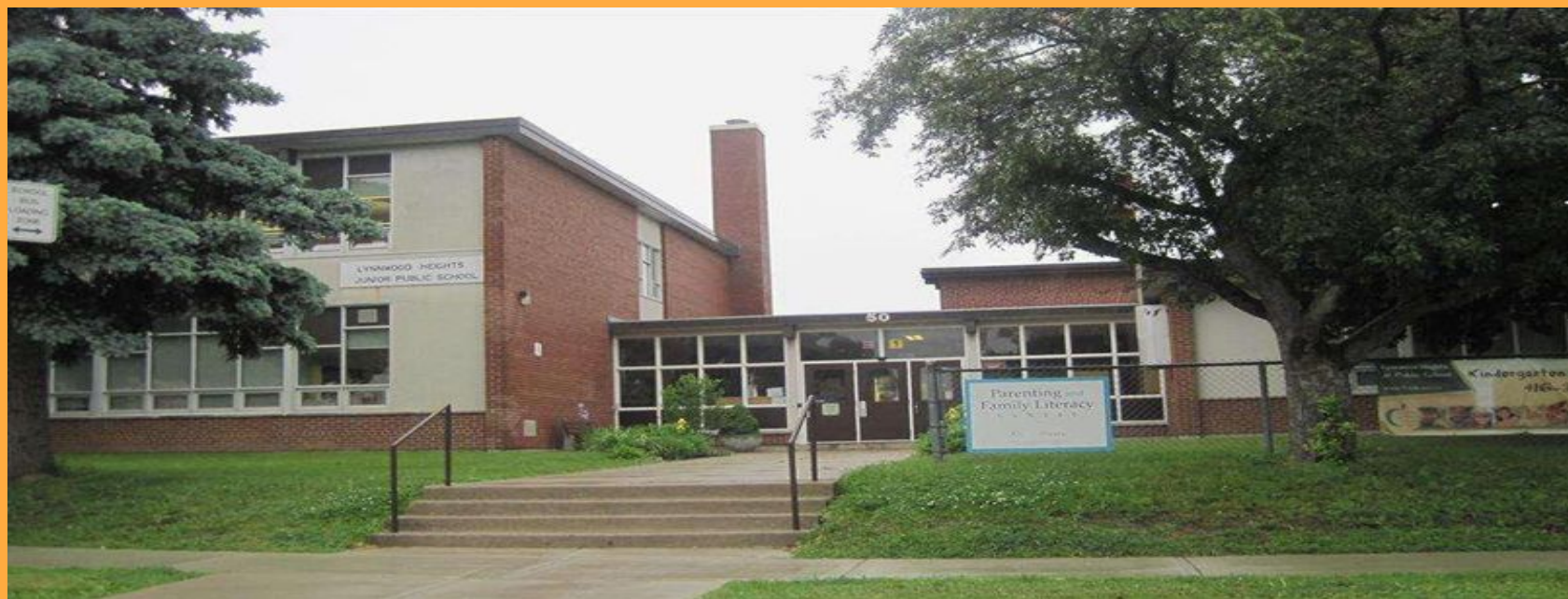


# Lynnwood Heights JPS Family Newsletter October/November 2023



# Lynnwood's STAFF (2023-2024)



## Bell Times

**Before School Supervision:**

**8:25 – 8:40 AM**

**School Entry Bell: 8:40 AM**

**Morning Recess:**

**10:05 – 10:20 AM**

**Lunch: 11:30 AM – 12:35 PM**

**Afternoon Recess: 2:00 – 2:15 PM**

**Dismissal: 3:25 PM**

**After School Supervision: 3:25 – 3:40 PM**



### School Council Meetings (all Wednesdays)

December 6, 2023 – virtual

February 7, 2024 – virtual

April 17, 2024 – virtual

June 5, 2024 – in person \*X-movement

### Pizza Lunch

Wednesday, December 13, 2023 (classroom)

Wednesday, February 14, 2024 (classroom)

Wednesday, June 5, 2024 (classroom)

**We found in the schoolyard a watch and an iPhone. Please come to the office if either item is yours.**

## ***Principal's Message:***

**Dear Families:**

**Here are some suggestions of what you can do to help strengthen your child's understanding of concepts that have been taught:**

- **Read everyday! If possible make a family visit to the library.**
- **Write - Your child can keep a journal of what you are doing with your days, write a story, letter to a friend or teacher, or write about a book that you have read.**
- **Encourage reading and writing for your child at home, read and write together.**
- **Math - You can make a schedule of your day's activities and include the times, practice counting money and finding change, survey your family and friends and graph the data you find, or practice multiplying and dividing.**
- **Communicate to your child that you believe in him/her and know that he/she can be successful.**
- **Become involved in school and attend your child's school activities.**
- **Be in contact with your child's teacher and monitor your child's progress.**
- **Make sure your child attends school regularly and on time; kindergarten sets the foundation for further learning, and your child being present every day is so important.**

**· Best regards, Joy Reiter**

# 2023-2024 Calendar

- [School Year Calendar Information](#)



# Remembrance Day

On November 11th we remember and honour those who gave their lives in service to others.

<https://www.veterans.gc.ca/eng/remembrance>



**November is  
Woman Abuse Prevention Month**

**We all have  
a role to play in  
ending violence  
against women**

[ontario.ca/women](https://ontario.ca/women)



# Part 2 Raise a Reader

Wednesday, November 8  
6:30-8:00 PM (on Zoom)

Inviting all K-Grade 8  
TDSB families  
(including K-2 French  
Immersion)

We will continue to  
explore strategies,  
activities, and routines  
that contribute to reading  
growth and builds interest  
and joy for reading

Please click the link below to  
view details in a large format:

[Raise a Reader 2023  
\(2\).pdf\(Review\) - Adobe cloud  
storage](#)



Presenters:

Gail Bedeau-Hopkinson

Holly Bruyca

Laurel Eisenberg

Laurel Moulant

Lorraine Valentine

Mubarak Baker

Onika Brown, Sharon Mittal

Soyini Chaderton-Downes

Troy Langevine

Uloma Onyido, Tisha Ray

Stephanie Wong

[Click here or  
scan the QR code  
to register](#)



If you have any questions,  
please call Donna Cardoza -  
Community Support Worker, LC3  
(647) 403-5821

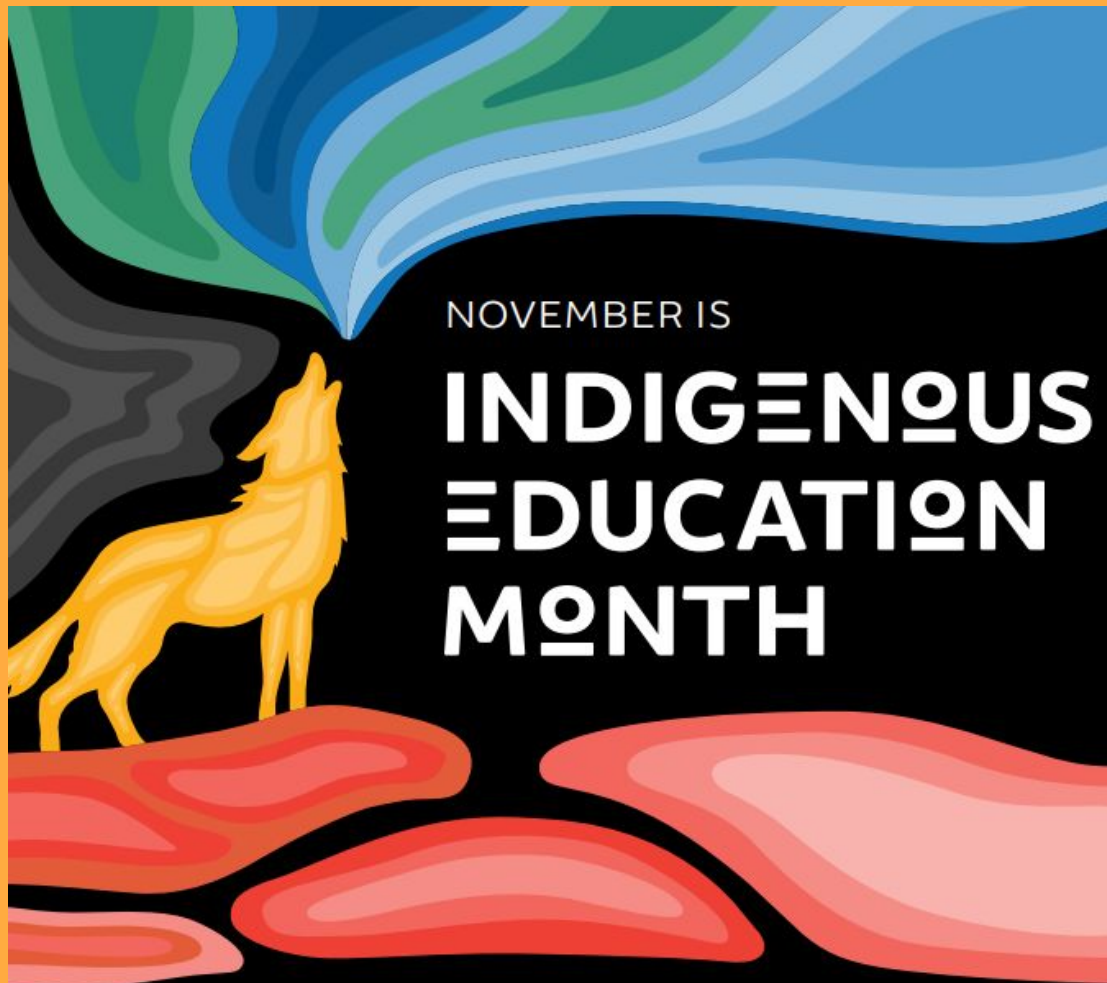
[donna.cardoza@tdsb.on.ca](mailto:donna.cardoza@tdsb.on.ca)







In 2023, the festival of lights, Diwali, also known as Deepawali in many parts of the world, will be celebrated on November 12. However, Diwali is not limited to just one day, as it involves preparations well before the main day. Typically, the festival spans five days, with each day having its unique significance and associated rituals. Diwali is a Hindu festival of lights that symbolizes the victory of good over evil and the triumph of light over darkness. Happy Diwali to all who celebrate Diwali.



NOVEMBER IS

# INDIGENOUS EDUCATION MONTH

November is Indigenous Education Month at the Toronto District School Board.

It is important to centre First Nations, Métis and Inuit peoples histories, contemporary realities and voices. For classrooms across the TDSB, this is an opportunity to learn from Indigenous perspectives on treaties, Indigenous leadership, resistance, resurgence, brilliance and creativity.

Truth and Reconciliation is a guiding principle at TDSB, and throughout the month of November, students, staff and community members recognize a number of important days to deepen knowledge, to learn together about our shared history and to build stronger relationships between Indigenous and non-Indigenous Peoples in what we call Canada today.

*Treaty Recognition is explored during the first week of November to raise awareness about treaties in Ontario. It's an opportunity to learn about shared history and an important part of truth and reconciliation.* For additional information see:

<https://www.ontario.ca/page/treaties>

Below is a list of significant dates throughout the month of November:

- Treaties Recognition Week is the first full week of November, November 5-11.
- November 7 is International Inuit Day.
- November 8 is National Indigenous Veterans Day.
- November 16 is Louis Riel Day in Ontario.

The Urban Indigenous Education Centre will host virtual events to support students and staff to learn from Indigenous Peoples. [Resources can be found on the Urban Indigenous Education Centre website.](#)

# EMPATHY

The character trait for November is empathy. Character development at the TDSB is about helping students learn and practice positive character attributes. When we build good character, we build strong communities. We continue teaching our students about the value of character – respecting themselves and each other, making positive contributions to their school and community and thinking critically and creatively.





# MORE JOY !!

[More Joy !!](#)

Please click the link to view details  
in a large format:

# REMEMBRANCE DAY

NOVEMBER 11

There can be no dedication  
to Canada's future without  
a knowledge of its past.

— JOHN DIEFENBAKER, 13TH PRIME MINISTER  
OF CANADA



## **Early French Immersion Application Process begins November 6**

The application to the Early French Immersion program for 2004-25 will remain an online process managed by the TDSB's Central French Department, and applications must be completed online between **November 6 and December 1, 2023. An offer of placement in the program (not a specific school) is guaranteed to all eligible on-time applicants.** Families with an older sibling currently in an Early French Immersion program are still required to complete an online application for the new student. Interested families can apply via the [Application Link](#).

Please visit the [TDSB French website](#) to view a [video](#) that provides information about the TDSB French Language programs as well as the application and placement process in the Early French Immersion and the Middle French Immersion programs. More information about the Early Immersion Program is available in 22 languages, or visit the [Information Sessions website](#) for related links to join a live Zoom webinar about the application process.



# Special Education and Inclusion

presents

## **Parent/Guardian/Caregiver Sessions**

If you require a language interpreter, or personal accommodation, email

[SpecialEd@tdsb.on.ca](mailto:SpecialEd@tdsb.on.ca)

by Nov 22, 2023.

### **Introduction to Special Education and Inclusion in the TDSB**

Tuesday, November 28, 2023

6:30 pm to 7:30 pm

ZOOM link:

<https://tdsb-ca.zoom.us/j/92299164503?pwd=ZWpzVldpYXdUUEJXQVRzZGVlekNodz09>

OR

Wednesday, November 29, 2023

10:00 am to 11:00 am

ZOOM link:

<https://tdsb-ca.zoom.us/j/99526112098?pwd=OTRna0UvSEpZeEFhb1dBajJkQ2pPdz09>





# Hindu Heritage Month

## NOVEMBER 2023



Artwork By: Sharvin – Grade 7 – Lucy Maud Montgomery

**Vasudhaiva Kutumbakam:  
The World is One Family**

## Hindu Heritage Month at the Toronto District School Board – November 2023

The Toronto District School Board (TDSB) is proud to recognize Hindu Heritage Month during the month of November because of a motion passed in April 2018 by the Board of Trustees. Two years prior, on December 8, 2016, the Province of Ontario passed the *Hindu Heritage Month Act, 2016* which declared the month of November as Hindu Heritage Month.

The Hindu Heritage Month Act, 2016 states, *Ontario is home to a large and vibrant Hindu community. Since the first Hindu immigrants arrived in Canada at the beginning of the 20<sup>th</sup> century, Hindu Canadians from across Ontario have made significant contributions across all fields: science, education, medicine, law, politics, business, culture, and sports. Hindu Canadians have helped build Ontario into the multicultural success story that it is and have helped to build this province into the best place to live, work and raise families. They continue to help foster growth, prosperity, and innovation throughout Ontario.*

Hinduism is one of the oldest living religions which have flourished for over 10,000 years. It is an occasion to recognize and celebrate the rich tapestry of traditions, teachings and values that are integral to Hinduism and practiced by millions around the world today. **November is an opportunity to celebrate the Hindu way of life**, examine its impact and contributions to the world culture, and recognize values which promote compassion, tolerance, and inclusion.

**This year's theme is Vasudhaiva Kutumbakam: The World is One Family.** *Vasudhaiva Kutumbakam* is a Sanskrit word in Hindu dharma that means, 'The World is one Family.' It is based on the spiritual idea that every human being is born with a divine spark and is a part of one divine universal consciousness. This ancient message of oneness aims to promote friendliness, acceptance, compassion, and a sense to belongingness towards all others, despite differences of culture, languages, or thoughts. The word *Vasudhaiva* means "earth" and, therefore, this message of caring and compassion is also meant for all living creatures and the non-living environment.

During the month of November several Hindu Heritage Month educational opportunities are being organized for all TDSB students to further learn about Hindu traditions. These offerings include primary students having an opportunity to engage in an author reading and various workshops.

## **Traffic Safety Tips: Help Make this a Safe Winter Season**

As winter approaches, we know that severe weather will be part of our daily lives for the next several months. While traffic safety is an important matter all year long, this is a particularly good time to review what we can do to keep students safe.

The need to be aware and alert at all times, on any road, and even in the most routine circumstances is key to traffic safety. This applies to students and drivers alike. Road conditions can be challenging in the winter months. So to those of us who drive, please take extra care on the roads and in parking lots, especially in areas where children might be present.

School staff periodically review street and traffic safety with students. Parents can help reinforce these safety messages with children at home. Below are some tips that might be helpful to review.

- Stop, look, and listen for traffic.
- Only cross at corners and crosswalks.
- Make eye contact with drivers.
- Walk on the right side of the crosswalk.
- Wear appropriate footwear to reduce the chances of slipping. - Never run into the street.
- Obey crossing signals.
- Cross only if clear.
- Walk on sidewalks.
- Where there are no sidewalks, walk as far away from traffic as possible, facing traffic.

The safety of our students is always a top priority. Let's work together to make the winter season safe so we can enjoy all it has to offer

## Road Safety

Parents are reminded to observe the speed limit and all posted traffic signs e.g., Bus Loading Zone, No U Turning, No Parking, etc. along Southlawn and surrounding streets. Remember to please slow down in school zones!

We have a Student Drop-off Zone by the west gate by the kindergarten play area. The parking lot is for staff use only. *For safety*, students are ***not allowed*** to enter the parking lot, nor are parents allowed to drop off their child(ren) in the parking lot.



# Curriculum Sharing - Meet the Teacher

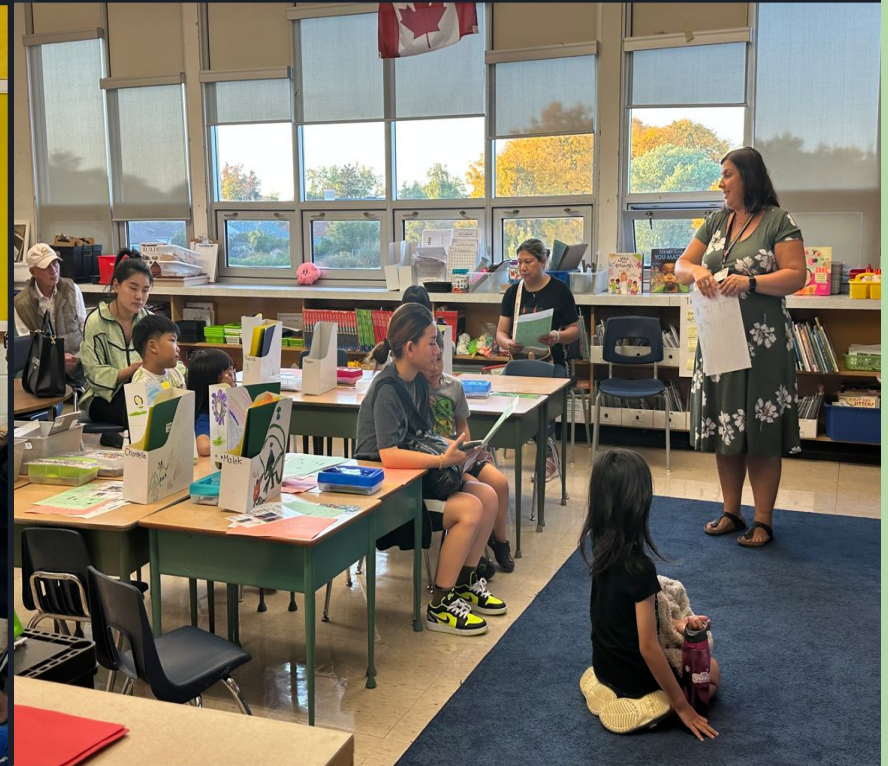


**Kindergarten**

# Curriculum Sharing - Meet the Teacher

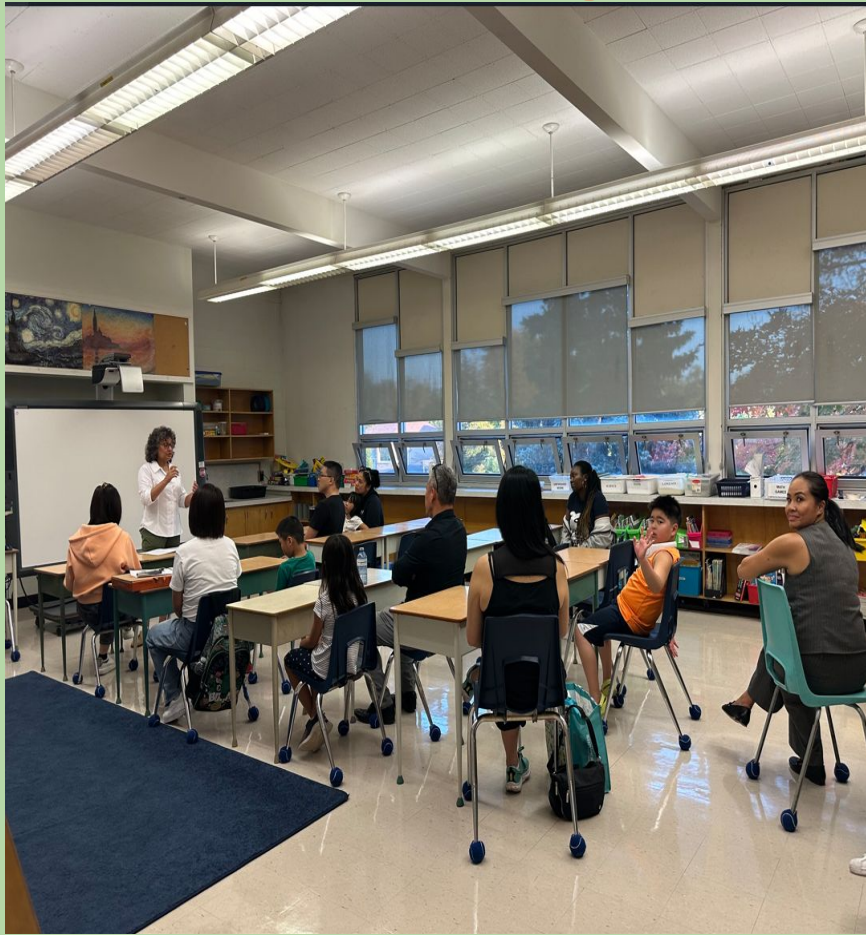


**Grade 1 Mrs. Fisher**



**Grades 1 & 2 Ms. Foulidis**

# Curriculum Sharing - Meet the Teacher



**Grades 2 & 3 Ms. Gopaulsingh**



**Grades 4 & 5 Mr. Swire**

# Curriculum Sharing - Meet the Teacher



**Gr. 5/6 Ms. Alexander**



**Grades 1-3 Ms. Ci**



# Junior and Senior Kindergarten - JSK class in Gym



# JSK Dance Class





# Gr. 1 - Mrs. Fisher Halloween

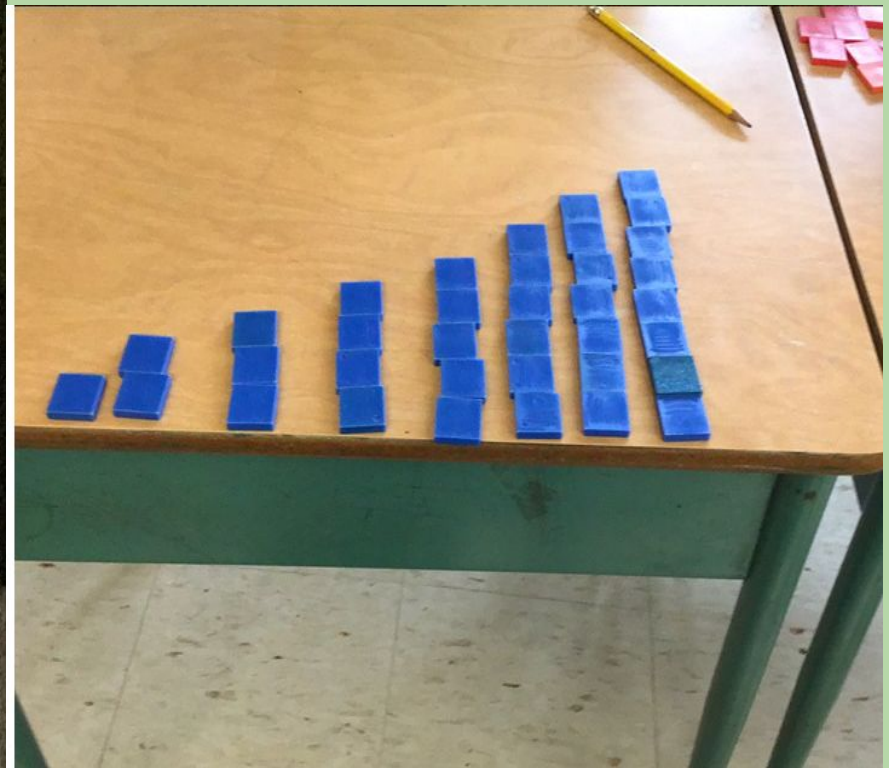


# Grade 1/2 Dance Class



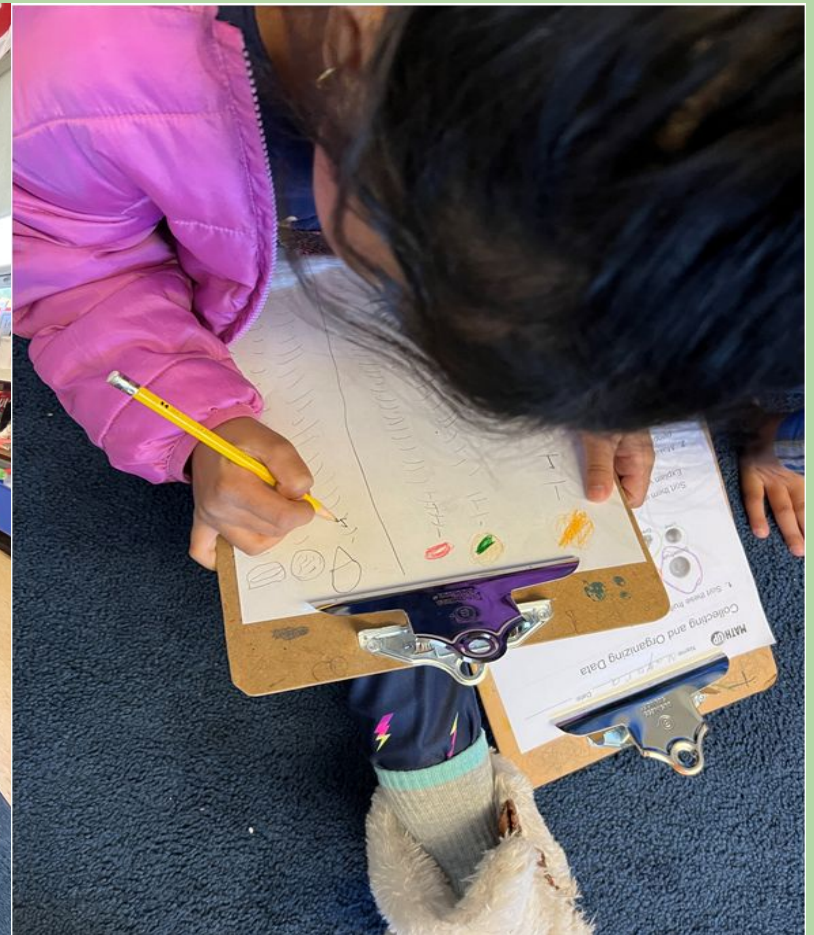
## Grade 1/2

These pictures are during Spirit Week and our Math Unit of Patterns and Data Collection. Students are learning to collect data in their own ways. We are also learning phonics sounds “sh” and “th” and creating words using magnet letters and whiteboards.



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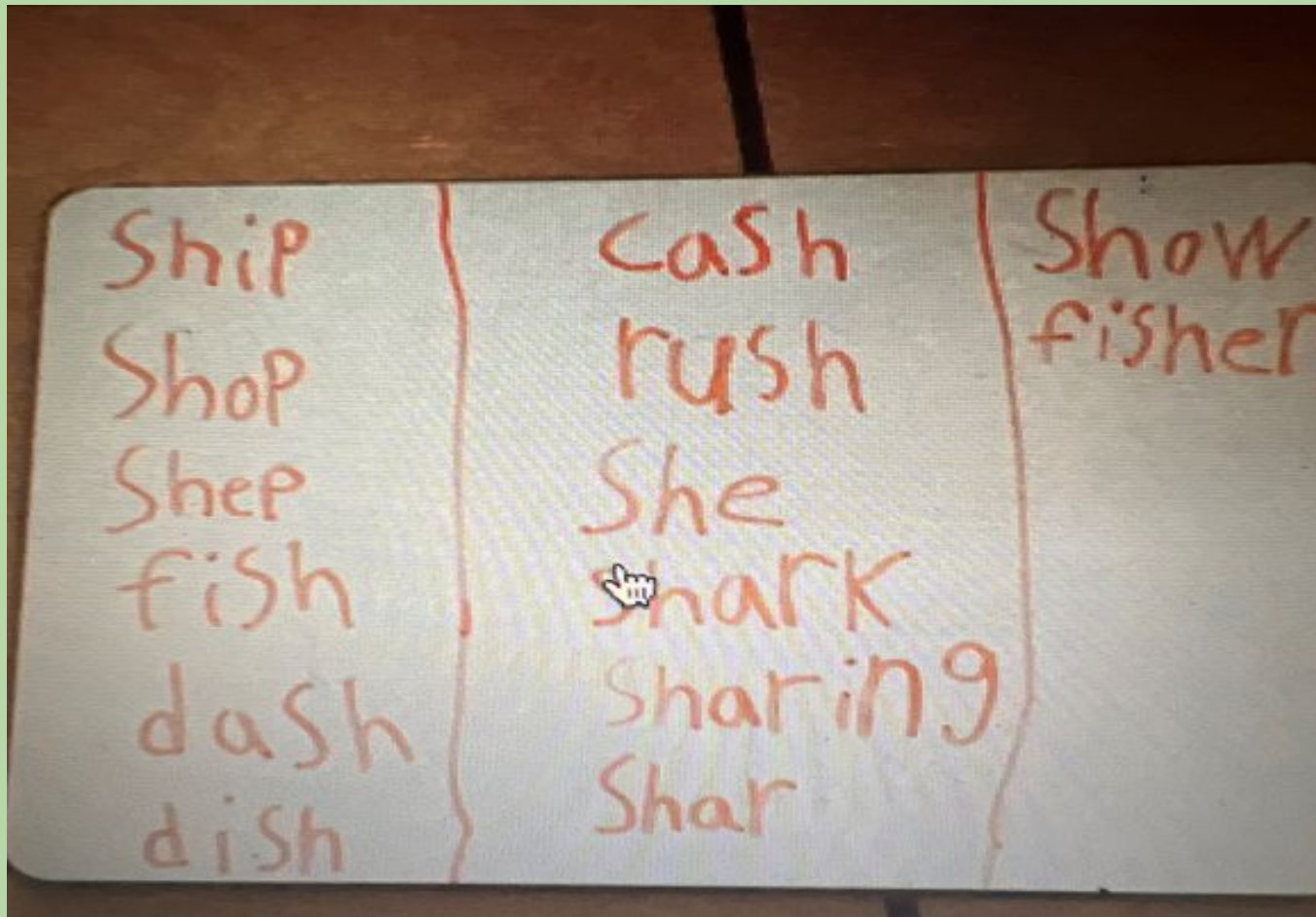
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**Grade 1/2** We are learning phonics sounds “sh” and “th” and creating words using magnet letters and whiteboards.



# Grades 1 & 2



# Grades 1 & 2



I am grateful for

<sup>Nayara</sup>  
~~I am my friends~~

because they play  
with me.



<sup>bn</sup>  
I am grateful for

~~my grandpa because~~

~~he makes me food.~~




I am grateful for

~~my MOM and~~

~~Dad.~~

Milaxa

# Grades 1 & 2




Jeffrey

I am grateful for

I am grateful for  
my familys.


Jeffrey



I am grateful for

♡mom♡

I am thankful for austin because he give  
me a Nic grl.



I am grateful for

I am grateful for  
my friends. george

# Grades 1 & 2



chantelle

I am grateful for my mom

my mom and dad

chantelle



My family and

my papa Angel



I am grateful for

my family

me family

# Grades 1 & 2



Angel

I am grateful for

my family's and

friends.

Angel



I am grateful for

Leix because she

skied to me.

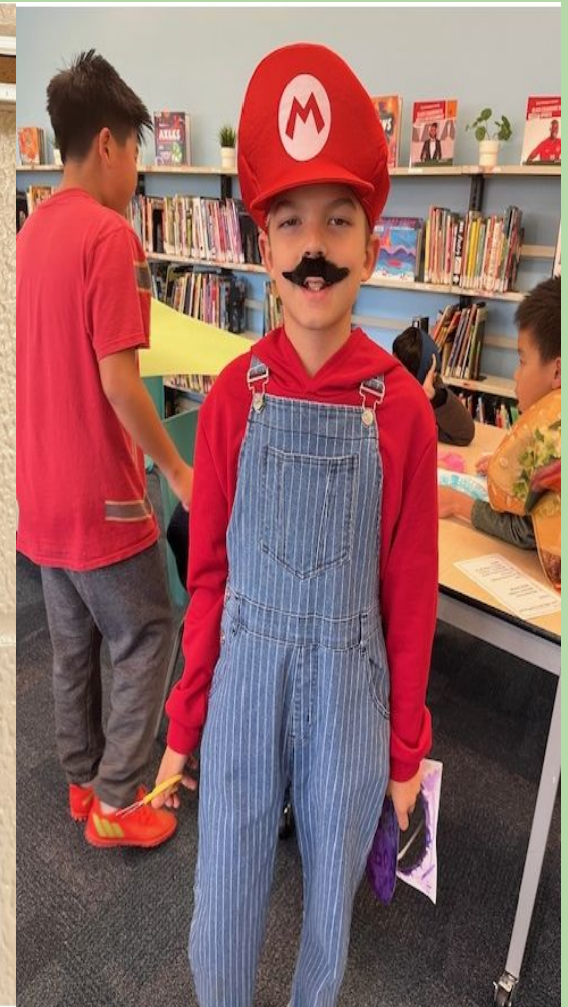
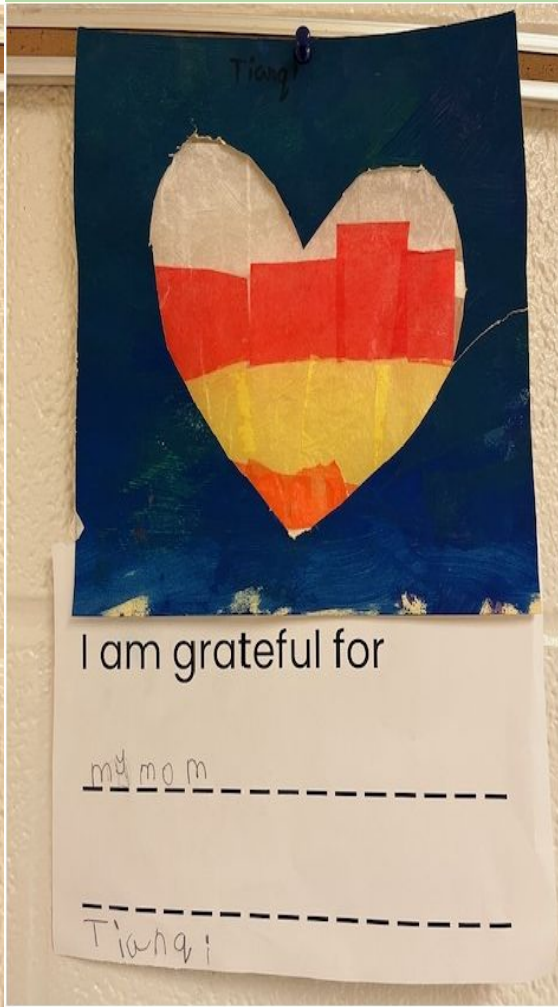


I am grateful for

god. because god will

and fun

# Grades 1 & 2

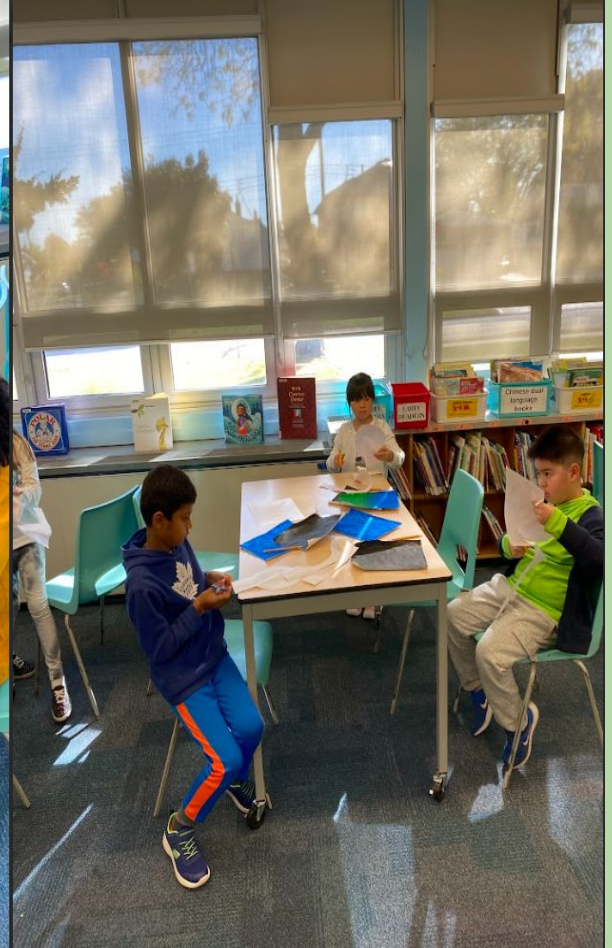


# Grades 1 & 2 - Painting with Mrs. Feldman

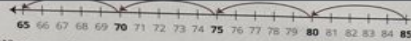




# Grades 2 & 3 - Painting with Mrs. Feldman



# Grades 2 & 3 are great at Math



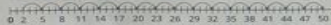
When you skip count backwards by 10s, you skip nine numbers each time.  
For example, when you count backwards by 10s starting at 90, you say 80, 70, 60, ..., but you skip all the numbers between 90 and 80, between 80 and 70, and so on.

## Patterns in Charts and on Number Lines

Start at 2, and keep adding 3.

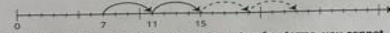
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



## Creating a Pattern From a Number-Line Picture

When a pattern is shown on a number line, you can usually figure out what the pattern rule might be.  
For example, this is a picture of the pattern 7, 11, 15, ... The pattern probably continues 19, 23, ... since the rule is probably this: Start with 7 and keep adding 4.



However, since the pattern is shown for only a few terms, you cannot be sure how it continues. For example, the pattern could be 7, 11, 15, 7, 11, 15, ... or 7, 11, 15, 20, 24, 28, 33, 37, 41, ...

## Relating a Number Pattern to a Rule or a Picture

Start at 8, and keep adding 12.  
E.g., 8, 20, 32, 44, 56, 68, ...

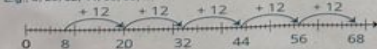


Table of Values

Term position	Term value
1	8
2	20
3	32
4	44
5	56
6	68

## What Is an Increasing (or Growing) Pattern?

### Pattern?

A pattern with a repeated increase of some sort is called an increasing (or growing) pattern. Here are some examples:  
1, 2, 3, 4, ... (The term values increase by 1 each time.)  
3, 8, 13, 18, 23, ... (The term values increase by 5 each time.)

Increasing patterns can also be shapes or actions instead of numbers, for example:



Clap 1 time, clap 3 times, clap 5 times, clap 7 times, ...

## Describing an Increasing or Growing Pattern

### Pattern

When you describe a pattern like this one, you can say, "The pattern starts at 3 and goes up by 2 each time."  
3, 5, 7, 9, ...

When you describe a pattern like this one, you can say, "The pattern starts at 12 and goes up by 3 each time."



## Notes

Even when you see a pattern such as 2, 4, 6, 8, ... you can't really be sure the next number is 10. You can think that it would make sense if the pattern continues 10, 12, ...  
However, it is possible that the pattern continues a different way, such as 2, 4, 6, 8, 12, 14, 16, 18, 22, 24, 26, 28, ...

## Representing Patterns

Numbers can be represented in different ways:



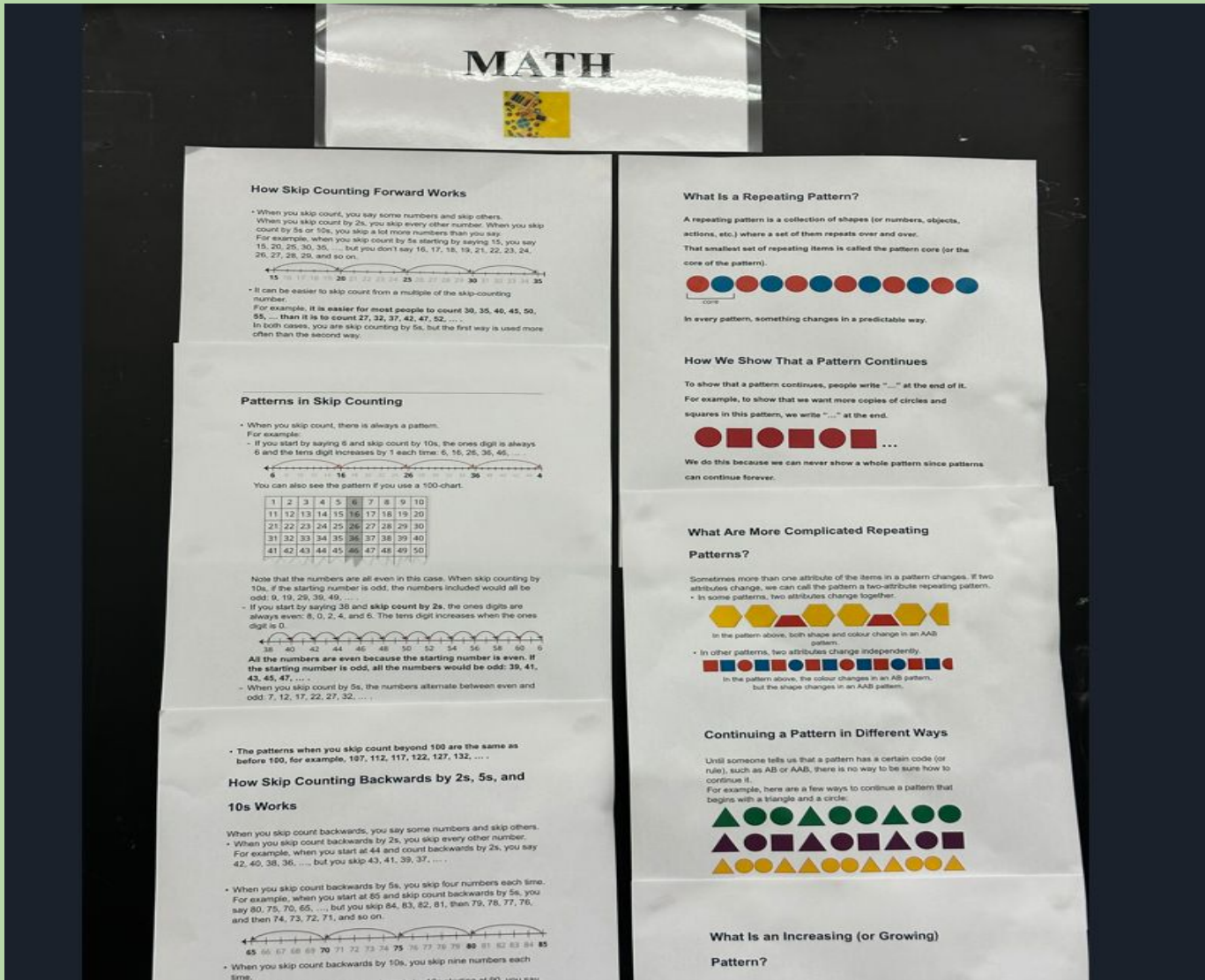
Similarly, patterns can be represented in different ways too. This is called translating the pattern. The different ways might involve switching from numbers to shapes or actions.

For example, the number pattern 7, 10, 13, 16, ... can also be represented in these ways:



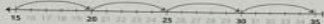
Hop 7 times, hop 10 times, hop 13 times, hop 16 times, ...

# Grades 2 & 3 are great at Math



## How Skip Counting Forward Works

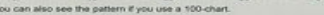
When you skip count, you say some numbers and skip others. When you skip count by 2s or 5s, you skip every other number. When you skip count by 5s or 10s, you skip a lot more numbers than you say. For example, when you skip count by 5s starting by saying 15, you say 15, 20, 25, 30, 35, ... but you don't say 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, 29, and so on.



It can be easier to skip count from a multiple of the skip-counting number. For example, it is easier for most people to count 30, 35, 40, 45, 50, 55, ... than it is to count 27, 32, 37, 42, 47, 52, ... In both cases, you are skip counting by 5s, but the first way is used more often than the second way.

## Patterns in Skip Counting

When you skip count, there is always a pattern. For example, if you start by saying 6 and skip count by 10s, the ones digit is always 6 and the tens digit increases by 1 each time: 6, 16, 26, 36, 46, ... You can also see the pattern if you use a 100-chart.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Note that the numbers are all even in this case. When skip counting by 10s, if the starting number is odd, the numbers included would all be odd: 9, 19, 29, 39, 49.

If you start by saying 38 and skip count by 2s, the ones digits are always even: 8, 0, 2, 4, and 6. The tens digit increases when the ones digit is 0.



All the numbers are even because the starting number is even. If the starting number is odd, all the numbers would be odd: 39, 41, 43, 45, 47, ...

When you skip count by 5s, the numbers alternate between even and odd: 7, 12, 17, 22, 27, 32, ...

The patterns when you skip count beyond 100 are the same as before 100, for example, 107, 112, 117, 122, 127, 132, ...

## How Skip Counting Backwards by 2s, 5s, and 10s Works

When you skip count backwards, you say some numbers and skip others. When you skip count backwards by 2s, you skip every other number. For example, when you start at 44 and count backwards by 2s, you say 42, 40, 38, 36, ... but you skip 43, 41, 39, 37, ...

When you skip count backwards by 5s, you skip four numbers each time. For example, when you start at 85 and skip count backwards by 5s, you say 80, 75, 70, 65, ... but you skip 84, 83, 82, 81, then 79, 78, 77, 76, and then 74, 73, 72, 71, and so on.



When you skip count backwards by 10s, you skip nine numbers each time.

## What Is a Repeating Pattern?

A repeating pattern is a collection of shapes (or numbers, objects, actions, etc.) where a set of them repeats over and over.

The smallest set of repeating items is called the pattern core (or the core of the pattern).



In every pattern, something changes in a predictable way.

## How We Show That a Pattern Continues

To show that a pattern continues, people write "..." at the end of it.

For example, to show that we want more copies of circles and squares in this pattern, we write "..." at the end.

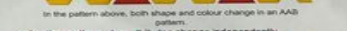


We do this because we can never show a whole pattern since patterns can continue forever.

## What Are More Complicated Repeating Patterns?

Sometimes more than one attribute of the items in a pattern changes. If two attributes change, we can call the pattern a two-attribute repeating pattern.

In some patterns, two attributes change together.



In the pattern above, both shape and colour change in an AAB pattern.

In other patterns, two attributes change independently.



In the pattern above, the colour changes in an AB pattern, but the shape changes in an AAB pattern.

## Continuing a Pattern in Different Ways

Until someone tells us that a pattern has a certain code (or rule), such as AB or AAB, there is no way to be sure how to continue it.

For example, here are a few ways to continue a pattern that begins with a triangle and a circle:



## What Is an Increasing (or Growing) Pattern?

# Grades 2 & 3 Halloween



# Grades 4 & 5 - Painting with Mrs. Feldman



# Grades 4 & 5 - Painting with Mrs. Feldman



# Grades 4 & 5 - Halloween



# Grades 4, 5 and 6 are learning to play instruments

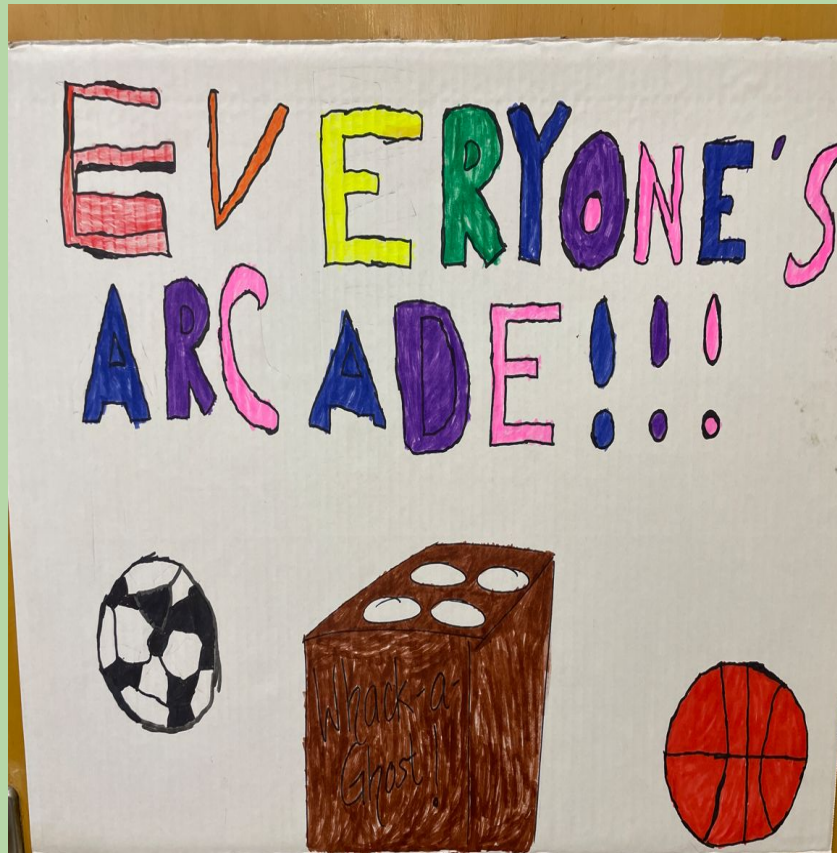




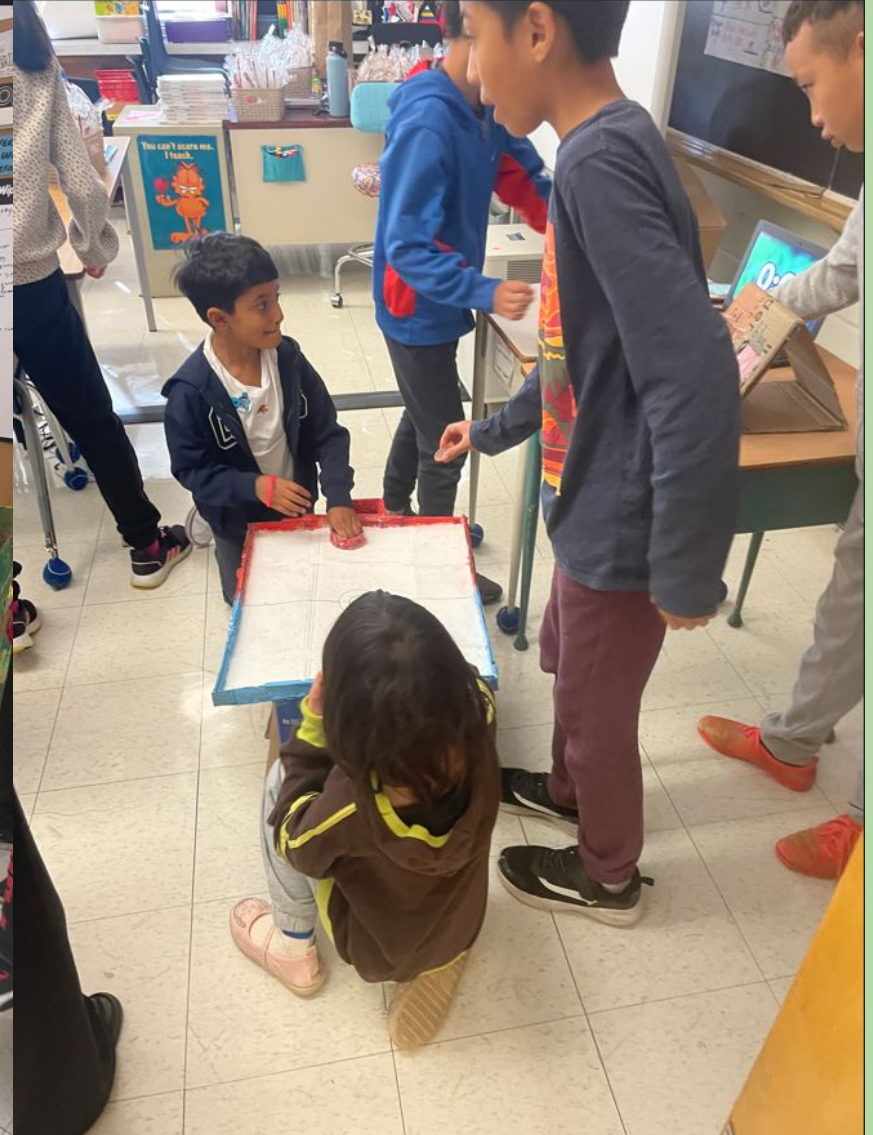
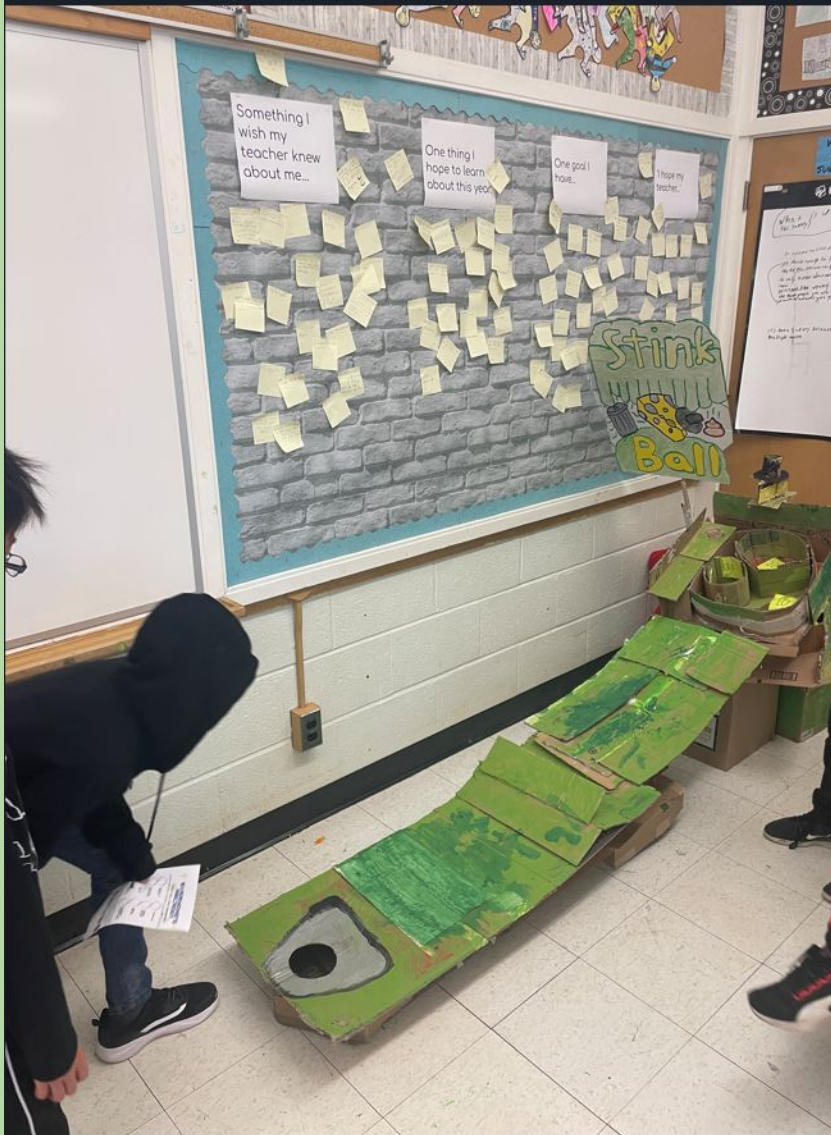
# Gr. 5 & 6 - Painting



Grades 5 and 6 students used an engineering design process to design, build, and test devices, models, structures, and systems. This was shown during the creation of cardboard arcade games.



# Gr. 5 & 6 host the whole school in small groups to teach about their arcade games.



**Grades 5 & 6 led the rest of the students in exploring the arcade games.**



**Gr. 5 & 6 visited the Toronto Holocaust Museum. They also met a survivor from the Holocaust. They learned that racism is dangerous, hurtful and harmful.**



Toronto Holocaust Museum

# Gr. 5 & 6 - Flag Day



**Grades 5 & 6 - Flag Day they prepared flags to represent the countries students identify with so each student could have a flag.**

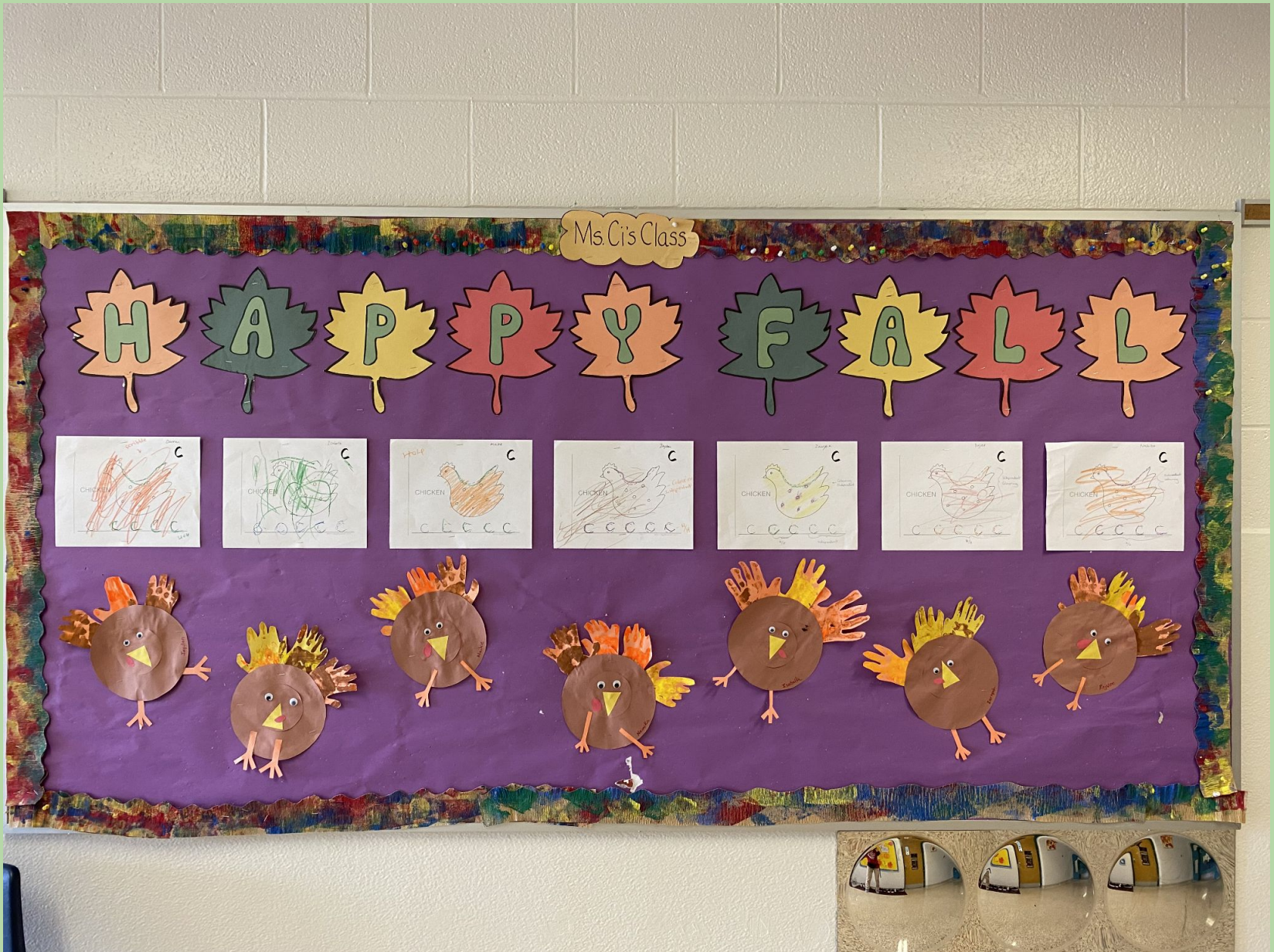


# Flag Day - each student had their own flag.





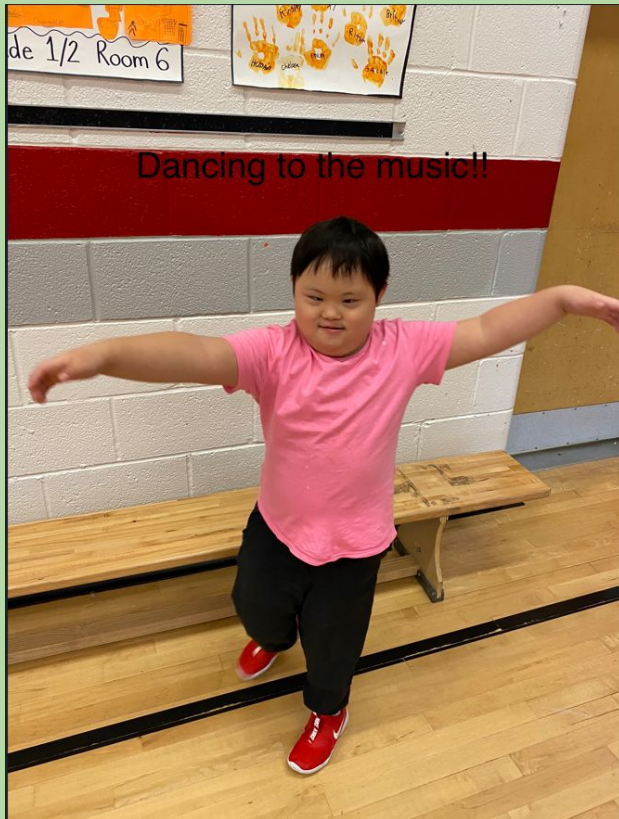
# Grades 1 - 3



# Grades 1 - 3



# Grades 1 - 3



Dancing to the music!!



Dancing to the music!!



Playing the guitar!!

# Grades 1 - 3



Attending Circle Time with Ms Yuen



I am playing my favorite puzzle after completing my Table Work.

# Grades 1 - 3



This is a star!!



I am learning to look and point!!



I am learning to ride a tricycle.

# Grades 1 - 3

I am riding a plasma car in the gym!!



I love Playbin Time!!

# Grades 1 - 3 - Twinning Spirit Day

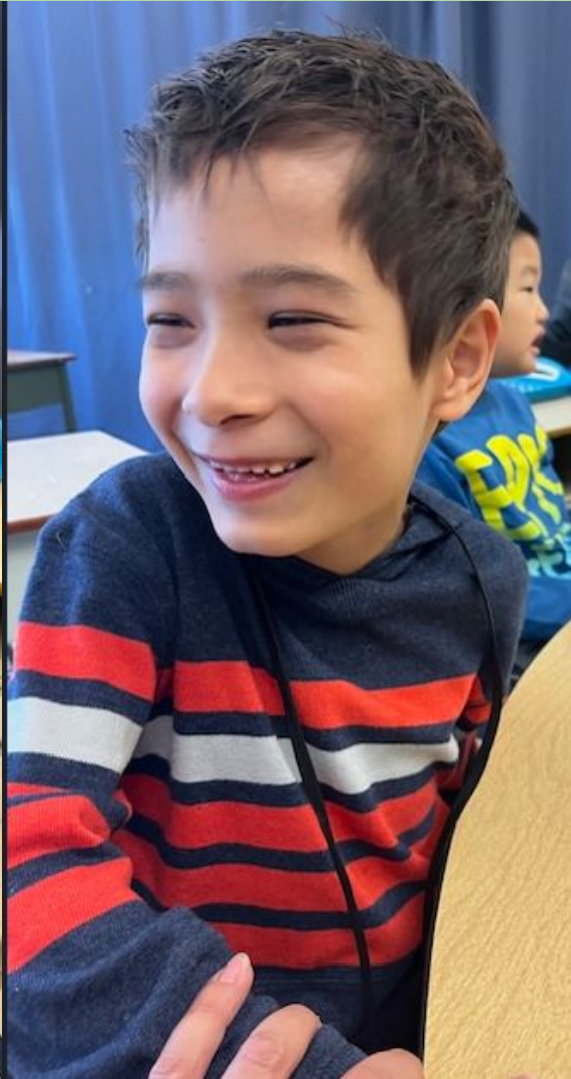


# Grades 1 - 3 - Crazy Hair Day

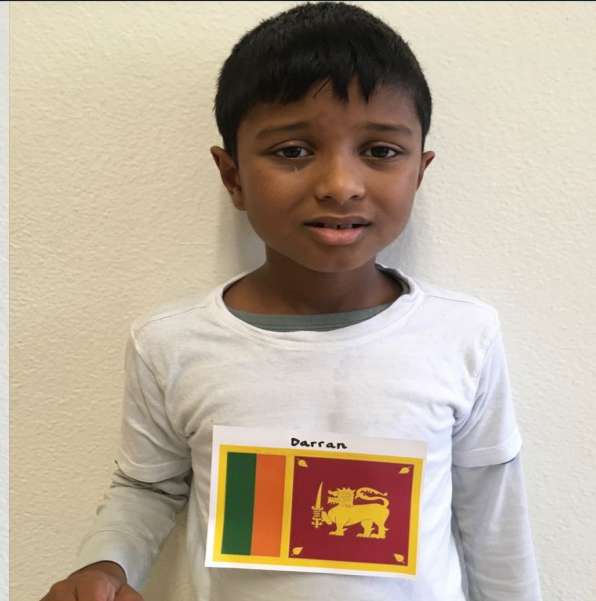




# Grades 1 - 3 - Crazy Hair Day



# Grades 1 - 3 - Flag day



# Grades 1 - 3 - Flag day



# Grades 1 - 3 - Halloween



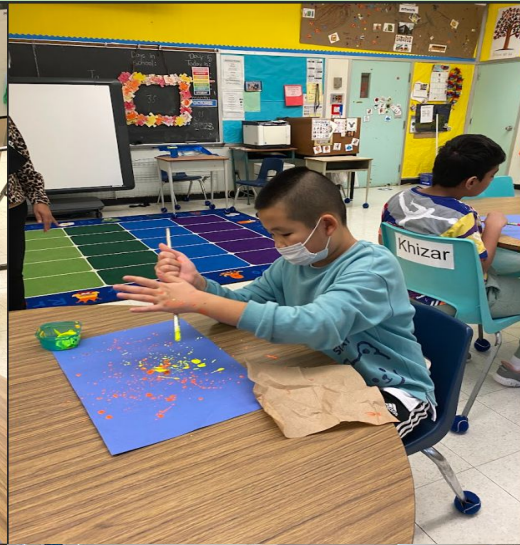
# Grades 1 to 3 - Painting with Mrs. Feldman



# Grades 4 to 6 - Painting with Mrs. Feldman



# Grades 4 to 6 - Painting with Mrs. Feldman



# Grades 4 to 6 - Painting with Mrs. Feldman





# Grades 4 to 6 - Autumn



# Grades 4 to 6

We made yogurt parfait.  
It was delicious!



# Grades 4 to 6

## What's Cooking?

### Our recipe:

How to make a mini pizza



You will need:



1) Open up 1 english muffin.



2) Put on pizza sauce with a spoon.



3) Put on some cheese.



4) Put the mini pizza in the microwave for 30 seconds.



5) Take the mini pizza out of the microwave.



6) Eat and enjoy!



Jacob, Hanson, Khizar, Leo and Cyril are cutting their english muffin in half.



Jacob, Hanson, Khizar, Leo and Cyril are spreading pizza sauce.



Jacob, Hanson, Khizar, Leo and Cyril are putting on some cheese.



We put our pizzas in the microwave. Then, we ate them. It was so yummy!



## How to make cupcakes:



**Step 1:** We put cupcake liners into our cupcake pan.  
**Step 2:** We poured the cake mix into the bowl.



**Step 3:** We put 1 cup of milk and 1/2 cup of corn oil into the bowl.  
**Step 4:** We cracked 3 eggs into the bowl.



**Step 5:** We mixed all of the ingredients (cake mix, milk, corn oil and eggs). We enjoyed mixing everything together!



**Step 6:** We scooped and poured the batter into the cupcake pan.  
**Step 7:** We put the cupcakes in the oven for 25 minutes at 350°F.



**Step 8:** After the cupcakes were done baking, we took them out to cool down. Then, we ate and enjoyed our cupcakes. Yummy!

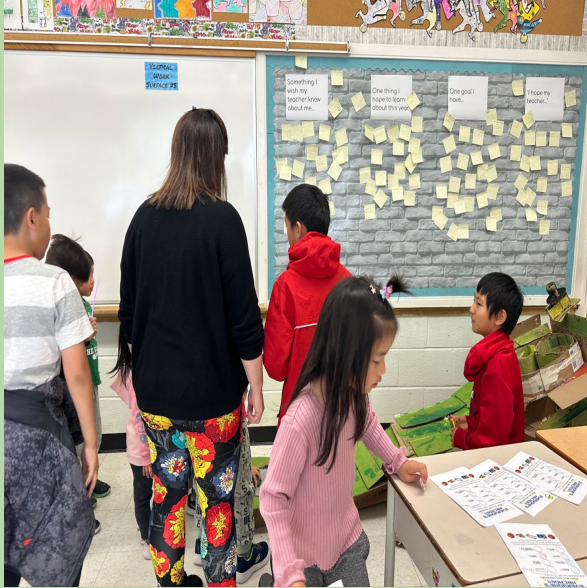
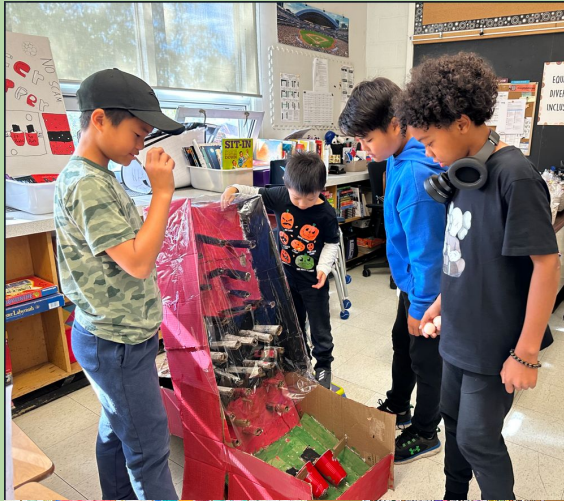


Yummy!

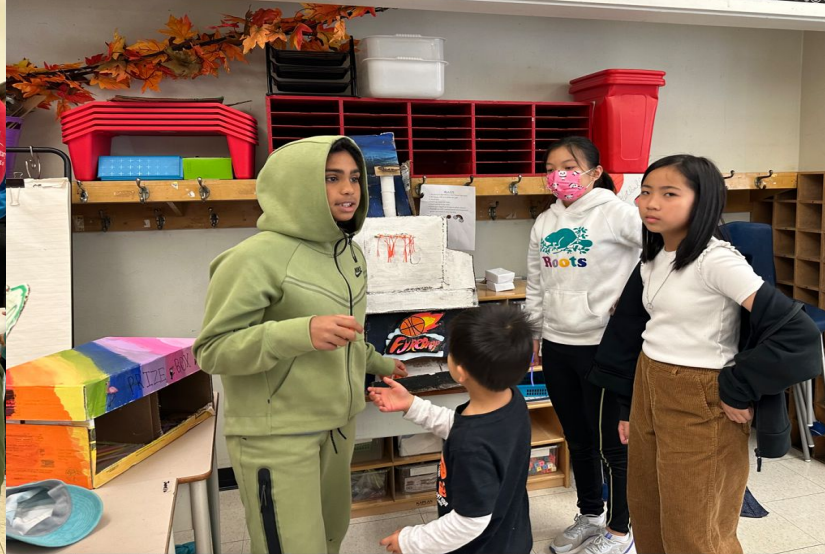
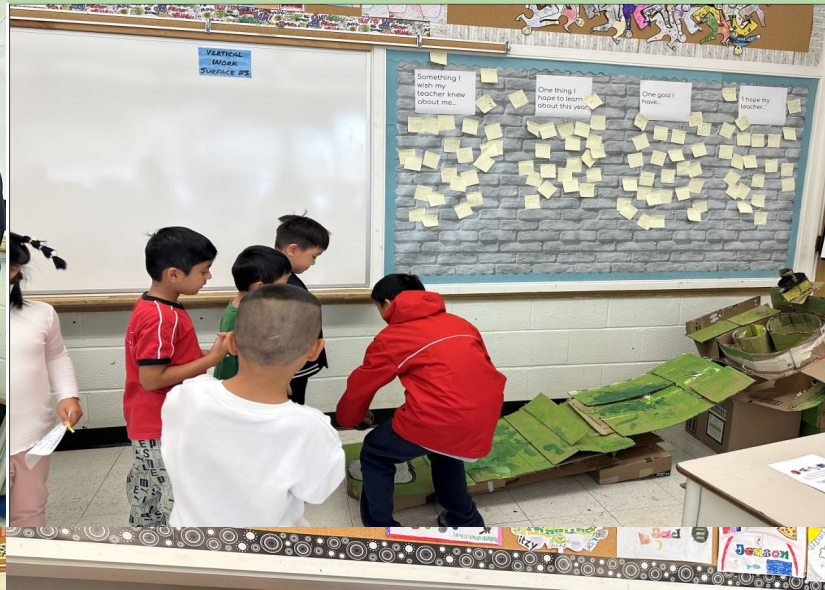
# New Books at Lynwood!



# Arcade Activities



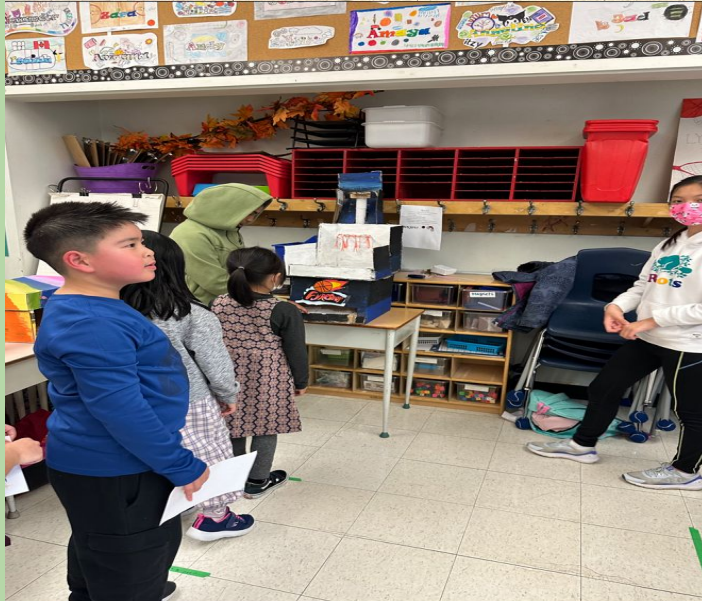
# Arcade Activities



# Arcade Activities



# Arcade Activities







أشهر المذاهب  
والتي هي من المذاهب  
التي هي من المذاهب  
التي هي من المذاهب



*Junior students*

USED  
DIFFERENT LINES AND SHAPES IN  
THEIR RADIAL DESIGN OF A DOT.  
THEY ALSO USED WATER COLOUR  
TO COLOUR THEIR DOTS.

# School Council Community Event



# School Council Community Event



# School Council Community Event



# School Council Community Event



# School Council Community Event



# School Council Community Event





# Reconciliation Assembly - Responsibility

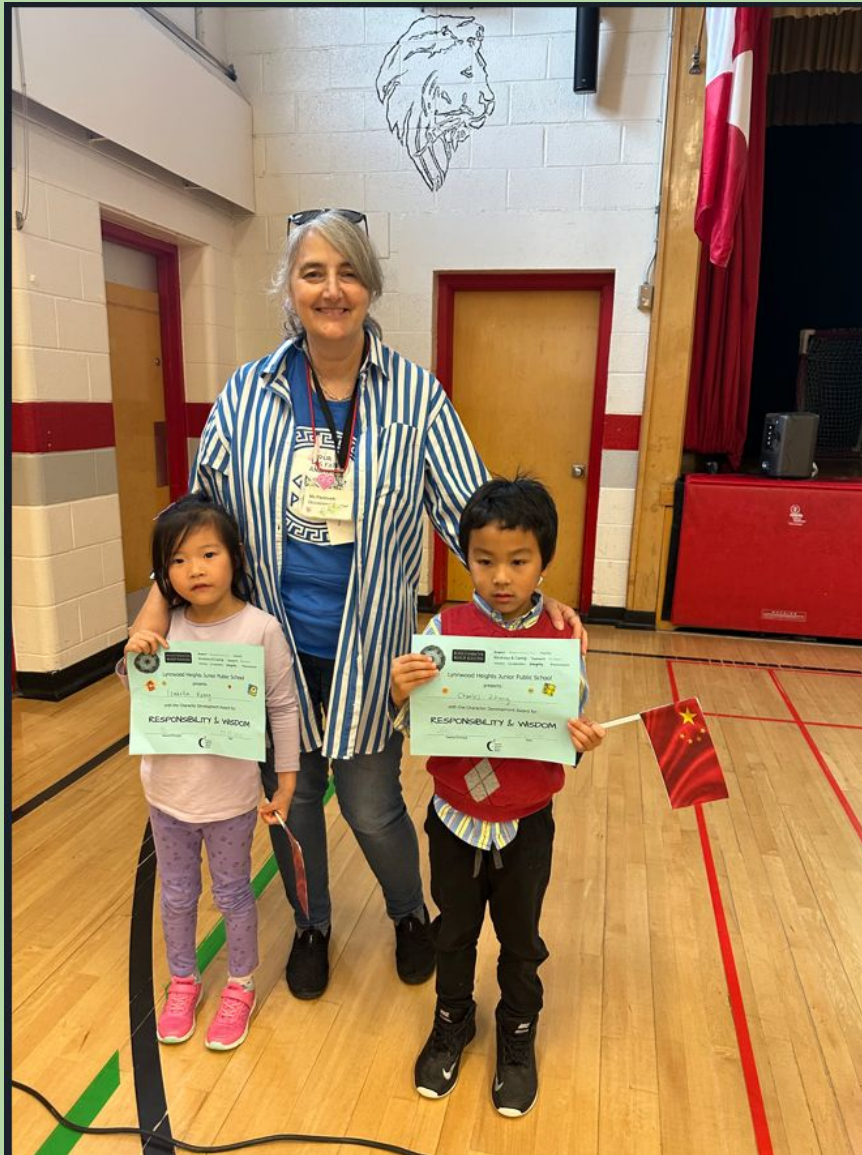


**JS Kindergarten - Mr. Rothman**

# Assembly - Character Trait - Responsibility

## Grandfather Teaching - Gwekwaadziwin

### Grade 1



# Assembly - Character Trait - Responsibility

## Grandfather Teaching - Gwekwaadziwin



**Gr. 1 & 2 Ms. Foulidis**

# Assembly - Grandfather Teaching - Gwekwaadziwin

## Character Trait - Responsibility



**Gr. 2 & 3**

# Assembly -

## Grandfather Teaching - Gwekwaadziwin

### Character Trait - Responsibility



**Gr. 4 & 5 Mr. Swire**

# Assembly -

## Grandfather Teaching - Gwekwaadziwin

### Character Trait - Responsibility



**Gr. 5 & 6 Ms. Alexander**

# BRAVO to the students who showed the - Grandfather Teaching of Gwekwaadziwin and the Character Trait of Responsibility

