

FRIDAY



FLASH



## From the Principal's Desk

Date and Volume Number

April 17, 2020

This coming week will be a welcome time to breathe for everyone. I would imagine that some or many of you are struggling with the amount of time that your children are looking for things to do.

This could be a silver lining for you and your children in a weird sort of way. It could be a way to change the expectations of children that someone else is responsible for whether or not they are bored. So many of our children have grown up going from child care centers to school to after school programs to camps to teams and their days are so scheduled that reliance on their own ability to entertain themselves has really not been necessary. Add to that screen time - which again is someone else providing the entertainment. This means that they have not developed as much ability to think about how to entertain themselves. This doesn't mean they can't figure it out. It means they haven't used those muscles and may need a little help with suggestions, but after that, you can use that age old tactic that parents since the beginning of time used. Tell them to figure it out. Then step back and let it happen.

Creative play can be messy and that's ok as long as the expectation is that whatever they do, they need to clean up when they are done. Think "Cat in the Hat". Fort building with pillows, blankets and chairs, and the pretend games of who was in the fort can go on for hours. What can be done with all the toys that have been cast aside to create a world? Tea parties take ordinary food arranged as if they are all special - whether sections of Clementines or specially cut peanut butter and jelly sandwiches, creating a make believe place for the party. Making hats for a tea party - Dress up and pretend is a lot of fun. Have them do chores! It may be perfect but they get better at it with practice.

Our playground has a water feature. Every day we can watch the children create little worlds and the discussion is marvelous to listen to. We don't interfere with their play. Planning and creating the pretend worlds takes more time than actually executing the plan

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and the children can entertain themselves for hours as long as we step back and let them roll. As long as it's not dangerous (or we manage the danger - Eskimo kids as young as 5 use knives), let play take its natural course.

The point of this is that their creativity and responsibility for entertaining themselves with play, with books, and with their toys can build their minds and bodies. It's more than OK to not entertain them. It's good for them to not be entertained!



Some classes are using Online learning and do not require paper packets. If the learning is not online for your child's class, your child's teacher will let you know that a packet has been prepared for your child and is available for pick up. Packets may be picked up next Wednesday, Thursday and Friday in the lobby of the "old main entrance", near the horseshoe. The lobby doors will be unlocked from 9:00 - 5:00 each of these days. Starting April 27th, the lobby doors will be open from 9-5 Monday - Thursday.





As you know by now, each morning during announcements, we state the names of our students celebrating their birthdays; here are the birthday announcements for this week and next.

**Happy Birthday to:**

Grady in Ms. Kilburn's Kindergarten Class  
 Mica & Ethan in Ms. Flaherty's 3<sup>rd</sup> Grade Class  
 Ella in Ms. Goldsmith's 3<sup>rd</sup> Grade Class  
 Darian in Ms. Palmer's 4<sup>th</sup> Grade Class  
 Lucas in Mr. Houchen's 4<sup>th</sup> Grade Class  
 William & Tank in Ms. Flynn's 4<sup>th</sup> Grade Class  
 McKenna in Mr. Styles 5<sup>th</sup> Grade Class



**EVEN MORE POETRY FROM THE LIBRARY**

Greetings! We are more than halfway through poetry month and I hope you have tried writing poetry or visited the poetry sites I have shared with you. This week I am going to share some sites where you can write different kinds of poetry both online and off.

**Theme Poetry:**

[http://www.readwritethink.org/files/resources/interactives/theme\\_poems/](http://www.readwritethink.org/files/resources/interactives/theme_poems/) Choose a theme you want to write about and create a poem using your own words and thoughts!

**Diamante Poetry:**

<http://www.readwritethink.org/files/resources/interactives/diamante/>

A Diamante poem is one written in the shape of a diamond using specific kinds of words. Best part is it doesn't have to rhyme! Try it out yourself!

**Book Spine Poetry:**

<https://www.poetry4kids.com/lessons/how-to-create-book-spine-poetry/>

Gather up some books and use the book titles on their spines to write a poem! How creative can you be?

**How to start a Poetry Journal:**

<https://www.poetry4kids.com/lessons/how-to-start-a-poetry-journal/>

When you want to start writing down your poems, here's a suggestion on how to start and keep a poetry journal of your own!

Now that you're a poet, hold a poetry slam for your family! Share what you've created and encourage them to write some poetry of their own. Have fun! Mrs. Neil, EES Librarian



April 17, 2020

Dear Edmunds Elementary Families,

I hope this letter finds you healthy! As we enter into a new phase of stay at home education I am certain we find ourselves in many different places. For some, we may have settled into a routine with our families, while others may be struggling to find a balance between work, school and home life. As we look ahead we are expecting that we will not return to our school building this school year and we are being asked to stay home in order to keep our physical distance from others so that we may all stay safe. For these reasons, we as school counselors, recognize that this is a time more than ever to practice and grow our **resiliency skills**. As a global community we are looking to flatten the curve of the virus, as a culture (society) we also have the opportunity to "tweak our stress response curve". What can we do to function to the best of our ability in such stressful and uncertain times?

Coming back from "spring break" through the remainder of the school year we will be releasing strategies to support resiliency development for your child. Below are the 7 Cs of Resilience:

- Coping
- Connection
- Contribution
- Competence
- Confidence
- Control
- Character

[The 7 C's: Practical Ways to Build Resilience in Kids](#)

Just as if we were in school physically, I am available to you and your child during this school closure. I check my email throughout the regular school day hours and I am happy to connect with you and/or your child [mhathawa@bsdvt.org](mailto:mhathawa@bsdvt.org).

Be Well,

Melissa Hathaway  
Edmunds Elementary School Counselor



## THE SEVEN "C's"; BUILDING BLOCKS OF RESILIENCY

CRUCIAL "C"	DEFINITION	PARENTAL QUESTIONS TO CONSIDER
<b>Competence</b>	<ul style="list-style-type: none"> <li>The ability to effectively handle various situations; acquired through experience</li> <li>Children cannot become competent without developing skills that allow them to trust their own judgments, make responsible choices, and face difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>Do I help my child focus on his or her strengths and build on them?</li> <li>Do I let him or her make safe mistakes so he or she has the opportunity to right himself or herself?</li> <li>Do my attempts to protect him or her mistakenly send the message, "I don't think you can handle this?"</li> </ul>
<b>Confidence</b>	<ul style="list-style-type: none"> <li>Solid belief in one's own abilities</li> <li>Ability to face and cope with life's challenges</li> </ul>	<ul style="list-style-type: none"> <li>Do I help him or her recognize what he or she has done right or well?</li> <li>Do I avoid causing shame? Do I unintentionally push him or her to take on more than he or she can handle, causing him or her to lose confidence?</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>Close ties to family, friends, school, and community give children a solid sense of security that produces strong values</li> <li>A sense of connection prevents kids from seeking destructive alternatives to attention</li> </ul>	<ul style="list-style-type: none"> <li>Do I allow my child to have and express all kinds of emotions?</li> <li>Do we address conflict within our family and work to resolve problems?</li> <li>Do I encourage my child to take pride in the religious/cultural groups to which we belong?</li> </ul>
<b>Character</b>	<ul style="list-style-type: none"> <li>A fundamental sense of right and wrong that allows children to stick to their own values and demonstrate a caring attitude toward others</li> <li>Enjoins sense of self-worth and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Do I help my child understand how his or her behaviors affect other people?</li> <li>Do I allow him or her to consider right versus wrong and look beyond immediate satisfaction?</li> <li>Do I model the importance of caring for others?</li> </ul>
<b>Contribution</b>	<ul style="list-style-type: none"> <li>Understand that the child can make the world a better place</li> <li>Gives children a sense of purpose and motivates them to take actions and make choices that will improve the world</li> </ul>	<ul style="list-style-type: none"> <li>Do I teach the important value of serving others?</li> <li>Do I model generosity with my time and money?</li> <li>Do I create opportunities for my child to contribute in some specific way?</li> </ul>
<b>Coping</b>	<ul style="list-style-type: none"> <li>Capacity to enact a wide array of positive, adaptive coping strategies protects against unsafe behaviors</li> <li>Children who learn to cope with stress are better prepared to overcome challenges</li> </ul>	<ul style="list-style-type: none"> <li>Do I model positive coping strategies?</li> <li>Do I guide my child to develop positive, effective coping strategies?</li> <li>Do I create a family environment in which talking, listening, and sharing are safe, comfortable, and productive?</li> </ul>
<b>Control</b>	<ul style="list-style-type: none"> <li>Children who realize that they can control the outcomes of their decisions have more trust in their ability to handle adverse situations</li> <li>Children who see control as an external force become passive and pessimistic</li> </ul>	<ul style="list-style-type: none"> <li>Do I help my child see that many (but not all) events happen due to actions and choices?</li> <li>Do I help him or her think about the future but take it one step at a time?</li> <li>Do I deny my child the opportunity to learn control by making all decisions for him or her?</li> </ul>

Ginsburg, Kenneth R., and Martha Moraghan. Jablow. "Childhood Stress." *A Parent's Guide to Building Resilience in Children and Teens: Giving Your Child Roots and Wings*. Elk Grove Village, Ill.: American Academy of Pediatrics, 2006. 311. Print.

**FROM THE HEALTH OFFICE!**

Did you know that a child's face mask is a different size than an adults? Makes sense, right? Here is a basic pattern with the proper sizes, that our talented staff has shared for you to make at home!

