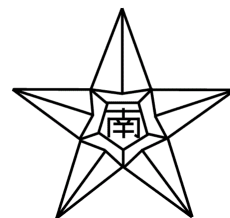


# 南山だより



Tokyo, Minato City, Motoazabu 3-8-15 TEL 03(3403)5773 FAX 03(3408)4532 MAIL:nanzan-es@minato-ky.ed.jp

## Lessons from Child-Rearing Professionals ~Deepening Parent-Child Bonds~

Vice Principal Yumi Yasukawa

2 months have passed since the first graders entered elementary school. These children have been raised in varying household environments, but they are taking their first steps towards independence in society, so it is natural that it takes time for them to adjust. Within school life, students encounter happiness, joy, displeasure, and sadness as they come into contact with the various values held by others. Also, there are certainly many parents who rejoice with each new accomplishment of their children. I feel that parents are also growing along with their children as they experiences different feelings through child-rearing. Reflecting on my own experiences, I think the same of myself as well.

As school faculty, we have many opportunities to hear many things from parents, so there are many things that we have learned from them. Raising children is not always fun, and there are many worries as well, but when I meet parents who are raising their children well, I feel a sense of happiness. I would like to share some of the things that I have learned.

### <A Message from the Parents on their Child's Reading Aloud Card>

The reading aloud card was part of the everyday assignments. Often, it required a parent's signature. When I was a homeroom teacher, there was a student whose card had a single hiragana letter written next to the parent's signature every day. With each daily reading aloud assignment a new hiragana letter would appear. By continuing to read continuous for a month, the letters connected into a message from the parent. Curious about what the message was, the child actively engaged in completing their reading aloud card.

### <Parents and Children Learning Together through Playtime>

When speaking of grade 2 studies, multiplication comes to mind. The rate of acquisition can vary depending on the student. One family practiced the multiplication tables while bathing their children. They used a plastic bottle to create something like a shower head by putting holes in the bottom of it and filling it with water. They would then fill the bottle with water while soaking in the tub, and practice whichever times table they were struggling with until the water in the bottle ran out. As they became faster at reciting the multiplication facts, they would add less water to the bottle at the start. When they became able to recite them without error, both parent and child were overjoyed together in the bath.

### <Making Use of Time Spent Waiting>

Whether it is food at a restaurant or lines at an amusement park, we all spend time waiting. We often pass the time for many hours through conversation. I would like to introduce two ways of effectively using waiting time. First, one family would always keep origami paper in their bag. Whenever there was spare time, they would give the origami paper to their child. The time spent waiting goes by quickly while enjoying making origami. It also connects to the importance of using one's fingertips. Next, I will talk about a technique for parents and children to read the same book together. They took turns reading the same book, and used individual sticky notes to indicate their progress to each other. Reading the same book gave them a chance to share their thoughts with each other and for the parents to communicate their ideas and values. This activity became a chance for them to enjoy reading together.

So far, all the techniques I have shared are analog in nature, and in the modern day with endless amounts of technology available, I can imagine there are many new types of child-rearing professionals. But, despite the times changing, the importance of deepening parent-child bonds remains the same. The relationship between parents and child is something to be relished.

Beginning from June, the school newsletter and class newsletter will be distributed via Manabi Pocket. Moving forward, we are evaluating the feasibility of transitioning to a paperless system in stages. If you did not receive the test mail in April, please try reregistering your guardian account. Please contact the school if you have any questions about the guardian account.

## Singing Voices Reverberating Together at the Music Assembly

Music Teacher

On May 16 (Mon) and 17 (Tue), the first Music Assemblies of the school year were held, and the students' cheerful singing and hand-clapping of "Kikyū ni notte doko made mo" filled the gymnasium.

This year, to prevent the spread of the coronavirus, the assemblies are being divided into two sessions and the number of students is halved. The students were divided according to their *Tatewari* groups, class 1 and class 2, and sang together wearing masks. At our school, students in the upper grades lead various activities as role models for students in the lower grades. Also, the students in the lower grades aspire to become the kind, dependable, and wonderful upper graders that the current 5<sup>th</sup> and 6<sup>th</sup> graders are. At this month's Music Assembly, the upper grade students gently and encouragingly led the students in the lower grades. In particular, the clapping demonstrated by the 6<sup>th</sup> graders was excellent and perfectly in sync. The students in the lower grades applauded loudly. All the grades enjoyed singing together as one.

This year, we will hold a Music Recital in December. After having our first Music Assembly, I am now even more excited about the recital. Thank you for your continued support and cooperation.

## About the English Support Course

ESC Chief

The 2022-2023 school year marks the sixth year since the establishment of the English Support Course (ESC) program at Nanzan Elementary School, and it represents an important milestone in the program, since, for the first time, there are ESC students in every grade at our school.

The English Support Course was established as a way for non-Japanese speaking foreign nationals to engage in the rich curriculum and diverse experiences offered by public elementary schools in Japan. Through the combined efforts of the homeroom teachers and the English Support Teachers (EST), the school provides an academic environment that is free from language barriers in which students from various backgrounds can learn together freely.

In broad terms, there are two basic styles of classes that ESC students attend. The first style is "in-class" study, which covers subjects such as life studies, morals, and art among others. These in-class studies are conducted by the homeroom teachers, with the EST playing a supporting role as an interpreter that explains the lesson contents to the ESC students and also acts as a translator for both ESC and Japanese students so that they can enjoy sharing their ideas freely.

The second style is "separate-class" study, which covers language arts and mathematics classes. During these periods, the ESC students will move to a separate classroom with the EST. English language arts and mathematics classes are conducted exclusively in English so that ESC students can maintain their communication skills for when they return home or move to another English-speaking country. ESC students also study Japanese language arts, which are aimed at establishing basic communication skills that will enhance their experience while residing in Japan.

The primary goal of the ESC program is to support the ESC students in their daily school lives, but it also benefits the rest of the school as well, as it offers a unique environment for all of our enrolled students. The ESC program increases students' opportunities for exchanging language and culture, thus creating a greater sense of internationalism in the school and the community, and enriching the Nanzan Brand. Together with the students, families, and members of the community, the school and its faculty will continue striving to create the best possible experience for everyone. Thank you for your support.

### June Calendar of Events

1 (Wed)	Hakone School Trip (G6)	14 (Tue)	Academic Achievement Survey (G4)
2 (Thu)	Hakone School Trip (G6)	20 (Mon)	Evacuation Drill
6 (Mon)	Ball Throwing Lesson (G1, 2)	22 (Wed)	Club
7 (Tue)	Ball Throwing Lesson (G3~6)	29 (Wed)	Kanji Perfect Test
	Tokyo Academic Achievement Survey (G5)		
13 (Mon)	Swimming Instruction Begins	30 (Thu)	Keisan Perfect Test

### June Goal

Find Good Qualities in Others <Fureai Month>