ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
Lighting the Way – Rejoicing in Our Journey

SACRED HEART CATHOLIC SCHOOL
1411 Lecaron Avenue, Sarnia, ON, N7V 3J1
Ph: (519) 344-1601 Fax: (519) 344-3886
Principal: Mr. Wm. Nelson
Vice-Principal: Mrs. Joanne McCreery
Secretaries: Mrs. Sandee Durnez; Mrs. Christina Frayne
Director of Education: Dan Parr
Superintendent: Laura Callaghan
Board Chair: John Van Heck
Trustee: Michelle Parks / Linda Ward

SACRED HEART 49ERS SARNIA

Week at a Glance for Families

April 25, 2016

Dear Families,
You can also find this Week at a Glance for Families and all previous WAAGS and Newsletters on the school website at http://www.st-clair.net/SHS/news.aspx and on our school TWITTER site: @shs49ers.

Monday, April 25

- Monday Liturgy @12;20pm
- Godspell cast members presenting at School Board meeting at 7pm in Wallaceburg

Tuesday, April 26

- Junior Girls Basketball **HOME game vs.** St. Joseph Corunna @ 3:15pm
- GRADE 8 Faith Festival all day at St. Pat's and Sacred Heart Church
- FDK students field trip to Lorne Henderson Conservation Area in Petrolia
- SHOKAS Pizza Co – every Tuesday night is a fund raiser for Sacred Heart School. When you order, say that you are with Sacred Heart and 10% of your bill will be donated towards reading materials for our school!

Wednesday, April 27

- Happy Secretary (Administrative Professionals) Day
- **GODSPELL REHEARSAL 3:05 to 5:00pm**

Thursday, April 28

- Junior Boys Basketball **AWAY** game @. St. Matthew @ 3:15pm

Friday, April 29

- **PIZZA DAY**

Attachments:

1. **Top Numeracy Tips for Parents**
2. **School Climate Survey – Please access the School Climate Survey and complete the survey. This will help us in forward planning for safe and healthy schools. Thanks! Find the survey at:** http://fluidsurveys.com/surveys/sccdsb/school-climate-survey-parent-response/

Have a Great Weekend

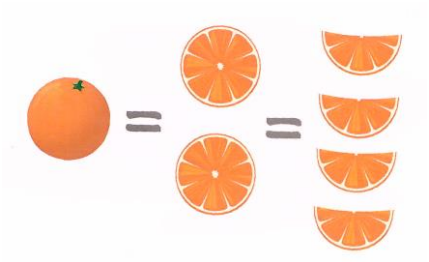
One Half Equals One Half – Or Does It?

Benefits

A fraction shows the relationship between a part and the whole. When comparing two fractions, your child will learn to consider what the size of the "whole" is.

Tip!

Children come to know that one half of a small amount (such as a short rope) may be much smaller than one third of a large amount (such as a longer rope).



- With your child, gather several similarly shaped objects, such as a piece of paper, a towel, a placemat, a picture frame, a mirror, a magazine and a book
- Ask your child to show you one half of each object, perhaps by using a string to mark the halfway point. This is also an opportunity for your child to see that fractional portions must be of equal size
- Compare one half of a towel with one quarter of a blanket.

Ask, "Is one half always larger than one quarter?" Use other materials to extend the conversation to a variety of situations, such as portions on different-sized plates or space in different-sized rooms.

Money Games

Benefits

Numbers can be represented in many different ways. This is the math idea your child will learn from playing money games.

Tip!

Children may start totalling one type of coin because they find it easier. Which coin does your child total first: dimes or quarters?

- Find out **which coin your child prefers** to total first. This may tell you the number by which he or she is most comfortable skip counting. Place a variety of coins in a pile, and ask your child to tell you the total amount for each coin. For example, there might be 85 cents in nickels and 50 cents in dimes. Observe your child as he or she begins sorting and totalling the coins. Ask your child how he or she chose which coin to total first. Suggest that you both race to total the coins that your child is less comfortable with. For example, if your child is comfortable counting nickels, race to count quarters instead. The first person to total those coins wins.
- **The Money Game**. One person is the banker and the other is the accountant. You can alternate roles with your child in the game. Use amounts of money that can be shown by using coins only – for example, $1.75.
  1. Banker: "I have $1.75 in my bank. What combination of coins might I have?" The accountant shows one or more possible combinations.
  2. Banker: "I have $1.75 in my bank. What is the smallest number of coins I could have to make this amount?" The accountant uses the fewest coins possible to show the amount.
  3. Banker: "I have $1.75 in my bank. I have ten coins. What coins could they be?" The accountant uses ten coins to show the amount.
- You can make the Money Game easier or harder by varying the number of coins you are playing with or by restricting the types of coins (for example, just dimes and nickels).