

École Arbour Vista

Kirk Runciman, Principal
Kate Langedoc, Vice Principal

Esther Schletz, Office Co-ordinator

200 McCann St, Guelph, ON H1G 0C5
School Website: www.ugdsb.on.ca/arbournvista

Tel: 519-766-4555
Fax: 519-766-0705

Newsletter for February 2021

From the Principal's Desk

I hope this month's newsletter finds families safe and healthy. I would like to take this opportunity to acknowledge the amazing efforts of our students, who successfully pivoted to online learning following the holiday season. Students quickly learned online etiquette of keeping their microphones off and raising their hands in a virtual environment while waiting to respond. Students have also completed a tremendous amount during their time online. I know this is an extremely challenging time for students, not seeing their friends everyday at school. I commend them for the resilience and patience they have demonstrated during this time. I also want to thank our parent community for their efforts with respect to supporting our students, while balancing their own work at home. I also want to recognize the incredible work that our teachers have been doing online with students. Transitioning to a new learning environment in short order, while in some cases supporting their own family's at-home learning, is a monumental task. Congratulations and thank you to everyone for making this move to online learning as seamless as possible...we all hope it ends soon.

K. Runciman
Principal

School Council Hosts the Board's Mental Health Lead, Virtually

On Wednesday, February 17th, School Council will be hosting Jenny Marino, the Upper Grand District School Board's Mental Health Lead, in a virtual setting. During this time, Jenny will be available to answer questions from parents about supporting their children's mental health. Parents are encouraged to access the link below to ask their questions. Jenny will receive the questions in-advance and respond to each query during the course of the February 17th meeting. A link to the virtual meeting will be forwarded to the individuals who submit a question(s) to Jenny. Please note that the virtual meeting scheduled for February 17th will be from 6:30 p.m. to 8:00 p.m.

<https://forms.gle/fND6o7zWMY5teN2N6>

Reading in English

As you know, students in the French Immersion Program receive 100 percent of their instruction in French from Junior Kindergarten until Grade 3. Beginning in Grade 3, and every year thereafter, a portion of each day is spent learning in English. To this end, students in the Primary grades should be reading **AND WRITING** in English at home on a regular basis. Students in upper grades should also be reading in English on a regular basis. Thank you for supporting your child with reading and writing at home!

How Mathematics Helps Children Learn About Language

Mathematics offers opportunities to develop cognitive language as well as subject-specific vocabulary, which sometimes carries a different meaning to that of every day language (e.g. table, point, difference, etc.)

- Children learn a range of ways to talk about calculations (what is the sum of ...?, what is the total...? etc);
- Problem solving provides opportunities for children to use modal verbs such as might, could, couldn't and must to reason and predict;
- Learning about shape and space offers opportunities to use the language of comparison (longer, longest, wider than, etc); and positional language (next to, between, in the middle of, below, etc);
- Data handling and interpretation provides opportunities for children to formulate questions as well as interpret and explain findings;
- To explain strategies and reasoning used, children will need to use logical connectives (e.g. if...then, therefore, because, consequently, etc) and time connectives (e.g. first, then, next, afterwards, finally, etc) to sequence their explanation;
- Oral and mental work in mathematics provides opportunities for modelling, rehearsing and using the language of mathematics;

Teaching Inferencing At Home

Talking with your child about everyday life is the cornerstone for future success in inferential thinking. Share the thinking behind your decisions. Be willing to admit you are not sure about something, but explain what your thinking is so far. A conversation like “Look at those dark clouds. I’m guessing we’re going to get some rain this afternoon” or “I’m going to stop reading for a minute so we can think together about what this all means” will help you child develop his ability to think and infer.

Report Cards

Term 1 report cards will be sent home on Thursday, February 18th. In the event students are scheduled to be online on February 18th, parents will be informed in-advance of how their child’s report card will be delivered.

Talking About Mental Health - Tests and Stress

Taking tests is stressful for most students. However, there are lots of ways that your child and youth (and you!) can decrease the stress related to tests.

Anticipate stress and be ready for it.

- ✓ Practice relaxing activities every day so during stressful times you already know how to cope.

Eat well

- ✓ Learning and remembering takes a lot of energy. Keep healthy snacks close by so you can refuel easily with what your body needs to feel good and think clearly.

Sleep

- ✓ During sleep, our brains make connections and consolidate our learning. Research has shown that during sleep, our brain cleans out toxins to allow for more learning to occur the next day.

Drink lots of water

- ✓ Hydration is very important for good brain function. Cut down on caffeine, which contributes to the stress response and to poor sleep.

Move

- ✓ Activity increases energy, stimulates brain growth and increases mood. Take regular active breaks; even 5 minutes of walking outdoors can make a difference.

Pause and relax

- ✓ Take time to relax. Do some deep breathing. Listen to music. Meditate. Go outside. Write in a journal. Do some stretches. Go for a walk. Draw or doodle.
<http://youth.anxietybc.com/relaxation> has some great examples of how to relax.

Connect

- ✓ Talk to your friends.
- ✓ Talk to your parent or a caring adult about how you are feeling.
- ✓ At school, you can talk to your teacher, principal or CYC for support.

6 Tips to foster Scientific Thinking at Home

See science everywhere. Parents can take opportunities to ask "What would happen if ...?" questions or present brainteasers to encourage children to be curious and seek out answers. Children need to know that science isn't just a subject, but it is a way of understanding the world around us.

Lead family discussions on science-related topics. Dinnertime might be an ideal time for your family to have discussions about news stories that are science based, like space shuttle missions, severe weather conditions, or new medical breakthroughs. Over time, children will develop a better understanding of science and how it affects many facets of our lives. Movies and TV shows with science-related storylines are also great topics for discussion.

Encourage girls and boys equally. Many girls are left out of challenging activities simply because of their gender. Be aware that both girls and boys need to be encouraged and exposed to a variety of subjects at a very early age.

Do science together. Children, especially elementary-age children, learn better by investigating and experimenting. Simple investigations done together in the home can bolster what your child is learning in the classroom. Check with your child's teacher on what your child is currently learning in class and what activities you can explore at home.

Connect science with a family vacation. Family vacations are a great way to explore science. It could be a hiking trip where you explore nature or a discussion on tides during a beach vacation.

Show excitement for Science!

Reference:

"NSTA Science Matters: Tips for Busy Parents - National Science"

<http://www.nsta.org/sciencematters/tips.aspx>.



Monthly environmental activities to help celebrate our planet

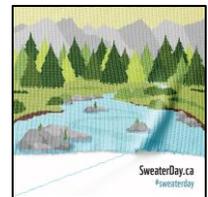
February 4th is National Sweater Day!

Make the Earth better by wearing a sweater

Celebrate International Sweater Day on February 4th!

National Sweater Day is a fun way to learn about the importance of saving energy and to inspire you to use less heat all winter. Heating accounts for 80% of residential energy use in Canada. If all Canadians lowered their thermostats by just 2 degrees Celsius this winter, it would reduce greenhouse gas emissions by about 4 megatons – that's equivalent to taking nearly 700,000 cars off the road!

http://www.wwf.ca/events/sweater_day/



National Sweater Day is about thinking differently about how we use energy, where our energy comes from and how we can play an important role in fighting climate change by using energy wisely. It is designed to help

raise awareness about renewable energy and change behaviours around energy consumption in Canada.
assets.wwf.ca/downloads/nsd_2017_en_school_toolkit.pdf

Ideas for your family to celebrate Sweater Day!

- Turn down your thermostat and wear a sweater!
- Ask your children to brainstorm with you about ways to save energy at home. Make a pledge to implement as many as you can.
- Research the differences between climate and weather. Ask your child to characterize some different climate types (polar, tropical, coastal, etc.).
- Read a children's book on conservation such as: *Why Should I Save Energy?* by Jen Green. Encourage lots of discussion and questions.
- Valentine's Day is just around the corner - use recycled materials to create your cards this year!

For more ideas and fun things to do on International Sweater Day, please take a look at this pdf supplied by WWF assets.wwf.ca/downloads/nsd_2017_en_school_toolkit.pdf