



# Louise Arbour F.I. Newsletter

Winter 2022

Principal: Mme Blais  
Vice Principal: Mme Hollander  
Secretary: S.Earls & M. Riehl  
Superintendent:  
L. Griffith-Jones

## Important Dates Coming Up

March 4 P.D Day

March 14-18 March Break

[Louise Arbour F.I.P.S](http://louisearbour.f.i.p.s)

365 Belfield St.  
London ON N5Y 2K3  
519-452-2820  
[louisearbour@tvdsb.ca](mailto:louisearbour@tvdsb.ca)



## Admin Message

Winter will be wrapping up soon, spring is in the air, and March Break is right around the corner! We are very excited to share with you that we are still accepting registrations for students who will be entering Grade 1 in the fall. Families can complete the registration form online and then email the school at [louisearbour@tvdsb.ca](mailto:louisearbour@tvdsb.ca) with proof of birth (Passport or Birth Certificate) and proof of home address (current utility bill, lease/purchase agreement), to complete the registration process.

In this newsletter edition, we have included a glimpse of student learning at Louise Arbour. We are very proud of all our students and invite you to enjoy and celebrate their learning with us!

### Masks

We continue to strongly encourage the use of masks on the schoolyard during morning and afternoon drop-off and pick times due to the increased number of people on the yard during these times. Students are provided with mask breaks during both recesses, providing physical distancing can be maintained. Please let your children know that we support mask breaks during these times. Thank you for your understanding.



## **Black History Month**

As February is Black History Month, we take this opportunity to celebrate the many achievements of Black Canadians. Students learned about the many noteworthy individuals who have made a significant impact in our society through a variety of experiences, such as a virtual assembly created by Gr. 8 students, daily announcements, an informative bulletin board, and a beautiful cultural display in the foyer.

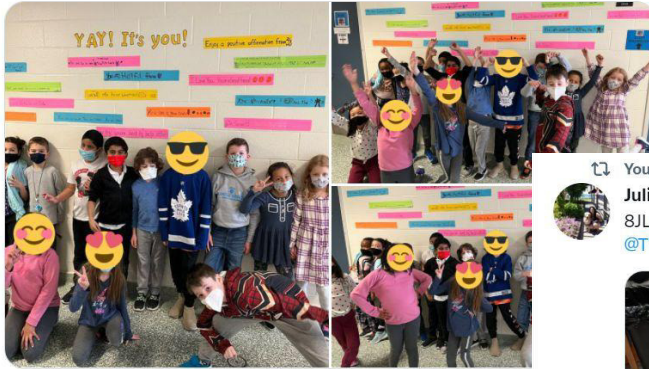




You Retweeted

Michelle Crow @mmecrow · Feb 16

Check out our positive affirmation wall!!! Students created motivational messages to help all who stop by feel good about themselves!! Need a pick me up? Come by #23MC! #PositiveVibesOnly #inthistogether #affirmationstation @TVDSBcares @louisearbourfi



1

1

12

# Louise Arbour FI Twitter Highlights

You Retweeted

Julia L @Jewlya\_L · Feb 16

8JL @louisearbourfi exploring the validity of the Pythagorean Theorem. @TVDSBmath @tvdsbmathk8



1

1

13



## Celebrating and Learning Together!



Louise Arbour FI @louisearbourfi · Feb 16

Nous célébrons le mois de l'histoire des Noirs. Merci à @mmeshanahan et à Mme Gorrira pour ce beau tableau!



You Retweeted



Mme Gicala @gicala1 · Feb 14

We are working on geometry this week! @louisearbourfi



1

1

7



# THE WOLVES' DEN

## KINDERGARTEN

For Valentine's Day, the kindergarten children made valentines for the senior citizens at Kensington Village Retirement Home. We are building relationships and spreading kindness!



## GRADE 1

Grade 1 students have been learning how to use our sound wall (notre mur sonore). The sound wall cards give examples of words with a particular sound and also demonstrate proper mouth position in order to create that sound. Since we also must learn the sounds of letters and vowels in French, students are recognizing that many of these sounds are similar across the two languages.



## GRADE 2

In Grade 2, we have been busy celebrating so many amazing moments in February! As part of our Social Studies program, we look closely at various traditions and celebrations in our lives and around the world. This past month we have celebrated Groundhog Day, Valentine's Day, Carnival, the 100th day of school, Family Day, Pink Shirt Day, and of course, Black History Month!



## GRADE 3

In Grade 3 and 3/4, we are working on Geometry. Through various stem activities and art tasks, students are learning to identify, describe and compare various 2D and 3D shapes and angles. Did you know your name has many angles? Check out some of our photos!



## GRADE 4

In Grade 4/5, we are learning about the Early Societies around the world! Students have been designing their own castles, applying for medieval jobs, and designed their own coat of arms. Did you know theater has been around since ancient times? Students have been practicing their own plays and dramatic performances just like the Ancient Greeks and Romans!



# THE WOLVES' DEN

## GRADE 5

In science class, the students were challenged to make a model of the human brain using plasticine. Each colour represents a different part of the brain, and students learned what each section does to help us keep our bodies functioning!



## GRADE 6

In grade 6, students wrote poems for the Habitat for Humanity Meaning of Home contest. Students contributed free-verse poems to describe what *home* means to them, and for each poem submitted, \$10 was donated to our local chapter. Contest winners will be announced in the spring. By writing poems, our grade 6s were able to contribute \$500 in donations.



## GRADE 7

The Grade 7 students are participating in the Manie Musicale (French songs) tournament and for our final task groups of students are rewriting their own verse to their favourite song from the list and will perform for the class. As well as a part of Black History Month, our classes watched the film: Bienvenue à Marly-Gomont (The African Doctor) and we learned many new vocabulary words as well as studied the themes present in the film (tolerance, intolerance, perseverance and more).

## GRADE 8

The grade 8s have had a busy few weeks! They have completed their high school registrations, graduation photos, and are looking forward to beginning their last term of elementary school.

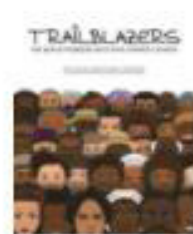
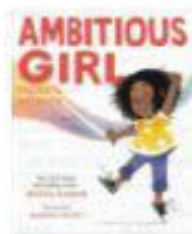
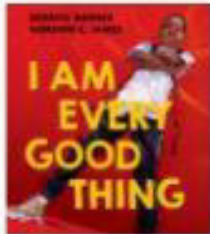
Our grade 8s are standing out as student leaders by taking on tasks around the school such as helping out with cultural days in the office, as well as putting together school-wide assemblies.

We recently spent time reflecting on 2021 and students created and presented their own news article of a major event from last year. Next up, students are writing essays and working on their Lawson literary research projects!

# THE WOLVES' DEN

## LIBRARY NEWS

Throughout the month of February, we have been reading stories and poems that celebrate Black culture and highlight the important contributions of Black Canadians and their communities to the history and continued growth of Canada. Additional resources have also been shared via the students' virtual learning platforms (Google Classroom and Brightspace).



## SCIENCE NEWS

Seasonal changes affect plants, animals, and human beings. We learn how to adapt to seasons. As human beings, we can put on warm clothes and have fun outside during winter. We learned that some animals also hibernate in their hidden homes to stay warm. Grade one students have spent some time outside showing how animals hibernate and try to survive the winter. They were in groups of marmottes (groundhogs), ours (bears), serpents (snakes), tamias (chipmunks), tortues (turtles) and grenouilles (frogs).



## MUSIC NEWS

Music students have been very active in February! Grade 1 students learned and performed the Quebecois folk song "Bonhomme, Bonhomme," in honour of Carnaval. They have also been learning about different instruments and their sounds. Grade 3/4 students have begun studying and playing the ukulele! Grade 5 students have had fun discussing and analyzing the role of music in movies and how it contributes to their understanding of character, story and place. Intermediate students have been immersed in creating and performing jingles, which showcased their musical ability and creativity. They also learned about the work of Canadian-Black artists and musicians (from Oscar Peterson to The Weeknd) in honor of Black History Month.



## PHYSICAL EDUCATION NEWS



In Physical Education, the grade 6, 7 and 8 students have been learning to play Tchoukball. This excellent indoor team game involves a great deal of strategy and no physical contact. The students have been improving their overall movement skills (running, throwing, catching, rebounding) and have learned the game rules quickly, all while having loads of fun!





## **Grade 8 Family Information Session**

On **March 9<sup>th</sup>, 7:00 pm - 8:00 pm**, we will be offering an information session for Grade 8 families and address questions that have been asked by families as they prepare for Grade 9 math. In preparation for this session, a survey was provided to families where they were given the opportunity to ask questions as it relates to Grade 9 mathematics. The questions asked by families have guided the structure of the information night presentation. We are excited to continue to share information with families as they prepare for the transition to Grade 9 mathematics.

Please click on the link below to join.

**Information Session: [Grade 9 Math Information Night for Grade 8 Families- March 9, 2022. 7PM](#)**

Families will also be able to join through the link that will be available on the **[tvdsb.ca/de-streaming](https://tvdsb.ca/de-streaming)** site.



## **INCLEMENT WEATHER & BUS CANCELLATIONS**

- Bus cancellations due to inclement weather are posted to [mybigyellowbus.ca](https://mybigyellowbus.ca) by 6:30am.
- Parents can also download the BusPlanner Delays App for push notifications.
- Inclement weather can also cause in-service operational delays due to road or traffic conditions. In-service delays are also posted to [mybigyellowbus.ca](https://mybigyellowbus.ca) and the BP Delays App.
- More information on cancellations, delays and the Delays App is available at [mybigyellowbus.ca](https://mybigyellowbus.ca)

### **TVDSB Budget Input**

Parents/guardians, students, staff and community members are invited to provide input into the development of the Board's 2022-2023 Budget. The voluntary and anonymous survey can be accessed at the following link: [TVDSB 2022-2023 Budget Consultation Survey](#), and takes just a few minutes to complete.

## Home Connections in Mathematics

### Supporting Subtraction Understanding

"What people who are numerate really do is that, when they are given a problem, they look to the numbers first, they look for a strategy – a strategy that will be a really efficient, elegant strategy given those numbers. Someone who is not numerate uses the same strategy for all problems no matter what the numbers are."

Cathy Fosnot (2014)

Many TVDSB students have been working with their teachers to develop a deeper understanding of addition, subtraction, multiplication, and division and strategies that may support them in producing reasonable answers.

Parents/caregivers often express concern that their children are learning methods that they did not learn in school and wonder how they can support their children in this context. This newsletter is intended to offer some support.

#### Subtraction is more than 'take-away'

When we subtract, we find the difference between two numbers. We do this in a variety of contexts. Subtraction means: take away or remove, difference, comparisons, how much more, determining range, how much further, and much more.

- Separating/Removing:** "Faizal had 3 erasers and gave 2 to his friends. How many does he have left?"
- Joining/Adding:** "Cara had some markers and got 3 more. She now has 11. How many did she have at the beginning?"
- Part-Whole:** "The fruit bowl has 8 pieces of fruit in it: all are bananas or mangoes. If 6 are mangoes, how many are bananas?"
- Comparison:** "The green team has 3 more players than the yellow team. The yellow team has 6 players. How many players are on the green team?"

Each of these situations is important. Students need to understand that these situations call for

finding the difference between two numbers. Ontario students are quite good at *performing subtraction*, but need to understand when subtraction is required.

#### What strategies help deal with difference?

Consider the following subtraction:

27

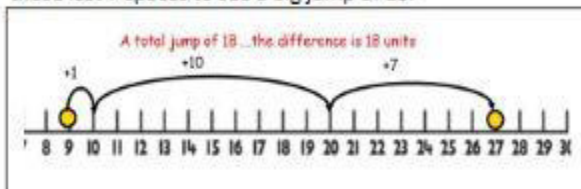
High-achieving students deal with this difference using **reasoning strategies which may include strategies shown below** – they may rarely use the standard North American algorithm.

-9

**Decomposition:** This strategy involves an understanding that all numbers can be broken up to make working with the numbers easier. This student sees the hidden 7 inside the 9 and subtracts in two parts (7 and then 2) to make the work easier.

$$\begin{array}{r} 27 - 9 \\ \phantom{27} - 7 - 2 \\ \hline 20 - 2 = 18 \end{array}$$

**Jumping:** This strategy involves an understanding that numbers can be shown on a number line and if subtraction is difference or distance, we can travel that distance in a way that makes sense. This student jumps to a friendly number (10), jumps by 10, and then covers those last 7 spaces to see a big jump of 18.



**Compensating:** Sometimes it may be more helpful to do too much and then undo the extra that you did. In this case, the student knows the patterns in subtracting 10 to get to 17 and then knows she took off 1 too many and puts that back on to get to 18.

I jumped back up 1 row (removed 10) then put 1 back on... the difference is 18.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Ultimately, we would like our students to understand how our number system works and what operations mean. When those understandings are in place, students will have a variety of strategies at their fingertips and be truly numerate.

## Home Connections in Mathematics

### Supporting the Understanding of Multiplication and Division

Understanding the meaning of multiplication and division is essential for success in mathematics. When we multiply, we can think about 'groups of' or 'copies of' the same number. Organizing items into rows and columns allows students to build and see their multiplication facts; we call this type of organization an 'array'. By organizing concrete objects into a rectangular shape, it is easier to see the groups. Many things in the real world are organized this way to determine the quantity easily with multiplication.



Arrays make it clear to see why  $3 \times 4$  is the same as  $4 \times 3$ . Knowing this relationship allows students to reduce the number of facts that they need to know.

The array is very powerful because it also shows students how to divide. From a single array, 4 operation statements can be determined.



This array of donuts shows:

$$\begin{array}{ll} 4 \times 3 = 12 & 12 \div 4 = 3 \\ 3 \times 4 = 12 & 12 \div 3 = 4 \end{array}$$

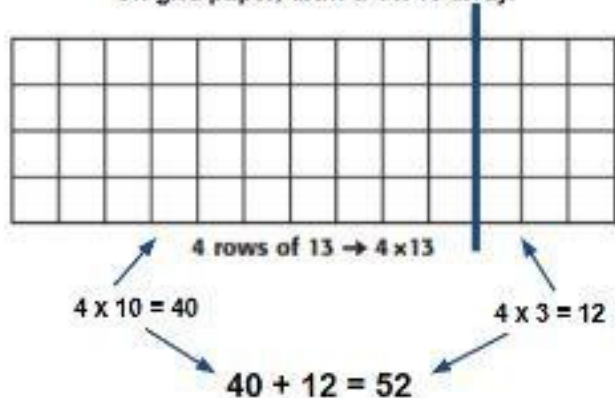
Arrays also provide a great opportunity to count by different numbers. The donut array can be counted by 3's and 4's. Children can count the donuts by saying, "3, 6, 9, 12" or "4, 8, 12". Counting on a regular basis by numbers other than 1 allows children to be more efficient in determining their facts and explore different number patterns.

Arrays can also show fractions of a number. The donut array makes it easy to see that  $\frac{1}{4}$  of 12 is 3 and  $\frac{3}{4}$  of 12 is 9 by looking at the vertical rows.

By noticing and naming arrays wherever you see them, children can see multiplication in the world around them. They can also understand the connection between multiplication and division.

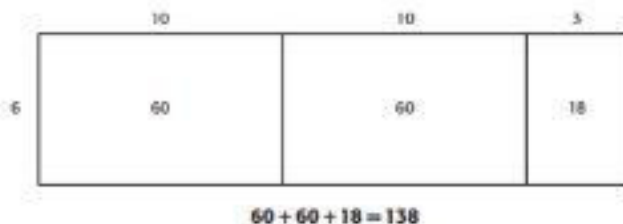
When the numbers in multiplication get larger, children can move from organizing concrete objects to using grid paper. By drawing the rectangles on centimetre grid paper, they are also drawing and determining the areas of a rectangle. The grid can be split up to make finding the area easier.

On grid paper, draw a  $4 \times 13$  array.



Eventually, children can create proportional drawings that represent their multiplication without the grid.

$$6 \times 23$$



Multiplying with arrays helps students to break up multiplication into parts that can be added together. In the above array, 23 groups of 6 is broken up into 10 groups of 6, 10 groups of 6 and 3 more groups of 6. Flexibility in breaking up multiplication allows students to multiply together easier numbers to find the total.

The same process can be extended into double and triple digit multiplication. This method ensures that children are multiplying with meaning, and not starting with memorizing a procedure. Increased understanding of multiplication leads to increased fluency of multiplication facts. For more information on the area model of multiplication, go to :

<https://www.youtube.com/watch?v=Sfi4QUlQ4co>