



# Hampton Elementary School

## March 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*

Telephone - 832-6021

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Vice Principal - Julie Stewart

Admin. Asst. - Nancy Long

PSSC Chair - Alison Folkins  
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Home & School President -  
Laura Marles  
[hes.homeandschool@gmail.com](mailto:hes.homeandschool@gmail.com)

Hampton Education Centre  
832-6143

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

It's so nice to finally see the longer days and the sunshine! The past month has been a weather rollercoaster with snow, cold temps, rain storms, melting snow and many many puddles. March is set to be a busy month with March Break, Nutrition Month and Report cards with Parent Teacher Interviews.

I always enjoy sitting down and thinking about what I want to share with parents in the monthly newsletter. There is so much we do at Hampton Elementary that warrants sharing with our families and our community. My thoughts are filled with the students who are becoming amazing leaders and also the teachers who organize and facilitate all the activities outside of the curriculum requirements. The reality is, after being here for five months and reaching beyond the half way point of the school year, I am incredibly thankful for being a part of this wonderful school community. We continue to do amazing things at Hampton Elementary and your children are learning! As a result of an Artist in Residency Grant, our school is extending our mural project completed last year to include an additional mural depicting violations in Human Rights through history. The mural will be of Canadian content, and it is hoped that the pictures portray the historical period, the human rights abuse, and/or visuals of the culture of the people portrayed.

A HUGE THANK YOU to all parents who showed their appreciation to the staff of Hampton Elementary School during Staff Appreciation Week. The staff especially thanks the Home & School who planned many surprises—gift cards, recess treats and delicious meals with soups/chili. We are truly grateful to be partnering with such caring and wonderful parents!

I hope that you are able to take some time to spend with your children over the March Break. Many students are going away and many are taking part in local activities. Whatever you do, we hope that our students enjoy their time away from school making special memories with their family. When they return, they will have two weeks before the second report card is sent home and just four months left of the school year. Please read the report card with your child and compare it to the term one report so you can celebrate successes and make goals to improve in the challenge areas for the final term. Together, we can make it the most productive!

- 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



**W**alk Away  
**I**gnore  
**T**alk it Out  
**S**eek Help

### WORDS OF WITSDOM

#### Why are bystanders important in peer conflict situations?

Bullying and peer victimization rarely involve just an aggressor and a victim. There are usually bystanders that can contribute to either the solution or the problem. So what's the difference between a helpful and hurtful bystander?

#### Helpful Bystanders:

- Seek help by reporting the incident to an adult
- Rally support from peers to stand up to an aggressive child
- Directly intervene by discouraging the behaviours of the aggressive child, defending the victim or redirecting the situation

#### Hurtful Bystanders:

- Do nothing during or after a peer victimization incident
- Instigate peer victimization by prodding others to engage in it
- Join in by laughing, cheering or making comments to escalate the incident

Start a conversation with your child about bystanders by taking the Bystander Quiz at [www.witsprogram.ca/pdfs/families/bystander-quiz.pdf](http://www.witsprogram.ca/pdfs/families/bystander-quiz.pdf). Discuss ways he or she could make a difference as a helpful bystander, reminding him or her that you will always offer support when he or she chooses to seek help.

Want to know more? [www.witsprogram.ca/families/using-wits-with-your-children/](http://www.witsprogram.ca/families/using-wits-with-your-children/).

## Mark Your Calendar!

### March Nutrition Month

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 dietitian)

March 27<sup>th</sup>—Second Term Report Card goes home

March 30 & 31<sup>st</sup> Parent Teacher Meetings

March 31<sup>st</sup>—No School for students

**Scholastic Book Fair** will also be occurring during  
parent teacher times and Wednesday and Thursday  
during the school day.

### Looking Ahead: April

April 11<sup>th</sup>—Parent Power Night

April 14 & 17—Easter Weekend (No School for students)

April 22—Earth Day

April 28<sup>th</sup>—Professional Learning Day (no school for students)

April 28<sup>th</sup>—Pay It Forward Day

## Milk Program



The current order will run from January 31<sup>st</sup> to April 13<sup>th</sup>.

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.

## HOT LUNCH PROGRAM

The Home and School is our driving force of the HES Healthy Lunch Program. We are so thankful to this group of volunteers for the hours they put in organizing each months orders. A reminder to families, each month the order is due by the 20<sup>th</sup> for the next months order. For example, all hot lunch orders for the month of APRIL will be due by March 20<sup>th</sup>. No late orders will be accepted. If you are new to this and would like reminders, please ensure your child is enrolled on the website:

[hes.hotlunches.net](http://hes.hotlunches.net)

## Did you know?!?!?!?

A **new report card** is coming for the 2017-2018 school year. Anglophone South will be the last district in the province to transition to this new report card. The A+, A, B, C, D, E rating scale will be changed to a 4, 3, 2, 1 rating scale.

**Today's topic:** self-assessment

Research shows that when students are involved in the assessment process – learning to articulate what they have learned and what they still need to work on – achievement improves (Black and William 1998; Stiggins 2001). When students communicate their learning using a variety of work samples, they go beyond what grades, numbers, and scores alone can show; they are able to examine the depth, the detail, and the range of their own learning. From this information, they identify their strengths and what the need to work on next. ~ *Knowing what Counts: Conferencing and Reporting 2<sup>nd</sup> edition* Gregory, Cameron and Davies 2001

Here is an example of student friendly language to self-assess using the **new report card scale**.



# 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**

### Literacy in the Sciences

Many of the skills that are critical for growing strong readers and writers are also core skills in the study of science and math. Predicting, understanding cause and effect, understanding sequence, acquiring a rich vocabulary, building background knowledge, and developing the ability to read and write informational text are some of the skills we're looking at in the Literacy in the Sciences series.

### Making Inferences and Drawing Conclusions

Inferences are what we figure out based on an experience. Helping your child understand when information is implied (or not directly stated) will improve her skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies.

Observations occur when we can see something happening. In contrast, inferences are what we figure out based on an experience. Helping your child understand when information is implied, or not directly stated, will improve her skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies. Inferential thinking is a complex skill that will develop over time and with experience.

Families can create opportunities to practice inferential thinking. Below are a few ways to help familiarize your child with this way of thinking and learning:

- Explain to your child that we make conclusions about things and draw inferences all the time. Draw a conclusion together and then talk about what clues were used to come to that conclusion. For example, Erin played outside today. How can we tell? Muddy shoes, jump rope on front porch, water bottle out. Dad seems tired tonight. How can we tell? He's rubbing his eyes, he's on the couch, he was yawning at the dinner table.
- Play twenty questions! This familiar word game helps build inference skills. As your child develops skill with the game, encourage him to avoid asking direct questions. Rather, encourage him to ask broader questions, "Does it walk on four feet?" Then, when your child figures it out, ask him to tell you the clues that lead to the right answer.
- Create scenarios in which your child must use what they already know to predict an outcome. For example, growing seeds. Present your child with various scenarios (a seed will be given water and sunlight, a seed will get no water, a seed will be in a dark room). Ask your child to predict whether the seed will grow. Help your child become aware that she used information she knew about growing seeds, combined with new information, to fill in information about the seeds.

Learning to draw conclusions and inferences is a skill that develops over time. The skill requires children to put together various pieces of information, and relies on good word knowledge. Help your child develop skill by providing experience with inferential information, making implied information more clear, and helping your child draw conclusions based on the evidence. [http://www.readingrockets.org/extras/stem\\_series](http://www.readingrockets.org/extras/stem_series)

## Numbers, Numbers, Everywhere

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

### March: Understanding fractions

Grade 3 marks the first time students are explicitly introduced to fractions, although they would have been exposed to the fraction  $\frac{1}{2}$  in earlier grades. Initially students will learn to identify and compare fractions with like denominators. In grade 4 students, will learn to compare fractions with unlike denominators and to compare fractions to decimals (tenths only). In grade 5 students will learn to identify equivalent fractions and relate fractions to decimals (tenths, hundredths and thousandths).

A fraction is made of 2 parts: the numerator and the denominator; in  $\frac{5}{8}$  the numerator is 5 and the denominator is 8. Students may need to be reminded that while the numbers 5 and 8 are part of the fraction,  $\frac{5}{8}$  is a number unto itself and can be placed on a number line just as any whole number would be. Often times, students fail to make this connection. You can help your child develop their number sense of fractions by asking simple questions such as "Is this fraction closer to 0 or 1?" and "Is this fraction more or less than  $\frac{1}{2}$ ?" Students can answer this question by drawing a picture of the fraction:



( $\frac{5}{8}$  is closer to 1 because there are only three more pieces to be shaded in."; Grade 3) Students could also answer this question by thinking about the numerical relationship between the numerator and the denominator (" $\frac{5}{8}$  is more than  $\frac{1}{2}$  because I know that half of eight is four, and  $\frac{5}{8}$  is greater than  $\frac{4}{8}$ ."; Grades 4 & 5).

Here are some activities that you can use to reinforce fraction concepts (Grade 3, 4 and 5):

- Ask your child to identify examples of fractions and non-fractions (fractions have equal parts, any whole not divided into equal parts is not a fraction)
- When you serve your child food, such as a sandwich or an orange, cut it in half (or thirds, or fourths, and so on) and challenge your child to name the fraction for each part. After some is eaten, have your child name the fraction for the parts that are left.
- Provide your child with opportunities to divide food items into equal parts. Have your child tell the fraction name for each part.
- Encourage your child to look for and use fractions and decimals at home. For example, when your child is reading a book, ask her to tell you when she has read about one-half.
- If you are dividing something into equal pieces, such as a cake, have your child name fractions that describe the pieces. For example, when a cake is cut in 8 equal pieces, each person receives one-eighth of the cake.

Here are some activities you can use to reinforce decimal concepts (grades 4 & 5):

- When naming fractions with your child, be sure to use correct terminology: 2.3 is read as "two and three tenths" not two point three; 5.36 is "five and thirty-six hundredths" and 0.645 is "six hundred forty-five thousandths". The correct names for decimals makes the relationship between decimals and fractions explicit for children.
- While shopping, encourage your child to look for decimals on price tags or labels. Have your child help you estimate the total amount of your items, and how much change you will receive.

Submitted by Jillian Kiervin, Numeracy lead, HES

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

**Next Meeting:**  
Mon. Mar. 20th, 6:30p.m

The PSSC met on February 20th, 2017 in the library. We discussed the use of our budget which was to purchase picture books in support of the District Ends Policy #5—Sexual Identity and Gender Identities (see page 8 for a detailed look at some of the collection purchased). We shared

some alarming Canadian research statistics:

- 64% of LGBTQ students reported that they felt unsafe at school
- 1 in 5 LGBTQ students reported being physically harassed or assaulted at school
- 74% of trans students, 55% of sexual minority students, and 26% of non-LGBTQ students reported having been verbally harassed about their gender expression.
- Nearly 2/3s of trans students reported self harm last year
- More than 1 in 3 had attempted suicide
- LGBTQ students are exposed to language that insults their dignity as part of everyday school experience and youth with LGBTQ family members are constantly hearing their loved ones being denigrated.

We also looked at our school Tell Them From Me survey data.

- 92% of students in this school had a high sense of belonging; the Canadian norm for these grades is 86%.
- In this school, 90% of students had positive relationships; the Canadian norm for these grades is 80%.
- In regards to measures preventing bullying, 92% indicated there are adults at school that victims can talk to, 89% indicated there are safe ways to report it, 87% indicate teachers help students understand bullying and 87% indicated teachers tell students what to do.

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**

### **H&S Q and A**

*Who can be a member of Home and School?*

Everyone is welcome to become a member of Home and School. Whether you are a parent, grandparent, teacher, principal, school bus driver, any other employee of the public education system or a community member you are welcome to join Home and School. Everyone’s voice is equal and important.

The Home & School Association is meeting on **Thursday, March 2 at 7:00 PM** in the school library. A Healthy Nutrition Snack will be provided by the school at this meeting as part of March Nutrition Month and reminding our families of the importance of being a role model to our children in consuming fruits and vegetables.

We will be offering an after school coding class after the March Break. Stay tuned for more details!

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)

**Next Meeting:**

Thurs. March 2, 7PM

~submitted by Erin Roy



## Appropriate Clothing for the Weather Condition

There may be days students will ask the question, "Is it an inside day?" The answer on most days is no. Students will be going outside to play at recess and lunch unless it is raining heavily.

We thank you for ensuring your child comes to school with appropriate rain and cool weather clothing. At Hampton Elementary we believe in the importance of fresh air and outside play for all students and appreciate your assistance in this regard. It is also advisable students have a change of pants in their school bags, including socks. Warm gloves are always a good idea as well.



### Policy 711—Healthy Eating

March is Nutrition month!

Throughout the month of March we will be talking about Healthy Eating. Also, a student in each classroom will have an opportunity to win a basket full of unusual fruits and vegetables that will be purchased through our Healthy Learners Grant.

#### What is MINDFUL EATING?

The principles of Mindful eating are:

- Allowing yourself to become aware of the positive and nurturing opportunities that are available through food preparation and consumption by respecting your own inner wisdom.
- Choosing to eat food that is both pleasing to you and nourishing to your body but using all your senses to explore, savour and taste.
- Acknowledging responses to food (likes, neutral or dislikes) without judgment.
- Learning to be aware of physical hunger and satiety cues to guide your decision to begin eating and to stop eating.

(The Center for Mindful Eating)

Five tips:

1. eat slower
2. savour the silence, turn the phone and TV off
3. eat at the table
4. pay attention to flavour
5. Know your food and where it comes from, not just the supermarket, but where it REALLY comes from.



### SPRING AHEAD!

A reminder to move your clocks ahead one hour before going to bed on Sunday, March 12th.



### Attendance Matters! in Anglophone South School District

In August 2016, ASD-South implemented a School Attendance Policy/Guidelines (Policy No. ASD-S-365). This policy was designed to explore every avenue to ascertain that students stay in school and graduate high school.

It can be expected:

- after 5 days of accumulated absence/tardiness: communication with the home (phone/email) by the classroom teacher
- after 10 days of accumulated absence: letter from the school is sent home from the School Administrator
- after 15 days of accumulated absence: a second letter from Administrator

In some cases, it may be necessary to address attendance cases through Integrated Service Delivery (ISD) and through Social Development.

You can read the full policy here: <http://web1.nbed.nb.ca/sites/ASD-S/DistrictPolicies/300%20-%20Educational%20Services/ASD-S%20365%20Student%20Attendance.pdf>

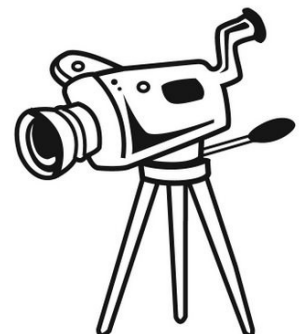
### HES YouTube Channel

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

## Rookie Rugby

Special guest Blake Edwards, the Director of Rugby NB, will be leading all students through a one week training course on Rookie Rugby this month. Rookie Rugby is a safe and fun alternative over traditional rugby. It is a "no body contact" game that uses flags instead of tackling. Students will learn how to play this sport and focus on the skills of passing, catching and running. For more information on this exciting sport, check out [rookierugby.ca](http://rookierugby.ca).

## Rallying Through March

It is time to get our racquets ready, for this month we will be playing badminton. Did you know that badminton not only increases hand eye coordination, but also improves flexibility, endurance and muscle strength? As well, this type of cardiovascular workout burns approximately 450 calories per hour!

## Nutrition Month

March is Nutrition Month. We will talk about the importance of good nutrition and the benefits of leading a healthy and active lifestyle.

## Intramurals

Grade 4 ball hockey intramurals are beginning to wrap up and the grade 5's will begin playing later this month. Thanks again to all the coaches, goal referees and other volunteers for making these intramurals run so smoothly. It has been another enjoyable season filled with great hockey and good sportsmanship!

## Grade Three March Outcomes

D8: Demonstrate ways to retain and move an object with control.

D9: Demonstrate ways to send and receive a variety of objects with and without equipment such as a racquet, baseball bat or hockey stick.

K2: Explain the relationships between good nutritional habits and personal well-being.

V2: Work willingly with others of varying abilities, interests and cultural backgrounds.

## Grade Four and Five March Outcomes

D5: Demonstrate ways to send and receive an object with increasing accuracy, individually and with others.

D6: Demonstrate ways to send and receive an object with increasing accuracy, using an implement.

K3: Identify nutritional needs related to physical activity.

V3: Demonstrate etiquette and fair play by participating cooperatively in physical with others who may have varying interest, abilities, and backgrounds.

Submitted By: Mrs. Henry

# A Note from the Music Room...

## Music

### Sore Fingers and Smiling Faces

I am very happy with the progress the grade 5 students are making through our Rainbow Ukulele Program.

The transformation is wonderful to watch. We will continue to learn more chords, strumming patterns, TABS and songs this month to prepare for our end of the unit performances.



Submitted By: Mrs. Henry

Grade 3 and some Grade 4 students are exploring sound effects and the way music and sound enhance stories, movies, cartoons and games. The remaining Grade 4 students and Grade 5 students are learning to play the ukulele. They are being introduced to tablature, chording and fingerpicking.

*Barb Hill*

Music teacher

## CONGRATULATIONS!!!!

Congratulations to U12 Mini girls for placing **first** in their division at the provincial basketball tournament and receiving gold medals on Sunday, February 26th!



# Guidance Corner

## March News from Guidance

Last month we had internet safety week so we concentrated on some safety tips for all grade levels. With technology changing so fast and lots of wonderful things available on line, I impressed on the children the importance of their parents knowing what they are watching and the games they are playing on the tablets and computers. Many were surprised to know they had to be at least 13 before they can have a face book account. I also suggested that even at 13, their parents have every right to monitor all on-line activity. My goal is to encourage the students to use the internet for positive correspondence, rather than negative.

This month we will focus on the 7 Habits of Happy Kids.

### **PROGRAM INFORMATION: For the Sake of the Children**

Separation can be a time of pain, confusion and sorrow. Parents and their children may experience a great sense of loss and will often need help to understand and cope with all the changes that come with separation.

**For the Sake of the Children** is a free six hour program divided into two sessions of three hours each. It is designed to provide the type of information parents need:

- To understand what they are going through, both legally and emotionally; *and*
- To help them cope with and adjust to separation so that they can help their children adjust.

Separation is an adult issue. Children do not make the decision to separate, yet they are greatly affected by that decision.

**The effects of separation on children largely depend on how parents manage their relationships after the separation.**

**For the Sake of the Children** is especially beneficial for parents experiencing separation. Both parents are encouraged to participate and will be **registered to attend separate sessions**. The program is also open to others.

**How to Register:** To register for a FREE session, please call toll free: 1-888-236-2444 (Fredericton Region: 444-3855)

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

# March is Nutrition Month

Check out the things we have planned! In the month of March, we will honour Nutrition month with the following activities.

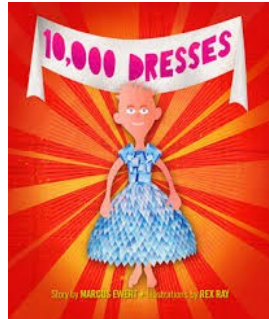
- Date TBD: Dave Wolpin, local farmer/business owner, to discuss healthy eating and weird and unusual delicious fruits and vegetables as well as Fruit and veggie trays shared between students
- Monday, March 27th: Dietician, Renee Leblanc, will visit to teach the students about small healthy changes they can make to boost intake of fruits and veggies
- Catch your staff and students in the act. Every week place an announcement of students and staff who were seen eating fruit. (using "caught you eating fruit" ballots!)
- Healthy Eating contest (draw date: Thursday, March 30th before parent teacher) – each classroom will have the opportunity to host a competition where one student will win a Healthy eating basket. Students will be entered for various reasons depending on the individual classroom goal for healthy eating
- Provide a healthy nutrition break to the whole school – daily morning announcements to focus on the nutritional benefits to eating each of the foods that are to be provided. For example: Cucumbers – "Cucumbers are an excellent source of vitamin K and molybdenum. They are also a very good source of the pantothenic acid. They are also a good source of copper, potassium, manganese, vitamin C, phosphorus, magnesium, biotin and vitamin B1. They also contain the important nail health-promoting mineral silica". And Broccoli – "Broccoli is an excellent source of vitamin K, vitamin C, chromium and folate. It is a very good source of dietary fiber, pantothenic acid, vitamin B6, vitamin E, manganese, phosphorus, choline, vitamin B1, vitamin A (in the form of carotenoids), potassium and copper."
- Fruit and Veggie Trays to be provided at meetings during the month of March to communicate to parents the importance of being good role models to their children in consuming fruits and vegetables (Home and School – March 2nd, Staff Meeting – March 15th and PSSC meeting – March 20th)
- Bowl of fruit at the office area - One way to integrate nutrition education is to have an office foyer fruit bowl. An office foyer fruit bowl is an active demonstration of commitment to wellness. It is also an opportunity to engage parents in healthy eating too. Shared facts about the fruit near the fruit bowl so parents and students visiting the office can learn facts and are encouraged to eat fruit too.



**New Picture Book Resources (available in our lending library) Thank you to the PSSC for purchasing these books. A sample of the collection of books is detailed below:**

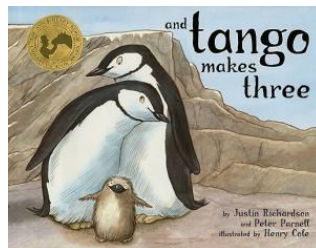
10,000 Dresses by Marcus Ewert

Bailey loves dresses of all kinds — dresses that sparkle, dresses that shine, dresses that have all the colors of the rainbow — but his parents are there constantly reminding him that he's a boy, and boys don't wear dresses. Luckily, he befriends Laurel, who shows him that it's OK to be whoever he is. This imaginative and cheerful picture book is an inspiring story any kid can relate to, but especially those who refuse to conform.

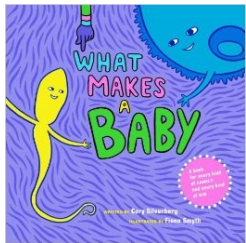


And Tango Makes Three by Justin Richardson and Peter Parnell

Two male penguins, Roy and Silo, start their own family when a zoo keeper gives them an egg to hatch. This is a charming tale based on a true story.



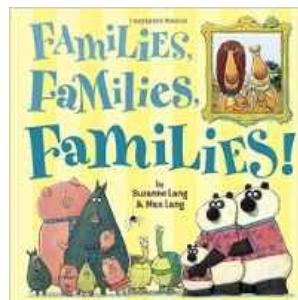
What Makes a Baby by Cory Silverberg



A truly all-inclusive book, What Makes a Baby uses bright, bold illustrations to teach children about all the different places children come from, including adoption, IVF, and surrogacy. Every kind of family can find their own origin story on its pages, whose characters aren't specified in color or gender.

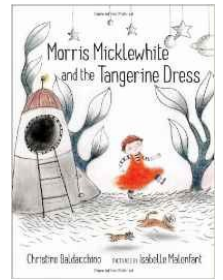
Families, Families, Families! by Suzanne Lang and Max Lang

This all-encompassing picture book uses lovable and utterly adorable animals to demonstrate all the different shapes and sizes that families come in. Colorful spreads depicting family portraits of chickens, turtles, bears and more celebrate every kind of family — because whether yours have two moms or one dad, a family is a family.

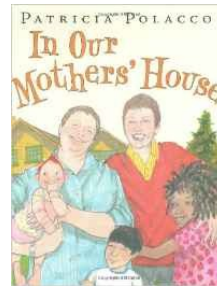


Morris Micklewhite and the Tangerine Dress by Christine Baldacchino

When Morris Micklewhite's classmates won't let him on the spaceship they're building because of his love for a certain tangerine dress, his dreams inspire him to build his own.



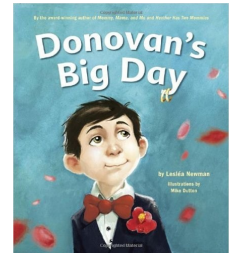
In Our Mothers' House by Patricia Polacco



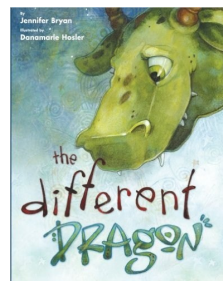
There may not be a dad in Marmee and Meema's house, but there is more than enough love and support to go around. Even when some of the neighbors don't accept the family, Marmee and Meema's daughter, who narrates the book, learns that her family is perfect the way it is.

Donovan's Big Day by Lesléa Newman

This book is the story of Donovan's big day as the ringbearer at his two moms' wedding. Without being preachy, Donovan's Big Day takes a stand for same-sex marriage and teaches readers that "Love makes a family." This book is not only enjoyable for children with same-sex parents, but it is a great story about love, family, and marriage that every kid can learn from.



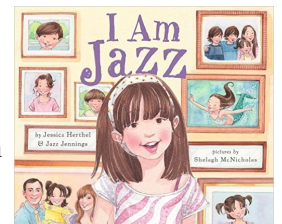
The Different Dragon by Jennifer Bryan



Author Jennifer Bryan was "tired of reading LGBT books that 'explained' or 'defended' our type of family. Those books have served an important purpose, but I wanted to read a book to my kids that is FUN and MAGICAL, a great story," so instead she made a fantastical book about a boy at bedtime, who just so happened to have two moms. By incorporating that fact into the story in an incidental way, Bryan's book shows children just how perfectly normal a same-sex household, or any other nontraditional family make up, is.

I Am Jazz by Jessica Herthel and Jazz Jennings

I Am Jazz tells the amazing true story of Jazz Jennings, an American transgender woman who has become an outspoken activist and role model in the transgender community.







## SPEAKING OF SPEECH AND LANGUAGE...

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

# Hearing vs. Listening

## Understanding How Your Child Learns to Listen

(Adapted from: Wray, D. et al. (2007). Auditory Skills Hierarchy; Nevins, M.E. & Garber, A. (2006). HOPE Note: Auditory Skill Development. Cochlearcommunity.com; Erber, N. (1982). Hierarchy of Listening Skills.; Lorraine, S. (2010). Auditory Processing – A Breakdown of Skills.)

**Hearing:** Noticing sounds simply happens for those without a hearing loss. We don't have to think about what we hear.

**Listening:** Listening requires us not only to hear sounds but to think about what sounds and words mean. We listen to understand messages so that we can communicate with others and for learning.

Several skills determine your child's listening success. These skills develop in a general 4-step hierarchy, all of which work together and are essential for everyday listening. The development of these skills is very important for allowing the brain to hear and understand the sounds and messages heard.

The four levels are:

1. **Detection**
2. **Discrimination**
3. **Identification**
4. **Comprehension**

### DETECTION

Your child is aware of whether he/she hears a sound but does not know what made the sound or what the sound means. Your child learns to respond and pay attention to sounds and to not respond when there is no sound.

Infants: You may see your child turn their eyes or head in search of the sound or make noises.

Toddlers: Your child can learn listening games, for examples, putting a block in a bucket when they hear a sound.

### DISCRIMINATION

Your child is able to indicate whether two or more sounds are the same or different.

The *same-different* tasks may look like this:

Cow vs. cows, "Do they sound the same or different?"

### IDENTIFICATION

Your child is able to identify the sound they heard by repeating it, pointing to a matching picture, or writing it down.

### COMPREHENSION

Your child is able to understand the meaning of speech demonstrated by their ability to:

- Answer questions
- Follow instruction/directions
- Rephrasing what has been said to them
- Participate in conversations
- Recall events, parts of a story, or lessons