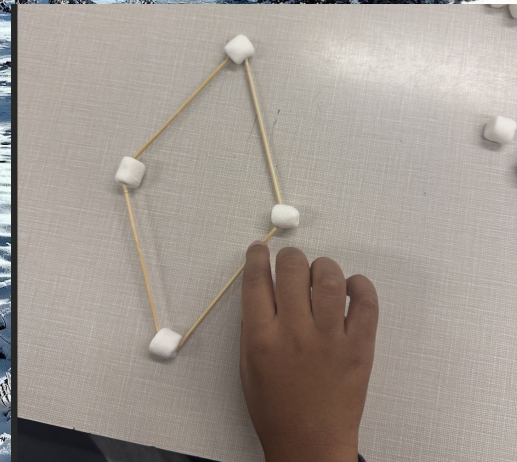
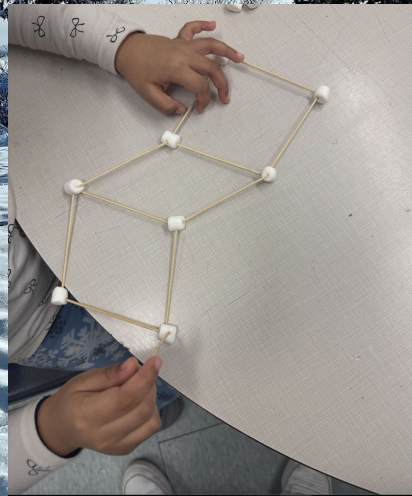
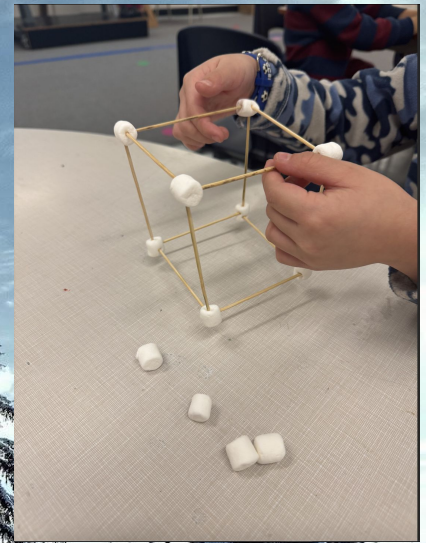
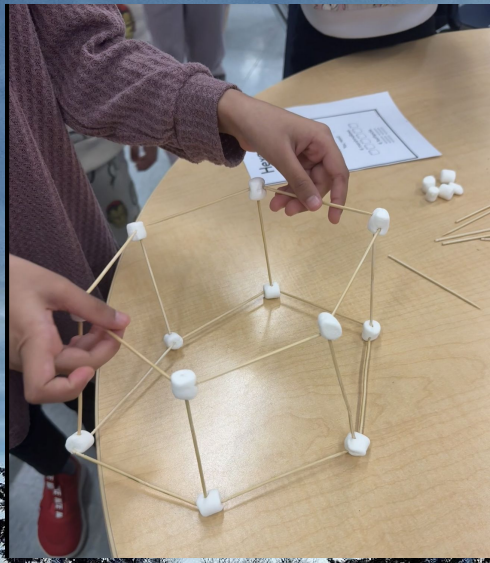


Kindergarten B

In December, we ended our math unit of 2D and 3D shapes by creating our own shapes.

Students were given toothpicks and marshmallows to create their favourite shape they learned.

Students that created 2D shapes then counted the shapes sides and vertices and those that created 3D shapes counted the shapes faces, edges and vertices.



Kindergarten C

We not only made wonderful food crafts for the concert, but we also used them to make pictographs which helped us organize and collect information through writing and counting.



1/2A and 1/2B

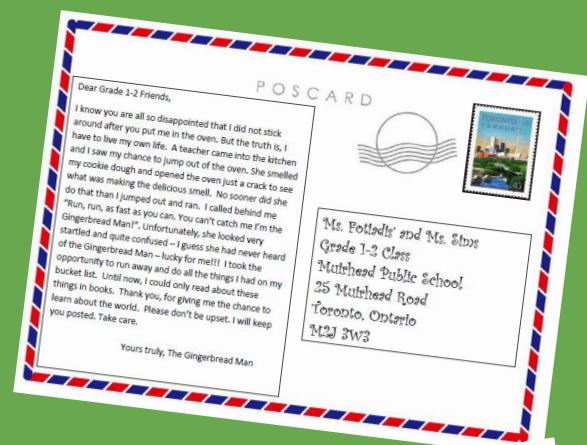


The Gingerbread Man Saga....

Thank you Muirhead for all your hard work in helping us to look for our lost Gingerbread Man. As you have probably already heard - our Gingerbread Man contacted us through numerous postcards to let us know that he is now down south enjoying the sun and sand. For those of you that don't know what we are talking about, well, we will tell you... It all started one week before the winter holidays. Our grade 1-2 classes did a study of the many Gingerbread Man books. We read, compared and looked for patterns in a number of versions of this story, including: "The Gingerbread Man", "The Gingerbread Baby", "The Gingerbread Man Loose In The School". As part of our story study, we decided to bake our own Gingerbread Man. We were so excited...we mixed the dough, we rolled it out, we cut out our gingerbread man shape and we all took turns decorating him with rainbow coloured Skittles. We put him in the oven and waited with anticipation, while he baked. Our school was filled with the delicious smell of baking gingerbread.

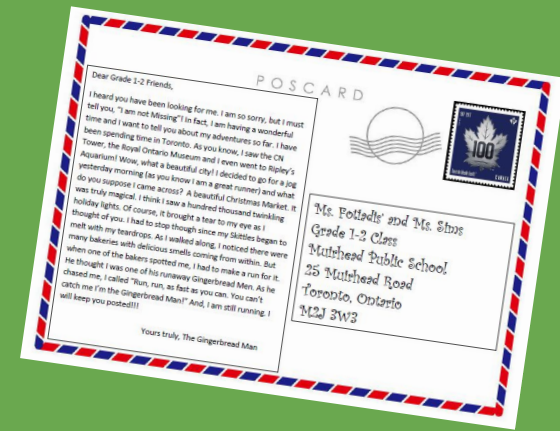
1/2A and 1/2B

When it came time to take him out of the oven, we all crowded around the oven, squealing with delight at the thought of sinking our teeth into this yummy cookie. However, upon opening the oven door we discovered (much to our horror) that the Gingerbread Man was gone and all that was left in his place were a few measly crumbs. You can imagine our disappointment and shock. Well the grade 1-2 students were not going to stand for that – we were determined to find our Gingerbread Man! To this end, we decided to create MISSING posters. We drew pictures of our gingerbread man, we added colourful descriptions and gave all the needed information about who to contact if he should be found. We displayed our posters around the school for all to see and for all to help with the search. We also made announcements of our lost gingerbread man and requested the help of all staff and students in our school.



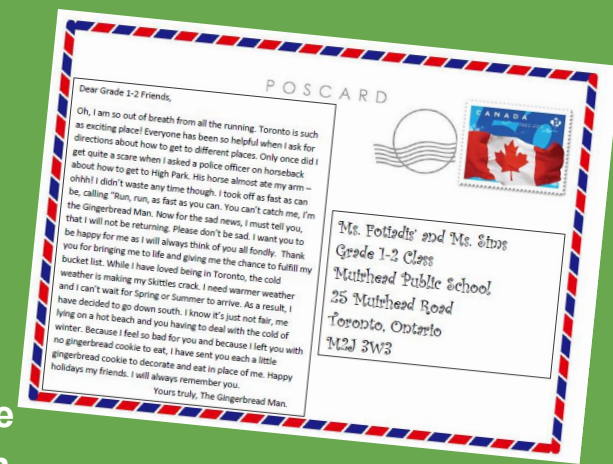
1/2A and 1/2B

Just when we had given up all hope of ever finding him, Ms. Stewart arrived in our classroom one day and announced that a special delivery had arrived for our class. It was a postcard and you will never guess who it was from! That's right – the Gingerbread Man himself!!! It seems he found the perfect opportunity to jump out of the oven when a curious teacher opened the oven door. Although he regretted having to leave us as he did, he said he wanted desperately to do the many things he had on his bucket list. Although we were very sad to hear that he had left our school, we did understand. Well, you can imagine our surprise when the very next day, Ms. Kates arrived with yet a second postcard from our Gingerbread Man. He proceeded to tell us of his many adventures in Toronto and his near death experience when chased by a local baker who mistook him for one of his Gingerbread Men who recently also ran away.



1/2A and 1/2B

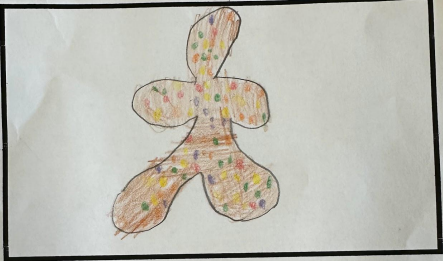
Then again, in a third postcard to our class, he explained that although he wanted very much to stay in Toronto, the cold weather was causing his Skittles to dry and crack. As a result, in his last postcard to us, the Gingerbread Man explained that he was not sure if he would come back to visit since he was enjoying his new life on the beach down south. He did however send us boxes of already baked gingerbread cookies to decorate and enjoy and he wished us well and a magical winter holiday. And so, ended the saga of our lost Gingerbread Man. The grade 1-2 students, although sad and disappointed, understood his need to fulfill the things on his bucket list. For we too, have a number of things on our own personal bucket lists that we would like to accomplish one day too. And so we wish him well and hope that perhaps in the near future we will see him again (and yes, we promise, we won't eat him)!!!



1/2A and 1/2B



Missing!




Name Gingerbread Man

Last known location in the oven

Description brown big skittles

If found, please contact the kids in 104

Missing!



Name _____

Last known location WINDSON

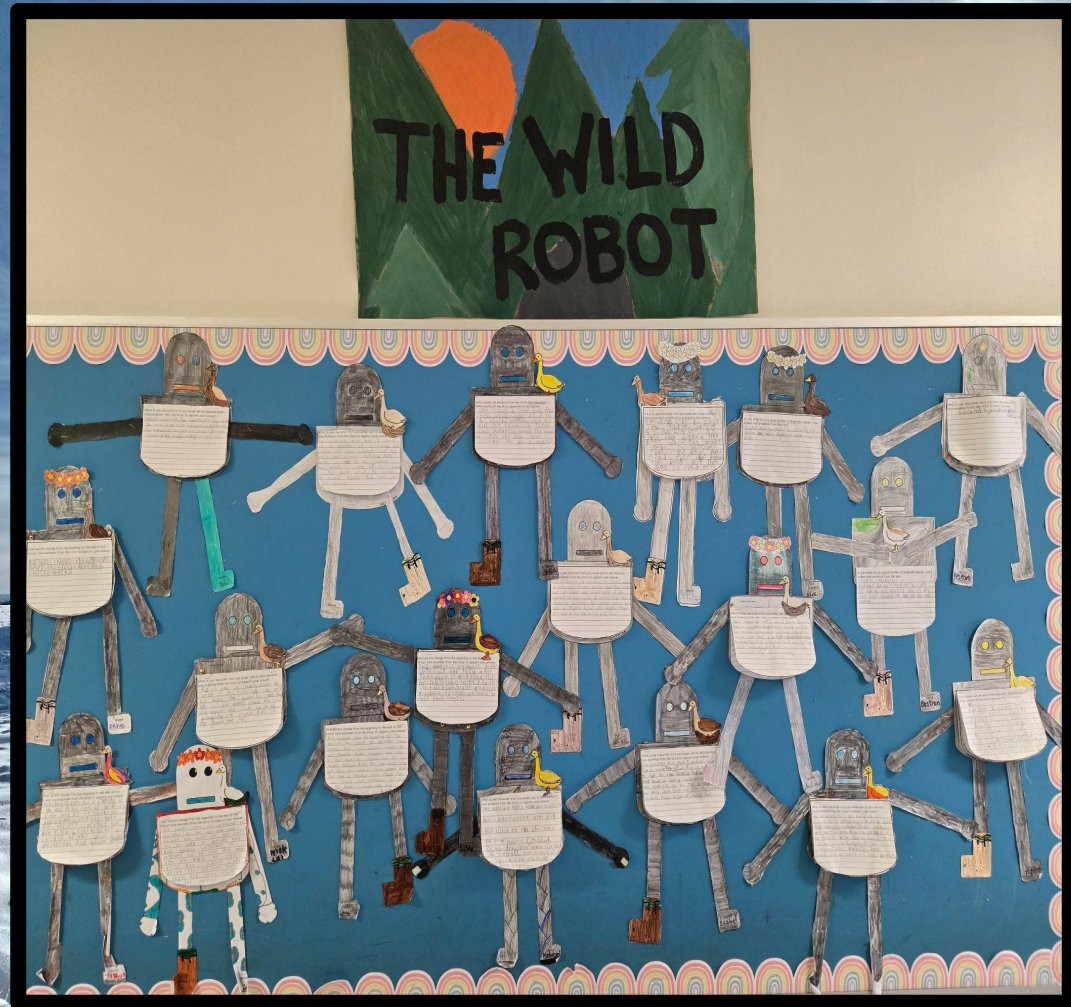
Description brown

If found, please contact Ms. Sims

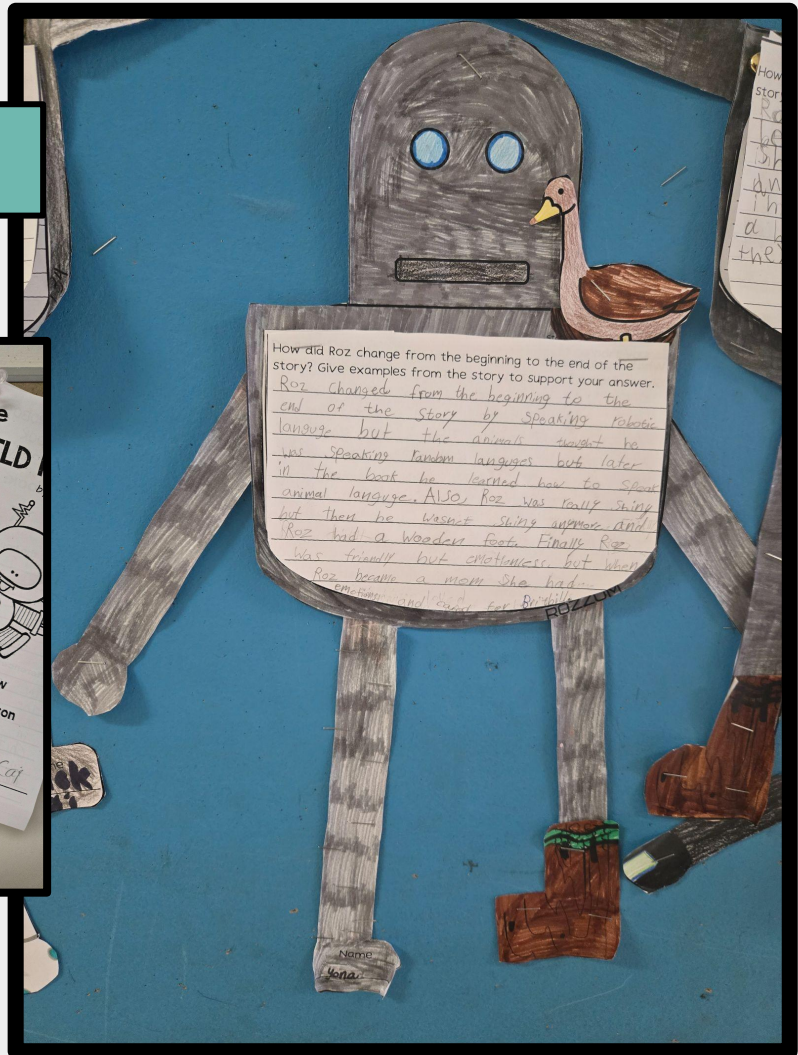
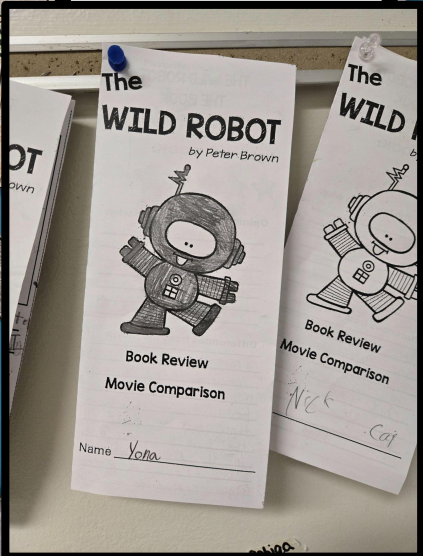
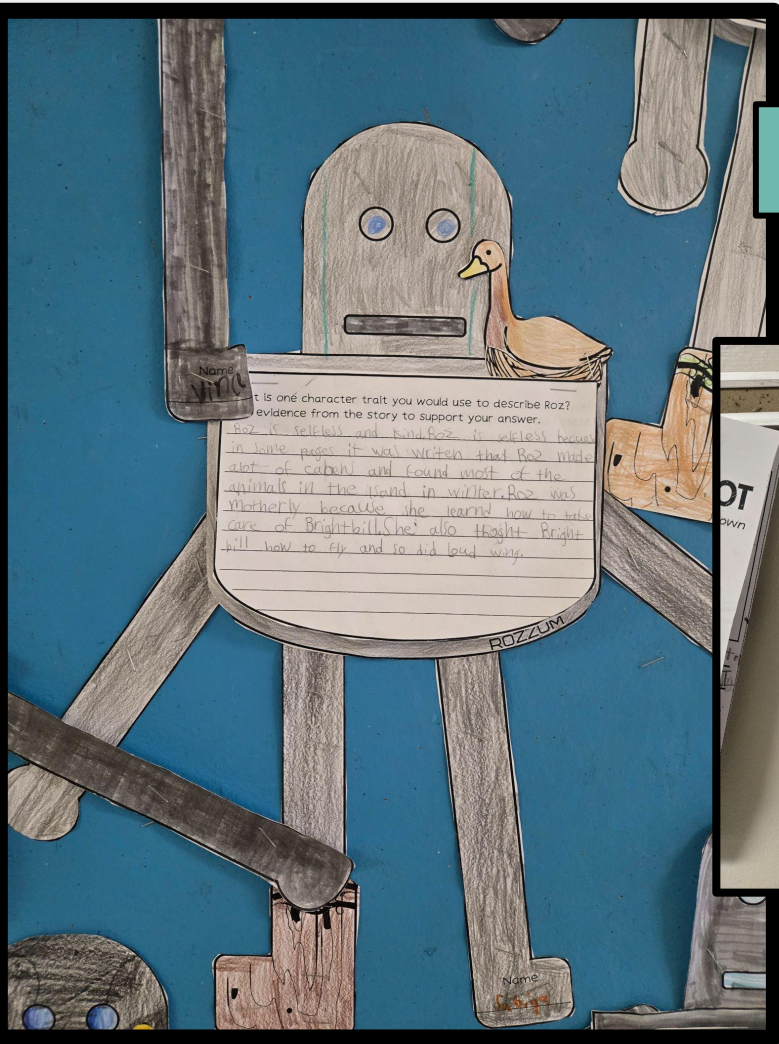


2/3A

After reading *The Wild Robot*, the students reflected on and showcased their understanding by analyzing character development, character traits, point of view, and the main ideas of the novel. To conclude our novel study, the entire school attended a trip to the theatre to watch the movie adaptation. Following the trip, the students compared and contrasted the book and movie, providing thoughtful reviews of both.



2/3A



2/3B

Grade 2/3B read the book “The Most Magnificent Thing” and delved into the different aspects of reading response. We looked at the cover on day one and had so much fun making predictions on what the book might be about. There were so many questions in our minds before, during and after reading the story. After getting to know the rather intriguing magnificent thing we answered 5 W’s and How Questions completing our quest to get at the bottom of “The Most Magnificent Thing”!

RL.2.1 The Most Magnificent Thing Making Predictions

Draw a picture of your prediction

Story Vocabulary to Know Before I Read

What do you see on the cover?

What do you predict will happen?

RL.2.1 The Most Magnificent Thing Making Predictions

Draw a picture of your prediction

Story Vocabulary to Know Before I Read

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RL.2.1 The Most Magnificent Thing Making Predictions

Draw a picture of your prediction

Story Vocabulary to Know Before I Read

What do you see on the cover?

What do you predict will happen?

RL.2.1 The Most Magnificent Thing 5 W's and How Questions

Who is creating the most magnificent thing?

When does the girl decide to build the most magnificent thing?

Where do the girl and her assistant work on the most magnificent thing?

RL.2.1 The Most Magnificent Thing Making Predictions

Draw a picture of your prediction

Story Vocabulary to Know Before I Read

What do you see on the cover?

What do you predict will happen?

The Most Magnificent Thing 5 W's and How Questions (Continued)

What happens when the girl chunches her finger?

Why do the girl and her assistant go on a walk?

How does the girl finally fix her most magnificent thing?

RL.2.1 The Most Magnificent Thing Asking Questions

What questions do you have about the story?

Before

During

After