James McQueen PS

Together, Making A Difference…One Student At A Time

March Newsletter

From The Principal's Desk

In most years, at this point in time, I would be thanking council for their hard work on the Valentine's dance. Who would have thought that it would have to be cancelled not once, but twice! At our next school council meeting, on March 6th, we will discuss an alternative event. Information will be shared after this meeting. You are always welcome to attend school council meetings which you will find to be welcoming, fun and informative!

Our intramural floor hockey has been running along well, with our students displaying wonderful effort and cooperation. Our students have also enjoyed participating in skating, Mad Science and dress-up days.

We are fortunate to have many wonderful volunteers at James McQueen! From helping in the classrooms, to helping with Food and Friends, to helping on trips, our volunteers enrich the learning environment at our school. Thank you for taking the time to give to our students and staff! Please contact the office if you would be interested in volunteering some of your time; volunteers are always welcome!

Let's hope Spring isn't too far away!!

Sincerely, Mr. Creighton

March Break

March Break this year takes place from March 11-15th, 2019. Enjoy the break!

Please Keep Checking!

Please remember that it is very important to check your child regularly for head lice and report it to the school office if found.

Inclement Weather Reminder

Just a reminder, as winter approaches, so does the possibility of bus cancellations and school closures. Please check the Student Transportation Website (STWDSTS) for updates or listen to the local radio stations. Remember, we are the BLUE division (Centre Wellington).

Please Note-If your child is a bus student, you do not need to contact the office if they will be absent on a "No Bus" day. However, if your child is a not a bus student, and your child will be absent on a "No Bus", please ensure you contact the office to report their absence.

Milk Orders Online!

Milk will now be available to order online on a monthly basis. You will have the option of white or chocolate on a daily basis for the entire month. April milk sales open on March 11 and close on March 24, 2019. Milk tickets will still be available to purchase at the office.

Pizza Orders

Pizza orders for April will be due to your child's teacher by **Monday, March 25th**. Please remember that we cannot accept late orders. You may pay by cash, cheque or online but you **MUST SEND AN ORDER FORM WITH YOUR CHILD** no matter how you pay! If you wish to pay by cheque, please make payable to: James McQueen PS. You may also include more than one child on your cheque but you MUST send an order form for each **child to their teacher.**

Any profits from pizza days go towards supporting the current students in our school. Some examples of this include the purchase of iPads for every classroom, the building of the second sand pit in the school yard, reducing bus costs for class trips, supporting school council in the cost for scientists in the school, the purchase of equipment for the yard, supporting school council in greening and playground projects such as creating the storefronts, the planting of trees, and the longer term project of maintaining and enhancing our green space.

Talking About Mental Health: March 2019

Random Acts of Kindness

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

Dates To Remember…

Friday, March 1	Gr.'s 1-3 skating at the Fergus Sportsplex 9:30-10:30 & 12-1
Tuesday, March 5	Mad Science Live Free Zumba Family event 6-7:30 PM
Wednesday, March 6	School Council Meeting 6:30 PM

Monday March 11 - Friday, March 15 MARCH BREAK

Wednesday, March 20	Scientists in School-Wasson
Thursday, March 21	Green Legacy Assemby –PM
Friday, March 22	Twin Day!
Monday, March 25	April Pizza Orders Due
Wednesday, March 27	Gr. 1 students to Sugar Shack at Island Lake Outdoor Ed Centre -Dean & Zamora AM
Thursday, March 28	Gr. 1 students to Sugar Shack at Island Lake Outdoor Ed Centre -Bennett, Pearson & Schieck -AM
Friday, March 29	Comfy Cozy Day!

Monthly environmental activities to help celebrate our planet

April 22nd is Earth Day!

"Look deep into nature, and then you will understand everything better." - Albert Einstein

Celebrate Earth Day on April 22nd!

waystogogreenblog.com

Founded in 1990, Earth Day Canada inspires people of all ages across the country to connect with nature and build resilient communities as well as foster an intrinsically motivated, enduring commitment to stewardship and conservation.
https://earthday.ca/about/

Earth Day 2018 Theme: End Plastic Pollution

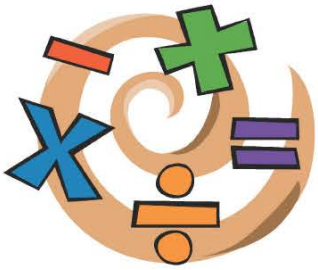
From poisoning and injuring marine life to disrupting human hormones, from littering our beaches and landscapes to clogging our waste streams and landfills, the exponential growth of plastics is now threatening the survival of our planet. Earth Day 2018 is dedicated to providing the information and inspiration needed to fundamentally change human attitude and behavior about plastics. https://earthday.org

Ideas for your family to celebrate Earth Day:

- **Get involved with Earth Day 2018's Theme** https://www.earthday.org/yourjourney2018/ Download your Plastic Pollution Primer to learn more about this problem and act to help **End Plastic Pollution!**
- **Spend a day outside.** In the garden with your family, plant vegetables, trees or native flowers and attract native animals and pollinators. Or join a local community event to help clean your neighbourhood or restore local plant life.
- **Make commitments to cut down on your energy usage as well as waste.** Turn lights off, power down electrical devices, turn down your thermostat and only do full loads of laundry and dishes. Always bring cloth bags when shopping, refuse to buy over packaged products, and lug a mug instead of using non-recyclable coffee cups.
- **Learn more about the environment and the effects of global warming.** Encourage awareness and promote the Reduce, Reuse and Recycle way of life.

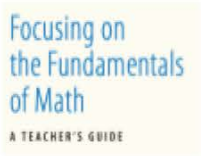
Remember that every day is Earth Day! Don't restrict yourself to just one day a year. Make environmental actions and caring about the planet a habit - on Earth Day and every day.

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."



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.

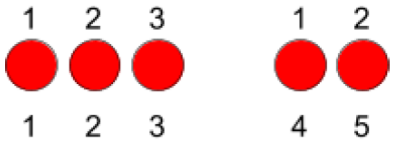
ADDITION

Counting All

Strategy Explained:

3 + 2

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.



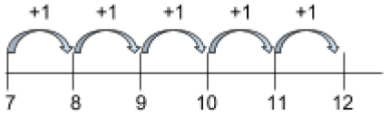
Counting On

Strategy Explained:

7 + 5

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.

Example
"7...8, 9, 10, 11, 12"



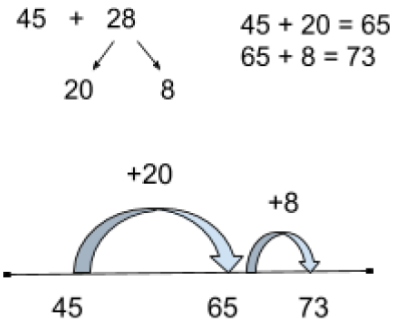
Adding Up in Chunks

Strategy Explained:

45 + 28

When adding up in chunks, a child will keep one addend whole and add the second number in easy-to-use chunks

Example:



Doubles/Near Doubles

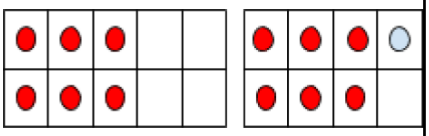
Strategy Explained:

6 + 7

When using doubles or near doubles, the child uses the recall of their doubles facts to help them efficiently add.

Example
"I know 6 plus 6 is 12, so 6 + 7 is one more than that...13"

6 + 6 = 12 SO 6 + 6 + 1 = 13



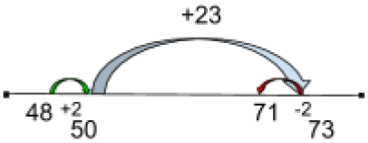
Friendly Numbers

Strategy Explained:

Students add to or subtract from one of the addends to make an easy number to add.

Example:

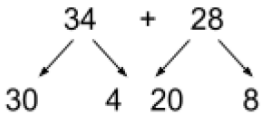
23 + 48
48 + 2 = 50 (round)
23 + 50 = 73
73 - 2 = 71 (fix)



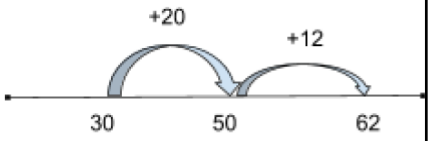
Place Value/Partial Sums

Strategy Explained:

When using place value, the child breaks each number (decomposes) into multiple numbers based on their place value, and then like values are combined.



30 + 20 = 50
4 + 8 = 12
50 + 12 = 62



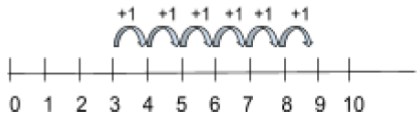
SUBTRACTION

Adding Up/Counting Back OR Removal

<u>Adding Up Strategy Explained:</u>

9 - 3

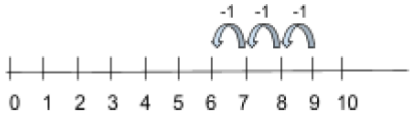
Students start at 3 and add up until they arrive at 9



<u>Counting Back Strategy Explained:</u>

9 - 3

Students start at 9 and count backwards 3



Adding Up in Chunks/Removal in Chunks

<u>Removal in Chunks Strategy Explained:</u>

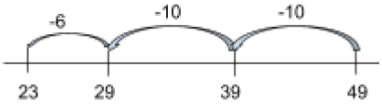
This strategy is essentially 'take-away' but using more efficient counting strategies to do so.

49 - 23

49 - (10 +10 +3) = 26

OR

49 - 23
49 - 20 = 29
29 - 3 = 26

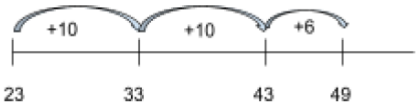


<u>Adding Up in Chunks Strategy Explained:</u>

This strategy is based on students understanding that subtraction can be the difference or space between two numbers.

49 - 23

23 + 10 = 33
33 + 10 = 43
43 + 6 = 49
10 + 10 + 6 = 26



Friendly Numbers

<u>Strategy Explained:</u>

Students add to or subtract from the subtrahend to make an easy number to subtract.

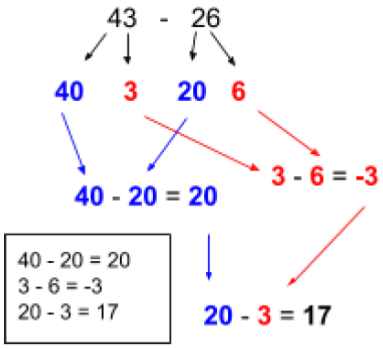
Example #1

49 - 23
23 - 3 = 20 (round)
49 - 20 = 29
29 - 3 = 26 (fix)

Place Value and Negative Numbers

<u>Strategy Explained:</u>

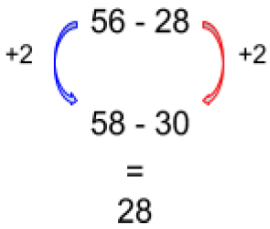
Each number is broken apart into its respective place value then subtracted based on place value.

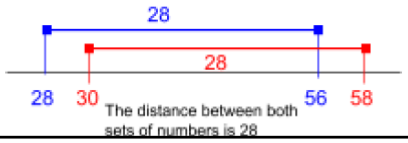


Keeping a Constant Difference

<u>Strategy Explained:</u>

Adding or subtracting the same quantity from both the subtrahend and minuend maintains the difference between the numbers.





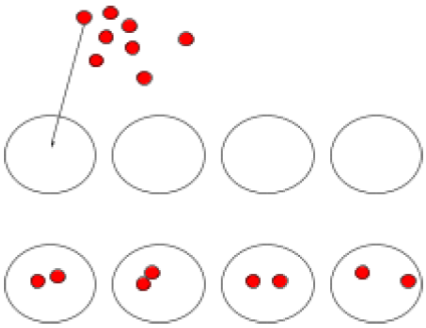
DIVISION

Fair Sharing/ Sharing Out

Strategy Explained:

Students share out into the corresponding number of groups until there are no more to share.

8 ÷ 4



Repeated Subtraction/ Repeated Addition

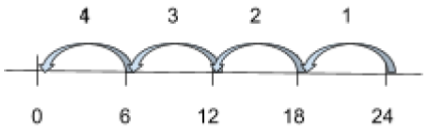
Strategy Explained:

Students count backwards or repeatedly subtract to find the answer.

12 ÷ 4

12 - 4 = 8
8 - 4 = 4
4 - 4 = 0
12 ÷ 4 = 3

24 ÷ 6



Partial Quotients

Strategy Explained:

Students use facts they know to take chunks away until they arrive at the answer.

42 ÷ 3

30 ÷ 3 = 10 * 3 will fit into 42 at least 10 times, but still 12 left
12 ÷ 3 = 4 * 3 fits into the remaining 12 4 times
42 ÷ 3 = 14

Multiplying Instead

Strategy Explained:

Students use their understanding of multiplication to help them solve division questions. This works because multiplication and division are inverse operations.

64 ÷ 8

8 x ? = 64
8 x 8 = 64
64 ÷ 8 = 8

Halving and Halving

Strategy Explained:

Students understand that if the 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.

96 ÷ 8

96 ÷ 8 = 48 ÷ 4
* dividing each number by 2
48 ÷ 4 = 24 ÷ 2
* dividing each number by 2
24 ÷ 2 = 12 ÷ 1
* dividing each number by 2
96 ÷ 8 = 12

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.

MULTIPLICATION

Skip Counting/ Repeated Addition

Strategy Explained:

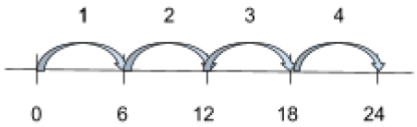
Students count (or add up) by a number to find the product

4 x 6 as 4 groups of six

4, 8, 12, 16, 20, 24

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

4 x 6



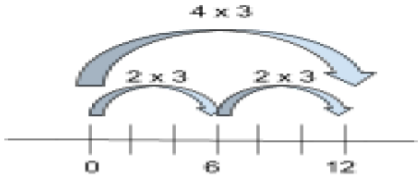
Doubling

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

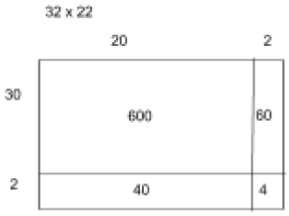
7 x 5 = 35 * start with a related fact we know
35 + 7 = 42 * adding one more group of 7
7 x 6 = 42

Partial Products

Strategy Explained:

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

10 x 6 = 60
2 x 6 = 12
60 + 12 = 72



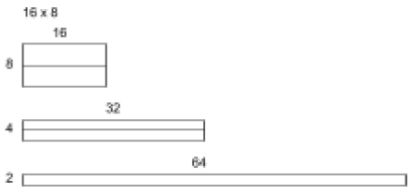
600 + 60 + 40 + 4 = 704

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



2 x 64 = 128

Breaking Factors into Smaller Factors

Strategy Explained:

Students understand that the 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.