



# The Taylor Elementary School Newsletter

196 South Street, Foxborough, MA 02035    T: 508-543-1607    Principal: Dr. Moira Rodgers    Vol 3, Issue 2: Winter 2020

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## From the Principal...

*Dear Families:*

*Recently I was talking to some parents about the challenges of maintaining a “growth mindset” as it relates to helping children learn from mistakes. Here at school, we try to frame learning challenges, or things that are “hard”, or even mistakes, as powerful learning opportunities to build skills. I thought I would share just a bit about how we support the social, emotional, and behavioral growth of students. There is a question on the annual K-12 Culture and Climate Survey that goes out each spring to district families that asks about whether or not you, as parent(s), are familiar with how we help students build the skills necessary for them to manage themselves, and contribute positively to a productive learning environment. I hope this message helps!*

As an elementary school, our primary goal is to educate our students. However, equally as important is that we create learning environments that are safe and supportive both physically, psychologically, and emotionally. Our classroom teachers do this very intentionally with the students. As you know, we have begun to implement Responsive Classroom™. This is a social and emotional learning approach to teaching and discipline that is student-centered. Its researched and evidence-based practices are designed to create safe, joyful, and engaging classroom and school communities for all. The daily Morning Meeting provides an opportunity to address ways to make the classroom work more effectively, and to address challenges that students may be experiencing. These challenges can range from interpersonal dynamics to classroom expectations for following routines, and behavior. We view all challenges as an opportunity to build skills and learn about one’s self and others.

If a student is consistently having challenges following routines and/or meeting behavioral expectations, we work to understand what is getting in his/her way. We take a brain-based perspective that suggests that all behavior is relative to the situation/context and student’s brain-state. Neuroscience research has shown that students with challenging behaviors are delayed or lagging in the development of crucial skills, or have difficulty applying these skills when they are most needed. *What are these lagging skills?* Among these are flexibility, adaptability, frustration tolerance, and problem solving. *What causes these lagging skills?* Chronic, overwhelming stress, ADHD, and trauma are some explanations. Schools everywhere are experiencing the need to provide students with opportunities to build the skills necessary to manage their emotions and actions when they are faced with challenging situations. By addressing behavior from a “skills deficit” perspective, it honors the strengths the student has while working to fill in the gaps that prevent the student from managing his or her actions or emotions in the moment.



As always, I am here if you would like to share your thoughts and/or have any questions or concerns! You can reach me by email at [rodgersm@foxborough.k12.ma.us](mailto:rodgersm@foxborough.k12.ma.us) or by phone at 508-543-1607!



### **ATTENTION: PLEASE BE AWARE OF THE BUS LANE!**

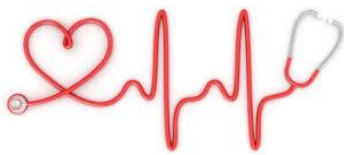
When dropping off or picking up your child, please be aware of the buses that are driving in or out.  
Make sure your child gets into the car on the side that is next to the walkway!

## News from Mrs. Rice's Kitchen

Please join us at this week's PTO meeting (2/13 @ 7pm)! Ms. Janice Watts, Food Service Director and Ms. Jane Rice, Taylor School Kitchen Manager, will share information about breakfast and lunch programs.



**Tuesday, March 10<sup>th</sup> is the next "Try it Tuesday"** where all students will be able to try/learn about samples of foods from different countries. In March, it will be noodles such as Spaetzle (German), Udon (Japanese), and Orzo (Greek). May will be rice such as Basmati (Indian), Risotto (Italian), and Rice & Pigeon Peas (Caribbean).



### A Note from the Nurse...Mrs. Edna Fuller, RN

Cold and flu season is here! We have had scattered cases of the flu, meaning no one classroom has had a lot all at once. I am thankful to the parents for having their children stay home to fully recover.

I want to remind parents that students can bring their own chapstick for use in the classroom. My big rule though is No Sharing. By doing this we cut down on the time out of class for a nurse visit and it gives the students pride in responsibility for their health.

Cough drops still must be left with the nurse. At this age some children think this is candy when it is really used for a symptom. I do a quick assessment when the students visit so I know how their cough or sore throat is healing. I have started to have the students do a cool salt water gargle for complaints of a sore throat. It seems to help as the children do not return as frequently.

With the ground hog not seeing his shadow, spring is right around the corner! It will be wonderful when the children can be outside every day for recess and not worry about wind chill!



Please follow us!

@Taylor\_Foxboro

For a snapshot of a day in the life of Taylor School students!



Come meet the new Principal!

**Mr. Mike Stanton**

current Principal of the Igo will be moving over to the Taylor as of July 1<sup>st</sup>!

Join us on Wednesday, 2/26, at 9am or 6pm for an informal "meet and greet"!

## Instamath! Pictures of Math All Around Us!

Many of you and your children have noticed the "InstaMath" bulletin board in the front hallway. We are trying to highlight examples of where and when we see math in our world. It is time to ask you to share pictures where you and/or your child encounter math in Foxboro or beyond.

If you happen to see something interesting while you are out and about, please snap a picture and send it along via email ([powersj@foxborough.k12.ma.us](mailto:powersj@foxborough.k12.ma.us)) and I will print and post it.

*It would be great if you or your child were in the pic! Even selfies would be great!*

The next step will be noticing, wondering and asking mathematical questions from the pictures. I really want this to be a fun and interactive bulletin board.



*Happy Mathing!*

Mrs. Powers ([powersj@foxborough.k12.ma.us](mailto:powersj@foxborough.k12.ma.us))



## How can I help my child with Math?

### Visit the Elementary Math Website!

<https://www.bitelementarymath.com/>

Please visit the Elementary Math Website for the Facts your student(s) need to know and links to games students can play at home! <https://www.bitelementarymath.com/>

#### Fact Fluency Games

ADDITION & SUBTRACTION



MULTIPLICATION & DIVISION



## CAFE Strategy: Read Appropriate Level Texts That Are a Good Fit\*

Have you ever spoken with a doctor, auto mechanic, or computer support person that has given you advice or directions in a language that was difficult to understand? This is comparable to reading a book that is too difficult. For readers to have high success in reading, they must spend time reading material they can read with 99 – 100 percent accuracy. We encourage students to select books that are a good fit so that they are successful and enjoy reading. Working on the strategy of reading appropriate level texts that are a good fit will help your child read smoothly, engaging in texts they can read without difficulty.

### How can you help your child with this strategy at home?

1. When your child goes to read a text, have him or her use the *I-Pick method* to explain why that specific text was chosen. Ask your child, “Is that a good-fit book for you? Show me how you know that.” The I-Pick method is described below:



**I** – I pick a book

**P** – Purpose (What is my purpose for choosing this book?)

**I** – Interest (Am I interested in this book?)

**C** – Comprehend (Do I understand what I just read?)

**K** – Know (Do I know most of the words?)

2. Model the I-Pick method for your child. Take a book you are reading and go through I-Pick to set an example for what it looks like and sounds like to review reading selection choices.

3. Help your child recognize when a text is too difficult. They are taught to ask: Do I know almost all of the words? Is this book hard to understand? When I read it does it sound choppy and slow?

If you have any questions, please email our Reading Specialists: Mrs. Danna Collins ([collinsd@foxborough.k12.ma.us](mailto:collinsd@foxborough.k12.ma.us)) or Mrs. Alicia Sham ([shama@foxborough.k12.ma.us](mailto:shama@foxborough.k12.ma.us)). Thank you for your continued support at home!

\* Written by: Allison Behne © [www.thedailycafe.com](http://www.thedailycafe.com) Ideas and strategies are taken from: *The CAFE Book*, written by Gail Boushey & Joan Moser

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## Do you recognize these? From our LOST & FOUND Collection!

On February 14<sup>th</sup>, we will be donating all clothing that has not been claimed.







## A Note from the Art Teacher, Ms. Schuster

**Third and fourth graders** are very excited to be working on their clay projects. **Third grade** is creating clay animals. **Fourth grade** is making coil pots inspired by Chinese pottery. For their 3-D unit, first and second graders will be starting model magic projects soon. **Second grade** is working on quilt designs and learning about symmetry. **First grade** has been learning about primary and secondary colors. They have used this color knowledge to make abstract artwork inspired by the artist Kandinsky, who enjoyed using circles to make his art. Kindergarten read a Virginia Lee Burton book, *Katy and the Big Snow*. They made a drawing of the places in Foxboro and used their shapes to draw houses, buildings and Katy the snow plow.



With a little more time spent indoors, winter is a great time for students to create art at home. Model magic air-dry clay is a fun, no mess way for students to make 3-D projects. Creative coloring books are also a great low-tech activity. Children often find coloring calming. All of these activities help strengthen and develop fine motor skills, which are very important in elementary school and have cross curriculum connections.

*All students will be progressing through the year with exciting projects to develop their visual and creative skills!*

## A Wellness Update from Ms. Elise McMahon



Since September, students have been working hard to improve their heart health by warming up each class with a different cardio activity. In September, students participated for the first time in our “fastest class challenge,” where they were to run or walk around the perimeter of the gym for 5 minutes. As students run by, Ms. M keeps track on a hand held tally counter of how many laps are being completed by the whole class. This past week, students participated in the

challenge again and EVERY class improved their original score from September! The next few months in class, students will continue to be introduced to a variety of cardio exercises to help them improve their heart health even further. We will also be discussing the importance of goal setting to help them be successful in anything they do both in and out of wellness. Ask your student how their class did in the fastest class challenge and what their goal is for next time!

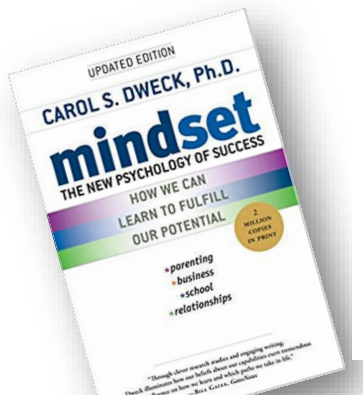


## A Note from the Spanish Teacher, Senora Coffin

In Spanish class, we are very excited about learning and using greetings and phrases on a daily basis, colors and numbers this month in grades 1 and 2 and higher numbers and classroom objects in grades 3 and 4. The students enjoy the interactive games we use in class and other games to practice and acquire basic conversational skills, the alphabet, vocabulary to express things students like and to identify family members. We are also exploring Spanish countries and their culture. In Spanish, we have a lot of fun learning through music, games, circles to practice speaking and other learning tools. We are learning while enjoying ourselves.

## A Note from the Music Teacher, Ms. Noonan!

Happy New Year from the Music room! I love it when the students are able to get right back in the swing of things so quickly after vacation. **Kindergarten** students are working on learning their third patriotic song, Yankee Doodle, and they can even sing it while marching and playing instruments to the steady beat. **Grades 1 and 2** enjoyed playing the game Tommy Tiddlemouse this week. It's been so much fun for them to guess each other's singing voices. Grade 3 continues to do an excellent job on the recorder and is about to earn the orange belt for playing Merrily We Roll Along. **Grades 2 and 3** have also been playing songs on the *boomwhackers*. They've been having a blast trying to follow the music and find their notes up on the screen, and they are doing a great job at this new skill. **Grade 4** is working hard towards their spring concert. They are preparing songs to sing and play on the recorder and ukulele. Parents of Grade 4 students, we hope you can join us for the concert on Friday, May 1st at 1:30pm!



JOIN US on THURSDAY  
for the  
PARENT BOOK CLUB!  
6pm in the Library  
For Chapter 7!



- ✓ **February Break:** Begins at the end of a regular school day on Friday, February 14<sup>th</sup>. School resumes on Monday, February 24<sup>th</sup>.

- ✓ **Grade 3 MCAS-ELA** – April 7th-8th
- ✓ **Grade 4 MCAS-ELA** – April 14th-15th
- ✓ **Good Friday** – April 10th: Early Release (12:07pm)
- ✓ **April Break:** Begins at the end of a regular school day on Friday, April 17th. School resumes on Monday, April 27th.



GRADE 1-4 REPORT CARDS  
WILL BE SENT HOME ON  
FRIDAY, MARCH 20