

# July Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Morning Assembly Committee Tatewari Greeting Make Up Day	2 Music Assembly	3 Kanji Perfect Test Tea Ceremony (G4)	4 Reading Tokyo Aptitude Test (G5)	5 Keisan Perfect Test Suido Caravan (G4)	6 Shakai wo Akaruku Suru Campaign
7	8 Morning Assembly	9 Tatewari Assembly	10 Kanji Retest Research Lesson (G3)	11 Keisan Retest Parent-Teacher Conference Summer Trip Orientation (G5) School Trip Orientation (G6)	12 Reading Evacuation Drill Gesuido Caravan (G4)	13
14	15 Marine Day	16 Safety Instruction JHS Experience (G6)	17 Club	18 Swimming with Kindergarten (G5) School Lunch Ends	19 Term 1 Closing Ceremony	20
21	22 Individual P-T Meetings	23 Individual P-T Meetings	24 Individual P-T Meetings	25 Summer Pool Summer Study Day 1	26 Summer Pool Summer Study Day 2	27
28	29 Summer Pool Summer Study Day 3	30 Summer Pool Summer Study Day 4	31 Summer Pool Summer Study Day 5 Summer Trip Pre-Checkup (G5)			

## July Goal Keep Things Tidy and In Order

- Return items to where they belong
- Keep the area around you clean



南山小学校

School Newsletter

July Edition

June 28, 2018  
Minato City, Nanzan ES  
Principal Akio Nanba

Wishing for the Further Growth of Children

**[Aiming to improve motivation to learn and establish discipline in learning]**

At our school we have a "Study Approach," which is displayed in each classroom. This makes it clear what skills we want the students to firmly acquire, so the entire faculty along with the students can engage in establishing "motivation to learn" and "discipline in learning."

The results of the National Assessments of Academic Ability showed that students who responded with high marks in "Following school rules," "Listening carefully and staying calm in classes," "Being responsible for independent action," and "Having good study habits at home," also tended to have higher academic ability. Moving forward, below is an outline of points from the "Study Approach" to be conscious of as well as considerations for school and at home that we think can be used to plan for greater "motivation to learn" and "discipline in learning."

Study Approach	Things to be Conscious of	Considerations for School and at Home
<input type="radio"/> Respond • Greet • Look at the person you are talking to. • Finish your sentences clearly. • Use proper language.	Nurture a positive attitude towards learning.	Students are to be instructed in forming a foundation of communication skills that are appropriate for the time, place, and the other party.
<input type="radio"/> Listen Carefully to Others • Look at the person who is talking. • Listen while having your own opinion. • Listen so that you can share your opinion.	Be aware of others; foster a mind for learning with others. Acquire the ability to speak and listen according to the situation.	Students are to value consideration of others, and they are to be guided in "listening" and "speaking" with their ears, eyes, and heart.
<input type="radio"/> Be Careful and Thorough • Write large and clear letters. • Use a <i>shitajiki</i> and ruler. • Keep your things clean and tidy.	Acquire the ability to learn on one's own and establish habits of continuous learning. Cultivate an attitude of systematic thinking and increase the motivation for learning.	When doing homework and other independent study, students are to be given advice on how to take and use notes, and different techniques will be used for the contents of the study.
<input type="radio"/> Maintain Proper Posture • Hold pencils and chopsticks properly. • Sit with your back straight and your feet flat on the floor. • Straighten your back and stand up straight.	Keep the mind calm and increase the ability to concentrate.	Students are to be instructed with expressions appropriate to the grade level, such as "presentation with a model image."

The extent to which every child acquires these skills varies from person to person. All of the faculty will work together to nurture every child and promote growth through education by praising the students' accomplishments, and work together with them by asking "What can we do to improve this?" for things they struggle with. Your continued understanding and cooperation at home as well is greatly appreciated.

**[Special Support Education Promotion]**

Special Support Education is carried out to provide support for all students depending on the state of each individual's difficulties and development. Special Support Education is not only for the students who need special consideration, it is education given to all the students attending all schools.

Starting from this school year, our school will be using the "Support Sheet." The "Support Sheet" is a document that is intended to organize the support structure at school so that all of the faculty can instruct and support the students in the same course of action. The mutual understanding that has only existed between families and homeroom teachers can now be shared among other teachers, which allows us to create a stable environment and school life for the students.

In all of the school's academic activities, there is no limit to the efforts that can be made by the school to foster a sense of compassion in the students and create a place for them to study and interact together with peace of mind. To prepare for the 2<sup>nd</sup> term, we want to first compile the successes and issues of the 1<sup>st</sup> term. Summer break is chance for the students to grow at home and in their communities. I hope that everyone can spend a meaningful summer break together with your children.

## Safety Lesson

Life Guidance Department

A safety lesson for all the students in the school was held on June 11 (Tue).

For grades 1 and 2, members of the Yomiuri Crime Prevention Association visited our school, and the students learned about how to deal with stranger danger. During this lesson, the students learned the importance of protecting themselves through the phrase "ika no osushi," which in Japanese is an abbreviation of five rules; don't go with, don't get in, shout for help, run away, and tell an adult. The students enjoyed learning about safety from stories by a ventriloquist and their dummy.

Grades 3 and 4 learned about bicycle safety on the road from officers of the Azabu Police Station that visited our school. They listened to stories about how racing with their friends can lead to unforeseen accidents as well as the importance of always wearing a helmet. It was also a valuable time for learning about the catchphrase "buta wa shaberu," which in Japanese is an abbreviation used to remind students of how to properly inspect the following things on their bicycles; brakes, tires, reflectors and lights, bike frame, and the bell.

Grades 5 and 6 had a visitor from the company LINE come and talk about manners when using SNS. From among 4 different phrases, the students thought about which one is the most disliked. At first glance these phrases can appear to have positive meaning, but within the context of a sentence they can leave a different impression, and they learned about how different people can interpret the same message in different ways.

For all the grades, the students learned about topics that are close to them in one way or another. We hope that the students will make use of what they learned in their everyday lives.



### いかのおすし

「知らない人について

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘ ㉙ ㉚ ㉛ ㉜ ㉝ ㉞ ㉟ ㊱ ㊲ ㊳ ㊴ ㊵ ㊶ ㊷ ㊸ ㊹ ㊺ ㊻ ㊼ ㊽ ㊾ ㊿

「他人の車に④らない」

「⑥おごえを出す」

「⑧ぐ逃げる」

「何かあったらすぐ

⑩らせる」

### ブタハシャベル

① ブレーキ

② タイヤ

③ ハンドル

④ ⑤ 車体

⑥ ⑦ ベル

## Kokoro no Gekijo

Grade 6 Teacher

Grade 6 was invited to watch the performance "Kokoro no Gekijo" produced by a theater troupe at Ota City Residents Hall (Aprico). This activity, through theater, was not only a chance for students to enjoy a theatrical work, but also it was a chance for them to learn the proper manners for watching a play. This year's play was "The Story of a Seagull and the Cat Who Taught Her to Fly." (The story is a children's book by Chilean author, Luis Sepulveda. The cat, Zorba, is entrusted with an egg from a mother seagull that is on the verge of death, and after making three promises to the dying mother, Zorba works and struggles together with his friends to fulfill them.)

The students, as they watched the characters in the play grow and break out of their shells, learned the importance of having the courage to take the first step, and were left with a strong impression as each of them reflected on their lives until now.

Also, the students were impressed when witnessing up close how the actors expressed the thoughts and feelings of the work and its characters through their performances. Some student commented that they want to incorporate those same methods of expression in their own performance at the School Play.

From their visit to the theater, I hope that the students will take what they have learned from the play and the actors and make use of it by turning it into actions of their own.

## Ball-Throwing Lesson

Physical Education Committee

As one part of improving the students' physical fitness, members of the Yakult Swallows professional baseball team visited our school on June 4<sup>th</sup> to conduct a ball-throwing lesson for the students. In the ball-throwing lesson, depending on their grade, the students learned things like posture for holding and throwing the ball, as well as how to swing their arm when throwing the ball.

Since it was the first time for the 1<sup>st</sup> graders, they were carefully taught the basics. Grades 2 through 5, depending on the new grade they joined this year, practiced by receiving advice from the coaches on how to step up to the next level while also reviewing what they had learned in the previous year. While this lesson is targeted at students learning how to properly throw a ball, it is also a valuable chance for them to meet and interact with professional baseball players. Because it is so different from their usual learning environment, students displayed even greater levels of enthusiasm, and even those students who struggled with the lesson took on the challenge with tenacity.

At the end of the lesson, all of the students received a "Ball-Throwing Master Certificate" that was signed by both of the visiting players and exchanged cheerful high-fives with them. The Sports Test was held a few days later, and during the softball throwing part of the test, each and every student demonstrated some powerful pitching by making use of what they learned at the ball-throwing lesson. We want to continue improving the physical fitness level of the whole school through the improvement of things like *Tairyoku Up Time*.

