

SPRIT

April
2016

Some Pertinent Information Regarding Indus Today

Term 2
Awards Ceremony
2:30, April 19

First Student (Bussing)

Ride-along (before
noon):

403-948-9107

Late Bus Line:

403-250-0016

Questions or Con-
cerns?

403-948-1180

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APRIL EVENTS

April 1	Report Cards go home
April 5 - 6.....	Grade 6 to Outdoor School (return 1:40)
April 8	First Friday for Kindergarten students
April 9 - 17	Spring Break
April 16	Calgary Youth Science Fair public viewing
April 18	Classes resume
April 19	Term 2 Awards ceremony (2:30)
April 20.....	Me to We / Staff Hula-Hoop contest (12:30)
April 21.....	Joint Board / School Council meeting (5:30)
April 28 - May 1	Ultimate team to Sunflicker Tournament, Kelowna

UKRANIAN EASTER EGGS IN GRADE 3

In Grade 3, students learn about India, Tunisia, Peru and the Ukraine. Thanks to Jamie-Ann Kearns and "Baba," the Grade 3 students got a hands-on approach to learning about making Ukrainian Eggs before Easter. We learned about the designs that go

on traditional eggs. We learned that each symbol represents a different story. For example, if you see a flower on the egg, it represents love, charity and good will. Wheat symbolizes good health and wishes for a bountiful harvest. Painting an egg is a

great way to let someone know how your year has been or how you want it to be for that year. You can also make eggs for someone else to give them your love and wishes.



GRADE 1 LEPRECHAUN MAGIC



A wee trickster brought mischief to the Grade 1 classroom the week of Saint Patrick's Day. The students were dismayed with the mayhem of overturned chairs and pencil boxes but soon squealed with delight with the realization that the path of shamrocks lead to a new SMART table! It seemed to be left by the leprechaun! On top, was a mysterious green box with pictures of leprechauns along with information regarding their mischievous nature and special leprechaun writing paper! A playful message signed by Liam the Leprechaun was left on our SMART Board alluding to the possibility of granting wishes to those who used the special writing paper. Children told convincing stories of their wishes being granted last year which included getting a dog or losing a tooth! Our leprechaun writing-center was abuzz with hopeful enthusiasts!

The same week, student council proposed a contest

for catching a leprechaun. The excitement of catching the leprechaun could not be ignored! Problem solving began as each student designed a trap to catch our visitor. Students presented their ideas and together combined the best elements from each design and were fervent to begin construction. Upon completion, there were minor setbacks when the trap did not function as expected. But the Grade 1 students were never at a loss for ideas and their critical thinking skills went into high gear! Not only were they extremely proud of their creation, but were convinced that their trap would catch the leprechaun and win the contest!

Sadly, Grade 1 did not win the contest or capture the leprechaun but their efforts brought in \$26 for our We Day initiative in Haiti and hopefully with a little luck, the wee one who escaped will grant our wishes!

GRADE 2 MUSHERS RACE TO NOME!

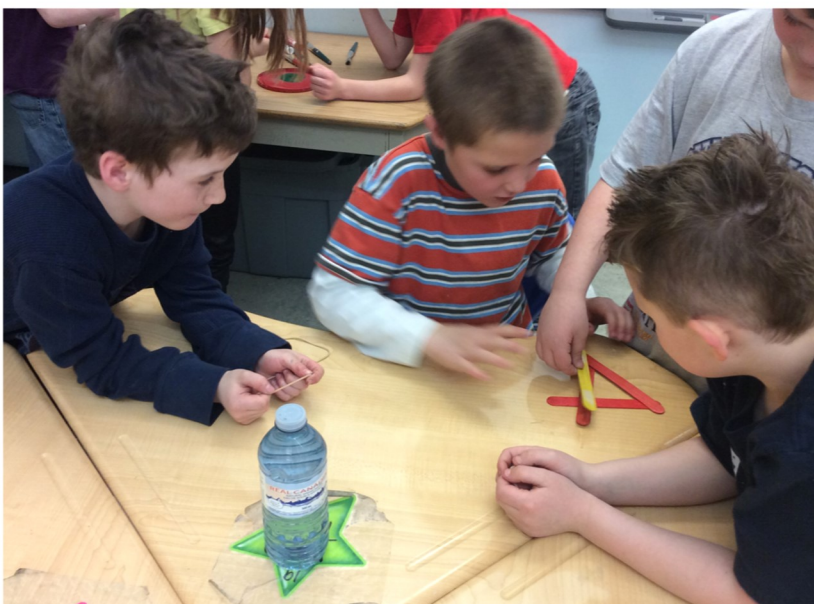
The excitement was on high speed this month as the Grade 2 students closely followed the Iditarod Trail Sled Dog Race of 2016. Students cheered on their favourite musher on the 970 mile trail from Fairbanks to Nome, Alaska. Students learned about the sport, the history of the race and the dogs by completing research projects, reading musher blogs and watching insider videos that were uploaded

daily from the trail. First place winner of the race went to Dallas Seavey! Second place went to Mitch Seavey, who was Maxlene's musher and third place was Mrs. McKenzie's musher, Aliy Zirkle.

Please stay tuned in April for our upcoming Boats and Buoyancy unit in Science. Students will be designing, testing and making modifications to their own boats. Materials will be due after the Easter break. Thank you to all parents for your cooperation and

help during skating. All students thoroughly enjoyed being out on the ice and really improved their skating skills.

Students in Grade 2 were very excited to trap the leprechaun this year! Students worked together to design and build their own trap to lure the Leprechaun into our classroom. He even ate the chocolate!



BUT I DON'T HAVE ANY HOMEWORK...

How many times have you heard this phrase? Surely your child must have work they need to do, at least a couple of times a week? Nope... they insist they have nothing. Although they might be right about not having specific "homework," there is always review and study to be done.

Review is "the process of going over a subject again in study or recitation in order to fix it in the memory or summarize the facts." Unfortunately, many students find the idea of reviewing as onerous and too time consuming. Without consistent support and reinforcement, many students will not see the importance of building these skills.

There are many strategies used to help students develop these competencies. Studying and review are skills, and as with any skill, they will only develop with individual buy-in and practice.

Below are the important concepts we are exploring in Division 3:

Individual learning styles

– Students must understand who they are as a learner. Knowing this will help them determine how they best learn and what styles of activities best fit for studying. They may find themselves to be more of a visual, auditory or kinesthetic learner, or a combination of all three. Using graphic organizers, note taking formats and partner study strategies are often practiced to help students build skills that fit with their learning styles. Many other strategies are explored throughout the middle school years. Below is a link for a short inventory if you are interested in doing your own quiz.

<http://www.howtolearn.com/learning-styles-quiz/>

Time management – Effective study skills are more than the things students learn at school. It is necessary to look at all aspects of a student's life, even time outside of school. Many students are involved in a number of different activities. It is important for middle school students to build balance into their lives. Using organizing tools such as calendars or phone apps are sometimes

useful. Similar to adults, organized lives help maintain balance. Balance allows review time to be more easily built into a student's schedule. Below is a link to explore study skills and how one might build them into a busy life.

<http://www.studygs.net/attmot4.htm>

Student responsibility and buy in – Teachers and parents work very hard to emphasize the importance of regular review and study. We often use

analogies of riding a bike or throwing a heeling rope, trying to "hook" our kids into being studiers. We have the advantage of hindsight and experience. Many of us wish we had done more review or managed our time more effectively. Many students are caught up in the idea of instant gratification and struggle to see long-term goals and the benefits of consistent study and review.

Without student buy in, it is difficult to build and use study skills effectively. Many students will not see the importance until they reach high school, or often beyond.

As a middle school teacher, I will continue to work with students to explore and build positive habits around review and study. Some students will get it; others will continue to respond to our questions with, "No, I don't have any homework." Eventually, most will discover that to be the best you can be at anything, review and practice is necessary. Hopefully, they will recognize how it all ties into success in the "real" world.

So, the next time your middle or high school child says, "I have no homework," ask them if they have some review they can do. Remind them that all Division 3 students have final exams in June!



MUSIC NOTES

Our Senior Band has just returned from our annual band camp trip. This year, Mrs. Istchenko and the dirty dozen headed to Camp Horizon near Bragg Creek. Once again, Indus reigned supreme in unloading the bus, bucket-brigade style, and the East Lake School students were quick to pick up on our lead. What a team! Some of the highlights from this trip included working with professional musicians (they're the real deal!) on our instrument technique, massed band rehearsals, archery, the challenging low ropes course, and a campfire with s'mores and entertaining sing-a-long lead by the Indus girls. It's a band camp hat-trick for Roxanne Wideen. She made the trip to band camp as our brave parent volunteer for the third year in a row. Thank you Mrs. Wideen, it was great to have you join us again.

Band camp has helped to prepare the students for our festival on Wednesday, May 18th, so let's keep the momentum going by practicing! The Term 3 Band Practice Log is now available in the band room and on our school website under both "Band" and "Mrs. Istchenko".

In Term 3, Mrs. Istchenko continues to be available at lunchtime and lunch recess on Tuesdays, Wednesdays, and Thursdays to help any band students who need to practice, or who are struggling, or who have questions.



GRADE 6 NOVEL STUDY

Gr. 6 Novel Study Summary by Arista V

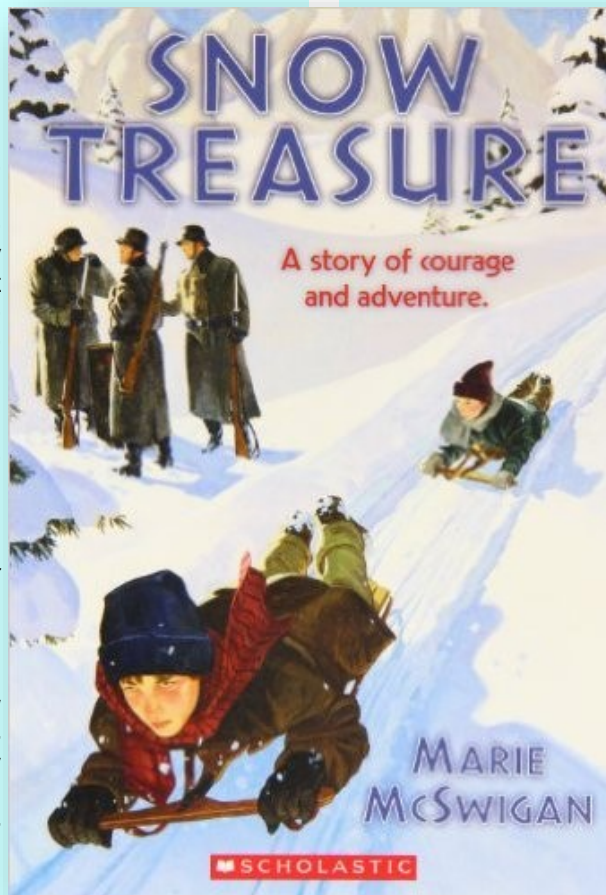
We're reading a book called Snow Treasure. So far in the book it's telling us how they need to hide their gold bullion from the Nazi's. All of Norway's gold adds up to more than 13 tons!! Hitler's team of Nazi soldiers are soon to invade and Peter's dad and uncle have a plan. They make bomb shelters just in case the townspeople needed them. Peter's uncle made Peter the head of the *defense club* (which was a very important club in this book). The men in the town made a big snow wall which to hide the gold into, and every other day Peter's team, Lovisa's team, Michael's team and Helga's team were all to bring 20,000 dollars to "the snake". The Snake is a river that leads into the fiord. There they will bury the gold kroner and put snowman on top of the bricks so later Peter's uncle could find and load the gold bricks on the boat which will be going to America. Peter and the others have to face Nazi soldiers and many more dangerous things. So far this is an amazing, edge of your seat, interesting story that I need to finish to answer all my questions.

I just finished the Snow Treasure novel and personally it was one of my favourites (and to tell you the truth it's not easy finding a book for me). When the Nazi soldiers landed, most of the men left town to join the army to help protect the town. When Peter's dad left, Peter became man of the house and was to care for and protect the family. This was going to be hard because everyday Peter was either at the Holm's barn or at the Snake burying gold bullion. Everyday a different team would go out and bury gold bullion. One day when almost all of the gold was gone the Nazi commandant came and asked if they had seen a missing soldier. The missing soldier was Jan Lasek, who was taken from a ship and put to work as a Nazi soldier. The children said nothing

to the Germans, like they're supposed to. The commandant was getting quite frustrated about this. He asked again except with a deeper, much more intimidating voice, and asked again, "Have you seen A GERMAN SOLDIER". They still didn't answer. Lovisa was looking a little scared, so the commandant asked, "Excuse me, YOUNG lady, BUT I would LIKE to KNOW IF YOU HAVE SEEN A GERMAN SOLDIER!!!" Lovisa, sure enough, didn't say anything, so the commandant said, "I think it's time to teach you a little lesson, little girl". He started

kicking Lovisa's snowman that Lovisa was hiding the gold under. He started getting closer and closer to the gold and if he kicked it, the soldiers would start searching and find it. Peter made a snowball and threw it at the commandant which hit him in the ear, just like he planned. Peter started running, but the soldiers caught him. He was taken to a place where who knows what they would do to him. He was scared, but he thought it was worth it because he would save Norway's gold. Peter was kept captive for quite some time, but after a little while he heard footsteps coming towards him. He saw a familiar face. Jan Lasek unlocked the door and out came Peter and Jan. With Jan came a note from Peter's uncle. Most people wouldn't believe that a Nazi soldier would come and just rescue a prisoner. But Peter knew his uncle's bold writing. On the letter it told

Peter to follow Jan everywhere and anywhere, for Jan, was risking his life and Peter's. Jan led Peter to the beach and started tromping through the ocean water. Peter knowing there was a plan, followed him in the water too. After a couple of minutes Peter felt his muscles numbing, and starting to wear out. But by the time Peter was exhausted, he found himself in warm clothes, and in his uncle's cabin. Jan Lasek had saved him and the story ended there. Peter went to America with his uncle and got the bullion safely there.... hopefully...



LEARNING COMMONS / LIBRARY NEWS

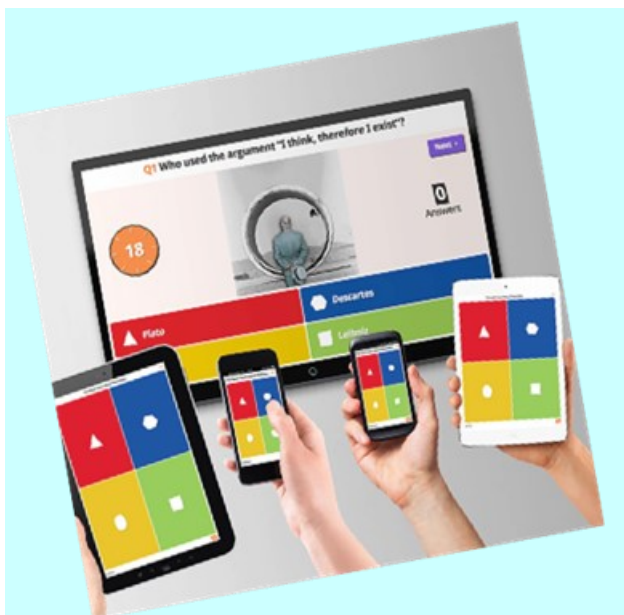
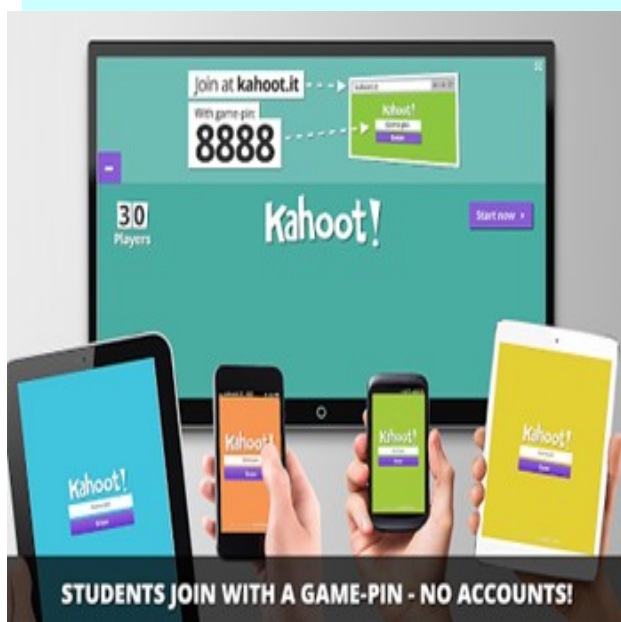
Did you know that a Family Membership for residents of Chestermere, Langdon, Indus and Rockyview County at the Chestermere Public Library is only \$27 per year?! Your membership gives you access to millions of items! You can borrow books, magazines, music CDs, DVDs, book CDs, download eBooks, audio-books, movies, music and more! You can also attend fun and informative programs, join a book club, attend storytimes and more, all for FREE! Check them out!

During our Easter break from April 11-15, don't forget to read with and to your kids. Talk to your child about what they are reading, and tell them what YOU are reading!

KAHOOT! IN DIVISION 3

Division 3 teachers are offering students an exciting new opportunity to use their personal devices to support their learning. **Kahoot!** is a free, online, game-based learning platform that students can access using any type of personal device, whether it's a laptop, a tablet or a phone.

Teachers go to <https://create.kahoot.it> and create their own multiple-choice quizzes, called *kahoots*. Creating a kahoot is very quick and easy for teachers because they can duplicate one of more than 7 million public kahoots created by other users, most of whom are also teachers, and adapt it for their own classrooms.



Kahoot! is designed for social learning, with learners gathered around a common screen. In a typical Indus classroom, this is a Smart Board or the teacher's computer screen projected onto the whiteboard.

When a kahoot is launched, it has its own unique PIN number randomly generated by the system. Using any device with a web browser, students go to the quiz participation website <https://kahoot.it> and enter the unique PIN number that is displayed on the teacher's large screen.

May 16, 2016 at 6:30 p.m. and there will be some board positions available. Please consider joining the school council board of executives for the 2016-2017 school year. It is a great opportunity to be involved in what is happening at the school.

KINDERGARTEN AT THE FIRE STATION

On March 22nd, the Kindergarten students went on a field trip to the McKenzie Towne Fire Station. We saw so many fun and interesting things when we were there and here are some of the highlights as told by the children themselves!

"I lifted the Jaws of Life!" – Ryder

"I liked dressing up Mrs. Kamin-

sky and Katie's mom in the firemen's gear." – Ruby

"I liked holding the big tools." – Sophia

"It was so much fun going into the fire truck and pretending to drive it!" –Dexter

"The firefighters lifted a car with blow up pillows!" – Delaney

"I liked it when the fireman came

down the pole!" – Scarlett

"We learned how to keep ourselves safe." – Olivia

A BIG thank you to all of the parent volunteers who helped drive the students and who donated booster seats for the trip! We had a great time learning about fire safety and about how firefighters help in our community!

GRADES 7, 8 & 9 LEARN THE FUTURE OF FOOD

The Division 3 students went on a field trip to the Agrium Western Events Centre, to participate in the Journey 2050 program. They were introduced to multimedia methods to learn about sustainable agriculture by playing an interactive IPad game to help learn about the issue of how to feed a global population of 9,000,000,000 by the year 2050.

In my opinion the games and ways we were taught really kept me engaged in learning about this issue. I believe it was one of the most entertaining and ap-

pealing educational field trips I have ever gone on. The only problem was that some students did not take the more serious questions seriously and goofed off which ruined the point of why we were there. All in all, I believe it was a great field trip and I learnt a lot. I would definitely recommend this field trip to other students.

– Michael W.

