

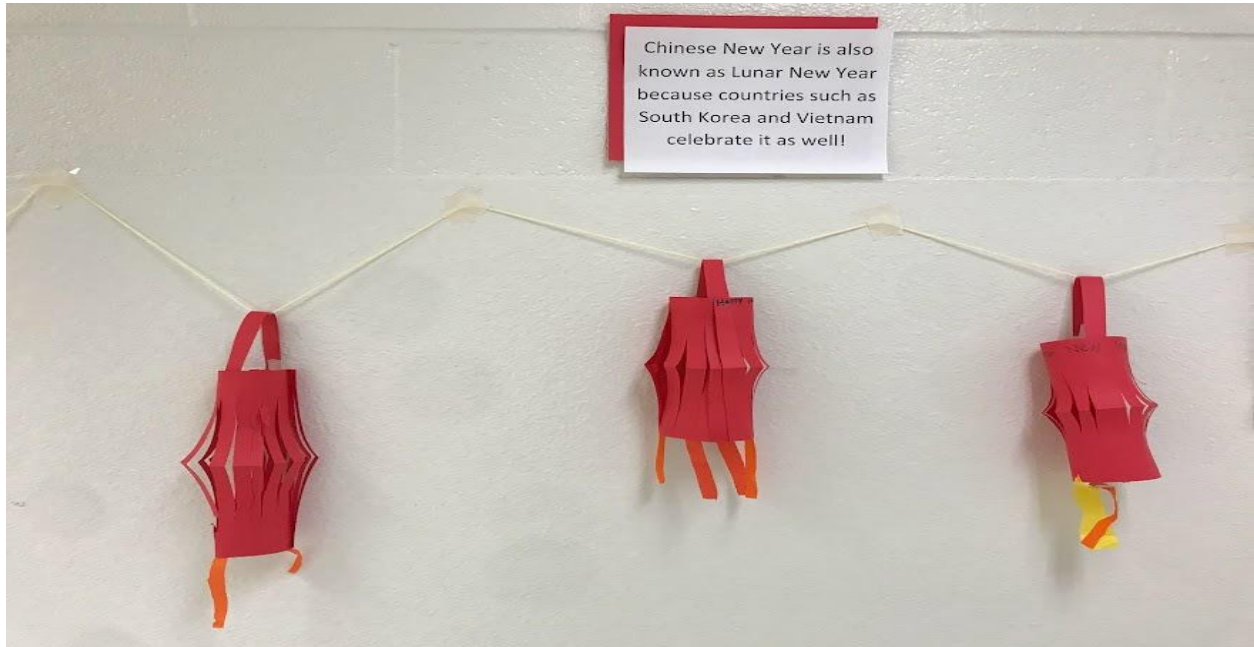
**Encourage your child to read. Children become proficient readers by reading. The more your child reads, or you read to your child, the faster your child will develop a love of reading. Please let your child see you reading books and demonstrating that you value books.**

## Lynnwood February and March 2022 in photos

Happy Chinese New Year! Happy Lunar New Year!











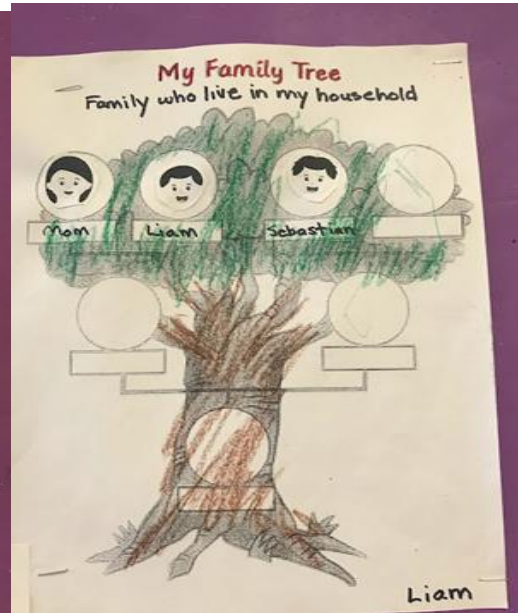
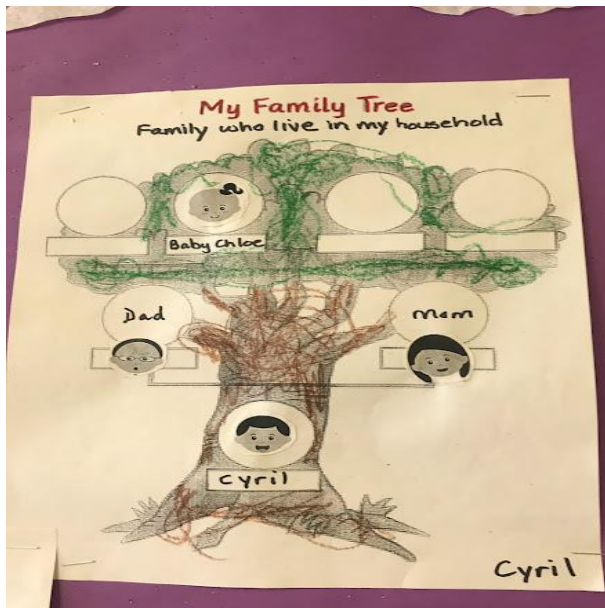
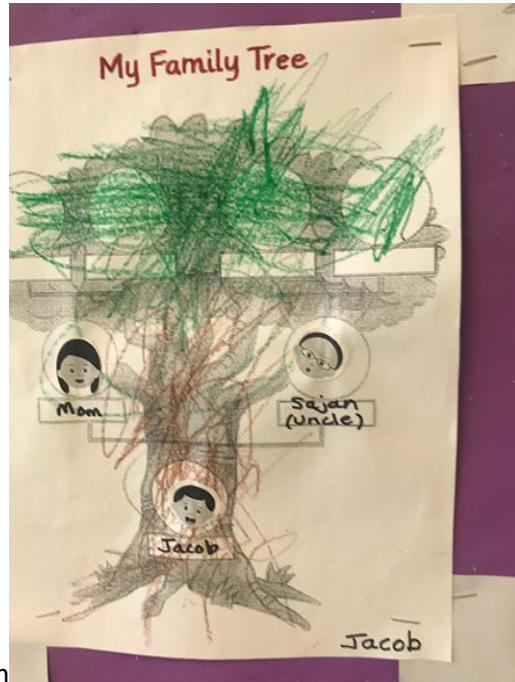
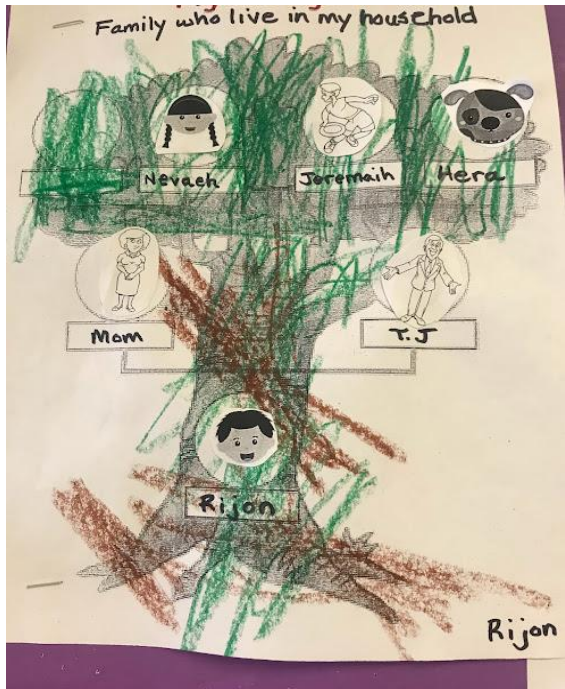


This is the beginning of a new day. You have been given this day to use as you will. You can waste it or use it for good. What you do today is important because you are exchanging a day of your life for it. When tomorrow comes, this day will be gone forever. In its place is something you have left behind. Let it be something good.

What is something good you can do for yourself or for someone else today?







We are learning about our Family Tree.





**Our math skills are growing!**

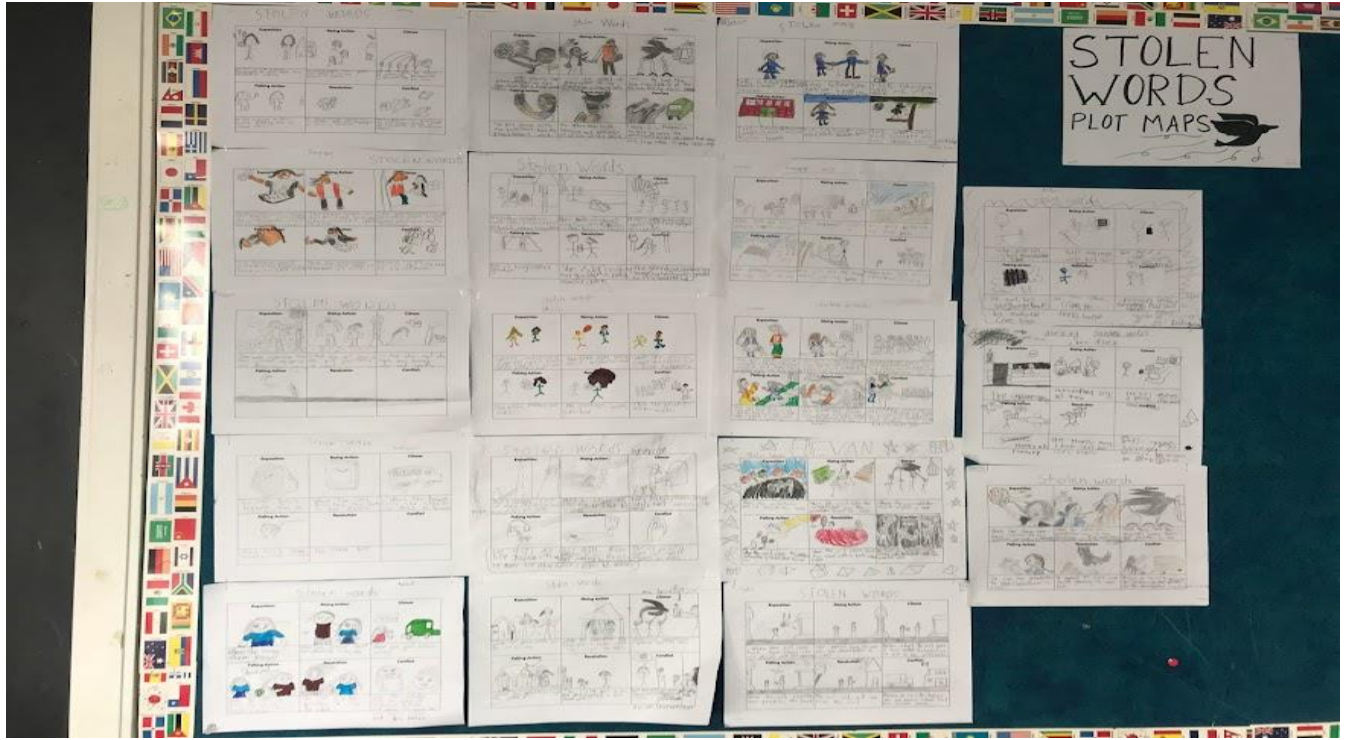
**Some of our students are deepening their reading skills through using a reading program called Fast ForWord.**









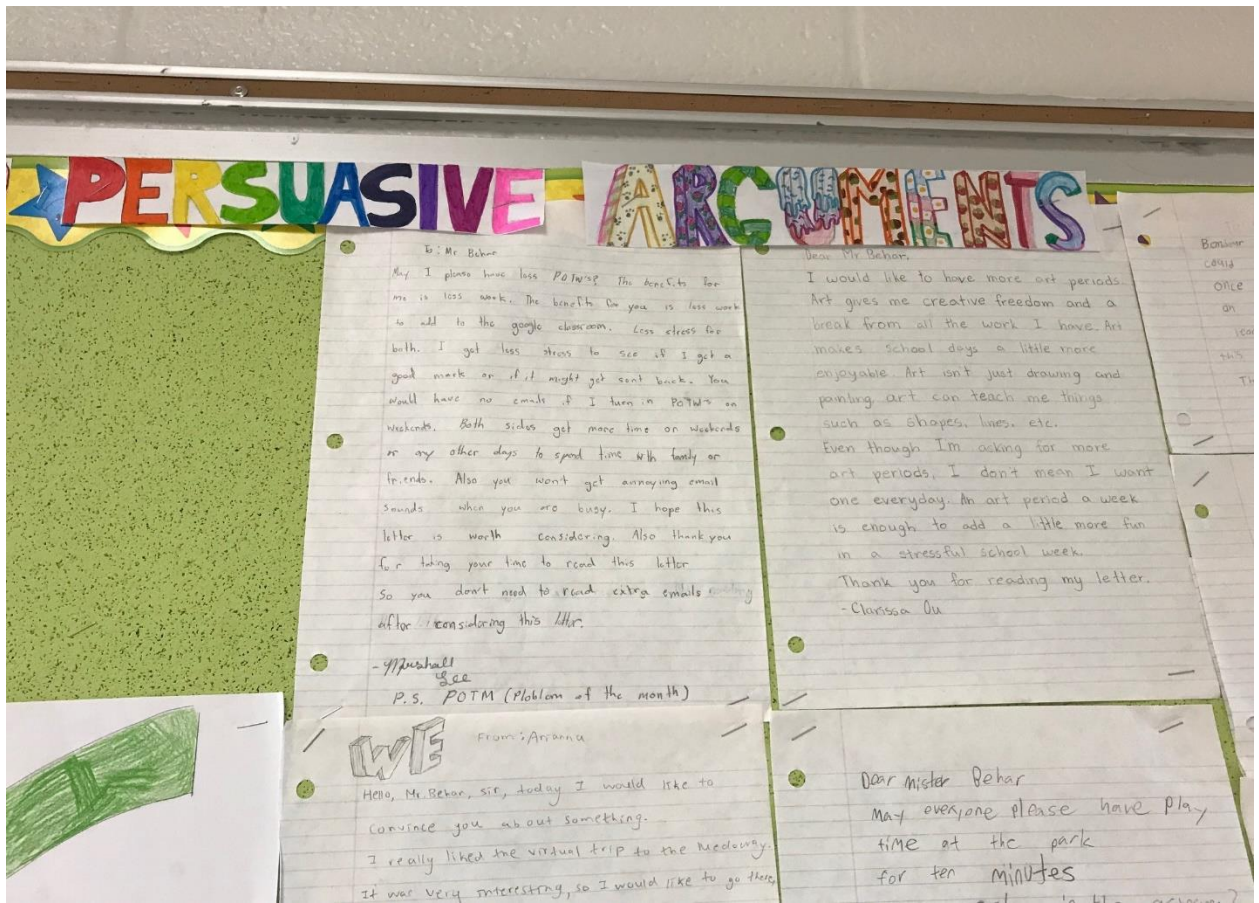
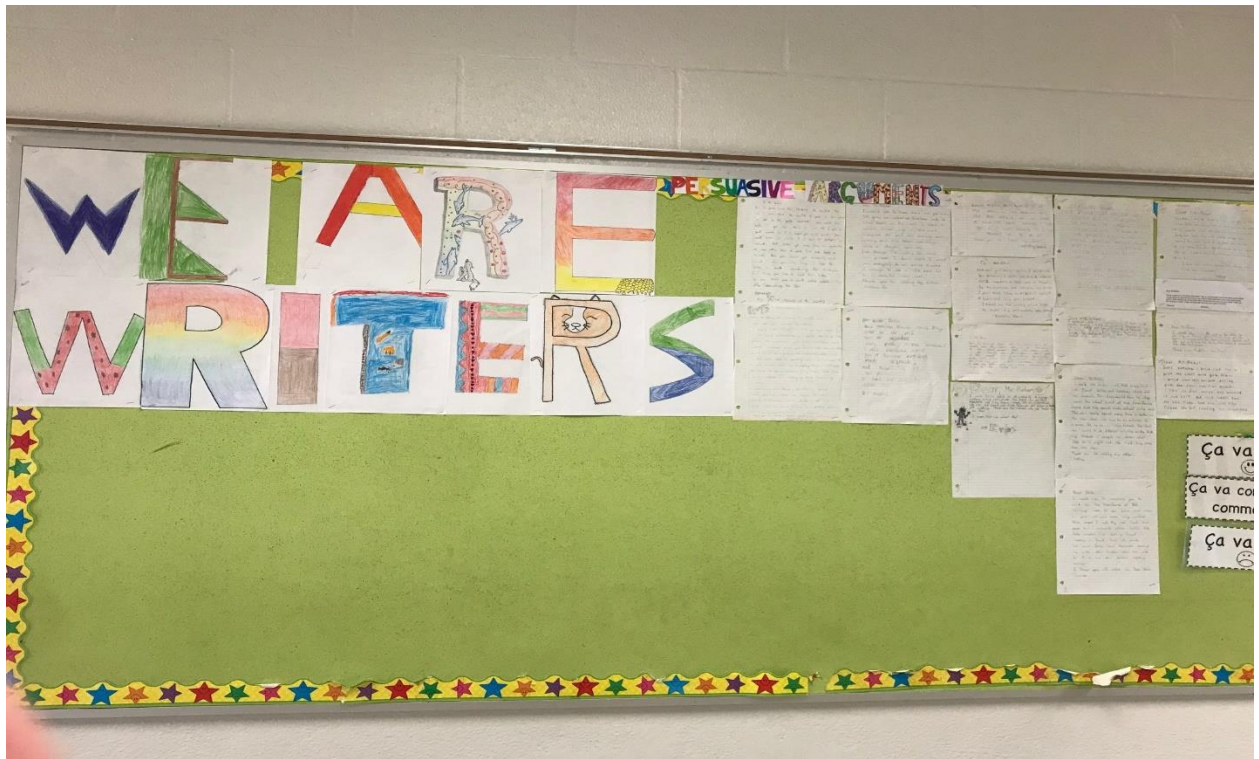






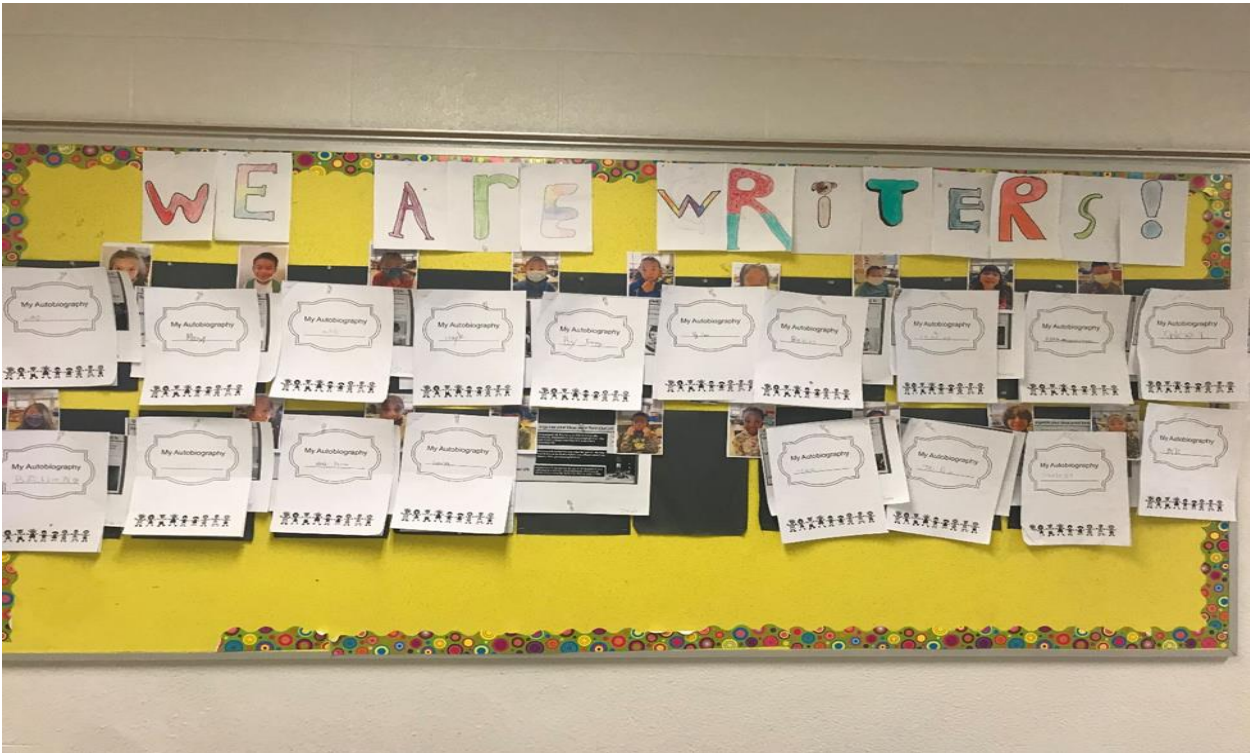
Grades 4 and 5







Grades 3 and 4

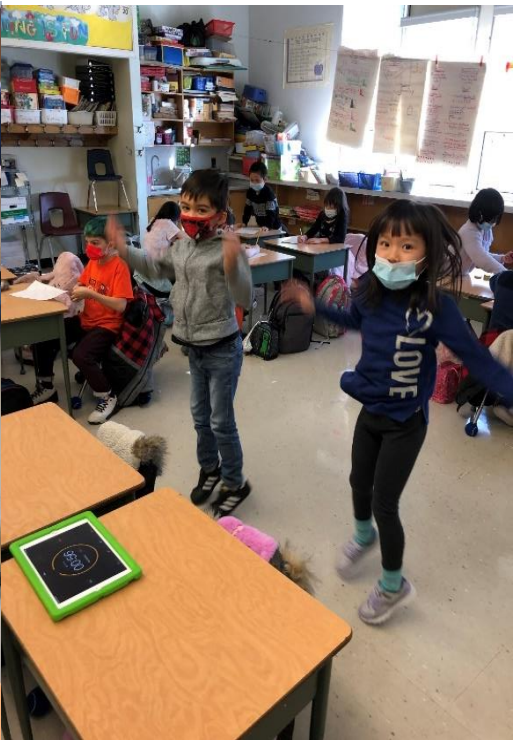
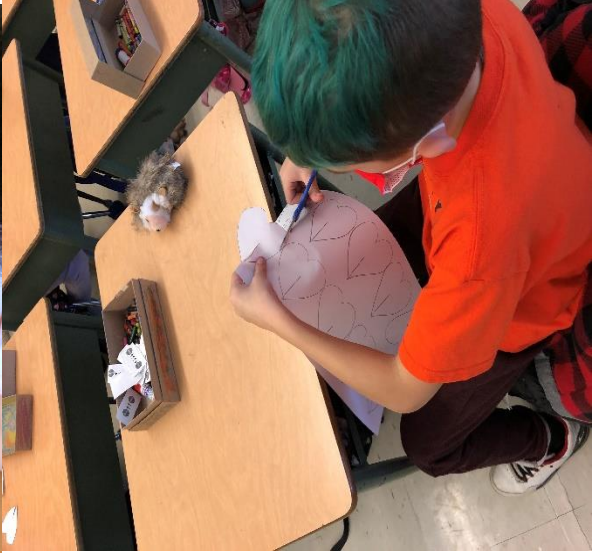
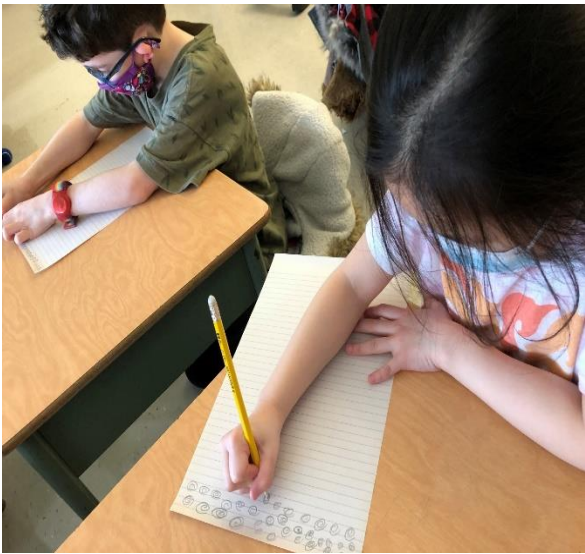




Grades 5 and 6

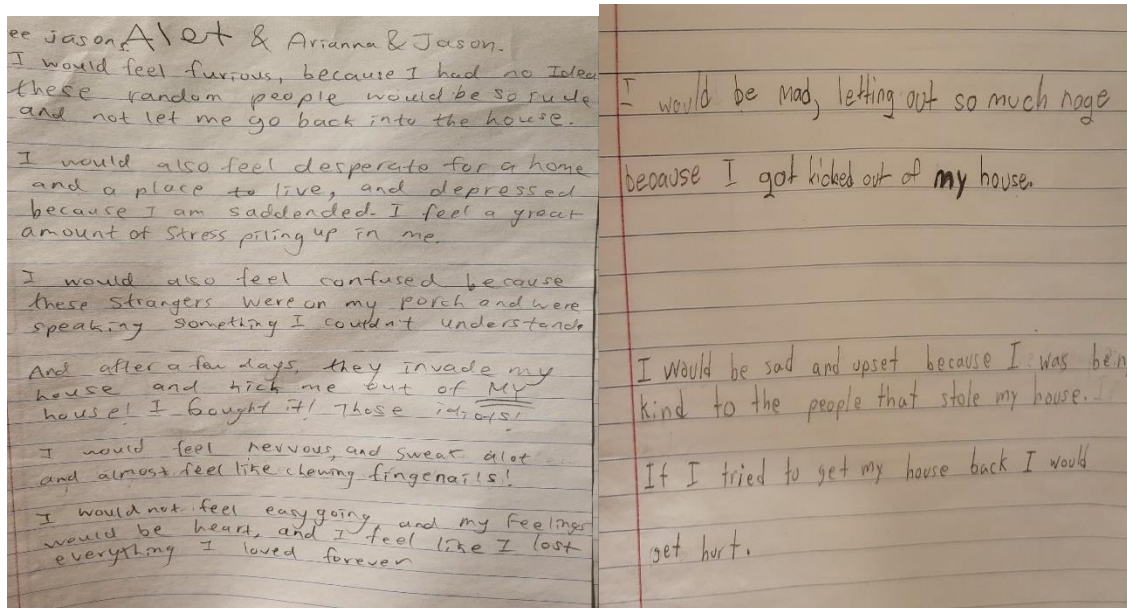


Double Day Photos Grades 1 and 2

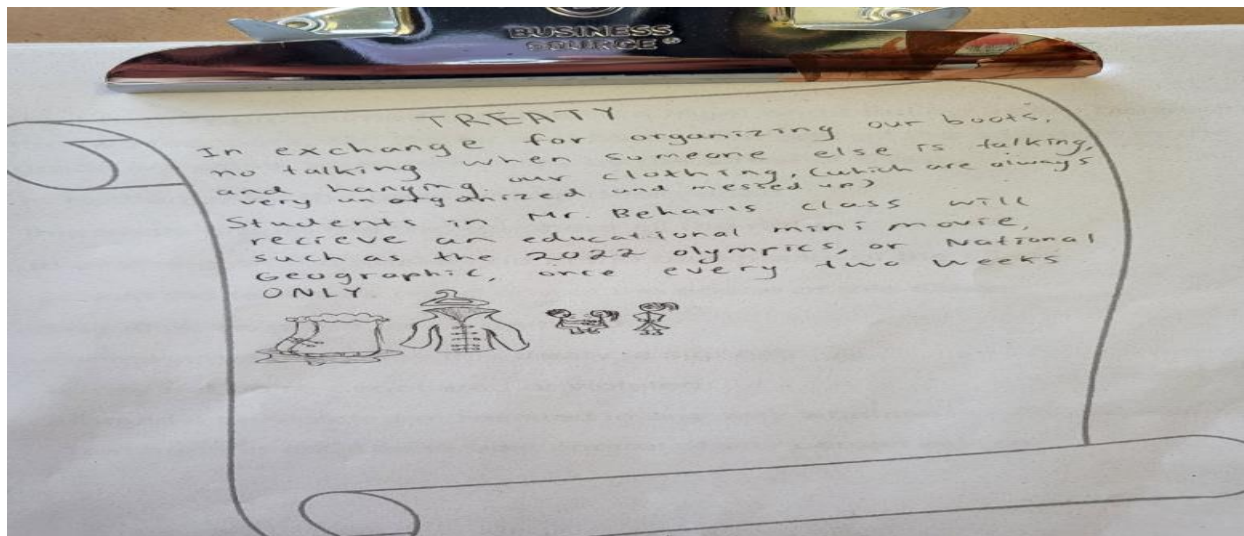




Students learned about empathy after putting themselves in a similar situation to that of the Indigenous Peoples. Students acted out a skit about a person getting kicked out of their house after showing one act of kindness to a stranger. The stranger kept coming back to the owner's home and demanding more and more. The students wrote their feelings from the perspective of the homeowner. This activity is an analogy of Indigenous Peoples being forced out of their land.

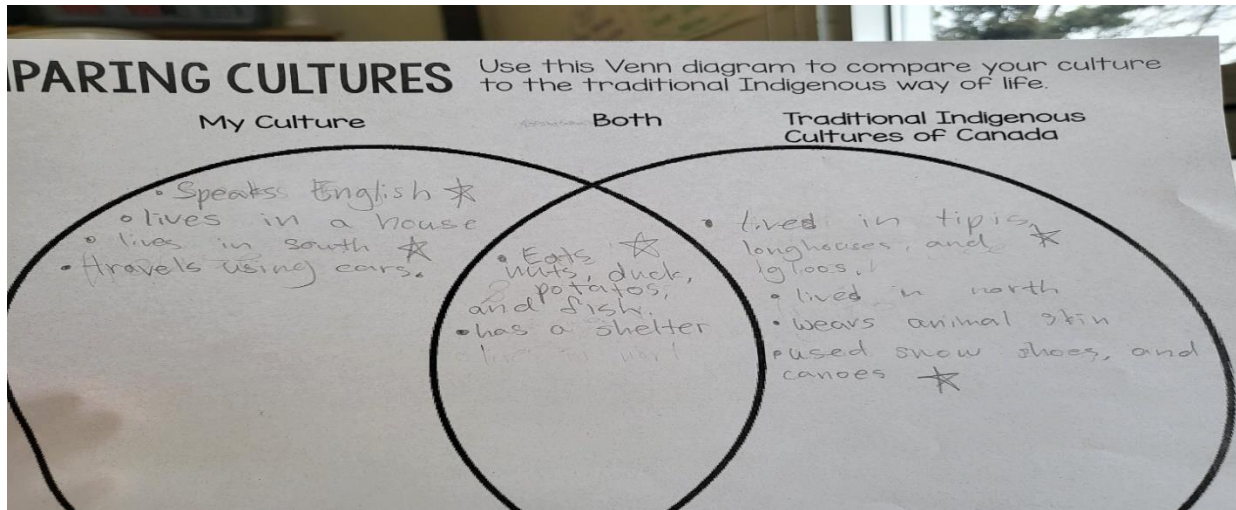


2. Students learned about treaties and were made to sign one in a language they did not understand. The students were baffled after being told what they signed. We discussed how we could make a fair treaty for the parties involved. The students then wrote a classroom treaty. The students furthered their understanding and empathy for Indigenous Peoples.



3. Students compared their culture to that of the traditional Indigenous cultures of Canada.





4. The grade 5/6 students carved a linoleum tile and made prints inspired by Carl Ray, an Indigenous artist.



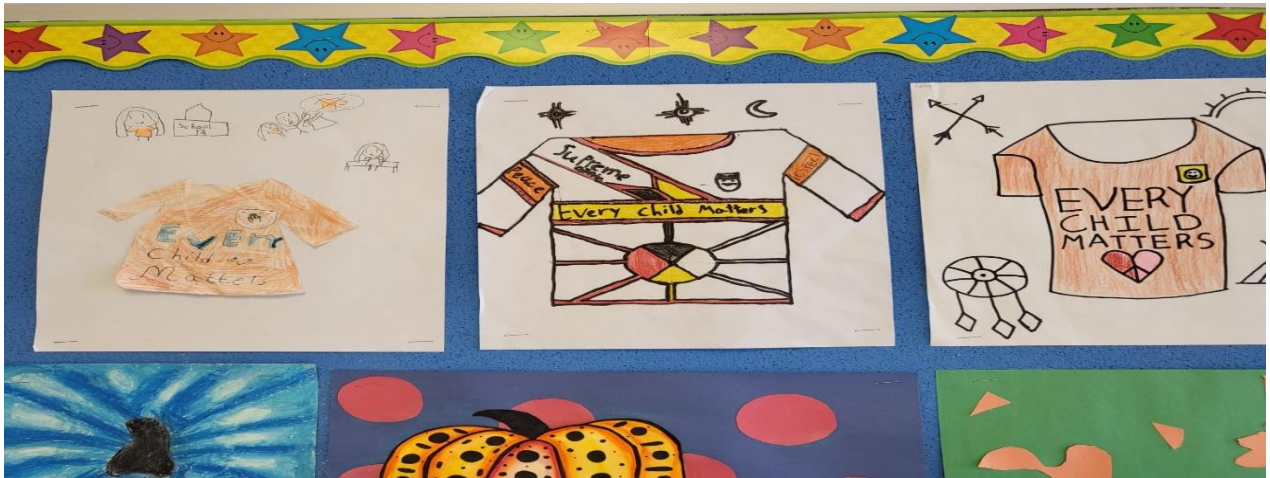
5. Gr. 3/4 engaged in Thunderbird art inspired by Norval Morrisseau.







### 6. Gr. 5/6- Orange Shirt Day Art



Kindergarten play-based learning as children explore using their natural curiosity.





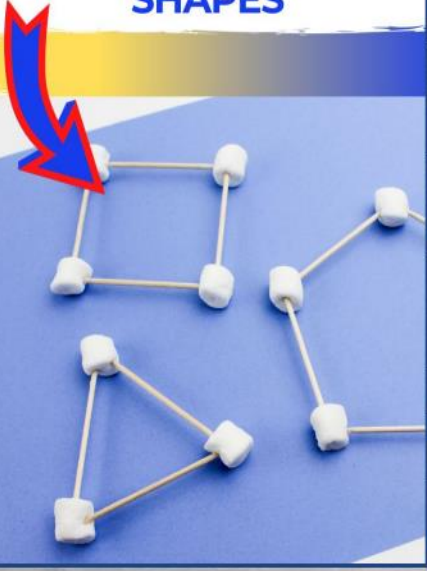


**Children are competent and capable, and their inquiries result in learning.**

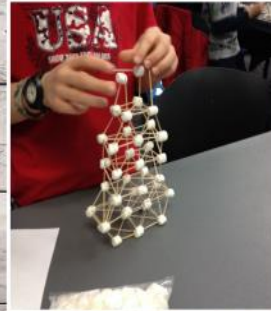




# STEM BUILDING MARSHMALLOW SHAPES

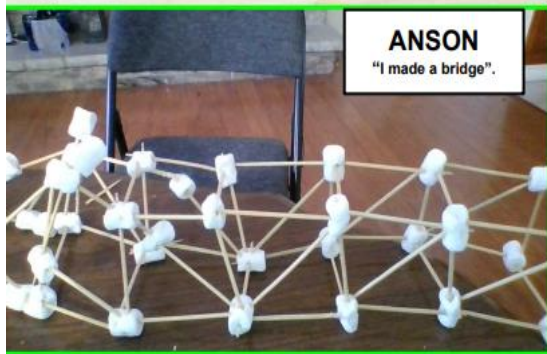
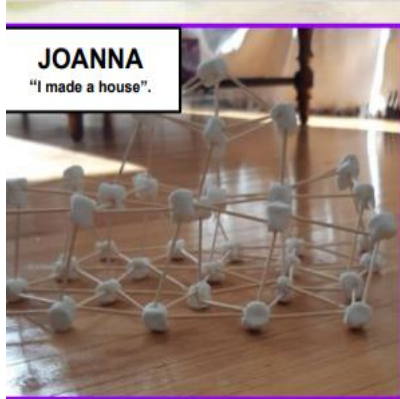


# STEM Project (building a structure with Marshmallows & Toothpicks)



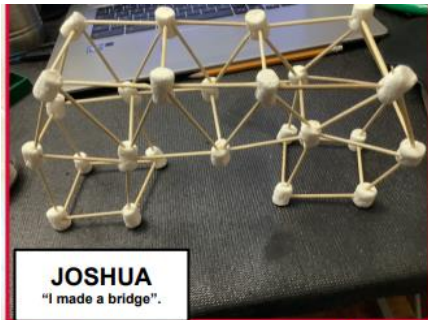
**Learning Goal:** demonstrating an understanding of the concepts of *structure, strength, and stability* and the factors that affect them.

Virtual students in grades 2 and 3 engage in an inquiry.



# STEM Project (building a structure with Marshmallows & Toothpicks).

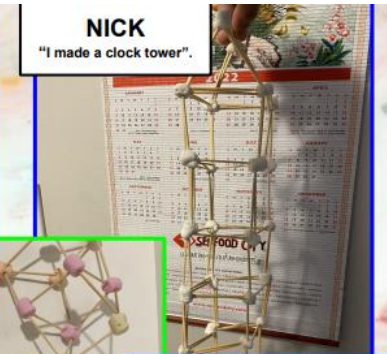




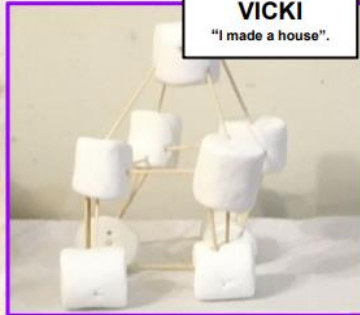
**JOSHUA**  
"I made a bridge".



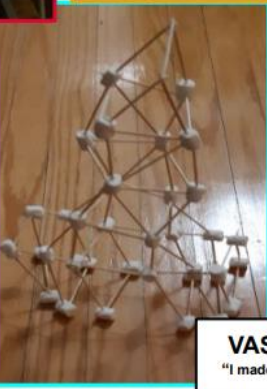
**NOAM**  
"I made a house".



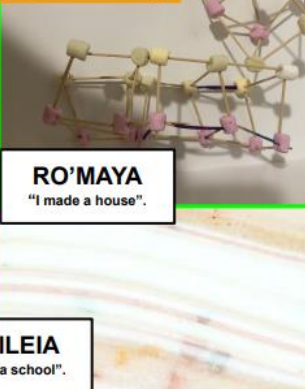
**NICK**  
"I made a clock tower".



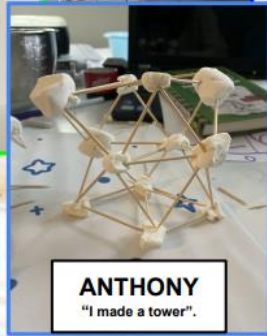
**VICKI**  
"I made a house".



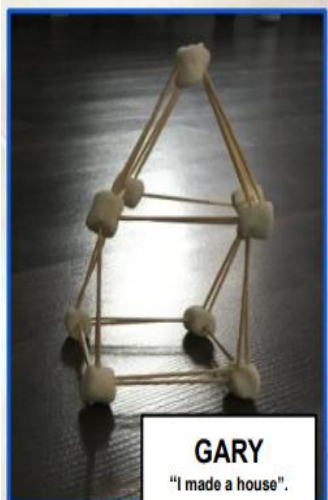
**VASILEIA**  
"I made a school".



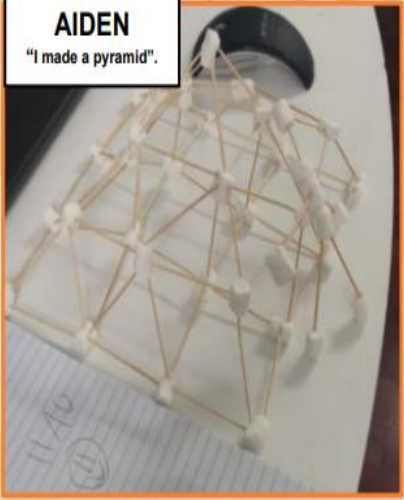
**RO'MAYA**  
"I made a house".



**ANTHONY**  
"I made a tower".



**AIDEN**  
"I made a pyramid".



**CHLOE**  
"I made a castle".



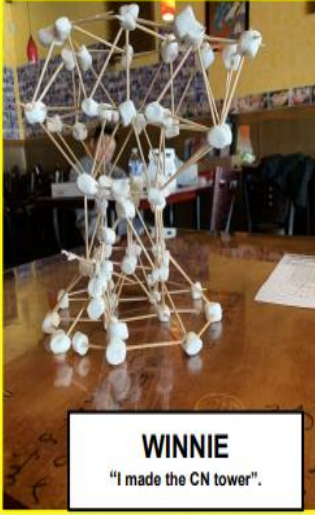
**GARY**  
"I made a house".



**IVY**  
"I made a house".



**MIHIR**  
"I made the NASA Control Centre".



**WINNIE**  
"I made the CN tower".





Grade 1 and 2 using oil pastels and what they've learned about the elements of art.







We recognized pink shirt day and the importance of personal safety.