

# January 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.*

#### Improving Your Child's Reading Fluency

Children gain confidence and motivation in reading when they are not struggling over the words in books. Reading fluency is the ability to read smoothly and with expression. Children who get "stuck" on too many words or who take a long time to finish reading a book may become frustrated. They will also have difficulty understanding what they've read. One way to counter this is to help your child with their reading fluency. The greater a child's fluency, the greater their motivation and enjoyment will be.

January 8th 2016

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Below are some tips you can do at home to help improve your child's reading fluency:

**Practice Sight Words-** the sight words your child learns in school make up many of the words they will find in the books they read. Knowing these automatically will help improve the speed in which they read.

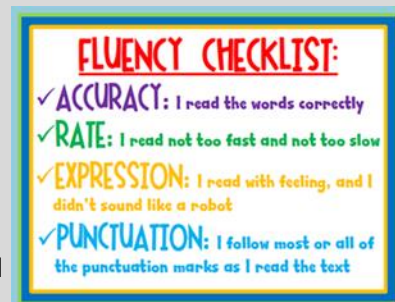
**Model, Model, Model-** reading aloud to your child will help them hear how fluent reading sounds. Always read a book for enjoyment first. The second or third time you read the book, stop at certain parts and have your child repeat the sentence you read using a similar expression and pace.

**Multiple Readings-** the first time your child reads a book, it is very common for them to have difficulty with some words. Having them read a book two or three times will not only help them gain confidence but will allow them time to practice reading smoothly and with expression.

**Independent Reading-** ask your child's teacher for books that are a level easier than what they are using in school. If your child doesn't need to focus so much on solving new words, they will be able to practice their fluency.

**Audiobooks-** these are great for long car rides! Audiobooks allow your child more opportunity to listen to fluent reading. If you have a copy of the book, have your child follow along as the book is being read aloud.

**Common Phrases-** reading smoothly involves chunking several words into phrases. The move from word for word reading to phrasing can be a challenge for some children. Print off short phrases, read them out loud and then have your child repeat them. To add in expression and a bit of fun, have your child read the phrase in a scary voice, excited voice, sad voice, angry voice etc. You will find common phrases at this website: <http://www.readingresource.net/readingfluencyactivities.html>



# Guidance News

Dear F.E.S Families,

Welcome back to a new year at FES! We trust that you all had a wonderful holiday season celebrating with your family and friends. This new year will be one filled with mindfulness, respect, kindness and many more initiatives to build self-confidence, self-awareness and empower our students to be leaders!

During the month of December, our students were working on showing respect and kindness to themselves and others. The Cool Cats and Cool Kitties modeled, through video announcements, what kind acts look like; and students were challenged to complete that random act throughout the day. Educating our students on the importance of being kind, including others, using our manners, and being respectful will increase students self-confidence in all participating.



A Kindness Blossom Tree was created across from the music room for students to nominate their peers when they were caught doing kind acts for others. Check out the tree when you are around the halls of

FES! We will continue with the kindness and respect initiative throughout the school year.

The students also had an opportunity to write some kindness graffiti on our "It's Cool to Be Kind" kindness wall. We have been reinforcing the **Golden Rule—Treat Others the Way you Want to be Treated!** Please continue to ask your child what ways they show kind-



During the month of January, the staff and students of FES, will be focusing on **Habit # 3: Put First Things First—Work First, Then Play.** The focus for this habit is teaching children the importance of prioritizing their time. Like adults, children can become overwhelmed when they have too many

Habit 3:  
**PUT FIRST THINGS FIRST**  
**WORK FIRST, THEN PLAY**

I am disciplined & organized.

I spend my time on things that are most important.  
This means I say no to things I know I should not do.  
I set priorities, make a schedule, and follow my plan.

An illustration of two children. One child is sitting at a desk with a book, and the other child is standing next to a soccer ball.

tasks to complete. Learning to think about which things are most important and taking care of them, helps to eliminate stress in a child's life. One activity you can complete at home each week with your child is to create a list of things your child needs to accomplish that week. With your child, rank the importance of each task. From there you can rewrite the list in importance and check off the items as your child completes it. This sense of accomplishment will help boost your child's self-esteem and help to create a habit in their life.

# Curriculum Evening at F.E.S.

January 27th 2016

On January 27th from 6pm-7:30pm we will host our annual curriculum evening at FES. The theme of the evening this year is Mental Wellness and will address wellness outcomes within the curriculum and the services and tools that are offered at the school to support all students in being mentally healthy. This theme is directly related to our new School Improvement Plan **Ends Policy #5: "To provide opportunities for staff to learn about mental health issues in children and to promote school and district wide initiatives that promote mental fitness."** Some sessions being offered include learning about our sensory room, brain bikes and parent and child yoga, and MUCH MORE. A detailed program will be emailed with the FES Connections on Friday January 22nd. We encourage all families to attend with their children as it will be a fun filled evening and the students and staff are looking forward to sharing with you.

In conjunction to our wellness theme January 27th is also **National Literacy Day!** Our Literacy Lead Mrs. Sarah Richards has prepared a variety of awesome activities. The theme of her session is directly in line with Ends Policy #5 and promotes wellness by "Increasing the family fun factor by making a point to enjoy each other."

We look forward to seeing you there!

## A Note from the Music Room

Kindergarten will continue learning to distinguish fast, slow, high, low, and loud, quiet-through singing and movement listening and stories.

Grade 1 will learn a partner hand clapping game called Miss Mary, learn 2 songs in French and add un-pitched percussion to the songs.

Grade 2 is learning about the composer Bach and his music, and adding the half note to our rhythm repertoire.

Grade 3 are focusing on the composer Beethoven and learning the difference between different tempos (speeds)

Grade 4 are working on singing Kookaburra as a round and learning a new rhythm called ti-tica.

Grade 5's are going to learn about and sing some jazz as well as practice reading and creating rhythms

# 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:

Dance and Gymnastics are the themes for the next few weeks that we will be focusing on. Students will be learning some new dances from the Step Lively program. We use them as warm up activities after the students are comfortable with the sequences.

In the gymnastics unit, we focus 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.

## Grade 2-3

### Outcomes for the month:

- Doing:**
1. Students will be expected to perform basic dance steps such as walk, skip, gallop, side step, step hop, bow, curtsy, etc.
  2. 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:

Lesson plans this month will focus on the themes of Dance and Gymnastics. Students will be learning several dances from the Step Lively Program.

In gymnastics, we will be focusing on the following:

Balances: one leg – stork stand, cloud stand, front scale, bird dog, airplane etc. Students will also be learning a few balances/challenges with partners (wheel barrow, teeter totter, cross over, etc)

Sequences – students will be learning how to move in different patterns and in different ways. Students will be expected to put together and perform a sequence at the end of this section.

Rolls – log rolls, egg rolls, forward rolls, shoulder rolls.

Travels – students will be learning different ways to travel on a bench or balance beam. Forward, sideways, backwards, toe dips, etc.

# 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 or dance routine. 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:

Students will be taught a variety of dances from the Step Lively Program. Once students are comfortable with the moves, we use these dances as warm up activities for our physical education program. Students will be reviewing lots of gymnastics moves that have been taught previous years, along with some new moves.

Balances: stork stand, front scale, cloud stand, bird dog, reverse scale, leap and balance.

Jumps: star jump, tuck jump, ½ turn, pike jump

Rolls: forward rolls, egg rolls, log rolls, backward rolls, shoulder rolls.

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

Grade 5 students have the opportunity to create and perform their own routine.



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## INTERNET SAFETY AWARENESS INFORMATION – FEBRUARY 11, 2016

Mark your calendars now! As a result feedback collected at last year's Wellness Evening, parents requested an information session about Internet Safety. Please come to the event to learn more about safeguards for your children when they are online on a tablet, computer or phone. There will also be some introductory information about cyber bullying and the awareness of the dangers of some apps, games and video streaming. More information will be included in a flyer sent home in January with the and there will be more information about the speakers in the February newsletter. If you have any requests for information or questions you would like answered, please contact your PSSC at [FES.PSSC@nbed.nb.ca](mailto:FES.PSSC@nbed.nb.ca).

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.

Meetings are open to all parents to please feel welcome to come and visit! The next meeting will be Thursday, February 4<sup>th</sup> 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)

## Noise-Induced Hearing Loss (NIHL)

by Amber Hodgson, M.A., CCC-SLP ( <http://www.superduperinc.com/handouts>)

Did you know that prolonged exposure to any noise at or above 85 decibels can cause gradual hearing loss (National Institute on Deafness and Other Communication Disorders (NIDCD), 2010)? But first, what are “decibels?” *Decibels (dB)* are what we use to measure noise levels, and 85 dB is probably not as loud as you think; the noise-level gauge on the right shows that 85 dB is slightly louder than heavy city traffic! The type of hearing loss that occurs from exposure to loud sounds is known as *noise-induced hearing loss (NIHL)*, and research suggests that NIHL is occurring much more frequently and at younger ages (American Speech-Language-Hearing Association (ASHA), 2010). NIHL usually occurs painlessly over a period of time; however, it can occur from one exposure to an extremely loud noise. Luckily, NIHL can be prevented!

**Effects of NIHL:** Hearing loss due to noise exposure

usually occurs in the high frequencies (itches). Speech sounds that give meaning to words, such as /ch/, /th/, /sh/, /f/, and /s/, are high-frequency sounds; therefore, NIHL can make it difficult to understand words and communicate successfully. This can lead to problems listening in different environments, including the classroom. Children with NIHL may be hesitant to answer in the classroom or have conversations with peers, and they may also demonstrate behavior problems.

**How Can NIHL Be Prevented?** The best way to prevent hearing loss due to noise exposure is to eliminate or reduce the noise. When noise cannot be eliminated, people need to protect themselves from the noise by wearing hearing protection like earplugs or earmuffs. Other ways to prevent hearing loss due to noise exposure are to limit the amount of time around the noise or to increase the distance from the source of the noise. If, after leaving a potentially noise-harmful area, you experience *tinnitus* (ringing in the ears), or if the people talking to you sound like they are mumbling, you could be experiencing temporary hearing loss due to noise exposure, which may lead to permanent hearing loss over time.

It is important to educate your children about NIHL through discussion and by example. Wear your ear protection and encourage your children to follow your example. Also, do not overlook a potential risk of hearing loss from any device that children use with headphones. Remind them to keep their headphones at a reasonable volume *and* not to listen to them for too long.

Decibels	Sound Source
150	Firecracker
120	Ambulance Siren
110	Chain Saw; Rock Concert
105	Personal Stereo System at Maximum Volume
100	Woodshop; snowmobile
95	Motorcycle
90	Power Mower
85	Heavy City Traffic
60	Normal Conversation
40	Refrigerator
30	Whispered Voice
0	Threshold for normal hearing