

2020

École J.S. McCormick DECEMBER NEWSLETTER

“Pajama Day” December 22nd

Dress in your PJ's for the last day
before Christmas break!

A reminder that morning outdoor
recess supervision begins at
8:20am. Students should arrive at
school no sooner than that and
should remain outside to play
until the first bell rings at 8:35am.

Thank you for your cooperation!

IMPORTANT NOTICE:

Should your child test
positive for COVID-19;
please inform the school
ASAP. AHS notice can
take a long time and the
school needs to know of
any positive student
cases as soon as
possible.



Month At A Glance

December 11:
PD Day

December 22:
Pajama Day!

Last day of classes

Christmas Break
Dec 23-Jan 5

Home-Based
Learning:
January 6, 7 & 8

In-School Classes
Resume:
January 11



School Council Update

Winter Break Update:

The generalized date announced by the government for learning at home was approximately December 18th, dependent on each school division's existing winter break schedules. Following the WCPS 2020-2021 Approved Calendar, JSM students will attend school through to December 22 as originally planned.

In January, there will be three days of learning at home. If requested, teachers will provide work for students to do that will not rely on families having access to computers or the internet.

Poinsettia Sales from Blue Grass Nursery

Thank you to those who purchased a poinsettia! It was a great success! Vouchers are being sent home Friday, Dec 4th for those who purchased to take in to Blue Grass for pick-up.

Unfortunately, our popular White Elephant Sale has been cancelled for this year.

We wish you and
your loved ones
safe and happy holidays!



Coach's Corner

'Tis the Season to be Intentional

More than ever, it is so important that we take time to intentionally invest in conversations with others, to reach out and ask "How are you actually doing?" and "How can I help?"

When you are intentional you choose to make decisions and take action on what's really important to you...

You intentionally set an intention to achieve a specific outcome or result in the future.

I hope that you find creative ways of connecting intentionally with others during this Christmas season. I also hope that you find rest and peace in the midst of the crazy, and opportunities to get outside and explore the beautiful outdoors with your family!

TOP 5 Outdoor Activities to do with your Family:

1. Winter trail walk
2. Build a snowman/snow-fort
3. Sledding
4. Skating
5. Hot dog roast over an open fire



Melissa Rogers - Athletic Director

EJSM Nutrition Fridays

Welcome to Friday Nutrition!

On Fridays at EJSMS, we are delivering, for every student, a healthy wholesome snack to classrooms.

Every Friday morning, four classrooms will be receiving some yummy, whole food treats. So far, we have offered smoothies, pinwheels, vegetables and mini sandwiches. All classrooms will be visited and the students will be invited to try some new, healthy snack options from our program!

Fun Recipes to Try!

Smoothies

3 cups milk
1 cup greek yogurt
2 cups frozen mixed fruit
1 banana
½ cup low sugar juice
Mix together in blender & serve!

Mini Sandwiches

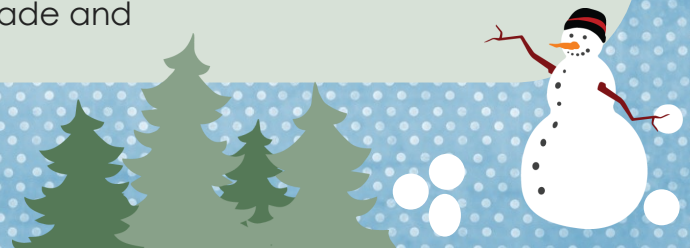
Lean Ham
Cheddar Cheese
OR
Jam

Egg Bakes

12 eggs
Chopped ham or bacon
Shredded Cheese
Mix 12 eggs with a little milk, salt and pepper.
Divide into 12 muffin tins
Sprinkle chopped ham and shredded cheese on to each egg
Bake at 350 for 20 minutes.
Can substitute/and or add chopped broccoli, feta cheese, or other veggies.
Can be premade and frozen.

Pinwheels

Wraps
Cream Cheese
Lean ham
Shredded Cheddar Cheese
Grated Carrots
In a large wrap spread cream cheese, add 3 slices of ham, sprinkle cheese and roll. Cut wraps into 6 pieces.



Developing Literacy

In the Class We Are...

- Developing our reading stamina, and practicing our decoding strategies. We continue to work on 'look at the picture' for clues, 'look at the first letter' and 'look for chunks' and have been emphasizing the strategy 'check the vowels'. We will soon be learning new strategies such as 'skip the word & read on', 'reread the sentence' and 'guess the word' to build our strategy toolbox as we encounter unfamiliar words.
- Developing our comprehension skills so that we can read for understanding. We know that good readers make predictions as they read - so we often stop during our story time to think about what has happened in the story so far, and share our ideas about what may be happening next. We continue to practice identifying the main characters, the setting, the problem, and the solution in our shared stories. These are important skills for comprehension.
- Expanding our vocabulary. According to ReadingRockets.org, "Beginning readers must use the words they hear orally to make sense of the words they see in print." They emphasize that "vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean."

At Home You Can...

- Set aside time to share reading experiences with your child.
- Support them with their home reading books (see reverse for details about home reading program).
- Encourage family members to put away devices, power down the tv, gaming system and computers and have rich conversations about your day, upcoming family activities, recent shared events, stories about your childhood.
- Take the opportunity during driving time to chat with your child.

"Kids who hear more words spoken at home learn more words and enter school with better vocabularies. This larger vocabulary pays off exponentially as a child progresses through school." (readingrockets.org)



We LOVE Literacy!

Storytime Strategies for Younger Children

(adapted from Alberta Health Services, The Story Box)

Read books your child chooses.

Use a variety of voices to represent different characters!

Use exaggerated facial expressions!

Read repetitive parts of the story faster, read slowly for important or dramatic parts!

Be creative with stories.

- Change the words or events sometimes.
- Let your child make up a new ending.

Try not to ask "What's this?" and drill your child for answers. Instead, ask questions that have room for more conversation, like:

- "What's happening in this picture?" or "Tell me about this page."
- "What do you like about this page?"
- "How do you think 'character' feels about that?"

Act stories out using props and costumes.

- Older children love to act stories out!
- Younger children can hold onto a prop related to the story for their part.

How to nurture a child's mental health



© 2018 Mental Fills Counseling Store

Six Pre-Reading Skills

(for children from birth through 5 years)



Print Motivation

Being excited about and interested in books

What can you do?

Make sure book sharing time is fun.

For children with short attention spans, keep it short, but read more often.

Don't get upset when they put books in their mouths.

Read books you enjoy.

Choose books about things that interest the child.

Read with a natural, but cheerful voice.

Print Awareness

Understanding that print on a page represents words that are spoken, knowing how to follow words on a page, and knowing how to hold a book.

What can you do?

Allow children to handle the book and turn pages.

Use your finger to point out words as you move across the page.

Pointing out signs in your environment.

Read books with large bold print.

Introduce the cover and talk about the author and illustrator.

Phonological Awareness

Understanding that words are made up of smaller sounds. Hearing and playing with smaller sounds in words. Phonological Awareness comes before phonics.

What can you do?

Encourage your baby to babble, changing the beginning sounds.

Sing songs. Clap along with the song. Use rhythm sticks and shakers.

Do action rhymes.

Learn nursery rhymes. For older children, substitute a non-rhyming word in place of the rhyming word and see if they notice the difference.

Read books with rhyming texts.

Play "Say it fast; say it slow." Butterfly Butt er fly Turtle Tur tle

Vocabulary

Knowing the names of things, feelings, concepts, and ideas. Knowing the meaning of words and connecting words to objects, events, or concepts in the world.

What can you do?

Any book will help with this, but choosing ones with words not used in daily conversation and nonfiction books are especially helpful.

Label things.

Narrative Skills

Being able to describe things and events. Being able to tell and understand stories.

What can you do?

Talk with children about what you are doing. Ask them "What?" or other open-ended questions that cannot be answered with a simple "Yes" or "No."

Ask, "What happens next?"

Allow young children time to respond. Be patient.

Tell stories.

Encourage pretend play.

Let them help you tell flannel board stories.

Read stories with a beginning, middle, and end.

Letter Knowledge

Understanding that letters are different from each other. Recognizing letters and knowing that they have different names and sounds.

What can you do?

Let babies play with shapes.

Allow children to handle letter shapes.

Learn the alphabet song.

Read alphabet books and books about shapes.

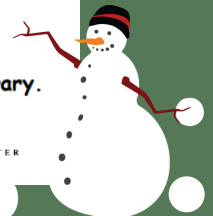
Books where you have to find things.

Help your child identify the first letter in his/her name. Then find that letter in books, on signs, and other things in the environment.

Based on Every Child Ready to Read @your library.

GREENWICH PUBLIC
Library

WESTMINSTER



WCPS Lice Policy

Administrative Procedure 318

PEDICULOSIS (LICE)

Background

The Division recognizes the concern represented by the transmission of pediculosis in schools and therefore encourages close communication between school staff, parents and public health nurses regarding the detection and resolution of instances of pediculosis. Care will be taken to protect the individual from undue invasion of privacy.

Procedures

1. School staff shall work with public health authorities, School Councils and the Occupational Health and Safety Coordinator to describe and then communicate to parents both preventative and remedial procedures for dealing with instances of pediculosis. The Appendices to this procedure are recommended as references.
2. Parents of infected students are to be requested to pick up students from school as soon as possible for treatment.
3. Students may be permitted to return to school after they have undergone a recommended course of treatment.
4. If there are ongoing concerns about particular cases not responding or being compliant with therapy, then the Principal or designate shall inform the Public Health Authority of these concerns.

Reference: [Education Act](#) Section 11, 33, 52, 53, 196, 197, 222

[Public Health Act](#)

Adopted: May 2017

Reviewed/Revised: July 2018, September 2019



Around the School

Miss Kim, our Family School Liaison Worker,
has gathered some amazing resources
for you to access at home!

Check out her page on our website:

Teacher's Website Links > Miss Kim's Connections

to view some wonderful information geared
towards our students and their families!

Be sure to visit her page regularly for
updates & new resources!

On a personal note... as the author of the EJSMS
Newsletters, I would like to take the opportunity to write
a quick farewell to our students & families as I welcome
my first baby's arrival over the Christmas break. I will



miss seeing the students &
connecting with families from my
desk everyday; I look forward to
virtual visits with baby while on
maternity leave! May 2021 find you
all happy & healthy!

See you again soon!

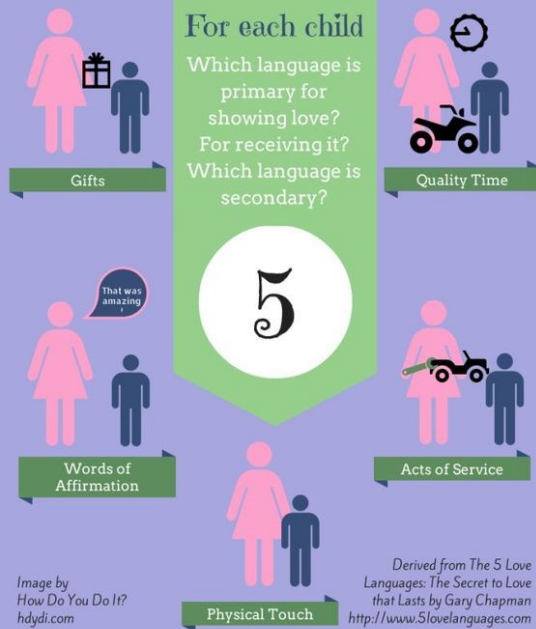


Miss Leibel

Swifty's Snippets

Parenting Tips

The 5 Love Languages in Parenting



Lunch Ideas



10 Healthy Holiday Treats FOR THE CLASSROOM!



Literacy

THAT WAS THEN

When I learned to read...

Good reading included reading quickly, sounding fluent, and getting through the passage fast to get to the questions at the end.

Students read passages selected from the textbook and the occasional novel/chapter book.

The whole class read the same texts all at the same pace.

Long bouts of silent reading time included students staring into a book and remaining quiet while reading and thinking alone.

Students didn't know to track their thoughts. They simply looked at every word to get done.

Tests given after reading check that students can recall simple details from the passage. Answers to those questions are found literally within the text.

THIS IS NOW

When my child learns to read...

Good reading is a combination of good-sounding reading (fluency) and thinking about what the author's words are meaning.

Students read a variety of texts, including the textbook, novels/chapter books, digital text (websites, iPads, etc.), real-world text (newspapers, magazines, etc.), and more.

Students read leveled texts at an appropriate for pace and often within small groups, with the teacher nearby for support.

Short spurts of silent reading occur in between times of discussion with peers. Students share the thoughts their having about the reading.

Students are aware of their thinking and track their thoughts before, during, and after reading.

Tests given after reading assess for more than literal comprehension, but deep understanding. Students are asked to draw conclusions, formulate opinions, and make inferences that are not literally obvious in the text.

Christmas Fun!

50 EXPERIENCE GIFT IDEAS

by BIG LIFE JOURNAL

1. Helicopter rides
2. Wilderness/nature living skills programs
3. Cooking club memberships
4. Museum memberships or day passes
5. Tickets to an unusual museum
6. Zoo and botanical garden memberships
7. Waterpark passes
8. Amusement and attraction tickets
9. Movie passes
10. Air BnB gift card or hotel stays
11. Factory tour passes
12. Virtual reality game center passes
13. Symphony subscriptions
14. Concert venue subscriptions
15. Children's or community theatre subscriptions
16. Tickets to a sporting event
17. National Trust (UK)/National Parks Service (US) membership
18. Movie Night kit
19. Creative writing classes
20. Cooking classes
21. Group music lessons
22. School of Rock passes
23. Theatre classes
24. Visual art classes
25. Pottery or sculpture classes



26. Archery classes
27. Dance lessons
28. Outdoor wilderness and nature survival courses
29. Climbing gyms passes
30. Trampoline play zone passes
31. Horseback riding lessons
32. Tree and rope climbing adventures
33. Sports camps
34. Skiing seasonal passes
35. Ninja Warrior gym passes
36. Indoor skydiving passes
37. Yoga classes
38. Mini-golf passes
39. Ice-skating, roller skating, or skateboarding lessons
40. Magazine subscriptions
41. Mail Order Mystery
42. Park district offerings
43. Voucher booklet
44. Treasure hunt
45. Gardening kits
46. Game night kit
47. Swim lessons
48. Aquarium passes
49. Concert tickets
50. Camping supplies/camping trip



PRINTABLES BY BIG LIFE JOURNAL - BIGLIFEJOURNAL.COM

Presents
are great
but love
is better.

Mariah, age 8

I think
I saw santa
and he looks
just like
Dad.

Chasen, Age 5

December 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11 PD DAY	12
13	14	15	16	17	18	19
20	21	22 Pajama Day!	23	24	25 	26
Christmas Break			Christmas Break			
27	28	29	30	31		
Christmas Break						



*Wishing you & yours a
most wonderful holiday
season, and a fabulous
New Year!*



What is coming up?

Jan 6, 7 & 8:

Home-Based Learning

Jan 11: In-School Classes

Jan 15: PD Day

Jan 29: Favorite Book
Character Day!

Jan 28: School Council Mtg