

## Secretary's report

*Jeremy Kamminga*

Welcome to the October 2009 edition of the Beacon!

**First of all, on behalf of the board I would like thank all the members that showed up for the Annual meeting this past Thursday.** It was good to see people from a wide range of ages there as well. I don't want to repeat too much of what was said, but I will go over what happened at the meeting.

**At the meeting we were able to unanimously adopt the By-Law change regarding a nomination and election procedure.** We are convinced that this new method will make it easier for the membership to make well informed decisions when comes to voting for board members.

**Speaking of voting for board members, we welcome our new President, Arie Veenendaal and new member, Peter Linde to the board.** We looking forward to working with you on the board and pray that you will receive all that you need to serve here. **We also thank Harry and Talbot their work on the board over the last 6 and 3 years respectively.** Harry has shown a strong passion for the school as board president. Talbot served as vice-chairman as well as liaison to the building committee. We hope you enjoy the extra time you will now have.

**We were also able to give an update on the preliminary building plans for a multi-purpose room and a couple of classrooms.** This is in the very early stages so much will have to be determined yet concerning the specifics of the interior structure and design. One of the more important uses of the MP room is for band practices, so sound issues will be important. We also want this room to be as versatile as possible so many things will have to be considered. A building project like this is not just a minor issue and so as board we need to be sure that the membership is supportive of this project. Perhaps the phrase, "No news is good news" would be applicable, but I would encourage the membership that if you if you have strong feelings with regards to this proposal, one way or the other, please let us know sooner than later. You can email me at [dcsecretary@mts.net](mailto:dcsecretary@mts.net) or send us a letter via any one of the board members. Our next board meeting is scheduled for Wednesday, Nov. 18.

Other than that there is not a lot of news for me to share. I'm sure that Mr. Huisman will have lots more to share about what's happening at DCS. Have a blessed and restful Sunday

*Principal's report*

Andy Huisman

**“... but you are a chosen people... a people belonging to God, that you may declare the praises of Him who called you out of darkness into His wonderful light.” 1 Peter 2:9**

First off, I would like to thank the membership for attending this past week's meeting. It is indeed encouraging to see so many people interested in what takes place at DCS. It is encouraging to see and feel the love that we have for Reformed Education in Carman. As I stated at the meeting, *'The theme text from Isaiah 64:8, "Yet, O Lord, You are our Father. We are the clay, you are the potter, we are all the work of your hand." acknowledges that all of this is not any of our doing. We are simply that lump of clay in the hands of the Master. We, in ourselves, can do nothing, it is only through the grace of God that we are His people, we are the work of His hand. What a blessing!'*

It is indeed a blessing, when we can work together for a common goal. I firmly believe that we all have the big picture in mind and that has been clearly stated in our mission statement. However, what does that look like on a daily basis? Some may like to see more attention paid to one area, while others would like to concentrate on another aspect of educational life. This is very similar to the *Content versus Process* argument.

*Content* refers to the acquiring of a specific body of knowledge while *Process* refers to the acquiring and development of skills along the way. Are we more concerned with making sure that the students understand the electoral system in Canada than we are about whether or not they can write a proper sentence? Do we focus more on their spelling and not worry about the basic Canadian geography? I believe Real Estate agents have a slogan "location, location, location". In education perhaps it should be "balance, balance, balance." A balance between content and process is necessary and that is what DCS strives for on a daily basis.

At the last teachers' convention, the keynote speaker, Gary Duthler gave a brief history of innovations in education. Perhaps some of you will remember: New Math, Open Area classrooms, Whole Language. While there was educational research behind these innovations, they haven't really stood the test of time and have mostly faded away. Mr. Duthler referred to these as "kidney stone innovations – they were painful, but they too will pass". Every time a new educational philosophy/technique comes along, we as parents and teachers have to exercise discernment. How do we properly evaluate the latest in education? How do we keep a proper sense of balance and not get caught up in an educational shift to one extreme? And, how do we avoid the kidney stone syndrome? When the Bible and sound research meet, we need to sit up and take note.

There are numerous examples of 'balance' in the Bible and the dangers associated with going too far one way. Take the Pharisees for example. They paid great attention to tiny details as to how to live and were very legalistic, but neglected the joy and the beauty of faith.

In my Principal's report at the membership meeting, I shared a video, "*A Day in the life of DCS*". My hope is that not only did you see students working on their subjects, but that you also saw a variety of activities that occur on a daily basis. Education is more than just seatwork. It is also about building relationships. It is about interacting with each other as God's children. Those relationships were evident in the Recess activities, Sports activities, Band, and SALT. DCS works with the children to provide a well-rounded, well balanced educational experience.

As the school, church and home work together, this balance has to be in place. We cannot send our children to school and let school worry about their education. We as parents have to take an active role. We need to read the newsletter and ask questions of our children, especially right through to the High School years. Do you know what your children are learning? Do you know what topics they are covering? Have you stopped and asked them questions about what they are studying? As school, we need to be sensitive to the needs of the community. We need to work together with the parents towards achieving the goals of Reformed education.

A question was raised at the membership meeting inquiring as to what the school is doing for the students in regards to addictions awareness. The answer given by the Chairman, "*What are we as parents doing?*" The Church has organized an '**Addictions Awareness' evening for Friday, November 6<sup>th</sup>** to which the chairman encouraged everybody to attend. The school will also be looking into this issue after the November 6<sup>th</sup> meeting. This is a serious topic and not one to be taken lightly. Nor is it the sole responsibility of just one group. Again we can see that sense of balance. DCS is a parental school, and as such we are here to assist the parents. And vice versa, the parents are here to also encourage the staff in their task. That encouragement came through loud and clear at the membership meeting. Thank you!

## **Other News**

### ***BLT (Black Light Theatre)***

The BLT group from Immanuel Christian School of Winnipeg will be performing in the DCS gym on **Friday, November 6. The show will begin at 10:15 a.m. *Everybody is welcome*** (provided you are not afraid of the dark).

### ***Remembrance Day Assembly***

DCS will hold its **Remembrance Day assembly on Tuesday, November 10<sup>th</sup>**. Starting **shortly after 9:00** (we will wait for the arrival of the Elm Creek bus). ***Everybody is invited to attend this assembly.***

## ***Report Cards/Parent-Teacher Interviews***

The first term report cards will be sent home with your child on Monday, November 23<sup>rd</sup>. Later on that week, you will have the opportunity to meet your child's teacher. Interviews may be booked through the school secretary for either **Thursday, November 26<sup>th</sup> (7:00 – 10:00 pm)** or **Friday, November 27<sup>th</sup> (9:00 – 12:00noon)**. We encourage all parents to take advantage of this opportunity to meet and discuss your child's performance.

## ***DCS Honour Roll***

You will find attached to this Beacon the latest DCS Honour Roll. It is based on the final marks of the past school year. Congratulations to all for your hard work and dedication.

Enjoy the various staff and student contributions found in this Beacon and have a blessed Sunday.

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## ***Reports on the CRTA-West Convention held Oct. 8 & 9, 2009 at Dallas Valley Ranch, Lumsden, Saskatchewan***

### **Keynote speech: ASSESSMENT FOR REDEMPTIVE LEARNING by Gary Duthler**

*Submitted by Liz DeWit*

Although his topic suggested the usual comments on testing in the classroom, Duthler's speech was much more. His focus was on "growing as a covenantal community". Within this focus, he looked at innovations in education systems and theories as well as classroom practices.

Professional collaboration, seeing God's guidance for us by allowing us to share in the ideas of others, has long been one of our weak areas, partially because often the sources are not Reformed, or even Christian, partially because we are busy in our own areas with our own students. There are many ideas, some good, some not so. "Collaborative growth" is the buzzword of today, and within these new ideas, we need to distinguish what serves our growth as a covenant people, both as teachers and as students. A good innovation takes the teaching and methods of the Bible and adds sound research to them.

As God's image bearers, Christian teachers are called to reflect the character of our creative, redemptive God. Teaching redemptively challenges teachers to incorporate Biblical principles into all areas of education, reflecting God's character in both process and content. When the world watches us teach redemptively, they should not see a people who are finally getting it right, but rather, a band of sinners, broken and fallen, but healed. We are recipients of grace and we must live in gratitude for that grace.

Teaching within the context of redemption means:

- that we acknowledge God as creator,
- that we believe that man and all creation with him fell into sin,
- that Christ came to redeem all things for the Father, and
- that Christ calls us and our children to work in His creation for His glory.

We see the child, created in the image of God, destined to fulfill the Christian calling of prophet, priest and king, the child, *sinful, redeemed, and growing*.

The role of the teacher is to help prepare the child to rule creation. This involves a great deal of self-examination: Do they know this in the way I treat them? Am I reflecting God? Discipline is a necessary part of teaching redemptively. God disciplines the ones He loves (Hebrews 12:6). God's discipline is accompanied by unconditional grace. Ours must also reflect that grace. Students must learn to make choices, but these choices will have consequences. For example, we exercise a zero tolerance for bullying, yet, we must educate and forgive the bully.

God has given His children a variety of talents to use in His service. Our teaching and evaluation must reflect an appreciation for the varied gifts given by the Lord and we must strive to make opportunities for students to use a variety of gifts. Within the community of believers, we should celebrate and rejoice in each others' gifts and learning.

How does assessment fit into this celebration? Is this where the wonderful theory of seeing the child as the image of God stops or should we see assessment as a step towards progress and learning, a step where we can assess what we already know, what we need to learn, and think about the way in which that will take place?

Grades and milestones of achievement are a reality of our system. They are a way of reporting and a way of marking progress. However, as teachers and students, we must use these same assessments as opportunities to reflect, to monitor the learning that is taking place, to consider alternative methods, to go back and redo something that has not yet been learned. Moment by moment, we assess our skills and knowledge, discover the gaps, and go back to fill in those same gaps.

Mr. Duthler went on to discuss the practical implications of this in assessment. He stressed the need for clear learning targets, and constant reference to the evaluation criteria in the learning process. He spoke of using multiple opportunities to achieve in a variety of ways, using student strengths. Students

also should be involved in understanding the target, in self-evaluation and in peer evaluation. Examples are a real help in this also.

In conclusion, Duthler challenged the teachers to self-assess: *where am I going? Where am I now? How can I close the gap? The goal is a vibrant, growing covenantal community*

## **“New Literacies, Old Challenges”**

**Summary of a workshop by Bernice Stieva for educators in grades 8-12.**

*Submitted by N. Gunnink and M. Vandebos*

In this workshop Bernice Stieva continued to show what literacy across the curriculum looks like. In our society today there are many new literacies, not just book reading, but computer files and games, comics, cell phone texting, face book, twittering etc which our students are being faced with. While students are busy with these literacies and seem competent in the use of them, Stieva referred to research that showed students have immense skill but in very limited areas in the use of the new literacies. (Ever seen someone text without looking at the keypad?) Because these new literacies are the reality for our students Stieva suggested that we should be using them in our classrooms, not only to encourage literacy but to teach students to be discerning in how they use these new literacies.

We like what we know. And while we are uncomfortable when faced with what we do not know, it is through disequilibrium that we are motivated to learn something new. In order to get students to learn something new they must be brought into disequilibrium. Therefore, we must see what motivates students in order to push them out of their comfort zone and become risk takers, collaborators and autonomous beings and so learn.

Stieva ended the workshop with an interesting exercise. She gave us various newspaper articles which referred to the new literacies. Our task was to see how we could use these articles in our subject areas. This caused a lot of discussion about the purpose of electronic literacies such as facebook and twittering. Many of us were at a loss as to why you would want to share the flavour of coffee you just purchased or the time it took you to get to work.

A question that still lingers for me is how the new literacies are impacting student mastery of the old literacies. Reading a book, especially one that challenges a student, requires concentration, re-reading, and reflection. The new literacies hardly encourage these disciplines. The new literacies are fast-paced, entertaining and instant. These characteristics especially concern me when it comes to the reading and study of scripture. I have yet to see how the new literacies are preparing students to be busy in God's Word.

# Unwrapping the Gift of Language

*Bernice Stieva – Early Years Presentation -- Submitted by Mr. Tim VanderHooft*

For the early years educators (Kindergarten to Grade 3 teachers) part of our convention experience included a presentation by Bernice Stieva, an expert early years teacher currently teaching Education students at the King's University, Edmonton.

Bernice spoke to us – and included us! – on the topic *Unwrapping the Gift of Language*. As teachers we often do not take time to consider the complexity involved in teaching Language Arts. Isn't it true that "we've learned to read so well and so long ago, that we've forgotten how we do it!" But as Bernice guided us to the unwrapping of this truth, some of us were quickly reminded and, quite frankly, *frightened* to realize the enormity of teaching reading! After all, consider the knowledge a child is required to have in sound alone from grade to grade:

<p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> alphabet recognition</li> <li><input type="radio"/> phonemic awareness</li> <li><input type="radio"/> blending</li> </ul>	<p><b>Grades 2-3</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> grade 1 skills review</li> <li><input type="radio"/> more complex vowel spellings</li> <li><input type="radio"/> more structural analysis (eg compound words, affixes...)</li> <li><input type="radio"/> multi-syllabic words</li> </ul>
<p><b>Grade 1</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> phonemic awareness</li> <li><input type="radio"/> blending</li> <li><input type="radio"/> short vowels (a,e,i,o,u, CVC pattern)</li> <li><input type="radio"/> consonants</li> <li><input type="radio"/> final e (CVC e pattern)</li> <li><input type="radio"/> long vowel diagraphs ( ai, ay, ea, ee, oa, ow, etc.)</li> <li><input type="radio"/> Consonant clusters or blends (br, cl, st...)</li> <li><input type="radio"/> Diagraphs (sh, ch, th, wh...) Other vowels ( oo, ou, ow, oi,oy)</li> <li><input type="radio"/> Verb endings ( ing, ed) plurals, contractions, compound words)</li> </ul>	<p><b>Grades 4-8</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> more complex vowel spellings</li> <li><input type="radio"/> multi-syllabic words</li> <li><input type="radio"/> syllabication strategies</li> </ul>

It's true: English can be RiDicuLoUS! Consider the chart above and then read the following: *Mnemonic, Whole, Resign, Ghost, Pterodactyl, Write, Bough, Psychology, Knife, Island, Knot, Gnaw*. Will these children ever get it??? Bernice assured us that there is hope. She said: "we need to remember that most struggling readers don't need drastically different kinds of supports, just more intensive application of same principles by someone who can apply them expertly." The following quote (which also ties in nicely to our 2009-2010 DCS school theme) helps to sum it all up:

"For we cannot form our children  
 As we would wish  
 As God has given us them  
 So we must accept and love and educate them  
 As best we may and rest content  
 For each has different gifts  
 Everyone is useful but in his proper way."

-- Johann Wolfgang von Goethe (1798)

# Stacking Round Stones

A workshop given by Bernice Stieva (the final hour at the convention) - Submitted by Len Lodder

The name for this workshop came from an advertisement Bernice had seen for a “get away”. One of the activities for the “get away” was to take a dozen or so smooth round stones to stack them one on top of the other. She thought that though this task might be possible it would obviously take a lot of time and concentration. The analogy was used to show how teachers must take many different ideas, many different situations, many different students’ needs and carefully craft a lesson plan. The analogy worked well for me. Bernice then proceeded to briefly discuss the different ideas, the different situations and the different students’ needs and how a teacher might craft lesson plans taking all these differences into consideration. It seemed to me that this convention-concluding session was meant to draw in the strings of her previous three presentations. The summary that you are reading from my “pen” really is the “take-home” of this workshop because it comes completely from what I remember as I had neglected to take notes (I was too busy browsing through the books Bernice was passing around!). Obviously I haven’t yet mastered the stacking of round stones!

## Responding to Conflict God’s Way

(Peacemaking for Kindergarten to Grade 3) – Submitted by *Miranda Veenendaal*

“Before children can learn how to settle arguments and fights, they need to understand what conflict is and how it grows”. (The Young Peacemaker)

*Valerie Slaa* presented a biblical approach to teaching peacemaking to young children. She focused on the cycle of repentance, confession and forgiveness all because Jesus has died on the cross, forgiving our sins! In addition, she spoke of how peacemaking is important to God (2 Cor 12:9) and it is not just an option if you are a Christian (Matthew 5:9, John 13:35). This Peacemaking program for young children focuses on the consequences of the choices made and how respectful communication is a key ingredient in peacemaking. Essentially, it brings us back to the 4 G’s which Tara Barthel spoke of at our convention last year:

1. Glorify God
2. Get the log out of your own eye
3. Gently Restore
4. Go and be Reconciled.

She concluded saying how we need to show children that conflict is part of our lives and how we choose to deal with conflict will show others around us whether we are in Christ or against him. She concludes "Remember: We sin constantly, but we can ask for forgiveness and mercy and extend this same love toward others. Praise God for his grace and mercy toward us!"

## Different Assessment Practices in Physical Education

Presented by Ashley Diek – Submitted by *Michael Raap*

Assessment in Phys. Ed. can be a difficult thing because some aspects that are evaluated are subjective; the key to assessing in Phys. Ed. is to remove as much subjectivity as possible. Some examples that Ashley presented were making rubrics for assessing skills and participation marks. He did show some samples of some of his rubrics which were beneficial to me in the way I assess Phys. Ed.

## 6 + 1 Trait Writing

Submitted by Alice Linde

This workshop was presented by *Margaret Tams* and *Helen Ostermeier*. The 6 + 1 Trait Writing model for assessing and teaching writing is made up of these 6 + 1 key qualities:

- Organization – the structure
- Voice -- personal tone
- Word Choice – the vocabulary
- Sentence Fluency – the rhythm and flow
- Conventions – spelling and grammar
- Presentation – eye appeal of the writing.

Included in the presentation was a hand-out of checklists, continuums and rubrics which can be used by both teachers and students. One part of the workshop that came through loud and clear was to **READ ALOUD every day**, at every grade level!

## Kurzweil 3000

Submitted by *Jellie vanKammen* and *Brenda*

*Lodder* We attended the "Kurzweil 3000" workshop presented by **Klaren Heidema** and **Michelle Kanis**, (both are working at ICS in Winnipeg).

Kurzweil 3000 is a computer program designed for students who have a learning disability or who have difficulties reading. The program allows students to hear text read from a scanned page, a web page, or an imported document. Students can also look up definitions and synonyms, highlight passages of text, and use a variety of tools to annotate, summarize, and edit text. Kurzweil 3000 can also be used to produce text and email and to fill in forms and worksheets and take tests. Kurzweil 3000 contains many features such as magnification and keyboard equivalents to assist students who have visual or physical access problems. This program is something we are very interested in for our school.

# Google Apps and other Tech Wonders

Presented by Richard Veldkamp *Submitted by Janine Lodder*

Interesting thoughts about the computer world, information at our fingertips and free ways in which to attain it: Richard began his workshop using his computer for hands-on experience. We were shown different websites we could use that offered teaching sites. The sites ranged from Google Apps Education Edition, Science, Art/Graphics, Music, Social Studies, and Math. Richard lead us through each of the websites, giving us a little taste of the information we can have readily available as teaching resources. A couple of websites recommended were: [www.google.com/a/help/intl/en/edu/](http://www.google.com/a/help/intl/en/edu/) and [www.ubuntu.com](http://www.ubuntu.com).

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## Stingers Athletics

**Soccer:** As we look at the past soccer season we have much to be thankful for. God has granted all the teams safety during games as well as in traveling mercies. It is good to reflect on the past season and see how individuals have grown as well as how team mates and their relationships have grown as well.

Congratulations to both teams on great seasons, the boys made provincials and finished 5<sup>th</sup> and the girls team lost in the quarter finals. A big thank-you to all the coaches: **Will Hoogerdijk, Laura Visscher as well as Dawn Vanveen**. All the coaches spent many hours away from family and other commitments and for that we all say THANK-YOU!

This is also an opportunity for me to say thank-you to all the drivers and the fans that have supported both teams; in the games I attended there was a lot of encouragement and positive comments towards the athletes and their play.

As student athletes and fans this is an opportunity for us to shine our light, and throughout the season there was a lot of evidence of this. As we also relate the season to our school theme, the athletes developed those skills and abilities and I would encourage them to continue to do so outside of school. There are many clinics and camps where students can continue to develop those skills but also here in our community there are many teams as well that we can be involved in.

**Basketball:** Basketball season is coming up soon, anyone interested in playing Varsity Boys basketball is asked to attend the following practices. If you cannot attend these practices please talk to Mr. Raap or Devon Hillmer.

**Nov. 2:** 7:30 – 10 p.m.

**Nov. 4:** 8:00 – 8:45 a.m.

**Nov. 5:** 7:30 – 10 p.m.

There will be other information soon regarding the girls' basketball team and the JV Boys' team.

**Some other important dates to note:**

**December 11/12:** Elm Creek Tournament: GIRLS BASKETBALL

**December 11/12:** ST. Anne Tournament: JV BOYS

ONCE WE HAVE FINAL TEAM NUMBERS THE ATHLETIC FEES FOR THE SEASON WILL BE SET.

## **NEW Library Books to DCS for October**

### **Primary**

Goldilocks and the Three Bears	<i>Spirin, Gennady</i>
One Pig Went for a Drive	<i>Durant, Alan</i>
The Peaches on the Beaches	<i>Cleary, Brian</i>
The Bug in the Jug Wants a Hug	"
The Nice Mice in the Rice	"
Whose Shoes Would You Choose?	<i>Cleary, Brian</i>
The Clown in the Gown Drives the Car with the Star	"
Flabby Cat and Slobby Dog	<i>Willis, Jeanne / Ross, Tony</i>
Sylvie	<i>Sattler, Jennifer</i>
Monkey Monkey Monkey	<i>MacLennan, Cathy</i>
Olly and Me 1 2 3	<i>Hughes, Shirley</i>
Monsters Don't Eat Broccoli	<i>Hicks, Barbara Jean</i>
Big or Little?	<i>Stinson, Kathy</i>
Josh and the Whoo Whoo	<i>Bedford, David</i>
Little Mouse Gets Ready	<i>Smith, Jeff</i>

### **I Can Read (Level 1)**

-The Princess Twins Play in the Garden	<i>Hodgson, Mona</i>
-The Princess Twins and the Birthday Party	"
-The Princess Twins and the Tea Party	"
-What's That, Mittens?	<i>Schaefer, Lola</i>

**First Phonics Fun**

Cat's Hat Level C	<i>Harker, Jillian</i>
Frog on a Log Level D	"
Goat in a Boat Level E	"
Crocodile Ride Level F	"
That's Papa's Way	<i>Banks, Kate</i>
Oh, What a Beautiful Day! A Counting Book	<i>Modesitt, Jeanne</i>
Marley Goes to School	<i>Grogan, John</i>
The Twelve Days of Spring Time A Counting Book	<i>Rose, Deborah Lee</i>
Me With You	<i>Dempsey, Kristy / Denise, Christopher</i>
Theodore	<i>Ormondroyd, Edward</i>
Math Attack	<i>Horton, Joan</i>
The Ugly Duckling	<i>Isadora, Rachel</i>

**Junior Easy Reading****Breyer Stablemates**

Belle	<i>Mills, Elizabeth</i>
A Birthday for Bear	<i>Becker, Bonnie</i>
Oliver and Amanda (Amanda Pig, First Grader)	<i>VanLeeuwen, Jean</i>

**Fiction****Red Rock Mysteries**

-Wild Rescue #4	<i>Jenkins, Jerry</i>
-Grave Shadows #5	"

**Adventures on the American Frontier**

-Daring Rescue at Sonora Pass #1	<i>Bly, Stephen</i>
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**Junior Resource**

Why do Bones Break? And other questions about Movement	<i>Roystone, Angela</i>
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**How Machines Work**

-Motorcycles	<i>Oxlade, Chris</i>
-Fast Cars	<i>Graham, Ian</i>
-Trucks	<i>Jennings, Terry</i>
-Construction Vehicles	<i>Jennings, Terry</i>
-Aircraft	<i>Graham, Ian</i>
-Emergency Vehicles	<i>Graham, Ian</i>

**Machines That Build**

-Bulldozers	<i>Gilbert, Sara</i>
-Dump Trucks	"

Earth Movers	<i>Taylor, Trace</i>
Bikes	“
How Did They Build That? Bridge	<i>Franchino, Vicky</i>
How Did That Get to My House? Electricity	<i>Masters, Nancy R.</i>
How Did That Get to My House? Water	“
How Did They Build That? Skyscraper	<i>Franchino, Vicky</i>

**Canadian Celebrations**

-Canada Day	<i>Kissock, Heather</i>
-Victoria Day	<i>Foran, Jill</i>

**Animal Neighbours**

-Mole	<i>Savage, Stephen</i>
-Hedgehog	<i>Leach, Michael</i>
A Day at a Zoo	<i>Harrison, Sarah</i>

**Poetry Basics**

-Limericks	<i>Boden, Valerie</i>
-Haiku	“
-Nursery Rhymes	“
-Concrete Poetry	“

**Discovering Paints**

-Out & About	<i>Civardi, Anne</i>
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**Make Your Own Art**

-Card Making	<i>Henry, Sally</i>
-Collage	<i>Henry, Sally</i>
Cook it Together	<i>Karmel, Annabel</i>
Made by Me	<i>Bull, Jane</i>
-(Guide to Knitting, Sewing and Embroidery)	

**Fun Science Projects**

-Hearing Sounds	<i>Gibson, Gary</i>
-Making Things Float and Sink	“
-Light and Colour	“

**Queen of Inventions**

-How the Sewing Machine Changed the World	<i>Carlson, Laurie</i>
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**Famous Spy Cases**

-Spies and Spying	<i>Walker, Kate / Argæet, Elaine</i>
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**Words are CATegorical**

-Stop and Go, Yes and No What is an Antonym?	<i>Cleary, Brian</i>
-Lazily, Crazyly, Just a Bit Nasally More about Adverbs	“
-Stroll and Walk, Babble and Talk More about Synonyms	“
-Skin Like Milk, Hair of Silk What are Similes and Metaphors?	“

**Math is CATegorical**

-Windows, Rings, and Grapes A Look at Different Shapes	“
A Year at a Farm	<i>Harris, Nicholas</i>
A Year at a Construction Site	“
Firefighter	<i>Askew, Amanda</i>
Police Officer	“
Let’s Look at Prairie Dogs	<i>Walske, Zuchora Christine</i>
Puffer Fish	<i>Sexton, Colleen</i>

**My Pet**

-Ferret	<i>Hamilton, Lynn</i>
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**Backyard Animals**

-Porcupines	<i>Webster, Christine</i>
-Mosquitoes	“

**Canadian Aboriginal Art and Culture**

-Cree	<i>Banting, Erinn</i>
-Blackfoot	<i>Rebus, Anna</i>
-Ktunaxa	<i>Banting, Erinn</i>
-Haida	<i>Nault, Jennifer</i>
-Inuit	<i>Banting, Erinn</i>
Growing New Plants	<i>Johnson, Terry</i>
Plants Need Sunlight	<i>Peterson, Christine</i>
What is a Plant?	<i>Rosenberg, Pam</i>
The Dirt on Dirt	<i>Bourgeois, Paulette</i>

**Cycles in Nature**

-The Rock Cycle	<i>Slade, Suzanne</i>
-The Nitrogen Cycle	“
“Let’s Talk About” Learning Difficulties	<i>Levete, Sarah</i>

**Symbols of Canada**

-Capital Cities	<i>Lambert, Deborah</i>
-Animals	“

- Coats of Arms “
- Flags “
- Trees “
- Flowers “

**Discovering Canada**

- Montcalm and Wolfe *Szulhan, Rebecca*
- Jean de Brebeuf “
- Sir Alexander Mackenzie *Bekkering, Annalise*
- Governments Around the World (Kids’ Guide) *Giesecke, Ernestine*

**Global Hot Spots**

- Afghanistan *Downing, David*

**In the Zone**

- Hockey *Johnstone, Robb*

**The NHL : History**

- Toronto Maple Leafs
- Montreal Canadiens
- Colorado Avalanche
- Philadelphia Flyers

**Adventures in Memory**

- “Super-Hungry Mice Eat Onions” *Cleary, Brian*
- Tricks for Memorizing Geography Facts
- “Mrs. Riley Bought Five Itchy Aardvarks” *Cleary, Brian*
- Tricks for Memorizing Science Fact

**Highschool Resource**

- Chernobyl and other Nuclear Accidents *Condon, Judith*

**Straight Talking**

- Tobacco *Connolly, Sean*
- Cocaine “
- Inhalants “
- Ecstasy “
- Alcohol “
- Marijuana “

**Incredibly Disgusting Drugs**

-Crystal Meth	<i>Harrow, Jeremy</i>
-OxyContin Abuse	<i>Slade, Suzanne</i>
-Downers: Depressant Abuse	<i>Porterfield, Jason</i>
-Abusing Prescription Drugs	<i>Wolny, Philip</i>
-Uppers: Stimulant Abuse	<i>Brezina, Corona</i>
-Speed	<i>Willet, Edward</i>
-Steroids	<i>Lau, Doretta</i>
Explaining Food Allergies	<i>Ballard, Carol</i>
Unveiling Islam	<i>Caner, Ergun Mehmet/Ermir Fethi</i>
The Overflowing Riches of My God (Belgic Confession)	<i>Bouwman, Clarence</i>

**Canadian Citizenship in Action**

-Resolving Political Differences	<i>Kissock, Heather</i>
-Citizen Rights and Responsibilities	"

**Warriors**

-Greek Warrior	<i>Murrell, Deborah</i>
-Gladiator	"

**Difficult & Dangerous**

-Mountain Adventures	<i>Brown, Alex</i>
-Secret Missions	"

**World at Risk**

-Feeding the World	<i>Rooney, Anne</i>
The Story of Google	<i>Gilbert, Sara</i>

**In the News**

-Organ Donation	<i>Brezina, Corona</i>
-Human Trafficking	<i>Hart, Joyce</i>
-Xenophobia	<i>Bordeau, Jamie</i>
The Release of Nelson Mandela	<i>Riggs, Kate</i>

**Facts At Your Fingertips**

-World War I	<i>Shaw, Antony</i>
-World War II	"

**Witness to History**

-Afghanistan	<i>Downing, David</i>
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**Highschool Fiction**

Together	<i>Sullivan, Tom / White, Betty</i>
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