

CHAPLIN ELEMENTARY SCHOOL NEWSLETTER

Volume 2 Issue 4 5 follow us on Twitter at [KChavez@ChaplinElementary](https://twitter.com/KChavez@ChaplinElementary)

February 2020

From the Principal...

K. Chavez

February 2020

Dear Parents and Guardians,

March is a month packed full of special days when it comes to school and youth. The whole country celebrates Read Across America Day on the school day that is nearest to March 2, Dr Seuss' birthday. CES will stretch our celebration by holding different events throughout the first week in March (please see the school calendar for March).

We will then kick off a new activity to CES— One School, One Book. All families will receive a copy of the same chapter book to be read together at home. The school calendar gives you the pacing of the reading. Each night's reading will be followed by a trivia question the following morning. You will receive more information about this soon, so please be on the lookout for a flier!

March is also Youth Art Month. The Council for Art Education has a priority— to promote quality school visual art education programs in grades K-12 across the U.S. "The CT State Department of Education supports arts learning through education focused on the whole child to promote artistically literate citizens well equipped with creativity, communication, and critical thinking skills needed to live rich, meaningful lives."

At Chaplin School, we strive to cultivate a strong, collaborative school climate and culture that is focused on high academic development and achievement for all students. – High standards for curriculum implementation and student learning.



School Store runs on Fridays:

Pre-K—Grade 3
March 13

Grades 4-6
March 13 & 27

Important Dates

- Wednesday, March 4: PTO meeting @ 6:00 PM
- Thursday, March 5: Dress up as your favorite book character
- Friday, March 6: No School Staff Professional Development
- Wednesday, March 11: Board of Education meeting @ 6:30 PM
- Saturday, March 7 : 6th Grade Pasta Dinner and Silent Auction
- Monday, March 9: Kickoff to One School, One Book



Visual Arts

“The arts are not time off from academics but accelerators to learning,” (Dr. Richard Siegesmund). We live in a visual age– we spend time in front of screens of one type or another as well as spend time in books. We constantly ask children to visualize during reading and science education; we ask children what that would like during math instruction. We are asking children to use and master skills that are developed through a strong visual arts education.

These are the very skills that will work hand-in-hand with literacy and numeracy skills. When the whole child is developed, each individual has the opportunity to use habits of mind, creativity, and persistence to accept the challenges they will face in shaping the future. Art education calls upon our children to use their hands and eyes to give form to the ideas they generate. Children use language to convey their understanding but do not give form to the ideas they have in many academic areas. A strong art program can strengthen our children's' cognitive awareness as it engages them in creating models in a conscious and considered process.

The arts teach children to make good judgments about qualitative relationships. This is different from following the rules of phonics and math computation. Take the time to really look at the art works that your children bring home. Consider the different perspectives that that went into their interpretation of the content of their creation.

The children at CES have wonderful opportunities with Mrs. Avis. I have witnessed the children in the planning stages of their works. I have listened to them explain the meaning of the works they are creating. Watching our primary age students think creatively as they plan a work for the kiln has impressed me; the students have had to manage their time and problem solve when what they visualize is not coming to fruition. Watching our youngest students develop a sense of spatial awareness is stimulating as one can see how this will affect them in so many areas of their lives outside of the classroom. The children show an inquisitiveness as they work to understand the different materials and techniques they take ownership of their works of art.

"A community is known by the schools it keeps,"

The recipients for the Perseverance Spirit Sticks in February are:

Pre-K– Isaac Z, Havana, Ernest, & Anna Kindergarten– Atreyu & Sophia Grade 1– Zachary & Riley

Grade 2– Michael, Jeanna, and Isaac Grade 3– Aneila, Sam, & Jeffrey

Grade 4– Justinian, Elly, Alivia, & Sofia Grade 5– Gavin & Merick Grade 6– Maddy & Makenna

Music

The arts are essential! Music education can transform the learning environment as the setting becomes a place of discovery. The cognitive engagement children demonstrate when constructing rhythm, for example, challenges them to use different styles of learning as well as activates multiple intelligences such as language, logical thinking, spatial reasoning, and kinesthetic input and output. Early music training will develop areas of the brain related to language and reasoning. Learning music promotes craftsmanship. The link between music and writing or music and math is clear as students work creatively for ways to communicate and solve discrete problems. The open mindset the students grow as they work to create, revise, and discuss is a life skill for the 21st century.

Music helps to develop the part of the brain that is used for math and pattern-recognition skills. When engaging the whole person, students invest in deeper ways than just knowing an answer. Music also develops better auditory attention which cues them into emotional meaning as well as picking out surrounding noises.

Students who participate in instrument lessons learn valuable lessons in self-discipline and perseverance as they practice to master their instrument. Students also learn about teamwork as they play in a band. Performing in a band can give rise to anxiety, so the students learn new ways to take risks and deal with fear.

Music has been said to be a fabric of our society. I think most people would find a difficult time arguing this point. Music has an influence on character and emotional dispositions. The lessons taught by Mrs. Peck have just as long-lasting effects as the reading, writing, math, and science lessons the children engage in at CES.

Chaplin Elementary School is fortunate to have teachers that offer enrichment activities to our 4-6 students every week. Every week, Mrs. Peck offers instrumental instruction to the students who wish to learn to play an instrument.

The academic schedule changes on Fridays for our older students in order to offer them the opportunity to participate in clubs that stretch beyond the classroom walls. Mrs. Peck and Mrs. Caron collaborate as they offer the students the chance to participate in a drama club. The students will put on two performances during the school year.

Mrs. Peck also runs band leadership for the students who have taken instrumental lessons. This offers the students the chance to show their musical skills as they work together for their first performances. The students also have the chance to participate in the school chorus.

It is a great start for the children as they head off to PHMHS where they have the chance to participate in these same extra-curricular activities. Having the opportunity to participate in these activities in elementary school should not be taken for granted as many elementary schools do not offer the students the chance to be a part of something beyond class time learning and performances. Our students take great advantage of these clubs and truly do make the most of them.



Notes from the Nurse

February 2020

Influenza (flu) usually comes on suddenly. The symptoms of flu can include fever or feeling feverish/chills, cough, sore throat, runny or stuffy nose, muscle or body aches, headaches and fatigue (tiredness). Some people, especially children, may have vomiting and diarrhea. Cold symptoms are usually milder than the symptoms of flu. People with colds are more likely to have runny or stuffy nose. Special tests can be done within the first few days of illness to tell if a person has the flu. Contact your health care provider if you think you or your child may have the flu.

**IS IT A
COLD OR FLU?**

SIGNS AND SYMPTOMS	COLD	FLU
Symptom onset	Gradual	Abrupt
Fever	Rare	Usual
Aches	Slight	Usual
Chills	Uncommon	Fairly common
Fatigue, weakness	Sometimes	Usual
Sneezing	Common	Sometimes
Chest discomfort, cough	Mild to moderate	Common
Stuffy nose	Common	Sometimes
Sore throat	Common	Sometimes
Headache	Rare	Common

#FIGHT FLU 

Take Steps to Protect Yourself and Your Family from the Flu

- 1: Get a Flu vaccine. As long as flu viruses are circulating, it is not too late to get vaccinated!
- 2: Take everyday actions to stop the spread of germs. Wash your hands often with soap and water, cover your nose and mouth when you cough or sneeze.
- 3: Follow good health guidelines; eat right, exercise and get plenty of rest to help boost immunity to fight the effects of colds and flu.

***Please keep your child home from school if they have a temperature greater than 100 degrees. The temperature should be below 100 degrees for at least 24 hours **WITHOUT** the use of medicine that lowers fever before sending your child back to school. If your child vomits or has diarrhea during the night or before school, please keep them home until it subsides, or at least 24 hours.

Betsy Woodward RN

Chaplin Elementary School Nurse

Chaplin P.T.O. News



1. General Meeting Wednesday, March 4, 2020 at 6:00 pm in the library. We would love to hear your thoughts and ideas. (snacks provided)



2. March 7, Basket Raffle to benefits CES student activities

LOGIC PUZZLE

One Saturday five friends visited the zoo. Each wore a different colour t-shirt and each rushed to see their favourite animal upon arriving at the zoo. Using the clues provided, can you name each child's favourite animal and the colour t-shirt they wore?

1. One of the children wore the t-shirt that was the same colour as their favourite animal.
2. Steven, who was not wearing red, went to the Australian pavilion and Ashlee, who did not visit the lions, wore the yellow shirt
3. While visiting the King of the Jungle, Chase saw the girl with the red shirt at the monkey exhibit.
4. Paul, who did not like elephants, heard the boy in the purple t-shirt roaring.
5. On her way to visit the monkeys, Michelle passed Steven who was wearing the black t-shirt.

	Elephants	Kangaroos	Lions	Monkeys	Polar Bears	Black	Purple	Red	White	Yellow
Ashlee										
Chase										
Michelle										
Paul										
Steven										
Black										
Purple										
Red										
White										
Yellow										



The following students have been chosen as a Soaring Eagle during the month of February:

McKenna, Talia, Jaina, Ivy, Jack, Brodie, Isaac, Jahnvi, Zach, Kelby, Mallack, Gracie, Alana, Rylee, Dara, Amelia, Natalie, Neftali, Sophia, Jack, Darby, Ariel, Ivan
 Congratulations!