



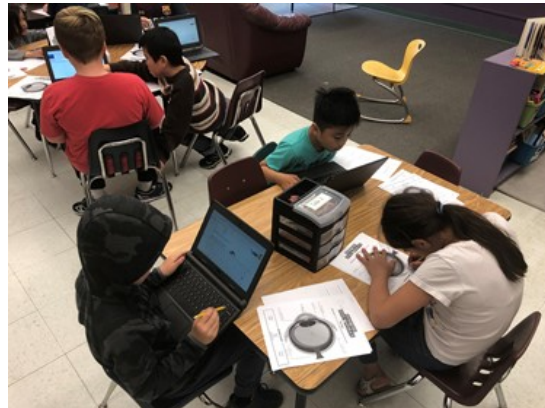
**REPORT TO COMMUNITY – 2018-2019**



**Feed All Four** is based upon the First Nations medicine wheel and Maslow’s Hierarchy of Needs. Feed All Four connects physical, mental, and social/emotional health and wellness to teaching and learning.

**The following beliefs were at the center of our daily teaching practices:**

Supporting the body, mind, spirit, and emotions of an individual increases a sense of well-being, connectedness and resilience, and improves student achievement. The body, mind, spirit, and emotions of an individual need to be fed consistently in order to optimize achievement and well-being.



**MIND — MENTAL — SKILLS BUILDING**

Children use technology, books and other sources like newspapers, people interviews and the environmental text to work on research projects.

**BODY—PHYSICAL WELL-BEING**



Monique Marker from GoodLife ran our evening community Open Gym.



Tires were added to our outdoor play. The children moved and rode them, built and created with them.

**7 SACRED TEACHINGS**

- RESPECT   LOVE   COURAGE**
- HUMILITY   TRUTH   WISDOM**
- HONESTY**

**EMOTIONS**



Books about wellness and the seven sacred teachings were purchased and displayed for our parent community to read through while waiting to pick up their children. These are books used by teachers in classrooms to practice strategies to deal with stress, social and emotional dysregulation. We added Yoga practice once a cycle, done as a whole school in addition to our movement breaks.

**SPIRIT**

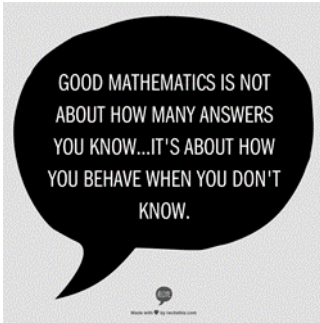


**END OF YEAR COMMUNITY BBQ  
CELEBRATING NATIONAL INDIGENOUS DAY**

A Pow Wow dance was performed to honor National Indigenous Day during our school community annual BBQ event. Our children in the Pow Wow club under the leadership of their instructor, Shannon Bear did an amazing job.

# NUMERACY

Enjoying math has been a goal for us to instill in our children. Recognizing that math is around us and applying math skills in daily life is taught. We continue to work on teaching children to master knowledge of understanding number, discovering different strategies to solve math problems, practicing and developing their mental math strategies to allow them to solve problems quicker. Children use concrete manipulatives, games, math story books as well as teacher/children created math problems.



**SHAPES ARE ALL AROUND US**

**THEY PRESENT MANY MATHEMATICAL EQUATIONS**



We encourage children to "...feel comfortable with being wrong, try new ideas and make mistakes in their mathematical learning".

Jo Boaler: Mathematical Mindsets

Teachers begun and will continue using this book.



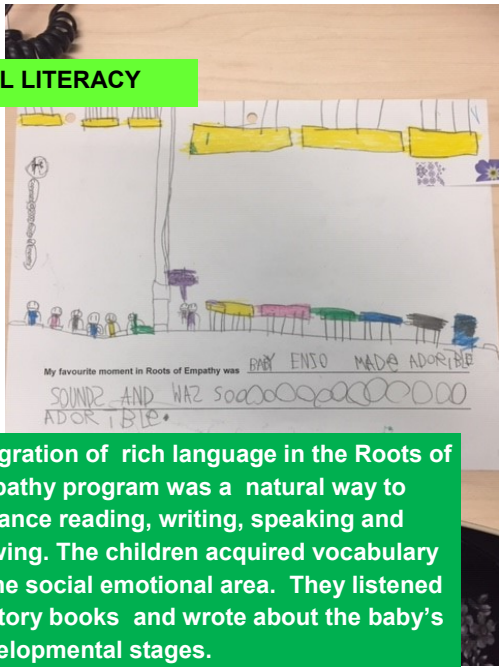
# LITERACY

In addition to working on basic reading and writing skills, literacy continued to be integrated in all subject areas. Reading and writing thrived in many meaningful ways. Children read and wrote to create and solve math problems. They worked on research projects using books, articles, computers, interviewing people and gathering information from the environment. Children practiced public speaking through morning announcements, assembly presentations, classroom debates, drama, etc.

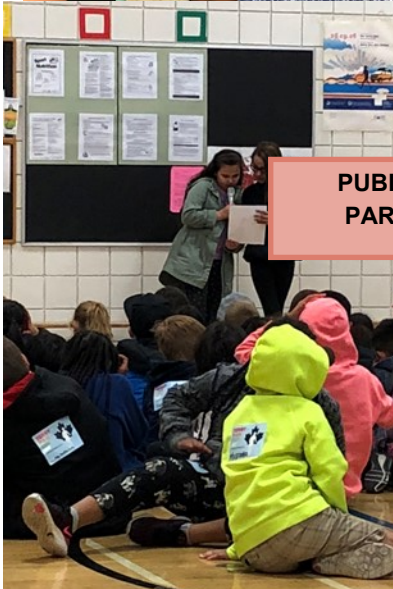
Children are at the center in our teaching and learning. We work together with parents, divisional support services and various community services to make sure each child works up to his or her potential. We work through each child's strengths to maximize individual engagement in learning toward mastery of literacy and numeracy skills.



## SOCIAL EMOTIONAL LITERACY



Integration of rich language in the Roots of Empathy program was a natural way to enhance reading, writing, speaking and viewing. The children acquired vocabulary in the social emotional area. They listened to story books and wrote about the baby's developmental stages.



## PUBLIC SPEAKING & PARTNER READING



# EDUCATION FOR SUSTAINABLE DEVELOPMENT

We worked hard to promote sustainable ways of living. Focus areas included promoting a caring environment, healthy living practices, fostering inclusion and cultural diversity.



Our room 8 class learned about the most popular grains eaten by people in the world. We learned about the parts of a grain and how the endosperm, the white part, is the least nutritious but the best tasting!

We planted wheat in our classroom garden.



Our wheat is growing



All the children in the school had an opportunity to learn about different seeds from volunteers from Seed Survivors.

A parent volunteer, Mrs. Philips taught children to pre-plant seeds indoors before transplanting them into our garden beds.



"It was so cool to work on the composting bin. We learned about how to take out a nail if it's in a wrong place. Mrs. Peters wears a lot of heavy tools. We put on safety goggles to protect our eyes."

Grades 4/5 children learned about construction and constructed our composting bin.



A school wide field trip to Fort Whyte was a reminder that we can go have fun outside during winter .



The December skate Party is a great family physical activity. It was the first time on skates for some of our children, but they did well.

## EDUCATION FOR SUSTAINABLE DEVELOPMENT

We are committed to promoting school wide healthy eating habits. This year, breakfast included boiled eggs, water, celery, carrots, mandarins and apple slices in addition to milk, cereal and toast. We promote teaching children how to prepare healthy food choices. We focussed on the different types of apples and different apple recipes including apple pie and baked apples. We ate and compared pink lady and gala apples. The children learned about the healthy values of apples as well.



We learned about healthy eating. We did a lot of research on eggs, the different types and the health benefits. We made and tasted a variety of devilled eggs.



We celebrated children riding bikes to school.

This year our preschool grew from 10 to 18 families. We engage in many activities including singing, dancing, cooking, reading and storytelling. Everyone's favorite activity was gym time. All the kids look forward to our gym time as we do a lot of fun activities.



PRE SCHOOL PROGRAM  
run by Sonia Cordeiro



The balanced school day schedule allowed the children to have two long physical activity breaks of 30 minutes. Children had time to play different games, socialize and solve problems.

Our class had reading buddies with grade 8 at H.C Avery School. We did lots of reading with them. One day we got to play cards. I got really competitive with my buddy Reese. She was a little bit competitive too. It was great. Joaquin had fun with his two buddies Daniel and Nazar. Sometimes we did art and played games. We think everybody in our class made a lot of new friends. We went on a picnic to end the year. All the grade 5's feel a little less nervous about going to H.C Avery now that we've been able to go there many times and see what it's like.

By: Ava Rice and Joaquin Reyes

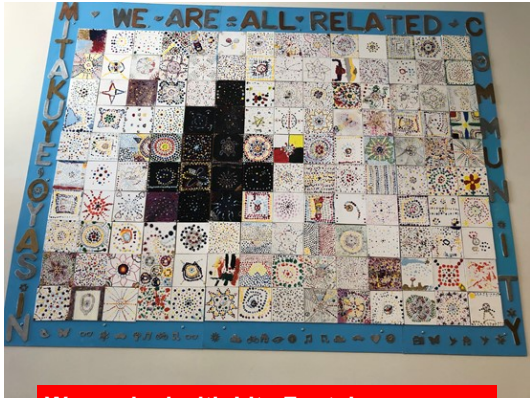


Room 9 picnic with the  
grade 8 buddies

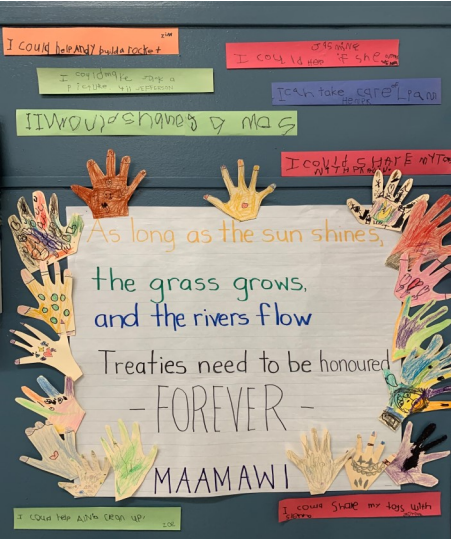
# INDIGENOUS EDUCATION

WE CONTINUE TO EDUCATE OURSELVES AND THE CHILDREN ABOUT INDIGENOUS CULTURES. Indigenous story-books were integrated in literacy and other subject areas. Inuit games were part of our Fort Whyte field trip activities.

The phrase written on this art piece, **“MITAKUYE OYASIN”** (All Are Related) is from the Lakota Language. It reflects the world view of interconnectedness held by the Lakota people of North America. The phrase translates in English as “All my relatives”.



We worked with Lita Fontaine on our school wide dot art project which was completed this year and is displayed on the wall in front of the office.



**We learned the poem**

**As long as the sun shines  
the grass grows,  
and the rivers flow  
Treaties need to be honoured  
-FOREVER-  
MAAMAWI**

We learned the word Maamawi (all together).  
We placed our hands around this poem.

Kindergarten read the book *The Handshake and the Pipe* by Betty Lynxleg

We talked about what a handshake means and how a treaty is a promise

We talked about respect and read *Kode's Quest(ion) - A story of respect* by Katherena Vermette and Irene Kuziw

We talked about how we can show respect and kindness with our hands

We traced our friends hands and talked about how we can use our hands to show respect to our friends

We decorated our hands beautifully to show how beautiful our hands are and how beautiful it is when we use our hands respectfully and kindly



We thank Dulux Paint store on McPhillips for donating paint and paint brushes to paint our bench.



Children in room 9 and their teacher painted the bench in front of the school to represent the colors of the medicine wheel. This was a step toward our learning about the medicine wheel teachings which we will all begin next year.



Our Pow Wow regalia seamstress, Sherri Star, came to present about the meaning of all the artwork on the regalia outfits. She told stories of the origins of each style of regalia and taught us the following:

**The jingle dress is a healing dress .**

**The shawls tell the life cycle of the butterfly**

She told stories embedded in the regalia she had on. The beaded pieces represent her life, her children, things that happened at the time she was making the pieces and her Mohawk tribe and the reservation she comes from.