

Worsley Central School

www.worsleyschool.net

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April 2009

Principal's Message

Hi everyone. As you are already aware, I have taken on the position of Acting Principal until the end of June, following the departure of Marg McCuaig Boyd. We wish her well in her new career with Grande Prairie College. I would also like to congratulate Laryssa Speck on her new position as Assistant Principal, and would like to welcome Ginger Patton, who joins our staff on a full time basis for this semester.

We're about to enter Worsley's fifth season: 'Mud', so I would like to remind everyone coming into our school to remove your outer footwear if it's muddy; students should have a second pair of shoes here to wear during the day.

April 7th was our **Science Fair** for grades 6-10. Displays will be left up on the 8th so that parents who couldn't make it to the Fair but are here for **Parent-Teacher interviews** can see them.

Parent-Teacher interviews are on Wednesday April 8, from 4pm-7pm.

Recently some of our staff have participated in various workshops and courses. Stephanie Barber, Allison Ansorger, Kate Monilaws and Ginger Patton attended a Smart Board in-service, and Bill Willis attended a two day Smart Board workshop. Laryssa Speck attended two workshops, both about leadership.

Parents of grade 10 students are reminded that they can access their son/daughter's marks at any time online. See the teacher or Bonnie Morgan for information about how to log in.

School ends this week on Thursday. Our Spring Break runs from Friday April 10 through Sunday April 19. School resumes on Monday April 20. Have a great holiday!

Bill Willis

Classroom Rights & Responsibilities

1. I have a right to learn in this classroom.

It is my responsibility to listen to others, work up to my ability, ask questions, and raise a concern.

2. I have a right to hear and be heard.

It is my responsibility not to talk, shout or make loud noises when others are speaking.

3. I have a right to be respected in the classroom.

It is my responsibility not to tease or bug other people, or to hurt their feelings.

4. I have a right to be safe in the classroom.

It is my responsibility not to threaten or physically harm myself or someone else.

5. I have a right to privacy and to my own personal space in this classroom.

It is my responsibility to respect the personal property of others and to accept their right to privacy.

Phys Ed



The past couple of weeks we have been working on our snowshoeing unit.

The kids are really enjoying it and love getting out in the bush.

Thanks to Mrs. Speck for purchasing the snowshoes for the school. They are being put to good use.

Notes from the Office

Tracy has been busy preparing for an audit from central office. She is also looking forward to the new accounting program starting in August, 2009.

Val is finishing up with all the basketball organizing and wrapping up end of season paperwork. She has also been busy preparing for report cards which have already gone out.

A reminder to all parents that if your child is going to be away, please send a note the following day or call the office. These absences must be accompanied by a note or phone call or they will be recorded as inexcusable.

Emily Willis Wins Remembrance Day Award



7/8/9 Classroom Rules

1. When the second bell rings be seated in your desks and quiet.
2. Do not interrupt someone who is speaking or speak out of turn (without being called on by the teacher).
3. Do not take or borrow property from another person (classmates or teacher) without permission.
4. Sit properly on your chair (face the front and do not tip the chair).
5. All language and discussion topics must be classroom appropriate (as deemed by the teacher). If you are asked to stop a discussion you should do so immediately with no arguments.

Classroom Activities

Science 6

Students have started working on the evidence and investigation unit. They will be analyzing footprints, fingerprints, writing samples, and different types of fabric. They will interpret evidence they collect in a variety of activities.

Science 7/8/9

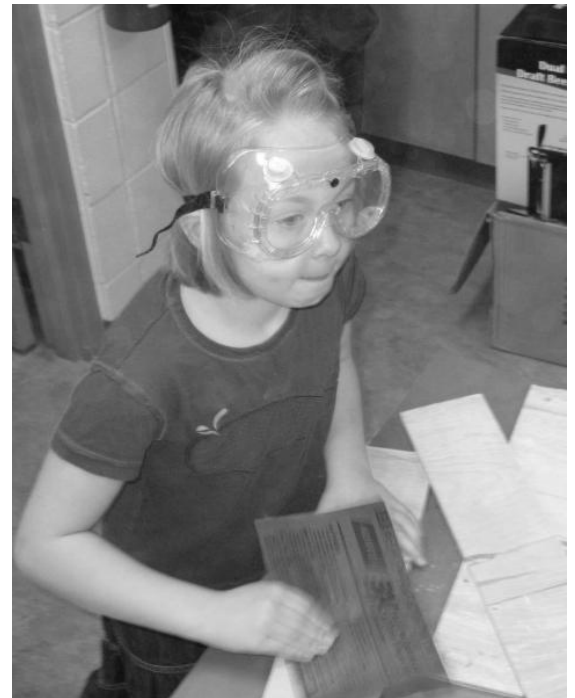
Students are working on the Plants for Food and Fiber unit. They are studying different structures and functions associated with seed plants. They will also be looking at ways plants can be manipulated to improve quality of life.

Option 6/7/8/9

The design and development option is in full swing. Students have been building the CO₂ cars that they spent hours designing. Race day looks like it will be filled with fun, flashy, and fast racing machines.

Biology 20

Students have been focused on ecology for the first month of the course. They are currently developing an understanding of the mechanisms and evidence of Evolution.



LITERACY AND PARENTING SKILLS (LAPS)

Facilitator Training Session

Three Day Workshop

Date: June 9, 2009

Time: 9:00am – 4:00pm

Date: June 10, 2009

Time: 9:00am – 4:00pm

Date: June 11, 2009

Time: 9:00am – 3:00pm

Location: Lions Learning Centre, 9625 - Prairie Road, Grande Prairie, T8V 6G5

Facilitating the Literacy and Parenting Skills Program

Learn to be a LAPS facilitator! This training session is of interest to participants who would like to take the first step towards becoming a LAPS trainer.

Literacy and Parenting Skills (LAPS) is an innovative family literacy program designed to provide literacy and parenting skills to at-risk parents who wish such training. Low literacy materials based on parenting topics have been adapted to strengthen the literacy skills of the parents and to give them strategies to model good literacy practices with their children. Topics covered by these sessions include: Building Self-esteem in Your Children, Positive Discipline, Anger Management, Communication and Listening Skills, Passing on Your Values and Traditions.

During this three-day LAPS facilitator-training workshop, an emphasis will be placed on learning how to facilitate the program. Topic areas covered will include: facilitation strategies, assessing community needs, literacy instructional techniques, cross-cultural facilitation strategies and parent education. The workshop will increase the participants' comfort level with facilitating other LAPS (A-LAPS, LAPS-ESL) programs and/or other family literacy programs.

The registration fee is \$100. (Please make any cheques out to **Holly Handfield**)

**Fee covers lunch, coffee and materials. Please notify us of any food allergies or restrictions.

Please mail Registration and Fees to by May 29, 2009:

Holly Handfield – Northwest FLRN Coordinator

Box 607

Sexsmith, Alberta T0H 3C0

To register or for further information, please contact: Holly at 780-518-7361
his workshop is sponsored by the Further Education Society.

We wish to thank Grande Prairie Council For Lifelong Learning for space and the
Community Initiative Program for financial support.

Name: _____

Agency: _____

Phone: _____

Fax: _____

E-mail: _____

Cheque received: _____

Performance Tasks

As education moves into the 21st century there's been a shift in what content students are expected to know and what skills they should be able to do. New curricula put a bigger emphasis on investigating questions and discovery. Now students are expected to know more than just the right answers, they are expected to explain how they know *and* describe how they arrived at the answer. Students need to demonstrate critical thinking, problem solving, creativity, decision-making skills and the ability to apply what they know. Assessing these skills sometimes requires teachers to use an approach called *performance assessment*.

Performance assessments require students to perform an authentic task, create their own answers to a question or make something that demonstrates their knowledge and thinking skills rather than picking an answer from a list. Children also know on what criteria they will be judged at the start of the task. The students *are encouraged* to help set those criteria. Reflecting on and judging their work is a critical part of a performance assessment. Judgments about the quality of a completed performance task are made based on criteria contained in a rubric. This rubric would describe what completed tasks look like at different levels.

Types of Performance Assessments:

- Conducting experiments, investigations or research
- Building models, bridge, sculptures
- Portfolios, observations, interviews
- Writing a story, essay, play
- Singing, playing an instrument or using the computer

*For more parent information on this AISI project please go to www.prsd.ab.ca and type **Assessment for Parents** in the search window. Janet Wallentiny 780-332-2804 (Grimshaw) Sally Arnold 780-338-3971 (Berwyn)
Gail McNabb 780-624-3168 (Peace River)*



Worsley Kinder-News

This month, we have been learning about farms and farm safety. We had two very interesting presentations on farm safety. The children all enjoyed the presentations and were eager to discuss all they had learned.

We have been learning how to use sign language to name the various animals, and have learned a poem, in sign language!

This month, we have been showing our creative side. The students have been colouring, cutting and pasting free expression art forms. They get quite excited when given free run of the magazines and pictures! Following in this creative mode, we have also made our own musical instruments. We combined this with math so that we could learn quantities, and how the sounds change with the increase/decrease of materials used in our shakers. We then had a mini concert and performed for Ms. Barber's students.

In April, we will be looking forward to having special visitors in our classroom. Mr. Bennett, Deputy Superintendent of Peace River School Division, will be coming to our classroom to read to us. I would like to thank Mr. Bennett for allowing himself to be "volunteered"! We are also looking forward to a special presentation towards the end of the month. It is a surprise for the students, so keep an eye and ear open for the event!

We have a slight change in Language Development days this year. As the students have only been attending one day a week, they will continue to attend Language Development through April. In the past, Language Development was finished at Easter time. This year however, they will continue to come on Wednesdays until mid-May.



Are the Grade 12 students in your school planning for post-secondary studies?

Do they have questions about student funding?

Are they unsure about how government student loans work?

Do they need to research different programs and schools?

They need to check out two websites:

► **edulinx.ca**

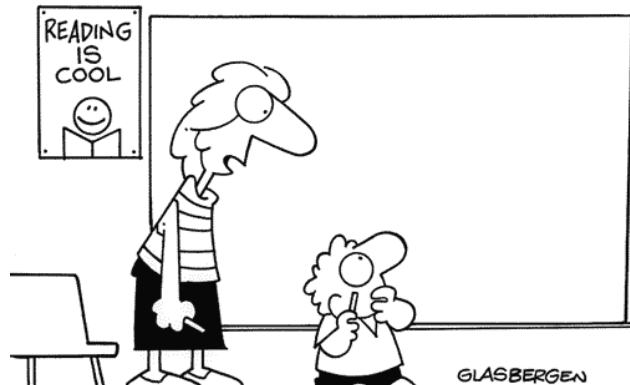
EDULINX is Alberta's student loan service provider and has recently launched a **new and improved Entrance Counseling session**. This online session has information about every phase of the student loan life cycle; including the student loan process, how to keep loans in interest free status, how to repay loans, plus budgeting and saving tips for school. There's even a short quiz at the end to make sure your students understand how the student loan life cycle works.

► **alis.alberta.ca**

The Alberta Learning Information Service (ALIS) website has lots of information about student funding; government loans, scholarships, grants and bursaries as well as career and education planning. Check out **alis.alberta.ca/studentsfinance** and **alis.alberta.ca/myeducation**.

Help your students prepare for post-secondary studies! Make sure they get the information they need at **edulinx.ca** and **alis.alberta.ca**

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“There aren't any icons to click. It's a chalk board.”

Grade One & Two

The past month was very busy in the grade 1/2 class, as it always is. In March we wrote St. Patrick's Day stories and we began our Fairytales unit. We will be reading various fairytales until the end of April and we will look at various story elements, such as character and setting. At the end of April we will be writing our own fairytales and Mr. Willis's art class will be illustrating!! It will be very exciting. The declamation contest will be occurring the first week of May, so students will be picking their poems shortly and then working hard on memorizing and speaking with expression.

In math both grades completed their measurement units, and are working hard on new units. Grade 1's are learning skip counting by 10's, 5's and 2's, while the grade 2's are learning strategies for adding and subtracting 2 digit numbers. We will be beginning a 'building things' unit in science. You can see all our classroom happenings by attending student-led conferences on Wednesday, April 8th.





The Grade 6 & 7's have been working on movement in Drama Class. They have all been working really hard and have shown a great deal of progress. Ask them to bust-a-move! Great work everyone!

Dance



LA 3/4/5

The Grade 3/4/5 students have been studying E.B. White's *The Trumpet of the Swan*. Written by the same author as *Charlotte's Web*, this story follows the life of Louis the Trumpeter Swan as he learns to read and write in order to communicate, since he is a poor little swan who never had a voice. E.B. White is also the author of *Stuart Little*, the story on which M. Night Shyamalan based his 1999 screenplay by the same name. Shyamalan is also widely known for many other script writing endeavours including *The Sixth Sense* starring Bruce Willis and Haley Joel Osment.

Students are allowed to draw quietly while they listen to the story being read aloud. This keeps their hands busy and their ears open.



Writing contests

Several students at WCS have participated in writing contests this past year and so far we have had fourteen students selected to have their work published through various companies. Emily Koop, Garrett Patton, Kaylee Ruecker, Jessie Mogan, Paige Morgan, and Delaney Hayes will all have short stories published. Amy Koop, Daylan Shanks, Axel Lubeck, Kelsey Lund, Michelle Hale, and Bailey Larsback will have poems published. Tyson Morgan will have a poem and an essay published and Emily Lehune has had two poems and an essay selected for publication. Emily Lehune was also chosen as a top winner in one of the contests and will receive a cash prize as well as a complimentary copy of the book in which she will be published. Congratulations to all of our hard working students!



LA 6/7

Along with their weekly spelling lessons, the grade 6 and 7 students are continuing a study of *The Breadwinner* by Deborah Ellis. This is a story of the experiences of one child and her family during the war in Afghanistan. The students even had an opportunity to research some traditional Afghani foods. For mature reading on the same subject some parents may wish to read *The Kite Runner* or *A Thousand Splendid Suns* both by author Khaled Hosseini.

LA 8/9

The grade 8 and 9 students are studying media literacy. We are trying to become more aware of the world around us and how media is affecting us and our world views. We have also determined that fast food looks much better in the pictures than it does in real life. We have been watching some commercials using YouTube and analyzing the target audience and effectiveness of the advertising.



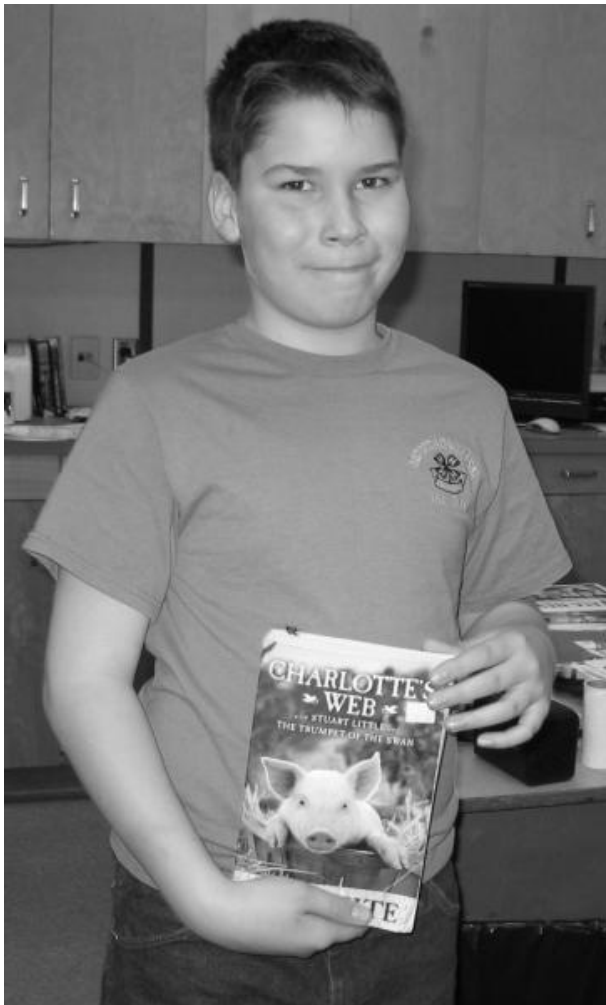
English 20/30

The students are embarking on a journey of self discovery. They are currently reading selections including short stories, poetry, and essays that relate to the theme of identity. Through this they will be assessing their views of others as well as their view of themselves and what has shaped who they are as people.

Leadership 8/9

The students in leadership have been doing lessons on character education as well as participating in activities with students in the Kindergarten classroom. The character education helps them to set a good example for the younger students when they are working on activities together. The two major topics covered have been respect and responsibility. We are currently looking at compassion and ways in which we can show compassion for others both in our own community and globally.

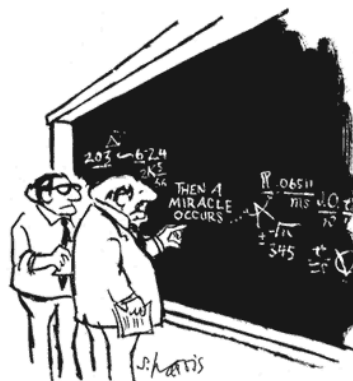
The students have prepared some Earth Day information and activities to present and do with the language development and kindergarten students after the Easter break. Activities will include picture finds, coloring, and crafts. We have also been searching for some fun internet activities that we could do with the younger students on the Smart Board. The young students do not have one in their room so we would like to invite them to our class and give them an opportunity to use a smart board.



An ad looking for a new principal for Worsley School for the 2009-2010 school year has gone out. Both a staff and parent representative will be involved in the recruitment process.

Science 3/4/5

In 1665, a man named Sir Isaac Newton became famous for his ideas on the laws of gravitation at work in the universe. Worsley School's science department decided to pay homage to this legendary physicist by naming their leopard gecko 'Newton'. For the past two years Newton has had a life that rotates around three processes ... eat, sleep, and sleep some more. His home is a small 10 gallon tank and every day he awakens in the same log house and drinks from the same water dish that he did the previous day. His lifestyle does not encapsulate the legend for which he was named. What Newton does not know is that the grade 3/4/5 science class recently began the unit 'Building Things' with a variety of materials. During this unit science students have several objectives, the most important of which is to develop a safe home for Newton, one which will afford him a life of gecko luxury and do justice to the man for whom he was named. Students were assigned the roles of architect, engineer, and construction worker. They were charged with the initial task of designing the home. A process that required planning skills, these skills are not fully developed at the 3/4/5 level, which meant students have had to rely on both their own and each others' ideas. Students have recently begun building their structures and after a few pulled nails they realized a detailed plan results in fewer errors. The project requires patience, team work, hand eye coordination, measurement proficiency, safe work practices, and the ability to think ahead. These skills translate into several facets of life outside the classroom. Students are still in the early stages of development but from their initial work and their detailed plans, it looks as though Sir Isaac Newton will no longer be rolling in his grave and Newton will soon be living in the luxury he so deserves.



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."