

# JPS NEWS LETTER



**WE ARE HALFWAY THERE!** Yes, folks, it's true. As of 1/28/2020, we are officially in the second half of the school year!

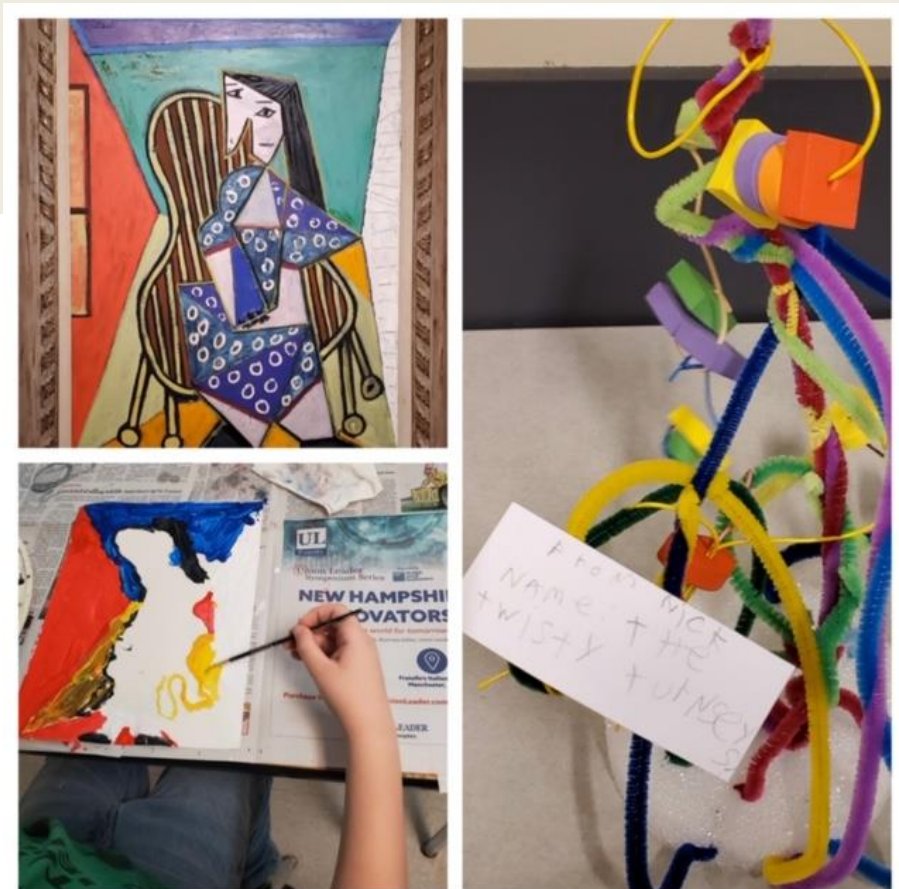
## Cold VS Flu

JESSY GERVAIS

Flu and the common cold are both respiratory illnesses but they are caused by different viruses. Because these two types of illnesses have similar symptoms, it can be difficult to tell the difference between them based on symptoms alone. In general, flu is worse than the common cold, and symptoms are more intense. Colds generally do not result in serious health problems, but the flu has the potential to lead to pneumonia, bacterial infections, or hospitalizations.

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
Stuffy nose	Common	Sometimes
Sore throat	Common	Sometimes
Chest discomfort, cough	Mild to moderate	Common
Headache	Rare	Common

#FIGHT FLU



JPS students in all grades attended a field trip to The Currier Museum of Art in Manchester, New Hampshire. The day was split between a docent-led tour of the art galleries and a thematic art-making activity related to the works on view. Primary and elementary students created kinetic sculptures inspired by Alexander Calder's well known mobiles. Students in the middle grades discussed conceptual artwork and pondered the age old question "what is art?" They created a sequence of instructions for a mural akin to the process of conceptual artist Sol Lewitt and then passed their instructions off to another group for them to execute. For many students, it was their first trip to an art museum and their first experience seeing works by world renowned artists, including Pablo Picasso, up close and personal.

## Sharing Isn't Always Caring...

JESSY GERVAIS

This winter has been full of caring and sharing at JPS. Yes, we share all sorts of things here at school—especially GERMS. We've had a variety of viruses run through our staff and students since the winter season arrived, so I thought it timely to do a reminder about when it's appropriate to push your complaining child onto the bus in the morning and when it's time to keep them in bed.

- If your child has had a fever of 100 degrees or more, s/he should stay home until 24 hours after the temperature returns to normal (without the use of fever reducing medicines such as Tylenol or Advil)
- If your child has vomited or has had diarrhea, s/he should stay home until 24 hours after the last "episode". Please note that a loose stool doesn't

necessarily mean illness/ diarrhea. In order for loose stools to be considered diarrhea, they have to occur repeatedly. Loose, watery stools occurring *three or more times per day* would be considered a case of diarrhea. Gastro illnesses are often, but not always, accompanied by fever, so be sure to monitor temperature.

- If your child has any rash that may be disease related or if the cause is unknown, it is important to check with your health care provider before sending him/her to school.

Please use your best judgement and feel free to ask our school nurse or myself if you are uncertain if your son or daughter should be at school. If we work together, we can keep these nasty little bugs contained rather than having them knock us all down one by one. Thank you for your support!

## SOCIAL STUDIES

SARAH HART

### Primary:

This quarter, students have been broadening their understanding of community to include the idea of states as well as the differences between countries and states and have been working to investigate the branches of government outlined in our Constitution. Students have been assigned to investigate a state that was founded as part of the original 13 colonies; they have been working on maps related to their state, discovering unique attractions in their state, and becoming an expert on that state to communicate the information back to their group. We are building greater awareness of the structure of our country's political borders and the unique qualities of our varied landscape and population.

### Elementary:

This quarter, students have been working on understanding the roots of American History while also working on the idea of States and discovering the places that make up our nation. Students have been investigating the life of Alexander Hamilton and discussing how his emotions and life impacted him; many parallels can be drawn between Hamilton's difficulty managing his anger and some of the emotional regulation struggles our students also face. In learning about Hamilton, students have also continued investigating the make-up of our government and the responsibilities of each branch of government. They have been asked this quarter to become a representative of a colony – which is now a state – to the Continental Congress and to become experts on that state, mapping its features, researching information about that state, and discovering what makes that state unique and important to the country at large.

### Middle School:

In Quarter 2, students have been spending time investigating the structure of our government and diving into current events related to politics, the upcoming Primary, and the Impeachment Process that has been unfolding in our capital. Discussion has centered on the Constitution and, while student beliefs and opinions about politics vary, students have had many appropriate discussions with great questions arising from it. In our classroom we maintain that all students have a right to their own political belief; much work has been done to focus on teaching students the process of discerning accurate information from the media and in discussing issues and concerns appropriately from a place of respect and learning. Students have taken quizzes to determine which candidates best match their political philosophy, worked to understand fake news and find centrist news sources, and analyzed aspects of our Constitution related to checks and balances in our government.

## SCIENCE

KRISTEN BALSER

### Primary:

Light has been the focus of quarter 2. Students have explored the difference between natural and manmade light sources, how lights travels, and why light can pass through some things but not others. We have looked at rainbows and discussed how colors are either absorbed or reflected to understand that this is what allows our eyes to perceive different colors.

### Elementary:

This quarter students have continued to explore physical science skills with a focus on sound. We have read about how sound travels and how the shape of our ears is directly related to receiving sound. Most recently students have been creating visual representations of sound waves using a variety of materials.

### Middle School:

In Quarter 2 students finished up our Earth science unit with a look at the fossil record and geologic timeline. We then moved on to a physical science unit with a focus on chemistry. Students have been introduced to matter, its properties, and the difference between physical and chemical changes. Most recently the periodic table and its elements have been the focus. Students have made models of individual atoms and simple compounds depicting atomic structure and the bonds between the atoms.

JPS TEACHERS  
COLLABORATE!

## GENIUS HOUR...WHERE SOCIAL STUDIES AND SCIENCE INTERSECT

SARAH HART & KRISTEN BALSER

**Primary/ Elementary:** In the second quarter, we have continued to focus on Citizen Science and Scientific Behavior. In collaboration with the University of New Hampshire Schoolyard Sites program, students have been engaging in cross-curricular units that focus on aspects of science and social studies that connect to the environment, conservation, and the democratization of science. Students are working to learn scientific behaviors such as keeping a scientific journal, creating and implementing experiments, communicating scientific findings, offering appropriate and relevant scientific feedback, and learning about who and what science looks like. We have been very fortunate to have a volunteer from the Schoolyard Sites program in our classroom on occasion to facilitate scientific experiments such as working with acids and bases in cabbage juice and designing a sled for Santa (a STEAM activity). Students are learning to work collaboratively and engage in science that answers relevant questions that they have about their world.

**Middle School:** During quarter 2 middle school students completed a historical biography project on a chosen scientist. They were given a graphic organizer and several reputable sources to gather information on their chosen scientist's early life, educational background and contributions to science. Once all the research was complete, students gathered in a round table type discussion and shared their findings with the group who was given the opportunity to ask questions and provide feedback to the speaker.



## ENGLISH/ LANGUAGE ARTS

SARAH JANE STONE

### All Language Arts Classes:

Students have continued to enjoy using the JPS library every day to choose books that are of personal interest to them. Nightly journal writing continues to be an expectation, and students also have the option of completing reading logs to document their reading at home. For every ten days that students read for at least 20 minutes, they get some classroom currency to spend at the school store. A few students have chosen to take advantage of this incentive, and we hope to see more students doing so in quarter 3.

### Primary:

Students in the primary group have continued their multi-sensory phonics instruction using the Orton Gillingham approach, adding new phonemes and graphemes to their toolbox to help them read and spell an increasing variety of words. At this point in the year, students know most of the basic concepts, including common digraphs (ch, sh, th, and wh) and all short vowel sounds. Reading comprehension and writing work has been happening in interventions and in content area classes to ensure that students are exposed to a variety of fiction and non-fiction text types.

### Elementary:

Elementary students have continued working in the Orton Gillingham phonics program to increase reading and spelling skills. We have covered all of the basic phonemes and graphemes, and have moved on to advanced concepts like initial blends and multisyllabic decoding. Students have also continued adding to their menu of known red word (sight word) spellings. Every week in interventions blocks, students have been carrying over the concepts that they have been working on in Language Arts class and applying them to reading comprehension and writing tasks.

### Middle School:

Middle school students have spent the quarter exploring the genre of review writing. We began the quarter looking at examples of food reviews, and discussing what makes some reviews more effective than others. Students then put their sensory language skills to the test in writing their own reviews of a restaurant and, later, describing the experience of taste testing two brands of cookies in class. We then moved on to movie reviews, and compared and contrasted the features of these two related forms of writing. Students chose a movie they have seen recently and wrote a multi-paragraph review giving their overall opinion and several supporting details.

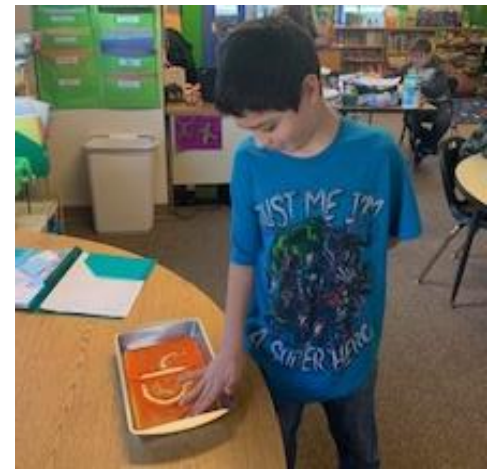
## MATHEMATICS

MARGE KNOWLES



**Math centers that rotate students between small group/ individualized instruction and practice assignments in various forms continue to keep kids interested and excited about math class.**

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia.  
--OrtonAcademy.org



## LOL = Literature Out Loud

SARAH JANE STONE

Reading fluency skills, including accuracy, automaticity, and prosody, are modeled in each homeroom daily during Literature out Loud, a teacher read-aloud during every snack period. This routine provides students with an additional opportunity to experience and discuss literature beyond their language arts class. Students take turns choosing which book they would like to read during this time.

**Primary:** The students have continued to enjoy the *Epic Zero* series by R.L. Ullman. They are very invested in following the hilarious adventures of Elliott Harkness while he struggles to understand and control his super powers in order to save the Earth and even the multiverse, all in time to make it home for dinner.

**Elementary:** The students have continued to show significant interest in adventure and the fantasy genre. This quarter we read *Dungeons and Dragons Endless Quest: To Catch a Thief*, a choose-your-own-adventure style book set in the fantasy world of Dungeons and Dragons. Following that story, we have been reading *Circle of Magic: Sandry's Book* by Tamora Pierce, the first in a four part series of books about four students with unique magical abilities that bring them together in a school that helps train them to use their unique powers for the good of the world at large.

**Lower Middle School:** We have continued to work our way through *The Hobbit* by J.R.R. Tolkien. Our adventurous group has found themselves captured and imprisoned by the Elven King of the Wood Realm outside of Mirkwood. Mr. Bilbo Baggins and his ever-impressive Ring of Power is busy forming a plan to help the group escape and continue their way to the Lonely Mountain to face the dragon Smaug.

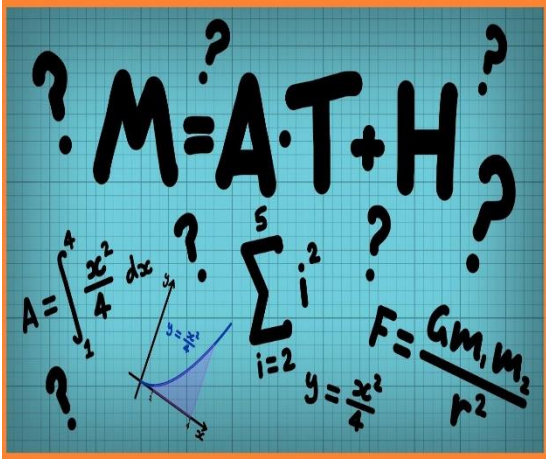
**Upper Middle School:** We started reading *Percy Jackson's Greek Gods*, by Rick Riordan, during Literature out Loud block. In this book, Percy (a well-known character from the popular book series *Percy Jackson and the Olympians*) gives readers his humorous perspective on Greek mythology. His versions of these classic stories are highly entertaining while also giving insight into the lives and culture of the people of ancient Greece. We will continue this book in the coming academic quarter.

### Primary:

The 3rd graders this quarter worked on mastering their skills in data relationships. They learned how to read graphs and create graphs, identifying key pieces such as title, the x-axis, the y-axis and the scale. Each student was tasked with collecting statistical data from their peers and creating bar, line, and picture graphs using a variety of materials to express their findings. The 4th graders worked hard on mastering multiplication concepts. They practiced estimating products, using area models and partial products to solve a problem, and multiplying by 1 and 2 digits with regrouping.

### Elementary:

The Elementary students this quarter worked hard on mastering multiplication concepts. They practiced estimating products, using area models and partial products to solve a problem, and multiplying by 1 and 2 digits with regrouping. Students engaged in many multiplication fact fluency games and activities for extra practice and to further their understanding.



**Lower Middle:**

The 5<sup>th</sup>/6<sup>th</sup> grade group worked hard this quarter on furthering their division skills. They were tasked with estimating quotients, breaking down long division problems step by step, interpreting the remainder, adjusting their quotients, and drawing a diagram that can help them solve a division problem. The 7<sup>th</sup> graders' main focus was ratios and proportional relationships. Students participated in lessons and activities related to solving unit rates, identifying proportional relationships through equations and tables, and applying percentages to real world situations.

**Upper Middle:**

In 8<sup>th</sup> grade this quarter, students wrapped up a long unit on rational and irrational numbers. This topic was very complex and students completed many different activities to help build their skills in this area. Towards the end of this quarter, we began our work with functions. Students have tackled solving and identifying the rate of change, understanding functions within a table and graph, and graphing linear functions.

**ELA + MATH = GAME-A-THON 😊**

SARAH JANE STONE & MARGE KNOWLES

This quarter, JPS students wrapped up the math games that they have been working on since the start of the school year. Students reflected on the success of their game, including how their game teaches valuable math concepts to players. They demonstrated writing skills by typing out step-by-step instructions for their games. As the final step of the game design project, students were videoed playing their games with their peers and explaining their game concept and rules. The submission window for this year's nation-wide Mind Research Institute Game-A-Thon challenge is not yet open, and release forms for entering students into the contest will be sent out once this happens.



Just remember...  
 Spring is coming  
 Spring is coming  
 Spring is coming