



# Parkland Village School - April 2021

<http://parklandvillage.psd70.ab.ca/>

Welcome to Spring! Spring in Alberta means all kinds of weather. Please make sure that you students are dressed for cold and wet weather as we can have both during the day and we do like to be outside.

Happy Easter from all of the staff at Parkland Village to all of you. We hope that you have a wonderful Spring Break and a relaxing Easter as well.

Thank you to all of the families that have done their registration online. If you are one of the few that were not able to complete this please do so as soon as possible. This is how we set bus routes, and how we build classes for next year. If you are moving and you have not let the office know please do so as it does, again, help us prepare for the new year.

Have a safe and wonderful break.

Archie Lillico  
Principal

## PSD REGISTRATION

If you missed the March 25th Deadline to register your child for the 2021-2022 School Year please call @ 780-962-8121 or stop in at the school office , Louise will be able to assist you with the registration process.

### Kindergarten Registration

Kindergarten and New Early Education (3 and 4 yr. olds) Registrations are still being accepted and are ongoing. Kindergarten families will need to use the online registration system at <http://www.psd70.ab.ca/>, scroll down the right hand side to the **New Registration** menu.

April brings warmer weather, rain and lots of **MUD** - please ensure your child has rubber boots and especially for children in the younger grades please send extra pants, socks and underwear with your child/children in their backpacks in case they encounter a puddle.



### Next School Council Meeting

April 21th, 2021 @ 6:00 p.m.

ANY QUESTIONS OR AGENDA ITEMS, PLEASE CONTACT  
SHANNON AUGER AT 780-952-8980

### Jump Rope for Heart

Dear Caregivers, Thank You for your great support during our Jump Rope for Heart Fundraising Campaign. Parkland Village School raised \$331.00 for The Heart and Stroke Foundation.

Big Thank You to Mrs. Hovdebo for working with the children and helping them with their skipping skills and organizing this fundraising campaign.

Below is Mrs. Lee's Grade 2's beautifully coloured shamrocks.





Ms. Blanchet's Grade 1/2's great drawings showed what they would look like as a Leprechaun and wrote about being a Leprechaun - "If I Was a Leprechaun". Wonderful insight on what they wrote, there are some good stories here.

On the right they drew and coloured their own delicious stack of donuts.

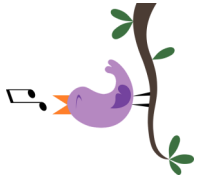


Ms. Farris Grade 3's used chalk on black paper to show their version of the Northern Lights in the mountains, and forest.

## Great Programs You Can Share at Home With Your Child

We now have access to some wonderful websites for your children to access. RAZ kids is a website with books at your child's reading level and activities to go with them. Go to [www.RAZ-kids.com](http://www.RAZ-kids.com) and look for your child's teacher by their last name. Books are set up on a list for each child at their appropriate level. ixl Math is a website of activities which matches the curriculum at your child's grade level. Go to [www.ixl.com](http://www.ixl.com). Your child's user name is their Student ID# their - password is their computer sign-in name SusanA1234. Math is Grade 1-4. Tumblebooks which has books that can be read to your child at every level. Go to [www.tumblebooks.com](http://www.tumblebooks.com) Username is parklandvillage and Password is books. Please enjoy the use of these sites and have your child go into them often.

Tirzah Wolff  
Parkland Village School Librarian



# April 2021



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1			1	2 Good Friday	3
	SPRING BREAK—NO SCHOOL - First day back after the break is April 7th, 2021					
4 Easter 	5 Easter Monday NO SCHOOL	6 Professional Development Day NO SCHOOL	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

# More strategies for improving your child's math - Part 1

By [Kara Bobowski](#) December 4, 2018



## General mathematics improvement strategies

Provide activities that enrich and relate mathematics to daily life:

- Talk about how many bowls to put out for dinner
- Fold napkins in different shapes
- Have your child count similar items as you put away groceries
- Have your child help measure ingredients for recipes
- Give your child change to count out to pay for small purchases at the store; have older children calculate the change
- Ask your child to compare prices of items by asking things like, "Which can of beans costs more?"
- Allow your child to weigh the fresh produce; have older children calculate the price by multiplying the price per pound by the number of pounds
- Read the days and dates on a calendar, talk about the number of days in the month, the number of days remaining until a special event, etc.
- Draw a scale map of your home and determine the best escape route in case of an emergency
- When traveling, write numbers on a grid and have your child color in the box as they see the numbers on signs or license plates
- Check your child's assignment list daily
- Monitor daily work and be aware of the content being studied
- Use computer software or online games or apps to practice math skills at home

Provide some math activities at home:

- Each person rolls the dice and adds, subtracts, or multiplies the numbers
- Dice and Money. Each person rolls a die and gets the number of pennies as dots shown. When someone gets five pennies they trade it in for a nickel, dime, and so forth, until they're trading for a dollar
- For two people, give each person 13 cards from a deck of cards, have each person flip a card, then have your child decide whose card has the higher value to determine who wins the set of cards. In a tie, place three additional cards face-down, then turn the last card up; the higher card on that turn wins all the cards. Play until one person has all the cards in the deck
- Newspapers and Magazines. Find numbers in print and cut them out, then glue them in the correct order onto a larger sheet of paper
- Keep empty containers, write different prices on them, then play Store by using a calculator to add up the prices for different purchases

## Computation

- Count orally by twos, fives, or tens
- Complete connect-the-dot pictures
- Have your child make a number book which contains a page for each numeral from one to ten. On each page, have your child glue clippings from newspapers and magazines illustrating that number concept (two dogs, three ducks, or four horses). As your child progresses with number recognition, they can add to the book and add numerical figures used in various ways
- Count and pair objects found around the house and determine whether there's an odd or even number of items
- Review math facts at home, in the car, waiting in line, or during other downtime
- Provide your child with verbal math problems. "Take the number five; add six; multiply by three; subtract three; divide by five. What's your answer?" Speak slowly at first until your child gets better at solving these mental problems
- Help your child identify percentages in signs, newspapers, and magazines
- Encourage your child to read nutrition labels. Have them calculate the percent of a specific nutrient in each item

# How to Respond to Bad Behavior

By Audrey Monke

Bad behavior from other people is an inevitable part of life. While we would love to protect our child from every mean comment or action by another person, that is impossible. What we can and must do is help our child learn how to respond appropriately to bad behavior. That's a life skill they will, unfortunately, need a lot as an adult. The question comes up sooner or later for every parent:

How do I respond when a child does or says something mean to my child?

## Don't Talk to the Other Child's Parent

It almost NEVER helps to approach the parent of a child who is demonstrating bad behavior, especially if you don't know the parent. Guess where the child learned their bad behavior? Eek.

It's very sad, but many parents are not modeling for their children how to treat others with kindness and respect. When these parents are approached about their child's behavior, they make excuses and blame others rather than taking responsibility for the behavior. It is highly unusual for a parent of a child who's behaving badly to respond apologetically or do anything constructive (other than take it out on their child later).

So unless the parent is a really good friend of yours and you have a close and trusting enough relationship, one where you've built up a trust where they know that you like their child and want what's best for him or her, I would strongly caution against speaking directly with the child's parent.

The parent will be defensive for many reasons. They may be tired of hearing negative things about their child. They probably don't know what to do about their child's behavior (which is likely an ongoing issue). Instead of responding apologetically or letting you know what they're going to do, they will almost certainly deny the behavior, blame other people, and take their frustrations out on you and then their child later.

## Avoid Using the Word "Bully" or "Bullying"

Here's an example of what we have experienced and seen in all avenues of sports, it involves a child calling another child foul names on the soccer field. A parent said he was "bullying" the other child, but I clarified that he was being rude and inappropriate since he was targeting many children. I caution parents to avoid using the word "bullying" to describe every bad behavior, as it's now being overused and tends to focus on children as victims of the other child's actions. Since, in this case, several children were recipients of the name-calling, this child wasn't ganging up on one child. He was being rude to many. When debriefing with our child about bad behavior, it's important that we distinguish between rude, mean, and bullying behaviors:

**Rude = Inadvertently saying or doing something that hurts someone else.**

**Mean = Purposefully saying or doing something to hurt someone once (or maybe twice.)**

**Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.**

## Reframing: Teach Your Child (and the children you work with) to respond with

### Compassion and Curiosity

Another important way to help a child deal with mean children is to debrief with them on what might cause a child to do or say something rude or mean. Often a child can access their own empathy and realize that a child calling them the "F" word likely is being called that by his parents or siblings at home.

It's much better to teach children to view bad behavior and meanness with empathy instead of victimhood. Make the conversation not about them but about the child doing the bad behavior. We can ask our child, "Wow, that sounds really mean. I wonder what would make a child act like that?"

By taking the focus off our child, we help them learn how to reframe other people's bad behavior to be about the other person and not take it personally. So when your child comes to tell you about another child's bad behavior, teach them to be curious about it. Ask, "Where do you think he learned that behavior? What could have caused this person to do or say that?" Stay calm and ask questions to help them tap into their compassion.



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A great way to think about bad behavior is to be curious instead of angry. Children who have trouble getting along with others usually personalize things too much, thinking bad words and behavior are always aimed at them (or about them) even when they're not. The only child we can talk to and directly influence is our own. We can't make everyone else be kind and respectful, but we can empower our child to respond well, not personalize things, and not sink to the lowest common denominator and ask questions to help them tap into their compassion.

### **Use Bad Behavior as an Opportunity to Teach & Set Clear Boundaries**

As adults, we can also promote and insist upon appropriate boundaries. In our homes, on our teams, or in our classrooms, we can be clear about what we stand for and use positive\_behavior\_management to promote kind, respectful behavior.

Since this event happened in a team situation, I advised that the coach focus on teaching all the children on the team about what is expected on the team – being respectful and showing good sportsmanship. Empower the children by telling them they don't need to stand by and let another child behave badly, but they also don't need to take it personally when a child is acting like a jerk.

Here's what I said: "If your coach is brave enough and willing to follow through, he/she could say something like, 'Last time we played this team, there was a child who didn't know how to stay respectful on the field. Don't take it personally if he calls you a name, but do let me know right away so that I can talk to the coach and let them know that our team will not continue playing against their team if they allow that behavior to continue.'

You could also let the powers-that-be know that your team is not going to play against a team that allows rude behavior and that they shouldn't be allowing that behavior either. It's the other coach's responsibility to remove him if he is not meeting the team standards of behavior."

### **Whose fault is it?**

One final note: "bad behavior" is more complicated than it seems. I've learned from many years of working with children and helping them to resolve\_conflicts that come up at camp that our perspectives on the same situation are different depending on who we are.

We and our children view things from our own perspective. If our child comes home and says that someone was mean to them, our hackles go up and we take their story at face value. But we don't know all the details or understand the whole picture. What led up to the other child's bad behavior? When negative interactions happen between children or between adults it's almost never one hundred percent one person's fault and zero percent the other's. Maybe one person's behavior was worse, but it could have been in response to a subtler, but equally mean behavior. The bottom line is that what we can control is our own behavior and our own response to bad behavior. That's what we need to teach our children too.



You can tell Ms. Lynds Grade 1's are really looking forward to Spring. The Bunnies wearing glasses are so cute, and the black designs on the Bunnies just adds that extra dimension to their art piece.

Their prediction of March coming in as a lamb won out over the lion, by the number of cute lambs made here.



Ms. Lynds Grade 1's created bright and cheerful Leprechauns inside of a rainbow.

Below is the Grade 1's rainbow 4 leafed clover drawn with pastels. The colours are stunning.



## Canada Food Guide's Nutritious Lunch

Below are some ideas for packing a nutritious lunch. **Have items pre-cut, prepped, and packed the night before.** When your child packs their own lunch adult supervision is needed to ensure they are getting the nutritious lunch they need to build strong bodies and minds.

# LUNCH BOX GUIDE

Pack a tasty lunch in minutes by choosing foods you enjoy.

## Try for...

### TWO TYPES OF VEGETABLES OR FRUITS

Beets	Kale	Apples
Bell peppers	Lettuce	Apple sauce
Broccoli	Mushrooms	Bananas
Cabbage	Peas	Berries
Carrots	Potatoes	Grapes
Cauliflower	Spinach	Mango
Celery	Squash	Melon
Corn	Sweet potato	Oranges
Cucumber	Tomatoes	Peaches
Green beans		Pears

### ONE TYPE OF WHOLE GRAIN FOOD

Bagels	Naan
Bread	Noodles
Bun	Pancakes
Cereal	Pita
Couscous	Rice
Crackers	Tortillas
Muffins	

### TWO TYPES OF PROTEIN FOODS

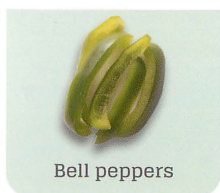
Cheese	Beans
Kefir	Hummus
Milk	Lentils
Yogurt	Nuts
	Seeds
	Seed, pea or nut butter
	Tofu
Beef	
Chicken	
Egg	
Fish	
Lamb	
Pork	
Wild game	



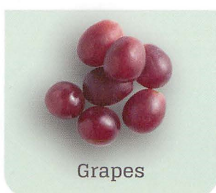
### Choose sauces and sides to complement:

Examples include condiments such as dips, salad dressing, cream cheese, mayonnaise, mustard, ketchup, salsa, barbecue sauce, soy sauce, and butter, as well as foods such as pickles, granola bars, cookies, and pretzels.

## DIY Lunch Kit



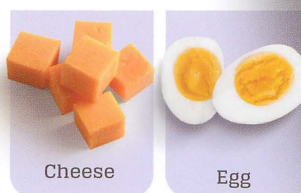
Bell peppers



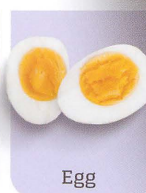
Grapes



Pita



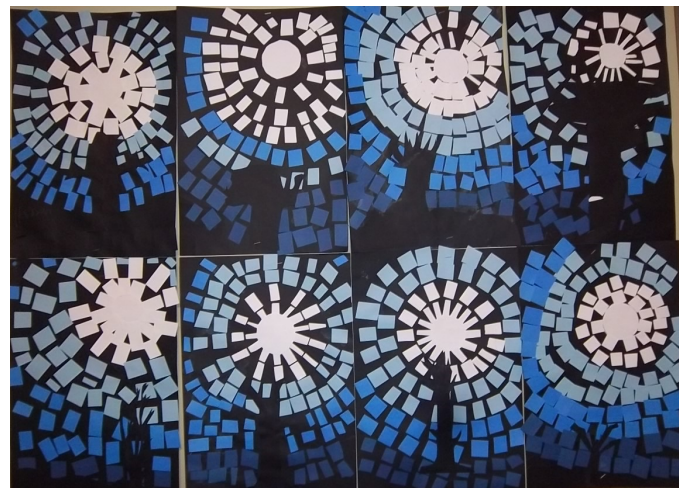
Cheese



Egg

Sauces and sides: tzatziki

Ms. Sydora's Grade 4 Class created abstract Mosaic art pieces that are spectacular.

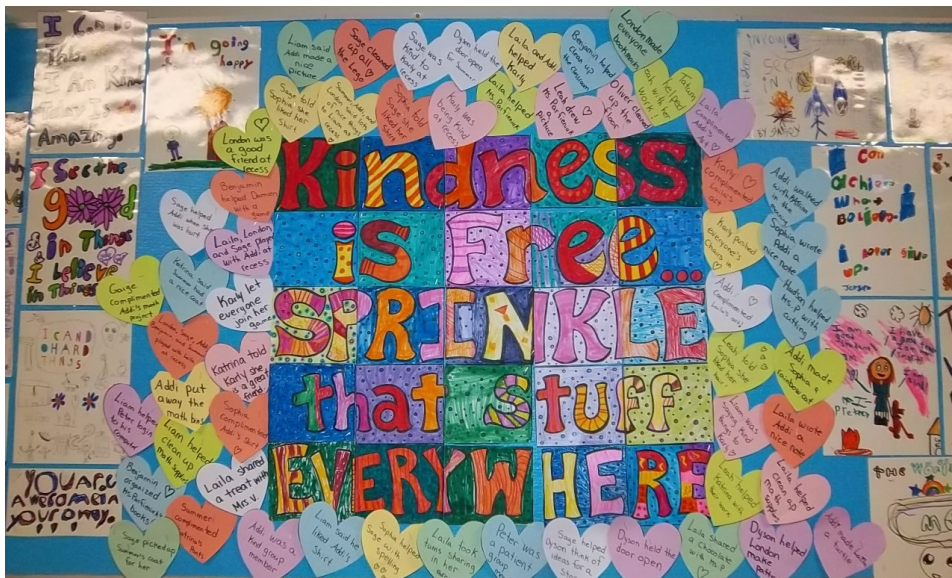


Ms. Sydora's Grade 4 Class chose their best feature of themselves and explained what they liked about them.



Ms. Parfieniuk's Grade 3 Class featured the small Acts of Kindness the students did for others and within the classroom.

Well done Grade 3 and continue doing those !



With a lot of patience Ms. Farris's Grade 3 Class DOT painted their pictures using Q-tips.

They look really cool, it almost gives the picture a 3D effect.

