

CISPG LEARNING

Catholic Independent Schools Diocese of Prince George

"ALL learners thriving in inspired Catholic Learning Communities"



*"It is Christmas
every time you let
God love others
through you...yes,
it is Christmas
every time you
smile at your
brother and offer
him your hand."*

—MOTHER TERESA



Wishing you love,
joy, and peace this
Christmas.



*"The great challenge left to us
is to cut through all the glitz and glam
of the season
that has grown increasingly secular
and commercial,
and be reminded of the beauty
of the One who is Christmas."*

— BILL CROWDER



Living,
CELEBRATING,
and Proclaiming
OUR FAITH

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



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, our amazing **Christian Education Consultant**, can be reached at the following email: mvandermeer@cispq.ca. This year's **Advent Classroom Prayers** can be found here: https://www.canva.com/design/DAGGFIIV4OQ/06surfDUj6WhsqUaGf93Ug/edit?utm_content=DAAGGFIIV4OQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Check out **Hallow's Advent Guide**: <https://hallow.com/advent/>

LITERACY

- Shared by **Dr. Catlin Tucker @Catlin Tucker** - Love choice boards? Check out my favorite for **enhancing reading strategies**. Copy + download this free resource: <https://bit.ly/48viVu0>

Designed by Catlin Tucker
@Catlin_Tucker
CatlinTucker.com

Reading Strategies Choice Board		
Select a reading strategy you want to practice as you read this text. As you annotate the text (offline or online), please document your thinking as you work on applying the reading strategy you selected.		
<p>Make Predictions</p> <p>Stop regularly to think about what you have learned and use that information to predict what you think will happen in the text.</p>	<p>Asking and Answering Questions</p> <p>Be a curious reader. Stop frequently to ask questions—who, what, when, where, how, and why. Then, pause when you can answer one of your questions.</p>	<p>Make Inferences</p> <p>Pause after each paragraph or section of text and think about the information you've gathered. What conclusions or inferences can you make about people, events, and places based on that information?</p>
<p>Summarize the Text</p> <p>After each section of the text, and again at the end, pause to think about the most important points. Write a summary presenting the main idea(s) in your own words.</p>	<p>Make Connections</p> <p>As you read, make connections between:</p> <ul style="list-style-type: none">• The different ideas presented• The characters/people, events, places, and your own life experience• The text and things you've learned in other classes	<p>Use Context Clues to Define Unfamiliar Words</p> <p>Stop when you encounter an unfamiliar word. Re-read the sentence carefully. What can you learn about the unknown word from the context clues? What do you think the word means based on how it is used?</p>
<p>Visualize and Draw</p> <p>As you read, create pictures in your mind of characters, events, and scenes. Use the text's sensory details to bring these mental images to life. Stop periodically and draw what you see in your mind.</p>	<p>Identifying Explicit vs. Implicit Meaning</p> <p>Stop after each paragraph and make a list of information that is explicitly (or directly) stated in the text. Then make a list of what is suggested (though not directly stated). What do you know without having to draw any conclusions? What is suggested or implied?</p>	<p>Use Your Prior Knowledge</p> <p>As you read, think about your life experiences. How can your prior knowledge and past experiences help you understand the text (e.g., characters, situations, feelings, motivations, themes)?</p>

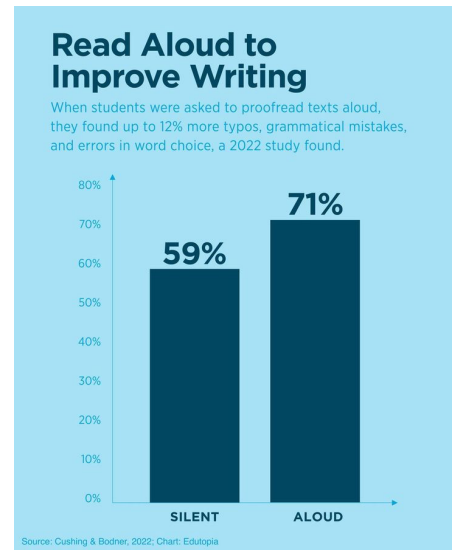
- From **ONlit.org @Onlit_social** - **So you've screened - now what?!** Join @MsSmithGoestoK on December 4 to unpack how she uses screening data to plan instruction in her grade 1 class! Dig into a **data-informed literacy block**, long-range plans, and classroom instructional routines: <https://onlit.org/event/grade-1-planning/>
- Shared by **Peter H. Reynolds @peterhreynolds** - Teachers... need a creative lift? Announcing my online vault of resources to help you make this the most creative year yet.

<https://compass.peterhreynolds.com/subscription/monthly-member>.

- Recommended by Tim Rasinski: From Chase Young @ChaseJYoung1 - New blog alert, and quite timely in light of the recent passion for performance reading spreading across the web: <https://rif.org/news-and-stories/blog-posts/building-fluent-confident-readers-using-frameworks-text-rehearsal>. This blog explains the importance of reading routines such as **Reader's Theatre 5-Day Framework**.
- Shared by Melissa & Lori Love Literacy Podcast @literacypodcast - Let us share a little secret - you don't need more than 15 minutes a day to increase your students' fluency. It's true! Readers' Theater is one super effective way to practice fluency. But how? Listen to **Episode 209 about fluency & Readers' Theater** where

Chase Young discusses the implementation of **Reader's Theater** in the classroom, providing a detailed framework for the process. He emphasizes the importance of structured practice, fluency, and expression, as well as the benefits of engaging students in dramatic reading; <https://podcasts.apple.com/us/podcast/me/>

- Shared by **five from five @FIVEfromFIVE** - Fluency teaching activities with good evidence of effectiveness: Repeated reading, Choral reading, Echo reading, Paired/partner reading, Readers theatre, Audio-assisted reading, Varied practice (**not** Round Robin Reading). **Evidence-Based Fluency Instruction:** <https://fivefromfive.com.au/fluency/evidence-based-fluency-instruction/>
- From Dr. Geraldine Magennis-Clarke @literacytutor5 - The danger of losing **the art of handwriting** (and its neurological benefits) in schools is convincingly argued in this article by Jonathan Lambert (May 2024) . <https://npr.org/sections/health>
- From **edutopia @edutopia** - **Check out 54 writing prompts** to get students flexing their creative muscles: <https://www.edutopia.org/article/54-excellent-low-stakes-writing-prompts>



morphology | roots

sounds & syllables
the sensible spelling system

orn

decorate, furnish, equip
*from the Latin **ornare** (equip, furnish, prepare)*

ornate	or n a te that which is ornate has a lot of elaborate decorations	orn + ate (having)
ornament	or n a ment an ornament is an object that does not serve a practical purpose but is used to decorate; to ornament is to add decoration to something to make it more beautiful	orn + a + ment (result of)
ornamental	or n a men tal that which is ornamental serves as an ornament , being decorative rather than useful	orn + a + ment (result of) + al (of)
adorn	a d orn to adorn something is to make it more beautiful and attractive by adding decorations to it	ad (to) + orn
suborn	s u b orn to suborn is to persuade or bribe someone to commit an unlawful act, the sense being to equip someone with a secret purpose, one which is beneath the law	sub (under) + orn

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sub

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decorate
furnish
equip

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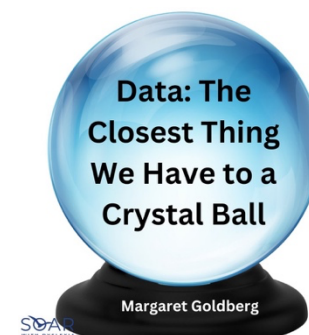
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ness

- From **Sounds & Syllables @SoundSyllable** - Root repository | #189 | orn (decorate, furnish, equip) A hi-res PDF can be downloaded here: <https://jwed.co.uk/2021/04/13/rootrepository/>
- Jan and Kari janandkari@thesixshifts.com, authors of the **Six Shifts books**, supporting K-5 Literacy Instruction- Check out this excellent website: <https://thesixshifts.com/> and subscribe to their blog post: <https://thesixshifts.com/2024/10/effective-vocabulary-instruction/>

Snapshot of New and Favorite Content at TheSixShifts.com:

- New [Content Corner: Phonics](#)
- New Blog Post: [Phonemic Awareness vs. Phonics: Untangling Some Confusion](#)
- New Blog Post: [Layers of Vocabulary Learning: A Slice of Effective Vocabulary Instruction](#)



NUMERACY

- Shared by **Anna Stokke @rastokke** - **Automaticity with math facts is key!** It builds a strong foundation for tackling more complex math. In this episode, I walk through research-backed techniques. Over 2200 downloads already! Please continue to spread the word!
<https://open.spotify.com/episode/4mQssjs9mt9HJjOvd6GNU?si=f589695493244f52&nd=1&dlsi=2f84d059e3ac48b6>
- From **Megan Ryder @MrsRyderEDU** - My 3rd grade math class made an Esti-Mystery inspired by @SteveWyborney. Here is a link to the Keynote file if you want to use it with your class. If you use it, please let me know what state/province/country, etc. that you live in:
<https://drive.google.com/file/d/1FGhdsoDFPv3uej3ZByL0IA5pxbRdU2fo/view>
- Share by **Angela Stott @ajgadd** - Wondering who to learn something new from in the world of math instruction? I'm one of @mic_epstein's new fans & you might want to be too. Check out **Maths Teacher Circles**: <https://www.mathsteachercircles.org/> & also @MathsCirclesOz to learn about what I am excited about. Thanks @MakeMathMoments for the intro!



youcubed®

Sports Analytics
Grades 4-10

STANFORD
WOMEN'S BASKETBALL

- From **Greg Tang @gregtangmath** - What happens when kids solve thousands of our clever puzzles? Fluency & automaticity goes thru the roof. Kids reason, persevere, and work as a team. Join the FUN! <http://TangMath.com/tournament>

- From **Jo Boaler @joboaler** - Our new **Basketball Unit** has just released. We partnered with @StanfordWBB Some of the team made videos for the kids. Check it out here:
<https://www.youcubed.org/tasks/basketball-data-analytics-unit/>



When teenagers articulate their purpose for learning—"I'm studying math to design more efficient farms," for example—they exhibit greater persistence on challenging or even tedious assignments like math homework, **solving 51% more problems** than peers who don't reflect on their learning purpose.

Setting aside some time for students to connect classwork to future goals—or inviting guest speakers to talk about how they use math, science, or writing in the real world—is an effective way to motivate adolescents, the research suggests.

Source: Yeager et al., 2014

- Shared by **Dylan Wiliam @dylanwiliam** - Analysis of 1,657 4th/5th grade lessons in 317 classrooms in 4 districts finds "students' exposure to mathematical language varies substantially across lessons" and **students make more progress in classrooms where teachers use more mathematical language.**

- From **Mathigon @MathigonOrg** - **Deck 2 of Division by Heart** using number bars to model quotative division. Students enter a missing factor in a multiplication problem to begin making meaning of division. Learn more about all decks and how to use these FREE flashcards with students at
<http://fluency.amplify.com/help>

- Shared by **Steve Wyborney @SteveWyborney** - **Leaping Numbers Playlist:**

<https://www.youtube.com/playlist?list=PL9womXq-z7vDt3km38wWe85VQlylr-25>

- Shared by **edutopia @edutopia** - It might surprise your students to hear they'll be playing Battleship in class. But board and card games are a great way to help students **practice foundational math skills** without them even noticing, writes longtime math educator Nell McAnelly.: <https://www.edutopia.org/article/board-games-that-teach-elementary-math>

EXPLORATIONS

- From **edutopia @edutopia** - **What's the power of a nature journal?**

Students will make authentic connections to their science lessons, while exploring their curiosity and creativity. First-time Edutopia contributor Polly Diffenbaugh offers a guide:

<https://www.edutopia.org/article/sparking-student-curiosity-through-nature-journaling>



- Shared by **dailySTEM** (Chris Woods) @dailystem - Hey teachers...I updated my **STEM Live Streams playlist** on YouTube, now there's 60+ STEM inspired live streams! Play one while your students are working or thinking or whatever: <https://www.youtube.com/playlist?list=PLR9erzfcvZ2Ca9vLOWiRVatINxLgQ5KQh>

PHE/SEL

- Shared by **True Sport pur_@TrueSportpur** - Hey teachers! If you're looking to integrate True Sport into your curriculum, then you're in luck! The True Sport Experience is a three-volume resource that aligns with

TRUE
SPORT

**THE TRUE SPORT
EXPERIENCE**

Download all three
volumes today!



Canadian PE curricula and has been endorsed by @PHECanada for its quality content:

<https://truesportpur.ca/true-sport-experience>

- From **Physical & Health Education in BC @PHECanada** - FREE for PHEBC members: Our **Learning Series** is BACK in 2024/25 & diving into all things to do w #assessment in #PHE at the class level- #grading-communicating student learning w the #bced reporting policy. 1st session Tues. Dec 03, 7-8 pm. Registration: <https://forms.gle/Kxag5UZHE14CfD>

- From **CASEL @caselorg** -



LEARNING SERIES

ASSESSING, GRADING, & COMMUNICATING LEARNING IN PHE

A 5-part webinar series focusing on ways to authentically assess and grade student learning in PHE in meaningful ways. This learning series will focus on the steps from what we plan to teach all the way to forming a summary report.

STARTING DEC 03

phebc@bctf.ca **FREE FOR PHE BC MEMBERS**
 phebc.com
REGISTRATION REQUIRED



- Shared by **Principal's Project @PrincipalProj** - **How is your school-wide SEL implementation going?** Find out what your teachers think by giving them this survey from @caselorg: <https://schoolguide.casel.org/resource/tool-staff-family-and-community-partner-survey-on-sel-implementation/>

- From **edutopia @edutopia** - Rather than settling disagreements and conflicts for students, here are some educator-approved strategies to aid students in resolving their own problems: **How to Teach Students To Manage Conflict** - <https://www.edutopia.org/video/how-teach-students-manage-their-own-conflicts>

INDIGENOUS EDUCATION

- From **Strong Nations @strong_nations** - Winter is on its way! In **Mouse Celebrates the Winter Solstice**, Kwakwaka'wakw author Terri Mack and Tsimshian artist Bill Helin collaborate to bring readers a story of strength, friendship, and celebration. <https://strongnations.com/store/4932/mou>
- For more information and to register, go here: <https://outdoorlearning.com/events/>



Winter 2025 OUTDOOR LEARNING COURSES

BRAIDING SWEETGRASS FOR EDUCATORS
INSTRUCTOR: Monique Gray Smith

THE MEDICINE OF STORIES
IN EDUCATING HEARTS, MINDS AND SPIRITS
FACILITATOR: Monique Gray Smith

KANIEŃKÉHA (MOHAWK)
ONLINE INTRO LANGUAGE COURSE
INSTRUCTOR: Tahnee Bennett

THE CLASSROOM GARDENER
FACILITATOR: Megan Zani

REGISTER OUTDOORLEARNING.COM/EVENT

OUTDOOR LEARNING SCHOOL & STORE

Early Bird closes Dec 17!

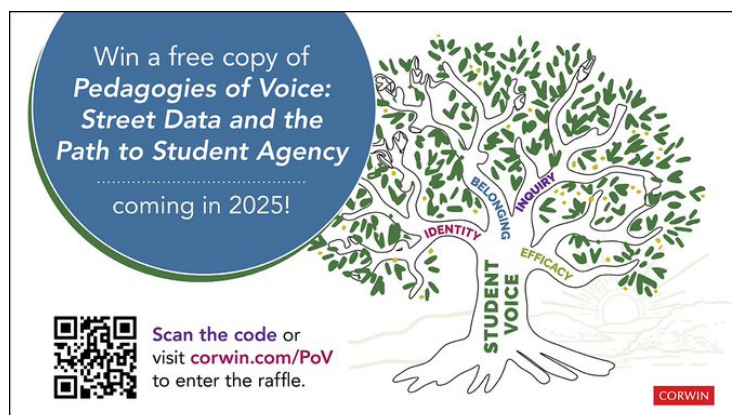
Dr. Robin Wall Kimmerer January 30
Richard Van Camp March 27
Linda Kaser April 24
Judy Halbert May 29
Leona Prince May 29

A CHARITABLE NON-PROFIT

Natural Curiosity

INCLUSIVE EDUCATION

- Shared by **Colorin Colorado @ColorinColorado** - **Gratitude Activities: Ideas for ELLs** Ideas include appreciation stations, thank-you notes, writing/discussion prompts, gratitude journals, and more! <https://colorincolorado.org/gratitude>
- From **Corwin Press @CorwinPress** - By speaking with 25+ teachers across North America, @ShaneSafir, @SJEducate, @CrystalMWatson & @marlobagsik learned that **educators desire meaningful, humanizing conversations that amplify their voices in support of #studentvoice**. Enter to win a free copy: <https://ow.ly/MEJF50U8kOR>



Win a free copy of *Pedagogies of Voice: Street Data and the Path to Student Agency* coming in 2025!

Scan the code or visit corwin.com/PoV to enter the raffle.

STUDENT VOICE

IDENTITY

BELONGING

EFFICACY

CORWIN

ASSESSMENT/INSTRUCTION

- From **Lee Ann Jung @leeannjung** - A zero should never be a proxy for missing work/data. It's not only harmful to kids, but it's also poor math/measurement. Missing isn't evidence of no learning. It's just no evidence.
- The ONLY instructional strategy with a NEGATIVE effect size: Lecturing.** -0.26 or 1/2 a year's loss Why? It's passive. There's not a lot of room for the engagement or interaction necessary for deep understanding & skill development. Just a lot of one person talking.
- From **Edutopia @edutopia** - Need more clarity in your classroom? Here's a simple framework that makes it obvious to students how every activity relates to what you want them to learn - **Framing the Lesson:**
<https://www.edutopia.org/video/60-second-strategy-framing-lesson-student-understanding>



STRATEGIES FOR ENGAGEMENT	
VIA EDUCATOR LEE ANN JUNG, ACSD AND CAST	
1. Start by connecting with students using positive interaction.	<ul style="list-style-type: none"> Use warm facial expressions and eye contact. Individually greet and acknowledge students with warmth. Show students empathy and support.
2. Demonstrate clarity of intentions and criteria for success.	<ul style="list-style-type: none"> Describe purpose for upcoming learning, in writing and orally. Clarify vocabulary by highlighting words and lead groups to discuss these words' meaning. List, describe, and provide examples of success criteria for the learning.
3. Connect the purpose of the lesson to something of current relevance and value to students.	<ul style="list-style-type: none"> Tell a story your students can relate to. Relate the lesson to a current event or pop culture for students' age group. Dialogue about the purpose of the lesson (beyond posting or reading the purpose).
4. Provide students choices—from simple to significant—for their learning.	<ul style="list-style-type: none"> Have students <ul style="list-style-type: none"> choose roles within small groups. choose learning activities or assignments from a menu. select the topic for their reading, research, or writing. codesign a lesson.
5. Make the learning space safe for taking risks and making mistakes.	<ul style="list-style-type: none"> Let students choose where they sit and whether to work in a group or alone. Avoid public displays that compare performance or behaviors. Use small groups, where taking risks may feel safer. Ensure "participation" includes options other than speaking in a large group.
6. Use novelty to gain students' interest.	<ul style="list-style-type: none"> Use humor. Start with a thought provoking or controversial statement and dialogue. Use a short video that captures interest.
7. Design activities that involve active exploration.	<ul style="list-style-type: none"> Include opportunities to investigate, reflect, make, create, or dialogue. Have students move about the room during learning.
8. Design for small group instruction.	<ul style="list-style-type: none"> Use short, whole-group instruction followed by stations. Let small groups determine their own norms of collaboration and goals for learning. Have flexible groups so students work with a variety of learners, with choice in group membership.
9. Use strategies to balance participation.	<ul style="list-style-type: none"> Use "no hands up" think time before inviting contributions from the whole group. Use a talking stick. Rotate assigned roles of "talker" and "questioners."
10. Offer strategies for students to cope with frustration, anxiety, and low confidence.	<ul style="list-style-type: none"> Offer mindfulness exercises (or apps) to help students cope with difficult learning. Help students break learning into smaller chunks. Have students reflect on a time when the learning was difficult, listing strategies they used then and applying them to current learning.

#T2T

10 TOP COOPERATIVE LEARNING STRATEGIES

CORNERS
 The teacher sticks answers on each corner of a room. When a question is posed, students go to a corner and discuss their answer with others who made the same choice.

EXPERTS
 Groups research something (all becoming 'experts' in their topic). Next, mix them up and the 'experts' all share the info learnt.

!?
 Learners read a text and mark: 1 for new info, 2 for puzzling bits for understood info. After, in groups, 1 and 2 parts are discussed/solved.

QUIZ & FIND
 Students write a question they don't know about a topic on a slip of paper. Following this, they must walk around, finding someone who can answer it. They must also try and answer questions.

SHOWDOWN
 Learners sit in a circle and the teacher asks a question. They must answer in secret and then when the teacher calls "showdown", all boards must be shown.

THINK, PAIR, SHARE
 After a question, learners are given thinking time, then paired talk time then a whole class discussion occurs.

CIRCLES
 The class make 2 circles - one inside the other (pupils facing in pairs). The teacher asks a question, then the pairs discuss. After, call a number, and the outside circle moves clockwise the number of children called.

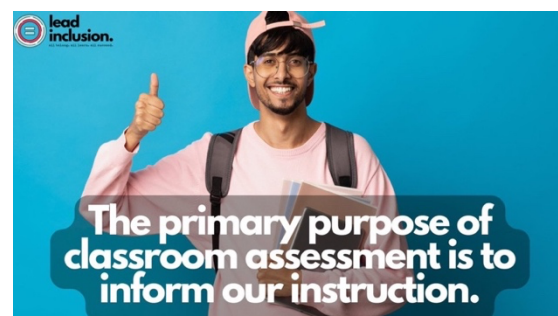
RALLY ROBIN
 In pairs, pupils discuss a topic, talking one at a time - in turns. It is helpful to have an object which can be passed.

EDTECH4BEGINNERS.COM

30 SEC SPEECH
 Students have to prepare a 30 second speech on a new subject. They are then grouped to share their knowledge.

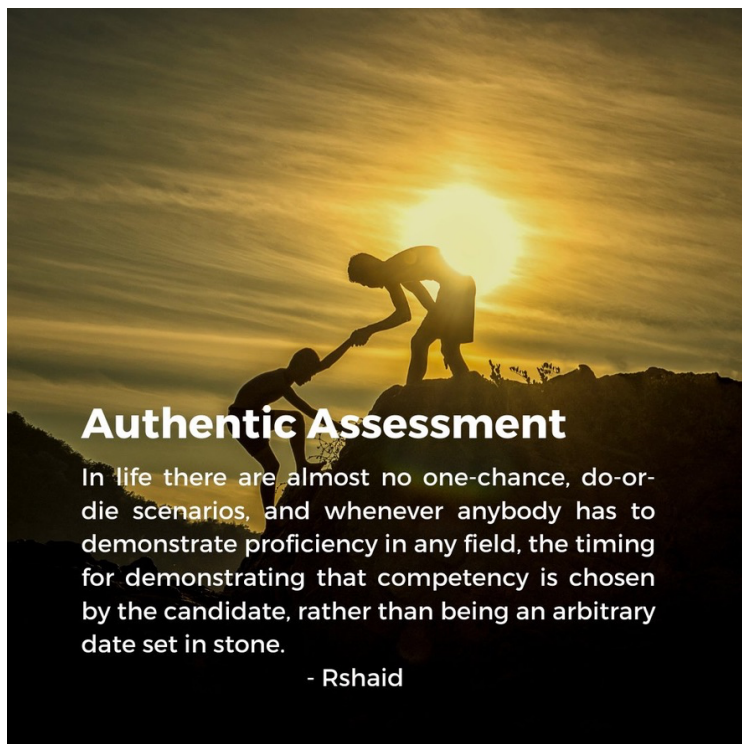
GALLERY WALK
 At the end of a lesson, students leave their work open and walk around and view others' progress. They can use sticky notes and make constructive comments.

- Shared by **TCEA @TCEA**



- Shared by Melissa Goodwin @Me1issaGoodwin via **Edutopia** - Not confident about **scaffolding instruction**? This is worth the 3-minute watch: break down the task, set clear expectations at each stage,

model through think alouds, provide conversation structures, teach key vocabulary first:
<https://www.edutopia.org/video/5-scaffolding-strategies-bolster-student-learning>.



- Shared by Alice Keeler @alicekeeler **Book Creator Team @BookCreatorApp** – Did you know? In @bookcreatorappstudents can add their own voice recordings to their books! This is a fantastic way to support struggling readers and writers, or to add an extra layer of creativity to their projects. Discuss: <http://tinyurl.com/edusky>

PROFESSIONAL LEARNING

Interactive Webinar Series

Engaging all Learners in the Middle Years






Session Schedule (3:30 - 5:00 pm PT)

Oct 29	Shelley Moore with Belinda Chi & MJ Medenwaldt
Dec 3	Brad Baker & Leona Prince with Katie Marren & Sarah Elson-Haugan
Feb 20	Shane Safir with Ashley Watson/Leyton Schnellert & Kendra Jacobs
April 29	Denise Augustine with Nikki Lineham & Christi Livingstone


















Learn More & Register Now: elvlc.educ.ubc.ca/middle-years-series



THE UNIVERSITY OF BRITISH COLUMBIA
Edith Lando Virtual Learning Centre
Faculty of Education

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Rural Education Advisory

