



KEEP
CALM
AND
HOOT
ON

aWESome news



November 20, 2015

Please obey OUR RULES



owl Be Watchin!

From the Desks of Mrs. Shober & Mr. Fornaro

- ❧ As the weather gets colder please ensure that your child has a hat and mittens as we go out for recess until even when the weather is in the high 30s.
- ❧ Dates to Remember:
 - ❧ 11.25 - Single Session Day
 - ❧ 11.26-11.27 - School Closed - Thanksgiving
 - ❧ 11.30 - PTO Holiday Happiness Begins
 - ❧ 12.10 - 1st Trimester Ends
 - ❧ 12.12 - PTO Holiday Happiness Ends
 - ❧ 12.17 - Report Cards Go Home
 - ❧ 12.17 & 18 - Class Holiday Parties
 - ❧ 12.23 - Single Session Day
 - ❧ 12.24 - 1.1 - School Closed - Winter Recess
- ❧ Reminder
 - ❧ In the Whiton parking lot, please remember to keep our children safe by driving responsibly.
- ❧ Halloween Candy Collection
 - ❧ Through our Candy Collection we donated an amazing six full paper boxes of candy! Thank you!
- ❧ Holiday Happiness
 - ❧ Holiday Happiness begins on November 30th and concludes on December 12th. More details will be shared soon.



SOCIAL COMMUNICATION

Submitted by Mrs. Weighart



The holiday season is soon approaching, and with it come many opportunities to model and elicit good speech and language in social situations. Below is a great article from Sandbox Learning which offers ideas for preparing young children to be successful social communicators during holiday activities and get-togethers.



Holiday Social Skill Strategies



The holidays are a wonderful time for participating in cherished traditions and making new memories. However children often spend time with family and friends they see only a few times a year, and for many children, social situations associated with the holidays are relatively unfamiliar. Help children prepare for holiday social situations with these strategies.

1. Remind Children – Although children may hear about relatives and talk to them on the phone, they may have difficulty remembering people they do not see regularly. Help children remember family members' names and information by creating a family and friends book. On each page, include a photo and one or two facts about the family member or friend. For example, their cousin Sam lives in Maine and is on the swim team. Include pictures from past holiday gatherings to review traditions. If you do not have pictures of specific activities, draw pictures or write stories.

2. Make Contact in Advance – Have children send letters or emails to family members in advance. This is a good way to open communication for children. They can tell their relatives how much they are looking forward to seeing them. They also can mention shared interests such as being in the same sport as their cousin or having a model plane similar to the one Uncle Ed flew in the Air Force. Reminders of past shared experiences such as a favorite holiday dish or playing the family game of charades are another way to bring people together.

3. Practice Unfamiliar Situations – Holiday gatherings often have specific etiquette. Practice new situations. For example, children may have food served to them at home, but holidays meals may be buffet style. If children are old enough to serve themselves, practice taking appropriate portions by having a few meals family style (food in bowls so children serve themselves) before the holidays. If it is a gift giving holiday, practice manners for giving and receiving gifts.

4. Bring Items that Initiate Social Interactions - For children who are shy or working on social skills, help them initiate interactions by bringing familiar toys or items they can share with others. Discussing their favorite robot or sharing their favorite game with a cousin can help children transition to a new environment with less stress and anxiety. Be sure to discuss and practice sharing the toys in advance so children are prepared to share them with other people.

5. Review and Praise – Review and remind children of social expectations in advance, immediately before, and in some cases during the event. The excitement of being around people, eating holiday foods, and participating in activities can be overwhelming so children may quickly forget what they practiced. Be sure to praise children for appropriate behavior.

6. Have Additional Plans - If a child has special food or seating needs, parents should let the host know in advance. Although children may be told not to eat certain foods, they may not recognize the ingredients in some holiday dishes. For children with very limited food interests, have them try new foods, but prepare and bring a separate meal in case the menu is limited. Sitting at a table without a parent may be extremely stressful for some children so having some tables with adults and children rather than just tables for children and just tables for adults may be a way to plan in advance and reduce a child's anxiety.

We have an "Attitude of Gratitude" in Mrs. Arencibia's Class!

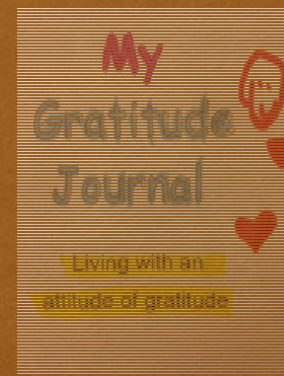
November is a wonderful month, and in the midst of colorful leaves falling and Veterans being celebrated we have used this time to reflect upon our good fortunes. After discussing the term "thankful", meaning "full of thanks", we learned the word "grateful", as a means of getting to the heart of our focus, gratitude.

Students expressed gratitude for many things in their lives. Among the top favorites were Mommy, Daddy, pets, beds, food, legos, dolls, and other wonderful things, such as clothing, homes, teachers, friends, TV/games, and more. After being reminded that not all may be as lucky as we, it was nice to reflect upon all that we have as we move to the coming holiday season, when children expressed an interest in sharing not-frequently-used toys and tight-fitting coats with other children who may not be as lucky. We gathered our thoughts onto Gratitude Turkeys to share with our families, as well as into our Attitude of Gratitude Journals, where students drew and labeled treasures in their lives for which



they felt gratitude, not only as a means of thanking their families, but to serve as reminders through the year that we may never lose sight of giving thanks. Truly, we appreciate that Thanksgiving is another day to give thanks for what we enjoy every day. "Maybe every day should be Thanksgiving!" one of our 5 year-olds exclaimed. "That way, we always remember how lucky we are." Indeed, it is a smart and grateful group here in Kindergarten.

Happy Thanksgiving, Whiton!



Do you know what multisensory reading instruction is?



Multisensory reading instruction is one important aspect of instruction for a student who struggles with decoding and encoding words. Instruction is explicit, direct, cumulative, intensive, and focused on the structure of language. Students are taught the structure of written language, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules. Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Links are consistently made between the visual (*language we see*), auditory (*language we hear*), and kinesthetic-tactile (*language symbols we feel*) pathways in learning to read and spell.

Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.
Author unknown

Amy Garner

Mrs. Francescone's First Grade Trailblazers

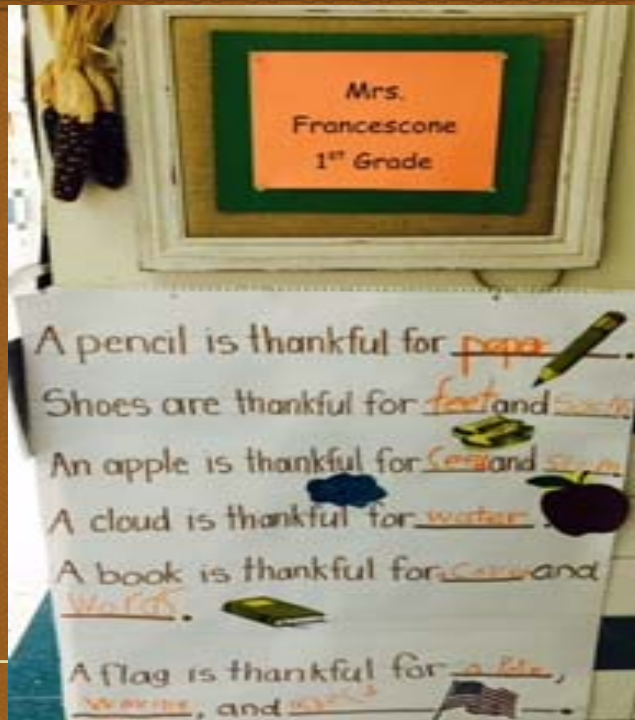
Mrs. Francescone's First Graders have not only been developing amazing reading habits but have also been filling their Reading Toolboxes with many different tools/strategies to use when they stumble upon a tricky word. They know that good readers juggle multiple reading strategies and NEVER give up! Students have been practicing coaching their reading partners on tackling tricky words too! These first graders know their reading goals and are working HARD to use their learned strategies to ACHIEVE them!



In writing, these first graders are bringing their Small Moment Stories to LIFE by adding action, talking, feeling and thinking. Students have learned writer's CRAFT from mentor authors and are borrowing ideas to add dimension, depth and creativity to their own writing pieces. Some examples of craft we have learned are: exact verbs, ellipses, size, bold print and font.

We have also done some CREATIVE THINKING. Have you ever thought about what certain objects would be thankful for? We did! Just to name a few...After a day of discussing Veteran's Day we decided that a flag would be thankful for respect. A book would be thankful for a cover and words. Shoes would be thankful for socks!

In Science, we have become meteorologists and have observed different types of weather, temperature, clouds and air. In Social Studies, we have been discussing symbols, neighborhoods and maps.





Some news from Ms. Flood's class

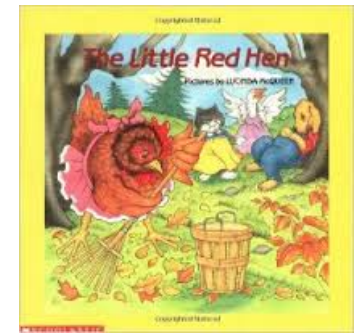
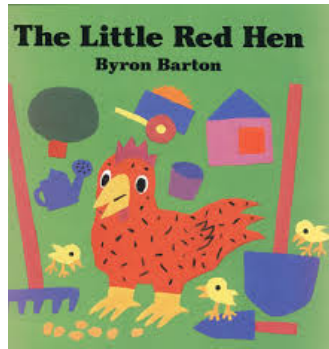
Our class is working hard on our new informational writing unit. We are learning to use writing as a tool to synthesize, organize, reflect on, and teach knowledge. As writers, we are learning to teach our readers by grouping information together, elaborating our facts with ideas, and using domain-specific vocabulary so our readers can be experts too!



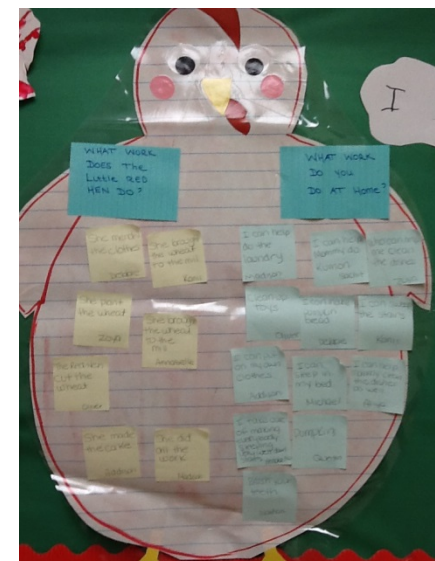
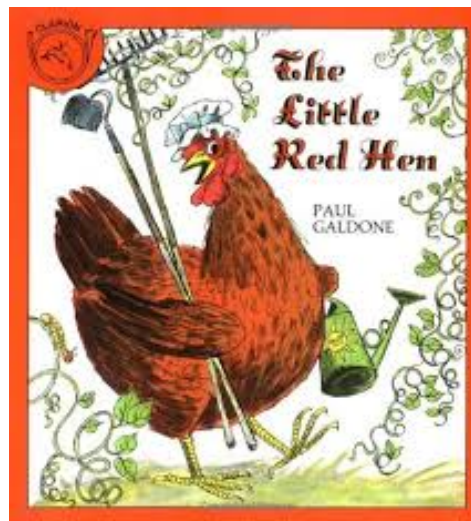
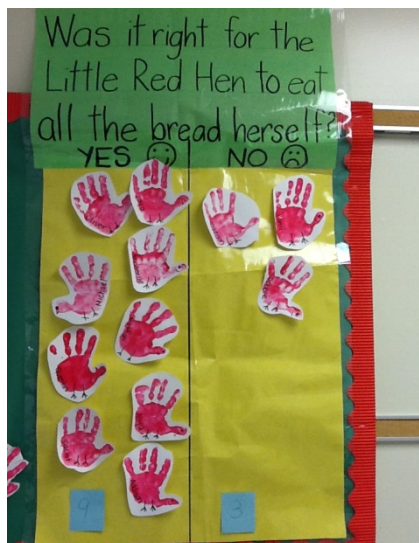
Recently during social studies, our class played I Spy. You may be wondering, what does I Spy have to do with social studies? Well, we used our knowledge of cardinal and intermediate directions to name the relative locations of objects around the classroom.

In math we are learning to make sense of word problems. We are doing this by drawing pictures, making arrays, writing number models, and sometimes even acting the problem out with manipulatives! All of these strategies help us to persevere in solving word problems accurately.



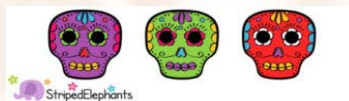


Mrs. Harwood's Preschool class has been busy learning about the Little Red Hen. To start the unit, we created popsicle stick puppets to represent the characters of Paul Galdone's version of the story. We then worked together to read and reread the story using our puppets. We said "Not I" just like the Cat, Dog, and Mouse and "I Will" like the Little Red Hen. One question posed to the class was ... "Was it right for the Little Red Hen to eat the bread all by herself?" We took a class vote then explained why. We also compared the work that the Little Red Hen did to the work we can do at home. We then colored a picture of something we can do and dictated a sentence. Additionally, we read Lucinda McQueen's, and Bryon Burton's version and compared how they are similar and different. Some other activities of this unit were to use the Smartboard to sort upper and lowercase Rr, count the Little Red Hen's seeds, sequence the steps in the story and write the number 3 as it is a similar start the letter R. Our class loves to retell stories and is looking forward to reading There Was an Old Lady Who Swallowed a Pie.



Halloween in Mexico?

Students in Kindergarten listened to a similar tradition to Halloween as they colored masks for a family celebration, where children also get to dress up in a costume. It is a remembrance of family members who are no longer with them, which is celebrated in Latin America, especially in Mexico. We compared similar cultural practices of eating candy besides dressing up, and differences like Halloween is a community event compared to a family event. Students colored a “Dia de los Muertos” mask with colors azul = blue, rojo = red, Amarillo = yellow, verde= green, morado = purple, anaranjado = orange, Rosado = pink.



Celebrations in Mexico

In 1st grade, we also compared the celebration of the “Dia de los Muertos” as students listened to some of the activities families prepare for the day.

A display of mementos like pictures, favorite foods, drinks, candy, decorations are some of the objects to be found around this time in Mexico.

Students created little “farolitos” or mini lanterns to represent one of the decorations and remembrance of this time. We sang our colors song as we placed color tissue papers on a roll. Our “farolitos” are illuminating our hallways at school at this time.



Where are the mariposas?

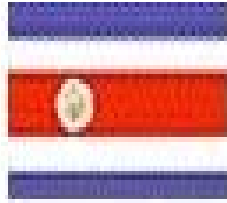
In 2nd Grade- we discussed and illustrated the cycles the Monarch butterflies go through the months and seasons. We name the months of the year as they followed the migration of the mariposas in Mexico.

Paper butterflies were colored and we found the location of Mexico in a map and draw the path of the Monarchs flight from North America to Central Mexico. The people of the area celebrate this arrival as the remembrance of their lost loved relatives. Students viewed a [video](#) of the arrival of the Monarchs and will match the seasons and months to visualize cycles.





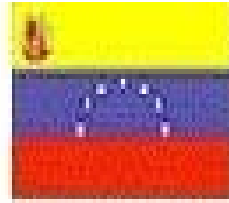
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Costa Rica



Bolivia



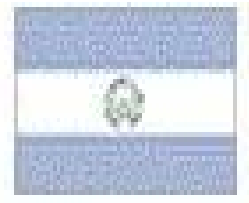
Venezuela



Cuba



Chile



El Salvador



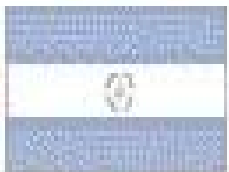
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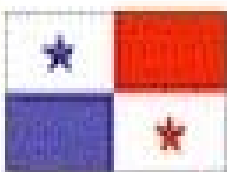
Guatemala



México



Nicaragua



Panamá



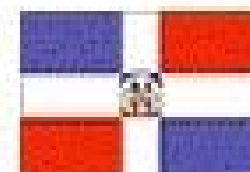
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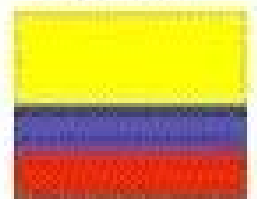
Perú



Puerto Rico



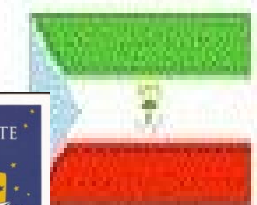
República Dominicana



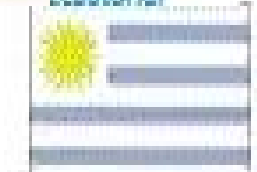
Colombia



Honduras



Guinea Ecuatorial



Uruguay

– **Where are you from?** In 3rd grade we are pointing out countries in a map where Spanish is the official language. They ask “¿**De dónde eres tú?**” with their “pasaporte” on hand as they show the location of their adopted country. There are 21 countries. This is a new a question to their “Hola amigo” dialogue where students learn to be good citizens as they prepare to ask familiar questions to new friends of the world.



Shared Writing



This article was written as part of shared writing in Mrs. Eelman's second grade class.

It was a bright, sunny fall day. The wind was blowing, but that didn't dampen our excitement! We grabbed our coats and lined up in front of the firefighters. Firefighter Suarez taught us what we could do if there was a real fire in our house. He told us to find the quickest way out of our house, maybe even break a window. We all know we should "stop, drop and roll!" Firefighters are our friends. They come to help us, never hide from them even if you are scared! Plan two ways out of your home and everyone should PRACTICE fire drills at home with your families, just like we do at school. We talked a lot about safety in a fire, preparing for a fire, and preventing fires. After our lesson, we all got to shoot the fire hose at targets with other volunteer firefighter's help (some of them even were Branchburg students when they were little!) The hoses were really heavy and the water mist flew everywhere! Sometimes, the spray met the sunshine and formed a rainbow! It was so much fun! As we left, the firefighters gave us really cool color changing pencils and eraser toppers. At the end, we thanked the firefighters for coming, but we were surprised when THEY thanked US for letting them come. We think they enjoyed coming as much as we enjoyed having them. Thank you Neshanic Station Volunteer Fire Company! We appreciate the following firefighters for giving their time: Jr Suarez, Tom Bittle, Dave Modrowsky, Jason Vanderhoof, Charlie Davis, Matt Saharko, Sean Thomas, Lenny Brown, Randy Coddington and Chief CJ Davis. We also extend an extra thank you to the Three Bridges Volunteer Fire Company, for bringing their tanker with a supply of additional water!