

Wildfire Newsletter – February 2022

West Nissouri Wildfire Newsletter

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From the Principal's Pen,

“Willie says it's an early spring!”

Happy February. The shortest month of the year has arrived, and even though January was short due to coming back to in-person learning on the 17th, the staff and students have been very busy.

I want to begin by extending my gratitude and thanks to all our families for the support and encouragement that you provided to your child(ren) each day during the two-week on-line learning period in early January. I know that this was challenging for many of you as you balanced your own commitments with the needs of your family. Please know that you did an incredible job, and we really appreciate your support and partnership as we navigated through this challenging time.

Next, I want to recognize the great work that our students have done as they adjusted their learning, during the online learning period, and for their amazing transition back to in-person learning. From Kindergarten through to our Grade 8's, our students have been engaged in whole group, small group and individual learning times. In addition, our students have been exploring and discovering new math concepts, reading a variety of genres, writing, and responding to their learning using a number of expressive formats, creating and responding to a variety of musical pieces, exploring and understanding our world through the French language, and actively participating in a variety of physical activities. We are so proud of your perseverance and determination!

Finally, I want to acknowledge the work of our AMAZING staff! Each of them has worked so hard to plan and create engaging lessons, mark, and assess student work to determine next steps, write Report Cards and IEP's while at the same time, supporting their own family needs. We are so fortunate to have such a dedicated, caring, and compassionate staff who are committed to the success and well-being of all our students.

Thank you to everyone for helping to make WNPS such an amazing learning community!

Kindergarten registration wrapped up on Friday, February 4th. We now begin the process of determining the structure of our Kindergarten classes for September 2022.

The staff continue to appreciate regular communication in planners, digital platforms, and phone calls. Please, don't hesitate to keep the lines of communication open. Thanks again for your continued support!

With you in education,

Darryl Mann

Principal

West Nissouri Public School

Upcoming Important Dates:

- Monday, February 14th: Pink, red and white day
- Friday February 18th: Canadian spirit for Olympics
- Friday, February 18th – Term 1 Report Cards sent home
- Monday, February 21st – Family Day
- Friday February 25th: Jersey and Hat day



Library Learning Commons (LLC)

Book exchange continues as our students are practicing their reading skills. We are focusing on returning overdues still and renewing books when we need more time. Our Forest of Reading is continuing too, with a big focus on many Canadian authors and illustrators. Voting for our favourites is not until April, so we have lots of time. Updates are within classes, and on our Instagram page too, @WNPS_LLC. Happy Reading!

Celebrating Black History Month

In February, we acknowledge Black History Month in schools and communities across Canada. It is important for us to understand the long history and importance of the Black community to the development and enrichment of Canadian society. Black Canadians from many different cultural backgrounds have made important contributions to the development of education, medicine, culture and human rights throughout Canada's history. As well, we need to recognize how systemic oppression continues to create challenges and barriers.



Home and School Association

Please note that Spirit Wear orders have been delayed due to Covid and a back order on one of the most ordered items. All items should be available by mid-March and will be dropped off at the school as soon as possible.

Hot Lunches are now available every Tuesday and Thursday, all orders must be in by Sunday at noon each week.

Home and School have been sponsoring the Hungry Bear Program at West Nissouri. Hungry Bear provides a snack for students who forget lunch or need just a bit more every now and again. We are now accepting donations from families as well. If your family would like to donate please send to the office. Please be mindful that we are a peanut free school. Healthy prepackaged snacks are appreciated (e.g. Granola Bars, Rice Krispie squares, applesauce, goldfish crackers).

Many thanks to our Home and School for the purchase of the Rocks and Rings curling set for the school. Thank-you also for sponsoring the Forest of Reading Program for our students!

Next Home and School Meeting: March 7th, 2022 at 6 p.m.

THANK YOU!

Student Voice

Student Voice would like to give a huge THANK YOU to the community of West Nissouri for our Food Drive in December. We were overwhelmed by the generosity! Because of you, many families in the area had food over the holiday season. Thank you! Thank you! Thank you!

Student Voice is happy to announce a few upcoming spirit days!

Monday, February 14th: Pink, red and white day

Friday February 18th: Canadian spirit for Olympics

Friday February 25th: Jersey and Hat day





We will also be running a Valentines Day Card decorating contest. Students can submit their cards to the office.

Prizes will be handed out for each division.

WN Art Club

Thank-you all who participated in this month's Art Club! Look at some of our talent young artists!



Chyler DeClark - Best Winter Wonderland



Isla Cole - Best Fireworks



Ella Haight - Best Creative Design

Home Connections in Mathematics

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:

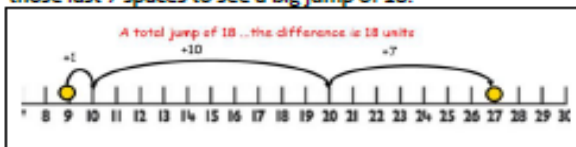
$$\begin{array}{r} 27 \\ -9 \\ \hline \end{array}$$

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.

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.

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

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.



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.