

# ÉCOLE PHOENIX MIDDLE SCHOOL



**Tuesday, April 16<sup>th</sup>, 2024**

- Bake sale tomorrow during breaks! Bring your toonies and loonies!
- Rugby practice today after school 3-4:15! Come give it a shot.
- Drop-in badminton starts today in the gym after school from 3pm to 4pm. This will run every Tuesday for the next few weeks with a possible tournament against Southgate at the end of the season. Please see Mr. Gray or Mr. Grier if you want more information.
- Recreate your baby photo CONTEST Thursday, April 18th! Come dressed just like you were, props and all! Bring evidence of the original photo for comparison (either a photo, or a picture of the original photo).
- Friday, April 19th: Dress for the Job You Want!
- Craft Club will be in the courtyard this Wednesday! Come and join Ms. James and Ms. Guilderson in the sunshine!
- The Spelling Bee has been moved to April 26<sup>th</sup> in the LLC.
- Don't forget to submit your climate change slam poem for this week's contest. Watch for the new contest starting tomorrow! A reminder of the ongoing contest for the month, as well.
- As many of you know, April is National Poetry Month, a time dedicated to celebrating the beauty and power of poetry. This year's theme is "Weather (La Météo)," inviting students to explore the elements and emotions of weather through poetic expression. Throughout the month of April, Mrs. Parkinson will be hosting a series of poetry contests, and she invites all students to participate. Whether you're seasoned poets or new to writing verse, these contests offer a chance for creativity and self-expression.

Here is a rundown of 2 of the contests (each week there will be a new one). If you are a French Immersion student, feel free to write in French or English. All submissions are to be given to Mrs. Parkinson in the LLC by the specified deadlines. Prizes will be awarded for each category during the first week of May.

Thank you for promoting and supporting the poetry contests! Let's make the National Poetry Month a memorable and creative experience for all!

1. This contest will run all month, with the final deadline being **Tuesday, April 30<sup>th</sup>**.  
**Stormy Narrative Poetry Contest**

- Craft a narrative poem that depicts intense weather events such as thunderstorms, hurricanes, blizzards, or tornadoes, exploring the emotions and experiences associated with them.
- A Narrative poem is a form of poetry that tells a story, often using the voices of both a narrator and characters (or the weather). It will have a rising action, conflict, climax, and resolution.
- It must be written in poetry form (but does not have to rhyme).
- The winning narrative poem will include many poetry devices (alliteration, simile, metaphor, hyperbole, end rhyme or internal rhyme, irony, allusion, personification, etc.).

\*\* You could read a narrative poem so you have an idea of what you need to write (Mrs. Parkinson has some in the LLC, you could also go online. The Cremation of Sam McGee, The Shooting of Dan McGrew, etc.)

2. Week one contest only. Poems are due in by **Tuesday, April 9<sup>th</sup>**.

#### **Weather Personification challenge**

- Students are to personify various weather elements (e.g., rain, wind, sun) and write poems from their perspectives, providing insight into how these natural forces might think or feel.
- Again, these poems can rhyme, but they don't have to.
- Minimum length of poem is 4 lines.
- Don't know what personification is? Ask your teacher, Mrs. Parkinson, or look it up!

#### • Social Story - April 15-19 - Food Insecurity

Jody sits in a boiling hot classroom in Ecole Phoenix Middle School. There's still one more class before the end of the day: Foods. They are right beside the window and the sun has turned their left arm red. For the first time, Jody is glad the Foods classroom has no windows; but it's too late anyways: their left arm has already reddened from the sun while Jody wrestled with a million math equations. Mr. G interrupts Jody's worries about the sun and their arm with an invitation to the courtyard to tend to the garden. Jody is grateful for the chance to get some shade.

But that won't happen because the courtyard is still sitting in the glare of the hot sun. The kale with which the class was going to make smoothies in Foods has wilted under the weight of the heat. The tips are burnt. Jody remembers the mint, finds it, and sees the little green leaves drooping onto the soil just like Jody had drooped over their desk in math. The class transitions to Foods. The Foods teacher tells the class what Jody already knows: no smoothies. There are too many ingredients that are no longer available. Jody's stomach protests with a growl. Jody thinks back to when their class first planted mint and kale, along with beans, tomatoes, and chives. They wonder what they could have done to save the garden and feed the stomachs of all these grade 7 kids – especially the ones like Jody who didn't have much for breakfast and probably won't have much for dinner tonight either.

- ✓ What emotions might Jody have felt both before and after learning about what happened to the garden?
- ✓ What could Jody and their peers and teachers have done to make sure the garden wasn't damaged in the heat?
- ✓ What is food insecurity?

If you were facing food insecurity in Campbell River, where could you go to get food? When is it open? How easy would it be for you to get there? Are there people who might not be able to get there? Who? Why?

Fill it out online: <https://forms.office.com/r/qX3ppxMACA>