Hello Family and Friends of Elizabeth Green!

As you are aware, one of our major school goals for this year focuses our attention on school climate and bringing the 3 tenets of our school constitution (respect, responsibility, and kindness) to life. Our work thus far this year has been overwhelmingly successful and includes such things as the rejuvenation of the “Bucket Filling” program; monthly school families lessons focused on the behaviors associated with the tenets of our School Constitution; the defining of a consistent set of behaviors to be reinforced across the various settings in the building; and the technological SMART Board live stream integration of a weekly school news program (EGSN LIVE) and longer school TV broadcast (EG Scene) into the process of disseminating important climate information to our school community at large.

While we continue to refine the process of making data-driven decisions around student behavioral needs, our focus is clearly on the positive reinforcement of expected behaviors that align with the tenets of our school constitution. Students are awarded pompoms for expected behaviors which contribute to a class bucket. Once the class bucket is filled, the class is entered into a raffle where, if chosen, students and teachers earn a small reward. Furthermore, in order to make data-based decisions about school climate programming and trainings, our school climate committee is logging important information regarding minor behaviors that occur most frequently in our school through the use of a ticket system. Students who need repeated reminders for engaging in low-level, inappropriate behaviors are tracked through tickets issued in the various school settings outside the classroom such as the hallway, café, or specials areas. Students who are in receipt of a significant number of tickets in a short period of time have phone calls placed to the home. Please ask your child(ren) about bucketing filling, our TV news programs designed to convey information about school climate, and our School Constitution! All of our weekly editions of EGSN LIVE and our periodic episodes of the EG Scene are now posted to our school website! Happy Viewing!

Switching gears, third and fourth grade students will be taking the Connecticut Mastery Test (CMT’s) March 6th-9th and 13th-16th (No Monday Testing). Students will be tested in the areas of reading, writing, and mathematics. Results, which are expected during the summer months, will be mailed to parents. Parents can help by ensuring that students get a good night’s sleep and eat a healthy breakfast. In addition, it is critical that students arrive on time to school each day. Students who are late will not be allowed to join the classroom until testing is completed that day and will need to be scheduled for a make-up session.

I want to send a whole-hearted thank you for your ongoing support of the NPS Elementary Wellness Initiative. I am elated to see students eating healthier snacks on a more consistent basis and birthday/holiday celebrations that include healthy food alternatives or that are de-emphasizing food completely! This is going to make for a smooth transition away from food entirely, in alignment with district expectations for the 2012-2013 academic year.

As always, thank you for your ongoing support of our wonderful learning community!!

Jennifer Michno, Principal
Calendar of Events

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>2/7</td>
<td>PTA Mtg 6:30, MKMS-Dr. Collins presents budget</td>
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<tr>
<td>2/8</td>
<td>Bd of Ed Mtg 7:00</td>
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<tr>
<td>2/17-21</td>
<td>Winter Recess - No School</td>
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<td>3/6</td>
<td>PTA Meeting 6:30</td>
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<tr>
<td>3/12</td>
<td>Kdg. Residency Registration 4-6pm</td>
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<td>3/14</td>
<td>Bd of Ed Mtg 7:00</td>
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<td>3/21-22</td>
<td>Conferences EARLY DISMISSAL 1:25</td>
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<td>CMT TESTING MARCH 1 – MARCH 26</td>
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STUDENT OF THE MONTH

We are proud to announce that Emily Chojnicki, a third grade student in Mrs. Morriss’ class, was named Outstanding Student for January. Emily was honored at a special reception at Town Hall for all Outstanding Students of the Month. Other nominees from Elizabeth Green were: Jaden Washington, Mackenzie Hillman, Madison Martinez, Laila Tahirowich, Jacob Lubas, Ava Arroyo, Alexia Woolley, Ian Brancifort, Aaron Smith, Morgan Sobol-Yonush, Lindsay Weaver and Aleksandra Wichowski.

Our February Outstanding Student of the Month is Isabella Presutti, a second grade student in Mrs. Guildner’s class. A special reception at Town Hall for all Outstanding Students of the Month will follow. Other nominees from our school were: Dylan Durocher, Joey Yang, Eric Bierc, Giuliana Stolfi, Nicholas Gagliardi, Sara Studzinski, Patrick Lentinii, Natalia Abdou, Ava Placeres, Benjamin Butler, Jacob Zotti and Michael Hamill.

Congratulations!
KINDERGARTEN

During art class, kindergarteners read a book about owls. We looked at and talked about different owls. We used some of the basic shapes to make our owls and practiced our motor skills to cut out and glue the different parts of our owls together. The owls were finished off using brightly colored oil pastels for patterns and by gluing on feathers! Kindergarteners went on to read the book “Frederick” by Leo Lionni and created clay mice using a pinch pot technique. We learned about the origin of clay, various tools used when creating an object out of clay, and the terms “firing” and “kiln”. We then painted our mice in different shades of gray and pink. We learned that black and white make gray and if you want a lighter shade of a color such as pink, you would add more white. This was our first experience with ceramic clay and we all did a wonderful job! Our kindergarten artists moved forward to create stenciled snowman using white paint. After stenciling the snowman, details were filled in using tempera paint.

GRADE 1

Grade one created collage scarecrows using many different found materials as well as paper. We created symmetrical bodies from paper and then used found objects such as burlap, material scraps, and buttons to complete our scarecrows. First graders also used oil pastels to add details to the scarecrows. Finally we had to decide what our scarecrow was guarding. Grade one went on to study about the artist Grandma Moses. We drew out our landscapes using black crayons and painted them in monochromatic colors. We took care to mix the correct shades and tints of the color blue. First graders were required to make 5 buildings ranging in size from small to large. We also learned different cutting skills when we cut out our winter trees. We discussed atmospheric perspective and placed our smallest buildings and trees in the background of our picture, our medium sized trees and buildings placed in the middleground, and the largest trees in the foreground. Grade one will also use different media and techniques during the New Year as well as learn about a variety of artists.

GRADE 2

Grade 2 also learned about owls during the autumn season. We viewed a Powerpoint presentation on the Smartboard and then drew our owls on colored paper. They were then colored using oil pastels. Second graders learned about the Moroccan culture. We learned Africa was a continent in the world and Morocco is a country located in Africa. The Moroccan culture valued the hand as a symbol of power and strength. The word Khamsas means five and refers to the five fingers. In Morocco Khamsas are worn as pendants and made of silver. Second graders created Khamsas out of clay, fired and glazed our hands to make them permanently shiny. In December second graders viewed a presentation about polar bears. We created our polar bears using white tempera paint, blue paper, and crayons.
GRADE 3
Third graders viewed a PowerPoint presentation about radial symmetry. We looked at many different things from nature as well as man-made objects. We also looked at spider webs and realized that they were radial symmetric. We drew out our webs using thick colored board and pencils. We covered our webs using glue and glitter. We then created the 3 dimensional spiders using paper, masking tape, acrylic paint, string, and beads and google eyes. Spiders were attached to the web using string and tape. Third graders went on to view a PowerPoint presentation about 3 dimensional sculptures and were introduced to many different sculptors’ art works. We used a recycled water bottle as the basic armature for our sculpture. We could create either and animal or fiction character as our sculpture. We created the sculptures using the additive method. We learned like in math when you add numbers together, additive sculpture means to add to a piece. Subtractive sculpture means to take away from a piece. We added plaster to our armatures making them strong. Third graders then painted them and added various found objects as details such as beads for the eyes. This was a great learning experience!

GRADE 4
Fourth graders viewed a presentation on the Smartboard about big cats. They were taught the very basics of drawing a cat head. Students chose what type of big cat to draw and did so on fine pastel paper. Students then began to color their cats and backgrounds using chalk pastels. Each artwork was laminated so the pastel would not come off them. We went on to re-examine the poetry of Robert Frost and to create winter birch tree landscapes using pastels, and tempera paint. In Mrs. Atkins’ fourth grade, we created a “Kids Care” craft project for their annual visit to the Jefferson House. We made flower pot snowmen using acrylic paints, and various craft supplies.

Please remember that I often keep artwork for our upcoming Townwide Art Show in April. All artwork will be returned back to students in May.

Students in music class participate in a variety of activities each week. They are encouraged to explore their singing voices, emphasizing creativity and improvisation! Dramatic play is often used to stress the meaning of music lyrics, and games/dances are centered on learning and reinforcing major music concepts discussed in class each week. Connections are made between music and history, rhythms and math as well as music literature and language arts. Students focus on teamwork and cooperative learning during music class.

GRADE K: Instrument identification, movement, dramatic play, steady beat games and dances; Songs include seasonal, patriotic and multicultural selections, folk songs and listening selections. Concepts: Steady beat (body percussion), upward and downward, loud and soft, simple circle dances, and simple notation of sounds and
instruments. Students learn to read and perform instrumental parts from chart notation.

**Grade 1**: Seasonal, patriotic and multicultural songs/music, “Listening and Responding”: tempo, dynamics, and pitch. Students participate in singing games/dances. Concepts: Upward/downward, long/short (rhythms: listening and performing) and simple notation of rhythm and pitch (so-mi). Students learn to read and perform instrumental songs from chart notation.

**Grade 2**: Seasonal, patriotic and multicultural songs, “Listening and Responding”: Tempo, dynamics, pitch, rhythm, long/short sounds, composers. Concepts: Rhythm patterns and notation of patterns, pitches (mi-so-la) and music symbol notation skills, singing games, instrument identification by sight and sound.

**Grade 3**: Songs: seasonal, patriotic, American folk songs, multicultural music. Music Facts include music terminology (measure, bar line, meter, etc.). Concepts include focusing on in-tune singing (games), solfege (mi, so, la, do and re), rhythm and pitch notation (the musical alphabet on the staff), composers and learning to play the recorder. We also work on instrument family identification by sight and sound.

**Grade 4**: Music Facts focus on symbols in music (bar lines, measures, dynamics, etc.) The musical concepts of tempo, pitch, dynamics and range are explored. Students apply their knowledge using ‘Fact’ practice. Instrument identification, choral singing, notation reading and performance (pitch and rhythm) are emphasized. Students also participate in “Listening and Responding” lessons as well as discussions about music history and composers. Songs include: Patriotic, seasonal and multicultural music. We have begun working on our music for the Spring Concert.

It is hard to believe that spring is around the corner!! Hop into spring with a good book in hand. The power of reading for at least 20 minutes is extraordinary. Let’s figure it out mathematically:

Student A reads 20 minutes five nights of every week;  
Student B reads only 4 minutes a night...or not at all!

**Step 1** Multiply minutes a night x 5 times each week.  
Student A reads 20 min. x 5 times a week = 100 mins./week  
Student B reads 4 minutes x 5 times a week = 20 minutes

**Step 2** Multiply minutes a week x 4 weeks each month.  
Student A reads 400 minutes a month.  
Student B reads 80 minutes a month.

**Step 3** Multiply minutes a month x 9 months/school year  
Student A reads 3600 min. in a school year.  
Student B reads 720 min. in a school year.

Student A practices reading the equivalent of ten whole school days a year. Student B gets the equivalent of only two school days of reading practice. By the end of 6th grade if Student A and Student B maintain these same reading habits, Student A will have read the equivalent of **60 whole school days**, whereas Student B will have read the equivalent of **only 12 school days**. One would expect the gap of information retained will have widened considerably and so,
undoubtedly, will school performance. How do you think Student B will feel about him/herself as a student?

Some other questions to ponder:

Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school....and in life?

These four steps can help to enrich your child’s vocabulary and nudge them into the amazing world of books!

**READ**

**Step 1**
Fill your home with a variety of reading materials, including magazines and newspapers.

**Step 2**
Make time for reading EVERY DAY. Everyone in your Family (from toddler, child, and teen to parent) should read or be read to every day. Modeling good reading habits is very POWERFUL.

**Step 3**
Set aside a special time to read aloud to your child every day. Reading to your child stimulates his/her imagination, increases vocabulary, and broadens his/her understanding of the world and other people.

**Step 4**
Seize every opportunity to sharpen your child’s language skills. Simply start talking with each other. Use language to share your thoughts, point out something interesting, express your needs, and share your emotions. Encourage your child to do the same.

**Works Cited**


In February, grades K-2nd will be working on scooping and striking with short and long handled implements. 3rd and 4th are focusing on hockey skills. In Wellness in March the equipment will be out and all grades will be working on Educational Gymnastics. We will also be continuing our work and learning on Nutrition.
topics. Physical fitness testing will also take place in grades 3 and 4.

**Grade 2** – Students in grade 2 have completed nice projects tying in their learning in science on the topic of Solids, Liquids and Gases. Students conducted virtual experiments and gained background knowledge using internet resources. Students also used the computer to show survey data using a software program called “The Graph Club”. We explored computer drawing tools using Microsoft Paint, and used our skills to create unique holiday cards using Microsoft Publisher. Currently, we are connecting our reading in the classroom with technology by creating narrated photo slideshows of favorite books including a brief summary and favorite part of the story.

**Grade 3** – Students completed their Connecticut Attractions narrated photo tours using Windows Movie Maker. They will be posted on their teacher’s website. Students explored map skills by creating a computer generated drawing of the state of Connecticut with major cities, landforms, and bordering states. We included this drawing in their photo tour of Connecticut. Students also gained a basic understanding of Connecticut government by conducting online research and showed their understanding by creating a graphic organizer for the three branches of state government. Students began learning basic graphic design skills by creating a holiday card using Microsoft Publisher.

**Grade 4** – Students in grade four did a fantastic job researching the negative effects of smoking as part of a wellness activity. They showed their understanding by creating informational posters using Microsoft Publisher. Around election time, we explored the three branches of the federal government. Students conducted online research for the various duties and responsibilities of the branches. Fourth graders showed their understanding by creating a graphic organizer using the program Kidspiration. Students jumped into the science unit of Forces and Motion where students conducted virtual experiments online. They collected data from the experiment and used Microsoft Excel to chart their data. They completed a brief paragraph explaining their experiment and conclusions.
The Newington School Lunch Program is accepting applications for part-time Food Service Employees. Must work well with others in a team environment. Must have the ability to interact with school personnel, parents and students in a positive manner. Good communication skills, the ability to work independently in a fast-paced environment, and lift up to 50 lbs. are required. Job tasks include cooking, cleaning, serving and/or cashiering in a fast and efficient manner. The hours are 3.75 hrs. per day typically between 10:15 a.m. and 2:00 p.m. Monday through Friday. The salary for this position is $10.15. There are no medical benefits and you must pass a criminal background check.

To apply, please fill out an application on our website http://www.applitrack.com/newington/onlineapp/jobpostings/view.asp or pick up an application in the Food Services Department located at 131 Cedar Street – 3rd Floor, Newington, CT 06111.