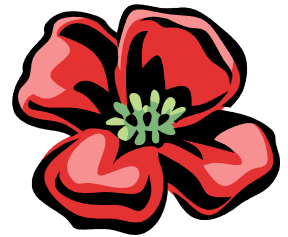


Hampton Elementary School

November 2014

Newsletter



HAMPTON ELEMENTARY SCHOOL

82 School Street,
Hampton, N. B. E2N 5B2

[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 Cochrane

PSSC Chair - Jamie Foster
psscchair@gmail.com

Home & School President -
Nicole Richardson
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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

Next week we are looking forward to our First Annual Career Expo. Thank you to the many family and community members who donated their time for this event to represent the endless career opportunities available to students.

Remembrance Day will soon be upon us. On November 10th, we will be having a short assembly to remember those brave men and women who were willing to sacrifice everything for our freedom. If you are able, please join us on November 10th at around 10:30 a.m. in the gym. Come early—just in case. Our students have worked to create a service that will be both thoughtful and age appropriate. Thank you for your support of the school fundraiser. The money raised will be used to support students as we strive to update the number of technology devices that are available to students (laptops, headsets, microphones & iPod's). We are excited to introduce a pod of 6 iPad minis this month to various classes and look forward to adding to that number when we receive our final fundraising total.

The Fall Progress Reports will be coming home on Monday, November 10th. This report provides students and parents with feedback on student's learning skills as well as the progress that has been made during the first two months of the school year. This is an opportunity to find out early in the school year how your child is progressing, what the school is doing, and what you can be doing at home to support student learning.

This month we are featuring a new section in our newsletter called "Blanchard's Brainteaser". This is a math problem that can be solved by the family. Solutions must be returned to the school with an explanation of how the answer was found and a name. We will read some of these over the announcements and students will be entered to win prizes!

During the week of November 17th-21st, students and staff at HES are going to be discussing and exploring the issue of bullying through a district initiative called "Kindness Matters". This is to promote awareness, empathy and give students the confidence and skills/strategies needed to handle bullying situations, whether they are a bystander or a target or maybe even a bully themselves. We will also be welcoming back our special WITS leaders Ms. Hoffman & Mr. Saunders!

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.

NOVEMBER

11

Remembrance Day



Walk Away
Ignore
Talk it Out
Seek Help

WORDS OF WITSDOM

How can I help my child use WITS to solve problems?

Your child can likely recite the WITS acronym but may need help putting it in action. Use the tips below with your child to explore how WITS can help with peer conflict problems.

Walk away: Role-play walking away from the situation. Ask: What would happen if you walked away? Would it solve the problem? If not, try another strategy.

Ignore: Discuss ways to ignore, like leaving the situation or withdrawing eye contact. Ask: What would happen if you ignored? Would it solve the problem? If not, try another strategy.

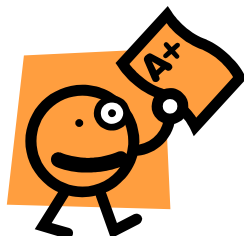
Talk it out: Suggest statements to use to talk it out with the person bothering him or her. Sometimes saying "Stop" is enough. Maybe a joke would help. Ask: What would happen if you talked it out? Would it solve the problem? If not, try another strategy.

Seek help: Suggest other adults your child could ask for help, like a teacher. Ask: What would happen if you asked another adult for help? Would it solve the problem? If not, who else could you seek help from?

Want to know more? Explore the Using WITS with Your Child section of the WITS website at www.witsprogram.ca/families/using-wits-with-your-children/.

Mark Your Calendar!

Monday, Nov. 10th—Report Cards go home
Tuesday, Nov. 11th—Remembrance Day (No School)
Wednesday, Nov. 12th—last Mad Science
November 12th-14th—Book Fair in the Library
Thurs./Fri, Nov. 13/14th—Parent Teacher Conferences
Saturday, Nov. 22nd—Empty Stocking Fund



Next month: December

1-5th—Kids Helping Kids
9th—Estey Art Program last session
9th—Christmas Concert Rehearsal
10th—Christmas Concert
19th—Last Day for Students
January 6th—First day back for students

Skating

Important reminder: when students skate, they must have a properly fitted helmet, skates and gloves. Snow pants are also recommended by most teachers!



Hot Lunch and Milk Program

Our current round of milk runs from November 3rd-January 16th. The next order will be sent home when students return after the New Year in 2015! If you have any questions about ordering milk, please contact our school admin. assistant at 832- 6021.

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

Home Reports

Home Reports will be going home with students on **Monday, November 10th**. These reports will be issued in order for parents to become aware of the progress of their children since the beginning of the school year. Parent-Teacher interviews will take place on Thursday, November 13th from 4:30 p.m. - 7:30 p.m. and on Friday, November 14th from 8:30 a.m. - 11:00 a.m. Teachers will contact you to make appointments for these interview times. There is no school for students on Friday, November 14th. Here are some effective ways to share small amounts of data (what we think of as data snippets) during parent/teacher conferences, and some reasons we think sharing data is so important.

Why Should We Share Data with Families?

When we think about why sharing data is essential, Mike Schmoker's words from his book Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning immediately come to mind: "Data makes the invisible visible, revealing strengths and weaknesses, which are easily concealed. Data promotes certainty and precision, which increases teachers' confidence in their abilities." Sharing small amounts of data in easy-to-read formats (data snippets) can make parent/teacher conferences more focused as the data makes the ideas expressed visible to everyone sitting at the table.

When we go to our children's parent/teacher conferences, seeing our child's test results along with classroom work helps us to understand the teacher's explanation. Our ideas about our own children are naturally biased, and hearing difficult news or important follow-up information is a struggle.

Instead of simply listening to a teacher's ideas, which could be interpreted in a variety of ways, the data helps a parent to truly hear what the teacher is saying. When the teacher and parent look at a child's work together, the parent is no longer just listening -- the parent is learning, analyzing, and seeing the rationale behind the teacher's instructional decisions.

Data can help educate family members about grade-level expectations. Teachers who have taught a particular grade level for a number of years have a deep understanding of what students should be able to do by the end of that school year. They know what level of texts a student should be reading, the types of inventive spelling errors that are typical, and the qualities of effective writing that students acquire at this grade level. This body of knowledge helps teachers talk to parents about which patterns of learning are typical for students at this age, and what types of student work show areas of concern.

Most parents do not have the opportunity to spend many years getting to know hundreds of children in one age group -- their own children keep growing and changing. Therefore, parents do not necessarily know how much progress a student should make over the course of a year, or what being on "grade level" actually means. We find that when teachers take the time to use data snippets in parent/teacher conferences, communication problems diminish and home/school partnerships become stronger. The data puts meaning behind the teacher's words, and helps everyone to communicate more clearly.

PSSC—School Improvement Plan

Next Meeting:

**Monday,
November 17th 6:30p.m.**

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 about one area of the School Improvement Plan. For the month of November we are reporting on the area of **Numeracy**.

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

A Parent's How-To Guide for Helping Your Child in Math by Gina Betts and Rylan Pranger

Math education looks different than it did even ten years ago. Employers today cite that the essential 21st century skills of problem solving, collaboration, logical reasoning and the ability to think critically are the most important 'look-fors' when interviewing candidates. In schools today, students are asked to solve challenging mathematical problems that put more importance on conceptual knowledge instead of procedural knowledge. This leaves parents sometimes at a loss about their role and how to best support their child. As a parent, you are an invaluable partner in your child's mathematics education; you are the first educator in your child's life. Research shows that when there is a high level of family involvement, students do better in school. Below are some tips to support your role as a mathematics parent.

Tips for Parents:

(adapted from Doing Mathematics with Your Child - A Parent's Guide
www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNum2012.pdf

- find real-life experiences that encourage and engage your child to think and talk about mathematics (shopping, sorting, construction, managing time and money, understand patterns and trends, make predictions based on patterns, analyze data)
- encourage and provide manipulatives to explore mathematical concepts (toothpicks, popsicle sticks, money, chocolate chips, etc...)
- be mindful of your attitude towards mathematics; strong, positive attitudes about math increase a child's ability to feel successful and to persevere with challenging math tasks
- encourage risk taking
- provide a supportive, relaxing environment
- build your child's confidence by engaging them in math activities that will allow them to feel successful
- engage in math activities or math talk in the language you are most comfortable with
- a math problem is not necessarily a word problem; don't allow language to be the barrier to the mathematical concept presented
- build on memorization of math facts by ensuring the understanding of the concept (What does multiplication/division mean? When would we use it? Why would we use it? How did you figure out that fact? How can you use one fact to help you figure out another?)
- familiarize yourself with the Provincial Math Curriculum in order to understand what your child is learning and what is expected of him/her

Taken From: <http://www.ugdsb.on.ca/jmc/article.aspx?id=43034>

Home and School Association

Please join us for our next meeting on November 18th in the library beginning at 6:30pm. We will use this time to set goals as a group as well as talk about all the other exciting things happening in the school (library beautification, fundraising, enrichment opportunities for students, and Big Fair Day).



Next Meeting:

**Tuesday,
November 18th 6:30 p.m.**

Inclement Weather Procedures

Schools may be closed early on days when the weather conditions are anticipated to deteriorate significantly during the day. Every effort will be made to notify parents by telephone for students in Kindergarten to Grade 5. We use media, voice mail and email. Families are reminded of the importance of ensuring alternate arrangements are in place for their child(ren) in cases when they or another adult will not be available to be home.

<http://web1.nbed.nb.ca/sites/ASD-S/Pages/Inclement-Weather-Policy.aspx>



Policy 711—Healthy Eating

Policy 711 was first implemented in 2005. The aim of *Policy 711 - Healthier Foods and Nutrition in Public Schools* is to promote the consumption of foods with maximum nutritional value.

The Scoop on Sodium By Amy Skeoch MHSc, RD

Currently Canadians (including our children) are consuming over double the amount of sodium that Health Canada recommends! Yikes. What does this mean? And what can we do to lower our intake.

What is Sodium?

Sodium is a nutrient mainly found in salt and has been used for thousands of years for flavoring and preserving our food. However, just because we've done something forever doesn't mean we don't need to take stock (literally!) and examine the health impact of too much. Some sodium is needed in our diet to do things like regulate our blood pressure and body fluids, as well as keep our muscles and nerves functioning properly; but too much can increase our blood pressure, which puts people at increased risk of stroke, heart disease and kidney disease.

What can you do to reduce your sodium intake?

- Buy unsalted and low sodium foods when possible. Look for words like "sodium free," "low sodium," "reduced sodium" or "no added salt" on the packaged foods.
- Compare food labels. Buy products with the lowest amount of sodium, and when reading nutrition facts panel of a food item look for less than 15% DV (Daily value).
- Purchase fresh vegetables and meats when possible, and rinse canned items that are salted (like tuna, canned veggies)
- Do not add salt when cooking or at the table when eating.

For more info: www.hc-sc.gc.ca/fn-an/nutrition/sodium/index-eng.php or www.healthycanadians.gc.ca/eating-nutrition/sodium/index-eng.php

Classroom Newsletters

Please continue to follow our school website for updates on coming events and activities. Most teachers have posted their classroom newsletters and websites on our school webpage. All these changes are in support of our School Improvement Plan and enhancing regular communication to parents and families.

Lost and Found

Please take a moment to visit the lost and found at our school. This area is located near the change rooms outside the gym. It is full of clothing items that definitely should be missed by families! All items will be on display during parent teacher conferences so please take a peek along the hallway outside the gym!



Physical Education Corner



Be sure to check out our new Phys. Ed website at <http://hamptonelementarype.weebly.com/>

This is a great spot including weekly recipes, curriculum updates and ideas to help keep your family moving!

Mrs. Stewart

Guidance Corner

Guidance Counselor's Role at School

What does the elementary guidance counselor do?

Conducts classroom guidance lessons, works with children in small groups, sees children individually, works with parents and teachers, acts as a liaison with outside agencies, and uses the community as a resource.



The counselor helps children...

- Recognize their strengths and needs to achieve in school
- Build self-confidence and self-esteem
- Learn decision making and problem solving skills
- Establish and maintain healthy relationships with others
- Deal with concerns and feelings
- Better understand themselves and others
- Gain valuable social skills
- Develop and learn to cope with situations that arise within the family

What are some of the topics covered by the counselor?

Personal safety, problem solving, study skills, feelings, life changes, self-acceptance, cooperation & friendship, bullying, social skills, conflict resolution, group skills

What might a student talk about while in the counseling office?

- ~ feelings about him/herself
- ~ difficulty in making or getting along with friends
- ~ a family problem
- ~ a school problem
- ~ a fear or worry
- ~ a physical concern
- ~ the need for a little tender loving care



While at Hampton Elementary School, your child could see me individually, as part of a small group, or in the classroom during a guidance lesson. If you need to talk to me, I can be reached on Monday, Wednesday and Thursday afternoon at Hampton Elementary School and on Tuesday, Thursday morning and Friday at Dr. A. T. Leatherbarrow Primary School. You can also email me at denise.pearce@nbed.nb.ca.

Denise Pearce, Guidance Counsellor, MEd, CCC

“Don't worry that children never listen to you; worry that they are always watching you.”



SPEAKING OF SPEECH AND LANGUAGE...

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

Grammar Suggestions

Model Correct Grammar

Rephrase what the child has said with correct grammar and say the corrected portion longer and louder. The child is not expected to repeat after you.

Example: Child: He goed home already?
Adult: He **went** home already. She **went** home too.

Give choices

Example: Child: Me want it.
Adult: Me want it or I want it? Which sounds better?

Emphasize

Choose a grammatical error that your child uses often. Use the correct version many times during the day and emphasize it slightly as you say it.

Storybooks that Target Grammar

Present Progressive Tense "-ing"

- ◇ Chicken Soup with Rice
- ◇ Goodnight Moon
- ◇ The Knight and the Dragon
- ◇ The Owl and the Pussycat

Regular Past Tense "-ed"

- ◇ Harvey and the Terrible Wahtzit
- ◇ Miss Nelson is Missing
- ◇ Brown Bear, Brown Bear

Pronouns (e.g., he, she, they, his, her, their, him, I, me, etc...)

- ◇ It Didn't Frighten Me
- ◇ When Goldilocks Went to the House of the Bears
- ◇ Arthur's Eyes

Possessive Nouns (e.g., mom's, dad's, cat's, etc..)

- ◇ Whose Toes Are Those?
- ◇ Arthur's Nose
- ◇ Peter's Chair
- ◇ Whose Footprints?

Blanchard's Brainteaser

Double Down

Two students were walking to school one day when they saw two teachers each walking with two dogs.

Each dog had two ears. How many dog ears were there in all?

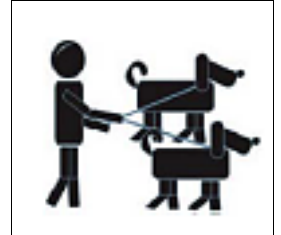
On each dog's ear there were two fleas. How many fleas were there in all?

Each flea called two more fleas to join them. How many fleas were there in all?

Explain how you figured it out.

Submit your answers to the office and we will draw for prizes!

<http://www.insidemathematics.org/problems-of-the-month/download-problems-of-the-month>



Challenge yourself to a game:

The Broken Calculator Game



Benefits

Mathematicians know that there are different ways to represent a quantity – for example, 18 can be represented as $20 - 2$ and as $15 + 3$.

- Ask your child to pretend that the number 8 key on the calculator is broken. Ask how he or she can make the number 18 appear on the screen without the 8 key. (Sample answers include $20 - 2$ and $15 + 3$).
- Ask other questions of the same type by using different “broken” keys. Make this task easier or more challenging by varying the number your child must show on the calculator.

