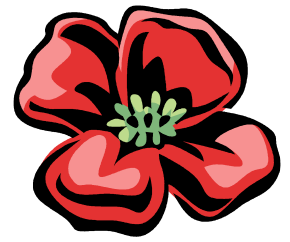




Hampton Elementary School

November 2020

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 -
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

Principal's Message

This month we are continuing to learn about the world of Careers in our announcements, guidance lessons and virtual assemblies. The world of possibilities is endless and we kicked off our learning hearing from Serena Maria Auñón-Chancellor who is an American physician, engineer, and NASA astronaut. Since we are unable to host our popular Career Day in person we will be sharing videos virtually with all the careers we see in the communities around us! Thank you to those who submitted videos for this activity. Students LOVE dreaming about their future.

Remembrance Day will soon be upon us. On November 10th, we will have a short virtual assembly to remember those brave men and women who were willing to sacrifice everything for our freedom. Our students along with Ms. Leblanc, Mrs. Henry and Mme. Reay, have worked to create a service that will be both thoughtful and age appropriate.

The Fall Progress Reports (Report Cards) will be coming home on Monday, December 1st, a bit later than previous years as teachers were working hard to determine where the gaps in learning were for each grade level. This report provides students and parents with feedback on student's learning skills as well as the progress made during the first three months of the school year. This is an opportunity to find out early in the school year how your child is progressing, what the school is doing, and what you can be doing at home to support student learning. Our District adopted the Standards Based report card in 2017-2018. Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned. **It is important to remember students learn at different rates and in different ways.** The achievement scale, with numbers one through four indicate whether students are working below, approaching, meeting or excelling in learning goals. Learning habits are evaluated separately from learning achievement using Consistently, Usually, Sometimes and Rarely.

Every day, it gets a little colder and some of our students arrive at school unprepared to be out for half an hour or more. The expectation is that students go outside at least twice every day for free time, once for music and often for phys. ed. and they are expected to stay outside, even when the weather dips below zero. Please help us by reinforcing the need to be prepared (or to wear what you send them)!

There is a lot going on during the next few months. Stay up to date by checking out the school calendar on our website! Once again, thank you parents, students and staff! It's been a great year so far especially given these circumstances and if there is one thing I have learned, it is that students are resilient and happy to be together learning!

- 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.



Wednesday, Nov.
11th—Schools Closed
Remembrance Day



WORDS OF WITSDOM

How can I help my child use WITS to solve problems?

Your child can likely recite the WITS acronym but may need help putting it in action. Use the tips below with your child to explore how WITS can help with peer conflict problems.

Walk away: Role-play walking away from the situation. Ask: What would happen if you walked away? Would it solve the problem? If not, try another strategy.

Ignore: Discuss ways to ignore, like leaving the situation or withdrawing eye contact. Ask: What would happen if you ignored? Would it solve the problem? If not, try another strategy.

Talk it out: Suggest statements to use to talk it out with the person bothering him or her. Sometimes saying "Stop" is enough. Maybe a joke would help. Ask: What would happen if you talked it out? Would it solve the problem? If not, try another strategy.

Seek help: Suggest other adults your child could ask for help, like a teacher. Ask: What would happen if you asked another adult for help? Would it solve the problem? If not, who else could you seek help from?

Explore the Using WITS with Your Child section of the WITS website at www.witsprogram.ca/families/using-wits-with-your-children/.

Mark Your Calendar!

November

1st HES Virtual Career Expo
 4-8th Atlantic Career Week
 10th—Remembrance Day Virtual Assembly
 11th—Remembrance Day Holiday (No School)
 20th—No School for Students (Prof. Learning Day)

Looking Ahead: December

1st—Report Cards go home
 4th/5th—Parent Teacher Conferences (5th is No School for Students)
 18th—Last Day for Students

We are preparing a Christmas concert but it will look a bit different this year. Read the Music section of our newsletter for more information!

Monday, January 4th
 First day back for students

Skating

Important reminder: when students skate, they must have a properly fitted helmet, skates and gloves. Snow pants are also recommended by most teachers!



Before skating starts, it's a good idea to practice with your child how to tie their own skates—they can do it, they just need practice :)

Hot Lunch Program

Beginning in November, we will be offering a pizza day one day a week on Fridays. Pizza will be cheese only and we encourage families to send fruit and vegetables from home to offer a well rounded meal for students on those days.

All orders are due by Tuesday, November 3, 2020.

Term 1: Report Cards/Home Reports

Reports will be going home with students on **December 1st** this year for all K-8 schools in ASD-South. These reports are issued in order for parents to become aware of the progress of their children since the beginning of the school year. Due to students missing a significant portion of the curriculum in the 2019-2020 school year, a condensed curriculum is in place this year with a new reporting area (Gr.2 Exploration; Gr. 3-5 Cross Curricular Connections). This new area will take the place of Music, Phys. Ed, Science, Art and Social Studies.

Parent-Teacher meetings will take place virtually on Thurs., Dec. 3 from 4p.m.-7p.m. and Friday, Dec. 4th from 8:30 a.m.-11:00 a.m. Forms will be sent home with students to indicate a preferred window of time as well as the opportunity to request a meeting with specialist teachers. Homeroom teachers will contact you to confirm your appointment time. There is no school for students on Fri., Dec. 4th.

Does your child hide out at the neighbor's house when it's report-card time? Before you go looking for her/him, read these five tips for dealing with the less-than-perfect report card.

#1. Don't lose your cool. Though many people see report cards as motivating, they can also be demoralizing. "They can sap a child of his confidence," says Dr. Kenneth Shore, school psychologist and author of the Parent's Public School Handbook. "The report card is not a measure of your child's worth or of your parenting skills." But grades can have an impact on a child's future. Make this point constructively.





#2. Accentuate the positive. Point out what your child is doing well, whether it's an academic subject or an extracurricular activity. "Children need to know where they show motivation because they may not be aware of their strengths," says Dorothy Rich, president of the Home and School Institute. If your child does poorly in math, but enjoys figuring out basketball players' free-throw averages, make the connection for him.

#3. Look behind the grade. The report card only indicates that there is a problem. Compare your child's papers over the year to see his progress. Discuss whether he's involved in too many extracurricular activities. "Kids need time to get their work done," says Rich. If your child is trying her hardest and still not understanding the material, contact the teacher immediately.

#4. Set goals for improvement. Goals help us get motivated, but be realistic. If a child is getting all 2's on his report card now, expecting all 4's the next time may be an unrealistic goal.

#5. Contact but do not attack the teacher. "If a parent has any questions at all, the first thing he or she should do is call the teacher for clarification -- not the guidance counselor or the vice principal," says Martie Fiske, a Distinguished Teacher. "A parent's first question should be: 'What's going on?'" Fiske suggests gathering more information before charging that something is wrong with the program or the teacher.

Student Goal: Ride the Bike Independently

	4	Exceeding the Standard The student can not only ride the bike independently, but also perform stunts!
	3	Meeting the Standard The student is successful at riding the bike independently.
	2	Progressing Toward the Standard The student is pedaling well and staying upright, as long as someone is assisting.
	1	Not Meeting the Standard The student is riding a bike, but only with the use of training wheels

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

Mission Critical: Reading Together to Build Critical Thinking Skills

Critical thinking, the ability to think deeply about a topic or a book, is an essential skill for children to develop. Here are some helpful tips and recommended books to strengthen your child's ability to think critically.

As parents, we hope to develop many positive skills and traits in our children. Critical thinking, the ability to think deeply about a topic or a book, is an essential skill for children to develop. Critical thinking doesn't develop overnight. It's something that develops and builds through conversations and experiences. It's also something parents can nurture by sharing quality books with their children.

Even though your elementary-aged child may now be able to read on their own, reading together remains just as important as it was when your child was younger. Family read-alouds provide great opportunities to tackle more challenging books together. These longer chapter books may have plots that are more complex and more demanding vocabulary. Working through these books chapter by chapter helps teach persistence. And by reading together, you are there as an important source of support and information.

Reading critically involves slowing down, and taking the time to help your child reflect on what you've just read. Depending on the book, discussions may involve talking about what a character's actions tell us about his personality, or how the book's setting is important to the overall message. It might mean helping your child recognize something about the plot and the conflict that exists. It also means asking more open-ended questions to which there can be multiple correct answers.

Quality books enable you and your child to talk about the book in depth and with substance. All of this will help your reader develop critical thinking skills that will last a lifetime. Below are a few recommended titles, by grade level, that you and your growing reader may enjoy reading together and talking about.

<http://www.readingrockets.org/article/mission-critical-reading-together-build-critical-thinking-skills>



Numbers, Numbers, Everywhere

November: Estimation strategies

Often students think that estimation is another, "extra" step they must complete in math class. They prefer to find the exact answer because it's not yet clear to them how estimation can help!

Estimation can save students time; in real life an exact answer is not always necessary. Why grab a pencil and paper when an estimate is sufficient? Estimation helps students determine the reasonableness of their answers, without this skill students often make computational errors that they aren't even aware of! Estimation can improve students' mental math skills, when estimating computations students get additional practice at mentally adding, subtracting, multiplying and dividing numbers. Direct estimating experiences are very easy for you to do in your child's daily life!

Grade 3: Students in grade 3 are working on estimating quantities of objects using a referent (a smaller known quantity). Some things you can do at home:

- Estimate the quantity of Halloween candy in a pile, use a smaller pile to make an accurate estimate.
- Estimate of the number of items in your shopping cart
- Determine the price of one object, then estimate how much 20 objects would be or 100 objects. (ex. One box of cereal is \$3, how much would 20 boxes be?)
- Count how many cars in a small section of parking lot, use that number to estimate how many cars in the entire parking lot. This example can be applied to other situations such as the number of flowers in a flower bed, the number of bricks in a wall.
- Estimate how much milk/oranges/juice boxes to buy to last a week.
- Weigh yourself/produce/object and estimate how much 25 of those things would weigh.

Grades 4 & 5: Students in grades 4 and 5 are applying estimation strategies to addition, subtraction, multiplication and division problems. You can help by modelling your personal estimation strategies and explaining your thinking.

For example: to estimate the difference of $487 - 264$, you might say "Instead of 487, I thought of 490 since it's only 3 more than 487 and instead of 264 I thought of 260 since it is only 4 less than 264 and $490 - 260$ is 230. So a reasonable estimate is 230".

Part of estimating is determining if your estimate is more or less than the exact answer (an over-estimate or an under-estimate). In the above situation, 230 is an over-estimate because I increased the number 487 by 3 and subtracted a lesser number than the original equation intended (264). You can explore ways to bring the estimate closer to the exact answer with your child, for example, trying $490-265$ or $485-260$ and comparing the answers.

Some things you can do at home:

- Popsicles cost 19 cents each, how much money for 52 popsicles (multiplication).
- A bus holds 57 passengers, how many buses are needed for 100 passengers? For 250 passengers? For 475 passengers? (multiplication)
- Renting a skating rink cost \$2.85/hour, how many hours can we skate for \$25? (Multiplication or division)
- It is 39 km from Hampton to Saint John, how far will you travel on a round trip? How far will you travel if you make the round trip 5 days a week? (addition)
- I'm reading a book of 934 pages. I've read 248 pages so far, about how many pages do I have left? (subtraction)

PSSC—Parent School Support Committee

Next Meeting:

Mon. Nov. 16, 6:30p.m
in the Library

One of the responsibilities of the PSSC is to monitor the School Improvement Plan.

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan is a tool used by schools to ensure there is continuous, incremental improvement in the learning of all students over time. School Improvement Plans are generally developed for three-year time periods. Questions to be considered in establishing a School Improvement Plan include:

- What should the school be able to do for all students?
- Is the school successful at doing it now?
- If not, what learning aspects need to be improved, and which should have the priority for improvement?
- How will the school get improvement in the identified priority areas?

As of February 2020, the school has established new goals and will be working with the District and teachers within the school to prepare strategies for working towards each of these goals.

ENGAGING WITH PARENTS AND THE COMMUNITY

Communicating and engaging parents is a key part of the PSSC's responsibilities. Parents play a critical role in their child's education, however, drawing them in to schools and forging constructive parent-school relationships can be challenging. Please let us know if there are ways you wish for us to better communicate with you.

For review of previous meeting minutes, you can find them under the "For Parents" dropdown 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's next meeting will be on Thursday, November 12th at 6:30pm in the Library. All parents are welcome to attend. For any questions about how to get involved, email us at hes.homeandschool@gmail.com. Our Executives for the 2020-2021 year are: President: Andrew Butler, Vice President: Erin Roy, Treasurer: Nicole Richard, and Secretary: Elizabeth Dickson.

Next Meeting:

Thurs. Nov. 12, 6:30PM
in the Library

The primary goal for this year is supporting classroom teachers needs with \$200 allocated to each teacher. They started out this year purchasing a sound system for the gym!

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

Inclement Weather Procedures

Schools may be closed early on days when the weather conditions are anticipated to deteriorate significantly during the day. Every effort will be made to notify parents through our school Synvoice system for students in Kindergarten to Grade 5. We use media (radio stations), voicemail and email. Families are reminded of the importance of ensuring alternate arrangements are in place for their child(ren) in cases when they or another adult will not be available to be home.

<http://web1.nbed.nb.ca/sites/ASD-S/Pages/Inclement-Weather-Policy.aspx>



Policy 711—Healthy Eating

November each year is 'Good Nutrition Month! It is a great month to bolster your own efforts to eat healthier, a great time to try out new nutritious recipes and to teach your kids about eating better. Why not set a goal of eliminating another one of your food addictions this month? Commit to looking up nutrition tips each week and trying out a new healthier dish that you can add to your regular meal plan. Use this month to educate your kids about eating right. Remind them about the My Food Pyramid and find something they are passionate about to motivate them to join in your Good Nutrition Month mission. Perhaps they want to be better at a sport, may be they want to fit in to some new clothes or even get stronger or just look better. Help them look up the healthy foods that will help them reach their goals or even try out recipes from different types of diets like vegan or raw food diets. - See more at:

<http://www.foodenquirer.com/articles/november-is-good-nutrition-month-.html#sthash.nDSvA694.dpuf>

Have fun with it and enjoy Good Nutrition Month as a month for exploring new foods and tastes!



November Wellness Theme

November is Kindness Matters Week. We encourage students to think about others and we urge you to continue this message at home. Here are some activities/discussion points to consider:

- ⇒ What is your definition of kindness?
- ⇒ Create a kindness chain.
- ⇒ Find ways to "smile it forward" with kindness.
- ⇒ Create a kindness calendar.
- ⇒ Display the letters K I N D N E S S—how many words can you make using these letters?
- ⇒ Be a kindness spy—recognize acts of kindness.
- ⇒ Learn more about Kindness Challenge.

Here are some other links:

Kindness Challenge: <http://kindnessmattersblog.org/>

Kids for Peace:

http://kidsforpeaceglobal.org/events_overview.html

Pinterest Kindness activities:

<https://www.pinterest.com/sjww/teaching-kindness/>

Education Support Services at HES

Hello Hawk Families,

Personalized Learning Plans

Universal vs. Justified Accommodations

Universal Accommodations:

Universal accommodations are strategies, technologies, or adjustments that allow a student to achieve prescribed outcomes. These accommodations are available to ALL students. A few examples of universal accommodations are:

Manipulatives

Spell checker

Frequent activity breaks

Simplified directions

Extra time

Practice test provided

Justified Accommodations:

These accommodations are only available to those students who follow a Personalized Learning Plan (PLP). A few examples of justified accommodations are:

Braille

Taped texts

Scribe

Speech/text device

Oral testing

Spelling not counted in daily work or test situations

If you have any questions of concerns please feel free to contact me at julie.stewart@nbed.nb.ca

Ms. Stewart
Resource Teacher

Guidance Corner

Hello HES families,

Respect was a theme for the guidance lessons during the month of October. By using talking circles, Mrs. Johnson's lessons focused on the importance of sharing big feelings, as well as respectfully listening to other students while they share. In hopes of reinforcing the importance of respect towards one another, Mrs. Veniot read the book *Have You Filled A Bucket Today* by Carol McCloud. This heartwarming story encourages positive and respectful behaviour in children by demonstrating how rewarding it is to express daily kindness, appreciation, and love. By using the metaphor of bucket filling and dipping, this story helps children understand the effects of their actions and words on the well being of others and of themselves.

HES students celebrated Career Week during the last week of October. During the week, students played a daily career-trivia game, as well as engaged in career-related activities in class. The guidance lessons for November will continue the theme of careers by having students explore their interests, skills, and strengths. HES will be holding its very first Virtual Career Expo on Friday, November 13th. On this day, students will be encouraged to dress up in a career-related costume of choice. If you are interested in partaking in HES' 2020 Virtual Career Expo, please email Mrs. Veniot a 5-minute video, introducing yourself and your job title, describing your daily duties, and providing a tour of your workplace, if possible. Videos are due by **Friday, November 6th**.

Thank you!

Cynthia Veniot
Guidance Counsellor
cynthia.veniot@nbed.nb.ca
506-832-6021

What's Happening in the Gym?

Students will be using dodgeballs, bean bags, frisbees, and even washers (washer toss) to practice hitting a target this month. We will work on throwing and rolling strategies through a number of low-organized games and stations. Students will also continue to practice their kicking, passing, and trapping techniques, and learn to play GaGa Ball.



PE will continue to take place outside, so please remember to dress appropriately for the colder weather.

Curriculum Outcomes:

Grade 2

SCO 1.4 Refine a variety of manipulative skills (focus on targets).

SCO 2.1 Refine a variety of tactics that can be used in simple games and activities (focus on targets).

Grade 3

SCO 1.3 Combine a variety of fundamental locomotor and manipulative skills (focus on targets).

SCO 2.1 Extend existing tactics that can be used in a variety of games and activities (focus on targets).

Grade 4

SCO 1.3 Explore combinations of fundamental locomotor skills and manipulative skills in various movement contexts (focus on targets).

SCO 2.1 Integrate tactics in a variety of games and activities (focus on targets).

Grade 5

SCO 1.3 Apply combinations of fundamental locomotor skills and manipulative skills to more complex movement contexts.

SCO 2.1 Select appropriate tactics in a variety of games and activities.

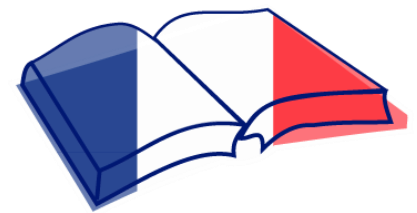
Submitted By: Mrs. Henry

A Message from the Library:

We are continuing to build up our library after a recent purge of damaged and outdated books as well as the loss of many missing books from the early closure of the school year in 2019-2020.

Did you know? With over half our student population enrolled in French Immersion, the selection of books in the library is less than 10%. If you have current, popular titles, we would happily accept them to our school library!

We hope to open our library to students in the near future with our new Operational Guidelines.



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

– J.K. Rowling

ATTENTION: SPEEDING ZONE!

School Street has a speed limit of 20km/hr! Please use extra caution when driving down the hill to drop off your students!



Lost and Found

Due to COVID-19, families are unable to visit the school spontaneously. If your child is missing an item, please send a note to the teacher and they can have a look on your behalf. In addition, we will be posting items to the Hampton Elementary School (Hampton NB) Home and School Facebook page.



Extra Clothes

As we head into November, it is always a good idea to send along some extra clothes with your child. An extra pair of dry socks and mittens is always a good thing to have tucked into the backpack. At this time of year, rubber boots can be a necessity for our playground!

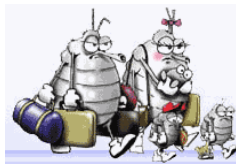


Lice

The District is sharing information regarding managing lice at the following link:

<http://web1.nbed.nb.ca/sites/ASD-S/Pages/Head-Lice.aspx>

Lice are a common school occurrence. Please contact the school if you find and treat your child for lice as it is an important step in managing an outbreak. It is the responsibility of the parent to regularly check their child's hair for the occurrence of lice.



Clubs & Activities

It is now well into the school year and we have many of our clubs and groups running. Our grade 5 students are involved in recycling, hot lunch delivery and peer helpers. They are keen to lend a helping hand both inside and outside the school. Students who participate in these roles are from the same classroom (same bubble) and wear masks when outside their classrooms.

Our greenhouse team has been busy growing and caring for our plants three days per week and are being adopted by classroom bubbles. In addition to this group, we also have students who work outside tending to the flower beds and in the courtyard raking leaves for the younger preschool children.

Mrs. Madden, our School Intervention Worker, has students involved in Remote Control (impulse control) and Volcanoes (emotional regulation) and Zones of Regulation. These programs are happening in classroom bubbles instead of with smaller groups of students from different classes.



Other clubs which used to occur outside the general classroom setting are still being offered but occurring on a less frequent basis include: Lego club, cross stitch, drawing and even good morning club where students are provided with toast, bagels or cereal.

Want to learn more about what is happening at HES? Check out our school website and our daily morning announcements!

A Note from the Music Room...

Each class receives two, 30 minute, classes of music per week with our Music Teacher, Ms. Leblanc. Please remember that music is outside, so dress accordingly. This year our Christmas concert will be a video as opposed to a live concert so the students will begin working on their Winter or Christmas themed song by mid to late November.

This month the grade 2's will be continuing to learn new songs that will showcase their awareness of the elements of music. The students are becoming aware that a song can be separated into the lyrics, rhythm and melody.

The grade 3's will be continuing to work on the elements of music and showcasing their knowledge of rhythm with various percussion instruments. The students will be creating their own soundscapes with these instruments. They will also be working on singing with expression.

The grade 4's will be exploring the works of various composers. They will continue to work on their knowledge of rhythm and melody. They will also be working on singing with expression as a part of a whole class ensemble.

This month the grade 5's will be exploring the works of various composers. They will be continuing to build on their knowledge about the different elements of music. The students will be showcasing their knowledge by creating their own soundscape.

Submitted by Ms. LeBlanc

Any questions concerning the concert or any other music related questions email lisa.leblanc@nbed.nb.ca

It's not that I'm so smart, it's just that I stay with problems longer.

~Albert Einstein

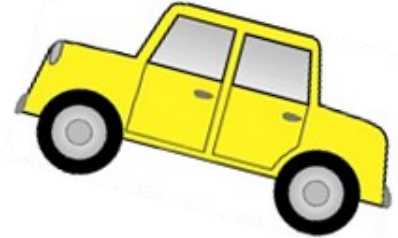


SPEAKING OF SPEECH AND LANGUAGE...

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

Practicing Language Skills in the Car

The car is a great place to practice speech/language skills and strategies. Take advantage of time spent in the car by playing some fun, language-based games.



Here are a few ideas:

- **Categories:** To play this game, one player chooses a category, such as "animals." Every player takes a turn naming an item in the category. If a player repeats a word or is unable to name a word in the category, he/she is out. Play continues until one player remains and wins the game. To make this task more complex, have the child add more descriptive words to the category (e.g., animals with tails, animals that live in the zoo) or name animals alphabetically (e.g., aardvark, bear, cat, dog, etc.).
- **Rhyme Time:** To practice phonological awareness skills, children can practice creating rhymes for things they see from the car window or in the environment around them. For example, if a child chooses the word "tree," other players must name some rhyming words (e.g., knee, see, me). The player who gives the most rhymes is the winner! As an added bonus, players can create rhymes using non-sense words (e.g., slee, dree). Other players take turns identifying whether the rhyming word is a real word or a nonsense word.
- **Guess It:** Players take turns describing familiar items or objects (e.g., car, apple, baby). The first player chooses an object and gives three clues to describe it. All of the other players take turns guessing what the first player is describing (e.g., it is a fruit; it can be red or green; it grows on a tree). If no players guess correctly, the first player provides another clue about the object. The player who correctly identifies the mystery object earns a point and chooses the next word to describe.

Long rides in the car can be fun and educational! Playing games during long trips is a great way to expand and reinforce language skills.

Resources: www.superduperinc.com/handouts