

# October Newsletter



## Claude Watson School for the Arts

Trustee: Alexander Brown

Superintendent: Louie Papathanasakis

Principal: Victor Tran

Office Administrator: Sepriann Owens

Phone: 416-395-3180

# Message From Principal Victor Tran

## Upcoming Events:

### **November 11th**

Remembrance Day

### **November 17th**

Progress Reports Go Home

### **November 20th**

Elementary PA Day for Parent/Guardian-Teacher Conferences

### **November 23rd**

School Support Team Meeting

### **November 30th**

School Council Meeting

Dear CWSA Families,

This month, I started to work with students to share highlights of their learning. I was truly inspired by seeing all of the activity happening in our classrooms. The eagerness of the students to share with one another and the positive responses they offered to each other as feedback, I feel blessed to witness this in person. In creating this newsletter together with students, I am also reminded of the humility and kindness of our students - praising, encouraging and working collaboratively with each other. We hope you enjoy reading and learning about all that is happening from the perspective of our students.

# Thank you to our student contributors!

Nathan L.  
April A.  
Reya L.  
Yukun Y.



Grade 4-2

Hannah K.  
Sara L.  
Owen L.  
Barad D.  
Laura K.



Grade 4/5

Haena S.  
Eric C.



Grade 6-2

Sebastian B.  
Lucas Z.  
Lucile B.



Grade 5-2

# Thank you to our student contributors!

Gio K.  
Anna N.  
Daniel C.



Grade 6/7

Gloria C.  
Evangelia P.  
Arjun S.  
Ethan M.



Grade 7

Daniel W.  
Lukas L.  
Cerella P.  
Avery M



Grade 8-1

Czarina R.  
Jonathan L.  
Linc G.  
Sophie L.



Grade 8-2



**CWSA Staff**  
**2020-2021**

|              |                      |
|--------------|----------------------|
| Mr. Tran     | Principal            |
| Ms. Owens    | Office Administrator |
| Ms. Freedman | Office Assistant     |

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**Core Teachers**

|                     |           |
|---------------------|-----------|
| Ms. Teja            | Grade 4-2 |
| Ms. Lim             | Grade 4/5 |
| Ms. Currie-Johnston | Grade 5-2 |
| Ms. Diack           | Grade 6-2 |
| Mr. Plener          | Grade 6/7 |
| Ms. Cherry          | Grade 7   |
| Ms. Mackay          | Grade 8-1 |
| Ms. Schroder        | Grade 8-2 |

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**Non-Core Teachers**

|              |              |
|--------------|--------------|
| Ms. Mongillo | Prep Teacher |
| Ms. Song     | Prep Teacher |
| Mr. Best     | Prep Teacher |

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**Non-Teaching and Support Staff**

|               |                     |
|---------------|---------------------|
| Ms. Bayne     | Education Assistant |
| Mr. Keshavari | Chief Caretaker     |
| Mr. Tyrell    | Lunchroom Staff     |
| Ms. Walsh     | Lunchroom Staff     |
| Ms. Abloniti  | Lunchroom Staff     |

# Staff Showcase Interview: October – Mr. Plener

## 1. If you could grow up in any decade, which would you choose?

The 80's. The music was awesome, and people weren't shackled by phones and computers.

## 2. What makes a 'good day' at school?

A PD Day! But also a day where I can have a lot of time to just chat with my students about whatever, and play games.

## 3. What is one of your hidden talents?

I can make bad jokes out of nowhere! Kids don't even see them coming.

## 4. What's a typical Saturday night for you?

I convert to my alter ego and go disco dancing at 70's themed clubs.

## 5. What can you cook to perfection? Are you willing to share the recipe?

I make a mean fried salami and eggs, though most of the credit goes to the salami and the eggs...I just fry them.

## 6. In which Hogwarts house would you be sorted?

I was in Slytherin, but they kicked me out because my magical skills weren't strong enough. I couldn't make bad jokes disappear.



**7. What's a sport or activity you enjoy watching?**

I love watching hockey, especially if my Leafs are playing meaningful games. The Raptors and Jays aren't far behind.

**8. How does technology make teaching more simple or difficult?**

Technology makes it easier to visually demonstrate ideas and concepts to kids, and easier to save and recall work. It also is helpful that I have the special know-it-all device that I can use when I'm not sure of something. Technology makes teaching more difficult because students also have their know-it-all devices and can prove me wrong when I make stuff up.

**9. What are some pets you've had or would like to own?**

I used to have a French Poodle named Candy, starting when I was 6 years old. I think dogs are the best pets...if only humans could model our behavior based on dogs, the world would be a perfect place (except when they chase their tails in circles, we can leave that part out).

**10. What inspires you?**

What inspires me? Just everyday people who go out of their way, even a little bit, to help others. Also, our school inspires me very much. From the most truly amazing colleagues and staff who always make me want to rise up to their level of skill and creativity, to our incredible student population who year after year amazes me with their talents, intelligence, leadership skills, and also creativity. I feel the future world will be in good hands with kids like ours.

**Picture taken and interviewed by Koshin.B 7-2**

# **Student Showcase Interview, October- Arielle 7-2**

**How do you mainly feel about going back to the school?**

“I feel very excited to see my friends and to interact with others in person. At the same time I feel a bit nervous because I want to make sure that I’m doing the right thing when it comes to my health.”

**What school event do you miss the most?**

“I’m going to miss celebrations and reflections because those days are so much fun and the excitement of being with your friends and performing the things you love doing is so fulfilling

**What are you most looking forward to this school year?**

“I’m looking forward to social interaction and school activities.”

**What school event would you like to see come back with COVID restrictions?**

“Maybe a online talent show. People could submit videos and recordings.”

**What is the thing that keeps you going through these tough times?**

“A reminder that others are going through the same thing and I have amazing friends and family who will help me through times like this.

# 4-1 By: Laura, Hannah, Barad

## Language

In language, our class wrote a **paragraph** about our family. Our teacher gave out a **nonfiction story** to the ones who were finished the **paragraph**. For the story, we were supposed to answer the **Question and answer**. We also learned the **elements of fiction**. We had to write about (the beginning, main characters, setting, problem, and solution) That's what we **learned in language**.

## Visual Arts

In art, we started work with the colour wheel. We also did a colouring, where there is a **3D** cube, but it is shown in layers and we needed to use **cool** colours in the middle, and **warm** colours on the outside. After that, we did an illusion art with zig-zag lines. We started from the left side and were drawing the **zig-zag** lines to the other end. Once done, it looks like an **illusion**. Right now we are working with oil pastels. We compared **oil pastels** to **chalk pastels** and we are going to practice pastel **techniques**.



Transformation Art





# Grade 4-2

Grade 4 students have been introduced to French for the first time this year. At first, I was nervous about going into a new subject, but now it is my favourite! We have been learning French Alphabet, basic vocabularies, and how to introduce ourselves. The best part is that we learn these new things by singing songs. We sing songs together that Mrs. Teja teaches us and do the activities that she gives us. I really enjoy French class and I look forward to learning more!

-- Nathan Lee 4-2

In science, we were doing Food Webs and Food Chains. The food web activity was where we glued pictures of animals on paper to create a food web. We learned about carnivores, omnivores, herbivores, producers and consumers. We are now working on adaptations and we are going to make posters showing how adaptations help plants and animals. We learned about two kinds of adaptations: behavioural adaptations and structural adaptations. It was really fun doing the food web activity.

-April An 4-2

nom \_\_\_\_\_  
 aujourd'hui c'est le \_\_\_\_\_ jour du mois de \_\_\_\_\_ 2020

### Les mois de l'année

|         |           |           |            |
|---------|-----------|-----------|------------|
| janvier | -January  | juillet   | -July      |
| février | -February | août      | -August    |
| mars    | -March    | septembre | -September |
| avril   | -April    | octobre   | -October   |
| mai     | -May      | novembre  | -November  |
| juin    | -June     | décembre  | -December  |

Note: Months of the year are NOT capitalized in French.

A. Écrivez le mois suivant. (Write the following month.)

|             |           |               |           |
|-------------|-----------|---------------|-----------|
| 1. mars     | avril     | 7. janvier    | février   |
| 2. décembre | janvier   | 8. août       | septembre |
| 3. juillet  | juin      | 9. août       | septembre |
| 4. octobre  | septembre | 10. mai       | juin      |
| 5. février  | mars      | 11. septembre | octobre   |
| 6. juin     | juillet   | 12. novembre  | décembre  |

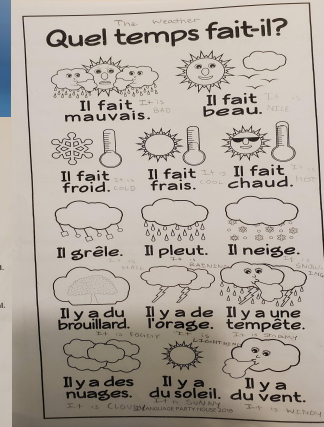
B. Écrivez le français. (Write the French for the following.)

|              |           |             |          |
|--------------|-----------|-------------|----------|
| 1. February  | février   | 7. October  | octobre  |
| 2. July      | juillet   | 8. January  | janvier  |
| 3. May       | mai       | 9. November | novembre |
| 4. August    | août      | 10. March   | mars     |
| 5. December  | décembre  | 11. April   | avril    |
| 6. September | septembre | 12. June    | juin     |

Nom: \_\_\_\_\_

### Bonjour Dialogue

A: Bonjour! Salut  
 B: Bonjour! Salut  
 A: Comment ça va?  
 B: Ça va bien. / Ça va très bien. / Comme ci, comme ça. / Ça va mal.  
 Et toi?  
 A: Ça va bien. / Ça va très bien. / Comme ci, comme ça. / Ça va mal.  
 B: Comment t'appelles-tu?  
 A: Je m'appelle \_\_\_\_\_ Et toi?  
 B: Je m'appelle \_\_\_\_\_  
 A: Quelle âge as-tu?  
 B: J'ai \_\_\_\_\_ (huit, neuf ans). Et toi?  
 A: J'ai \_\_\_\_\_ ans.  
 B: Au revoir.  
 A: À demain.



# All About Me Phone Art

At the beginning of the year we did an All About Me Phone Art. There were 9 boxes on the phone. Each box had a word on it like colour, family, likes and dislikes. We had to draw a picture in the box. Each picture was a different app about our life. When we were finished, the teacher posted the art outside the classroom so we could admire them everyday. It was fun!



By Raya Loewen

## Social Studies: Provinces and Territories

We have been learning about provinces and territories in Canada. Each province has a unique feature, including their landscape, industries, and location.

It is quite simple, and very easy to do. It helps us learn about history, and I like it very much. Yukun Yang 4-2

# Ms. CJ's 5-2 Class - Lucas Zhang

## Math

At the beginning of the year, Mr. Best our math teacher started teaching us about patterns and pattern rules. Then, he taught us about variables. Variables are a letter used to represent an unknown number. Until now, he has been teaching us about place value. We just started probability.

## Social Studies

Ms. Warson has taught us about the government in social studies. So far he have taken one test on this subject. We are also currently working on a google slide project about different registered federal parties. We talked about different layers of government and what they take care of.



# 5-2

A high-speed photograph of a water droplet falling into a pool of water. The droplet is captured mid-fall, just above the point of impact, creating a crown-like splash. The water surface is dark blue, and the background is a lighter blue gradient.

## Science

So far in Science we have been learning about the three states of matter (Solids, liquids, and Gas) and how they got there. For example Condensation is from gas to liquid and evaporation is liquid to gas etc. We have also learned how changes of state occur like taking away heat for a liquid to turn to a solid and adding heat for a solid to turn to a liquid. After this we had a test.

-Sebastian Borowiec

## Language

In Language we have worked on a project where we research and find out the origins of our names and the meanings of our names. If we had to change our names what names we would change them to, and what other names were considered. For another project we had to pick three people who knew us well and write a paragraph on how that person would explain. For example what we are good at what we need to work on and noteworthy moments. We then have to act as if we were that person and present to the class.



# Art

The first art project we had was our name art. We had to write our name in a creative way, draw things that you like or love. This was a very fun project!

Our second art project was our tree art. Here is an example of mine! We just started this project so we are not yet done.



# Music

We started music on the first day of school. We sadly couldn't sing because of COVID but we could hum! Our class started off doing simple rhymes like "jelly in the bowl" or "Skip to my Lou." for the first few days. We then started the "doe scale." we now always do the chicken dance before starting the class as a warm up.

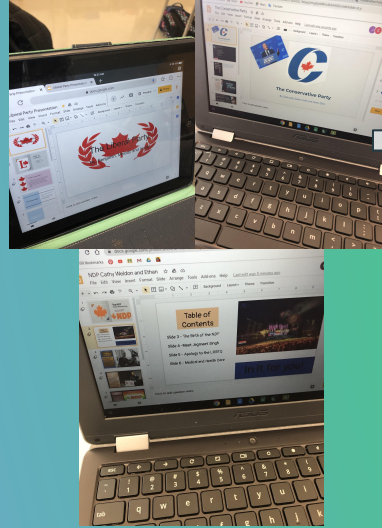


-Lucile

# Grade 5/6

## Grade 5s

## Grade 6s



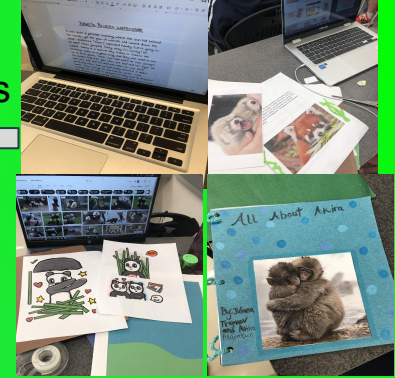
In Social Studies, the grade 5's were put into groups of three and each group did a political party. We were to research and make a google slides all about the political party. We used multiple research websites and found lots of information.  
-Melody Alderman



In the beginning of the year, we started our Resilient Tree projects. The purpose of this project was to think of different ways that resilience can be shown. Resilience is the way organisms adapt which can still keep them standing. The tree had to have three different parts, the roots, trunk, leaves, and branches which represented it in different ways. An extensive amount of media was put into these projects as each of the trees showed different types of resilience.  
-Benjamin Yan



For visual arts us grade six's used our knowledge from science, in science we learned about biodiversity. So for our assignment we were told to go outside with our sketchbooks and find things that represented biodiversity, and draw them. During this project we all had fun and shared a laugh between each other, I personally really enjoyed it! -Ava Masoudian



In science we learned about the 5 Kingdoms and had a test on it. After this, usually a teacher would put us into groups to work on this boring essay about the animal kingdoms. But not Ms. Mongillo. Instead, we made picture books! But not just any picture books. We had to pick an animal, vertebrate or invertebrate, and make a fictional story with non fiction facts weaved in. We could draw pictures, or print them out, and we could bring our devices to school! If you ask me, that was the best part of this project. But bringing my laptop to school was definitely not fun for my back, carrying it every day! -Juliana Trapkov

At the start of school, our **first assignment** was the **resilient tree project**. The roots, trunk, branches, and leaves are symbols that are on the tree. The roots tell some things that grounds us, the trunk tells us about what things make us our character or build, the branches talk about things that we would like to improve on, and the leaves tell us things that we would like to do in **the future**.





**MOORISH IDOL (MOORISH)**

- EYES: see/look around clearly through water
- GILLS: breathing in water
- FINGERS: swimming
- TAIL: steering
- BRIGHTLY COLOURED: camouflage
- SCALES: protection
- CLICKS: echolocation - finding food - made through bone

**BANGGAI DRAGONFISH**

- EYES: see/look around clearly through water
- GILLS: breathing in water
- FINGERS: swimming
- TAIL: steering
- BRIGHTLY COLOURED: camouflage
- AIR BUBBLE: breathing
- SIDES OF BODY: breathing

**BEETLE (INSECTS)**

- EYES: see in many directions - avoid predators

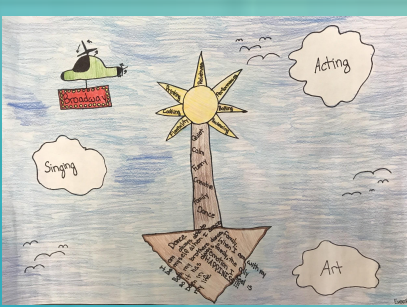
**CORAL BLEACHING (PLANTS)**

- CORAL BLEACHING: protection

**LANTERNFISH (FISH THAT LIVE DEEP IN THE OCEAN)**

- EYES: see/look around clearly through water
- GILLS: breathing in water
- TAIL: steering
- FINGERS: swimming
- SCALES: protection
- BRIGHTLY COLOURED: camouflage

[illegible]



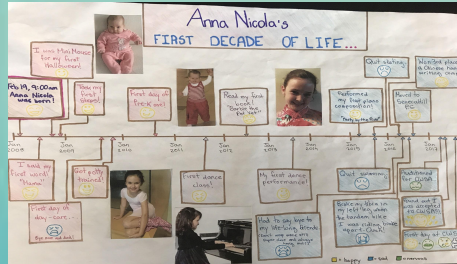
# Grade 7-1

By: Ever, Marlee, Emma

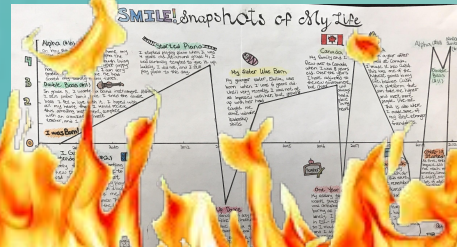
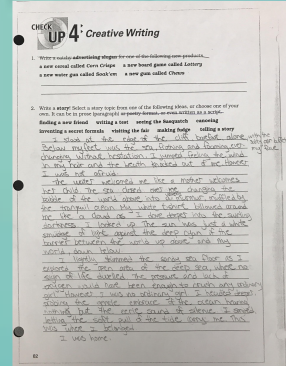
As you know, this year has been challenging for everyone. Students are no exception. However, we have been finding ways to adapt, and to continue as well as we can. Here's how:

We completed a project on resilient tree. We were amazed at how how life can always find a way to flourish, even when the odds are against it. We created an art piece that describes who we are, and what we do to be resilient.

Another project we've been working on is the timeline of our life. Everyone put in lots of effort to create some beautiful timelines. This project encouraged us to look at our life differently, and reflect on our memories with a special fondness.



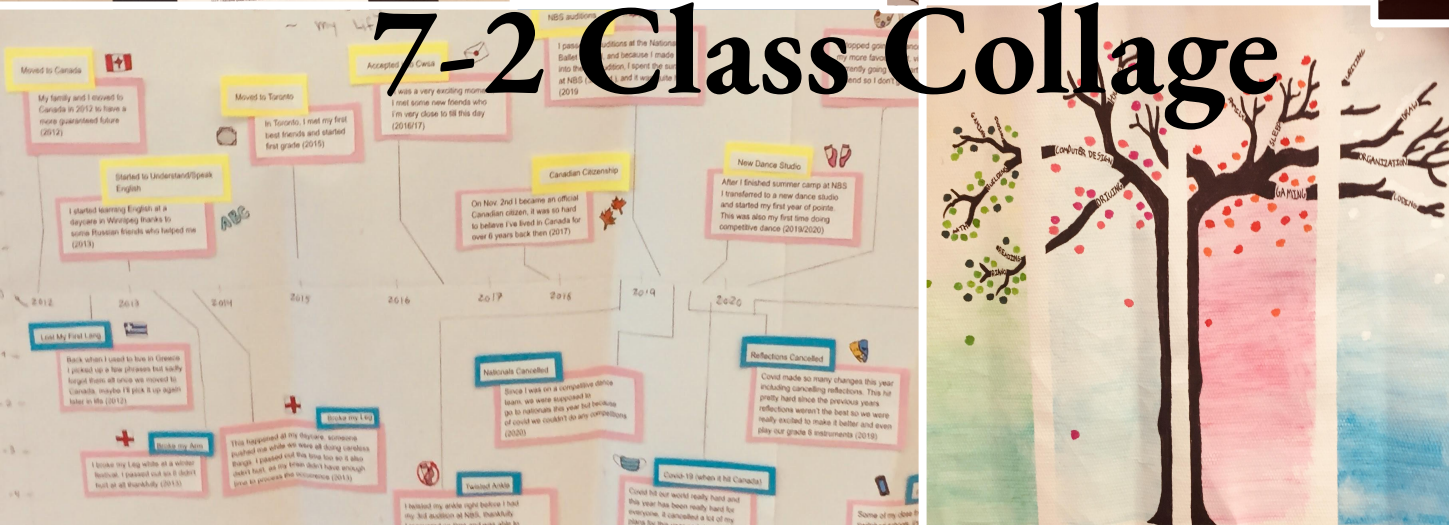
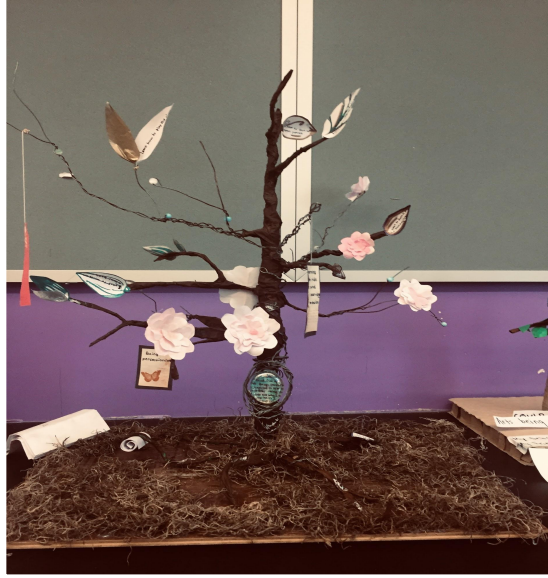
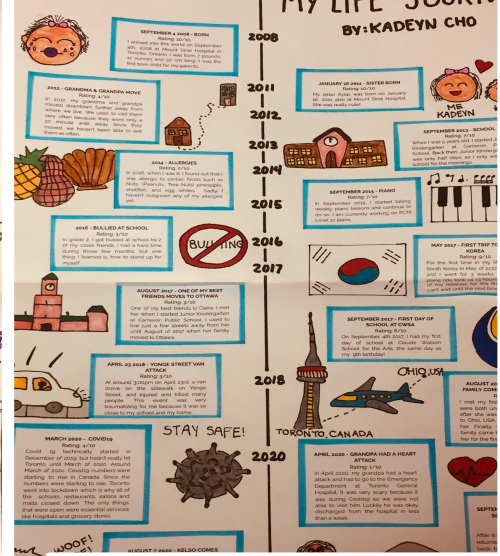
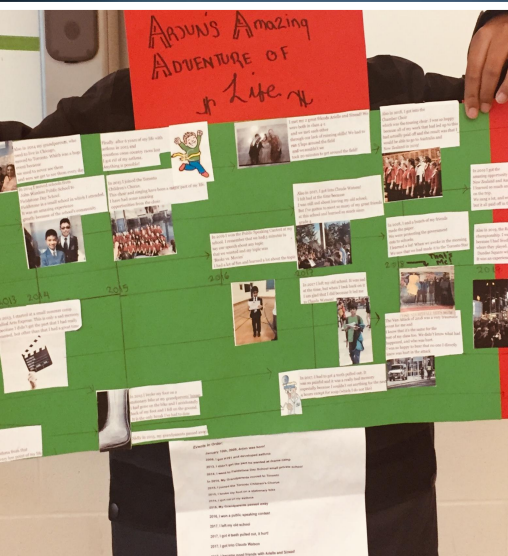
Finally, another task we've been working on in Language Arts is a creative paragraph. We have been learning about grammar, which wasn't the most fun topic ever, but quite crucial to language arts and an important part of our curriculum. Everyone was able to write some amazing pieces and we can't wait to see what they write in the future.





## 7-2

ALTHOUGH EACH AND EVERY ONE OF US KNEW THIS YEAR WOULD BE DIFFERENT THAN PREVIOUS ONE, EACH DAY STAFF AND STUDENTS MAKE TODAY'S REALITY POSSIBLE AND WE'RE ALL EXTREMELY GRATEFUL FOR THAT. EVERYONE HAS ADAPTED AMAZINGLY, AND CWA SHOULD BE PROUD OF THEIR EFFORTS TO OVERCOME THESE CHANGES. THIS MONTH 7-2 HAS BEEN WORKING ON A FEW PROJECTS. OUR RESILIENCE TREE CAME IN AT THE END OF SEPTEMBER, AND WE JUST FINISHED OUR TIMELINE OF OUR LIVES. THIS 'COLLAGE' SHOWCASES OUR WORK IN THE PAST MONTH.





High School!!!

Many of us are working our backs off, trying get into a good high school, and only a select few are getting accepted. The race is on!

Due to covid restrictions, many high schools have changed their application process and made things much trickier. However, everyone is coping with the new changes astonishingly well, and we all remain hopeful that each of us get in.

Best of luck to everyone! ☐( ☐ )☐



8-1

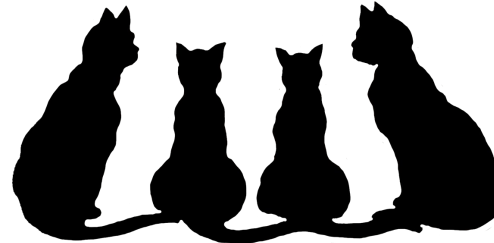


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Happy Halloween!



Despite the restrictions that have been imposed due to the coronavirus pandemic, we still want to wish everyone a safe and happy Halloween! Sadly, we are not having our traditional Halloween dance, also because of complications related to the coronavirus. This year, instead of going outside for trick-or-treating on Halloween, we recommend staying indoors. However, we also encourage keeping the Halloween spirit alive; try making DIY Halloween treats or participate in your very own costume/dress-up contest! :D

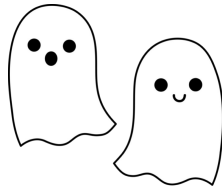




# 8-1

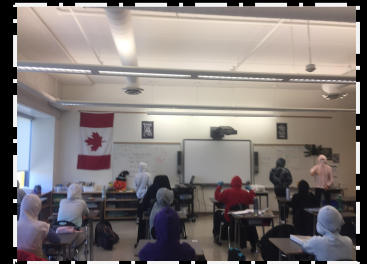
## Safety & Social Distancing

For the past couple of months, we have been practicing proper social distancing and “Covid hygiene” to keep us safe. Such as sanitizing, proper handwashing, and wearing masks. Something that we are all trying to improve on is social distancing while lining up for things like recess, to make school more safe for ourselves and others. This has been a tough time for all of us and we hope everyone has a great halloween despite these Covid times!! 🎃



## Work & Other Activities

As you may already know, many changes have already been made to fit the TDSB's health and safety protocols. We no longer have access to the dance room, the drama studio, the library, and the art room. Although clubs may have been canceled and the space we use is restricted, each and every one of us have been trying our best to make our last year here amazing. As an example, 8-1 has recently learned about mapping, and have done our first science experiment. We also did a literary autobiography, reflecting on bodies of texts we have read in the past. In dance, we have been working on a dance to the song “Rain On Me” by Lady Gaga and Ariana Grande. In French, we participate in this extremely competitive activity by the name of “Pamplemousse” that roots us against 8-2. It involves counting in french, and 8-1 has managed to beat 8-2 as we have gotten to 90. In visual arts, we are working on a logo project, when we redesign our preferred logo. •••



8-2

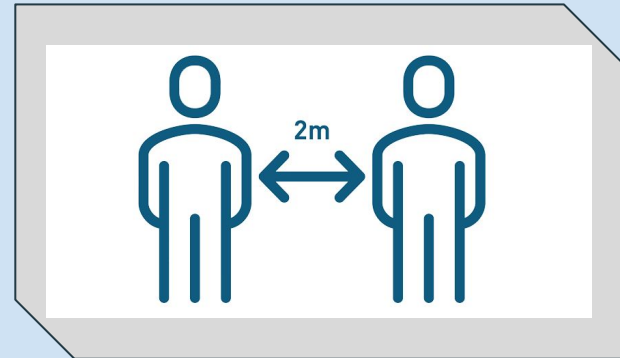


### Covid-19 Update:

As we all know, there are changes being made this year to guarantee the safety of the Claude Watson community. We understand the struggle that comes with remaining socially distanced, and wearing a mask despite being uncomfortable. However, we cannot stress enough the importance of every precaution, a vital example being the correct filling out of the health self assessment every morning, and getting the paper signed by a parent or guardian, who has checked if you have any of the symptoms. We all would like to stay safe and in school for as long as possible, and a contributing factor to remaining safe is following all safety protocols.

### Lunch Periods and Recess:

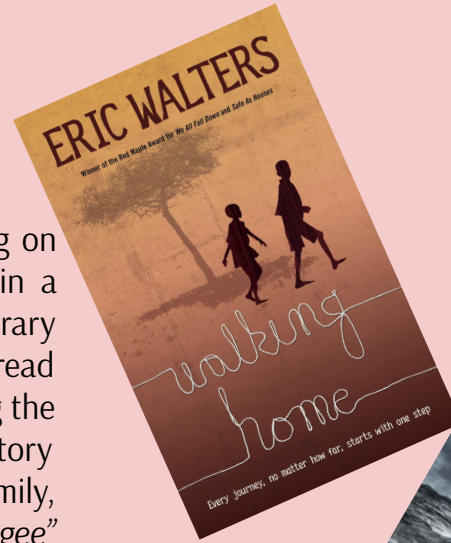
During our indoor lunch periods, we have found a fun way to keep ourselves occupied, in which we play the recently popular, communal game “Among Us”. Similar to mafia, this game includes lying and deceiving one another. We create a private game and share the code with one another. The game revolves around the scenario of one to three imposters, who reside among a collection of crewmates. While the crewmates pursue the completion of tasks, and must determine the identities of the imposter(s), the imposters’ job is to assassinate the crewmates. Among Us also provides many benefits, teaching us skills such as lying, memorizing, and public speaking. We have also began to use our outdoor time to play “Squirt” as a Covid-19 safe way of having fun outdoors.





### School Work and Activities:

Throughout the course of this month, we have been working on our “Moment Special”, a french project in which we explain a special moment in our life. We have also just finished our literary autobiographies, which required us to reflect on books we’ve read that have made an impact on our lives. As well, we are reading the historical fiction novel “*Walking Home*” by Eric Walters, a story about a young boy finding his way to his remaining family, alongside his younger sister. Furthermore, we’re reading “*Refugee*” by Alan Gratz, it is a collection of narratives from refugees, in different times and places, where they leave their homes to pursue a better life. Additionally, We have also been mapping the area around Claude Watson, talking about what each building is used for, and deciding whether it’s a good use for the land, or if you would replace it with something else. Our workload continues to get bigger by the day, but we always have fun in class with discussions and debates about various topics.



## THE EXSCHROEDINARY EXTENT OF ACCOMMODATED TEACHING

*Having taught for several years, “twenty-two year old” eighth grade teacher, Megan Schroeder provided an insightful outlook on the unencountered terrain that is teaching during a worldwide pandemic. Within the few questions, Schroeder provides a thoughtful, incisive account on teaching in such troubling times, reflecting on the highs and lows of such a historical occurrence.*

**How are you coping with the new way of teaching?**

*“With a smile and sense of humor - and modeling.” she kids, soon continuing, ‘Keeping the atmosphere light, fun, while remaining informative.’*

**How do you think the grade eights are handling the new restrictions?**

*‘They’ve set a very good example for the younger students; they are coming together as a family.’*

Schroeder responds, *‘I feel very proud of them.’*

**What do you think the students could improve on?**

*‘I think they could focus more on social distancing, even more so in hallways and busy areas.*

*And, of course, they need to improve on laughing at jokes!’* she finishes, including the quick tease!

**How has your method of teaching dance evolved and changed?**

*‘I’ve ensured that classes work in smaller spaces, by using our bodies in different ways.’* she insists, soon adding: *‘We also work outside.’*