

CISPG LEARNING

Catholic Independent Schools Diocese of Prince George

"ALL learners thriving in inspired Catholic Learning Communities"



Week 3 Joy

"But the angel said to them, 'Do not be afraid; for see — I am bringing you good news of great joy for all the people: to you is born this day in the city of David a Savior, who is the Messiah, the Lord. This will be a sign for you: you will find a child wrapped in bands of cloth and lying in a manger.'"

(Luke 2:10-12)



Wishing you all the very best this Christmas season and many joyful experiences throughout the coming year, a year of hope where we celebrate **Jubilee 2025**:

"The coming Jubilee will thus be a Holy Year marked by the hope that does not fade, our hope in God. May it help us to recover the confident trust that we require, in the Church and in society, in our interpersonal relationships, in international relations, and in our task of promoting the dignity of all persons and respect for God's gift of creation." (Pope Francis, *Spes Non Confundit* 25).

The jubilee will begin in Rome on the vigil of the Lord's Nativity on Dec. 24, 2024, with the opening of the Holy Door of St. Peter's Basilica, and in local dioceses on Holy Family Sunday on Dec. 29. It will conclude in local dioceses the following Holy Family Sunday on Dec. 28, 2025, and in Rome on the Solemnity of the Epiphany of the Lord, Jan. 6, 2026, with the closing of the Holy Door of St. Peter's Basilica."



Living,
CELEBRATING,
and Proclaiming
OUR FAITH

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 learn: The Lheidli T'enneh Nation in Prince George. The Tsimshian Nation in Prince Rupert and Terrace. The Haisla Nation in Kitimat. The Wet'suwé'ten in Smithers. The Treaty 8 First Nations of Alberta in Dawson Creek.

May you have a
blessed Christmas
season and may the
gift of faith, the
blessing of hope and
the peace of his love
be yours.



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@cispg.ca. This year's **Advent Classroom Prayers** can be found here: https://www.canva.com/design/DAGGFIV4OQ/06surfDUj6WhsqUaGf93Ug/edit?utm_content=DAAGGFIV4OQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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

LITERACY

Crafting Sentences
How could you use these for both fiction and non fiction writing?

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Simile start / end Like a giant magnifying glass focusing the sun's fury, the desert sun beat down on the cracked earth. | Anaphora start How many times had she stared at this same tree? How many times had she wished she could escape into its welcoming embrace? | Not only... but... Not only is fast food bad for your health, but it is also costly. |
| Brackets The weathered map (stained with coffee rings and dotted with cryptic symbols) unfolded on the table, whispering tales of forgotten journeys and uncharted territories. | Senses list The leaves glistened as the smell of freshly cut grass was carried further by the breeze. The breeze tickled his arms and made him shudder. | Now more than ever... Now more than ever, we need to come together and demand a change. |
| Where once... now... Where once the sea glistened under the nurturing rays of the sun, now tonnes of plastic and debris carpet the surface. | The imagine sentence Imagine a world where families talk to each other over the dining table. Imagine a world where connections can be made in person. Imagine a world without smartphones. | What if anaphora What if we all had more time? What if we worked less? What if we were able to control our own destiny? |
| Adverb start Slowly, the rain water crept towards her already waterlogged shoes. | Hypophora How many times have you picked up your phone today? Too many to count. | The more... the more... The more we pollute the earth, the more we will all suffer. |
| Double adjective start Tired and deflated, he left the pitch as fast as he could. | Subordinate + pronoun As the wind mercilessly shook the trees, he covered in fear. | The more... the more... the less The more we pollute the earth, the more we will all suffer and the less we will have for future generations. |
| Amplification The wind began to pick up: it whipped around the chimney, jostled the hinges on the door, shrieked outside the windows and tore the tiles from the roof. | Descriptive repetition She was scared, so scared she could hardly breathe. | For too long... For too long we have been living only for today. |
| List (asyndeton and polysyndeton) The aroma of freshly baked bread, the sweet scent of blooming roses, the invigorating tang of citrus: the air was intoxicating. Rising sea levels and scorching heat waves and devastating floods - the consequences of climate change are dire. | | The... The... yet... The breeze caressed his skin. The sun warmed his bones, yet he was still not happy. |
| | | The, The, It The waves crashed upon the rocks. The sea consumed anything that dared to enter the inky blue depths. It was merciless. |
| | | 'ing start' Struggling to stand, he fell to his knees in defeat. |

- Shared by **Teacher2Teacher** @teacher2teacher - @duckworth_ms students know that **effective writing starts with strong sentences!** Check out her sentence structure resource here: <https://tinyurl.com/ysbz7x2f>

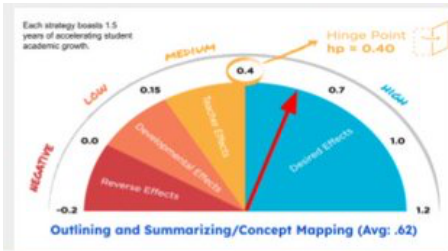
- From Mme Lockhart @MmeLockhartLDSB - Inspired by a recent webinar with @focusonliteracy and her Project on Adolescent Literacy team, followed by a podcast replay with @literacypodcast, I created a new #PodcastPairing that

focuses on **#AdolescentLiteracy**, and strategies to support struggling readers in the upper grades.

<https://podcasts.apple.com/ca/podcast/melissa-lori-love-literacy/id1463219123?i=1000678612978>,

<https://youtu.be/qZI-uNtf8VQ?si=EzKOFGuGYBTouhpG> and <https://seekcommonground.org/pal>

- From **Erin King @ErinCKing** - Our primary team sat down today to go through our screener data, look at diagnostics, and decide on next steps. We prepared a binder of support documents beginning with this decision tree from @ONlit_social. I'm thrilled that UFLI will now be in all classes: <https://onlit.org/wp-content/uploads/2023/11/Decision-Tree.pdf>



Outlining and Summarizing

Outlining and Summarizing, as well as Concept Mapping, enjoys an effect size of .62. Used often, it has the potential to accelerate student learning by almost 1.5 years.

About This Strategy

Outlining and Summarizing (and concept mapping) involves identifying the main ideas and putting them in one's own words. The core skill is being able to distinguish between main ideas and supporting ideas. Or, main ideas and examples.

Outlining is about identifying the main topic and subtopics. Students summarize the key information placed in an outline. Some tips:

- Finding what's worth keeping.
- Describe a key concept (thesis or topic sentence) in reading selection in your own words
- After outlining, write a brief statement of the main idea and supporting detail for each key concept.
- Organize your outline by paragraph or key concepts

Purpose

The purpose of this activity is to broaden your understanding of how two effective, evidence-based instructional strategy can work with digital tools.

Directions

In this activity, you will try different ways to engage in Outlining and Summarizing with a variety of selections:

- 1) Divide into groups of 2-3.
- 2) Use the QR codes to access a website focused on a different activity.
- 3) Access the website matching your QR code and engage in the activity.
- 4) Report back to the group.

Activities

Reverse Outlining



<https://go.mgpd.org/osc1>

Cornell Note-Taking



<https://go.mgpd.org/osc2>

Concept Mapping



<https://go.mgpd.org/osc3>

Find me on Social Media:

Mastodon: @mguhlin@mastodon.education | Twitter: @tceajmg

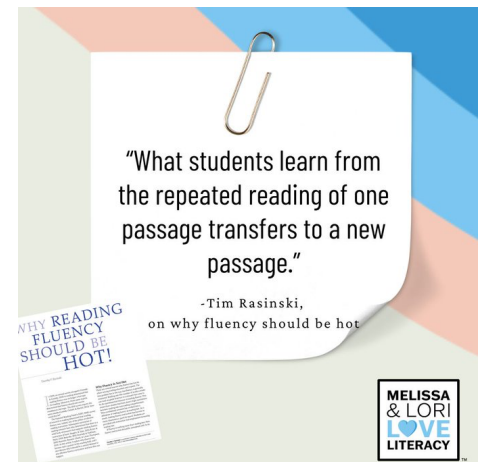
- From TCEA @TCEA -Want to boost your students' comprehension skills? Check out these engaging activities for **outlining and summarizing!**

Help students distill information, identify key points, and improve their writing skills. <https://sbee.link/ubqjv8nr3y>

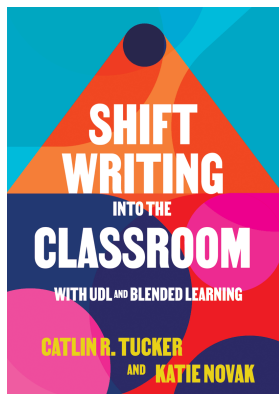
- Shared by **Melissa & Lori Love Literacy Podcast**

@literacypodcast -

Listen to **Tim Rasinski** explain how repeatedly reading a text transfers to another text in our latest episode! This link will lead you to not one, not two, but **SIX awesome podcasts** about fluency with teachers, experts, & researchers!

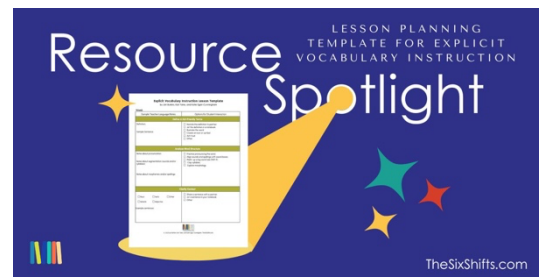


<https://podcasts.apple.com/us/podcast/melissa-lori-love-literacy/id1463219123>



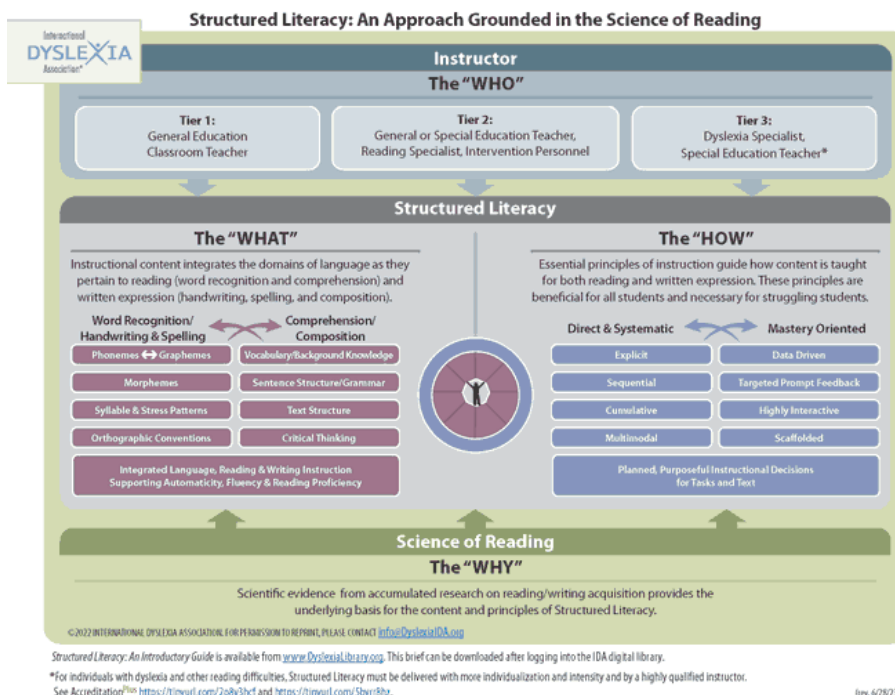
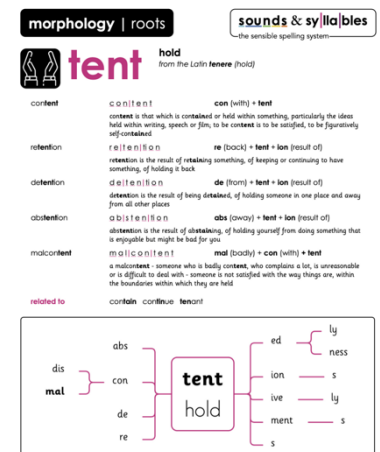
- Shared by **Dr. Catlin Tucker** @Catlin_Tucker - Writing—in every subject area—helps students capture their thinking, process information, make connections, reflect, & share their learning with an audience! Tap to grab my conversation with @KatieNovakUDL <https://bit.ly/3NVWup5>

- Jan and Kari, authors of the **Six Shifts books**, supporting K-5 Literacy Instruction—This week, the Resource Spotlight shines on our **Template for Explicit Vocabulary Instruction**. This template offers a framework



for designing targeted instruction focused on a single high-utility word. It follows a four-step process that is brain-friendly and simple to implement with any word you choose. **Explicit Vocabulary Template:**
https://thesixshifts.com/downloads/explicit-vocabulary-instruction-template/?utm_source=convertkit&utm_medium=email&utm_campaign=Resource+Spotlight%3A+Explicit+Vocabulary+Instruction+Template+-+15912765

- From **Sounds & Syllables @SoundSyllable** - The Root Repository | #192 | tent (hold) A hi-res PDF can be downloaded here:
<https://jwed.co.uk/2021/04/13/rootrepository/>
- From International Dyslexia Association @DyslexiaIDA - **Our InfoMap has an upgrade!** Click on elements of the InfoMap to learn more about each area! Check out morphemes, phoneme/graphemes and vocabulary/background knowledge first! More content coming soon to each area: <https://dyslexialibrary.org/structured-literacy-education-infographic/>



- From **Team ONlit** - Thanks so much to Melissa Monette-Smith for leading a wonderful webinar last week! The recording is now **posted in the Resource Library**:
<https://onlit.org/resource/grade-1-planning-from-data-to-instruction-webinar-recording/>

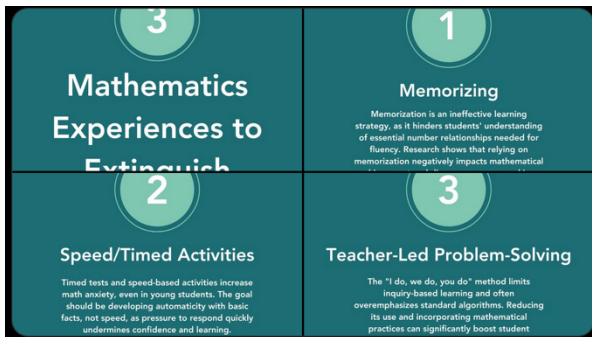
Good news - Melissa is planning a second instalment of this webinar in the new year, focusing on using middle-of-year screening to make instructional adjustments to ensure her students are on track for reading success. Stay tuned - registration coming soon! Check out the **ONlit blog** here: <https://onlit.org/blog/>

- From **EL Magazine @ELmagazine** - Looking for concrete ways to **support multilingual learners' literacy** skills? Here are three ready-to-use templates that promote student engagement and academic discourse:
https://ascd.org/blogs/3-ready-to-use-strategies-for-literacy-support?utm_campaign=ASCD+Social+Blog&utm_content=318211241&utm_medium=social&utm_source=twitter&hss_channel=tw-762747229882974210

NUMERACY

- From TCEA @TCEA - Dive into 10 free #math apps with fun, interactive visual models and open-ended manipulatives! Perfect for sparking engagement in your classroom. <https://sbee.link/rvg6maefcx>
- From **Greg Tang @gregtangmath** - We have digital and printed game boards that encourage practice, practice, and more practice. Join the fun! <http://TangMath.com/newyears>

Another great activity is our K-6 progression of puzzle-y **pictarithms**. Great for encouraging reasoning while developing great computation and problem-solving skills! <http://TangMath.com/puzzles>



- From **ASCD @ASCD** - Teach students to **think like STEM pros**—solving real problems & collaborating for impact. Learn more: <https://hubs.li/Q02-lqVp0>
- From **Box Cars and One-Eyed Jacks** boxcarsandoneeyedjacks.com- We have more than 150 games on our YouTube Channel, go take a look! <https://www.youtube.com/@BoxcarsEducation>

EXPLORATIONS

- From **TCEA @TCEA** - Get ready for the holidays with these amazing websites! Packed with fun activities and lessons to keep your students learning through the season. Start exploring these holiday websites today (or in the New Year)! <https://blog.tcea.org/holiday-websites/>

- Shared by TCEA @TCEA - **Want to make your music lessons unforgettable?** These 15 free online activities will engage your students and make learning music fun! Start using these activities today! <https://sbee.link/nw3g9tx8c4>

- And, speaking of music, please enjoy the following from **Sandra Boynton @SandyBoynton** - "Right around Christmas in 2020, I offered this lyric video, titled "SO COLD FOR SO LONG (Bethlehem Lullaby)". This was a remote collaboration from four separate homes: my daughter Darcy recorded the vocal, my music collaborator and friend Michael Ford wrote and performed the arrangement and assembled and balanced the track, and my son Keith sent me wintry photographs to choose from. This recording—and the profound experience of creating light together in a dark time—turned out to be the start of my Christmas album "Cows and Holly". A long journey, so vivid, so difficult, so rewarding": https://youtu.be/IAkiPdFolsc?si=nYlt3MrVjJPiqr_B





DICEBREAKER GRID



Roll Your Dice twice, then share with your group what the number shows. Keep going until time expires. [Inspired by this tweet.](#)

@mGuh/in

| | | | | | |
|--|---------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| | Share your favorite story or book | A funny (clean) joke you heard and it stuck with you | What do you like to do on weekends? | Your favorite song and why | You've been asked to write a book about your life. What would the first sentence be? The last? |
| | Share your favorite television show. | The shape you see most often when you look at the clouds in the sky | How fast can you walk/run the mile? | Your favorite season and why | The world ends, tomorrow. What are the top five things you would do? |
| | Your favorite superhero and what universe (e.g. Marvel or DC) | Your color of preference | A special place you have been to or remember | Your favorite fruit | What three words would your friends use to describe you? |
| | The meal that makes your heart happy. | Your favorite number | A memory you treasure (that you can share with others) | You are stuck on a deserted island, but you can get three things to make life easier. What would you get? | A book publisher wants you to write a story. What would your story be about? |
| | A subject or topic at school that you love to learn about. | Your favorite football team. | A place you would like to visit some day | You have a special power; you can speak to animals. What animal would you speak to and what would you say or ask? | Ships are leaving to colonize Mars. Would you go or stay? Why? |
| | | | | | |

- From TCEA @TCEA - Want to get your students reflecting and talking? Try these **dicebreakers and debrief** activity templates for some classroom fun! <https://sbee.link/avt9gfmjew>

- From Kim Schonert-Reichl @kimschon – Check out **CASEL's latest blog** featuring 5 of our SEL Journal articles! <https://casel.org/blog/5-must-read-articles-from-the-sel-journal/>



Shared by Rose Pillay @RosePillay1 via ASCD - 124 articles on playful learning concluded that “playful experiences lead to deeper learning when they are joyful, actively engaging, meaningful, iterative, and socially interactive” (Parker & Thomsen, 2019). [From ascd.org](https://www.ascd.org)



DID YOU KNOW?

Students who engage in daily physical activity are 20% more likely to perform well academically. Movement matters!
#FunFactWednesday



INDIGENOUS EDUCATION

- Shared by **Carolyn Roberts** @mcarolynroberts - I was so privileged to talk with so many amazing Indigenous educators across BC to hear about their work and how they support Indigenous education. Have a listen to this 6-part series, it is so GOOD! <https://www.carolynroberts.net/walking-in-relation-podcast>



The #ColdMoon is a time to be thankful—for the gifts of the land, the teachings of our ancestors, and the opportunities to practice culture. It's a time to celebrate our successes but also to embrace rest, recognizing that, like nature, life is cyclical.
Artist: Hawlii Pichette



5 Free Winter Outdoor Learning Virtual Workshops!

We just released 5 x 60-min FREE [Outdoor Learning Virtual Workshops](#):

- Jan 14: [Outdoor Learning in the Early Years](#)
- Feb 4: [Climate and Sustainability Education Games and Resources](#)
- Feb 11: [Disability Justice in Outdoor Learning](#)
- Feb 18: [Indigenous Resources for the Early & Elementary Years](#)
- Feb 25: [Teaching Ideas and Activities for using Sit Spots](#)

All [Virtual Workshops](#) include entry for some great prizes and a Certificate of Attendance. If you can't attend live you can register and we will send you the link to the recording.

[Learn more & sign-up](#). View ALL of our upcoming [workshops, courses and events](#).



INCLUSIVE EDUCATION



- From Lee Ann Jung @leeannjung - Building Leaders: We must find time for classroom teachers and special educators to **collaborate on planning instruction**. This is the only way we can implement universal design. This investment pays off significantly for every student.

ASSESSMENT/INSTRUCTION

- 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

- For those of you who are interested, the **session 1 and 2 recordings** are now available on the [series webpage](https://elvlc.educ.ubc.ca/2024/10/15/engaging-all-learners-in-the-middle-years-2025/): <https://elvlc.educ.ubc.ca/2024/10/15/engaging-all-learners-in-the-middle-years-2025/>

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](https://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

Thank you (in order) to St. Anthony's (Row 1), Annunciation (Rows 2 & 3), St. Joseph's and St. Mary's (Row 4) ☺

