



# JORDAN PUBLIC SCHOOL

2831 Reg. Rd. 81

Jordan, ON L0R 1S0

Principal: K. Leskiw-Janvary

Vice Principal: S. DeDivitiis

jor@dsbn.edu.on.ca

www.dsbm.edu.on.ca/schools/jordan

905-562-7491

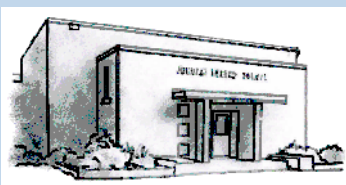


February  
2012

## Inside this issue:

Office	1
Greetings	
School Information/ Updates	2-6
Curriculum	7-10
Calendar	11

**Character Trait  
for February:  
Integrity**



## Greetings from the Office

Throughout January, staff and students reviewed the qualities that are needed in order to be responsible citizens. As well, students have been encouraged to set educational and personal goals as we head into the final term of the year. The continuous learning at Jordan Public School is impressive to experience and tremendously rewarding. As a staff, we recently reviewed what we have accomplished this year and what we'd like to continue to focus on. Jordan's staff is truly committed to providing the best possible learning environment and opportunities for all of our Jaguars!

We have some exciting events to look forward to throughout this month. Be sure to carefully review the attached calendar so you can help your child to plan accordingly. We look forward to meeting our future Jaguars on **Thursday, February 2<sup>nd</sup>**, during our **Kindergarten Open House**. We are thrilled to offer a **full day Kindergarten program this September 2012**. Be sure to spread the word and remind your neighbours to visit Jordan Public School's Kindergarten Open House. We always enjoy our Spirit Days which students on Student Parliament determine. Details of these dates are found in the newsletter and marked on the monthly calendar. **February 9<sup>th</sup>** is a special benchmark for students and staff as we celebrate 100 days of learning this school year! Along with this celebration, students will be bringing home their term one **report cards**. It is extremely valuable when you review your child's report card with them. Ask specific questions like: "Which subject do you find most engaging? Why?" "How can you challenge yourself in term two?" "As a learner, which skill do you find most challenging? Why? What is a realistic goal that you can strive to achieve to improve that learning skill?" Of course we always look forward to a Valentine's Day celebration on the 14<sup>th</sup>. There is an Early Release Day on Friday, February 17<sup>th</sup>, followed by Family Day on Monday, February 20<sup>th</sup>. We hope that you are able to spend special time with your loved ones on this holiday weekend.

A night that is specifically designed with parents in mind is on **Wednesday, February 15<sup>th</sup>, from 7:00-8:30 p.m.** Dick O'Brien is coming to Jordan School to speak with parents about "Raising Resilient Children". Data gathered from the fall surveys that went home indicated that Mr. O'Brien's presentation was a first choice for almost all parents in the Jordan, Campden and Jacob Beam school communities. We will be providing child care services which we hope will make it more manageable for you to attend this event at Jordan School. More information will be coming home with your child in the near future.

Winter's colder temperatures may be here (well, some days), but we have a way that will keep us warm at Jordan: a READ-A-THON! We can't think of a better way to spend a portion of a day in a pair of cozy pyjamas while reading a great book! Mark your calendars for **Thursday, March 8<sup>th</sup>**, as we make plans for our final school fundraiser. More information will be sent home later in the month. As always, we appreciate your support and generosity as we plan for ways to engage students and raise money to purchase items that are not covered in our budget. Your ideas and suggestions to provide the best learning environment and opportunities for our Jaguars are always welcome. Thank you for helping us achieve our mission: "We, the staff, parents and community of Jordan School, are committed to providing each student with a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning."

We will strive to...

1. promote learning activities which will help the overall growth of each student;
2. develop a sense of self-worth, responsibility and respect;
3. encourage our students to believe in themselves."

Karen Leskiw-Janvary, Principal

Sara DeDivitiis, Vice Principal

## School Advisory Council

Our next meeting is on **Tuesday, February 21<sup>st</sup> at 6:30** in our library. Your ideas and support are valued and we would love for you to join us! The principal's report will include information on: full day Kindergarten; bell times for the 2012/2013 school year; fundraising initiatives; DSNB'S French Immersion and The Academy programs; and more. Please contact our Chair, Melanie Vander Veen, if you have any questions.



## Playground Committee

This group of dedicated parents meet just prior to our

School Advisory Council meeting. We are scheduled to meet on **Tuesday,**

**February 21<sup>st</sup> at 5:45.** Letters were recently sent home to each Jordan School family asking for support as we begin raising money for a new play structure. Any contribution that you make is much appreciated! Please contact Erin Campbell or Amanda Ewert for more information.



## Library Benches

Once again, we extend our most sincere thanks to Ray Simmonds, Devon C.'s stepdad, who built, and generously provided the material for, the three beautiful benches in our library. As we work at making our library a fantastic "Learning Commons", special features like the reading benches will help us create an atmosphere where students want to learn.

**"Don't let what you cannot do interfere with what you can do."**

*John Wooden*

## Changes in Routine

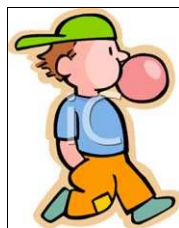
If there is a change in your child's routine (e.g., appointment, vacation, not taking the bus home, etc.), please let us know through a note or phone call. You are able to place a call at any time as we have an answering machine in the office. Without a note or phone call, we are unable to honour requests by children to alter their routines. To ensure the safety of all students, we appreciate your cooperation. Bus regulations prohibit students from taking a different bus to/from school. Thank you for your understanding of this.

## Camp Wahanowin

This is a reminder to parents of students in our Grade 7/8 class that the next instalment for camp is for **\$125.00 on Thursday, February 9<sup>th</sup>.** Please contact the office if you need to make alternate arrangements for this payment. All cheques are made payable to Jordan Public School.

## Spirit Days and Education Foundation of Niagara

Our Student Parliament continues to recognize the importance of being good citizens and supporting local organizations who reach out to us. Two spirit days in February will be designed to help The Education



Foundation of Niagara (EFN), which supports children of Niagara. On **Friday, February 3<sup>rd</sup>,** we will offer students the opportunity to wear a hat for \$1.00 and/or chew gum for \$1.00. As well,

on **Thursday, February 16<sup>th</sup>,** students will be invited to wear formal clothing to school. There is no cost for dressing in formal attire, however, we will have a photo area set up in our library for any student who would like to have their picture taken. Each 4X6 photo will cost \$2.00, with our profit going to EFN. Students will be able to have a group photo or individual photo taken if they wish. Spirit Days are a wonderful way to demonstrate our Jaguar spirit and have some fun!

**"We make a living by what we get, but we make a life by what we give." Winston Churchill**



## Swim to Survive Program

The Education Foundation of Niagara has partnered with the new Grimsby YMCA and has graciously offered Jordan's Grade 3 students an opportunity to participate in the program, "Swim to Survive". The Lifesaving Society believes that swimming is a life skill that all children need to learn. For more information please refer to their website: <http://www.lifesavingsociety.com>. Detailed information will be coming home with your child if they are in Grade 3. Thank you EFN and Grimsby YMCA!

## Throw No Snow

Safety of our students and staff is our number one priority; therefore, our policy is to throw no snow. Snow/ice throwing jeopardizes the safety of others

and we take this rule very seriously. Reminders on announcements, in newsletters, assemblies and in classrooms are made on a regular basis. Thank you for talking to your child about their responsibility to play safely.



## Rocks and Rings

Our students were introduced to the exciting sport of curling on Friday, January 13<sup>th</sup>. Curling provides us with the opportunity to be physically active, to think strategically and to team build. Best of all ... we enjoyed some great fun! The cost of this program was covered by part of the profits from our magazine sales. Thank you!

## Early Release Day

On **Friday, February 17<sup>th</sup>**, staff and administrators will participate in afternoon professional development that supports the goals in our School Improvement Plan. Students will arrive home approximately 3 hours earlier on this day. There is no transportation for our kindergarten students on their return home. Please make arrangements to pick up your child in kindergarten at 11:25 on the Early Release Day.



## Family Day

We wish you and your family a fabulous Family Day on **Monday, February 20<sup>th</sup>**. Jordan School will be closed on this day so that all staff members can enjoy time with their loved ones.

## Board Designated Holiday and Winter Break

If you are making plans for Winter Break, please note that this year schools will be closed from **Friday, March 9<sup>th</sup> until Friday, March 16<sup>th</sup>**. Students will return to school on Monday, March 19<sup>th</sup>.

## Milk Orders and Hot Lunches

Thank you to Lisa Woodcock as she continues to find lunch options that satisfy our students and provide some convenience to parents. We are trialing a new program with "The Lunch Lady" for this month. Please ensure that your orders are in for the due dates as they are picked up at our office on the due date. Milk orders will now come home separately as they require a cheque made out to Jordan School. Please call the office if you have any questions about these two programs.



## Character Education

Throughout February, our character trait focus is "integrity". Integrity is standing up for what you believe is right, living by your highest values. It is being honest and sincere with others and yourself. You show integrity when your words and actions match. You practice integrity by thinking about the virtues that matter to you and by doing your best to live by them. When you make a mistake, you do your best to make amends and learn from this. You don't follow the crowd and you think for yourself. You do the right thing even when no one is watching!

***"If we don't stand for something, we'll fall for anything." Vic Kitchen***

Congratulations to the following students who demonstrated responsible behaviour throughout January:  
Carter, Quinn and Hunter JK/SK  
Tiffany, Timothy, Kierra and Sawyer 1/2  
Kamryn, Jorja and Blake 3/4  
Emily L., Mackenzie, Grace and Carley 5/6  
Madison, Sarah and Maggy 7/8

## Ipods, Phones, Nintendo DS, Cameras, Other Electronics and Toys

Electronic devices are very popular with students; however, these items are better left at home, unless the teacher has provided permission to bring them to school to enhance a presentation, etc. If you feel strongly about your child having a phone with them, then they must keep their phone in their locker throughout the day, and ask permission to use it while at school in case of an emergency. Our school phone is available for students to use when they need to contact parents. We appreciate your support with reminding your child to leave toys and electronic items at home as the school will not be held responsible if they are lost or stolen. These items will be kept with teachers if they are brought to school and can be collected at the end of the day. If students continue to bring toys/electronic devices to school, they will be kept at the office until a parent is able to pick them up. Many thanks for supporting us with this decision.



## Newsletter Draws

The winners of the Newsletter Draw for December and January were Cody (SK) and Parker (Gr. 7/8). They won gift certificates to Tote Sweet.



## DSBN Academy

The DSBN Academy was created from the recognition that education plays a vital role in helping children overcome the effects of life's challenges. The comprehensive social and academic support provided by DSBN Academy is key to empowering students become the first in their families to graduate from a post-secondary institution. Students at the DSBN Academy will be entering Grade 6, 7, or 8 for September 2012. These students demonstrate motivation, achieve at or just below grade level expectations, and have the potential to attend college or university. Students considered for the Academy have the potential for achieving good or excellent learning skills, particularly initiative, independent work, and responsibility. Please contact the school if you require additional information about the DSBN Academy.

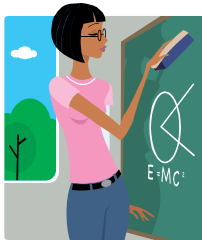
## Intermediate Basketball

Our intermediate girls' and boys' basketball teams are off to a great start in their regular season games. Thank you to Mrs. Sotola and Ms. Somers for coaching our girls' team and to Mr. Koop for our boys' team. Team members for our girls are: Sarah H., Grace J., Kayla M., Grayson R., Madi D., Sabrina M., and Abbi V. Special thanks to the following girls who are sharing the court with our intermediate girls: Mackenzie B., Emily L., Abby R., and Carley T. Our boys' team consists of: Wiley J., Mathew G., Aaron H., Zach W., Steven R., Frank E., Josiah M., Raimondo A., and Aidan P. The Practice Squad includes: Curtis H., Parker V., Brayden V., and Zac N. Go Jaguars!!



## Brock Teacher Candidate

Jordan's staff and students welcome Leisha Rowden who will be practicing her teaching skills at Jordan in the near future. Ms. Rowden will begin her teaching block by spending a few days, throughout February, observing in Mrs. Solyom's class in the mornings and in Madame Chapman's FSL classes in the afternoons. Teaching days for Ms. Rowden will include March 5<sup>th</sup> to April 27<sup>th</sup>.



## Mid Year Review for Grades 3 and 6

To ensure that we have the appropriate accommodations and conditions in place for our students to successfully complete the Primary and Junior EQAO assessments, DSBN has developed a mid-year review to be completed by the end of March. The purpose of the mid-year review is to provide teachers with further evidence of student learning and help determine next steps for teaching and learning. Part of our Early Release Day professional development will include examining the literacy portion of this review, reflecting on our current instructional practices, and then implementing strategies that will



address the learning needs of our students. Students will complete the mathematics portion of the review by the end of March.

## Inclement Weather

When weather conditions are dangerous, school closings and bus transportation cancellations may occur. Please do NOT call the school in the event this occurs as telephone lines must be kept open for emergency purposes. **Local radio stations:** CKTB 610 am, CHML 900 am, KLite 102.9 fm, EZ Rock 105.7 fm, Y-108 107.9 fm, Wave 94.7 fm, Htz 97.7 fm and The River 105.1 fm.



**Websites:** [www.dsbn.org](http://www.dsbn.org) and [www.nsts.ca](http://www.nsts.ca)

**Televisions Stations:** COGECO Cable 10, CHCH Television and City TV.

## Green Club

This month, the Green Club is focusing on an Energy Initiative. We're checking to make sure classroom lights and computer monitors are turned off when not in use. Let's all do our part, Jags!

## Expanding French Immersion for 2012

The District School Board of Niagara is pleased to now offer French Immersion beginning at the Grade 4 level across the system. In addition, as of September 2012, we will be implementing a Grade One French Immersion Pilot at 5 locations. As well as the new grade 4 entry, Grade 5 entry will continue across the Board for the 2012-2013 school year (Grade 7 will continue in St. Catharines and Niagara-on-the-Lake). More detailed information is on the DSBN website [www.dsbn.org](http://www.dsbn.org).

## JORDAN LIONS CLUB

Spaghetti Dinner  
February 15th from 5-8 p.m.  
Take out available

# It's all about FAMILY!

Family Day Free Skate! - Monday, February 20<sup>th</sup>, 2012

Sponsored by Family and Children's Services Niagara

Lace up! Come out and have some fun! Celebrate Family Day with some fun family time!  
Free Skate time sponsored by FACS will be offered at the following locations and times:

Fort Erie	Leisureplex	2:00 pm – 3:30 pm
Grimsby	Peach King Arena	1:00 pm – 4:00 pm
St. Catharines	Seymour-Hannah 4 Pad	9:45 am – 11:15 am
Lincoln	Jordan Arena	3:00 pm – 4:30 pm
West Lincoln	West Lincoln/Smithville Arena	11:30 am – 1:00 pm
Wainfleet	Wainfleet Arena	12:30 pm – 2:00 pm
Niagara-on-the-Lake	Meridian Arena	1:30 pm – 3:00 pm
*Niagara Falls	TD Rink at the Brink	12:00 pm – 2:00 pm
Port Colborne	Humberstone Arena	1:00 pm – 3:00 pm

*\*free skate and helmet rentals at Niagara Falls only*



## Foster Families Needed

Open your hearts and your home to local children and youth in need.

For more information on providing safe and temporary care for children in need

**Call 905-937-7731**

[www.facsniagara.on.ca](http://www.facsniagara.on.ca)

### Newsletter Draw

Thank you for reading our newsletter on-line. We are working hard at Jordan to "Go Green" and less photocopying certainly helps. Please inform the office if you wish to receive a hard copy of the monthly newsletter. We will send a "Blazecast" message to inform you when the monthly newsletter has been posted, but generally we try to complete it within the first few days of a new month. If you are reading the newsletter on-line, but would like the opportunity for your child to be included in our monthly draw, then send us a slip of paper indicating that you have read the newsletter and send the slip to the office. If you have more than one child that would like to enter the draw for a \$10.00 Tote Sweet gift certificate, simply create a slip for each child.

- I have read the newsletter
- I no longer require a hard copy of the monthly newsletter as I plan to read it on-line

Student's name: \_\_\_\_\_

Parent's signature: \_\_\_\_\_



## FREE Group Triple P Parenting Sessions in Niagara For Families with Children 2 - 12 years of age

**Spring 2012**



Seminar Date	Location	Time	Facilitators
Thursdays March 8 – May 3 (no class during March Break week)	<b>St. Catharines</b> Quest Community Health Centre 145 Queenston Street, Suite 100	9:30 am – noon	905-688-8248 ext. 7555
Mondays March 19 – May 14 (no class Easter Monday)	<b>St. Catharines</b> Ontario Early Years Centre (OEYC) 25 YMCA Drive	6 pm – 8:30 pm	905-688-8248 ext. 7555
Tuesdays March 20 – May 8	<b>Welland</b> Ontario Early Years Centre (OEYC) 12 Young Street	9:15 am – 11:45 am	905-688-8248 ext. 7555 <i>Child care is available</i>
Saturdays March 24 – May 12	<b>Thorold</b> Niagara Region Headquarters 2201 St. David's Road Campbell West – Committee Room 4	9:30 am – noon	905-688-8248 ext. 7555
Tuesdays March 27 – May 15	<b>St. Catharines</b> St. Catharines Regional Child Care 179 Carlton Street	6 pm – 8:30 pm	905-688-8248 ext. 7555
Thursdays April 5 – May 24	<b>Niagara Falls</b> OEYC - Mary Ward School 2999 Dorchester Road	6 pm – 8:30 pm	905-688-8248 ext. 7555 <i>Child care is available</i>
Thursdays April 12 – May 31	<b>Niagara Falls</b> OEYC - McBain Community Centre 7150 Montrose Road	9:30 am – noon	905-688-8248 ext. 7555 <i>Child care is available</i>
Thursdays April 12 – May 31	<b>Port Colborne</b> Ontario Early Years Centre Port Cares - 92 Charlotte Street	6 pm – 8:30 pm	905-688-8248 ext. 7555

Triple P stands for Positive Parenting Program. It is a well researched program which creates excellent outcomes for parents and children. The eight-week program aims to build positive behaviours in children and teens and confidence in parents. For more information and to register call:

**Parent Talk Information Line**  
 905-688-8248 or 1-888-505-6074

**Ext. 7555**

Information about the Triple P program can also be found at: [www.beagreatparent.ca](http://www.beagreatparent.ca) (search: Triple P)



February, 2012

Volume 2, Issue 5

# SCHOOL SUPPORT SERVICES

## ELEMENTARY

### ARTS EDUCATION: WHY IT MATTERS

The arts are an integral part of our children's lives. They provide important ways of making our lives meaningful. From an early age, children naturally immerse themselves in drama, dance, music, the visual arts, literary arts and media: to play, learn, communicate, celebrate and find out who they are. The arts both express and engage the human spirit in profound and powerful ways. They give our children and youth a sense of the world outside themselves, uniquely touching the timelessness of history and the limitlessness of the universe while helping them celebrate community. The arts are an integral part of Canadian society.

The Arts prepare children for the future, claims the internationally recognized educator, Sir Ken Robinson. Although we cannot know the future, its challenges will best be met by thinkers who are critical, creative and cooperative. The Arts provide one way of nurturing this in our children, for the Arts encourage independence and collaboration, and are unique in their power to communicate across barriers of language and culture.

We all benefit from the work artists do, whether we're at a movie, flipping through magazines at the dentist's office, shopping for stylish clothes, or browsing for a birthday card for a friend. The Arts build our world. They illuminate the world as it is and inspire us to imagine the world as it could be. Arts education helps children bring beauty to life.

#### Simple Steps: Ideas for Bringing the Arts Home

In addition to supporting a strong arts program in your child's school, you can help your child enjoy the arts outside of school by participating together at home, checking out resources online, or taking advantage of your community's cultural resources.

- Enjoy the arts together. Sing, play music, read a book, act out a story, dance, or draw with your child at home. Talk about the sounds, colours, lights, and movement you observe around you.
- Books! Help your child feel the rhythm in poems. "Read" the illustrations in picture books, as well as the text and ask questions that draw out ideas and opinions. Read books about the arts: knowing what others have done in an art form can be a source of inspiration. Also check out books that tell stories about specific visual artists, dancers, actors, and musicians. This will help them feel like they "know" various artists.
- Practice photography. Try taking pictures from different angles, different distances, and with the important objects somewhere other than in the centre. Work together on creating a family photo album, scrapbook, collage, or digital montage from pictures of family events, holidays or about a theme.
- Make videos together. Try organizing the shots ahead of time to tell a story as in filmmaking.

- Have an accessible collection of materials to encourage creativity in the arts: a variety of art tools and materials, old clothes for drama activities, found objects for rhythm and percussion. Art supplies make great gifts, too!
- Create a family art gallery or schedule an evening for family performances.
  - Visit web sites for simple activities to do at home with children of all ages and teens. Here are a few sites worth investigating:
  - [www.googleartproject.com](http://www.googleartproject.com) Explore museums from around the world, view hundreds of artworks at incredible zoom levels, and even create and share your own collection of masterpieces.
  - [www.incredibox.fr](http://www.incredibox.fr) Make your own beatbox band...Pump it up and chill!
  - <http://www.summeractivitiesforkids.co.uk/toddlers-creative-movement-home.html> Creative movement helps children learn about the space around them and encourages their innate creativity.
  - <http://www.artsconnected.org/toolkit/index.html> Explore the tools that artists use to build works of art.
- Attend local arts events like museum exhibits, plays, or outdoor concerts. Most communities have arts festivals, craft fairs, and seasonal celebrations that feature music and dancing.
- Attend presentations in the arts at your local schools, colleges, and universities, as well as those at professional venues to help your child experience excellence in the arts.
- Learn and sing through choirs, often found at no cost through local churches, houses of worship, and community groups. Visit community art galleries and museums to see many different types of art. Or simply browse through an art store just so your child can see a variety of artistic expression.

Some information obtained from: [www.ptotoday.com/sfn/arts.html](http://www.ptotoday.com/sfn/arts.html); [www.artsusa.org/public\\_awareness/get\\_involved/004.asp](http://www.artsusa.org/public_awareness/get_involved/004.asp) <http://www.americansforthearts.org>

## GOOD FIT BOOKS

Page 2

Reading “Good Fit” books is absolutely imperative if students are to progress as readers.

Children must spend the majority of their independent reading time engaged in books which they can decode and comprehend at very high levels. In her book, *Reading Essentials*, Regie Routman states that reading books which are too difficult does not help children, but in fact has an adverse affect on their growth and development as readers (page 93).

There is a very simple way to help your child choose good fit books. It is called IPICK. IPICK is an acronym that stands for: I choose books to read, Purpose, Interest, Comprehend, and Know the words.

We always have a PURPOSE when we choose a book. Whether it’s to learn about a certain topic, to continue with a beloved series, to try a new genre, to continue with works by a favorite author, or a variety of other reasons, the purpose is a key element in selecting a “good fit” book.

It is important that INTEREST not be overlooked when helping students learn to select books. Interest is crucial if we are going to get students to read the volume of material necessary to move them from survival readers to life-long readers who choose to read for information and pleasure. When we look at our own lives as readers, we realize that we seldom stick with books we are not interested in. Our motivation wanes, our minds wander, and we inevitably end up abandoning the text.

The last two things to consider when choosing a good fit book are:

COMPREHEND what we are reading and KNOW most of the words. If I have a book that meets my purpose and interest, but I either can’t read it or I can’t understand the words...it isn’t a “good fit” book for me.

**Here are some easy steps that you and your child can follow in order to choose “good fit” books:**

1. Have your child choose a book. This is the first I in IPICK which means “I choose books to read”.
2. Ask your child, “What is your purpose for choosing this book?” You may also want to ask, “Is it for fun or to learn something?” This is the P in IPICK which means purpose.
3. Ask your child, “Is this a book you are interested in?” This is the second I, which means interest.
4. Have your child read a page of the book. After your child reads the page, ask your child, “Who did you read about and what did they do?” This is the C in IPICK which stands for Comprehend. If it is a good fit book your child should be able to answer your question.
5. Have your child read another page (or use the same page) and ask, “Did you know the words?” This is the K in IPICK which stands for know the words. Your child should know all or almost all of the words in order for it to be a “good fit” book.

This ongoing dialogue will help children understand that books have to fit in order for us to be successful and have fun while reading. This will lead to children who are able to select books with a purpose, which they are interested in, that they can read and understand. They will go from being “pretend” readers to readers who don’t want to stop reading!

Adapted from Alicia Darby ©www.thedailycafe.com

## HOW PARENTS CAN ENCOURAGE TWEENS TO READ

**By: Reading Is Fundamental (2008)**

You know that reading is important and you want to make sure that your tween grows into adulthood with all the skills he or she needs to succeed. The following list offers suggestions for encouraging your tweens to read.

1. **Set an example.** Let your kids see you reading for pleasure.
2. **Furnish your home with a variety of reading materials.** Leave books, magazines, and newspapers around. Check to see what disappears for a clue to what interests your tween.
3. **Give tweens an opportunity to choose their own books.** When you and your tween are out together, browse in a bookstore or library. Go your separate ways and make your own selections. A bookstore gift certificate is a nice way of saying, “You choose”.
4. **Build on your teen’s interests.** Look for books and articles that feature their favorite sports teams, rock stars, hobbies, or TV shows. Give a gift subscription to a special interest magazine.
5. **View pleasure reading as a value in itself.** Almost anything your youngsters read — including the Sunday comics — helps

build reading skills.

6. **Read some books written for tweens.** Young adult novels can give you valuable insights into the concerns and pressures felt by tweens. You may find that these books provide a neutral ground on which to talk about sensitive subjects.
7. **Make reading aloud a natural part of family life.** Share an article you clipped from the paper, a poem, a letter, or a random page from an encyclopedia — without turning it into a lesson.
8. **Acknowledge your tween’s mature interests.** Look for ways to acknowledge the emerging adult in your tweens by suggesting some adult reading you think they can handle.
9. **Keep the big picture in mind.** For all sorts of reasons, some tweens go through periods without showing much interest in reading. Don’t panic! Time, and these tips may help rekindle their interest.

Reading is Fundamental. [All About Adolescent Literacy](http://www.adlit.org/article/23399/). 8 12 2011 <http://www.adlit.org/article/23399/>.

# HOW TO READ YOUR CHILD'S REPORT CARD

As educators, we recognize the importance of your role, as parent/ guardian, as a partner in your child's education. Studies have found the greater the support that families provide for their children's learning and progress, the greater the likelihood that their children will succeed at school. With this in mind, teachers work diligently to provide report cards that will communicate clear, meaningful information about:

- what your child is learning,
- how well your child is learning
- what strengths your child is showing
- what next steps are needed for your child's continued success
- how you might help your child at home

The report card, sent home on February 9, is the first of two Report Cards on which teachers will provide feedback about the achievement of your child. The second will be sent at the end of June. As with the Progress Report sent home in the fall, your child's development of learning skills and work habits are emphasized on the first page. These skills are integral to the success of students throughout their school career and long after they leave our care. Teachers assign a letter symbol to indicate the current level of achievement in each of six categories. The comment box provides space for teachers to reflect on areas of strength and plans for next steps to ensure your child's continued success. Teachers may indicate ideas to support your child in developing these skills at home.

**Ontario Ministry of Education**  
**Elementary Provincial Report Card**

Date: \_\_\_\_\_

Student: \_\_\_\_\_ OEN: \_\_\_\_\_ Days Absent: \_\_\_\_\_ Total Days Absent: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Times Late: \_\_\_\_\_ Total Times Late: \_\_\_\_\_  
 Board: \_\_\_\_\_ School: \_\_\_\_\_  
 Address: \_\_\_\_\_ Address: \_\_\_\_\_  
 Principal: \_\_\_\_\_ Telephone: \_\_\_\_\_

GRADE IN SEPTEMBER: \_\_\_\_\_

Learning Skills and Work Habits	E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
<b>Responsibility</b> • Fulfills responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour.				
<b>Organization</b> • Develops and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.				
<b>Independent Work</b> • Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision.				
<b>Collaboration</b> • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.				
<b>Initiative</b> • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others.				
<b>Self-Regulation</b> • Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.				

Strengths/Next Steps for Improvement: \_\_\_\_\_



Pages two and three of the report card provide feedback about specific subjects. Letter grades are used for grades 1-6, and percentage marks in grades 7 and 8. The marks provided reflect the work your child has done since September, 2011. Teachers have used their professional judgement in selecting a variety of opportunities for their students to best demonstrate their achievement. In the comment boxes, teachers strive to write, in language that is clear, about what your child knows and can do. They use this space to communicate your child's strengths regarding the learning goals of the term, as well as to identify next steps that your child will be able to act on. Look for ideas for how you might support your child at home.

The bottom of pages three and four of the report card provide a detachable form on which you and your child can reflect on accomplishments and set some goals for the upcoming term. It is important to return this slip to your child's school. The thoughts you share can provide a starting point for discussions in a parent teacher conference. Remember, the purpose of all evaluation and reporting is to improve student learning. Your child's success, now and in the future is our main priority. We appreciate your continued partnership in this vital job!

Student: \_\_\_\_\_ OEN: \_\_\_\_\_ Grade: \_\_\_\_\_

Subject	Report	Strengths/Next Steps for Improvement
	1 2	
<b>Language</b> <input type="checkbox"/> NA Reading <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP Writing <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP Oral Communication <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP Media Literacy <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP		
<b>French</b> <input type="checkbox"/> NA Oral Communication <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP Reading <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP Writing <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP Conv. <input type="checkbox"/> Immersion <input type="checkbox"/> Extended		
<b>Native Language</b> <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP <input type="checkbox"/> NA		Oral Communication, Reading, Writing
<b>Mathematics</b> <input type="checkbox"/> French Number Sense and Numeration <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP <input type="checkbox"/> NA Measurement <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP <input type="checkbox"/> NA Geometry and Spatial Sense <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP <input type="checkbox"/> NA Patterning and Algebra <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP <input type="checkbox"/> NA Data Management and Probability <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP <input type="checkbox"/> NA		
<b>Science and Technology</b> <input type="checkbox"/> ES/UELD <input type="checkbox"/> EP <input type="checkbox"/> French		Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems

© 2011 EDC (2011/02) © Queens Printer for Ontario, 2010 Grades 1-6 Page 2 of 4

## HAVING FUN WITH MATH DURING THE WINTER MONTHS

On those cold days when you're stuck in the house, take the time to play games with your child. Play board games, dice games, card games, dominoes, chess and backgammon. Solve puzzles together.

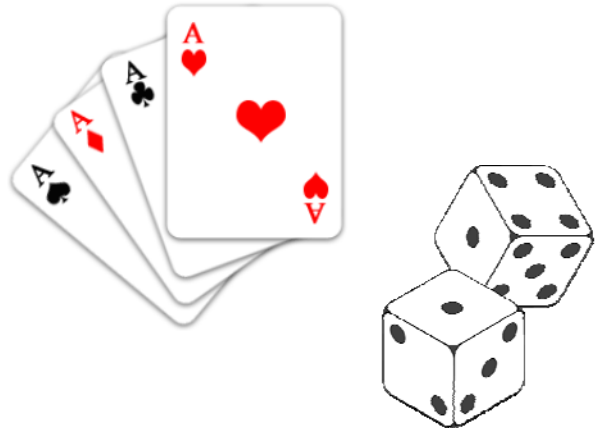
While playing ask questions:

- Who is winning? By how much?
- What number do you want to roll? Not want to roll?
- How many cards do you have left?
- Which card would be the most helpful? Least helpful?
- How many dots are there on this domino?
- Where could you move that piece?
- Which piece do you want to move next time?
- How did you know that puzzle piece went there?
- How did you add up those two dice? Cards?

Ask questions about their thinking?

- Why did you move this piece instead of that piece?
- What did you do to try to win the game or solve the puzzle?
- Would you do the same thing next time? Why or why not?
- What could you do to make it easier to win this game?

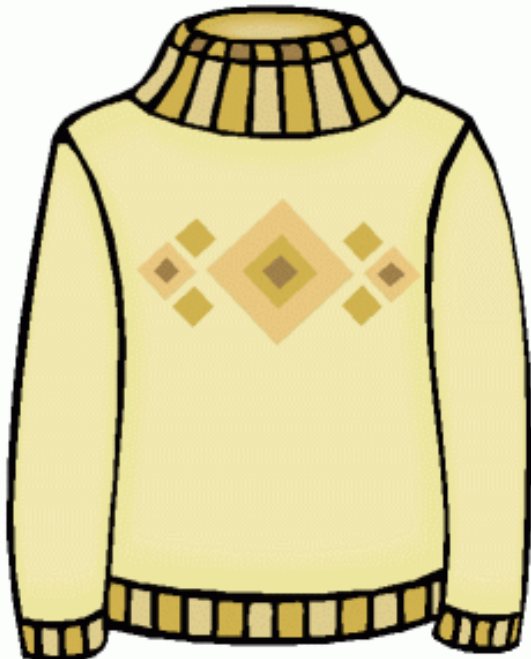
Remember to keep it FUN!



## ECO-CORNER

BROUGHT TO YOU BY: DSBN ENVIRONMENTAL SUSTAINABILITY COMMITTEE

**Sweater Day: February 9<sup>th</sup>, 2012.....A fun way to promote Sustainable Living**



Looking for a way to beat those cold Canadian winter-blues.....well cheer up with others who are participating in "Sweater Day". Sweater Day is a sponsored event by the World Wildlife Fund (WWF) Canada that was initiated last year...it challenges us to turn down the thermostat a couple of degrees and then invites everyone young and old alike to 'sport' a fun or favourite sweater to show their commitment to action on climate change.

Last year's event was a great success, seeing many DSBN schools filled with all sorts of 'favourite' sweaters on the day. Do you have a sweater that might be new, or from a decade past? Perhaps from a sports team? Or one that you have been saving for a special occasion?.....Then Sweater Day might be just right for you!


**How can you get involved?** Simply mark your calendars and on February 9<sup>th</sup>, turn down your thermostat by a couple of degrees and ask everyone to 'sport' their favourite sweater.....you might even find a creative way to celebrate the diversity of sweaters worn on this day.

For more info and ideas stay connected with WWF Sweater Day online @ [http://wwf.ca/takeaction/sweater\\_day/](http://wwf.ca/takeaction/sweater_day/)



# February 2012



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Character Trait Focus: Integrity		1 hot lunch Milk Orders go home	2 Kindergarten Open House 4-6:00 p.m.	3 \$2 Gumm Hat Spirit Day	4
5	6 Milk Orders due back	7 Litterless Lunch Day	8 day 9	9 day 10 Report Cards go home Camp Waharowin Installation due	10 day 11	11
12	13 day 2	14 day 3 Litterless Lunch Day	15 day 4 hot lunch 7-8:30 p.m. D. O'Brien Presentation to Parents	16 day 5 Food orders home Formal Wear Spirit Day	17 day 6 Early Release Day	18
19	20 Family Day	21 day 7 Litterless Lunch Day 5:45 Playground Com. Mtg. 6:30 SAC mtg.	22 day 8 Food orders due back	23 day 9	24 day 10	25
26	27 day 1	28 day 2 Litterless Lunch Day	29 day 3 9-15 Celebration Assembly "Integrity" hot lunch		March 9 March break starts	