

# CISPG LEARNING

Catholic Independent Schools Diocese of Prince George

*"ALL learners thriving in inspired Catholic Learning Communities"*

Hello everyone!

As we look forward to Spring Break, we are also very aware that the end of the year is lurking around the corner. In this issue, hopefully you will find many resources that will support you in your learning during the final term of the year ☺

God, I pray for my prayer life to become vibrant and strong in this season of Lent. I pray that Your voice, even though a whisper, would ring loud and true in my life. I pray for the courage and boldness to follow wherever You lead, to love and serve whomever and however You invite me.

- Mariners Church Irvine

On Thursday, April 18 from 12:15 - 12:45 PST, we will be piloting our first **"Lunch & Learn"** session for any interested educators. Adele Reynolds from Let's Talk Science will be presenting a virtual session on Earth Day Resources and other offerings from Let's Talk Science. The session will also include a Q&A. I will send out an invitation as soon as we return from Spring Break.

And finally, wishing you the very best as we conclude the season of Lent with renewed intentions to LIVE OUR FAITH with boldness and courage every day.

Take good care ☺



*Frances Roch, Principal of Learning Services*

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I respectfully acknowledge the unceded ancestral lands of the Indigenous nations in which I 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. The WSA NEC in Sidney.



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Nancy Hoffman

## 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](mailto:mvandermeer@cispq.ca)

St. Mark's College is offering a unique opportunity for faith formation for Catholic Educators in CISPg. Recipients will receive full tuition remission for up to three Catholic Core courses at the Graduate-level. This is an amazing opportunity to grow in your Catholic faith! See the attached flyer for more information.

The Christian Education Padlet (<https://padlet.com/melodievandermeer/cispq-christian-education-resources-cug8dsv8m0alnyu0>) has been updated to feature resources for St. Patrick's Day and Holy Week/Easter.

## LITERACY

**POPEY**  Provincial Outreach Program  
for the Early Years


CONFERENCE

### Writers Read Better: Strategies to Carbonate Reading and Writing Reciprocity

For years teachers have known that reading can lift and accelerate student writing. Less explored is using writing as a way to lift reading. In this workshop, Colleen will begin by discussing the research behind the often untapped method of using writing instruction to support reading success. You will then explore how From phonics, to fluency, to comprehension, tackling some of the trickiest-to-teach reading skills and content can be more successful when first approached through writing. You will have an opportunity to explore a range of classroom-ready strategies and leave with energizing ideas you can use in your classroom right away as well as resources to help make it all go smoothly. Join us if you are interested in making your literacy instruction more effective, symbiotic and efficient.

Keynote Speaker Colleen Cruz



 Tuesday, April 23, 2024

 9:15am - 2:00pm PST

 Online on Zoom

 Early Bird (until March 15): \$65 CAD  
Regular: \$80 CAD

Please register by April 15, 2024.

[REGISTER NOW!](#)

- **POPEY** is very pleased to open registration for our **virtual conference being held on April 23**. Our fabulous keynote speaker Colleen Cruz will lead us through a full-day presentation designed for primary teachers. Register here:

<http://eventbrite.com/e/popeys-virtu>

- From Regie Routman @regieroutman - "**When Sounding Out Isn't Enough.**" Read this excellent, research-based, practical article at <http://literacytalk.info> to set priorities for young readers. See "**On Perspectives on Key Issues**" on this significant site by scholars and researchers Denise Nessel and Dorsey Hammond.

- Also, on this site - Highly recommend **Info Drop #3** from the International Literacy Educators Coalition—a summary of the Policy Statement on the Science of Reading from the NEPC and Education Deans Equity and Justice. Download a copy: <https://www.literacytalk.info/general-5-1>



[www.popey.ca](http://www.popey.ca)



[@popeybc](https://www.instagram.com/popeybc)

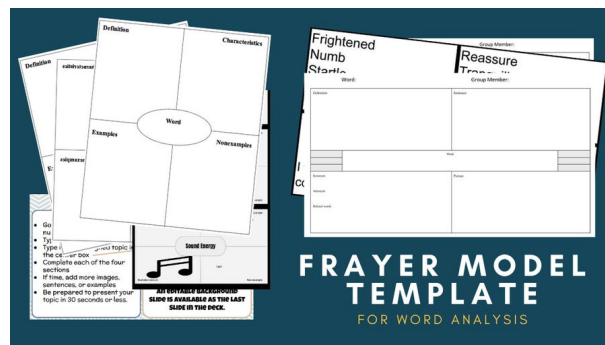


[@POPEYBC](https://twitter.com/POPEYBC)



- FROM **TCEA** @TCEA - Need a quick way to introduce students to tough vocabulary? In this follow-up to "Semantic Maps Made Easy," see and get **Frayer Model templates**: <https://blog.tcea.org/frayer-model-template-for-word-analysis/>

- From **Jennifer Serravallo** @Jserravallo - New on the blog today (with new posts planned every couple of weeks!) Hope it's helpful. Would love to hear your thoughts: **5 Tips for Successful Small Group Instruction** <https://www.jenniferserravallo.com/blog/5-tips-for-successful-small-group-instruction>



- Also from Jennifer Serravallo, @Jserravallo - **The Writing Strategies Book** now has a tabletop flip book companion! 300 full page charts, 50 brand new, correlate to the strategies in the book. Preorder with code WSBCC20 for -20% off and free shipping <https://www.heinemann.com/products/e17973.aspx>

- From TCEA @TCEA - **7 Effective Ways to Teach Vocabulary in the Middle School Classroom** <https://www.teachlikemidgley.com/vocabulary-in-middle-school.html>

- Shared by Aaron Grossman @ClassroomD4 -

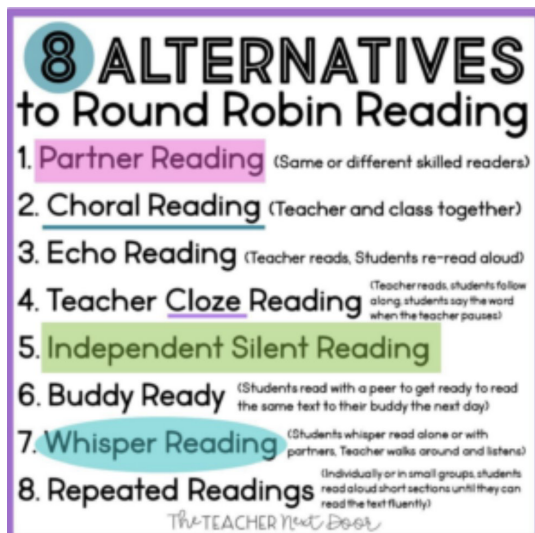
Posted for #Free are **nine new Readers Theater scripts** matched to the language standards. Using a protocol from @ChaseJYoung1, you can get students reading with prosody and help them build or reinforce understanding. <https://justtwoteachers.com/the-language-standards/>

- From Sheri Ainslie @sheri\_ainslie - **Check out these UFLI-aligned word reading fluency grids!** Thank @yourschools and @ONlit\_social for creating and sharing such a great resource. <https://onlit.org/wp-content/uploads/2024/02/Fluency-Word-Grids-UFLI-Aligned-AMDSB-pdf-1.pdf>



From **Katie Novak** @KatieNovakUDL - One-size-fits-all reading methods puts pressure on teachers to do most of the work - trapping them at the front of the classroom to read out loud, ask questions, and paraphrase critical passages. Learn how to shift to a **student-led approach to #reading**.

- Again, from Katie Novak - When it comes to literacy, we have to believe that every student can comprehend complex texts, actively contribute to rich classroom discussions, and produce authentic writing appropriate to the task, purpose, and audience. But how? **Improve Your ELA Lesson with UDL**  
[https://www.novakeducation.com/blog/improve-your-ela-lesson-with-universal-design-for-learning-udl?utm\\_campaign=UDL%20Now!%20ELA&utm\\_content=282223155&utm\\_medium=social&utm\\_source=twitter&hss\\_channel=tw-1228869229](https://www.novakeducation.com/blog/improve-your-ela-lesson-with-universal-design-for-learning-udl?utm_campaign=UDL%20Now!%20ELA&utm_content=282223155&utm_medium=social&utm_source=twitter&hss_channel=tw-1228869229)



- From Melanie Brethour @melbrethour Another Google classroom but for those using UFLI! **All resources are embedded into the document & are FREE.** Thank you @Playful\_Class for putting together so many resources in the Google Drive (link below). PDF: <https://tr.ee/Xv1uQXtpAs>  
[https://docs.google.com/presentation/d/1xnLB0Tz0dRcPD4l0S0fXclOrEUmhHxHBk9uMcli6lh0/edit?usp=drive\\_sdk](https://docs.google.com/presentation/d/1xnLB0Tz0dRcPD4l0S0fXclOrEUmhHxHBk9uMcli6lh0/edit?usp=drive_sdk)
- Shared by Dr. Kelly J. Grillo @kellygrillo - **@TimRasinski1** had me laughing & crying...JAMMED packed with take it to the classroom strategies. More time above the line OR the strands in language comp of Scarborough's Reading Rope is needed. **The "Essentials" of Developing Reading Fluency**  
[https://youtu.be/OM-mi\\_4usvE?si=6SJGivGD7yNq6XB-](https://youtu.be/OM-mi_4usvE?si=6SJGivGD7yNq6XB-) via @YouTube

## NUMERACY

The need for manipulatives and pictures is not based on age. Any time your students are being introduced to a new concept they need to start with concrete learning.



- Shared by **Donna Boucher** @MathCoachCorner - Math myth busted! Are manipulatives really necessary? Absolutely! Students need hands-on tools to grasp new concepts, regardless of age.  
<https://mathcoachscorner.com/2023/09/understanding-cra/>
- Also, from Donna Boucher - Don't let **math facts** hold students back! Ensure mastery before moving on! **LOTS of links to FREE resources in this post!**  
<https://mathcoachscorner.com/2023/05/why-st>



- From **Margie Pearse** @pearse\_margie - I received several really great places to find rich math tasks. I added them to our **Favorite Places to Find Rich Math Tasks Document**. It is still something I open every week! Help yourself!  
[https://docs.google.com/spreadsheets/d/1yGaZy9g8X0HHFuWMBQkF14pVStu\\_SIBnbZSkxo9nWPI/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1yGaZy9g8X0HHFuWMBQkF14pVStu_SIBnbZSkxo9nWPI/edit?usp=sharing)
- From **Kathy Marks Krpan** @CathyMarksKrpan - Students hear their own voices (self-talk) more than any other voice. That's why modelling effective, helpful, self-talk with think-alouds is critical. Let's demystify the thinking process, alleviate math anxiety, & help all students value the power of their own thinking!
- From **Mathigon** @MathigonOrg - Big news - **Polypad** has moved to a new home at <http://polypad.amplify.com>! All our tools remain completely free to use, and all your work is still there - you now just have to sign in with a @desmosclassroom account. Read our FAQs for more details!
- From **EarlyFamilyMath** @EarlyFamilyMath - Did you know that you can find the answers to the puzzles on our web site? Don't peek too fast though, productive struggle can guide you and students toward becoming creative problem solvers! In collab with Math for Love

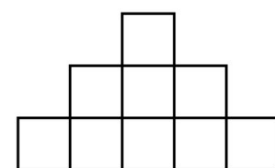
### Puzzle of the Week Consecutive Numbers – 1

The numbers from 1 to 10 have been placed in these two diagrams. In the diagram on the left, the boxes with numbers 2 and 3 share a side, and the boxes with numbers 9 and 10 touch diagonally. In the diagram on the right, no two consecutive numbers share a side or touch diagonally.

2	6	1	7	10
3	8	4	9	5

3	1	4	2	5
6	9	7	10	8

**THE CHALLENGE:** Place the numbers from 1 to 9 in this diagram so that the boxes for consecutive numbers do not share a side or touch diagonally.



1 2 3 4 5 6 7 8 9

**EXPLORATION:** Make these puzzles for your friends.



View all: [Kinder](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#) [6th](#) [7th](#) [8th](#) [Alg. 1](#) [Geo](#) [Alg. 2](#)

## OVER 70 REAL WORLD PROBLEMS

How Much Money Were Those Pennies?

How Many Chip Bags Will There Be?

RobertKaplinksky.com

- From James McConville @jmconville - Great article for a math classroom: <https://www.teachermag.ca/post/math-chats-in-an-intermediate-classroom>
- Shared by Robert Kaplinksy @robertkaplinksy - I've got **70+ real world problem-based math lessons** that you can download for free and use with your students.  
<https://robertkaplinksy.com/lessons/>

- From Cathy Marks Krpan - My grad students created think alouds based on @robertkaplinksy's open middle tasks. These tasks are great for modelling self-talk. We discussed how think alouds celebrate/teach the diversity of thinking and help learners become aware of the power of their self-talk

### FIND AS MANY SOLUTIONS AS YOU CAN!

#### MAKE THE TIME

Directions: Using the digits 0 to 9 at most one time each, place a digit in each box to make a time that is 3:57 pm.

□ □ minutes after □ : □ □

From: <https://www.openmiddle.com>

@cathykrpan

### Possible Prompts for Think Alouds

(Marks Krpan & Sahm, 2021)

- Wow I am not sure...
- I think I need to .... Because.....
- Does this make sense?
- I think I should .... So that.....
- I wonder if.....
- If I .... Then.....
- I do not understand...
- If I .... That will help me.....

@cathykrpan

### Creating Think alouds

(Marks Krpan, 2019; Marks Krpan & Sahm, 2020)

- Brief
- Scripted
- First Person
- Process not steps

@cathykrpan

### During Think Aloud

(Marks Krpan, 2019; Marks Krpan & Sahm, 2020)

- Follow Script
- Pauses
- Do Activity
- Hesitations
- Expression

@cathykrpan

## EXPLORATIONS

- Access videos, lesson plans, quizzes and diagrams: <https://www.cerillia.com>

From Dennis Stam  
@rdennisstam - Celebrating  
student thinking is essential  
through the  
#EngineeringDesignProcess!  
Check out some of the new  
assessment tools we created  
at #yrdsbSTEM. Self-  
**Assessments, Tracking  
Tools, Engineering Design  
Journals and more!**

<https://bit.ly/EngDesignJourn>

- From **Take Me Outside** @takemeoutside - Our free Spring Virtual Workshops for educators are live & ready for registration! Each 60 min session comes complete w/ a certificate, recording, discounts & entry for great prizes! Check out all 6, bringing together 19 amazing presenters & partners: <https://takemeoutside.ca/resource-directory/professional-development-opportunities/>
- From Dr. Catlin Tucker @Catlin\_Tucker - **The Power of See, Think, Wonder Thinking Routine** <https://bit.ly/3OwHL3I>



## PHE/SEL



### Student-Centered Learning Toolkit for Engaging Students in School-Based Initiatives

A for Youth by Youth Approach



From **PHE Canada** @PHECanada - As educators, it's important to embed student-centered and inquiry-based learning into your lesson plans to unlock students' individual potential and meet them where they are at. Download the toolkit to get started!

<https://phecanada.ca/sites/default/>

From **AfLResources** @AfLResources - **These Active for Life** ready-made lesson plans for educators, caregivers, camp leaders, and after-school program leaders are a great resource for anyone who wants to deliver physical literacy instruction to kids!

<https://activeforlife.com/resource/individual-lesson-plans/>

## INDIGENOUS EDUCATION

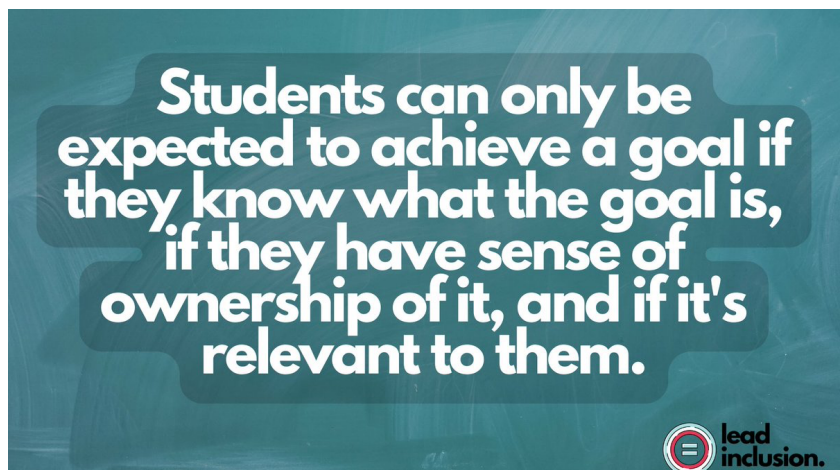


- Shared by Carolyn Roberts @mcarolynroberts - We have been working on my new website as we get ready to launch my new book! Come check out what's new, **carolynroberts.net**

- And again, by Carolyn Roberts - **Teach Indigenous Brilliance** <https://carolynroberts.net/single-post/teach-indigenous-brilliance> by @mcarolynroberts

## INCLUSIVE EDUCATION

- From Lee Ann Jung @leeannjung - See image to the right
- From Cathy Marks Krpan @CathyMarksKrpan - **Watered-down, uninteresting math tasks have NO place in a lesson for ELLs.** They, like ALL students deserve to be challenged with rich/inviting tasks. Many ELLs arrive with deep math knowledge that often goes undiscovered due to systemic misconceptions, assumptions, and biases.



- From ASCD @ASCD - Unlock the full potential of **multilingual newcomers** through holistic support strategies. Follow Rebecca L. Olsen's insights on prioritizing students' safety, well-being, and academic success: <https://www.ascd.org/blogs/multilingual-newcomers-need-more-than-academic-instruction>.
- Excellent video by @tweetsomemoore - Thought Provoking and Practical Advice for Educators! **Show Me the Purpose!** <https://t.co/MIJXFgqDD1>

## ASSESSMENT/INSTRUCTION/REPORTING

- From EL Magazine @ELmagazine - "By nurturing a culture of reflection in the classroom, students become active participants in their own learning." Read and watch how @mssackstein fosters student autonomy through **reflective portfolios and student-led conferences**: <https://www.ascd.org/blogs/beyond-a-highlight-reel-portfolios-as-dynamic-workspaces>
- From edutopia - **60-Second Strategies for Educators** - Our popular series of short videos that break down **effective classroom practices for every grade level** in literally one minute—all in one place. How's that for a quick win? Now, watch \*all\* of our 60-second strategies in one place: <https://edut.to/3QEHYnS>
- And again, from edutopia @edutopia - Is the **parent-teacher conference** experience feeling more chaotic than connective? These relational approaches make it more meaningful and culturally responsive: [https://www.edutopia.org/article/parent-teacher-conference-tips?utm\\_source=Twitter&utm\\_medium=Social&utm\\_campaign=Winter+24&utm\\_id=Winter24&utm\\_term=parent-teacher+conferences&utm\\_content=practitioner](https://www.edutopia.org/article/parent-teacher-conference-tips?utm_source=Twitter&utm_medium=Social&utm_campaign=Winter+24&utm_id=Winter24&utm_term=parent-teacher+conferences&utm_content=practitioner)
- Shared by Katie Novak @KatieNovakUDL- Self-assessment doesn't replace the need for assessing student work or providing feedback, but it empowers students to drive their initial reflection and compare their performance to predetermined criteria.  
**Shift from teacher-led to student self-assessment.**  
[https://www.novakeducation.com/blog/establishing-ongoing-student-self-assessment-in-the-classroom?utm\\_campaign=Shift%20to%20Student%20Led&utm\\_content=281679683&utm\\_medium=social&utm\\_source=twitter&utm\\_channel=tw-1228869229](https://www.novakeducation.com/blog/establishing-ongoing-student-self-assessment-in-the-classroom?utm_campaign=Shift%20to%20Student%20Led&utm_content=281679683&utm_medium=social&utm_source=twitter&utm_channel=tw-1228869229)

- Shared by Tyler Rablin @Mr\_Rablin - The longer I teach and the more I learn, the more convinced I am that maybe the most important job we have is to help students build self-efficacy by scaffolding experiences of true success, providing evidence to show it, and facilitating reflection experiences around growth.





- From Lee Ann Jung @leeannjung - These are the #rubrics I'm developing w schools now. We center on what **#students CAN do, what's next, & actionable steps** (w links to resources) to grow. Symbols could be added, but most of the time aren't needed. We need measures to support self-efficacy:

I can...	I can...	I can...	I can...
My work visually orients the reader with a title, followed by my thoughts on the topic.	My work visually organizes my thoughts with paragraph breaks or otherwise chunks my thoughts, like with paragraph breaks.	My writing is visually organized with a logical selection of headings and paragraph breaks.	My writing is visually organized with a logical selection and placement of headings and subheadings and paragraph breaks.
Next, I will...	Next, I will...	Next, I will...	Next, I will...
Add <a href="#">paragraph breaks</a> to <a href="#">chunk my thoughts</a> in ways that help the reader understand.	Add <a href="#">headings</a> within my work to give the reader <a href="#">clues about the topic</a> that's coming next.	<a href="#">Reflect on my own writing</a> organization, and look for improvements I can make, including <a href="#">adding subheadings</a> .	Self-assess the organization of my paper by reflecting from the <a href="#">reader's point of view</a> to make additional refinements.




- From Dr. Catlin Tucker @Catlin\_Tucker - Elevate your students' path to self-awareness while fostering a strong sense of community. Use my **FREE conversation starter slide deck for impactful discussions**: [bit.ly/4383RPN](https://bit.ly/4383RPN)
- From TCEA @TCEA - **Higher-Order Thinking Questions**: <https://artsintegration.com/2020/10/19/higher-order-thinking-questions/>


THE INSTITUTE FOR ARTS INTEGRATION AND STEAM

Costa's Levels of Questioning -Arthur Costa											
Level 1: Gathering			Level 2: Processing				Level 3: Applying				
Depth of Knowledge -Norman Webb											
Level 1: Recall Information			Level 2: Skills & Concepts				Level 3: Strategic Thinking		Level 4: Extended Thinking		
Bloom's Taxonomy -Benjamin Bloom											
I. Remember		II. Understand		III. Apply		IV. Analyze		V. Evaluate		VI. Create	
Verbs used at each Level (*appear in 2 levels)											
Arrange*	Relate*	Acquire*	Outline*	Acquire*	Investigate*	Analyze	Outline*	Appraise*	Recommend	Abstract	Imagine
Choose*	Repeat	Annotate	Paraphrase	Adapt*	List*	Appraise*	Plot*	Argue	Referee	Act	Import
Cite	Reproduce	Approximate	Predict*	Allocate	Make*	Arrange*	Point out	Assess	Reframe	Adapt*	Improve
Define	Review*	Articulate	Recognize*	Apply	Manage*	Audit	Prioritize*	Choose*	Reject	Animate	Incorporate
Describe*	Select*	Associate	Reference	Ascertain	Manipulate	Blueprint	Probe*	Compare*	Anticipate	Infer*	Rearrange
Distinguish*	Sequence*	Calculate*	Reiterate	Assign	Modify*	Break down	Program*	Conclude*	Release	Assemble	Initiate
Draw*	Show*	Characterize*	Report	Attain	Operate	Calculate*	Proofread	Contrast*	Report on	Blend	Integrate
Enumerate	Sort	Clarify	Research*	Back up	Paint	Characterize*	Quantify	Counsel	Research*	Build	Interface
Find	Study*	Classify*	Restate	Calculate*	Perform*	Compare*	Query	Critique*	Review*	Change*	Intervene
Group*	Tabulate*	Compare*	Retell	Capture	Personalize	Confirm	Question	Critique*	Revise*	Code	Invent
Identify*	Tell*	Compute*	Review*	Change*	Plot*	Contract	Relate*	Debate*	Score	Collaborate	Join
Index	Trace*	Contrast*	Reword	Choose*	Practice	Correlate	Research*	Defend*	Select*	Lecture	Role-play*
Indicate	Underline	Convert	Rewrite*	Classify*	Predict*	Critique*	Review*	Determine*	Summarize	Communicate	Make*
Know	Write	Critique*	Subtract	Collect*	Prepare*	Debate*	Scrutinize	Diagnose*	Support	Compare*	Makeup
Label		Defend*	Summarize*	Complete	Price	Deduce	Select*	Discuss*	Tell why	Compile	Manage*
List*		Demonstrate*	Tell*	Compute*	Process*	Detect	Separate	Enhance*	Test*	Compose	Model
Listen		Describe*	Theorize	Conclude*	Produce*	Diagnose*	Sequence*	Estimate*	Validate*	Concoct	Modifier
Locate*		Detail	Trace*	Conduct	Project	Diagram	Sift	Evaluate	Value*	Construct	Modify*
Match		Differentiate*	Translate*	Construct	Provide*	Differentiate*	Size up	Grade	Verify	Contrast*	Negotiate
Meet		Discuss*	Visualize	Create*	React	Discuss*	Solve*	Infer*	Weigh	Correspond	Network
Memorize		Distinguish*		Customize	Record*	Dissect	Specify*	Interpret*		Create*	Organize*
Name		Demonstrate*		Demonstrate*	Relate*	Distinguish*	Study*	Investigate*		Cultivate	Originate
Outline*		Estimate*		Derive*	Respond	Document	Subdivide	Judge		Depict	Outline*
Provide*		Example		Determine*	Role-play*	Examine*	Survey	Justify		Derive*	Overhaul
Quote		Expand upon		Develop*	Roundoff	Experiment*	Test*	Predict*		Design	Perform*
Read		Explain*		Diminish	Schedule	Extrapolate*	Train	Prescribe		Develop*	Plan
Recall		Express*		Discover*	Select*	Graph*	Transform	Prove		Devise	Portray
Recognize*		Extend		Dramatize	Sequence*	Infer*	Value			Enhance*	Predict*
Record*		Extrapolate*		Employ	Show*	Inquire				Establish	Prepare*
		Factor*		Examine*	Simulate	Inspect				Express*	Prescribe
		Generalize*		Execute	Sketch	Interpret*				Facilitate	Pretend
		Give		Solve*	Exhibit	Investigate*				Format	Process*
		Identify*		Experiment*	State a rule or principle	Layout				Formulate	
		Illustrate*		Expose	or principle	Manage				Hypothesize	
		Infer*		Express*	Subscribe	Maximize					
		Interact		Graph*	Tabulate*	Measure*					
		Interpret*		Illustrate*	Teach	Minimize					
		Locate*		Implement	Transcribe	Optimize					
		Observe		Interpret*	Transfer	Order					
				Interview	Translate*	Organize*					
					Use						


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ArtsIntegration.com







Lorna Earl



Damian Cooper



Ken O'Connor



Katie White

*And More!*

# Assessment as Communication

*Save the Date*

Let's Talk

OCTOBER 3 - 5, 2024  
Canmore, Alberta

A mountain retreat for educators who see  
the power of assessment communication  
to elevate learning

Conference and  
speakers brought  
to you by:

