



Hampton Elementary School February 2019 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 environ-
ment.

Upcoming Dates:

March Break
March 4-8

Friday, March 22—
No School for students

Principal's Message

We are nearing the 100th Day of School. For our students (and teachers), it's hard to believe that the school year is almost half over. There is still so much to do and learn. The 100th day usually falls around Valentine's Day (but if there is a snow day, you can move that day on). In talking with our students, it seems that although they enjoyed their holidays, most are happy to be back and in a familiar routine. We always seem to find that February is one of our most settled months and our students are ready to work hard and move forward. Students make great gains in learning this month so if you haven't had an opportunity to reach out and check in on how your child is progressing, you can always call or email their teacher.

A couple of years ago, we made two changes to our bell schedule in order to accommodate for an additional 10 minutes of recess time without impacting our instructional time. In the morning students stay outside until 8:15am (previously 8:10) and at the noon hour students play from 11:50-12:15 (previously 12:10). Additional time for play benefits every aspect of childhood development—physical development, of course, but also social, emotional and intellectual development as well. We recently received our results from the *New Brunswick Elementary Student Wellness survey* which reported **only 23.2% of NB students are meeting the guidelines on 60 minutes of daily physical activity (25% at HES), yet 56.7% reported having more than 2 hours per day of screen time (52% at HES)**. Children who watch TV for more than 2 hours every day are more likely to have an unhealthy diet, less likely to eat fruit and less likely to be physically active. We are thankful for sunny days which allow for our children to be outside and optimizing learning while they are in school. Last month I communicated the cold and wind chill policy with our families; a reminder that students will be going outside as long as the temperature is above -20C.

This month our Grade 5 students in the Prime Program are "flipping". Students will be entering the compacted English curriculum, however they will continue to maintain 150 minutes per week of French Language Instruction. The deadline for students to choose French Immersion for next year in Grades 1 and late FI Grade 6 is February 15th. If you need assistance with changes to program choice, please contact the school.

Wednesday, February 27, 2019 is Pink T-Shirt Day! Kindness starts here. Bullying can be a major problem in our schools, workplaces, homes, and over the Internet. Each year, on Pink T-Shirt Day, I encourage all of you to wear something pink to symbolize that we as a society will not tolerate bullying anywhere.

It is our hope that our school newsletter informs you of many of the monthly events that happen within the school. Teachers also keep you informed on a regular basis of events that occur within their classrooms. If you need more information about your child's activities, please contact the school. The halls and classrooms of HES are busy with children learning new skills and working together. Thank you for sharing your amazing children with us every day.

- Mrs. Blanchard



WORDS OF WITSDOM

What is the difference between normal and harmful conflict?

Conflict is a normal part of growing up as children develop skills to interact with those around them. Certain types of conflict, however, can be harmful. So how do you tell the difference?

Normal conflict is occasional and not pre-planned. Both individuals involved are usually upset and want a resolution. Potentially harmful conflict, such as bullying, is deliberate and intended to hurt someone. It is repeated and targets the same individual over and over.

Words matter! WITS tries hard to avoid labels like "bully" or "victim" and this blog from The Society for Safe and Caring Schools & Communities does a good job explaining why:

"These terms focus on the students rather than the behaviours, and ignore the fact that many individuals may take on both roles in different situations or at different points in their lives."

<http://safeandcaring.ca/2727/article-positive-and-respectful-language/>

Mark Your Calendar!

February 1st—Grade 5 Intensive French concludes/students switch to English.

February 4-8—Safe Internet Week

February 11-15—Heritage Week

February 19—Family Day (No school for students)

February 27—Theatre New Brunswick Young Company presentation for all students

February 27—Pink Shirt Day



Looking Ahead: March

March Break is March 4-8th, 2019

SAFER INTERNET DAY:

ASD-S will observe Internet Safety Week February 4-8, 2019, and Tuesday Feb 5th is "Safer Internet Day."

The campaign's slogan, "**Together for a better internet**", is a call to action for all stakeholders to join together and play their part in creating a better internet for everyone, and especially for younger users. <http://www.saferinternetday.org>

The Technology Mentors have been busy preparing Internet Safety Lessons for teachers to use in the school during this week, and the link for parents is here: <http://web1.nbed.nb.ca/sites/ASD-S/Pages/Pages%20needing%20reformatting/Internet-Safety-Information-for-Parents.aspx>

Another great resource can be found here (including a great PowerPoint): www.legal-info-legale.nb.ca

Hot Lunch and Milk Program

The current round of milk (round 3) is for the period of February 4th-April 12th.

Orders for the third round were due by Thursday, January 31st. All orders are now placed through the school cash online website. The cost of milk is 50 cents per carton of white milk.

<https://asd-s.schoolcashionline.com/>

The final round (round 4) will run from April 15th-June 14th.

Our Hot Lunch Program is now up and running. It is being provided by Chartwell's delivers and is run independently from the school. Chartwells website (<http://www.schoollunchorder.ca>), sign-up your child and view the menu.

Please contact the Home and School Association for questions regarding Hot Lunch.

ParticipACTION Report—

https://participation.cdn.prismic.io/participation%2F5e923384-b01a-4680-a353-60b45c271811_2018_participation_report_card_-_highlight_report_0.pdf

H.E.S. TRANSITION/BREAKFAST PROGRAM REGISTRATION



We all know that breakfast is the "most important meal of the day" but many of us still don't get the nutrition we need in the morning. It's important that our students have a good start every morning. At H.E.S., we currently have bins of breakfast items and fruit in the classroom for a quick "on-the-go" breakfast. In addition to this program we started a "**Good Start Breakfast Program**" for students from **7:50-8:20AM** where we provide toast, cereal and/or oatmeal. Students may choose to come occasionally or on a regular basis and will meet in the breakfast/art room when they arrive.

This program is only made possible by donations from concerned citizens and service clubs in our community and by

the province of New Brunswick's Healthy Minds program as well as staff and community volunteers who supervise the program. For more information, please contact the school.

There are a wide variety of children who participate in our program including those children who are **not able to have breakfast at home** in addition to those students who could benefit from **small group conversation to support a positive transition from home to school**. If you would like your child to participate, please contact their home room 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

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

Tips for Supporting the Developing Reader

Trying to find a book that is the right level for your child? There are two reading levels you want to know for your child: his or her **independent reading level** (the level books they can successfully read and comprehend completely on their own), and their **instructional reading level** (the level books they can read with support and guidance from you or a teacher).

School Reading Levels:

In a school environment, the expectation is that children will read independently at virtually 100% accuracy, 100% comprehension. Instructional level reading would use the 95% rule: for any 100 words, your child should not struggle to read/understand more than 5, with 80% accuracy on independent comprehension questions (also called the 5-finger rule). Any lower accuracy would be described as being at your child's frustration level, where minimal new learning could happen.

At-Home Reading Levels:

However, in a home environment, where you are reading one-on-one with your children, and your support is on them exclusively for the entire reading time (and thus you can support their comprehension throughout), you may find the below demarcations more useful.

To find their at-home **independent reading level**, use the 95% rule. Early phonic readers often have only a few words per page. Thus, your child should be able to read (even slowly or carefully) most of the book, although they may need reminders from you to use their decoding and comprehension strategies. Again, they must also be able to give you a retell with most of the details of the story and show 80% accuracy on (independent) comprehension questions.

To find their at-home **instructional reading level**, you still want them to understand most of what they read, and to be successful at getting larger chunks of text. It does not benefit young readers to always struggle to decode words or decipher meaning. Thus, your child will learn more at a supported level of reading, as opposed to a struggling level of reading. Don't forget the confidence-building that comes from reading books with ease! Thus, you can use 90% accuracy in reading and 80% accuracy in comprehension as ballpark figures when supporting instruction in at-home readers. If your child is struggling to read, find a different book, or play some sight word/phonics games to build his decoding skills. Be sure you are drawing on a variety of strategies, as opposed to simply asking your child to sound out a word.

<http://www.scholastic.com/parents/resources/article/developing-reading-skills/reading-comprehension-and-decoding-strategies>

Numbers, Numbers, Everywhere

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

February: Flexibility with numbers

Research tells us that in mathematics, higher achieving students have a stronger flexibility and understanding of the relationships between numbers. Teachers work hard with students to build connections between numbers and to increase their flexibility when thinking about numbers.

Think about knowing $4 + 7$. It is 11, right? As a memorized fact, this is helpful for all questions like $4+7$ and $7+4$.

But think about knowing that $4 + 7 = 11$ because it is a 3 + 7 and 1 more (linked to knowing that 10 is an important number). The understanding of this relationship can help a student to think flexibly about $64+27$.

In the same way, it can be thought about as $60 + 20 +$ the 10 (that was made by the understanding of $4+7$) and 1 more = 91. Similarly, $13 - 7$ can be thought of as $13 - 3 - 4$ more (to subtract the complete 7) is 6. This flexibility can also be applied to $33 - 17$. Think $33 - 10 - 3 - 4$ more = 16.

As a parent, you can support your child in thinking flexibly about how numbers by talking about math. Question your child about his/her reasoning - talking with children about their reasoning (correct or incorrect) shows that you value their ideas and that math should make sense to them. You can pose other questions such as:

What other numbers or facts is this connected to?

Example: $6 + 7 = ?$ This is like the double I know of $6 + 6$ and then 1 more.

What do you know that might help you get there?

Example: $7 \times 4 = ?$ I remember that $5 \times 4 = 20$, so then I have to add on two more groups of 4, which is 8, to get 28.

What is another way that you can know that?

Example: $4 \times 25 = ?$ I can think about money and know that 4 quarters is \$1.00, so $4 \times 25 = 100$

Flexibility with numbers not only includes whole numbers but fractions as well. Flexibility with fractions is key to success in higher levels of mathematics. In elementary school students are thinking about creating and decomposing fractions.

Example: How can I make $\frac{3}{4}$? Some students will say $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$; others

will say $\frac{1}{2} + \frac{1}{4}$; others will say: $\frac{8}{16} + \frac{1}{4}$.

Example: Grouping fractions: $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$.

Many students will see $\frac{7}{8}$ or $\frac{3}{8}$ or $\frac{1}{2} + \frac{1}{8}$. Others may find $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{8}$

or $\frac{5}{8} + \frac{2}{8}$. Tasks such as these gives students the opportunity to explore flexibility and efficiency with fractions.

PSSC—Parent School Support Committee

Next Meeting:
Monday, Feb. 25, 2019

The PSSC meeting in January was originally scheduled for Monday, January 21st but due to the school closure was rescheduled to Monday, January 28th in the Hampton Elementary School library.

Please keep a lookout for information regarding Hampton Elementary's upcoming Parent Power Night in April. This will be the third year hosting this event and has gained in popularity each year. In previous years we have covered topics such as Internet Safety and Childhood anxiety. This year our topic is "Growth Mindset".

Kids with a growth mindset believe their abilities can improve over time. By comparison, kids with a fixed mindset think their abilities are a set trait that can't change, no matter how hard they try. For kids with learning and attention issues, having a growth mindset can have real benefits. <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/growth-mindset>

A reminder that regular attendance is crucial to our children's education. For more information on why "Attendance Matters" please visit <http://web1.nbed.nb.ca/sites/ASD-S/Pages/Attendance-Matters.aspx>

The next PSSC meeting will be Monday, February 25th, 2019.

"You hold the greatest influence with your children.

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

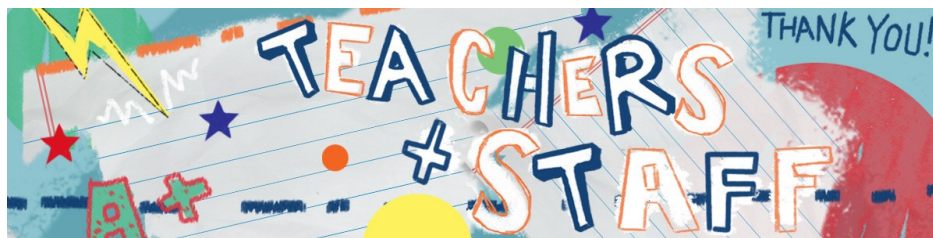
Afterschool movie: Home and school is holding another afterschool movie February 21. The movie we will be screening is The Grinch. The cost of admission is \$5 and includes a bag of popcorn and bottle of water. Stay tuned for more info and permission slips to come home with your child.

Staff Appreciation: Staff appreciation week is the week of February 10-15. We are still looking for donations of gift cards, school supplies, etc that we can raffle off for the teachers. If you have anything you can donate please email Sarah at sarah.piercey@gnb.ca Be sure to like our Facebook page to stay up to date on everything that is going on with the home and school.

Our next meeting will be held Thursday February 14 at 6:30pm. Everyone is welcome to attend.

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

Next Meeting:
Monday, Feb. 14, 2019
6:30 P.M.



Social Skill of the Week

Giving a Compliment

1. Decide what you want to tell the other person.
Think of something you like
2. Decide exactly what to say.
"I like your drawing."
3. Choose a good time and place.
Should you be talking?
4. Give the compliment in a friendly way.

Skillstreaming Review

Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Here are two examples of Skills we teach with this approach and how we might practice in our classrooms. The five groups of skills fall under the following categories: 1. Classroom Survival Skills, 2. Friendship Making Skills, 3. Skills for Dealing with Feelings, 4. Skill Alternatives to Aggression, 5. Skills for Dealing with Stress.

Dealing with Losing

1. Say to yourself, "Everybody can't win. It's okay that I didn't win this time."
2. Think about your choices:
 - a. Ask to play again.
 - b. Play a different game.
 - c. Do a relaxation exercise.
3. Act out your best choice.

Policy 711—Healthy Eating

Valentine's Day is not the only heart related event in February—it is also Heart Month; a month to raise awareness of heart disease on behalf of Heart and Stroke Canada. A big part of Heart Health is Healthy Eating.

Healthy Eating is key to success at school:

- ~There's a clear link between good nutrition and academic performance.
- ~A well-fueled child is more likely to have positive behaviours and relationships both in and outside the classroom.
- ~Healthy snacks and lunches at school help kids meet their overall daily needs for nutrients and energy.

Many children consume one-third to one-half of their overall calories at school. Yet about 25 per cent of the calories children consume throughout the day come from foods with poor nutritional value, such as sweets, prepackaged foods and high fat or salty snacks.

Help your children eat well at school by encouraging healthy snacks and lunches. Here's how:

1. Encourage kids to help plan and prepare their own healthy snacks and lunches
2. Focus on the food groups they may not be getting enough of – for most kids that's Vegetables and Fruit and Milk and Alternatives.
3. Limit commercially prepared snack foods – many are higher in fat, salt or sugar
4. Lobby your school counsel for healthier foods sold at school
5. Set guidelines on cafeteria and fast food lunches

More great ideas can be found here:
<http://www.healthcheck.org/page/school-aged-and-teens>

February Wellness Theme

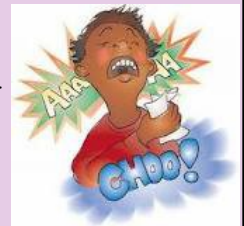
Winter is far from over and so are the illnesses and contagious bugs that come with it!

Help Stop the Spread of Germs and Stay Well



Wash your hands: There are no vaccines to protect us from the common cold or a stomach virus that is easily spread to others. Teaching children to wash their hands properly can reduce the chances of getting sick. Everyone should wash their hands before eating, after using the bathroom, coughing and after blowing their nose. Wash your hands before preparing food. Use hand sanitizer when soap and water are not available.

Cover your cough and sneezes: Teach children to cover their cough and sneezes to stop the spread of different illnesses such as colds and the flu. Use a tissue or arm to cover the mouth and nose.



Cover your cough and sneezes: Teach children to cover their cough and sneezes to stop the spread of different illnesses such as colds and the flu. Use a tissue or arm to cover the mouth and nose.

Stay home when you are sick: When many people are close together as in schools and classrooms it's easy for illnesses to spread. Children should not be in school with a fever, undiagnosed rashes, vomiting or diarrhea. Children should recover completely before returning to school. When children have vomiting and diarrhea they should stay home at least 24 hours following the end of symptoms.



Education Support Services at HES

What is Universal Design for Learning (UDL):

UDL is an instructional approach that allows all members of the school community the ability to access, participate, and find success (both social and academic) in the classroom. The UDL model promotes a variety of instructional practices such as multiple means of representation, expression, and engagement, with the end goal of creating opportunities for the inclusion of all learners.

If you have any questions or concerns please feel free to contact me at Julie.stewart@nbed.nb.ca or by phone at 832-6021.

UDL Principles

Provide Multiple Means of Representation

- Options for Perception
- Options for Language/Symbols
- Options for Comprehension

Provide Multiple Means of Action and Expression

- Options for Physical Action
- Options for Expressive Skills/Fluency
- Options for Executive Functions

Provide Multiple Means of Engagement

- Options for Recruiting Interest
- Options for Sustaining Effort/Persistence
- Options for Self-Regulation

What's Happening in the Gym?

The month of January began with students in all grades performing the gymnastics routines they created. All grade levels have now moved on to a unit on volleyball that will continue into the first week of February. Students are practicing the many unique skills used in volleyball such as the volley and the bump. Along with volleyball, students are taking part in tag games, dance, and continue to work on balancing, throwing, rolling and striking. Students are always working on the social and emotional aspects of being physically active and part of a team. In particular, this month we are working on being persistent and giving positive and constructive feedback to our peers. We are looking forward to playing volleyball games, and moving on to racquet sports in the month of February.

Curriculum Outcomes:

Grade 2:

1.4: refine a variety of fundamental manipulative skills.

3.1: I can give positive feedback

I can show persistence when learning a new skill.



Grade 3:

1.3: I can shuffle and catch.

2.1: I can vary the direction of my shots (i.e.: right, left, high, low)

I can move into space to receive a pass.

3.1: I can observe others and give them feedback

I can be persistent when learning a new skill.

Grade 4:

2.1: I can return to my ready position. I can vary the distance of my shots. (i.e.: near, far)

I can vary the direction of my shots (i.e.: right, left, high, low)

3.1: I can observe others and give them feedback.

I can be persistent when learning a new skill.

Mrs. Robinson

During the last couple weeks of January students began working on a volleyball unit in Phys. Ed. Students began the unit by reviewing the ready position, which is used in many sports. We then moved on to learning how to properly set the volleyball and have recently started working on bumping. During the month of February, students will continue to learn the techniques and rules needed to play volleyball. Through this unit we will target the following curriculum outcomes:

I can return to the ready position.

I can control an object by keeping it close to my body.

I can hit an object with my hands.

I can place myself in an appropriate position to provide support.

I can find ways to score a point.



Throughout this volleyball unit, students are also working on several outcomes that target their attitude towards physical activity and wellbeing. These include:

I can give positive feedback.

I can observe others and give suggestions to help them improve.

I can use feedback from others to improve my performance.

As well as finish our volleyball unit, we are hoping to be able to make use of the snowshoes and sliding hills at HES. Our fingers are crossed for a bit more snow and a lot less cold for February! ☺

Nicole Thorne

Hampton Elementary School

A Note from the Music Room...

We have had a great month in music class! We started out the New Year learning about local indigenous music, and exploring Maliseet songs through singing and drum circles. Students are now working on reading traditional music notation. So far students have used games and boom whackers to explore these concepts. In February, students in all grade levels will be using xylophones to practice reading, writing and performing music.



Curriculum Outcomes:

Grade 2:

2.1.4: Explore a variety of rhythmic/ melodic concepts and forms to create, make and present music.

2.2.4: Explore songs about the natural world

2.3.2: Explore instruments from a variety of cultures including those found in Atlantic Canada.

2.4.2: Explore singing games and dances from a variety of cultures.

Grade 3:

3.1.2: Explore a range of materials and techniques to create, make and present music.

3.1.5: Notate, using standard and invented notation.

3.4.1 demonstrate respect for music and musicians of various cultures.

3.4.2 explore vocal and instrumental music of various cultures.

Grade 4:

4.2.2 Use specific materials, techniques, and forms to create, make and present music.

4.1.4 sight-read simple melodies from traditional notation with emphasis on stepwise movement and dynamics.

4.1.5 create and notate short musical works to express musical thoughts and ideas with an emphasis on question and answer phrases.

4.4.2 explore the role music plays in the indigenous cultures of Canada.

Grade 5:

5.2.2 Combine reading and singing/playing skills in their music making.

5.1.4 read simple melodies from traditional notation with emphasis on stepwise movement and articulation.

5.1.5 create and notate short musical works to express musical thoughts and ideas with an emphasis on motif and sequence.

5.2.2 combine reading and singing/playing skills in their music making
5.2.3 use a range of materials, techniques, and forms to create, make, and present music.

Mrs. Robinson

Hampton Elementary School Student Wellness Survey

School connectedness is "the belief by students that adults and peers in the school care about their learning as well as about them as individuals" (Centers for Disease Control and Prevention, 2009, p. 1). In a study of fourth graders, school connectedness was associated with lower levels of stress and anger, as well as higher social confidence, behaviour control and perceived coping resources (Rice, Kang, Weaver, & Howell, 2008). You et al. (2008) also report that school connectedness helped prevent students from initiation of risky behaviours.

Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 90% of students had positive relationships; the Canadian norm for these grades is 84%.
- 91% of the girls and 88% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.

Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 99% of students in this school valued school outcomes; the Canadian norm for these grades is 96%.
- 99% of the girls and 99% of the boys in this school valued school outcomes. The Canadian norm for girls is 97% and for boys is 94%.

Addressing bullying behaviours in early school years is important because social groups are constantly changing during those years and rejection is not yet chronic (Martin-Anton, Monjas, Garcia Bacate, & Jiménez-Lagares, 2016). Bullying includes both direct and indirect aggressive behaviours that can be physical, verbal, relational (e.g. rumours), or directed toward the damage of property (Evans, Fraser, & Cotter, 2014). A proper definition of bullying also considers these three defining features: the intent to harm, a power imbalance (ex. physical strength, social power) and repetition. In such circumstances, both bullies and victims experience ongoing difficulties in social, psychological, and academic adjustment (Ttofi, Farrington, Losel, & Loeber, 2011), some of which can even persist into young adulthood (Ttofi, Farrington, & Losel, 2012). Addressing bullying behaviours early increases the chances of laying out alternate courses of development for bullies and victims alike.

Our Tell Them From Me Survey Data indicates when students are bullied, 70% will tell a parent or guardian while 63% indicate they will try to talk to the bully. When students observe bullying behaviours happening to others, 92% will make an effort to include the student and 71% will tell an adult. 92% of students reported there are safe ways to report bullying and 91% agreed there were adults available at the school that victims can talk to.

This is a small sample of the data we look at during our Parent School Support Committee (PSSC) Meetings. Please feel free to join if you enjoy looking at data and planning strategic initiatives to support student growth (academically and social/emotional) at Hampton Elementary.

Guidance Corner

February is the perfect month to focus on kindness and empathy. This month, we will practice skills such as active listening, relating to one another and putting ourselves in someone else's shoes. At home, try sharing "apples and onions" (a happy thought and a concern) at the dinner table in order to hone these skills and to keep in touch with how each family member is doing.

On the February 27th, we will celebrate Pink Shirt Day to symbolize that HES values diversity and does not tolerate bullying behaviours. If possible, please encourage your child to wear pink this day.

Students have now explored the differences between acts that are rude, mean or bullying. Please see this blog article to learn the difference: <http://www.suescheffblog.com/rude-mean-bullying/>. We will next look at what it means to be an "upstander" in the face of bullying.

Apps for Mental Health

Today it seems like there's an app for almost everything! Apps can be useful for helping us to learn and practice new skills. Interactive apps can help children and youth learn about how to identify feelings, how to relax, and even about navigating social situations. Check out some of the apps below and learn together with your child.

Apps are not a substitute for talking with a professional, so be sure to contact your local mental health agency if you or your child needs support.

Touch and Learn - Emotions (Free)

☐ Encourages children to look at body language and facial expressions to help them identify feelings

Mind Shift (Free)

☐ An app designed to help youth cope with anxiety

Smiling Mind (Free)

☐ An app that guides children and youth through simple, calming meditations

Relaxing Sounds of Nature (Free)

☐ Listen to the calming sounds of nature

Zen Space (Free)

☐ Relax by raking sand and creating a tranquil space

Zen View (Free)

☐ Relax by listening to rain and watching water swirl

3 Minute Mindfulness (One strategy free. Full app is \$4.59)

☐ Learn simple deep breathing strategies

I Know How You Feel ("Lite" version free. Full is \$11.99)

☐ Children learn how to identify feelings in specific situations

☐ Children learn about appropriate empathic responses

Kailey Thompson, MSW, Specialized Mental Health Interventionist, compiled and tested out the Apps.

Dr. Lynn Woodford, Psychologist, is the Mental Health and Addiction Lead for Upper Grand District School Board

Please don't hesitate to contact me at kate.johnson@nbed.nb.ca or 832-6021 if you feel your child would benefit from support from Guidance this year.

Kate Johnson

506-832-6022 (DATL)

506-832-6021 (HES)

"Think about your hero. Do you think of this person as someone with extraordinary abilities who achieved with little effort? Now go find out the truth. Find out the tremendous effort that went into their accomplishment—and admire them more."

~Carol S. Dweck



SPEAKING OF SPEECH AND LANGUAGE...

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

Teaching Grammar and Syntax at Home

(Super Duper Handy Handouts #233: Teaching the Fundamentals of Grammar and Syntax at Home)

The formation of language begins at birth. A baby's cries communicate the need for help and attention. The baby responds to a parent's touch by calming down. Later, the baby begins to produce sounds that name or request familiar objects or family members; ba ba (bottle), ma ma (mother), da da (father), pop pop (pacifier). Children are "speaking" and someone is responding appropriately!

As a child's language develops, parents can help children understand how to use their language more effectively through **their own use of appropriate grammar** (*classes of words, their forms, and functions*) and **syntax** (*how we order words in a sentence to produce meaning*). Some children with speech and language difficulties have problems understanding, pronouncing, and using even the simplest and smallest units of a word (-ed, -ing, -s) and their sentences may present as immature and sometimes illogical. As early as two years of age, children are attempting to use prepositions, nouns, pronouns, and verbs together; "Me up mama," "want my ba," "you go dada." Even before children learn to read and write, they can learn to use correct grammar and syntax. Having a grasp of grammar and syntax will help your child with reading comprehension and writing competence.

CHILDREN WITH SPEECH AND LANGUAGE DIFFICULTIES OFTEN:

- Use words in the wrong order (their sentences don't make sense or are misleading).
- Struggle to use pronouns correctly (identifies self as 'she,' 'her,' or 'me' when 'I' is correct).
- Cannot grasp how to use word endings (-ed, -ing, -s) correctly.
- Do not understand how to connect sentences or thoughts using conjunctions (and, but, or, yet).
- Do not understand verb tenses (past, present, future).
- Need to use concrete material to understand plurals (one doll, two dolls).

IMPROVING YOUR CHILD'S GRAMMAR AND SYNTAX

- Use correct grammar and syntax when speaking or responding to your child. Don't focus on correcting your child. For example, if your child says, "Her hitted me!" you should respond, "She hit you? She shouldn't hit you. We don't hit." Always respond as an adult. Don't use baby talk.
- Play sentence games. Cut pictures of everyday items from magazines, paste them on cards, and have the child give a sentence verbally describing the object to the other players for them to guess the item. ("It has icing you can eat and candles that tell how old you are.").
- Use scenes from magazines/ flyers. Give the child open-ended prompts, and have the child complete your prompts verbally or write sentences. (*Picture of dog playing catch with his owner* – "What is/was the dog/owner doing?" "The dog is/was/will..., His owner is/was..., The ball is/was..."-this gives the child opportunities to use the correct form/forms of the verbs.).
- Cut out cartoon frames from newspaper comics and glue them to cards. Add a cartoon speech bubble to the cards and have the child write what the character(s) is saying, or have him/her tell you verbally. Ask questions about the cartoon that prompt the child: "What do you think he is saying? What was he saying? What do you think he will say? Where are they going? Where have they been?"
- Write words on note cards – Sentence Scramble. Pick words that make a complete sentence/question and scramble them (include the punctuation mark). Have your child organize the words into a sentence/question that makes sense.
- Use cloze sentences like "Mad Libs®" for practice using correct word forms. These kinds of activities are great for practice with verbs, adjectives, and adverbs.
- Use everyday objects around the house to teach plurals. "I have a spoon. You have two *spoons*."