



南山小学校

School Newsletter

January Edition

January 9, 2018
Minato City, Nanzan ES
Principal Terumi Aketagawa

I humbly wish you a Happy New Year
The faculty and I will strive to nurture the students'
vigorous growth
Thank you for your support in the coming year

Principal Terumi Aketagawa

Conveying Kindness and Consideration to Others

I hope that everyone met the New Year peacefully along with their family and relatives. It is said that "the whole year's plan should be made on New Year's day," but I wonder what kinds of dreams and desires were in your heart as you greeted the New Year. My desire is for all the students of Nanzan to bring the warmth of their families from home with them, and combine it with that of others, like one big family coming together and connecting.

Everyone must live through connecting with other people. I think it is important to live our lives through mutual recognition of individuality, considering the feelings of others, helping each other out, and steadily nurturing our own qualities. I hope that everyone can become a person that communicates with others through kind words and a considerate attitude.

During the *Fureai* Month of the 2nd term, the students independently conceived of and enacted various strategies aimed at creating better interpersonal relationships and improving their classes. I would like to introduce the students' heartwarming efforts.

Class 1-1 would reflect during their goodbye meeting. In their "*Nikoniko Kaigi*" (Smile Meeting), members of each group would think about the others' qualities. The "*Arigato Post*" was a way for students to express gratitude. Their class valued the importance of mutual communication and sharing.

Class 1-2 would think about the qualities of the class, their friends, and themselves. They would write these qualities on star-shaped papers; blue for the class, pink for friends, and yellow for themselves. At first there were mostly yellow stars, but from the 2nd term the number of blue and pink stars grew as the students' perception of their class and friends changed and grew in a big way.

Class 2-1 wrote down their class improvements on ginkgo-leaf shaped pieces of paper to create a "*Fuyase Ichonoki*" (Growing Ginkgo Tree). After one month they had filled enough leaves to create three ginkgo trees. In this way they communicated their desire to improve their class.

Class 3-1 wrote about the qualities of their classmates one by one via the "*Ii Tokoro Card*" (Strong Points Card). Their self-esteem was fostered by receiving personalized messages about their qualities from their classmates.

Class 4-1 practiced "social skills" by considering the feelings of others before acting, and by getting involved with their classmates. They thought about how they might feel when certain things were said to them, and practiced changing coldhearted words into warmhearted ones.

Class 5-1 practiced "*Mitsu no Su (Sugu, Sunaoni, Sumimasen)*" (The Three Su (Straightaway, Unaffected, Apologetic) as a way of thinking, and created a "*Tedzukuri Jinken Handbook*" (Handmade Human Rights Handbook). Through this they showed the importance of mutual recognition of various ways of thinking and differences in values.

Class 6-1 did a skit about "*mushi*" (ignoring) and "*nakamahazure*" (ostracizing), and how these things can make someone feel. I can sense their reliability as the top class of the school in how they give advice while playing with the younger grades as well as their enthusiasm from the way they actively greet others.

I believe that through sharing the endeavors of each class at school, the children will cross the grade barrier and become students that are kind and considerate towards everyone. In the 3rd term as well, I want to promote academic activities that create an enjoyable and enriching school life for the students.

Fureai Month Presentation



January Calendar of Events

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 Opening ceremony School lunch starts Committee Wednesday schedule	10 Measurements (G4, 5, 6) School counselor	11 Sekishokai PTA Select School Lunch	12 Hyakunin isshu Enjoy Music Project (G4) Measurements (G1, 2, 3)	13
14	15 Morning assembly New Year's games Kakizome exhibition (until the 20 th) School counselor	16 Tatewari greeting Group 1 Lunch interaction (G1-1, G2)	17 Tatewari greeting Group 2	18 Kanji level test Tatewari greeting Group 3	19 Open school Hyakunin isshu Lunch interaction (G5, 6) Tatewari greeting Group 4	20 Open school Traditional games assembly Club observation Tatewari greeting Group 5
21	22 Morning assembly Tatewari greeting Group 6 School counselor	23 Music assembly Tatewari greeting Group 7	24 Anti-drug education (G6) Tatewari greeting Group 8	25 Tatewari greeting Group 9	26 Hyakunin isshu Lunch interaction (G3, 4) Tatewari greeting Group 10	27
28	29 Morning assembly Tatewari greeting Group 11 School counselor	30 Tatewari assembly Tatewari greeting Group 12	31			

※The January evacuation drill will be done without prior notification.

January Goal

「Listen Carefully」

- Listen while forming your own opinion.
- Practice asking questions and giving feedback.

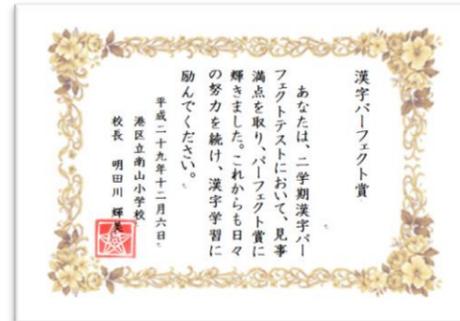
Kanji • Math Perfect Test

Head of Kanji • Calculation Time

As a general wrap-up for kanji and calculation time in the 2nd term, the school conducted the Kanji Perfect and Math Perfect Tests. During kanji and calculation time, grade 1 practices what they have learned so far, and grades 2 ~ 6 review what they have learned in previous years, and this is meant as a way for students to reinforce these fundamental skills.

"I'm going to get a perfect score!" was the intense feeling that many students were emitting on the day of the test. I think that these were the students that made an effort to study at home in preparation for this day.

In this term, the principal awarded the "Perfect Certificate" to 57 students for the kanji test, 65 students for the math test, 42 students for the kanji re-test, and 24 students for the math re-test for getting full marks. Many students were just 1 mistake away from a perfect score. It is my hope that many more students can receive the Perfect Certificate next time by placing a high value on making steady efforts in the 3rd term.



A Day in the Life of Grade 6

Grade 6 Teacher



Here the students are doing independent study during integrated studies class. Using the tablets, they consolidated on their papers information relevant to their themes.

In P.E. class, the students played soft volleyball. They worked with their teammates to form a strategy, and devised their serving and receiving to get even just one more point.

At *Tairyoku* Up Time, they tried their hand at jump rope, and did their best to jump even just one more time.

Grade 6 was very busy even during their break times, being occupied with things like playing with other grades, and doing their committee jobs.

There are only 55 days of school remaining until graduation. The students are now thinking of how they can say "Thank you" to the many people that have supported them. I want them to value each and every day as each and every one of them welcomes a wonderful graduation.

New Grade 1 Elementary School Experience

Grade 1-1 Teacher

As the city's research pilot school, our school has been engaging in research for coordination between kindergarten and elementary school. In consideration of the previous school year's survey, and to create peace of mind when entering elementary school, children from Nanzan Kindergarten and Azabu Nursery School visited our school on December 2 (Sat) to experience entry into school.



"Today I have to be good!" was the thought of the children as they entered the classroom and took their seats.

First, they did the Elementary style greeting, "*korekara nijikanme no obenkyo wo hajimemasu.*" (2nd period studies will now begin.)

Next, their names were called one by one. Every child responded energetically.

The primary activity for this period was a self-introduction game. In preparation for this, each child received 3 cards on which they drew something they liked. Many of the children drew their mark, their favorite fruit, animal, or vehicle. Gradually their tension subsided; they started asking their group members "What are you drawing?" and giving advice to each other such as "You can draw a star like this."



Once the cards were done it was time to start the game! While the music was playing they could walk around the classroom freely, and when it stopped they would need to make a pair, say their names, and exchange cards. Many of the children were able to exchange cards with friends they were meeting for the first time.



Finally, some of the children were asked to share their thoughts about the activity. These children stood firmly in front of the others and expressed things like "Drawing the cards was fun," and "Exchanging the cards with everyone was fun."



I will feel glad if, in the spring of the next school year, the children can hold onto a piece of this experience, and along with their feelings of anticipation, they can take their first step into elementary school life with some peace of mind.