



# Hampton Elementary School

## February 2017

### Newsletter



#### HAMPTON ELEMENTARY SCHOOL

82 School Street,  
Hampton, N. B. E5N 6B2

[http://hampton-  
elementary.nbed.nb.ca](http://hampton-elementary.nbed.nb.ca)

*From the Main Office*

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Admin. Asst. - Nancy Long

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Hampton Education Centre  
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Anglophone South Website  
[http://web1.nbed.nb.ca/sites/asd  
-s/Pages/default.aspx](http://web1.nbed.nb.ca/sites/asd-s/Pages/default.aspx)

School Bus Transportation -  
832-6429

### Principal's Message

We are nearing the 100th Day of School. For our students (and teachers), it's hard to believe that the school year is almost half over. There is so much to do and learn. In talking with our students, it seems that although they enjoyed their holidays, most are happy to be back and in a familiar routine. We always seem to find that January and February are our most settled months and our students are ready to work hard and move forward.

This month we made two changes to our bell schedule in order to accommodate for an additional 10 minutes of recess time without impacting our instructional time. In the morning students will stay outside until 8:15am (previously 8:10) and at the noon hour students will play from 11:50-12:15 (previously 12:10). Additional time for play benefits every aspect of childhood development—physical development, of course, but also social, emotional and intellectual development as well. We are thankful for sunny days which allow for our children to be outside and optimizing learning while they are in school. Last month I communicated the cold and wind chill policy with our families; a reminder that students will be going outside as long as the temperature is above -20C.

This month our Grade 5 students in the Prime Program are "flipping". Students will be entering the compacted English curriculum, however they will continue to maintain 150 minutes per week of French Language Instruction.

Wednesday, February 22, 2017 is Pink T-Shirt Day! Kindness starts here :) Bullying can be a major problem in our schools, workplaces, homes, and over the Internet. Each year, on Pink T-Shirt Day, I encourage all of you to wear something pink to symbolize that we as a society will not tolerate bullying anywhere.

It is our hope that our school newsletter informs you of many of the monthly events that happen within the school. Teachers also keep you informed on a regular basis of events that occur within their classrooms. If you need more information about your child's activities, please contact the school. The halls and classrooms of HES are busy with children learning new skills and working together. Thank you for sharing your amazing children with us every day.

- Mrs. Blanchard

### MISSION:

Help and believe in,  
Each student so  
that he or she can  
achieve his or her  
highest potential in  
a,

Safe, supportive in-  
clusive environment.

### Upcoming Dates:

March Break

March 6-10



### WORDS OF WITSDOM

**What is the difference between normal and harmful conflict?**

Conflict is a normal part of growing up as children develop skills to interact with those around them. Certain types of conflict, however, can be harmful. So how do you tell the difference?

Normal conflict is occasional and not pre-planned. Both individuals involved are usually upset and want a resolution. Potentially harmful conflict, such as bullying, is deliberate and intended to hurt someone. It is repeated and targets the same individual over and over.

**Words matter!** WITS tries hard to avoid labels like "bully" or "victim" and this blog from The Society for Safe and Caring Schools & Communities does a good job explaining why:

*"These terms focus on the students rather than the behaviours, and ignore the fact that many individuals may take on both roles in different situations or at different points in their lives."*

<http://safeandcaring.ca/2727/article-positive-and-respectful-language/>

## Mark Your Calendar!

### February

Feb 6th —Grade 5 Intensive French concludes

Feb 7<sup>th</sup> - Safer Internet Day as part of Safe Internet Week

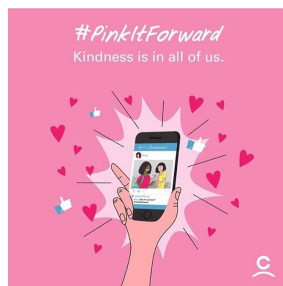
February 13<sup>th</sup> Science East Planetarium (in the gym)  
- funding provided through the Bilingual Learning Environment Fund so presentations will be both in English and French

February 14<sup>th</sup> - Saint John Riptide visit during PLC

February 21<sup>st</sup> - Keith Scott Visit (Author) grade level presentations AND a whole school demo during PLC

Feb 22<sup>nd</sup>—Pink Shirt Day

Feb 24<sup>th</sup> - Minister's Exemption Day—Prof. Learning Day for staff (No school for students)



### Looking Ahead: March

March Break is March 6-10th, 2017

March 21<sup>st</sup> - Theatre New Brunswick presents "Damsel in Distress"

March 27<sup>th</sup> - 30 minute classroom presentations regarding Nutrition Month (registered dietician)

## Milk Program



The current order will run from January 31st to April 13th.

The cost of milk is 50 cents per carton of white milk and 55 cents for a carton of chocolate milk.

If you have any questions about ordering milk, please contact our school admin. assistant at 832- 6021.

## SAFER INTERNET DAY:

ASD-S will observe Internet Safety Week February 6-10, 2017, and Tuesday Feb 7th is "Safer Internet Day." The theme this year is '**Be the change: Unite for a better internet**'

<http://www.saferinternetday.org/web/guest/home>

The Technology Mentors have been busy preparing Internet Safety Lessons for teachers to use in the school during this week, and the link for parents is here: <http://web1.nbed.nb.ca/sites/ASD-S/Pages/Pages%20needing%20reformatting/Internet-Safety-Information-for-Parents.aspx>

Another great resource can be found here (including a great PowerPoint): [www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca)



## H.E.S. TRANSITION/BREAKFAST PROGRAM REGISTRATION

We all know that breakfast is the "most important meal of the day" but many of us still don't get the nutrition we need in the morning. It's important that our students have a good start every morning. At H.E.S., we currently have bins of breakfast items and fruit in the classroom for a quick "on-the-go" breakfast. In addition to this program we started a "**Good Start Breakfast Program**" for students from **7:50-8:20AM** where we provide toast, cereal and/or oatmeal. Students may choose to come occasionally or on a regular basis beginning *Monday, January 23<sup>rd</sup>* and will meet in the breakfast/art room when they arrive.

This program is only made possible by donations from concerned citizens and service clubs in our community and by the province of New Brunswick's Healthy Minds program as well as staff volunteers who supervise the program. For more information, please contact the school.

We are registering children who are **not able to have breakfast at home** in the "Good Start Breakfast Program" as well as students who could benefit from **small group conversation to support a positive transition from home to school**. If you would like your child to participate, please complete the registration form that went home with students in January.

# School Improvement Plan

2015-2018

The School Improvement Plan for Hampton Elementary encompasses four main areas. Literacy, Numeracy, School Climate and Enhancing Communication with parents about the School Improvement Plan. The plan is posted on our website and is reviewed monthly by staff and members of the PSSC. There will be updates in the monthly newsletters within areas of the School Improvement Plan.

## Learning about Literacy

**Goal #1 Literacy: To develop and improve instructional practices, assessment and intervention in Literacy**

### Tips for Supporting the Developing Reader

**Trying to find a book that is the right level for your child?**

There are two reading levels you want to know for your child: his or her *independent reading level* (the level books they can successfully read and comprehend completely on their own), and their *instructional reading level* (the level books they can read with support and guidance from you or a teacher).

#### **School Reading Levels:**

In a school environment, the expectation is that children will read independently at virtually 100% accuracy, 100% comprehension. Instructional level reading would use the 95% rule: for any 100 words, your child should not struggle to read/understand more than 5, with 80% accuracy on independent comprehension questions (also called the 5-finger rule). Any lower accuracy would be described as being at your child's frustration level, where minimal new learning could happen.

#### **At-Home Reading Levels:**

However, in a home environment, where you are reading one-on-one with your children, and your support is on them exclusively for the entire reading time (and thus you can support their comprehension throughout), you may find the below demarcations more useful.

To find their at-home *independent reading level*, use the 95% rule. Early phonic readers often have only a few words per page. Thus, your child should be able to read (even slowly or carefully) most of the book, although they may need reminders from you to use their decoding and comprehension strategies. Again, they must *also* be able to give you a retell with most of the details of the story and show 80% accuracy on (independent) comprehension questions.

To find their at-home *instructional reading level*, you still want them to understand most of what they read, and to be successful at getting larger chunks of text. It does not benefit young readers to always struggle to decode words or decipher meaning. Thus, your child will learn more at a supported level of reading, as opposed to a struggling level of reading. Don't forget the confidence-building that comes from reading books with ease! Thus, you can use 90% accuracy in reading and 80% accuracy in comprehension as ballpark figures when supporting instruction in at-home readers. If your child is struggling to read, find a different book, or play some sight word/phonics games to build his decoding skills. Be sure you are drawing on a variety of strategies, as opposed to simply asking your child to sound out a word.

<http://www.scholastic.com/parents/resources/article/developing-reading-skills/reading-comprehension-and-decoding-strategies>

## Numbers, Numbers, Everywhere

**Goal #3 Numeracy: To develop and improve instructional practices, assessment and intervention for Numeracy**

### **February: Flexibility with numbers**

Research tells us that in mathematics, higher achieving students have a stronger flexibility and understanding of the relationships between numbers. Teachers work hard with students to build connections between numbers and to increase their flexibility when thinking about numbers.

Think about knowing  $4 + 7$ . It is 11, right? As a memorized fact, this is helpful for all questions like  $4+7$  and  $7+4$ .

But think about knowing that  $4 + 7 = 11$  because it is a  $3 + 7$  and 1 more (linked to knowing that 10 is an important number). The understanding of this relationship can help a student to think flexibly about  $64+27$ . In the same way, it can be thought about as  $60 + 20 +$  the 10 (that was made by the understanding of  $4+7$ ) and 1 more = 91

Similarly,  $13 - 7$  can be thought of as  $13 - 3 - 4$  more (to subtract the complete 7) is 6. This flexibility can also be applied to  $33 - 17$ . Think  $33 - 10 - 3 - 4$  more = 16.

As a parent, you can support your child in thinking flexibly about how numbers by talking about math. Question your child about his/her reasoning - talking with children about their reasoning (correct or incorrect) shows that you value their ideas and that math should make sense to them. You can pose other questions such as:

*What other numbers or facts is this connected to?*

Example:  $6 + 7 = ?$  This is like the double I know of  $6 + 6$  and then 1 more.

*What do you know that might help you get there?*

Example:  $7 \times 4 = ?$  I remember that  $5 \times 4 = 20$ , so then I have to add on two more groups of 4, which is 8, to get 28.

*What is another way that you can know that?*

Example:  $4 \times 25 = ?$  I can think about money and know that 4 quarters is \$1.00, so  $4 \times 25 = 100$

Flexibility with numbers not only includes whole numbers but fractions as well. Flexibility with fractions is key to success in higher levels of mathematics. In elementary school students are thinking about creating and decomposing fractions.

Example: How can I make  $\frac{3}{4}$ ? Some students will say  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ ; others will say  $\frac{1}{2} + \frac{1}{4}$ ; others will say:  $\frac{8}{16} + \frac{1}{4}$ .

Example: Grouping fractions:  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$   
Many students will see  $\frac{7}{8}$  or  $\frac{1}{2} + \frac{3}{8}$ . Others may find  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{8}$

or  $\frac{5}{8} + \frac{2}{8}$ . Tasks such as these gives students the opportunity to explore flexibility and efficiency with fractions.

Submitted by Jillian Kiervin, Numeracy Lead, HES

## **PSSC—Parent School Support Committee**

### **Next Meeting:**

Mon. Feb. 20th, 6:30p.m

The PSSC met on January 16th, 2017 in the library. Our topics of discussion focused on iPad demonstration, Tell Tehm From Me (TTFM) survey review, and spending of the 2016-2017 PSSC budget. \$240 was used to support the District Synrevoice communication system. With the remaining \$348, PSSC members decided to support the District Ends Policy 5 (To expect all members of the school community to be welcomed, respected, accepted and supported and to address heterosexism and discrimination.) through the purchase of picture books for classroom and family resource library on various topics. Here is a list of titles purchased: *Morris Micklewhite and the Tangerine Dress* (Christine Baldacchino), *The Girl who Never Made Mistakes* (Mark Pett), *Beautiful Oops!* (Barney Saltzberg), *A Tale of Two Mommies* (Vanita Oelschlager), *The Different Dragon* (Jennifer Bryan), *I Am Jazz* (Jessica Herthel), *A Tale of Two Daddies* (Vanita Oelschlager), *In Our Mothers' House* (Patricia Polacco), *Families! Families! Families!* (Suzanne Lang), *Worm Loves Worm* (J. Austrian) and the list goes on!

For review of previous meeting minutes, you can find them under the "For Parents" dropbox on our Hampton Elementary School website or follow the link here: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>

## **Home and School Association**

### **Next Meeting:**

Thurs. Feb. 9, 7PM

### **Online Ordering for "Healthy Lunches"**

We had a great response from parents for the new online ordering system for Healthy Lunches. 160 students are now registered online.

If you placed an online order for lunches on last week's two storm days, you should be able to see the credit for them by logging in to your account. Click on "ORDERS" and then "Account Transactions." You can apply this credit toward next month's order.

Stay tuned as orders for March 1-31 will be placed later this month. They will be due by **February 20.**

### **Staff Appreciation**

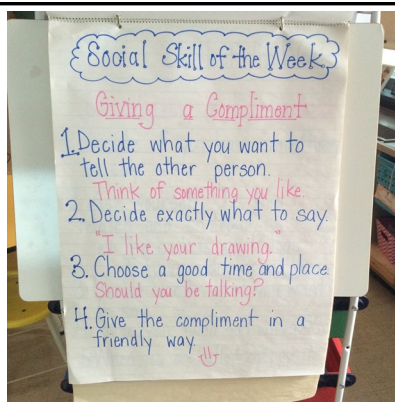
The week of February 13-17 is Staff Appreciation week at HES. Please see the "**Hampton Elementary Home and School Facebook**" page for more information or send an e-mail to [hes.homeandschool@gmail.com](mailto:hes.homeandschool@gmail.com) if you are interested in helping out with this fun initiative.

The next Home and School meeting is on Thursday, February 9th at 7 PM in the school library.

Please check out the Hampton Elementary School Home and School group on Facebook for ongoing updates and volunteer opportunities. Our Home and School Meeting Minutes can be found under Home and School on the HES school website: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/Home-and-School.aspx> Questions? Email [hes.homeandschool@gmail.com](mailto:hes.homeandschool@gmail.com)

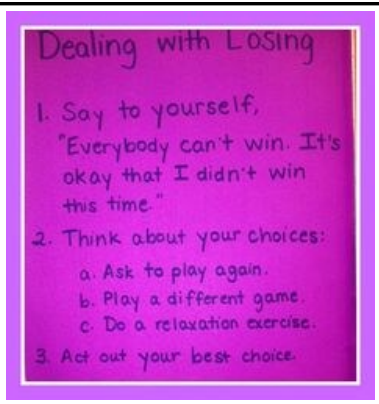
~submitted by Erin Roy





## Skillstreaming Review

Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Here are two examples of Skills we teach with this approach and how we might practice in our classrooms. The five groups of skills fall under the following categories: 1. Classroom Survival Skills, 2. Friendship Making Skills, 3. Skills for Dealing with Feelings, 4. Skill Alternatives to Aggression, 5. Skills for Dealing with Stress.



## Policy 711—Healthy Eating

Valentine's Day is not the only heart related event in February—it is also Heart Month; a month to raise awareness of heart disease on behalf of Heart and Stroke Canada. A big part of Heart Health is Healthy Eating.

Healthy Eating is key to success at school:

~There's a clear link between good nutrition and academic performance.

~A well-fueled child is more likely to have positive behaviours and relationships both in and outside the classroom.

~Healthy snacks and lunches at school help kids meet their overall daily needs for nutrients and energy.

Many children consume one-third to one-half of their overall calories at school. Yet about 25 per cent of the calories children consume throughout the day come from foods with poor nutritional value, such as pop, sweets and high fat or salty snacks.

Help your children eat well at school by encouraging healthy snacks and lunches. Here's how:

1. Encourage kids to help plan and prepare their own healthy snacks and lunches
2. Focus on the food groups they may not be getting enough of – for most kids that's Vegetables and Fruit and Milk and Alternatives.
3. Limit commercially prepared snack foods – many are higher in fat, salt or sugar
4. Lobby your school counsel for healthier foods sold at school
5. Set guidelines on cafeteria and fast food lunches

More great ideas can be found here:  
<http://www.healthcheck.org/page/school-aged-and-teens>

## Cold & Flu Season

Winter is far from over and so are the illnesses and contagious bus that come with it!

### Help Stop the Spread of Germs and Stay Well



**Wash your hands:** There are no vaccines to protect us from the common cold or a stomach virus that is easily spread to others. Teaching children to wash their hands properly can reduce the chances of getting sick. Everyone should wash their hands before eating, after using the bathroom, coughing and after blowing

their nose. Wash your hands before preparing food. Use hand sanitizer when soap and water are not available.

**Cover your cough and sneezes:** Teach children to cover their cough and sneezes to stop the spread of different illnesses such as colds and the flu. Use a tissue or arm to cover the mouth and nose.



**Stay home when you are sick:** When many people are close together as in schools and classrooms it's easy for illnesses to spread. Children should not be in school with a fever, undiagnosed rashes, vomiting or diarrhea. Children should recover completely before returning to school. When children have vomiting and diarrhea they should stay home at least 24 hours following the end of symptoms.



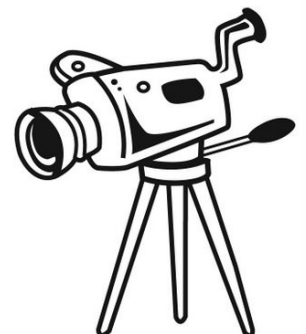
## HES YouTube Channel

This month we had 20 students show interest in working as part of our YouTube Channel team.



This group will be responsible for following the events of HES and recording what is happening around the halls of our school. Students will only be filmed who have parental permission.

Small groups of students will then assemble clips, process and edit to create short videos summarizing the weekly events. We will also have students who will host episodes. Stay tuned to the Hawk Squawk for the link to our first video of the 2016-2017 school year!



# Physical Education

Physical Education: A Need for Speed



Students have been practicing sending and receiving objects using a variety of implements including mini sticks, scoops and balls, and even through knee ping pong. This month we will begin a new unit on Sport Stacking. Sport Stacking or Cup Stacking is the sport of stacking cups in a particular sequence as quick as possible. This bimanual activity is known for having many benefits as it enhances hand-eye coordination and boosts reaction time. These skills are transferable and can improve performance in other sports and physical activities.

## Grade 4 Ball Hockey Intramurals

The enthusiasm and team spirit from the grade 4's can be heard in the gym and down the halls on Tuesdays and Fridays at lunch recess during ball hockey intramurals. I have been very impressed with level of skill, effort, dedication and good sportsmanship the players, coaches and grade 5 volunteer continue to display. It is shaping out to be a very exciting and entertaining season of ball hockey!



## Grade 3 February Outcomes:

- D1: Select and perform locomotor and non-locomotor skills (with and without objects) in simple sequences individually, and with a partner.
- D2: Solve movement tasks using given criteria.
- D8: Demonstrate ways to retain and move an object with control.
- V8: Display a willingness to share ideas, space and equipment when participating cooperatively in small groups.

## Grade 4 and 5 February Outcomes:

- D1: Select and combine locomotor and non-locomotor skills into complex movement sequences individually, with others and with objects.
- D3: Perform movement skills with variations in body awareness, space awareness, qualities and relationships using apparatus.
- V4: Demonstrate etiquette and fair play by participating cooperatively in physical activity with others who may have varying interests, abilities and backgrounds.

Submitted By: Mrs. Henry

# A Note from the Music Room...

All classes have been working hard brushing up on their music-reading skills as we prepare to play more pitched instruments. Grade 5's have already begun ukulele and most Grade 4's will begin this month. Grade 3's will practice their note-reading skills on xylophones and glockenspiels. The focus for younger students is on the pentatonic scale (think: the five black keys on the piano) before adding notes to complete the diatonic scale in Grade 5 (think: traditional 8-note scale). Our students at H.E.S. are such a joy to teach! They are enthusiastic, creative and hard-working and I can't wait to see their progress in the next few weeks!

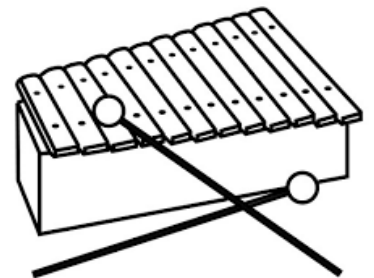


*Barb Hill*

Music teacher

MacDonald Consolidated School and

Hampton Elementary School



## Music:

Grade 5 students will continue to develop and refine their ukulele skills this month. We will focus on finger-picking styles and reading TABS, along with strumming patterns and playing chords. We are excited to announce that special guest Kyle Peters, the Fine Arts Mentor for Anglophone South School District and musician will be leading students in a strumming pattern workshop.

*Mrs. Hill and Mrs. Henry*



# Guidance Corner

Submitted by: Mrs. Blanchard

## Talking About Mental Health - Apps for Mental Health

Today it seems like there's an app for almost everything! Apps can be useful for helping us to learn and practice new skills. Interactive apps can help children and youth learn about how to identify feelings, how to relax, and even about navigating social situations. Check out some of the apps below and learn together with your child.

Apps are not a substitute for talking with a professional, so be sure to contact your local mental health agency if you or your child needs support.

### *Touch and Learn – Emotions (Free)*

☐ Encourages children to look at body language and facial expressions to help them identify feelings

☐ <https://itunes.apple.com/ca/app/touch-and-learn-emotions/id451685022?mt=8>

### *Mind Shift (Free)*

☐ An app designed to help youth cope with anxiety

☐ <http://www.anxietybc.com/resources/mindshift-app>

### *Smiling Mind (Free)*

☐ An app that guides children and youth through simple, calming meditations

☐ <http://smilingmind.com.au/>

### *Relaxing Sounds of Nature (Free)*

☐ Listen to the calming sounds of nature

☐ <https://itunes.apple.com/ca/app/free-relaxing-sounds-nature/id345747251?mt=8>

### *Zen Space (Free)*

☐ Relax by raking sand and creating a tranquil space

☐ <https://itunes.apple.com/ca/app/zen-space/id371463710?mt=8>

### *Zen View (Free)*

☐ Relax by listening to rain and watching water swirl

☐ <https://itunes.apple.com/ca/app/zenview/id499881701?mt=8>

### *3 Minute Mindfulness (One strategy is free. Full app is \$4.59)*

☐ Learn simple deep breathing strategies

☐ <https://itunes.apple.com/ca/app/3-minute-mindfulness-breathing/id982502810?mt=8>

### *I Know How You Feel (“Lite” version is free. Full version is \$11.99)*

☐ Children learn how to identify feelings in specific situations

☐ Children learn about appropriate empathic responses

☐ <https://itunes.apple.com/us/app/i-know-how-you-feel/id960352272?mt=8>

Kailey Thompson, MSW, Specialized Mental Health Interventionist, compiled and tested out the Apps.

Dr. Lynn Woodford, Psychologist, is the Mental Health and Addiction Lead for Upper Grand District School Board

Mrs. Clarke, the school guidance counsellor is available on Tuesday and Thursday mornings each week to meet individually with students. Please feel free to contact the school or your child's teacher if you would like her to chat with your son or daughter. Sometimes just sharing a problem with a caring person can make it easier to manage.

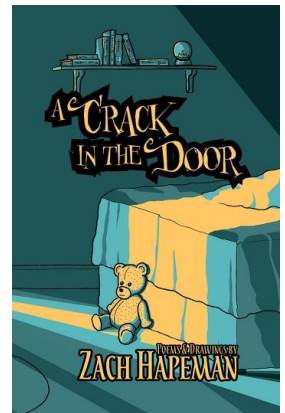
Mrs. Mary Clarke

mclarke@nbed.nb.ca

## Author Visit: Zach Hapeman

One of our goals in learning about literacy is to expose our students to authors in the area. This is made possible through the Writers in the School Program.

On Monday, January 30th, students met poet Zach Hapeman. Zach presented to each grade level and then also worked with a smaller group of Grade 5 students to offer an enrichment writing group. Zach Hapeman is a writer and illustrator working in Fredericton, New Brunswick. He has a master's degree in English from Acadia University and works full-time as a certified Project Manager for the Government of New Brunswick. He has worked with children and youth on a volunteer basis for over two decades, running weekly kids programs, planning and directing summer camps, and speaking at youth retreats. Zach loves the experience of teaching and encouraging people of all ages to pursue a spirit of creativity. He has visited student groups in Saint John and Fredericton regions to read poetry and discuss the creative process. His first book of poems and drawings is a self-published project that launched in November 2016.



## Calithumpians visited on Jan. 17th!

Named after an ancient tradition wherein young people, dressed in costume and disguise, paraded through the streets celebrating and making joyous noise, the Calithumpians

is a theatre troupe based out of Fredericton, New Brunswick that has been entertaining audiences for over thirty years.





# SPEAKING OF SPEECH AND LANGUAGE...

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

## The Many Strands of Reading

(From: Reading Rockets, The Access Center, and LD Online [www.readingrockets.org/target](http://www.readingrockets.org/target))

There are many reasons why reading can be hard. Reading is a complex process that draws upon many skills that need to be developed at the same time. This handout describes 3 prominent components of reading and difficulties that kids experience within each area. This is not an exhaustive list. It's important to note that struggling readers will often have problems in multiple areas.

<p><b>Phonological and Phonemic Awareness</b>  <i>Phonological awareness</i> is a broad skill that includes identifying and manipulating larger units of oral language—parts such as words, syllables, onsets and rimes, and individual sounds (phonemes).</p> <p><i>Phonemic awareness</i> refers to the ability to focus on and manipulate individual sounds (phonemes) in spoken words. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of instruction.</p>	<p><b>Vocabulary</b></p> <p><i>Vocabulary</i> refers to the words we must understand to communicate effectively. Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meaning of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction that teaches important words.</p>	<p><b>Language Comprehension</b></p> <p><i>Comprehension</i> is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to 1) decode what they read; 2) make connections between what they read and what they already know; and 3) think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing enough word meanings. Readers who have strong comprehension are able to make decisions about what they read—what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.</p>
<p><b>A Parent's Perspective</b>  <b>What I see at home</b></p> <ul style="list-style-type: none"> <li>• She has difficulty thinking of rhyming words for a simple word like <i>cat</i> (such as <i>rat</i> or <i>bat</i>).</li> <li>• He doesn't show interest in language play, word games, or rhyming.</li> </ul> <p><b>What I can do to help</b></p> <ul style="list-style-type: none"> <li>• Do sound-related activities, such as helping your child think of a number of words that start with the /m/ or /ch/ sound, or other beginning sounds.</li> <li>• Make up silly sentences with words that begin with the same sound, such as "Nobody was nice to Nancy's neighbor."</li> <li>• Use computer games designed to build your child's phonemic skills.</li> <li>• Read books with rhymes. Teach your child rhymes, short poems, and songs.</li> </ul>	<p><b>A Parent's Perspective</b>  <b>What I see at home</b></p> <ul style="list-style-type: none"> <li>• She's unable to tell about her day in a way that makes sense.</li> <li>• He doesn't link words from a book to similar words from another book or real life.</li> <li>• She misuses common words.</li> </ul> <p><b>What I can do to help</b></p> <ul style="list-style-type: none"> <li>• Engage your child in conversations every day. If possible, include new and interesting words in your conversation.</li> <li>• Read to your child each day. When the book contains a new or interesting word, pause and define the word for your child.</li> <li>• Help build word knowledge by classifying and grouping objects or pictures while naming them.</li> <li>• Play verbal games and tell jokes and stories.</li> </ul>	<p><b>A Parent's Perspective</b>  <b>What I see at home</b></p> <ul style="list-style-type: none"> <li>• She's not able to summarize a passage or a book.</li> <li>• He might be able to tell you what happened in a story, but can't explain why events went the way they did.</li> <li>• She can't explain what a character's thoughts or feelings might have been.</li> </ul> <p><b>What I can do to help</b></p> <ul style="list-style-type: none"> <li>• Hold a conversation and discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life.</li> <li>• Help your child go back to the text to support his or her answers.</li> <li>• Discuss the meanings of unknown words, both those he reads and those he hears.</li> </ul>