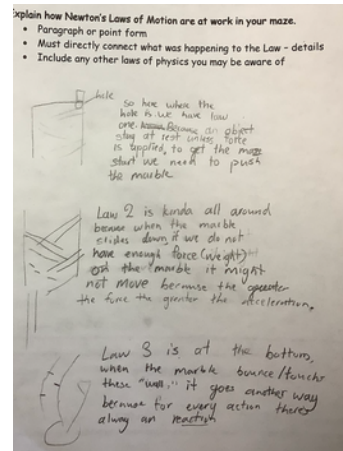
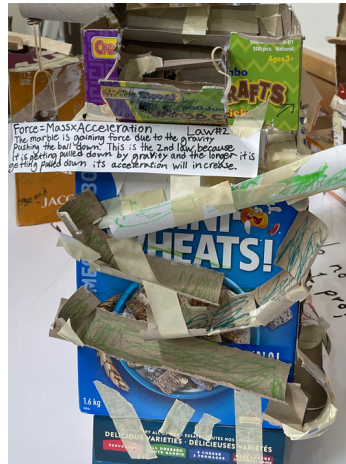
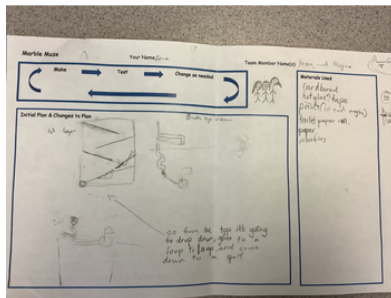
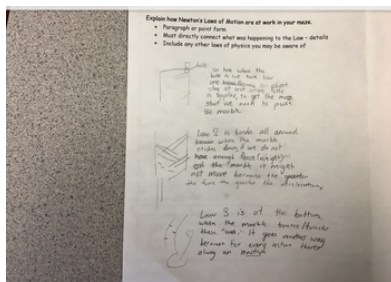


Connections to the Curriculum

ADST- Marble Mazes by Div. 1

Div. 1 was given a challenge to create their own Marble maze. They had to explore how Newton's 3 Laws of Motion could help them to design a challenging maze. They had to identify and use sources of information (Newton's Law and other mazes), develop a plan, test and change the plan as needed, and then share and describe final maze. They then had to reflect on thinking and processes used.

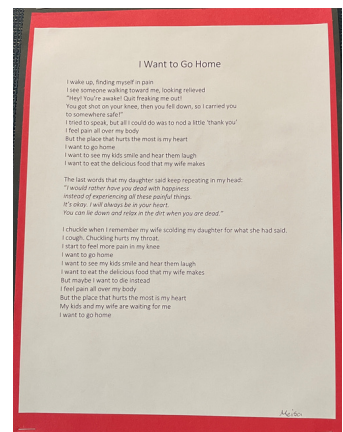
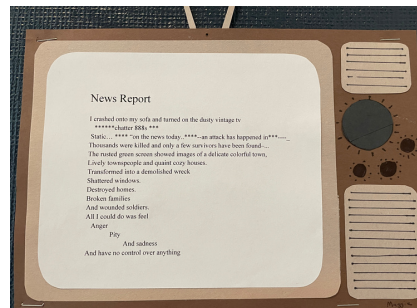


Literacy- Poetry



Haiku is a type of short form poetry originally from Japan. They consist of three phrases in a 5,7,5 syllable pattern with a seasonal reference.

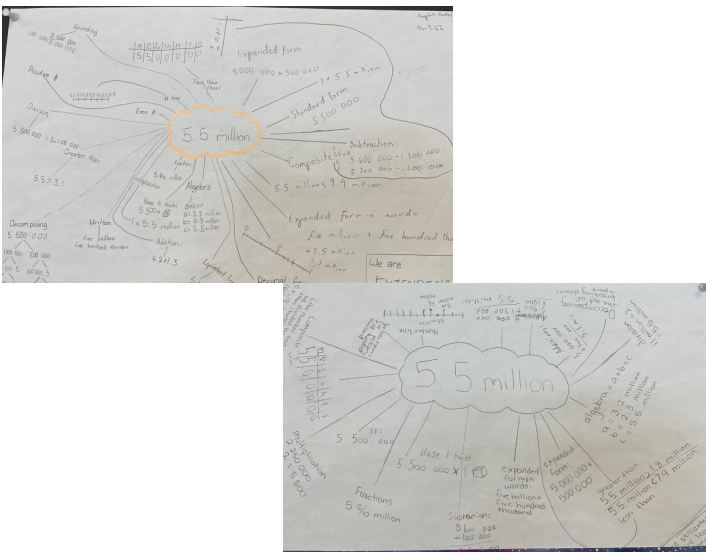
Div. 1 and 2 spent some time exploring War through the lens of poetry, photography and pieces of art. These Free Verse poems are their responses to what they discovered.



Connections to the Curriculum

Mathematical Thinking and Exploration

One of the Big Ideas in Mathematics is the development of computational fluency. In Div. 4 the, students are working towards being able to, describe and explain numbers up to 10,000-1,000,000 concretely, symbolically and pictorially and communicate, explain and apply how mathematical ideas connect to the real world.



Patterning Inspired by Indigenous Weaving



The students in Div. 5 and 10 looked at patterns in Musqueam weavings. They found colour, shape and direction patterns (up, down, left, right, and zig zag). Then they used paper and pattern blocks to create their own weavings together during their weekly buddy time.

Ten Ways to Hear Snow!



It was so exciting to see snow in Richmond!
Div.8 read a story called 10 Ways to Hear the Snow
and then went out and listened to all the sounds
that snow makes when you are playing in it! I think
they found more than 10!

SOCIAL EMOTIONAL LEARNING

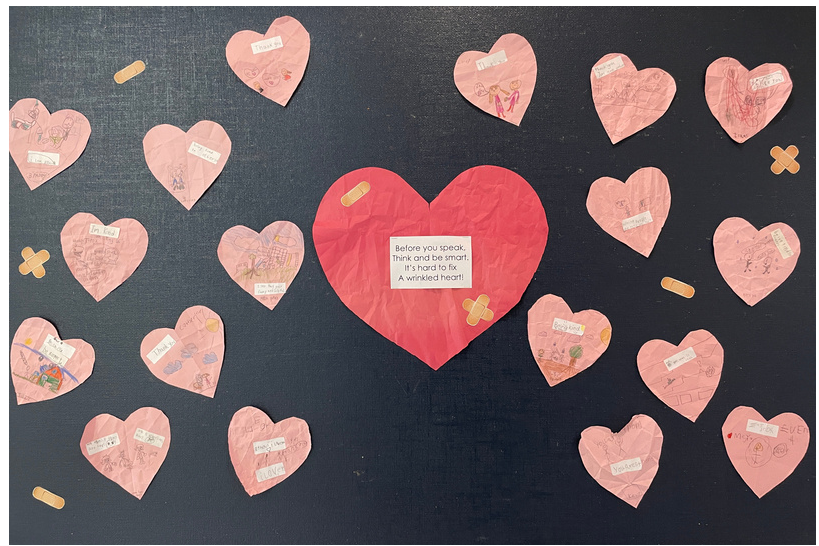
Our school will continue to focus on our current school goal: **What social and emotional skills and strategies, do our learners need to help them thrive and learn in school and in life?**

This year we will be focusing on using consistent language throughout the school that will focus on a Social Emotional Framework: **Blair Cares.**

Each class has a buddy class that they meet with on a regular basis to foster and build relationships for support during the school day. It is important to recognize who one has in their life to support and believe in them.

Also, our Student Leadership group organized a Food Drive during the month of December to give the students' in our school the opportunity to give to those less fortunate and show care for others in the Richmond community.

Using the Blair Cares Framework, students' are continuing to learn about and demonstrating ways to Care for Self, Care for Each Other, and Care for Place.



Caring for Others by Div. 7 and 3

