

February Newsletter

Fairvale Elementary School

Vision: FES students will be passionate life-long learners who contribute as responsible leaders in a global community.

Literacy Corner

Ends Policy #2

Students at FES will demonstrate continuous improvement in literacy skills, striving to meet or exceed the standards set by the Province of New Brunswick.

Increasing Your Child's Vocabulary

Building a strong vocabulary is such an important part of becoming an independent reader. Not only will an expansive vocabulary help a child understand what they read, it will also assist them with solving unknown words and help them become fluent readers. Below are some fun ways to help your child increase their vocabulary:

January 29th, 2016

11 School Avenue

Rothesay, NB

E2E 1Z9

Telephone: 847-6206

Fax: 8476267

Bonnie Hierlihy Principal

Ashley Dobbin Vice-Principal

Tara Cowan Admin. Assistant

Twitter: @FairvaleFalcons

Wordless Picture Books: It is so important to read with your child every day; however, it is also fun to let your child tell the story. An easy way to do this is with wordless picture books. These books are exactly how they sound- pictures with no words. Wordless picture books are an excellent tool for literacy and language development. They promote creativity and the use of interesting vocabulary and the best part of all...the story never has to stay the same! Check out this website for an example of a wordless picture book <http://www.vidyaonline.net/dl/freefall.pdf>

Read Aloud: Reading books to your children that are more difficult than what they can read independently will also help to increase their vocabulary. Chances are, these books will have new words your child has never seen. Stop and talk about what those words mean. Help them make a connection with new vocabulary and familiar words. This will help anchor the new word with something they already know.

Encourage Rich Language at Home: When having conversations with your child, try to use a word or two that you know they may not be familiar with. Ask them if they know what that word might mean and talk about why you chose to use that word in the conversation.

Play Word Games: Games such as Bananagrams and Scrabble are a fun way to build vocabulary for children of all ages.

Ms. Sarah Richards
EST-Literacy

Guidance News

Dear F.E.S Families,

Throughout the past month, our students and staff have been working on Habit # 3: Put First Things First—Work First, Then Play. I had the chance to visit each classroom to complete a lesson on the importance of prioritizing the most important things in our life first (BIG ROCKS), then the next important things (PEBBLES), before doing the things that have no importance (SAND), which we LOVE to do!

It's important to stress to children that the longer we take to do the BIG important things, the LESS time we have to spend on the things we LOVE to do.

At home, practice using "First, Then" with your children, on tasks they need to complete. Have them focus on completing the important task first, before doing the thing they love.

<u>Big Rocks</u> Most Important	<u>Pebbles</u> Somewhat Important	<u>Sand</u> Not important
Family Time	Friends	Watch TV
Chores	Games	IPAD
School Work	Travel	Cellphones
Homework	Parties	Movies
Sports Teams	Reading/Art	Junk Food
Exercise	Shopping	Video Games
Healthy Eating	Sleepovers	Negative Self Talk



During the month of February, students will be working on **Habit # 4 Think Win –Win! I Win, You Win, We Win!** We will kick off this habit with our monthly 7 Habits assembly with a special visit from students of Rothesay High School, who will help reinforce this month's habit.

Habit # 4 : Think Win-Win focuses on teaching our youth that we need to be able to consider what we want, as well as, consider what other's want when making decisions. It is a belief that there is enough good things for everyone. Think Win-Win is also being happy for others when good things happen to them, and finding ways to make deposits into others' **emotional** bank accounts (bucket filling & kind acts).

We will focus on encouraging students to stay **Cool** and **In Control** when they become frustrated about conflicts that may arise. Students can use strategies such as: **deep breathing, counting to 10,20 , 30 40, or higher, go for a walk, draw a picture or write to express feelings or ask for help from an adult** if they find themselves becoming upset. When students are calm and cool they will be able to LISTEN to what the other person wants and then SHARE what they want. Then both parties can brainstorm ideas so that everyone feels happy.

You can work on this strategy at home when your child becomes upset about something that might not go their way. Give it a try throughout the month.

If there is anything I can do to support your child, please let me know. Please do not hesitate to contact me by email michelle.beaudet@nbed.nb.ca or phone 847-6304. **Sincerely, Ms. Beaudet <3**

F.E.S. Paint Party– A Fun Evening Out

Not your typical family portrait. Come in and paint your own family as a family of foxes. Creative? 'Not' creative? 'Can't' draw? Doesn't matter!! I (Jennifer Russell) will guide you step by step.

This would be a great gift to yourself or to a loved one-even a little one.

When: Wednesday Feb 10, from 7pm -9pm (please arrive by 6:45 so we are ready to start at 7)

Where: FES Library

Ages: 9-105

Price: \$35 (price includes supplies-16x20 ready to hang canvas, paints, brushes to use)

Limited spaces available

RSVP and payment due by Monday February 8th (money can be sent in to Fairvale Elementary School with attention to Jennifer Russell or you may purchase seats online or at www.jenniferMrussell.com) For families sending money into the school please attach include your name, number of participants and email or phone number.

For questions please contact Jennifer
at russell.jennifer@live.ca



What's Happening In the Gym?

Grades K-1

Outcomes for the month:

- Doing** –
1. Students will be expected to perform and make simple movement sequences.
 2. Students will be expected to get on, travel across and get off benches and balance beams safely. They will be able to jump, land, roll on gym mats and join these movements together smoothly.
- Knowing** –
1. Students will be expected to know which body parts they can balance on. They will know that a wide base is more stable so some balances are easier to hold.
 2. Students will be expected how to land properly and safely when jumping.
- Valuing** -
1. Students will be expected to stay on task when participating in the gymnasium.
 2. Students will be expected to try new activities (dance and gymnastics).

Lessons:

We will be continuing Gymnastics for the next few weeks. We will be focusing on:

Balances: stork stand, cloud stand, front support, leg lifts, etc.

Jumps – motorcycle landing and how to jump safely.

Bench Travels – walking forward, sideways, backwards, toe dips, etc.

Rolls – log roll, egg roll and forward roll.

Students will be putting some of their moves together to make sequences.

Students will have the opportunity to participate in Winter Carnival at the end of the month.

Activities will take place both inside the gym and outdoors.

Grades 2-3

Outcomes for the month:

- Doing:**
1. Students will be expected to make sequences on the mats and balance on benches and balance beams. They will be expected to get on, balance, travel and dismount from the bench or beam.
- Knowing:**
1. Students will be expected to know about absorbing force when they stop, jump and roll.
 2. Students will be expected to know the importance of participating in physical activity daily.
- Valuing:**
1. Students will be expected to show safe behaviour when using gym equipment. Students will be able to help set up and put away equipment.
 2. Students will be expected to work in a group and share ideas, equipment and space.

Lessons:

We will be continuing with our gymnastics theme for most of the month.

Students will be putting together their own sequences of movements. They will be choosing different locomotions, pathways, patterns and directions to move.

Students will also be continuing to practice and work on their balances, jumps and rolls. They will be performing sequences involving these skills.

Students will be involved in Winter Carnival activities, both inside and outside, at the end of the month.

What's Happening In the Gym?

Grades 4-5

Outcomes for the month:

- Doing:**
1. Students will be expected to choose and put together a combination of balances, rolls, jumps, rotations and spins.
 2. Students will be expected to compose a gymnastics. They will choose a variety of balances, rolls, jumps, etc... that they have been taught and put them together in a sequence.

Knowing: 1. Students will be expected to know the benefits of physical activity.

- Valuing:**
1. Students will be expected to participate willingly in a variety of activities.
 2. Students will take responsibility for a physically active lifestyle, making good food choices, activity and being safe.

Lessons:

We have been reviewing lots of gymnastics moves that have been taught previous years, along with some new moves during the month of January.

Grade 5 students will be making up their own routines using the balances, jumps and rolls that they have been practicing.

Grade 4 students will be given a routine to practice and perform, using the different balances, jumps, rolls, travels, etc.

The end of the month will be spent on Winter Carnival activities, both inside the gym and outdoors.



A Note from the Music Room

Kindergarten: Are working on train songs that focus on fast and slow, valentines songs, and playing and recognizing music room instruments.

Grade 1 will be starting a unit on instruments using the story of Peter and the Wolf.

Grade 2 is focusing on ta, titi, rest and adding ticatica (16th notes)

Grade 3 is learning the Canadian Folk song "Log Driver's Waltz", and focusing on meter/time signatures of $\frac{3}{4}$, $\frac{4}{4}$, $\frac{2}{4}$ and $\frac{6}{8}$

Grade 4 are working on rhythms using tica tica and ti tica, and learning a cup game to the song Yankee Doodle

Grade 5 is doing a Unit on the musical "The Sound of Music"

INTERNET SAFETY AWARENESS INFORMATION NIGHT

THURSDAY, FEBRUARY 11, 2016 7:00 pm



Please come to the Internet Safety Awareness Night at FES!

The event will be presentation style and will include a **panel of guest speakers, including a former FES parent who is kind enough to come and share her experience with her child.**

The family was involved in a situation that eventually resulted in police action. This parent will share her experience and share some lessons learned. We are very thankful for her candid sharing regarding Internet Safety Awareness and for sharing a personal story.

Please come support her and learn from one family's experience.

We will also have a teacher and former guidance counsellor who can give us some solid direction on Internet Safety, and we will also have a representative from the KV Police Association.

Please come to this very important session and bring a friend with you. This event is open to all FES and KV Area parents and caregivers.

For more information about Internet Safety, please visit the FES web site under the tab "Parent Resources".

What is the Parent School Support Committee (PSSC)?

The PSSC members are parents/guardians, FES Principal, Vice Principal, a teacher representative and a member of the District Education Council (DEC). Committee member names are listed on the web site. If you have a concern that affects all of our students, please feel welcome to bring the issue to a committee member. If you have any requests for information or questions you would like answered, please contact your PSSC at FES.PSSC@nbed.nb.ca.

Meetings are open to all parents to please feel welcome to come and visit! The next meeting will be Thursday, February 4th at 7:00 pm in the FES Boardroom.

- Emily McGill, PSSC Chair and Mom to FES students, Eviny and Caleigh

speaking of speech and language...

(from the ASD-S Speech-Language Pathology Department)

What is stuttering?

Stuttering is a communication disorder in which the flow of speech is broken by repetitions (li-li-like this), prolongations (lllllllike this), or abnormal stoppages (no sound) of sounds and syllables. There may also be unusual facial and body movements associated with the effort to speak. We often refer to "stuttering" as "dysfluency".

What causes stuttering?

The onset of stuttering is typically during the period of intense speech and language development as the child is progressing from 2-word utterances to the use of complex sentences, generally between the ages of 2-5 but sometimes as early as 18 months.

About 5% of all children go through a period of stuttering that lasts six months or more. Three-quarters of those who begin to stutter will recover by late childhood, leaving about 1% of the population with a long-term problem, where the child may begin to exhibit longer and more physically tense speech behavior as they respond to their speaking difficulties with embarrassment, fear, or frustration. If referral to a speech-language pathologist for parent counseling and treatment is made before the child has developed a serious social and emotional response to stuttering, prognosis for recovery is good.

In the preschool years and kindergarten, young children who repeat s-s-sounds or syl-syl-syllables or words like-like-like this, may be exhibiting what we refer to as "normal nonfluency". In their haste to express their thoughts and needs, the speech of young children sometimes contains repetitions and prolongations which may sound like stuttering. Although some of the characteristics of stuttering may be present, this is not true stuttering. These normal nonfluencies reflect attempts to cope with the increasing linguistic demands in the classroom. As the child's language skills improve, these nonfluencies often disappear.

Suggestions for handling nonfluent speech:

1. **Speak slowly:** Slowing your own speech down will slow down your child's speech much more effectively than telling them to slow down.
2. **Give your child lots of time to finish what they are saying:** Try not to interrupt or finish sentences for them.
3. **Do not call extra attention to your child's speech:** You don't want your child to start trying to not stutter. This can make their speech worse, because they will be thinking too hard about how they are talking instead of what they want to say.
4. **Reduce the number of questions you ask your child.** Instead of asking question, simply comment on what your child has said.
5. **Use your facial expressions and other body language to convey to your child** that you are listening to the content of his message, not **how** he's talking.

Some Facts about stuttering: More boys stutter than girls. Stuttering is not caused by psychological differences. Children do not begin stuttering because they are more anxious, or more shy than other children. The amount of stuttering heard in a child's speech will vary across speaking situations and partners.