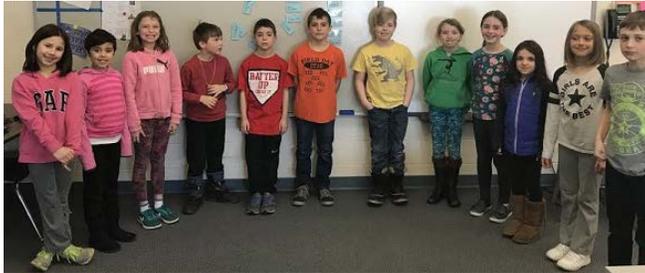


Antrim Elementary Eagles

April 1, 2018

Greetings AES Families,

I don't know about you, but I am very excited to welcome warmer weather and no more snow days! It looks as though the date has been set for the last day of school, and it is June 22nd!



We here at Conval have been working to find a way to ensure families and school staff have an open lane of communication. As a result, a Family Voice Team has been assembled to work on the link between family and community engagement and student achievement. Members of this team will be attending family engagement training developed by the Department of Education. Stay tuned for more information as we learn to apply our newly-learned skills for the benefit of the school.

On an educational front, April is Poetry Month! I encourage everyone to explore the world of poetry and have your children read at least 15 minutes a day. By doing so, you will support your children in developing a love for reading, and you will be helping to build their skills. Reading together can be a wonderful bonding activity!

Stephanie Syre-Hager



Why Your Child Should Read 15 Minutes Every Day

“WHY CAN’T I SKIP MY 15 MINUTES OF READING TONIGHT?”

LET’S FIGURE IT OUT... MATHEMATICALLY!

Student A	Student B
Student A reads 15 minutes 4 nights of every week;	Student B reads only 5 minutes 4 nights...or not at all.
Step 1: Multiply minutes a night x 4 times each WEEK.	
Student A reads 15 minutes x 4 times a week = 60 minutes/WEEK.	Student B reads 5 minutes x 4 times a week = 20 minutes/WEEK.
Step 2: Multiply minutes a week x 4 weeks each MONTH.	
Student A reads 240 minutes a MONTH.	Student B reads 80 minutes a MONTH.
Step 3: Multiply minutes a month x 9 months/SCHOOL YEAR.	
Student A reads 2160 minutes in a SCHOOL YEAR.	Student B reads 720 minutes in a SCHOOL YEAR.
So what does this mean???	
Student A practices reading the equivalent of 6 whole school days a year.	Student B gets the equivalent of only 2 school days of reading practice.
By the end of 6th grade if Student A and Student B maintain these same reading habits, then...	
Student A will have read the equivalent of 36 whole school days.	Student B will have read the equivalent of only 12 school days.

WHY READ 30 MINUTES A DAY?

*If daily reading begins in infancy, by the time the child is 5 years old, he or she has been fed roughly 900 hours of brain food!

*Reduce that experience to just 30 minutes a week, and the child’s hungry mind loses 770 hours of nursery rhymes, fairy tales, stories, and vocabulary development.

*A kindergarten student who has not been read aloud to could enter school with less than 60 hours of literacy nutrition.

Source: U.S. Department of Education, America Reads Challenge. (1999) “Start Early, Finish Strong: How to Help Every Child Become a Reader.” Washington, D.C.

KINDERGARTEN

In kindergarten, we continue to focus on adding numbers beyond 10, while subtracting numbers less than ten. We are beginning to explore what makes a number an even number and why. We have been practicing a song to help with double facts which will improve our mental math fluency in the future. This time of year is really exciting for kindergarten in terms of reading. We are fortunate to see the smiles on their faces when they realize they are becoming readers. Sight words and segmenting words into sounds has been our focus. In Social Studies, we continue to learn "where we are!" Our address, our town, our state, our country, our continent, and our planet. Being able to recite our phone numbers and addresses earns special recognition!

FIRST GRADE



During the month of March, first-graders started learning about wild animals and their adaptations, or special features, that help them get what they need to survive. We read an amazing book titled What Do You Do With a Tail Like This? We also read Where the Wild Things Are, which led to making our own creatures for a class project.

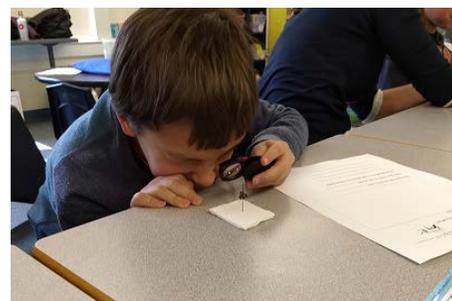
Working in groups with Jeannie Connolly from the Arts Enrichment program, first-graders decided what kind of habitat their creatures would need to survive, then drew and painted the background for their diorama. Next, they chose the kinds of adaptations the creatures would have: wings, webbed feet, claws, teeth, fur, scales, large eyes, camouflage, and more.

When the creatures were ready to be placed in their habitats, each first-grader told Jeannie what the special feature was, and why it would help the creature survive. Using art to show what they understand about this idea in science made the experience fun and memorable!

First graders have also enjoyed reading Frog and Toad books. We have had fun reading about their many adventures and in particular Toad's very silly behavior. We have made Frog and Toad paper bag puppets and are presently writing our own Frog and Toad adventures in the form of plays. Once we are done then we will present them to each other! We know we can't wait to hear the latest adventures of Frog and Toad.

SECOND GRADE

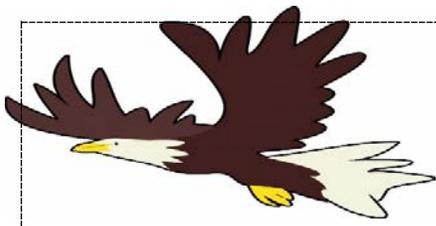
In second grade we have been learning all about pollination from Michael Hightower from the Harris Center. We began the week by dissecting two different kinds of flowers and identifying the parts that are responsible for plant reproduction. Using our hand held magnifiers, we looked at many pollinators like bees, wasps, moths, etc. The kids were fascinated and weren't scared at all! Taking a walk through the trails at AES, we hunted for signs of spring and early pollination. We will end the week by designing our own pollinators using what we have learned. It has been a great study! The second graders have also enjoyed time spent with their book buddies celebrating Dr. Seuss's birthday and St. Patrick's Day.



THIRD GRADE

The third graders started a new science unit about forces and motion. We kicked off the unit discussing two different types of force (push and pull.) The students created "Hopper Poppers," which were small pieces of cardboard that flew up in the air when the force of a rubber band was released around them. Next, the students learned about different types of bridge designs and structures. The students used their knowledge of forces to engineer a bridge made only of paper! We tested the strength of each bridge using heavy beads then we discussed why some structures were stronger than others.





FOURTH GRADE

The fourth grade has been very busy this month! We have been exploring the woods behind the school searching for evidence of New Hampshire mammals. We have learned about walkers, waddlers, leapers and bounders. It's been very fascinating and engaging for the students. We also had two field trips this month, one to the State House in Concord and the other one to the Antrim Town Hall to watch Great Brooks' play. We are learning about division and several different ways to solve division problems. We are working on some informational writing. It has been quite a month with all the snow days and delays, but we are still focused on learning.



HEALTH & PHYSICAL EDUCATION

This month in Health the focus was on nutrition. We studied the 5 food groups, and learned how to use MyPlate to help us make sure we eat a variety of foods to maintain a healthy diet. Students learned to distinguish between healthy and unhealthy foods and to understand that they must try to limit those "sometimes" foods that don't have a lot of nutritional value.

In Physical Education all students were challenged to run for 3 minutes without stopping at the beginning of class. They are using a countdown timer to help with their pacing. Students are doing such an awesome job that we are ready to move up to 4 minutes.



Kindergarten and First graders played some games that worked on improving their throwing and catching skills and have been learning the difference between catching and hitting a ball with their hands and with a paddle. We are working toward being able to volley a lightweight ball.

Our older students were introduced to net and wall games. We have been practicing our volleying skills via the exciting game of 4-square. They are really getting the hang of it and have started playing out on the blacktop during recess! Students were also given an opportunity to practice those volley skills using volleyball bump and set as well as with a variety of paddles and rackets.

Next month we are looking forward to a visit from the New Hampshire Dance Institute (NHDI) and of course Spring Break!

MUZ ART

Antrim Elementary School just completed celebrating a week of kindness! Kindness is one of our core values at AES. We were inspired to dedicate a week of performing as many acts of kindness as possible as part of The Great Kindness Challenge. The Great Kindness Challenge is an initiative to encourage kindness in our communities and in our world. This year 20,000 schools in over 100 countries performed over 500 million acts of kindness! At AES we performed over 920 acts of kindness which included students performing acts of kindness at home using our Kindness Bingo Boards.

We integrated many reading and writing activities during our week of kindness. Each morning a kindness quote was shared to start our day thinking about how important kindness is in our world. Students decorated their classroom door based on a book about kindness, we had guest readers come to each classroom, reading buddies participated in special projects, students wrote letters, designed posters and created works of art based on kindness. At our weekly assembly we had several visitors from the community to conclude our week with a "tunnel of kindness" applauding our students, as they entered our gymnasium, for their great acts of kindness performed all week. Our students sang a song as a token of appreciation to our guests who attended our assembly as well as giving each guest a work of art.

The staff at AES not only believe that our children thoroughly enjoyed the week of kindness, we also believe the activities engaged students and staff in maintaining a school culture of acceptance, tolerance, unity, and respect.

Our students were reminded daily that one act of kindness can really make a big difference in someone's day, in their life and in our world! "

Remember, "in a world where you can be anything, be kind!"



LIBRARY LEARNING COMMONS

Third Graders have been busy creating projects to highlight their research on various projects. Further, they have been working hard on their typing skills and have made great progress.



First grade has the birthday theme and produced posters which highlight their next birthday! Learning and fun for all!

RECENT CLASSROOM COUNSELING LESSONS

Mindfulness in School
By Robin Gregg, School Counselor

Mindfulness, the practice of being fully aware and "awake" in the present moment, with no judgment, has become hugely popular in the United States and around the world in business settings, health care facilities, wellness programs, and increasingly, in schools. The benefits of regular mindfulness practices include stress reduction and increased focus and attention.

At AES, students have been learning a variety of mindfulness practices during classroom counseling lessons. We often practice a few minutes of "mindful movement" such as yoga, stretching or balance poses at the beginning of a lesson in all of the classrooms, kindergarten through fourth grade. Third and fourth grade students have practiced mindful listening, mindfulness of touch, and mindful walking.

We often practice "silent seconds" at the end of a classroom lesson—sitting quietly, paying attention to our breathing, noticing sounds, sensations, feelings and thoughts.

These activities and other mindfulness practices can help children (and adults) to self-regulate, and can help to ground and/or energize them. And—they are fun to do!

Here is one simple mindfulness practice to try with your baby or young child(ren), adapted from the Mindful Games Cards by Susan Kaiser Greenland and Annaka Harris and included in a recent New York Times article about the benefits of mindfulness for children. For more information:

<https://www.nytimes.com/guides/well/mindfulness-for-children>

TITLE I

Tuesday April 3, 2018, from 3:30-4:45 at AES

Nutritionist, Tiffany Calcutt will be hosting a

Nutrition Hands-on Workshop

The workshop will be focusing on the topic of healthy afternoon snacks that kids can make!

It's a wonderful opportunity to engage families in the practice of eating well and the positive aspects of nutrition in our everyday hectic lives. Also, we will discuss the connection between eating well and performance results in the classroom.

Parents and students will participate in activities making your own healthy snacks to enjoy.

Please RSVP to Ms. Wilmot or Ms. Bastarache if you plan on attending the event.



Elementary School Parents[®]

April 2018
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ConVal School District
Title I

make the difference!



Attendance is still important at year's end



You know that it's important for your child to be in school. But this would be such a wonderful time to take a family trip. And, after all, your child is only in first grade. Surely a few days' absence won't matter, will it?

It will. In fact, research shows that elementary schoolers don't have to miss much school before their learning suffers. In the early grades, students are mastering reading and basic math skills. And these are the skills most affected when children miss school. Being in school consistently is the only way students can develop a strong foundation on which to build the rest of their learning.

When your child misses school, he is not the only one who pays a price. When the teacher has to stop to meet the needs of a student who was out of school, everyone else's learning comes to a halt.

Source: H. Chang and M. Romero, *Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty.

It's not too late to connect with your child's school!

When parents and schools work together, the results can be incredible, including increased academic achievement and better student attitudes and behavior.

In today's busy world, however, the idea of getting involved can be overwhelming. "What do I have to do?" you may wonder. "I'm already short on time!" Don't worry. Involvement doesn't need to be complicated or time consuming.

Even though the end of the school year is right around the corner, it isn't too late to get involved. Starting right now, you can:

- **Attend school events.** While at school, make an effort to talk to staff and other families.
- **Pay attention** to school information sent home and posted online. Keep

track of important dates, such as end-of-year tests and celebrations.

- **Volunteer.** Ask your child's teacher if there is anything you can do to help out. Perhaps you could prepare items at home for a craft, organize a class party, read to students or help in another way.
- **Join the parent-teacher group.** If you can't make it to meetings, take time to read the minutes from each meeting.
- **Ask the teacher questions.** "How can I help my child succeed?" "What are the most important school tasks for us to accomplish each day at home?"
- **Keep talking to your child** about school. Let her know her education is important to you!

Building your child's social skills can give learning a big boost



Students learn much more at school than academics. In every class, they practice an important skill—getting along with others.

Research shows that problems with social skills can interfere with learning and make it difficult for students to succeed in school or in life.

To reinforce social skills:

- **Be a role model.** Kids notice how parents interact with others. Do you introduce yourself to new people? Get together with friends? Support people you care about? Let your child see you being a good friend.
- **Read stories.** There are many books about friendship. After reading, talk about the story.
- **Role-play.** Kids need help practicing manners. Before going to the park, for example, you and your child might pretend you're meeting new people. "Hi, I'm Jane. Nice to meet you!" Also focus on sharing and kindness.

- **Socialize.** Give your child plenty of opportunities to spend time with other children. Invite friends to play. Go to story time at the library. Visit busy playgrounds. Sign up for children's programs at community centers, museums and elsewhere.
- **Relax.** Children don't need lots of friends. Just one good buddy is fine, as long as your child cooperates well with others. If you have any concerns, talk with her teacher and work together on solutions.

Source: K. Steedly, Ph.D. and others, "Social Skills and Academic Achievement," *Evidence of Education*, National Dissemination Center for Children with Disabilities.

"Nothing is ever lost by courtesy. It is the cheapest of pleasures, costs nothing, and conveys much."

—Erastus Wiman

Use homework to teach your child how to be conscientious



Conscientiousness is a student's ability to set and meet goals, make informed choices, and understand his

responsibility to others.

While this trait should naturally develop as your child grows, studies show there's an easy activity that can hone it. And believe it or not, it's homework!

Here's how to help your child strengthen conscientiousness with homework:

- **Remind him not to rush.** He should take his time and complete tasks carefully. He shouldn't race through

work just because he'd rather be doing something else.

- **Ask him to check his work.** Once your child finishes an assignment, have him spend a few minutes going back over it to confirm that his answers are correct.
- **Cheer him on.** Is that art project challenging your child? Has he had enough of that lengthy book report? Encourage him to keep at it and not give up! Conscientious students meet their obligations—and deadlines—even when the going gets tough.

Source: R. Göllner and others, "Is doing your homework associated with becoming more conscientious?" *Journal of Research in Personality*, Elsevier Inc.

Are you helping your child be a confident reader?



When your child starts reading, he will probably ask you to listen to him. How you do this can affect his motivation to read—

and his progress.

Are you doing all you can to boost your child's reading confidence? Answer *yes* or *no* to each question below to find out:

- ___ **1. Do you have the right books?** Try books with pictures, predictable stories and repetitive words and phrases.
- ___ **2. Are you a good listener?** Don't interrupt your child to correct him or to use teaching techniques such as sounding out words. Just have fun, laugh and enjoy the story.
- ___ **3. Do you encourage your child to use picture clues and his memory to tell the story?**
- ___ **4. Do you give lots of praise and encouragement when your child reads?**
- ___ **5. Do you avoid criticizing?** If your child gets discouraged, he can lose his confidence and desire to read.

How well are you doing?

Each *yes* means you are boosting your child's reading confidence. For *no* answers, try those ideas.

Elementary School
Parents
make the difference!

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Mild hearing loss can impact your child's ability to read



Does your child struggle with reading? The issue could be her hearing. According to research, up to 25 percent of

younger school-aged children may have mild to moderate hearing loss. Unfortunately, it often goes undetected by parents and teachers.

The degree of impairment need not be dramatic, either. Simply having multiple ear infections can be enough to damage your child's hearing. But because the effects may be subtle, she might not notice.

Have your child screened by her doctor and be aware of these signs of hearing impairment:

- **Favoring one ear.** When you talk to your child, does she turn one ear toward you? If so, it may mean that's her "good" ear, even if she doesn't realize it.

- **Creeping TV volume.** Does your child gradually turn up her program when everyone else thinks the sound is fine? It could be a sign she's not hearing clearly.
- **A loud speaking voice.** If your child speaks more loudly than necessary (assuming she's not angry), it might be because her voice sounds muffled to her.
- **A drop in participation.** Has the teacher mentioned that your child raises her hand in class less than she used to? There could be many reasons why, but one may have to do with her hearing.
- **An uneasy feeling.** If you have a hunch that something is wrong with your child's ears, trust your gut. Ask her doctor how to proceed.

Source: Coventry University, "Screen children with reading difficulties for hearing problems," ScienceDaily, niswc.com/elem_hearing.

'Quick writes' make writing fun for elementary schoolers



Writing can be hard work. But a *quick write* is a fun and easy way to encourage your child to get his ideas down on paper.

Quick writes are just what they sound like—writing that people do in short periods of time. Usually, a quick write is based on a question or an idea. You ask a challenging question and set the timer for five minutes. Then both you and your child write down everything you can before the timer beeps.

Once the quick write is finished, compare what each of you has written. The next time, let your child choose the quick-write topic.

Here are some quick-write ideas:

- **Would it be a good or a bad idea** if dogs could talk? Why?

- **The best birthday** I can imagine would be ...
 - **If I were invisible**, I would ...
 - **It was a stormy day**, so I decided to ...
 - **Zebras have stripes** because ...
 - **Ten years from now**, I will be ...
 - **I invented** the most amazing machine. It can ...
 - **When I woke up** this morning, I was a different person. I was ...
- Even students who usually stare into space when it's time for a writing assignment may like a quick write. They are often surprised to discover just how much they know or have to say about a particular subject. Your child will gain confidence when he sees how much he can write in just a few minutes.

Q: My daughter wants a cell phone. Most of her friends have them. And to be honest, there are times when I'd really like to be able to reach her. How can I tell if she is old enough to have a phone? What advice do you have for parents before they get a phone for their child?

Questions & Answers

A: You are the only one who can decide whether your daughter is old enough to handle a phone. If she is generally responsible about her belongings, she is likely to be able to keep track of a phone. And if she usually follows your rules on other issues, she'll probably be agreeable to limits you set on her cell phone.

If you decide your child is ready to handle the responsibility of a phone, establish a clear outline of what will, and will not, be acceptable. Do this *before* you give her the phone.

Below are just a few of the things to make your child aware of:

- **She will need to stay within** the limits that you set for talking, texting and other phone use. Some experts recommend getting an unlimited texting plan so there are no surprises when the phone bill comes. However, *you* can still set limits on your child's usage.
- **You will have the right** to look at any text messages and photos she sends and receives.
- **If she uses the phone** in an inappropriate way, you will take it away.
- **She must follow** the school's rules about cell phone use.

If your daughter agrees to all of your limits, write up a parent-child contract outlining the details—and make sure both of you sign it.

It Matters: Building Respect

Be a respectful role model for your athlete



It's natural to want to cheer for a young athlete. But when parents get too involved, children say they would rather their parents just stay away.

Here are things your young athlete wants you to know:

- **She loves having you on the sidelines**—except when you go too far. Your child wants you to be supportive of her entire team, not just her. She doesn't want you to yell at the referee. And she doesn't want you to yell at the parents of the children on the other team!
- **She wants you to recognize** that the coach is in charge. Most youth coaches are volunteers. Most of them are trying to give children a chance to play a game. Even if you think you could do a better job, don't yell directions at your child or other players. And if you really want to help, volunteer to be a coach next season!
- **She wants you to be happy** when her team wins. But she doesn't want winning to become so important that she doesn't enjoy just playing the game. It's fine to talk about the game when it's over. But don't go on and on about it for days.
- **She wants you to be realistic.** If no one in your family is taller than 5'5", you are probably not raising a basketball star. Help your child learn to enjoy all types of sports and let her pick the one that she thinks is right for her.

Source: J. and J. Sundberg, *How to Win at Sports Parenting*, Waterbrook Press.

Teach your elementary schooler how to see beauty in diversity

Your child knows that no two people—or families—are exactly alike. But does he accept and appreciate this? To be successful in school and in life, he'll need to respect people's differences.

You can nurture your child's respect for diversity if you:

- **Are a positive role model.** Kids are naturally open minded. When parents show respect for others—through actions and words—children imitate them. Let your child know that while people can be different from one another, they also have a lot in common.
- **Learn about other cultures** by leaving your "comfort zone." Visit a new place, try a new food and read books about other ways of life.
- **Speak openly about diversity** issues. It's normal for your child



to notice differences. They're fascinating and amazing! Correct any stereotyping with kid-friendly explanations.

Source: C.J. Metzler, Ph.D., "Teaching Children About Diversity," PBS, nswc.com/ec_diversity.

Help your child understand why it's important to follow rules



One of the ways kids show respect is by following rules. This is easier for children to do if they understand why rules are important.

In addition to explaining the reasons for specific rules, you can:

- **Play a game without rules.** After a while, stop and talk about how things are going. Then play with rules and see which way is better.
- **Imagine a world without rules.** Talk about what would happen if people could steal ... if kids could talk in class ... if drivers could run red lights. What would that be like?
- **Encourage your child** to be a leader. Being a student council member or crossing guard, for example, will give him experience making and enforcing rules.
- **Let your child play** a team sport. He'll learn the benefits of following rules and working together.
- **Praise your child** for obeying rules. You might say, "Thanks for getting up on time. Now we can eat breakfast together." This encourages him to keep respecting rules.