



POWER GLEN NEWSLETTER

POWER GLEN PUBLIC SCHOOL
34 Westland Street, St. Catharines, ON L2S 4C1 T: 905.684.7429 W: <http://powerglen.dsbn.org>



ADMINISTRATION'S MESSAGE—



The Annual Dance-a-thon was a HUGE success. Everyone enjoyed their time in the gym. Thank you for supporting your child and our school. The money will be put to great use with technology.

Staff updates: Mr. Roe and Ms. Bond both continue to be off on a medical leave. We wish them both continued improvements in their health. We congratulate Mrs. Wicks who got married in January—her new name is Mrs. Krieger.

We continue to encourage parents to **drive safely in the parking lot and to ensure safe driving practices. Please “do the right thing” especially in the new parking lot.** More information will come out shortly involving the fire zone being extended across the front of the school.

At Power Glen, we have been promoting **DreamBox** use in our KG to Grade 5 classrooms and Prodigy for students in Grades 6-8. Students also benefit from at home use as well. Our data strongly suggests that students that are regularly using these math programs at home are significantly improving in mathematics.

Here are some tips to think about supporting your child(ren) with at home use of DreamBox:

1. Time on Dreambox

To augment the work being done at school, we recommend about 30-40 minutes on DreamBox at home per week. This is a guideline and may be slightly reduced for KG students.

2. Session Length

Sessions should be a minimum of 20 minutes while logged into DreamBox.

3. Stay on Task

Sessions should be a minimum of 20 minutes while logged into DreamBox. This allows for the student to logon to the computer, access DreamBox and complete at least two lessons.

4. Complete every lesson they start

DreamBox needs the completed information from NEW lessons to help pick the next best lesson for them. If your child doesn't complete the lesson, either by exiting or by closing the browser, DreamBox cannot make these choices. Your child then has to redo the lesson they didn't finish again from the beginning. So to reduce frustration, have them complete all lessons they begin.

5. Mistakes are OK

Your child should not shy away from incorrect answers. These wrong answers actually help DreamBox find the best lesson for them to help build their strengths.

Reminder: to use Dreambox on an iPad at home – the school code is: 42cv/powergp

Achieving Success Together

FRENCH AUTHOR **Jacqueline Kelly** AT POWER GLEN

APRIL 1 and 7

- Winner of the Elementary Teachers' of Ontario Writers' Award, the Prime Ministers' Award of Excellence and the Ontario Modern Language Teachers' Award
- Published in French, English and Spanish
- Coming to Power Glen to share her stories and story writing



April 2015

UPCOMING EVENTS THAT ARE ON THE SCHOOL CALENDAR

- * Wednesday April 1
Fr. Author Jacqueline Kelly
- * Thursday April 2
Loretta Penny Presentation and chess tournament
- * Friday April 3 & Monday April 6
Good Friday & Easter Monday
- * Tuesday April 7
Fr. Author Jacqueline Kelly
- * Wednesday April 8
International "Pink " Day
- * Tuesday April 14
Carousel Players K-3
- * Wednesday April 15
School Council Meeting 7:00 p.m. in the library
- * April 16 and 17
Gymnastics Competitions
- * Friday April 17
Electronics Day—Rankin
- * Wednesday April 22
Earth Day Go Green Spirit Day, and litterless lunch
- * Sunday April 26
DSBN Road Race
- * Monday April 27
Stressless Strategy Day for Grades 7 and 8
- * April 28– May 1
Book Fair
- * Thursday April 30
Intermediate Badminton

EARTH DAY—April 22

Environmental awareness is an issue that touches each of us individually as well as globally. It is our responsibility as teachers, parents and students to keep our Mother Earth clean.

The Four R's of Waste Management



Reduce: Encourage people to reduce at source the amount of products or packaging purchased, consumed or used.

Reuse: Encourage people to buy reusable products or packaging and to reuse the products or packaging as often and as much as possible.

Recycle: Encourage people to participate in recycling programs.

Refuse: Encourage people to refuse to purchase products that are not recyclable or reusable

On **April 22** in order to commensurate Earth Day, the students of Power Glen are **encouraged to wear a t-shirt** (e.g. green, brown, blue, may have a message) that **celebrates Earth Day!** Also, we encourage each student to **bring a litterless lunch.**



Track and Field Day:

Friday May 8

Grade 3 to 8



**House Shirt Spirit and
Crazy Hair**

Friday May 1

Support YMCA Strong Kids Foundation by donating a \$1 or \$2



Electronics Day

Friday, April 17, 2015.

Mark this date on your calendar!

Wear orange or a Rankin Cancer Run T-shirt and join us for Power Glen's 2015 Rankin Cancer Run!

Run Date:

Saturday, May 23 at 10 am.



The second *Scholastic Book Fair* of the year will take place from **Tuesday, April 28 to Friday, May 1.**

The Book Fair will be open at both nutrition breaks for students to purchase books, and will be open after school until 5:00 p.m. only on Wednesday and Thursday. Please come and support our Book Fair.



DSBN Road Race – Sunday, April 26, 2015

Come and celebrate the 12th Anniversary of the DSBN Road Race, sponsored by Meridian Credit Union! Happening Sunday, April 26th, 2015 at the DSBN Education Centre in St. Catharines.

1k Fun Run and 5k Road Race for everyone!

Price is still only \$10 for students under 20 and \$20 for adults 20+!

The day includes:

Barbecue for participants

Prizes for top finishers in each 5km age category

Fun Fair with Niagara Inflatables

Chip Time Results for 5km race

T-shirts for all who pre-register

Top school participation prize

Registration forms must be received by Friday, March 20th to guarantee your 2015 DSBN Road Race shirt!

Registration forms are at your school, or can be found online at www.efnniagara.ca

Come join in the fun!



MENTAL HEALTH

Mental illness affects more than six million – or one in five – Canadians. Many Canadians do not recognize that they are ill (as it interferes with thinking, feeling and behaving) while others don't seek help because of misconceptions about these diseases. Taking the time to learn about mental illness could make all the difference to you or to someone you care about. It's important to watch for warning signs of mental illness – and to seek medical advice as soon as possible if any become apparent. Symptoms include:

- inability to cope with problems and daily activities
- impulsive or reckless
- school marks decline
- violent behaviour
- avoiding friends
- obsession with weight
- attempting to injure themselves destructive behaviour
- marked changes in eating or sleeping patterns
- severe worry, fears, anxiety
- outbursts of anger and rage
- persistent nightmares
- prolonged feelings of sadness
- mood swings
- rebelling against authority
- marked personality change
- extreme highs and lows

It is important to know that mental health problems or disorders can be caused by biology, environment or a combination of both. Early identification and treatment can ease the burden and improve life for children and their families.

Some important elements of good mental wellness include positive self-esteem, strong cultural identity and connectedness in the presence of a harmonious physical, emotional, mental and spiritual framework.



DID YOU KNOW: BABY TEETH ARE VERY IMPORTANT!

Tooth decay is the number one chronic disease of children. Tooth decay can lead to pain, infection, difficulties eating, speech problems, self-esteem issues, decrease school attendance and poor overall health.

- Niagara Region Public Health (NRPH) screens approximately 25,000 students each year in elementary schools
- 38% of these students have tooth decay, which is unacceptably high

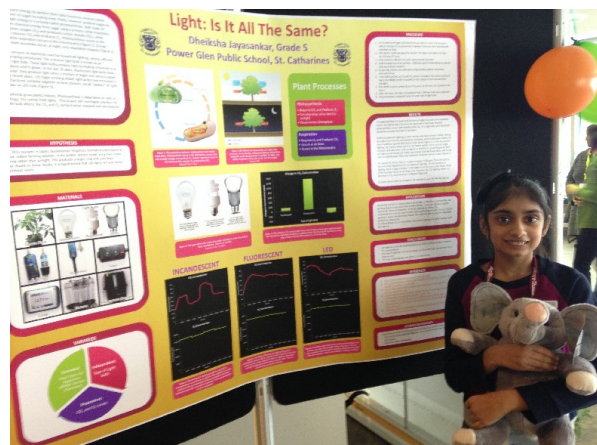
Baby teeth are important! Early preventive care is critical in reducing the likelihood of your child developing painful and serious health problems later in life.

- Fluoride is **not** added into our water supply. Therefore, it is recommended that all residents brush their teeth twice daily with fluoridated toothpaste as soon as the first baby tooth erupts (birth to three years – rice grain size portion, three years and older – pea-size portion of fluoride toothpaste)
- Floss your child's teeth daily until age eight
- Ensure your child eats a healthy diet and limits sugary drinks and snacks (ex. fruit roll-ups, gummies and juice boxes)
- Children should visit at dentist every year starting at their first birthday to prevent problems from starting
- Fluoride varnish and sealant applications are very effective in preventing tooth decay

NRPH has free programs and preventive services to assist children and youth in getting the dental health care they need. For more information please call the Dental Line at 905-688-8248 or 888-505-6074, ext. 7399.

CONGRATULATIONS DHEIKSHA J.

Dheiksha in Grade 5 placed second in the Canada Bloom Science Fair and she is the youngest one to participate. Her poster will be displayed in Canada Bloom, March 13-22 in Toronto with Power Glen's name on it and her prize of \$200 will be awarded at a celebration on March 22 in Toronto.





Wednesday April 8

International "Pink" Day



**Wear pink to recognize
being respectful.**

NEXT

SCHOOL ADVISORY COUNCIL MEETING

Wednesday April 15 at 7:00 p.m.

PROM PROJECT NIAGARA 2015
Free Formal Wear Opportunity

Prom Project Niagara is a one day fun free formal wear extravaganza for girls and guys!

Students can select their perfect head-to-toe look for their prom, formal, or graduation for FREE!

This year, we are offering Prom Project Niagara at:

- Thorold Secondary School
- Beamsville Secondary School
- Fort Erie Secondary School

If you know of a student who could use this program, please join us on Saturday, April 11, from 9:30 a.m. – 1:30 p.m. at one of our locations.

Inviting all students who are in need of formal wear for their special day! No registration necessary.

For more information on Prom Project please call 905-641-2929 ext. 54103, email efn@dsbn.org or visit www.efnniagara.ca



APRIL NEWSLETTER DRAW FOR A PRIZE

My child(ren) _____

Class(es) _____ and I have read the newsletter.

Question: *What feedback do you have as a family to improve our Dance-a-thon Fundraiser for next year?*

Thank you for completing (Please return to the Office)

Unfortunately, no family submitted a March Newsletter Draw form!

You're invited to a **MEET & GREET**

Wednesday,
April 8, 2015
6:00 p.m.

Power Glen
Public School
(Library)

Light refreshments
will be provided

*Families and
children are
welcome!*



With DSBN Trustee
Jennifer Ajandi

I look forward to meeting you!



WELCOME BACK, LORETTA PENNY!

We are happily welcoming Loretta Penny back to our school on Thursday, April 2, the last day before our Easter weekend. Her Environmental Visual Presentations encourage respect for our natural world by promoting awareness and action. Her presentations are based on her personal research trips around the world. As her audience, we vicariously travel through the Amazon, into the oceans and more! This year, she is presenting her newest presentation called SURVIVAL to Grades 4 to 8 and "SARFARI IN KENYA" to Kindergarten to Grade 3. Take a minute to visit her website: www.downtoearth.to and explore more about Down to Earth. Once again this year, Loretta will be offering a variety of gift items from around the world for us to purchase. Items such as jewelry, scarves, musical instruments, rocks, minerals, notebooks, and crafts can be purchased after her show at reasonable prices.

POWER GLEN TALENT SHOW—Friday June 5

Calling all Power Glen students!! Can you play an instrument, sing or dance? Do you know some magic tricks? Do you do gymnastics, martial arts, comedy, theatre or spoken word? Do you have a new talent that the world needs to know about? If so, please start thinking about auditioning for Power Glen's Talent Show which will be held on Friday June 5. Auditions will run from April 13– 24 during breaks in the Music Room. Please see the bulletin board outside the room 214 to sign up for your audition time. Students are encouraged to get together with their friends to audition.

This show will be a fundraiser to benefit the charitable organization, ArtsCan Circle, which promotes creative arts activities for First Nations youth in remote communities. Our student council will be organizing this benefit. What a great way for students to join the "8th Fire" and make a link between non-native and native communities in Canada.



ACCESS TO STUDENTS

By law, the school must give both parents of our students the same rights and privileges unless there is a court order to indicate otherwise. This includes attending school functions, seeing and speaking with the student, meeting the teacher, examining the student's Ontario Student Record (O.S.R.), and signing out the student. It is the responsibility of the parent/guardian to provide the school with official court documents regarding custody and/or access arrangements and to report any changes in custody and/or access immediately to the Principal. Schools will keep official court documentation regarding custody and access in the student's Ontario Student Record (O.S.R.) file.

DOGS ON SCHOOL PROPERTY

Any individual with a disability may be accompanied by their guide dog or service animal on school property. Families are cautioned about bringing dogs on the school property due to the safety of the students (e.g. attacking/biting a student, allergies to dogs).

Upcoming Special Lunch Days



April 2, 10 and 17—Pizza



April 24—Pasta Lunch

Pita Lunches—April 7, 13, 20 and 27

Thank you to our parent volunteers

for making these special lunch days possible.

GROWTH MINDSET IN MATH

In general, a growth mindset is the belief that intelligence and ‘smartness’ can also be learned and that the brain grows from experience and effort. The opposite, a fixed mindset, is the idea that you are smart, or you are not. In math, that translates into “some people are good at math, and some are not.” Did you know that praising efforts rather than intelligence or results can impact your child’s ability to persevere in challenges?! The goal is to have children thrive on challenges and see failures, not as a sign of low intelligence, but as a learning opportunity. Brain research tells us that making mistakes actually wires more connections into the brain! When a person has a growth mindset, they accept challenges, see their efforts as worthwhile, and are open to learning from mistakes. Students with a growth mindset achieve at higher levels than those with fixed mindsets. How can you help? Some simple ways:

- Adding “yet” when they claim they are “not good at this” (Respond: “You are not good at this yet.”)
- Ask questions that focus on their effort and choices and get them to reflect on satisfaction of that effort (e.g. *What did you learn today? What mistake did you make that taught you something? What did you try hard at today?*)
- Model this yourself as you share about your day

WRONG ANSWERS, GREAT LEARNING

Thomas Edison said that he did not fail at making the light bulb one thousand times, but rather that "the light bulb was an invention with 1,000 steps."

"I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot... and missed. I've failed over and over and over again in my life. That is why I succeed." (Michael Jordan)

Making mistakes is a natural part of all learning. Those who we consider to be "great" are clear that mistakes lead to learning.

The latest research on mathematics shows that mistakes are a very important part of learning math! When a person makes an error in math and they have the opportunity to learn from it, they actually develop a much stronger understanding. In fact, the research states that students learn more from making mistakes than from getting all the right answers. When your child makes an error, it offers insight into what understanding your child has about a mathematical idea. It allows parents and teachers to talk to the child about what they know, and ask questions to stretch their thinking around where they are currently developing their understanding. Parents can ask "How do you know that? What was your thinking here? Is there another way you could solve that? How did you think about X (an element they may be missing or have misunderstood)?" This conversation helps to develop the crucial skills of reasoning and communication and is therefore more helpful than simply showing a child how the math is done. When you support an attitude that values learning from mistakes, you are telling your child that mistakes are a valuable and natural ingredient in learning and lead to deeper understanding. Research shows that this attitude supports stronger achievement!

THINKING TOOLS FOR MATHEMATICS

Mathematicians create models with objects and drawings as they are exploring patterns and thinking their way through problems. In the same way, students of all ages (and their educators) model mathematical concepts to not only share their thinking, but to help them to do the actual problem-solving. In school, we often call the objects used ‘manipulatives’ or ‘thinking tools.’ Classrooms have some very specific manipulatives for use, but a ‘thinking tool’ can be any object that helps to share or clarify a mathematical idea. These visual models of mathematical ideas allow us to organize our thinking, solve problems, and make connections from the concrete to the abstract. They also support and enhance our ability to solve problems with others, talk about, write and demonstrate our thinking. As students are exploring and investigating through models and drawings, they are building their knowledge and solving problems, moving towards a deeper understanding. They are making connections between what they know in all areas of mathematics and how they see mathematics in their world. Math becomes understandable, engaging and relevant.

You can support your child to use objects and sketches as ‘thinking tools’ to problem-solve when they do math at home:

- “What might help you to think through this problem?”
- “Try showing this with objects or a sketch.”
- “Can you show me what you are seeing in your mind?”



Grade 6 Mathematics

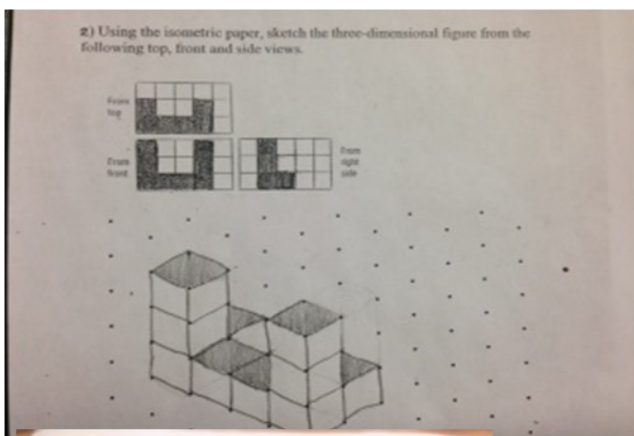
The Grade Six students have been exploring the geometric relationships between two-dimensional drawings and three-dimensional figures. The students were able to use connecting cubes to construct a figure when given the top, front, and side views. They were then able to reconstruct that figure on dot paper to produce a three-dimensional image.

Ontario Curriculum Expectations

Geometric Relationships

By the end of Grade 6, students will:

- build three-dimensional models using connecting cubes, given isometric sketches or different views (i.e., top, side, front) of the structure.
- sketch, using a variety of tools (e.g., isometric dot paper), isometric perspectives and different views (i.e., top, side, front) of three-dimensional figures built with interlocking cubes.

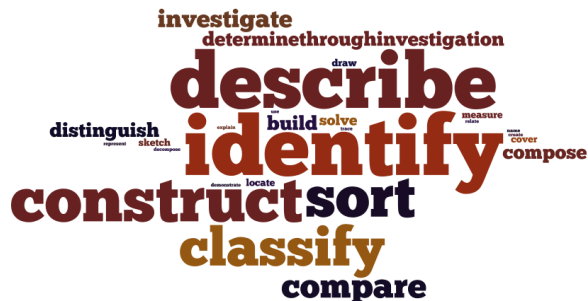


Other Geometry Sites to Access:

<http://oame.on.ca/mathies/index.html>

<http://nlvm.usu.edu/>

Geometry and Spatial Sense



The words above are the verbs associated with the expectations for Geometry and Spatial Sense. They are active, and so our instruction is filled with students' active experiences!

-DSBN Mathematics Newsletter

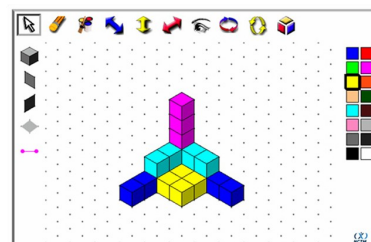
Who needs to think spatially? Besides the fact that we all need to navigate our way around in a three-dimensional physical world, careers in the sciences, technology, engineering and mathematics require strong spatial skills. Architecture, graphic design, computer sciences, biology, physics, chemistry, geology, geography and even medicine (consider the spatial reasoning required to understand various ways of mapping the body, such as x-rays and MRIs) all require strong spatial skills.

*- Paying Attention to Spatial Reasoning;
Support Document for Paying
Attention to Mathematics Education*

<http://www.edu.gov.on.ca/eng/literacynumeracy/LNSPayingAttention.pdf>

Try this at home:

Isometric Cubes Drawing Tool



This online tool is great for drawing Isometric cubes.

It can be accessed at the following link:

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=125>

DANCE-A-THON RESULTS 2015

Our Dance-a-thon was a terrific success for our school! We had a great participation rate, the students had a wonderful time, and we raised a total of \$7434.51. Our expenditures for the Dance-a-thon included: DJ \$400, food (ice cream, candy, chips, drinks etc.) \$867.95, glow-in-the dark necklaces/lais \$365.03.

So, the final profit is \$5801.53.

Thank you to everyone who helped and a HUGE thank you to the students who made the dance-a-thon fantastic!!

A 'GREAT' big thank you goes out to the following for their generous donations:

Joe Feta's	Big Marco's	Bulk Barn	Canadian Tire
Life Touch	Power Glen Council	Power Glen School	QSP Magazines (Diane Lamb)
Ms. Gill	Miss Findlay		

We hope we did not miss anyone in recognizing donation contributions. If we did, we apologize.

CONGRATULATIONS TO ALL OF OUR WINNERS:

Kindergarten Ms Draayer/ Mrs. Ramunno

1st **Charlie M. ***
2nd Joshua S.

Grade 1 Mrs. VanVliet

1st **Lily R. ***
2nd Tyler G.

Grade 2 Miss Pokol

1st **Viki P. ***
2nd Ryan S.

Grade 3 Mrs. Pasquale

1st **Ayla N. ***
2nd Alyssa S.

Grade 4 Mrs. Millen

1st Braidon B.
2nd Aaliyah P.

Grade 5 Mrs. Heckel/Mrs. Gabriel

1st **Adam W. ***
2nd Avery K.

Grade 6 Mr. Keyes

1st Sydney A.
2nd Kyle D.

Grade 7 Ms. Marchand

1st **Diana T. * and Julie H. ***
2nd Conor S.

Grade 8 Ms. Gill

1st **Melanie H. ***
2nd Zabriah D. and Logan I.

Kindergarten Ms Lefebvre/ Miss Bruno

1st Jack M.
2nd Alexander C.

Grade 1 Mrs. Wicks

1st Emmett M.
2nd Vanessa D. and Ava L.

Grade 2/3 Ms. Cicci

1st Nathan K.
2nd Josh M.

Primary/Junior Fundamental Skills

1st Cody P.
2nd Taha E.

Grade 4 Mrs. Ker

1st **Paige A. ***
2nd Mckenna R. and Kate S.

Grade 5 Ms. Walvius

1st Maya T.
2nd Tiana T.

Grade 6 Mrs. Robinson

1st Mackenzie T.
2nd Alexis M.

Grade 7/8 Mr. Pisek

1st Cole S.
2nd Andrew J.

Junior/ Intermediate Fundamental Skills

1st **Zachary O *(Grade 6)**
2nd Vickie L.

- ▶ Top pledge raiser in the school: Adam W.
- ▶ Top 3 pledge families in the school: Audette Family, Namestnik Family and the Kruczynski Family
- ▶ Top pledge raiser from each Grade will enjoy a "Rock Star Lunch" at Joe Feta's with a limousine ride (*)
- ▶ Classroom that raised the most money: Mrs. Heckel/ Mrs. Gabriel



GREAT JOB EVERYONE!

