



Manitoba Association of Multi-age Educators

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in affiliation with



IT Happens

By: Kathy Cullen

On August 29th, I attended the second annual EdTec Conference sponsored by the Louis Riel School Division. The morning began with a welcome from Clarke Hagan, our LRSD Director of Information Technology, followed by a keynote address presented by Warren Hart. Warren, a teacher at Niakwa Place and 4 of his former students, shared some of their ventures with technology.

The remainder of the day was spent attending various workshops. There were numerous workshops to choose from. Some of these workshops included sessions on using Green Screen in your classroom and the use of Seesaw to create electronic portfolios. There were sessions on computer coding, Stop Animation, Minecraft and the Sphero Challenge. You could attend sessions on the use of Adobe Spark, Live Streaming and Posting Videos. You could also learn about Inquiry and Digital Literacy, the use of One Note in the classroom, Infographics and the use of Office 365.

I thoroughly enjoyed the three sessions I attended. The first of these was called "Do You Have what it Takes to Escape?" This Breakout EDU session was facilitated by Brad Nechwedniuk. It was a team building activity requiring us to work together to solve puzzles, riddles and find codes hidden throughout the room to open the many locks attached to a lock box.

My second session was an Introduction to Skype. Tim McIntyre showed us the equipment we needed to get started, demonstrated how to set up our classroom, and explained how to prepare our students for a Skype visit. We then spent time Skyping with each other.

My last workshop was "Genius Hour 101" Presented by Acorn. In this workshop, we learned what Genius Hour is and how to use it to encourage our students to explore their passions.

It was a fun filled day that inspired me to Try some of these new activities in my own classroom. ■



Orton-Gillingham Classroom Educator: An Approach to Teaching Students with Language Based Learning Difficulties

Submitted by: Heather Deneka – Resource
Teacher, Beausejour Early Years School

This summer, I had the opportunity to attend intensive training and receive certification in the Orton-Gillingham Multisensory approach to teaching students with reading disabilities in a classroom or small group setting.

As a past Reading Recovery teacher, multi-age teacher and a current resource teacher, I have always struggled with how to teach students who are not progressing in reading. When students are referred to me from Reading Recovery with limited success, I continue to work with them using the same practices because this is what I know works for most children, however; it is clearly not working for all. My strong belief that these students have the ability to read has led me on a journey to reflect on my current practices, inquire and research other methods, and eventually train and certify in the OG Multisensory approach. This approach was developed by Dr. Orton (pathologist) and Anna Gillingham (psychologist) with a focus on intervention and remediation of children and adults with dyslexia. The key principles of this approach are as follows:

- a) **Multisensory** – all teaching and learning occurs simultaneously through visual, auditory and kinaesthetic/tactile modalities in order to enhance and strengthen memory and content.
- b) **Direct Instruction** – nothing is assumed...mastery is crucial before moving on to new content (teaching is systematic and cumulative).
- c) **Synthetic and Analytic Instruction** – part to whole/whole to part.
- d) **Phonetic and Linguistic** – study of speech sounds and sound/symbol relationships to teach decoding and encoding as well as study of morphology, syllabication and syntactic and semantic structures.
- e) **Cognitive**- students understand **what** and **why** they are learning.
- f) **Multidisciplinary**- rooted in research from psychiatry, neuropsychiatry, psychology, neurobiology and education.
- g) **Emotionally Sound** – acknowledges learning styles, abilities and sense of success.

(source: OGCE Training – Corey Zylstra, 2017 Edition)

The multisensory approach consists of tracing on a variety of tactile surfaces while simultaneously verbalizing/vocalizing concepts throughout each component of the lessons. Students are seeing, saying and doing all at the same time. This approach also includes the use of visual aids and interesting objects and games to invite reluctant students to participate.

The training provides a comprehensive assessment package of activities that assist in determining student's gaps, how to design daily and weekly lesson plans tailored for each student and specific strategies for explicit reading and spelling instruction using the multisensory approach.

In closing, I have learned that an Orton Gillingham Classroom Educator need not wait for a diagnosis of dyslexia or a reading disability but rather use the assessment package to determine where the breakdown is occurring and start intervention ASAP using the multisensory approach in an explicit, systematic, cumulative, structured manner.

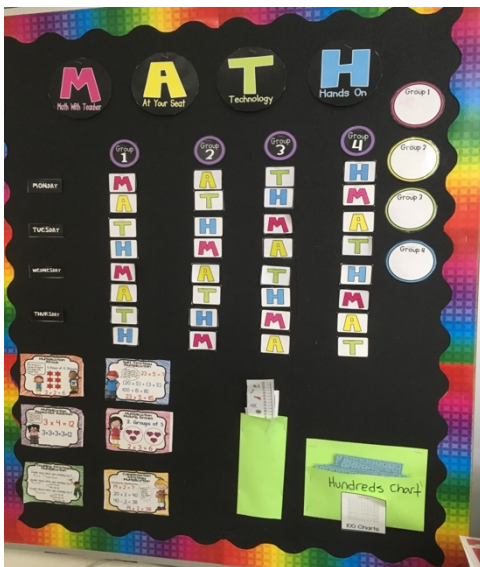
Eight students and I are going on a journey this year and I am looking forward to the challenge. ■

M.A.T.H Workshop

By: Tina Arnott

It was wonderful having the opportunity to use the MAME iPads in my classroom for the first few months of school. I was able to launch my M.A.T.H program which stands for: M- Math with Teacher, A- At your seat, T- Technology, H- Hands on math. The template was downloaded and adapted from www.DOTS-N-SPOTS.com. These math centers provide some individualized and differentiated learning opportunities for the students in my class. This program increases student engagement and maximizes the time I get to spend with smaller groups of students, where I can address specific learning needs. There are two and four player games available for the iPad so students can play in small groups during technology time. I would be happy to share how I launched this program into action, as well as the resources I use for the hands-on math activities.

Much like introducing the Daily 5, each center needs to be taught so students understand the expectations when they are at the center. This increases student independence and ownership of their time. It takes about 3 weeks to successfully teach each center.



I would also like to thank MAME for granting my application for the special projects grant. It allowed me to purchase 3 iPads for my classroom!

We have continued to use the iPads for M.A.T.H as well as social studies where we created a commercial for our Provincial research project using VScope a green screen app available at the iTunes store.

Please feel free to contact me if you have any further questions! Tina.arnott@lrsd.net ■

Prodigy

By: Jessica Foss

As a grade 7/8 teacher having students practice their math facts is essential in providing a foundation for math concepts. Saying this is easy, but actually having students stay on task is a challenge.

Last year, a colleague introduced me to Prodigy, a free online math program that allows for individual students to practice their math. The program allows for teachers to create a class and invite students to join. When students join they create an avatar and begin exploring the various worlds. Along the way, students are tasked with various math questions and "duels".

The interesting part of this program is that it assesses students as soon as they log on and can give a teacher an idea of how a student is doing. Teachers can get weekly reports of student activity, and are able to customize assignments that pertain to math concepts currently being taught in class.

This fall, my entire 7/8 team decided to use the program with our students and make practicing math a little less pen and paper. Our students have been enjoying using the program. Every student can play the game at their level or pace and of course dueling students in the class adds the extra motivation some need. ■

MAME Special Projects Grant: Chiefs in Training

By: Thaddeus Bourassa
Grade 5/6 Teacher, General Vanier School
Twitter: @ThaddeusBTeach

Students in grade 5/6 and grade 1/2 at General Vanier have started training as chefs. Students recently went to the Bistro in the Park Café to train with a Red Seal Chef, Chef Michael and his staff. They created special recipes for students to follow and learned how to create a homemade lasagna, garlic breadsticks and Caesar salad. These students have now become peer leaders at General Vanier School as they teach what they have learned for their classmates, canteen staff and helpers.



Thanks to funds received from Manitoba Association of Multi-Age Educators (MAME) through their special funds grant, the school was able to purchase ingredients to roll out this new menu option for our school community. On the first day, over 70 homemade orders were served hot and ready out of our new Stingray Cafe for students as they walked in from lunch recess.

Recently, further funds provided from MAME allowed General Vanier to purchase the necessary

equipment to help sustain and advance this special project. The canteen will now be serving fresh chili and bannock along with homemade chicken pot pies and mashed potatoes with gravy over the following months.



From a new logo and chef jackets to a completely new menu which now offers nutritious meals made in-house, our school community is thriving thanks to the support from MAME. ■



Exploring New Areas of the Field: Learning about the Administrative Side of Education

By: Bailey Englot

This year I embarked on a bit of an adventure by learning more about the administrative side of education. I took



professional development sessions through the Manitoba Teachers' Society and some of these sessions were included in a Summer Institute entitled Schools as Safe Spaces, put on by MTS and COSL (Council of School Leaders). This institute exposed us as participants to many different concepts and realities related to being in the position of an administrator. The guest speakers that were brought in for the conference each brought with them their own experience and helped to give us not only new insight but also strategies that we could apply to our daily work, whether we were already in administrative positions or if we were pre-administrative.

Workplace Health and Safety was one of the presentations and through this discussion, we learned much about the safety protocol that one must be familiar with and responsible for when holding a position in administration. Even as the Teacher in Charge, there are significant legal responsibilities that come with this role. Another presentation that addressed some of the legal aspects of the job was when we heard from a lawyer who works closely with MTS, and who was also able to bring understanding to some of the legal concepts such as the Duty to Accommodate (the responsibility of the employer to offer adaptations/accommodations to an employee due to disability or special circumstances to the point of undue hardship).

One of the presentations that stood out the most for me was the one on Managing Mental Health in the Workplace. The facilitator shared some statistics and reported the following:

- 1 in 5 people will have a diagnosable mental illness in their lifetime
- Those affected are mostly between the ages of 18-65, which is the typical working life of individuals
- Two thirds of those affected by mental illness or symptoms of mental illness will not seek help due to factors such as stigma, shame and embarrassment, denial or not knowing that they could seek help for their symptoms, or not knowing where to get help

A big idea that she also shared which really resonated is that anyone would break down after being exposed to sufficient distress, and that "sufficient distress" is different for everyone; we all have different thresholds. As an administrator, it is imperative to keep this in mind when working with a staff. Offering support, listening, checking in with staff members to ensure they know you care and so that you can understand how they are doing are all ways for an administrator to help ensure positive mental health practices in his or her school. It is also important to be aware of and have available information on the **EAP (Educator Assistance Program)** offered through MTS where **trained counsellors are available to staff.** (EAP - Phone: 204-837-5801 and Toll Free: 1-800-378-8811)

This conference reinforced for me how significant the job of an administrator is. There are so many layers to these positions, all with a multitude of responsibilities. I appreciate the learning that I gained from attending these sessions! ■



iPads and Literacy

By: Charlene Sacher



Thank you so much to MAME who supported our classroom to ensure that we have quick and easy access to technology in our classroom. We are focusing this term on procedural writing and are working on reading and writing step-by-step directions and reading and writing recipes.

We are currently in the beginning stages of sewing aprons for us to use in our classroom for all of the cooking that we do. Students are measuring, cutting and sewing aprons and then sharing how to make an apron with *Story Creator*. This app allows students to easily enter in pictures, audio and text. Students will be able to share their book with their parents electronically at conferences.

We will also be using iMovie with our iPad Minis when we write and record our own cooking show with our favourite recipes.



Our class is grateful for the opportunity to have immediate access to this technology and look forward to using it in all areas of school. ■

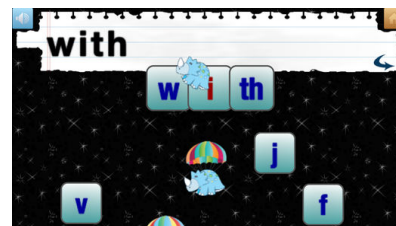
This year my students are also needing to focus on their letter identification, most areas of phonemic awareness and letter formation. A couple of free apps that I like to use to help reinforce and practice these skills are *I Write Words Lite*, *ABC Alphabet printing*, *Build a Word Express*, and *Endless Wordplay*.



The two apps, *I Write Words Lite* and *Moojoy ABC Alphabet printing*, follow the same letter formation as *Handwriting without Tears* in both capital and lowercase and also use

both the letter name as well as the letter sound as the student creates the letter.

In *Build a Word Express* and *Endless Wordplay*, students will match letters to form words or create words using Elko boxes when they hear the word said slowly. Students need to segment the words into sounds and then move the appropriate letter or letters into the correct sound box. When you click on the letter or group of letters, the program says the sounds (instead of the letter name). This reinforces being able to hear, identify and manipulate phonemes. ■

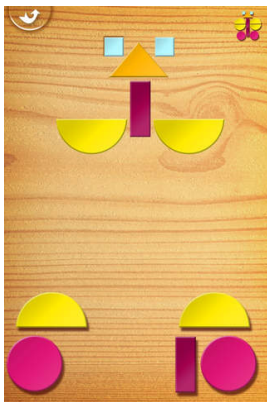


Technology and Play-based Learning

By: Lisa McAvoy

This year as part of my goal to include more exposure to technology into my kindergarten classroom I have been incorporating iPads into our exploration time. I have been guiding the exploration by selecting specific apps for students to explore much as I might provide specifically chosen materials at another centre.

I have found that the iPad can be a great way to spark excitement and introduce concepts to students that they can later explore further with physical materials. An example of this was with the app *My First Tangrams HD*. This is a great app to introduce tangrams to very young students as it has different difficulty levels and the pieces don't require any rotation. The first level provides an outline of each shape so students can match each piece to the correct position. The next level asks the students to recreate an image without the guide. The full version of the app offers the ability to create your own images and share them online.



Also by the same developer is *My First Wood Puzzles: Dinosaurs*. This year my students have been very interested in dinosaurs. This colourful puzzle app also includes a literacy component, in some levels puzzle pieces, labeled with letters must be placed in alphabetical order. As each puzzle is completed the next puzzle is unlocked. The kids were very excited to unlock each new level.



At our alphabet center, I included iPads with the *Handwriting without Tears: Wet, Dry, Try* app along with HWT magnet boards and wooden pieces. I found students who initially were not as interested in exploring the magnet boards were quite excited to practice printing letters using the app and would later try the magnet boards when the iPad was not available. The HWT app is also great for independent practice as it will correct improper letter formation.

Art centre has also been an excellent place to include iPads. There are many excellent art applications. One app my students really enjoyed exploring was *Kids Doodle*. The neon colours against a black background create beautiful pictures. The app also includes a video mode to play back the drawing process just like a movie.



Thank you to MAME for the use of these iPads. My students are always excited for the opportunity to use them and they are another great resource for encouraging learning through play. ■

Professional Development

MAME is proud to host The Dyslexia Champions of Manitoba

Saturday, March 3rd, 2018

10 a.m. - 4 p.m.

Ecole Beausejour Early Years School, Beausejour, Manitoba

Lunch Provided

Cost \$35.00

Building Awareness and Knowledge of Dyslexia Including Appropriate Assessments and Intervention Approaches

Presented by: Valdine Bjornson, Christine van de Vijzel, and Jeanne Remillard
(Reading Clinicians and members of The Dyslexia Champions of Manitoba)

The DSM-5 has placed an individual's "Specific Learning Disorder" diagnosis into one of three categories – Specific Reading Disorder, Specific Math Disorder and Disorders of Written Expression. We will outline the definitions and behaviors of a reading disability or dyslexia and will include the overlapping nature of these three classifications. Presenters will outline an assessment approach, which can be used to target instruction, for all students especially those with dyslexia. We will also provide an overview of the Orton-Gillingham approach which is based upon a multisensory, direct and diagnostic instructional approach. Orton Gillingham utilizes applied linguistics and systematic phonics which is diagnostic, sequential, incremental and cumulative.

As an advocacy group for parents and professionals, The Dyslexia Champions of Manitoba Inc. has as its goals:

- to raise awareness of dyslexia
- to promote and provide teacher training.

visit www.multiagemanitoba.org to purchase tickets

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DID YOU KNOW?

MAME members are eligible for professional Development money.

We are currently accepting new applications for funding.

Is there a special project that your school would like to undertake or participate in? We also have special project grants available.

Visit www.multiagemanitoba.org to complete your application.

Submit an Article to Our Newsletter

This newsletter is created by our membership for our membership and we would love to hear from more of our members. Is there something exciting happening in your classroom or school? Do you have a teaching experience or thoughts on multi-age education that you would like to share? Please do! You can email your submissions including images any time to lisa.mcavoy@lrsd.net