



# HUSKY "PAW PRINTS"

HAZARDVILLE MEMORIAL SCHOOL NEWSLETTER

KINDNESS, RESPECT, RESPONSIBILITY

## Fall 2018



**HAZARDVILLE MEMORIAL SCHOOL**

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**Lisa Hunter, Principal**

**A Message From Mrs. Hunter**



The year is off to an amazing start! Exciting opportunities are happening throughout the building. Students are not only learning Reading, Writing, Math, Science and Social Studies, but they are striving to be their best at school. Time is moving quickly! The first marking period ended last week and report cards will be coming home on November 7<sup>th</sup>. Parent conferences are held on November 8, 13, 14 and 15. This is an opportunity to spend some time with your child's teacher and hear about the progress your child is making. If you have questions or concerns, please keep the lines of communication open between home and school. We are a team!

**HMS Gets A New Playground!** We can't wait for our new playground! The groundwork has begun in preparation for the new surface and equipment. We will do our best to get students outside for recess when construction is not in progress and it is safe to be out there. Hopefully the weather will cooperate until the project is complete.

## **KINDERGARTEN**

**Mrs. Lewis, Mrs. Nuzzulo, Mrs. Passetto, Mrs. Neiman, Mrs. Dupuis, Mrs. Grimes, Miss Blair:**

We have had an exciting start to our school year. We have been working on establishing classroom routines and PBIS (Positive Behavioral Interventions and Supports) expectations. The children earn pompoms for positive behaviors, and they earn rewards when their pompoms fill their personal buckets. Classrooms also earn rewards when pompoms fill our classroom buckets. Our School and classroom rules are: practice kindness, always be safe, make wise choices and show respect so that we are all ready to learn.

In math we are focusing on number identification, oral counting, comparing numbers, writing numerals and identifying missing numbers in a number sequence.

In language arts we are introducing letters and sounds. We are establishing readers' and writers' workshop routines and procedures. Kindergarten writers write helpful pictures and are beginning to label their pictures using letter sound mediator sheets. Kindergarten readers rely on picture clues and learn from their books by thinking about what makes sense as they are reading. We can read words in early emergent books that have 1-4 words per page in heavily patterned books by using 1-1 match for written and spoken words. In picture books and old favorite stories kindergarten readers can tell a familiar story relying on what they recall and on the pictures they see on each page.

## **FIRST GRADE**

**Mrs. DiSilvestro, Mrs. Wisnesky, Mrs. Boffi, Mrs. Kibbe, Mrs. Shea, Mrs. Schermerhorn:**

We've had a fantastic start to the school year in first grade. Students are continuing to fill buckets by demonstrating acts of kindness and following the rules for PAWS behavioral expectations. In reading, we are developing good habits to use before/during/after we read a book. While building our reading stamina every day, we are using strategies to solve tricky words and rereading to smooth out our voice. We enjoy meeting with our reading partners to retell the story or help each other out when we are stuck. Our first writing unit focuses on personal narrative stories. It's exciting to listen to each other's stories about a special time in our lives and hear all the details. We are trying to add feelings and action words to make our characters move and talk. Our editing checklist helps us fix up our work and get it ready to publish. First graders are learning many strategies to solve addition and subtraction problems within 10 during our math workshop. In November, Mystic Aquarium will visit for our in-house field trip titled "Native Americans and the Sea" – more info to come.

## **SECOND GRADE**

**Mrs. Kennedy, Ms. Paolucci, Mrs. Hallak, Mrs. Venoutsos, Mrs. Killmer, Mrs. Rossetti:**

Second grade is off to fantastic start. We have been working hard building our classroom communities and learning our school's positive behavior expectations. Ask your student to tell you about PAWS, how to practice kindness, how to always be safe, how to make a wise choice and how to show respect to others.

We have been learning addition and subtraction fact fluency strategies, strategies to become stronger readers and how to write small moment stories. Students are building reading and writing stamina every day! In Social Studies, we are learning about communities and community helpers.

Please read with your second grader each night and continue to practice spelling words and math facts. See you at conferences! ☺



## ART

**Mrs. Martin, Mrs. Spielman:**

Welcome to the start of what your child hopefully considers a very exciting and unique class! Much of Art class revolves around using materials, developing skills and, the combining of collaboration with invention. Students are learning about proper handling and storage of materials, specifically brushes and wet paintings. Please ask them about the direction of a clean brush or dirty brush. Ask about the drying rack, and if it can talk to the class. Ask how to load wet paintings onto the drying rack.

In Art class, the goals are to have fun, try and fail, and try again, and to get along. That is why students are asked to:

1. Enter Calmly
2. Look and Listen
3. Whisper, Share and Take Care
4. Clean Up and Line Up

When classes follow these rules the Art room is an open space for creativity, self-exploration, and valuing our friends.

When projects find their way home, please try and find a chance to celebrate the work. If your child can do all the talking about the project, you win! A piece of artwork on clear display in the home can bring huge confidence and pride to your child. I eagerly welcome volunteers, donations and questions; hope to see you at conferences!



## Music

**Mrs. Berube:**

Hello families of Musicians! All of our musicians have already been hard at work learning how to make and feel music. In the Music Room, we emphasize that everyone that enters the room is a musician, and always learning. All grade levels are just finishing up learning about the piece “In the Hall of the Mountain King” by Edvard Grieg. This is the story of Peer Gynt, who sneaks into a castle. Students have been moving to the music discovering that as the music gets louder and faster, our bodies respond by going from tiptoe feet to running. Ask them to tell you the story of Peer Gynt and the trolls! I bet they’ll use their bodies to show you!

All grades are now starting to work on songs to honor our Veterans at our upcoming assembly!

Kindergarteners have been working on keeping a steady beat and using their singing voices. They have become skilled at echoing short musical phrases as well. We use these in short songs and games. This is the basis on which all musical skills are built upon, and it’s exciting to see where they can go from here! We have also been working on performing “solos” in front of the class by using different vocal exploration toys.

1<sup>st</sup> Graders are just starting to read rhythmic notation. They have a firm grasp on echoing four beat patterns of du’s and du-de’s (quarter notes and paired eighth notes), and are now reading the iconic notation for it. From there, we are quickly evolving into standard notation. They have even read some quarter rests. We have also been working on performing “solos” in front of the class by using different vocal exploration toys.

2<sup>nd</sup> Graders have been reviewing and strengthening their skills reading and writing rhythms with du’s and du-de’s. They are showing their skill by composing short patterns with words and translating them into du’s and du-de’s. We have also been working on performing “solos” in front of the class by using different vocal exploration toys.

We’re off to a wonderful start, and I can’t wait to see where the rest of the year takes us!

## PHYSICAL EDUCATION

Mrs. Annis, Mr. Meza:

We are excited for our visit with the Enfield High Girls Soccer Team. They will be talking to second grade about the importance of being on a team, proper nutrition, proper rest, etc. It will be great! We just finished a unit on space awareness and are now working on locomotor movements. Ask your child to show you the difference between walk, speed walk, jog, and run.

Steam:

Mrs. Charette:

We have had a wonderful and exciting start to the school year. I have the opportunity to work with students every other week. The STEAM acronym stands for Science, Technology, Engineering, Arts, and Mathematics. With that in mind, STEAM is also the process of learning, working together, and solving problems. The program adopted by EPS, **Project Lead the Way (PLTW)**, gives classroom teachers and myself an incredible opportunity to compliment one another's work. Students will gain a deeper understanding of the content covered in their science units, while further developing skills in other areas and seeing the purpose of the hard work they do every day. Kindergarten has started their unit of *Pushes and Pulls*, while first grade is studying *Light and Sound*, and second grade has started their unit titled *The Changing Earth*.

## LIBRARY

Mrs. Battista:

The library has been a very busy place since school started. All classes have been in for their visits- students seem very happy with their book selections. I hope that you have enjoyed them as well! It's been wonderful meeting the new library volunteers- you have no idea how valuable your help is! As the year progresses, if you have any questions/concerns regarding your student's book selections, please feel free to contact me. I look forward to an exciting year with your children.

## READING

Mrs. Pellegrini, Mrs. Schroyer, Mrs. Klapproth:

The Reading Room is up and running! Our mission is to not only improve students' reading skills, but to foster a love of reading. We will be working on various skills with different students such as: fluency, decoding, phonemic awareness and comprehension. Most of all we hope that we can motivate students to read more and use strategies while reading. We are excited to see students using the *RAZ kids* and *Lexia Reading Software* at school and at home. This software is designed to help the students improve their reading skills and comprehension. If you have any questions, please don't hesitate to contact us.

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## **MATH**

**Mrs. McCarthy & Mrs. Radkovich:**

Have you heard your children talk about ST Math? Have you heard them mention Jiji? Jiji is the beloved penguin in the ST Math software games. Students help Jiji overcome obstacles by solving math puzzles – and they associate Jiji with exciting challenges and math success.

At HMS, all of our students

(K - 2) have been working with this interactive problem solving program, and we are excited about the progress that our students are making!

ST Math is an important addition to our math curriculum at all grade levels. The skills that are introduced and practiced with the program will help students as they work with grade level curriculum



## **Academic Support**

**Mrs. Cafasso & Mrs. Wilcox:**

The Academic Support team is working hard to help students learn in a variety of settings. We work with students in mathematics and/or language to help them become confident and proficient in skill areas.

In mathematics, we work with students to improve fact fluency and often send home games and activities that reinforce concepts that are taught in the classroom. We also send home activities that will help to build fluency with addition and subtraction. One important role we have is to work with the classroom teacher to plan small group instruction and activities.

In language, we provide engaging lessons that support the language arts curriculum. We often work with students in small groups to provide focused instruction that allows students to practice important skills necessary for meeting learning objectives.

We love to teach and come to Memorial School with a combined fifty-nine years of teaching experience!



**Mrs. Walsh, School Counselor & Mrs. Thompson, Speech & Language Pathologist:**

Mrs. Walsh and Mrs. Thompson have developed social language groups with various students amongst grade levels known as “PALS”, to focus on the following social skills: Participating in conversations, asking and answering questions, listening to the speaker and staying on topic. The following tips can be used by parents and caregivers to help improve your child’s communications skills at home:

**Be a role model:** By developing your own communication skills and using them when interacting with children and young people, you are providing an example of how to communicate with others.

**Talk about communication –** Find opportunities to raise communication issues with children and young people to help expand their awareness.

**Practice, practice, practice –** Good communication skills require practice – the home environment is the perfect setting to practice these skills.

**Learn to listen –** Teaching children and young people to listen is just as important as teaching them to express themselves. Good communication is two-way.



Stay on topic – Sticking to the issue at hand limits the potential for confusion and misunderstanding.

Use games and role play – For young children in particular, games and make-believe roleplaying activities can be useful to teach communication skills in imagined scenarios.

NURSE

Mrs. Lemay:

I would appreciate if every child could please bring a change of clothing (shirt, pants, underwear and socks) to be left at school in case of an accident, falling into a puddle or mud at recess. This saves the parent from lost work time and your child from losing valuable classroom instruction if clothing is required. The nurse does not have many items in the office for children unless there is a true necessity.

Your child should be free of any signs of disease, such as contagion, headache, upset stomach, fever (100 degrees or above), sore throat, runny nose, rashes, flushed face, red and watery eyes before coming to school (refer to Elementary School Handbook). If your child has a contagious disease, please call to inform the nurse. This ensures the safety of your child as well as the rest of children and staff in the school.

Influenza season will be rapidly upon us. In our school, both hand sanitizer and soap and water are readily available during the course of the day. Hand washing is the first line of defense to minimize the spread of germs. The children are taught to “cover their coughs” and “wash their hands”. By practicing these preventative measures, the likelihood of illness is decreased.

If your child becomes ill, do not give aspirin (acetylsalicylic acid) as this can cause a rare but serious illness called Reye’s syndrome. The National Institute of Health website has more information on this important subject.

As a reminder, all medication whether prescribed or over-the-counter MUST have a doctor’s order with parent’s signature. Children are NOT allowed to transport medication to or from school. The nurse has medication authorization forms in her office.

I will be starting to perform vision and hearing screenings for Kindergarten and grade 1 as mandated by state law. If your child wears glasses for distance, please remind them to bring them when I screen their eyes.

If children do not pass the first time, a second screening is performed. If at that time they still do not pass, then I refer them for further testing. You would then be receiving a referral form to take to the physician or specialist to fill out and return to my office. Please remember to send back ANY completed referrals so they may put in your child’s medical record.

I would like to give you information regarding chicken pox. Chicken pox is caused by a virus which is spread by direct contact or through the air by coughing or sneezing. The incubation period can be from 10-21 days. The most common symptoms are rash, fever, coughing, headache and loss of appetite. A rash appears with dew-like rose petal appearing blisters which come in crops which lasts about 5-10 days. A child is contagious from 1-2 days before the rash appears and continues to be contagious until all the blisters are crusted over. The treatment is bed rest, fluids, control of the fever and itchiness of the blisters. Children should not receive aspirin (acetylsalicylic acid) or products with aspirin because of the possibility of Reye’s syndrome. Children need to be out of school until all of the blisters have crusted over and are checked by the school nurse.

My voice mail is accessible 24 hours a day at 860-763-7502. I would be pleased to speak with you. Leave your name and number and I will return your phone call as soon as I am able. My office hours are from 8:40am-3:35pm Monday-Friday.

LEGO:

Mrs. Smith:

**Have you heard this; “I played with LEGO bricks in school today!”?**

Hi! My name is Jeannie Smith. I am a LEGO Education Master Educator. My official job title is ***K-2 Building Tomorrow Project Instructional Coach***. Allow me to explain - I am an Enfield teacher and I work in the K-2 schools using LEGO Education Solutions. Each grade level here in Enfield has a special box of LEGO bricks

in their classrooms designed especially for them. Students use the LEGO bricks to demonstrate their learning in playful ways. These LEGO lessons also teach 21st century skills, reinforce behavior expectations and a slew of other skills that help kids access learning. Children first build their answers to problems and then may connect them to learning that includes viewing, writing and speaking. The building challenges inspire creative thinking, collaboration, and perseverance, just to name just a few. Building makes an idea become a concrete thing and gives students ways to visualize their thoughts. Thoughts can then be contemplated, changed, shared and discussed with peers.

LEGO Learning activities that your child may have participated in are:

- Using Six Bricks to create a build then name and share it.
- Using Six Bricks to build cubes in different ways.
- What is Growth Mindset?
- How to be a Good Partner
- Exploring specially designed grade level boxes full of bricks to “let your hands do the thinking”.

**In 2006, the CTSDE published Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools. In May 2006, the Enfield Board of Education passed Wellness Policy #6142. Part of this policy addresses celebrations in the classroom. EPS has many students and staff with severe food allergies, so I want to remind you of a few of our practices.**

- 1- No home baked food of any kind can be brought into school to be shared in class. This includes students and staff.
- 2- Celebrations, which include the consumption of shared food are limited to one per month in each classroom and must include healthy choices.
- 3- Any food purchased in a store or bakery must be brought to the nurse’s office for approval with the following conditions:
  - The food must be brought in the original, sealed package  
(cracker or cookie packages must be brought in the multipack)
  - Ingredients on the package must be clearly visible for the nurse to read
- 4- The principal must give preapproval for educational experiences during which food is shared. After approval is obtained, parents/guardians must be given prior written notice (pizza from XYZ) every time food is to be shared for a classroom celebration or educational experience
- 5- No beverages other than water are allowed outside of lunch in classrooms, study halls, or in the hallways. Parents/guardians, please do not drop your child off at school with beverages being consumed.

\*Please note these guidelines do not apply to your child’s lunch or snack brought from home. Please remind them not to share their food items.