



Hampton Elementary School

March 2015

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

Principal - Sarah Blanchard

Vice Principal - Julie Stewart

Admin. Asst. - Debbie Cochran

PSSC Chair - Jamie Foster
psscchair@gmail.com

Home & School President -
Nicole Richardson
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

I always enjoy sitting down to think about what I want to share with parents in the monthly newsletter. My thoughts flip between talking about the students and how proud I am of the leaders they are becoming or I think about the teachers and all the activities they run and how grateful I am for all they do. 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 school community. We are doing amazing things at Hampton Elementary School and your children are learning!

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—personalized coffee mugs, recess treats and a delicious lasagna meal. 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. Together, we can make it the most productive!

I invite all families to join us on Wednesday after the break to wear their pink shirts (rescheduled from before the break) and to join us in the evening for our first annual WITS literacy night from 6-7:30. This is an opportunity to learn about this wonderful program and also to have some fun supporting your child. There will also be a fitness activity in the gym as well as fruits and veggies for a light snack.

- 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.

**Monday,
March 9th —
first day back
for students!**



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. 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/.

Mark Your Calendar!

March is Nutrition month

Mon. 2- Fri. 6—March Break

11th—WITS Family Literacy Night

23rd—Report Card #2 Go Home

26th—Parent Teacher Interviews Evening

27th—Parent Teacher Interviews Morning/No School for students



Scholastic Book Fair will also be occurring during parent teacher times Wednesday and Thursday

Check out the March Calendar for More Important Dates!

Next month: April

April 3 & 6th—No school for students (Good Friday & Easter Monday)

April 20th—regular day for students

Hot Lunch and Milk Program

Our current round of milk runs until March 31st.

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.

All meals currently cost one ticket (\$2.50 value). Hot lunch is pizza on Monday/Wednesdays and Subway on Thursday (orders placed on Tuesday).

We will soon be offering a trial order period with Kredls. The cost will be TWO lunch tickets (\$5). Stay tuned for more information.

SPRING AHEAD!

A reminder to move your clocks ahead one hour before going to bed on Sunday, March 8th.



CELEBRATE WHAT'S RIGHT WITH THE WORLD

March Theme: Look for Possibilities

Anglophone School District—South encourages each of us to take advantage of the possibilities before us and to recognize that there is more than one right answer for every question or problem.



Thoughts for the Month:

- I began to build a vision of a world not of scarcity, but of possibility." - **Dewitt Jones**
- Ask questions. Maybe it might lead to something. — **Yogi Berra**
- Each interaction has the capacity to heal or damage. - **Anonymous**
- I am the cause of my own experience. - **Anonymous**

Believe It! See It! Celebrate It!

"The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention...A loving silence often has far more power to heal and to connect than the most well-intentioned words."

—Rachel Naomi Remen

Learning about Literacy

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

For the next several months, we will be focusing on a different reading comprehension strategy in this "learning about literacy" section.

Last month we focused on Graphic and semantic organizers. This month we present to you some information about Answering Questions. This is the fourth of seven strategies we will feature which have a firm scientific basis for improving text comprehension.

Questions can be effective because they:

- Give students a purpose for reading
- Focus students' attention on what they are to learn
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

There are four different types of questions:

"Right There"

- Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.
- Example: Who is Frog's friend? Answer: Toad

"Think and Search"

- Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.
- Example: Why was Frog sad? Answer: His friend was leaving.

"Author and You"

- Questions require students to use what they already know, with what they have learned from reading the text. Student's must understand the text and relate it to their prior knowledge before answering the question.
- Example: How do think Frog felt when he found Toad? Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.

"On Your Own"

- Questions are answered based on a students prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.
- Example: How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss her.

<http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension>

Numbers, Numbers, Everywhere

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

Do you read with your child every night? Is it a positive experience that creates a love of reading between you and your child?

Do you play a fun math game with your child every night? Is it a positive experience that creates a love of math between you and your child?

Does your child bring home a library book from school? Does your child bring home a math game from school?

Did you answer these questions differently? Do you view reading differently than math? Are you looking for a way to make practicing math skills at home more fun and exciting for your child? There are lots of online computer games and apps that make practicing math skills more engaging for your child.

From now until June, we will be including some math games in our newsletter that you can play at home with your children. Math continues to be a focus at our school and within our board and we hope it will be a focus for you at home as well.

1. Visit <https://www.prodigygame.com/Canada/> for a free online Math game that supports Mental Math abilities and builds confidence with problem solving questions.

2. "Race to 10, 50 or 100" Roll the dice and add up each turn. First one to 10, 50 or 100 wins. Multiply the numbers for older students.

3. "Guess my number" Place a sticky note on your child's back and have them guess the number by asking only yes/no questions (Is it bigger than 500, is it odd/even, etc.)

4. Play dominos, cribbage or yahtzee

PSSC—Parent School Support Committee

Next Meeting:
Monday,
March 9th 6:30p.m.

The PSSC has its next meeting scheduled for March 9th. We will be looking at the Teacher Perception Survey results for our school and identifying areas for improvement. All are welcome!

Home and School Association

Home and School Association would like to thank all of the parents who contributed to the Teacher/Staff Appreciation week in February by way of sending treats, juice or items for the luncheon at the end of the week. We would like to invite any parents/guardians, who may be interested in helping out at the school, to come to the next meeting.

Big Fair Day - coming soon in June!

Big Fair Day is Hampton Elementary School's biggest fundraiser of the year. It has become a school and community event over the past 30 plus years. There will be a planning meeting soon in the library. We would encourage all class parents and parents who are interested in helping plan this event to attend this important meeting.

Next Meeting:
Tuesday,
March 17th, 6:30 p.m.

For updates about Home and School, please ask to be part of our Facebook group under "Hampton Elementary School Home and School".

Blanchard's Brainteaser

In the Problem of the Month *Movin 'n Groovin*, students use measurement, rates of change, and algebraic thinking to solve problems.

Level A: students are presented with a measurement problem. In the problem, students are asked to determine who wins a race between two hamsters running through a maze. The students are given the seconds it takes the hamsters to travel through the maze. Understanding those numbers, they then determine which hamster is faster and who finishes first. They also need to determine how much faster one hamster is from the other by comparing the two finished times.

Level B: students are challenged with a problem involving two runners who run different distances for different times. They will need to reason about the relationship between the two rates to determine who is faster.

Level C: the students are presented with the challenge of determining the speed of a student's remote control car.

Click [HERE](#) to download *Movin 'n Groovin*.

<http://www.insidemathematics.org/assets/problems-of-the-month/movin%20%27n%20groovin.pdf>



Did You Know?

- ...We have over 100 students who are involved in Power Lab on Friday at noon time.
- ...We have 57 students who are peace keepers in our school.
- ...We have 35 students assisting with juice recycling.
- ...We have 39 students assisting with paper recycling.
- ...We have 31 students help with our milk program.
- ...We have 24 students participating in the compost and recycling program.
- ...We have 20 students who help with our greenhouse.
- ..We have 12 students who help in the office as student secretaries.

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.



Write On!!

HES is pleased to announce that Trudy Kelly Forsythe will be offering an "After School Writing Club". Trudy is a professional writing who has been working with students for several years. This club is designed to encourage students to develop and maintain a love of writing, to discover the joy in coming up with and developing story ideas and to engage them in the writing process from drafting and editing to work shopping and, hopefully, publication. The club will take place afterschool on Thursdays at HES from 3:00-4:15. It will run for 6 weeks from March 19th-April 23rd. The cost is \$75 per child with a 10% family discount. This price includes the cost of all materials.

If your child is interested and you would like more information about this program please contact Trudy Kelly Forsythe at 832-0338 or email her at trudan@nbnet.nb.ca



Physical Education Corner



With the milder temperatures predicted for March, we hope to take all classes snowshoeing. Students should come to school with snow pants and appropriate out door gear prepared for this activity.

<http://hamptonelementarype.weebly.com>

Guidance Corner

Teach Respect by Daily Examples

Firm, Fair & Consistent

You want your child to show respect for you, his/her teachers and people in general. Just as importantly, we hope for our children to respect rules and theirs/others belongings. Teaching respect is a big job. But thankfully, research shows a specific method to use.

Children learn respect when they are treated with respect. Children learn many things through watching and listening to the adults in their family. So, make these simple efforts a daily habit:

- ⇒ Communicate with respect. Listen attentively to your child. Don't interrupt. Make sure you understand what he or she is saying. Focus on the positive.
- ⇒ Practice solving problems calmly. Use "I statements" ("I feel ignored when you don't answer me") instead of hurtful accusations ("You always ignore me!").
- ⇒ Take responsibility. When you make an agreement with your child, stick to it and expect him or her to do the same. If something goes wrong, the person responsible should make amends and learn from the experience.
- ⇒ Care for belongings. Cleaning up is a way of showing respect for things around the house. Talk about this with your child. What if so and so, did not pitch in? What steps, such as organizing toys, could make the job easier?
- ⇒ Be encouraging. Support your child's interest and strengths. Talk about values, including those of your family passed down for generations. How can he or she show this? And ask yourself do I "walk the talk"? Behaving in ways that are contrary to our values sends a mixed message to our children (and often makes us feel badly about ourselves). Strong character should be a source of pride.
- ⇒ Let your youngster face consequences. Show your child that his/her actions have consequences! If she/he doesn't pick up her/his schoolwork up off the floor, let her/him experience:
 1. A natural consequence. The dog runs past and wrinkles her papers. That's a natural consequence.
 2. A logical consequence. If you spend time picking up her things, she owes you time tidying other parts of the house. That's a logical consequence.

