

# Oakland Elementary School

December 1, 2017

Oakland  
Acorns are:  
Safe  
Respectful &  
Responsible!



Save the Date

Dec. 22nd

Quarter 2 Ends

Jan. 11th

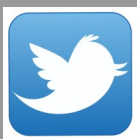
PTO Meeting

6:00 to 7:00

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Elementary School



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## Accelerated Reading and Math

Students in grades 2-4 have been working hard to meet their reading and math goals. Has your child met his or her goals? If you are unsure, look for the Renaissance Place Home Connect tab on the LSC web page. Click Parents, Instructional Resources, and then RenPlace Home Connect. Parents will log in with their students' log in information. If you have questions about this, feel free to contact Mrs. Lane or your child's teacher. Thanks for supporting your child's academic success at home!

## AMBASSADORS OF THE MONTH

Congratulations to our Ambassadors of the Month!

Jayden Avila

Dominic Pollard

Sadie Carlisle

Luke Stevens

Isaac Cadwallader

Brodi Caldwell

Jaron Riley

Jordan Osborne

Marquis Fowler

Cindy Pablo-Mendoza

Aiden Powers-Scott



## Background Checks!

Just a reminder...

If you would like to volunteer at Oakland or chaperone a field trip, you must have an active background check on file. Background checks are good for two years. The cost is \$18.

The background check can be completed at

<https://bib.com/SECUREVOLUNTEER/LAFAYETTE-SCHOOL-CORPORATION/>



## PTO

Our next PTO meeting will be **THURSDAY, JANUARY 11th** from 6:09 to 7:00. Come join us as we plan spring semester events for Oakland!

**\*Childcare will be provided\***

## MATH TIPS

from

Jo Boaler, Professor of Mathematics Education  
at Stanford University

- 1 Encourage children to play maths puzzles and games. Award winning mathematician, Sarah Flannery reported that her maths achievement and enthusiasm came not from school but from the puzzles she was given to solve at home. Puzzles and games – anything with a dice really – will help kids enjoy maths, and develop number sense, which is critically important.
- 2 Always be encouraging and never tell kids they are wrong when they are working on maths problems. Instead find the logic in their thinking – there is always some logic to what they say. For example if your child multiplies 3 by 4 and gets 7, say – Oh I see what you are thinking, you are using what you know about addition to add 3 and 4, when we multiply we have 4 groups of 3...
- 3 Never associate maths with speed. It is not important to work quickly, and we now know that forcing kids to work quickly on maths is the best way to start maths anxiety for children, especially girls. Don't use flashcards or other speed drills. Instead use visual activities such as <https://bhi61nm2cr3mkgk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2015/03/FluencyWithoutFear-2015.pdf>
- 4 Never share with your children the idea that you were bad at maths at school or you dislike it – especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughter's achievement went down.
- 5 Encourage number sense. What separates high and low achievers is number sense – having an idea of the size of numbers and being able to separate and combine numbers flexibly. For example, when working out  $29 + 56$ , if you take one from the 56 and make it  $30 + 55$ , it is much easier to work out. The flexibility to work with numbers in this way is what is called number sense and it is very important.
- 6 Perhaps most important of all – encourage a "growth mindset" let students know that they have unlimited maths potential and that being good at maths is all about working hard. When children have a growth mindset, they do well with challenges and do better in school overall. When children have a fixed mindset and they encounter difficult work, they often conclude that they are not "a math person". One way in which parents encourage a fixed mindset is by telling their children they are "smart" when they do something well. That seems like a nice thing to do, but it sets children up for difficulties later, as when kids fail at something they will inevitably conclude that they aren't smart after all. Instead use growth praise such as "it is great that you have learned that", "I really like your thinking about that". When they tell you something is hard for them, or they have made a mistake, tell them: "That's wonderful, your brain is growing!"