

West St. Paul School Report to the Community 2023

This has been a special year at West St. Paul School. We celebrated our 75th anniversary in May with well over a thousand people attending a concert, visiting, touring the school and viewing artifacts from the school opening in 1948. Also, the renovation of the school structure was completed. The front façade was completed in limestone veneer, the roof was replaced, new and bigger windows and skylights were added, new lighting throughout the school, improved ventilation and better drainage were all projects completed. Further, two additional portable classrooms were added to the existing two classrooms behind the school.

It is an exciting time for our school and the community. As our community of West St. Paul continues to grow, so has the school. The school population increased by about 15% year over year. A similar increase is anticipated for next year and the school is staffed accordingly as we will open 4 additional classroom spaces. We will be actively planning the improvement of our outdoor play space as the school division has granted us \$300,000 in recognition of our 75th anniversary. Our school community has a bright future!

On the following pages, you will find reports from each classroom with details of just a tiny sampling of the learning that goes on every day, in every classroom at West St. Paul School. Enjoy the stories!



The Manitoba Grade 6 Science Curriculum places a focus on the Diversity of Living Things and as such, the Grassmere Creek offers an ideal location for examining a variety of aquatic life. One sunny morning in May, our Grade 6/7 class walked to the creek in hopes of finding some specimens suitable for examination under our microscopes and we were not left disappointed. Aside from a hornet sting and a few soggy shoes, our journey was a success and our findings ranged from giant catfish to tiny water beetles. This led to a big question: *If there were this many different species living on our creek water, how many could possibly be living in the water we drink each day?*

Our curiosity got the better of us, and soon students were examining droplets of fountain water on microscope slides. The conclusion? Our drinking water is filled with living creatures great and small! Despite any attempt on my part to explain how dusty microscopes and unclean slides can often produce the appearance of unicellular critters that are not actually there, well, many a student developed a sudden preference for premium bottled water.

Bryan Robertson Grade 6/7 Multi-age



In Fall, Queen Elizabeth's funeral was on MONDAY, SEPTEMBER 19. In our Kindergarten class, this became an opportunity to think deeper about many things. We learned about who Queen Elizabeth was and what it means to be part of a royal family. To mark the day, we had a special High Tea in memory of Queen Elizabeth. We had finger sandwiches, a cupcake, and tea or iced tea in real teacups. We wore something fancy and made fabulous crowns. We also talked about having important people in our life who may not be here with us anymore. This was a beginning for us to look closely at what feelings are and what to do with them. In Kindergarten, we have big feelings and are trying different ways to understand and 'regulate' our bodies. Throughout the year, we explored what feelings are, what happens to our hearts and minds when we have different emotions and ways to be in control of ourselves to communicate, pause and reset.



Cora Campbell Kindergarten

Grade 6-8 students at West St. Paul school were able to continue their growth of musicianship throughout this year. There was a sense of normalcy this year, with a holiday concert and 75th anniversary celebrations, at which all band students were excited to perform. Grade 6-8 band students performed at West St. Paul's holiday concert in December of 2022, which included arrangements of popular holiday tunes such as Jingle Bells and Deck the Halls. Later in May 2023, the grade 6-8 band successfully performed at the 75th Anniversary. One song even included a "remix" of one of our songs, showcasing a new drum set for our school!



In April of 2023, our grade 5 students had the amazing opportunity to bear witness to the Winnipeg Symphony Orchestra's Adventures in Music concert, which had not been held in previous years due to the pandemic. Students were able to interact with the orchestra, participating in helping "Captain Manitoba" catch thieves!

Our grade 5's were recently able to participate in an Instrument Petting Zoo, where they were able to try all the different instruments available to them next year in band class! A special thanks to the grade 8 volunteers who assisted with facilitating the instruments and teaching the grade 5's! Way to show



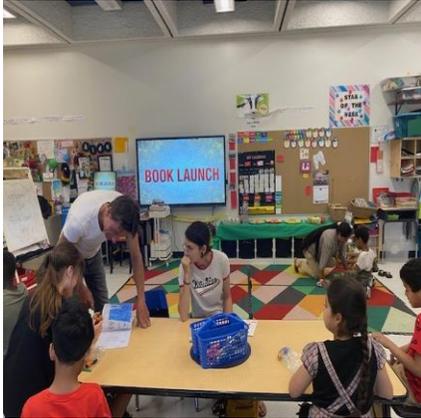
leadership!

Carlo Roces -Middle Years Music/Band

Enhancing Student Literacy, Numeracy and Engagement

The students of Room 2 celebrated the culmination of their Play Write writing workshop with a book launch party. The students created their own characters and used what they learned about the elements of stories to create and publish their own books. We invited family members and staff members to come in and students shared their writing with a variety of readers. The students were very excited to plan their party complete with invitations and snacks. It was wonderful to see such a great turnout of guests and the students were so proud to celebrate their accomplishments.

Dawn Moniz – Grade 1/2 Multi-age



The students in room 3 have been learning about taking care of our environment. We have been looking at “trash island” in the oceans and wondering about how so much garbage swirls around in these bodies of water. Where does all that garbage come from? How does it get there? Why does it keep swirling around? Who is going to clean it up? What is it doing to sea life? The students wanted to do their part to help clean up trash on our playground, so it doesn’t end up in ditches and sewers eventually traveling into larger bodies of water.

Three teams were set up with garbage bags, gloves, clipboards and pencils. The students kept track with tally marks of every piece of garbage put into the bags. They found water bottles, banana peels, apple cores, broken pencils, cardboard, popped balloons, candy wrappers, plastic straws, juice boxes, Kool-Aid jammers, marking tape, napkins, covid masks, yarn and an old tablecloth. After racing around the playground for 25 minutes looking for as much trash as they could find, the total number of pieces of trash was **381!** The students then wrote and illustrated about this experience commenting that **EARTH DAY SHOULD BE EVERY DAY!**

Elizabeth Walker Grade 1-2 Multi-age



This year in Social Studies, our class has focused on social issues within our community. We have spent time discussing and unpacking the root causes of systemic problems like racism, discrimination and homophobia, and how privilege impacts our lives. We related these concepts to events happening in Canada and the world.

This work began with a visit from Seven Oaks School Division Anti-Racism Team Leader, Cliff Weekes. Together, we looked at the pervasiveness of unconscious bias and how we must work to unlearn and relearn the things we perceive as normal.

Through our rich discussions, students had the opportunity to deepen their world view and hear perspectives that they may not have been exposed to previously. This included a visit from NDP MLA for St. John's, Nahanni Fontaine. Ms. Fontaine shared her deep knowledge of politics, as well as her unique perspective as the first Indigenous woman to hold the position of House Leader for the Official Opposition.

Ms. Fontaine is a champion for the rights of Indigenous peoples, women, and members of the 2SLGBTQIA+ community, and hearing about her work gave the students a real-life glimpse into the issues we had been discussing all year. This provided them with the schema and framework for what action can look like. The feedback provided by students on Ms. Fontaine's visit was resoundingly positive, leaving many students feeling a sense of responsibility for the future of our world and society.

Fedorchuk/Olson Grade 8



Room 9, our grade 4 and 5 multi-age classroom, recently participated in a demonstration about lung health. This activity was designed to educate our students about the importance of taking care of their lungs and the negative effects of smoking. It also enhanced our learning about the body systems, specifically the Respiratory System.

During the demonstration, the students learned about the anatomy of the respiratory system and how the lungs function. They were also taught about the dangers of smoking and how it can cause serious lung diseases such as emphysema and lung cancer.

The students were engaged in hands-on activities that allowed them to see the effects of smoking on the lungs. They were shown how smoking can cause the airways to become inflamed and narrow, making it difficult to breathe. The students were also able to see how smoking can cause damage to the cilia in the lungs, which are responsible for clearing out mucus and other debris.

The demonstration was a great success, and the students were able to take away important lessons about the importance of lung health. We hope that this activity will encourage our students to make healthy choices and avoid smoking in the future.

Sincerely,

Francyn Martini Grade 4/5 Multi-age



Our grade 5 class had a wonderful experience during their field trip to Fort Whyte. The trip was organized as a part of their learning about the natural environment and the importance of conservation.

Fort Whyte is a nature conservation area located just outside of Winnipeg. It is home to a diverse array of flora and fauna and provides ample opportunities for outdoor learning and exploration. The students were able to experience first-hand the beauty and diversity of the natural world and gain a deeper understanding of the importance of protecting and preserving it.

During the trip, the students participated in a variety of activities including bird-watching, hiking, and hands-on learning activities about the local ecosystem. They were guided by experienced naturalists who provided them with valuable insights and knowledge about the environment.

One of the highlights of the trip was the Bison Safari, where the students were able to observe these magnificent animals in their natural habitat. This was a unique and memorable experience for the students, as they learned about the history of bison in Manitoba and their significance in Indigenous culture.

Overall, the field trip to Fort Whyte was a huge success, providing the students with a rich and meaningful learning experience that they will carry with them for years to come. We would like to thank the staff at Fort Whyte for their warm hospitality and expertise, as well as the parents who supported us in making this trip possible.

Sincerely,
Garrett Sutton Grade 5

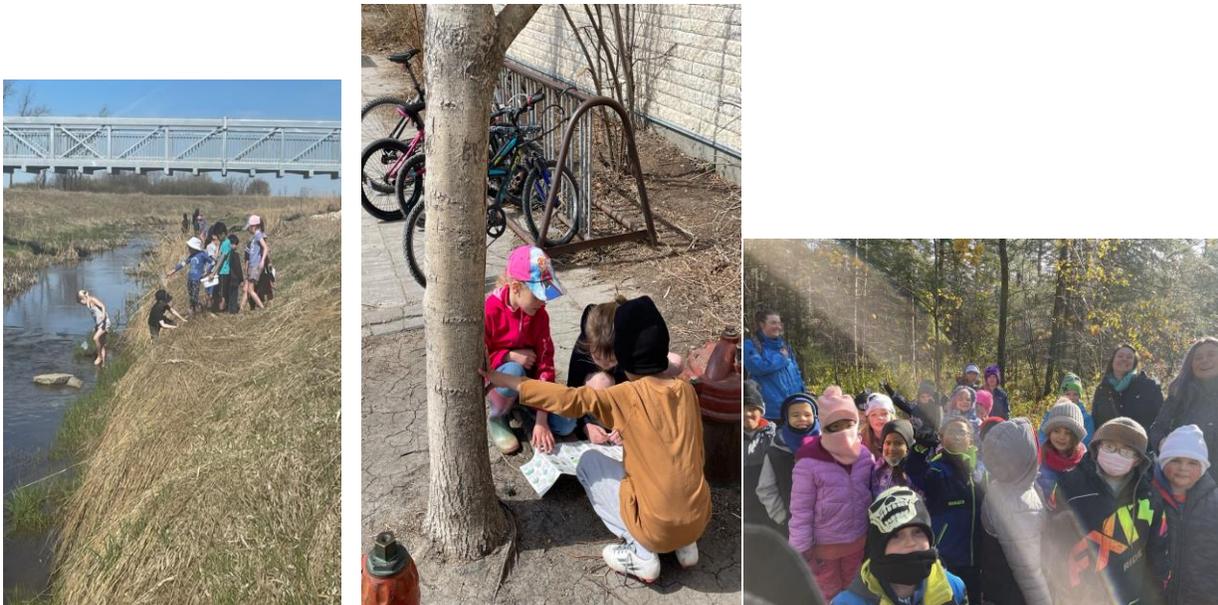


Exploring Community

This year, we have been focused on building a community and exploring the community and nature around us at the school! We have gone on many community walks and talked about the trees, plants, birds, street names, buildings, and rivers around us. The students have built up their endurance in taking longer and longer walks in the community, learned how to safely cross streets, and to be respectful when

encountering other members of the community by making space for them on sidewalks and having positive interactions. We have learned about the Loggerhead Shrike and the protected space of which our school is a part. We have talked about what the community used to look like, how the land was used, and who was here first to work the land. We've learned about wetlands and the amazing animals that depend on them, as well as how they help to prevent flooding. We've acknowledged where the wetlands used to be located in our community. Most of all, we've learned to form a deep connection to the community and land around us. The students love reading and writing outside and enjoying quiet sit spot spaces to use their five senses to make observations about the world around them. Most of all the students have begun to understand their responsibility to their spaces around them and have started doing weekly cleanups of the school yard and surrounding area. Our outdoor learning has become our favourite learning space and time of the day, and we hope to continue to deepen our connection and understanding next year.

Jennifer Babcock Grade 1/2 Multi-age



This year, room C4 participated in the divisional Steam Fest, where our students proudly showcased their inquiry projects focused on the environment. The festival served as an exciting platform for hands-on learning and exploration. Students passionately dedicated themselves to environmental concerns and impressively presented their innovative solutions to evaluators.

Throughout the project creation process, students immersed themselves in a variety of enriching learning experiences. They had the amazing opportunity to explore different educational avenues. Using the school's 3-D printer, students brought their ideas to life by creating intricate models. They also put their knowledge from the Tech Hub to good use by skillfully coding Micro Bits. Students also used their creativity and artistic abilities, using various art supplies to meticulously craft captivating models.

The Steam Fest provided our students with invaluable opportunities for meaningful learning experiences. They showcased a profound understanding of environmental challenges and demonstrated their impressive critical and creative thinking skills.

Joshua Luna Grade 5



This year a major focus for Room 17 was developing their presentation skills! We did this through a variety of learning activities! Students did TUSC which stands for Totally Unbelievable Speakers Club. Students chose a topic from a list of choices and prepared a presentation to present in class. Some choices included restaurant review, making a commercial and storyteller to name a few!

Students did several Book Talks where they presented a book that they enjoyed reading to the class. They wrote a script for their presentation which included a short summary of the book and their recommendation of it! After all the Book Talks were completed students wrote a book review of their book which was compiled into a class book!

Students wrote their own plays together in a group and performed it to the class. They loved the opportunity to be able to be creative and develop their own characters that had speaking parts! They also created props to use in their performance.

Room 17 students also made many projects throughout the year. Some projects they did included building an animal habitat, creating a brochure and 2D/3D display of a Canadian province, and sharing their All About Me posters! Students enjoyed having the opportunity to share their knowledge and help their fellow students learn from them!

Karen Penner Grade 3/4 Multi-age





Education for Sustainable Development Room 1, Grade 1/2, Ms. Morwick – STEAM Fest

This year, the grade 1/2's of room 1 were so excited to attend and present at the Seven Oaks School Division STEAM Fest! Our inquiry projects were inspired by questions students had about current environmental concerns facing our world. Our grade 8 buddies in Ms. Kristen Collinson's class prepared PowerPoint presentations as part of their own learning and presented them to the grade 1/2's to clarify some of their wonderings about current concerns facing our world. From there, our attention turned to sustainable solutions and building sustainable cities, and our inquiry projects took shape! The grade 1/2's and their grade 8 buddies split into three interest-based groups: wind turbines, sustainable plastic, and cleaning up oil spills. We conducted experiments and then created presentation boards to share our learning at STEAM Fest. The younger students were ecstatic to see their work represented to such a public audience! They immediately began to excitedly discuss future projects they would like to explore next year based on other presentations they viewed!

Students were able to extend their learning about sustainability through various opportunities for the rest of the school year. On Earth Day, they had the idea of sharing their learning with the West St. Paul community by going on an Earth Day March down Main Street, carrying brightly decorated posters with sustainability ideas on them. At one point they were chanting, "Save the Earth! Save the Earth!", cheered on by many waves and honks! On a field trip to Oak Hammock Marsh, they made connections between their projects and the environmental benefits of marsh environments. It is exciting to imagine what these little scientists and activists might do next!

Karissa Morwick Grade 1/2 Multiage



In grade 8 it is important that as we continue to grow and learn, students need to recognize that they have a voice and power to make change. Our class did some cross-curricular work learning about water systems. Students did research on where our water comes from and how human activities affect water quality. We learned about and discussed the lack of clean water on Indigenous reserves, which led to rich discussions about human rights, worldview and what we can do as active citizens that care about other people and the environment. We built water filters and aqueducts, which also tied into our Social Studies work on ancient civilizations. We made Bannock at our grade 8 camp day at Camp Assiniboia, and we spent time learning the stories of Indigenous educators in 7 Oaks School Division and the significance of the Survivor Flag. Students learn parts of what has happened in the world and on what's happening now. They work hard to reflect on their worldview and think critically about how/why it is different from others in their school, community, province and globally. We then can start to think about how they can make positive change in their future.

Karren Jopka Grade 8



It's never too early to provide opportunities for children to think about their futures and possible career choices after high school. This year we engaged in several exciting experiences thanks to classroom parents who volunteered their time to either provide a tour or come into the classroom for a special project.

We first visited Manitou a bi Bii daziigae (Red River College Polytechnic) which was an eye-opening experience for students. They were able to explore the different programs and courses offered by the college and learn about the various career paths available to them. Students were also given explanations on the architectural design plans that allowed the preservation of historical parts of the building, while also infusing state of the art technology into classrooms, spaces, and programs. Students received a behind the scenes experience, learning all about the animation, film, and marketing programs. They even got to interact with a real robot, see holograms, and watch their teacher attempt to navigate a virtual reality headset! The experience was valuable for students as they learned about career options they may not have known existed.



Our second visit was to the Manitoba Legislative Building where we toured the halls and visited a few offices. Students had the opportunity to learn about the legislative process and the role of government in our society, including how laws are made and passed. Students also learned about the history and architecture of the building. By visiting the Manitoba Legislative Building, students gained a deeper understanding of how our government works and the importance of civic engagement. This experience will hopefully inspire them to become more involved in their communities and to take an active role in shaping the future of our province.



Lastly, the classroom visits by a Graphic Designer (also a parent) and the art project that

followed was an enriching experience for students. They were able to learn about the field of graphic design and the different career paths available to them. The graphic designer shared her personal experiences and provided valuable insights into the industry. The art project allowed students to apply what they learned and create their own designs, which was a fun, expressive, and engaging way to learn.



Overall, these valuable experiences have left a lasting impression on students. They have gained a better understanding of their options for post-secondary education and have been inspired to pursue their own interests and passions.

Kim Greening Grade 3/4 Multi-age

This year, in science and social studies, our class focused on sustainability and understanding the climate crisis that our world is facing. After looking at how ancient societies were organized and analyzing current systemic issues in our society, such as racism, sexism, homophobia and transphobia, we looked to the future through our Future City Project. Students used the engineering design process to reimagine what cities around the world could look like if they adopted fully sustainable, waste-free policies and practices.

After doing pre-research and planning, students used Tinkercad and Minecraft to design virtual models of their Future City projects and created trifold boards explaining their research. We brought our projects to STEAMFest, where students showcased their learning to parents and students from other schools. It was great to be able to bring our project public and showcase their creativity and critical thinking around larger systemic issues.

Kristen Collinson Grade 8



Building community in our classroom was at the top of the list in room 19. Most of our class was brand new to the school. Diwali was an amazing opportunity for us. Our East Indian students helped to teach us all about Diwali, from the food to the decorations and clothing. We ate, laughed, and had fun learning.

Leanne Yeo Grade 3/4



Welcoming Back our Community with Open Arms

Post pandemic, it has been wonderful to see everyone's smiling faces and to invite guests back into our school. We appreciate our volunteers and are very grateful to have them back working with students and sharing their expertise with us. At the beginning of the year we had a few people trickling in. By I Love to Read Month, in February, we had a stream of people coming in to read. The highlight of this month was our "Human Library". Members of our staff and community were set up in the gym with a book in hand. Each classroom sent a student representative to go to the gym and "check out" their human and brought them back to the classroom to read to the class. Once the story was done, the human was returned to the gym and a new human was checked out to read another book to the classroom. This was a first at our school and with the overwhelming positive feedback from staff and students, it is likely to be a staple at our school for years to come.

Lorie Rempel Grade 1/2 Multi-age



One of my many initiatives this year was to form a committee that was dedicated to creating opportunities for staff and students to spread and celebrate kindness. The Kindness Committee spearheaded school-wide activities and events that fit into the theme of kindness. Students made kindness bulletin boards, participated in the Scholastic *'Tis the Season for Giving* kindness poster contest (congrats again to Alison Azaransky who was chosen as a poster contest winner), collected winter-wear for Koats for Kids, and

handed out candy canes to all the students in the school with random acts of kindness attached. In addition, there were tear-off compliments that students shared with one another, kindness books, videos and projects, and classroom presentations delivered by Constable Paul Human. On behalf of the Kindness Committee, I also entered West St. Paul into the Winnipeg Police *Cool to be Kind* contest. As a result, West St. Paul ended up being gifted a grant to have a kindness-inspired mural created. Artist, Annie Ferguson, designed and painted our mural with the help of West St. Paul students. Next time you are at the school, I welcome you to check out our beautiful mural. It can be admired at the front entrance, across from the office.

Paula Davison - Guidance



Room 48 had a great year!

This year, along with our ongoing day to day learning excitement, our class had the opportunity to take part in the Engineers for Schools program. We had an Engineer come to our classroom once a month and do a lesson on topics related to what we were doing in our science unit. We then were able to use the schools new 3D printer to incorporate 3D printing to our lesson using the program Tinkercad. The students were incredibly engaged and excited to hear Cee, our engineer, speak. The students even

designed extra-terrestrial life models with Tinkercad related to our solar system unit. Some students even got to print their models. It was so exciting for the students to be able to experience and experiment with a new technology that was readily available to them. Cee, had great engaging activities that the students were able to take part in. He came with a variety of topics to share, 3D printing, electricity and various STEM activities. We branched off of what Cee brought to our class and continued to use our 3D printer and Tinkercad in our science lessons.

Preet Lidder – Grade 6/7 Multi-age



West St. Paul P.E. and Athletics' participation levels are at an all-time high!

We have continued to see more students participating in our athletics program than ever before and are expanding our PE learning to a variety of new avenues. These team and individual activities contribute to healthy lifestyle practices and create a school culture that promotes student and staff leadership, wellness and inclusion.

Through TAS we offer programming around many lifelong physical activities and sports such as curling, tennis, racquetball, pickleball, golf, hiking, beach volleyball, slo-pitch and ultimate frisbee.

Early Years' sports (Grades 3-5) included: Cross Country, Team Handball, Volleyball, Basketball, Badminton, Flag Football, and Track & Field.

Middle Years' sports (Grades 6-8) included: Cross Country, Volleyball, Basketball, Badminton, Track & Field, Soccer and Marathon Club. We had our divisional girls' volleyball team win the 7 Oaks Middle Years Championship!

Huge 'Thank-You's' go out to our athletic council and parent advisory council (PAC). Our athletic council assists with organizing scorekeepers for school games, acts as referees for school games and jamborees, and helps with tabloid day and track and field events. Without the athletic council many of our sports and activities could never run as successfully as they do. PAC also was extremely generous this year and purchased an entire set of new 'WSP Athletics' jerseys for our sports teams! Thank you again for all that you do for our school and sports programs

Ryan Smithson & Graham Forsyth – Phys. Ed.



Spring EY Cross Country Meet



Divisional Girls Volleyball Team – 7 Oaks Champions

Early in the school year our classroom community learned about the “Circle of Courage”; this is a model created by Larry Brendtro, Martin Brokenleg and Steve Van Bockern. It is based on the teachings of the medicine wheel with its main goal to guide young people in the needs that are essential for their well-being. Each quadrant represents a fundamental human need, the theory being, without one of these elements in our lives, we do not feel whole or well balanced. The circle consists of the following four principals: belonging, independence, mastery and generosity.

In our classroom, through academics and classroom activities we worked hard on each student having a sense of belonging, independence and mastery. We were wondering how we could integrate the practice

of generosity in a larger way than just being kind and courteous to each other. During a Project 11 based health lesson we saw a group of youth generously giving their time to people in need. At that point we decided unanimously to run a fundraiser that would give back to a charity.

After much discussion and several votes we chose to hold a bake sale in our classroom. Everyone signed up to provide a wide variety of baked goods and then interested teachers signed up for a time to bring their class. Children chose jobs they wanted such as greeting at the door, serving cookies or working the cash box. At the end of the day, with some goods left and many interested children, we opened our sale up to the whole school. By 2:30pm we had raised \$370 and were thoroughly exhausted but satisfied. We donated \$100 to the World Wildlife Fund to symbolically adopt a polar bear and the rest went to Winnipeg Humane Society. Our day of selling cookies helped us integrate Indigenous philosophies, give students a taste of real world work and showed how when we work together as a community we can do fantastic things.

Sarah Wiebe – Grade 6/7 Multi-age



Enhancing Student Literacy, Numeracy, and Engagement

We are writers, we are scientists, we are lifelong learners! In Kindergarten we learned about identifying letters and the sounds the letters make. From the first day of school we were all writers and would demonstrate our learning in a variety of ways. With practice and continued learning, we used our knowledge of words and wrote stories. Once the stories were written, we acted them out showing the beginning, the middle, and end of the story. The smiles on the children's faces were priceless.



In Kindergarten we love colours. We've learned about primary colours, secondary colours, and mixing colours. We were so excited about this journey that we decided to be scientists for a day and participated in different experiments. We used paint to discover new colours, we moved colours around a plate using milk and dish soap, we exploded colours using baking soda and vinegar, we blew up a balloon with soda, food colouring and a mentos candy. The discovery of the reaction was an exciting and stimulating experience!

Stacey Jozwiak Kindergarten



As the weather warmed up, the grade six and seven students of room forty-three embraced the outdoors as an extension of our classroom and explored the complex world of plants. In grade six science we learn about the diversity of living things and the plant kingdom. We began our exploration by visiting The Leaf as Assiniboine Park to check out their plant collection. Everyone was amazed by the assortment of tropical and Mediterranean plants we viewed in the biomes. Many were truly astounding and we felt small beside their massive leaves.



Back at the school, we got to work in the garden weeding and prepping the soil. Working with our grade five friends, we filled the garden boxes with seeds and tubers. Now, we are going out regularly to water and tidy, and we have been experimenting with complimenting and singing to our new herbaceous friends to see if it impacts their growth. In class, we're capturing the beauty of plants through sketching and reproductions of Van Gogh's Sunflowers in acrylic paint, and we're going deeper into the cell biology of plants with microscopes and learning about what defines this amazing kingdom of living things.

Stacy Stockton Grade 6/7 Multi-age



This year the grade 6 and 7 students from Room 45 got to take part in a special learning opportunity at the Assiniboine Park Zoo. Our class was selected out of 70 applicants to pilot the upcoming "Dorothy Strelsin Polar Bear Education Program." With ties to our science (*Diversity of Living Things*), social studies (*Manitoba and Human Impact on the Environment*) and ELA (class novel study of *The Barren Grounds* by local author David A. Robertson) curricula, the program offered many important learning connections. The full program will begin in the fall, but we were fortunate enough to get to take part in aspects of it this spring.



Trips to the zoo are always full of excitement and we were fortunate to get to spend not one, but two full days there for this program. Both days focused on the study of Polar Bears, but with differing themes each day. Monday, May 1 was “Ecology Day.” On this day our visit included learning about Polar Bear adaptations, life cycles and investigating the Arctic sea ice ecosystems which we learned are crucial in supporting healthy bear populations. Through games, hands-on group tasks, analyzing maps and graphs, we learned that changing climate and human activity are greatly impacting the formation of ice and therefore our northern Polar Bear population. Students loved watching the bears through the tunnel frolic and play in the water and after learning about Inuit soap sculpting, got the chance to sculpt their own bear inspired masterpieces out of clay.



Day two was “Research Day.” On this day we got to actually check out some of the cool ongoing research the Zoo Conservation and Research team is doing. We met a member of the C&R team and learned about research being done on Polar Bears at the zoo and in the wild, why it matters and the special work the bears at the zoo have been part of. We got to take a special tour of the research lab, look at tracking devices used to monitor wild bears and even got to conduct some of our own research

which included studying samples of real Polar Bear hair, conducting behavioural observations of other zoo animals. On this day, we also learned that Polar Bears have unique whisker patterns, similar to human fingerprints. To explore this further, students learned about and got the opportunity to take standardized photos of bear faces, which researchers then use to identify individual bears. It was pretty neat!



Our multi-day learning at the zoo was a wonderful educational and fun filled experience. Through hands-on activities, opportunities to practice analyzing and interpreting information, and especially through getting to spend time with the Polar Bears themselves, we got to experience first hand the important work being done at the Assiniboine Park Zoo and why that knowledge matters.

Britt Stromberg & Samantha Hancox grade 6/7 Multi-age

Sukhbir Gill Grade 3/4 Multi-age



During our study of soils and plants, Room 7 students had the opportunity to explore the largest living prairie in North America at the Living Prairie Museum. They got to perform different experiments with various soil types while observing the important role soils play in helping sustain life on our planet. While on our walk through the prairie, students were introduced to different vegetation and the various ways it adapts to stay alive and thrive. The class recognized the important elements needed for plants to live and how humans consume different parts of various plants for survival.

In class, students saw the effects on plants when they are deprived of certain essential needs. For example, students learned that when plants are deprived of sunlight, the leaves and stems turn yellow due to the lack of chlorophyll and that without water, plants won't develop from seed to seedling. Students also examined a dissected flower to identify the different parts and specified their functions.

The class then explored different soil types and performed experiments to determine which soil is the best for growing plants. They discovered that loam is the best soil. It was enjoyable to see students work cooperatively in groups to experiment and discover facts about soils and plants.

Early Years Music – Richard Tyborowski

A significant achievement this year - our students won the Trophy from The Winnipeg Music Festival. It is an incredible success. Kids from grades 3 and 4 elementary compete successfully with middle and high schools and receive the Trophy as the best guitar orchestra in the festival.



From the Library

This year the library got a whole lot busier with the addition of a 3-D printer and a Chrome book lab. Classes took turns booking the chrome lab so they could catch up on work, and work on projects and homework. It was lovely to see the students more often and see what kinds of things they were working on. One of the grade eight classes authored individual poems and many touched my heart with their words. The library also got three new skylights installed and the natural light is lovely.

New titles to our library include "10 Ideas to Save the Planet" by Giuseppe D'Anna, "How to Train Your Pet Brain" by Nelly Buchet, "Karen's Worst Day" by Katy Farina and "Diper Overlude", book 17 in the Diary of Wimpy Kid series.

I hope everyone has a wonderful summer! See you in the fall!

Ms Mathis

Grade 3 and 4 – Room 6 – Mrs. Cervantes

School is back! This year there was more field trips, more partner and small group work, back to reading buddies, and large celebrations together. Writing my report to the community is like asking me to pick a favourite child, it's hard, if not impossible to do. One thing I can report is that each experience has built onto the next with our pillars of learning as our foundation:

*Sustainable
Development*



*Indigenous
Perspectives*



*Student Engagement in
Literacy and Numeracy
Development*



*Inclusive Community
of Learners*

