

# SPRIT

May  
2016

Some Pertinent Information Regarding Indus Today

Have your say!  
Please complete the RVS  
Parent Satisfaction Survey.  
It's on our website:  
<http://indus.rockyview.ab.ca>

## First Student (Bussing)

Ride-along (before  
noon):

**403-948-  
9107**

Late Bus Line:

**403-250-0016**

Questions or Con-  
cerns?

## In This Issue..

Grade 4/5T .....	2
Division 3 Science.....	3
Grade 3.....	3
Grade 1.....	4
Grade 8 Social Studies .....	4
What Does <i>I'm Bored</i> mean.....	5
Music Notes .....	5
Library / Learning Commons .....	6
Grade 2.....	6
Staff Hula Contest .....	7
Grade 4/5M.....	8
Grade 7 English.....	8
Grade 6.....	9
Ultimate .....	9
Kindergarten.....	10
Equine Assisted Learning .....	10
Student Council.....	11
Room 1025.....	11
Grade 4/5M.....	12
Creativity .....	12
Rocky View Schools Annual Satisfaction Survey .....	12

## MAY EVENTS

May 4 .....	Farm Safety Presentations (Gr. 1-6)
May 5 .....	Mindful Movements classes (K-9)
May 5 .....	Kindergarten Mothers' Day Tea (2:00)
May 10 .....	Gr. 9 Provincial Achievement Test (ELA - Writing)
May 12 .....	Gr. 6 Provincial Achievement Test (ELA - Writing)
May 13 .....	Indus Ultimate tournament
May 16 .....	School Council & Society meetings (6:30)
May 18 .....	RVS Band Festival
May 19 .....	Volunteer Tea (2:30)
May 20 .....	Professional Learning Day (no school for students)
May 23 .....	Victoria Day (no school)
May 25 .....	RVS Gr. 7 & 8 Track Meet
May 25 .....	Gr. 9 P.A.R.T.Y. Program field trip
May 30 .....	Gr. 1-3 Field trip to Sandy Cross Cons. Area
May 31 .....	Spring Concert (7:00)

Ultimate practice every Tuesday and Friday after school.

## 4/5 T: BECOMING EVENT PLANNERS

In order to help raise money for our field trip to Frank's Slide, our class created a movie night fundraiser. The students were responsible for most of the planning and execution of the event. They

chose the movie, picked the foods, and researched prices they thought would make them the most money. Students played a roll in baking food for a bake sale and creating merchandise to be sold at the event. They even ad-

vertised the event, creating the informational sheets that went home to each family. At the event students executed every roll. They even set up the movie. If you need an event planner in the future you know which students to ask.





## DIVISION 3 SCIENCE

Since Spring Break, the Grade 7 and 8 classes have been using a stream table to examine the effects of water on the land over which it flows. In Grade 7, we are looking at the erosional patterns and the effects of that erosion on the surrounding landscape. In Grade 8 we are looking at the specific profile on a stream and how they change over time. It demonstrates specifically how a river erodes the land through which it moves and how landforms made as streams deposit their sediment loads. Even the Grade 9s, who do not study erosion this year, have been curious about the stream table.

The students have been fascinated watching the water in the table rearrange the landscape. It's a real game to them to guess where banks will collapse and what channel the water will follow (or if it will jump to make a new stream entirely). The table is a constant point of fascination when it is running in class.



## GRADE 3 ROCK COLLECTORS



The Grade 3 students have a new addiction...Rock Collecting! Everyone is digging for precious rocks and minerals and trying to figure out if each one is sedimentary, igneous or metamorphic. We are learning through experiments, songs and videos. We are hoping to get a rock tumbler in soon so that we can begin polishing all of the beautiful rocks students have brought in to share with the class. Who knew digging in the dirt could be so much fun!

## ENVIRONMENTALLY FRIENDLY GRADE 1



Spring has sprung and our plants have sprouted! Did you know that we need plants to survive? The Grade 1 students have been learning that not only do we eat plants and their seeds but we also need plants to breathe. The students provided all the necessary elements for their seeds to grow and were delighted to see that their seeds had sprouted just in time for Earth Day. Students use their acute observation and measuring skills to record any changes in their seed journals.

To celebrate Earth Day and to demonstrate their role as environmentally conscious citizens, the Grade 1 students cleared litter from our Indus wetland. Their actions will support the many species of animals that inhabit this area.

## GRADE 8 MOCK TRIAL

The Grade 8s are currently working on a mock-court in Social Studies. The students have been put into groups, and each group has been assigned to defend a reason for the Spanish exploration of the Americas. The four reasons for exploration are: gold, god (religion), geography, and glory. The Grade 8s have done a great job in taking on the roles of lawyers, digging up evidence and being persuasive in building a case for their group. They are developing important skills in collaboration and critical thinking, and having fun along the way too!





## WHAT DOES “I’M BORED” REALLY MEAN?

“I’m bored!” We’ve all heard children say this, but what are they really telling us?

When students say they are bored, they mean they are not actively engaged in the activity at hand. While we tend to think this disengagement is due to the work being too easy, it can be due to one or more of numerous reasons:

1. **The work really is too easy.** This happens some times and can be frustrating for children and adults alike.
2. **The work is inherently dull.** While some tasks, particularly repetitive ones such as committing basic math facts to memory, learning lines for a play, or proofreading written work, can be made more interesting through games and creative drills, they are simply not as engaging as more creative activities.
3. **The work is outside of the child’s interests.** This is particularly true for students who are extremely interested in one topic; for them, learning about anything else just doesn’t seem worthwhile.
4. **The work is too hard.** Just as most people would quickly lose interest in a book written in a language he or she doesn’t read, students will disengage from material for which they do not have adequate background information or skills. This scenario also elicits another common comment (particularly during the teen years), “This is stupid.”
5. **The work is not too hard, but does require effort.** In our modern, fast-paced world, most students (indeed most people in general) are not willing to

ponder a problem for more than a few minutes. Without immediate success, they become disengaged

6. **The work is appropriate, but the student is missing the point.** One of the key elements of brain-based learning is that the learner must see some value in the material being learned. If the student does not understand the *why* of an assignment, this fundamental part is missing which results in disengagement.

7. **The student is unable to judge appropriate quality.** Students who are unable to discern the difference between their current level of achievement and the criteria set for an assignment will believe the goal has been reached and not be interested in any further improvement.

8. **The student does not have clear goals.** This is similar to Number 7 above, with the difference being that here the student is able to evaluate his or her achievement, but has not been given clear goals for which to aim. Not knowing where to go, the student becomes frustrated and goes nowhere.

Thus boredom, a word with fairly specific meaning for adults, can reveal a broad range of issues when spoken of by children. If your child is feeling “bored” by his or her work, please contact the teacher immediately. Regardless of why a student feels bored, one thing is true: bored students are not engaging in their work and therefore not learning the class material.

## MUSIC NOTES

Trolls! The Grades 1 through 6 Music classes have been exploring the music of Norwegian composer Edvard Grieg. Our focus piece, *In the Hall of the Mountain King* from the *Peer Gynt Suite* is one of those famous pieces of classical music that students knew they had heard before, but maybe didn’t know what it was or who wrote it. Students enjoyed the story of *Peer and The Trolls*, and used their imaginations and musical clues to determine an ending – some happy and some horrific! Yikes! Students even brought home their own music map so they can guide you through this famous piece of music.

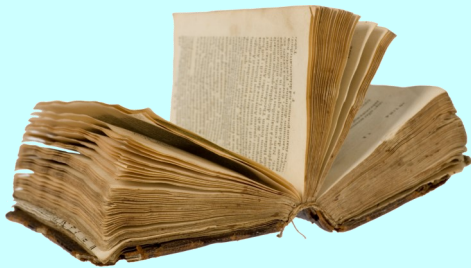
Check out this entertaining classic short film of *Peer Gynt*, which features Grieg’s music: <https://www.youtube.com/watch?v=QnLWa3ij0pk>



## LIBRARY NEWS

### Used Book Sale

It's almost that time of year again - for our annual used book sale in June! If you are spring cleaning and have books your family no longer uses, please send them to school (beginning June 1) for our sale. We will accept everything from toddler books to adult books, in decent shape please, (no encyclopedias, please) and parents are invited to come shopping also! All students will have the opportunity to purchase books that day for the bargain price of just 25¢ each! This is a great way for everyone to get something "new" to read for the summer. Due to limited storage space at the school, please hang on to your donations until at least June 1.



### What library books does my child have signed out?

You can look it up! Koha is RVS' online library system. Students and parents may access library information from any device on which you have an internet connection. On our Indus website homepage, there are badges across the very top of the page. Click on the blue K to get to Koha. You may search our library catalog without logging in, to browse through the amazing selection of books here at Indus. To see what your child has signed out, or to put a hold on a book, follow the instructions on the screen to login, or contact Mrs. Potter at the school for assistance. (lpotter@rockyview.ab.ca)

Please remember that Library books are loaned for a one week period. If your child is not finished reading the book after one week, it can be renewed at the library.

## GRADE 2: SINK OR SAIL?

The Grade 2 students have been hard at work the last month exploring boats and buoyancy. Students investigated water-proof objects and things that float. They then put their knowledge to the test and independently designed their own boat, which had to pass three different tests in the classroom. Through building and testing a variety of floating objects, students learned the importance of selecting appropriate materials and the importance of workmanship in shaping, fitting and water-proofing their constructions, so they would float, hold a load and move through the water. We even had Mr. Wyper teach us a lesson on the buoyancy of a can of Coke versus a can of Diet Coke. The Grade 2 students did a wonderful job and should be very proud of their efforts!





## ME TO WE



Indus School's 2015/16 *Me to We* group chose to support the *Year of Education*, an initiative of *Free the Children*, by raising money to send children in Ecuador to school for three years. The cost was \$50.00 to send one child to school for their primary education.

Mrs. McKenzie and her *Me to We* group held various fundraisers including dodge ball games against the teachers, fun fairs, dances, face painting, and karaoke where students donated money to attend. They also held bake sales and convinced the staff members to motivate students by putting themselves through some torture. We hosted a Staff Hula Hoop Contest on April 20th, where students were able to witness the staff paying their dues. Mrs. Istchenko was crowned our first ever, Hula Hoop Champion!

We have kept track of the number of children we have sent to school on a giant poster outside the office. As a school community, we sent a total of 26 children to school in Haiti, a donation of \$1307.55 to Free the Children!

Thank you to all staff, parents and students for your wonderful spirit and support. We hope students realize the impact they have on other people in our world.



## SKIPPING IN 4/5M

Did your child come home with a new skipping rope? It's from Health class! We've been learning about nutrition, vitamins, minerals, and how to make healthy food choices. Simple ideas like eating a rainbow everyday, or making half your plate fruits and vegetables are good starting points to healthy eating. Students are enjoying the Power4Bones section of our nutrition unit, where we learn about what foods and exercises are ideal for growing strong bones.

"**Power4Bones** is a FREE, award-winning program that teaches **Grade 5** children about **bone health** using an incredible variety of coordinated teaching methods, including Web-based challenges, educational comics, coded secret messages, classroom announcements, a public service announcement activity and much more."

## BUILDING AN ARGUMENT IN ELA 7

Do you know the difference between persuasive writing and argumentative writing? Many people believe that argument and persuasion are one and the same. This is not surprising because, in both kinds of writing, the writer's purpose for writing is to convince a reader that his or her point of view is the "right" one.

This month the Grade 7 students learned that if they want others to agree with their viewpoints, it is often more convincing to build their arguments using facts and evidence than it is to base their arguments on opinions and emotions.

Persuasive writing appeals to a reader's emotions, makes claims without evidence and only presents ideas on one side of the argument. In contrast, argumentative writing offers facts, reasons and evidence to show the reader that the author has a valid viewpoint. As well, an important part of argumentative writing is acknowledging opposing points of view, and then responding to and trying to refute those counterclaims.

The Grade 7 students chose their own topics and points of view to argue. Before they began writing, they developed their critical thinking skills by gathering arguments on BOTH sides of their chosen topics from a variety of sources, which helped them recognize and consider the existence of multiple viewpoints.

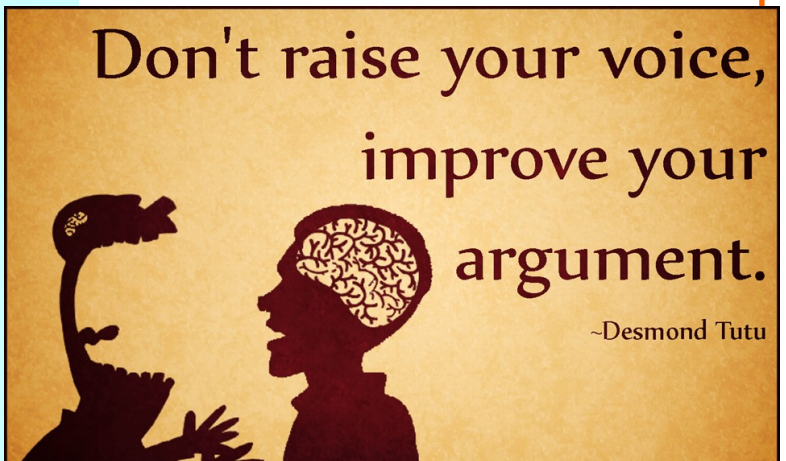
Kobe chose to research answers to the question: Are Professional Athletes Overpaid? As an aspiring NHL player, he was hoping to be able to argue "NO – They Aren't," in his writing. However, he discovered so much evidence that opposed his point of view, he was convinced that he would have more evidence to argue "YES" in his written assignment.

Some other interesting points of view that students argued included:

- Schools are Not Effective at Preventing Bullying
- Video Games Do Not Lead to Violent Behaviour
- Nintendo Should Not make *Pokemon Go* a Freemium Game
- The Canadian Government Should Reinstate the Death Penalty
- The Use of Animals for Research Should be Stopped
- The Driving Age Should Not be Raised to 18
- School Uniforms Should Not Be Mandatory
- Vending Machines Should Not Be Present in Schools

Don't raise your voice,  
improve your  
argument.

~Desmond Tutu





## GRADE 6 OUTDOOR SCHOOL by Claire D.

On April 5th my class went to Kamp Kiwanis for four days. I was in a cabin with Mia, Tiffany, Cadence, and Mariah. There were four bunk beds and one normal bed for Winter, our leader type person. On Tuesday we had to make a bag lunch at home and bring it with us to eat when we got there. After we got there and got settled in we got taken on a site tour where Winter showed us around camp. We had free time every day; we were not allowed inside during free time, we were allowed to do anything we liked as long as we didn't go in the forest, or anywhere they could not see us. On Wednesday we played *Capture the Flag* in the woods for a little while, and then we got ready to go on a half-day hike. For the half day hike we went to Elbow River. Mia, Cadence and I played *Follow the Leader* and we said everything Mia

said. My feet got soaked because my feet kept slipping off the rocks and logs into the water. We played *The Animal Game* with the other school, their school was huge so there was tons of people, we only had 19 people in our class there so we all teamed up during *The Animal Game*. I died right when the hunters came out, but we played for over an hour. On Friday we did a small hike to Elbow River again but for not as long as before. Weta came and made some rock paint sort of thing, where he rubbed two rocks together while they were wet, and one of the rocks had to be a certain color. He gave me handle bars, a small beard and Mia just rubbed a lot on my forehead. I wore it home.



With the great weather, the Indus Ultimate team has been revving up their practices. Our first event is in Kelowna, BC, with the *Sun-flicker Junior Ultimate Tournament*. There will be teams competing from Alberta, British Columbia and Manitoba. We will then turn our sights to the 3<sup>rd</sup> annual High River Ultimate Tournament. Both of these tournament are for the Senior+ Squad. This is a squad for seven on seven tour-

naments where some of the junior players compete on the Senior Squad, (both the meet the required number of players on field and to begin their transition to Senior Squad next year.

On Friday, May 13<sup>th</sup>, Indus will be hosting their second annual Junior High Ultimate Tournament. So far we have four schools competing with at least six squads. This is a

## ULTIMATE (not Frisbee)

larger number than last year. Both our Junior and Senior Squads will compete in this event. If you are able to volunteer to help with the running of the event, set-up or take down, or photography throughout the day, please email me, [agreen@rockyview.ab.ca](mailto:agreen@rockyview.ab.ca), and let me know.

## KINDERGARTEN: THE CHICKS WERE HERE!



This month we had a fun visit with some baby chicks! It was an exciting morning in the Kindergarten room when the big, brown box of chirping chicks came in! Here is what some of the students thought about our experience with these baby animals.

"I held the chick and pet him. She cared about me." – Vaughn

"The chicks were cute and they almost fell asleep in my hand." – Easton

"The chicks were really fluffy!" – Luke

"We each got to hold a chick." – Katie

"I liked holding the chicks." – Ante

"The chicks were cute and cuddly!" – Avery

"My chick was trying to fly around!" – Kaylyn

"Some of the chicks were black and some were yellow." – Sarah

A HUGE thank you to Jamie Ann Kearns for sharing the baby chicks with us and bringing happiness to this bunch of Kindergarten children! Happy Spring, everyone!

## HORSING AROUND AT INDUS

### Equine Assisted Learning

You can't fool a horse; their ability to read body language and sense what is going on is uncanny. There are few better learning partners than a horse! That's what makes it so exciting that Indus is again able to run a six-week equine assisted learning spring session at the Indus Recreation Arena.

Lori Thompson, of Inner Equine Journeys runs the program that focuses on observations, thoughts/feelings/behaviours, communication, setting boundaries and leadership skills. The

hands-on, experiential program is not about horsemanship, rather observing, reflecting and questioning while working with horses. Students have access to an alternative approach to create positive and constructive learning experiences that carries over into the students' traditional classroom experience. This is the second year of Indus' fall/spring programs.

Dr. John Burger, Area Director (RVS), has played an important part in collecting and analyzing important data for sustainability of the program. As well, the Indus Recreation Centre has donated

arena time both for Indus and Chestermere Lake Middle Schools' students involved in the program. We are very thankful for the donations and monies that have been collected from Indus Parent Council, parents and community members to help cover the cost of the program sessions.

We are thrilled to be able to offer this hands-on, experiential opportunity to students!

If you would like to find out more about the program or would like to make a donation for future sessions, please contact Kim Hart at the school.



## STUDENT COUNCIL

### OUTDOOR EQUIPMENT CAMPAIGN

We can't seem to locate some of the equipment dedicated to outdoor use at recess and some equipment has quite naturally been broken. Grade 4/5 council rep, Evan Kasha, suggested students raise the funds and make the suggestions about what to buy as new equipment.

The month of May, every Friday will have an ice cream sale at lunch.

After expenses, all funds will be dedicated to purchasing outdoor recess equipment such as Frisbees, skipping ropes, basketballs, soccer balls and a container to keep supplies in the classrooms.

We are also very interested in having a swing that our handicapped students can use outdoors. This is very

expensive but Student Council would like to start the process to raise these funds. For the Spring Dance Formal later in May, the students can make donations toward this special swing.

Look for the presale order form this week.

### SPRING FORMAL DANCE GRADES 7-9

Thursday May 19, (no school Friday the 20<sup>th</sup> for Staff Learning) from 5 to 9 pm.

Tickets on Sale next week. Hot dog supper. Fund raiser for special swing for our wheel chair students.

## SENSORY ACTIVITY BOARDS IN ROOM 1025

In an earlier newsletter, we explored the sensory room, it's purpose and how beneficial it is to many students. This time, I want to share the excitement around our new activity board.

Have you ever watched a small child enthralled with the noise a doorknob makes? They love it because it appeals to many of their senses, the sound, the vibration or the sensation it makes in their hand. Our new activity board has many gadgets you would find around the house; door locks, hooks, lights, wheels, a doorknocker and many other fun thingamajigs. Using this kind of activity can help stimulate or calm students. It's part of what helps our students learn best.

If you are interested in finding out more, or helping us create some sensory activities please contact Kim Hart at the school.



Special thanks to Strathmore Home Hardware for your generous discount towards the gadgets and thingamajigs.

Ms. Hart is looking for any of the following items:

- battery operated, moving toys (cars, dinosaurs, trucks, animals etc.)
- umbrella stroller
- small doll clothes
- Mr. Potato Head

If you have any of these items that you would be willing to donate let Ms. Hart know ([khart@rockyview.ab.ca](mailto:khart@rockyview.ab.ca)).

Thanks in advance for checking!

## GRADE 4/5M: INTERVIEW WITH MRS. CERANIC

Mrs. Aneta Ceranic is joining us at Indus School until the end of May when Ms. Marshall hopes to return. Mrs. C is 31 years old and has a two year old daughter. She lives in Calgary today but she was born in the former Yugoslavia in the republic of Bosnia and Herzegovina in the city of Sarajevo. She taught over

seas in Europe before coming to Calgary.

Although she doesn't currently own a dog her favourite animal is a dog. Like many Serbians, her favourite food is cabbage rolls. Her mom used to make them and it reminds her of home. Her favourite book is

"Anna Karenina".

She loves teaching and she loves our class and she wants to build a good relationship with our class. We miss Ms Marshall but we are enjoying having Mrs. C while Ms. Marshall is away.

Written by the Grade 4/5 class

## CREATIVITY

We often hear about the need to think *outside the box*. Breaking away from existing ideas and thinking in unique and original ways comes naturally to some but is extremely difficult for others. Many people believe that traditional models of schooling teach children just the opposite: that there are hard and fast rules that govern how any question or problem should be answered or approached.

While it is true that there are many skills and procedures that we should learn from those who have gone before (not poking sleeping bears comes to mind), there really is a need for modern schools to foster creativity across the curriculum. We work with the students to help them explore new ways to solve mathematical problems, develop original compositions, express information in an unorthodox (yet still

understandable) manner, and participate in many other activities for which "out of the box" thinking is required.



Thinking through a notion, and developing a heretofore undiscovered thought (or at least a thought that is original for the student) is one of the cornerstones of 21<sup>st</sup> Century Learning. Creativity will be essential in the work world of our children. Helping develop that creativity will continue to be one of the primary objectives at Indus School. Perhaps instead of asking your children what they did in school when they get home, try asking them what original ideas they had, or what they did that they have never done before. Creativity, like any skill, not only needs

practice, it also needs encouragement.

## RVS ANNUAL SATISFACTION SURVEY

Rocky View Schools eighth annual Parent Satisfaction Survey will be open May 2<sup>nd</sup>, for completion through the home page of Indus School's public website ([indus.rockyview.ab.ca](http://indus.rockyview.ab.ca))

Parents have until May 31, 2016, to help Rocky View and its 46 schools shape their future by providing feedback into the jurisdiction's progress towards achieving the goals and outcomes outlined in its 2015-2019 Four Year Plan.

The survey contains 23 questions and shouldn't take more than 10 minutes to complete.

Results of the survey will be published in School Annual Result Reports in November 2016, and be used to shape our decisions around the delivery of services to your child.

Please help us pave the way to meeting your child's educational needs.