

The Eagle Express

Antrim Elementary School November 2018



Antrim Eagles Soar Award Revitalized

There is an air of excitement every morning at 8:50 am when two fourth grade students present morning announcements. After the pledge and kindness quote of the day, five names are read. These winners, one from each grade level, receive a special certificate for demonstrating one or more of our school values. The students listen carefully as the names are read, students congratulate their winning peers, and five smiling faces make their way to the office to receive their certificate.

How are these names chosen you ask? Each day, as students are "caught" demonstrating one of our school values of honesty, kindness, respect, cooperation, and grit, they are sent to the office to get their forearm stamped with an eagle. Their eagle certificates go in a bucket, and we choose one name from each grade level every day.

We have a school goal too! When we fill the bucket as a school, the entire school will get a surprise for demonstrating our core values through the year.

Social Emotional Learning at AES

Informal social and emotional learning has long been an integral part of Pre-K and elementary school education. Children learn to interact with peers and adults in the everyday activities of school and teachers often help students to navigate their feelings and to problem-solve during peer conflicts and disagreements. Based on the growing recognition that social and emotional skills are skills for learning and “skills for life,” and connected with the growing understanding of brain science/neuroscience, many schools are formalizing the teaching of these skills to young children. Children who learn social/emotional skills show better outcomes in academics, behavior, attitudes and skills. For more information about research on SEL:

<https://casel.org/impact/>

The elementary schools in our district have embarked this year on a collaborative effort to promote our students’ social and emotional “literacy.” Just as children can be taught to read, write, to think and to understand mathematical concepts and operations, they can be taught the skills involved in successful interaction and communication with other people. Social and emotional learning, also known as SEL, focuses on a variety of skills and abilities. In this first year of our district’s SEL effort, our focus is on two SEL skills: self-awareness and self-regulation.

We are using a number of strategies and approaches to teach our elementary students about self-awareness and self-regulation (or self-control) skills. Grade-level teachers have incorporated the Morning Meeting and Closing Circle, features of the Responsive Classroom approach, into their daily schedules. Students engage in self-reflection, conversation, and team building (among other things) during these important parts of their school day.

Our students are learning about different feelings states/states of alertness—the Blue, Green, Yellow and Red “Zones” and they are learning to identify their own “Zone” at various times and in various situations. Children are learning a common vocabulary to talk about feelings and practicing a variety of “tools” or strategies that they can use to help themselves deal with strong feelings, regain self-control (self-regulate), and return to a “ready-to-learn” or “Green Zone” place. The Zones curriculum, developed by an occupational therapist and used widely in New Hampshire and the rest of the country, is one resource that we are using in the Conval elementary schools this year. Second Step, a well-researched and widely used social and emotional learning and bullying prevention curriculum is another source. MindUp is yet another resource.

In coming months, we will share additional information about these curricula and more details about our SEL curriculum and the particular skills and strategies that your children are learning. We also plan to organize a family education event during which family members can learn more about what we are doing and experience some of the activities and lessons in which the children are participating.

For more information, feel free to contact your child(ren)’s teachers, the principal, school psychologist, and/or school counselor. - by Robin Gregg



Kindergarten News

October has been an exciting month for Kindergarten. In math, we learned how to write numbers to 10! In Social Studies, we learned about community and what it means to be a community member. In Science, we did a taste test experiment with apples to see which color apple we liked better! In literacy we learned new sight words, practiced writing letters and identified letter sounds in words. We also started literacy centers! Jeannie Connolly came in to do an Arts Enrichment project with us on the story "The Colour Monster," By Anna Llenas. The story is about understanding all of our different feelings. The students got to make their own color monsters to identify when they are feeling "all mixed up" and to help them feel calm again!



First Graders Love the Antrim Fire Department

Firefighters from the Antrim Fire Department came to visit during Fire Safety Week. We learned about fire safety at home, and having an exit plan with our families. We learned how firefighters look in all their gear, and what they sound like when they are looking for people inside a burning building. We learned that it's important not to hide, so they can find us and help us get out safely. We also had fun learning about the parts of the fire engine and all the tools the firefighters use. The best thing of all was getting to sit in the truck!



Seed Mural



Pumpkin Carving



Collaboration

2nd Grade Happenings

October has flown by in second grade, and it's been full of excitement! One of the highlights of fall has been our time spent with Cornucopia. The students began this gardening project as first graders where they prepared the garden beds and planted quite a variety of vegetables, fruits, and flowers. It has been exciting for them to reap what they've sown this fall! Digging for potatoes was like a treasure hunt! On the last day, after putting the gardens to bed for the winter, they enjoyed a harvest soup that was made using the vegetables they harvested. It was a yummy treat on a very cold day. Cornucopia has not only given them a greater knowledge of plants, but it has also exposed them to trying new, healthy food.

Another highlight of the month was a visit from Jeannie Connolly from Arts Integration. We love having Ms. Jeannie come and help us create something to reinforce what we've been learning in Science this time. We made a seed mural, and the students were able to show all the ways seeds are dispersed. It was great to see the students applying what we've been learning in the classroom as they created the mural.

Second graders are working on place value in math right now. We're putting numbers in unit form, expanded form, and word form, modeling numbers within 1,000, comparing two and three digit numbers, and finding 1, 10, and 100 more or less than a number.

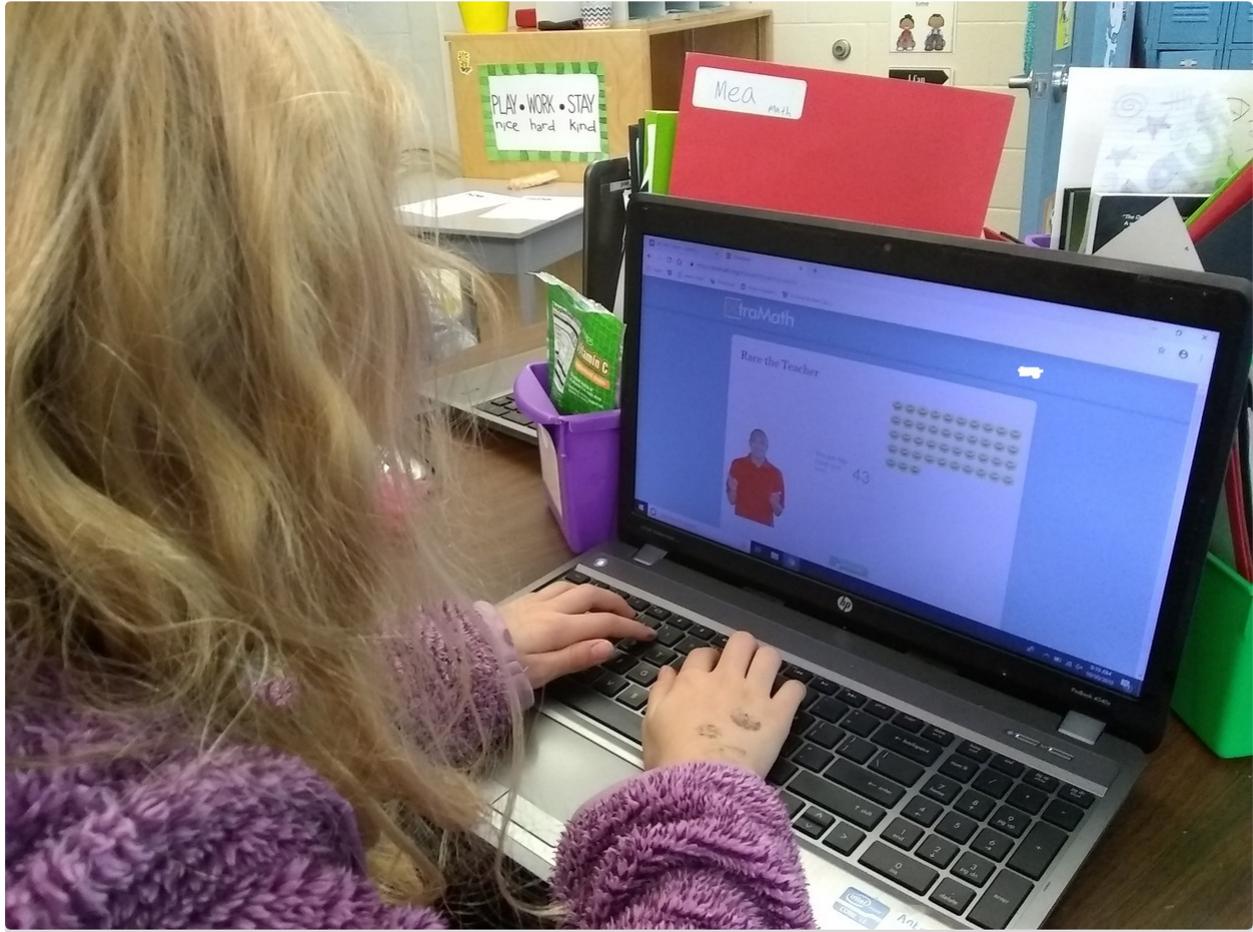
Finally, we are ending October with all things pumpkin! We've been reading pumpkin stories, writing about pumpkins, carving pumpkins, counting and sorting seeds, and even making pumpkin bread. It's been a busy but exciting time in second grade!



Salamanders in Third Grade

October has been an exciting month in Third Grade. First, we had the Harris Center come to teach us about amphibians. Students were able to study red-backed salamanders up close. This is the beginning of a year long citizen's science project. We will be setting up a salamander monitoring site at McCabe Forest. Students will collect data on the temperature and number of salamanders within a certain area. The data will then be sent to real life scientists.

We have also begun to study the town of Antrim. Jeannie Connelly took us on a historical walk in downtown Antrim. We learned all about how our town has changed over time. Students then completed beautiful event maps. We shared them at our Third Grade assembly. We can't wait to continue to learn about the goods and services offered here.



4th Grade News

4th grade students have working on mastering their multiplication and division facts. With whole class sprints, where we quickly have to answer problems within a minute. Additionally, 4th grade teachers and families have partnered so students have access to fun multiplication games they can play at home. Finally, we are using technology to improve our fluency.

We have been using a website called XtraMath. We practice for five minutes a day, working on the facts we still need to learn. The student in the picture got 43 facts correct in a row! We are each looking forward to moving to the next level when we are able to recall all the facts. By showing grit and practicing the facts that are still challenging for us, we are setting ourselves up for success with math. You can check out some math fact games on our [4th grade website](#).

How Do We Teach Behavior?

Across the district, the Elementary Principals, teachers, and counselors have been engaged in work to build upon our social and emotional behavior curriculum at the elementary level. The desired outcomes are for staff and students to be able to identify stressors in their lives, and apply strategies to alleviate them. Research-based resources have been identified for staff to use as tools, and we have been

implementing Responsive Classroom, The Zones of Regulation, Second Step, Positive Behavior Interventions and Supports (PBIS) and Mindfulness.

As an ongoing effort, we train staff to implement a Responsive Classroom approach which is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The approach consists of practical strategies for helping students build academic and social-emotional competencies. Teachers spend time each morning on pro-social curricula. We teach, model, practice and reinforce skills taught for social and emotional development. We also begin each day with a kindness quote shared during morning announcements.

The PBIS behavior matrix is a chart that clearly communicates our school expectations in common areas for positive behaviors in various school environments. Expectations are taught, modeled, practiced and reinforced by all staff members. PBIS schools use a multi-tiered system of supports to promote the academic and social/emotional growth of all students. As part of our Tier 1 support system, the universal system of supports provided to all students, the school counselor teaches classroom counseling lessons in each classroom every other week. Students earn Eagles for demonstrating positive behaviors in the school, and each morning, we choose one student from each grade level to receive an "Antrim Eagles Soar" certificate.

At morning meeting every day, children are taught to recognize emotions and the Zone they belong to. The Green Zone is comprised of emotions that allow children to be productive and learn while the other Zones, Blue, Yellow and Red, involve emotions that we all have but they can make it difficult for learning to take place. Children learn coping and self-regulation strategies (a Zones "Toolbox") to help them manage feelings in various Zones so they can return to the Green Zone. We teach and prompt children to use their tools and to ask for help when they need it.

For discipline, we use the Responsive Classroom approach of logical consequences. This approach is used to teach social skills and not to punish. The three main areas are "You break it, you fix it" where students are held responsible for their problem and take responsibility for fixing it. This provides an opportunity for a student to solve a problem she or he has caused. "Loss of Privilege" where students may lose a privilege of participating in an activity or using materials for a brief time. Before returning to the activity or use of materials, expectations are reviewed for understanding. The third general area is "Take a Break" where students are asked to self regulate using the tools learned to calm their mind and body, regain self-control and get ready to learn again. Other strategies we use are learning contracts as well as parent contact by teacher or administrator. Some actions may result in detention or suspension.

We gather behavior data daily. If we notice a particular student struggling with behaviors, we gather a team together to come up with a plan for that particular student to help him or her be successful. Please keep in mind, when we take this action, we are mindful of confidentiality for the students and families involved. Our goal is to teach the value of both academics and social emotional skills. We invite you to partner with us in our efforts. If you would like to learn more about the Responsive Classroom approach please visit www.responsiveclassroom.org other curricula are also available to view. Please visit our website for information on Second Step, The Zones of Regulation and PBIS.



Staff from
Letterland



Eagle Groups



Eagle Groups

October 31st

In addition to the parade through town, Antrim Eagles celebrated Halloween in the morning with a special Eagle Groups activity. With our groups, we used clues to find pumpkins around our school and in the woods. Then we decorated our pumpkins together and hung them around the school. Older and younger students worked together to help each other. The funny story Pumpkin Town we read introducing the challenge was also very popular! Eagle Groups combine students from Kindergarten to 4th grade, and the activity was organized by Ms. Lawler and Mrs. Zawacki.

Physical Education NEWS

Focus on Fitness.....this month our students have been learning more about the Physical side of the Health Triangle. We learned about the skeletal, muscular, respiratory and circulatory systems, how they are related to the components of fitness (muscular strength, muscular endurance, cardiovascular endurance and flexibility). Students participated in a variety of activities that work to strengthen our bodies and keep us healthy. We spent a week practicing our jump rope skills. Students learned that jumping rope is a great way to improve our cardiovascular endurance!



MUZART NEWS

In October Kindergarten musicians learned about steady beat. They sang songs such as “Bee, Bee Bumble Bee” and “Bluebird.” First graders learned about beat and rhythm. They practiced the beat and rhythm of “Engine, Engine Number 9.” Second grade rhythm makers created rhythm bracelets as seen in the photo. In Third grade we explored musical ideas on a website for music, www.sfskids.org. Fourth grade musicians studied note value and were introduced to the sixteenth note.

In other news, we have an artist in residence, Gowri Savoor, in our district this fall. We will be making paper lanterns in school to use in a paper lantern parade in Peterborough on December 1st. More information will be sent home soon. This is an exciting community collaboration! If you would like to help to assemble the students’ lanterns, please contact Carole Storro at cstorro@conval.edu.



Library Learning Commons

Knowing where to find books in our library is of utmost importance when we are doing research or reading for enjoyment. Understanding the differences between fiction and non-fiction has been a focus in our lower grades. Sorting books by call numbers and learning a variety of reading strategies has been a focal point for our upper grades. All good readers make predictions, visualize, make connections, inference, question, and read every night at home. We encourage everyone to read for pleasure every day. The more you read, the better you get!

A Note From the PTO

GEAR STORE

Will open again in the coming again weeks. Watch for a link. **NEW ITEMS WILL BE ADDED.** Thank you to all who placed orders in September !

MANCHESTER MONARCHS

We are excited to have partnered with the MONARCHS for discounted tickets (for great seats) and the opportunity for children to go on the ice and help hold the BIG FLAG for the national anthem.

ORDER TICKETS HERE: <http://monarchsgroups.com/antrimpto>



GRIT

5 Characteristics Of Grit – How Many Do You Have?

- Courage.
- Conscientiousness: Achievement Oriented vs. Dependable.
- Long-Term Goals and Endurance: Follow Through.
- Resilience: Optimism, Confidence, and Creativity.
- Excellence vs. Perfection.



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