



# Hampton Elementary School

## May 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  
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Home & School President -  
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Hampton Education Centre  
832-6143

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

School Bus Transportation -  
832-6429

### Principal's Message

It's May already! Eight months of the school year are gone and this has been a year like no other! As always, there is much going on at Hampton Elementary even if we are in a pandemic! Thank you to all our families for their support of our teaching staff and continuing to follow the more stringent COVID guidelines for illness in keeping your children home. It might seem like "just a cold" but students must stay home, call 811 and follow their instructions which may include a COVID test. I have been through it with my own children and I empathize it is a process!

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?".

I think when we look back on this year, we will remember this year with a feeling of accomplishment. Teachers worked with a sense of urgency to meet students where they were when they arrived back to us and have implemented numerous academic intervention plans. Based on our school data, most students have "filled the gaps" by this point so we are charging on with learning in these last months to prepare them for the next year and for our Grade 5 students, Middle School! The next two months will be busy. To keep up to date, please refer to the weekly Hawk Squawk or calendar on the School website as there is always so much happening.

Provincial Assessments are fast approaching with all Grade 4 students writing Reading Assessments (English, French Immersion) from May 10-26. Please have your child ready by ensuring they get proper rest and have 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

### MISSION:

Help and believe in,  
Each student so  
that he or she can  
achieve his or her  
highest potential in  
a,

Safe, supportive inclusive environment.

### 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/>

### Upcoming Dates:

No School for students

Fri. May 7  
&  
Mon. May 10

(Teacher Council  
Meetings)

## Mark Your Calendar!

### May

May 3-7th CMHA Mental Health Week  
May 7th No School for students: NBTA Provincial Council Day - Virtual  
May 10th No School for students: NBTA local Branch AGM Meeting Day  
May 8-17th—New Pizza Order online  
May 14th—last pizza day for Round 3  
May 10-26th Grade 4 Provincial Assessments  
May 21st New Pizza Order begins (last round)  
May 24th School Closed: Victoria Day

### Looking Ahead: June

Grade 5 "moving up" will look different again this year. The District has asked for us to acknowledge students within their class bubble and without the gathering of families. Stay tuned for more details

June 25th Last day for students \*\*no pizza this day  
June 28/29th End of year admin days

## ~Pizza Fridays~

The last pizza day on the current order is May 14th.

The next pizza order will run from May 21-June 18. It will be live on the School Cash online system May 8-17th. Order forms will go home May 11th as a reminder!



## CMHA Mental Health Week 2021

The theme of this year's Mental Health Week is understanding our emotions.

- Recognizing, labeling and accepting our feelings are all part of protecting and promoting good mental health for everyone.
- Naming, expressing and dealing with our emotions—even when they're uncomfortable—can make us feel better.

Emotional literacy is the ability to recognize how we feel, understand our feelings, label them and express them.

When we are emotionally literate, we are better able to manage our emotions, or "regulate" them.

Although we "feel" our emotions in the body and may recognize they are there, sometimes our emotions can be hard to put into words.

Scientists call the act of putting feelings into words affect labelling. When we put our feelings into words, we are actually constructing and making meaning of our emotions. Without words for emotions, our feelings might seem unclear to us.

When people put their feelings and thoughts about upsetting experiences into language, their physical and mental health often improve. Writing about our feelings can reduce physician visits and positively influence our immune function. Writing can also reduce cortisol (stress) levels and negative mood states.

If emotions are overwhelming, please seek support • Naming - or labelling - our emotions can help us understand and process them. It can even make us feel better. However, if your emotions are overwhelming, persistent and/or are interfering with your daily life, it is important to seek mental health supports.

<https://mentalhealthweek.ca/>



**#GetReal**

about how you feel.

**#ParlerPourVrai**

de ce qu'on ressent.



Association canadienne  
pour la santé mentale  
La santé mentale pour tous

CMHA Mental Health Week  
May 3-9, 2021

Semaine de la santé mentale  
de l'ACSM  
3 au 9 mai 2021

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

# 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

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

### What is the Building Blocks of Reading Continuum?

The Building Blocks of Reading describes progress in the five foundational areas of reading. The continuum:

- ◆ sequences key markers of achievement for a solid reading foundation; and
- ◆ identifies observable behaviours that will support text understanding in all content areas.

Reading instruction is informed by the profile of the reader and the skills previously mastered.

### Using the Building Blocks of Reading Continuum

The English Language Arts curriculum encourages respect and value for learners - who they are, where they come from, and what they bring with them from their experiences. This understanding informs the design of literacy learning.

The Building Blocks of Reading continuum supports educators to assess learner's skills and make effective decisions about instruction.

The continuum is a tool which can be used flexibly for a variety of purposes including to:

- ◆ inform a learner profile;
- ◆ track and monitor learner progress;
- ◆ create a shared understanding across content areas; and
- ◆ communicate clear learning goals.

### How is it organized?

The five foundational skills are organized in columns described as "phases". The Phases range from 1 to 12 and describe expected learner achievement from emergent, to early, to transitional, and to fluent readers. These are not grade level expectations. The phases represent age-appropriate skill development for most learners.

The continuum can be read in two ways and both inform decisions about instruction:

- ◆ horizontally – to track the progression of skills over the 12 phases; and
- ◆ vertically – for a holistic view of how the foundational skills interrelate to describe learners at any given point.

### Explicit reading instruction includes the following effective practices:

- ⇒ 80% Student Talk, 20% Teacher Talk
- ⇒ Daily small group instruction for all children
- ⇒ Evidence of formative assessment practices that guide instruction
- ⇒ Evidence of triangulation of data (Observation, Conversation, Product)
- ⇒ Repetition, Repetition, Repetition
- ⇒ Strategic planning (environment, individualized learning targets, and assessment)
- ⇒ Give opportunities for all K-5 students to engage in language comprehension learning, appropriate to their development
- ⇒ Continue to teach and revisit systematic phonological and decoding skills in all K-5 classrooms

## Numbers, Numbers, Everywhere

**Numeracy Goal: 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!



## **PSSC—Parent School Support Committee**

### **Next Meeting:**

Mon. May 17, 6:30p.m

*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 virtually on April 19th. 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, library updates, school "Tell Them From Me" survey administration plan and more! PSSC members will also be tasked by the Superintendent to complete the annual evaluation of the school Principal.

Our next meeting will take place Monday, May 17 at 6:30PM.

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 is focusing their efforts on creating an outdoor learning environment in the courtyard space. The Java Moose Coffee fundraiser proceeds will go directly towards this initiative. The class selling the most bags of coffee will receive a Popcorn

### **Next Meeting:**

Thurs. May 13, 6:30PM  
in the Library

**Java Moose Fundraiser**



**\$10.00 each**

Options are:

½ lb bag of Whole Beans

Or

½ lb bag of Ground Coffee

Or

bag of 12 K-cups

Party for their classroom. Thank you to Nicole Richard for preparing a Courtyard Promo Video!

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](mailto:hes.homeandschool@gmail.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.TnHRjtIV.dpuf>



## Education Support Services at HES

### 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.

Submitted by: Mrs. Stewart  
Julie.stewart@nbed.nb.ca

## **Supervision reminders:**

Please be reminded that supervision at school does not begin until 7:40 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 2021.** If your child has some exceptional circumstances that require consideration when doing class placements, please email Mrs. Blanchard directly, [sarah.blanchard@nbcd.nb.ca](mailto:sarah.blanchard@nbcd.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.

## **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.



## **New Family Parent Info Night**

HES will be hosting a Parent Information night in June. This is for any families/students who will be new to HES in September for the 2021-2022 school year and who want to know more about the programs and our school. Date TBA.

## **OFFICE CHECK-IN**

PLEASE remember to buzz into the office from outside our front doors when picking up a child and we will send them out to you.

## **FIRE & LOCK DOWN DRILLS**

On April 20th, 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.

## **BICYCLES AT SCHOOL**

Students are reminded to ensure 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. Unfortunately, students were shocked to pick up bags and bags of disposable masks. Please put these in the trash, not our playground! Thank you to everyone for caring for our environment.



## **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.

## **Volunteer Appreciation**

"We couldn't do it without you!" Thank you, to all of our volunteers. While we can't do it in person this year, we celebrate our parents, grandparents, and community members for all the ways you help us at HES through your volunteering. We appreciate those who volunteer at the school, who join our PSSC and Home and School, who do cutting and prepping for us and those who support our students by working with us. We cannot tell you how much we appreciate you and all you do.

## **Swimming for every classroom!**

Thank you to the Town of Hampton for securing a donation allowing all classes at DATL and HES to swim this Spring! Beginning May 31st, all Grade 3-5 classes will be scheduled for a one hour Free Swim (by class bubble) and Grade 2 classes will receive 3- 30 minute swim times.





## Guidance Corner

Dear HES families,

In April, Mrs. Veniot explored growth mindset with grade two students. Students discussed what compliments and feedback are, and how it can be sometimes challenging to accept either. We spoke of how a compliment can, at times, make us feel uncomfortable, and how feedback or criticism can make us feel sad, frustrated, or disappointed. Ways of accepting both compliments and feedback were discussed, including the importance of making eye contact, staying calm and responding with a simple thank you or OK.

During her April guidance lessons, Mrs. Johnson introduced, to grades 3 to 5, the **Kids in the Know** education program. This program aims to teach personal safety strategies. The program empowers children to stay safe by learning how to protect themselves from abduction and sexual exploitation. Students are developing skills to help keep themselves safe from victimization and to make appropriate decisions when faced with a dangerous situation. Mrs. Johnson will continue to teach this program during the month of May. Please see the attached document (on next page) for more information on what is addressed during these lessons, and ways that you can support the program from home.

Looking ahead to May, the Canadian Mental Health Association's (CMHA) Mental Health Week is scheduled this year from May 3<sup>rd</sup> to 9<sup>th</sup>. Lessons during this week will be geared towards promoting mental health, with an emphasis on naming, healthily expressing, and effectively coping with our emotions.

Thank you.

Cynthia Veniot [cynthia.veniot@nbed.nb.ca](mailto:cynthia.veniot@nbed.nb.ca)  
B.Ed., M.Ed., Counselling and Psychotherapy  
Guidance Counsellor

## A Note from the Music Room...

It is so nice to have the warm weather that we had in the fall back to us. As we fill our ears and voices with music, we are also able to hear the music of nature around us, "the earth has its music for those who will listen...there's nothing that thrills like the magic of sound" -Reginald Holmes.

This month in music-

**Grade 2-** The students will be exploring songs about the natural world while refining their singing voices. They will also be continuing to learn more action songs and games.

**Grade 3-** The students will be using their singing voices with emphasis on using expressive voices while also exploring different musical elements.

**Grade 4-** The students will be creating their own piece of music using traditional notation. They will also be using their singing voices with emphasis on using expressive voices while also exploring different musical elements.

**Grade 5-** The students will be identifying similarities and differences between music and visual arts. They will also be using their singing voices with emphasis on part singing while experimenting with the different elements of music.

Please reach out with any questions or concerns that you may have.

Ms. LeBlanc



[lisa.leblanc@nbed.nb.ca](mailto:lisa.leblanc@nbed.nb.ca)

# 7

## Root Safety Strategies

Reproducible



### SHOUT NO!

#### RUN — TELL Someone

If someone asks you to do something that makes you feel confused, uncomfortable or sad, leave the situation as soon as you can and tell a safe adult about it.



### KEEP and SPEAK Secrets

KEEP Secrets have endings. They don't hurt or make you feel mixed-up. They have an ending, like a surprise birthday party. SPEAK Secrets do not have an ending. All secrets about touching are SPEAK Secrets. They need to be told to a safe adult.



### The Buddy System

There is safety in numbers. Bring a buddy with you when you go places.



### Trust Your INSTINCTS

Your instincts are the feelings inside of you that warn you of danger. Pay attention to your body's alarm.



### DIGNITY and RESPECT

All people deserve to be treated with dignity and respect. Everybody is equal regardless of where they come from, or the experiences they have had. You need to recognize your own self-worth and expect to be treated well.



### If asked to go and your parents don't know, SHOUT NO!

Always ask your parents/guardians before going anywhere. No matter who asks you to go, say "No" if you haven't asked your parents/guardians first. Your parents/guardians must know before you go!



### If asked to share and your parents aren't aware, SAY NO!

Always ask your parents/guardians before sharing or accepting treats or gifts from someone. Your parents/guardians must be aware before you share online, too!



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# Physical Education

## May Newsletter



### Healthy Hearts

Did you know that your heart is the most important muscle in your body? May is Jump Rope for Heart month! Students will be tracking their fitness progress while participating in a variety of activities designed to build their cardio-respiratory endurance and keep their hearts healthy. Students will also have the opportunity to raise funds for the Heart and Stroke Foundation and participate in our annual Jump Rope for Heart Event.

### Striking & Fielding

This month we will also be taking PE to the field to work on our striking and fielding skills. Students will practice these skills while learning how to play soccer baseball (kickball). Soccer baseball is an exciting and engaging spin-off activity from the traditional game of baseball where students kick a soccer ball instead of hitting the ball with a bat.



### "I Can Statements" for May and June

#### Grade 2:

- I can move over/under, around/through and alongside equipment of different heights.
- I can move in various ways on and off equipment.
- I can jump off and on different objects.
- I can leap over different objects.
- I can climb one and a half meters off the ground.
- I can hit an object with two hands using a paddle.
- I can pace myself for 2 minutes.

#### Grade 4:

- I can experiment with activity specific equipment (Focus: Striking/Fielding).
- I can connect together two skills in a variety of activity specific contexts (Focus: Striking/Fielding).
- 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 identify the factors that increase my participation and activity choices.
- I can review the number of times that I am active to reach my fitness goals.

#### Grade 3:

- I can run and jump or leap.
- I can run and throw an object overhand.
- I can regularly hit or throw an object into space to get on base.
- I can examine factors that affect participation and activity choices.
- I can describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- I can move at a slow, medium or fast pace depending on the activity.

#### Grade 5:

- I can use appropriate skills with activity specific equipment (Focus: Striking/Fielding).
- I can use a combination of skills in a variety of activity specific contexts fluidly. (Focus: Striking/Fielding).
- I can position myself to receive an object.
- I can display the factors that increase my participation and activity choices.