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Danville Hawkes Soar for Success !

Newsletter - November 2014



Principal's Pen

Dear Families,

Timberlane Regional School District will be using **Online Learning/Blizzard Bags** again this year. Based upon last year's feedback we have made some changes to the way these days will be set up. This year we are using Google Classroom, accessible from the Danville School website for students in grades 3-5. Students in these grades will need to use the computer or other device, such as a tablet or iPad, and have internet access to complete their activities. We are asking parents to make sure that you have the latest version of your web browser updated or download Google Chrome. If you are using a tablet or iPad, you can use the online browser or add the Google Apps (How To tips will be posted on our school website).

Students in Kindergarten through grade two, as well as those without internet access in grades 3-5, will be given paper copies for **Online Learning/Blizzard Bag** days. Students will be bringing paper copies home Wednesday, November 5. Please keep them at home until we have a blizzard bag day. You will be

receiving two days' worth of work, in the event of inclement weather. After completing the work on a designated day, your child has 48 hours to return the work to school. If your child does not complete the work, he/she will be marked absent. We want the Blizzard Bags to be a great success. Please make every effort to support your child with this learning endeavor. If you have any questions or concerns, please contact your child's classroom teacher or me.

Parent conferences are scheduled in November. Most will be taking place November 10. It will be an early release day for students. There will be **NO HALF DAY KINDERGARTEN** November 10. There will be PK classes on November 10. Communicating with your child's teacher is important to your child's school success. It is important to build a home school connection. We know we will be successful if we are all working toward the same goals.

Warm wishes for a Happy Thanksgiving season,

Nancy Barcelos

Assistant Principal News

Response to Intervention

As the year progresses our Response to Intervention (RTI) practices change and become refined using student data and authentic classroom work samples. It is the use of data and teacher input from classroom experience that guides our *tiered instruction* practices and groupings.

In addition to the adjustments and differentiated instruction that classroom teachers provide each day in their classrooms for all students (Tier I), more specific skill instruction is provided in smaller groupings (Tier II) based on the need for review and practice, reteaching, interventions with different materials and approaches, or extensions to the skills base. The Tier II instructional groupings can occur with staff members other than the classroom teacher. The groupings are established based on the needs of the students and align with the training and expertise of the staff member. Thus your child may report working with someone other than the homeroom teacher for mathematics or reading skill tier grouping. The mathematics and reading groupings are held for a half hour each per day. Tier II groupings change frequently based on skill development and academic need. Tier II groupings are fluid and are intended to be short term and flexible.

Some students do participate in Tier III groupings for specific areas of support determined through individual testing and Special Education programming. Direct parent involvement and approval in Tier III is required.

Please feel free to contact your child's teacher or administration if you have questions about our RTI practices.

W. J. Pimley
Assistant Principal



Counselor's Corner

Throughout the school year during classroom guidance, I spend much of my time with all of the grades teaching how to recognize and identify feelings. We talk about why this is an important skill and spend a lot of time talking about using "feeling" words. When children are able to recognize the feelings of others and are able to identify their own feelings, it helps them with other important social skills such as impulse control, empathy, conflict management and friendship. One of the resources I use for my classroom guidance lessons is the *Second Step Curriculum*, a researched based curriculum developed by the Committee for Children. The curriculum is designed to develop their social-emotional skills – including making friends, managing emotions, and solving problems – setting them on the path for social success and academic readiness.

Look for more details about this program and classroom updates in future newsletters!

Tip: How to Encourage Your Child to Use Feeling Words

Be a role model for expressing feelings and encourage your child to use feeling words. For example, if you are discussing something that happened during your day, include your feelings about it, such as, "I was confused when...", or "I felt proud because..." By modeling for the children, we increase the likelihood that they will learn this important and necessary lifelong skill.

Mrs. Salemi
School Counselor



All About Art!

Dear Danville Families,

Fall is in the air and we have gotten into the seasonal spirit of things in the art room!

The Kindergarteners are learning the difference between two dimensional and three dimensional art. They learned a number of techniques on how to manipulate paper to get it to pop-up off the page and created some wonderful three dimensional paper sculptures.

They also used tempera paint to create a pumpkin patch. Some concepts that connected to this project involved printmaking, how to use a paintbrush properly and how to clean up their art materials.

The First Graders practiced drawing trees using the Y method. We discussed what a reflection is and used that knowledge to create a reflection of trees in the water. I introduced the Primary Colors and students learned about the Color Wheel. They used red and yellow paint to show fall colored leaves on their trees. After the two Primary Colors mixed together to create orange in some places on their artwork I introduced the first Secondary Color and we had some discussion about color mixing.

The Second Graders had fun using model magic to create a pumpkin scene. They used tools to press into the material to create texture. Students also learned about the Mexican holiday, "The Day of the Dead." They learned the many differences and some similarities between the Mexican holiday and our American holiday of Halloween. The symbol for the holiday "The Day of the Dead" is a skull. The students were given a copy of a skull for the foundation of their project and used symmetry as the main conceptual focus of the lesson. Students created a symmetrical design using lines and shapes.

The Third Graders created three dimensional owls using model magic clay. They pressed a variety of tools to press into the clay to create texture and facial features. They also created

monster faces using paper, scissors and glue. The concepts connected to this project involved symmetry and positive and negative space. Presently we have started a multi-cultural project about the Aboriginal Dot Art Paintings. They are learning about the culture of the Aboriginal people and the purpose of their artwork.

The Fourth Graders learned about the artist Vincent Van Gogh with specific recognition to his painting called "Sunflowers." Students create a drawing from observation using a still life of a vase with flowers. They paid close attention to the shape and color of the still life and practiced drawing what they saw. They used oil pastels to finish the piece. Presently, students are working on a landscape of a pumpkin patch using oil pastels. They are blending analogous colors together to create value and are learning how to manipulate the oil pastels to create a glowing effect on the moon and stars.

The Fifth Graders are starting a lesson about Skyward Trees. This is a perception lesson where you are showing trees from a specific angle. In this case you are looking at the tree as if you were standing under it. Students are using a wispy technique for the leaves using a variety of sponges. They are using oil pastels to fill in the trunk and branches. We are going outside to observe the way trees look at this angle

before starting the project. We have also spent time analyzing other artists' artwork and have had rich discussions about what they like or dislike about it. Students are becoming quite accomplished at sharing meaningful comments and critique during these sessions.

The **Original Works of Art Fundraiser** order packets will be sent home very soon with your child's artwork that goes along with it. Orders will be able to be done online and through paper this year. Items that you order will be delivered well before Winter Break. Please consider this very special opportunity to get your child's artwork printed on a special item and raise money for the Art Department at the same time!

Any craft donations or recyclable materials are welcome! I am looking for items students can use to build and create with during their Art Club time!

I could also use:

- egg cartons
- newspapers
- old magazines-appropriate pictures

Thank you so much for your support of the Visual Arts!

Mrs. Rice





READ ALOUD with Mrs. Dube

The first grader's focus was on listening while others are speaking, waiting your turn to speak, and speaking to each other with loud, clear voices. Towards the end of the month, the children practiced these skills by performing skits for one another based on popular fairy tales.

The second graders have been part of a program called "The Global Read Aloud" during the month of October. They have been listening to stories by Peter H. Reynolds. A half million students across the globe have also been listening to these same stories! We have connected with one classroom in North Dakota and another classroom in Texas and have been sharing our thoughts and creativity with them and with others across the United States!

Third graders learned about money this month, with a culminating activity of performing a skit in which they acted as customers and a counter person/cashier in a fast food restaurant called Dube Diner. The students enjoyed showing off their skills while practicing speaking in front of a group.

Fourth graders finished the novel "No Talking" and moved on to some acting activities aimed at learning public

speaking skills and good listening skills. Before Halloween, the children enjoyed turning the nursery rhyme of "The Itsy Bitsy Spider" into a more mature poem by using words taken from a thesaurus to change the poem's lexile level without changing its meaning.

Fifth graders have continued to enjoy the story, "Wonder". We have heard the perspectives of several different characters now. The children were dismayed to find a popular character has been faking his friendship with our main character, making our main character want to quit school and be homeschooled again. Many students have shown huge growth in their compassion and empathy skills since the story began.



Physical Education

Hello Everyone!

Can you believe it is already November? Time flies when you are having fun! We have just finished up with our Halloween unit and are moving quickly into our Cooperative Games unit. Cooperation and teamwork skills are very important for our students to learn. These skills encourage leadership and communication and help our students in many ways. If you get a chance, ask your child how many students can fit inside of one hoola-hoop! Cold weather is right around the corner, so please try to get outside with your child and

enjoy the wonderful fall weather! As always, if you have any comments or questions, feel free to email me and I will get back to you as soon as I can! I hope this note finds you happy and active!

-Patrick Ard
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