



**2022**

*Mark Your Calendar*

<b>February 4</b>	<b>National Sweater Day</b>
<b>February 4-9</b>	<b>Candygram sales on SchoolCash Online</b>
<b>February 7</b>	<b>Parent WHY Survey Opens</b>
	<b>Winter Walk Day</b>
<b>February 9</b>	<b>Sibling and Grade 8 Grad photos day</b>
<b>Feb. 14-25</b>	<b>Student WHY Survey, grades 4-12</b>
<b>February 14</b>	<b>Candygram Deliveries</b>
<b>February 17</b>	<b>Report Cards are available on the Parent Portal</b>
<b>February 21</b>	<b>Family Day - No School</b>
<b>February 22</b>	<b>Hot Lunch programs start</b>
<b>March 11-18</b>	<b>March Break</b>

**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. 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 all.

### Winter Walk Day

Our Winter Walk Day was scheduled for Wednesday, February 2nd..... And then the weather made things super slippery and we have had to reschedule it for Monday, February 7th. Please be sure to dress weather appropriately.

### WHY Surveys

In February, the Upper Grand District School Board will be collecting information on student health and well-being from youth, parents/guardians/caregivers and school staff. The *Well-Being and Health Youth Surveys* are designed to help us understand how well we are doing creating safe, welcoming, and inclusive environments in our schools. It also provides important information about the physical and mental health of youth in our area. More information will be emailed to parents on February 7th.

Students in grades 4-12 will be participating in the WHY survey from February 14-25. Refusal option will also be emailed to parents on February 7th.

### Hot lunches

Hot Lunches have been approved. We will start with Pizza, subs and milk. Order forms, schedules and more information is to follow. The Hot Lunch Program will start the week of February 21.

### Candygrams

Our Student Council will be selling Candygrams to raise funds for Student Council activities. The sales will be via SchoolCash online. The sales are open from February 4-9 and will cost \$2. Each package contains a package of fizzy candy, a stamp and a roll of Rockets. The orders will be delivered on February 14th at 2nd recess.

### 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.

As educators, we are often asked “How can I best support my child’s learning?”. The simple answer is Read, Read, Read! Developing a regular habit of reading will improve cognitive function, comprehension and the ability to navigate many subjects, such as math, science and the social sciences. 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 available for online viewing on the Parent Portal on February 17th. They can be accessed the same way that the Progress Reports were accessed.

## [Six 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 4<sup>th</sup> is National Sweater Day! Make the Earth better by wearing a sweater Celebrate International Sweater Day on February 4<sup>th</sup>! 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! 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.

### **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!

### **EQAO**

EQAO testing will be administered to students in grades 3 and 6 this year. The administration window is from May 4 to June 24, 2022. The exact dates for our school will be sent in April.

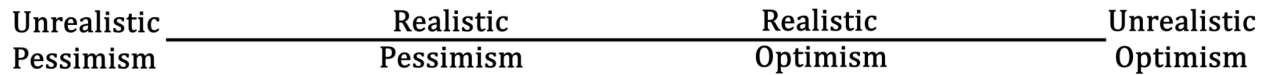
### **Wellness Works @ UGDSB Brought to you by the Wellness Works Team!**

This month at UGDSB our Wellness Work's theme is Realistic Optimism. What is Realistic Optimism?

Realistic optimism is:

- Believing that you will succeed with the right inputs like hard work and careful planning
- The tendency to look at the favourable side of events
- Expecting a positive outcome while preparing for obstacles and seeing ways to work around them
- A relatively stable expectation that good things will happen instead of bad

- A belief in the ability to learn and grow



Realistic optimism is not about always seeing the positive. It is about recognizing that obstacles exist, focusing on what we can control, and looking for opportunities to problem solve even during times of struggle. Realistic optimism requires the cognitive flexibility skills explored in October. Here are some ways you can explore realistic optimism this month:

**Self Talk:** What we say to ourselves can shift our perspective. Ask kids to listen to that little voice in their heads and notice what it is saying. Identifying what they are saying to themselves is the first step. Next, prompt them to create new statements that are framed in a more positive tone. “I’m going to fail that test tomorrow” could shift to “I am going to do the best I can on that test tomorrow”.

**Look for the Lesson:** When something doesn’t go as planned, it can be easy to resort to blame. Often, that blame is turned on ourselves. Instead, look for the lesson. Intentional reflection can help highlight the possibility for personal growth inside of a challenging situation. What has this situation taught you? What have you learned? This is a great skill that adults can also model for their children.

**SMART Goal Setting:** Sometimes we set goals that are unrealistic or too vague, which leads to feeling failure when we don’t accomplish them. Setting goals that are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely can help us celebrate small wins along the way, especially when connected to action tasks. Imagining what is possible and connecting it to the hard work needed to make it happen is realistic optimism in action!