



Hampton Elementary School

March 2021

Newsletter



HAMPTON ELEMENTARY SCHOOL

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

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

From the Main Office

Telephone - 832-6021

Principal - Sarah Blanchard

Vice Principal - Julie Stewart

Admin. Asst. -
Carmelle Robichaud

PSSC Chair - Candace Muir
psscchair@gmail.com

Home & School President -
hes.homeandschool@gmail.com

Hampton Education Centre
832-6143

Anglophone South Website
<http://web1.nbed.nb.ca/sites/asd-s/Pages/default.aspx>

School Bus Transportation -
832-6429

MISSION:

Help and believe in,
Each student so
that he or she can
achieve his or her
highest potential in
a,
Safe, supportive in-
clusive environment.

March Break
March 1-5

Second Report Card:
Weds., March 31

Principal's Message

It's so nice to finally see the longer days and the sunshine! When I arrive at work in the morning or leave at night, it's still light outside! The arrival of March always makes me happy and I notice a shift in the moods of our students as well. Although we had a relatively mild Winter, we are anxious for the warmer temperatures so students can get out and play all the games they enjoy. With the colder mornings and the warmer afternoons, students often forget sweaters, mittens and jackets at school. With the limitations on parents viewing the lost and found, please encourage your child to visit or send a note with the teacher asking them to help your child check the Lost and Found for missing items! We will also put them on display in our lobby for easier viewing.

There is so much we do at Hampton Elementary that warrants sharing with our families and our community. Our lobby is currently filled with trays of soil awaiting the sowing of Marigold seeds by each student. The hallways are vibrant with cheerful artwork. My thoughts are filled with the students who are becoming amazing leaders and also the teachers who shifted from online learning to in person learning and work tirelessly to fill the gaps in curriculum of the extended school closure last year. The reality is, after being here for 6 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. A HUGE THANK YOU to all families who showed their appreciation to the staff of Hampton Elementary School during Staff Appreciation Week.

We continue to do amazing things at Hampton Elementary and your children are learning! Today was a wonderful day visiting classrooms and listening to the students share the different adventures they explored including so many wonderful local experiences like hiking, sliding, skiing and skating. It was great to see all the children feeling included in these conversations as this was not the year for extensive travelling!

March is set to be a busy month with March Break, Nutrition Month and Report cards with Parent Teacher Interviews following a few weeks later in April. We also have another Virtual Book Fair March 17-24th. There are only three weeks before the second report card is sent home and just four months left of the school year. Please review 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! The goal should always be progress, not perfection. If your child is reluctant to read alone, take the time to read with them as there are many benefits of sharing books including building vocabulary, promoting comprehension and the parent-child social relationship is strengthened.

I am sure the next few months will fly by so hold onto your seats!

- Mrs. Blanchard



Walk Away
Ignore
Talk it Out
Seek Help

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

March Break is March 1-5th, 2021
March 14 Daylight Savings Time
March 17—St Patrick's Day
March 19—Professional Learning Day & Report Card Preparation: No School for Students
March 22-26 Scholastic Book Fair Weds. 6-8pm during book fair, receive FREE shipping
March 31—Term 2 Report Cards go home



Looking Ahead: April

April 1st—April Fool's day "Poisson d'avril"
April 2 & 5—Schools closed (Good Friday/Easter Monday)
April 13th (Tues)—Parent Teacher Conference Meetings in the evening
April 14th (Weds.)—No School for Students—Parent Teacher Conference Meetings in the morning., Professional Learning in the afternoon.
April 22—Earth Day
April 28—Pay It Forward Day
April 30—Arbour Day



Moving In? Moving Out?

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



Scholastic Book Fair



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



Failure is so important. It is the ability to resist failure or use failure that often leads to greater success.

– J.K. Rowling

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

Numbers, Numbers, Everywhere

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

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:
Mon. Mar. 22, 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.

Our last meeting was held on February 22 and was held virtually. Our topics of discussion included: updates on COVID 19 operational plans, updates on attendance, budget review, school safety procedures, a review of upcoming dates and events, late French Immersion registration numbers and the criteria for accessing Assistive Technology through the Educational Support Services District team.

Our next meeting will take place Monday, March 22 at 6:30PM in person in the school library. Don't forget to bring a mask! There is plenty of tables and space to meet, physically-distanced in our 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

THANKS
FOR
BEING
AWESOME

The last meeting of the Home and School was in January. The group did not meet in the month of February. A very big shout out to Elizabeth Dickson for taking the lead on Staff Appreciation and organizing treats bags and prize draws for H.E.S. staff. In order to qualify for a prize, staff were asked to nominate another colleague and these were shared on the announcements each day. It was a great way to celebrate!

Next Meeting:
Thurs. Mar. 11, 6:30PM
in the Library

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

Our Home and School Meeting Minutes can be found under Home and School on the HES school website: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/Home-and-School.aspx> Questions? Email hes.homeandschool@gmail.com

Education Support Services (Resource) at HES

The responsibilities under ESS include the development, implementation and coordination of special education programming, which includes all areas of learning difficulties and learning disabilities. You can read more here: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/student_services.html The role of the Resource Teacher has continued to change over the last several years: 60% of time is spent focused on building instructional practice (coaching teachers, collecting data and supporting staff), 25% of time is spent focused on student support and 15% is focused on planning and personal professional learning. If you have any questions or concerns please feel free to contact me at julie.stewart@nbed.nb.ca

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.

March Wellness Theme



Canadian Mental
Health Association
New Brunswick
Mental health for all

Association canadienne
pour la santé mentale
Nouveau-Brunswick
La santé mentale pour tous

Free Webinars

March 2021

Free mental health live webinars. For a full list of upcoming webinars and programs visit: www.cmhanb.ca/events

For past webinars, subscribe to our YouTube channel:

[CMHA of NB](#)

Like our [Facebook page](#) for up-to-date information and resources

We are re-vamping the way we let you know what's going on at the Canadian Mental Health Association of New Brunswick.

Please take a moment to fill out the form (see link below) to sign up to receive notifications for upcoming CMHA of NB events, workshops, volunteer opportunities, etc in your area.

If you would like to receive specific information, please make sure to check the boxes that interest you only.

Click here to sign up: <http://eepurl.com/hcwDpX>

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 general pattern of "I do, We Do, You Do." Skill in-

struction 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.

Guidance Corner

Dear HES families,

My guidance lessons during this past month focused on the concept of empathy. Empathy has been shown to help increase self-confidence and self-esteem in children, improve mental health, promote social harmony, and reduce instances of bullying. Empathic children can develop deeper and more meaningful connections with friends, family, peers, and teachers. Mrs. Johnson and I will continue teaching about and promoting empathy in future guidance lessons.

In February, Mrs. Johnson's guidance lessons acknowledged Black History Month. Classes explored the legacies of historic figures including Katherine Johnson, Mary Winslow and Viola Desmond. Mrs. Johnson also supported the theme of Pink Shirt Day by using her guidance lessons to help students identify bullying behaviours and how to best respond when faced with these types of behaviours. The following videos are helpful in framing conversations with your children about bullying:

What is bullying?

<https://www.youtube.com/watch?v=pDG1-BCZvTE&t=1s>

What to do about bullying?

<https://www.youtube.com/watch?v=5l6mDwanphM&t=2s>

Looking ahead to March, Mrs. Johnson will continue with the Growth Mindset curriculum, and have students think about how this type of mindset can help them achieve their individual goals. I will focus my guidance lessons on the Zones of Regulation upon our return from March Break. These lessons will review and build on what the students have already learned, such as vocabulary words, strategies, and emotional self-regulation tools. Students will be reminded that experiencing feelings in each zone is ok, and that they can choose to emotionally self-regulate. I encourage you to reinforce what students are learning, by continuing to ask them what zone they are in, what feelings they are experiencing, and to remind them to use self-regulation strategies at home, such as deep breathing, journaling, talking to a friend or adult, and positive visualization.

I wish you all a wonderful and safe March Break.

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

A Note from the Music Room...

Grade 2- Students will be exploring songs about the natural world as well as exploring with movement to enhance their music listening and understanding experiences. Students will also be connecting music and visual arts by drawing/ coloring a picture to represent what they hear in a particular song.

Grade 3- Students will be continuing to explore musical instruments from various musical instrument families as well as from different cultures. Students will be exploring with music and movement by interpreting songs and instrumental pieces in small groups as well as a whole class.

Grade 4- Students will be continuing to look at music around the world and how time and place affect the music that they hear. As well as being able to compare instruments within an instrument family through different music elements, such as the timber and dynamics based on the size and shape of these instruments. They will be exploring the role that music plays in the indigenous cultures of Canada as well.

Grade 5- Students will be continuing to identify and compare music styles from a variety of cultures past and present. They will be taking a closer look at music from different cultural groups across Canada as well as focus on the role of music in the cultures of Asia and Africa. They will focus on how time and place affect music.



Submitted by Ms. LeBlanc

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

What's Happening in the Gym?

Floor Curling

Did you know that curling is one of the world's oldest team sports dating back to the 16th century?

After receiving funding from the Innovation Grant, we were thrilled to purchase two floor curling kits

for our PE program. Students will learn about this popular sport and practice their curling skills by using these new "stones" that are designed to roll across the gym floor.



Our focus this month will be on incorporating different strategies and tactics in a variety of games and activities. Later this month, we will also begin learning about net and wall games.

Heart Healthy Schools Initiative

"Heart Healthy Schools is an initiative of the Heart and Stroke Foundation of New Brunswick aimed at improving the school environment to support and promote healthy lifestyle choices, for children and youth (Heart & Stroke Foundation)." HES is excited to become a Heart Healthy School. Over the next 4 months, we will be completing 4 monthly challenges that support and promote the 5-2-1-0 message. Our first challenge is to eat 5 servings of fruits and vegetables each day! Mrs. Henry will have calendars available for students that would like to track their daily intake for the month of March.

Here is the link to support Resources at Home with Heart Healthy Learning: <https://secure.e2rm.com/registant/cms.aspx?EventID=345306&LanguageCode=en-CA&UrlSegment=resourceHome>

"I Can Statements" for March and April

Grade 2:

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

Grade 3:

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

Grade 4:

- * I can experiment with activity specific equipment.
- * I can connect together two skills in a variety of activity specific contexts.
- * I can return to a ready position.
- * I can vary the direction of my shots (right, left, high, low).
- * I can choose appropriate emotional reactions when trying new activities and challenges.
- * I can be persistent when learning a new skill.

Grade 5:

- * I can use appropriate skills with activity specific equipment.
- * I can use a combination of skills in a variety of activity specific contexts fluidly.
- * I can place an object into open space.
- * I can respond appropriately to the emotional reactions of others during activities or challenges.
- * I can track my progress on my own personal wellness plan.

Submitted By: Mrs. Henry



Heart Healthy
Schools