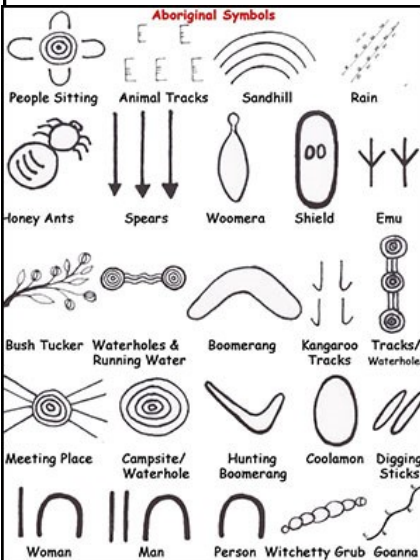




## Experiencing Native Pride at the top of the city

By Tirzah

On Wednesday March 27, a couple of classes went to the CN Tower to see the “Regalia, Native Pride” exhibit.

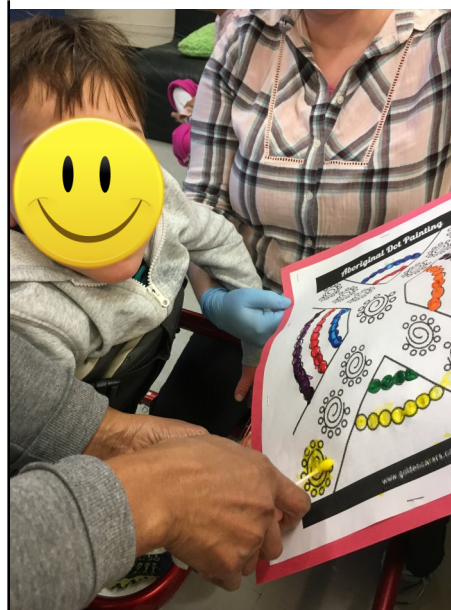


We had so much fun, not only looking at our beautiful city from 1,465 feet in the air, but also examining all of the stunning images of Native culture.

We love art in our class and our time at the CN Tower inspired us to look at different art forms.

Above left, some of the symbols used in some Australian Aboriginal art from [http://www.aboriginalartshop.com/assets/Artlandish\\_Symbols\\_completed\\_-\\_footer2.jpg](http://www.aboriginalartshop.com/assets/Artlandish_Symbols_completed_-_footer2.jpg)

Below, our class in front of one of the exhibits



Archaeologists state that the Australian Aboriginal cultures are about 60 to 80,000 years old. The oral tradition and drawings were crucial to recounting their history and passing on knowledge through the generations. These symbols, icons and dots include drawings on rock, sand, or the body and were originally made with the tip of a twig or rock.

Above, A student using q-tips for our dot art project. Beautiful work, room 109!

### Inside this issue of McCordic Monthly

What time is Breakfast?...2 & 4

Easter fun in the library ...3-4

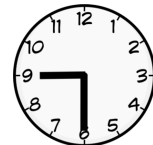
Room 110 Explore two far off Worlds...and still make it back to School to catch the Bus...5-6

Making Samosas with Mankai...7-8

Message from the Principal and Vice-Principal...8

Did you know?...9

# What time is Breakfast?



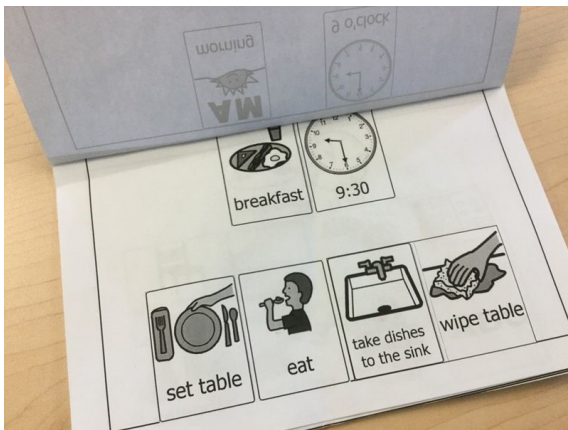
By Deborah

Learning how to tell time is an important step for students as they gain independence and a sense of control. Educators have long recognized the importance of schedules, visual schedules in particular, for students with autism.

Connecting schedules with benchmark times helps students

to make sense of their day. Benchmark times are defined as times of the day that coincide with preferred daily activities

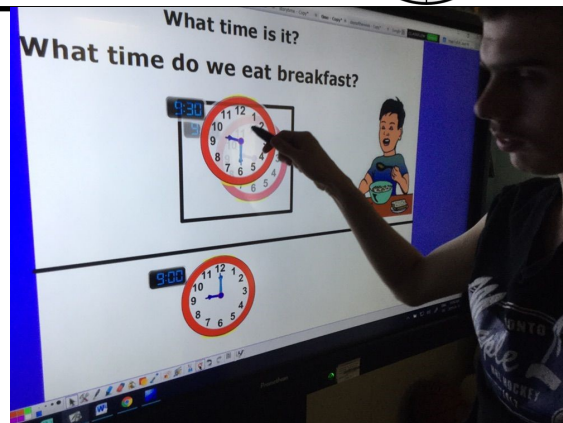
(e.g., breakfast is at 9:30). These specific times are the focus of learning how to tell time. The importance of teaching these benchmark times is cre-



Above, the breakfast page from the students' schedule book. Every page has a clock with the benchmark time.  
Below, the class clock to the left and some benchmark times associated with food in the kitchen area of the classroom.

ating predictability which becomes a step towards students feeling more in control

of their day. Students don't have to wait to be told that breakfast is happening at 9:30 am and lunch is happening at 11:30 am. They look to the class clock



Above, A student matches the correct time for breakfast on an IWB activity.

Right, A student paints the mural.

Below, A student paints the mural.



like anyone else and see the time.

Learning how to tell time is an enormous challenge for students with learning disabilities. However, reducing what must be learnt to five or six benchmark times, keeping the times to

Continued on page 4





# Easter fun in the library



By Helen

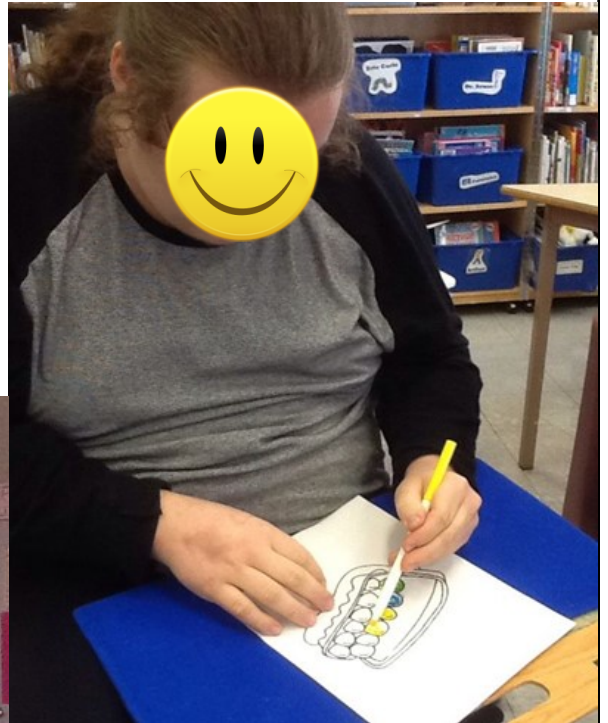
Students had fun exploring our Easter theme. They also learned and practiced many skills.

Below, A student matches the shape of jellybeans in a book about yummy Easter treats.



Above, A student counts and matches eggs by colour and puts them into position in the egg carton.

Right, A student chooses the colour he likes and colours the Easter eggs.



Left, A student follows the dance motions of an Easter music video.



Continued on page 4



## Easter fun ...Continued from page 3



Left, A student dresses up like an Easter bunny and interacts with the puppet.



Right, A student finds and connects the matching pair of painted eggs.

## What time is Breakfast?... Continued from page 2

the hour and half hour and displaying pictures of the benchmark times throughout the class are some strategies that encourage success.

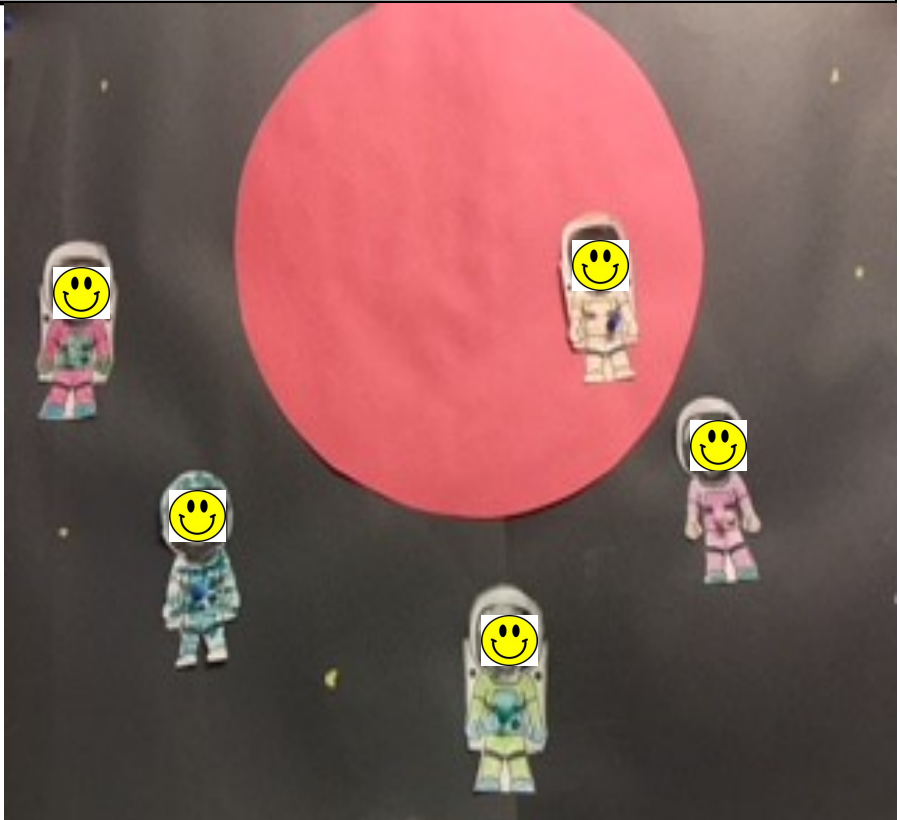
In this unit, we approached the teaching of bench mark time in a variety of contexts. At circle time, students complete activities on the interactive white-board where they match clocks. The benchmark times are connected with pictures of the particular activity. We listen to songs about telling time. During arts and crafts time, we painted a mural that illustrates our benchmark times. We also play games like BINGO with our benchmark times.



# Room 110 Explore two far off Worlds... and still make it back to school to catch the bus

**Staff:** Vana, Christine, Grace, and Hazel **Co-op Student:** Ilaf

Our students learned about different environments this term: space and the Great Bear Rainforest. We learned even more about these two environments in an enjoyable fieldtrip to the Ontario Science Centre. We were exposed to two contrasting environments: Bella Bella, the home of the Heiltsuk First Nation in British Columbia's rainforest and a space journey to Mars through virtual IMAX cinema experience. During our inquiry unit we especially loved learning about the Spirit Bear when we read "A Bear's Life" by Ian McAllister and Nicholas Read. "For many years, the Spirit Bear was considered a legend of the Gitga'at and Kitsoo Native Peoples. Their



Below, A student creates a beautiful rainforest with a white spirit bear.

Above, Collaborative student artwork, "Journey to Mars".



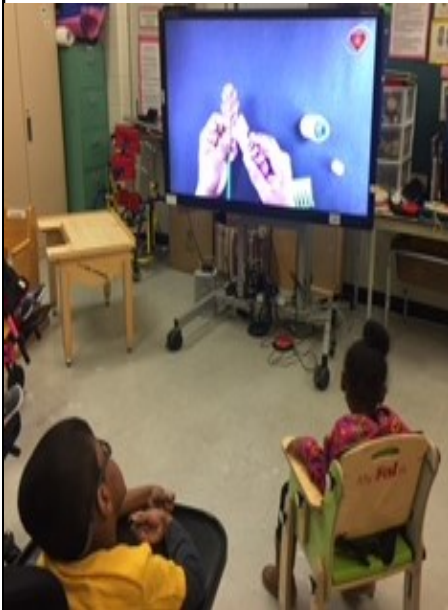
legends told of a time when the glaciers finally receded, and it was Raven, the creator of the rainforest, who made everything green. Raven also decided to make one in ten black bears white, to remind him of the time when the world was white with snow and ice. Raven decided to set aside a special area of the world for these bears – now known as the Great Bear Rainforest. It was a remote paradise where the bears were to live in peace forever".  
<https://www.cbc.ca/natureofthings/episodes/spirit-bear-family>

Our class was very excited for spring to finally arrive! In addition to enjoying more  
Continued on page 6



**Room 110** ...Continued from page 5

playground time, we also made flowers. Ilaf shared her artistic talent with us and played a video from [AS World - YouTube](#) on how to make flowers.



Above, Watching a video on how to make flowers



Above, A student chooses to make a purple flower.



Above, A student cutting flower petals.



Above, Ameya rolling green paper to make a flower stem.



Above, Tanisha attaching flower petals to the stem.



Above, Aaliyah twirling the flower petals around the stem.



# MAKING SAMOSAS WITH MANKAI

By Laura

Sri Lanka is well known for its blue sapphires. However, we learned last week that samosas are the best of Sri Lanka's gems.

We were graced with a visit by one of our students' mom who taught us how to make authentic samosas, right here



in Room 104!

Sri Lanka came to us with all its wonderful aromas to excite the senses. There was a lot of anticipation.

When Mankai arrived, she was carrying two bagfuls of ingredients. To mention a few, there was turmeric, cajun



spice, curry leaves and black pepper.

During the preparation, our guest chef amazed us with shiny molds, intense fragrances and vibrant colours. Upon arrival the following day we

could still smell samosas in the hallways.

Manai was very generous in explaining to us all the steps involved in the process of making samosas from chopping onions to mashing potatoes and from adding spices to squeezing limes...all done in a well-ordered fashion so as to eventually have the perfect samosa. The students and staff



Continued on page 8



# MAKING SAMOSAS...Continued from page 6

worked on creating an original final product that amazed everyone. Three different shapes of samosas



were produced, semi-circles, triangles and rectangles...no matter what the shape, the flavour was all the same..... scrumptious, delicious samosas. We extended the lesson by talking

about all the shapes we see everyday as we explore our world and made new pictures for each of the students when Api's mom unveiled the lesson.

If anyone is interested in a recipe from Mankai, please drop by! Or, if you would like to be part of a bigger food sharing event, let us know in room 104 or 107 and share your students' and your recipes with us!



## Message from the Principal and Vice-Principal



By Gail and Liz

Spring at McCordic is a busy time! Many classes have field trips planned. The barrier-free Folkfest and Wandering Spirit School Pow Wow are both coming up. We are also looking forward to the annual overnight trip to Mono Cliffs. Thank-you to everyone involved in creating and running all these important events for our students.

We also have some upcoming events at McCordic. Our next McCordic family event is a **McCordic Dance Party on Thursday, May 23<sup>rd</sup>**. This event will also feature "lite food" (samosas, veggie trays, cheese & cracker trays & dessert). The event will be in a drop-in format again running from **5:00 – 7:00 PM**. We invite staff to bring family with them.

Our annual **Fun Fair** will be held on **June 12<sup>th</sup>**. We are hoping for good weather to enjoy time outside with a BBQ and inflatables. As is the custom at McCordic, the event will run from late morning to early afternoon.

Our **McCordic Graduation** will be on **June 19<sup>th</sup> at 10:30 AM**. This year we have three graduates.

Mark your calendars! It is always busy as we head into the last two months of the school year.

## Upcoming Events



May 20—Victoria Day (no school)

May 23—McCordic Dance Party

May 31—Monthly School Dance

June 12—Fun Fair

June 19—Graduation

### Check out our website at:

<http://schoolweb.tdsb.on.ca/williamjmccordic>

### Follow us on Twitter:

<https://twitter.com/WJMcCordic>





# Did you know?

## McCordic goes back in time

By Anthony Green

When RMS Titanic set sail on April 10, 1912 from Southampton, England to New York City, she carried 2,228 passengers. The first class passengers were some of the world's richest and most powerful with fortunes totalling six hundred million dollars.

The Titanic was constructed to be unsinkable. However, on her maiden voyage, on the evening of April 14, 1912, she struck an iceberg ninety five miles off the Grand Banks of Newfoundland and sank into the depths of the Atlantic Ocean.

The sinking of the RMS Titanic was a mystery of the seas. It took her discovery in 1985 to find the truth behind the myth. The fascination with the Titanic is that it was built with the best technology of its time.

Dr. Robert Ballard, an oceanographer and marine biologist found the wreck of the Titanic in 1985. After examining the wreck, he noticed that the

Right,  
An original April 16, 1912 copy of the Globe reporting the sinking of the Titanic.

This newspaper was found in a farm house close to Orangeville, Ontario in the 1970s.

ship had broken apart, consistent with reports by survivors. Dr. Ballard believed that the weight of the water-filled bow raised the stern out of the water, which then snapped the ship in two before it sank. Titanic debris was found scattered over a half mile across the sea floor. The bow and the stern were found two thousand feet apart. Dr. Ballard kept the location a secret to prevent treasure hunters from looting the remains.

Dr. Ballard left a plaque honouring the victims and requested that subsequent explorers leave their graves undisturbed. No other ship has captured the world's attention like the Titanic and its history has been immortalized throughout time.

Many books, articles and films have been written including a 1950 movie called, "A Night to be Remembered" which depicted the tragedy. James Cameron's 1997 film was a box office hit and went on to win eleven academy awards.

After Cameron completed his film, he returned to the site of his greatest inspiration, the legendary wreck of the Titanic. He and his team, armed with the latest technology explored virtually all of the wreckage inside and out as never seen before in his first documentary film "Ghost of the Abyss."

