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Dear Families,

We have enjoyed a wonderful start to our school year and are excited to report students have made positive transitions to school, the next grade, new teachers and classmates. We hope you enjoyed our Open House events and the opportunity to visit your child's classroom and to meet your child's teacher(s). Our experienced teams continue to work together supporting students as they build stamina for the new school year.

The past five years we have engaged in multiple professional learning opportunities as a whole community to advance our practice in the area of literacy. We developed a BES three tiered model of instruction and intervention to meet the needs of all students; created a yearly calendar of school-wide assessments to monitor learning and plan the next steps of instruction; and enhanced our instruction in the five components of effective literacy instruction - phonemic

awareness, phonics, comprehension, fluency and vocabulary. We are proud of our work and how far we have come in our efforts to deliver targeted and differentiated instruction to meet the needs of each student.

This year we are focusing increased time, energy and resources to our work in mathematics with the goal to improve student learning. This work has already included participation in trainings with Dr. Mahesh Sharma (The Center for Teaching and Learning Mathematics) aimed at strengthening our core, classroom instruction; beginning efforts to align our local curriculum and instruction with the new Common Core State Standards; the analysis of assessment data to monitor student learning and design the next steps of instruction; and the development of an intervention model to address needs for more intensive, supplemental in-

struction. This work is time-intensive and complex but we are excited to bring our new learning to our instruction and the implementation of the Everyday Math program. Please share your questions and ideas to support our efforts as we go forward.

We appreciate our partnerships with parents and family members and feel grateful we work in such a caring community, dedicated to strong public schools. Please share your ideas and questions.

Dr. Deb Winings,
Principal

Jane Morrill-Winter,
Assistant Principal

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Mark Your Calendars

- October 6th- School Board Meeting 7:00
- October 7th- No School
- October 12th- Bow PTO Meeting 6:30
- October 18th- Early Release day
- November 1st & 2nd- Grade 4 Field Trip
- November 3rd- School Board Meeting 7:00
- November 9th- Early Release Day
- November 10th- No School - Parent/Teacher Conference
- November 11th- No School
- November 23rd- Early Release
- November 24th & 25th- No School

A reminder to parents/guardians to **please always notify the school directly** in advance of any changes in dismissal plans for your child(ren). Notes may be sent to school with your student. Changes will only be implemented upon direct notification from a parent/guardian. Thank you for your help keeping all children safe at the end of the day.

Preschool



Natalia Gomes



September has been a busy month for preschool. During Morning Circle, we explored our sensory box for September. Students listened to fall songs, smelled apple scented scents, explored acorns, leaves, and fall vegetables, including squash. Preschool students can't wait for the leaves to turn different colors!

During centers, we enjoyed learning about the different parts of our body and why they are helpful to us. We took turns putting together Mat Man during center time, and sang a familiar

song:

*"Mat Man has 2 eyes, 2 eyes, 2 eyes
Mat Man has 2 eyes, so that he can see.
Mat Man has 1 nose, 1 nose, 1 nose
Mat Man has 1 nose, so that he can smell..."*

Inspired by Todd Parr's book '*It's Okay To Be Different*', we learned about what makes us special and different from each other. To accompany these lessons, we enjoyed putting together *All About Me* projects.

Some of our favorite books about

starting school and making friends have included: *Franklin's First Day At School* by Paulette Bourgeois and Brenda Clark, *What Will The Weather Be Like Today* by Paul Rogers, *Never Talk To Strangers* by Irma Joyce, *It's Nice To Be Nice* by Frances Wosmek, *Pass The Peas Please* by Dina Anastasion, and *It's Okay To Be Different* by Todd Parr.

For October, we will explore apples, pumpkins, and mask making for Halloween.

Natalia

PRESCHOOL OPENINGS

The Bow Preschool Program has openings for 3-year olds on Tuesday and Thursday mornings at Bow Elementary School. Tuition is \$120.00 per month.

Children must be Bow residents, toilet trained, and turn 3 by September 30, 2011.

If interested, please contact Mrs. Rouse at Bow Elementary School, 225-3049 ext. 502 for a registration packet.

Kindergarten



**Patti Bechard, Meredith Bell,
Naomi Margolis, Kelly Wood**

We had a smooth and wonderful start to our school year. What a pleasure to welcome our new students to the beginning of the school year. It is amazing how quickly the children become independent in following daily routines. They enter the classroom, do attendance, take care of their snack, red folder, backpack and jacket, sign in and are ready for learning.

Our work with letters and letter sounds has begun and we are learning to use them in a variety of ways. We studied the letters Bb, Ff, Tt, during which children worked on how to make the sounds with their mouths as well as developing correct letter formation. Our letter study includes activities such as



letter hunts, brainstorming words, poetry and letter formation using a variety of manipulatives and multisensory activities.

We have begun our Everyday Math lessons and introduced pattern blocks, measurement, numbers 0-9 and sorting items by numerous attributes. We made number posters for our classrooms and worked on correct number formation.

At calendar time we continue to practice our mathematics through calendar activities, learning place value, making graphs, and counting the number of days in school. Literacy is taught through our daily message which is focused on phonics and phonemic awareness, read alouds and learning charts and poems.

Thank you for joining us on September 29th for our Open House! We hope

you enjoyed the tour of our classroom by your very own tour guide! The students were very excited to show you their work and hopefully you met some of their new friends as well. We hope you were able to check out some of our math and literacy activities that you can do at home. It was nice to see such a great turn out!

As we officially enter the fall season we are observing some of the changes happening in nature as well as sharing some of our prior knowledge about seasons and activities you may do in Autumn.

Thank you for sharing your children with us. We are looking forward to a successful and fun year with lots of growth and learning!

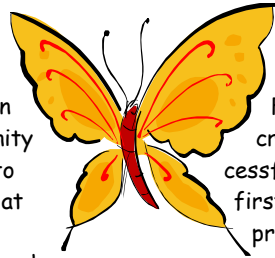
Naomi, Patti and Kelly

Grade 1

**Megan Bartashevich, Martha Hickey, Pat Manning,
Tracy Mingarelli, Katie Pelletier, Robin Rader, Amy Turley**

Welcome first grade families! We have been very busy these first few weeks of school. We have been establishing our classroom community, learning our routines and responsibilities and getting to know each other through cooperative games.

We had a great turn out at Open House and enjoyed the opportunity to meet you. We look forward to getting to know families better at Parent Teacher Conferences in November, and some of you through volunteering, which starts in October.



We have begun studying the life cycle of butterflies. We are hoping each class will have the opportunity to witness caterpillars transforming before their eyes! If you find any monarch caterpillars around your neighborhood, please send them in to your child's class.

Family involvement is a critical component of a successful first grade year. A first grade 'Family Homework' project will be coming home soon. We would like to thank families in advance for taking the

time to work on this together. We will have your family homework on display in time for Parent Teacher Conferences.

Coming up in first grade we will read about fairy houses. Your child can look forward to our annual Woods Walk in October and creating their very own Fairy House. All parents are welcome to chaperone, watch for an invitation from your child's classroom teacher. Once again, welcome to first grade!

First Grade Team, Robin, Martha, Megan,
Amy, Katie & Tracy

Grade 2

**Diane Gerhardt, Patti Lally, Pat Manning, Kristin Menard,
Monica Swenson, Lisa White, Kristin Woodman**

Dear Families,

We are off to a busy and fun start in second grade! It was wonderful to meet everyone at the Open House. Thank you for returning the forms to us. If you have not completed and returned all your forms, please do so as soon as you can. If you misplaced any form, please inform your child's teacher.

Homework assignments have begun. These second graders are ready to get started! Second grade is a great time to build the foundation for positive homework habits that will last throughout the years. Please help us to foster the "homework folder habit" as a daily way to deliver and receive homework assignments and classroom communications. Students will bring home the folder each day, check the contents, and return it to school each day. Thank you for this support.

In mathematics, we are solidifying our classroom routines and reviewing the skills practiced in first grade. In



Everyday Math, concepts are introduced and revisited many times throughout the school year. Throughout second grade, we be deepen the students understanding of mathematic concepts learned earlier and introduce new challenges. Be sure to check out the Family Home Link Letters to know what is coming up next!

We are at the start of our Literacy Block in second grade. The students are busy working on the many aspects of Literacy. Through whole group, small group, one on one and independent work, the students develop their skills in Literacy. Many of the lessons are based on the five components of Literacy: phonemic awareness, phonics, vocabulary, fluency and comprehension. As you know reading is so much more than decoding the words. Our goal is for our students to understand and enjoy what they read and we provide many opportunities for them to do this.

Our first social studies unit is on maps and communities. Look for work in this subject to be coming home over the next few weeks. We are lucky to have the opportunity to work with Junior

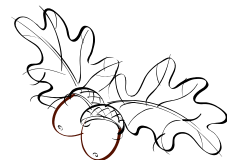


Achievement again this year to supplement our curriculum. The community members who participate in this program are wonderful and the students really enjoy this program.

Your child completed the NWEA testing for second grade. Your child's teacher will share these results with you at Parent Teacher Conferences in November.

We are looking forward to an action packed year of learning. Please feel free to contact your child's teacher with any questions or concerns throughout the year. Communication is a key ingredient to our success!

Lisa White, Patti Lally, Monica Swenson, Diane Gerhardt,
Kristin Woodman and Kristin Menard



Grade 3

**Amy Gregoire, Colleen Leung, Kim Normandin,
Elaine Mielcarz, Beth Udelson, Ann West**

We would like to extend a warm welcome to all of our third grade families. We believe that the school-home connection is an important one, and we look forward to working together over the year to meet the needs of our children as learners and as members of our classroom communities.

It is exciting to see grow lamps and plants growing when you walk into the third grade classrooms. Students are busy planting lima beans, parsley, basil and other herbs! Our life science unit on plants is focused on how organisms use their structure to



grow, survive and reproduce and how that structure and their function changes as they grow and develop.

Each day your child spends time reading books independently and in small -guided reading groups. During the first few weeks of school, teachers have spent time getting to know who your child is as a reader. Three key areas have been explored: their ability to comprehend what they're reading, how accurately they read the words and their fluency. Students will spend a great deal of time this year learning strategies to help them better understand and make sense of what they are reading. Throughout the year we look forward to supporting your child in truly understand

what they read. Comprehension is evident in the ability to make inferences, ask questions, make predictions and build connections between one's own life, other books and the world.

If you have not set up a time to meet with your child's teacher during Parent/Teacher conference days on November 9th or 10th, please make sure to schedule a time soon by e-mailing your child's teacher.

We would like to thank our parents in advance for devoting the time and effort, both in and out of the classroom, to ensure a successful year for our students. We welcome you to the team!

Amy, Colleen, Kim, Elaine & Ann

Grade 4

**Sandy Bennert, Kathy Gage, Cheryl Hamer,
Marti Lawton, Suzie Percy, Jeannette Whaland**

We have enjoyed a wonderful start to this new school year.

Thank you to the many parents and students who came to our "Open House". It was nice to see all of those smiling faces eager for a new year to begin!

Mathematics

Fourth Grade is off and running! We are well into Unit 1, looking at geometry and the construction of angles, circles and the like. Please look for and read the "Family Letter" that your child brings home at the beginning of every unit. It provides valuable insight as to what your child will be studying in Mathematics during the upcoming weeks.

Reading

Fourth graders are reading a variety of trade (chapter) books in their classrooms. Students experience whole class reading, paired reading with a partner, independent reading,

and listening to oral readings. Students are exposed to a variety of challenging pre-reading vocabulary activities and post-reading comprehension activities. Fourth Grade also uses the Rigby Reading Program which offers both fiction and non-fiction literature. Our current Comprehension Strategy is "Using and Extending What You Know". Ask your children about making, "Text to Text", "Text to Self" and "Text to World" connections as they read.

Language Arts

Fourth graders are rising to the challenge of word study through "Words Their Way". Various, challenging activities provide reinforcement of spelling patterns, word origins, phonics, and prefixes and suffixes.

Daily Oral Language sentences provide the opportunity to edit a written piece for spelling, punctuation, capitalization, and grammar. Daily Analogies allow students to infer relationships between two sets of words.

Students are utilizing the Six Traits of writing to create, edit and publish a variety of writing pieces. Some students are working on creative writing stories. Others are learning different poetry forms. Imagination abounds in fourth graders' original couplet, cinquain, and haiku poems!

Social Studies

In 4th grade, we are "All NH, all the time!" Our students have learned about the study of "History"; the differences between a primary source and a secondary source. We analyzed the use of timelines, and created our own. We have discussed the differences between fact and opinion. Our students also learned about NH's State Symbols, and various celebrations that are held throughout our state.

Sandy, Kathy, Cheryl,
Suzie & Jeanette



Tuning In!

Times have changed. Whereas in the past, children often congregated after school in their neighborhoods for group games and play, nowadays our kids participate in a full realm of activities hustled to by their parents. Their schedules are set. Time that might have been spent planning/organizing a "kick-the-can" game has turned into a parent-child exchange such as, "Quick, grab your bag (that I packed), meet me in the car (that I'll drive), eat the snack (that I packed,) we're late!" Once in the car, technological bombardment lures kids to "plug in" and "tune out."

Simultaneously, schools are under pressure to produce excellent standardized test takers who can perform well on isolated tasks, where the conditions for the test are established in advance. In our efficiency to produce multi-faceted, multi-experienced and talented children, have we forgotten to teach the steps or skills necessary to get to the field? BEWARE: Time management opportunities, more than ever before, have been taken over by grown-ups who manage not only the schedules of their own busy lives, but also the lives of their kids and their kids' extra-curriculars. It is a wonder that our children can pack their own lunch, make their own appointments, and/or follow their own day planners before heading off to college!

Executive skills constitute a key feature of preparedness for college and future endeavors. They also represent an area in which we find more and more of our students are unprepared. On the flip side, children who are well versed in organizational strategies cope and function more successfully in all areas of their lives.

WHERE TO BEGIN:

At the elementary school level, children need to become more familiar with checklists. Children benefit by visualizing tasks as a series of steps. Writing down

key features to every day procedures is key. For example, work together with your child to create a morning checklist that includes the steps necessary for getting ready for school (i.e. pack lunch/snack, pack homework, pack water bottle, bring uniform or piano books). Create an afternoon checklist for unpacking the backpack and putting away belongings (i.e. hang up coat, hang up backpack, clean out lunch box, take out/complete homework). Create checklists for other areas too, such as a checklist for attending to all needs in the bathroom (i.e. wash hands, brush teeth, comb hair, go to bathroom/flush toilet)...or a checklist for attending to all needs in the bedroom (i.e. make bed, put away laundry, pick up things from the floor). **PLACE CHECKLISTS IN VISIBLE AREAS WHERE YOUR CHILD CAN SEE THEM.** Include pictures - with the steps and what the completed product (i.e. packed bag) might look like. Train your child to review these lists, everyday.

If your child attends a weekly activity (such as dance or swim or karate or piano or soccer), together create a "bag" designated for that activity only. Attach (by safety pin to the bag) a laminated note card (or place note card in a baggie) which includes a list of all the items to be included in the bag (i.e. cleats, socks, shin guards, shorts, shirt, mouth guard, soccer ball, water bottle). Next, reinforce, that your child independently reviews the checklist *every time that bag gets packed*. On the back of the note card, create a checklist for the bag when it comes back to the house, including putting items away and into the laundry. Praise for success. Reward if necessary.

Furthermore, children at the elementary school level should be reviewing daily planners or calendars. Purchase a calendar for your child, and ask your child to "write in" the activities that he/she will participate in for an entire season - or even a school year. If an appointment is made, set the expectation for your child to write the appointment into his/her

personal calendar. Ask your child on a daily basis to let you know what is on their calendar - both for today and for the rest of the week. Social dates can be written down. Homework can be incorporated - even if the classroom utilizes its own planner, some longer-term assignments should be melded into the personal planner. Teach your child to be aware of what is written down and how to prepare for predicted conflicts that might require advanced planning. Children as young as kindergarteners could and should participate in personal planning. The sooner they begin to envision their time from a birds-eye perspective, the more organized and confident they will feel about their ability to stay on top of expectations. Teach your kids that tuning out is not an option. If they earn "tuning out" time - TV or computer - work together with your children to set time parameters for those activities. Even these time parameters can be written into their planners! To-do lists can be incorporated into planners. Daily check-lists can be inserted. Allowance money can be tied to steps that are crossed off and independently completed.

These simple, teachable strategies can mean the difference between success and failure in otherwise bright kids who need to function in the real world which requires independence and timeliness. Teach your kids to take charge of their own lives and activities - promote independence! As we embrace the new school year, be sure that your children grow up learning to plan, prioritize, honor timelines, keep promises, and efficiently move from Point A to Point B without Mom or a travelling personal secretary tagging along into adulthood.

Welcome back!

Julie Bassi, Ph.D.
School Psychologist



Library Notes



Kim Brewster

We are excited to have the Library Media Center ready for a new school year! Kelly Morrow, our former library assistant is now working in another school in a full time position. We will miss her and wish her the very best in her new job. This year, our new library assistant is Judy Chisholm. Mrs. Chisholm retired last year after working as a full time classroom assistant for 23 years here at BES. We are fortunate to have her join us part time, here in the library.

We have welcomed classes to the library for class lessons, and checking out materials. Lessons are an integral part in learning about the library, research, information skills, the Internet and literacy. We are pleased that we can offer a great collection of audio books, magazines, nonfiction and fiction books in print as well as offering online access for our students and staff. We look forward to collaborating with classroom teachers and students on research projects throughout the year.

Kindergartners are allowed to check out 1 book each week while First through Fourth graders can check out 2 books each week.

When students are working on class projects they may take out more materials that support their projects. Library books are checked out for one week unless more time is needed to complete a book.

If a student loses library materials or the material becomes damaged then we ask families to send in the replacement money to reorder materials for the library. We will be happy to look up the replacement cost of lost or damaged items for you.

You can visit our library website and look up books that we have in our library. You can also access audiobooks through the Tumblebooks' Link on our homepage. Please be sure to visit our library website at: <http://www.bownet.org/library/Default.htm>

The following resources are available on our website under Reference Resources and may be helpful to use for homework assignments or projects: (Students can get a sheet of passwords to keep at home from their librarian.)



World Book Online:

Username: bowes

Password:

Enchanted Learning:

Username: bownh

Password:

NewsBank: Includes newspapers

Username: bow

Password:

EBSCO: Includes Novelist, Searchasaurus, Kidssearch...

Username: bowe

Password:

Thank you for donating the following books:

The Little Black Dog Buccaneer by J.B. Spooner - Dolores Perfetto

The Rotary Club of Bow :

Touchdown by Matt Christopher

Secret of the Night Ponies by Joan Hiatt Harlow

If you would like to donate books please call ahead or email a list of the books to kbrewster@bownet.org to see if they are appropriate for our library.

Thank you to all of our wonderful library volunteers!

"Reading is to the mind what exercise is to the body." Joseph Addison

Kim Brewster

Musical Notes



JoAnn Willemsen & James Wickham

After getting acquainted, the music classes reviewed STEADY BEAT and RHYTHM using various songs and movement. Third and fourth grade students tried singing some songs in 2-part HARMONY and they sounded great!

All classes reviewed note values and note reading and are beginning to study/review TEMP.



JoAnn & Jim

The Reading Corner



**Dannie Monahan, Kathy Scanlan,
Melissa Young**

Welcome Back to School from the
BES Reading Department!

We believe it is important for parents to know who their child(ren) may be working with this year from the reading department, please allow us to introduce ourselves:

Reading Specialist - Mrs. Melissa Young
myoung@bownet.org

Reading Specialist - Mrs. Kathy Scanlan
kscanlan@bownet.org

Reading Intervention Teacher - Mrs. Dannie Monahan
dmonahan@bownet.org

Reading Intervention / R.E.A.C.H.
Assistant- Miss Heather Ludwick

The **best** part of our job is teaching the students; but another important part of our job is to be a support for parents who foster literacy at home! We hope you find the following at-home reading tips to be helpful! Please feel free to contact us via email at any time throughout the year.

At-Home Reading: How to Enjoy Reading with Your Child

Who Should Read?

Everyone! It is common for parents to stop reading aloud to children when they are able to read by themselves. As parents read with expression, fluency is modeled and new vocabulary words are understood in context. "Read-alouds" provide the opportu-

nity to talk about concepts and ideas your child is interested in. You may be pleasantly surprised to discover what your child is wondering, thinking, or feeling as a result of conversing about books!

What to do with "Tricky Words"?

We do want our children to become independent readers, but we don't want them to become discouraged. Help your child employ these strategies when faced with those inevitable "tricky words":

1. Sound it out - Encourage your child to sound out any letter sounds or "chunks" she/he knows.

2. Think about what you are reading - Ask what word sounds similar to your child's first attempt and also makes sense in the sentence (e.g. "Which word rhymes with ___ and makes sense?" or "Which word starts with that same sound and makes sense?").

3. Consider: "Does that make sense?" - When your child makes a mistake, ask if it made sense. Often readers self-correct mistakes just by thinking about the context or of their own life experiences!

How to Respond to Mistakes?

It isn't important to correct every mistake your child makes or to have her/him figure out every "tricky word" on the page. Keep it upbeat and positive so that your child isn't worried about making a mistake but

sees it as a challenge (e.g. "look at all of the words that you read correctly. Let's go back and look at this one word again to see if we can figure out what it is. That will be a good challenge for us!").

Be specific in your praise as well. Try "I like the way you made your voice sound mad when the character was angry" or "You blended so many tricky words in that story". Your child will remember and work to replicate the specific behaviors that you praise.

Encourage Understanding

Connect the story to your child's personal experiences. Pausing to ask open-ended questions (e.g. "What if...?") as you read keeps your child actively engaged and processing the story.

After reading a short section of a story, pause to share what you are thinking or wondering (e.g. "I wonder why John decided not to cross the bridge?") or respond to your child's thoughts (e.g. "That's interesting! What made you think that?"). Modeling what you are thinking while reading will foster your child's higher order thinking skills in response to books.

Dannie, Kathy & Melissa

Physical Education

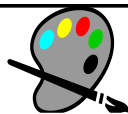


Regan Dowe & Tracy Berube

We welcome you all back to a new year of exciting participation in the physical education program! Both students and teachers are excited to be visiting the gym again. After some "getting to know you" games and introductory activities classes are now learning different ways to warm up our bodies to prepare them for activity. Soon we will begin our first units of the year. Please assist us in reminding students to wear sneakers and proper attire on their physical education days.

Regan & Tracy

Artist Gallery



Sarah Bragg & Kim Bryant

First grade students have been exploring the art element line. We talked about the qualities of lines, how lines connect to create shapes and that lines repeat to create patterns. Students had the opportunity to create a variety of lines using different art materials.

Second grade students have been working on community drawings in color pencil. Each student drew a favorite spot in their yard as the center picture and then added favorite community places around to create a frame.

Third grade students have been learning about radial design. Students spent some time looking at the different shapes of flowers and leaves and then created one design on a pie shape. We traced each design, repeating in a circle, to create a radial design. We used color pencils as our art material and talked about value and blending.

Fourth grade students have been spending some time creating their own sketchbooks that they will use throughout the year as well as tie dying t-shirts for their fourth grade meetings.

Sarah & Kim

Recognize★Encourage★Achieve★Challenge★Honor

Welcome to the REACH Program 2011! REACH is a program that Recognizes and Honors individual strengths through offering a variety of programs that Encourage students to Achieve great heights in their learning, to stretch their thinking and exercise their minds, and to develop a sense of persevering through a Challenge. As programs and activities come along, look for flyers with the Thursday e-notices that announce what is happening when.

Here are a few things to keep in mind:

BES Weekly Challenges ~ I have had the pleasure of visiting all classes in grades 1- 4 to meet and get reacquainted with the students and to share with them the details of the BES Challenge program (BES Challenge in grades 3 & 4 and Partners in Problem Solving for grades 1 & 2). Many of our students (and parents) are very excited to begin challenging their brains with these problems once again and will be working hard to be crowned by Queen Cerebral at the end of the year! Look for these challenges to come home every Friday.

Chess Club ~ Chess Club is an after school program that meets on Mondays from 2:30-3:30 and runs most of the school year. The first of the two 12-week sessions will begin Monday, October 17th. At this time, I am

looking for a couple of parent volunteers to assist our chess master and teacher, Pastor Rick. If interested email me at skurtz@bownet.org.

Origami Math Club ~ This is a 4th grade, 6-week, after school club (2:30-3:30) that is very popular! This is unit/modular origami where we will explore and use geometric terms to create a variety of polyhedrons. Students will have the opportunity to sign up for either a Wednesday or a Thursday group. Adult help is greatly appreciated. Look for the flyer/permission slip to come home with Thursday e-notices.

Lunch Bunch Opportunities: Fourth graders will be offered recess/lunch time opportunities throughout the year. Students who have indicated a particular interest that I have the resources to run, will be given a permission slip from me to come to room 100A during their recess/lunch block. We are starting off with a newspaper group, a math game group, and a geography group. I am still looking for a parent volunteer to help with geography.

Destination Imagination ~ A Family DI night is planned for 3rd - 8th graders on Thursday evening, October 20th from

6:00-7:15 (location to be announced). Any one interested in being on a team this year or simply wanting to know more about the program is encouraged to come join in the fun and excitement of creative problem solving. Teams generally begin working together near the end of November with the regional and state competitions held in March.

Junior Great Books ~ Begins the week of October 3rd. I am looking to train 5 new parent volunteers, and I welcome back all returning volunteers! This is a wonderful program for our students and I want to thank all the trained leaders for their time and dedication to this rewarding program.

I am excited to begin a new year of program opportunities for our students! Please email me with any questions or concerns, or with an interest in helping out with REACH programs. skurtz@bownet.org 225-3049 ext. 507

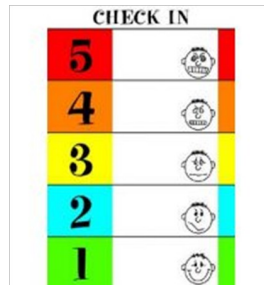
Thank you,
Sue Kurtz

Classroom guidance lessons start in October and two of the first things we will be learning or reviewing are the 5-point feeling scale and relaxation techniques.

Having strong, big feelings of worry, fear, or anger often involves a bodily response—heart rate increases, breathing gets more rapid and shallow—that prepares the body for a fight or flight. The thoughts that accompany this response can either feed into the flight or fight response or can work to override it. When children enter this primitive cognitive state we see tantrums, oppositional behavior, aggression, as well as all-or-nothing thinking and irrational thinking. Helping children to learn to recognize feelings before they get too big and to use relaxation strategies to manage strong feelings before engaging in problematic behaviors can go a long way toward both decreasing these behaviors and empowering a child to cope with strong feelings and difficult situations.

The **5-point feeling scale** is a great tool for helping children become more aware of how they experience an emotion like anxiety or frustration at different levels. In the classroom, the scale is introduced with the poster below and the numbers are assigned the following levels of intensity for a particular feeling: 1=calm & cool, 2=a little bit bothered; 3=starting to get upset; 4=upset; 5=I could lose control. When working with an individual student, we add two columns: what that intensity *looks like* from the outside and what that intensity *feels like* from the inside. Often, going through the process of completing these two columns of the 5-point scale creates insight for the child, her teachers,

and her caregivers. For example, if #4 feels like everyone thinks I am stupid, then it points to interventions that challenge that all or nothing thinking; if a child learns that at #2 for angry he makes his hands into fists, he can learn to recognize his anger before it gets too big and take steps to keep it from getting bigger; if we learn that #5 frustration “feels like my head is going to explode when people are talking,” we can develop ways to help her de-escalate that minimize verbal interaction.



Teaching and encouraging children to practice relaxation strategies can help with preventing strong emotional reactions by dissipating stress before it builds up. They also can help decrease the intensity of the powerful feeling in the moment. As a child learns relaxation strategies, a third column to the 5-Point Scale can be added, “I can,” which lists strategies to keep oneself calm. As a child learns to recognize the early signs that he is getting upset, he can employ relaxation strategies before problem behaviors emerge.

These strategies are easy to learn and most can be used inconspicuously in any environment. However, it is essential to practice these skills when calm in order for someone to use them effectively in the midst of strong emotion. Bedtime is often a great way to introduce some practice time into a child’s daily routine and has the added benefit of helping children calm their minds and bodies.

Progressive muscle relaxation is a good preventative strategy for dissipating stress someone is carrying around. It can also help children who have difficulty falling asleep as it helps slow and focus both the mind and the body. <http://www.yourfamilyclinic.com/adhd/relax.htm> offers a number of ways to make progressive muscle relaxation fun. The key components are 1) contracting various muscle groups and then relaxing those muscles; 2) being mindful of what relaxed muscles feel like (e.g., warm, heavy). As a child learns to detect stress early, noticing that muscles feel tense becomes a cue to try relaxation strategies.

With **guided imagery**, typically someone reads (or records) a relaxing story, while often incorporating relaxation techniques, in a slow, calm voice while a child listens and follows the script. *A Boy and His Bear*, by Lori Lite is a children’s book that incorporates both imagery and belly breathing and is available in book & MP3 format.

Belly breathing is one of the simplest and most effective relaxation techniques. Normally, we tend to not pay much attention to our breathing. When we breathe normally, we just see our chest move in and out. The key to belly breathing is both the attention given to one’s breathing (something manageable and controllable) and that a child fills her lungs so that both her chest *and* belly expand. When we are able to focus on our breathing and take deep, full, slow breaths, it helps to counter the biochemistry of the fight or flight response. The following website offers a good description of how to get started: http://www.paniccure.com/approaches/meditation/Belly_Breathing.htm.

Health Office

Cindy Prescott, RN

Welcome back to a new school year! I am looking forward to a great school year working with you and your children!

There have been reports of a few cases of head lice in BES students. Thank you to parents who notified me of head lice problems. It is not always easy to report, but, it makes

follow up easier. It is important for all of us to remember that head lice in no way indicates a lack of cleanliness. Head lice is annoying but is nothing to panic or be embarrassed about. Most importantly, please talk to your child about other people's feelings. Many of us are embarrassed when we have lice. Please remind your children not to tease or talk about their classmates whom they

think may have head lice. After all, it can happen to any of us.

Please contact me with your questions and concerns. Your children are important to me.
Cindy Prescott, RN
School Nurse



Bow Rotary announces its 41st year of raising funds for education with the upcoming
41st ANNUAL SCHOLARSHIP AUCTION.

Please support local scholarships & camperships by attending this year's event on **Saturday, November 5th, 5:30pm - 9:00pm.**

Admission is just \$10, with music provided by

CJ Poole & The Sophisticated Approach, complimentary food provided by Hermanos Cocina Mexicana, Common Man & more, and bargain items available for bid from categories such as Eco-Friendly (Sponsored by Merrimack County Savings Bank), Restaurants & Travel, Arts

Bow Rotary, in conjunction with the Bow Booster Club and the Interact Club, invite you to

ENTER THE iRAFFLE for a chance to win a **\$100 iTUNES GIFT CARD**, **iPOD TOUCH** or perhaps a **NEW iPad2!**

Tickets are limited and can be purchased for \$10 each or 6 for \$50 at the Community Center, Merrimack County Savings Bank in Bow, through the Bow Booster Club, Interact, or Rotary. Drawing date is November 5th. For a complete listing, visit www.bowrotary.org

Proceeds support scholarships & camperships for local students.

Bow Elementary School

22 Bow Center Road
Bow, NH 03304

Phone: 603-225-3049

Fax: 603-228-2205

Dr. Winings
Principal
dwinings@bownet.org

Jane Morrill- Winter
Assistant Principal
jmorrillwinter@bownet.org

The students will be
celebrating
**National School Lunch
Week**
October 10th-14th.

Cereal is now available during morning snack time!