

Wolf Times

Volume 13, Issue 5

January, 2016



Chinese Lunar New Year is the year 4714, or the Year of the Monkey.

January is the first month of a new year. Our country of the month is Israel. We invite families to lend us souvenirs and artifacts for our front lobby display. It is a good time to once again introduce the idea of “Firsts” to our students. What does it mean to do something for the first time? After making a collection of their own personal firsts, our children will be encouraged to create hypothetical firsts. The children also will investigate the firsts that occur during the month of January.

From the Desk of Jacqueline Norcel

“Happy New Year, Bonne Année, Gung Hay Fat Choy, Feliz Ano Nuevo, Viel Gutes, Neues Jahr, Snorhavor Nor Tari.” However the greeting is said, the message is the same. We all look to the beginning of a new calendar year with renewed hopes, aspirations, and resolutions.

Different cultures also have historical traditions of welcoming in the New Year, from eating black-eyed peas in the American South to creating geometric Rangoli (a form of sand painting decoration) in India as part of the five-day Hindu festival of Diwali. These culturally rich celebrations offer time for both reflection on events past and resolutions for future behavior.

The New Year’s holiday offers students the opportunity to critically consider the multicultural traditions practiced in our society. A study of the changing of the year offers myriad social studies connections – from questioning how calendars have developed, to analyzing celebrations across geographic and political boundaries to making a personal commitment to improve the community in some way.



During January, the staff at Frenchtown will be helping our students understand and respect time. How is time measured? Do you know who first began to measure time? Why are there different calendars and different New Years? The children will be made aware of our New Year’s customs and traditions. This year Chinese New Year doesn’t happen until February 19. The

January 1st – First practical fire engine went into service 1853.



January 5th – Nellie Taylor Ross became the first woman governor.

January 7th – First voting under the new U.S. Constitution took place during the first U.S. Presidential Election.

January 9th – First successful balloon flight in America - 1793.

January 10th – The first meeting of the General Assembly of the United Nations was held.

January 11th – First time milk was delivered in bottles – 1878.

Amelia Earhart Putnam – first woman to fly solo across the Pacific Ocean from Honolulu to California.

Sarah Caldwell – first woman to conduct the Metropolitan Opera.

Robert C. Weaver – first Black American Cabinet member – 1966.

First time basketball played -1894

January 21st – U.S. launched the first atomic submarine, Nautilus, in 1954.

January 22 – Elizabeth Blackwell – First woman doctor graduated from medical school – 1849. First time gold was discovered in California – 1848.

January 31st – First U.S. Satellite launched – 1958.

January is an excellent time for us to review goal setting and study skills with our students. Teaching independent work skills is similar to

delegating. When you think about it, helping students to work independently is much like being a manager in the workplace by assisting employees to take responsibility for their work. The techniques for teaching these skills also are remarkably similar.

We can start by identifying and focusing on the key skills that students must possess to manage work. Among these skills are breaking large, complex tasks into smaller, manageable pieces; constructing and following a work schedule; identifying and securing necessary resources.

Students should be selecting, modifying and using work processes, and understanding and achieving quality results. Often, these elements can be taught effectively through real life examples, beginning with simple tasks such as making a sandwich. Students can make a list of ingredients and utensils needed; describe the process and sequence they should use; estimate time required; consider alternatives if any of the usual resources are not available; and describe the final outcome. Later, more complex examples that are similar to what students will be asked to complete in the classroom can be analyzed in a similar manner. However, instruction and discussion must be accompanied by plenty of supervised practice to give students both experience and real life examples upon which to draw later – if they become confused or stuck.

The move from instruction and practice to actual application must be gradual. Initial projects should be relatively small. The work must be divided into small chunks. The guidelines we provide them with need to be clear and relatively narrow in scope. Students should have frequent check-in points on their progress and the expected results must be described in very specific terms. Students should be asked to evaluate their work.

This month we are emphasizing the “**K**” in T.R.A.C.K.S. which stands for **kindness**.

Our lessons will be developed to give our students an opportunity to engage in activities that help them learn about tolerance and respect which helps one act with kindness. A few books you might get at the library to share with your child are:

- Say Something by Peggy Moss (PreK-2)
- Play Lady/La Senora Juguetona by Eric Hoffman (PreK-2)

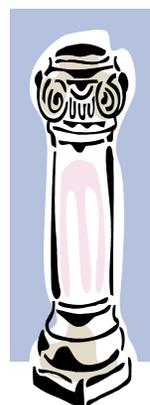
- Nobody Knew What to Do by Becky Ray McCain (PreK-2)
- Blubber by Judy Blume (3-5)
- The Hundred Dresses by Eleanor Estes (3-5)
- It’s OK to Be Different by Todd Parr (PreK-2)
- Oliver Button is a Sissy by Tomie DePaola (PreK-2)
- Alley Oops by Janice Levy (PreK-2, 3-5)
- Felita by Nicholasa Mohr (3-5)
- Pinky and Rex and the Bully by James Howe (3-5)
- Mr. Lincoln’s Way by Patricia Polacco (3-5)

Our goal at Frenchtown is to provide a safe and nurturing atmosphere for our students and staff. If a parent has an issue with a student they must come directly to Mrs. Strever or myself. If they want to see the teacher for any reason they must first e-mail the teacher for an appointment. When you arrive first check in with Mrs. Essing and then report to the office. The office will call the teacher. **No parent should ever go directly to a teacher’s classroom in the morning or at dismissal time.** Remember parents enter the building by door number 9 for dismissal. Show your driver’s license or pass and sign your child out and leave by door number 10.

I hope that this New Year brings you joyful hours, pleasant memories, thoughts of family and friends, and much happiness and blessings.

HAPPY NEW YEAR

The pillar of character from T.R.A.C.K.S. that we will focus on for January is “kindness.”



Character

Corner—

Mr. Weitzman,

Social Worker

T.R.A.C.K.S.

K = Kindness

Kindergarten News...

Mrs. Bershefsky, Mrs. Buswell,
Mrs. Capone, Mrs. Crawford



The month of December is a very busy time in kindergarten. Our social studies curriculum goes into full swing as we travel around the world to celebrate various holidays and learn about all their different traditions.

We started the month in Denmark and learned that children stuff wooden shoes with hay and carrots and place them by their windows in the hopes that St. Nicholas will visit and leave some candy and toys behind. The focus of this holiday is kindness since St. Nicholas shows kindness to those in need and always thinks of others. Next, we learned all about the eight days of Hanukkah. We just couldn't believe the story about the miracle of one day's worth of oil lasting eight days. It was indeed a miracle! We enjoyed some Hanukkah stories and playing the dreidel game. We then moved onto Sweden to celebrate Santa Lucia Day where we discovered that it is dark there almost all day and night at this time of the year. Santa Lucia is the saint of light and a celebration that more light will be coming soon. We left chilly Sweden to go to a warm Mexico to learn about Las Posadas. This holiday lasts nine days and is a reenactment of Mary and Joseph's journey to Bethlehem and how they were turned away from every inn. The children got to role play the parts of Mary, Joseph and the mean inn keepers. Finally, we ended with Christmas and enjoyed a winter-themed celebration. We hope you enjoyed the special gifts the children made you! Happy Holidays!

We finished up Unit 1 in Foundations in early December. In Unit 2 we will be focusing on the formation of all the capital letters (Each capital letter goes from the sky line to the grass line.) and tapping out cvc (consonant – vowel – consonant) words. The quicker they become at tapping and blending the more fluently they will be able to read. Please practice tapping at home and continue working on sight words.

Math centers are a favorite time for the kindergartners each day. We are currently working on Unit 4 which involves measuring lengths with Popsicle sticks and cubes as well as measuring on a balance by comparing which object is heavier. Our big focus has been and will continue to be number

sense – numeral recognition, counting and the start of solving story problems this month. We are learning the difference between an expression ($3+2$) and an equation ($3+2=5$) and preparing them for addition and subtraction within the sum of 5. By the end of the year, we want them to be as proficient as possible in solving these equations. After the holidays we will be asking for your assistance to practice at home to help them gain fluency just like you help with sight words. It really makes a difference and we thank you for all your help and support!

In science we finished up our unit on weather and will begin our unit on shelters. We read a really interesting book that shows homes all around the world. The children are usually fascinated by the different ways people live. They only know about their own little worlds here in Trumbull. We also extend this into animal shelters. This is another area of high interest for the children.

In writing, we have completed a variety of lessons where the beginning of the sentence is provided and the children just have to write a couple of words to finish the prompt. We are now moving beyond that and having the children write a full sentence. A lot of guidance and assistance is provided but our goal is to move them toward more independent writing. The second half of the year will focus on writing one sentence and then move to writing multiple sentences. Sight word recognition and automatic letter sound retrieval makes writing independently a lot easier.



We ended the month with our very first Frenchtown PBIS (Positive behavioral Intervention System) Day on December 21st. Our academics and activities centered on teaching about kindness and good character. We had a school wide assembly as well. It was a successful day!

We hope you all had a relaxing and enjoyable holiday recess and that you were able to spend quality time with family and friends. If you have not already done so, please send in the supplies we asked for to start off January. Donations of baby wipes and Clorox Green Wipes are also very much appreciated! Happy New Year!



Grade One News...

**Mrs. Gambardella, Mrs. Mordecai,
Mrs. Rodrigues, Mrs. Shinnick**



During the month of December, first grade was alight with the glow of the holidays. We packed our “suitcases” and traveled to other first grade classrooms to learn about holiday traditions that

span the globe. You may have seen menorahs and kinaras glowing in celebration of Hanukkah and Kwanzaa. We also learned about the Italian tradition of La Befana and the Mexican Legend of the Poinsettia. Most importantly, we shared the traditions from our own diverse backgrounds as we came together in multicultural understanding.

At math time, we worked in our third unit called Solving Story Problems. We learned how to solve both addition and subtraction stories. We also practiced counting and writing the numbers to 120. How far can you count? We are busily practicing math facts with our flash cards.

During our Foundations lessons, we learned new “glued sounds.” Glued sounds are consonants and vowels that glue together to make a new sound. Our new glued sounds are ang, ing, ong, ung, ank, ink, onk, and unk.

During our last week before vacation, we put on our pajamas and boarded the “Polar Express” for our field trip to the IMAX theater. We had a great week filled with lots of language and math based activities that brought the book to life.

We celebrated PBIS Day on Dec. 21st. We focused on fun activities that helped us work together and get to know other first graders. We all remembered what the letters of TRACKS stand for as we cooperated on team projects.

Then we said good bye to all our friends as we headed out for a great vacation.



Grade Two News ...

**Mrs. Angon, Mrs. Boyle,
Mrs. Pereira, Ms. Sansone,
Mrs. Tuohy**

Frenchtown second graders have made a lot of progress. We are noticing a positive shift in work habits, and an overall maturity toward school. They are becoming more responsible about their learning. We delight in each day as we watch them grow to new heights!

We started the new trimester with many fun and heart-warming stories about winter and the holiday season. The children gained an appreciation for the holidays people celebrate such as Christmas, Hanukkah, and Kwaanza. Through these stories we continued to teach the reading strategies necessary for developing strong reading skills. The children learned how to become "active" readers by using wondering to engage in their reading. They also learned to dig deeper as they practiced making inferences about the stories they heard and read. This could be a challenging strategy to master so it is one they practice all year through. We teach them to look for context clues that can help them decide what the author is saying without coming right out and saying it. Because it can be a bit challenging, please continue to ask your child inferential questions during reading at home.

Second graders enjoyed learning about “Air and Weather.” They became meteorologists and cloud experts! They learned all about the water cycle by creating a water cycle in a jar! They worked diligently in their interactive science journals which are becoming a great learning tool! Math was fun when they learned more strategies to add and subtract two digit numbers and when they discussed even and odd numbers. Second graders are becoming very good at identifying odd and even numbers. They can even tell you how they know!

Lastly, the children worked hard all trimester long to master the songs they sung in the Winter Concert! They did a fantastic job performing and we were all very proud of them! Miss Rimkunas went above and beyond to make the performance a success! We admired her hard work and talents.

We all look forward to the upcoming academic and social success of the Second Grade Class in the new trimester.

Grade Three News...

**Mrs. Atwood, Mrs. Cretella,
Mrs. Makoski, Mrs. Martins**

Happy New Year! Welcome back! We hope everyone had a fun and enjoyable holiday season with their family and friends. January is a great time to reflect and set goals that we want to work on and improve. It's like a new beginning!

In reading, we are focusing on fiction texts. We are working on retelling and using evidence from texts to support written responses. Students are still monitoring their comprehension while they are reading by stopping and asking, "Who is the text about and what is happening?" Keep reading every day and don't forget to hand in your Reading Log every Friday!

In math, we are continuing our unit on addition and subtraction with 2 and 3 digit numbers. Students are practicing using strategies such as breaking apart numbers into 100s, 10s, and 1s, using a number line, drawing place value pictures, and using an algorithm or equation. Our basic fact quizzes for trimester 2 will focus on multiplication. With multiplication, they will complete 30 problems instead of the typical 40 problems with addition and subtraction. Keep practicing those math facts at home, especially multiplication!

In social studies, we are beginning our unit on Native American tribes. The first tribe we will focus on will be a tribe from the Pacific Northwest called the Kwakiutl. These Native Americans used wood as their most important natural resource.

In science, students enjoyed researching facts about birds found in our area during the winter. Then they designed and constructed a birdfeeder that would attract a particular type of bird. We have some future engineers in our third grade! We are currently learning about the human body. Do you know how many bones are in the human body? Do you know what the biggest bone in the human body is called? Ask you children, they will know! In the human body unit, students will focus mostly on bones, joints, muscles, and the nervous system.

We are well into the winter season and would like to remind children to wear appropriate clothing for recess, such as warm coats, gloves, scarves, and hats. We would also appreciate boxes

of tissues and wipes for the classrooms. Remember to ask your child if they need to replenish any of their school supplies, such as pencils, glue sticks, crayons, markers, etc. Finally, we would like to wish everyone a great start to a new year!

Grade Four News...

**Mrs. Carley, Mr. Fiore,
Mrs. Grunow, Mrs. Weinstein,
Mrs. Wolfe**

We hope you all had a happy and safe holiday season. It's hard to believe that a new year has already begun! Wasn't it just yesterday that we were introducing ourselves and welcoming your children into our classrooms?

The start of the New Year brings not only new beginnings and joy, but also cold weather and unfortunately, the cold and flu season. We are gradually depleting our supplies of tissues, cleansing wipes, and paper towels. A fresh supply of donated items would be greatly appreciated. To help curtail illness, please make sure your child is dressed appropriately for outdoor activities. Warm jackets, hats, and gloves are suggested. Once the wind begins to swirl, it can get quite cold on the playground. When the temperature drops below 32 degrees, we will remain indoors.

Our fourth graders continue to engage in a rigorous curriculum that challenges them to delve below the surface and use critical thinking skills. The month of December provided many exciting learning opportunities.



In math classes, we wrapped up Unit 3, becoming masters of multiplication and division with 2-digit numbers. In addition, students learned to use their BFF (Basic Fact Friend) when multiplying by powers of ten. Later in the year, we will return to multiplication and division using larger numbers. During the month of January, we will investigate "Size, Shape, and Symmetry: 2-D Geometry and Measurement." Students will focus on classifying two-dimensional shapes, comparing the size of angles, and working with both linear and area measurement. They will define and categorize polygons using shapes that have common attributes, as well as use 90 degrees as a focal reference for finding the measurement of other

angles. Many students still do not know their basic facts. It is important that they practice for a few minutes nightly to improve speed and accuracy.



Our focus in reading has shifted from non-fiction text back to fiction. Children are recognizing the key elements of a story- the characters, setting, and plot. In addition, they are continuing to analyze the message of the story. It is rewarding to watch students progress in their ability to compose a written response to literature. We expect all responses to begin with a topic sentence, followed by specific evidence from the text to support a student's thinking. While completing assignments both at home and in the classroom, we encourage students to use a highlighter to draw attention to key phrases and pieces of evidence in the text. Engage students in conversations about their nightly reading. Expressing thoughts verbally often assists students in getting their words down onto paper.

We continue to polish our note-taking and argumentation skills utilizing Time for Kids, multi-media and other non-fiction resources to gather evidence and take a stance on controversial topics. To assist students in formatting persuasive essays, we introduced the acronym A.R.G.U.E. Students first **A**nnounce their position, then provide **R**easons, **G**ive specific evidence from the text, **U**ndo the opponent's viewpoint, and **E**nd their argument with a strong statement. It is important for students to practice keyboarding skills, as all state testing is computerized. In the past few months, we have been trying to increase our use of Google Docs and/or Google Classroom to provide children with opportunities to keyboard at home.

Our study of "Force and Motion" and Newton's Laws provided students with a good foundation for understanding the world of simple machines. We are learning how tools and machines can make "work" easier for us. How was it possible for the Egyptians to move those heavy bricks to build the pyramids?

Social studies classes have been learning about Connecticut history, the first colonists, and what this region had to offer to those who settled along our river ways. Do you know why Connecticut is known as the Constitution State? Soon we will begin our journey through the regions of the United States. The children are eager to

research one of our 50 states and present their findings to their classmates. Some students have already received responses to letters requesting information, mailed earlier in the year.

During our first annual PBIS Day, the fourth grade team had a chance to interact with every student on the grade-level. Children engaged in activities centered around T.R.A.C.K.S. to promote a positive school climate and encourage acceptance of individual differences.

We appreciate your ongoing support. Continue to encourage your children to be independent and read all directions before responding to questioning.

We wish you all a year filled with good health, happiness, and prosperity!

Grade Five News...

**Mrs. Alfano, Mrs. Demshak,
Mrs. Ferraro, Mrs. Gaspar**

We hope you and your family enjoyed the holidays and winter break. January is a very busy month filled with some standardized assessments in reading and writing.

Language Arts: Students are focusing on how the structure of a text helps the reader understand and remember key ideas from the reading. They should be able to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. Fifth graders are identifying what words or phrases the author uses to clarify a point of view and determining if the author provides sufficient evidence to support his/her claim.



Expository writing is different from narrative in purpose, organization, and tone and is crafted for the purpose of informing an audience. The details need to be well organized in a logical and sequential manner but the piece should still maintain style and a unique voice that hooks and holds the reader's attention. Classes are continuing their focus on writing attention grabbing introductions with powerful leads and clear topic sentences. Students are also creating creative conclusions. Your child is expected to elaborate with specific, supporting details, transitions, and

include some quotes, statistics, anecdotes, descriptive segments, and/or amazing facts.

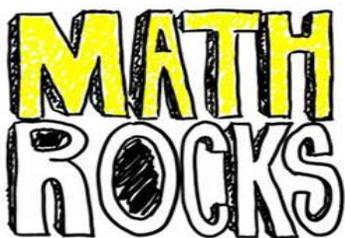
Science: In science we are focusing on sound. Ask your child to explain what causes sound, how it travels, and how it is reflected and absorbed. Ask what the three smallest bones in the body are and how we are able to hear sounds. Students are also studying how length, thickness, and tightness of a vibrating string affect its pitch.

Social Studies: Students are determining why American colonies were established whether it was for religious or political freedom, economic growth, or personal adventure and opportunity. We are discussing the contributions of the Native Americans and the impact of the European settlers on Native American cultures. Students examined why early settlements like Roanoke, Jamestown and Plymouth were successful or are considered failures. We will be focusing on United States Colonization. Students will explore New England, Middle, and Southern Colonies. They learn about how they were settled, the ways that the colonists depended on, adapted to, and altered the physical environment to survive.

Math: Students have been exploring fractions. We worked with comparing and ordering fractions to their simplest forms. We are now adding, subtracting, multiplying and dividing fractions. There are questions that you can ask your child at home when they are working on mathematics problems. What is the problem asking? How could you make this problem easier to solve? How can you prove your answer is correct? How can you represent the problems with symbols and numbers? How could you use manipulatives or a drawing to show your thinking? What connections or pattern do you see? How does this problem help you solve another problem?

Math News...

Mrs. Gidwani, Mrs. Zielinski



The Common Core State Standards in Math have been designed to strengthen mathematics instruction

in the United States through rigor and deep understanding. They include a series of practice standards that are present in every grade level and work in conjunction with content standards. Unlike the content standards that emphasize what students will learn, the practice standards determine how they will demonstrate their mathematical knowledge. Each month, we will explain a standard in detail.

Here are the 8 Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Standard 2~ Reason abstractly and quantitatively

As part of the mathematical practice standards, students are expected to reason abstractly and quantitatively. This skill requires students be able to decontextualize a situation and then construct another way to represent it. Students must be able to create a representation of the problem using symbols, numbers, or diagrams while attending to units, meaning of quantities, and operations. These mathematical practice standards may seem abstract without concrete examples from classrooms.

It is important to find meaningful ways to implement these practice standards into classroom instruction. An example of this is becoming fluent with the basic math facts as our student's foundation for solving multi-step problems in the **lower grades**. Deconstructing addition scenarios and applying them to compose a number sentence shows the ability to reason quantitatively. Teachers ask students to write an addition scenario for a classmate to complete with determined values. A real classroom example of this is, "Write an addition scenario using three addends that equal 100." Students would then trade scenarios to solve. In the **upper grades**, teachers ask his/her students to reflect on what each number in a fraction represents as part of a whole. They will also ask students to discuss different operational strategies for a patterning problem, evaluating which is the most efficient and accurate means of finding a solution. In this standard, students think: "**I can use**

numbers and words to help me make sense of problems.”

Another example of this standard is when students are asked to reason quantitatively when finding all factor pairs for a whole number less than 100. Teachers assign students numbers and they must represent all the factor pairs. The students then decide ways in which they find and represent the pairs including using arrays, manipulatives, or number sentences. The method of displaying the knowledge isn't as important as their ability to deconstruct the number and represent it with factors.

Teachers who are developing students' capacity to “reason abstractly and quantitatively” help their learners understand the relationships between problem scenarios and mathematical representation, as well as how the symbols represent strategies for solutions.



Finally, when helping your child complete homework here are some great questions you can ask them to tap into this mathematical practice:

- What does the number ____ represent in the problem?
- How can you represent the problem with symbols and numbers?
- Create a representation of the problem.

From the Library...

Mrs. Bilangi

During Library Media classes grades 3, 4 and 5 have joined my Google Classroom since we will be using that all year in our research projects. Since Grade 5 has completed their Inventor research, I worked with them to have EasyBib as an add-on to their Google Docs so they were able to complete their bibliographies. This makes citing your sources much easier than when I went to school! Remember they can access all this from home.

Kindergarten started Internet Safety lessons, which will continue for every grade level all year. First grade has been discussing Caldecott Award

winning books and second grade students have read a variety of different genres (ask them about this “fancy” word).

My fifth grade lunchtime book club is more popular than ever with 34 students! It warms my heart that so many students choose to listen to a book during their lunch time!

Dear Frenchtown Families,
Thank you for registering with Stop and Shop A+ Program. We have 328 families signed up and have \$1000 so far. If you aren't signed up it isn't too late.

WANTED – gently used and complete puzzles for ages 6+, 50 – 500 pieces. Must be in original box. Puzzle mats would also be welcome. Please bring to Frenchtown for Mrs. Rosa asap. These will be used for an afterschool activity in February.



Kindergarten Parent
Orientation
Thursday, March 31, 2016

From the desk of the Assistant Principal- Ms. Strever

Happy New Year! I hope you enjoyed a relaxing holiday break. In December, we celebrated our **Dream, Reach, Succeed** winners. Congratulations to the following students: Nathanaelle Bazil, Bernardo Bizinoto, Caleb Ekstrom, Annaliese Fontanez, Jack Larkin, Melanie Mederos, Jack Messler, Bea Zaros, and Jake Zavel.

Last year I shared some of the safety drills we conduct during the year so you are aware when your child mentions it to you. All procedures are reviewed by the district and the Safety Committee. During the winter, we focus more on the inside drills due to the weather. All emergency procedures are available and visible to substitutes in each classroom. I felt it was important to review these procedures in case you are in the building at the time of a drill.

LOCKDOWN PROCEDURES

If an internal threat is identified, all teachers lock doors, lower blinds/shades, and move students away from any view from doors or windows. Attendance is taken to be sure everyone is accounted for in the class. Students in the hallways must proceed to the nearest classroom. Teachers do not speak over the walkie-talkies- they must keep silence. If a lockdown occurs during lunch, the students proceed to the designated area. No unauthorized person may enter the building. However, if you are a visitor in the building during a lockdown, proceed to the nearest office or room and follow procedures. All attendance is reported to Mrs. Norcel or Ms. Strever. Community safety personnel must secure the building before ending the lockdown.

STAY PUT PROCEDURES

If an external threat is identified, all school doors remain locked as always; outdoor activities are suspended. All teachers take attendance to be sure everyone is present. Movement within the building may be limited. Students in the hallways must proceed to the nearest classroom. Specialists report to classrooms for preps- no student movement to specialist rooms. Entry or exit from the school is strictly controlled. Walkie-talkie is turned on for communication purposes. All attendance is reported to Mrs. Norcel and Ms. Strever. No unauthorized person may enter the building. However, if you are a visitor in the building at that time, stay where you are until clearance is given by community safety personnel.

INDOOR SAFETY SPOT

There may be a situation where we do not need to leave the building, but need to gather all students and staff in one place. (This might be something like a water leak, etc.) We practiced this drill in December, bringing everyone into one area. Students and staff did an amazing job! Again, if you are in the building for any reason, please ask a staff member to direct you to the appropriate area for a drill.

I hope you are staying warm through these winter months, and that the snow days are minimal!
Diane Strever





FT Reading Department

January 2016

HAPPY NEW YEAR!

I don't know about you but I can't believe another year has come to an end and we are now in the year 2016!

With a new year upon us, many of us make resolutions. This quote from Maya Angelou is a perfect one to start the new year.

"Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."

Maya Angelou

The importance of reading is profound. Talk to your child to find out what they are interested in and help to foster that interest by bringing them to the library, book store or downloading a book or magazine on their favorite topic. The payoff is priceless!

Reminder

Students in Grades K-2, please make sure you put your name and room number on your FREE calendar when you turn it into your teacher. Mrs. Joyce cannot give you credit if you do not do this!

Let's eat grandpa.
Let's eat, grandpa.



Would your child be able to pick out the correct sentence?

Parents-
Check out these Grammar Websites to boost your child's grammar.

Grammar Gorillas-fabulous for primary students (K-2)
<http://www.funbrain.com/grammar>

Grammar Bytes Interactive Website-great for late primary students (3-5)
<http://www.chompchomp.com/>

monday	tuesday	wednesday	thursday	friday
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4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

S*T*A*R* Recognition for Outstanding Effort
for the first trimester.
Keep up the good work!

**GRADE
THREE**

MRS. ATWOOD

Cedra Aljullaq
Mara Ashby
Alexandra Cotto
Liliana Egmont
Riley Filush
Ariel Guerra
Justin Ho
Charlotte Lewis
Catalina Mozzo
Isabella Rios
Charles Scott
Jaspreet Singh
Keziah Thompson

MRS. MARTINS

Josie Angon
Stephen Collins
James Delaney
Savanna DiJoseph
Jack Larkin
Reagan McCoy
Reid McGee
Katherine Pollock
Sophia Pucci
Katelynn Robinson
Caileigh Smith
Hillary Sousa
Sierra Steele
Viet Tran

MRS. MAKOSKI

Elizabeth Caron
James Carrello
Charlotte Huang
Eva Nyquist
William Wich
Hannah Wong

MRS. CRETELLA

Jenna Bershefsky
Lily Biasuz
Sean Carravone
Owen Dueck
Mahi Kumari

Siera Matri
Brianna Minard
Benjamin Parente
Matthew Pomposello
Ella Rocco
Beckett Stenz
Danielle Stewart
David Tiani

GRADE FOUR

MS. WEINSTEIN

Dylan Moreira
Sarah Gasparrini
Brandon Fowler
Victoria Fisher
Annie Cretella
Bernardo Bizinoto
Lucas Arone
Shannon Wilk
Monica Potkay
Anna Smith
Jack Poholek

MR. FIORE

Nicholas Ambrosio
Hayden Brill
Mia Danis
Julia DeGroot
Samantha Dobson
Rowan Johnston
Michael Romano

MRS. WOLFE

Anthony Alfano
Sarah Bogen
Justin Britell
Jaden Buchetto
Amber Burany
Talia Cook
Kyle Gasparrini
Ella Peterson



MRS. CARLEY

Nicholas Antos
Kimberly Aulac
Sofia Bacolas
Brianna Blanco
Michael Cross
Jack DiGiovanni
Christopher Essing
Sofia Fabrizio
Charlie Krasinski
Sebastian Leon
Maddie Moffat
Isabel O'Brien
Anthony Rauso
Olivia Rocco
Sam Tran
Aidan Williams

MRS. GRUNOW

Brianna Buda
Mia Vega Garcia
Julianna Cifatte
Andrew Colucci
Mason Fabrizio
Braden Fruien
Anna Geraghty
Mia Giblin
Gavin Grashow
Yashas Kulkarni
Tyler Kunkel
Henri LaVoie

GRADE FIVE

MRS. FERRARO

Gracie Angon
Mikey Gianetti
Maya Gibson
Abigail Ho
Dana Lee
Erin Lui
Ryan Mirrione
Valerie Morantus
Ava Rose
Katie Russell
Anna Simpson

Jada Valentin
Vivian Wang
William Zaslow
Jake Zawel

MRS. GASPAR

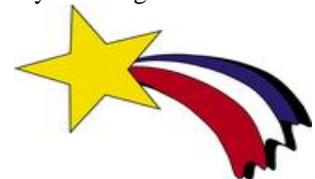
Katie Duenges
William Genuario
Jeremy Ibaran
Isabella Lee
Madeline Lojko
Isabella Mercado
Jayda Newsom
Jesse Pranger
Johannes Rysse
Marianna Wegiel
David Wise

MRS. ALFANO

Brenna Benvenuto
Caitlin Carley
Matthew Cherfane
Caroline Cummings
Joshua Fung
Madison Goncalves
Zuriel Guerra
Ashley Ho
Madison Kelly
Katerina Nguyen
Ashley Russell
Connor Smith
Matthew Wich

MRS. DEMSHAK

Austin Ashby
Scott Carravone
Jack Dial
Sean Francoeur
Jenna Goncalves
Calista Ibaran
Olivia Ray
Ayushi Singh



FRENCHTOWN ELEMENTARY
Citizens of the Month
December

Grade One

Mrs. Gambardella	Ava DiMatteo
Mrs. Mordecai	Sadie Boyajian
Mrs. Rodrigues	Elizabeth Mackenzie
Mrs. Shinnick	Emma Weiss

Grade Two

Mrs. Angon	Erin Reilly
Mrs. Boyle	Kacey Gallagher
Mrs. Pereira	Alexandra Dias
Ms. Sansone	Nathaniel Grashow
Mrs. Tuohy	Hajer Sulaiman

Grade Three

Mrs. Atwood	Ariel Guerra
Mrs. Cretella	Beckett Stenz
Mrs. Makoski	William Wich
Mrs. Martins	Katherine Pollock

Grade Four

Mrs. Carley	Jack DiGiovanni
Mr. Fiore	Michael Romano
Mrs. Grunow	Mia Giblin
Mrs. Weinstein	Lucas Arone
Mrs. Wolfe	Justin Britell

Grade Five

Mrs. Alfano	Aaron Dressler
Ms. Demshak	Lucas Barbosa
Mrs. Ferraro	Mikey Gianetti
Mrs. Gaspar	Isabella Lee



Frenchtown's Annual Multicultural Dinner



“Feasting with Family and Friends”

SAVE THE DATE!!!

Frenchtown will be holding its annual Multicultural Dinner on Friday, March 18, 2016 at 6:30 pm.

This is a much awaited evening where you bring a dish from your culture or country and share with others. DJ Seth will be there to entertain us with music!

Do you or your family have a talent that you would want to showcase at this event? A song or a dance related to your culture? If yes, please send in your entry by the end of Friday, 29 January 2016 to the following email addresses:

komal.patwardhan@gmail.com and teach4546@aol.com

Please provide details as to the name of the song/dance you would like to perform, its duration. All entries will require Mrs. Norcel's approval.

