

November 16, 2022

EMES Mission Statement

"The purpose of our school is to teach all children to become competent, caring citizens and life-long learners through a challenging and relevant curriculum."



Dear EMES Families -

It was wonderful to see so many of you at conferences last week. This is always such an exciting time for our teachers to share your children's work to this point, talk about their strengths and areas for growth, and hear from you about your hopes for the year. We have had solid participation, both in person and with virtual conferences this year. Thank you for supporting your child's learning by meeting with their teachers! As I shared in the last newsletter, our U-Arts teachers have created a narrative for each grade level about what students have been learning. Please take some time to read through this on the following pages.

We have established our date for Gifts for Giving this year and will be asking families and the community for supply donations soon. We're excited to bring this long-standing tradition back to EMES this winter as students love making special gifts for loved ones.

Our students filled the wood chip tree with big woodchips last week and we enjoyed a very special all-school celebration on Thursday afternoon. Paquet's Apple Shack surprised us with apple fries for all. It was an especially warm and beautiful afternoon celebration with a yum-my treat!

Best,

Alicia



Upcoming Dates to Note:

- ⇒ Tues, Nov 15: PTNO Meeting at EMES and virtual 7pm
- ⇒ Wed, Nov 16: WCUUSD Board Meeting at U-32 6pm
- ⇒ Thu, Nov 17: AOT visits the school with the EMES Snow Plow "Snow Scout" 9am
- ⇒ Wed, Nov 23—Fri, Nov 25: Thanksgiving break—no school
- ⇒ Fri, Dec 2: EMES Music concert for Grades K-6 2:30pm
- ⇒ Tue, Dec 6: WCUUSD Chorus/Band Concert at U-32
- ⇒ Wed, Dec 7: EMES Harvest Feast
- ⇒ Fri, Dec 9: Picture Retake Day
- ⇒ Fri, Dec 16: Gifts for Giving in the gym (Tue, Dec 20 snow date)
- ⇒ Fri, Dec 16: Elves and the Shoemaker performance in the music room
- ⇒ Wed, Dec 21: All School Celebration 2pm
- ⇒ Fri, Dec 23—Mon, Dec 2: Holiday break—no school



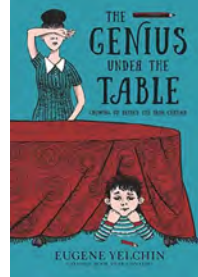
Alicia Lyford, Principal

2022-2023 EMES Family Newsletter

Upcoming Book Clubs

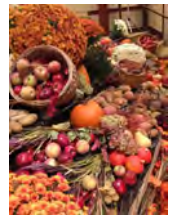
4th Grade Book Club
Tuesday Dec 6th 3:30 to 5 pm
Book: Willodeen by Katherine Applegate

5th and 6th Grade Book Club
Tuesday Dec 13th 3:30 to 5 pm
Book: The Genius Under the Table by Eugene Yelchin



Harvest Feast Times...mark your calendars!

Wednesday, December 7, 2022



We are looking forward to bringing our annual Harvest Feast back to EMES this fall! Due to large numbers, each student will be allowed to invite **one special guest** to attend the feast with them this year. Families with multiple children will want to start planning now! A full menu and sign-up form can be found below.

Group	Lunch	Recess
Pre-k - Grade 1	11:00 - 11:30	11:30 - 12:00
Grades 4-5	11:35 - 12:05	12:05 - 12:35
Grades 2-3	12:10 - 12:40	11:35 - 12:05
Grade 6	12:45 - 1:15	12:15 - 12:45

EXCITING NEWS!!

OPEN GYM

AT
EAST MONTPELIER
ELEMENTARY

5:30-7:30PM

NOV 9, 16, 18

DEC 2, 9, 16

JAN 6, 13, 20, 27

FEB 3, 10, 17, 24



EAST MONTPELIER RECREATION BOARD

IS OFFERING

OPEN GYM NIGHTS

WE HAVE STRICT RULES FOR ATTENDEES:

- EAST MONTPELIER RESIDENT KIDS & TEENS ONLY.
- ATTENDEES MUST BE ACCOMPANIED BY PARENT/GUARDIAN/GRANDPARENT (NO ADULT SIBLINGS) AND STAY AT ALL TIMES. **NOT A DROP OFF EVENT**
- PARENTS MUST SIGN LIABILITY RELEASE AND WAIVERS FOR EACH SESSION.
- ZERO TOLERANCE FOR INAPPROPRIATE BEHAVIOR SUCH AS SWEARING, BULLYING, OUT OF CONTROL BODIES ETC.
- PARENTS/GUARDIAN/GRANDPARENT ARE RESPONSIBLE FOR ATTENDEES.
- PARENT VOLUNTEERS REPRESENTING THE REC BOARD WILL BE ON HAND TO ASSIST WITH ISSUES. IF NECESSARY, THEY HAVE AUTHORITY TO ASK PARTICIPANTS TO LEAVE AND NOT RETURN.

East Montpelier Elementary School



December 7, 2022

Roast Turkey
Mashed Potato
Stuffing
Vegetable Medley
Gravy
Cranberry Sauce
Manghi's Roll
Cider, Coffee, Tea
Pie

Vegetarian option available
Adults \$6.25 (paid in advance)
Students-Free
1 Adult per student
Please return by November 30th

Group	Lunch	Recess
Pre-k - Grade 1	11:00 - 11:30	11:30 - 12:00
Grades 4-5	11:35 - 12:05	12:05 - 12:35
Grades 2-3	12:10 - 12:40	11:35 - 12:05
Grade 6	12:45 - 1:15	12:15 - 12:45

Student name_____

Grade_____

Guest Name_____



News from the EMES PTNO

The Monster Mash was a success! Thank you to everyone who donated their time and treats to make this event successful. It was nice to see the kids all together and having a great time after a long two years of the pandemic.

As we enter the winter and holiday season the PTNO will be doing a Silent Auction at the East Montpelier Harvest Lunch. We will also be doing the secret neighbor again. More details soon!

If any local businesses or families have something they would like to donate to the silent auction please reach out to Amber Neddo 802-279-9297.

We are meeting regularly through zoom meetings the 3rd Tuesday of every month. Due to the low numbers of participation, we will continue to meet via zoom.



EMES PTNO Agenda

ZOOM LINK

ptnoemes@gmail.comhttps://us06web.zoom.us/j/83334401760?pwd=MWZkbWtPT1dMZnFFM2R1ei9PMnpOZz09QK1dLWIIWWGN4bWtTQT09

November 15, 2022

7:00-8:00 PM

Guiding principle of the PTNO: Bringing the EMES community together

Time Keeper- Emily St. Cyr Mascitti

Minutes- Bonnie Pollard-Allen

Meeting Norms

Presume Positive Intentions

Listen respectfully

Share the floor

7:00- Approve Minutes- There are no minutes as there were not enough members in attendance to have a quorum per EM PTNO by-laws.

7:05 - Treasury Report- If there is any new information from Emily St. Cyr Mascitti

7:10- Talk about if we want to continue with the community award and create a criteria

7:20- Talk about the success of the monster mash or things we can do next year to make it better.

7:25- Harvest Dinner- Silent Auction Committee

7:35- Talk about the secret neighbor event for the holiday season.

7:55- Open discussion for any other items

Set date for next meeting- December 20, 2022

8:00- Meeting Adjourn-

Agenda Items for future date:

Upcoming PTNO sponsored events

Clover Wonder Care has openings!



A registered home child care center in East Montpelier,



where children feel at home to learn, explore and play!
Nature, art and stories fill our minds, home cooked
delicious and nutritious food fill our bellies and
friendships fill our hearts.

We currently have three afterschool spots for children ages
6-12 and one infant/toddler spot open.

*Call Danielle at (802)224-6278 or (802) 454-1555 for
more information or email teachwondercare@gmail.com*



*WCUUSD Elementary
Ensemble Concert
December 6th, 2022
6:00 pm
U32 Auditorium*

*Performances by:
WCUUSD Elementary Band and Chorus
Ensembles*

Friends and family welcome!

EMES U-Arts Progress Reports November, 2022



Kindergarten:

Art:

Kindergarten students have been learning about the primary and secondary colors. Students learned that you can't mix any two colors to make the primary colors (red, blue and yellow). They also learned that when you mix combinations of the primary colors, they make the secondary colors (orange, green and purple). Kindergarten students mixed the primary colors while painting papers that they then used to make a collage fruit bowl. Other skills they practiced were holding a pencil properly, tracing, and cutting.

Library and Tech Integration:

In our weekly library class, Kindergarten students have been learning how to care for books and given time to explore books for personal interest. Students have been learning about different categories of books and beginning to understand that there is a system of organization in the library that connects to where the books are shelved. This understanding is a foundational concept for becoming independent users of the library as they get older. Our class read alouds and activities further support students in developing an understanding of different categories of books and help students to explore a variety of stories and content. Students in Kindergarten have time each week to seek out books that match their personal interests. Our work in the library supports student development of the following WCUUSD transferable skills: Skill 2 Effective and Expressive Communication, Skill 4 Working Independently and Collaboratively, Skill 5 Informed, Integrated, and Critical Thinking, and Skill 6 Self Awareness and Self Direction.

Music:

In Kindergarten students are learning to be tuneful - to have tunes in their heads and learn to coordinate their voices to sing those tunes, beatful - to feel the pulse of music and how that pulse is grouped in either twos or threes, and artful - to be moved by music in the many ways music can elicit an emotional response. Students are working on these skills through learning authentic folk/ traditional songs and rhymes that have natural melodic expressiveness and texts filled with wonder. In every class students play a variety of instruments while chanting rhymes and singing songs by themselves and with groups. Students have had a lot of fun developing these three important skills that all children must possess in order to become lifelong music makers and appreciators. In addition, they have been busy preparing songs for the upcoming winter concert on December 2nd.

PE:

This fall, Kindergarten students spent time learning PE routines and rules. We also learned and practiced our recess expectations out on the playground. We became more familiar with the school forest where we practiced for the All School Hike, as well as played Chasing and Fleeing games with taggers. Kicking skills have increased through many fun games and challenges as students learned to control their force and used accuracy to hit various targets. We are now working on tossing and rolling objects and will progress towards overhand throwing. Most games include opportunities for students to practice different locomotor skills and many concepts like boundaries, moving in shared space safely and effort.

Grade 1:

Art:

Students in first and second grade created prints of monarch butterflies. They learned about the printmaking process including creating a printing plate, proper ink application and pulling a print. Second grade students learned about 2-color printmaking (reduction printing) by printing with one color then changing their original printing plate, inking with a second color, and printing on top of the first color. The first color shows through in the areas in which the students changed their plate creating a dynamic print.

Library and Tech Integration:

In our library class each week, students in Ms. Fecura's class have been exploring books from different sections of the library. Through this exploration students are expanding their awareness of options for book choices and deepening their understanding of the organization of the library. In addition to building these skills that help students grow as independent learners, we also have a read aloud each week that is accompanied by activities to help students make connections and think more deeply about the ideas in the text. In addition to library class, I work with Ms. Fecura to support technology integration. Students have learned about coding through the board game Robot Turtles and the Beebot robot. Our coding work supports young learners to understand and practice directionality and sequencing skills. These skills support both math and literacy development. Our work in library and technology supports student development of the following WCUUSD transferable skills: Skill 2 Effective and Expressive Communication, Skill 4 Working Independently and Collaboratively, Skill 5 Informed, Integrated, and Critical Thinking, and Skill 6 Self Awareness and Self Direction.

Music:

In 1st grade, students are continuing to work on becoming *tuneful*, *beatful* and *artful* through the use of singing folk songs both by themselves and with others, playing singing games, and learning folk dances. Students have begun learning to play Orff instruments, including xylophones, glockenspiels, metallophones as well as other simple percussion instruments. Students have taken songs learned in kindergarten and begun learning how to play 1 and 2 part accompaniments on these Orff instruments. In addition, they have been preparing songs for the upcoming winter concert on December 2nd!

PE:

This fall, First Grade students reviewed PE rules and routines as well as recess expectations. We practiced for the All School Hike in the School Forest and played Chasing and Fleeing games with taggers. Kicking skills have increased through many fun games and challenges where students learned to control their force and use accuracy to hit various targets. We are now working on tossing and rolling objects and will progress towards overhand throwing. Most games include opportunities for students to practice different locomotor skills and many concepts like teamwork, problem solving, boundaries, sportsmanship, adversity and effort.

Grade 2:

Art:

Students in first and second grade created prints of monarch butterflies. They learned about the printmaking process including creating a printing plate, proper ink application and pulling a print. Second grade students learned about 2-color printmaking (reduction printing) by printing with one color then changing their original printing plate, inking with a second color, and printing on top of the first color. The first color shows through in the areas in which the students changed their plate creating a dynamic print.

Library and Tech Integration:

Students in both Drown and Fitch homerooms have library class once a week. During library class, students have time to explore the library for personal reading choices each week. Students are encouraged to find books that match their personal interests and share recommendations with each other. To support students in expanding their reading choices, we have been spotlighting books from different parts of the library and physically visiting those sections. This helps students as they begin to build their understanding of how libraries are organized. Second graders are also learning how to search for books using the online library catalog. Each week, students also listen to a read aloud and engage in activities to help them think more deeply about the books. Our read alouds include the nominees for the Red Clover Student Choice book award. Our work in the library and technology supports student development of the following WCUUSD transferable skills: Skill 1 Creative and Practical Problem Solving, Skill 2 Effective and Expressive Communication, Skill 4 Working Independently and Collaboratively, Skill 5 Informed, Integrated, and Critical Thinking, and Skill 6 Self Awareness and Self Direction.

For our first rotation of technology integration 2nd grade students are working on a science and global citizenship investigation that connects climate to human engineering. Students in Mrs. Fitch's class have completed their first technology integration rotation and Mrs. Drown's students are just beginning this work. Through this unit students are exploring climate and understanding that people design and build different kinds of homes for different climates. In addition to looking at homes, students also consider ways that public structures can be designed to be accessible and inclusive spaces. Students show their understanding by working with a partner to design and build a model of a home and then a model of an interior school space. In addition to WCUUSD transferable skills, this unit addresses science, engineering, and global citizenship learning outcomes.

Music:

2nd grade students have been working on developing fundamental music skills including matching pitch and internalizing steady beat through singing folk songs, playing music games, and playing a variety of percussion instruments while singing and chanting rhymes and songs in various meters. Students have begun to learn music literacy using the research-based curriculum "Conversational Solfege," based on the premise that one should learn with ears before learning with eyes. This natural process enables one to instinctively communicate verbally with words first, and later learn to read and write. Students are learning a variety of chants and rhymes by ear that we will soon use as a focus for identifying and reading notes and rhythms. Students will soon begin to learn about instrument families using Peter and the Wolf, a musical fairy tale that introduces young people to the instruments of the orchestra. And lastly, students have been learning songs to sing at our upcoming winter concert on December 2nd.

PE:

This fall, Second Grade students went over PE rules and routines, and recess expectations. We practiced for the All School Hike in the School Forest, as well as played Chasing and Fleeing games with taggers. Kicking skills have increased through many fun games and challenges where students learned to control their force and use accuracy to hit various targets. We are now working on tossing and rolling objects and will progress

towards overhand throwing. Most games include opportunities for students to practice different locomotor skills and many concepts like teamwork, problem solving, boundaries, sportsmanship, adversity and effort.

Grade 3:

Art:

Composition has been the focus of third and fourth grade art! We went outside to sketch from nature - flowers, leaves, ferns, etc. Then, after students were introduced to the definition of composition and saw examples of ways objects on paper could be composed, they created a final sketch. Students drew into heavy gauge aluminum creating a slightly raised line drawing. They used materials such as black india ink, steel wool, and metallic acrylics to add patina and color!

Library and Tech Integration:

During our weekly library class, 3rd graders have been learning about different genres of books and where to find those books in the library. Students have time to explore the library for personal reading choices each week. Students are encouraged to find books that match their personal interests and share recommendations with each other. Third graders are also learning how to use keywords to search for books using the online library catalog. Each week, students also listen to a read aloud and engage in activities to help them think more deeply about the books. Our read alouds include the nominees for the Red Clover Student Choice book award. Our work in the library and technology supports student development of the following WCUUSD transferable skills: Skill 1 Creative and Practical Problem Solving, Skill 2 Effective and Expressive Communication, Skill 4 Working Independently and Collaboratively, Skill 5 Informed, Integrated, and Critical Thinking, and Skill 6 Self Awareness and Self Direction.

Mrs. Giammusso and I co-teach once a week to integrate technology into the core curriculum. We have just completed a robotics science unit where students explored balanced and unbalanced forces. Students practiced scientific and engineering skills by documenting their predictions, recording their observations, and planning modifications as they collaborated to test and then redesign a pulling Lego robot. In addition to WCUUSD transferable skills, this unit addressed science and engineering skills.

Music:

3rd grade students have been working on their music literacy through reading and performing rhythm and tonal patterns in duple meter as well as learning to play accompaniment patterns on pitched, non-pitched and Orff instruments in 1 and 2 part songs. In addition, students have been learning songs to sing at our upcoming winter concert on December 2nd.

PE:

Third Graders spent the beginning of the school year by going over PE and recess expectations. We then introduced Invasion Games and the concepts of Chasing and Fleeing. Students were able to begin practicing the idea of Offense and Defense and the strategies/responsibilities involved in those jobs. We did some kicking games and a few activities that involved throwing, too. Though we play many cooperative games, Third Graders are introduced to the concepts of winning and losing, and what behaviors and feelings are expected in our community while navigating these types of games.

Grade 4:

Art:

Composition has been the focus of third and fourth grade art! We went outside to sketch from nature - flowers, leaves, ferns, etc. Then, after students were introduced to the definition of composition and saw examples of ways objects on paper could be composed, they created a final sketch. Students drew into heavy gauge aluminum creating a slightly raised line drawing. They used materials such as black india ink, steel wool, and metallic acrylics to add patina and color!

Library, Tech Integration, and Digital Citizenship:

In library classes this fall, 4th grade students have been learning how information from the library catalog correlates to the physical location of books in the library. Students have also been practicing ordering books on the library shelves. This work helps students to understand how to use systems of organization to locate materials in libraries and supports the development of independent learning skills. In addition to this work, students also have time each week to learn about books in the library and browse for books that match their personal interests. Fourth graders have also been using technology to communicate their ideas and reflect on themselves as readers. Our work in library and technology supports student development of the following WCUUSD transferable skills: Skill 1 Creative and Practical Problem Solving, Skill 2 Effective and Expressive Communication, Skill 3 Engaged Citizenship, Skill 4 Working Independently and Collaboratively, Skill 5 Informed, Integrated, and Critical Thinking, and Skill 6 Self Awareness and Self Direction.

In 4th grade we have a class to introduce students to the Digital Citizenship concepts of using technology to make your community better, engaging respectfully online with people who have different beliefs than you, using technology to make your voice heard, and determining the validity of online sources of information. We also work with students to help them consider ways that we can find balance in our lives and manage our technology usage. Digital Citizenship rotates with Grade 4 Guidance class. For the first rotation I worked with Ms. Bradley's class once a week, while Ms. Langevin was with Ms. Gallagher's class. In our first rotation students explored media and considered how media can make us feel and the purposes of media. This foundational digital literacy work supports students in being critical thinkers, as well as being responsible creators and sharers of digital content.

Our first rotation of technology integration for 4th grade is a robotics science and engineering investigation. Students in Ms. Gallagher's class have completed their first technology integration rotation and Ms. Bradley's students are just beginning this work. Like all our technology integration work, this unit is co-taught by the classroom teachers and me. For the robotics unit, students learn basic block programming for Edison robots. These robots include several sensors and students are tasked to create programs with loops to have Edison respond to its environment. After learning the basics of programming these robots, 4th grade students are challenged to design and build a trap for a wind-up toy that is triggered by Edison. In addition to WCUUSD transferable skills, this unit addresses science and engineering skills.

Music:

Students in 4th grade have begun to sing and play 3 and 4 part songs on Orff instruments (xylophones and metallophones) which helps to develop musical independence and part reading. Students have also continued their music literacy skills by learning how to subdivide rhythms into multiple parts, as well as learn how to play and read sixteenth notes through the use of songs, games and part reading. They have been reviewing some ukulele instruction from last year that they will be building on as the year progresses. In addition, they have been preparing songs for our upcoming winter concert on December 2nd.

PE:

Fourth Grade began the year with reviewing whole school and PE specific rules and expectations. We began

learning about Invasion Games and played some team sports and activities with throwing, catching, tagging and kicking skills. Students have done a great job practicing offensive and defensive strategies and working in groups. We have been navigating how it feels and what expected behavior looks like around winning and losing, and how to support each other in a community or team. We will move towards some Volleyball skills, basketball skills, ice skating and Nordic skiing in the coming colder months.

Grade 5:

Art:

Students in fifth and sixth grade have been working on drawing skills. In the Wild Thing lesson, students created wild thing monsters coming directly from their imaginations (and a bit of inspiration from viewing a video of Maurice Sendak's *Where the Wild Things Are*. They used and practiced techniques with chalk pastels to add vibrant colors, textures and patterns to their wild things. Students are currently working on drawing from observation. They are creating realistic drawings of candy (and other types) of wrappers, and are working on techniques such as noticing shapes, negative space and relationship of lettering and graphics on the wrappers to draw with accuracy. They are using colored pencils to finish their work!

Library and Tech Integration:

5th grade students spent the first few months of school deepening their understanding of how libraries are organized and how the information from the online catalog correlates to the physical location of books in the library. Students also practiced organizing fiction and nonfiction books on shelves and then demonstrated their understanding by participating in a library scavenger hunt. Being able to use systems of organization to search for and locate material in a library is critical to students being independent users of libraries as they get older. In addition to practicing these library search skills, students have also been using technology to reflect on themselves as readers. Our work in library and technology supports student development of the following WCUUSD transferable skills: Skill 1 Creative and Practical Problem Solving, Skill 2 Effective and Expressive Communication, Skill 4 Working Independently and Collaboratively, Skill 5 Informed, Integrated, and Critical Thinking, and Skill 6 Self Awareness and Self Direction.

Students in Mrs. Gannon's and Mrs. Shedd's classes have been learning how to effectively use technology to communicate their ideas. In Mrs. Shedd's class students have also been exploring the complexity of media literacy in the digital age and learning research skills to support them in being critical consumers of digital information. In Mrs. Gannon's class students are working on a robotics unit. They are using Edison robots which include several sensors. Students are tasked to create programs with loops to have Edison respond to its environment. After learning the basics of programming these robots, Mrs. Gannon's students will be challenged to design and build a trap for a wind-up toy that is triggered by Edison. Like all our technology integration work, these units are co-taught by the classroom teachers and me.

Music:

5th grade students have been working hard on learning and playing ukuleles. They have learned how to read a chord chart, how to play a variety of chord progressions and are currently working on how to play these chord progressions to accompany simple and well known folk songs. In addition they have learned how to read TAB and are working on applying this knowledge to play melodies in addition to chords.

PE:

Fifth graders started the year with reviewing whole school and PE rules and expectations, as well as how to stay safe at recess. We soon began working on Invasion Games so that students could practice offensive and defensive strategies, teamwork, and dealing with adversity. Physical skills like throwing, catching, kicking

and tagging were included in games, and we will soon be moving towards Volleyball skills, basketball skills, ice skating and Nordic skiing for the winter months.

Grade 6:

Art:

Students in fifth and sixth grade have been working on drawing skills. In the Wild Thing lesson, students created wild thing monsters coming directly from their imaginations (and a bit of inspiration from viewing a video of Maurice Sendak's *Where the Wild Things Are*. They used and practiced techniques with chalk pastels to add vibrant colors, textures and patterns to their wild things. Students are currently working on drawing from observation. They are creating realistic drawings of candy (and other types) of wrappers, and are working on techniques such as noticing shapes, negative space and relationship of lettering and graphics on the wrappers to draw with accuracy. They are using colored pencils to finish their work!

Library and Tech Integration:

Sixth graders have been deepening their understanding of library systems of organization. Students learned about the main groups of classification in the Dewey Decimal system, practiced ordering fiction and nonfiction books and explored search results from the online library catalog. Students then demonstrated their understanding by participating in a library scavenger hunt that required them to identify search terms, use the online catalog, and locate books in the library. In addition to working on these library skills, students have time each week to explore the library for books that match their personal interests. To support students as they seek out material for personal pleasure and participate in a community of learners, we are preparing for a "Book Social." Students are writing short book recommendations that they will share out at our social after the Thanksgiving break. Our work in library and technology supports student development of the following WCUUSD transferable skills: Skill 1 Creative and Practical Problem Solving, Skill 2 Effective and Expressive Communication, Skill 4 Working Independently and Collaboratively, Skill 5 Informed, Integrated, and Critical Thinking, and Skill 6 Self Awareness and Self Direction.

Our first technology integration unit was a logo design challenge, where students learned how to use graphic design tools to create personal logos. After creating a design online, students then printed prototypes and improved their designs before the final printing. In addition to being supported by both their classroom teachers and me in this work, students worked to help each other complete the steps, navigate the differences of the various graphic design programs we used for this task, and troubleshoot technology challenges.

Music:

6th grade is wrapping up a 4 part composition project they started in the fall. The project involved composing a 4-part rhythmic ostinato piece based on thematic words or lyrics. They had to decide on 4 different simple lyrics, decode those lyrics into rhythms, and put it together as a 4 part piece with each student in the group playing a different part. Soon they will be performing these compositions for each other in class and reflecting on various aspects of the composition and performance process.

PE:

Sixth graders started the year with reviewing whole school and PE rules and expectations, as well as how to stay safe at recess. We soon began working on Invasion Games so that students could practice offensive and defensive strategies, teamwork, and dealing with adversity. Physical skills like throwing, catching, kicking and tagging were included in games, and we will soon be moving to towards Volleyball skills, basketball skills, ice skating and Nordic skiing for the winter months.



2022 Fall Guidance Updates:

Kindergarten through third grade and fifth grade through sixth grade began guidance lessons at the start of the school year and will continue guidance lessons for the first semester (with the exception of fourth grade students). Fourth grade students rotate guidance classes every eight weeks. Miss Bradley's fourth grade class began lessons in November.

The first eight weeks of guidance lessons focused on solving problems, feelings, self-regulation, and most recently bullying prevention for primary grades. Intermediate grades focused on self-awareness, problem solving, bullying and harassment prevention, and personal safety. During these lessons students focused on two Transferable Skills: creative and practical problem solving and self-awareness and self-direction.

Children in the primary grades, kindergarten through third grade, developed skills in the area of practicing practical problem solving strategies using Kelso's Choices. These students used Kelso's Choices to solve small problems with peers. Students also practiced recognizing the difference between small and big problems. With big problems the children identified trusted adults to talk to about potential big problems. In addition, students in the primary grade practiced the PBIS strategy, stop, walk and talk (using two of Kelso's Choices). When small problems persist children should talk to a nearby adult. They also learned the importance of talking to adults about persistent problems to help with bullying prevention. The children increased their awareness about the Zones of Regulation (feelings and self-regulation), flexible thinking, and identified expected and unexpected behaviors. These skills helped to develop self-awareness about our own thinking and how we can use self-care strategies to better manage strong emotions and problem solve.

Students in Ms. Gallagher's fourth grade reviewed Kelso's Choices, Zones of Regulation (including the benefits of self-care) and problem solving with peers. An emphasis was placed on steps for problem solving and considering more than one possible workable solution for a problem. Students also practiced practical problem solving strategies to solve a variety of social problems. Students also learned the difference between rude, mean and bullying. We also looked at what harassment is and who to talk to when there may be bullying or harassment. Most recently we used the We Care lessons on personal safety. Students explored the concepts of empathy, reading body language, recognizing boundaries, and what to do with mixed up and confused feelings. Fourth grade students are on an eight week rotation.

Fifth and sixth grade students started the school year with a focus on self-awareness by exploring personal values. In addition the students focused on bullying and harassment prevention. They explored different scenarios and how to manage possible problems. During these lessons we also explored the concepts of what is fair and unfair and ways to cope instead of copping out in challenging situations, and the effectiveness of using an "I" message to communicate feelings. Most recently, students participated in lessons from the We Care curriculum on personal safety. An important part of these lessons is understanding boundaries for ourselves and others and knowing who to reach out to when we face challenges.

Please contact me with any questions about guidance classes. I look forward to supporting you and your child/ren.

Mary Beth Langevin, EMES School Counselor mlangevin@u32.org (802) 223-7936 x303