

# Hampton Elementary School

## Monthly Board of Education Update

### Principal Report

February 14, 2022

**January-February weekly:** AQIS SR OEC team/support and Grant meetings

**February 8:** PD/coach David Howes SEL, Social Studies Classroom Management

**February 10, 11, 14:** Individual Para professional consultation

**February:** Goal planning for SBAC assessments TEAM B and C

**February:** Vision work on post pandemic structure for 2022-2023

**February:** Transition Technology and project based learning enhancement

#### **Hampton Elementary School is preparing for the 2021 -2022 SBAC Assessment**

Staff have attended training provided by the State Department of Education in order to be current on any changes in testing procedures. The Connecticut Smarter Balanced assessments are defined as being aligned to Connecticut Core Standards in English language arts/literacy and mathematics. One of the popular components of this balanced assessment system includes the pre-instructional resources provided to staff and students, as well as the final assessments, which all help to improve teaching and learning.

The assessment system includes:

- A summative assessment of students in Grades 3 through 8
- A computer adaptive test (in ELA and mathematics) and performance task (in mathematics).
- This assessment can be used to describe student achievement and growth of student learning
- A valuable tool as part of program evaluation and decision making

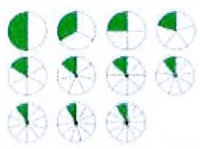
The online Smarter Balanced testing window is **February 22, 2022 to May 27, 2022**. Hampton Team members and administrators will begin planning schedules that work for our students and calendar.

**Student numbers by age/grade**

DATE	August 2021	September	October	November	December	January	February
PRE-K	9	9	9	9	10	12	12
Kindergarten	8	8	8	8	8	8	8
1 <sup>st</sup> Grade	8	9	9	8	8	8	8
2 <sup>nd</sup> Grade	13	11	11	11	11	11	11
3 <sup>rd</sup> Grade	10	10	10	10	10	9	8
4 <sup>th</sup> Grade	9	9	9	9	9	9	9
5 <sup>th</sup> Grade	6	7	7	7	7	8	8
6 <sup>th</sup> Grade	11	10	10	10	10	10	10
Outplaced/STEM	6	6	6	6	6	6	6
Total	80	79	79	78	79	81	80

TEAM	AUG	SEPT	OCT	NOV	DEC	JAN	FEB
PreK	9	9	9	9	10	12	12
TEAM K1	16	15	14	13	13	13	13
TEAM A	13	13	14	14	14	14	14
TEAM B	19	19	19	19	19	18	17
TEAM C	17	17	17	17	17	18	18
OUTPLACED	6	6	6	6	6	6	6

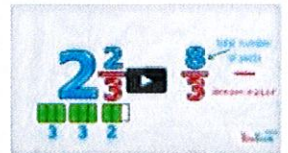
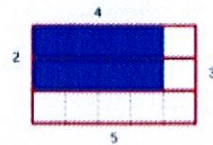
# SatisFraction Club



$$\frac{3}{8} + \frac{6}{4}$$



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After School on **Five Tuesdays in February and March**

Dates: February 8, 15th

March 1, 8, 15th

## Attention: Students in Grades 3 and 4

Join Ms. Sanchini and Mrs. Penrod for this math opportunity to take part with game-like activities using fractions. Teaching and learning will take place for each game.

3:30 – 4:15 Club Time

4:15 dismissal for pick ups

4:20 Late Bus

The late bus is available for all students. If you sign up to transport your own child then you must pick them up by 4:15. If not, they will take the late bus.

Return this permission slip to the school office by Feb 4, 2022

I give permission for \_\_\_\_\_ to participate in the SatisFraction Math Club

\_\_\_\_\_ my child will take the late bus.

\_\_\_\_\_ my child will be picked up by this person \_\_\_\_\_ or \_\_\_\_\_

\_\_\_\_\_ I understand that pick up must take place no later than 4:15. If it doesn't take place then my child will take the late bus for transportation home.

Signature of legal guardian or parent: \_\_\_\_\_

# February News Team B with Ms. Sanchini and Mr. Lord

## Wrapping up January's Social Studies Units and Activities

### Economics

- ★ Needs vs Wants, Supply and Demand
- ★ What resources are in our community and state?
- ★ How does our government pay for goods and services? What is supply and demand?
- ★ For fun, we are making papier mache banks.

Black History Month: Civics: Theodore Weld, Harriet Tubman, Abraham Lincoln, Rosa Parks, Ruby Bridges, Martin Luther King Jr., Lyndon B. Johnson

- ★ Illustrate historical and contemporary means of changing society
- ★

## Science: School Wide Project on Food Waste and Composting

- ★ Each team will be introduced to and investigate composting. Our efforts will be shared with the Hampton Green Energy Committee's Townwide Compost Project.

## Math

- ★ Numbers Base 10 Operations
- ★ Place value to millions
- ★ Regrouping Add and Subtract
- ★ Multiply and Divide with double digit numbers

## Reading

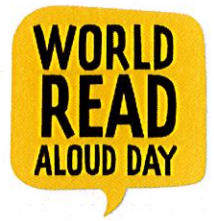
- ★ Reading Unit of Study will be Book Clubs with realistic fiction

## Homework

Nightly reading and logging our reading  
20 minutes for B3, 25 minutes for B4  
Word Work Practice - bingo board  
Grammar Practice- worksheet two times a week  
Handwriting two times a week  
Math by teacher group

## Week of January 31st

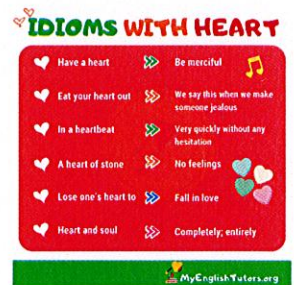
Flashlight reading  
Book Clubs  
Online Field Trip  
Scholastic Books



Math Classes will decide on how to celebrate. For my class, we will be doing place value games and practice worksheets.

## Week of February 14 Valentine's Day

Card Sharing  
Card Making  
Learning about idioms with the word "heart".



History of President' Day  
Pair Share Biographies  
Write a letter to a President.

Drats, we are not in school on this day.

february 22, 2022  
(2/22/22) falls on a  
tuesday so we'll be  
able to call it 2's day

# Week of 2/14/22

## WEEKLY NEWSLETTER

### EVENTS

#### Important Dates:

2/14/22- Valentine's Day

2/17/22- Random Acts of Kindness Day

2/21/22 + 2/22/22- No School

February is Black History Month

Don't forget to bring in water and a snack each day!

#### Homework

- Read for 15 minutes each night
- Word Work due on Friday

### WE ARE LEARNING ABOUT...

Reading- In reading, we are looking at how characters interact to have a greater understanding of the main characters.

Writing- We are currently elaborating on our information books and we will start an introduction in the next week.

Science- In science, we are comparing multiple solutions for preventing erosion.

Random Acts of Kindness Day- We will talk about different ways we can be kind and create a kindness goal for the rest of the month.

### CONTACT

If you have any questions, please feel free to contact me at [kschiano@hamptonschool.org](mailto:kschiano@hamptonschool.org)!

# Math Group 2/14/22

## WEEKLY NEWSLETTER

### WHAT STRATEGIES WE ARE LEARNING

We are learning strategies on how to add within 100 by using number lines, place-value blocks, and number charts.

Math homework is due on Friday!

### STANDARDS BEING COVERED

CCSS.MATH.CONTENT.1.NBT.C.4  
Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

CCSS.MATH.CONTENT.1.NBT.C.5  
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

### CONTACT

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# Math Group 2/14/22

## WEEKLY NEWSLETTER

### WHAT STRATEGIES WE ARE LEARNING

We are currently learning about how to add within 1,000 using different strategies and models. Students will learn by using place-value blocks and open number lines this week to add.

Homework will be due on Friday!

### STANDARDS BEING COVERED

CCSS.MATH.CONTENT.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.MATH.CONTENT.2.NBT.B.8

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

CCSS.MATH.CONTENT.2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

### CONTACT

If you have any questions, please feel free to contact me at [kschiano@hamptonschool.org](mailto:kschiano@hamptonschool.org)!



Dear Families,

We are getting ready to embark on our next reading unit for the school year. The students have grown so much as readers in so many different ways, and we are very proud of all of them. Our new unit is called, **Meeting Characters and Learning Lessons**. The unit begins by embarking the students on reading adventures as they set off to meet new characters in their books. The students will study the characters in their books, think about the lessons their characters learn, and think about how they can apply those lessons to their personal life. They will also learn to grow ideas and opinions about the different books they read. In this unit, the students will practice all of the skills they have previously learned through the year and they will be learning new ones along the way.

These are some of the big ideas and essential skills our new unit will be covering for the remainder of the school year:

#### Essential Questions:

- How can I keep track of the events in a story especially as the texts become longer and more complex?
- How can I learn about the main and secondary characters to be able to grow deeper ideas about them?
- How can I pull like lessons from the stories that I read?
- How can I form opinions about my reading to share with others?

#### Big Ideas:

- Readers retell by giving important events and key details in sequential order.
- Readers elevate their retelling by mentioning how characters change and by telling about the characters feelings and actions.
- Readers notice characters' actions and dialogue and make inferences about their feelings.
- Readers recognize the little lessons characters learn and they also look for big life lessons that anyone can learn.
- Readers form opinions about the books they read and share with others.

#### Ways to support your child at home:

- Continue to read to/with your child
- Talk to your child about the characters in the books you read together.
- Act out a part of the story with your child
- Have fun reading together!

Ask your child...

Sincerely,  
Katie Schiano



- **What is it that your character really wants?**  
(answer: will vary)
- **What lesson did the author want you to learn from your book?**  
(answer: will vary)

# WHAT TO ASK KIDS INSTEAD OF "HOW WAS YOUR DAY?"

## Instead of:

How was your day?



## Try this:

What's one thing that made you laugh today?

You can learn a lot about your child's sense of humor, friends, and get them smiling by asking them to recount things that made them laugh.

## Instead of:

Did you eat your lunch?



## Try this:

Who did you sit by at lunch today?

Allowing your child to discuss friends they may have a hard time getting along with, opens opportunities to discuss how others make them feel.

## Instead of:

Did you have a good day?



## Try this:

What did you do that made someone smile today?

Show your kids that school isn't just about academics. Kindness matters.

## Instead of:

What did you learn at school?



## Try this:

Did you enjoy art or science more today? Why?

When questions are broad, it's easy for a child to feel unsure of how to answer. Being specific facilitates a detailed response and opens the door for further discussion.

## Instead of:

What did you do today?



## Try this:

I love hearing about your day.

Sometimes questions are overwhelming. Just letting your child know that you're interested, gives them permission to share when they are ready.

## Instead of:

How was your day?



## Try this:

What was easier today than yesterday?

Encouraging your kids to notice that their practice is making a difference helps instill a positive self-image and a growth mindset.