



NO NAME CALLING WEEK 2010

THE PEACE FLAG PROJECT

No Naming Calling Week, coordinated by Guidance Counselor, Gloria Eno, was a big success. The purpose of the week was for students to be more sensitive to name calling and bullying and to give students the opportunity to reflect on their own behavior. The program was a natural extension and reinforcement of the character education program at Nottingham West.

On January 25-29, Nottingham West students will celebrate No Name Calling Week. Every year, we take this week to focus on the importance of treating each other with respect and kindness. A school-wide project this year was the making of "Peace Flags" as a visual example of what kind of community we strive to be.

Leading this project was Ginny Fox, Director of the Peace Flag Project, an organization that supports projects which foster peace in everyday life. Ms. Fox says, "The Peace Flag Project's focus is how all of us can help to make the world more peaceful – every day. War is a terrible way to try to solve world problems, but I don't think we can really end wars until we become a more peaceful people. I think that if we can behave toward one another in gentler, more generous ways, we have a greater chance to bring about peace and end violence on the planet. And this is something each of us can do every day."

Each child had the opportunity to create a personal Peace Flag, using fabric and permanent markers. Students used words or pictures to share their positive wishes for themselves and their classmates. This project was a chance for our students to express their feelings and thoughts about name-calling and teasing, and to create messages about respect and tolerance. The flags are displayed in our school as a tangible reminder of how Nottingham West students can create peace in our community through their daily choices. Peace Flags are inspired by ancient tradition in that the wishes printed on the flags are carried on the wind. We hope that our students' wishes for a safe, welcoming and kind community where no one needs to worry about name calling will be carried throughout the halls, classrooms and playground of our school.

Mahesh Sharma Visit-January 7, 2010

Mahesh Sharma visited Nottingham West on January 7th. During his time at NWES, he focused on professional development for Kindergarten, special education department, and grade 3. Professor Sharma conducted classroom lesson in Kindergarten promoting numeracy at the early childhood level. Grade 3 focused on place value. Classroom demonstrations were followed with debriefing sessions in which math content and process were discussed to strengthen teachers' instructional strategies.

Biography Book Report-Julie Torres-Grade 3

Throughout the month of January, Miss Torres' third grade class was busy researching famous Americans for their book reports. Each child was asked to think about an American who has influenced them in some way. These positive influences ranged from famous sport figures, to presidents, to woman activists, and even scientists! Students did a great job researching facts about the lives and lasting impressions these figures have left on American society. Students were also

asked to dress like the person they researched while they presented to the class. Everyone enjoyed themselves, and learned a lot in the process!

ESOL News

Kelly Garas, ESOL Teacher, and Stephanie Hampoian, grade 5 are involved in the WIDA PLC Group at the NH Department of Education UNH grant for professional development is supporting the work of aligning the WIDA (World-Class Instructional Design and Assessment) standards with the NH content standards. This year, one team will focus on finalizing the alignment of standards for middle school; another team will draft an alignment document for the elementary grades. This project will help guide teachers in New Hampshire schools and enhance instruction for English Language Learners.

The WIDA Consortium's English Language Proficiency Standards for English Language Learners (ELLs) in PreKindergarten through Grade 12 encompass:

- Social and Instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies

The WIDA ELP Standards are designed as a curriculum and instruction planning tool. They help educators determine children's ELP levels and how to appropriately challenge them to reach higher levels.

The PLC will meet at the NH Department of Education in room 15 from 8:30AM to 3:00PM on the following days:
January 5 March 11 April 13 May 11

For more information on the WIDA standards, go to <http://www.wida.us/standards/elp.aspx> and follow the links to the standards for the appropriate grade level, as well as the Resource Guide.

Environmental Science Training at Beaverbrook with Mrs. Spry and Mrs. Troup

Mrs. Troup and Ms. Spry, a Nottingham West fourth grade teacher, had an opportunity to participate in a workshop at Beaverbrook which featured many other environmental science activities. Both teachers have shared this activity with their students since the workshop. The Incredible Journey (of water) is an activity found through Project WET International Foundation.

Students in Mrs. Troup's fifth grade class simulated the movement of water through the water cycle as part of their study of environmental science. With a roll of a handmade water cycle die, students moved to nine different stations as drawn on the faces of each of the die. While at each station, students pickup a colored bead and placed it on a pipe cleaner symbolizing that water station. Their journey continued until their pipe cleaner was filled and ready to be tied into a circle. The bracelet of colors symbolizes the many different places water can be found in an ecosystem.

Most people visualize the movement of water the old fashion way. Water comes from the sky in the form of precipitation; it makes a puddle or a snow pile and then is evaporated back into the sky when the sun shines. Water's journey incorporates many more forms which move back and forth into different locations at will and according to opportunity. The stations represented in this activity include, plants, animals, clouds, lakes, soil, animals, ocean, ground water and glaciers. After the hands-on activity was completed, students in Mrs. Troup's class used a student atlas to plot a realistic journey of their own water droplet based on their symbolic bracelet. Below you will find a finished writing piece by Daniel Tran.

My Incredible Journey as a Water Droplet

I started as a tiny drop in the Mississippi River, flowing with the current for 18 days. Before I knew it, I was in a large, cold lake. Then, out of nowhere, a deer hopped up and sent me down, down, into its stomach. Twenty-four hours, 18 minutes, and 2 seconds later, I was disposed in an unsanitary way into the soil. Once again, I found myself going down the

grand Mississippi River. Four days later, I was in the Atlantic Ocean, after drifting through the Gulf of Mexico. Then, an uncomfortable rise in temperature (curse you, global warming) forced me to evaporate into a cloud.

After convincing my fellow droplets to drop down to increase our drifting speed, a strong cold front blew me up right to the Arctic where I precipitated and froze into a glacier.

Then, some rude polar bear came and viciously clawed at me; breaking me off and making me go down a rushing river in Iceland. The heat of the summer (which I blame on global warming), heated my delicate molecules and made me evaporate yet again into a fluffy cloud. Together, with my watery friends, we drifted east to Sweden, and after many tears, I plummeted down into Lake Vanern, Europe's 3rd largest lake. Then, I sank through the walls of the lake, where I became underground water.

However, the time spent as underground water was short, because I called one of the droplet's mother fat and that earned me a night's worth of beating and I was forced back into Vanern. Finally the happy sun came out and its comfy warmth sent me up into the sky.

After that, a mighty front blew me right back up into the Arctic where I spent some time as a glacier. I then melted and found myself going down the Lena River of Russia.

As I moved with the current, a huge caribou came out of nowhere and had a nice long drink. Then, I was disposed of as watery waste and then evaporated into a cloud. For months, I was blown southwest and was dropped off at Lake Eyre, Australia's largest lake.

Soon enough, I sank through Eyre's walls until I eventually came out into the longest river in Australia, the Murray-Darling River. Just before I flowed out into the Indian Ocean, a thirsty mouse came up and took a drink. Unfortunately, it took the wrong step and drowned in the great Murray, leaving me to evaporate into a cloud.

After drifting west for quite sometime, I dropped into the Pacific Ocean. Then, I evaporated into a cloud for the very last time and drifted down to the Antarctic. And finally, I froze into a glacier, where I still am to this very day.

Haiti Bake Sale

Disaster Relief / Haiti

The past month has been catastrophic for the people of Haiti as well as their loved ones, friends, and for many around the world. We have all seen and heard the stories from the people who are affected and suffering, we've seen the devastation in the area, and have most have asked what can I do to help?

That is the same question many of the people of the Hudson School District have asked as well. At Nottingham West Elementary School, efforts to respond began last week shortly after the first news of the earthquake were reported.

Guidance Counselors, Meg Williams and Gloria Eno fielded many calls, emails, and inquiries from parents, student and staff about this very question.

Here's how Nottingham West Elementary school along with the support of the Hudson School District is responding:

Classroom Guidance: Even if our students don't sit down and watch news programs or read the newspaper, chances are that he/she knows or heard about the earthquake in Haiti. Overheard conversations and rumors at school can lead to exaggerated and inaccurate ideas about what's going on in the world. Natural disasters can spark an excessive fear for family safety. Ms. Williams and Mrs. Eno are talking to and listening to students concerns and helping students navigate through the emotions that many are feeling as this news unfolds. Many students want to do their part and help in some way. Providing students with an opportunity to contribute to the relief efforts can help alleviate feelings of fear, guilt and sadness.

Bake Sale: Student Leadership team will be hosting a bake sale on January 2^{9th} Students and families will be providing home baked and store purchased goodies to be sold at all lunches.

Penny collection: Students are bringing in loose change to donate to the American Red Cross.