



Hampton Elementary School

May 2019

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. - Nancy Long

PSSC Chair - Candace Muir
psscchair@gmail.com

Home & School President -
Krista Webb
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
inclusive environ-
ment.

New families
2019-2020
Open House
For Parents

Tuesday, May 28th
6:30PM

Principal's Message

It's May already! Eight months of the school year are gone. As always, there is much going on at Hampton Elementary! We had a very successful Parent Power Night, Earth Day celebrations, weekly Genius hours in many classes, Marigold Planting, Jump Rope for Heart ramping up and much more! The next two months will be busy. To keep up to date, please refer to the calendar on the School website as there is always so much happening. Our students have been working very hard and are eager for our First Annual Book Launch and Author Signing event. We look forward to seeing all families on May 16th at 6:30pm to celebrate our students!

This month is Volunteer Appreciation and we will be hosting a Volunteer Breakfast on May 23 to thank everyone for their part. Even if you are unable to stay, please pop in for coffee and a muffin before you head off to work that day. At Hampton Elementary we are fortunate to have a great deal of volunteer support that comes in various shapes and sizes. It's about more than skate tying, school trips, shelving books, parent council or all the various committees. It is about the feeling you get when you walk through the front doors of our school. It is about the sound of children's laughter and voices sharing stories around every corner, at any given time of day, every day. It is about being a part of a very large family! It is my hope that all families in our school feel this way, not just those who are able to volunteer.

Being a parent can be challenging but the good news is that you don't have to be volunteer of the year to help your child succeed. The number one thing parents, teachers, volunteers and administrators can do to help increase student achievement is to have high expectations! We all need to commit to give our best each and every day. Instead of asking children "How was school today?", try asking: "What did you do that was fun today?", "What was the most interesting thing your teacher said today?", "What was the best game at recess?" and "What was the best thing you did at school?".

Provincial Assessments are fast approaching with all Grade 4 students writing Reading (English, French Immersion), Math and Science from May 21-May 31. Please have your child ready by ensuring that he/she is getting proper rest and has a good breakfast during these assessment days. We thank you in advance for your help with this.

With only 8 weeks left in the school year, we are gearing up for many events including transitions between DATL, HES and HMS. Our Grade 5 students have matured this year and many are already showing signs of being ready to leave our Hawk nest. As always, we have many plans in place to make this transition as smooth as possible and ease the anxiety that can sometimes be present.

We look forward to May and June! If you have any questions or concerns about this transition time please do not hesitate to contact me.

- Mrs. Blanchard

WORDS OF WITSDOM

WHAT IS CYBERBULLYING?

Cyberbullying is a type of bullying that takes place electronically using the Internet or cell phones and includes the following behaviours:

- Sending nasty or insulting messages over the Internet or on cell phones
- Sending or posting gossip, secrets or rumours about a person to damage his or her reputation or friendships
- Pretending to be someone else and sending negative messages or posting material to get others in trouble or to hurt their reputation or friendships
- Purposely excluding someone from an Internet group, chat room or friend list
- "Just Kidding" making jokes that are at someone's expense
- Posting real or digitally altered photographs of someone online without their permission.



WHAT CAN PARENTS DO TO GET INVOLVED? BE AVAILABLE. SET CLEAR RULES.

- Keep computers in a shared space in your home – not in a child's bedroom.
- Know everything that your child does online. Scanning the net can expose children to unwanted images and material.
- Know your child's passwords.
- Teach your children to never post online or send anything they wouldn't want the entire world to see or read. Children should not post pictures alone.
- Discuss the importance of treating others with kindness and respect when sending electronic messages, not just in person. Teach Netiquette!
- Encourage your child to come to you if someone says or does something online that makes them uncomfortable.
- Children are not always aware of the consequences of their actions. Knowing what cyberbullying is and talking about its seriousness may prevent children from engaging in or becoming victims of or silent bystanders to cyberbullying.

Want to know more? <https://witsprogram.ca/families/dealing-with-cyberbullying/>

Mark Your Calendar!

May Mental Health Matters

Jump Rope for Heart

Friday, May 3—Provincial Council Day (No School for Students)

Monday, May 6—Teacher Branch 0619 Meeting Day (No School for Students)

Monday, May 20—Victoria Day (Schools Closed)

May 21st-31st—Grade 4 Provincial Assessment

May 24th PJ Day for JDRC (Juvenile Diabetes)

SAVE THE DATE: Author Book Signing Event May 16th 6:30 P.M

Looking Ahead: June

June 2nd - Hampton Kids of Steel event

June 3rd - Roots of Empathy celebration

June 9th - Hampton Ladies Triathlon

June 13th—Track and Field Meet (Sussex)

June 15th - Big Fair Day

June 22nd - Last Day of School for Students

Hot Lunch and Milk Program

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

All orders are now placed through the school cash online website. The cost of milk is 50 cents.

<https://asd-s.schoolcashionline.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.school lunchorder.ca>), sign-up your child and view the menu.

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

chartwells
eat. learn. live.



Welcome to Middle School Orientation—May 15th 2019

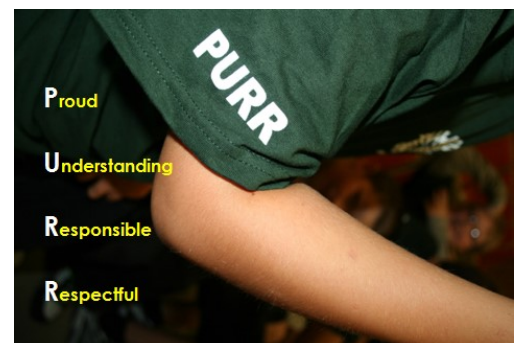


Grade 5 families and students,

You are invited to Hampton Middle School's annual "Welcome to Middle School Orientation". Come learn about Hampton Middle School and all it has to offer;

- Extracurricular activities are available for the students
- How to keep lines of communication open between school and home
- Volunteering and how to get involved with your school
- What to expect when your child goes to Middle School
- Tours of the School
- Meet other HMS parents and members of the teaching team

Drop in anytime between 6:30—8:00 PM for light refreshments, door prizes and an opportunity to talk to parents and members of Hampton Middle School's teaching staff.



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

Guided Reading at Home, a Two-Part Series

by Cathy Puett Miller, The Literacy Ambassador®

Part II: What Does This Mean?

Reading is one of the things that every child must possess to be successful in life. Like walking, it is a skill that is learned, with lots of practice. It isn't a natural ability that we are born with. This two-part series by literacy expert Cathy Puett Miller is designed to give parents simple tools they can use at home to complement your child's school work, and offer additional one-on-one practice that is rewarding for everyone.

Good readers use specific tools to make sense of words, paragraphs and text. In the first article in this series, we focused on helping your child **figure out unknown words**. Now we will concentrate on helping our children **make sense** of what they read: the whole reason we read in the first place. When you read a mortgage contract or the newspaper, you automatically use some of these tools but our children may not have mastered those ideas yet.

Guided reading helps your child think about those tools and build a personal toolbox. Once they've practiced using those tools with help, they can become skillful at using them to understand what they read on their own.

Try these prompts with your child when they are reading:

Put on your thinking cap. Reading is an active process and, to get the most out of it, children must concentrate, think about what they are reading, and ask themselves from time to time if they understand what the author is saying.

A good way to start is to ask the child to predict or make their best guess as to what the story or text will be about. They can look at the title or caption and the pictures to start thinking about what they will read. Your child may also have a purpose for reading (to find out more about mountain loins.) Ask her what that purpose might be.

Recall, re-read, retell. As your child reads, stop from time to time and ask, "What is has happened so far?" Help him focus on the most important parts of the story, not every detail. If he starts to give you too much information, ask "can you just tell me the three main things that have happened?"

If he doesn't know, ask him to re-read the section. Sometimes when children struggle at figuring out words, they put so much effort into that part of reading that their understanding suffers. Once the "figuring out" has happened, re-reading can help them get the meaning.

Relate. Another way we understand what we read is to relate the material to our own experiences, our world, or something we've read elsewhere. While we are reading, we are thinking about how it relates to us, our world, and perhaps other texts. Help your child do that by asking questions like: "What would you do next if you were this character?" "Why do you think he made that choice?" "Doesn't that puppy look like our dog, Joey?" "Does this remind you of another story?", "I'd like to know what happens next, would you?"

Share your thoughts and what you wonder about. "I think that's really funny. Why would she do that?" Listen carefully to what your child says. That will help him learn AND bring the two of you closer.

READ MORE BELOW:

http://www.thereadingtub.com/pdfs/our_guided_reading_set.pdf

f

Numbers, Numbers, Everywhere

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

May: Outdoor Math

Taking learning outdoors is a great way to engage and motivate children. After a long winter, the fresh air and change of scenery can be just what is needed to get kids excited about school work. Many of these activities can be modified for language arts too.

Sidewalk chalk

- * use sidewalk chalk to create hopscotch: on each square write an equation that your child must answer before picking up their rock
- * create a numberline (0-10, 0-100, 0-1000, 0-10 000, 6000 – 8000, 700-800 etc), toss a rock and name the number that would be written in that spot
- * draw a clock with the side walk chalk (a hula hoop makes a good circle!), then find 2 sticks (one for the hour hand and a longer one for the minute hand), practice telling time and showing a given time.
- * Draw a game board (could be a long, curvy path marked out with spaces) and write a basic fact on each space. Have your child roll a dice (or 2) to determine how many spaces they travel. When they get to their space, solve the equation. Play continues until someone reaches the end of the board game.

Shape exploration: find a variety of 2-D shapes in nature: square, rectangle, pentagon, quadrilaterals (4 sided shapes), hexagon etc. This can also be done with 3-D objects: cube, prism, pyramids, cones, cylinders etc.

Explore symmetry in nature: find natural expressions of symmetry (when one side of an image is exactly the same as the other). Have your child identify the line of symmetry. You can also search for non-examples of symmetry in nature.

Sticks: use sticks to create operation signs (+, -, x, ÷) and sidewalk chalk to create the numbers. A fun, kinesthetic way to do math equations.

Algebra: use an object in nature to represent a number value, then solve for that number. For example: 53 – rock = 23, what number does the rock represent? Students at grade 3 level should focus on addition and subtraction, while students in grades 4 and 5 can do addition, subtraction, multiplication, division equations, limited to one unknown value.

Search nature for fractions: students in grade 3 are learning about fractions of a whole (think fractions of a pizza or fractions of a chocolate bar). Have students find a stick that can be broken into equal pieces to show fourths (or thirds or fifths etc). Remind your child that fractions must be equal parts in order to be considered fractions. Students in grades 4 and 5 are learning about fractions of a set and could use stones to illustrate a given fraction, for example show 4/6 using stones (or leaves or sticks etc.)

Graphing: collect a variety of objects in a given amount of time (2-3 minutes), categorize the objects collected (i.e. rocks, leaves, twigs, bugs etc) then graph the results in a bar graph or pictograph. The graph could be done outside with sidewalk chalk.

Invisible man (the reverse of hang man). Draw the hang man (stick figure) in the dirt. Ask your child a math question, if they answer correctly they can erase one body part. The goal is to make the man invisible. If you choose, you can add something to the man if they answer a question incorrectly. This game is a great way to practice any type of math question.

Check google and Pinterest for other ideas on how to incorporate math into outdoor play!

Submitted by Jillian Kiervin, former Numeracy lead, HES

PSSC—Parent School Support Committee

Next Meeting:

Monday, May 27, 2019
6:30 P.M.

Thank you to all the families who attended the Parent Power Night. Here are some additional links to information shared that evening regarding Mental Health: Growth Mindset & Resilience:

My Big Life Journal—<https://biglifejournal.com/blogs/blog>

Mindset Kit—<https://www.mindsetkit.org/growth-mindset-parents/learn-about-growth-mindset/what-is-growth-mindset-parents>

Growth Mindset: What you need to know—
<https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/growth-mindset>

Books:

Mindsets for Parents: Strategies to Encourage Growth Mindsets in Kids

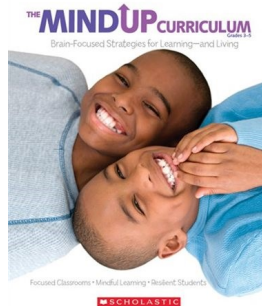
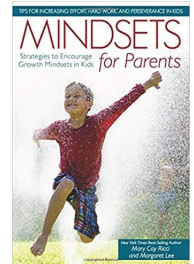
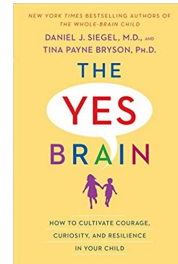
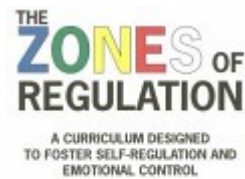
The Yes Brain: How to Cultivate Courage, Curiosity, Resilience in Your Child

Grit by Angela Duckworth

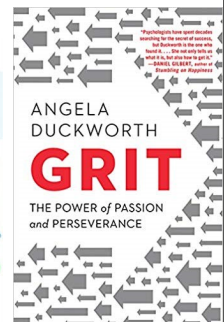
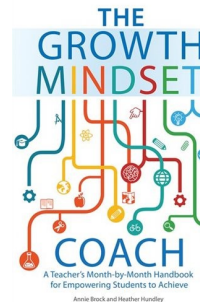
The MINDUP Curriculum: Grades 3-5: Brain-Focused Strategies for Learning and Living

The Growth Mindset Coach

The Zones of Regulation: A Curriculum Designed to Foster Self-regulation and Emotional Control



and



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

Popcorn day has been rescheduled until May 2, 2019. Our next scheduled popcorn day will be May 17.

Big Fair Day will take place Saturday June 15. We are always looking for volunteers to help out with this event. If you are able to help please email the home and school at hes.homeandschool@gmail.com and let us know your availability. We will also be doing up baskets again this year for Big Fair Day. Each class will be doing up a basket. We are asking that all donations are in to your child's class by May 17. Stay tuned for information coming home from your child's teacher. Next home and school meeting is scheduled for May 13 @6:30pm. All are 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, May 13, 2019
6:30 P.M.



Jump Rope For Heart Program

Once again our students will be taking part in the Heart & Stroke Foundation Jump Rope for Heart.

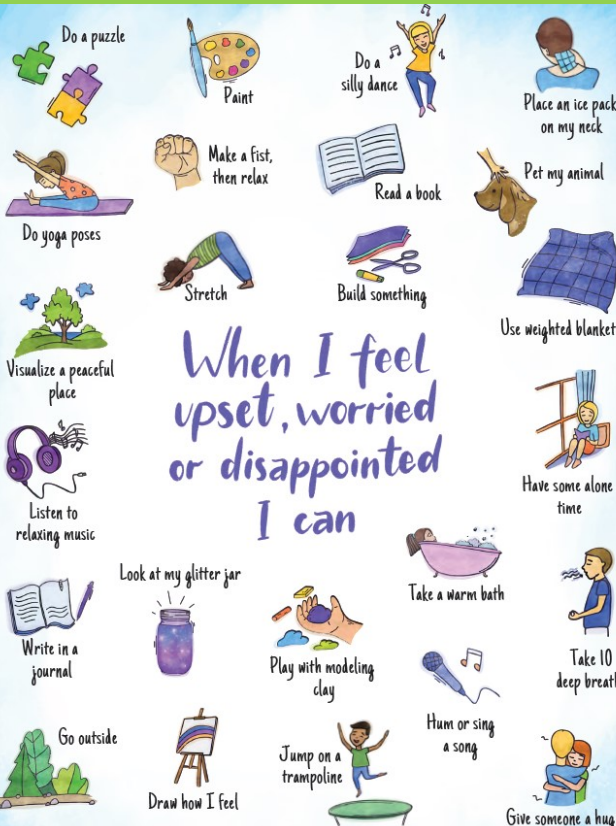
Did you know that this generation of children is the first that may not live as long as their parents? The biggest threat today is childhood obesity, with 26% of Canada's children (2 - 17 year olds) being overweight or obese - over 1.6 million! At the Heart and Stroke Foundation, they are working hard to stop this trend through programs like Jump Rope for Heart. When your child participates, they learn the importance of physical activity, healthy eating and social responsibility.

Established in 1981, Jump Rope for Heart is a nationwide success that delivers fun and fitness to more than 4,000 schools and 600,000 students each year while raising millions of dollars for heart disease and stroke research, health education, and social change.

In addition to raising funds for the Heart and Stroke Foundation, Jump Rope for Heart motivates kids to establish healthy lifestyle habits today to promote a healthier, longer life. Jump Rope for Heart is just one of many great initiatives of the Heart and Stroke Foundation.

Our Jump Rope for Heart fundraiser will "kick-off" on Weds., May 1st. Students will be given their pledge envelopes. You and your child are under no obligation to participate in the fund-raising efforts and under no circumstances should a child be canvassing door to door. Children could approach family members or visitors to your home if they wish to participate.

Students will be taking part in a variety of jump rope activities, including buddy jumping with our neighbors from Dr. A.T Leatherbarrow. Pledge envelopes are due back May 14th. For more information please visit www.heartandstroke.ca



Printables by Big Life Journal - biglifejournal.com

May Wellness Theme—Spring

With the change of seasons comes a chance to change your life. Liberate your mind, your senses, and your spirit.

- ⇒ Pick a sunny day to check out an art gallery, a theatre or explore a part of town you never have been before.
- ⇒ It's spring cleaning time! When you remove distractions from your outside world, you clear your inner mind.
- ⇒ Get outside for a hike. See if you can get a friend to come along or create a spring playlist to rock out to!
- ⇒ Try some self-directed outdoor meditation. Lie back and think of nothing for as long as it takes to relax.
- ⇒ Grab your favourite book and head outside to read it under the shade of a tree. Bring a blanket and a snack.
- ⇒ Choose a recipe and make a meal you've been wanting to try! Challenge: buy random ingredients and see what happens.
- ⇒ Take the opportunity to meet new people. We've all been stuck inside this winter and we're all looking to have fun.
- ⇒ Walk to work, school or your hobby. Give yourself enough time that you don't get stressed out about timing.
- ⇒ Dress in bright colours. It's easy to get caught up in wearing only black, but bright colours can brighten up your day.
- ⇒ Rearrange your space. Reorient your rooms to have more positive energies and to take advantage of the late-day sun.

- See more at: <http://mindyourmind.ca/wellness/change-seasons-spring#sthash.TnHRjtIY.dpuf>

What's Happening in the Gym?

During April, several Phys. Ed. classes took part in a golf workshop from the Hampton Golf Club. If your child has come home excited about golf, you can contact the golf club to register for lessons. This month we completed a unit on using hoola hoops, and we are now starting a unit on fitness and well-being. As part of our well-being strand, we are learning about the many benefits of physical activity. Setting fitness goals, learning about the muscles in the human body, and tracking our own fitness levels are all a part of this unit. Of course, no fitness unit would be complete without activities that use our muscles and get our hearts pumping!

Curriculum Outcomes:

Grade 2:

1.1: I can move over/under, around/through and alongside equipment of different heights.

1.4: I can manipulate different objects.

I can throw an object underhand with one hand to a moving partner.

3.1: I can list which muscles help me jump, climb, hang, push and pull

I can list benefits and positive feelings I get from physical activity

I can count my heart beat for 10 seconds

Grade 3:

1.3: I can run and roll an object.

I can run and jump or leap.

3.1: I can show a flexed and relaxed muscle

I can show safe flexibility exercises

I can list 4 normal body reactions to moderate/hard activity

I can name some muscles used in certain movement.

Grade 4:

1.3: I can experiment with activity specific equipment.

I can connect together two skills in a variety of activity specific contexts.

3.1: I can monitor my fitness progress

I can set goals for improving fitness

I can review the number of times that I am active, to reach my fitness goals.

Mrs. Robinson
Hampton Elementary School

Throughout the Month of May we will be focusing on the following curriculum outcomes in Physical Education:

Grade 4

1.3: I can experiment with activity specific equipment

2.1:

I can select the right time to stay on base

I can relay an object to a teammate to get an opponent out.

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

3.1: I can monitor my fitness progress

Grade 5

1.3:

I can use appropriate skills with activity specific equipment
2.1:

I can use open space to get on base.

I can move to get away from a defender.

3.1:

I can monitor my fitness progress

With both grades we will be focusing on soccer-baseball, fitness testing, and using activity specific equipment such as paddles, skipping ropes, and scoops.

Mrs. Marks

A Note from the Music Room...

During the month of April, students have been writing their own songs. We are using a step by step process, beginning with creating a rhythm, followed by a melody and finally adding lyrics. In May students will practice and perform their songs on the xylophones, and will be encouraged to collaborate with their classmates to create longer, more complicated songs. In addition to playing and creating music, students are taking part in short mindfulness activities to help us focus and approach our lessons in a calm positive mindframe. In May, students will complete, perform, and record their songs. Students in older grades, or those who need an extra challenge will be invited to use other classroom instruments add to the music they created.

Curriculum Outcomes:

Grade 2:

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

2.1.2: Explore and use tone colour to express thoughts, experiences, and feelings.

Grade 3:

3.1.5: Notate, using standard and invented notation

3.2.4: Create and present songs with rhythmic accompaniment that express personal meaning

Grade 4:

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

Grade 5:

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

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

5.1.5: Create and notate short musical works to express musical thoughts and ideas



Mrs. Robinson

Guidance Corner

Upcoming Guidance lessons will be focused on conflict resolution strategies. Many times when conflict occurs, arguments begin with "you" statements i.e. "You're so mean!" or "You ruined the game!". This often leads to defensive responses from the person being blamed. When we become defensive, it is hard to truly listen and understand the other person's perspective. Instead, we will be practicing using "I" statements to promote positive dialogue.

There are three parts to an "I" statement.

I FEEL... First, say how you are feeling

WHEN... Second, describe the problem that is making you feel that way

PLEASE... Third, offer a solution to the problem.

So instead of, "You're a cheater!" try, "I feel frustrated when the game isn't played properly. Can we go over the rules again together?"

Becoming skilled at making "I" statements takes practice. You can support your child in developing this skill by modelling "I" statements of your own and by helping your child to use "I" statements in the face of conflict at home.

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)

Education Support Services

Ways to Prevent Summer Learning Loss- Part One

Summer is just around the corner! A nonacademic summer can cause students at every grade level to digress two to three months in their academic skills. Half an hour to an hour set aside daily can help students close learning gaps and perform at higher levels during the upcoming school year. Summer is an ideal time for students of all ages to strengthen their academic skills while still having plenty of time left over for summer activities.

Make Time for Learning

Set aside time for your student to read each day during the summer break -- 15 to 30 minutes per day is all it takes! During the summer, students have more time to read for enjoyment, which also offers a great opportunity to preserve and strengthen their reading skills. Your summer activities should include taking your children or teenagers to the public library to check out books of interest and/or any summer reading groups

they'd like to join.

A great way to track how much reading your child is doing during the summer months is a tally on your regular activities calendar. This will help keep the daily reading time from being overlooked because of other summer activities -- and we know there are many!

Parents of students reading *below* grade level should read with their children in order to assist with sounding out words they might not be able to decode themselves. In addition, keep a dictionary or online source close by to help students figure out those words by using the phonetic spelling provided.

Develop Math Skills

Though it may not seem fun to them at the time, working on just three to four math problems per day during the summer can prevent students' mathematical skills from getting rusty. They can look at it as a daily challenge that they must complete, or a daily "to-do" to proudly check off their calendar. Parents can purchase a math workbook for their child's academic level at most bookstores. Working on just a few problems daily (or more, if your child enjoys math) can help students of all ages close the gaps in their math skills, preserve what they learned during the previous school year, and prepare for the next.

Mrs. Stewart
Resource Teacher

Celebrate Our Volunteers

The students and staff wish to thank all of our hard working volunteers for their tireless efforts in making Hampton Elementary School a great place to work, learn and play. To show our appreciation to all our volunteers, we will be hosting a volunteer breakfast celebration. All volunteers are welcome to attend this breakfast in their honor. See invitation below and please mark this very special day on your calendar.

Please Come to Our Volunteer Breakfast

The staff and students of Hampton Elementary School would like to thank you for your support this year. You have helped make so many things possible.

When: Thursday, May 23rd, 2019, 7:45 a.m. - 8:45 a.m.

Where: Hampton Elementary School Library

RSVP by calling our secretary, Mrs. Nancy Long at 832-6021 by Tuesday, May 21st, 2019.



**"In spring, at the end of the day, you should smell like dirt."
-- Margaret Atwood**

Moving in? Moving Out?

IT IS VERY IMPORTANT that if you are planning a move to another school this summer, or know of someone moving into our school area for the 2019-2020 school year, that you notify the office as soon as possible.

Supervision reminders:

Please be reminded that supervision at school does not begin until 7:50 a.m. Students should not be dropped off until after that time. If you must drop off your student, please do so after 7:50 a.m. Likewise, all students should leave the school grounds promptly after school end, 2:40 p.m., unless supervised by a parent. Thank you for your cooperation in keeping our students safe.

Class Placement Requests:

As in past years, **we will not be taking any class placement requests for September 2019.** If your child has some exceptional circumstances that require consideration when doing class placements, please email Mrs. Blanchard directly, sarah.blanchard@nbed.nb.ca Please know that when placing your child in a class, we consider their ability, personality, friendships, learning style, and behaviour. Class building is a lengthy process that is given a great deal of thought by the staff. Thank you for recognizing that we do our very best for each and every student.

New Family Parent Info Night

HES will be hosting a Parent Information night May 28th at 6:30PM in the school music room. This is for any students who will be new to HES in September for the 2019-2020 school year and who want to know more about the programs and our school.

OFFICE CHECK-IN

PLEASE remember to check in at the school office when visiting the school, picking up your child, dropping off something, or volunteering in a classroom. Upon arriving at the school you need to sign in with your name, date and time. You also need to pick up a "VISITOR" badge before heading off to the classroom. Thank you for helping us follow this very necessary safety precaution.



FIRE & LOCK DOWN DRILLS

On April 18th, we had our first Spring Fire Drill. The students and staff did a wonderful job exiting the building quickly and quietly. During the months of May and June we will also be practicing our fire and lock down procedures. During these drills anyone in the school is asked to follow the same procedures as the students and staff.

BICYCLES AT SCHOOL

Students are reminded to ensure that their bicycles have received a proper tune-up before using them on town streets. Also, please take the time to review all safety rules and rules of the road with your children. Road congestion at arrival and dismissal time can be very dangerous for young cyclists. Please watch for children at all times, whether they are walking, cycling or a passenger in a vehicle. Let's keep our children safe.



EARTH DAY

Earth Day was celebrated by Hampton Elementary students by doing a "Community Clean-Up." Each class chose a specific location around the school to pick up garbage and clean up after the winter. Thank you to everyone for caring for our environment.



GRADE 5 Moving Up

Mark your calendars! Grade 5 Moving Up Ceremony is scheduled for Thursday, June 20th beginning at 9:00 a.m. This is a short ceremony recognizing the end of our students formal elementary education and the start of a new chapter in Middle School!



Thank you!

A very HUGE thank you to Independent Grocery Store in Hampton. Jamie and his crew have been providing Hampton Elementary students with apples and bananas for our breakfast program and to support our Healthy eating initiatives.

Lost and Found!

Just before March Break we bagged up MANY bags of clothing from our Lost and Found. There was nothing left in either one of our bins. Unfortunately, just two weeks later, they are both half full. Please help us by labeling your children's clothing and by coming by and checking the bins periodically. While we try to make sure everyone takes coats, sweaters, hats and other pieces of clothing home, they do get lost and end up in the Lost and Found.



HES's Home & School Association would like to announce: Big Fair Day 2019 Saturday, June 15th 10AM to 2PM

Your Home & School committee is busy planning this year's Big Fair Day and we need your help! We are planning to make this Hampton tradition as exciting as last year with a giant slide, obstacle course, Rock-n-Roll Jousting and a new exciting attraction. Of course we will be bringing back the games, prizes and BBQ! We are also planning a silent auction. Each class will be assigned a theme and are asked to fill a bin with items that relate to the theme. Tickets will then be sold on these baskets. Here is the list of themes for each class:

- 2FI Vallis—BBQ
- 2FI Prosser—Family Game Night
- 3FI Aubin-Martin—Spa day
- 3FI Reay/Leblanc—Ice Cream Sundae
- 3Eng. Salgado—Beach Fun
- 4FI Creamer—Baking with Kids
- 4FI Golding—Salty and Sweet
- 4FI Brideau-Power—Arts and Crafts
- 4Eng. Shannon—Making Slime
- 4/5Eng. Kennedy—Gardening
- 5FI Schofield—Dogs
- 5FI Melanson—Summer Fun
- 5Eng. Thorne—Sports/Outdoor



A Hampton tradition for over 30 years, Hampton Elementary School's Annual Big Fair Day.

This event is open to **EVERYONE!** Bring your family for some fun family activities there will be games, bouncy castles, BBQ, and best of all....prizes!

Proceeds from Big Fair Day this year will be going towards the Hampton Elementary School's Playground Replacement Project.

The rain location is in the Hampton Community Centre.

Questions? Contact the Home and School at hes.homeandschool@gmail.com



SPEAKING OF SPEECH AND LANGUAGE...

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



Speech & Hearing Month
Speak well. Hear well. Live well.

Speech-language pathologists (S-LPs) help individuals overcome and prevent communication problems in language, speech, voice and fluency. Audiologists are professionals that assess the extent of a hearing loss, balance; as well as other related disorders and recommend appropriate solutions such as hearing aids.

Each year, S-LPs, Audiologists and supportive personnel dedicate the month of **May** to raise public awareness and to highlight the importance of early detection and intervention of speech, language and hearing disorders.

The ability to communicate effectively with others is the very foundation of a child's social, emotional and educational development. Research has shown that the first five years of life is the most critical period for growth. Poor communication skills lead to problems with participating in classroom instruction, as well as developing and maintaining relationships with their peers.

Early identification and intervention of speech, language and hearing disorders is absolutely key: the earlier a problem with communication is identified, the better the chances for improvement or even recovery.

If your child has difficulty with any of the following, you should discuss your concerns with your child's teacher who can consult with the S-LP at their school

Difficulty pronouncing sounds of the child's language.

Difficulty completing or understanding a story.

Difficulty following instructions.

Difficulty understanding vocabulary words or struggling to remember new vocabulary words.

Difficulty giving definitions of words or concepts or explaining concepts.

Difficulty retelling a story or telling their own story or experience.

Difficulty giving answers from a story / comprehension or discussion in class.

Difficulty naming an object, even though they are able to explain what it is or is used for.

Difficulty with specific grammatical constructions, e.g. pronouns, irregular past tense verbs, irregular plural words, contractions etc.

Difficulty constructing sentences in class.

Difficulty hearing the difference between certain sounds or words.

Difficulty recalling a list of words, numbers and instructions.

Difficulty identifying sounds in words and blending sound together to form words.

Often misunderstanding what the teacher asked or misunderstanding words.