

Jack Chambers Charge Ahead

Happy Friday!!

- Please see this month's Home Connections in Mathematics article.
- TVDSB invites you to provide input into the development of the Board's 2022-2023 Budget. The voluntary and anonymous survey can be accessed at the following link: [TVDSB 2022-2023 Budget Consultation Survey](#), and takes just a few minutes to complete
- Please click this link if you would like information on how to help your child(ren) navigate cyber-safety.

Coming up:

March 3 - Hot Lunch

March 4 - PA Day

March 7 - Make someone smile today

March 8 - Royalty Day

March 9 - wacky outfit day

March 10 - Green day and Hot Lunch

March 11 - Beach day

March 14-18 - Spring Break

Have a great weekend!

Mrs. Young & Mr. Ratter

HEALTHY RELATIONSHIPS: NAVIGATING CYBERBULLYING AND CYBERVIOLENCE

PARENT* AND SCHOOL ENGAGEMENT

“ ... for parent engagement to be most impactful, school learning must go into the home and home learning must be brought into the school ... Parent engagement happening both on and off of the school landscape.

Pushor, 2019

What should I know?

Do you know?

There is a difference between cyberviolence and cyberbullying

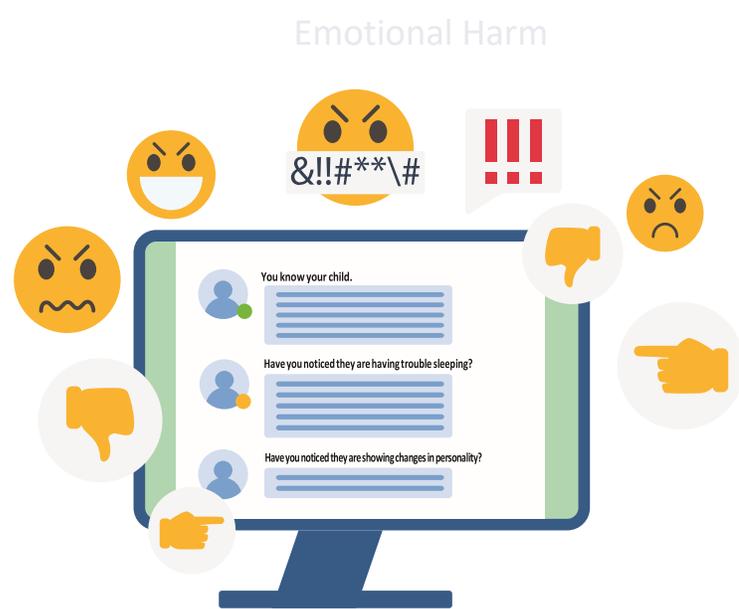
- **Cyberviolence:** Umbrella term used to describe a wide range of online behaviours that are intentionally done to hurt others.
- **Cyberbullying:** Behaviour directed towards another individual or group with the intent to cause emotional harm through the use of technology such as the internet and electronic devices.

Cyberbullying occurs when there is an **unequal** balance of social, emotional or physical **power**. This power can be real or perceived and there is **repetitive** behaviour of hurtful actions. *When navigating cyberviolence and cyberbullying, you are not alone!*

Did you know?

Parents and school leaders must

- 1 in 5 Canadian teens have witnessed online bullying *walk in knowledge and not in fear*
- 25% of kids between 12-15 have witnessed cyberbullying *when working together to keep children safe.*
- 51% of all teens have had a negative experience with social networking



- Most apps, if not all, have a 'User Guide' to help us learn

You know your child.

Have you noticed they are

- having trouble sleeping
- less interested in school, hobbies, activities
- showing changes in personality
- avoiding devices
- interacting less with family and friends or prefer being alone
- overreacting

These are signs that something may be going on, so you may want to have a chat, follow-up, monitor, ask for help.

*Refers to any parent, guardian or care-giver in the role.

What can I do?

If you suspect your child is experiencing trouble online, here are some things to think about.

Ask yourself: (W5H)

- **Who** is my child online with? How did they meet? Age?
- **What** is my child doing online? (gaming, homework, socializing, gossiping etc) • **When** is my child online? Time of day? Middle of the night?
- **Where** is my child online? Home (bedroom)? School? Friend's? Mall (free wifi)?
- **Why** is my child online? Friendships? Lonely? Dating?
- **How** is my child online? Household, school or library computer? Tablet? Phone?

Start a conversation

What questions could I ask my child?

- Have you ever seen anyone bullied online? What would/did you do?



WHERE TO GO FOR HELP

- Most, if not all, apps have a 'report inappropriate' section. Use it.
- There are safe Apps to track your child's online activity.
- Contact the school and or police — they can help guide you.
- A Parent Tip Sheet is available in 20 languages — contact your school for this resource.

- How would you describe a healthy relationship? Unhealthy relationship?
What does it look like to you? How does it feel to you?
- Who can you really trust? Who should you trust? What does it mean to give your consent?
- How can we set boundaries while respecting your privacy? What would a boundary look like?

Gentle reminders

If we don't know what our children are doing online, how can we guide, help or protect them?

- Address the uncomfortable nature of conversation to encourage the disclosure
- Create a safe, trusting environment free of fear, hostility and judgment • Respond sensitively and appropriately to a disclosure — do not minimize
- Trust your intuition!

Learn the three Cs of Internet safety by the Canadian Centre for Child Protection

Content = Know and explore the games, apps and websites your child wants to use to see if they are appropriate. Review the pro-privacy settings on apps/services to limit who can see posted photos or videos. Make sure that no one can speak to or message your child without their permission.

Contact = Know where and how to report inappropriate content/ messages. Enable controls and sharing publicly and whether it could be misused to embarrass or minimum age is for use.

Conduct = Set and discuss limits on what your child posts and shares child friendly. Discuss their reasons for age appropriate. Review the pro-privacy settings on apps/services to limit who can see posted photos or videos. Make sure that no one can speak to or message your child without their permission.

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 3×4 is the same as 4×3 . 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:

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

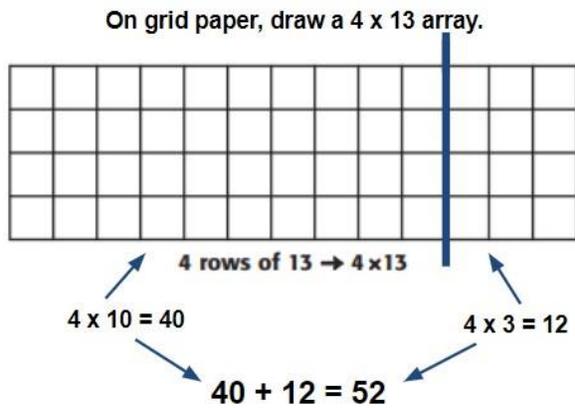
$$3 \times 4 = 12 \quad 12 \div 3 = 4$$

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.

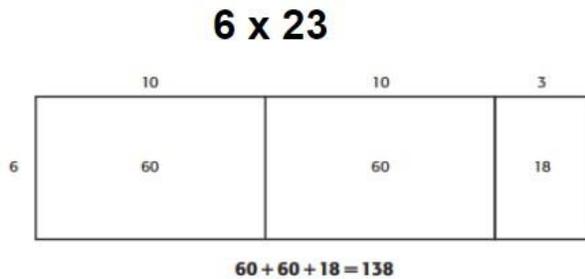
Arrays can also show fractions of a number. The donut array makes it easy to see that $\frac{1}{4}$ of 12 is 3 and $\frac{3}{4}$ of 12 is 9 by looking at the vertical rows.

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.



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



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>