

CISPG LEARNING

Catholic Independent Schools Diocese of Prince George

"ALL learners thriving in inspired Catholic Learning Communities"

Hello everyone!

As we focus on a season of peace and the contributions made by all war veterans, both past and present, the words of Pope Francis @Pontifex resonate: "Let's pray together for the people suffering due to war. Yes, they're suffering a lot. Children, the sick and elderly are suffering; many young people are dying. Let's not forget Ukraine. Let's think of the people of Palestine & Israel, that the Lord might bring them a just #peace."



Thank you to all the men and women who have courageously served and continue to serve Canada.



Frances Roch, Principal of Learning Services

We respectfully acknowledge the unceded ancestral lands of the Indigenous nations in which we live, work and play. The Lheidli T'enneh Nation in Prince George. The Tsimshian Nation in Prince Rupert. The Haisla Nation in Kitimat. The Wet'suwe'ten in Smithers. The Treaty 8 First Nations of Alberta in Dawson Creek.



WITH GRATITUDE



*World peace must develop from inner peace.
Peace is not just mere absence of violence.
Peace is, I think, the manifestation of
human compassion.*

- Dalai Lama



RESOURCES

All resources mentioned in this newsletter have been collected from school districts and educators across the province. Please be advised that the links embedded within this document are meant to provide examples of “strong practice” across BC. They are not meant to overwhelm, but rather to support CISPg educators with a repository of rich resources. I am grateful to school districts and educators across BC who so generously share their learning with us.

CHRISTIAN EDUCATION

Melodie Van Der Meer is our amazing Christian Education Consultant. Melodie can be reached at the following email: mvandermeer@cispq.ca

- **Catholic Family Crate** has several beautiful free printables that can supplement Christian Education instruction in all liturgical seasons! <https://catholicfamilycrate.com/collections/free-coloring-page-downloads>
- **November's Catholic Social Teaching focus is Peace.** For more information and suggestions on how to connect it to Core Competencies, see: <https://www.canva.com/design/DAFwaddgsGQ/68HZ0XNhi7SmWGhLQhdrDA/edit>.
- For a worksheet reflection to use in your classroom, see: https://www.canva.com/design/DAFwafP11Ls/aYu5hHuTAn0uEMv_mbZS2A/edit (please make a copy before editing- thank you!)
- FREE (via email subscription): **Teaching the Liturgical Year** - A ready-to-use lesson (K-12) on each Sunday Gospel https://sophiateachers.org/elesson-category/teaching-the-liturgical-year/?mc_cid=29b89c3a0a&mc_eid=01a3c86322&mc_cid=5f9936acdc&mc_eid=56fddf4d1d

LITERACY

- K-5 Teachers - Follow **POPEY** and check their website frequently ☺



- Shared by Jennifer Serravallo @Jserravallo - It's Tim Rasinski, so of course we talk about fluency ... but we get into other topics too. Listen here, or wherever you get your podcasts: <https://www.jenniferserravallo.com/blog/tim-rasinski>
- Shared by **EL Magazine** @ELmagazine "Disciplinary literacy is an essential tool for understanding the social, biological, and physical worlds around us": **Disciplinary Literacy as Social Justice** <https://www.ascd.org/el/articles/disciplinary-literacy-as-social-justice>

What are Literacies within the Disciplines? The following lists for each of the major content areas, while not comprehensive, can act as starting points through which communities of teachers can begin to think in terms of disciplinary literacy (Lent, 2016).

	Read	Write	Think
Science	When scientists read, they <ul style="list-style-type: none"> Ask "Why?" more than "What?" Interpret data, charts, illustrations Seek to understand concepts and words Determine validity of sources and quality of evidence Pay attention to details 	When scientists write, they <ul style="list-style-type: none"> Use precise vocabulary Compose in phrases, bullets, graphs, or sketches Use passive voice Favor exactness over craft or elaboration Communicate in a systematic form 	When scientists think, they <ul style="list-style-type: none"> Tap into curiosity to create questions Rely on prior knowledge or research Consider new hypotheses or evidence Propose explanations Create solutions
History	When historians read, they <ul style="list-style-type: none"> Interpret primary and secondary sources Identify bias Think sequentially Compare and contrast events, accounts, documents and visuals Determine meaning of words within context 	When historians write, they <ul style="list-style-type: none"> Create timelines with accompanying narratives Synthesize info/evidence from multiple sources Emphasize coherent organization of ideas Grapple with multiple ideas and large quantities of information Create essays based on argumentative principles 	When historians think, they <ul style="list-style-type: none"> Create narratives Rely on valid primary and secondary sources to guide their thinking Compare and contrast or ponder causes and effects Consider big ideas or inquiries across long periods of time Recognize bias
Math	When mathematicians read, they <ul style="list-style-type: none"> Use information to piece together a solution Look for patterns and relationships Decipher symbols and abstract ideas Ask questions Apply mathematical reasoning 	When Mathematicians write, they <ul style="list-style-type: none"> Explain, justify, describe, estimate or analyze Favor calculations over words Use precise vocabulary Include reasons and examples Utilize real-world situations 	When Mathematicians think, they <ul style="list-style-type: none"> Consider patterns Utilize previous understandings Find connections Estimate, generalize, and find exceptions Employ mathematical principles
English Language Arts	When students of English read, they <ul style="list-style-type: none"> Understand how figurative language works Find underlying messages that evolve as theme Assume a skeptical stance Pay attention to new vocabulary or words used in new ways Summarize and synthesize 	When students of English write, they <ul style="list-style-type: none"> Engage in a process that includes drafting, revising, and editing Use mentor texts to aid their writing craft Pay attention to organization, details, elaboration and voice Rely on the feedback of others Avoid formulaic writing 	When students of English think, they <ul style="list-style-type: none"> Reflect on multiple texts Ask questions of the author Consider research or others ideas Discuss ideas and themes Argue both sides of a point

From "Disciplinary Literacy: A Shift that Makes Sense," by Releah Lent, in the February 2017 issue of *ASCD Express*. © 2017 ASCD. All rights reserved.

- Shared by Tenille Shade @tenillesshade - These free downloads from @Kari_Yates and @drjanburkins are seriously amazing: <https://thesixshifts.com/downloads-3-5/>

High-Leverage Thinking Moves to Unlock Comprehension of Any Text

by Jan Burkins, Kari Yates, and Katie Egan Cunningham



Switch on What You Know (Activate Prior Knowledge) by thinking about the text and what you already know (or don't know) about the topic.



Map the Text (Notice Structures) by paying attention to patterns, signal words, and features that reveal relationships-on text, paragraph, and even sentence levels-across the text.



Keep a Close Eye on Comprehension (Monitor and Clarify) by building understanding chunk-by-chunk (even phrase-by-phrase or word-by-word), stopping when meaning breaks down, and rereading to clear up confusion.



Dig Below the Surface (Ask and Answer Questions) by reading actively, remaining curious, and asking and answering important questions as you read.



Fill in the Missing Pieces (Infer) by paying attention to what the author is not saying and by adding your own knowledge to fill in gaps by visualizing, interpreting figurative language, or making predictions.



Sum Up Core Ideas (Summarize) by actively working to connect and prioritize ideas and/or events along the way, so you can think, talk, or write about the text in a few precise and thoughtful statements.



© 2023 Jan Burkins, Kari Yates, and Katie Egan Cunningham. TheSixShifts.com

Sound Hunts

NEW! Build a strong foundation for learning to read and write!

Grades K-2

Hunt for /oo/

Read the text. Find the words that have the sound /oo/.

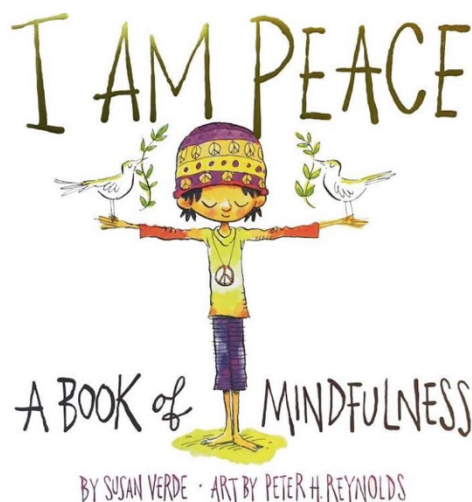
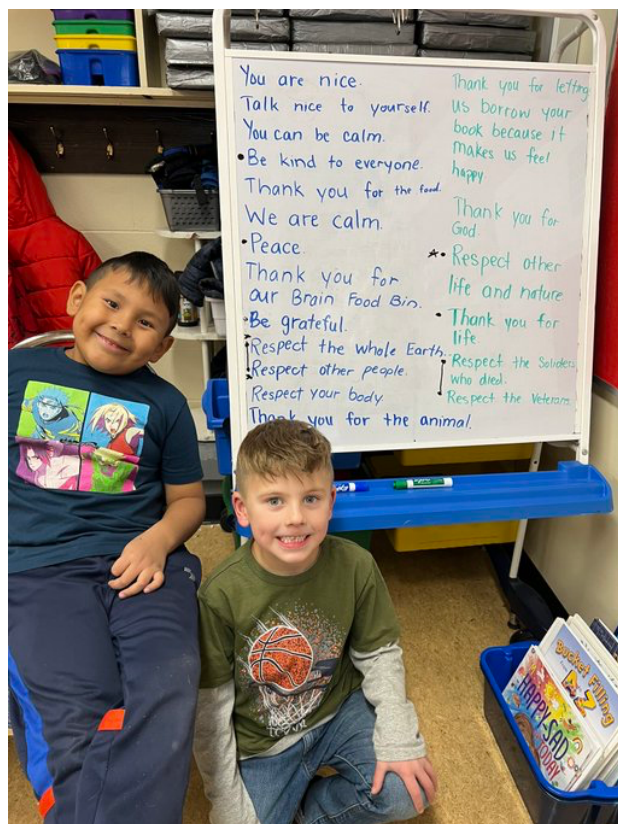
And His the Find
his find and The

back cook
bull pull
put push
back back

Find the cook and his pudding.

Learn more: bit.ly/46YjFH4

- Shared by Holly Zurak @HollyZurak - Today grade one students read "I Am Peace" and made connections with their teacher on the whiteboard. Love this list!



FREE printables and plans for **World Kindness Day November 13, 2023:**

<https://www.randomactsofkindness.org/for-educators> and so much more including posters, colouring pages, bingo, calendars, handouts, activities ...

NUMERACY

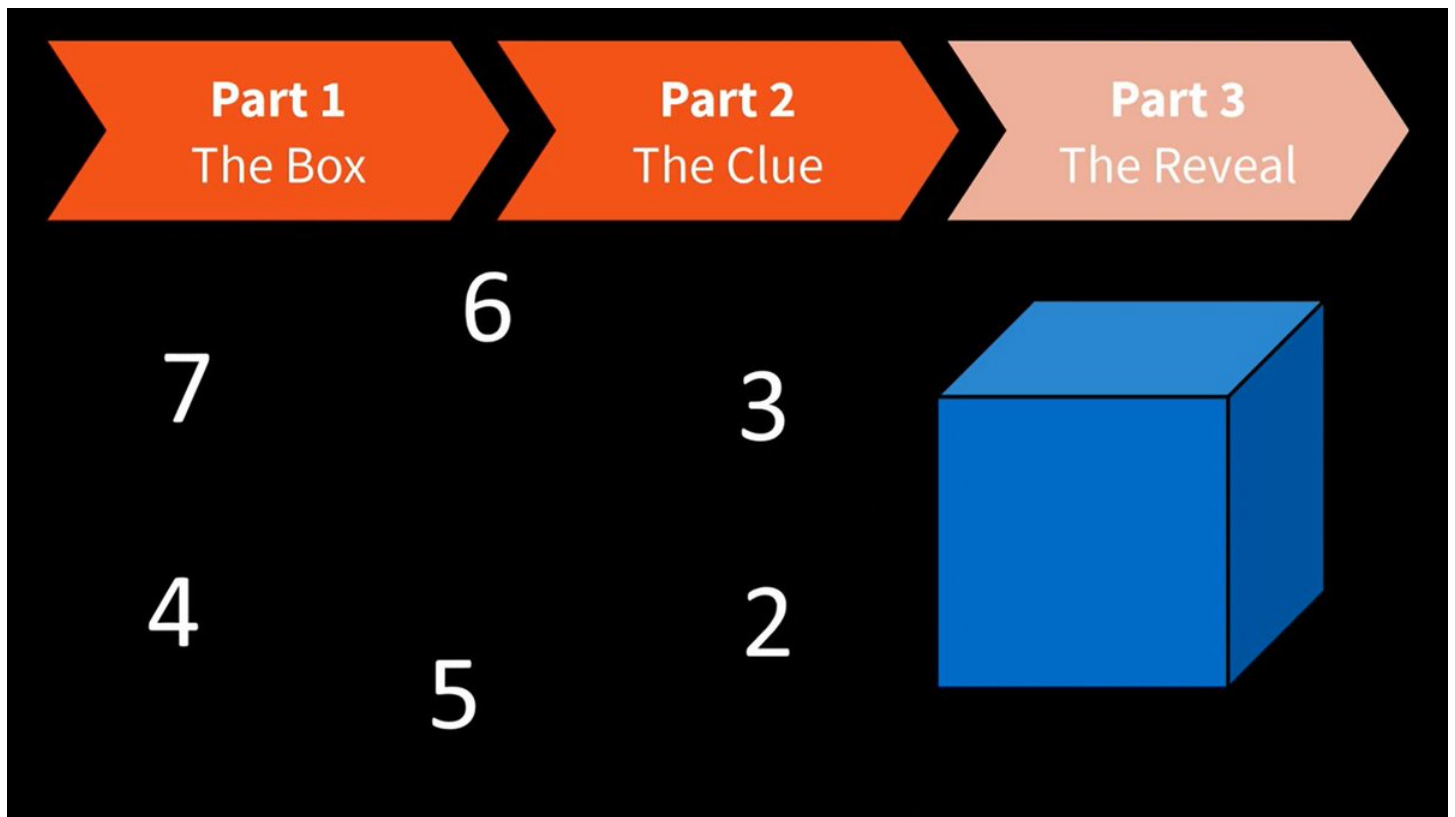
- Shared by **Janice Novakowski** @jnovakowski38 - **PLANNING & DESIGN 2023** including yearly, monthly and weekly planning overviews: <https://blogs.sd38.bc.ca/sd38mathandscience/planning-and-designing-2023/>

PLEASE CHECK OUT THIS AMAZING SITE - NOTE the **K-7 Assessment in Mathematics** section.

As well, please check out Janice's year-end **BLOG POST - A MUST READ:**

<https://blogs.sd38.bc.ca/sd38mathandscience/2023/06/22/a-year-in-review-2022-2023/>

- From Ashley Aoki @MissAshleyAoki - The **SNAP (student numeracy assessment & practice)** has provided me a window into my learners' strengths and stretch points in math. I feel like I have a clear roadmap for where we're going and how to make it visible to learners: <https://snap.sd33.bc.ca/>
- From **Make Math Moments** @MakeMathMoments Are you registered for the largest, high impact, and FREE math professional learning event of the year? Grab your free seat now: <https://summit.makemathmoments.com/> November 17, 18, 19 (weekend). **Great list of speakers!!!**
- From **Steve Wyborney** @stevewyborney.com - **Sliding numbers video** - About 60 seconds. At the 0:26 mark, watch the possibilities open up. Be sure to pause the video and ask, "How else could you know?" You may be surprised at how many different strategies emerge: <https://www.youtube.com/watch?v=-VQbWOGHiKc>



- From **DCDSB Math** @DCDSBMath – Here are our problems of the week: three November puzzles for all ages. Links to interactive versions of these at @mathigon can be found below -
<https://mathigon.org/polypad/oGaDPEKXSteOg>
<https://mathigon.org/polypad/cgLaB6n5dHm4w>
<https://mathigon.org/polypad/vRvkVUzP27WxWw>
- Shared by Laura Wheeler @wheeler_laura - Finished my illustrations for the next **#ThinkingClassroom** book by @pgliljedahl & @maegangiroux. Well, I'm sure there will be edits & adjustments to make, but the main job is complete. Woot! Excited. **K-5 tasks + updated practice** <https://ca.corwin.com/en-gb/nam/building-thinking-math-tasks-grades-k-5/book285210>

EXPLORATIONS

- Shared by **Science World Teacher Resources** @ScienceWorldTR – **BE OUT** is a new tool for elementary K-7 teachers and includes exemplars of outdoor learning from a diversity of teachers organized in a digital format. Check out the workshop by @TheOLStore on November 14 -
<https://outdoorlearningstore.com/workshops/>
- From the Outdoor Learning Team - We have launched **3 new courses** and **2 new outdoor learning kits!**
Early Bird Registration is OPEN for 3 New Virtual Courses:
 - Winter, 2024: **Nature Activities Course** - starts Jan 17
 - Spring, 2024: **Wild Learning Course** - starts Mar 27
 - **Strong Science Animals: Indigenous Resource Bundle**
- From **Let's Talk Science** – **How Do Clothes Affect The Environment?** Discover an easy-to-implement project with fully prepped curriculum-aligned water and climate units. Students will also learn about



the **Sustainable Development Goals** while discovering meaningful climate action. Register here: <https://letstalkscience.ca/teach4c/register>

PHE/SEL

- From **PHE Canada** @PHECanada - Regardless of capability level, all students should receive personal and descriptive feedback about what they are doing well and what they might do to improve their learning: <https://phecanada.ca/sites/default/files/content/docs/assessment/feedback-en-v1.pdf>

INDIGENOUS EDUCATION

- Carolyn Roberts** @mcarolynroberts invites you to explore her website where you can find her publications, videos, Keynotes and Presentations: <https://www.carolynroberts.net/> This is a great place to have a listen to Indigenous educators, authors, and leaders about what the work is: <https://www.walkinginrelation.com/>
- Shared by Janice Novakowski @jnovakowski38 - **Centering Indigenous Pedagogies in Math Education**, free four-part webinar series through @EdithLandoVLC and @UBCEducation - more information and to register here: <https://elvlc.educ.ubc.ca/2023/08/30/centering-indigenous-pedagogies-in-mathematics-education/>. Join one or all sessions.
- From **TEACH Magazine** @teachmag - Consider incorporating our lesson plans on Indigenous Voices into your teaching for #TreatiesRecognitionWeek. Aside from this kit for Grades 4-8, two other lesson plans designed for K-3 and 9-12 can be found here: <https://teachmag.com/archives/21814>
- Check out these beautiful Kamloops posters on **First Peoples Principles of Learning** - Shared by popey (with permission) under Resources/BC Curriculum: <https://www.popey.ca/public/download/files/235869>

INCLUSIVE EDUCATION



From Dr. Shelley Moore @tweetsomemoore - The time has come! We have waited long enough!

I am so excited to share a **BRAND NEW 5MM VIDEO!**

Shifting to Inclusive and Strength Based I.E. PEAS <https://youtu.be/kki-2HDtvQ8>

Seed Packet I.E. Pea Template and Visual:

<https://blogsomemoore.com/2023/10/23/seed-packet-i-e-pea/>

Growth Year: 2022/2023

Name: Connor Grade: 2

Identities: I am...

- land
- friend
- funny
- smart
- Canadian

Interests: I really like and/or what to learn more about:

- whale
- reading
- Star Wars
- video games
- learning about
- BC history
- taking pictures
- climbing
- Star Wars
- singing
- being a friend
- playing
- helping

Goals: I want to grow in these areas:

- waking up
- playing football
- taking
- making friends

Needs: I need this support to grow:

- emotional regulation
- social skills
- communication
- confidence
- creativity

Supports: I need this in my garden to grow:

- patience
- my eyes
- 5 plan
- visuals
- my teacher

Barriers: This is what makes it hard for me to grow:

- being rushed
- no one asks me
- testing
- no visuals
- ignoring

Thank You For helping me GROW

Moore, 2023

Growth Year: 2023/2024

Name: Connor Grade: 5

Identities: I am...

- helpful
- funny
- a flare for the dramatic
- I am so loud!
- I use English, visual and ASL languages to communicate
- I am part of the DS community and have a strong inclusive school community
- My family enjoys some Caribbean traditions and food because that is where my roots grow up!

Interests: I really like and/or what to learn more about:

- skate, dancing, books, outdoor play, Disney princesses, water and water play, jumping, long hair, fruit, popcorn, ice cream

Strengths: I am really good at and/or could teach others:

- Visual, musical, following routines
- helping the teacher, negative language, empathetic, motivated to please, reading
- I can help my classmates to understand that with the right supports in place, you are capable of anything. Even if others for yourself think that you can't

Goals: I want to grow in these areas:

1. Being aware of when I am/ am not safe
2. Communicating what I need and want
3. Social connections and interactions
4. Fine motor skills
5. Being Independent

Needs: I need this support in these areas to grow:

- Communication
- Social Skills
- Hearing
- Visual
- Physical

Supports: I need this in my garden to grow:

- Being requested and included in all aspects of community "friendly" language, lots of praise, time for transition with verbal and visual cues, lots of repetition, appropriate supports and strategies, patience, getting a specific job, silly and smiling language

Barriers: This is what makes it hard for me to grow:

- Negative or fearful comments, expectations without supports or strategies in place, being rushed, making behaviour personally, unclear directions, too many instructions at once, when people assume that I am not capable

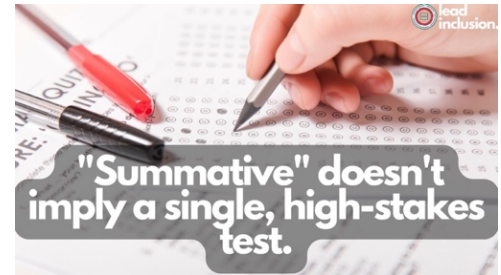
Thank You For helping me GROW

Moore, 2023

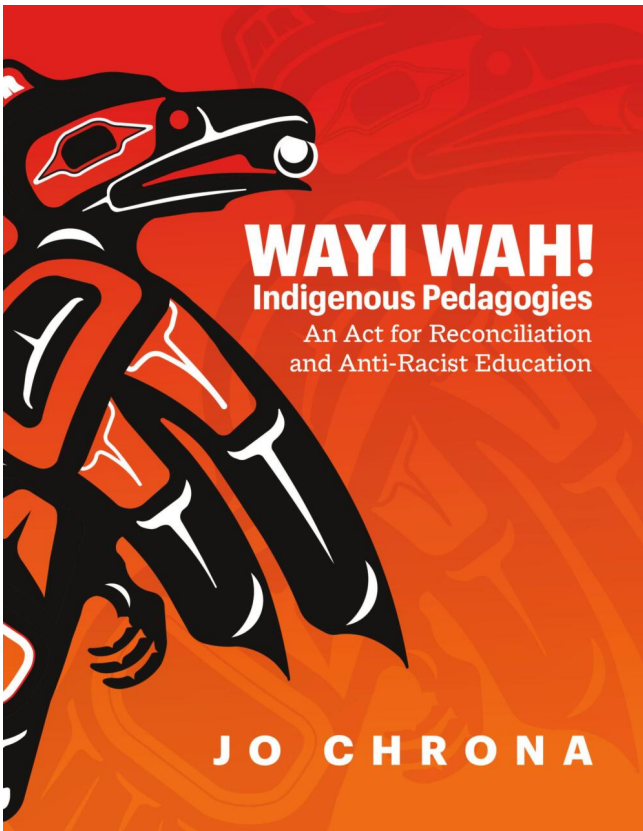
ASSESSMENT/REPORTING



- From Lee-Ann Jung @Leeannjung - "Summative" doesn't imply a single, high-stakes test. Summative is a point in time at which we consider **ALL evidence, formal and informal.**"



PROFESSIONAL LEARNING

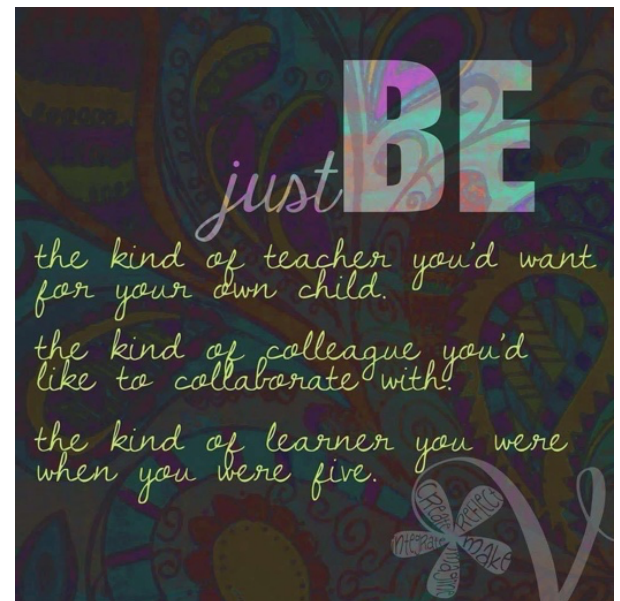


- Shared by Tammy Renyard @TammyRenyard - **Engaging All Learners in the Middle Years** - We are back folks!! Please register here. Looking forward to continued conversations: <https://elvlc.educ.ubc.ca/2023/08/31/engaging-all-learners-in-the-middle-years-2024/>

Our multi-part webinar series is led by Dr. Leyton Schnellert and Tammy Renyard, featuring special guests every session.

- **Thursday, Nov 23** – Shelley Moore, Belinda Chi, Bryan Gidinski, Marna Macmillan, Kiran Abraham
- **Tuesday, Jan 30** – Angela Stott, Jennifer Eddie, Rebecca Labonville
- **Tuesday, Apr 23** – Nikki Lineham, Kendra Jacobs

The four webinars will be recorded. Register once and attend any or all of the sessions!



CISPG BOOK STUDY: Please join us in a Book Study of Jo Chrona's book, Wahi Wah - Read this review: <https://thebcreview.ca/2023/11/06/1983-favrholdt-chrona/>

All participants will receive a free book ☺

Book Study Dates:

- Thursday, **January 18**, 2024 - Chapters 1 & 2
- Thursday, **February 1**, 2024 - Chapter 3
- Thursday, **February 29**, 2024 - Chapter 4
- Thursday, **March 14**, 2024 - Chapter 5

Thursday, **April 11**, 2024 - Chapters 6, 7, & 8

Please complete the attached form to register: <https://forms.gle/WfpopjPEpkvMZ3EN7>