

**Communication Corner**  
**Speech-Language Pathology and Audiology Services**

**READING AT HOME:**

The most important activity for preparing your child to succeed as a reader is **reading aloud together**, no matter how old they are! Fill your story time with a variety of books – fiction, non-fiction, poetry etc. Be consistent, be patient, and have fun!

**Start young:** Children learn to enjoy the sound of language before they even notice that there are words printed on a page. Reading books aloud to children stimulates their imagination, builds their language skills and expands their understanding of the world. It helps them develop language and listening skills important for the classroom and prepares them to understand the written word. When the sounds of language become part of a child's life, learning to read will feel like a natural next step.

Even after children learn to read by themselves, it's still important for you to take time to read aloud together. By reading stories that are at their interest level, but beyond their reading level, you not only stretch their understanding and build their language skills, but also model the enjoyment of reading.

**Reading is a part of life:** Life can be very hectic, however, it is important to try to read with your child at least once a day at a regularly scheduled time. There will be days that get missed, and that's OK! Just read to your child as often as you possibly can. Taking the time to read with your children sends an important message: **Reading is worthwhile.**

**Read it again!** There may be a time when your child prefers one book and wants it read night after night. This is not unusual. Although it may become boring as a parent, remember that a favorite story may be meeting your child's interests or emotional needs. Be patient! Continue to expose your child to a variety of books and eventually they will be ready for new stories.

**Remember:** Sometimes as adults we forget all the things that we learned as children, such as:

- There's a difference between words and pictures. **Point to the print as you read** aloud.
- Words on a page have meaning, and that is what we learn to read.
- Words go across the page from **left to right**. Follow with your finger as you read.
- Words on a page are made up of letters and are separated by a space.

**Advertise the joy of reading!** Our goal is to motivate children to want to read so they will practice reading independently and as a result become fluent readers. That happens when children enjoy reading. We as parents help that by reading great stories and poems to children, as well as modelling reading ourselves.

With your help, your children can begin a lifelong relationship with printed words, so that they grow into adults who read easily and frequently whether for work, knowledge, or pleasure.

*Content adapted from:*

Cullinan, Bernice, and Brod Bagert. "Reading with Your Child." *Reading Rockets*, 17 Nov. 2013, [www.readingrockets.org/article/reading-your-child](http://www.readingrockets.org/article/reading-your-child).



# THE GRIZZLY GAZETTE

January, 2021

Issue # 5

K. Simpson, Principal

D. Aspden, Vice Principal

B. Sinnesael, Secretary

T. Langelaan, Superintendent

## PRINCIPAL'S MESSAGE Ms. Kimberly Simpson

Welcome back and Happy New Year! This is certainly not the way that we had hoped to return to school in the new year, but we are happy to be back working with our students, nonetheless. Regardless of how we are currently learning, this is still the time of year when we reflect on our lives, contemplate changes and make resolutions for the new year, perhaps this year more than any other.

Speaking of changes, we have a staffing change at Annandale as we start the new year. Mr. Steven Pearson who was with us as an Educational Assistant has resigned his position with the Thames Valley District School Board in order to fulfill his lifelong dream of becoming an officer with the OPP. We thank him for all that he has done for the staff and students at Annandale and we wish him well in his new position. He will be missed!

We would like to welcome two new Educational Assistants to Annandale; Ms. Dawn Tribe and Mr. Damion Gorman have joined us. We welcome them to Annandale and know that they will be a great addition to our school team!

We wish you well with any changes you are making and resolutions you are keeping (or are trying to keep!).

Here's to 2021!



## School Council News

On behalf of Annandale School Council, we wish everyone a Happy New Year!

Our next school council meeting will be Monday, February 1, 2021 at 6:00pm. It will be a virtual TEAMS meeting.

As always, parents and guardians are invited to join us for these meetings. If you are interested in attending, please contact the school and we will send you a TEAMS invitation. You will need this in order to access the meeting.

Annandale School Council



Phone: 519-688-3498  
 Fax: 519-688-4839

*A Place of Opportunities :  
 We build each child's tomorrow, every day*

Annandale Public School  
 60 Tillson Avenue  
 Aylmer, Ontario N5H 2N8

# Grade 1 French Immersion Information Night



Please Join Us Virtually  
 Wednesday, January 27, 2021, 6:30 pm

Join Zoom Meeting Meeting ID: 923 4847 1797 Passcode: 358610

<https://zoom.us/j/92348471797?pwd=UkRNNWx4TXRoK3lRemhIR2huQzBMdz09>

Registration Opens Jan 18, 2021

## INFORMATION PROVIDED ON

- LANGUAGE OF INSTRUCTION ... FRANÇAIS!
- THE CURRICULUM
- PARENT INVOLVEMENT
- DAILY ACTIVITIES
- GETTING HERE
- SCHOOL TIME/BREAKS/LUNCHES
- GRADE 1 ACTIVITIES AND FIELD TRIPS

Roch Carrier French Immersion P.S. 840 Sloane Street Woodstock, ON N4S 7V3  
 P. 519-537-7321 F. 519-537-7329 E. rochcarrier@tvdsb.ca

RCFI French immersion Website

<http://rochcarrier.tvdsb.ca/en/our-school/incoming-grade-1-students-families.aspx>



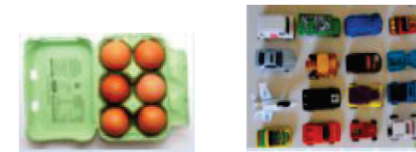
We at  
 Annandale wish  
 you all a healthy  
 and prosperous  
 New Year!

January 2021

### Home Connections in Mathematics

#### Supporting the Understanding of Multiplication and Division

Understanding the meaning of multiplication and division is essential for success in mathematics. When we multiply, we can think about 'groups of' or 'copies of' the same number. Organizing items into rows and columns allows students to build and see their multiplication facts; we call this type of organization an 'array'. By organizing concrete objects into a rectangular shape, it is easier to see the groups. Many things in the real world are organized this way to determine the quantity easily with multiplication.



Arrays make it clear to see why  $3 \times 4$  is the same as  $4 \times 3$ . Knowing this relationship allows students to reduce the number of facts that they need to know.

The array is very powerful because it also shows students how to divide. From a single array, 4 operation statements can be determined.



This array of donuts shows:

$4 \times 3 = 12$      $12 \div 4 = 3$

$3 \times 4 = 12$      $12 \div 3 = 4$

Arrays also provide a great opportunity to count by different numbers. The donut array can be counted by 3's and 4's. Children can count the donuts by saying, "3, 6, 9, 12" or "4, 8, 12". Counting on a regular basis by numbers other than 1 allows children to be more efficient in determining their facts and explore different number patterns.

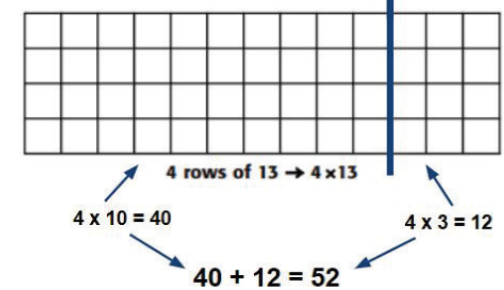
Arrays can also show fractions of a number. The donut array makes it easy to see that  $\frac{1}{4}$  of 12 is 3 and  $\frac{3}{4}$  of 12 is 9 by looking at the vertical rows.



By noticing and naming arrays wherever you see them, children can see multiplication in the world around them. They can also understand the connection between multiplication and division.

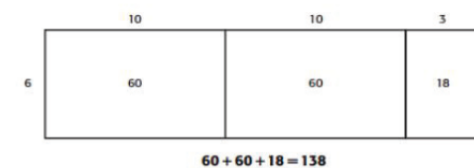
When the numbers in multiplication get larger, children can move from organizing concrete objects to using grid paper. By drawing the rectangles on centimetre grid paper, they are also drawing and determining the areas of a rectangle. The grid can be split up to make finding the area easier.

On grid paper, draw a  $4 \times 13$  array.



Eventually, children can create proportional drawings that represent their multiplication without the grid.

$6 \times 23$



Multiplying with arrays helps students to break up multiplication into parts that can be added together. In the above array, 23 groups of 6 is broken up into 10 groups of 6, 10 groups of 6 and 3 more groups of 6. Flexibility in breaking up multiplication allows students to multiply together easier numbers to find the total.

The same process can be extended into double and triple digit multiplication. This method ensures that children are multiplying with meaning, and not starting with memorizing a procedure. Increased understanding of multiplication leads to increased fluency of multiplication facts. For more information on the area model of multiplication, go to :

<https://www.youtube.com/watch?v=Sfi4QUIQ4co>