

November 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.

Developing Comprehension Skills

Part of being a successful reader is being able to understand what you are reading. At FES, teachers work with their students on different strategies to develop their comprehension skills. Two important strategies are retelling the story and making connections.

Retelling the Story

Developing a child's ability to retell a story they have read or heard, encourages them to place events in order and use story language such as characters, setting, problem, events and solution.

When you're working with your child, choose one purpose for reading.

How to Help Your Child Retell a Story

When you're working with your child, choose one purpose for reading. For example, you could tell them that today when they read their story you want them to think about what happened in the beginning, middle and end. Other ideas for focus could be describing the characters or where/when the story takes place. You could also ask your child to tell how the problem was solved.

When retelling the story, your child may have difficulty remembering some events. Asking questions such as "What happened next?" or "What did the character do next?" are helpful to keeping your child in track.

Making Connections While Reading

Good readers use their prior knowledge to help them make connections and understand a book. Making connections helps readers understand how a character might be feeling or predict what might happen next in the story. Students can make connections with the book in different ways.

Text to Self- connecting the book with their own personal experiences.

Text to Text- connecting the book with another book. Sometimes children are reminded of a different story they have read on a similar topic or from the same author.

Text to World- connecting the book with what they know about the world.

How to Help Your Child Connect with a Story

To help your child make connections to the books they're reading ask them questions such as:

Do the characters remind you of anyone you know?

Have you heard information like this before? Where?

Has anything like this ever happened to you? Could this ever happen to you?

Why or why not?

What did you already know about ____ (topic)? What did you learn that was new?

Which character is most like you? Why?

October 30th 2015

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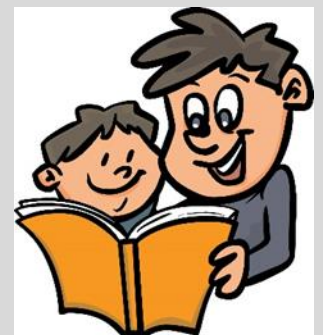
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Guidance News

Dear F.E.S Families,

This past month has been filled with excitement in the Guidance office, as Ms. Casey welcomed her sweet baby boy into the world! We wish her the best over the next year as she enjoys spending time and making memories with her son during maternity leave. With that being said, I would like to take a minute to introduce myself. My name is Michelle Beaudet and I am replacing Ms. Casey for the remainder of the school year. Throughout the past three years, I have been blessed to have Ms. Casey as a mentor. She has provided me with many skills that have enriched my Guidance program. It is my goal to make this a seamless transition for the students and staff of F.E.S. If there is anything I can do to support your child, please don't hesitate to contact me by email michelle.beaudet@nbed.nb.ca or phone (506) 847-6304. Sincerely, Ms. Michelle Beaudet <3

During the month of October, the students were focusing on **Habit #1: Be Proactive** from the **7 Habits of Happy Kids**. We had wonderful discussions, during classroom visits, about being in control of ourselves and having the power to create our own happiness. As students face the inevitable challenges of life, we hope to empower them to take charge and change their thinking, no matter the situation they may find themselves in. When we choose to use “**Positive Green Thoughts**” we take control of the situation and how we feel about it. If you notice your child using “**Negative Red Thoughts**” have them switch their thinking. When we set ourselves up to fail (through negative self-talk), we fail. But, when we allow ourselves to take chances and practice, we succeed. We will continue to work on this throughout the school year. Keep your ear to the ground for teachable moments at home to empower your child to take charge and create their own happiness.

| WHAT CAN I SAY TO MYSELF? | |
|--------------------------------|---|
| INSTEAD OF... | TRY THINKING... |
| -I'M NOT GOOD AT THIS | -WHAT AM I MISSING? |
| -I'M AWESOME AT THIS | -I'M ON THE RIGHT TRACK |
| -I GIVE UP! | -I'LL USE SOME OF THE STRATEGIES I'VE LEARNED |
| -THIS IS TOO HARD | -THIS MAY TAKE SOME TIME AND EFFORT |
| -I CAN'T MAKE THIS ANY BETTER | -I CAN ALWAYS IMPROVE. I'LL KEEP TRYING |
| -I CAN'T DO MATH | -I'M GOING TO TRAIN MY BRAIN IN MATH |
| -I MADE A MISTAKE | -MISTAKES HELP ME IMPROVE |
| -I'LL NEVER BE AS SMART AS HER | -I'M GOING TO FIGURE OUT WHAT SHE DOES AND TRY IT |
| -IT'S GOOD ENOUGH | -IS THIS REALLY MY BEST WORK? |



November is an exciting month at F.E.S with **National Career Week** taking place the week of Nov 2nd-6th. The students will be exposed to a variety of careers in our community through the **Career Expo** taking place on Friday, Nov 6th, daily announcements, and classroom lessons. We would like to extend a sincere thank you to all of the volunteers who were able to take time out of their busy schedules to make this event a possibility for our students. **National Career Week** ties in perfectly to our 2nd Habit of the **7 Habits of Happy Kids**—**Begin with the End in Mind—Have a Plan**. Our focus this month will be on setting goals and creating a plan to reach those goals. The students will

have an opportunity to think about what they want to be when they grow up, as well as, learn that the things we do have meaning and make a difference in our lives. During the month, be sure to ask your child what goals they were working on both academically and personally. We all have room for becoming the best version of ourselves. Let's teach the leaders of tomorrow that we always have room for growth.

Kindness Matters Week is another initiative taking place the week of **November 16th-20th**. During this week, the students will pay close attention to how the words we use and actions we display have a huge impact on ourselves and others. The focus will be on the benefits of filling buckets and random acts of kindness.

Math Corner

(Ends Policy #3—Students at FES will demonstrate continuous improvement in numeracy skills, striving to meet or exceed the standards set by the Province of New Brunswick)

$$\begin{array}{r} 8 + 5 \\ 123, x \\ \div \end{array}$$



Math @Home

Checkerboard Math

How many different ways can you count the squares on a checkerboard? Of course, the squares can be counted one at a time. How about counting the red squares, then counting the black squares? Can we count by 2s? Can we count the squares by adding? by multiplying? See how many ways of counting the squares your child can identify.

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$$\begin{array}{r} 8 + 5 \\ 123, x \\ \div \end{array}$$



Math @Home

Super Sums

Use only the 2s, 3s, 4s, 5s, 6s, and aces (1s) from a deck of cards. Each player writes the numbers 1-12 on a piece of paper. Then each player picks two cards and adds up the numbers on them. The player can mark off that sum on the paper or cross off the two numbers on the cards. Who will be first to cross off all 12 numbers on the list?

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A Note from the Music Room

All Grades have been working hard on a song to sing at the Remembrance Day Assembly, it is wonderful to have an opportunity of the students to perform for one another. This month we will also be beginning to practice for our upcoming Christmas concert! Below are some curriculum items we will be focusing on this month:

Kindergarten is learning about rhythm in words, practicing keeping steady beat, and differentiating loud and soft.

Grade 1 has just labeled notes ta (quarter notes) and titi (eighth notes) and are preparing to learn about rest.

Grade 2 is getting ready to learn the note tica tica sixteenth notes, as well as learn about form/pattern in music (AABA, ABA...)

Grade 3 is practicing rhythms using tica tica (sixteenth notes) and are preparing to learn a new rhythm called tica-ti

Grade 4 are beginning to learn about syncopated rhythms-rhythms where the strong note is typically on the weak beat, as well as adding harmony to songs that we have learned.

Grade 5 are going to be looking deeper into instrument families and sounds as well as working on partner songs.

What's Happening In the Gym?

K-1 OUTCOMES for this month:

Students are expected to:

DOING:

- 1- Demonstrate personal space while standing still and moving.
- 2- Identify and move different body parts.
- 3- Move in the gym in a safe and controlled manner and stop in control with good balance.
- 4- Move through space while changing directions and being in control.
- 5- Toss and roll objects while standing still and moving.

KNOWING:

- 1- Keep my eye on an object in order to be able to catch it.
- 2- Look at my target when passing an object and make sure my partner is ready to receive.
- 3- Explain the importance of following rules in P.E. class.

VALUING:

- 1- Listen to directions and explanations.
- 2- Show safe behavior when moving and using equipment.
- 3- Share space and equipment.
- 4- Take turns being a squad leader and help my team get points.

Lessons:

Students will:

- Continue to play soccer lead-up games
- Play bench soccer
- Demonstrate dribbling, sending and trapping the ball during a skills assessment
- Demonstrate Hula hoop skills and activities such as hoop exploration by using implement for balance, hoop tricks and springing, hoop spinning and rolling and Shuttle relays
- Play Cooperation games

2-3 PE OUTCOMES

Students are expected to:

DOING

- 1- Solve movement tasks by following teacher given directions
- 2- Keep control of an object while standing still and moving in space.
- 3- Use movement skills to play low organized games.

KNOWING

- 1- Identify safety rules and procedures for various activities.
- 2- Be aware that working with a partner or group may affect my performance.

VALUING

- 1- Accept responsibility for assigned roles.
- 2- Work willingly with others of different abilities and interests.
- 3- Explain the importance of listening to directions and staying on task.

Lessons:

Students will:

- Continue to play soccer lead-up games
- Play bench soccer
- Demonstrate dribbling, sending and trapping the ball during a skills assessment
- Demonstrate Hula hoop skills and activities such as hoop tricks and jumps, hoop jumps with partner, hoop rolling, twirling and tossing as well as shuttle relays.
- Play Cooperation games

What's Happening In the Gym?

4-5 PE OUTCOMES

Students are expected to:

DOING

- 1- Demonstrate ways to send and receive an object with increasing accuracy, individually and with others.
- 2- Demonstrate basic motor skills and use these in games and sport activities.
- 3- Use basic offensive and defensive positions and strategies.
- 4- Be involved in fitness activities.

KNOWING

- 1 - Show a knowledge and understanding of safety rules and procedures for activities.
- 2- Be aware of the 5 basic components of physical fitness such as aerobic endurance, muscular endurance, muscular strength, flexibility and body composition.

VALUING

- 1- Be aware of the importance of rules, routines and safety in different PE activities.
- 2- Assume the responsibility of a squad leader and cooperate in a group setting.
- 3- Show proper behavior and fair play by participating in PE activities with others that have different interests and abilities.

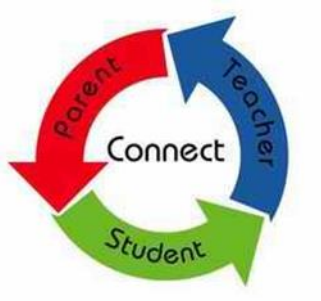
Lessons:

Students will:

- Demonstrate Basketball skills such as pivoting, catching and holding the ball, passing and receiving, dribbling as well as shooting.
- Demonstrate basic defensive and offensive strategies.
- Play lead-up games
- Demonstrate dribbling, sending, receiving and shooting the ball as well as an understanding of offensive and defensive strategies during a skills assessment.
- Play cooperation and invasion games



PSSC News



WHAT IS THE PSSC?

The PSSC members are parents/guardians, FES Principal, Vice Principal and Teacher representative and a member of the District Education Council (DEC). Together, we work on the school improvement plan, share ideas to improve the school community and discuss issues that affect the entire student population. 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

WHEN ARE MEETINGS?

The PSSC meetings are the 1st Thursday in October, November, January, February, April and June from 7:00 – 8:30pm in the FES Boardroom. The meetings are open to the school community and minutes are posted on the FES web site under the PSSC tab. Please join us! New members are also welcome. If you are interested in joining the committee, please contact Bonnie Hierlihy.



As your PSSC Chair, I am happy to be working with PSSC, the FES Administration and school community to ensure FES has the best learning environment for our children. Please feel welcome to contact me directly at any time to learn more about what we do, or to discuss concerns you may have. Watch for further updates in the weekly or monthly newsletters as we share more information about the parent information night in January, safety plans and other ways we are making an impact.

- 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)



Why Does My Child Have an Articulation Disorder?

An articulation disorder is a speech problem in which a child has difficulty producing speech sounds (phonemes) correctly. These difficulties are typically characterized by one or more of the following speech sound errors: sound substitutions, sound omissions, sound distortions, and sound additions. The resulting speech pattern may or may not have an adverse impact on overall intelligibility and academic achievement. An articulation disorder may be the result of a structural problem such as a cleft palate. It may be caused by brain damage or neurological dysfunction such as Down syndrome or Fetal Alcohol Syndrome. It may be the result of a motor planning problem; the child's inability to coordinate and plan the muscle movements to produce speech (apraxia). Poor speech models during the early speech and language learning years (0-3 years), chronic middle ear infections resulting in fluctuating hearing losses, or problems with hearing acuity (hearing loss) may also result in an articulation disorder.

There are many children who have articulation impairments with no known or identifiable structural or physiological explanation. It is often the case that these children are more responsive to treatment and have more favorable prognoses than those children whose articulation disorders may be associated with any of the above mentioned conditions. The successful outcome of intervention will depend on a variety of factors, including severity, age of intervention, response to treatment, and external support systems. If you suspect your child may have an articulation impairment, it would be appropriate to have him/her evaluated by a school based speech-language pathologist or by a private speech-language pathologist. Talk to your child's teacher if you have concerns. The typical range for articulation development (when 90% of children at that age will correctly produce the sound) is as follows:

age 2-3: p, b, m, h, w, d, vowels

age 3-4: n, k, g, t,

age 4-5: f, v, y, ng

age 5-6: l, sh, ch, j

age 6-7: s, z, r, th