



Hampton Elementary School

March 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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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

It's so nice to finally see the longer days and the sunshine! Although we have had a Winter with very little snow, we have had our fair share of cold and ICE! We look forward to the milder temperatures so the students can get out and play all the games they enjoy. March is set to be a busy month with March Break, Nutrition Month and Report cards with Parent Teacher Interviews the first week into April.

I always enjoy sitting down and thinking about what I want to share with parents in the monthly newsletter. There is so much we do at Hampton Elementary that warrants sharing with our families and our community. My thoughts are filled with the students who are becoming amazing leaders and also the teachers who organize and facilitate all the activities outside of the curriculum requirements. The reality is, after being here for five months and reaching beyond the half way point of the school year, I am incredibly thankful for being a part of this wonderful school community. We continue to do amazing things at Hampton Elementary and your children are learning! Recently we have expanded our selection of books on the topic of Growth Mindset— Students with a growth mindset understand they can get smarter through hard work, the use of effective strategies, and help from others when needed. It is contrasted with a fixed mindset: the belief that intelligence is a fixed trait that is set in stone at birth. We also have added a few new titles to our Parent Resources.

A HUGE THANK YOU to all parents who showed their appreciation to the staff of Hampton Elementary School during Staff Appreciation Week. The staff especially thanks the Home & School who planned many surprises—coffee, recess treats and delicious meals with soups/chili and even some door prizes. In our annual Teacher Perception Survey, H.E.S. teachers feel supported by parents in the work that they do with their children. We are truly grateful to be partnering with such caring and wonderful parents!

I hope that you are able to take some time to spend with your children over the March Break. Many students are going away and many are taking part in local activities. Whatever you do, we hope that our students enjoy their time away from school making special memories with their family. When they return, they will have three weeks before the second report card is sent home and just four months left of the school year. Please read the report card with your child and compare it to the term one report so you can celebrate successes and make goals to improve in the challenge areas for the final term. Within the second term, the pacing of teaching and learning is far greater as work demands increase and expectations remain high! Decades of research have shown mindfulness to impact the parts of the brain that deal with memory, executive function, and the regulation of behavior and emotions. Reflection is also an important part of this process! Together, we can make it the most productive!

- Mrs. Blanchard

WORDS OF WITSDOM



Why are bystanders important in peer conflict situations?

Bullying and peer victimization rarely involve just an aggressor and a victim. There are usually bystanders that can contribute to either the solution or the problem. So what's the difference between a

helpful and hurtful bystander?

Helpful Bystanders:

- Seek help by reporting the incident to an adult
- Rally support from peers to stand up to an aggressive child
- Directly intervene by discouraging the behaviours of the aggressive child, defending the victim or redirecting the situation

Hurtful Bystanders:

- Do nothing during or after a peer victimization incident
- Instigate peer victimization by prodding others to engage in it
- Join in by laughing, cheering or making comments to escalate the incident

Start a conversation with your child about bystanders by taking the Bystander Quiz at www.witsprogram.ca/pdfs/families/bystander-quiz.pdf. Discuss ways he or she could make a difference as a helpful bystander, reminding him or her that you will always offer support when he or she chooses to seek help.

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

Mark Your Calendar!

March Nutrition Month

March Break is March 4-8th, 2019

March 22nd—No School for Students: Professional Learning Day for Staff

Looking Ahead: April

April 1st—Term 2 Report Cards go home

April 3-5th—Scholastic Book Fair

April 4th—Parent Teacher Conference Meetings in the evening

April 5th—No School for Students—Parent Teacher Conference Meetings in the morning., Professional Learning in the afternoon.

April 19 & 22—Schools closed (Good Friday/Easter Monday)

April 22—Earth Day

April 28—Pay It Forward Day

Hot Lunch and Milk Program

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

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

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.schoolcashonline.com/>

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.

Report Card Talk:

Kindergarten to Grade 8 students, bring home report cards in November, March and June. As a parent/guardian, you are an important partner in your child's education and through your involvement; you positively affect your child's success in school.

The purpose of report cards is to:

- Reflect and support the changes in classroom assessment practices.
- Provide information that details how your child is performing and progressing.
- Offer a communication tool that provides much more information than just a traditional letter grade or mark.

All schools in New Brunswick, including ASD-S schools, are using the same report card format developed by the Department of Education and Early Childhood Development.

Research shows that when students are involved in the assessment process – learning to articulate what they have learned and what they still need to work on – achievement improves (Black and William 1998; Stiggins 2001). When students communicate their learning using a variety of work samples, they go beyond what grades, numbers, and scores alone can show; they are able to examine the depth, the detail, and the range of their own learning. From this information, they identify their strengths and what the need to work on next. ~ *Knowing what Counts: Conferencing and Reporting 2nd edition* Gregory, Cameron and Davies 2001



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

Literacy in the Sciences

Many of the skills that are critical for growing strong readers and writers are also core skills in the study of science and math. Predicting, understanding cause and effect, understanding sequence, acquiring a rich vocabulary, building background knowledge, and developing the ability to read and write informational text are some of the skills we're looking at in the Literacy in the Sciences series.

Making Inferences and Drawing Conclusions

Inferences are what we figure out based on an experience. Helping your child understand when information is implied (or not directly stated) will improve her skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies.

Observations occur when we can see something happening. In contrast, inferences are what we figure out based on an experience. Helping your child understand when information is implied, or not directly stated, will improve her skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies. Inferential thinking is a complex skill that will develop over time and with experience.

Families can create opportunities to practice inferential thinking. Below are a few ways to help familiarize your child with this way of thinking and learning:

- Explain to your child that we make conclusions about things and draw inferences all the time. Draw a conclusion together and then talk about what clues were used to come to that conclusion. For example, Erin played outside today. How can we tell? Muddy shoes, jump rope on front porch, water bottle out. Dad seems tired tonight. How can we tell? He's rubbing his eyes, he's on the couch, he was yawning at the dinner table.
- Play twenty questions! This familiar word game helps build inference skills. As your child develops skill with the game, encourage him to avoid asking direct questions. Rather, encourage him to ask broader questions, "Does it walk on four feet?" Then, when your child figures it out, ask him to tell you the clues that lead to the right answer.
- Create scenarios in which your child must use what they already know to predict an outcome. For example, growing seeds. Present your child with various scenarios (a seed will be given water and sunlight, a seed will get no water, a seed will be in a dark room). Ask your child to predict whether the seed will grow. Help your child become aware that she used information she knew about growing seeds, combined with new information, to fill in information about the seeds.

Learning to draw conclusions and inferences is a skill that develops over time. The skill requires children to put together various pieces of information, and relies on good word knowledge. Help your child develop skill by providing experience with inferential information, making implied information more clear, and helping your child draw conclusions based on the evidence.

http://www.readingrockets.org/extras/stem_series

Numbers, Numbers, Everywhere

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

March: Understanding fractions

Grade 3 marks the first time students are explicitly introduced to fractions, although they would have been exposed to the fraction $\frac{1}{2}$ in earlier grades. Initially students will learn to identify and compare fractions with like denominators. In grade 4 students, will learn to compare fractions with unlike denominators and to compare fractions to decimals (tenths only). In grade 5 students will learn to identify equivalent fractions and relate fractions to decimals (tenths, hundredths and thousandths).

A fraction is made of 2 parts: the numerator and the denominator; in $\frac{5}{8}$ the numerator is 5 and the denominator is 8. Students may need to be reminded that while the numbers 5 and 8 are part of the fraction, $\frac{5}{8}$ is a number unto itself and can be placed on a number line just as any whole number would be. Often times, students fail to make this connection. You can help your child develop their number sense of fractions by asking simple questions such as "Is this fraction closer to 0 or 1?" and "Is this fraction more or less than $\frac{1}{2}$?" Students can answer this question by drawing a picture of the fraction:

($\frac{5}{8}$ is closer to 1 because there are only three more pieces to be shaded in."; Grade 3) Students could also answer this question by thinking about the numerical relationship between the numerator and the denominator (" $\frac{5}{8}$ is more than $\frac{1}{2}$ because I know that half of eight is four, and $\frac{5}{8}$ is greater than $\frac{4}{8}$."; Grades 4 & 5).

Here are some activities that you can use to reinforce fraction concepts (Grade 3, 4 and 5):

- Ask your child to identify examples of fractions and non-fractions (fractions have equal parts, any whole not divided into equal parts is not a fraction)
- When you serve your child food, such as a sandwich or an orange, cut it in half (or thirds, or fourths, and so on) and challenge your child to name the fraction for each part. After some is eaten, have your child name the fraction for the parts that are left.
- Provide your child with opportunities to divide food items into equal parts. Have your child tell the fraction name for each part.
- Encourage your child to look for and use fractions and decimals at home. For example, when your child is reading a book, ask her to tell you when she has read about one-half.
- If you are dividing something into equal pieces, such as a cake, have your child name fractions that describe the pieces. For example, when a cake is cut in 8 equal pieces, each person receives one-eighth of the cake.

Here are some activities you can use to reinforce decimal concepts (grades 4 & 5):

- When naming fractions with your child, be sure to use correct terminology: 2.3 is read as "two and three tenths" not two point three; 5.36 is "five and thirty-six hundredths" and 0.645 is "six hundred forty-five thousandths". The correct names for decimals makes the relationship between decimals and fractions explicit for children.
- While shopping, encourage your child to look for decimals on price tags or labels. Have your child help you estimate the total amount of your items, and how much change you will receive.

PSSC—Parent School Support Committee

Next Meeting:

Monday, March 18, 2019
6:30 P.M.

The PSSC is not having luck with meeting days due to the storms taking place on the scheduled meeting days!

The PSSC Meeting in February was initially scheduled for February 25th however, due to the storm day, this meeting was postponed until after the March Break. (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.)

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>

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 will be holding a breakfast fundraiser for the accessible playground initiative. It will be held March 30 from 8:30-11:00 at St. Alphonsus Catholic Church. Come out and have a yummy breakfast while supporting the playground. Cost is \$8/adult and \$5/child under 12.

The next home and school meeting is scheduled for March 14 at 6:30pm in the library. All are welcome to attend.

Next Meeting:

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

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



To put attendance in perspective, three days a month over nine months means that a student is missing five weeks of school a year.



Policy 711—Healthy Eating

March is Nutrition month!

Throughout the month of March we will be talking about Healthy Eating. Also, a student in each classroom will have an opportunity to win a basket full of unusual fruits and vegetables that will be purchased through our Healthy Learners Grant.

What is MINDFUL EATING?

The principles of Mindful eating are:

- Allowing yourself to become aware of the positive and nurturing opportunities that are available through food preparation and consumption by respecting your own inner wisdom.
- Choosing to eat food that is both pleasing to you and nourishing to your body but using all your senses to explore, savour and taste.
- Acknowledging responses to food (likes, neutral or dislikes) without judgment.
- Learning to be aware of physical hunger and satiety cues to guide your decision to begin eating and to stop eating.

(The Center for Mindful Eating)

Five tips:

1. eat slower
2. savour the silence, turn the phone and TV off
3. eat at the table
4. pay attention to flavour
5. Know your food and where it comes from, not just the supermarket, but where it REALLY comes from.

SPRING AHEAD!

A reminder to move your clocks ahead one hour before going to bed on Sunday, March 10th.



Attendance Matters! in Anglophone South School District

In August 2016, ASD-South implemented a School Attendance Policy/Guidelines (Policy No. ASD-S-365). This policy was designed to explore every avenue to ascertain that students stay in school and graduate high school.

It can be expected:

- after 5 days of accumulated absence/tardiness: communication with the home (phone/email) by the classroom teacher
- after 10 days of accumulated absence: letter from the school is sent home from the School Administrator
- after 15 days of accumulated absence: a second letter from Administrator

In some cases, it may be necessary to address attendance cases through Integrated Service Delivery (ISD) and through Social Development.

You can read the full policy here:

<http://web1.nbed.nb.ca/sites/ASD-S/DistrictPolicies/300%20-%20Educational%20Services/ASD-S%20365%20Student%20Attendance.pdf>

Weekly Learning Cycles: What happens when my child misses a (Fri)day?

Teachers at Hampton Elementary try to deliver instruction in weekly cycles starting with whole group instruction at the beginning of the cycle and independent learning at the end. Instruction becomes increasingly more personalized throughout the week. At the end of each week, teachers assess student and class progress during planning time and identify the skill(s) to be taught the following week. At the beginning of each week, a skill or outcome is taught to the entire class, either as a new topic or a refresh for an old one. As the day and week progress, student needs evolve and are better met through small group and more individualized instruction.

Teachers at Hampton Elementary think of this as a large "gradual release" model that follows the gen-

eral pattern of "I do, We Do, You Do." Skill instruction is first modeled by the teacher, then the teacher and class practice together. Once students show they have enough of a grasp of the skill, they work independently (or in groups) on their assignments. The first two days of the week are usually focused on the guided release, the next two days on independent work, and the final day on assessing where students are in the learning process. Friday can also be a day for catching up if students are behind or participating in additional instruction if they require extra support with the outcome. Throughout the week teachers are informally assessing students, determining whether the skill is one that is easily grasped, or one the class may need to spend more time on.

1	Model I do ~ You watch.
2	Share I do ~ You help.
3	Guide You do ~ I help.
4	Apply You do ~ I watch.

What's Happening in the Gym?

In February, students completed a unit on volleyball. Along with learning the basic skills of the game, students were able to participate in games on newcomb ball - a simpler version of the game for younger athletes. Students are now playing a variety of games designed to keep them active, while developing the skills laid out in the Physical Education curriculum. We are also working on learning to follow and create dance routines, which the students really enjoy! This month as part of our well-being strand, we are working on using appropriate emotional reactions when trying new activities, winning or losing, and working effectively with others.

Curriculum Outcomes:

Grade 2:

1.1: I can move in general space at different speeds while avoiding others and obstacles.

I can follow dance steps and movement patterns.

1.4: I can roll a small ball underhand with one hand and hit a small target.

I can catch an object at various levels and different distances with two hands.

2.1: I can find ways to successfully hit a target.

3.1: I can regulate my emotions when trying new activities or challenges.

I can cooperate with others.

I can stay positive even when I lose.

Grade 3:

1.1: I can follow dance steps.

1.3: I can connect 2 locomotor skills with smooth transition

2.1: I can vary the distance and force of my shots

I can move to get away from a defender

I can attempt to intercept a pass

3.1: I can use appropriate emotional reactions when trying new activities.

I can cooperate with others to achieve a common goal or task.

Grade 4:

2.1: I can select the right throw to hit a target.

I can vary the distance of my shots.

I can guard an opponent.

3.1: I can respond appropriately to winning and losing.

I can use appropriate emotional reactions when trying new activities.

A Note from the Music Room...

February has flown by in music class! This month, students in all grades have been learning to play the xylophone. I am so proud of all of the students for how quickly they have learned to play. Playing songs as a class is not always an easy task but the students are able to play together, and new learn songs and melodies every day. Students are also quickly becoming proficient at reading music. For extra practice, try playing the game "Name That Note" online. In March students will begin to write and perform their own music using a variety of instruments.

Curriculum Outcomes:

Grade 2:

2.1.1: Demonstrate an awareness of rhythmic/melodic concepts, form, and texture in music.

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

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.

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.

Grade 5:

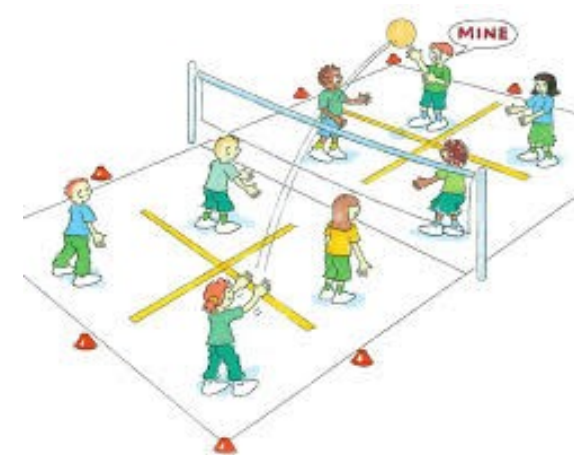
5.2.2 Combine reading and singing/playing skills in their music making.

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

Mrs. Robinson

Guidance Corner

Our school-wide focus in February centered around kindness with our official Pink Shirt Day being celebrated on February 27th. Mrs. Thorne's grade 5 class took initiative in leading our Pink Shirt Assembly which spread the message that we do not tolerate bullying behaviours at HES. Our students have now been taught to recognize bullying and have explored ways to help stop them problem if it is occurring.

The Kids in the Know Curriculum was also introduced in February and will continue to be the focus of Guidance classes in March. This program empowers children to stay safe by learning how to protect themselves from abduction and sexual exploitation. Parents/guardians are encouraged to visit <https://www.kidsintheknow.ca> to obtain more information on child personal safety. Children must be continually reminded and taught to make the right choices as a preventative measure.

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)

Today is Pink Shirt Day!

We want to remind teachers and staff that even though we have one designated day to promote anti-bullying each year, that every day of the year we should be focusing on developing resilience and kindness in our young people. Children will face difficult situations in life on a regular basis and we are doing them a disservice if we try to help them avoid these situations instead of providing them with the skills to face them head on.

By learning at a young age that life is not always fair and not everyone is going to treat them the way they deserve to be treated, children will start to realize that, even though they cannot control everything, they are able to control their attitudes and reactions to things. Children thrive when they perceive life as what they make it rather than it being something completely out of their control.

We want children to be strong while realizing it is ok to have upset feelings sometimes. We want to develop these skills alongside their academic skills so they can survive and thrive in the real world because they are going to have to face it, whether they are ready for it or not. We are in a position to help them face life with dignity and enthusiasm and prepare them for what is to come.

Submitted by Heather Whittaker, School Counselling Lead

Education Support Services at HES

Hello Hawk Families!

Did you know there are many great programs in NB for children/youth with physical and cognitive disabilities? Check out the info and links below:

Parasport NB- All New Brunswickers have opportunities to participate in positive and rewarding Parasport experiences. Parasport NB also includes an adapted equipment loan program.

<http://www.parasportnb.ca/>

Ability NB- Our priority is to reach out and work with New Brunswickers of all ages who have a mobility disability, as well as their families and caregivers.

<https://www.abilitynb.ca/>

New Brunswick Association for Community Living- The New Brunswick Association for Community Living (NBACL/ANBIC) is a provincial, non-profit organization that works with and on behalf of children and adults with an intellectual disability and their families.

<https://nbacl.nb.ca/>

Camp Rotary- Each summer, children and adults from around New Brunswick come to Camp Rotary, located on the shores of Grand Lake, to spend many memorable days. During their stay, campers have the opportunity to participate in many activities they've never experienced before. The campground comes alive in June with smiles and laughter and songs that can be heard across the lake from dawn till dusk.

Camp Rotary is an accessible, accredited summer camp owned by the Rotary Club of Fredericton and operated by Easter Seals New Brunswick

<http://www.camprotary.ca/index.php/en-2016/home>

Able Sail Shediac NB- No matter what disability you may have, we believe that you can enjoy sailing and therefore are eligible for our program. No previous experience is necessary. If you use a wheelchair we have an electric lift that enables us to place you safely and directly into one of our boats specifically designed with counterbalanced seats. If you use a ventilator, please bring along a friend to help you.

<https://www.sailnewbrunswick.ca/able-sail.html>

**Mrs. Stewart
Resource Teacher**

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 in our front lobby during Parent Teacher meetings. We encourage you to have your child(ren) take a look through it. You are also welcome to pop into the school to take a look! Anything unclaimed will be donated Friday, April 12th.



SPEAKING OF SPEECH AND LANGUAGE...

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

Practice Those Memory Skills!

Working memory skills can affect learning in many different subject areas including reading and math. Working memory is like a mental sticky note that keeps track of short-term information. It plays an important role in concentration and in following instructions such that it helps kids hold onto information long enough to use it.

When students have weak working memory skills, it can make it challenging to follow multi-step directions because they may have trouble keeping in mind what comes next while they're doing what comes now. The part of the brain responsible for working memory is also responsible for maintaining focus and concentration which are very important for school success. Below are some suggested activities to help develop memory skills.

With younger children:

Play matching memory games, increasing the number of cards as your child gets better at the game.

Memorize nursery rhymes, poems and songs.

Make sure your child has memorized basic family information (full name, age, address and telephone number).

When doing chores, give 2-3 chores at a time. You can gradually increase the length and complexity of your directions. This will help increase your child's memory for what is heard.

In the car make up number and word strings and have your child repeat them back to you. For example, 7-2-3-7 or hat-cow-pig (you can use related or unrelated word strings). Take turns and see what they can come up with.

Play "What's Missing". Hide a variety of small objects behind a book, take away an object or two at a time. Move the book and see if your child can tell you what's missing.

Play "Simon Says" with an increasing number of movements. The purpose is to remember the multi-step movements, but tricking once in a while is still fun.

Have your child practice retelling stories they enjoy, using proper sequence and grammar. Model and correct as needed.

With older children:

Have them memorize and recite longer poems and songs.

Practice math facts. Higher level math comes so much easier when children have remembered their math facts.

Play "20 Questions". One person thinks of an object and the other players take turns guessing what it is.

Take spelling and vocabulary practice a step further. Make sure your child can explain the words and use them properly in sentences.

Talk about topics being discussed at school. This gives your child an opportunity to remember and repeat facts on relevant topics.

Encourage your child to memorize and tell jokes. These are a fun way to work on memory skills.