

January

Sandown North News



From the desk of
Jo-Ann K. Georgian, Principal



to all of you! As I wrote 2010 on the board this morning for the children, I was struck by how, in 2000, we were so worried about our computers making the switch to a new century. Could that really have been ten years ago? Our children weren't even born then!

We celebrated the end of 2009 on December 23rd with our children. They have been doing such a wonderful job with all the roll-outs, especially the most recent bus roll-out, that we wanted to have an opportunity to just have fun with them. We had a special craft hour where the children did a special craft with one of the adults in the building. After the creative time, we all came together for a sing-along, led by Mrs. Quigley, our music teacher. This year we had a special guest, a rather "large" Christmas mouse. As we all sang, the students loved watching the mouse dance with various staff members. The singing

and celebrating starts the holiday for us in such an upbeat way. We are so fortunate to be with your children at this special time of year.

The holiday auction was a huge success, thanks in no small part to the Herculean efforts of Tricia Harnois and Erica Olsen. Great fun was had by all. The change in venue this year seemed to contribute to the excitement. As the year moves forward, there will be more fun events for our families. If you have any time to share some of the work, I know that it will be much appreciated. The PTA members work hard to offer our children rewarding experiences.

The holiday season may have ended but the *Winter* months with stormy weather have really just begun. The district, as you know, uses Alert Now to communicate with parents. Please be sure that the numbers you have provided to us are your up-to-date numbers. If there have been changes, please send those in to Sharon Hasfjord and Deb Ray in the office and they will update your information. Also, if you drive your child to school when it is stormy, please drive very carefully. Our site is a real challenge to plow. It is narrow; the driveway is curvy and narrow due to parked cars. The grounds are plowed early and frequently, but some weather conditions make it difficult to plow here. We are all concerned about safety so if you notice something that Mr. Zig and I may have missed, please

don't hesitate to tell us. The conditions sometimes change during the day with the wind and additional snowfall so even if you dropped your child off in the morning, it may have changed by the afternoon. I am always amazed by the drifts that form during the day due to the wind. Mr. Zig had to dig his way into the building this last weekend in order to clean up after the storm. The snow had drifted so much that it was piled against the front door **above** the handle!

Winter is a great time to relax and enjoy some good books. While reading Leading School Change by Todd Whitaker during vacation, I was reminded of how fortunate we are to have such a strongly established positive culture in our school. The adults in the building work collaboratively and collegially to problem solve and support each other in the change process. Together, they make a difference in the lives of children and I am so grateful to have the opportunity to work alongside them.

Again, I wish you happiness and health in 2010!

From the School Counselor



As adults, this is often the time of year many of us reflect on the prior year, and make our New Year resolutions. What worked well for us this past year

and in what areas of our lives would we like to make improvements? New Year's Resolutions may also be useful to families and children. They are a great tool for helping children to set goals. Begin by explaining why we make resolutions. Explain it's the start of the New Year, and is a good time for fresh starts and beginnings. Resolutions allow us to think back over the past year on what went well, and what we would like to do differently. Be sure your child realizes we make resolutions because we want to; there is no punishment if it doesn't work out. If your child is interested in making a resolution, make sure it comes from him or her; otherwise, it is seen as just another rule from the parent. Try to have your child come up with a resolution that is more specific as opposed to general. For example, if your child says, "My resolution is to be more helpful", try to break the resolution down, "I want to be more helpful by remembering to feed the dog each day." Don't forget to recognize when your child is following through with his or her resolution. If your child is having difficulty with it, speak with him or her about how he or she might approach it in a different way that would be more successful. As we all know, even with our best intentions, we often lose interest in our resolutions. If this happens with your child and he or she doesn't seem to mind, let it go. With young children, it is often more appropriate to have a short-term resolution, such as, "The next time my friend comes over, I'm going to do a better job sharing my toys." New Year's resolutions can be a fun as well as thoughtful, family tradition. Making them provides

important lessons in responsibility, the usefulness of setting goals and working as a family to make positive changes. Happy New Year!

Nancy Stafford, School Counselor



News from Everyday Mathematics

Kathy Fowler
Elementary Math Coach

The following is from the *Everyday Mathematics Home Connection Handbook*.

Assessment in *Everyday Mathematics*

Throughout *Everyday Mathematics (EM)*, there are many opportunities to collect information about children's abilities. The purpose of gathering this information is to:

- see how each child's mathematical understanding is progressing; and
- provide feedback to the teacher about each child's instructional needs.

The process of collecting information to track each child's progress and make decisions about how and what to teach is known as *assessment*.

Children show what they know and can do in a variety of ways. It is important to gather information not only about children's procedural skills, but also their understanding of

concepts, through ongoing and periodic assessment.

Ongoing Assessment

This is often called informal assessment because information is collected from the ordinary work that children do every day in mathematics class.

- *Observation* involves watching and noting what children do and say during oral exercises, slate routines, discussions, strategy sharing, and game play.
- *Product assessment* involves collecting and reviewing samples of daily work, such as Math Boxes, written explanations and diagrams, and game record sheets.

Periodic Assessment

Often called formal assessment, these are special assessments that occur at the end of each unit (Progress Checks) and the end of the year.

How Can Parents Support Assessment?


- Read the Family Letters that explain the contents of each unit and Study (grades K-3) or Home (grades 4-5) Links that review and practice material learned in lessons.
- Let your child's teacher know what s/he says about mathematics and how s/he is doing with homework assignments. Ask yourself some of these questions to better pinpoint your child's progression with mathematics:
 - Is there something your child doesn't "get"?

- Can your child do Study/Home Links independently, or do you need to help a great deal?
- Can your child “teach” you the day’s lesson?
- How much time does your child typically spend on the Study/Home Links assignment?
- When you play math games or talk about real-life math situations, what do you notice?
- Families have unique insights about their children that are important to share with teachers. The information you share can help teachers form a more complete picture of each child’s development and adjust lessons to meet specific needs.

Sandown North Elementary

January, 2010



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 NO SCHOOL	2
3	4	5	6	7	8	9
10	11  Monday Morning Meeting	12	13	14	15	16
17	18 Civil Rights Day NO SCHOOL 	19	20	21	22	23
24	25  Monday Morning Meeting	26	27 Early Release Day 1:10pm	28	29	30
31						