



Hampton Elementary School

April 2021

Newsletter



HAMPTON ELEMENTARY SCHOOL

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

<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 -
hes.homeandschool@gmail.com

Hampton Education Centre
832-6143

Anglophone South Website
<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.

Safe, supportive in-
clusive environment.

Upcoming Dates:

No School for students
Weds., April 14, 2021

(Parent Teacher Meetings)

Principal's Message

Our term 2 report cards were sent home on the last day of March and our second round of Parent Teacher Meetings take place next week on a Tuesday evening and Wednesday morning. It is always wonderful to celebrate the incredible progress our students made especially given the school closure last year! I do try to read many of the student report cards as they are completed by the teachers and I am very proud of the students on their achievements this term!

I have to say a great big thank you to all families who have been diligent with the COVID screening prior to each school day and sharing information with us when kids have been sick and going for testing when you have been uncertain. Keeping your child home with minor symptoms has helped eliminate germs in the building and has led to much lower levels of illness in students. Together we will continue to encourage mask wearing in common areas, wash hands and use hand sanitizer, keep our physical distance from non bubble staff members and work hard at school. Our kids have been great at continuing to follow the expectations. A very big thank you to Mrs. Robichaud in our office who has dealt with student illness, nose bleeds, minor aches, bandaid distribution in addition to discussing covid-related symptoms or non-related symptoms to families! We have answered many questions as we work our way through this year!

Thank you to those who supported our Spring Book Fair. We sold 99 books and the school receives a small credit to purchase books for our classrooms and library.

This month we are celebrating "Take Care of our Earth and Pay it Forward/Kindness month". Hampton Elementary staff and students would like to invite you to participate in one of these "Pay it Forward" activities. We hope you will help us continue to teach our children the importance of giving to others. No action is too small because every act of kindness returns to us over and over again. Here are some ideas to get you started:

- Pay for someone's coffee in the drive through
- Send a note, make a call or give a compliment unexpectedly 'just because'
- Create cards and deliver them to local seniors
- Participate in a Buy Nothing Group (give clothes, dinners, crock pots, plants—It's the services offered and off-beat requests that are perhaps the most touching, enabling people to give in the most precious ways.)

It is always nice to feel the warmth of Spring and our ducks have already returned! As always, thank you very much for the support you give to us. With only three months left, our goal is to work hard by staying focused and working together to achieve all that we can for students to continue to be their best at Hampton Elementary.

- Mrs. Blanchard



Walk Away
Ignore
Talk it Out
Seek Help

WORDS OF WITSDOM

My child is being victimized: when and how should I seek help?

Seeking help isn't just for kids. Parents sometimes need support when their children experience bullying or peer victimization. So

how do you know it's time to seek help? Ask yourself the following:

- Could someone get hurt?
- Does the situation make you feel afraid or uneasy?
- Is this something you can't handle alone?
- Did your attempts to deal with the situation not work?

If you answer yes to any of the above, it's a good idea to seek help. Check out Your Pyramid of Support at www.witsprogram.ca/pdfs/families/pyramid-of-support.pdf for suggested sources of support. Every situation is different and every source of support offers different kinds of assistance, so you may need to seek help from multiple places before getting the appropriate assistance. Remember: if at first you don't get the help you need, keep seeking help until you do!

Want to know more? www.witsprogram.ca/families/using-wits-with-your-children/

Mark Your Calendar!

April

April 1st—April Fool's day "Poisson d'avril"

April 2 & 5—Schools closed (Good Friday/Easter Monday)

April 13th (Tues.)—Parent Teacher Conference Meetings in the evening

April 14th (Weds.)—No School for Students—Parent Teacher Conference Meetings in the morning., Professional Learning in the afternoon.

April 22—Earth Day

April 28—Pay It Forward Day

April 30—Arbour Day



Looking Ahead: May

May 3-7th CMHA Mental Health Week

May 7th No School for students: NBTA Provincial Council Day - Virtual

May 10th No School for students: NBTA local Branch AGM Meeting Day

May 24th School Closed: Victoria Day

June

June 25th Last day for students

June 28/29th End of year admin days

Moving In? Moving Out?

If you are planning a move to another school before next September, or know of someone moving into our school area for the 2021-2022 school year, please notify the office right away. This greatly assists us in our enrolment planning for the coming school year.



LOST AND FOUND ALERT

The H.E.S. Lost & Found has been growing and is starting to take over our hallways! You name it—we've got it! We have boots, shoes, random clothing items and believe it or not—a ton of hats, mittens and SNOW PANTS! We will have it on display next week in our front lobby and we encourage you to have your child(ren) take a look through it.



EARTH DAY 2021

Earth Day is just around the corner (and Arbor Day as well)! **April 22nd** has been recognized as Earth Day since the early 1970's and was originally created to highlight the need for all of us to be involved with environmental protection.

Although many of our communities organize neighbourhood clean-ups and earth friendly activities for us to participate in on Earth Day, more and more schools are trying to make the environment a focus in the day to day lives of students and staff.

Schools that have opted to participate in this rigorous program create a "Green Team" consisting of students and teachers. In some cases, parents, principals and custodians also participate to create a team that truly reflects the entire school community. This Green Team takes a leadership role in the school. Students are empowered to take a close look at how the school is conserving energy, minimizing waste, greening up the school grounds, engaging in environmental stewardship and environmental leadership. The goal is to create environmentally conscious citizens who think about their impact on the environment as they walk through their day-to-day life at school, at home and in the community. By supporting our children to grow up green, we are helping to create a more sustainable future.



"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."

—Margaret Mead

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

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

The Science of Reading Is there really a ‘science of reading’ that tells us exactly how to teach kids to read?

One of the longest-running education debates — commonly referred to as a war — has been over how to teach reading. The term “science of reading” refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read. This body of knowledge, over twenty years in the making, has helped debunk older methods of reading instruction that were based on tradition and observation, not evidence.

Here are the five components of reading that are essential and effective when taught thoroughly and skillfully:

- ⇒ Phonemic awareness: Phonemic awareness is awareness of the smallest units of sound in spoken words (phonemes) and the ability to manipulate those sounds. Phonemic awareness falls under the category of phonological awareness, which includes the understanding of broader categories of sounds, including words, syllables, and onsets and rimes. Although the NRP identified “awareness” as the goal, subsequent research specifically on orthographic mapping has yielded an understanding that phonemic proficiency is both critical to and a result of orthographic mapping, and it continues to develop throughout the elementary grades (Kilpatrick, 2015).
- ⇒ Phonics: Phonics is a way of teaching that stresses the acquisition of letter-sound correspondences (phoneme-grapheme representations) and their use in reading and spelling.
- ⇒ Fluent text reading: Fluency is reading with accuracy, appropriate rate, and prosody (expression).
- ⇒ Vocabulary: Vocabulary is the understanding of words and word meanings.
- ⇒ Comprehension: Comprehension—the understanding of connected text—is considered an “essential element” of reading, but it is more accurately the goal of reading and the result of mastery and integration of all the components of effective instruction.

When teaching the simple sound-symbol correspondences, teachers should make sure kids can hear those sounds and distinguish them from other sounds; they should make sure they can recognize these letters within words; they should make sure they can sound out unknown words or even nonsense words using those correspondences; and they should be able to read and write words with those elements, too.

Showing a spelling pattern and its pronunciation is a necessary step, but it’s not sufficient, if the goal is enabling kids to read and spell. Phonics teaching should provide opportunities to decode and spell words, to sort words, to recognize misspellings, and to gain proficiency in using all this information.

Numbers, Numbers, Everywhere

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

Measurement: Perimeter, Area and Volume

Measurement is an important human activity; it is an every day skills that allows us to quantify and understand the world around us. Simply put, measurement is the comparison of an attribute with a standard unit of measure (i.e seconds, metres, kg, cm² etc.).

Grade 3: students learn to use a ruler to measure length and to measure perimeter

Grade 4: students learn to measure area of regular and irregular shapes

Grade 5: students continue to work with perimeter and area and learn to measure volume of prisms and capacity.

Things you can do at home:

Measurement scavenger hunt. Have your child search for items of a given length, mass or capacity. Example: find something that is 12 cm long; find something that weighs 1 kg. You could also hunt for objects that are about each measure, example: find something that is about 1 L. This will help your child improve his/her estimation strategies.

Pantry measurement: write the dimensions of pantry items on sticky notes. Have kids measure and stick the dimensions to the right object.

Ask your child to estimate and measure the length, width, height, or perimeter of objects around the house. For example, when your child is setting the table, ask for an estimate, then work together to measure the perimeter of the table, or a place mat.

When shopping, have your child identify items sold by mass (g or kg).

Candy Bar volume: measure and record the length, width and height of a candy bar, then multiply to calculate the volume. This can be done with various items (food and not!)

Construct a zoo: use gride paper and have your child design a zoo for our community. Once done, have your child calculate the total amount of fencing required (perimeter) and the total area needed for the zoo. This activity can be made more challenging when you place a limit of the amount of fencing used, or the amount of space allocated, for example, you only have 200 m of fencing, how many enclosures can you make and which animals will be included? Or there is only 1000 m² allocated for the zoo, how will that impact which enclosures can be made, and which animals can be included?

Measure the perimeter, area and volume of your bedroom and compare to other rooms in your home.

PSSC—Parent School Support Committee

Next Meeting:
Mon. Apr. 19, 6:30p.m

As set out in the NB Education Act of 2001, a Parent School Support Committee (PSSC) is a school community group having an advisory relationship with the school principal.

Our last meeting was held virtually on March 22. Our topics of discussion included: updates on COVID 19 operational plans, updates on attendance, budget review, school safety procedures, a review of upcoming dates and events, library updates, school "Tell Them From Me" survey administration plan and more!

Our next meeting will take place Monday, April 19 at 6:30PM in person in the school library. Don't forget to bring a mask! (Virtual is also an option for those who prefer).

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

The Home and School is focusing their efforts on creating an outdoor learning environment in the courtyard space. At the meeting this week, one of HES Grade 2 teacher's, Denise Bendixen will be presenting her ideas for this space. As a former Forest School teacher, Denise has many great ideas to share on how we can bring the traditional classroom outside and transform learning! Stay tuned for an upcoming fundraiser to support this project!

Next Meeting:
Thurs. April 8, 6:30PM
in the Library

Be sure to like our Facebook page to stay up to date on everything that is going on with the home and school. <https://www.facebook.com/groups/465206760254176/>

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



Celebrate Our Volunteers



National Volunteer Recognition is usually the last week in April. The students and staff wish to thank our hard working volunteers for making Hampton Elementary School a great place to work, learn and play.



Policy 711—Healthy Eating

Secrets to Making Healthy and Fun School Lunches

Pick a theme

Tap into your kids' creative side by following a theme.

- The dip: Cut a baked chicken breast into strips, and pack them with honey mustard for dipping. Add carrots and broccoli to dip in fat-free or low-fat ranch dressing.
- Backwards: Make an inside-out sandwich using lettuce to wrap turkey, fat-free or low-fat cheese, and tomato.
- Mexican food Mondays: Let your child build healthy burritos or tacos with: whole-wheat tortillas, lettuce, fat-free or low-fat sour cream, salsa, brown rice, and beans (not refried).

Keep it interesting

Pack a small amount of many foods. Use lots of containers or a bento-type lunch box to keep things interesting. Cut sandwiches into fun shapes, add colorful fruits and vegetables in different sizes, and pack yummy dips such as fat-free or low-fat yogurt or hummus.

Skip the white bread

Mix it up. Use whole-grain breads, pitas, and tortillas. And try new fillings.

- Fill a pita with your kid's favorite veggies. Add hummus for flavor.
- Spread pizza sauce on a whole-wheat tortilla, add low-fat or fat-free mozzarella cheese, then melt, roll, and slice.

Mix up the sides Go past pretzels!

- Dip apple slices in honey. Pack snap peas, sliced bell peppers, or cucumbers for color and crunch!
- Add some variety with air-popped, low-fat popcorn.
<https://www.nhlbi.nih.gov/health/educational/wecan/downloads/tip-school-lunches.pdf>

April Wellness Theme

Here are the Ground Rules for decluttering your house:

1. Everything you own should have value, either because it's functional or beautiful or you just love it. Remember the question of what you'd grab if your house were on fire; that's your baseline for determining an object's worth.
2. Every item needs a place where it "lives." Setting things down on the coffee table or kitchen counter creates piles and confusion. People may laugh when you say, "Where do your keys live? They live in a bowl or on a hook by the front door"—but you never lose any-thing when you put it where it lives.
3. Focus on one thing at a time. Multitasking is supposed to help you get more things done quickly, but when you try to do 19 things at once, everything ends up incomplete. You're trying to simplify your life, so simplify your approach to getting organized.



Grades 3–5 Cross-Curricular Block Guide

For the 2020-21 school year for Grades 3-5 students in English Prime and French Immersion, approximately 60% of instructional time will be used to develop literacy and numeracy skills. The cross-curricular block for learning in other subject areas will be approximately 20% of instructional time, and the remaining 20% has been reserved as time to discuss and explore matters related to the children's well-being and safety. These percentages should be regarded as fluid since there will be many natural and meaningful connections among learnings in literacy, numeracy and the cross-curricular block, and through support for social and emotional well-being.

For all grade levels, the learning goals for the cross-curricular block for the 2020-21 school year are as follows:

Evaluation Area	Learning Goals for the Cross-Curricular Block
Research	Ask open questions
	Recognize patterns
	Use texts (oral, written, multi-media, music, art, graphs, etc.) to deepen learning
Collaborate	Draw ideas from self, peers, and the world
	Contribute to investigations and project work
Use of Subject-Specific Learning	Use subject-specific skills and knowledge
Share and Present	Present findings (ideas, learnings, solutions, etc.)
	Take action to sustain and care for self, peers, and communities

Guidance Corner

Dear HES families,

March was a busy month in the guidance world, as Mrs. Johnson and I covered a variety of topics during whole-group lessons. I presented the Zones of Regulation, a concept that many students are familiar with. This presentation reviewed and built on what the students have already learned, such as vocabulary words, strategies, and emotional self-regulation tools. Students were reminded that experiencing feelings in each zone is ok, and that emotional self-regulation is a choice. Once again, I encourage you to reinforce the ideas offered in the Zones of Regulation, by continuing to ask your child what zone they are in, what feelings they are experiencing, and to remind them to use self-regulation strategies at home, such as deep breathing, journaling, talking to a friend or adult, and positive visualization.

During her March guidance lessons, Mrs. Johnson talked about growth mindset. Students explored the brain and discussed how neuron connections form as they practice new skills. Students also talked about how things that are challenging at first can get easier and easier if they persist. Finally, students learned that slightly changing their response to a difficult task (e.g., “I can’t do this” vs. “I can’t do this yet”) can positively influence the outcome.

Towards the end of March, students practiced perspective taking. They put themselves in each other’s shoes by participating in some communication exercises. A little phrase that you might hear at home is, “Don’t yuck, someone’s yum.” Students explored how others may have different tastes and preferences than themselves and that our words and reactions matter. Finally, they practiced replacing words like “weird” and “ew” with “unique” and “interesting.”

On April 28th, HES will mark the Pay it Forward Day. The Pay It Forward Day, an initiative celebrated worldwide, aims at making a difference by creating a huge ripple of kindness. Students will learn how impactful small acts of kindness can be, and how, when multiplied by millions of people, these acts can change the world for the better.

Cynthia Veniot cynthia.veniot@nbed.nb.ca
B.Ed., M.Ed., Counselling and Psychotherapy
Guidance Counsellor

A Note from the Music Room...

Please keep in mind that weather permitting music class is held outdoors. Although the weather is improving there is still some chilly and damp days, so please dress accordingly.

Grade 2- This month the students will be learning a lot of action songs and games. The students will be showing their knowledge of the different musical elements for these activities. The students will also be encouraged to apply critical thinking and reflection on their own as well as others' works.

Grade 3- This month the students will be exposed to music from various cultures and genres. The students will use their knowledge of the different musical elements to reflect on these works'. The students will be examining the relationship between the arts and society in terms of how time, place and community affect the value and role of Music.

Grade 4- The students will be refining their music making abilities with emphasis on traditional notation and the treble staff. The students will also be examining the relationship between the arts and society in terms of how time, place and community affect the value and role of Music.

Grade 5- The students will be exploring various musical genres this month, with the focus being on how time, place and community affect the music that is created. The students will also be comparing the musical elements within these genres.



Submitted by Ms. LeBlanc

Please reach out with any questions or concerns that you may have. Lisa.leblanc@nbed.nb.ca



Physical Education April Newsletter



Rallying Time

It is time to get our racquets ready, for this month we will be playing badminton on rainy days. 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! Students will learn the rules of the game and practice serving and rallying techniques.

Special Guest

We are excited to announce that a guest yoga instructor will be leading each class in a 25-minute yoga session. Students will work on building strength, balance skills, and flexibility.

Heart Healthy School

HES is excited to become a Heart Healthy School. Last month students were asked to complete a Fruit & Vegetable Challenge and record their daily intake of fruits and vegetables. This month, students and teachers will be presented with 3 weeklong challenges.

April 12 – April 16 *Screen Time Challenge*

April 19 – April 23 *Active Classroom Challenge*

April 26 - April 30 *Water Challenge*



“I Can Statements” for March and April

Grade 2:

- I can hit an object with my hand.
- I can hit an object with one hand on a paddle.
- I can manipulate (push, pull, carry, etc. different objects).
- I can find ways to score a point.
- I can regulate my emotions when trying new activities or challenges.
- I can show persistence when learning a new skill.

Grade 3:

- I can combine a variety of fundamental locomotor and manipulation skills.
- I can vary the direction of my shots.
- I can use appropriate emotional reactions when trying new activities or challenges.
- I can be persistent when learning a new skill.
- I can name some muscles used in certain movement.

Grade 5:

- I can use appropriate skills with activity specific equipment (focus on net and wall games).
- I can use a combination of skills in a variety of activity specific contexts fluidly.
- I can place an object into open space.
- I can respond appropriately to the emotional reactions of others during activities or challenges.

PE will continue to be outside on a regular basis. Please remember to always be prepared for the weather.