

# The Eagle's Tale

[oakridge.dsbm.org](http://oakridge.dsbm.org)

Oakridge School Newsletter

February 2012

## KINDERGARTEN COUNTDOWN



### ***From the Principal's Desk***

#### **Lots to Learn in Kindergarten!**

During the month of February we are accepting new kindergarten registrations for September 2012. I would like to take this opportunity to highlight the benefits of our early years education program in the District School Board of Niagara. Currently, we have two kindergarten classes at Oakridge. Mrs. Otta and Mrs. Fast are doing a fantastic job and we are most fortunate to have such knowledgeable and caring teachers, looking after the needs of our children.

We know that Kindergarten is an important educational program where children learn many things. They have opportunities to listen, ask questions, talk about experiences and extend their knowledge of print. Children develop skills of mathematics, science and technology through their play and other activities. Drama, dance, music and visual arts promote personal and social growth. Physical education develops coordination and motor skills. Decision-making, problem-solving and socialization are all an important part of the Kindergarten program. Extensive research shows the benefits of providing this sound foundation for learning. Children stay in school longer, reading, math and language skills improve, and there is a higher enrolment in secondary education. Additionally, early identification for children at risk can make a difference for future success or failure in school and other aspects of life.

One research report confirmed that "no greater tool exists to help every child, from whatever background, to do dramatically better in school and in life than professionally delivered early childhood education." For further information at the "Early Years", visit the Ministry site at [www.ontarioearlyyears.ca](http://www.ontarioearlyyears.ca)

Kindergarten Registration takes place throughout the month of February. Proof of birth, immunization record and Ontario Health Card number are required.

**Oakridge's Kindergarten Open House - Thursday, February 2<sup>nd</sup>, 2012 from 4 to 6 pm.**



The second instalment for the Ottawa Trip is now due by February 21<sup>st</sup>, 2012.

Please make cheques payable to Oakridge School.



**FRENCH IMMERSION INFORMATION NIGHT**

Oakridge will be hosting a French Immersion Information night on Monday, February 6<sup>th</sup> at 6:30 pm in

the gym for students who are currently in grade 6, and are interested in finding out more information about the grade 7 program.

Briardale 's Open House takes place on Tuesday, February 7<sup>th</sup> at 6:30 pm for all students who are currently in SK, grade 3 and 4 who are interested in the grade 1,4 and 5 programs, beginning in September 2012.

We look forward to seeing students and parents on these nights.

**French Immersion Applications are due on Wednesday, February 29<sup>th</sup>. Please visit the DSBN website at [www.dsbn.org](http://www.dsbn.org) for all the information you will need for applying online. Paper applications are available at the school office as well.**

**GREAT NEWS!** Our Road to the Rankin Run begins again on Friday, February 2<sup>nd</sup>, with our first of five exciting spirit days at Oakridge. For each spirit day, we are asking staff and students to make a donation to the Road to the Rankin Run cause. Please mark your calendars!



**Feb. 3<sup>rd</sup> Hat Day .25 cents**

**Feb. 8<sup>th</sup> Bake Sale**  
Items from - .25 cents - \$1.00  
\*further details to be provided



**Feb. 10<sup>th</sup> Gum Chewing Day .25 cents**

**Feb. 16<sup>th</sup> Electronics Day \$1.00**

**Feb. 24<sup>th</sup> Extra Recess Day .25 cents**

Thank you for supporting this cause. Cancer touches so many lives and Oakridge is committed to doing our part to fight this disease.

Congratulations to Eden Soccio in Grade 5 French Immersion. Her Rankin Run t-shirt design was chosen by the Rankin Run committee for this year's event! Way to go, Eden! We look forward to proudly wearing your design as part of the Oakridge Eagles team on May 26<sup>th</sup>.

-Mrs. Armstrong

**REPORT CARDS**

First Term report cards will be sent home on



Thursday, February 9<sup>th</sup>. Please fill in the tear off section at the bottom and return it, along with the envelope, to your child's teacher.

**DSBN ACADEMY INFORMATION SESSION**

The staff and students from DSBN Academy will be hosting information sessions. If you would like additional information, please come to the DSBN Academy on Friday, February 17<sup>th</sup> at 1:00 p.m. , 20 Duncan Street, Welland, 905-735-5764.





### FAMILY DAY

Monday, February 20th is Family Day. There is no school on that day. Enjoy spending time together on that day!

### M & M MEATS FUNDRAISING DAY

Thanks to all who shopped at M&M Meats on our first fundraising day of the school year. Our school received \$119.47 which will go towards items for the school.



### LITERACY DAY

We had a great day as a school celebrating Literacy Day on Friday, January 27<sup>th</sup>. All the students

gathered in their colour groups to participate in a literacy activity and then we enjoyed a Sundae treat! Thanks to the staff who organized this event and to our grade 8 student leaders who did a good job working with students in their groups.

### NIGHT AT THE ICEDOGS

Oakridge School Night at the Icedogs is coming up on Thursday, February 9th. Our school has the opportunity to take part in a pregame skate from 5-5:50 p.m. at Jack Gatecliffe arena on game day. Our own Oakridge choir led by Mrs. King will be singing the National Anthem just before the puck drop. Ticket orders are due to your child's homeroom teacher by Friday, February 3rd. **Go DOGS Go!**



### FRENCH IMMERSION ROAD SHOW

During the second week back after the holidays, several of our grade 5 and 7 French Immersion students (the real experts!) visited 14 feeder schools in the south end of St. Catharines and Thorold to inform the grade 3, 4 and 6 students about our



expanding French Immersion program. They answered

student questions and gave their candid opinions about their personal experiences. They were very well prepared and their presentations were excellent. They are to be commended for a doing wonderful job and representing Oakridge and our program so positively!

Special thanks to the following Oakridge ambassadors:

- |             |              |
|-------------|--------------|
| Ryan G.     | Claire H.    |
| John R.     | Jacob W.     |
| Kiani C.    | Alysha B.    |
| Susan K.    | Dylan A.     |
| Erin B.     | Christina L. |
| Jenny C.    | Megan D.     |
| Henry A.    | Ryann S.     |
| Caroline H. | Kiara V.     |
| Jamie I.    | Fiona M.     |

### JUNGLE FEVER AT OAKRIDGE



We are very pleased to announce the cast for our Spring Production of, "Jungle Book." The performances will take place on Wednesday, April 25<sup>th</sup>, and Thursday, April 26<sup>th</sup>, at Sir Winston Churchill . There will be a Wednesday matinee for the school and two evening performances at 7:00 p.m. for parents and friends. Please mark these dates on your calendar. All students from Gr. 1 - 6 will be involved in the show as various jungle animals, and each class will have either a song or a choral speaking part. Grade 7 and 8 students were invited to audition for speaking parts in the play and everyone who came out did a fantastic job!! A full cast list will be included in March's newsletter once rehearsals are in full swing.



## STUDENTS OF THE MONTH

JK/SK am	Carson V., Hannah L., Chloe P.
JK/SK pm	Zoe Q. and Thea Q.
Grade 1 / 2	Devon M., Elli R.
Grade 3-1	Hannah W., Matthew H.
Grade 3 / 4	Brendan B., Jacklyn W.
Grade 5 / 6	Kelsey B., Julia B., Ethan F.
Grade 7-1	Yianna P.G., Jamie W., Jade E.
Grade 7/8	Katherine S., Harrison J., Ashley B., Seager W.
Grade 8-1	William C., Isabelle D., Bronwyn J., Julia M.
Grade 5F1	Adam J., Cassandra P., Deborah L.
Grade 5F2	Ben B., Breanna G., Abbey C., Christina L.
Grade 7F1	Nicole U., Tianna Z., Callum B., Kailey M.
Grade 7F2	Nicole D., Teagan R., Aleigh R., Lucy O.
Grade 8F1	Sarah M., Andrew S., Janyn Z.
Grade 8F2	Jessenia O., Andr�ea M., Brittney K.
Grade 8F3	Gracie F., Emily U.

# Dance-A-Thon

Get ready to dance for our annual **Danceathon** on Thursday, February 9<sup>th</sup>.

## ECO-CORNER

### **Sweater Day: February 9<sup>th</sup>...A fun way to promote Sustainable Living**

Looking for a way to beat those cold Canadian winter-blues...well cheer up with others who are participating in "Sweater Day." Sweater Day is a sponsored event by the World Wildlife Fund (WWF) Canada that was initiated last year...it challenges us to turn down the thermostat a couple of degrees and then invites everyone young and old alike to 'sport' a fun or favorite sweater to show their commitment to action on climate change.

Last year's event was a great success, seeing many DSNB schools filled with all sorts of 'favorite' sweaters on the day. Do you have a sweater that might be new, or from a decade past? Perhaps from a sports team? Or one that you have been saving for a special occasion?.....Then Sweater Day might be just right for you!

How can you get involved? Simply mark your calendars and on February 9<sup>th</sup>, turn down your thermostat by a couple of degrees and ask everyone to 'sport' their favorite sweater...you might even find a creative way to celebrate the diversity of sweaters worn on this day.

For mor info and ideas stay connected with WWF Sweater Day online @ <http://wwf.ca/takeaction/sweater day/>

## GOOD FIT BOOKS

Reading “Good Fit” books is absolutely imperative if students are to progress as readers.

Children must spend the majority of their independent reading time engaged in books which they can decode and comprehend at very high levels. In her book, *Reading Essentials*, Regie Routman states that reading books which are too difficult does not help children, but in fact has an adverse affect on their growth and development as readers (page 93).

There is a very simple way to help your child choose good fit books. It is called IPICK. IPICK is an acronym that stands for: I choose books to read, Purpose, Interest, Comprehend, and Know the words.

We always have a PURPOSE when we choose a book. Whether it's to learn about a certain topic, to continue with a beloved series, to try a new genre, to continue with works by a favorite author, or a variety of other reasons, the purpose is a key element in selecting a “good fit” book.

It is important that INTEREST not be overlooked when helping students learn to select books. Interest is crucial if we are going to get students to read the volume of material necessary to move them from survival readers to life-long readers who choose to read for information and pleasure. When we look at our own lives as readers, we realize that we seldom stick with books we are not interested in. Our motivation wanes, our minds wander, and we inevitably end up abandoning the text.

The last two things to consider when choosing a good fit book are: COMPREHEND what we are reading and KNOW most of the words. If I have a book that meets my purpose and interest, but I either can't read it or I can't understand the words...it isn't a “good fit” book for me.

Here are some easy steps that you and your child can follow in order to choose “good fit” books:

1. Have your child choose a book. This is the first I in IPICK which means “I choose books to read”.
2. Ask your child, “What is your purpose for choosing this book?” You may also want to ask, “Is it for fun or to learn something?” This is the P in IPICK which means purpose.
3. Ask your child, “Is this a book you are interested in?” This is the second I, which means interest.
4. Have your child read a page of the book. After your child reads the page, ask your child, “Who did you read about and what did they do?”. This is the C in IPICK which stands for Comprehend. If it is a good fit book your child should be able to answer your question.
5. Have your child read another page (or use the same page) and ask, “Did you know the words?” This is the K in IPICK which stands for know the words. Your child should know all or almost all of the words in order for it to be a “good fit” book.

This ongoing dialogue will help children understand that books have to fit in order for us to be successful and have fun while reading. This will lead to children who are able to select books with a purpose, which they are interested in, that they can read and understand. They will go from being “pretend” readers to readers who don't want to stop reading!

Adapted from Alicia Darby @www.thedailycafe.com

## HOW PARENTS CAN ENCOURAGE TWEENS TO READ

By: Reading Is Fundamental (2008)

You know that reading is important and you want to make sure that your tween grows into adulthood with all the skills he or she needs to succeed. The following list offers suggestions for encouraging your tweens to read.

1. **Set an example.** Let your kids see you reading for pleasure.
2. **Furnish your home with a variety of reading materials.** Leave books, magazines, and newspapers around. Check to see what disappears for a clue to what interests your tween.
3. **Give tweens an opportunity to choose their own books.** When you and your tween are out together, browse in a bookstore or library. Go your separate ways and make your own selections. A bookstore gift certificate is a nice way of saying, “You choose”.
4. **Build on your teen's interests.** Look for books and articles that feature their favorite sports teams, rock stars, hobbies, or TV shows. Give a gift subscription to a special interest magazine.
5. **View pleasure reading as a value in itself.** Almost anything your youngsters read — including the Sunday comics — helps build reading skills.
6. **Read some books written for tweens.** Young adult novels can give you valuable insights into the concerns and pressures felt by tweens. You may find that these books provide a neutral ground on which to talk about sensitive subjects.
7. **Make reading aloud a natural part of family life.** Share an article you clipped from the paper, a poem, a letter, or a random page from an encyclopedia — without turning it into a lesson.
8. **Acknowledge your tween's mature interests.** Look for ways to acknowledge the emerging adult in your tweens by suggesting some adult reading you think they can handle.
9. **Keep the big picture in mind.** For all sorts of reasons, some tweens go through periods without showing much interest in reading. Don't panic! Time, and these tips may help rekindle their interest.

Reading is Fundamental. *All About Adolescent Literacy*, 8 12 2011 <<http://www.adlit.org/article/23399/>>.

# HOW TO READ YOUR CHILD'S REPORT CARD

As educators, we recognize the importance of your role, as parent/ guardian, as a partner in your child's education. Studies have found the greater the support that families provide for their children's learning and progress, the greater the likelihood that their children will succeed at school. With this in mind, teachers work diligently to provide report cards that will communicate clear, meaningful information about:

- what your child is learning,
- how well your child is learning
- what strengths your child is showing
- what next steps are needed for your child's continued success
- how you might help your child at home

The report card, sent home on February 9, is the first of two Report Cards on which teachers will provide feedback about the achievement of your child. The second will be sent at the end of June. As with the Progress Report sent home in the fall, your child's development of learning skills and work habits are emphasized on the first page. These skills are integral to the success of students throughout their school career and long after they leave our care. Teachers assign a letter symbol to indicate the current level of achievement in each of six categories. The comment box provides space for teachers to reflect on areas of strength and plans for next steps to ensure your child's continued success. Teachers may indicate ideas to support your child in developing these skills at home.

**Ontario** Ministry of Education **Elementary Provincial Report Card**

Date: \_\_\_\_\_

Student Name	DOB	Class/Subject	Home Phone
Teacher		Class/Life	Home/Fax/Life
Address	School Address		
	Principal		Telephone

Grade in 2011/2012: \_\_\_\_\_

Learning Skills and Work Habits	Final	Goal	Self-Reflective	Next Steps for Improvement
<b>Responsibility</b> • Fulfills responsibilities and assignments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour.				
<b>Independent Work</b> • Engages in independent work and makes plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Values feedback with respect to supervision.				
<b>Organization</b> • Develops and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.				
<b>Collaboration</b> • Accepts various roles and an equitable share of work in a group. • Respects and refers to the ideas, opinions, values, and traditions of others. • Works readily with peers through personal and technology-mediated interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Discusses, negotiates, mediates, and resolves, and provides critical thinking to solve problems and make decisions.				
<b>Initiative</b> • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others.				
<b>Self-Regulation</b> • Sets own individual goals and monitors progress towards achieving them. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.				

Strengths/Next Steps for Improvement: \_\_\_\_\_

Subject	Report	Strengths/Next Steps for Improvement
<b>Language</b> Reading <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Writing <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Oral Communication <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Media Literacy <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
<b>French</b> Oral Communication <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Reading <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Writing <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
<input type="checkbox"/> Oral <input type="checkbox"/> Interactive <input type="checkbox"/> Extended		
<b>Mathematics</b> <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Measurement <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Geometry and Spatial Sense <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Patterns and Algebra <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
Data Management and Probability <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		
<b>Science and Technology</b> <input type="checkbox"/> EMILED <input type="checkbox"/> EP <input type="checkbox"/> NA		

09-0819 (03/10) © Ontario Ministry of Education 2010 **Grade 3-6** Page 3 of 4

Pages two and three of the report card provide feedback about specific subjects. Letter grades are used for grades 1-6, and percentage marks in grades 7 and 8. The marks provided reflect the work your child has done since September, 2011. Teachers have used their professional judgement in selecting a variety of opportunities for their students to best demonstrate their achievement. In the comment boxes, teachers strive to write, in language that is clear, about what your child knows and can do. They use this space to communicate your child's strengths regarding the learning goals of the term, as well as to identify next steps that your child will be able to act on. Look for ideas for how you might support your child at home.

The bottom of pages three and four of the report card provide a detachable form on which you and your child can reflect on accomplishments and set some goals for the upcoming term. It is important to return this slip to your child's school. The thoughts you share can provide a starting point for discussions in a parent teacher conference. Remember, the purpose of all evaluation and reporting is to improve student learning. Your child's success, now and in the future is our main priority. We appreciate your continued partnership in this vital job!

# It's all about FAMILY!

Family Day Free Skate! - Monday, February 20<sup>th</sup>, 2012

Sponsored by Family and Children's Services Niagara

Lace up! Come out and have some fun! Celebrate Family Day with some fun family time!  
Free Skate time sponsored by FACS will be offered at the following locations and times:

Fort Erie	Leisureplex	2:00 pm – 3:30 pm
Grimsby	Peach King Arena	1:00 pm – 4:00 pm
St. Catharines	Seymour-Hannah 4 Pad	9:45 am – 11:15 am
Lincoln	Jordan Arena	3:00 pm – 4:30 pm
West Lincoln	West Lincoln/Smithville Arena	11:30 am – 1:00 pm
Wainfleet	Wainfleet Arena	12:30 pm – 2:00 pm
Niagara-on-the-Lake	Meridian Arena	1:30 pm – 3:00 pm
*Niagara Falls	TD Rink at the Brink	12:00 pm – 2:00 pm
Port Colborne	Humberstone Arena	1:00 pm – 3:00 pm

*\*free skate and helmet rentals at Niagara Falls only*



## Foster Families Needed

Open your hearts and your home to local children and youth in need.

For more information on providing safe and temporary care for children in need

**Call 905-937-7731**

[www.facsniagara.on.ca](http://www.facsniagara.on.ca)