



## February 2019 Events

- Feb. 1— Pizza Lunch
- Feb. 5— Boston Pizza Lunch
- Feb. 8— Marshalls Hot Lunch
- Feb. 8. – Term 1 Report cards go home
- Feb. 12— Pita Pit Hot Lunch
- Feb. 14— Cake walk (fundraiser for graduation)
- Feb. 15— Pizza Lunch
- Feb 18— Family Day
- Feb. 19— H&S Hotdog Lunch & Sour Key sale (fundraiser for graduation)
- Feb. 20— Home and School meeting in the LLC @6:30
- Feb. 22— Marshalls Hot Lunch

FEBRUARY				
MON	TUES	WED	THURS	FRI
				4 1
5 4	6 5	7 6	8 7	9 8
10 11	1 12	2 13	3 14	4 15
18	5 19	6 20	7 21	8 22
9 25	10 26	1 27	2 28	

## Upcoming Events

- March 5—Carnaval Grade 1—8
- March 6—Carnaval Kindergarten
- March 11—15— March break

### From the Principal's and Vice-Principal's Desk

February is shaping up to be a busy time at our school. Carnival is one of our highlights. Report cards are heading home on Friday, February 08<sup>h</sup> and Family Day is on Monday, February 18th.

It is important that your children are dressed properly for the cold winter weather, as part of the day is spent outdoors unless the wind chill is such that they cannot go outside. This means a warm jacket, boots, mittens, hat and scarf. Please be cautious; however, of very long scarves which can present a danger should it get entangled in something. We do not have the resources to supervise children who are not well enough to go outside. Children, whose health does not permit them to go outside, should be at home resting. If there are extenuating circumstances requiring a child to remain inside, we request a note from your doctor, with the period of time noted.

Our students continue to work on number flexibility. Developing flexibility in looking at problems from multiple perspectives builds perseverance as well as provides a system of checks and balances. Class discussion around reasonableness of answers and analyzing strategies for sense-making further develop their mathematical disposition. Students are working through problems that allow for a variety of answers and approaches. Our Students are being exposed to a variety of tools, models and strategies to solve addition and subtraction problems, including but not limited to base ten materials, linear and open number lines, decomposition, partial algorithm.

“Students who make their own models of mathematical ideas gain a powerful means of building understanding and explaining their thinking to others. Constructing such representations allows students to see relationships and to make connections between the concrete and the abstract, helps students to remember how they solved a problem, and helps students to communicate their reasoning. Students may solve a problem correctly and, when asked how they did it, answer that they ‘just knew’. If they use a variety of models to explain their thinking, they are better able to articulate their reasoning” (A Guide to Effective Instruction in Math, Volume 3).

The National Library of Virtual Manipulatives offers a way for students and parents to have access to the same materials used in math class. Try going on-line to <http://nlvm.usu.edu> and explore addition and subtraction problems using base ten materials! Have your child explain how he/she knows that  $89 + 23$  will be more than 100, or that  $17 - 9$  will be less than 10.

And remember, since we all use and do mathematics - **we are all mathematicians**

**C. Edy (Principal)**  
**S. Kelly (Vice-Principal)**

## OXBOW STARS

A positive school climate and a safe learning and teaching environment are essential if students are to succeed in school. A positive school climate means everyone feels they are welcome and respected. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility for everyone to be accountable for their actions and contribute to a positive school climate. The following are our expectations for students while on the yard.

*Follow the Golden Rule - Treat other the way you would like to be treated!*

Be Kind to Yourself and Others!

Success Through Accepting Responsibilities

### PLAYGROUND

Grade 1 and 2 Courtyard and Climbers

- The courtyard and small climbers are for grade 1 and grade 2 students only
- The Reading Garden and Benches are available to all our students
- Big Climbers are for grades 3-6 students (am recess is for grades 3 and 4; pm recess is for grades 5 and 6)
- Basketball Courts
- Lower basketball nets (closest to the portables) are designated for grade 3-5 students
- Taller basketball nets are designated for grades 6-8

### OUT OF BOUNDS AREAS (blind spots)

- The far Northwest area where there are lots of bushes and trees are out-of-bounds.
- The far Northeast (behind the backstop).
- Between the portables

### FENCE

- No climbing or jumping over the fence
- If your ball goes over the fence, our custodian will collect those balls on a regular basis

### WARNING BELL

- At 11:27 am and 1:47 pm each day, there will be a warning bell. This will allow students time to start making their way to the tarmac area if you are playing in the far field.
- Students will wait in line until their teacher greets them and escorts them into the school safely and supervised.

### GAME PLAY

- There is no tackling, hitting, body checking, fighting in any game/activity.
- If the staff member on duty feels the activity is getting too rough, the game/activity will end and students will be given another opportunity to resume the activity/game at the next activity break. (Fresh-Start)
- Students are encouraged to go directly to a staff member if they are having difficulties solving an issue on the yard or to report unsafe behavior

### SNOW

- Snow stays on the ground. Do not throw or kick snow. You do not know if there is ice, stones or other debris hidden in the snow
- Snow forts cannot be claimed or destroyed – respect and collaborate
- If you are not wearing proper winter clothing, you will play on the tarmac.
- Dress appropriately for the cold weather

## JUST CHECK OUT THE FUNDING !

One of the hallmarks of this amazing community is the way staff, students, parents and community members come together to support incredible learning for our kids. We are so grateful to the ongoing work of our irrepressible Home and School! It is through their leadership and dedication, and your financial support of their work – that enable us to provide cutting edge learning opportunities to our students! Here's a sampling of how *Home and School* put the funds raised to work:

\$ 4 000	MathUP
\$ 2 000	SmartBoards
\$ 1 000	Music program enhancements
\$ 1 100	Raz Kids
\$ 1 900	Planners
\$ 1 500	Grade 8 Graduation
\$ 2 000	Primary Carpets
\$ 2 500	School Show
\$ 500	Sensory Room

***We are tremendously grateful!***

### **Home and School and Parent Council...what is the difference?**

Home & School Associations and School Council Collaborative Partnerships

There are many ways parents and the community can be involved in schools impacting positive educational outcomes for children. Parents are represented by two groups recognized through the Education Act, who fulfill two distinct roles; the School Council and the Home and School Association.

### **SCHOOL COUNCIL:**

As mandated by the Ontario Ministry of Education, the advisory role of the School Council is to make recommendations on any matter to the administration and the school board. Together, with school administration, staff and community members, the School Council is a welcoming forum that strives to improve student achievement and school performance.

### **HOME AND SCHOOL ASSOCIATION**

The Home and School Association is a member of the Ontario Federation of Home and School Associations, which is a registered charity independent of the Ministry or school boards. The role of an Association is to foster communication between the school and the parent community and to organize events and activities to enrich the school community and provide additional funds for the school. Home and School members work with school administrators, teachers, school staff and community leaders to provide children and youth the opportunity to succeed in school and beyond.

*Meetings are open and welcoming; those with memberships have the ability to vote.*

February 2019 'Fact Fluency'

THAMES VALLEY MATHEMATICS

### Home Connections in Mathematics

**"Children should learn their number facts. However they would benefit from learning their facts by using an increasingly sophisticated sense of strategies rather than by jumping directly to memorization."**

(Lawson, 2016)

#### Knowing your facts: Just one of the "basics"

What do you think of when you hear, "getting back to the basics" in mathematics? Well, the basics can mean anything from counting, to computation, to problem solving. But *basic facts* refers to the set of single digit number facts for addition and multiplication, and their related subtraction and division facts. For example  $7 + 8$ ,  $15 - 7$ ,  $5 \times 6$ ,  $30 \div 6$ , are all basic facts.

One of the fundamental skills that children need to have in mathematics is to master their basic facts. *Mastering math facts* involves understanding and recalling math facts using a variety of strategies.

#### How Should Children Master Math Facts?

Most children will learn math facts gradually over a number of years. During this time, they should be encouraged to use what they already know to help them solve for facts they don't know yet. For example, to solve for  $6 \times 8$ , they may use the known fact  $5 \times 8 = 40$  and add one more group of 8 to get 48. Over time this reasoning will help children master facts and eventually become more fluent.

The goal is not memorization of facts, but *automaticity* which is the ability to perform operations with little or no effort.

Asking your child to memorize without opportunities to reason and visualize is not an effective way to commit facts to memory.

#### Games to Master Math Facts

Games are fun to play over and over again, and therefore are an excellent way to provide repeated practise for students to learn their facts. When your child is not able to immediately recall a fact, encourage them to use what they do know to help them solve it rather than simply telling them the answer.

#### TRY THESE GAMES:

##### Salute X3

Instructions:

[https://www.youtube.com/watch?v=a9yTr\\_6splE](https://www.youtube.com/watch?v=a9yTr_6splE)

You need: 2 players

One deck of cards (A to 10)

Player 1 puts a card a their head (without looking)  
Player 2 multiplies that number by 3 and tells them the product.  
Player 1 figures out the card on their head. If they are right, they keep the card.

This game can be played using any other multiplication fact. It can also be played to practise addition and subtraction facts.



##### Addition Challenge

One deck of cards (A to 10)

Players split a deck of cards and flip over the top two cards at the same time. They add their own cards and the person with the largest sum takes all the cards. Person with the most cards at the end of the game wins.

This game can also be played to practice subtraction and multiplication.

Here are several more dice and card games to practice math facts.

[https://www.granby.k12.ct.us/uploaded/faculty/wyzika/Dice\\_and\\_Card\\_Games\\_to\\_Practice\\_Math\\_Facts.pdf](https://www.granby.k12.ct.us/uploaded/faculty/wyzika/Dice_and_Card_Games_to_Practice_Math_Facts.pdf)

Have fun playing and mastering facts with your child.  
Game on!



*"A little coin, a lot of change!"*

Dear Parent(s) or Guardian(s):

Tuesday, February 12<sup>th</sup>, 2019 is "Toonie Tuesday" across the Thames Valley District School Board community!

For the **WHOLE** month of February, our school is planning to participate in a very worthwhile fundraiser to help students across our District who are in need. During the month of February, we invite you to help our school communities by giving your child money to donate.

\*New this year! Donate via school cash online by selecting 'TVEF Fundraiser'!\*

**All the money** collected will go to the Thames Valley Education Foundation's **Caring Fund**, an emergency fund established to support extraordinary, emergency, personal or school related needs of students brought about by financial hardships.

The **Caring Fund** has provided clothing and toiletries when a student's possessions were destroyed in a house fire, purchased winter boots for children in an impoverished family and delivered food when cancer ravaged a local family's stability and income. These are *our* kids and *their* families, and we want to show them that the entire TVDSB community supports them.

To add some fun and a challenge, our school will have two challenges/goals. The first, we challenge every class to try to raise a minimum of 50\$ each. Each class that raises the minimum will gain an extra recess. The second challenge, the class that raises the *most* will win a pizza lunch paid for by the school.

We want to thank you for your past and ongoing support of school fundraisers. It is our hope that you and your family will help us with "Toonie February", which has the potential to assist so many of our own students and TVDSB students.

OXBOW CARE TEAM