

Newport City Elementary School

November



November 2, Girl Scout Informational Meeting 6-7 pm., Cafeteria
November 7, Board Meeting, Library, 6:00 pm
November 8, Parent's Club Meeting, Library, 6:00 pm
November 11, Veterans Day, **NO SCHOOL**
November 21, Board Meeting, Library, 6:00 pm
November 22, End of Trimester (57 days)
November 23-25, Thanksgiving Break, **NO SCHOOL**

Reminders:

END OF DAY CHANGES TO TRANSPORTATION

Change in Bus Route!



Please call the school before 2:00 to change the end of the day transportation for your children. Last minute phone calls to the office does not ensure that the change will occur. Please refer to page 9 of the school handbook.

TARDIES

The school building is open at 7:50 for students to spend quiet time in their classroom or to go to the cafeteria to eat breakfast until 8:15 when our academic day begins. Children arriving after 8:15 will be marked as tardy and must check in at the office. From an educational perspective, regular and on time school attendance is important for many reasons.

When students are tardy they miss information the teacher may be discussing about their day. It can be a challenge for students to catch up on material that the rest of the class has already mastered. Further, students who are frequently tardy miss the benefits of positive and emotional interactions with their peers and teachers. Please make sure your children arrive no later than 8:15. Thank you for your cooperation with this matter.



DROP OFF FOR STUDENTS

Cold weather is upon us but student drop offs are to continue to be in the back parking lot throughout the school year.



This month character trait word was responsibility. Mrs. Lowell's 5th grade students buddied up with Mrs. Tetreault's 2nd grade students to help them make books about responsibility. The fifth graders helped the second graders write and illustrate the books. All classes worked together to learn this word.

Notes from Parents' Club:

We meet the second Tuesday of every month at 6:15 in the library. We are always open to new members! Come check us out.

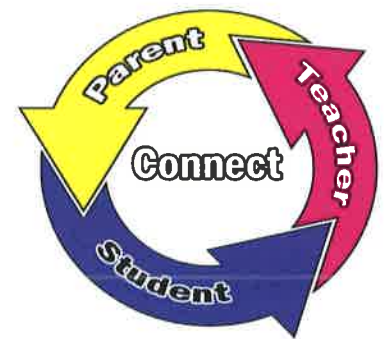
Thank you to everyone for your help in our Charleston Wrap and Box Tops for Education fund raisers. Did you know that all money raised goes directly to the Student Activities Fund? This fund is the sole source of support for Green Mountain Farm-to-School, Four Winds, and the Jay Peak ski program.

Did you miss the Box Tops deadline? No worries! We collect Box Tops throughout the year, just send them in with your student.

It's never too early to start thinking about the Holiday Bazaar! We are always looking for items; especially items appropriate for men.

We have two easy fundraisers which are ongoing; one with Price Chopper, and one with Schwan's. If you have a Price Chopper card, you can elect to have a donation made to NCES. In addition, if you order from Schwan's, they will send a donation as well. Here is the information to register with Schwan's:

<https://www.schwans-cares.com/campaigns/29821-newport-city-parents-club>



The Parents' Club has been working hard on restructuring and refocusing this year. Michelle Rossi and Rory Carr are co-chairs, Christine Russell is our treasurer, Jessica Russell is our secretary, and Lesley Rae Larsen is in charge of communications. Feel free to let any of us (or any other member) know of any suggestions or ideas you may have. Better yet, join us!

Don't forget to like us on Facebook: <https://www.facebook.com/Newport-City-Elementary-Parents-Club-298845876805891/>

Email with questions or suggestions! ncesparentsclubvt@gmail.com

COMMUNITY GUESTS VISIT NCES

Our theme for October was learning about responsibility with the NCES students and staff about how they are responsible for many things in our larger community. During the last week community members were invited to come in and speak to our students and staff. Guests included John Wilson, Councilmen; Laura Dolgin, City Manager; Tom Bernier, Head of Public Works; Jacques Roberge, Councilman; Chief DiSanto, Chief of Police; Steve Vincent, Councilman; and James LaClair, Fire Chief. Many thanks to all of our speakers for coming in!



Do you remember how excited your children were about maths* when they were young? How they were excited by patterns in nature? How they rearranged a set of objects and found, with delight, that they had the same number? Before children start school they often talk about maths with curiosity and wonder, but soon after they start school many children decide that maths is confusing and scary and they are not a "math person". This is because maths in many schools is all about procedures, memorization and deciding which children can and which cannot. Maths has become a performance subject and students of all ages are more likely to tell you that maths is all about answering questions correctly than tell you about the beauty of the subject or the way it piques their interest.

Given the performance and test-driven culture of our schools, with over-packed curriculum and stressed out students, what can parents do to transform maths for their children? Here are some steps to take:

1

Encourage children to play maths puzzles and games. Award winning mathematician, Sarah Flannery reported that her maths achievement and enthusiasm came not from school but from the puzzles she was given to solve at home. Puzzles and games – anything with a dice really – will help kids enjoy maths, and develop number sense, which is critically important.

2

Always be encouraging and never tell kids they are wrong when they are working on maths problems. Instead find the logic in their thinking – there is always some logic to what they say. For example if your child multiplies 3 by 4 and gets 7, say – Oh I see what you are thinking, you are using what you know about addition to add 3 and 4, when we multiply we have 4 groups of 3...

3

Never associate maths with speed. It is not important to work quickly, and we now know that forcing kids to work quickly on maths is the best way to start maths anxiety for children, especially girls. Don't use flashcards or other speed drills. Instead use visual activities such as <https://bhi61nm2cr3mkdggk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2015/03/FluencyWithoutFear-2015.pdf>

4

Never share with your children the idea that you were bad at maths at school or you dislike it – especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughter's achievement went down.

5

Encourage number sense. What separates high and low achievers is number sense – having an idea of the size of numbers and being able to separate and combine numbers flexibly. For example, when working out $29 + 56$, if you take one from the 56 and make it $30 + 55$, it is much easier to work out. The flexibility to work with numbers in this way is what is called number sense and it is very important.

6

Perhaps most important of all – encourage a "growth mindset" let students know that they have unlimited maths potential and that being good at maths is all about working hard. When children have a growth mindset, they do well with challenges and do better in school overall. When children have a fixed mindset and they encounter difficult work, they often conclude that they are not "a math person". One way in which parents encourage a fixed mindset is by telling their children they are "smart" when they do something well. That seems like a nice thing to do, but it sets children up for difficulties later, as when kids fail at something they will inevitably conclude that they aren't smart after all. Instead use growth praise such as "it is great that you have learned that", "I really like your thinking about that". When they tell you something is hard for them, or they have made a mistake, tell them: "That's wonderful, your brain is growing!"



** I use maths, rather than math, partly because I am from the UK and we say maths there and partly because maths is short for mathematicS, it is a plural noun. Mathematics was chosen to be plural to reflect all the many parts of mathematics - drawing, modeling, asking questions, communicating, etc. Math sounds more singular and narrow (Do the math, usually means do a calculation!), and I prefer to keep the idea that maths is a multidimensional and varied set of mathematical forms and ideas.*

Online Courses for
Students, Teachers and Parents
<https://www.youcubed.org/category/mooc/>

Student Page
<https://www.youcubed.org/students/>

Parent Page
<https://www.youcubed.org/parents/>

Recommended Apps and Games
<https://www.youcubed.org/category/teaching-ideas/math-apps/>

More Information about Brain Science
<https://www.youcubed.org/think-it-up/>

Jo's Mindset Book
<http://tinyurl.com/qxhngsh>

Maths Tasks to Do At Home
<https://www.youcubed.org/tasks/>

Summer Camp Video
<https://www.youcubed.org/youcubed-summer-math-camp-2015/>

Week of Inspirational Maths Curriculum
<https://www.youcubed.org/week-of-inspirational-math/>