



Hampton Elementary School

March 2016

Newsletter



HAMPTON ELEMENTARY SCHOOL

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

[http://hampton-
elementary.nbed.nb.ca](http://hampton-elementary.nbed.nb.ca)

From the Main Office

Telephone - 832-6021

Principal - Sarah Blanchard

Vice Principal - Julie Stewart

Admin. Asst. - Nancy Long

PSSC Chair - Jamie Foster
psscchair@gmail.com

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

Hampton Education Centre
832-6143

Anglophone South Website
[http://web1.nbed.nb.ca/sites/asd
-s/Pages/default.aspx](http://web1.nbed.nb.ca/sites/asd-s/Pages/default.aspx)

School Bus Transportation -
832-6429

Principal's Message

The past month has been a weather rollercoaster with snow, cold temps, rain storms, melting snow and many many puddles. March is set to be a busy month with March Break, Easter and Report cards with Parent Teacher Interviews.

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! I hope you have noticed our increase in presence in the Hampton Herald. This is one way we are achieving this goal.

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—gift cards, recess treats and two delicious meals with soups/chili and lasagna. 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 two weeks before the second report card is sent home and just four months left of the school year. Together, we can make it the most productive!

- Mrs. Blanchard

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.

Upcoming Dates:

March Break
March 7-11



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

7-11th March Break

March 25th—Good Friday (No School for students)

March 28th—Easter Monday (No School for students)

March 29th Report Card #2

March 31st—Parent Teacher Interviews Evening

Scholastic Book Fair will also be occurring during parent teacher times and Wednesday and Thursday during the school day.

Looking Ahead: April

April 1st—Parent Teacher Interviews Morning/No School for students

Hot Lunch and Milk Program

Our current round of milk runs from February 15-April 21st.



Our lunch tickets will continue to be sold after the announcements on Monday. Your child can buy a book of 10 hot lunch tickets for \$25. Most meals will cost one ticket (\$2.50 value). Hot lunch is cheese pizza on Monday/Wednesdays, Hamburgers and yogurt tubes on Tuesday (order placed on Monday) and Subway on Thursday (orders placed on Tuesday). We are excited to welcome a new provide: The Pita Pit (chicken pita & smoothie) on Friday (ordered Thursday) which will cost 2 tickets (\$5).



HES MOVE THINK LEARN PILOT

HES has been selected to participate in the Move Think Learn pilot. The activity we will be implementing is Curling for students in Grades 4 to 6.

Move: Students and teachers will explore relevant sport strategies in a games category (i.e., territorial games: basketball) through game activities and guided discovery.

Think: Students use and enhance their critical thinking skills to develop the movement skills required to be successful in the strategies they have learned.

Learn: Students apply the strategies, movement and critical thinking skills they have learned in the context of a culminating modified game.

Each resource provides a sport case study to enhance student knowledge and understanding of transferrable movement skills and the development of physical literacy.

Here is a picture of some of our students participating in this unit!



...to the Scotiabank for their support with a donation to our Breakfast Program.

...to our parents who supervise during skating (including all the skate tying!)

...to our parents and families for attending the WITS evening in February!

School Improvement Plan

2015-2018

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

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

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.
- Paper bag mystery person: Put a few items into a brown paper bag. Tell your child the bag belongs to a certain type of person. Their job is to tell you something about the person. Then, take out each item one by one and talk about it.
Example #1: goggles, a swim cap, a swim ribbon, a stop watch
Example #2: a bookmark, a library card, a stuffed animal, a book
- Wordless picture books provide your child with practice using clues to create meaning. There are no wrong stories

with wordless picture books, only variations based on what the "reader" sees and puts together.

- 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 like, "Is it a dog?" 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.

Numbers, Numbers, Everywhere

Goal #2 Numeracy: To develop and improve instructional practices, assessment and intervention for Numeracy

Math is everywhere and there are many ways that parents can help their children apply mathematical concepts. Instead of extra drill sheets, encourage them to incorporate some of the following ideas relative to your child's age:

1. Play traditional games and activities to develop spatial sense, logic, and number skills (e.g., puzzles, games, cribbage, 21, all card games)
2. When doing laundry, have the child sort the clothes and identify the rule (e.g., colour, type of clothing, owner etc).
3. Encourage estimation whenever possible— amount of popcorn, Smarties in a handful, the number of people in church etc.. When shopping with the child, have them try to calculate/estimate the better buy between brands. As items collect in the cart, estimate the total cost and see how close you get to the actual cost. Older children can be asked to develop strategies to estimate the total number of people at larger events such as sports games.
4. Choose a favourite recipe. Try **doubling it** or **cutting it in half** to gain experience with fractions.
5. During an outing or while traveling for a longer distance, try to determine the estimated time of arrival given speed and distance. For an extra challenge, try to determine the cost of the gasoline to get there.

<http://schools.hcdsb.org/anth/Pages/NumeracyTips.aspx>

PSSC—Parent School Support Committee

Next Meeting:

Monday, March 14th
6:30 p.m.

The PSSC last met on February 8th, 2016. Our main topic of discussion for this meeting was reviewing the data from the Tell Them From Me surveys completed by our Grade 4 and 5 students.

Our March meeting is scheduled for Monday, March 14th and the members would like to continue looking at the data from this survey.

For review of previous meeting minutes, you can find them under the “For Parents” dropbox on our Hampton Elementary School website or follow the link here: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>

Home and School Association

Home & School Association News

- Meeting was held February 23. Next meeting is March 15, 2016 at 7 PM in the HES library.
- Popcorn day will be held Friday, March 18.
- Scratch coding after-school course will be offered after March break. This will be a 6-week course in coding lead by volunteer parents who are computer programmers. The course will be offered for \$50 per child. Funds raised from the course will be for the Home & School association and the playground projects. Watch for forms coming home soon.
- Thanks to everyone who came out for Movie Night. There will be no Movie Night in March but watch for another Movie Night in April.

Next Meeting:

Tuesday, March 15th
7:00 p.m.

Playground Committee

- A playground committee meeting is tentatively scheduled for Monday, March 21. Watch the H&S Facebook page and Hawk Squawk for the date/time to be confirmed. Everyone is welcome to attend.

Hawks Nest Rebuild Update:

Next meeting we will be hosting Jen Sheils who will be sharing her tips and experience in writing and requesting support in the form of grants for playgrounds. This meeting will take place **Monday, March 21st at 6:30PM** in the library.

For more information please or if you cannot make the meeting contact Anita Hofmann at 943-0090.



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 8th.



Write On!!

HES is pleased to announce that Trudy Kelly Forsythe will be offering an "After School Writing Club". Trudy is a professional writing who has been working with students for several years. This club is designed to encourage students to develop and maintain a love of writing, to discover the joy in coming up with and developing story ideas and to engage them in the writing process from drafting and editing to work shopping and, hopefully, publication. The club will take place afterschool on Tuesdays at HES from 2:45-4:00. It will run for 6 weeks from March 15th-April 19th. The cost is \$75 per child with a 10% family discount. This price includes the cost of all materials.

If your child is interested and you would like more information about this program please contact Trudy Kelly Forsythe at 832-0338 or email her at trudan@nbnet.nb.ca

Physical Education Corner

Winter Fun in Phys. Ed!

This month in PE class we went snowshoeing and we learned about curling (including how to play bean bag curling in the gym). Snowshoeing has many health benefits; it provides a cardio workout while also building strength, agility, balance, and endurance. Studies have shown that children who regularly spend time outdoors have lower stress levels and a generally better sense of overall well-being. Snowshoeing offers a great way for children to stay connected with the great outdoors even when those great outdoors aren't quite as hospitable. Mrs. Stewart <http://hamptonelementarype.weebly.com/>



Guidance Corner By: Mrs. Fischer

Teach Respect by Daily Examples

Firm, Fair & Consistent

You want your child to show respect for you, his/her teachers and people in general. Just as importantly, we hope for our children to respect rules and theirs/others belongings. Teaching respect is a big job. But thankfully, research shows a specific method to use.

Children learn respect when they are treated with respect. Children learn many things through watching and listening to the adults in their family. So, make these simple efforts a daily habit:

- ⇒ Communicate with respect. Listen attentively to your child. Don't interrupt. Make sure you understand what he or she is saying. Focus on the positive.
- ⇒ Practice solving problems calmly. Use "I statements" ("I feel ignored when you don't answer me") instead of hurtful accusations ("You always ignore me!").
- ⇒ Take responsibility. When you make an agreement with your child, stick to it and expect him or her to do the same. If something goes wrong, the person responsible should make amends and learn from the experience.
- ⇒ Care for belongings. Cleaning up is a way of showing respect for things around the house. Talk about this with your child. What if so and so, did not pitch in? What steps, such as organizing toys, could make the job easier?
- ⇒ Be encouraging. Support your child's interest and strengths. Talk about values, including those of your family passed down for generations. How can he or she show this? And ask yourself do I "walk the talk"? Behaving in ways that are contrary to our values sends a mixed message to our children (and often makes us feel badly about ourselves). Strong character should be a source of pride.
- ⇒ Let your youngster face consequences. Show your child that his/her actions have consequences! If she/he doesn't pick up her/his schoolwork up off the floor, let her/him experience:
 1. A natural consequence. The dog runs past and wrinkles her papers. That's a natural consequence.
 2. A logical consequence. If you spend time picking up her things, she owes you time tidying other parts of the house. That's a logical consequence.

Author Visits: Susan White

Rescheduled date is Tuesday, March 1st, 2016

One of our goals in learning about literacy is to expose our students to authors in the area. This is made possible through the Writers in the School Program. This month, classes will be reading novels written by Susan White. Susan is a resident of the Kingston Peninsula and has several published novels. Susan will also be working with a smaller group of students to offer an enrichment writing group.

Blanchard Brainteaser

In the Problem of the Month Movin 'n Groovin, students use measurement, rates of change, and algebraic thinking to solve problems.

Level A: students are presented with a measurement problem. In the problem, students are asked to determine who wins a race between two hamsters running through a maze. The students are given the seconds it takes the hamsters to travel through the maze. Understanding those numbers, they then determine which hamster is faster and who finishes first. They also need to determine how much faster one hamster is from the other by comparing the two finished times.

Level B: students are challenged with a problem involving two runners who run different distances for different times. They will need to reason about the relationship between the two rates to determine who is faster.

Level C: the students are presented with the challenge of determining the speed of a student's remote control car.

Click [HERE](http://www.insidemathematics.org/assets/problems-of-the-month/movin%20%27n%20groovin.pdf) to download Movin 'n Groovin. <http://www.insidemathematics.org/assets/problems-of-the-month/movin%20%27n%20groovin.pdf>

"The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention...A loving silence often has far more power to heal and to connect than the most well-intentioned words." —Rachel Naomi Remen