



Jeanne Sauvé News

April 2022

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Message from the Administration:

Spring Is In The Air!

Spring is a welcome sight here at Jeanne Sauvé! We have been anxiously awaiting warmer temperatures and they are certainly welcomed. With spring however, can come rainy weather and muddy conditions in our school yard. We are reminding parents to monitor these ever changing weather conditions in order to ensure that children are dressed appropriately for outdoor activities.



We hope everyone had a safe and enjoyable March Break. We can't believe how quickly the months are passing by! Our teachers continue to deliver great programming for our students. We hope you have a chance to hear about the amazing work our students are doing planning our new recess yard green space and extra curriculums are returning!

A quick reminder that the Lower Thames Conservation Authority reminds children and parents to take extra caution and avoid rivers, ditches, streams, and ponds. The combination of slippery banks and fast moving water can be dangerous. Standing water can also present its own unseen hazards. Children and pets should stay away from the water.

Class Placements and Preparing for the 2022-2023 School Year (yes...already!)

We would like to take this opportunity to describe for you the class placement process we undertake each year when placing students in classes. This process involves input from the sending and receiving teachers, administration, learning support teachers and any applicable support staff. In creating classes, the goal is always to work on creating the most effective and positive learning environment possible. This is dependent on many factors, one being classroom dynamics. We strive to ensure that classes are balanced by looking at students' academic levels, special needs in the areas of academics, socio-emotional and behavior profiles, as well as individual personalities which include student/student relationships and teacher/student relationships. Much time and effort are put into creating these learning environments and it is important to recognize that all of these factors influence one another. For this reason, we do not accept placement requests. We ask that you trust the school team which includes your child's teacher to place them in the best suited class and to understand that the teacher is not the only factor considered when placing your child in a class. We very much appreciate your support and understanding.

EQAO Dates

If you have a child in Grade 3 or 6, please avoid scheduling appointments or other absences from school during the weeks of May 16 to June 2. During this three week block, students in grades 3 and 6 will be completing their EQAO assessments. There will be additional information distributed by individual letters to parents of students in these grades from the homeroom teachers and the resource team.

Upcoming Events

Date	Event
April 13	Popcorn Orders Due Online
April 14	Decades Day
April 15	Good Friday—No School
April 18	Easter Monday—No School
April 20	Cinnabon Orders Due Online
April 28	School Photos/Grad Photo Retake
April 29	Disney Day
May 2	Parent Council and H&S Meeting

Student Photo Day

Edge Photography will be here on Thursday, April 28 to take individual student photos. This day is also an opportunity for our Grade 8's who missed their grad photo day to have retakes done. We will send out reminders closer to the actual date.



April 2022

Home Connections in Mathematics

Student Generated Algorithms

For most adults, learning to add, subtract, multiply, and divide involved learning standard methods and algorithms. Many adults are proficient in these procedures but many are not and still struggle to be able to justify how to be certain that the resulting solutions make sense. As students learn to understand operations and develop ways of solving problems, they move from counting, to reasoning, to mastery. The development of number sense involves learning reasoning strategies to make sense of calculations.

So, while many of us invested considerable time and effort working with standard methods, student-generated methods act as bridges toward mastery and are instrumental to developing number sense.

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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$32 - 9$ is the same as $32 - 10 + 1$

Students who generate their own strategies:

1. Make fewer errors;
2. Require less re-teaching;
3. Develop number sense;
4. Foster stronger mental computation and estimation skills;
5. Often calculate more efficiently than those using standard algorithms; and
6. Feel more confident about their own abilities.



So, encourage sense-making as your child attempts calculations, the methods they use and continue to refine will support their development as successful mathematicians! For more information and reading please check out the following resource at the link below.

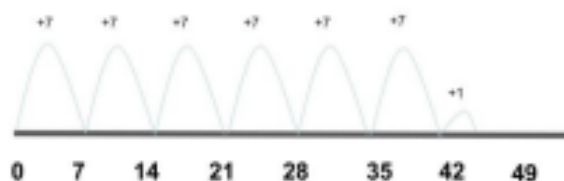
[Learning Mathematics Vs. Following Rules](#)

Skip Counting Up/Multiplying to Divide

Ex: $43 \div 7$

Let's find how many times 7 appears in 43.

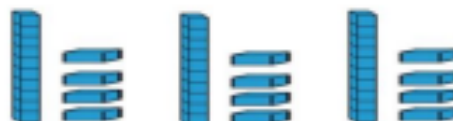
$$43 \div 7 = 6 \text{ } 1/7$$



7 'goes into' or 'scales into' 43 6 times with 1 remaining that don't scale in OR with $1/7$ of a group of 7 remaining.

Divide Using Base Ten Ex: $43 \div 3$

$$43 \div 3 = 14 \text{ } 1/3$$



Using base ten we can divide 43 into 3 groups which have 14 and $1/3$ in each group.

Flexible Division

Flexible division algorithms look similar to the standard "long division" algorithm. The flexible algorithm allows students to use known multiplication facts to decompose the dividend into friendly parts. The parts are subtracted from the whole, until no multiples of the divisor are left. Students keep track of the parts as they are removed.