



Ashley Oaks Public School

We make a difference through the 3 R's: Respect, Responsibility and Recognition

March 2021

Principal: J. Hicks

Vice Principal: A. Ingram

Superintendent: P. Skinner

Trustees: S. Polhill and L. A. Pizzolato

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Ashley Oaks P.S. Website: <https://ashleyoaks.tvdsb.ca/en/index.aspx>



From the Office...

What a winter! There has been enough snow and cold over the last few weeks to last a lifetime. We appreciate the effort of all our parents and students who have trudged through the snow and extreme cold with strollers and kids in tow to arrive at school on time. Our custodians and snow removal company have had to keep up and make sure that our sidewalks have been maintained but it has been a challenge. Our snow blower just hasn't been able to keep up! A huge thank you to Mr. Danaskos for helping to keep us safe. Hopefully we've seen the last of the snow and the warm weather will return. A reminder that this Friday is a P.A. day. Our staff will be focussing on high impact instructional practices, safe and accepting schools, special education and mathematics.

New Covid-19 Decision Tool

The health unit has updated the decision tool for schools and parents/ caregivers. If a student has one of the following symptoms:

fever, cough, hard to breathe, decrease loss of taste or smell, sore throat, stuffy/ runny nose, headache, nausea, vomiting, diarrhea, muscle aches, tiredness, they must be sent home along with their siblings until Covid-19 can be ruled out. Please [click here](#) to see the document for more information.

From the ESL Department: LITERACY TIPS FOR PARENTS

The best time for children to start learning to read and write is when they are very young. This is when they begin to develop positive attitudes and basic skills. Reading to children and talking to them about their ideas (even if those ideas don't make sense to you right away) helps children reach a deeper level of understanding. If you and your child are more comfortable in a language other than English, please use it! Reading and talking to your child in the language of your home is very beneficial.

Learning to read and write involves a number of stages that eventually lead to reading fluently and writing clearly. The next few pages capture the development of literacy from the early years to the junior grades and beyond.



أفضل وقت للأطفال كي يبدأوا بتعلم القراءة والكتابة هو عندما يكونوا صغاراً جداً. هذا عندما يبدأون بتطوير مواقف إيجابية ومهارات أساسية. إن القراءة للأطفال والتحدث معهم عن أفكارهم (حتى لو كانت هذه الأفكار لا معنى لها للوهلة الأولى) تساعد على الوصول لدرجة أعمق من الفهم. إذا كنت أنت وطفلك تشعران بالارتياح للغة غير الإنجليزية، يرجى استعمالها. إن القراءة والكتابة لطفلك في لغتك الأولى مفيدة جداً.

Reference: Reading and Writing with Your Child, Kindergarten to Grade 6: A Parent Guide - Page 4

Full resource available at:

<http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

Parking

A friendly reminder to please avoid parking in our bus lanes. This area is designated for specialized transportation that requires curbside pick up.



Ashley Oaks PS dismissal time is 3:30p.m.

Parents who would like to sign their children out are required to contact the office to do so.



Please keep in mind that every minute of instruction is valuable learning time.

We therefore request that you **limit early sign-outs** to appointments and/or special circumstances.

Any after school arrangements must be made in advance of the school day.

Positive Attendance Habits

- Prepare school bags, clothes, and lunches the night before
- Give your child an alarm clock and ensure it is set the night before
- Create and maintain morning and evening routines
- Make sure your son or daughter gets enough sleep and has a nutritious breakfast
- Schedule all appointments for your child before or after school, on weekends, PA days or vacation days, whenever possible
- Post school schedules and calendars at home, in a visible place
- Plan family vacations for non-school days only
- Help your son or daughter develop a positive attitude towards school
- Communicate often with your child's teachers and request assignments missed for approved absences

From the Library Learning Commons

We have just ordered some amazing books for our Library Learning Commons. We would like to thank staff for their input for some amazing titles that will be arriving soon! We have selected books that represent our diverse school such as "The Day You Begin, Antiracist Baby, When Stars Are Scattered and The World Needs Who You Were Made to Be!" We are also bringing in some new Graphic Novels such as the "Alex Rider" series and familiar titles like "Mr. Wolf's Class" and "Splatoon!" Finally, in our library, we will be bringing in new books for our K-3 students such as new Easy Readers with familiar faces and some fantastic picture books like "Pig the Pug, Who Would Win series" and "When We Are Kind" to further improve reading engagement! We are very excited to see them arrive!



Technology in our School

We are very fortunate to have received over 40 brand new Chromebooks to our school this month. They have been distributed along with some older devices that we had remaining throughout the school. Technology is very important in our school to help students with research, productivity and supporting our new math curriculum, especially in coding. We have also been using iPads to support our younger students with research using Pebble Go! Reminder, that all our Thames Valley students have access to some fantastic resources on our VLLC! They can be accessed through our Ashley Oaks Virtual Library Learning Commons bit.ly/vllcashleyoaks or directly <https://tvdsb.libguides.com/elementary/>.

Dates to Remember

Mar 5 – PA Day – NO SCHOOL
Mar 8 – International Women's Day
Mar 17 – St. Patrick's Day
Mar 21 – World Down Syndrome Day



Supporting Understanding of Division

For many students, division is a procedure to be learned and an unfriendly one at that. Many of us learned to *Divide, Multiply, Subtract, Bring Down* in a digit-focused procedure.

Granted, some do become proficient at this procedure. For many students and adults, however, the concept of division is lost in replicating the procedure. How can we keep the focus for children on understanding the meaning of division and help them to be fluent in tasks requiring division at the same time?

$$\begin{array}{r} 135 \\ 3 \overline{)405} \\ \underline{3} \\ 10 \\ \underline{9} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

First: Children need to understand that division and multiplication are related operations.

$488 \div 8 = \square$

So how many groups of 8 makes 488?

I know that 8×50 makes 400 /total 400

I know that 8×5 makes 40 /total 440

and another 8×5 makes 40 more /total 480

and then 8×1 makes the last 8 /total 488

how many 8s? $50 + 5 + 5 + 1 = 61$

Division shouldn't be scary. We want our children to think forwards and backwards in multiplicative situations and know they could use what they know about multiplication to handle division problems.

Second: Children need to get comfortable with a variety of situations where division makes sense.

Rate: Kyle earned \$72 for his 6 hours of work at the Sub Shack on Friday night. How much does he make per hour?

Comparison: Tina read 25 pages, which was 5 times as many pages as Gloria read. How many pages did Gloria read?

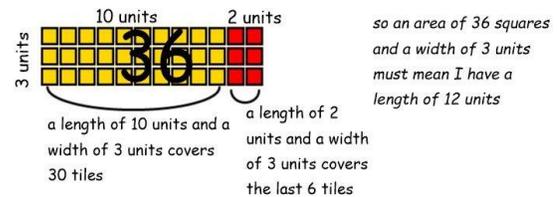
Area: The parallelogram covers 32 square units and has a base that is 8 units wide. How tall must the parallelogram be?

Combinations: Shirley's Pizza has 8 possible kids' combo meals with a main course and a side dish. If they offer 2 side dishes, how many main course dishes must they offer?

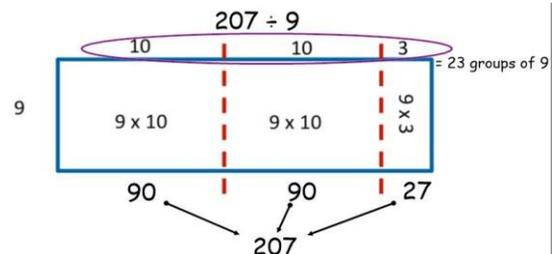
Third: Visuals and Strategies Help A Lot! Many children in Thames Valley schools are learning how to use arrays and number lines to facilitate their thinking in multiplication and division situations. These representations allow students to see and work with mathematical relationships and deepen understanding.

1) Building arrays are a particularly useful place for students to begin learning about

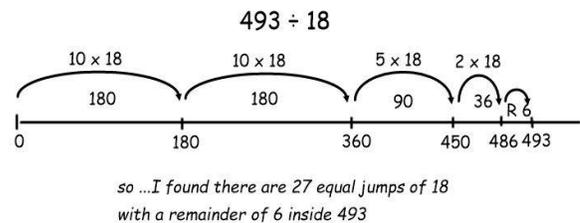
$36 \div 3$ means 36 tiles in a rectangular array with a width of 3. I have to find out how long the rectangle must be.



multiplication and division as they show equal rows and columns leading to a total number of squares. After building, our children can transition to using grids and open arrays to become more efficient.



2) Number Lines also support our children to keep a sense of the numbers as they work to find a solution for division questions. There is no one best way to handle division.



Our children are much better off, however, if we encourage them to work from a place of understanding rather than rule-following.

Home Connections in Mathematics

Are We There Yet?

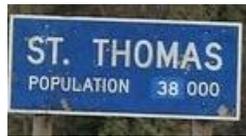
Short jaunts in the car can be a great time to continue to build your child's sense of numbers and how they are used in the world around us. Below are a few things you might try.

Count

Young children love to count, and counting is a foundational skill. Driving anywhere can provide lots of opportunities to count types of cars, buses or trucks. Children sometimes struggle to count over the decade or century- up and over a ten or 100. You can help to count up and over the decade or century by modelling counting and then discussing patterns in our number system. It is also valuable to take opportunities to count by numbers other than one. For example, you might count by twos to count the tires on trucks, count by fours for legs on horses or cows.

Notice, Read and Talk About Numbers in the World

Students often struggle relating a number to the quantity it represents. Try a scavenger hunt for different numbers. Challenge your child to find a spot where she might find about five, ten, 50 or 100 people. Discuss with her how to determine if she is close to the target. Older children might benefit from comparing populations to numbers familiar to them. The populations of smaller centres might be compared to the number of students in their school. Larger centres might be compared to the population of the town or city in which you live. By doing activities like these, we can help students develop a sense of quantity and personal benchmarks to use when estimating.



Engage in Real-life Proportional Reasoning

As students move from grade to grade, the curriculum requires them to do more and more proportional reasoning. Travelling presents many opportunities to engage your child in authentic situations where he or she considers how two quantities scale together. When filling the gas tank, have your child check



the level of the gas tank before filling. Share the capacity of the tank and ask them to predict the number of litres and the cost of the gas.

“Are we there yet?” is a great question to turn back on your children and play with. Share with them the length of the trip. Have them track on road signs the distance to the destination or the next stop. Predict the length of time to the destination based on the speed you are travelling, or the time taken to your current location. Check

predictions against the predictions on the GPS or App.



Play With Numbers

Some of the long hours in the car can be spent playing with numbers to enhance students'

understanding and enjoyment of math.

Guess My Number is a game that is easily played that reinforces some key ideas about the relative size of numbers. To play the game, select a range of numbers comfortable for the children playing. One player chooses a number and others try to guess that number. After each guess, a hint is given as to whether the guess is too high or too low. Challenge your child to develop a strategy to make the fewest guesses or develop a strategy with them.

McNugget Numbers are a set of numbers that can be fun to play with. Originally, Mc Nuggets were sold in boxes of 6, 9, and 20. A McNugget Number is a number you can make combining the numbers 6, 9 and 20. (For example, 15 is a McNugget number because you could order a box of 6 and a box of 9.) You could challenge younger children to find the numbers of McNuggets that could be ordered between 10 and 20 with only boxes of 6 and 9. Older students could be challenged to find numbers of McNuggets that could not be ordered with whole boxes of McNuggets or even the largest number that could not be ordered. (It is 43.) Finding all the McNugget numbers would be a great family challenge.



Children benefit from the opportunity to understand how numbers are used in the world in many useful and enjoyable ways.