



Hampton Elementary School February 2016 Newsletter



HAMPTON ELEMENTARY SCHOOL

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

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

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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

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 6-11

Principal's Message

Since the last newsletter the temperatures have certainly shifted! We have been fortunate to have a great January with very little interruption to our learning and February has been unseasonably warm. We are thankful for these 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 but that has not been a concern the past week or so!

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.

This month our Grade 5 students in the Prime Program are "flipping". Students in the English class will be entering the Intensive French program for the remainder of the school year and the Intensive French class will be completing the English part of the Grade 5 program.

On Wednesday, February 24th, please wear a pink shirt to school to raise awareness that we don't tolerate bullying at Hampton Elementary School. At the end of the month (Thursday, Feb 25th) we will have a WITS Family Evening. This will be an opportunity to visit with your child to learn more about the WITS program and the literacy resources we use within the school to share this message, a conflict vs. bullying session, and also Internet Safety & Cyberbullying. Students will be encouraged to wear their PJ's and come visit to listen to the reading of one of the WITS stories and participate in a variety of activities. We will be giving away some prizes including a book of hot lunch tickets!

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



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

Monday, February 1—Grade 5 term switch (English to Intensive French and Intensive French to English)

Monday, February 8th—PSSC Meeting 6:30PM

Tuesday, February 16th—Home and School Meeting

Tuesday, February 16th—Author Susan White visits

Wednesday, February 24th—National Pink Shirt Day

Thursday, February 25th—WITS Family Literacy Evening

Looking Ahead: March

March is Nutrition month

7-11th March Break

March 25th—Good Friday (No School for students)

March 28th—Easter Monday (No School for students)

March 29th Report Card #2

March 31st—Parent Teacher Interviews Evening

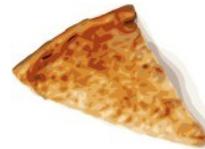
April 1st—Parent Teacher Interviews Morning/No School for students

Hot Lunch and Milk Program

Our current round of milk runs from November 30-February 12th. You will receive the new milk form on Monday, February 8th and it will be due Wednesday February 10th.



Our lunch tickets will continue to be sold after the announcements on Monday. Your child can buy a book of 10 hot lunch tickets for \$25. Most meals will cost one ticket (\$2.50 value). Hot lunch is cheese pizza on Monday/Wednesdays, Hamburgers and yogurt tubes on Tuesday (order placed on Monday) and Subway on Thursday (orders placed on Tuesday). We are excited to welcome a new provide: The Pita Pit (chicken pita & smoothie) on Friday (ordered Thursday) which will cost 2 tickets (\$5).



HES MOVE THINK LEARN PILOT

HES has been selected to participate in the Move Think Learn pilot. The activity we will be implementing is Curling for students in Grades 4 to 6.

The Move Think Learn resource series focuses on the development of physical literacy in children and youth through a tactical based model called "Teaching Games for Understanding (TGFU)". The ultimate goal of this series is to increase student knowledge, confidence and competence to participate in and become further engaged with physical activity and sport. The primary aim of this resource series is for students to develop the capacity to evaluate, make decisions and think critically about movement so that they are successful in physical activities (i.e., recreation and sport).

Move: Students and teachers will explore relevant sport strategies in a games category (i.e., territorial games: basketball) through game activities and guided discovery.

Think: Students use and enhance their critical thinking skills to develop the movement skills required to be successful in the strategies they have learned.

Learn: Students apply the strategies, movement and critical thinking skills they have learned in the context of a culminating modified game.

Move Think Learn resources include a variety of activities focusing on tactical problems, fundamental movement skills, assessment and reflection components, links to provincial/territorial curricula, student engagement pieces and community connections. Each resource provides a sport case study to enhance student knowledge and understanding of transferrable movement skills and the development of physical literacy.



Thank you to all of our parents who continue to support our skating program.

Thank you to those who have supported our breakfast program over the years.

Thank you to the families who are donating their refundables to the Hampton Recycling Depot for our school.

Thank you to the River Runners for their generous donation to our Physical Education department.

Thank you to Irving Oil for donating our new Buddy Bench!

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 #2 Numeracy: To develop and improve instructional practices, assessment and intervention for Numeracy

How Will Math Look in Your Child's Classroom?

As a result of the recent effort in mathematics teaching to include understanding in the teaching of math, from basic through advanced levels, the picture of your child's math class may, indeed, look different from what you remember when you were in school. For instance:

■ **Children will be expected to know their math facts:** Children will be learning their math facts with an understanding of how facts relate to each other.

■ **Children will be doing more than arithmetic:** Children will be seeing that math is much more than arithmetic (knowing the facts and number operations); it involves estimation, geometry, probability, statistics, and more.

■ **Children will be striving to achieve high goals:** Children will be achieving high standards of understanding, complexity, and accuracy set for them by their parents, teachers, schools, and states.

■ **Children will be actively involved in the study of mathematics:** Children will be doing tasks that involve investigations. They will be talking and writing explanations for their thinking.

■ **Children will be working with one another:** Children will be collaborating to make discoveries, draw conclusions, and discuss math.

■ **Children will be evaluated in a variety of ways:** Teachers will use many different ways to determine if children know and understand math concepts. Some of these will include writing samples, projects, or written tests. Not all evaluation will be the same for every classroom or every child.

■ **Children will be using calculators to solve problems:** They will be using calculators not as crutches but as tools to solve more complex problems with bigger numbers than they could do otherwise. Children with good knowledge of math facts, number sense, and reasoning about math will be able to use the calculator most effectively.

■ **Children will be using computers:** They will be developing databases, spreadsheets and computer graphics, while solving problems.

<http://www.math.com/parents/articles/mathlook.html>

PSSC—Parent School Support Committee

Next Meeting:
Monday, February 8th
6:30 p.m.

The PSSC last met on January 11th, 2016. Our main topic of discussion for this meeting was the Draft ASD-South Attendance Policy.

Our February meeting is scheduled for Monday, February 8th. We will be reviewing and discussing the results of the Tell Them From Me survey. All are welcome!

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

February calendar

Monday February 15 - HES Playground Committee meeting at 6:30 PM at HES library

Tuesday February 16 - HES H&S Meeting at 7 PM at HES library

Friday February 19 - Movie Night - Peanuts

Home & School Association News

- Thanks to everyone for supporting Movie Night - next Movie Night is February 19. Please let us know if you can volunteer.
- The Playground committee will be meeting on Monday, February 15 to discuss the playground development process. Please contact Anita Hofmann if you need any more details.
- H&S are bringing a new fundraiser supported by Kredls - Produce baskets. More details to follow.

Staff Appreciation: The week of February 8 - 12 is teacher appreciation week. The Home & School Association is making plans to spoil the staff of HES and we are asking for your help. We don't want to put too much information in this e-mail because we don't want the teachers to know what our plans are so we are asking that you send an email to: heshomeandschool@gmail.com Please put "Teacher Appreciation" in the subject line. We will then send an e-mail out to everyone interested in helping to let you know what we need. Mostly it will be food items that can be sent in with your child. We would really appreciate any help you can offer.

Next Meeting:
Tuesday, February 16th
7:00 p.m.

Hampton Elementary School is taking the big steps toward rebuilding one of the school's play areas. This venue requires time, generous funding and donations AND lots of community and family volunteers.

The HES playgrounds are used yearly by thousands of children as a safe place to learn, develop skills and have fun.

On **Monday February 15th** we are inviting parents and interested community members to meet about the playground development process in the HES library. The meeting will start at 6:30 pm and should take no longer than an hour.

Your creativity, enthusiasm and ideas are welcomed for this very important meeting. For more information please or if you cannot make the meeting contact Anita Hofmann at 943-0090.



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! If your child has flu-like symptoms, cold, cough or rashes, please keep them home to rest and recuperate before returning to school. When our students come to school ill they do not work well and they pass on their illnesses to others. When we are sick, we all feel better at home, in a warm bed with our favourite things!



Greenhouse Plant Sale

Students in our Greenhouse program will be selling Geraniums, Spider Plants, Christmas Cactus' on February 11th & 12th.

Physical Education Corner

This month in PE class we have been practicing gymnastics. Gymnastics is a terrific activity, especially at the elementary level. It develops areas such as spatial awareness, body awareness, self-confidence; as well as increasing areas like strength, flexibility and endurance.

Mrs. Stewart

<http://hamptonelementarype.weebly.com/>



Guidance Corner By: Mrs. Fischer

Learning to be Responsible

Our children deserve to learn important lessons from us and to acquire important habits with our help. They need help in learning what matters to us. We want our children to grow up to be responsible adults. We want them to learn to feel, think, and act with respect for themselves and for other people. We want them to pursue their own well-being, while also being considerate of the needs and feelings of others.

As parents, we can give our children the best in us by helping them acquire habits and character traits, such as responsibility, that they can rely on in their own lives. If we help them learn to take pleasure in thinking and behaving well, they will have the best chance to lead good lives as individuals and as citizens in the community. This will be true no matter what unpleasant situations or bad influences they come across.

So, what do we mean by responsibility? None of us is born acting responsibly. A responsible character is formed over time. It is made up of our outlook and daily habits associated with feelings, thoughts, and actions. Responsible people act the way they should whether or not anyone is watching. They do so because they understand that it's right and because they have the courage and self-control to act decently, even when tempted to do otherwise.

We want our children to appreciate the importance of being responsible. We also want them to develop the habits and strength to act this way in their everyday lives. Learning to be responsible includes learning to

- ⇒ respect and show compassion for others;
- ⇒ practice honesty as a matter of course;
- ⇒ show courage in standing up for our principles;
- ⇒ develop self-control in acting on our principles; maintain self-respect.

As parents we can help our children develop responsibility by modelling these things. We can also give them positive feedback when we see them acting responsibly.

in our school webpage. All these changes are in support of our School Improvement Plan and enhancing regular communication to parents and families.



Skillstreaming Review

Social Skills are skills that we use in every environment that includes two or more people. They allow us to know what to say, how to make good choices, and how to behave in different situations.

Classrooms at Hampton Elementary are focusing on reviewing all the 60 skills included in the Skill streaming program. 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. These skills are modeled, role played, practiced and reinforced throughout the school year.

Healthy Living

We have received a Healthy Living Grant to help educate and improve healthy eating. With this grant on January 27th we purchased a fruit and vegetable tray for each class to enjoy.



Author Visits: Susan White

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. This month, classes will be reading novels written by Susan White. Susan is a resident of the Kingston Peninsula and has several published novels. She will be visiting with classes on February 16th. Susan will also be working with a smaller group of students to offer an enrichment writing group.

Blanchard Brainteaser

To encourage John to work harder in math his mother said she would pay him 10 cents for each right answer and subtract 5 cents for each wrong answer. If he earned 20 cents after doing 32 problems, how many problems did John get right? How many did he get wrong? How many would he have to get right to earn more than a dollar?



SPEAKING OF SPEECH AND LANGUAGE...

(FROM THE ASD-S SPEECH-LANGUAGE PATHOLOGY DEPARTMENT)

Sharing Books with Your Child

Sharing books together is a great learning and bonding activity to do with your child. It's not just reading pages to your child. It's taking time to read, look at pictures, talk with and connect with your child. Not only is it fun for you and your child, sharing books has been found to have many, many benefits for children. Research has connected sharing books with a child with **higher vocabularies**, *better grammar skills*, **increased phonological awareness** or pre-reading skills and *academic performance*. It has also been found that the more fun you make it, the higher the benefits!

Suggestions for Sharing Books with Your Child:

- Make book sharing a special time that you and your child(ren) spend together.
- Schedule a few minutes every day (or as many possible) to share books with your child.
- Your child does not have to read in this activity, but can read bits of the book if they want to.
- Choose books that are 2-3 levels about their reading level, so that you play a big part in the story.
- Look at both narrative (story books) and information books as they are both important for school success and use different types of thinking. Make sure your child is interested in the topic.
- Spend time focusing on pictures. Talk about what you see, what you like, what you don't like, etc.
- Pause between pages. Talk about what happened. Have your child guess what may happen next.
- When talking about the book use terms such as "before," "after," "first," "last," "because," etc.
- Connect the book to experiences your child has had: compare the dog in the book to your pet dog; ask if they have played that game, etc.
- Ask open-ended questions throughout the book.
- Talk about words and items in the book and what they mean.
- Make sure your child has time to comment on what they see.
- Expand book time by doing related activities: sing a related song, pretend you are living in a castle, etc.
- Get a library card! Not only do they have many wonderful books, libraries have great activities for parents and children to participate in.

Most importantly, HAVE FUN!