfast Burrito Salsa,Banana Milk	17
18	19 Sausage,Egg Cheese Muffin Craisins,Juice Milk	20 Kix Pineapple String Cheese,Juice Milk	21 Biscuit Pears Juice Milk	22 Sliced Apples Grahams Gogurt Milk	23 Trix WW Toast Fresh Mandarin Juice,Milk	24
25	26 Cereal, Cheese sticks Mandarin Oranges Juice Milk	27 Pancakes,Syrup Ham Pears,Juice Milk	28 Cheerios WW Toast Mixed Fruit Milk	29 Cheese Omelet WW Toast Peaches Milk	30 Bagel Cream Cheese Banana Milk	31

LUNCH January 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 No School	2 No School	3
4	5 Diced Ham & Pasta Peas Peaches Milk	6 French Dip Spinach Salad Apple Milk	7 Chicken Sandwich Lettuce, Tomato, Pickle Tator Tots, Pears Baby Carrots, Milk	8 Nachos, Romaine Salad Sliced Apples, Milk	9 Grilled Cheese Crackers, Tomato Soup, Broccoli, Ranch Cup, Peaches, Milk	10
11	12 Sloppy Joe Baked Beans, Sun Chips, Celery, Cucumber Grapes, Milk	13 Chicken Strips Sweet & Sour Sauce Rice Fresh Broccoli Apple, Milk	14 Grab & Go Lunch Early Out	15 Chicken Noodle Soup Crackers, Spinach Salad Fresh Mandarin Milk	16 Walking Taco Beef, Lettuce Tomato, Cheese Corn, Pineapple Milk	17
18	19 Hamburger Gravy Mashed Potato Green Beans Orange Wedges, Milk	20 Hamburger Lettuce, Tomato, Pickle Corn Pears Milk	21 Hot Dog Baked Beans Fresh Broccoli Strawberries & Bananas, Milk	22 Pizza Sub, Pepperoni Provolone, Lettuce, Tomato Sun Chips Spinach Salad Apple Milk	23 Chili, Cheese, Crackers, Baby Carrots Peaches Milk	24
25	26 Pizza Spinach Salad Apple Milk	27 Turkey, Bacon Cheese, Lettuce Sub Sandwich Potato Wedges Broccoli, Milk	28 Orange Chicken Veggie Fried Rice Carrot Sticks, Pineapple Milk	29 Soft Shell Taco Beef, Lettuce Tomato, Cheese, Corn, Pears, milk	30 Popcorn Chicken Bowl, Mashed Potato & Gravy, Corn, Cheese Popcorn Chicken Orange Wedges, Milk	31

NOTICE

PTA

Meeting

GET INVOLVED

WHEN: 1/13/2026

TIME: 6:30 PM-7:30

WHERE: Barclay's (The Huddle Room)



Mark Your Calendar

Extra Early Dismissal is

January, 14th 2026

Bus leaves at 11:40

Students Dismissed at 11:50

Here is the dress-up schedule for “I Love to Read” month in February!

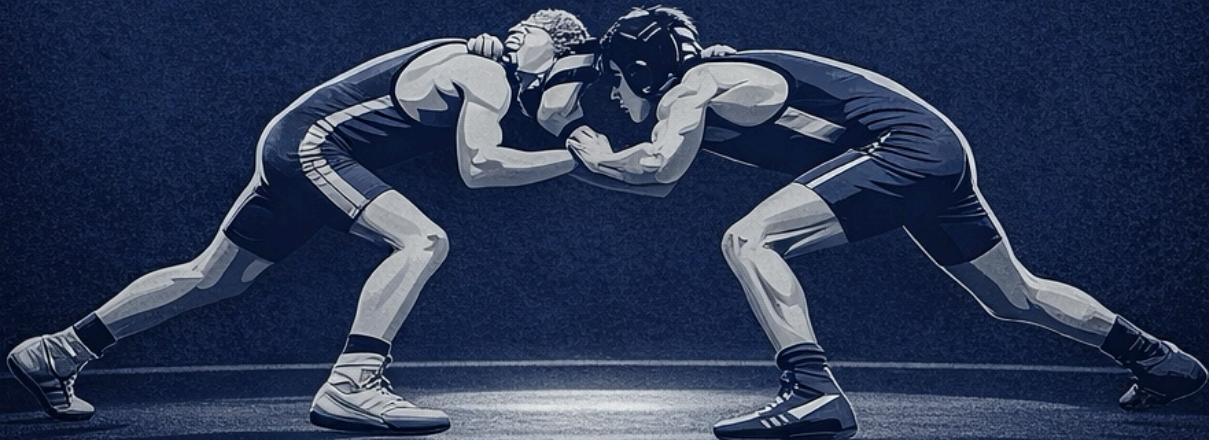
Monday, February 2	Tuesday, February 3	Wednesday, February 4	Thursday, February 5	Friday, February 6
Villains vs. Heroes Dress as your favorite hero/villain 	Ohana Dress in your Hawaiian outfit 	Sleeping Beauty PJ day! 	Inside Out Wear your clothes inside out 	Woody's Round Up Wear your western gear. 



ANACONDA WRESTLING CLUB
SIGN UPS

YOUTH AGES 3 AND UP
01/06/2025 AND | 01/08/2025
AT 6:00 P.M.

THE WRESTLING ROOM
(USE 6TH STREET DOORS)





INNOVATIVE TAX CREDITS

ANACONDA SCHOOL DISTRICT NO. 10



Did you know that you can direct your Montana state taxes directly to Anaconda Schools instead of the state? You can receive a dollar-for-dollar tax credit on your Montana state tax bill in 2026.

HOW DOES IT WORK?

- Fill out the donation form from the school website or by contacting the school clerk to get a copy.
- Attach a check or cashier's check to the form.
- School personnel will enter your donation on the state education donation portal.
- You will then receive a donation receipt that includes a confirmation number. This number must be reported on your 2026 Montana State tax return when claiming the credit.
- Taxpayers will report the credit on FORM 2, Nonrefundable Credits Schedule. If you are a corporation or partnership, you will use a different form.

IMPORTANT INFORMATION

- Anaconda Schools could receive up to 15% of their General Fund Budget in donations.
- Credits are provided on a first-come, first-served basis.
- Time is critical for school personnel to enter donations once the portal opens.
- Once the state cap of dollars is reached, no more donations will be accepted.
- For example, during the first year this was implemented, the \$1 million dollar cap was reached in 5 minutes with \$700,000 being donated to one school district.
- If 80% of the total 2025 tax credits are claimed the cap will increase to \$7.2 million for 2026.

HOW MUCH CAN I DONATE?

- Individuals or corporations can donate up to \$200,000 per year.
- You don't have to live in the Anaconda School District to donate. As long as you are a Montana State taxpayer, you can donate to any school district you wish.
- It is recommended that you consult with a local tax professional or accountant to ensure you do not exceed your state tax liability.
- The donation will be made in January of 2026, and you will use the tax credit when you file your 2026 income taxes.

HOW WILL THE MONEY BE USED?

- Funds can be utilized for any of the following:
 - Transformational and Advanced learning opportunities for Anaconda students;
 - Programs, services, and equipment for Anaconda students with disabilities;
 - Technologies that improve Anaconda student experiences and opportunities.

**JANUARY 20, 2026
DEADLINE TO DONATE**

PLEASE CONTACT THE DISTRICT OR LOG ON TO OUR WEBSITE FOR FURTHER INFORMATION

P) 406-563-6361 X1703 E) GHOLM@ANACONDASCHOOLS.ORG [HTTPS://WWW.ANACONDASCHOOLS.ORG](https://www.anacondaschools.org)

Film Screening + Community Conversation

HILLEMAN:

A PERILOUS QUEST TO SAVE THE
WORLD'S CHILDREN

**Montana Native. Global
Impact. Local Voices.**

Join us for a special community evening at the Washoe Theater featuring a documentary about Dr. Maurice Hilleman, a Montana Native whose work helped save millions of children worldwide through vaccine development.

Film Screening | Vaccine Champions | Community Panel

This event is an opportunity to learn, reflect, and recognize the people in our community who work every day to protect the health of others.

**January 29th | 5:30 PM | Washoe Theater
305 Main St. Anaconda, MT | FREE ADMISSION**



Anaconda-Treat
Lodge-County
PUBLIC HEALTH

Rotary



2026 Fred Moodry Intermediate Fundraiser

PAPER FLOWERS



REMEMBERING FLEETWOOD MAC

PAPERFLOWERSMUSIC.COM @PAPERFLOWERSMUSICLIVE

AMG
ATOMIC MUSIC GROUP



Saturday, April 11th, 2026

Washoe Theatre

305 Main St. Anaconda, Montana 59711

Tickets at paperflowersmusic.com or scan QR code



Thank You to Our Local Sponsors!

Science of Reading

Seven Key Characteristics of Strong Phonics Instruction

INTRODUCTION

The important role of phonics in building the necessary foundational skills for reading has been well documented by research over the past 60 years (Chall, 1967; Anderson et al, 1985; Adams, 1990; Snow et al, 1998; NICHD 2000; Hattie, 2012; Wong, 2015). But not all phonics instruction is equal. In addition to being explicit and systematic, strong phonics instruction must include seven key ingredients for student success (Blevins, 2017, 2011, 2006, 2001). These include the following and are cornerstones of the Sadlier *From Phonics to Reading*™ program.



1 READINESS SKILLS

1. Phonemic Awareness

5 MIN

Oral Segmentation Tell children they will be segmenting, or breaking apart, words. Say the following words, one at a time: *bud; cup; hum; mud; fuss; nuts; runs; hums*. Ask children to segment each word sound by sound, then count the number of sounds. Provide corrective feedback by modeling how to segment the word using sound boxes and counters. Stretch the sounds in the word. Place one counter in each box as you move from sound to sound.

1. Phonemic Awareness

5 MIN

Oral Blending Tell children they will be blending, or putting together, sounds to make words. Say the following sound sequences:

/u/ /s/ /k/ /u/ /t/ /h/ /u/ /m/ /l/ /u/ k/
/r/ /u/ /n/ /h/ /u/ /g/ /h/ /u/ /g/ /z/

Ask children to blend the sounds together to make a word. Provide corrective feedback by modeling how to stretch together (or sing) the sounds. Introduce the **short u** sound-spelling in Learn and Blend.

From Phonics to Reading
Level A, Teacher's Edition

The two best predictors of early reading success are phonemic awareness and alphabet recognition (Adams, 1990; Beck and Juel, 1995; Chall, 1996; Stanovich, 1992). These skills open the gate for reading. Without a deep knowledge of the English letters and an awareness that words are made up of sounds, students cannot learn to read.

Phonemic awareness is the understanding that words are made up of a series of discrete sounds, called phonemes. A range of subskills is taught to develop phonemic awareness with **oral blending** and **oral segmentation** having the most positive impact on reading and writing development. These skills are known as the power skills (Blevins 2017; Reutzel, 2015) and are the emphasis of instruction.

Alphabet recognition involves learning the names, shapes, and sounds of the letters of the alphabet with fluency (Bear, Templeton, Invernizzi, and Johnston, 1996). Phonemic awareness and alphabet recognition are focused on primarily in Kindergarten and Grade 1.