School District No.85

WEEKLY NEWSLETTER

March (k̓wik̓wa'lan̓x) 4, 2022
(Everything Sprouting Time)

A. J. ELLIOTT ELEMENTARY SCHOOL
BOX 149
SOINTULA, B. C.
VON 3E0

Phone: 250-973-6331
Fax: 250-973-6553
E-mail: dgarrett@sd85.bc.ca
Website: ajes.sd85.bc.ca

MISSION STATEMENT

As a school community, we strive to enrich life's learning and celebrate the successes of each student as they develop their academic, cultural, athletic, and social skills. The strength of the school is the sense of family and community allowing each child to reach full potential in a safe and caring environment.

UPCOMING DATES TO MAKE NOTE OF:

3-Way Conferences	Mar. 7
Early Dismissal for 3-Way Conferences—12:36	Mar. 8
Junior Achievement—Intermediate Class	Mar. 10
Intermediate Family Math Strategy Night—Zoom—6:30	Mar. 14
Soup Day	Mar. 16
Junior Achievement—Intermediate Class	Mar. 17
Spring Break	Mar. 21 -Apr. 1
Students return from Spring Break	Apr. 4
Good Friday—no school	Apr. 15
Easter Monday—no school	Apr. 18

REMINDER!

Early dismissal on Tuesday, March 8th for 3-way Conferences.

SOUP DAY

Burrito Day was a 2 thumbs up!!

The students who prepared the ingredients were: Anika, Acacia, Harmony, and JR. The group that assembled the burritos were: Oaklynn, Juno, Leeland, Ruby, and Rylann.

Anca worked hard on this one but said it was all worth it as everyone enjoyed their burritos.

We would like to thank the Sointula Recreation Association for their support of the A. J. soup program.

Family Math Strategy Night—INTERMEDIATE

Save the Date!

Our second Zoom Family Math Strategy session is set for the evening of Monday, March 14th from 6:30-7:15. This session will cover strategies used in intermediate math (multiplication and division, perhaps fractions if there is time). This will be a time for your child to work with you on some of the strategies that we will demonstrate and discuss. There will be lots of time to ask questions as we go. A Zoom link will be sent out before our session. We hope you can join us!

Primary Science

The K/1/2/3s were studying fast changes on Earth this week. These pictures show the students getting ready to do an investigation on landslides.

FYI!

The School Board Office has created a Facebook page to make announcements for weather alerts, post jobs etc. Check it out!

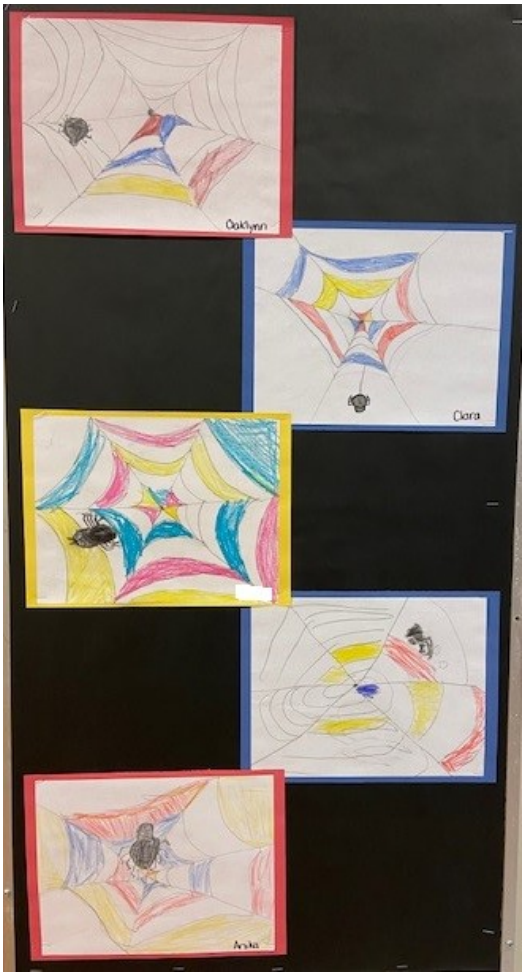
https://www.facebook.com/SchoolDistrict85

DRESSING FOR THE OUTDOORS!

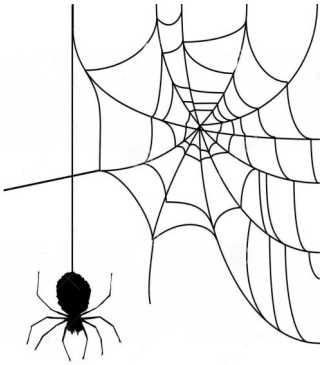
We are making good use of the sunny weather to get the students outside as much as possible. When it isn't raining, all students are now eating their lunch outside. We are also using our new outdoor classroom when the weather permits.

To make sure everyone is warm enough, we suggest that you have your children dress in layers and have a coat. The sun maybe out, but it is still quite chilly at times.

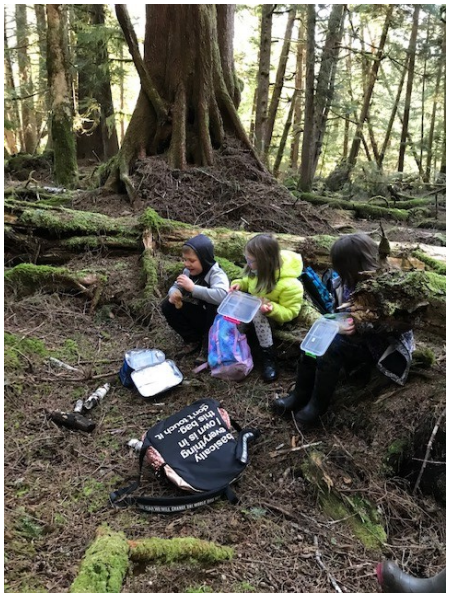
We are doing as much outdoor time as possible as fresh air is the best ventilation.



Piet Mondrian inspired spider webs by the K/1/2/3s



Mrs. Watson and the K-3 class heading out on their Friday hike.



On last week's hike, the K-3 class went on an out-doors excursion. The went on the Malm's Pond trail and then to the ball park for some play time.

Thank you to Mrs. Krkosek for a fun morning!

MATH CORNER

PRIMARY

Multiplication Basic Fact Strategies

Students begin building meaning for basic multiplication facts in kindergarten. Memorization isn't expected until the end of grade four (and even then it is just the 2s, 5s, and 10s). Here are a few strategies we use in class and you can support your child with at home:

- Anything x 0 is zero (e.g. 0 x 8 = 0 9 x 0 = 0)
- Anything x 1 is the same number (e.g. 8 x 1 = 8 1 x 8 = 8)
- x 10 count by 10s or add a 0 to the end of the number (e.g. 5 x 10 = 50)
- x 5 is half of x10 or count by 5s (e.g. 5 x 8 you can do 10 x 8 and cut that in half. 10 x 8 = 80 so 5 x 8= 40)
- x2 is double the other number (e.g. 2 x 6 is the same as 6 + 6)
- x4 is double double, you double the other number and then double it again (e.g. 4 x 6, you double 6 [6 + 6=12] and then double 12 [12 +12 = 24]
- x8 is double double double, you double the other number, then double it again, and then double it again (e.g. 8 x 6, you double 6 [6 + 6=12] and then double 12 [12 +12 = 24], and then double 24 [24 + 24 = 48]
- x6 think of 5 groups of the other number and then add on one more group (e.g. 6 x 7 do 5 x 7 and then add on one more 7 5 x 7 = 35 + 7 = 42
- x7 think of 5 groups of the other number and then add on 2 more groups (e.g. 7 x 7 do 5 x 7 and then add on 2 groups of 7
  5x7 = 35 2x7 = 14 then add them together 35 + 14 =49
- x9 think of 10 groups of the other number and then take one group of that number away (e.g. 9 x 6 instead do 10 x 6 and then subtract 6,
  10 x 6 = 60 - 6= 54)
- x3 think of it as double the other number and then add on one more group or skip count by 3s (e.g. 3 x 7 think 2 x 7 and then add on another 7)

MATH CORNER

INTERMEDIATE

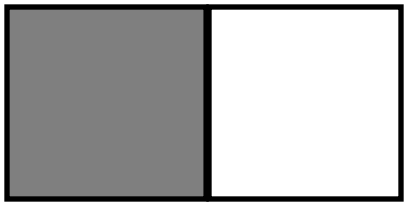
How to Find Equivalent Fractions

Learning about fractions is one thing, but finding equivalent fractions (fractions that have the same number of pieces) is so important when thinking about parts to wholes.

One way I learned to find equivalent fractions for school was to multiply the top by the bottom of a fraction. When starting to learn though, it is often better to use a picture to make an equivalent fraction.

One way to do this is to draw the two fractions:

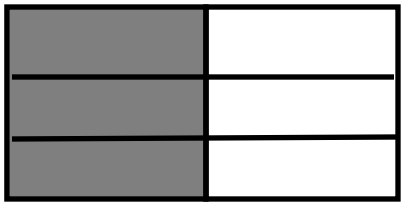
1/2



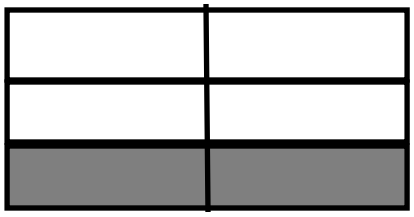
1/3

Then take the lines of the first one and put them on the other one (basically, multiplying the top to the bottom).

3/6



2/6



Later on, multiplying the pieces to make an equivalent fraction will make much more sense.

Three Way Conferences-Second Formal Report

We are looking forward to having three-way conferences next week and are excited that we are able to have these conferences in-person once again. For those of you that haven't had a conference like this before, I would like to share information about three-way conferences and how we communicate student learning in our school. Several years ago, in consultation with parents, we moved from a traditional reporting model focused on report cards and letter grades to a model that is focused on student learning and growth. The format we use now allows parents and students to be more involved in the process.

What to Expect at Your Three-Way Conference

- Your conference will be an in-depth conversation between teacher(s), parent(s), and student based on a collection of student work.
- Teachers and students will comment on learning in a conference format rather than a formal written report.
- At the conference, learning goals will be determined by the student, parent(s) and teacher(s).
- Conference notes, along with content area achievement will be kept in the student's file.
- Parents will receive a copy of the notes from the conference.

Questions You May Have About This Format:

How will I know whether or not my child is learning and developing at an age or grade appropriate level?

This conferencing and reporting is based on provincial performance standards that define expectations in numeracy, reading and writing for each grade level.

Will I see all of my child's teachers?

You may not see all the teachers at the same conference, but you can email, make an appointment, etc., with any teacher you wish to at any time. The teachers have worked together to prepare for these conferences and have shared student learning information.

How long does the conference last?

The conference will take about 20-25 minutes. In order to meet with all families the conferences are scheduled one after the other. Please do your best to be on time. When you arrive at school, please ring the doorbell at the front doors. We will have you wear a mask and sign-in confirming that you have done a daily health check.

What if we can't meet at our scheduled time?

Please call the school and talk with your child's teacher about finding an alternative day or time that will work.