



# FEBRUARY HAPPENINGS

February 2 *Ground Hog Day*

February 5 *PTO Meeting 3:45 Community Service student minders will be available to watch younger children.*

February 7 *Grades 2, 3 and 4 ~ Capital Center for the Arts to see Mr. Popper's Penguins*



February 9 *Assembly- Pawlympics of Kindness ~ Reporters: grades Kindergarten, 2<sup>nd</sup> and 4<sup>th</sup>*

February 12-23 *~ Celebrating the Core Value of Kindness*

February 14 **Valentine's Day**

February 16 *Jeff Werner performs for 4<sup>th</sup> grade BES, AES and FES students*

February 20 *Kindergarten Screening at Antrim Elementary School from 8:00-3:00 for children who are 5 years old prior to August 25, 2018 and reside in Antrim, Bennington, Hancock and Frankestown ~ Please call 924-7503 ext.2032 to Pre-Register for the Screening Day (Snow date 2/22/18)*

April 17 *All-district Kindergarten Screening at Peterborough Elementary School from 8:00-3:00*

February 21 *Invention Convention 5:30-6:30*

February 23 *Assembly 2:40 Kindness Pawlympics Core Values Assembly*

February 26 - March 2 *Winter Recess NO SCHOOL*

COMING IN MARCH: Book Fair March 26-30 Featuring the Title 1 Literacy Night March 29, 5:00-7:00

SPECIALS: 1/29-2/2 Library/Media ~ 2/5-2/9 Health (sneakers) ~ 2/12-2-16 PE (sneakers) ~ 2/-2/23 Music

## Principal's Note

Educators have long known that while academics are important to a person's success, they are not the only qualities students need to grow and lead productive lives. At our school, our staff is refocusing on our journey to improve our skills in teaching social-emotional learning.

We begin our day with morning meeting in order to help our students transition from home to school, to build a community where students feel cared for, known and ready to learn. We speak to our students using positive teacher language, and we strive to know each student as an individual learner. Through our staff studies about Responsive Classroom, we are filling our toolbox with tools to help your children learn and grow in a positive and caring environment. If you would like to learn more about the Responsive Classroom approach, please feel free to visit their website [responsiveclassroom.com](http://responsiveclassroom.com) or ask your child's teacher for more information.

We value our connections and interactions with parents and the community, and I want to thank you all so much for being such strong supporters of our students and the school.



PIERCE SCHOOL LIBRARY WANTS YOU

VOLUNTEERS NEEDED!! Do you have some time on your hands? Would you be interested in volunteering in the Pierce School Library? Please call the office at Pierce School (588-2131) to contact Mr. Kendall, Librarian, for details.

Thank you!

## “Expected and Unexpected Behavior”

~A helpful concept included in recent classroom counseling lessons at Pierce School~

Robin Gregg, School Counselor

Several Pierce School teachers and other staff members (as well as teachers in other schools in our district) have been teaching students a number of concepts from The Zones of Regulation curriculum. Written and created by Leah M. Kuypers, an Occupational Therapist, this curriculum contains lessons that help students identify their own emotional and sensory states, and equally important, provides students with strategies for developing emotional self-regulation. (Other terms for self-regulation include impulse control, self-control, and self-management. Among the many helpful ideas in the book is the distinction between **expected and unexpected behavior**.

**Expected Behaviors: Behaviors that result in other people feeling comfortable when they are around you. Expected behaviors reflect formal rules as well as informal, unwritten social “rules.”** For example, some expected behaviors for being in control in the classroom and ready to learn include having a calm body, facing the teacher or other speaker, raising one’s hand to ask a question. Expected behaviors while playing with a small group of friends during recess include taking turns, including everyone, and respecting other people’s personal space.

**Unexpected Behaviors: Behaviors that result in other people feeling uncomfortable when they are around you.** For example, some unexpected behaviors in the classroom setting during a lesson include blurting out comments not connected to the lesson, getting up from one’s chair and running around the classroom, talking and laughing loudly. Unexpected behaviors while playing with a group of friends during recess might include refusing to take turns, bossing everyone around, and breaking the rules of the game.

Third and fourth graders at Pierce School learned about expected and unexpected behaviors by discussing specific situations and routines that are common at school such as lining up to take turns at the water fountain; going on a walking field trip with the class; taking a computer test; arriving late to school following a medical appointment; noticing a younger student crying on the playground. Working in small groups, the students listed both expected and unexpected behaviors in a particular situation or routine. They shared their ideas about some possible unexpected behaviors and performed brief skits for the entire class illustrating the expected behaviors.

Learning and talking about unexpected and expected behaviors reminds students that other people notice our behaviors and notice whether or not we are following the rules (including the informal, social rules that help people get along with one another), and other people have good or uncomfortable feelings about us as a result.

Future classroom lessons based on and consistent with the Zones of Regulation will focus on the difference between big and little problems, and tools and strategies useful for emotional self-regulation.

# THE REWARDS OF READING

The seeds for success in the classroom are sown at home. Encouraging children to read at home is one of the most powerful ways that parents can support students' learning. Just 15 minutes of reading at home per day can make a difference in students' reading fluency. Prioritize reading with these tips.

Always have books on hand. Keep a book in your bag or your car's glove compartment so your child can read in the car, or while waiting in line at the grocery store.

Make regular trips to the library, and keep an eye out for books at bargain sales or garage sales. Or, consider holding a "book swap" with neighbors and friends. For birthdays or holidays, give your child new reading material.

Keep it up. Find ways to encourage your child to pick up new reading material to read once one book is finished. For instance, introduce him or her to a series or ask your librarian for books by the same author. Draft a "to-read" list that your child can check off. Consider subscribing your child to a magazine for kids.

Focus on their interests. Encourage your child to check out books from the library that feature characters or topics he or she is interested in. Whether it's NASCAR to NASA, the topic doesn't matter (as long as it's age-appropriate), as long as your child is reading.

Read out loud together. Schedule time to read aloud together, taking turns to read passages. Invite your entire family to participate. Use different voices for different characters, or invite your child to make sound effects for the story.

Make it a routine. Consider how to make reading habitual. Your family could have a weekly read-aloud session, or you and your child could read each week before bed.

Be a patient listener. No matter how slowly your young learner reads, avoid finishing sentences for your child.

Gently correct mistakes, sound out words together, and let your child know you're proud.

Cut the distractions. During reading time, turn off or put away electronic devices. Make sure you follow the rule, too.

Ask questions. Ask your child about what he or she is reading in school or what you are reading together. Try open-ended questions such as, "Why do you think the character did that?," "What would you do if you were in that situation?," or "What do you think will happen next?"

Read beyond books. Invite your child to read menus, greeting cards, movie listings, newspaper comic strips, or directions to a destination. Word recognition is an important step for reading fluency, so consider using strips of paper and tape to label everyday objects in your home to boost your child's familiarity with words.

## WebResources

Sign up for ClubConnect, a reading and philanthropy initiative from NAESP and United Way. Your school may be already signed up- check with your principal. [www.unitedwayclubconnect.org/](http://www.unitedwayclubconnect.org/)

Visit Reading Rockets Parent Tips page for specific activities for readers of various age groups. [www.pbs.org/launchingreaders/parenttips.html](http://www.pbs.org/launchingreaders/parenttips.html)



## Strength Training

*Kathie Morrocco, Pierce School Reading Specialist/Title I Project Manager*

As our second learning quarter comes to a close, I am beginning to feel more student energy invested into their work of becoming strong readers. Many students have come to me sharing their reading interests and asking for “more” books to read. This is very exciting—especially for a reading teacher to hear! It’s wonderful when a student asks for another book, because I know that he or she is now “hooked” and that essential reading skill practice is happening outside of school as well as within school. This is the key to strengthening reading abilities at every grade level...practice, practice, practice.

Our reading strength (if we can call it that) is dependent upon repeated practice of reading material at an “independent” reading level. Once instruction has taken place, it is extremely important for a student to then practice the concept over and over again so that it eventually becomes automatic. Reading is complex! Every student is different and may require a different amount of minutes to accomplish this endeavor. *That’s OK!* Reading strength is our goal and we all know the more you read, the better you get! That counts for grown-ups as well ☺ See below for some links to help your child on his or her way...have fun practicing!

**Your town library:** <https://www.dodglibrary.com/>

**Book Finder: (to match interests)** <http://www.readingrockets.org/bookfinder>

**Picture Books: (to encourage rereading/endorsed by kids!)**  
<https://happyyouhappyfamily.com/best-picture-books/>

**Easy FREE Beginning Reading Online:** <http://www.clarkness.com/>

**Interest/Fun Reading:** <http://www.aaronshp.com/stories/>



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*Donated and School Loaned Clothes: Pierce School is in need of donations of sweatpants in sizes 6 and 8, ankle socks, mittens and gently used sneakers to loan to students . We ask that donations and returned borrowed items be laundered and user ready.*

Pierce School students and staff thank you for your support