

St. Joe's News



Coming Events

November 3rd—1st Quarter Ends

November 3rd—Wear your St. Joe's shirt

November 8th—11:00 AM dismissal/Report Card Conferences

November 9th—**EMERGENCY GO HOME DRILL**

November 10th—Veteran's Day—No School

November 14th—Wear blue for Rachel's Challenge/Karen's Hope

November 22nd—Native American Day—No School

November 23rd—Thanksgiving Day—No School

November 24th—Thanksgiving Recess—No School

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Pre-K News from Mrs. Decosse

First, I would like to thank all of my families that came to Open House. Pre-K had a great turnout. I hope you enjoyed seeing all of the wonderful projects the children have done! They had been working hard and were very proud of what they had accomplished.

We are learning our letters and so much more. We started with the letter M, T, and now A. Please review these letters, as well as counting to 20, shapes, opposites, and rhyming. Please work with your child on some basic skills like zipping their jacket and opening snack bags. Also, have fun creating your family turkey feather. I will use these to make a Thanksgiving Bulletin board outside of our classroom.

The weather is definitely getting colder and we will be going outside as long as it isn't raining or below 20 degrees. Please make sure your child is dressed for the cold with a warm jacket, ski pants, winter boots, warm hat and mittens. If you have extras of these items that you want to leave at school that would be great. Just make sure **everything is labeled!**

I will talk to all of you on Wednesday, November 8th for report card conferences. I will send reminders of your conference time.



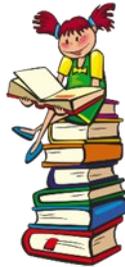
A message from Mrs. Leahy and Ms. Gordon-Walbridge

We are continuing to learn new letters and sight words. The children are beginning to read many leveled books, both fiction and non-fiction. We are continuing to track print by using our reading finger or our “magic finger” and how to decode three letter words. In Math, your child will learn about shapes and sorting followed by positions: above, below, in front of, behind and beside. Please send back October’s Book-It sheet and your child will earn their first pizza coupon. Thank you to all parents who attended Open House. We look forward to meeting with you for report card conferences. They will be held on Wednesday, November 8th. Students will be dismissed at 11:00. We thank you for all that you do and for your continued support. In the month of November, we will be learning about gratitude and why we are thankful for the people and things in our lives.



First Grade News from Mrs. Andrews and Mrs. LaBare

The 1st grade classes have been hard at work and have settled nicely into our daily routines. We have been very busy learning the McGraw-Hill Wonders reading and My Math curriculums. We have enjoyed reading the stories in our series, as well as books from our classroom libraries. We have learned many new high frequency words and phonics skills, which have helped improve our reading skills already.



On October 12th, St. Joe's held an open House. It was great seeing all of the students and their families. It was a wonderful opportunity for the students to show off their hard work!

This month, we will be discussing what we are thankful for. We will also be discussing Thanksgiving and the importance of friends, family, and community. The students are excited to learn about the very 1st Thanksgiving. First graders will also learn about the importance of Veteran's Day and why we celebrate it.



Thank you for all of your support. Please continue to read with your child at home. This benefits your child as a reader in the classroom.

SECOND GRADE NEWS FROM MRS. WHEELER AND MR. WHEELER

Where did October go? It is hard to believe that another month has passed. On October 5th, we went to the Wild Center. The students enjoyed learning about owls and the natural habitat that surrounds us in the Adirondacks. Thank you to all of our chaperones that joined us. We appreciated all of your help.

As the leaves have fallen, second graders have been working hard. In reading, we have read realistic fiction, nonfiction, and fiction texts. We have learned about making predictions, revising predictions, context clues, main idea, details, and plot (what happened in the beginning, middle, and end). Students have learned about taking care of animals and why animals are important to so many people. We have also started to learn about animal adaptations.

In Math, students learned about place value and how to convert ones, tens, and hundreds. Students are learning to skip count and solve addition problems with two-digit numbers with regrouping. Students are also working hard to master their addition facts. As we move forward with the math program, knowing their addition facts will greatly impact their ability to quickly solve questions.

In Science, students discovered the important role bees play in pollination. They learned about pumpkins and the life cycle of a pumpkin. They also learned about growing giant pumpkins. Students learned about archeologists and how they hunt for "treasures". As Halloween approached, we read a Scholastic News article that taught us about animals with spooky names.

In Social Studies, students learned about maps. We discussed where the United States is located on a globe. Students learned about the continents and oceans. Students also learned about where New York was in the United States. We discussed the importance of maps. Students then created maps of their bedrooms.

Thank you to all of you who were able to attend St. Joe's Open House! We enjoyed visiting with so many of our families. Students were excited to show their parents some of the projects and work we have been doing. Please continue to read and complete math homework with your child!



Third Grade News

We've learned how to count by 3's this week. It is the second week of building structures out of paper, clay, and straws. We have been reading James and the Giant Peach.

-Neven Harvey

In class we worked on division. We also do multiplication. I like both of them.

-Ethan Allen-Hall

We've learned how to build structures. We've been writing personal narratives. We've learned how to divide.

-Ben McKee



Mrs. Fournier's 4th Grade Class

In physical education we have been playing catch and monkey tag. In science class we have been learning how to make a chassis to test the force of gravity pulling them down a ramp. Now we are reconstructing the chassis to move with a different force. Some of us are using balloons, tissues to make sails, or weights. In Chorus, we are singing "Frosty the Snowman Hand Jive" and "Holly and the Ivy". We are going to sing at Walmart to spread holiday cheer to the shoppers. We will also have a concert at the Middle School. We made a haunted house in art class. We are going to write a story about trying to sell our haunted house. We have been coloring in math to practice multiplying. We also went to the House of History. Check out some of our pictures!



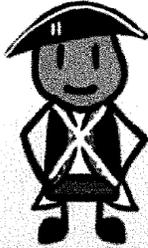
We have been working very hard in Fourth grade in Mrs.. Kelley's class! Throughout the month of October we...

- learned the teacher had to bring home the ink pigg so it wouldn't freeze. Lilly Miller
- worked on our chasis in Science. Landon Boyea
- learned you had to be quiet in the parlor and you couldn't talk unless an adult talked to you first. Brynn Bonesteel
- learned the Vice President was born in the Malone. Jonny Scharf
- talked about See the Problem, Own the Problem. Daniel Medved
- learned how to sew at the House of History. Jesse Peterson
- are using Blurt Beans to earn classroom rewards. Isaac Baker
- went to the House of History for a field trip. Hayden Williams
- now have tables to help us work cooperatively. Kennedy Quinn
- are dividing and multiplying in math. George Thomas
- how to multiply in math class. Connor Tisdell
- are celebrating Halloween and having a Parade. Addison Gokey
- learned everyone in the house has a job, while visiting the House of History. Max Benardot
- learned how to make candles. Arianna Barney-Hathaway
- completed a throwing unit in P.E. Ayden Labelle
- played soccer in P.E. Connor Pickreign
- met Willow Sweeney and learned about the Top 20. Erica Gonzalez
- are multiplying two digit numbers. Corey Barney
- are balloons on our chasis to get them to move by themselves. Logan Lawrence
- learned was very different a long time ago and people were smaller then they are now, while at the House of History. Emma Metler
- learned how about teamwork in P.E. Lukas Reyome

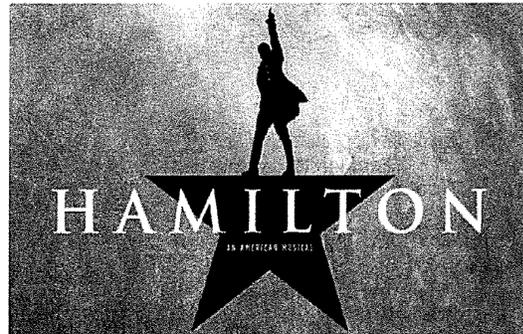
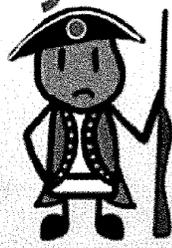
5th Grade News

Over the last month in math we have been learning about powers of ten; 10, 100, 1,000 and how to use them when we multiply and divide decimals. Ex) $0.20 \times 10 = 2$. We took what we learned about powers of ten to help us convert metric units of measurement. Convert means to change. We converted metric units of length (kilometers to meters, meters to centimeters, etc). We then took the metric mass of objects and converted them (kilograms to grams, grams to milligrams, etc). We discovered that $5\text{kg} = 5,000$ grams because there are 1,000 grams in a kilogram. We also converted capacity (liters to milliliters). We used a few helpful tricks this month that helped with converting measurement. **King Henry Died Monday Drinking Chocolate Milk** was a phrase that we used and it showed us how many places we needed to move our decimal point and in which direction. We also used the two sayings: Horse to Fly (Multiply) and Fly to Horse (Divide of Course). Horse to Fly was used when we converted from a larger unit (kg) to a smaller unit (g) because we needed to multiply and we used Fly to Horse when we were converting from a smaller unit (mm) to a larger unit (cm) because we needed to divide.

Patriots



Loyalist



This week we began Unit 2 of our core program. The Big Idea for the unit is, "What does it take to put a plan into action?" and the Essential Question this week is, "What do good problem solvers do?" We are learning about how the colonists were problem solvers when they decided to separate from King George during the revolution. In the story we read this week, it talked about how the patriots were done with the king and then we listened to a song from the play, "Hamilton" that went along with the story and explained how the king was not being fair to the colonists by making them pay taxes even though they weren't getting anything out of it. We also learned about the Boston Tea Party and the Boston Massacre. Listening to music about what we are learning about is really cool!

Speech With Mrs. Leduc

What is Carryover?

Carryover refers to having a child become responsible for remembering to use correct speech all of the time, not just in the therapy environment. Often children will remember to use their speech sounds correctly in the speech therapy room with the clinician, but forget to use the sounds they are working on in the hallway, the classroom, at home, etc.

What can you as Parents do?

*Be aware of the exact sound or sounds that your child has to correct, so you can give reminders if you hear an error.

*Frequently listen for correct sounds. When your child tries to carryover, praise the effort.

*Have your child practice oral reading (or naming the pictures); tell them to practice their good speech sounds.

*Pick certain time when you will be doing a lot of talking and use this as "speech time." For example: mealtime, driving in the car, talking on the phone, discussing a TV show, playing a board game, etc.

*You know your child best. What do you feel would be a strong motivator? Choose something that will motivate your child to really concentrate on their speech sound. Discuss it with your child. Whenever you can, praise and reward efforts to use good speech. Remember --- intrinsic rewards work best!

How To Make Speech Practice Fun!

Changing a speech sound habit can take a long time, and working on sounds can seem boring. It doesn't have to be! Make it fun and motivating by using some of the following suggestions. It is recommended that you set aside 10 to 15 minutes every day to do a speech activity.

Concentration/Memory

Using two sets of picture cards, place the shuffled cards face down on the table. The players take turns turning over two cards (saying the cards once the picture is revealed) looking for a match. If a match is found, that player gets to keep the cards and take another turn. If a match is not found, the next player gets his turn. The object is to get as many pairs as possible. Or, play online. <http://www.bbc.co.uk/nature/plants/fun/game/concentration.shtml>

Go Fish

Using two sets of picture cards, deal out 4 or 5 cards to each player, and spread out the remaining cards on the table. The first player asks any other player for a card to match one of his. The goal of the game is to get as many pairs as possible. If the player has the requested card, he must hand it over (and the first player can ask for another card), otherwise, he must say "go fish" and the player who requested the card must pick up a card from the table. The turn then goes to the next player.

Game Boards

You can use any board game you have at home. Have the child spin or roll the dice and say that number of words/sentences before taking a turn.

**GIVE
THANKS**
FAMILY • FRIENDS • GRATITUDE

Counselor's Corners

This past month has been very busy in the counseling department. The first round of lunch bunch has started and the second round will begin at the end of November. I will be sending out sheets to the students who will have lunch bunch in the second quarter and it will let the student and parent know which day and group the student will attend!

This month during the week of the 23-27, we celebrated Red Ribbon Week. The entire school helped celebrate Red Ribbon Week by participating in school-wide theme days, and signing a pledge banner. Next month I will be going into the classrooms to conduct classroom guidance lesson's on living above the line and positive thinking of yourself and others!

I am looking forward to a great year. Do not hesitate to contact me if there is something I can do for your child.

Mrs. McGibbon

School Counselor



TEN WORD GAMES!

Word games are a great way to practice many different domains of reading! Here are some word games to play at home!

1. Guess My Word:
Give your child clues to a word you are thinking of. It rhymes with.... It starts with.... It would be used to describe.... A synonym is....

2. Beach Ball Words:
Write words on a beach ball. Toss it to your child. Have them read the word that is under their right hand. Toss it back and forth.

3. Magnetic Letters:
Make words with magnetic letters on the refrigerator or any magnetic surface. Give your child the letters, tell them the word and see if they can make it.

4. Sock Game:
Put word cards down on the floor. Have your child stand in their socks. Call out the word and see how quickly they can step on it!

5. Dot Game:
Laminiate word cards. Be sure to review words before playing. Use an Expo marker to draw a dot on the back of one of the cards. Don't let your child see which one. Lay cards out on the floor or a table. Have your child guess which word is hiding the dot!

6. Shaving Cream:
Put shaving cream (or sand/paint) on a plate. Write a word using your finger. Have your child read it.

7. Newspaper Words:
Give your child a word. Have them use a highlighter and find it in the newspaper. Highlight it when they've found it. Count how many times they've found it.

8. Show and Tell:
Give your child a whiteboard and a marker. Call out a word. Have your child write it/draw a picture for it/write a sentence (choose a different task depending on your child's needs) for it and show you on the whiteboard.

9. Tic-Tac-Toe:
Draw a tic-tac-toe board. Write a word in each box. Before each turn the player must read the word.

10. Card Games:
Copy or write two sets of word cards. Play a card game such as Go Fish or Memory.

Occupational Therapy

Margo Vivlamore, C.O.T.A.

Certified Occupational Therapy Assistant

Play. The act of playing is an important tool that influences a child's life. The primary goals of childhood are to grow, learn, and play. It is often through play that children learn to make sense of the world around them. It is a child's "job" or "occupation" to play to develop physical coordination, emotional maturity, social skills to interact with other children, and self-confidence to try new experiences and explore new environments. Occupational therapists have expertise in evaluating children's neurological, muscular, and emotional development; and determining the effects of infant and childhood illness on growth and development.

What can an occupational therapist do?• Evaluate a child's motor (movement), cognitive (thinking, reasoning), social-emotional, and behavioral development. • Recommend toys and play activities that promote healthy development and provide stimulation to the child. • Intervene when needed to promote development and skills for living.

What can parents and families do?• Encourage exploratory play by using balls, sand and water toys, slides, swings, finger paints, and magnets. During exploratory play, children use their senses as they explore, discover, examine, and organize their activities. • Try manipulative play by asking the child to perform a task, such as stacking cereal boxes, slipping coins into a piggy bank, or playing with a deck of cards. Handling items such as puzzles, pegboards, beads, and lacing cards test the child's eye and hand coordination and dexterity. • Suggest imaginative or symbolic play that includes role-playing, playing with dolls and stuffed animals, toy furniture, and telephones. This type of pretend play encourages good social skills and a positive self-image. • Choose toys that are appropriate for the child's age. They do not have to be expensive or complicated to be beneficial to the child. Common objects, such as pots and pans, empty boxes, spools of thread, shoelaces, and wooden spoons can stimulate activity. The best toys require active participation. • Remember when choosing a toy to consider whether a child must be supervised while playing with it. Toys should not have small parts that break easily or can be swallowed. Need more information? A child's inability to play well could indicate another problem, such as a learning disability or behavioral problem. If you would like to consult an occupational therapist, your physician, other health professionals, and your school district's director of special education may have information on how you can access an occupational therapist in your area. Occupational therapists and occupational therapy assistants are trained in helping children with a broad range of issues in addition to the development of play skills, such as self-care and social skills, and proper computer and backpack use.



St. Joes Physical Education Newsletter for November 2017

K-2: Students have worked on locomotor skills such as hopping, jumping, skipping, galloping, and running while engaging in a variety of physical activities. Students also learned different pathways and directions they can travel. For example, in straight pathways, curved pathways and zigzagged pathways. Students also learned different directions they can travel such as turning left and right and also learned that traveling forwards is the safest way to travel in the gymnasium. Students are currently engaged in a throwing and rolling unit where they are learning how to roll a ball correctly, how to throw underhand, and how to throw overhand.

3rd-5th: Students have been learning about pedometers and students have been wearing them every class. They have been learning the importance of being physically active both inside and outside of school. Students in September and October engaged in a soccer unit learning the important skills of soccer such as passing with the inside of their foot, how to properly trap a soccer ball, how to perform a soccer throw in, and learned different positions in soccer such as goalie, defender, and offender. Students are currently engaged in a throwing and catching unit learning how to perform the overhand throw and how to catch a ball properly.

Physical Activity tips: Children should be getting at least 60 minutes of physical activity a day. Encourage your children to get outside and engage in physical activity with family and friends. Ideas of Physical activities you can do with your kids: going for family walks, going to the playground, playing sports with them, going biking, hiking, taking them to the YMCA, and etc.

active kids learn better
physical activity at school is a win-win for students and teachers

GRADES: 20% more likely to earn an A in math or English

STANDARDIZED TEST SCORES: increased 6% over 3 years

JUST ONE PHYSICALLY ACTIVE LESSON CREATES: 13% increase in students' physical activity for the week

21% decrease in teachers' time managing behavior

physically active kids have more active brains
BRAIN SCANS OF STUDENTS TAKING A TEST:

after 20 minutes of sitting quietly

after 20 minutes of walking

Red areas are very active; blue areas are least active.

MORE RESULTS:

- after 20 minutes of physical activity, students tested better in reading, spelling & math and were more likely to read above their grade level
- after being in a physically active afterschool program for 9 months: memory tasks improved 16%

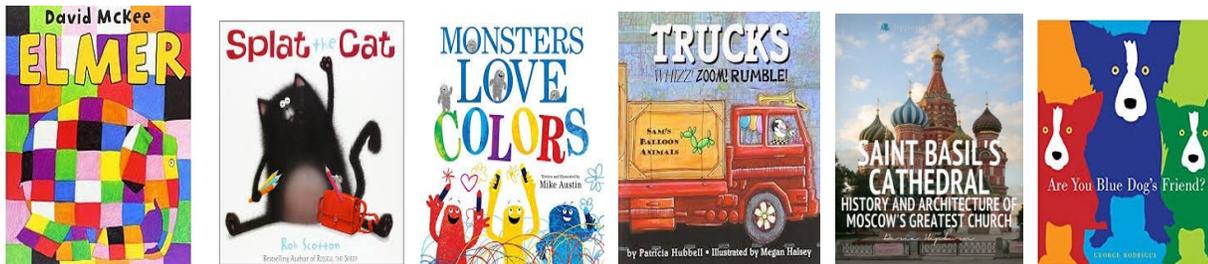
SOURCES: Donnelly J.E. and Lambourne K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Prev Med.* 52(Suppl 1):S36-S42. Hillman C.H. et al. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience.* 158(3):1044-1054. Yamjo K. et al. (2011). The effects of an afterschool physical activity program on working memory in preadolescent children. *Dev Sci.* 14(5):1048-1054. Kibbe D.L. et al. (2011). Ten years of TAKE 10!: Integrating physical activity with academic curricula in elementary school classrooms. *Prev Med.* 52(Suppl 1):S43-S50. Nelson M.E. and Gordon-Larsen P. (2006). Physical activity and sedentary behavior patterns are associated with selected adolescent health risk behaviors. *Pediatrics.* 117(4): 1281-1290.

Learn more about why active kids learn better and how schools can help at activelivingresearch.org/activeeducationbrief

In the Art Room...with Mrs. Croteau

The year started off with a school wide community project. “Children make the world a colorful place!” The children at each grade level created a portrait in just one color using shades. It was hung in the stairs going down to the art room.

Recently, we finished our literature unit. Each class had a focus story that inspired their creations. The artwork is amazing!



k-Elmer

1-Splat the Cat

2-Monsters Love Color

3-Trucks: Whizz! Boom! Rumble!

4-St. Basil's Cathedral

5-Are You Blue Dog's Friend?

With fall here we have started our **fall farm** unit.



K-Floating Leaves crayon resist

1-Piggies with foreground and background

2-Scarecrows mixing primary colors

3-Warm or cool color White Birch Trees

4-Folk Art Chickens

5- Architectural Barn Scene using Math skills

Pre-K is having fun in art this year. We started out learning how to use art supplies. I am following the weekly theme that the kids are working on with Mrs. Decosse. We recently read "Follow the Leader" and the class made a tiger. They also read "Night Shift Daddy" and made a teddy bear puppet. They have been doing a great job!

I'll Try That!



Looking to expand your children's diets so they get all the nutrients they need? Tap into their sense of adventure and creativity to guide them toward trying new foods. They may find that eating more foods can be tasty—and fun!

Start small

Approaching your youngster with a small amount of a new food may work better than giving her a full serving. If she knows she only has to eat a bite or two, she's more likely to give it a taste. Let her see you eating the food that you want her to try—your example will mean the most to her. *Idea:* Many children are sensitive to new foods touching the rest of their meal. Try putting small pieces of the new item in a little bowl on your child's plate.

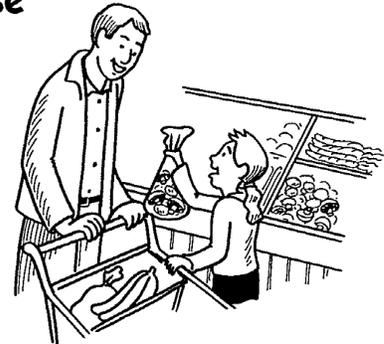
Make it familiar

Think about foods your youngster already enjoys. Then, look for some that are similar. For instance, if he likes green Granny Smith apples, bring home green Bartlett pears for him to try one day. If he loves cheeseburgers, experiment with turkey or veggie burgers. Or if he's a fast-food chicken nugget fan, make baked chicken nuggets (and even baked fish sticks) at home. *Idea:* Serve new foods with something your child already likes. Maybe you can add chopped, steamed broccoli to macaroni and cheese or put a tomato slice in his grilled cheese.



Let her choose

Your youngster is more apt to sample a new food if she picks it out. At the grocery store, have her decide on a new food each trip. She might select something interesting in the produce section, like avocado, eggplant, or pomegranate. Or ask her to choose a new variety of beans, such as cannellini or garbanzo. *Idea:* Let your child come up with a chart to mark her food explorations. For example, she could draw a picture of each new food item and then add a face for her reaction—maybe a half-smile or a full smile.



Try, try again

Did you know it can take 10–12 tries before your youngster decides he likes a new food? That's okay—the key is to get him to keep trying it. Consider preparing a food several different ways until you hit upon one he will eat. With carrots, for instance, try serving them raw; slicing and microwaving them until they're softer but still have a crunch; or cutting them into chunks, drizzling with olive oil, and roasting at 400° until tender. *Idea:* Ask your child to look through cookbooks and find a recipe or picture of a carrot dish that looks good to him. Then, make it together.

continued



Dip it!

Kids have more fun eating when they get to dip their food. Try sneaking in a few foods your youngster doesn't normally eat by pairing them with a dip. You might give her zucchini spears, sliced radishes, or snap peas along with a dip of fat-free cream cheese mixed with low-fat ranch or Italian salad dressing. Or consider this: A small dipping bowl of ketchup can make an egg-avoider into an egg-eater. *Idea:* Use small cookie cutters to make dippable shapes out of melon, cheese, or other foods.

Go half and half

To help your child develop a taste for whole grains, think about ways to use them in foods that he already eats. You could make his favorite sandwich with one piece of white bread and another of whole wheat. Or put meatballs over a combination of whole-wheat and regular spaghetti (cooking times may vary, so boil the two types of pasta separately). As your youngster gets used to whole grains, you can phase out the white products. *Idea:* Use whole-grain pita bread for a quick pizza snack or meal. Have your child top the pita with pizza sauce, toppings, and low-fat mozzarella cheese. Bake at 375° for 15 minutes.

Have a tasting party

Use the power of positive peer pressure to your advantage! Let your child invite several friends over for a tasting party. She can select foods to sample, some that she already eats and others that are new to her. *Examples:* almonds, bean sprouts, firm tofu, olives, and mandarin oranges. Then, she could help you make up sample trays. You might use muffin tins and place a different food in each cup. Or put the foods in separate muffin liners, and give each youngster a plate with a few tastes. *Idea:* Ask the kids to vote on their top three choices.



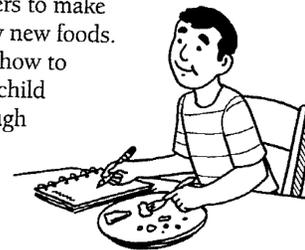
What's that flavor?

Make tasting food into a fun family discussion with this suggestion.

Explain to your youngster that there are five tastes—bitter, sour, sweet, salty, and umami (a rich, savory taste typical in soy sauce and mushrooms, for example). Then, as you sample different foods, discuss which category—or categories—they fit into. For instance, you might say, "This lemon chicken tastes sour with hints of sweetness."

Encourage family members to make "tasting notes" as you try new foods.

Once he understands how to describe the tastes, your child might enjoy talking through the experience of trying foods. And that can lead him to sampling even more new foods!



Stick to it

Let your child use bamboo or lollipop sticks to create fun-to-eat kebabs with healthy foods. You could set out fruit like blackberries, cut-up apricots, and melon chunks. Or give him cooked chicken cubes, pieces of cheese, and grape tomatoes. *Idea:* Suggest that he make a fruit or vegetable sculpture with his kebabs. Cut a cantaloupe in half, and scoop out most of the inside. Turn the half upside down so he can stick the fruit kebabs into the melon rind. Or he might put vegetable kebabs into a baked potato.

Reinvent sandwiches

Who says sandwiches have to be on bread? Use vegetables and fruits in its place. Put tuna fish salad (made with light mayonnaise) between cucumber slices. Try peanut butter between banana halves sliced lengthwise. Or have your youngster wrap turkey and cheese slices in a romaine lettuce leaf. *Idea:* Challenge her to come up with three new sandwich ideas using fruits and vegetables.

Drink new foods

Instead of eating new fruits and vegetables, what about drinking them? Your child might realize he likes mangoes, passion fruit, or even spinach when they're blended and put in a cup. *Idea:* In a blender, puree 1 cup fresh baby spinach with 1 cup applesauce, 3 cups berries, and 1½ cups orange juice for a tasty treat.

Editor's Note: Nutrition Nuggets™ is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise.

Nutrition Nuggets™

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November Birthdays!!

Emma Patnode

Jrake Marcotte

Irie Letham

Trinity Hall

Christopher Brown

Jacob Button

Emily Warner

Aubree Browning

Cierra Collins

Anabelle Rowland

Sadie King

Jesse Peterson

Mark Santamore

Kennedy Stewart

Morgan Rogers

Landon Boyea

MacKenzie Covey

Neven Harvey

Brynn Bonesteel

Brinley Winters

Zander Snyder

Sofiya Hart

Logan Robideau

Brody Malley

Lily Root

Mary Rose Tavernier

Liberty Hoseler

Miss Gordon

Mrs. A. Wheeler

