

Essex Elementary School Newsletter

Volume 4

December 2016

December Message by Jennifer Tousignant, Principal

I hope you all had a very happy Thanksgiving holiday and long weekend. It is difficult to believe that in a few short weeks we will be off again for our December break!

It was wonderful to see many of you at our "Winter Concert" this past Wednesday. A special thank you to Luisa Wilson, Kristen Perreault, and Shawn Halpin for all of their efforts in supporting our young musicians as they planned and prepared for this amazing performance!

The Region 4 Strategic Planning Process for the next five years is in progress. We continue to support this process at Essex Elementary School by focusing on the four high leverage skills of Meaningful and Purposeful Communication and Collaboration, Analyzing and Constructing Arguments based on Evidence, Age Appropriate Critical and Creative Problem Solving, and Obtaining Digital Literacy and Information Fluency. Each of our teachers has selected one of these areas to learn more about as part of their Professional Growth in an effort to provide your child with the best possible educational experience to support all of their future endeavors and goals!

WRITING IN SECOND GRADE...

Grade Two recently finished their first writing unit on personal narratives. In this unit, students generated plans and wrote stories about a particular "small moment" in their lives. Beginning lessons focused on students being able to craft stories with a beginning, middle, and end and integrate temporal words (time words) to help organize specific events. Second graders then explored elaboration and craft by learning how to include details such as action, dialogue, and description into their stories. In addition, students practiced *showing* how a character was feeling instead of merely *telling* the feeling. Editing stories for capitalization, punctuation, and spelling along with revising the content of the story was also integrated into writing workshop time. The second grade teachers are very proud of all the progress students have shown throughout this unit!

After having just wrapped up our personal narrative writing unit, we are diving right into informational writing. The second graders continue to focus this month on reading nonfiction texts, so the timing of learning to plan and write informational texts could not be better! The children will be learning to write an introduction that will capture their reader's attention, and a conclusion that emphasizes why the topic is important. They will organize their books to include a table of contents, headings, pictures, labels, and captions to teach their reader more. The children will be learning to write with detail by giving examples, making comparisons, and using adjectives and adverbs. The topics for their nonfiction pieces will come from subjects they are already experts in.



The Reading Team

Mrs. Doxsee, Mrs. Roussel, Mrs. Uzzo

Ten Ways for Parents to Encourage Reading

The following are some ways to turn a young reader's reluctance into enthusiasm:

- 1.** Scout for things your children might like to read. Use their interests and hobbies as starting points.
- 2.** Leave all sorts of reading materials including books, magazines, and colorful catalogs in conspicuous places around your home.
- 3.** Let your children see you reading for pleasure in your spare time.
- 4.** Take your children to the library regularly. Explore the children's section together. Ask a librarian to suggest books and magazines your children might enjoy.
- 5.** Perhaps over dinner, while you're running errands, or in another informal setting, share your reactions to things you read, and encourage your children to do likewise.
- 6.** Set aside a regular time for reading in your family, independent of schoolwork, the 20 minutes before lights out, just after dinner, or whatever fits into your household schedule. As little as 10 minutes of free reading a day can help improve your child's skills and habits.
- 7.** Read aloud to your child, especially a child who is discouraged by his or her own poor reading skills. The pleasure of listening to you read, rather than struggling alone, may restore your child's initial enthusiasm for books and reading.
- 8.** Offer other special incentives to encourage your child's reading. Allow your youngster to stay up an extra 15 minutes to finish a chapter; promise to take your child to see a movie after he or she has finished the book on which it was based; relieve your child of a regular chore to free up time for reading.
- 9.** Limit your children's TV viewing in an effort to make time for other activities, such as reading. But never use TV as a reward for reading, or a punishment for not reading.
- 10.** Not all reading takes place between the covers of a book. What about menus, road signs, food labels, and sheet music? Take advantage of countless spur-of-the-moment opportunities for reading during the course of your family's busy day.

Kindergarten News:

This month in reading, we will be introducing the elements of fiction and sequencing text. Students will focus on the important ideas or sequence of events as a way of identifying what they need to know or recall. The students will learn about characters, setting, problem, and solution. Students will also focus on wondering and asking questions to focus their reading, clarify meaning, and delve deeper into text. Students will wonder what a text is about before they read, and ask questions after they read to gauge their understanding. Students will wonder and ask questions before, during, and after a read-aloud to make sense of the text. Later in this unit, the students will hear stories, answer questions that help them recall the sequence of events, and will practice retelling the stories. Retelling a sequence of events helps the students make logical sense of the story and is a foundation for understanding plot development and for summarizing. Readers use retelling to identify and remember key information in a text. Students will focus on the 3 parts of a story (the beginning, middle, and end) as well as the elements that make up these parts to retell stories they have heard. Retelling helps readers recall what is happening in the story, develop a sense of story structure, and become more accurate in monitoring their understanding.

We will be finishing our work on narrative writing. Students will expand their ideas when writing about themselves. Students will “write” an idea although it might not be a sentence, add details to drawings and writing and, incorporate characters and a setting into their stories. Additionally, students will begin to use conventions to make writing more readable by forming recognizable letters and writing left to right. Moreover, students will correctly spell some high frequency words, use phonemic awareness and the alphabetic principle to write, and use beginning and ending consonant sounds in one-syllable words. With teacher support, students will use a simple editing checklist to make sure they wrote their name on their paper, stretched sounds, reread their writing carefully, and ensured their illustrations and text match.

Many of the classrooms will be concentrating on a unit in math that focuses on identifying and describing patterns. We will also be constructing and extending patterns. At the beginning of the unit, we will determine, “What is a pattern?” This will help us explore different types of patterns in the environment and patterns made with sounds and motion. We will also learn how to record patterns in various ways such as using coloring and stickers. Finally, we will break patterns down into their repeating units. The math in this unit also focuses on determining how objects are the same or different as a way of helping us to see patterns as well as what comes next in a pattern.

Fourth Grade News/Invention Convention 2017

The fourth grade is very excited to announce the 2017 Invention Convention! It will be held at Essex Elementary School, on February 28th at 6pm. **All** of the fourth grade students will be inventing and participating in the invention convention process this year. Fourth grade will start with problem solving explorations **in class** each week, emphasizing team-work and scientific principles. The process will be a part of this year’s curriculum and students will be guided through the various steps **in school** as part of their science class work. All of our fourth graders will be provided with a display board, inventors logs and guidance through the building process. Fifth and sixth grade students will be invited to participate and encouraged to attend the after-school sessions to help them complete the process. This year we are emphasizing the scientific processes of engineering, technology, and scientific applications. Parents who are interested in helping are encouraged to contact your child’s classroom teacher. Be on the lookout for green notices that will start coming home in December. Your student will also be joining a separate Google Classroom where all Invention Convention information will be found.

At the Essex Invention Convention, judges will select a number of students to attend a new Regional Invention Convention. The regional events were created to accommodate more inventors in this growing program. Our regional event will be held at Quinnipiac University on March 25th which is a Saturday. Students at this convention will be representing Middlesex and New Haven county schools. Judges at this program will select students who will attend the state Invention Convention finals at The University of Connecticut on April 29th. Some students will be selected from the state finals to attend the nationals held in Washington, DC on the weekend of June 1st-3rd. Last year one of our inventors, Henry Breckenfeld, was selected to attend the first annual nationals!

Grade 6 News!

Grade 6 Math

In the first trimester our focus of study was expressions and equations. Students learned to read, write and evaluate numerical expressions involving whole numbers using what they learned about properties and orders of operation. Students have also worked to master the use of variables to represent numbers in order to write and solve expressions, equations, and inequalities needed to address real-world problems. In the second trimester our focus of study will be on equations and rational numbers. Students will work to interpret, compute and solve word problems involving fractions and decimals, using the visual fraction models and equations to represent problems.

D.A.R.E Program Begins in 6th Grade

DARE will begin in sixth grade this winter. The DARE program will focus on the DARE decision-making model to help children make positive decisions no matter what the situation. In the DARE decision-making model, the D is defining the problem, the A is assessing the situation (What choices do I have?), the R is respond (What did I decide to do?) and the E is evaluating (Did I make the right choice?). Although the students do take a look at the effects of cigarettes, drugs, and alcohol, please know that this is not the primary focus of the program.

By participating in the D.A.R.E. program, students receive instruction in topics such as:

- Friendship foundations, peer pressure, and recognizing the different types of peer pressure
- Ways to stay out of and get out of risky situations
- Students learn confident response styles
- Students learn to recognize the internal pressure we place on ourselves
- Students learn to evaluate all situations in order to make the best choices for them

This positive life skills program is designed to teach children to make positive decisions in difficult situations. More than 100 million youths, worldwide, are estimated to have successfully completed the DARE program. The sixth grade staff would like to encourage you to ask your child about DARE. This is a great opportunity to open up communication with kids about tough situations they might find themselves in now or in the future.



¡Hola amigos! ¡Felices Fiestas! (Happy Holidays!)

by Señora Valencia, FLES teacher

All students in 3rd, 4th, 5th and 6th grade have a Spanish Google Classroom. It is a very useful tool as I post the vocabulary that we are studying in class and I also link songs and games that I create to help students learn vocabulary and expressions in a fun way. When students have a test, they can find the study guide for the quiz and a “Rags to Riches” game (they can go up to \$1,000.000) that will help them be successful with the answers in the test.



- 6th grade students have been working on expressions such as “tener frio”, “tener calor” etc. that are used in Spanish with “to have”. They have been reviewing verbs and verb conjugation so they are able to use them in complete sentences. Students will continue learning/reviewing some musical instruments to say in Spanish if they play any instruments. They will also learn/review some sports so students are able to share their favorite sports in Spanish.
- 5th grade students will review the vocabulary for family members. They will describe them using adjectives which will provide students an opportunity to practice adjective agreement (feminine, masculine, singular and plural).
- 4th Students will keep practicing addition and subtraction with numbers up to 100. They will learn the alphabet in Spanish and will have fun spelling vocabulary words in Spanish. They will review months of the year and learn the seasons in Spanish.
- 3rd grade students will review/learn body parts in Spanish. We use songs and games to practice vocabulary. We will continue using the calendar to practice days, numbers, current month and year.
- 2nd grade will learn numbers up to 30 and will continue reinforcing the vocabulary learned by listening to story books in Spanish and singing songs.
- 1st grade will count up to 15, will be able to name 11 colors in Spanish and will be able to answer correctly when asked for their name in Spanish.



For the third year in a row, Essex Elementary School will be participating in an Hour of Code during Computer Science Education Week - December 5-11. This is the largest learning event in history with more than 100 million students in 180 countries participating. This hour-long introduction to computer science allows students to be exposed to coding and hopefully will inspire students to learn more about how to create technology. The activities presented by Hour of Code are highly engaging and feature Disney’s *Frozen*, Minecraft, Plants vs. Zombies, Star Wars, and Angry Birds. All students should have the chance to learn about computer science as it is changing

every industry on the planet, and computing is currently the number one source of wages in the United States. Go to www.code.org to find activities and links to more ways for your child to learn about computer coding.



Pathways to Friendship and Freedom Grant Update~ Grade 6

Students in Mrs. VanderMale's sixth grade class continue to enjoy the "Pathways to Friendship and Freedom" inter-district grant. The mission of the Pathways Grant is to provide students with interdisciplinary, thematic lessons that use the historic *Amistad Incident* as a pivotal event in which to study social, political, and economic institutions in local, state, and national government. In the course of working collaboratively with their grade level peers from RMMS (the Regional Multicultural Magnet School in New London) students from diverse backgrounds work together to break down social barriers and build skills in responding flexibly to different real-world learning experiences. In December students will travel to the Connecticut Historical Society where they will expand on their in-class work dealing with the history of slavery in Connecticut. During the month of January we will welcome our partner class into our classroom for the day during which we will collaborate in the creation of board games based on the Amistad incident.. Later in the New Year students will again explore the history of the Amistad and its place in our state's history as we travel to the Harriet Beecher Stowe House and the Webb-Deane-Stevens Museum.

THE DESK OF THE HEALTH OFFICE

Winter is upon us along with colds, coughs, and flu season. Although a typical cough/cold should **NOT** be a reason to miss school, I would encourage you to keep your child home if (s)he is coughing endlessly and/or has a constant runny nose, is generally not feeling well, and does not appear to be "him/herself."

AND...speaking of colds, a donation of tissues to your child's teacher and/or specials teachers would **be greatly appreciated**. The tissues I am supplied with to distribute to the classrooms tend to be rough, especially on little noses.

At times, children forget or drop their snacks on the floor making them inedible. A donation of a healthy snack to your child's homeroom teacher would be appreciated in the event that a child does need a snack. It can be a long time for students from breakfast to lunch without a snack. As I tell the children, "food is fuel for the brain." It helps them to concentrate, focus, and be better learners.

Children do go out for recess during the cold winter months even when there is snow on the ground. The children look forward to recess and this time of play is healthy for them. Please be sure your child has the appropriate winter gear – hat, mittens, and especially boots and snow pants if there is snow on the ground.

IMPORTANT REMINDERS: According to CT General Statute Sec. 10-212a and Region 4 School Policy, in order for **ANY** medication to be given at school, the Health Office must receive a physician's order. The physician needs to fill out a form titled "**Administration of Medication by School Personnel**". This includes all medications whether prescription or over the counter such as acetaminophen, ibuprofen, or cold and allergy medications. Policy also states that **ALL MEDICATIONS** are to be brought to school by a parent or responsible adult, **NOT** by the student. Medications can be dropped off in the Main Office after 7:00 AM. The Health Office opens at 8:00 AM.

Lice are a cause for concern in ALL school age children. Just a reminder you may wish to check your child's head on a weekly basis for lice and/or nits.

If your child sees a physician because of a strained/sprained joint or a broken or fractured bone, **PLEASE** ask for a note for school with required limitations and/or precautions. The note is necessary to help keep your child safe and prevent further injury to the involved body part, especially in PE class.

If you have any questions or concerns or to notify me that your child will not be in school, **please call my direct number 860-767-1524 or email me at sudeens@reg4.k12.ct.us**.

Wishing you all a happy and healthy holiday season and a Happy New Year!

Suzanne Deens, R.N. & Rosemary Vitali

Math Message

As you know, Region 4 schools began to pilot math materials for kindergarten through grade five at the beginning of this school year. This pilot process started with both the Envison and Bridges core math programs. The two were selected based on their adoption and usage in other high performing school districts in our area and around the state. It became evident throughout the fall that Bridges was the clear frontrunner in the pilot process. We are continuing to use this program in specific classrooms in grades K-5 for the remainder of the year in order to make an informed decision in the possible adoption and purchase of Bridges in the future. Our intentions is that through the process of piloting and adopting new and updated core math materials we will be better able to support our Strategic Planning Process in providing high leverage instruction to our students focused on the four high-leverage quadrants; Meaningful and Purposeful Communication and Collaboration, Analyzing and Constructing Arguments based on Evidence, Age Appropriate Critical and Creative Problem Solving, and Obtaining Digital and Information Fluency. The following contains highlights and information in how Bridges is being used in a few of our classrooms and grade levels.

In Kindergarten, Mrs. Resnisky's class is piloting the Bridges program. The class's favorite time of day is Number Corner, a formalized math meeting. They count the number of days we've been in school and show that number in multiple ways (ten frame, chain links, and number line). They explore different patterns during Calendar time. Students are able to play various games and sing songs that focus on counting fluency and cardinality. During the math lessons they are using hands on manipulatives including dot cards, ten frames, spinners, number racks, polydrons, pattern blocks, and unifix cubes. They are exploring strategies such as counting with one to one correspondence and counting on. They are learning to subitize numbers (recognize a represented quantity in a set without having to count each individual object). They are working towards understanding basic addition and subtraction within five.

In first grade, Mrs. O'Connor's class is currently piloting the Bridges program. They are utilizing hands on manipulatives including dominoes, dot cards and the number rack to build efficient and effective strategies for adding and subtracting single-digit numbers. They are exploring strategies such as counting on, combining small groups of numbers within larger numbers, building from known facts, using double facts to solve other addition problems and the commutative property to help solve problems with greater automaticity. The students are also learning to subitize numbers (recognizing a represented quantity in a set without having to count each individual object in the set) as a means to solve math problems with greater speed. These concepts are also being explored in the other first grade classes as we move the students toward greater automaticity of their addition and subtraction math facts to 12.

In math, the second grade students are currently working on recognizing odd and even numbers, adding two digit numbers with unknown addends using different strategies, as well as subtracting two digit numbers. They have been working with students on math fact fluency in addition and subtraction. It is important that students continue to practice their math facts daily to improve the efficiency and accuracy.

Also in second grade, Bridges has been introduced to the students in Mrs. Grace's class. The current module in the program utilizes the number rack as the main mathematical model. The number rack is used to reinforce number facts up to 10 and introduce number facts up to 20. The students will use it to examine number relationships, combinations, and addition and subtraction facts. The upcoming modules will develop fluency with number facts to 20, and highlight new strategies and number relationships including doubles and halves, doubles plus or minus one, and even and odd numbers. Students will then apply their understanding of these relationships in a series of story problems that emphasize number combinations to 20. Finally, the last 2 modules in the unit highlight the idea of subtraction as a method to compare two quantities.

In math, the fourth grade team has been teaching place value up through the millions place and factors and multiples. Students have learned about the value of digits according to their placement. They have been working with students on math fact fluency in addition, subtraction, multiplication, and division. The next unit will focus on multiplication and division concepts. Students will be using manipulatives and models to begin to understand these ideas. They will then learn a variety of strategies to multiply up to four-digit numbers by single digit numbers. The different strategies will be demonstrated on the 4th grade web page for students and parents to reference.

Also in fourth grade, Bridges has been introduced to the students in Mrs. Plumley's class. They have been exploring different concepts such as measurement involving converting between inches, feet, and yards, as well as fractions and decimals through the Number Corner activities. They have been learning to round and estimate whole numbers when adding and subtracting numbers. The other fourth grade classes are working on the same concepts through the current math materials.

LOOK FOR THE GOOD

Positive Behavior Support Initiative

You may have heard the buzz about our new school program – LOOK FOR THE GOOD in the Cafeteria! It is part of our Positive Behavior Support (PBS) initiative! PBS is a program supported by Departments of Education and schools across the nation to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. Essex Elementary School is proud to be one of the many schools across the nation starting this exciting program.

As part of our PBS program, we will be clarifying and articulating clear rules for the behavior we expect in all areas of our school. This year our Social Development CORE TEAM is working to make expectations for all

student behavior clear throughout our building and playground areas, cafeteria, gymnasium, and classrooms. Our goal is that you will be able to ask your student, “What are the rules in your school?” “How do you follow those rules?” “What happens when a teacher sees you following the rules?” We are beginning with cafeteria behavior as a way to “pilot” our PBS initiative. We will explicitly communicate and teach expectations to the students and reinforce them frequently with gestures, verbalization and “feathers” for their great behavior. Students will get a note to go home with them to let you know that we caught them being good and making a positive difference in our school. A feather with their name will go up on the board outside our media center and their name will be entered into the weekly drawing held every Friday. If their name is drawn from the weekly drawing they will be able to choose from a menu of “privileges” (i.e. Bonus 10 minute recess for the class, Line Leader, Teacher’s Chair, Tech Break, Lunch with Mrs. Tousignant or Ms. Nucci, etc.)

Our school rules will specifically address behaviors of responsibility, respect, kindness and acceptance to provide for a safe school environment that gives maximum time for instruction, and personal, social & behavioral growth. We will apply consistent positive reinforcement for all students. By detailing expected behaviors and teaching students in a positive way, we will reinforce a common language for everyone in our building, including students, teachers, front office staff and our paraeducators.

We believe that by helping students practice good behavior, we will build a school community where all students have an environment where they can succeed and grow.

We are **GRATEFUL** for such *wonderful* students and our LOOK FOR THE GOOD PBS PROGRAM will let them – and you – know just how much we recognize their good behavior and solid character!! This is a perfect time of year to kick off a program that looks for, celebrates and spreads GOODNESS!

Updates and further information will be provided as our PBS initiative continues to develop.



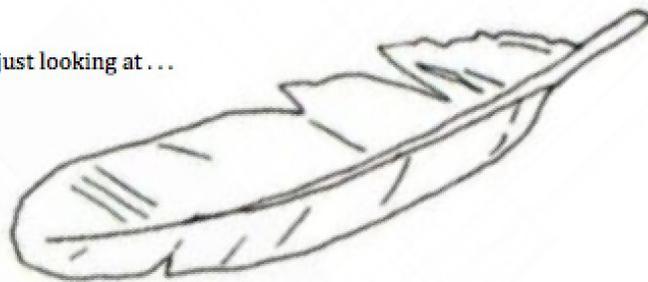


NAME: _____

Bring this slip to the main office and give to Mrs. Wilcox, Mrs. Imbriglio or Ms. Johnson! They will give you a note to go home and a feather to put on our LOOK FOR THE GOOD board!

At Essex Elementary School, we LOOK FOR THE GOOD!

We found it today just looking at . . .



We are GRATEFUL that you are a part of our school community - It is because of students like you that EES is a GOOD place to be!

DECEMBER 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 C	2 D	3
4	5 A	6 B	7 C	8 D	9 A	10
11	12 B	13 C	14 D	15 A	16 B	17
18	19 C	20 D	21 A	22 B	23	27 
25	26  Winter!	27	28	29	30	31
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: left;"> Winter Holiday Vacation Begins  </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center; flex-grow: 1;"> Winter Holiday Vacation </div> </div>						



December 2016 Lunch Menu

BREAKFAST IS AVAILABLE AT ALL SCHOOLS - COME JOIN US FOR THE MOST IMPORTANT MEAL OF THE DAY

Monday	Tuesday	Wednesday	Thursday	Friday
			12/1 Hamburger or Cheeseburger Lettuce & Tomato Oven fried Potatoes Chilled Fruit Cup	12/2 Turkey Grinder Or Cheese Grinder Baked Chips Veggie Sticks w/dip Chilled Fresh Fruit Cup
12/5 Personal Pizza Or Personal Pepperoni Pizza Tossed Salad w/ Croutons Whole Fruit Sherbet Chilled Fresh Fruit Cup	12/6 Homemade Chicken Noodle Soup with Fresh Vegetables Fresh Roll Chilled Fresh Fruit	12/7 Pasta Bar Tomato, Meat or Alfredo Sauce Warm Garlic Bread Garden Salad Chilled Fruit Cup	12/8 Harvest Chicken Stew Homemade Biscuits Fresh Broccoli Crowns Seasonal Fresh Fruit	12/9 Ham & Cheese Croissant or Cheese Croissant Tomato Soup Veggie Sticks w/Dip Chilled Fruit Cup
12/12 Stuffed Crust Cheese Pizza Or Stuffed Crust Pepperoni Pizza Tossed Salad w/ Croutons Whole Fruit Sherbet Chilled Fresh Fruit Cup	12/13 Crispy Chicken Pattie Sandwich Lettuce & Tomato Baked Sweet Potatoes Wedges Chilled Fruit Cup	12/14 Pasta Bar Tomato, Meat or Alfredo Sauce Warm Garlic Bread Sliced Carrots Chilled Fruit Cup	12/15 Ham Grinder Or Cheese Grinder Pretzels Veggie Sticks w/dip Chilled Fresh Fruit Cup	12/16 Fluffy Pancakes Strawberry Topping Sausage Links Fresh Fruit Cup
12/19 Personal Pizza Or Personal Pepperoni Pizza Tossed Salad w/ Croutons Whole Fruit Sherbet Chilled Fresh Fruit Cup	12/20 Chicken Alfredo Broccoli Apple Crisp Chilled Fruit Cup	12/21 Pasta Bar Tomato, Meat or Alfredo Sauce Warm Garlic Bread Green Peas Chilled Fruit Cup	12/22 All Beef Hot Dog on a bun Baked Beans & Coleslaw Veggie Sticks w/ dip Fresh Fruit Cup	12/23 <p style="text-align: center;">No School – Holiday Break</p>
12/26 <p style="text-align: center;">No School – Holiday Break</p>	12/27 <p style="text-align: center;">No School – Holiday Break</p>	12/28 <p style="text-align: center;">No School – Holiday Break</p>	12/29 <p style="text-align: center;">No School – Holiday Break</p>	12/30 <p style="text-align: center;">No School – Holiday Break</p>

Meal Price \$ 2.75

Milk \$0.50 each

Adult Meal Price \$ 3.75

Our menus follow dietary guidelines for reduced fat, salt and sugar while increasing whole grains, fruits and vegetables.
 Meals include a source of protein, grains, vegetables, a milk & fruit or juice. We proudly offer locally grown, seasonal fresh fruits & vegetables. All Bread & Pasta items are Whole Wheat.
 Menu Subject to change without advance notice. Sandwich and or Salad choice available.
 For suggestions and questions about School Lunch Program please call 860-526-9546 ext. 1420



December 2016 Breakfast Menu

BREAKFAST IS AVAILABLE AT ALL SCHOOLS - COME JOIN US FOR THE MOST IMPORTANT MEAL OF THE DAY

Monday	Tuesday	Wednesday	Thursday	Friday
			12/1 Grab & Go Cereal Graham Crackers Fresh Fruit Choice of Milk	12/2 Apple Cinnamon Muffin Fresh Apple Slices Choice of Milk
12/5 Grab & Go Cereal Graham Crackers Fresh Fruit Choice of Milk	12/6 Yogurt Graham Crackers Fresh Fruit Choice of Milk	12/7 Banana Bread Fresh Fruit Choice of Milk	12/8 Grab & Go Cereal Graham Crackers Fresh Fruit Choice of Milk	12/9 Apple Cinnamon Muffin Fresh Apple Slices Choice of Milk
12/12 Grab & Go Cereal Graham Crackers Fresh Fruit Choice of Milk	12/13 Yogurt Graham Crackers Fresh Fruit Choice of Milk	12/14 Zucchini Bread Fresh Fruit Choice of Milk	12/15 Grab & Go Cereal Graham Crackers Fresh Fruit Choice of Milk	12/16 Apple Cinnamon Muffin Fresh Apple Slices Choice of Milk
12/19 Grab & Go Cereal Graham Crackers Fresh Fruit Choice of Milk	12/20 Yogurt Graham Crackers Fresh Fruit Choice of Milk	12/21 Banana Bread Fresh Fruit Choice of Milk	12/22 Grab & Go Cereal Graham Crackers Fresh Fruit Choice of Milk	12/23 <p style="text-align: center;">No School – Holiday Break</p>
12/26 <p style="text-align: center;">No School – Holiday Break</p>	12/27 <p style="text-align: center;">No School – Holiday Break</p>	12/28 <p style="text-align: center;">No School – Holiday Break</p>	12/29 <p style="text-align: center;">No School – Holiday Break</p>	12/30 <p style="text-align: center;">No School – Holiday Break</p>

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