



Hampton Elementary School December 2020 Newsletter



HAMPTON ELEMENTARY SCHOOL

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

<http://hampton-elementary.nbed.nb.ca>

From the Main Office

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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 inclusive environment.

Winter Break
Dec. 21—Jan. 1

First day back for students: Monday, January 4, 2021

Principal's Message

'2020' has proven to be an interesting year and many are anxious for it to be nearing the end with fresh hope for 2021. Despite these feelings, I always find there is much to be grateful for. The Town of Hampton has done a wonderful job of lighting up our community! Our kids need us to show them calm and be the filter for things happening in our world. They also need us to be present, put down the devices and spend quality time reading together, playing games or telling jokes.

December is here and it's a rainy start to the month with heavy rains coming over the next couple days. A reminder to dress for the weather. *There is no such thing as bad weather—only inappropriate clothing!* When the weather does get colder, we are asking you to help us by checking in the morning to ensure your child(ren) are prepared to be outside for both recess and lunch. In most cases, children will stay outside so long as the temperature does not dip below -20C as per our District policy. Layering clothes is a great strategy.

I would like to thank all our families for supporting our first "Virtual" Book Fair this week as well as booking parent teacher meetings virtually. Please connect with your child's teacher this week to discuss their achievement up to this point of the year as well as areas of needs, strengths and next steps!

For the month of December we are extending our discussions from November and translating this into Acts of Kindness. We will be collecting for the Hampton Food Basket and our students can listen to the announcements to learn what items they require at this time. Unfortunately, our Grade 5 students are unable to deliver these items in person, but we will involve them as much as possible in the leading up to the event. The performance of our Winter Christmas Concert is also different this year. Mrs. Leblanc is working to prepare a pre-recorded concert you can enjoy from your home!

I would like to take this opportunity, on behalf of the staff at Hampton Elementary, to wish all of our students and families a joyous holiday season. It is a very special time of year when most of us get to share the gift of time with our families and make cherished memories, maybe even start a new tradition! Our Hampton Elementary family would like to thank you for the support you give us on a daily basis. Without your commitment to the children of this school, our role as teachers, educational assistants, administrative assistants, bus drivers and custodians would be more difficult.

Have a happy, healthy and safe Christmas break!

- Mrs. Blanchard



WORDS OF WITSDOM

[How can I get my child talking about peer conflict and bullying?](#)

When it comes to talking to your child about peer conflict and bullying, once is not enough. Children need multiple opportunities to learn information and apply it in their lives. So how do you start the conversation?

Children may feel their situation is unique and that you wouldn't understand. Share a story about how you were teased or left out as a child. What did you do? Did it work? Who helped you?

Pick a book from the WITS book list at www.witsprogram.ca/schools/book-lists/, read it with your child and start a discussion. What WITS or LEADS strategies did the characters use? Did the book remind you of anything similar that has happened in real life?

Sometimes the best way to get your child talking is through teachable moments. When watching TV or movies, talk about characters' actions and how they resolved conflicts. When your child experiences conflict with a sibling or a friend, ask which WITS strategies might help.

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!

December

- 1st—Report Cards sent home
- 3&4th—Virtual Parent Teacher
- 1-7th Virtual BOOK FAIR!
- 1st-10th Collection for the Hampton Food Basket
- 18th—Last Day for Students; Pajama Day or Christmas Sweaters for the Make A Wish Foundation

Looking Ahead: January

- Monday, January 4th—First day back for students
- Monday, January 18th—PSSC meeting
- 11th-22nd—Book Collection for Book Swap
- January 27th—National Literacy Day
- January 28th Bell Let's Talk Day!
- January 29th—Annual Book Swap

A reminder for the New Year that our school day begins at 8:25 am. Classroom activities begin immediately following the announcements at 8:30 am and teachers need to have everyone in class promptly. Thank you for your help in having your children arrive on time. This one small detail makes a great deal of difference to starting the day off right!

Skating



Skating is currently on hold due to being in the Orange Phase. When we return to yellow, we will update our Operational Plans and skating will resume.

Hot Lunch Program

Our first round of Pizza orders was a huge success. Parents were eager to have the opportunity to purchase hot lunch for their child one day a week. As a result, we will continue with "Pizza Fridays" for 5 weeks at a time again in January.

The cost of pizza is \$2 per slice and you must purchase for the full 5 weeks (this makes it easier for children to remember they get pizza instead of it changing weekly).



December Kindness Bingo

Color in the square when you complete a kindness activity. Complete one or more row of squares (vertical, horizontal, or diagonal) to get BINGO!

Big Life Journal

Write an encouraging note to someone	Draw pictures and drop off at a retirement home	Call someone who is feeling unwell	Help someone without being asked	Read a book to someone
Fill a box of toys or clothes to donate	Make someone laugh	Make an affirmation bracelet for a friend	Help a family member with a chore	Call a family member to say hello
Invite a new friend to play	Make and give out kindness rocks	Do chores without being asked	Write a thank-you note to your teacher	List 3 kind things others have done for you
Give yourself a compliment	Make a bird feeder	Leave a thank-you note for the mail carrier	Hold a door open for someone	Help clean up
Leave a kind note in someone's coat pocket	Donate old towels/blankets to an animal shelter	Tell someone you love them	Pick up trash	Give someone a compliment

Printables by Big Life Journal - biglifejournal.com

"Kindness is having the ability to speak with love, listen with patience and act with compassion." ~RAKtivist

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

With Christmas right around the corner, the team at Learn Together, Grow Together wanted to emphasize family literacy opportunities through the holiday season. Our focus was on identifying everyday occasions to learn while participating in holiday activities. These were some of the ideas shared by our program families.

1. Sharing a children's book. Some of our family's favourites were:

- *Pete the Cat Saves Christmas* – Eric Litwin
- *How the Grinch Stole Christmas* – Dr. Seuss
- *Santa's Noisy Night* – Julie Sykes and Tim Warnes
- *A Porcupine in a Pine Tree: A Canadian 12 Days of Christmas* – Helaine Becker and Werner Zimmerman
- *The Penguin who Wanted to be Different: A Christmas Wish* – Maria O'Neill

2. Singing together as a family. Some of our family's favourites were:

- Jingle Bells
- Frosty the Snowman
- Rudolf the Red Nose Reindeer
- Deck the Halls

3. Cooking and baking together for family and friends. Some of the favourite recipes shared were:

- Gingerbread
- Sugar Cookies
- Egg Nog
- Spicy cheese ball

4. Spending time with family. Some of the favourite holiday activities were:

- Playing games (Scrabble, Boggle, Zingo)
- Writing letters to others (Santa, Elves, local community member)
- Tobogganing
- Decorating the house (or a gingerbread house)
- Building a snowman and writing about it

5. Writing Ideas

- Keep a Captain's Log, a Personal Diary, or a Writing Journal. Write in it often.
- Go to www.writingfix.com and find [Writing Prompts](#) on the left menu. Try some of them!
- Start your book of "Top Tens" such as Top Ten Favourite Ice Cream Flavours, Top Ten Pets, or Top Tens of your own.

As you can see from our list, there are many opportunities for you and your children to foster literacy during the holidays when activities are done together as a family. Have fun creating holiday memories this season!

<http://www.familit.ca/blog/?tag=holiday-literacy-activities>

Numbers, Numbers, Everywhere

December: Geometry

Geometry in elementary school is much more than just naming and identifying shapes. The study of geometry is about understanding the spatial world we live in; geometry is found in art, design, architecture and nature. In grades 3 - 5 students learn to identify 2D shapes and 3D objects, to measure perimeter, area and volume of shapes and objects and learn to describe shapes and objects using geometric vocabulary (think: symmetry, congruency, adjacent, parallel, perpendicular, vertical, horizontal). A strong understanding of geometric concepts in elementary forms the basis of higher order mathematical thinking.

Things you can do at home:

Grade 3

Identify and name 2D shapes in your home or neighbourhood.
For example: street signs, buildings, books, toys.

Identify and name 3D objects in your home and neighbourhood.
For example: fridge, stove, table legs, buildings, bridges

In the grocery store name 3D objects; search for a particular shape or object; and find objects that are the same size and/or shape

Identify shapes found within a given 3D object. For example: Toblerone bar is a triangular prism and is made up of triangles and rectangles.

Identify the similarities and differences between different shapes and objects.

Create frames of 3D objects out of toothpicks and marshmallows.

Grade 4 & 5

Talk about how the shape is related to the function of the object (think: cereal box or fridge)

Look for structures made of different objects or shapes (i.e. house made of rectangular prism and a triangular prism on top)

Search magazines, art work and nature for symmetrical shapes (when a shape is divided in half, both sides are identical), identify the line of symmetry.

Regularly use geometry vocabulary when describing shapes and objects in your home. For example: parallel, perpendicular, vertical, horizontal, congruent etc.

Discuss situations that would require calculating perimeter (distance around an object, think fenced in yard), area (surface covered by an object, think floor space) and/or volume (space inside an object, think bathtub) of an object.

Scavenger hunt for geometry terms: find 2 parallel walls, find 2 adjacent walls, find a rhombus, find a cylinder etc.

PSSC—Parent School Support Committee

Next Meeting:
Mon. Jan. 18, 6:30p.m
in the Library

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. Each PSSC is a 6-12 member committee with the majority of the members being parents who are elected at a school election in September. One teacher is also elected by the school staff to sit on the committee, as well as a Home and School representative, a student, and any community members the committee wishes to appoint.

During our November meeting, we reviewed daily attendance data, discussed how to spend the PSSC budget and looked at several resources to support families and parenting. We decided to allocate the budget to our new Zones of Regulation space which will be used for students who need practice using strategies to help with their emotions. Due to the busy month of December, the PSSC will not be meeting this month and the next meeting will be January 18th, 2021 at 6:30pm in the library.

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, December 10th 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. Dec. 10, 6:30PM
in the Library

We would like to thank all students and their families for their support this year. We hope you have a safe and enjoyable holiday season, and a happy New Year.

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

The holidays are a fantastic time to indulge and enjoy foods and beverages that aren't normally part of your repertoire. However, there are also many opportunities to get off course with healthy eating. Here are a few tips to enjoy yourself while also keeping good nutrition top of mind for everyone in your family.

Follow the 80-20 rule of eating - Over the holidays enjoy treats 20 per cent of the time and eat healthier choices 80 per cent of the time. By doing so, you will avoid food binges and won't feel like you are depriving yourself of indulging in some treats.

Keep fruit and veggies on hand - Whether it's decorating the tree, baking, or munching between meals, keep a plate of cut up fruit and vegetables available for family members to snack on. Simply having these available will reduce the urge to snack on less nutritious items.

Pre-party snack - Before heading to a gathering, have one healthy snack at home - a yogurt, piece of fruit or vegetable sticks with a glass of water. This will take the edge off your hunger so you're not ravenous once you arrive, and the water will help hydrate.

Substitute - There are many things you can choose to reduce the calorie and fat content! Some examples are: lower fat egg-nog, lite cheeses in recipes, having cranberry or spritzers, choosing gingerbread over shortbread, vinaigrette vs. creamy salad dressings. The holidays are meant to be a time of enjoyment with friends and family, so try to keep a few of these points in mind and enjoy what this season has to offer - Happy Holidays!

December Wellness Theme

What is Mental Health? The Public Health Agency of Canada defines mental health as "the capacity of each and all of us to feel, think, act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity."

Supporting and enhancing **resilience** is a core component of fostering positive mental health. Resilience is the ability to "bounce back" after hardships, disappointments and stress. Helping children learn how to manage the inevitable ups and downs of life and how to build their coping skills will enhance their mental well being into adulthood. Resilient children have good feelings about themselves, trust others and generally feel optimistic about the future. School based programs with a focus on the enhancement of social skills, emotional literacy and problem solving all contribute to the development of resilience.

We all can develop resilience, and we can help our children develop it as well. It involves behaviors, thoughts and actions that can be learned over time. Following are tips to building resilience.: <http://www.apa.org/helpcenter/resilience.aspx>

You can find other great Children's Mental Health Resources here:

<http://www.apa.org/helpcenter/resources-childrens-mental.aspx>

Education Support Services (Resource) at HES

What is PBIS?

PBIS (Positive Behaviour Interventions and Supports) is a research based approach that involves the implementation of strategies that allow positive behaviours to be taught in the school setting, much like academics are. Then, special attention can be placed on those students who require additional support to meet the behavioural standards, just as extra support is provided for students who require a boost academically. PBIS originated from the science of applied behaviour analysis.

PBIS at HES:

Teaching school wide expectations
Bully prevention
Positive reinforcement (student behaviours are instantly rewarded)
Targeted social skills
Anger management
Social skill club
Environmental adaptations
Behaviour contracts

Want to learn more about PBIS? Check out the PBIS World website at <http://www.pbisworld.com/>

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

Ms. Stewart Resource Teacher

Guidance Corner

Dear HES families,

It is hard to believe that December has already arrived! The end of November presented its challenges with COVID-19, however, it is so nice to see the ongoing resilience demonstrated by the students when faced with change and uncertainty. November gave Mrs. Johnson and me the opportunity to practice mindfulness with the students, as well as check in with their worries and remind them of self-regulation techniques. In addition to these lessons, HES supported the Diversity and Respect week by teaching students the importance of respecting and celebrating differences among individuals.

Our first Virtual Career Fair was held in November, and it was a huge success! Thank you to all who participated. The students were captivated by the videos and appreciated the different perspective into the workforce that this method of presentation allowed.

Despite December being a short month, there is still a lot planned for guidance lessons. Guidance lessons will explore positive self talk and growth mindset, which aims at teaching students to embrace challenges, learn from criticism, and find lessons and inspiration in the success of others.

This year, the Ring a Bell for Mental Health Campaign is from Monday, November 30th to Friday, December 4th. HES will also mark the Ring a Bell for Mental Health Campaign by using lessons to support and bring awareness to mental health. In hopes of supporting this initiative, HES will accept non-perishable food and/or monetary donation for the Hampton Food Basket. The school will also hold a cereal drive, where donations will be used for our school's breakfast program. Donations for both the Hampton Food Basket and HES' Breakfast Program will be accepted from December 1st- December 11th.

I wish you all a safe and happy holiday season.

Cynthia Veniot
Guidance Counsellor
cynthia.veniot@nbed.nb.ca
506-832-6021

What's Happening in the Gym?

PE will be outside as much as possible, so please remember to dress appropriately for the weather.

This month students will practice their balance skills by holding stationary balance poses, and by using a variety of objects such as fallen down trees, stumps, and rocks. Students will work on linking and applying movement concepts to various movements. We will continue to practice hitting a target, and enjoy nature as we hike and explore the trails surrounding the school. On days when the weather does not permit us to go outside during the Orange Phase of Recovery, students will be socially distanced in the gym working on balance skills, dancing, and following along with movement videos.

Curriculum Outcomes:

Grade Two Outcomes:

SCO 1.1 Link movement concepts to various movements.
SCO 1.2 Refine a variety of movement principles related to balance skills.
SCO 2.1 Refine a variety of tactics that can be used in simple games and activities (focus on targets).
SCO 3.1 Demonstrate emotional and social skills that apply to the learning and performance of physical activity.

Grade Three Outcomes:

SCO 1.1 Develop movement concepts with a variety of movement activities.
SCO 1.2 Explore movement principles related to balance on a variety of steady and unsteady surfaces.
SCO 2.1 Extend existing tactics that can be used in a variety of games and activities (focus on targets).
SCO 3.1 Apply emotional and social skills that apply to the learning and performance of physical activity.

Grade Four Outcomes:

SCO 1.1 Apply movement concepts with a variety of movement activities.
SCO 1.2 Identify movement principles related to balance on a variety of steady surfaces, unsteady surfaces.
SCO 2.1 Integrate tactics in a variety of games and activities (focus on targets).
SCO 3.1 Select emotional and social skills that apply to the learning and performance of physical activity.

Grade Five Outcomes:

SCO 1.1 Refine movement concepts with a variety of movement activities.
SCO 1.2 Apply movement principles related to balance on a variety of steady surfaces and unsteady surfaces.
SCO 2.1 Select appropriate tactics in a variety of games and activities (focus on targets).
SCO 3.1 Model emotional and social skills that apply to the learning and performance of physical activity.

Submitted By: Mrs. Henry

A Message from the Library:

We are continuing to check in any books which you may find at home. We hope to offer our library to class visits in the new year!

Candace Muir

A Note from the Music Room...

Music class is still taking place outside so please remember to dress accordingly. While we are in the orange phase, we are unable to do any singing, so we have been working a lot on percussion (body and instrumental.) The grade five students have been hard at work learning to read music.

Our video winter performances will be done using various instruments as well as body percussion. The students will be sent home with a permission slip to be a part of this video, please return this to the school by Thursday December 3rd.

On top of working on their winter performance piece students will be learning about traditions around the world past and present, as well as listening to songs from various cultures.

Feel free to email me with any questions or concerns:
lisa.leblanc@nbed.nb.ca

Ms. LeBlanc
Lisa.LeBlanc@nbed.nb.ca



WINTER PARKING LOT SAFETY

As winter weather approaches we remind parents and students to be extremely cautious in the parking lot during drop off times.

Please drive slowly through the lot as we cannot ensure that this area is salted. **As always, students should unload from cars only**

from the passenger side. Thank you for your ongoing cooperation to ensure our students arrive at school safely. Please proceed straight through School Street and continue along past Dr. AT Leatherbarrow. The speed limit is 20km/hr.



Lost and Found

Scouring through the Lost and Found will look a little different this year. We will be putting all items out on display for students to view in the school one class at a time. After this, Mrs. Blanchard will take pictures and post them to the Hampton Elementary Home and School Facebook group.



Extra Clothes

As we head into December, 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 are a necessity for our playground! Rather than children taking it back and forth in their backpack every day, they can either leave spare



clothes on their coat hook, or ask the teacher for a space in the classroom.

Thank you Parents

Thank you to all the families who have worked to support their child's learning during their first months of school. Thank you also to the Home and School committee, Parent School Support Committee and numerous volunteers for the endless amount of tasks they do for Hampton Elementary School. This is definitely a unique situation and families and our students are showing so much patience and grace as we work together to follow the Guidelines set forth by the Province of New Brunswick and the Department of Education.



Concerts:

While in the COVID orange zone, students are unable to sing in music class. Mrs. Leblanc is working hard to find a way to keep with tradition and offer a Winter concert in a virtual format. Stay tuned for more information.



Hampton Food Basket:

In annual tradition, HES will once again be collecting for the local Hampton Food Basket. This year they are collecting very specific items. They are looking for macaroni, spaghetti and canned vegetables and canned soups. In addition, Hampton Elementary will be accepting boxes of cereal to include in our breakfast/snack program we run in all classrooms every day.

"The unselfish effort to bring cheer to others will be the beginning of a happier life for ourselves."
~ Helen Keller



SPEAKING OF SPEECH AND LANGUAGE...

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

Helping Your Child Develop Basic Concepts

Why are basic concepts important?

Understanding basic concepts is important for school success as they build pre-reading and early math skills, and strengthen vocabulary. Basic concepts are more than just vocabulary words. They are tools for thinking, following directions, and solving problems. They include words that describe location (e.g. up/down, in/on), number or quantity (e.g. many/few, more/less), describe attributes (e.g. big/little, wet/dry), time (e.g. before/after), and sequence (e.g. first/last).

By the time children enter school, we expect that they have developed an understanding of a number of different concepts. Children should know the following concepts by the following ages:

Age	Basic Concepts
2-3	In/out, on/off, under, together, away from, big, tall, all/none, hot/cold, dirty/clean, happy/sad, soft, heavy
3-4	Up/down, top, over, apart, toward, little, in front of/in back of, next to, more/less, empty/full, fast/slow, hard, light, same/different, noisy/quiet
4-5	Beside, bottom, between, middle, fat/thin, long/short, wide/narrow, most/least, rough/smooth, dark/light, warm/cool, backward/forward, inside/outside, high/low

How can parents/teachers help?

Reading, games, and everyday routines are great opportunities to teach concepts. Here are a few suggestions to get started learning concepts!

- Read books that focus on early developing concepts (see attached list of books). Talk about the illustrations in the books - e.g. where things are in the pictures (*in, on, under, beside, near/far, up/down*, etc.). Ask your child/student to tell you where things are. Talk about what happens *first, next, and then, last*, etc.
- Play the "I Spy" game. Use the early developing concepts in your clues. You could say, "I spy something that is *empty*". Encourage students to use concepts when it's their turn.
- Play "Simon Says" using basic concepts (e.g., "Simon says get *under* the chair"; "Simon says look *up* and clap your hands *over* your head"; "Simon says Susie stand *in front* of Sam"; "Simon says *before* you touch your toes, touch your nose", etc.)
- Use barrier games, giving directions to the children using basic concepts. For example, you could say, "Colour the *big* ball red and the *little* ball green", or "Draw a cat *next to* the tree", "Draw a bird *above* the tree", etc. When the students are finished, the pictures should look the same as yours. Allow students to compare pictures and take turns telling each other what they drew (e.g. "I drew the cat *next to* the tree", etc.).
- Use real objects. Place objects in a grab bag and get students to follow directions using basic concepts with the object they pick out of the bag (e.g. Put the spoon *beside* the plate, etc.). Is the bag *empty* or *full*?
- Look out the window and talk about what you see. Talk about things that are *near/far, big/small, above/below, in front/behind*, etc.
- Go to the playground and talk about what your child/student is doing (e.g. "You are at the *top* of the slide, *bottom* of the ladder, *inside* the tunnel", etc.)
- Go on a nature walk and talk about what you see and find using basic concepts (e.g. How *many* leaves did you find? Who found the *most/least*, etc)
- Instead of sorting by colour (red, blue, etc.), sort by *dark/light, same/different*, etc.
- Gather a small group of similar objects (e.g. blocks, cars, small animals). Put different quantities in clear containers and talk about which one has *many, few, some, one*. Are the containers *empty* or *full*?

For more information on teaching children concepts for school success and for more specific goals and suggestions for your child or student, please contact the Speech-Language Pathologist at your school.