

GATOR NEWS

Chris Popofski, Principal | Linda Ellis, Office Coordinator

Balanced School Day

Start of Day - 8:35
8:35-10:15 Instructional Time
10:15-10:35 Nutrition Break
10:35-11:00 Outdoor Recess
11:00-12:40 Instructional Time
12:40-1:00 Nutrition Break
1:00-1:25 Outdoor Recess
1:25-3:05 Instructional Time
End of Day - 3:05

Important Dates:

Mar 11 to 15 - March Break

Mar 19 - Live Free Campaign - Bring A Toonie - Help Support Our Nutrition Program

Mar 21 - Spirit Day - "Welcome Spring"

Mar 27 - Grade 6 VIP Presentation

Apr 3 - Gr 6 to 8 - Sledge Hockey

Apr 5 - PD Day



Principal's Message:

It is hard to believe that Spring is hopefully right around the corner! It has been a very busy month at Gateway Drive. We have had many guest speakers, Scientist In The Classrooms, and a Valentines Dance. The students continue to work hard in their classes, both independently and collaboratively with their peers. We are continuing to focus on teaching math through number talks and problem solving school-wide. This provides our students with the chance to solve real -life problems linked to the math curriculum.

Finally, a reminder that March Break starts on Monday, March 11th to Friday, March 15th this year. We hope you enjoy this special week and that you have the opportunity to spend extra time together as a family!

Thanks

Chris Popofski



School Council News:

Family Skate Night :

- It was a huge success with a great turnout of over 40 students and family members.

Next meeting is **Wednesday April 17, 2019** at **6:30pm** in the school library. We would love to see you there!

Don't forget to follow us on Facebook:

Gateway Drive Public School Council



Junior Basketball:

Mr. Kenney couldn't be prouder of the way the Juniors represented Gateway at their City Basketball Tournament. Both teams should be very pleased with their performance.....Thanks for a great season.



School Parking Lot:

A reminder for student safety, with spring around the corner. The parking lot and loop in front on the school during pick up and drop off time is closed. Only staff, buses and parents with proper parking permits will be allowed into and out of the lot. Please see the memo below about parking.



Live Free:

Could you give up something for one day and donate a toonie or the value of that item to our student nutrition program? Live without your coffee or dining out for a week or live without chocolate? Whatever you choose, you will be helping kids "Live Free" from hunger and directly supporting Gateway's Nutrition Program. For some students, the snack/breakfast program is their only food of the day. For others, it is an extra pick me up that they need to get through the rest of their day. Please remember to send in a donation for what you are giving up on Tuesday March 19th.



Gator "AID":

Gator "AID" is an online reporting tool that encourages your child to problem solve when issues arise in class or on the yard at school. This tool gives your child time to think about the issue and reflect upon their actions or next steps. All emails go directly to Mr. Popofski.



Follow us on Twitter:

@GatewayDrivePS



Join the global Movement! Celebrate Earth Hour on March 30th at 8:30pm.

*This Earth Hour, help shine a light on climate change
Switch off your light and switch on your social power!*

Earth Hour's mission is uniting people to protect the planet by raising awareness of about climate change and encouraging positive action.

Earth Hour is more than an event. It is a movement that has achieved massive environmental impact, including legislation changes by harnessing the power of the crowd.

Ideas for your family to do for Earth Hour!

A simple event can be just turning off all non-essential lights on March 30th from 8:30-9:30 pm. For one hour, focus on your commitment to our planet. To celebrate, you can:

- prepare a candle lit dinner
- talk to your neighbours, or invite people over
- stargaze, or go camping in your backyard
- play board games, or charades
- host a concert, or a sing-a-long
- create or join your own community event
- have an Earth Hour every month!

The possibilities are endless!

(Select information taken from: www.earthhour.org)



Talking About Mental Health: March 2019

Did you know that there are scientifically proven benefits of being kind! That's right. Just the act of being kind has been shown to stimulate the same part of the brain as those who receive an act of kindness. The simple act of kindness can:

- Reduce the stress hormone cortisol
- Increase sense of positive mood and satisfaction
- Help with physical health including lowering blood pressure
- Increase sense of happiness
- Increase feelings of "calm"



- Improve the mood of somebody simply witnessing the act of kindness

Kindness is also something that is TEACHABLE. Dr. Ritchie Davidson of the University of Wisconsin states that: “It’s kind of like weight training, we found that people can actually build up their compassion ‘muscle’ and respond to others’ suffering with care and a desire to help.”

As a family, you can:

- Make a conscious effort to recognize and say something kind about each other or someone else
- Give everyone in the family sticky notes to leave kindness notes to each other around the house
- Challenge everyone to do a random act of kindness every day for a week and have dinner time discussion about what everybody did that day
- Make an effort to identify and appreciate kindness that has been received

The weather may not be “playing nice” with us here in Southern Ontario these last weeks but we can still give our brain and our mental health a winter “boost”! So go out and notice kindness, receive kindness and give kindness this month.



Jenny Marino, Mental Health Lead
Follow me on Instagram @ugdsb_mental_health

***Newsletters from now on will be online. If you require a hard copy they will be found in the office. You can also register on our website to get it emailed to you. A school calendar has also been added to our website to keep you up to date.**

March Updates

- These programs aren't running during March Break: Lab Rats, Get Movin' Mondays, Brain Fit, and Adult Badminton
- We're looking for Committee Members! Are you passionate about our community, looking to get involved and able to meet monthly? Get in touch! :)

FREE Tax Clinics

*Tuesday, March 27 from
5-7pm at Ecott Place*

*Wednesday, March 28
from 5:30-7:30pm at the
WECC*

**REGISTRATION
REQUIRED!**

PD Day Camp

*Friday, April 5 from
8:30-4:30pm, Gateway PS*

\$25/kid: includes extended
care and two snacks!

Gym time, outside time,
and arts & crafts.

**REGISTRATION
REQUIRED!**

 pgng96@gmail.com

 519- 824- 6340

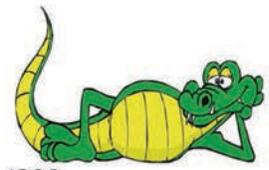
 Parkwood Gardens
Neighbourhood Group

 @ParkwoodGardens



GATEWAY DRIVE P. S.

MR. C. POPOFSKI, PRINCIPAL
MS. L. ELLIS, OFFICE CO-ORDINATOR



33 GATEWAY DRIVE, GUELPH, ONT, N1H 6X1 519-824-4300

March, 2019

Dear families,

A reminder for student safety, with spring around the corner. The parking lot and loop in front on the school during pick up and drop off time is closed. Only staff, buses and parents with proper parking permits will be allowed into and out of the lot. Please see the memo below about parking.

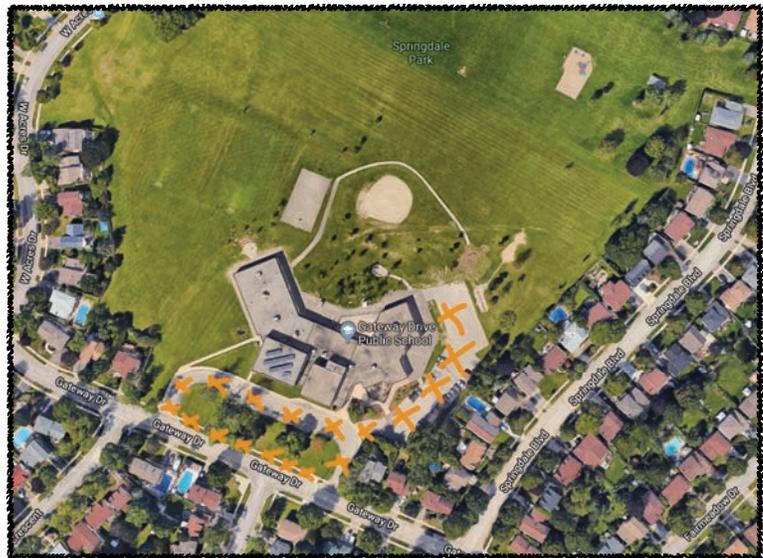
Attached is a map to indicate where the no parking zones are around the school.

You can help by:

- Encouraging your child to walk to school or walk with them (this provides some great family time and health benefits),
- Parents are encouraged to park on the following streets: West Acres, Gateway Drive, Queensdale & Springdale
- Talk about a pick up location with your child (e.g., park entrance West Acres, park entrance Springdale)
- Parking in available parking zones only and respecting our neighbours' private property,
- Crossing at the intersections of the streets at the corners with our Street Patrollers,
- Reporting unsafe conditions to the office, Guelph police or By-Law enforcement.

Thank you for your support in keeping our students safe.

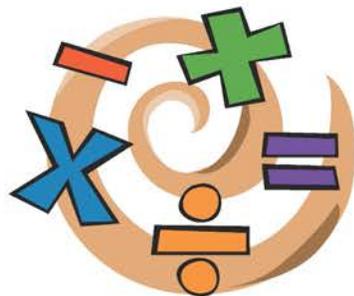
- **X** indicates no parking
- Parking can be found on the following streets: West Acres, Gateway Drive, Queensdale
- Park entrances make great drop off and pick up locations - West Acres & Springdale



Sincerely,

Chris Popofski
Principal

UGDSB Home Tip Sheet: Strategies to Add, Subtract, Multiply, and Divide



Why are we teaching strategies versus going straight to memorization?

- "Strategies help students find an answer even if they forget what was memorized. Discussing math fact strategies focuses attention on number sense, operations, patterns, properties, and other critical number concepts."
- "Children should learn their number facts. However, they would benefit from learning these facts by using an increasingly sophisticated series of strategies rather than by jumping directly to memorization."

Focusing on
the Fundamentals
of Math

A TEACHER'S GUIDE

These are quotes
from the newly
released Ministry
of education
document pictured
above

Are teachers still teaching the way parents learned?

- Yes
- Our curriculum calls this the "standard algorithm"
- Teachers have the knowledge to know WHEN to teach the standard algorithm
- Example: students would begin to learn the standard algorithm for addition WHEN they have a solid understanding of place value (ie. they can easily break a 2 digit number into tens and one)

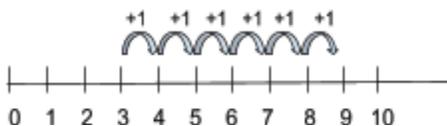
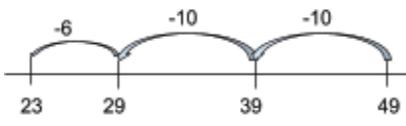
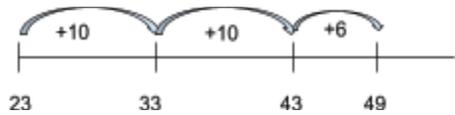
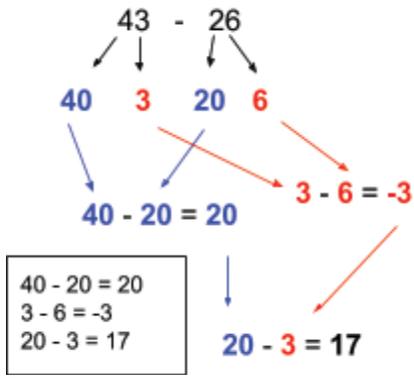
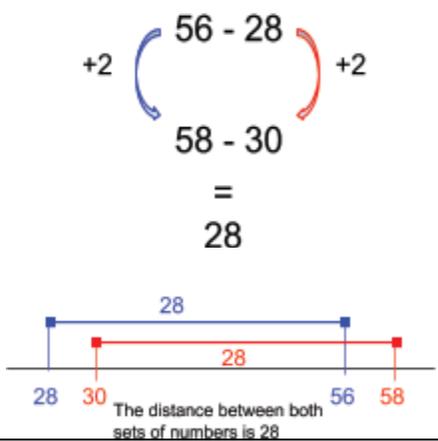
Homework

"I want to help my child with their math homework, but I don't understand how to help them. They say the need to use a specific strategy but I have no idea what that strategy is."

- Use the guide below to help
- Show your child the sheet to help you identify what strategy they are working on
- Give it your best shot
- If you and your child are still struggling feel free to stop. Communicate to the teacher in the child's agenda or a note that your child tried to do the homework but was unable to use the strategy requested.

Counting All	Counting On	Adding Up in Chunks																				
<p><u>Strategy Explained:</u></p> <p>$3 + 2$</p> <p>When counting all, the child counts to find the quantity of the first number (one, two, three on one hand), counts to find the quantity of the second number (one, two on the other hand), and then counts both hands to find the total.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>1 2 3</p> <p>1 2 3</p> </div> <div style="text-align: center;"> <p>1 2</p> <p>4 5</p> </div> </div>	<p><u>Strategy Explained:</u></p> <p>$7 + 5$</p> <p>When counting on, the child starts with one of the numbers and counts on from this point. Children should be encouraged to count on from the larger number as they get more comfortable with this strategy.</p> <p>Example "7...8, 9, 10, 11, 12"</p>	<p><u>Strategy Explained:</u></p> <p>$45 + 28$</p> <p>When adding up in chunks, a child will keep one addend whole and add the second number in easy-to-use chunks</p> <p>Example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>$45 + 28$</p> </div> <div style="text-align: center;"> <p>$45 + 20 = 65$ $65 + 8 = 73$</p> </div> </div>																				
Doubles/Near Doubles	Friendly Numbers	Place Value/Partial Sums																				
<p><u>Strategy Explained:</u></p> <p>$6 + 7$</p> <p>When using doubles or near doubles, the child uses the recall of their doubles facts to help them efficiently add.</p> <p>Example "I know 6 plus 6 is 12, so 6 + 7 is one more than that...13"</p> <p>$6 + 6 = 12$ SO $6 + 6 + 1 = 13$</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>●</td><td>●</td><td>●</td><td> </td><td> </td></tr> <tr><td>●</td><td>●</td><td>●</td><td> </td><td> </td></tr> </table> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>●</td><td>●</td><td>●</td><td>●</td><td>○</td></tr> <tr><td>●</td><td>●</td><td>●</td><td> </td><td> </td></tr> </table> </div>	●	●	●			●	●	●			●	●	●	●	○	●	●	●			<p><u>Strategy Explained:</u></p> <p>Students add to or subtract from one of the addends to make an easy number to add.</p> <p>Example:</p> <p>$23 + 48$ $48 + 2 = 50$ (round) $23 + 50 = 73$ $73 - 2 = 71$ (fix)</p>	<p><u>Strategy Explained:</u></p> <p>When using place value, the child breaks each number (decomposes) into multiple numbers based on their place value, and then like values are combined.</p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center;"> <p>$34 + 28$</p> </div> <div style="text-align: center;"> <p>$20 + 8$</p> </div> </div> <p>$30 + 20 = 50$ $4 + 8 = 12$ $50 + 12 = 62$</p>
●	●	●																				
●	●	●																				
●	●	●	●	○																		
●	●	●																				

SUBTRACTION

Adding Up/Counting Back OR Removal	Adding Up in Chunks/Removal in Chunks	
<p><u>Adding Up Strategy Explained:</u></p> <p>9 - 3</p> <p>Students start at 3 and add up until they arrive at 9</p>  <p><u>Counting Back Strategy Explained:</u></p> <p>9 - 3</p> <p>Students start at 9 and count backwards 3</p> 	<p><u>Removal in Chunks Strategy Explained:</u></p> <p>This strategy is essentially 'take-away' but using more efficient counting strategies to do so.</p> <p>49 - 23</p> <p>49 - (10 + 10 + 3) = 26</p> <p>OR</p> <p>49 - 23</p> <p>49 - 20 = 29</p> <p>29 - 3 = 26</p> 	<p><u>Adding Up in Chunks Strategy Explained:</u></p> <p>This strategy is based on students understanding that subtraction can be the difference or space between two numbers.</p> <p>49 - 23</p> <p>23 + 10 = 33</p> <p>33 + 10 = 43</p> <p>43 + 6 = 49</p> <p>10 + 10 + 6 = 26</p> 
Friendly Numbers	Place Value and Negative Numbers	Keeping a Constant Difference
<p><u>Strategy Explained:</u></p> <p>Students add to or subtract from the subtrahend to make an easy number to subtract.</p> <p>Example #1</p> <p>49 - 23</p> <p>23 - 3 = 20 (round)</p> <p>49 - 20 = 29</p> <p>29 - 3 = 26 (fix)</p>	<p><u>Strategy Explained:</u></p> <p>Each number is broken apart into its respective place value then subtracted based on place value.</p> 	<p><u>Strategy Explained:</u></p> <p>Adding or subtracting the same quantity from both the subtrahend and minuend maintains the difference between the numbers.</p>  <p>The distance between both sets of numbers is 28</p>

MULTIPLICATION

Skip Counting/ Repeated Addition

Strategy Explained:

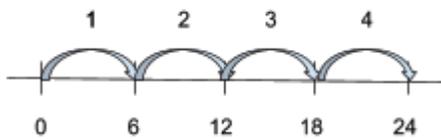
Students count (or add up) by a number to find the product

4 x 6 as 4 groups of six

4, 8, 12, 16, 20, 24

4 + 4 + 4 + 4 + 4 + 4 = 24

4 x 6



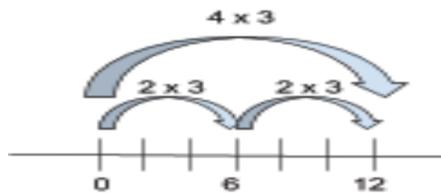
Doubling

Strategy Explained:

Students use their knowledge of skip counting and doubles or x2 facts to determine the product in more complicated situations.

4 x 3

2 x 3 = 6
2 x 3 = 6



Friendly Numbers

Strategy Explained:

Students use facts they know to help them solve facts they do not know.

9 x 8

10 x 8 = 80 * we added one more group of 8
80 - 8 = 72 * we took that extra group of 8 away
9 x 8 = 72

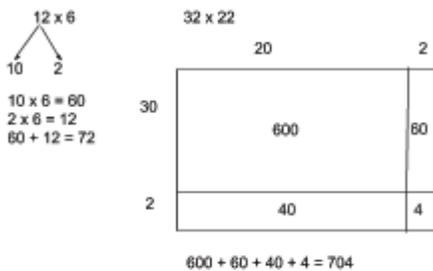
7 x 6

7 x 5 = 35 * start with a related fact we know
35 + 7 = 42 * adding one more group of 7
7 x 6 = 42

Partial Products

Strategy Explained:

Students look at the numbers being multiplied and split one (or both) numbers into numbers they are comfortable with.

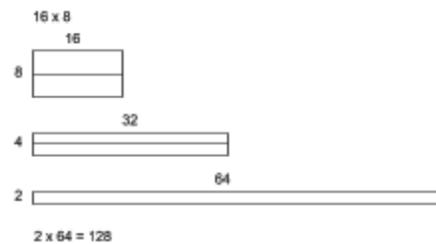


Doubling and Halving

Strategy Explained:

Students understand that if they double one number and halve the other number they will have an equivalent expression.

12 x 4
12 x 4 = 24 x 2
24 x 2 = 48 x 1



Breaking Factors into Smaller Factors

Strategy Explained:

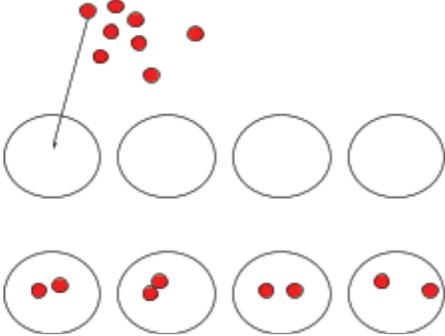
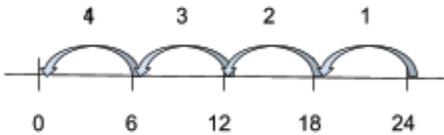
Students understand that they can

12 x 6
12 x 6 = 2 x 6 x 6
12 x 6 = 2 x 36
12 x 6 = 72

12 x 13
12 x 13 = 3 x 4 x 13
12 x 13 = 3 x 52
12 x 13 = 156

divide a number into its factors if this makes the problem easier for them to solve.

DIVISION

Fair Sharing/ Sharing Out	Repeated Subtraction/ Repeated Addition	Partial Quotients
<p><u>Strategy Explained:</u></p> <p>Students share out into the corresponding number of groups until there are no more to share.</p> <p>$8 \div 4$</p> 	<p><u>Strategy Explained:</u></p> <p>Students count backwards or repeatedly subtract to find the answer.</p> <p>$12 \div 4$</p> <p>$12 - 4 = 8$ $8 - 4 = 4$ $4 - 4 = 0$ $12 \div 4 = 3$</p> <p>$24 \div 6$</p> 	<p><u>Strategy Explained:</u></p> <p>Students use facts they know to take chunks away until they arrive at the answer.</p> <p>$42 \div 3$</p> <p>$30 \div 3 = 10$ * 3 will fit into 42 at least 10 times, but still 12 left $12 \div 3 = 4$ * 3 fits into the remaining 12 4 times $42 \div 3 = 14$</p>
Multiplying Instead	Halving and Halving	
<p><u>Strategy Explained:</u></p> <p>Students use their understanding of multiplication to help them solve division questions. This works because multiplication and division are inverse operations.</p> <p>$64 \div 8$</p> <p>$8 \times ? = 64$ $8 \times 8 = 64$ $64 \div 8 = 8$</p>	<p><u>Strategy Explained:</u></p> <p>Students understand that if they divide each number in a division question by the same number it will create an equivalent question. They can use this understanding to make the question easier.</p> <p>$96 \div 8$</p> <p>$96 \div 8 = 48 \div 4$ * dividing each number by 2 $48 \div 4 = 24 \div 2$ * dividing each number by 2 $24 \div 2 = 12 \div 1$ * dividing each number by 2 $96 \div 8 = 12$</p> <p>Students do not have to divide each number by 2. If they can see that a bigger number is a factor of both numbers they can divide with that number. In the above example, they student could have started to divide both numbers by 4.</p>	

NATALIE ACHONWA PRESENTS



BASKETBALL CAMP

University of Guelph, Gryphon Athletic Center

March 8th from 6-9pm

March 9th from 9a-12p & 1-3pm

Age: Grades 4-10

Price: \$100 per camper

Includes: Ace of Hoops T-shirt,
autograph card & photo

 BRING YOUR OWN BASKETBALL 

REGISTER: WWW.NATALIEACHONWA.COM