

Antrim Elementary Eagles

January 1, 2018

Happy New Year AES Parents!

Welcome to January. Outside of school, it's chilly and snowy, but inside school it is bustling with authentic learning and formal assessments. As we wind down our second semester this month, students will be participating in NWEA and AIMSweb testing just as we did in September. Results from AIMSweb and MAP assessments are used diagnostically by teachers to decide what skills and knowledge to prioritize when working with your child. Following the administration of AIMSweb and MAP, grade level teams meet to review the results from these assessments. During this meeting, teachers analyze each child's performance in order to identify key areas of strength and need. Information gathered from this analysis directly informs the instruction that teachers offer your child. Our goal is to tailor the instruction provided to your child in such a way that it maximizes their levels of learning and achievement. If you have any questions regarding these assessments, I encourage you to contact your child's teacher.

Have a Happy January, and stay warm!

Stephanie Syre-Hager ☺



Notes from the office

The beginning of a new year is always a good time review goals set at the beginning of the school year or to set new goals for the remaining months of school. The "Report to Parents" article attached to this newsletter is a good resource for ways to be successful in attaining the goals you and your family have set.

Kindergarten

It's really an exciting time of year for kindergarteners in Mr. Stultz's class. More teeth falling out, five year-olds turning six, non-readers becoming readers, things really start to click! We continue to work with and utilize our phonics program, PALS to decode words. In PALS, we read the word slowly (break up the sounds), sing the word (combine the sounds), then read the word! It really works! We had a great time at the GBS winter concert. The front row seats were amazing and we came back to class as aspiring musicians. As a class, we have decided to rename a few numbers. We want to call eleven, twelve, thirteen, and fifteen oneteen, twoteen, threeteen, and fiveteen. Sign the petition!

Miss Lescarbeau's class had a great time learning about holidays celebrated around the world! We made menorahs, Christmas trees, St. Nicholas shoes, Kwanzaa mats, and St. Lucia Day crowns! It was a lot of fun learning about new traditions! In January we will be working on measurement and 3D shapes in math. In literacy our theme will be "How do changes affect us?"

FIRST GRADE

In Mrs. Zawacki's Class we have been learning about some of the ways people celebrate this time of the year. On Dec. 6th St Nicholas left oranges and apples for each first grader just as he does in the Netherlands. On Dec. 13th we drew a menorah, played dreidals, and made/ate potato latkes to learn about the Jewish Holiday of Hanukkah. On Dec. 19th we were treated to a Polish Christmas Eve meal--Peirogi, Kielbasa, Kapusta soup and "Angel Wings". On Dec. 20th we made a booklet about the Black American celebration of Kwanza which is celebrated starting Dec. 26th. December was a month of celebrations along with learning.



In December, Mrs. Donovan's class read several stories about the Christmas season. After hearing *The Special Gifts*, we wrote about how we can show love and kindness at Christmas. These notes will be a gift for our families. On December 7, the first grade classes took a field trip back in time when we visited the Monadnock Center for History and Culture. This helped us learn about how children's lives have changed over time. We played old-fashioned games in the "Town's Attic", and learned a lot about food and kitchen tools from long ago in the Robbe Family Kitchen. It was tricky trying to figure out which kitchen tools were used for different cooking jobs!



We started learning how to do opinion writing after we read the story *Catch That Cookie!* We created our own cookie kids and wrote down what was the best thing about each one. We will be adding details that tell more about their special qualities. Our cookies can sing and dance, do gymnastics, help Santa give out presents, bake, read and write, do karate, be an artist, play in the snow, use their ice powers and their ninja skills!

Second Grade

In second grade, we have traveled around the world and experienced Christmas in many different countries! Some of the highlights include when Jeannie Connolly helped us make ornaments from Germany and the Philippines and even a Christmas cracker from England. Another highlight was when Mrs. Tenney taught us all about Sweden's St. Lucia Day and even wore the candle crown on her head! We ended our study by making (and then destroying) a star pinata (full of goodies) from Mexico. We learned a lot and had a lot of fun along the way!



THIRD GRADE

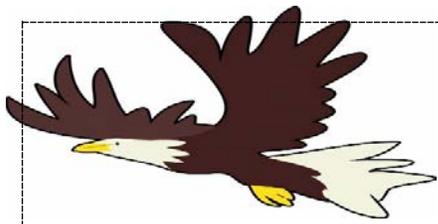


The 3rd graders have been busy practicing efficient ways to count large quantities of objects during math. In small groups, the students used different strategies to count items in the classroom. It was really neat to see which strategies they found most effective and efficient! In literacy, the students have been learning about non-fiction text features. They have used magazines and non-fiction books to locate the different features and identify the purpose of each feature.

FOURTH GRADE



In fourth grade, we created our own personalized fold-out books about our state symbols with Jeannie Connolly. In math, we have started long multiplication and division. We began this unit by reviewing area and perimeter, as well as using the area model to understand what it means to multiply. We have been reading about the genre of newspapers, and have written our own informative paragraphs. We have worked with the comprehension skill of drawing conclusions, which is something we use every day in social situations and when we read. Can you work out what this clue is by drawing conclusions: something that is cold, white, and fun to play in during the winter? For Social and Emotional Learning, we have used the Zones of Regulation, and Expected vs. Unexpected behaviors.



Health & Physical Education

Games, Games, Games...

This month students continued working on their manipulative skills in game situations. They learned about the importance of working together as a team to accomplish a goal and that there are many important roles that team members must play. Kindergarten, and First graders used their overhand throwing and kicking skills in games like Oscar's Garbage Can, Battleship, and Kick and Run. Second, Third and Fourth grade students played strategic/invasion games. We talked about the skills used in playing offense and defense and how to strategize (make a plan) to help their team be successful.



All students continued to practice jumping short and long ropes. Some students participated in a Speed Stacking unit which is not only fun, but encourages students to cross the midline of the body, increases eye-hand coordination and promotes ambidexterity, which are important skills used in most any sport. We will continue this unit when we return from winter break.

I hope everyone has a joyful and relaxing break. See you next year!

Library Learning Commons

With the holiday time in focus, many of the students have been VERY interested in seasonal stories, particularly those which help to understand the "reason for the season"! The second grade recently enjoyed the very ancient story of the Swedish Saint Lucia and her crown of Lights. Also, told was the German tale of why there is tinsel on our Christmas trees. Sharing these stories give the students a sense not only of the holiday spirit but also of the history of time.



The Fourth graders have been very busy doing research and have produced informational posters for display. The research process provided them with the ability to not only investigate something they are interested in but also the different views presented; thus giving them the window into discernment.

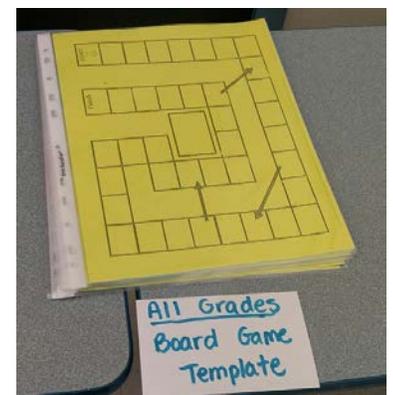
TITLE I

Make and Take Night at AES

This month Title I teachers hosted a Make and Take Games night for families. At this event, families were given materials to make reading and math games to use at home. Some of the games shared were board games using sight words and fluency phrases, while other games included cards and dice to practice memorization of math facts. It is our hope that by bringing fun into learning, students will be inspired to practice their skills at home.

Here are some quick game ideas you can do at home:

1. Put sight words on index cards and play memory or Go Fish. You can do this with math facts too by putting the fact on one card and the answer on another.
2. Print a board game template from online (or email bbastarache@conval.edu to get one) and put it in a plastic sheet protector. Using a sharpie, write words, letter, phrases, or math facts on the board. Roll a die and take turns moving around the board. At the end of the game, easily remove the sharpie by coloring over it with a dry erase marker and wiping with a tissue!



- Take a deck of cards (remove face cards). Give your child a number. For every card you show them, they must either add the number or multiply the number by the card you are holding up. If they get it right, they get to keep the card. If they get it incorrect you keep the card. At the end, look through the cards they got incorrect and see if there is a pattern to the ones they are struggling with. For example if the number you gave them was 5 and they have 3 out of the four 7 cards in the incorrect pile, that means they are struggling with adding or multiplying 5 and 7.

We will be offering more workshops in the future and hope you will be able to join us. Be on the lookout for a flyer in January spotlighting a special guest that will be joining us for an evening event in February! It's sure to be a hit! 😊



Recent Classroom Counseling Lessons Focus on Feelings and Emotional Self-Regulation

by Robin Gregg, School Counselor, AES and Pierce School/BES

At Antrim Elementary School all staff members provide students with instruction in the social/emotional skills needed by successful learners, friends, and community members. Employers in our region and beyond are seeking to hire people with these skills, such as the ability to deal with strong feelings through self-regulation, the ability to communicate effectively, and the ability to solve problems. One way we teach these skills in all of our district's elementary schools is through regular classroom counseling lessons by the school counselors.

The focus of recent classroom counseling lessons at AES is on noticing, understanding, and dealing with feelings. Kindergarten students become "feelings detective," looking for such clues to other people's feelings as facial expressions and body language. What feeling do raised eyebrows suggest? Downcast eyes? Clenched fists? A smiling mouth?

(Recent Classroom Counseling Lessons cont.)

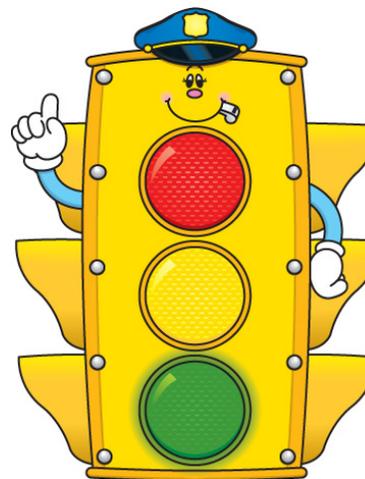
In first grade, students are learning that people have different feelings and responses about the same thing. For example, I may think that a snake is a charming, interesting pet, but my classmate may feel otherwise. Students are learning about empathy, the ability to discern what other people are feeling.

Second grade students have practiced assertiveness, asking for what you need or want in a respectful, strong, clear way, and they also are learning about empathy and perspective taking.

In third grade, students are learning about "the zones of regulation" (blue, green, yellow and red)--different states of alertness and different states of readiness to learn, listen, and think. They are learning various strategies for emotional self-regulation, ways to calm or energize themselves, such as positive self-talk, mindful movement, breathing practices, and the use of a personal "mind-control"/remote control.

Fourth grade students also are learning about the zones of regulation, self-awareness, and emotional self-regulation. They are beginning to develop a "toolbox" of strategies for emotional self-regulation, including positive self-talk, breath work, mindful movement, and other mindfulness practices.

Future classroom counseling lessons in all of the classrooms will build on these skills and will incorporate additional skills and topics, such as impulse control, problem-solving, career and job awareness/readiness, and dealing with change.



Report to PARENTS

Setting Goals

The middle of the school year is a great time for families to check in with students on goals. Setting academic and personal goals helps motivate, energize, and focus students, and it is a valuable skill that will benefit learners throughout their lives. Parents can help students set and achieve these goals.

Goal-setting can be tedious, even intimidating, for some students. Parents can support students in this process by following these steps: pick it, map it, do it, own it, and celebrate it.

Pick it. Encourage your child to consider his or her dreams and passions and pick goals that are important and meaningful. Guide your child to think about, “What motivates me? What would inspire me to give my best effort? What would make me feel good while I’m doing it? What achievement would make me feel proud?”

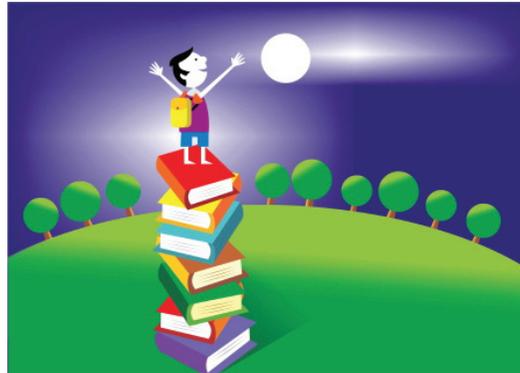
Map it. After your child picks a goal, help map the path from where he or she is now to where the child wants to be. Offer the following analogy: If we want to drive across the country from New York to California, we don’t just get in our car and start driving—we get a map, pick a route, and follow it until we get to California.

With your child, analyze different approaches and define clear steps to reach their goal. For instance, if the goal is to get a higher test grade in a tough subject, each quiz or project is a step on the path to the higher goal: earning an A.

Do it. Once you and your child have mapped a path to their goal, encourage him or her to take action, focus on the first step and give it his or her best effort. Remind your child that no goal is ever reached without focused action.

Own it. As your child makes progress toward their goal, help him or her to take responsibility for making it happen. Teach the mantra, “If it’s to be, it’s up to me!” Reflect with your child. Ask, “How are you doing? What’s

working? What’s not working? What can you or your family change to get to this goal?” From there, analyze the map, and make changes to the plan if necessary.



Help your child keep a positive attitude and own mistakes as well as successes. Remind your child that if something comes along that holds him or her back temporarily, to look at the experience as feedback. Failures, or bumps in the road, can provide us with information we need to succeed. Reinforce the message that we can learn from our mistakes and move on with new, valuable knowledge.

Celebrate it. Acknowledgment and celebration are huge parts of achieving goals. Acknowledge every effort and celebrate your child’s mini-successes along the way to achieving a goal. This builds his or her confidence and motivation. Your child will feel good and understand that perseverance will result in another mini-success and finally goal achievement.

Try going through the goal-setting process as a family. Pick a family goal (perhaps a charitable activity) and work together to achieve it. After the family experience, have each family member pick a personal goal. Support and acknowledge one another as you move through the above steps.

Success is assured when students believe in themselves and in their ability to achieve. Parents are key to helping them believe and succeed.

This Report to Parents was written by Bobbi DePorter of Quantum Learning Network.