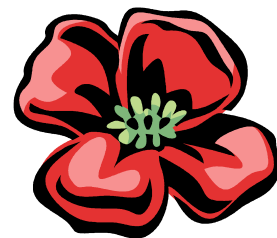




Hampton Elementary School

November 2019

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. -

Carmelle Robichaud

PSSC Chair - Candace Muir
psscchair@gmail.com

Home & School President -
Krista Webb
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

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, November
11th—Schools Closed
Remembrance Day

Principal's Message

This week we are looking forward to our 6th Annual Career Expo. Thank you to the many family and community members who donate their time for this event to represent the endless career opportunities available to students. This event is always a hit for our students as they tour and dream about their future! It was also to fun to guess the different careers the students' chose to dress up for.

Remembrance Day will soon be upon us. On November 7th, we will have 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 7th around 9:30 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 Home and School Coffee fundraiser. The money raised will be used to support the newest goals of the school which include an updated sound system for the gym and ongoing teacher classroom requests.

The Fall Progress Reports (Report Cards) will be coming home on Monday, November 18th. This report provides students and parents with feedback on student's learning skills as well as the progress made during the first two and a half months of the school year (10 weeks). 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. Our District adopted the Standards Based report card two years ago. Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned. **It is important to remember students learn at different rates and in different ways.** The achievement scale, with numbers one through four indicate whether students are working below, approaching, meeting or excelling in learning goals. Learning habits are evaluated separately from learning achievement using Consistently, Usually, Sometimes and Rarely.

Every day, it gets a little colder and some of our students arrive at school unprepared to be out for half an hour or more. The expectation is that students go outside at least twice every day and they are expected to stay outside, even when the weather dips below zero. Please help us by reinforcing the need to be prepared (or to wear what you send them)!

There is a lot going on during the next few months. Stay up to date by checking out the school calendar on our website! Once again, thank you parents, students and staff! It's been a great year so far, thanks to you!

- Mrs. Blanchard



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?

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!

November

1st HES Career Expo
 4-8th Atlantic Career Week
 7th—Remembrance Day Assembly
 8th—No School for Students (Prof. Learning Day)
 11th—Remembrance Day Holiday (No School)
 18th—Report Cards go home
 19th-22nd—Book Fair in the Library
 21st/22nd—Parent Teacher Conferences (22nd is No School for Students)
 Nov. 30th Hampton Christmas Parade

Looking Ahead: December

Sat. 14th—District Chess Tournament
 Mon. 9th—Christmas Concert Rehearsal
 Weds. 11th—Christmas Concert (two showings) 9 a.m. (last name A-K) & 11:00a.m. (last name L-Z)
 20th—Last Day for Students

Tuesday, January 7th
 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





The first round of milk is currently ongoing. If you have any questions about ordering milk, please contact our school admin. assistant at 832-6021. The next round of milk will be available online for November-February.

Hot lunch is offered through the Chartwells Delivers Program at www.school lunchorder.ca



Understanding Report Cards/Home Reports

Student Goal: Ride the Bike Independently

	4	Exceeding the Standard The student can not only ride the bike independently, but also perform stunts!
	3	Meeting the Standard The student is successful at riding the bike independently.
	2	Progressing Toward the Standard The student is pedaling well and staying upright, as long as someone is assisting.
	1	Not Meeting the Standard The student is riding a bike, but only with the use of training wheels

Home Reports will be going home with students on **Monday, November 18th**. 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 21st from 4p.m.-7p.m. and Friday, November 22nd from 8:30 a.m.-11:00 a.m. Forms will be sent home with all students to indicate a preferred window of time as well as the opportunity to meet with specialist teachers. Homeroom teachers will contact you to confirm your appointment time. There is no school for students on Friday, November 22nd. At Hampton Elementary, the first report card meeting time is typically a traditional parent teacher meeting where teachers have the opportunity to discuss any concerns with parents.

Does your child hide out at the neighbor's house when it's report-card time? Before you go looking for her/him, read these five tips for dealing with the less-than-perfect report card.

#1. Don't lose your cool. Though many people see report cards as motivating, they can also be demoralizing. "They can sap a child of his confidence," says Dr. Kenneth Shore, school psychologist and author of the Parent's Public School Handbook. "The report card is not a measure of your child's worth or of your parenting skills." But grades can have an impact on a child's future. Make this point constructively.

#2. Accentuate the positive. Point out what your child is doing well, whether it's an academic subject or an extracurricular activity. "Children need to know where they show motivation because they may not be aware of their strengths," says Dorothy Rich, president of the Home and School Institute. If your child does poorly in math, but enjoys figuring out basketball players' free-throw averages, make the connection for him.

#3. Look behind the grade. The report card only indicates that there is a problem. Compare your child's papers over the year to see his progress. Discuss whether he's involved in too many extracurricular activities. "Kids need time to get their work done," says Rich. If your child is trying her hardest and still not understanding the material, contact the teacher immediately.

#4. Set goals for improvement. Goals help us get motivated, but be realistic. If a child is getting all 2's on his report card now, expecting all 4's the next time may be an unrealistic goal.

#5. Contact but do not attack the teacher. "If a parent has any questions at all, the first thing he or she should do is call the teacher for clarification -- not the guidance counselor or the vice principal," says Martie Fiske, a Distinguished Teacher. "A parent's first question should be: 'What's going on?'" Fiske suggests gathering more information before charging that something is wrong with the program or the teacher.

School Continuous Improvement Plan

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

Mission Critical: Reading Together to Build Critical Thinking Skills

Critical thinking, the ability to think deeply about a topic or a book, is an essential skill for children to develop. Here are some helpful tips and recommended books to strengthen your child's ability to think critically.

As parents, we hope to develop many positive skills and traits in our children. Critical thinking, the ability to think deeply about a topic or a book, is an essential skill for children to develop. Critical thinking doesn't develop overnight. It's something that develops and builds through conversations and experiences. It's also something parents can nurture by sharing quality books with their children.

Even though your elementary-aged child may now be able to read on their own, reading together remains just as important as it was when your child was younger. Family read-alouds provide great opportunities to tackle more challenging books together. These longer chapter books may have plots that are more complex and more demanding vocabulary. Working through these books chapter by chapter helps teach persistence. And by reading together, you are there as an important source of support and information.

Reading critically involves slowing down, and taking the time to help your child reflect on what you've just read. Depending on the book, discussions may involve talking about what a character's actions tell us about his personality, or how the book's setting is important to the overall message. It might mean helping your child recognize something about the plot and the conflict that exists. It also means asking more open-ended questions to which there can be multiple correct answers.

Quality books enable you and your child to talk about the book in depth and with substance. All of this will help your reader develop critical thinking skills that will last a lifetime. Below are a few recommended titles, by grade level, that you and your growing reader may enjoy reading together and talking about.

<http://www.readingrockets.org/article/mission-critical-reading-together-build-critical-thinking-skills>



Numbers, Numbers, Everywhere

November: Estimation strategies

Often students think that estimation is another, "extra" step they must complete in math class. They prefer to find the exact answer because it's not yet clear to them how estimation can help!

Estimation can save students time; in real life an exact answer is not always necessary. Why grab a pencil and paper when an estimate is sufficient? Estimation helps students determine the reasonableness of their answers, without this skill students often make computational errors that they aren't even aware of! Estimation can improve students' mental math skills, when estimating computations students get additional practice at mentally adding, subtracting, multiplying and dividing numbers. Direct estimating experiences are very easy for you to do in your child's daily life!

Grade 3: Students in grade 3 are working on estimating quantities of objects using a referent (a smaller known quantity). Some things you can do at home:

- Estimate the quantity of Halloween candy in a pile, use a smaller pile to make an accurate estimate.
- Estimate of the number of items in your shopping cart
- Determine the price of one object, then estimate how much 20 objects would be or 100 objects. (ex. One box of cereal is \$3, how much would 20 boxes be?)
- Count how many cars in a small section of parking lot, use that number to estimate how many cars in the entire parking lot. This example can be applied to other situations such as the number of flowers in a flower bed, the number of bricks in a wall.
- Estimate how much milk/oranges/juice boxes to buy to last a week.
- Weigh yourself/produce/object and estimate how much 25 of those things would weigh.

Grades 4 & 5: Students in grades 4 and 5 are applying estimation strategies to addition, subtraction, multiplication and division problems. You can help by modelling your personal estimation strategies and explaining your thinking.

For example: to estimate the difference of $487 - 264$, you might say "Instead of 487, I thought of 490 since it's only 3 more than 487 and instead of 264 I thought of 260 since it is only 4 less than 264 and $490 - 260$ is 230. So a reasonable estimate is 230".

Part of estimating is determining if your estimate is more or less than the exact answer (an over-estimate or an under-estimate). In the above situation, 230 is an over-estimate because I increased the number 487 by 3 and subtracted a lesser number than the original equation intended (264). You can explore ways to bring the estimate closer to the exact answer with your child, for example, trying $490-265$ or $485-260$ and comparing the answers.

Some things you can do at home:

- Popsicles cost 19 cents each, how much money for 52 popsicles (multiplication).
- A bus holds 57 passengers, how many buses are needed for 100 passengers? For 250 passengers? For 475 passengers? (multiplication)
- Renting a skating rink cost \$2.85/hour, how many hours can we skate for \$25? (Multiplication or division)
- It is 39 km from Hampton to Saint John, how far will you travel on a round trip? How far will you travel if you make the round trip 5 days a week? (addition)
- I'm reading a book of 934 pages. I've read 248 pages so far, about how many pages do I have left? (subtraction)

PSSC—Parent School Support Committee

Next Meeting:

Mon. Nov. 18, 6:30p.m
in the Library

One of the responsibilities of the PSSC is to monitor the School Improvement Plan.

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan is a tool used by schools to ensure there is continuous, incremental improvement in the learning of all students over time. School Improvement Plans are generally developed for three-year time periods. Questions to be considered in establishing a School Improvement Plan include:

- What should the school be able to do for all students?
- Is the school successful at doing it now?
- If not, what learning aspects need to be improved, and which should have the priority for improvement?
- How will the school get improvement in the identified priority areas?

ENGAGING WITH PARENTS AND THE COMMUNITY

Communicating and engaging parents is a key part of the PSSC's responsibilities. Parents play a critical role in their child's education, however, drawing them in to schools and forging constructive parent-school relationships can be challenging. Please let us know if there are ways you wish for us to better communicate with you.

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

Home & School's next meeting will be on Thursday, November 14th at 6:30pm in the Library. All parents are welcome to attend. For any questions about how to get involved, email us at hes.homeandschool@gmail.com.

Next Meeting:

Thurs. Nov. 14, 6:30PM
in the Library

Our Executives for the 2019-2020 year are: President: Krista Webb, Vice President: Erin Roy, Treasurer: Sarah Piercey, and Secretary: Elizabeth Dickson.

Thank you to all families who participated in our Java Moose coffee fundraiser, it was a great success. The class who sold the most coffee, and the winner of the popcorn party is Mme Reay's grade three class. Congratulations!

Thanks

Elizabeth Dickson

Home and School Association

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

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 through our school Synre-voice system for students in Kindergarten to Grade 5. We use media (radio stations), voicemail 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

November each year is 'Good Nutrition Month'! It is a great month to bolster your own efforts to eat healthier, a great time to try out new nutritious recipes and to teach your kids about eating better. Why not set a goal of eliminating another one of your food addictions this month? Commit to looking up nutrition tips each week and trying out a new healthier dish that you can add to your regular meal plan. Use this month to educate your kids about eating right. Remind them about the My Food Pyramid and find something they are passionate about to motivate them to join in your Good Nutrition Month mission. Perhaps they want to be better at a sport, may be they want to fit in to some new clothes or even get stronger or just look better. Help them look up the healthy foods that will help them reach their goals or even try out recipes from different types of diets like vegan or raw food diets. - See more at:

<http://www.foodenquirer.com/articles/november-is-good-nutrition-month-.html#sthash.nDSvA694.dpuf>

Have fun with it and enjoy Good Nutrition Month as a month for exploring new foods and tastes!



November Wellness Theme

November is Kindness Matters Week. We encourage students to think about others and we urge you to continue this message at home. Here are some activities/discussion points to consider:

- ⇒ What is your definition of kindness?
- ⇒ Create a kindness chain.
- ⇒ Find ways to "smile it forward" with kindness.
- ⇒ Create a kindness calendar.
- ⇒ Display the letters K I N D N E S S—how many words can you make using these letters?
- ⇒ Be a kindness spy—recognize acts of kindness.
- ⇒ Learn more about Kindness Challenge.

Here are some other links:

Kindness Challenge: <http://kindnessmattersblog.org/>

Kids for Peace:

http://kidsforpeaceglobal.org/events_overview.html

Pinterest Kindness activities:

<https://www.pinterest.com/sjww/teaching-kindness/>

Education Support Services at HES

Hello Hawk Families,

Personalized Learning Plans

Universal vs. Justified Accommodations

Universal Accommodations:

Universal accommodations are strategies, technologies, or adjustments that allow a student to achieve prescribed outcomes. These accommodations are available to ALL students. A few examples of universal accommodations are:

Manipulatives

Spell checker

Frequent activity breaks

Simplified directions

Extra time

Practice test provided

Justified Accommodations:

These accommodations are only available to those students who follow a Personalized Learning Plan (PLP). A few examples of justified accommodations are:

Braille

Taped texts

Scribe

Speech/text device

Oral testing

Spelling not counted in daily work or test situations

If you have any questions or concerns please feel free to contact me at ju-lie.stewart@nbed.nb.ca

Ms. Stewart

Resource Teacher

Guidance Corner

Career Expo:

We are so appreciative of the parent and community volunteers that participated in our Career Expo. It was a success thanks to their efforts and preparations! Our students loved engaging with a wide variety of professionals. We had representatives from the fields of engineering, trades, fine arts, sport, First Responders, humanities, business and more. The event tied in perfectly with our curriculum objective of exploring how individual skills and interests can influence career choices. Please ask your child what they learned about/were inspired by at the Career Expo.

Rights of the Child:

Our most recent assembly focused on a child's rights as laid out in the UN Convention on Children's Rights. We discussed the importance of a child's rights to education, safety from harm, play, a clean environment and more. As a school, we raised funds for UNICEF, an organization with a mandate to protect these rights. Thank you for your efforts! On November 20th, HES will recognize Universal Children's Day and further develop our understanding of what our rights are, how rights come with responsibilities and how we can help to protect these rights for ourselves and others.

Please see the following document for list of Children's Rights in child friendly language.

https://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/CRCPosterEN_FA.pdf

As always, if you feel that your child would benefit from individual guidance support, please don't hesitate to contact me at kate.johnson@nbed.nb.ca or 832-6021..

What's Happening in the Gym?

Target Games

Students will be using dodgeballs, bean bags, frisbees, and even snowballs (white yarn balls) to practice hitting a target this month. We will work on throwing and rolling strategies through a number of low-organized games and stations.

Balance

This month students will also be practicing their balance skills by moving across beams (benches), holding stationary balance poses and by using a variety of balance equipment such as wobble boards, pods, and bosu balls.

Open Gym and Intramurals

What a tremendous turnout we have been having at Open Gym this year! It is fantastic to see so many students enjoying physical activity first thing in the morning. Open Gym will continue as follows: Grade 5 on Monday, Grade 4 on Wednesday, and Grade 2 and 3 on Friday.

Soccer intramurals will continue for the month of November at lunch recess. Listen for your class on the morning announcements.

Curriculum Outcomes:

Grade 2

SCO 1.2 Refine a variety of movement principles related to balance skills.

SCO 1.4 Refine a variety of manipulative skills (focus on targets).

SCO 2.1 Refine a variety of tactics that can be used in simple games and activities (focus on targets).

Grade 3

SCO 1.2 Explore movement principles related to balance on a variety of steady and unsteady objects.

SCO 1.3 Combine a variety of fundamental locomotor and manipulative skills (focus on targets).

SCO 2.1 Extend existing tactics that can be used in a variety of games and activities (focus on targets).

Grade 4

SCO 1.2 Identify movement principles related to balance on a variety of steady surfaces, unsteady surfaces, and moving objects.

SCO 1.3 Explore combinations of fundamental locomotor skills and manipulative skills in various movement contexts (focus on targets).

SCO 2.1 Integrate tactics in a variety of games and activities (focus on targets).

Grade 5

SCO 1.2 Apply movement principles related to balance on a variety of steady surfaces, unsteady surfaces and moving objects, as well as, movement sequences.

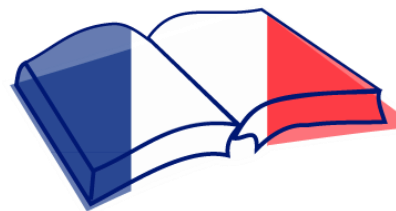
SCO 1.3 Apply combinations of fundamental locomotor skills and manipulative skills to more complex movement contexts.

SCO 2.1 Select appropriate tactics in a variety of games and activities.

Submitted By: Mrs. Henry

A Message from the Library:

A huge thank you to student Amelia Moore and her family including mom Shonaugh Moore who are on a mission to increase the French selection of books in our school library. With over half our student population enrolled in French Immersion, the selection of books in the library is less than 10%.



A Note from the Music Room...

Each class receives two, 30 minute, classes of music per week with our Music Teacher, Ms. Leblanc. The music room is in use Monday through Friday morning with classes until noon each day. If you have questions about the music program at your child's grade level, please contact Ms. Leblanc at Lisa.LeBlanc@nbed.nb.ca



ATTENTION: SPEEDING ZONE!

School Street has a speed limit of 20km/hr! Please use extra caution when driving down the hill to drop off your students!



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!



Extra Clothes

As we head into November, it is always a good idea to send along some extra clothes with your child. An extra pair of dry socks and mittens is always a good thing to have tucked into the backpack. At this time of year, rubber boots can be a necessity for our playground!



Alternate Busing Forms

We should have a form on file if your child is going to an address other than their home address. Any changes must be pre-arranged (require 24 hours notice). Changes should be communicated directly to the classroom teacher and not throughout the day unless there is an emergency. Alternate busing forms are approved by the District Transportation Manager and must be ongoing, consistently scheduled and approved 48 hours in advance.

Lice

The District is sharing information regarding managing lice at the following link:

<http://web1.nbed.nb.ca/sites/ASD-S/Pages/Head-Lice.aspx> Lice are a common school occurrence.

Please contact the school if you find and treat your child for lice as it is an important step in managing an outbreak. It is the responsibility of the parent to regularly check their child's hair for the occurrence of lice.



Clubs & Activities

It is now well into the school year and we have many of our clubs and groups running. Our grade 5 students are involved in recycling, student secretary, milk delivery, hot lunch delivery and peer helpers. They are keen to lend a helping hand both inside and outside the school.



We have a large group of gr 2-5 students involved in Tuesday noon choir.

Our greenhouse team has been busy growing and caring for our plants three days per week. In addition to this group, we also have students who work outside tending to the flower beds and in the courtyard raking leaves for the younger preschool children.

Games club, Chess club and Crib club are very popular and run each week.

Mrs. Madden, our School Intervention Worker, also has a large group of students involved in Remote Control (impulse control) and Volcanoes (emotional regulation) and Zones of Regulation.

Lego club is another group which typically runs with 30 students each week and their creations can be seen on display in the library.

On Tuesday, we have a great group learning how to cross stitch with Ms. Shannon and Ms. Madden.

Each morning, we have a large group of students who join us for our "good morning club". Some have breakfast while others attend to chat and have a calm positive transition to their day. We have several members of the community who volunteer their time under the direction of lead teacher Mme. Thorne, to make this program a success.

Want to learn more about what is happening at HES? Check out our school website and our daily morning announcements!

It's not that I'm so smart, it's just that I stay with problems longer.

~Albert Einstein



SPEAKING OF SPEECH AND LANGUAGE...

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

Practicing Language Skills in the Car

The car is a great place to practice speech/language skills and strategies. Take advantage of time spent in the car by playing some fun, language-based games.



Here are a few ideas:

- **Categories:** To play this game, one player chooses a category, such as "animals." Every player takes a turn naming an item in the category. If a player repeats a word or is unable to name a word in the category, he/she is out. Play continues until one player remains and wins the game. To make this task more complex, have the child add more descriptive words to the category (e.g., animals with tails, animals that live in the zoo) or name animals alphabetically (e.g., aardvark, bear, cat, dog, etc.).
- **Rhyme Time:** To practice phonological awareness skills, children can practice creating rhymes for things they see from the car window or in the environment around them. For example, if a child chooses the word "tree," other players must name some rhyming words (e.g., knee, see, me). The player who gives the most rhymes is the winner! As an added bonus, players can create rhymes using non-sense words (e.g., slee, dree). Other players take turns identifying whether the rhyming word is a real word or a nonsense word.
- **Guess It:** Players take turns describing familiar items or objects (e.g., car, apple, baby). The first player chooses an object and gives three clues to describe it. All of the other players take turns guessing what the first player is describing (e.g., it is a fruit; it can be red or green; it grows on a tree). If no players guess correctly, the first player provides another clue about the object. The player who correctly identifies the mystery object earns a point and chooses the next word to describe.

Long rides in the car can be fun and educational! Playing games during long trips is a great way to expand and reinforce language skills.

Resources: www.superduperinc.com/handouts