

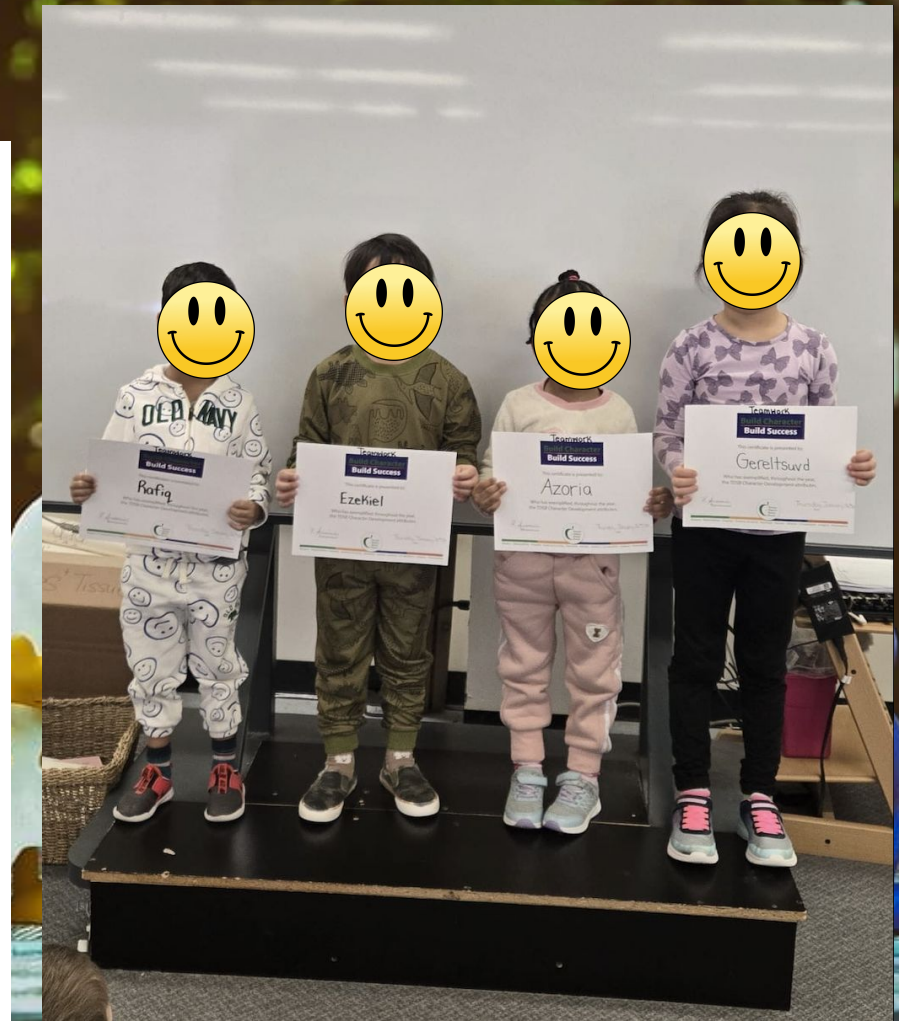
Kindergarten B

In the TDSB, there are monthly themes around character development. In the month of January, the character trait is teamwork. In kindergarten B, we read several stories and texts about what it means to work together to solve problems as a group.

Some of the ideas we brainstormed are;

1. Working together to build something
2. Sharing our feelings to our classmates and teachers
3. Sharing the materials in the classroom
4. Listening to each other and how we can solve a problem together
5. Agree and follow rules and understand how they help us

Congratulations to our four students Rafiq, Ezekiel, Azoria and Gereltsuvd who demonstrated teamwork this month in our classroom. Way to go!



Kindergarten C

In January, we experienced many snowy days and had opportunities to explore the snow using our senses during outdoor playtime. Our class wondered and asked questions such as, Where does snow come from? Why does snow melt? Is ice the same as snow? Are all snowflakes the same? and many more. To satisfy our curiosity, we began an inquiry lesson on snow and explored its many aspects. We read both fiction and non-fiction books to enhance our understanding. Inspired by the book titled 'The Snowy Day', we wrote our own stories about a snowy day. Here is a glimpse of our learning.



Grades 1/2 - Ms. Sims and Ms. Fotiadis



TELL ME A STORY

When Miss Lou was a little girl in Jamaica her grandmother told her stories about a spider named Anancy. The mischievous Anancy is also the main character in many of the stories Miss Lou told.

"Anancy" means "spiderman" - with a human face and spider legs. He is both a magic man and a magic spider who can spin a web and get away. The character of Anancy can be traced back to West Africa where Asante children have been told similar stories.

At the end of each Anancy story she heard as a child, Miss Lou would say "Jack Mandora, me no chose none." In this way children would let the doorman (Jack Mandora) at heaven's door know that they were not responsible for the wicked things done by the loveable rascal Anancy.



"Harbourfront" - By Elliot, Grade 2

Last week the grade 1-2's went to Harbourfront. The first thing we did was making clay masks. The teacher showed us how to do it. Doing it was actually really fun! I tried to do a self-portrait of myself. Then we had snack and lunch. Snack was very delicious. In my bag I had a water bottle, Lunchmates and choco pie. Next we did storytelling. We learned a bit about Jamaica. We met Ms. Lou. She wanted to travel around the world to share a bit of Jamaica, so she created a welcome song in a Jamaican language to teach kids.



Grades 1/2 - Ms. Sims and Ms. Fotiadis

"Harbourfront" - By Niraimathi, Grade 1

Me and my classmates and Ms. Sims' class went to Harbourfront. All of us went on the bus for a long time. Finally all of us arrived! When all of us went inside, the person showed us where the workers worked and we walked in her classroom. She told us her name. Her name was Sarah. Sarah told us how to make clay masks. I made a panda. Then we had lunch and snack at the same time. Then we went to Ms. Karly's classroom. Ms. Karly told us how to make a book. We went back on bus again. When we came back to school we had snack! I felt so excited!



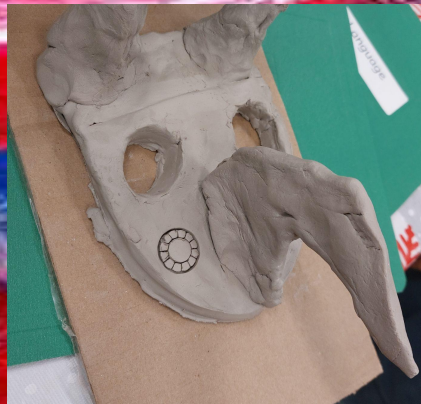
"Harbourfront" - By Nikolina, Grade 1

On Thursday January the 16th my class went to Harbourfront. We all got to do our own clay masks. I made a cat clay mask. When I touched the clay I loved it so much. It felt hard but we got to use silk. Silk is something that can smooth edges. The silk felt watery and chunky. We all had so much fun! We used a bus to go to Harbourfront. My partners were Karena and Bernice.

"Harbourfront" - By Karena, Grade 1

On January 16, 2025 the grade 1-2 classes went on a school bus and the bus drove to Harbourfront. We made clay masks. My clay mask was a cat. The clay was hard and brown. I liked how the clay felt. Next we made our own books. My book cover was a cat. It was made out of paper. At the end we got back on the school bus and we went back to school. The end.

Grades 1/2 - Ms. Sims and Ms. Fotiadis



2/3A - Ms. Yip

In January, the students reflected on their New Year's Resolutions for 2025. They began by reading *Squirrel's New Year's Resolution* to gain a better understanding of what a resolution entails. As a class, we brainstormed achievable goals and then the students used a graphic organizer to outline their personal goals and how they plan to achieve them. With the support of modelled examples, success criteria, anchor charts, and conferencing with the teacher, the students successfully wrote a five-paragraph writing piece that clearly described their goals for 2025.

- Prewriting Outline -
My Goals For 2025

Goal ideas:

<input type="checkbox"/> reading	<input type="checkbox"/> grades	<input type="checkbox"/> math	<input type="checkbox"/> spelling
<input type="checkbox"/> sports	<input type="checkbox"/> health	<input type="checkbox"/> behavior	<input type="checkbox"/> family/home

Topic sentence:

Goal 1	Goal 2	Goal 3
How I plan to achieve it:	How I plan to achieve it:	How I plan to achieve it:

Closing sentence:

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- Editing Checklist -
My Goals For 2025

- indented topic sentence
- neat handwriting
- capital letters
- correct punctuation
- stayed on topic
- quality adjectives
- sentences do not all start the same way
- correct use of transition words
- topic and closing sentence
- peer edited by: _____



Student Writing Samples

I love new years. It is a time to remember 2024 and think of new year goals in 2025!

My first goal for the new year is to get better at reading and writing for school. I will achieve this goal by challenging myself to read more novels and start to write stories.

My second goal is remember the timetables and do more multiplication. I will achieve this goal by challenging myself to multiply faster and memorising the 7 and 8 times table.

My last goal is to be more nice to the planet. I will achieve this goal by throwing away less trash insted I will recycle it or reuse it. Also I will reduse use of polution because its bad for the earth.

In conclusion I have many high hopes for the new year but I plan to focus on the three goals I mentioned before. Such as improving with reading and writing, multiplication, and being more nice to the earth.

By: Isabel, Grade 2

I have three goals that I am going to try to achive in 2025.

The first goal is to learn how to swim. I will achive this by taking more lessons at home and by listening to instructions. I want to learn this so I don't have to use a pool noodle.

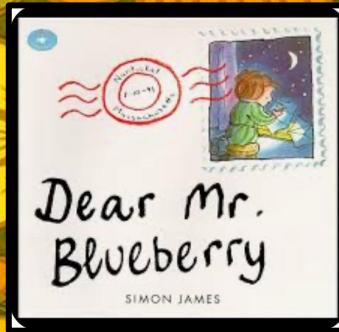
My second goal is to improve my reading skills by spending more time reading, by reading more chapter books, and by reading less picture books. I want to achive this so I can be beter at reading.

Lastly, my third goal is to eat more heathy food. I will achive this by eating egg and berrys for breakfast and by eating more green vegtebales and decresing my sugar levels. I want to achive this so I won't get sick easly.

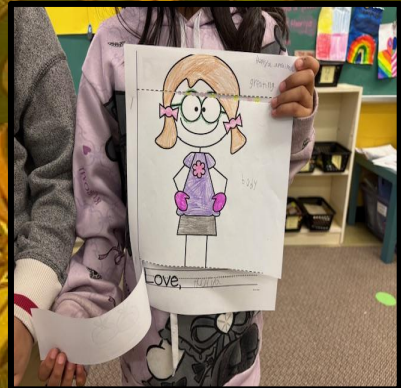
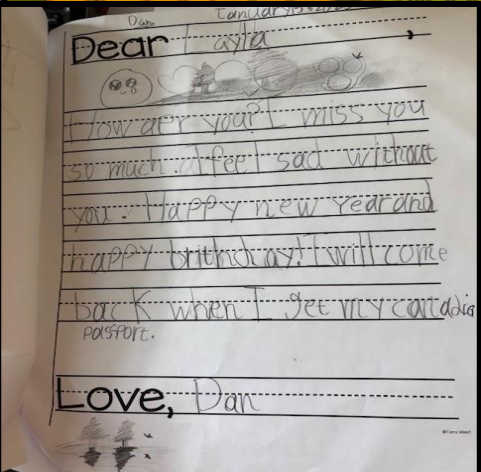
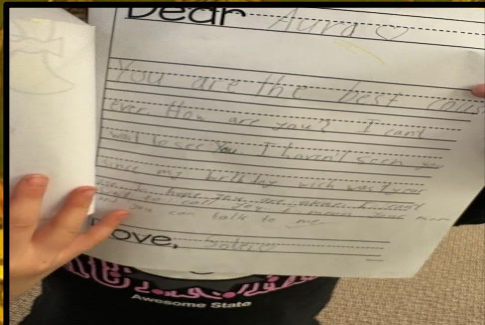
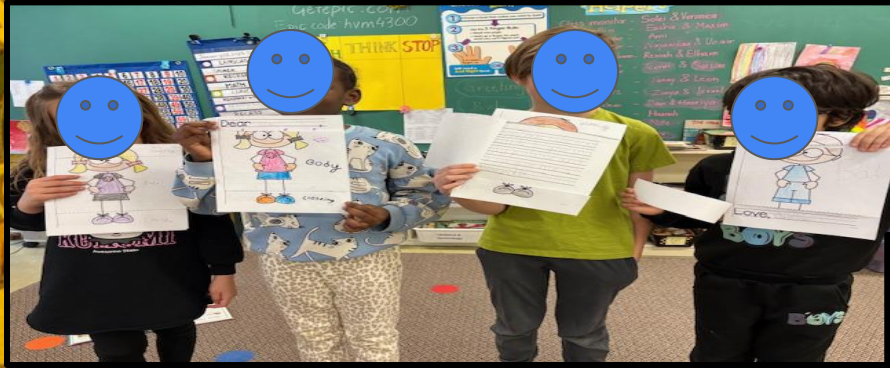
In conclusion, I have three goals I will try to achive. The first one is to learn how to swim, the second is to be beter at reading and the third is to eating healthier.

By: Sabiqa, Grade 3

2/3B MS. Goel

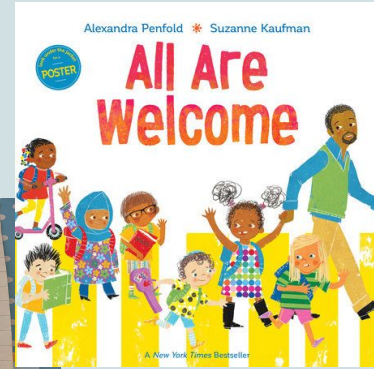
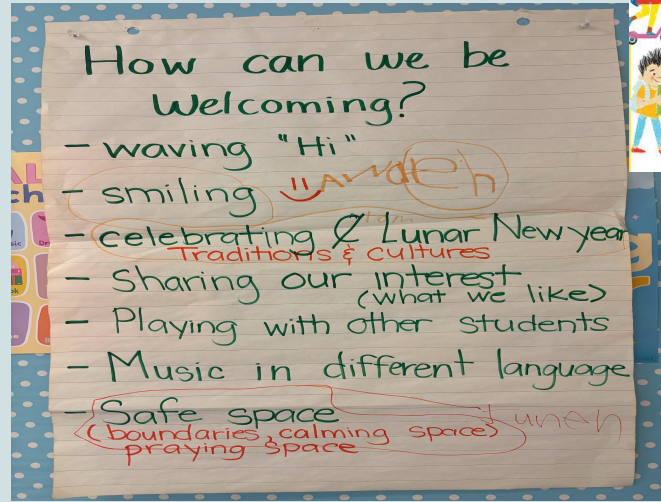


In January, Grade 2/3B took the time to remember old friends and cousins by learning the art of friendly letter writing. We began with reading "Dear Mr. Blueberry", a great story about a little girl named Emily who writes letters back and forth with her teacher during the vacation. It stirred the imagination of the students. Their letters expressed a myriad of emotions, from hoping to meet a friend they once had, before migrating to Canada or missing an elder sibling who went to university. The students took to the dwindling art of letter writing like fish to water, instilling in them the joy of letter writing.



PAUT

This month Room 106 read “All are welcome” and discussed different ways we can make others feel included. Together we brainstormed some ways the book showed inclusion.



PAUT

Then the students wrote about how they are welcoming to others.

