

DisCo



*The District Teacher Coordinators
Monthly Newsletter*

November, 2021

Vol. 9



~ Visit our website ... ~



IN THE ISSUE

November 16th Louis Riel Day

Foundry Yoga Club

Roll the Dice Movement Break

EVERFI: K-12 Technology Curriculum

Topical Tuesday: Student-Led Conferences

Kermode for Digital Literacy Skills

Culturally Responsive Teaching

Cut the Deck Comprehension Strategy

Digital Tools for Authentic Evidence

Explicit Phonics Teaching

French "Something to . . ." Resources

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

Book some time to collaborate with us.

OPTIONS AND OPPORTUNITIES

By: Jeff Lontayao

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EVERFI resources to teach **financial education**, **social emotional learning**, **health and wellness**, **diversity, equity and inclusion**, **career and workplace readiness**

EVERFI is an education technology company that creates online resources to serve as a booster for existing K-12 curriculum. EVERFI's engaging online resources tap into student interest and curiosity to make plans for their future. Whether you're teaching career exploration, entrepreneurship, or workforce preparedness



Kermode Education helps you build **digital literacy** and **critical thinking skills** by analyzing over 20 elements (and counting) to help users evaluate the information they find online for accuracy, bias, and timeliness.

With two modes - **Interactive and Streamlined**, students can either **answer questions** you assign regarding the websites they are searching for or **use the analytics** to determine if they should include this website in their research.

No student data is ever collected.

Use SD72 login

Contact Cathy Fowler
for a demo

EVERFI

Please feel free to contact me
for a sample demo. 

skills, EVERFI's digital lessons help students of all ages plan for and practice achieving their personal goals.

Melissa Ketch is the local regional Schools Manager for EVERFI and you can contact her with any questions you have about getting your students started at

mketch@everfi.com.

TEACHER LIBRARIAN

By: Cathy Fowler

cathy.fowler@sd72.bc.ca

New Kits:

- Instructional Reading - levels 1-20
- Code & Go Robot Mouse - primary
- Listening Centres w/CD players
- Gr 3 Biology "Living Things Kit" - w/a literature & a bucket of scat!
- Fatty Legs (30 copies)
- Elementary Science Kits - search by grade (ie: **Gr 5 Body Systems**)
- Also: Grades K-5 Hands-on Learning ~ An Inquiry Approach

These kits support science inquiry and blend Indigenous ways of learning and knowing through literature and activities.

COMING SOON

CUE ROBOT KIT

~great for Intermediate/
Middle School students ~

ENGLISH LANGUAGE LEARNING

By: Kim Stix - ELL Department

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Drs. Diane Staehr Fenner and Sydney Snyder presented relevant and accessible ELL teaching principles at the provincial Pro-D day on October 22nd.

These presenters shared that **Culturally Responsive teaching** has 5 Guiding Principles:

1. It is assets-based
2. Simultaneously supports and challenges students
3. **Places students at the centre of learning**
4. Leverages students' linguistic and cultural backgrounds
5. Unites students' schools, families, and communities

Looking at **Guiding Principle 3**, using an **Instructional scaffold** based on an ELL student's language level or drawing from a **Category of scaffolds**, helps to place ELL students at the **centre of learning**.

CULTURALLY RESPONSIVE TEACHING



ELEMENTARY LITERACY

By: Christine Fraser and Audra Schroeder

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Are my explicit phonics lessons effective?

Check students' writing with an eye out for the concepts you've taught. You may want to periodically dictate words and sentences that will showcase the concepts taught so far.

Who has mastered the concepts? **W**hat needs to be retaught? Then decide the best way to support: **whole group**, **small group**, or **one on one**.



Your Literacy Lead teacher and Teacher Coordinators are part of your **Literacy Team!**

Chat with us about structuring a Literacy Block to include whole group teaching and lots of practice time for students.

Lit Tip of the Month

Roll the Dice!

PHYSICAL LITERACY

By: Georgina Knox

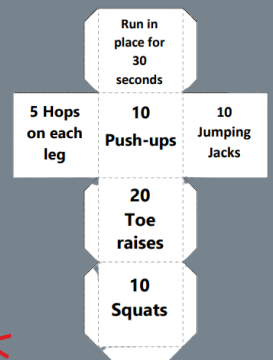
georgina.knox@sd72.bc.ca

Here is a quick and easy **movement break** for those restless moments.

A great way to *burn some energy, increase blood flow, awaken the brain*, and get students ready for learning.

Active brain breaks are also great for *reducing stress and anxiety*, which will make it easier for students to focus on important tasks.

Click on the image to print out this month's movement dice for a quick and simple classroom resource.



EDUCATIONAL TECHNOLOGY

By: Shannon Hagen

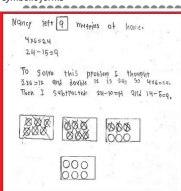
shannon.hagen@sd72.bc.ca

DIGITAL TOOLS AUTHENTIC EVIDENCE

COLLECTING AUTHENTIC EVIDENCE USING DIGITAL TOOLS

AUTHENTIC EVIDENCE
Work samples, photos, video and audio.
Use the iPads, student laptops or personal devices to capture this evidence.

NEXT STEPS
How learning can be improved/supported
Teachers could provide specific written examples, link to exemplars or resources to support the next steps.

Curricular Competency (s): -> Learning Intention (s)
1. Communicate mathematical thinking in many ways
2. Represent mathematical ideas in concrete, pictorial, and symbolic forms

Student's Comments/Reflections on Learning
The student will reflect about the process, the "product" or possibly the unexpected learning in relation to the learning intention.
Teacher's Comments
The teacher's feedback elaborates on the child's learning and responds to what the child has noted in the self-reflection. The language is positive and appreciative with specific reference to the curricular competency or learning intention.
Next Steps
May be written as a goal statement in relation to the Learning Intention (curricular competency). Next steps also describe how learning may be supported at school or at home.

STUDENT VOICE
A student's reflection about their learning.
Use the iPads, student laptops or personal devices to capture this reflection in text, audio or video form.

DESCRIPTIVE FEEDBACK
Summative & Formative
Teachers could annotate on an image, add comments in the document, record their voice or record a short video.

As the first quarter comes to an end for the High schools and CSL is occurring at the Middle and Elementary schools, using **digital tools to capture authentic evidence** is relevant **NOW** for **ANY** age.

With cameras and audio recording devices on both the iPads and student tablets AND with our Office 365, it is very easy to create these artifacts as well as share them.

If you would like to collaborate with me to look at how you could do this in your classroom, click on my booking calendar below.

Click on image to download document.

BOOK NOW

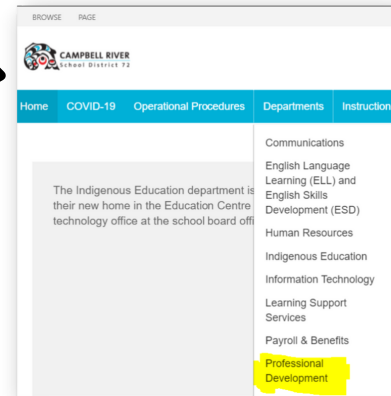
SHAN'S BOOKING CALENDAR

PROFESSIONAL DEVELOPMENT

By: Erin Pickering

erin.pickering@sd72.bc.ca

**FIND INFO
HERE!**



Erin Pickering - Coordinator of Mentorship & Professional Development is available to support you individually and as a school group in your professional learning!

How can I help? Questions? Ideas? Looking to Collaborate?

Contact me so we can get started.

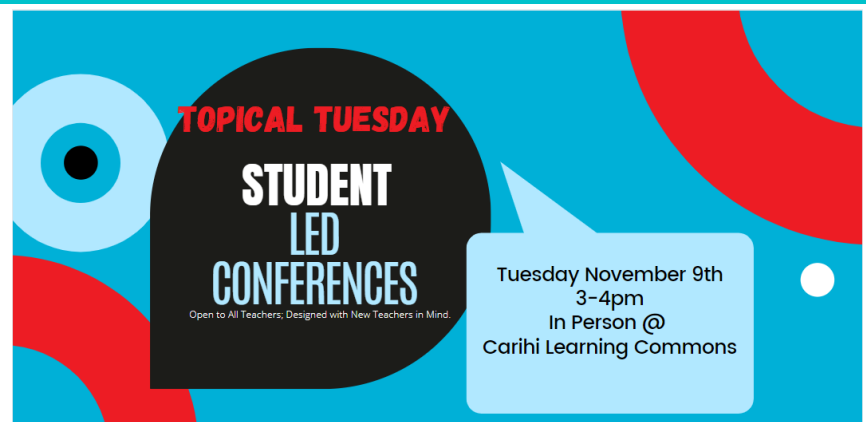
Ĝilakas'á! We appreciate your participation in the Transformation for Social Change learning event that took place on November 1st. Check your "online attendee site" and the Pro-D portal for access to recorded sessions.

We would appreciate your feedback – please click here to access the post-event survey

MENTORSHIP

By: Erin Pickering

erin.pickering@sd72.bc.ca



HEALTH AND WELLNESS

By: Drew Williams

drew.williams@sd72.bc.ca

·FOUNDRY·



Looking for cool Mental Health Literacy ideas? Brooke and her dog Mocha created this in Mrs. Berg's grade 9 class at Timberline as a project to share their learning during their mental health unit.

Click on the image to access the video.

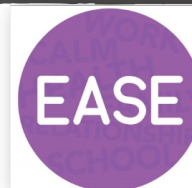


FOUNDRY YOGA CLUB

For youth ages 12-24. No cost (limited space)

Mondays 4:30-6 pm starting November 8, 2021

To book your space please text or call: 250-202-6665 (Orsi) to reserve.



Everyday
Anxiety
Strategies for
Educators

Kit available through Learning Support Services.

Contact drew.williams@sd72.bc.ca for more info.

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Online courses for grades 8–12 are available at no cost for B.C. educators.

This is also appropriate for our middle schools.

By completing EASE 8–12, you'll receive practical, flexible, curriculum-aligned, evidence-supported information and strategies to better equip you to support everyday (mild to moderate) anxiety in your grades 8–12 classrooms, and a certificate of completion.

For more information, contact drew.williams@sd72.bc.ca



November 16th

We are available to collaborate, co-plan, and co-teach lessons! Reach out to Gillian Kirke or Sharon Wilson

Kits available from the Resource Centre

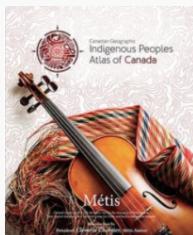
Métis Cross Curricular Unit

Métis Kit

20.12 m: A Short Story Collection of a Life Lived as a Road Allowance Métis (book)

Chi-Jean and other Métis Tales

Primary and Elementary Métis Awareness Program



INDIGENOUS RESOURCES

By: Gillian Kirke - Indigenous Education

text/call: 604-240-0205

e: gillian.kirke@sd72.bc.ca

[Resources on SD 72 Indigenous Ed Blog](#)

[Resources on SD 72 Indigenous Ed Website](#)

Let's collaborate!

Want to know about the Indigenous Ed resources available through the District Ed Centre? Reach out and we can explore what is in the warehouse.

Would you like to understand the difference between reconciliation, indigenization, and decolonization? Let's unpack these terms together.

Interested in evaluating or selecting appropriate Indigenous resources for your learning or classroom use? Reach out and let's walk this journey together.

FRENCH

By: Desiree Dallaire

desiree.dallaire@sd72.bc.ca

Each month I'll be providing links and resources for each category listed on the right. Click on the image to access these.

A Sneak Preview

SOMETHING TO PLAY



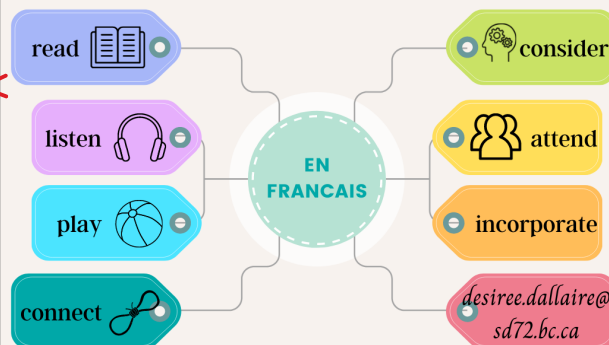
Parlons ballon

French oral language game: Done with the whole class or small groups. Students answer questions written on the ball to get to know each other.

Consider drawing symbols to accompany text.

Encourage speaking in complete sentences, adding detail, and active listening.

SOMETHING TO ...



If you are interested in collaborating with me to incorporate some of these in your classroom, you can reach me at 250-204-2412 or desiree.dallaire@sd72.bc.ca

Cut the Deck Reading Comprehension Strategy

Click to access full size document.

Cut-the-Deck Menu

- Summarize**
 - Paraphrase the content
 - Retell in order
 - Use your own words
- Predict**
 - Guess what will happen next...
 - Confirm & change prediction
 - Give a reason for prediction
- Clarify**
 - Note unclear moments
 - Ask questions to clarify or deepen understanding
 - Identify words/phrases that are unclear
 - Try to identify figurative language
- Question**
 - Ask a mix of questions from lower to high-level kinds
 - Ask peers to recall
 - Ask peers to make inferences, to compare/contrast, etc.

The "Fab Four" Reading Comprehension Strategies

While you read, watch, or listen, use the strategy designated by the card you chose to help you make meaning and demonstrate your thinking.

ADOLESCENT LITERACY

By: Rachel Friederich

rachel.friederich@sd72.bc.ca

This **reading comprehension activity** is great for reading groups. Hand out one or two cards to each student in the class. Divide the text into parts. In groups of 4, students read the 1st text selection and prepare for discussion by writing their summary, predictions, foggy moments, or questions—whichever task matches the number on their card(s). After no more than 5 minutes, students discuss their thinking with one another, with the ultimate goal of creating discussion.

The next steps in using a *Thinking Routine Package* is to **co-create the definition of Proficiency** in each thinking strategy, and a rubric for self/peer/teacher assessment of **Thinking, Communicating and Taking**

Don't hesitate to reach out about how to do these. **Responsibility during the book talks.**