



Our year is going by so quickly! Please watch the forecast each day and make sure your children have boots, hats and mitts. This past week we saw the children confined to the school for two days straight as we had temperatures with a wind chill lower than -23. We are outside unless it is very cold, but the best news of all is that we only truly have this last month of cold weather and then we are headed towards warming up! A reminder that February 4th and 5th is Teachers' Convention for our part of the province so it is a short week for our students. Please be aware that the school is closed on these days as it is mandatory for all teachers to attend the convention.

Kindergarten Open House will be virtual this year and will be online February 17th from 6 - 7 pm. Please watch for this and pass the information along to family and friends that also need to register their child. February 12th is a Professional Development day and February 15th is Family Day. February has many short weeks in it.

Our Next set of Parent-Teacher Conferences will be February 23rd and 25th, you will be able to sign up for a time slot soon.

Please watch for announcements as health measures open up we can move to having hot lunch prepared once more.

Archie Lillico

Principal

Parkland Village School - February 2021
<http://parklandvillage.psd70.ab.ca/>

Parkland School Division Online Registration Begins

Starting February 8th, 2021, all present and future students **MUST Register online** at <http://www.psd70.ab.ca/>, once in the website, you need to scroll down the right hand side to the **Registration menu or go to PowerSchool if your child is a returning student please register in your Parent Portal, about half way down the left hand side you will see registration, click to go there.**

- ◆ **Registration** menu for all **Returning Students Kindergarten to Grade 4**
- ◆ **New Registrations** for **Kindergarten, and New Students who will be moving into the district** and have **NEVER** attended a Parkland School Division School.
 All Kindergarten registrations require a Child's Birth Certificate

If you are unable to register online, please stop by the school office, we will be able to assist you with the online registration process.

Virtual Kindergarten Open House February 17th from 6:00 - 7:00 p.m.

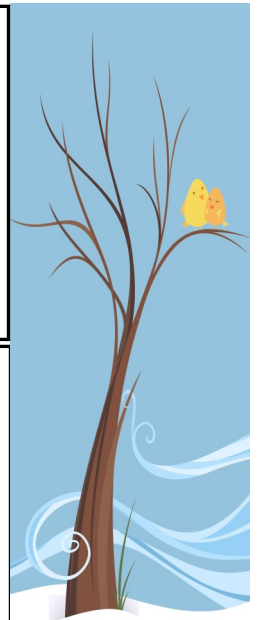
A child registering for Kindergarten in September 2021 needs to be five years of age by December 31, 2021. The Kindergarten days are Monday/Wednesday or Tuesday/Thursday with alternating Fridays. Our Kindergarten teacher will give you a brief overview of the Kindergarten program and answer any questions you have of the program.

Kindergarten children must complete Registrations ONLINE at <http://www.psd70.ab.ca/> and attach your Child's Birth Certificate or bring it to the school to be photocopied.

Virtual Parent-Teacher Conferences for Kindergarten to Grade 4 Tuesday, February 23rd, and Thursday, February 25th From 3:00 - 6:00 p.m.

Please Note: Caregivers you can book your **Parent Teacher Conference** at:
<http://parklandvillage.schoolappointments.com/admin/>.

Parents who are registered, just need to log into the site to book your conference.
 If you are unable to access this web-site, please stop by the school office for assistance.



2nd Report Card will be sent home Thursday, March 25th, 2021

Your Child's Report Card Will Be Online In Your PowerSchool Parent Portal on Thursday, March 25th. To access the website please go to:

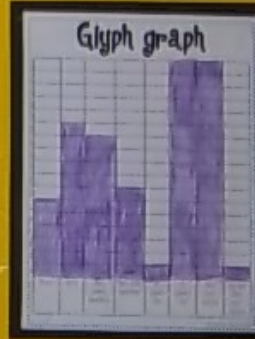
<http://www.psd70.ab.ca/PowerSchool.php> and sign into your account with your username and password. Go to the bottom of the menu click on the "Report Card" icon. If you can't access the report and absolutely need a hard copy, please contact the school office.



February is
Random Acts of Kindness



Snowman Glyph Legend	
Hat	Scarf
1 hat = boy	2 scarves = girl
1 hat = girl	1 scarf = boy
Buttons	Eyes
Use the number of buttons you need to show how old you are.	1 eye = girl
	1 eye = boy



Ms. Lynds created a really fun math lesson by creating a Glyph. Much like hieroglyphics, glyphs can be used by children as a way to gather and depict data. Look what her class created using the Glyph criteria. Well done Grade 1!

This is a great Math exercise to do with your children.



'Tis the Season - Freezing temperatures, lots of snow, colds, flu, mountains of winter wear and lice. Just a reminder to please take a moment and check your child's hair, look for nits and eggs. Treat your child's hair. Please contact Alberta Health Services for more information.



Mrs. Lee's Grade 2 Class made "Winter Sun" landscapes, they are quite magical.

Working with pastels, Ms. Parfieniuk's Grade 3 Class made snowy landscape pictures. They were very careful with the shading on the trees. Great work Grade 3!

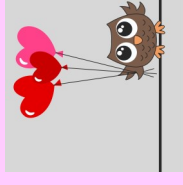


Jump Rope for Heart

This year Parkland Village School will participate in the Jump Rope for Heart Campaign during gym class for the first 2 weeks in March.

All donations for this Jump Rope for Heart Campaign will be online this year. Please go to www.jumpropeforheart.ca for more information

February 2021



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 Teachers' Convention NO SCHOOL	5 Teachers' Convention NO SCHOOL	6
7	8 Online Registration begins for all current and new students go to http://www.psd70.ab.ca	9	10	11	12 Professional Development Day NO SCHOOL	13
14 Valentine's Day	15 FAMILY DAY NO SCHOOL	16	17 School Council Meeting 6:00 pm Virtual Kindergarten Open House 6-7 pm	18	19	20
21	22	23 Parent/Teacher Conferences Kindergarten to Grade 4 3:00 pm - 6:00 pm.	24	25 Parent/Teacher Conferences Kindergarten to Grade 4 3:00 pm - 6:00 pm.	26	27
28						

Helping Your Child Learn Math

excerpts from Manitoba Education 2004



Part 3 - Understanding Patterns and Relations

We find patterns in nature, art, music, and literature. We also find them in numbers. Patterns are at the very heart of math. The ability to recognize patterns helps us to make predictions based on our observations. Understanding patterns helps prepare children for the study of mathematical relations.

Look for patterns in storybooks and songs.

- ◆ Many children's books and songs repeat lines or passages in predictable ways, allowing children to recognize and predict the patterns.

Create patterns using your body.

- ◆ Clap and stomp your foot in a particular sequence (clap, clap, stomp), have your child repeat the same sequence, then create variations of the pattern together.
- ◆ Teach your child simple dances that include repeated steps and movements.

Hunt for patterns around your home and your neighbourhood.

- ◆ Your child will find patterns in clothing, in wallpaper, in tiles, on toys, and among trees and flowers in the park.
- ◆ Encourage your child to describe the patterns found.
- ◆ Try to identify the features of the pattern that are repeated.

Use household items to create and extend patterns.

- ◆ Lay down a row of spoons pointing in different directions in a particular pattern (up, up, down, up, up, down) and ask your child to extend the pattern.

Explore patterns created by numbers.

- ◆ Write the numbers from 1 to 100 in rows of 10 (1-10 in the first row, 11 to 20 in the second row, and so on)
- ◆ Note the patterns that you see when you look up and down, across, or diagonally.
- ◆ Pick out all the numbers that contain a 2 or a 7.

Part 4 - Understanding Data and Probability

Everyday we are presented with vast amount of information, much of it involving numbers. Learning to collect, organize, and interpret data at an early age will help children develop the ability to manage information and make sound decisions in the future.

Sort household items.

- ◆ As your child tidies up toys or clothing, discuss which items should go together and why.
- ◆ Show your child how you organize food items in the fridge - fruit together, vegetables together, drinks on one shelf, condiments on another.
- ◆ Encourage your child to sort other household items - crayons by colour, cutlery by type or shape, coins by denomination.

Make a weather graph.

- ◆ Have your child draw pictures on a calendar to record each day's weather. At the end of the end of the month, make a picture graph showing how many sunny days, cloudy days, and rainy days there were in that month.

Make a food chart.

- ◆ Create a chart to record the number of apples, oranges, bananas, and other fruit your family eats each day. At the end of the month have your child count the number of pieces each type of fruit eaten. Ask how many more of one kind of fruit were eaten than another. What was your family's least favourite fruit that month?






Talk about the likelihood of events.

- ◆ Lay down a row of spoons pointing in different directions in a particular pattern (up, up, down, up, up, down) and ask your child to extend the pattern.

Explore patterns created by numbers.

- ◆ Have your child draw pictures of things your family does often, things you do sometimes, and things you never do. Discuss why you never do some things (swim outside in January).
- ◆ Ask your child if it's likely to rain today. Is it likely that a pig will fly through the kitchen window?

Finally - Where can you get help if you don't understand a concept or where your child's understanding of math is and how to help your child succeed? "Your child's teacher".

Favorite Pizza Toppings	
cheese	
mushroom	
sausage	
pepperoni	
Key	 = 5 pizzas

How do children learn empathy?

Article excerpt from The Conversation, March 22, 2016

Empathy, the ability to understand others and feel compassion for them, is arguably the most defining human quality – setting us apart from smart machines and even other animals. Without it, we couldn't function in social areas such as the schools, court rooms and office workplaces that are the cornerstones of our society.

But babies and toddlers are generally poor at showing sensitivity to other people's feelings.

So how do they develop this crucial skill – do they learn it gradually or is it just an innate ability that kicks in at a certain age?

Empathy involves being sensitive to the emotions of others, understanding those emotions and responding in an appropriate way. Studies on how empathy develops need to look at how children understand and respond to emotions rather than their ability to recognise them. This is because children who have difficulties with empathy generally have little or no difficulty in identifying emotional reactions in others, but rather in understanding the purpose or cause of it.

For most children empathy seems to come naturally. Others may be perfectly capable of understanding the emotions of others but choose to respond in an inappropriate way, such as being aggressive. On the other hand, children with autism spectrum disorder may be very sensitive to the emotions of others but at the same time have difficulty in understanding those emotions and knowing how to respond. That difficulty can result in negative social experiences, leading to poor social confidence and social withdrawal.

This shows just how important the development of empathy is: poor social skills in childhood have been linked to a number of issues in adulthood – ranging from relationship and mental health problems to low income and substance abuse.

An imitation game

It has long been known that early experiences of social interactions shape the way we respond to others. Classic experiments in the 1960s showed that children were more aggressive after seeing aggression – and also copied specific aggressive behaviours. This may not seem to have anything to do with empathy, but it actually shows how important imitation is for children to learn patterns of emotional responses.

Newborn infants may not be very interactive but they are capable of a form of simple facial mimicry. Try sticking out your tongue in front of a newborn baby and he or she may copy you. Within a few months, babies progress to reciprocal smiles. At three months of age infants are reflecting the emotions of their parents. For instance, babies of mothers with high levels of anxiety have been shown to smile less than others as a result of their mothers smiling less. It may not seem like it, but this is the very first stage of empathy.

Between six and 12 months, an infant can differentiate between different types of emotional expressions and begins to understand that other people have intentions. The imitation behaviour continues and becomes more frequent over the first two years of life. In the second year, children also develop the ability to pretend and imitate behaviours in order to simulate emotions in others, rather than just immediately copying reactions. Emotional expressions in others evoke a child's own memories of similar emotional experiences – the foundation of empathy.

By the age of four, children can separate truth from falsehood and intentional behaviour from accidental acts. While these are great tools for learning empathy, it doesn't mean that a child is ever fully developed in this regard. Empathy is something we keep on developing for the rest of our lives.

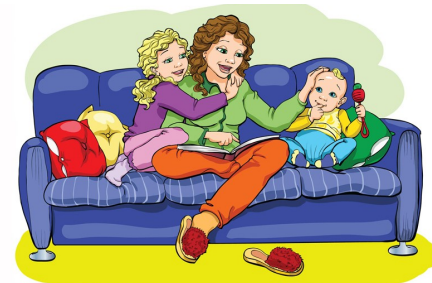
But are some children born with a brain that is wired to be more empathetic? Neuroscience models have traditionally tried to separate empathy into various components – such as cognitive, emotional and expressive – located in separate brain regions. However, we are increasingly realising that the pathways used to perceive and express emotion are fundamental parts of the learning process of attributing intentions to emotional experiences – be it via gestures, actions, facial expressions or words. Empathy is therefore tied to sensory and motor systems which means that, like any other aspect of development, it cannot be treated as an isolated ability.

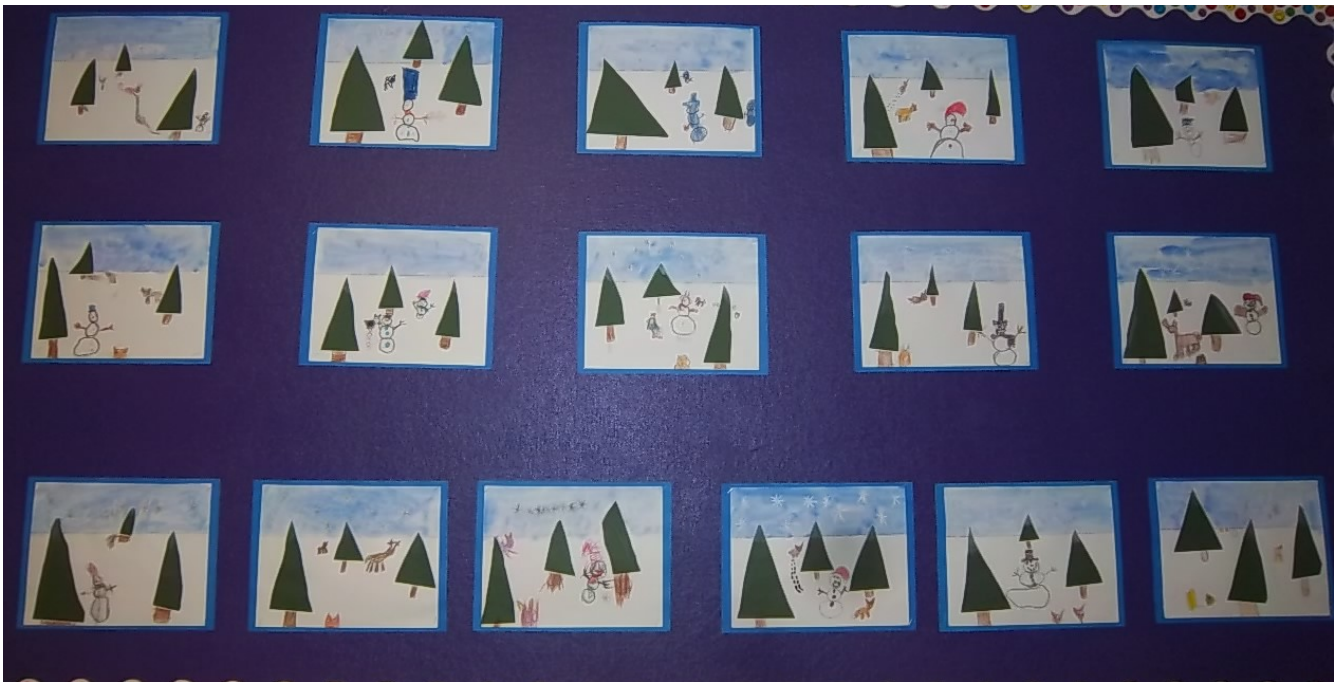
Empathy is an important part of friendship.

So it really seems that empathy can be cultivated – relying on adults and peers modelling appropriate emotional responses to events at changing levels of complexity as a child grows. It also depends on the capacity to think about, imagine and reflect on emotional experiences, which may explain why reading fiction appears to improve empathy.

But there will always be individual differences in capabilities to learn from past experiences and coordinate responses. It's also important to keep in mind that children who experience a negative or emotionally indifferent environment at home are likely to develop different expectations of emotions in others, perhaps such as finding more positive or more complex emotions hard to understand. For example, a child born to hostile or neglectful parents will learn to be biased to attribute negative intentions to others.

Thankfully, the days when it was acceptable to be cruel to children to “toughen them up” are over. But as a society we still have some way to go in recognising what we can do to promote healthy emotional development – such as empathy – both in our families and in the wider social context.





Ms. Lynds Grade 1 landscape art pieces are great, they have animals, snowmen and people in amongst the trees. They did a great job understanding depth perception, and what it looks like in landscapes.



Ms. Farris Grade 3's were Monkeying around with their abstract Monkey art. They used pieces of paper to create their monkey and jungle scene. These looked like a lot of fun to make



Mrs. Blanchet's Grade 1/2 "Winter Sun" art landscapes are beautiful pieces of art, they did a great job.

Their snowmen with some very colourful accessories.

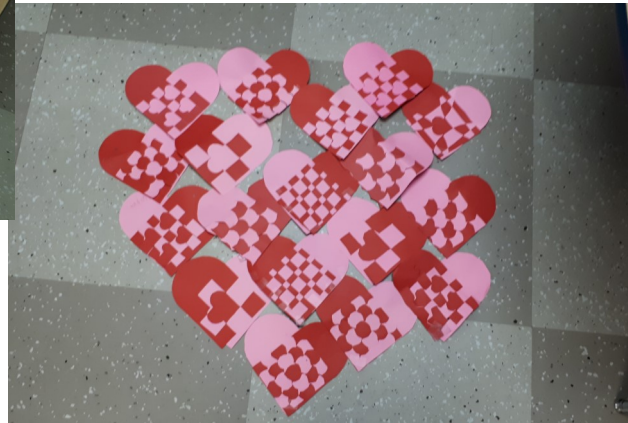




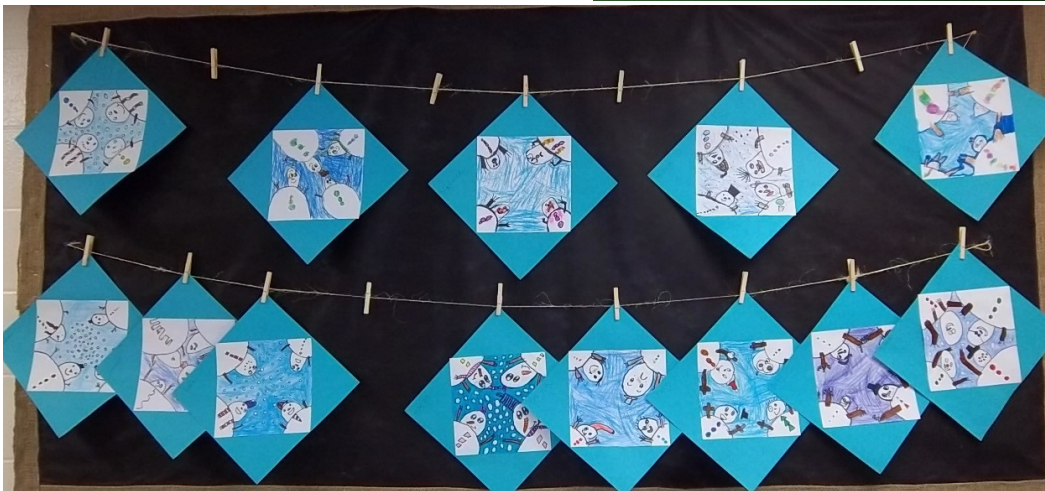
Mrs. Lee's Grade 2 Class pieced together the cutest snowmen.



Ms. Sydora's Grade 4 class did a challenging weaving project that turned into a beautiful heart.



Ms. Ash Elliott's Kindergarten class created wonderful paintings of polar bears.



Mrs. Blanchet's Grade 1/2 love their snowmen. This adorable piece of art work shows four snowmen looking down at something. These are so cute Grade 1/2!