

Literacy at Victory School 2018

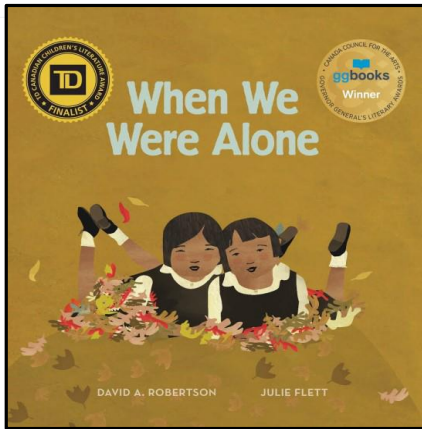
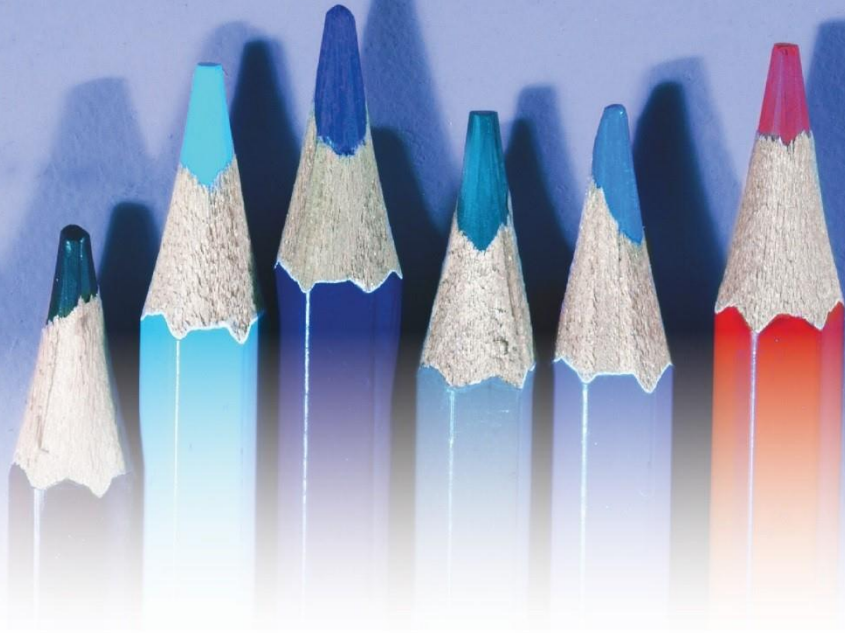


At Victory School, we believe English language arts teaching, learning, and assessment are effective when they are purposeful, dynamic, fulfilling, and authentic. At all stages of learning, the focus is on developing and deepening language and literacy practices within rich and meaningful contexts.

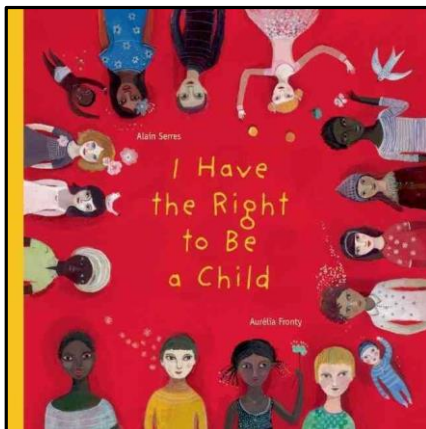
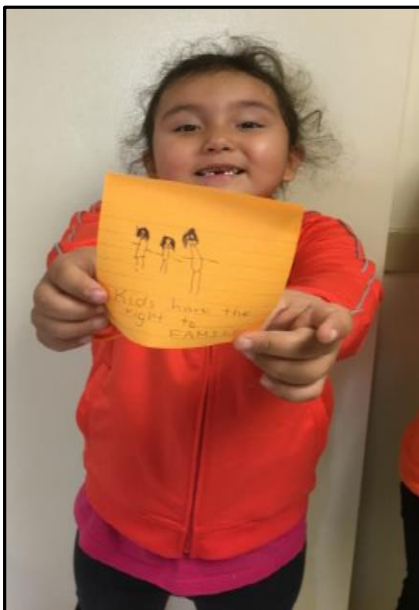
Learners draw upon their full repertoire of language and literacy practices to fully engage in life and learning experiences. Learners mobilize listening, speaking, viewing, representing, reading, writing, and blends of these modes to make and communicate meaning for multiple purposes and within multiple contexts. In meaningful learning experiences, these modes of language are inextricably interconnected.



Kiersten's Class KINDERGARTEN



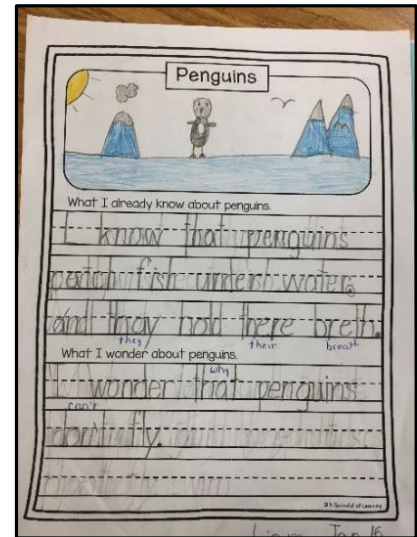
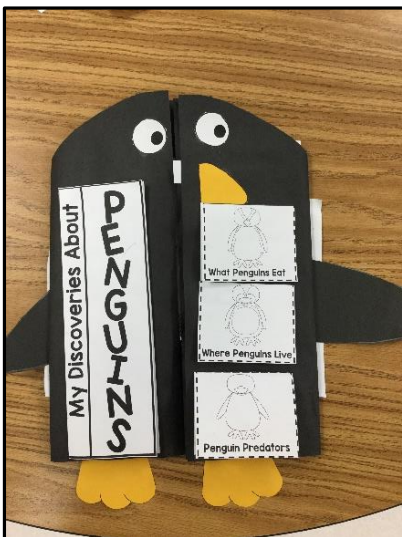
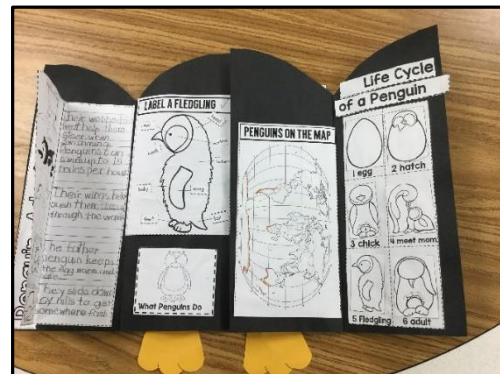
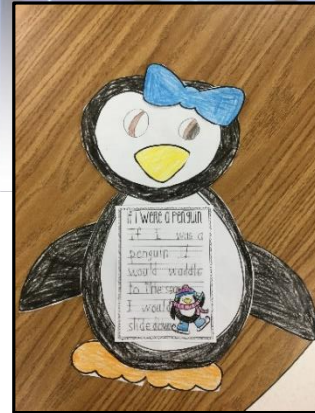
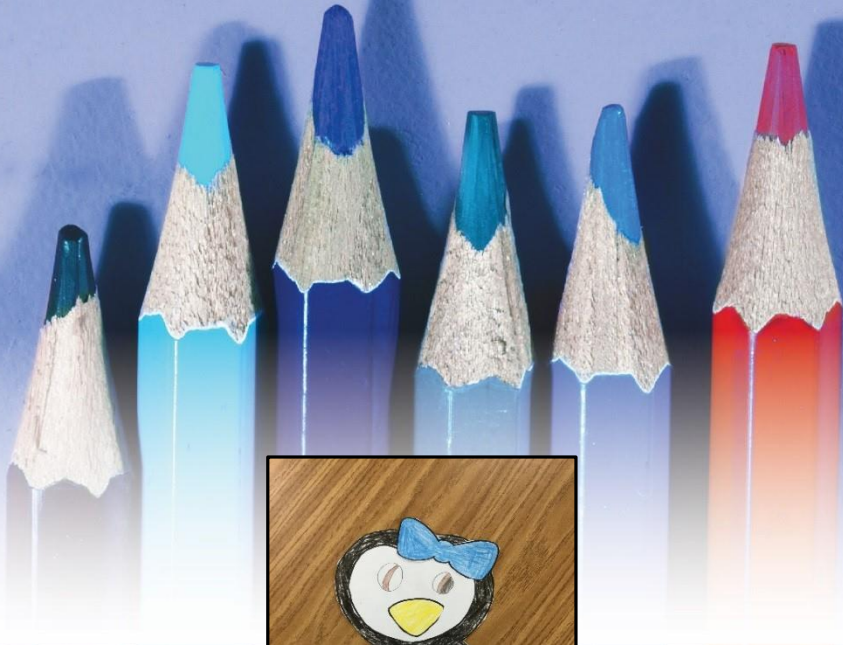
Before Orange Shirt Day students read and had discussions around the following books: *We Were Alone* by David Robertson and *I have the Right to be a Child* by Alain Serres. The kindergarten students wondered about how it would have felt to be Phyllis in the original Orange Shirt story. Then they brainstormed the rights of children. They drew pictures representing a right they felt was essential for all children in the past, present, and future. Together with their school, the kindergarten students dressed in orange and displayed their ideas on a large orange shirt.



Ms Work's Class

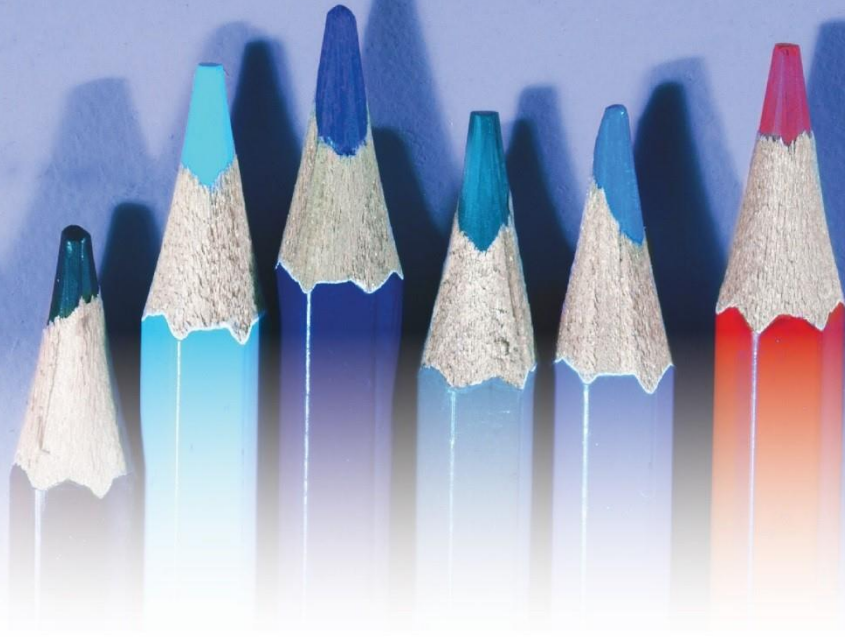
GRADE ONE

We began by talking about the difference between fact and fiction books. The students then wrote two things they knew about penguins and one thing they would like to learn. We looked at a map of the world and located where penguins live. They wrote a fiction story called "If I Were a Penguin", which included factual information about penguins. They also completed a book entitled "My Discoveries About Penguins". In this book they labeled the parts of a fledgling, they looked at the life cycle of a penguin and they learned about six different types of penguins. Finally, they wrote a summary of what they learned and what they found interesting about penguins. They read their stories to the class. We connected their Literacy learning with art and math activities as well.

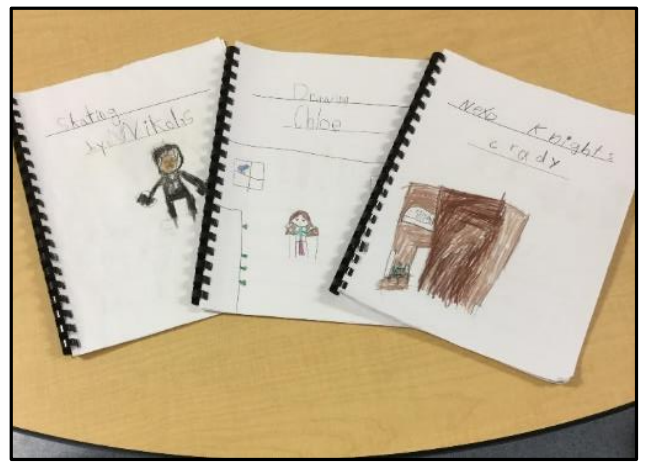


Mr. Tang's Class

GRADE ONE

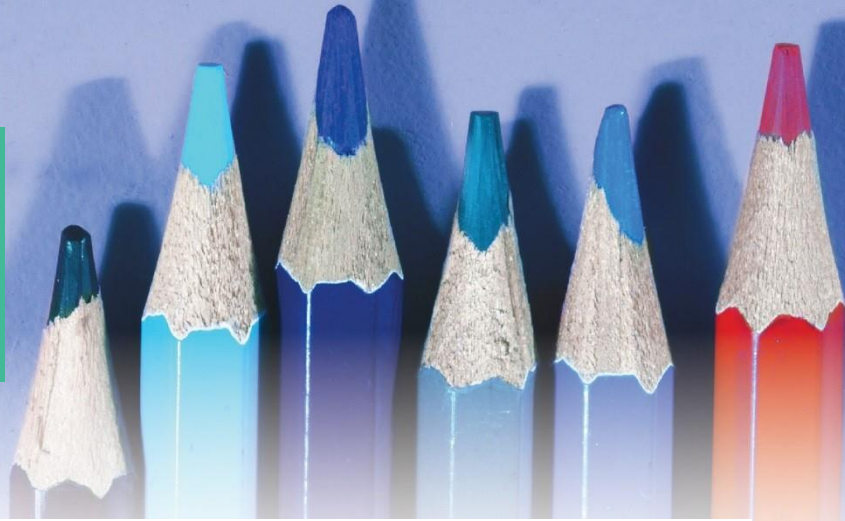


When students get an opportunity to make their own books, there is a sense of empowerment and confidence. For this particular activity, students wrote about a topic in which they are an expert. This activity was really beneficial for students whose skills are emerging. It made them feel like writers and readers since they are working on something about which they know a lot. They are able to come up with ideas on their own and they often use a lot of high frequency words in their stories. When they start seeing the same words found in books that are in our classroom library, they make a connection. During these moments, it is nice to observe an increase in their confidence. It is also a special moment when students get to share their book with a peer or others in the school.



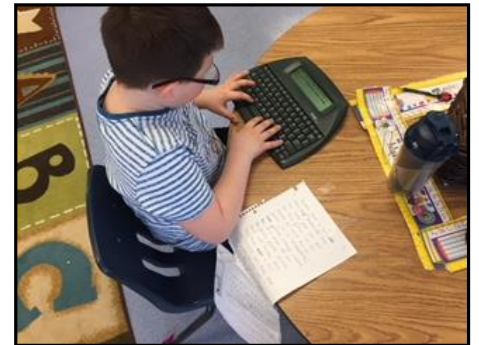
Ms Van de Laar's Class

GRADE TWO/THREE



Periodically, throughout the year, students engage in Readers and Writers' clubs. These clubs allow students with common interests to engage in reading, writing, and dialogue. Topics are generated through themes we are currently learning about, what the students are interested in learning more about, and/or their passions. At one given time there could be 6 small groups plus students working independently. Clubs have included frogs, dinosaurs, Winnipeg Jets, camping, fiction stories, saying good-bye, thank you letters, dinosaurs, geckos, and NFL to name a few. Students work through the writing process by:

- Reading and collecting information
- Interviewing students and adults
- Recording information using mind maps or note cards
- Sorting information
- Writing and self-editing
- Conferencing
- Publishing
- Celebrating



Throughout the process, students are conferencing and constantly sharing their writing and ideas with peers and adults receiving feedback and next steps.

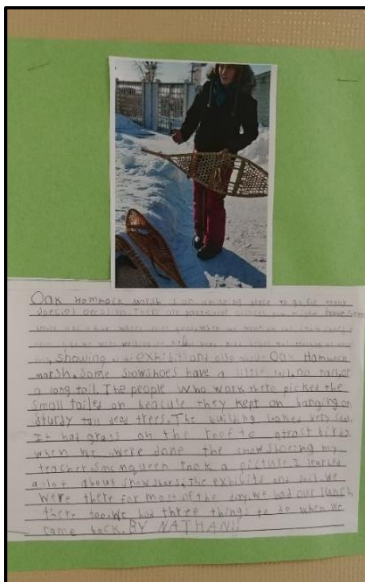
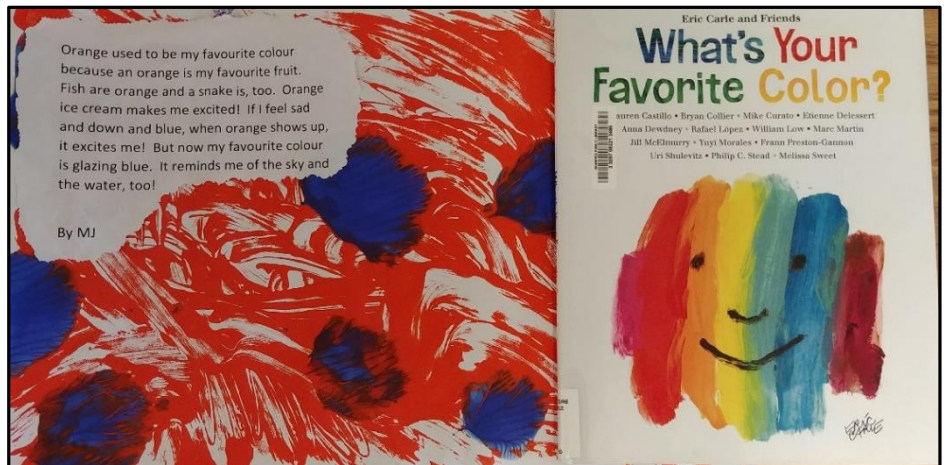


Mrs. McQueen's Class

GRADE THREE



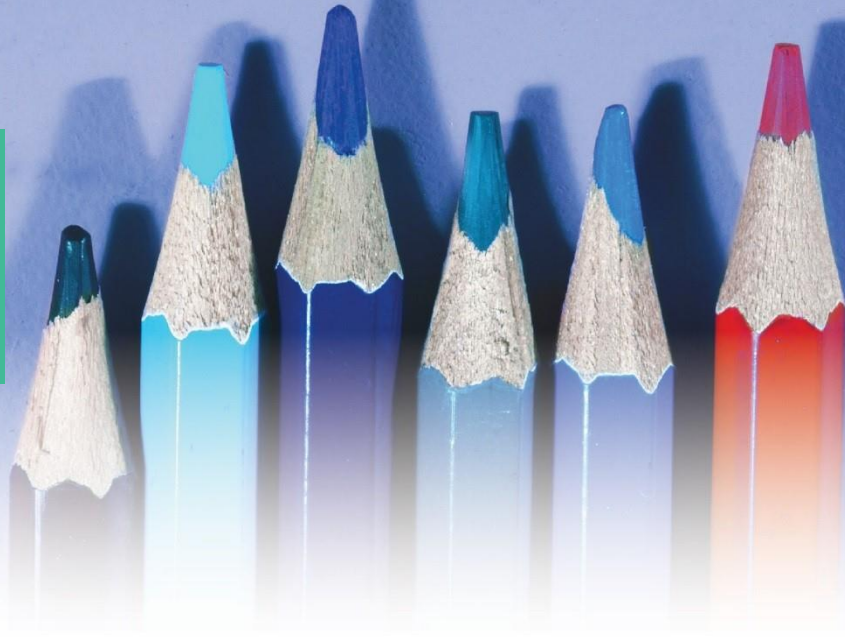
Author study is an important part of literacy learning. Making observations about similarities within an author's body of work and/or illustrations enables children to look deeper into children's literature and allows them to take greater risks within their own illustrating or writing, incorporating the author's characteristics into their own.



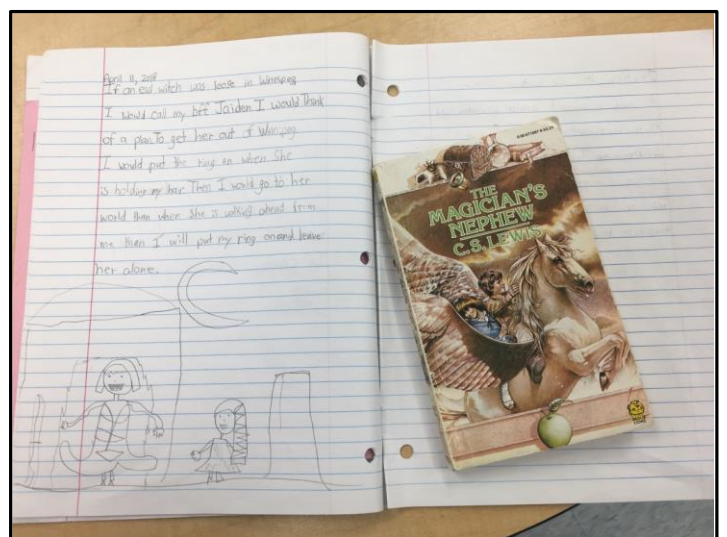
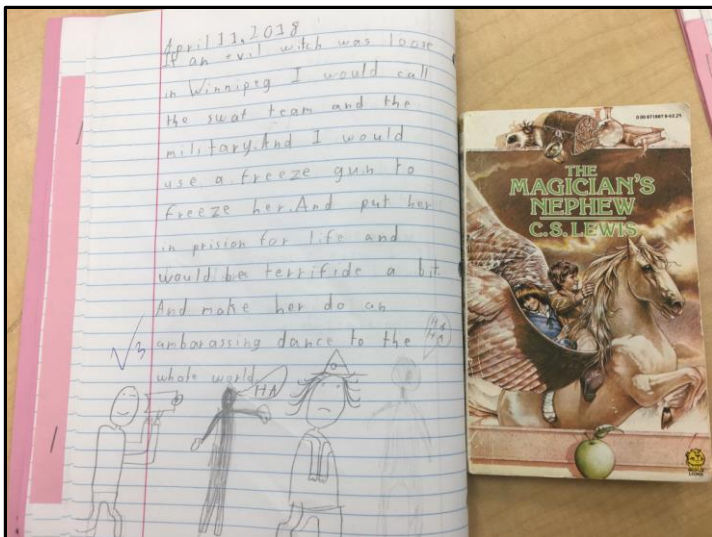
Experiential writing gives children practice explaining themselves in detail, developing a sense of sequence to their writing, and reliving a fun experience to share with others. This example of writing was a reflection of one student's day spent at Fort Whyte Center in the winter.

Ms Graham's Class

GRADE FOUR



As a class, we are reading the Magician's Nephew. Along with learning new vocabulary, the students also respond to the text in many ways. Here they were asked, "If an evil witch was in Winnipeg, what would you do?" The students shared their ideas with their table group members.



Mrs. Wakula's Class

GRADE FOUR



Students write in all subject areas. They write informational pieces, create reports, and write their ideas and findings. Furthermore, students also participate in fictional writing activities as well such as a variety of genres such as poetry, letter writing, problem-centred stories etc...

All written work, both fictional and non-fictional pieces, are kept in a large writing folder with 3 sections. Like a professional writer, students will begin with a rough draft. Students will participate in conferences with an adult and sometimes a peer. When we discuss our writing, we often see whether or not our ideas are being clearly expressed in written form. Usually, students will rework and rewrite their product at least 3 times and have several conferences before they feel they have a completed piece of writing.



The final stage of writing a story is the 'published' product. From time to time, students will use the program Story Jumper to write, create, and publish their own stories. Along with writing, students are able to illustrate a book and digitally add created illustrations to enhance their finished product.

Students are using technology to design each page with props, and characters. Sometimes, students will use a variety of modes in order to emphasize their message such as posters, multi-media presentation, and other design processes.

Ms Toppazzini's Class

GRADE FIVE



Room 6 has been exploring the topic social justice. As part of this study, we have been reading, researching, and discussing a variety of books that pertain to the concepts of human rights, equity, and equality. Each student in room 6 selected a personal topic of interest such as homelessness, education for all, LGBTQ to name a few. Then they had to create a poster that included a slogan, tips to help their cause, and a message that pertained to promoting their idea. As part of our study, we participated in a practical real life experience when our class volunteered at Winnipeg Harvest. It was great seeing room 6 working hard with their classmates, packaging potatoes and onions. Their compassion and positive attitude made a real difference in helping the lives of people in their community.



Literacy is often associated with the ability to read and write. However, it is also about making sense of and engaging in everything we view, represent, read, write, listen to and talk about. This means that thanks to literacy our students will develop the ability understand what counts in order to communicate it. Communication is probably today's most important skill.



“It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.”

- Katherine Patterson

The *beautiful* thing
about learning is
that no one can take
it away from you.
- B.B. King