

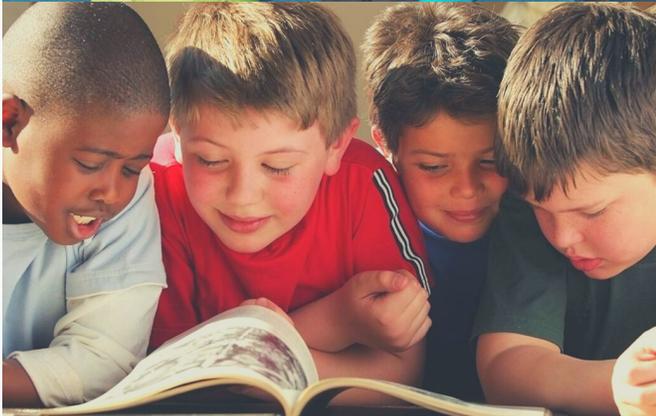
DisCo



The District Teacher Coordinators
Monthly Newsletter

December, 2020

Vol. 2



IN THE ISSUE

Dual Credit Program

The Daily Five

Think Aloud Reading Strategies

Healthy Schools Corner

New LLC Resources

ELL Holiday Writing Activity

Parent & Student Tech Resources

Success Analysis Protocol

*"District Teacher Coordinators -
we're here to serve and support"*

[~ Visit our website . . . ~](#)

OPTIONS AND OPPORTUNITIES

By: Jeff Lontayao

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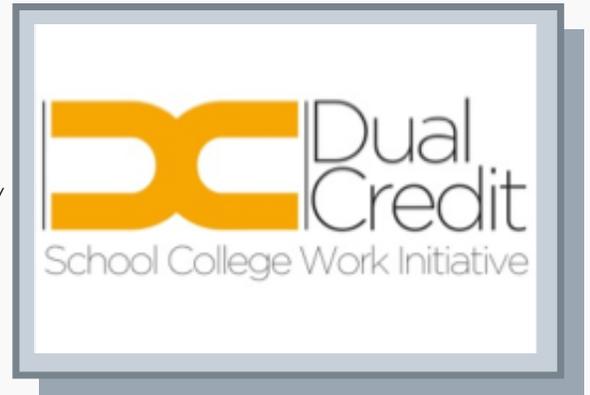
Did you know... Dual Credit Programs

School District 72 offers programs to students who are interested in trades training or an academic program. Dual credit programs provide students with an opportunity to earn credits toward graduation from secondary school at the same time as they are earning credit toward a post-secondary program (dual credit). Click [HERE](#) to view the available courses as well as more helpful information.

Benefits to students:

- Earn high school and post-secondary school credits
- Begin training for a career while still in high school
- Acquire marketable skills.

For more information and or to obtain an application package, contact your school-based career facilitator.



Daily Five is a series of literacy tasks which students complete daily. It is a structure that will lead to a lifetime of independent literacy.

ELEMENTARY LITERACY

By: Christine Fraser and Audra Schroeder

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This month has been filled with passionate conversations with teachers about how best to move readers and writers forward. The Daily Five is a framework many teachers are using to allow for small group guided reading and writing, and even assessing. Please click [HERE](#) for more information about using the Daily Five structure. If you are considering exploring a change to your literacy instruction know that Christine and Audra are available to provide support during what can be a messy and rewarding time!

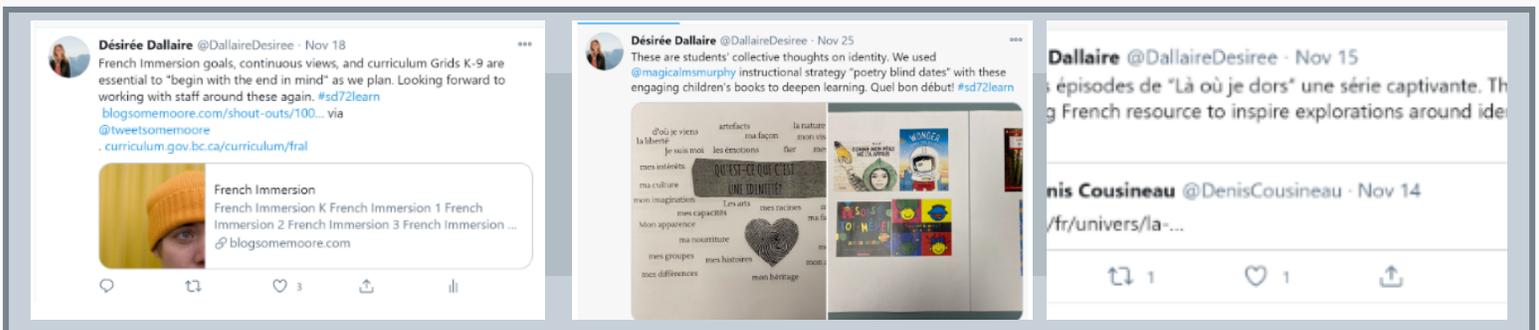
~PS English words don't end with a 'v'. Sometimes a mnemonic can be just the thing...Never end a word with 'v'. Always add a (silent/magic/ninja) 'e'~

FRENCH

By: Desiree Dallaire

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Suivez-moi sur Twitter! [@DallaireDesiree](#)



TEACHER LIBRARIAN

By: Cathy Fowler

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We have added lots of new resources to our Catalogue! Check out the link to the side for logging into your school and accessing our Catalog.

Some new kits include:

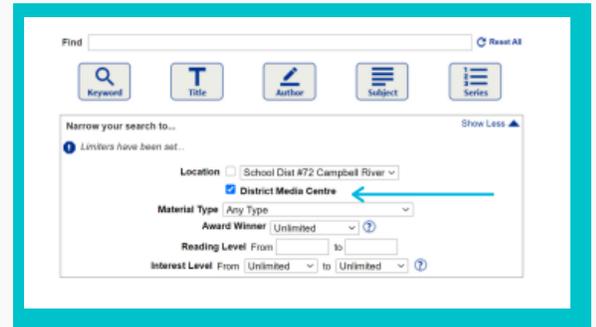
First Contact: Grade 4 Big Idea: Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity. Grade 8 Big Idea: Exploration, expansion, and colonization had varying consequences for different groups.

Roy Henry Vickers: Lesson ideas for visual arts, language arts, math, culture, and stewardship

Re-thinking Thanksgiving: This kit provides an opportunity to Rethink the Eurocentric Thanksgiving story by providing resources from the First Peoples' perspective.

Grade 5 Science: Body Systems, Force and Energy, Rocks and the Rock Cycle, Solutions and Solubility, Every Drop Counts/Water Sustainability

Grade 4 Science: Amazing Energy, The Motion of the Earth and Moon14 (Coming soon . . . Making Sense of the Five Senses and What's the Matter



Have you visited the District Media Centre online checkout lately? Click [HERE](#) to access the instructions on how to sign out material.

We are updating our Listening Centres to CD players with Books and CDs. **SEARCH: Read-along.**

Novel/Book Sets added:

- Wonder
- 21 Things You May Not Know About the Indian Act
- Monkey Beach

Coming soon:

- Anti-Racism literature and discussion kits for Elementary and Mid-High School
- Digital Wellness and Citizenship Literature kit
- Grades K-5 Hands on Science kits



If you are needing help with the H Drive to OneDrive conversion, please watch [THIS](#) video.

communicate with your parents and students but I will be able to direct you to some great resources that have been developed specifically for parents and teachers to make this process easier. Click [HERE](#) to get a preview of these resources.

BOOK TECH TIME WITH SHAN

EDUCATIONAL TECHNOLOGY

By: Shannon Hagen

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As we approach winter break, the feeling of "deja vu" is becoming stronger and stronger. Although I can't answer the question "Will we be returning?", I can help alleviate some of the anxiety by helping teachers be totally prepared. If you are one of those teachers, please do not hesitate to reach out for some help. Not only will I be able to make sure you know how

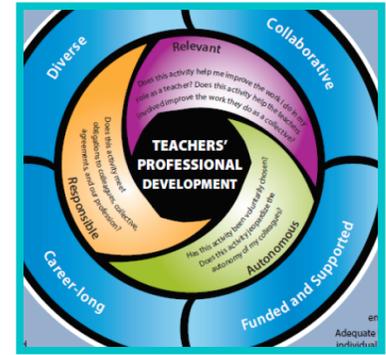
PROFESSIONAL DEVELOPMENT

By: Erin Pickering

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Check out our [Pro-D Portal page](#).

[Book a Pro-D meeting with Erin](#)



[December Pro-D Opportunities](#)

What is Pro-D anyway?

According to the BCTF there are “three factors that are necessary for an activity to be considered professional development. Relevancy, autonomy and responsibility. If any are missing, then the activity should not be seen as Pro-D.” These factors are echoed by the [district's Pro-D principles](#). Click the image to review BCTF Pro-D Lens for individual and collective endeavors, including a great set of questions to consider.

MENTORSHIP

Thank you for your mentorship feedback on the survey and at the November roundtable! Stay tuned for details on what mentorship will look like for January to June.

Mentor Strategy: [Success Analysis Protocol](#) - Click the image and try this with colleagues and/or students. A strength-based approach to identifying habits and behaviours that lead us to success.

Interested in learning more? Register [HERE](#) to attend the January and/or April Mentoring Moves sessions. 3:30-4:15pm online.

I'll be there, join me!

[Book a Mentorship meeting with Erin](#)

SUCCESS ANALYSIS PROTOCOL

Thank you to Barb Barlow SD35-Langley & Tashi Kirincic SD37-Delta from the Mentoring Moves team for sharing this protocol.

ENGLISH LANGUAGE LEARNING

By: Kim Stix - ELL Department

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As our winter holiday approaches, you may want to incorporate some cultural holiday content into your lessons. For some ELL students, this may be their first Christmas in Canada. The activity to the left can focus on all winter holidays and it provides for both individual and small group sharing.

Drawing, Writing, and Speaking About Holiday Objects

Ask students to write down a list of holidays that are important in their families. Explain that some objects are important in celebrating these holidays (i.e. decorations, food, games). Ask students to pick at least 3 objects and on separate pieces of paper, begin 5-minute drawings of each. After three timed segments, have students write a paragraph about each of the items. The outline to the left can be used as a paragraph guide.

When students are finished, they can share their drawings and writing with a partner or in a small group.

IMAGE OF holiday objects



_____ is an important holiday in our home. It takes place (on or during) _____ and celebrates _____.

This is a picture of a/an _____. It is _____ (colour) and is _____ (size). It is important to our celebration of _____ because _____.

I have many memories of it. One time _____ (describe a memory). Another time _____ (describe another memory).

Indigenous Offerings for Engagement

Roy Henry Vickers

NOVEMBER 2020, VOLUME III

SD 72 Indigenous
Education Department



WHAT'S INSIDE:

[The Elders are Watching](#)

[Peace Dancer](#)

[Orca Chief](#)
[Cloudwalker](#)

[Raven Brings the Light](#)

INDIGENOUS RESOURCES

By: Gillian Kirke - Indigenous Education
Department

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Click the image to see some Roy Henry Vickers resources. Most books available in your school library. A Roy Henry Vickers kit is available through the media library.

Upcoming kits include stories of local nations, cedar, and Monkey Beach by Eden Robinson.

For upcoming learning opportunities, check the [Indigenous Offerings for Education blog](#).

ADOLESCENT LITERACY

By: Rachel Friederich

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This month, I have been listening to what teachers say they need: strategies that will help students read and understand what they read better. In short, here is what research says:

"Good readers make meaning by strategically employing strategies and can adapt these for context or purpose. They monitor their understanding, search, link, and connect parts of text so that it makes sense and reflect afterward. Researchers argue that struggling readers can improve by learning these cognitive and metacognitive processes."

A powerful instructional activity for developing these is the "Think-Aloud," which teachers model and then guide students to do, gradually moving towards the goal of students independently and habitually using these strategies. Think-alouds ensure that students learn when, where, and how to use a particular strategy in a way that worksheets or the teaching of reading strategies separate from the act of reading simply cannot do.

[HERE](#) is a link to more information, handouts, videos, and templates.

TeacherKARMA.com

Before, During & After

READING ALOUD

Before Reading:

- *Activate Prior Knowledge
- Set the purpose for reading
- Introduce the book
- Do a picture walk
- Make connections

During Reading:

- *Respond while reading
- STOP and model
- Make connections
- Ask & answer questions
- Make inferences
- Draw conclusions

After Reading

- *Think and discuss
- Retell key events
- Identify main idea / events
- Ask open-ended questions

HEALTH AND WELLNESS

By: Drew Williams

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Mindfulness in Schools is an entirely secular approach to self-regulation, self-awareness and Social Emotional Learning. Research has shown Mindfulness in the Classroom has many positive benefits for both students and educators.

You can learn more about Mindfulness by:

- joining SD72 Mindfulness in Teams (join code: [vxo4ie5](#)).
- exploring the new [LifeSpeak app](#) provided free by the school district (check your email)
- viewing the [Mindful School](#) site
- visiting [BC Children's Hospital](#) mindfulness website



Are you interested in Social Emotional Learning (SEL) ?



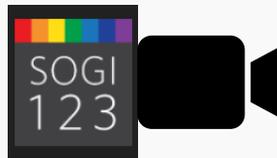
Would you like to be part of a steering committee to help guide SEL in our district?

Please contact drew.williams@sd72.bc.ca for more information.

To learn more about SEL click on the image to the left.

Looking for a quick reminder on how to ensure our students in the LGBTQ2S community or who are questioning feeling safe and supported in our schools? Take a look at the videos below:

[*The Ideal SOGI Environment*](#)



Christmas break can be a difficult time for our students. Please watch for a video presentation coming in the next few days to introduce or remind middle and secondary students about resources available in our community through [Foundry](#).

·FOUNDRY·



As the weather turns and it is becoming harder to head outside to keep the students active, activities that can be done INSIDE AND in the classroom WHILE maintaining physical distance is important. Clicking on the image to the left will provide you with 12 Days of DPA.