

December 2020, Volume 30 Number 2



Qing 言



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3D Haunted Houses Gallery Walk
Punjabi

Christmas Activities
French & German

A Winter's Tale
Mandarin

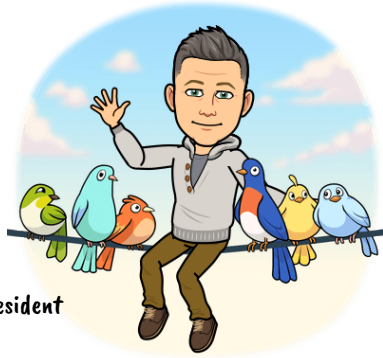
Teacher Spotlight
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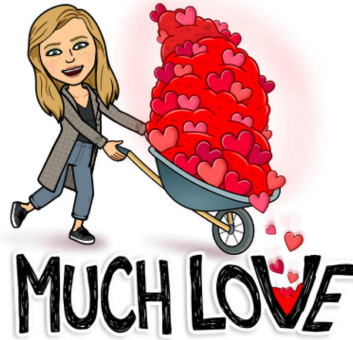
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BCATML 2020-2021 EXECUTIVE



Rome Lavrencic - President



Kindra Harte - Vice President



Wendy Yamazaki - Treasurer



Antonella Garcia - Secretary/Membership



Dylan Trerice - Web Master



Trish Kolber - French Rep



Angela Kleine-Buning - German Rep

ガンバレ!



Grace Ho - Japanese Rep



Ping Li - Mandarin Rep



Amandeep Chhina - Punjabi Rep



Shireen Cotterall - Spanish Rep



Andrew McFayden - Other Languages Rep



Tanya Campbell - Middle Years Rep

President's Message!

from Rome Lavrencic



Season's greetings to one and all as we head towards the final weeks before winter break and the end of 2020! This has been quite a challenging year for our students, families, colleagues, and ourselves! With so many models used to deliver curriculum to students, I know Second Language teachers across British Columbia are very much looking forward to the Winter Break, taking care of their own mental health and well-being. May the holiday season provide you with much needed relaxation and time with loved ones, within your household, no matter how you choose to celebrate the winter holidays.

Conference 2020 reflections:

I offer my esteemed appreciation and thanks to the entire Celebrating Languages Without Borders Conference Committee. BCATML hosted its very first online conference with our national partner the Canadian Association of Second Language Teachers (CASLT/ACPLS). With over 660 educators attending from coast to coast to coast, including participants "tuning in" from the United States, France, and Turkey, this year's conference was a resounding success, and the largest conference we have ever hosted! Thank you to each and every one of you for placing your trust in us to help lead your professional development needs this year. A very special thanks goes to Dr. Katy Arnett and Angelica Galante who led our two-day national conference, as well as all of our featured speakers and 135 workshop facilitators.

Your passion, expertise, and knowledge helped to inspire and support all of our members as we try to navigate teaching our students during a global pandemic with remote-teaching and learning.

BCATML updates:

At this year's Annual General Meeting, we announced that BCATML's webpage will see some new stock workshops available for members to request, as well as resources to help support second language teachers teaching during the COVID-19 pandemic. In the coming weeks, BCATML will provide links to class activities we have created for students, as well as links to resources you may wish to use in your classroom. Be sure to visit www.bcatml.org to check out what we have added.

Another opportunity that may appeal to our members is the BCATML Teacher Study Grant. This scholarship is open to any current BCATML member wishing to pursue second language studies at the post-secondary or continuing education level. Four grants of \$500 each are available on a first-come, first-served basis. This grant is ideal for any teacher looking to improve his or her (or their) language skills or to learn a new language which may be taught later. Further details and online application are found under the Funding tab at www.bcatml.org.



Upcoming Professional Development events:

BCATML is thrilled to announce a free after-school series for Elementary and Intermediate Core French teachers led by our very own Tanya Campbell in partnership with myPITA (the Provincial Intermediate and Middle Years Teachers' Association). The last virtual session took place on December 9th between 4:00 – 5:00 pm. This session covered the topics of Birthdays, New Years, and the verb Avoir. If you are looking for resources to help you avoid reinventing the wheel, join these monthly meetings and learn how others have done it! All levels of French knowledge are welcome; discussions will be in English. For further information, contact Tanya Campbell at campbell_tanya@surreyschools.ca.

BCATML is excited to partner again with myPITA for a spring online conference on Friday, May 21, 2021. The annual Whistler mini-conference is a favourite with many teachers. While we can't do the in-person Pro-D we prefer, we have managed to secure special room rates at the Whistler Hilton, or you can attend the conference virtually. Leyton Schnellert will be one of the featured speakers, along with BCATML's Kindra Harte and Tanya Campbell each offering half-day sessions for second language teachers. There will be sessions on Socio-Emotional and Behaviour support, and Jennifer Moroz will lead an in-depth discussion on the use of portfolios as a means of authentic assessment and evaluation. Registration is now open. Visit <http://www.pita.ca> for further details.

BCATML Food Recipe Calendar 2021:

Goodbye 2020, and hello 2021! BCATML members will be happy to learn that we have once again produced our cultural calendar to ring in 2021. We are excited to share this year's theme of cultural recipes which teachers and students can try out together in class or at home with their families. This is our fourth annual calendar and is a true labour of love with the entire Executive contributing to its creation. Teachers can expect to receive their own personal printed calendar in the mail shortly in the new year to hang in their classrooms and use the numerous feast days, festivals, and holiday observances as talking points with their students. What better way to nourish your soul and your love for teaching and learning languages than a recipe calendar? We hope you will enjoy the calendar as much as we had in making it. Please be sure to let us know if you have any suggested themes for next year's calendar!

May the final weeks of 2020 keep you safe and healthy! I hope you will take the time to enjoy some of the seasonal delights this winter season brings. While 2020 may not have been the year we had hoped for, it has reminded me of the importance of family, friends, and the need to be kinder and more understanding of one another. Let's hope that 2021 will start off on a better foot than this past year, and that we find an end to COVID-19! Now, I invite you to read the rest of our winter edition of Lingo that our Newsletter Editor Antonella Gracia has beautifully created!

Warmest wishes to you and yours this holiday season!

myPITA **BCATML**
PROUDLY PRESENT THE
SPRING CONFERENCE
FRIDAY, MAY 21, 2021
ATTEND FROM HOME OR AWAY
FEATURING
LEYTON SCHNELLERT
LIBERATING STRUCTURES TO DEEPEN LEARNING
FOSTERING SELF-REGULATED LEARNING
CORE FRENCH
KINDRA HARTE | TANYA CAMPBELL
SOCIO-EMOTIONAL AND BEHAVIOUR
JAN PALMER | REGAN RANKIN
PORTFOLIOS AND ASSESSMENT
JENNIFER MOROZ
REGISTER AT mypita.ca

myPITA **BCATML**
Grade 5-7 Core French
Monthly Support and Sharing Sessions

Zoom Link
4:00 pm Wednesday
December 9th, 2020

Meeting ID:
890 0575 2388
Passcode:
704602
Link:
<https://us02web.zoom.us/j/89005752388?pwd=Z2JhZndzWUNzTUU0BSy9ydEZpbm9tUT09>

All teachers teaching Core French are welcome to these monthly meetings! If you have resources you've made/used for the topics, bring them along to share. If you're looking for resources, don't reinvent the wheel... come see how others have done it! All levels of French knowledge are welcome; discussions will be in English.

Topics for December 9th

- Birthdays
- New Years
- Verb Avoir

4:00-5:00pm

Come when you can! All teachers welcome!
For more info, email: campbell_tanya@surreyschools.ca

BCATML and myPITA are Provincial Specialist Associations of the BCTF

2020
CELEBRATING
LANGUAGES
WITHOUT
BORDERS

JOINT BCATML & CASLT CONFERENCE RE-CAP

Our 2020 Annual Conference turned out to be an amazing event! At the start of the planning phase, when we realized our only option would be to offer a virtual conference, we were a bit nervous. We knew that the learning curve would be steep, but we were also determined to support our members during the pandemic. As a result, the Celebrating Languages Without Borders Conference was held virtually for the first time in history in October 2020! Over 660 educators from Canada's coast to coast to coast participated in our virtual event, including attendees from the United States, France, and Turkey!

We are forever grateful to our outstanding keynote speakers Dr. Katy Arnett and Dr. Angelica Galante. Thank you for your dedication and passion to the world of language acquisition. We would also like to extend a heartfelt thank you to Kaleb Child who was unable to join us for this conference due to personal circumstances. Our PSA hopes to be able to work with Kaleb Child in the not too distant future.

A huge thank you also goes to our super inspiring featured speakers for their passion and inspiration. We were proud to be able to offer 130 additional workshop choices for our attendees. The workshop presenters were all highly appreciated, providing inspiration, new ideas, strategies, and innovative pedagogies to navigate this new world of on-line, in person, and remote teaching. Many of the session recordings are available for viewing through easyREG's attendee portal:

<https://attendees.ourconference.ca/index.php>; these will be viewable for six months. To access the video, use your login credentials and click on *Recordings* along the left menu.

We are very appreciative also to our generous sponsors and exhibitors. There were many amazing door prizes and many fantastic resources in the virtual goody bags. Some of the Market place incentives are still active through the easyREG's attendee portal.

The AGM was well attended and many attendees won some fabulous door prizes. Elections were held and several BCATML upcoming projects were announced for 2021! Stay tuned for our first ever BCATML virtual Book Club. More information to follow.

At this time, we would also like to say a huge thank you to our BCATML Conference Committee 2020 and our incredible partners at CASLT for working with us and making all of this possible. Lastly, a very heartfelt thank you to all of you who attended. We hope to see you next year for Conference 2021!!

Stay safe! Stay healthy! See you soon!

Kindra Harte and Rome Lavrencic



*Celebrating Languages Without
Borders Conference 2020*



BCATML
BC ASSOCIATION OF TEACHERS OF MODERN LANGUAGES



D E L E G A T E D I S C O U N T



FlyOver
CANADA

Discount – 15% at FlyOver Canada,
Vancouver, for all ages. This offer cannot be
combined with any other discount
or promotion.

Promocode: BCATML15
Valid Oct 23, 2020 – Apr 30, 2021

Promocode is applicable through the FlyOver
Canada reservation website and can be used to
purchase up to 14 tickets at 15% off.
See you in the air!

**Discount – 30% at Stanley Park Horse Drawn
Tours:** Operating 10:00am to 3:00pm. Offer
valid for up to 6 family members. Teachers must
provide a BC teacher ID card or proof of
conference registration to have access to the
discount. **Valid Oct 23, 2020 – June 30, 2021**
(except for November 1st to February
28th, 2021, when they will be closed). Discount
applies to current reduced seasonal rates and is
applicable when tickets are purchased from the
ticket booth in Stanley Park, 735 Stanley Park
Drive, next to the Stanley Park Information
Booth. See you there!



3D Haunted Houses Gallery Walk

Amandeep Chhina - Punjabi Rep

The Modern Languages department at Princess Margaret Secondary School got right into the spirit of Halloween by doing an immense unit on Halloween themes for the week leading up to the big scary day! As a culminating event, we hosted a Haunted House in the Library. Different classes attended at social distancing intervals. Students lined up with their teachers against the lockers outside, waited their turn, and then went through the marked pathways to speak to the student presenters. It was an example of incredible collaboration. Students at each “station” in the Halloween Gallery Walk had constructed a three-dimensional Haunted House, with vocabulary for all the objects in the house (English-Punjabi). Each station also had a Flipgrid QR code where the student visitors and their teachers could click and listen to the description of the Haunted House in Punjabi or French. The French and Punjabi descriptions were excellent.



There were also “Day of the Dead” masks coloured by Spanish students in a way that presented their own personalities, (with requisite vocabulary to describe the mask to their teacher). Their task was to describe the living personality of their ghost and narrate who they had been in life. There were also Monsters (Spanish) and Ghosts (French) at each station. For these, students had to bring to life their monster or ghost by using new vocabulary (body parts, physical descriptors, personality traits, and daily routines) to describe them. They also had to name their creature and read out a short story about them. A voting system using Microsoft Forms was used to pick the best houses. Three groups out of ten entries were awarded a customized coffee mug with a photo of their haunted house! Overall, this was an interactive, fun-filled day, summarizing integrated learning, cooperation between classes, mentoring of younger students by their older peers, and an embodiment of each of the core competencies through thinking and creativity, teamwork and responsibility, as well as communication (listening and speaking) skills.

Diwali 2020

Amandeep Chhina - Punjabi Rep

Each year, Diwali is celebrated school wide in the duration of our lunch period in the cafeteria at Princess Margaret Secondary School. This event brings together students from different grades and welcomes students from all backgrounds to participate in singing, dancing, enjoying sweet and savoury food of the culture, and to be a part of our vibrant school community. Students and teachers in the Punjabi Language Department collaborate to plan and execute this event which all students look forward to each and every year. Students have many roles to ensure the success of this event. They make Diwali cards, inviting all teachers to come participate in Diwali celebrations, call local business who are looking to donate food for the Diwali event, go door to door or call businesses in the area to collect donations for Punjabi scholarships, paint divas, make rangolis, set up the cafeteria with a stage for singing and dancing performances and tables for food and Diwali exhibitions, and embellish the entire school with radiant colours to create a positive atmosphere. This event allows students to strategize, plan, collaborate, and along the way enrich themselves with the importance of Diwali in our lives.

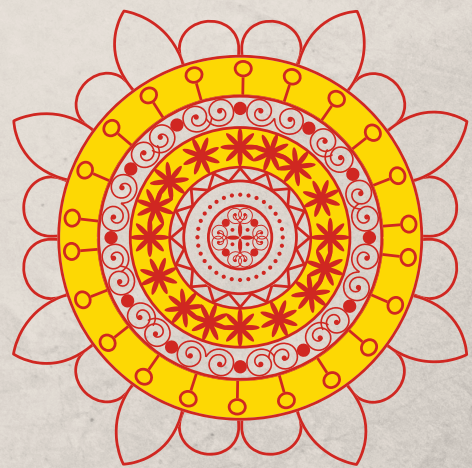
Suddenly however, Covid 19 has single handedly changed the lives of, not only students at Princess Margaret Secondary, but of people around the world. The pandemic has drastically altered the way we interact, think, celebrate, react and behave both at home and in our school environment. Given these circumstances, Princess Margaret has modified the way we carry out our annual school events; one big event being our Diwali celebration.



Therefore, this year the Diwali celebration could not have been executed with such extravagance, students and teachers worked just as hard to spread positivity and happiness around the school community. With the many restrictions at hand, it was challenging to celebrate Diwali at school but the students and teachers of Princess Margaret Secondary school made it happen. Even though we could not get together in the duration of our lunch period, everyone around the school still had the chance to be part of something small, yet beautiful. Just like in previous years, everyone was welcome to wear their cultural clothing, or any sort of colourful clothing.

A PowerPoint presentation was emailed to the staff of Princess Margaret, explaining Diwali, why it is celebrated, who celebrates it and how it is celebrated. The presentation was accompanied by an awesome video interview with students of Punjabi classes sharing their views about Diwali. There were also prerecorded performances by Princess Margaret's Dance Team.

The Punjabi classroom was decorated with various garlands, colourful divas, bright lights and rangolis lovingly made by the students. Students also donated to buy Superstore gift cards for families in need. Students learned that even in hard times, it is very important to look for and spread positivity. Everyone was able to celebrate Diwali safely, while learning to make the best of difficult circumstances. We hope our Diwali celebrations brought light into your lives.





ਭੋਜਨ ਪ੍ਰਾਜੈਕਟ

Food Project

ਅੰਮ੍ਰਿਤਾ ਕੈਰ ਸਮਰਾ

Amrita Samra



Week 1: Survey

Week 2: Vocabulary and Reading Worksheets

ਸਬਜ਼ੀਆਂ ਦੇ ਨਾਂ

1) ਆਲੂ	7) ਖੀਰਾ	13) ਮਟਰ
2) ਸੈਲਰੀ	8) ਘੀਆ	14) ਲਾਲ ਮੂਲੀ
3) ਹਰੇ ਪਿਆਜ਼	9) ਛੱਲੀ	15) ਬੈਂਗਣ
4) ਖੁੰਬਾਂ	10) ਤੋਰੀ	16) ਬੰਦ ਗੋਬੀ
5) ਗਾਜਰਾਂ	11) ਥੋਮ	17) ਮਿਰਚ
6) ਗੋਬੀ	12) ਬਰੈਂਕਲੀ	18) ਸ਼ਿਮਲਾ ਮਿਰਚ

ਹੋਰ ਖਾਣੇ

1) ਅੰਡੇ	5) ਹੋਟ ਡੌਗ	9) ਡੋਨੱਟ	13) ਪੀਜ਼ਾ
2) ਦਲੀਆ	6) ਕਬਾਬ	10) ਡਬਲ ਰੋਟੀ	14) ਮੁਰਗਾ
3) ਸਪਾਗੋਟੀ	7) ਕੁਲਫੀ	11) ਪਨੀਰ	15) ਮੁਰਗੇ ਦੀ ਲੱਤ
4) ਹੈਮਬਰਗਰ	8) ਟਾਕੋ	12) ਪੂੜੇ	16) ਫਰੈਂਚ ਫਰਾਈਆਂ

ਫਲ ਅਤੇ ਸਬਜ਼ੀਆਂ

1) ਅੰਗੂਰ	5) ਨਾਸਪਾਤੀ	9) ਆੜੂ	13) ਛੱਲੀ
2) ਅਨਾਨਾਸ	6) ਤਰਬੂਜ	10) ਕੇਲਾ	14) ਗਾਜਰ
3) ਮਟਰ	7) ਸ਼ਿਮਲਾ ਮਿਰਚ	11) ਟਕੋ	15) ਪੀਜ਼ਾ
4) ਕੁਲਫੀ	8) ਚੈਰੀ	12) ਖਰਬੂਜਾ	16) ਸੰਤਰਾ

ਪੰਜਾਬੀ ਬਾਜ਼ਾਰ

ੳ)

- 1) ਬਲਵੀਰ ਨੇ ਇੱਕ ਪੰਜਾਬੀ ਸੂਟ ਖ੍ਰੀਦਿਆ ਸੀ।
- 2) ਸਨਿਚਰਵਾਰ ਅਤੇ ਐਤਵਾਰ ਨੂੰ ਬਹੁਤ ਰੋਣਕ ਹੈ।
- 3) ਦੁਕਾਨਾਂ ਤੇ ਲੋਕ ਪੰਜਾਬੀ ਵਿਚ ਗੱਲਾਂ ਕਰਦੇ ਹਨ।
- 4) ਬਲਵੀਰ ਪੰਜਾਬੀ ਗੀਤਾਂ ਨੂੰ ਪਸੰਦ ਕਰਦੀ ਹੈ।
- 5) ਬਲਵੀਰ ਨੇ ਉਸਦੀ ਸਹੇਲੀ ਦਲਜੀਤ ਨੂੰ ਵੇਖਿਆ।
- 6) ਦੁਕਾਨਾਂ ਦੇ ਨਾਂ ਪੰਜਾਬੀ ਵਿਚ ਲਿਖੇ ਹਨ।
- 7) ਬਲਵੀਰ ਰੈਸਟੋਰੈਂਟ ਵਿਚ ਜਾਣਾ ਪਸੰਦ ਕਰਦੀ ਹੈ।
- 8) ਰੈਸਟੋਰੈਂਟ ਵਿਚ ਕਈ ਤਰ੍ਹਾਂ ਦੀਆਂ ਪੰਜਾਬੀ ਮਠਿਆਈਆਂ ਸਨ।
- 9) ਕਰਿਆਨੇ ਦੀ ਦੁਕਾਨ ਵਿਚ ਆਲੂ, ਮਟਰ, ਗੋਭੀ, ਗਾਜਰ, ਭਿੰਡੀ, ਲਸਣ, ਪਿਆਜ਼, ਪਾਲਕ ਅਤੇ ਮੂਲੀ ਸਨ।
- 10) ਬਲਵੀਰ ਨੂੰ ਅੰਬ ਪਸੰਦ ਹਨ।

ਅ)

- 1) ਪੰਜਾਬੀ ਬਾਜ਼ਾਰ
- 2) ਐਤਵਾਰ, ਰੋਣਕ
- 3) ਕੱਪੜਿਆਂ
- 4) ਸਮੇਸੇ ਅਤੇ ਪਕੌੜੇ
- 5) ਮਠਿਆਈਆਂ
- 6) ਸਬਜ਼ੀਆਂ
- 7) ਪੰਜਾਬੀ ਗੀਤਾਂ
- 8) ਸਹੇਲੀ

ਮਸਰਾਂ ਦੀ ਦਾਲ

Masra di Dal

ਦਾਲ ਲਈ ਸਮੱਗਰੀ	Ingredients for Soup	ਤੁੜਕਾ ਲਈ ਸਮੱਗਰੀ	Ingredients for Mirepoix	ਉਪਕਰਣ	Equipment
੧ ਕੱਪ ਮਸਰ	1 Cup Red Lentils	੧ ਚੱਮਚਾ ਤੇਲ	1 Spoon Oil	ਵੱਡਾ ਪਤੀਲਾ	Large Pot
੧ ਚੱਮਚਾ ਲੂਨ	1 Spoon Salt	੧ ਚੱਮਚਾ ਜੀਰਾ	1 Spoon Cumin	ਛੋਟਾ ਪਤੀਲਾ	Small Pot
੧ ਚੱਮਚਾ ਹਲਦੀ	1 Spoon Turmeric	੧ ਚੱਮਚਾ ਅਦਰਕ	1 Spoon Ginger	ਕਟਿੰਗ ਬੋਰਡ	Cutting Board
੧ ਚੱਮਚਾ ਮਿਰਚ	1 Spoon Pepper	੧ ਚੱਮਚਾ ਲੱਸਣ	1 Spoon Garlic	ਚਾਕੂ	Knife
ਪਾਣੀ	Water			ਲੱਕੜ ਦਾ ਚੱਮਚਾ	Wooden Spoon
ਧੰਨੀਆ	Cilantro			ਮੈਜਰਿੰਗ ਟੂਲ	Measuring Tools

Method:

- ਦਾਲ ਨੂੰ ਵੱਡੇ ਪਤੀਲੇ ਵਿਚ ਪਾਵੇ ਅਤੇ ਪਾਣੀ ਨਾਲ ਰਿੰਸ ਕਰੇ ਜਦੋਂ ਤਕ ਸਾਰਾ ਸਟਾਰਚ ਨਹੀਂ ਨਿਕਲ ਜਾਂਦਾ
Pour lentils into a large pot and rinse with water until all the starch is gone
- ਜਦੋਂ ਪਾਣੀ ਸਾਫ਼ ਹੋ ਜਾਵੇ ਤਾਂ ਪਤੀਲੇ ਨੂੰ 2/3 ਭਰ ਕੇ ਸਾਫ਼ ਪਾਣੀ ਨਾਲ ਭਰੋ ਅਤੇ ਸਟੇਵ ਤੇ ਰੱਖ ਦਿਓ
Once the water is clear fill the pot 2/3 with water and place it on the stove
- ਉਸੇ ਪਤੀਲੇ ਵਿਚ ਨਮਕ, ਮਿਰਚ ਅਤੇ ਹਲਦੀ ਮਿਲਾਓ ਅਤੇ ਤੇਜ਼ ਗੈਸ ਤੇ ਇਸ ਨੂੰ ਰਹਿਣ ਦਿਓ
Add the salt, pepper and the turmeric to the same pot and leave it on high heat
- ਇਕ ਛੋਟੇ ਪਤੀਲੇ ਵਿਚ ਤੇਲ, ਜੀਰਾ, ਅਦਰਕ, ਲੱਸਣ ਨੂੰ ਭੂਰਾ ਰੰਗ ਹੋਣ ਤੱਕ ਸਾਟੇ ਕਰੋ
In a smaller pot add oil, cumin, ginger, garlic and sauté until golden brown
- ਦਾਲ ਉਬਲ ਕੇ ਡਿਸਾਲਵ ਹੋ ਜਾਣ ਤੇ ਤੁੜਕੇ ਵਿਚ ਥੋੜ੍ਹਾ ਜਿਹਾ ਪਾਣੀ ਮਿਲਾਓ ਅਤੇ ਇਸਨੂੰ ਦਾਲ ਵਿਚ ਮਿਲਾਓ
Once the lentils are boiled and dissolved add some water to the mirepoix and add it to the lentils
- ਦਾਲ ਨੂੰ 5 ਮਿੰਟ ਲਈ ਉਬਲਣ ਦਿਓ ਜਦੋਂ ਤਕ ਇਹ ਪੂਰੀ ਘੁਲ ਜਾਵੇ
Let the soup boil for 5 minutes until it is fully incorporated
- ਮੁੱਠੀ ਭਰ ਧੰਨੀਆ ਕੱਟੋ ਅਤੇ ਦਾਲ ਨੂੰ ਗਾਰਨਿਸ਼ ਕਰੋ
Cut a handful of, cilantro and add the garnish to the soup
- ਦਾਲ ਹੁਣ ਖਾਣ ਲਈ ਤਿਆਰ ਹੈ
The soup is now ready to eat

ਗਾਜਰਾ ਦੀ ਸਬਜ਼ੀ

Gajra di Sabji

ਭੁੰਨੀਆਂ ਸਬਜ਼ੀਆਂ ਲਈ ਸਮੱਗਰੀ	Ingredients for Roasted Vegetables	ਉਪਕਰਣ	Equipment
2 ਪਾਊਂਡ ਗਾਜਰ	2 Pounds Carrots	ਵੱਡਾ ਮਿਕਸਿੰਗ ਬੋਲ	Large Mixing Bowl
2 (ਛੋਟੇ) ਆਲੂ	2 (small) Potatoes	ਕਟਿੰਗ ਬੋਰਡ	Cutting Board
1 ਟਮਾਟਰ	1 Tomato	ਚਾਕੂ	Knife
1 (ਵੱਡਾ) ਪਿਆਜ਼	1 (big) Onion	ਚੱਮਚੇ	Spoons
1 ਚੱਮਚਾ ਲੂਨ	1 Spoon Salt	ਲੱਕੜ ਦਾ ਚਮਚਾ	Wooden Spoon
1 ਚੱਮਚਾ ਜੀਰਾ	1 Spoon Cumin	ਅਲੂਮੀਨਮ ਫੁਆਇਲ	Aluminum Foil
1 ਚੱਮਚਾ ਹਲਦੀ	1 Spoon Turmeric	ਕੈਸਰੋਲ ਡਿਸ਼	Casserole Dish
1 ਚੱਮਚਾ ਮਿਰਚ	1 Spoon Pepper		
1 ਚੱਮਚਾ ਅਦਰਕ	1 Spoon Ginger		
1 ਚੱਮਚਾ ਲੱਸਣ	1 Spoon Garlic		
4 ਚੱਮਚੇ ਤੇਲ	5 Spoons Oil		
ਧੰਨੀਆਂ	Cilantro		

Method:

- ਗਾਜਰ, ਆਲੂ, ਇਕ ਟਮਾਟਰ ਅਤੇ ਪਿਆਜ਼ ਨੂੰ ਡਾਈਸ ਕਰੋ
Dice carrots, potatoes, a tomato and an onion
- ਇਕ ਵੱਡੇ ਮਿਕਸਿੰਗ ਬੋਲ ਵਿਚ ਧੰਨੀਆ ਤੋਂ ਬਿਨਾ ਸਾਰੀ ਸਮੱਗਰੀ ਸ਼ਾਮਲ ਕਰੋ
Add all ingredients beside the cilantro into a large mixing bowl
- ਸਮੱਗਰੀ ਨੂੰ ਪੂਰੀ ਤਰ੍ਹਾਂ ਸ਼ਾਮਲ ਹੋਣ ਤਕ ਮਿਲਾਓ
Mix the ingredients until fully incorporated
- ਆਪਣੀ ਕੈਸਰੋਲ ਡਿਸ਼ ਨੂੰ ਅਲੂਮੀਨਮ ਫੁਆਇਲ ਨਾਲ ਲਾਈਨ ਕਰੋ ਅਤੇ ਮਿਸ਼ਰਣ ਨੂੰ ਬੋਲ ਵਿਚ ਸ਼ਾਮਲ ਕਰੋ
Line your casserole dish with aluminum foil and add the mixture into the dish
- ਡਿਸ਼ ਨੂੰ ਤੰਦੂਰ ਦੇ ਥੱਲੇ ਵਾਲੇ ਰੈਕ ਤੇ 15 ਮਿੰਟ ਲਈ 350 ° F ਤੇ ਰੱਖੋ
Place the dish on the bottom rack of the oven at 350°F for 15 minutes
- ਜਦੋਂ ਤੁਸੀਂ ਭੁੰਨੇ ਹੋਏ ਸਬਜ਼ੀਆਂ ਨੂੰ ਪਕਾਉਣ ਦੀ ਉਡੀਕ ਕਰ ਰਹੇ ਹੋਵੋ ਤਾਂ ਇਕ ਮੁੱਠੀ ਭਰ ਧੰਨੀਆ ਕੱਟੋ
Cut up a handful of, cilantro while you are waiting for the roasted vegetables to cook
- ਸਬਜ਼ੀ ਬਣੀ ਤੇ ਧੰਨੀਆਂ ਪਾਓ
Once the vegetables are made add the cilantro
- ਸਬਜ਼ੀ ਹੁਣ ਖਾਣ ਲਈ ਤਿਆਰ ਹੈ
The roasted vegetables are now ready to eat

The Affects of COVID-19 on the Food Industry

The coronavirus pandemic has dramatically affected the world in many different aspects. It has had a global impact on the food industry, affecting everything from food safety and handling, supply and demand, production and food costs.

Since the start of the pandemic, farmers have had extra dairy, fruits, vegetables and other items that go to waste. There isn't much demand for these items right now because most of a farmer's food goes to restaurants that are currently closed. For example, three-quarters of potatoes in Canada are eaten at restaurants, meaning three-quarters of potatoes in Canada will go to waste. Farmers who supply food to a farm-to-table restaurant will lose thousands of dollars because the restaurants are closed. This means that if farmers want to continue to make a profit, they must find a different market for their product.

Most of the food you find at your local grocery store has come from some place else in the world, so what happens if countries stop exporting food? Some people thought that truck drivers, stockpilers, farmers and other people who help shape the economy, would get infected by the virus, thus preventing them from working. People also thought the health and safety guidelines advised by the World Health Organization would affect the number of people allowed to work in factories or farms. In March, people suspected this would happen, so they started panic buying. They stocked up on food in insane amounts hoarding frozen goods, toilet paper and non-perishable items because they worried there would be worldwide food shortages.

Grocery stores have been drastically impacted because of the pandemic. Stores are telling people to wear masks and keep their distance, for the safety of others and their own safety. The costs of each store are going up because stores need to ensure a customer's safety by buying protective equipment. Stores are buying items like plexiglass dividers and anti-bacterial wipes. They are hiring more employees to do frequent in-store cleanings. Stores are also dealing with employees working longer shifts which is leading to employees wanting higher pay. This is something that stores cannot provide to their employees because they are already paying for the expensive safety equipment.

Overall, the pandemic has had major impacts on the food industry. Farmers, grocery stores, restaurants, and others that help shape our economy have been the most affected by the pandemic in ways unimaginable. Nonetheless, the most important thing to know is that we will get through this and return to our normal lives.



Article written by Amrita Samra

What have you noticed and learned about yourself?

ਇਸ ਪ੍ਰੋਜੈਕਟ ਦੇ ਦੌਰਾਨ ਮੈਂ ਆਪਣੇ ਬਾਰੇ ਬਹੁਤ ਸਾਰੀਆਂ ਨਵੀਆਂ ਚੀਜ਼ਾਂ ਸਿੱਖੀਆਂ ਹਨ। ਜਦੋਂ ਮੈਂ ਰਸੋਈ ਵਿਚ ਖਾਣਾ ਤਿਆਰ ਕਰਦੀ ਤਾਂ ਮੈਂ ਧਿਆਨ ਕੇਂਦਰ ਕਰਨਾ ਪਸੰਦ ਕਰਦੀ ਹਾਂ ਅਤੇ ਰਸੋਈ ਵਿਚ ਕਿਸੇ ਨੂੰ ਪਸੰਦ ਨਹੀਂ ਕਰਦੀ ਜਦੋਂ ਮੈਂ ਉਥੇ ਹੁੰਦੀ ਹਾਂ। ਮੈਂ ਰਸੋਈ ਵਿਚ ਇਕੱਲੇ ਰਹਿਣਾ ਪਸੰਦ ਕਰਦੀ ਹਾਂ ਕਿਉਂਕਿ ਮੈਂ ਉਸਨੂੰ ਖਰਾਬ ਨਹੀਂ ਕਰਨਾ ਚਾਹੁੰਦੀ। ਮੈਂ ਇਸ ਕਾਰਨ ਆਪਣੇ ਆਪ ਨੂੰ ਖਾਣਾ ਪਕਾਉਣ ਤੇ ਰਿਕਾਰਡ ਨਹੀਂ ਕੀਤਾ। ਮੈਂ ਦੇਖਿਆ ਹੈ ਕਿ ਖਾਣਾ ਬਣਾਉਣ ਲਈ ਮੇਰੀ ਇਕ ਨਵੀਂ ਕਦਰ ਹੈ। ਮੈਂ ਹੋਲੀ ਖਾਣਾ ਪਸੰਦ ਕਰਦੀ ਹਾਂ ਤਾਂ ਕੇ ਮੈਂ ਹਰ ਚੀਜ਼ ਦਾ ਸੁਆਦ ਚੱਖ ਕੇ ਅਨੰਦ ਮਾਨ ਸਕਾਂ। ਖਾਂਦਿਆਂ ਮੈਂ ਹਰ ਸਮੱਗਰੀ ਦਾ ਫਲੇਵਰ ਚੱਖ ਦੀ ਹਾਂ ਅਤੇ ਜੇ ਸਮਾਂ ਸੁਆਦਿਸ਼ਟ ਭੋਜਨ ਬਣਾਉਣ ਵਿਚ ਲਗਾ ਉਸ ਬਾਰੇ ਸੋਚ ਦੀ ਹਾਂ। ਜਦੋਂ ਮੈਂ ਪਕਾ ਰੇਹੀ ਸੀ ਤਾਂ ਮੈਂ ਕੁਝ ਚੀਜ਼ਾਂ ਵੱਖਰੇ। ਢੰਗ ਨਾਲ ਕਰਨ ਦਾ ਫੈਸਲਾ ਕੀਤਾ ਜੋ ਮੇਰੀ ਰਚਨਾਤਮਕਤਾ ਨੂੰ ਦਰਸਾਉਂਦਾ ਹੈ। ਮੈਂ ਗੈਸ ਦੀ ਬਜਾਏ ਤੰਦੂਰ ਵਿਚ ਸਬਜ਼ੀ ਬਣਾਈ ਅਤੇ ਉਹ ਸਮੱਗਰੀ ਲਈ ਜੋ ਮੈਂ ਚਾਹੁੰਦੀ ਸੀ। ਆਖਰੀ ਗੱਲ ਜੋ ਮੈਂ ਨੋਟ ਕੀਤੀ ਉਹ ਇਹ ਹੈ ਕਿ ਮੈਂ ਉਨ੍ਹਾਂ ਚੀਜ਼ਾਂ ਨੂੰ ਪਕਾਉਣਾ ਪਸੰਦ ਕਰਦੀ ਹਾਂ ਜੋ ਅਸਾਨ ਹਨ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਆਪ ਬਣਾ ਸਕਦੀ ਹਾਂ। ਕੁਲ ਮਿਲਾ ਕੇ ਮੈਂ ਇਸ ਪ੍ਰੋਜੈਕਟ ਦਾ ਅਨੰਦ ਲਿਆ।

Why is it important to eat healthy during this time?

ਸਟੋਰ ਖਾਣਾ ਵਿਚ ਸਾਪਿੰਗ ਕਰਨ ਸੁਰੱਖਿਅਤ ਰਹਿਣਾ ਜ਼ਰੂਰੀ ਹੈ ਕਿਉਂਕਿ ਤੁਸੀਂ ਕੋਰੋਨਾਵਾਇਰਸ ਦੇ ਸਿਕਾਰ ਨਹੀਂ ਬੰਨਣਾ ਚਾਹੁੰਦੇ। ਜਦੋਂ ਤੁਸੀਂ ਸਟੋਰ ਤੇ ਜਾਂਦੇ ਹੋ ਤਾਂ ਤੁਹਾਨੂੰ ਸੁਰੱਖਿਆ ਦਿਸ਼ਾ ਨਿਰਦੇਸ਼ਾਂ ਦੀ ਪਾਲਣਾ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ। ਆਪਣਾ ਖਾਣਾ ਖਰੀਦਣ ਤੋਂ ਬਾਅਦ ਤੁਹਾਨੂੰ ਇਸ ਨੂੰ ਸਾਬਣ ਨਾਲ ਸਾਫ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਜੇ ਲੋਕ ਰੈਸਟੋਰੈਂਟਾਂ ਤੋਂ ਖਾਣਾ ਖਾ ਰਹੇ ਹਨ ਤਾਂ ਉਨ੍ਹਾਂ ਨੂੰ ਸੁਰੱਖਿਅਤ ਰਹਿਣ ਲਈ ਨਿਯਮਾਂ ਦੀ ਪਾਲਣਾ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ। ਇਸ ਸਮੇਂ ਦੌਰਾਨ ਲੋਕਾਂ ਨੂੰ ਸਿਹਤਮੰਦ ਭੋਜਨ ਖਾਣਾ ਚਾਹੀਦਾ ਹੈ ਕਿਉਂਕਿ ਜ਼ਿਆਦਾਤਰ ਲੋਕ ਇਸ ਸਮੇਂ ਸਰਗਰਮ ਨਹੀਂ ਹਨ। ਹਰ ਕੋਈ ਬਿਨਾਂ ਕਿਸੇ ਅੰਦੋਲਨ ਜਾਂ ਕਸਰਤ ਦੇ ਸਾਰਾ ਦਿਨ ਘਰ ਬੈਠ ਕੇ ਗਜ਼ਾਰ ਰਹੇ ਹਨ। ਲੋਕਾਂ ਨੂੰ ਸਿਹਤਮੰਦ ਭੋਜਨ ਖਾਣਾ ਚਾਹੀਦਾ ਹੈ। ਇਸ ਮਹਾਂਮਾਰੀ ਦੌਰਾਨ ਬਹੁਤ ਸਾਰੇ ਲੋਕ ਉਦਾਸੀ ਅਤੇ ਮਾਨਸਿਕ ਸਿਹਤ ਦੇ ਮੁੱਦਿਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰ ਰਹੇ ਹਨ। ਸਿਹਤਮੰਦ ਭੋਜਨ ਖਾਣ ਨਾਲ ਤੁਸੀਂ ਆਪਣੀ ਮਾਨਸਿਕ ਸਿਹਤ ਅਤੇ ਸਰੀਰਕ ਰੂਪ ਨੂੰ ਸੁਧਾਰ ਸਕਦੇ ਹੋ। ਸਮੁੱਚੇ ਤੌਰ 'ਤੇ ਸੁਰੱਖਿਅਤ ਰਹਿਣਾ ਅਤੇ ਕੋਰੋਨਾਵਾਇਰਸ ਦੇ ਫੈਲਣ ਨੂੰ ਰੋਕਣਾ ਸੁਰੱਖਿਆ ਉਪਾਵਾਂ ਦੀ ਪਾਲਣਾ ਕਰਕੇ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।

Success Criteria for Note – Taking/Demonstrating Understanding – Graphic Organizer

Learning Goal:

What I am doing well... (Evidence)	Success Criteria	My Next Steps... (Plan)
<p>-I demonstrated my knowledge by writing an article and a reflection about the food industry covering the topics of food production, supply, safe handling, shipping and healthy eating.</p> <p>-In each paragraph I explained each different topic in detail. I also included examples.</p> <p>-In the article I made connections to the world by writing about farm to table restaurants and farmers that provide the food.</p> <p>-As I was reading the articles, I took notes so that I could have a better understanding of what I was reading.</p> <p>-While I was reading through the articles, I used the 6Ks.</p> <p>-I wrote one paragraph for each topic summarizing what I learned, and thought was important.</p>	<p>I can demonstrate my knowledge and understanding about the food industry, on a graphic organizer that includes information on the following – food production, supply, safe handling, shipping and healthy eating.</p> <p>I can identify main ideas and supporting details in a variety of articles on the topic.</p> <p>I can make connections to self, text and world.</p> <p>I can take notes that demonstrate my understanding in my own words and in point form.</p> <p>I can demonstrate critical analysis of texts by asking questions while reading using the 6Ks (in Punjabi).</p> <p>I can write a 4-5 sentence summary for each article</p>	<p>-In the future I can write my article in both Punjabi and English so, more people can read and understand it.</p> <p>-I can include more details and add some more examples.</p> <p>-In the future I can make connections with my own experiences instead of only the world.</p> <p>-I can write more detailed notes of what I am reading.</p> <p>-I can ask questions when I am reading in the future to enhance my understanding.</p> <p>-I can write more than 4-5 sentences to summarize an article.</p>

Emerging	Developing	Proficient	Extending
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Comments: I have expanded my knowledge throughout this project and have learned many new things relating to COVID-19 and the food industry.

Success Criteria for Note – Taking/Demonstrating Understanding – Graphic Organizer

Learning Goal:

What I am doing well... (Evidence)	Success Criteria	My Next Steps... (Plan)
<p>-I demonstrated my growth using better sentence structure and spelling.</p> <p>-I shared my personal experiences and what I have learned about myself during this crisis.</p> <p>-I had a strong thesis and effective opening.</p> <p>-I included my personal opinions about how I cook food so, that I can make it my own.</p> <p>-I made personal, community and cultural connections throughout the project.</p> <p>-My reflection was effective with my word choices and had a nice flow to it.</p> <p>-I drew powerful conclusions of my personal and cultural insights.</p> <p>-In my reflection I communicated my ideas with accuracy, clarity and fluency.</p>	<p>I can demonstrate my growth in the Punjabi language by writing a well-organized reflection.</p> <p>I can clearly communicate, my personal and shared experiences with my family during this project and time of the COVID- 19 pandemic in writing.</p> <p>I can hook the audience with an engaging and effective thesis sentence and opening.</p> <p>I can include personal opinions and understandings, family and cultural insights, with supporting details.</p> <p>I can make connections – personal, family, community, cultural, and historical connections related to the project.</p> <p>I can use effective transition words and phrases to move from one idea to the next.</p> <p>I can draw powerful conclusions that highlight personal and cultural insights.</p> <p>I can communicate my ideas with accuracy, clarity, fluency.</p>	<p>-In the future I can use more complex words.</p> <p>-I could have shared some experiences that my family has gone through.</p> <p>-I can be more engaging in the future.</p> <p>-I could add my family's insights to compare the way we do things differently.</p> <p>-I can make more connections in the future.</p> <p>-A few of my phrases could have been more effective.</p> <p>-I could add some more cultural insights.</p> <p>-In some parts of my reflection I tried to be clear but, you may not understand.</p>

Emerging	Developing	Proficient	Extending
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Comments: I am so proud of how much I have grown and have learned about myself and the Punjabi language.

Success Criteria for Note – Taking/Demonstrating Understanding – Graphic Organizer

Learning Goal:

What I am doing well... (Evidence)	Success Criteria	My Next Steps... (Plan)
<p>-I demonstrated this by washing the lentils and vegetables thoroughly.</p> <p>-I named all the ingredients and units in Punjabi and English in my booklet but, only spoke in Punjabi in the video.</p> <p>-I gathered everything that I needed prior to cooking.</p>	<p>Preparation prior to cooking:</p> <p>I can demonstrate/communicate my understanding of the importance food safe procedures and safe handling of culinary equipment when preparing food.</p> <p>I can identify and name all ingredients and units of measurement in English and Punjabi.</p> <p>I can prepare to cook by gathering all necessary culinary equipment, utensils, and ingredients prior to beginning cooking.</p>	<p>-I could demonstrate how to use culinary equipment properly for safety.</p> <p>-I could have said the ingredients in English in the video.</p> <p>-I can continue to do what I am doing well.</p>
<p>-I clearly explained both orally and in writing the steps to make the dal and the sabji. For the sabji I used a timer but, for the dal I only used a timer for certain steps.</p> <p>-At the end of the video I displayed proper portion size and plating.</p> <p>-I clearly, fluently and audibly explained the steps in Punjabi.</p>	<p>Cooking and presenting</p> <p>I can demonstrate my knowledge of the importance of cooking time by using a timer. I can clearly explain, both orally and in writing the steps involved in replicating a recipe.</p> <p>I can demonstrate my knowledge and understanding of the importance of presentation (proper portion size, and plating of the meal).</p> <p>I can clearly, audibly, fluently, and in Punjabi explain each step of the process involved in cooking my dish.</p>	<p>-When making the dal I could have used a timer for certain steps instead of saying wait until golden brown.</p> <p>-I demonstrated how much an, adult eats but, not how much I eat.</p> <p>-I said some words in English which, I can change in the future.</p>
<p>-My video recording was minimalistic and free of clutter.</p> <p>-The video is polished and has nice sound and lighting to enhance the video.</p>	<p>Video Recording</p> <p>I can ensure that the video recording space is simple and free of clutter.</p> <p>I can ensure that video is polished – has smooth transitions, sound and lighting that enhance the video</p>	<p>-To continue what I am doing well.</p> <p>-Some of my transitions were not smooth but, most were which, can be changed in the future.</p>

Emerging	Developing	Proficient	Extending
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Comments: I chose not to make a traditional recording of myself because I would have gotten distracted and messed up the recipe. I am glad that I made 2 items to show that I can make different things (dal and sabji).

L.A. Matheson Anthology

by Maria Davradou

Madame Maria Davradou retired from LA Matheson Secondary in Surrey BC in March 2020 as a French Teacher. Her contributions to Language classrooms are immense. We thank her for her continued service and for inspiring our youth and their love for languages.



Below is the link to Maria Davradou's fourth and fifth volumes of her anthology, showcasing the work of the staff, students, and extended family of L.A. Matheson Secondary in Surrey, BC. True to her original vision, the publisher continues to share her passion for languages and the arts, providing a vibrant community of works, fostering warm and meaningful communication among people of various ages and cultural backgrounds. With works meticulously gathered, and research thoroughly done over the span of almost two years, this special issue is her farewell; a way of expressing her gratitude to the L.A. Matheson community, her contributors and her readers.

Submitted by Gurpreet Bains

https://issuu.com/languagebridges/docs/2020_davradow_anthology_final_pdf_compressed

VANCOUVER
INTERNATIONAL
CHILDRENS
FESTIVAL

June 1 – June 6, 2021

Safe Online Programming for Schools

★ **School Tickets On Sale Jan. 18, 2021!** ★



We are excited to announce the 44th annual Vancouver International Children's Festival will offer online programming to schools this spring from June 1 – June 6, 2021. In addition, school groups will receive extended access (1 extra week!) to the Festival's exceptional music, dance, and storytelling shows. We can't wait to delight, enchant and

engage your students with workshops and performances from local and international artists including live Q&A's.

Performer Highlights:

Fred Penner • Jacky Essombe • David Bouchard • Ruploops

Spectacles en français

Jacky Essombe et ses amis (conteuse d'histoires africaines, danseuse et musicienne) Jacky est une ambassadrice de la culture africaine et artiste de longue date au Festival. **Grades K–12.**

David Bouchard (conteur métis) David est un éducateur émérité, un ancien directeur d'école et écrivain prolifique. Sa mission est de donner l'amour de la lecture aux enfants.. **Grades 3 +.**

Elle pas princesse, lui pas héros (Pièce de théâtre, par la troupe de théâtre de Sartrouville, France) Une histoire intime et

poignante racontée à travers la voix de deux enfants qui se rebellent contre les stéréotypes de genre et les attentes de la société. Présenté sur une plateforme interactive. Écrit par Magali Mougel, dramaturge et professeur d'art dramatique française. Conçu par Johanny Bert, directeur. **Grades 4 +.**

Frissons (Film animé français par la troupe de théâtre de Sartrouville, France) Anis est sur le point de devenir un frère aîné et s'inquiète de partager sa chambre, ses jouets et l'amour de ses parents avec son nouveau frère. **Grades 3 +.**

School Tickets

- \$10 for two shows! Get 2 shows for the price of 1!
- Get **one free ticket** for every 20 tickets purchased.
- Plus, get access to 7 online arts workshops.
- Unlimited streaming from the comfort of your classroom (until June 13, 2021). Watch the shows at a time that works best for you and your class.
- Shows are available online! Now school groups from across BC can take part in the fun!

Workshops

The fun continues with 7 hands-on online art workshops. Students can get creative at our Indigenous Arts, Dance, Acting for film, Circus, Shadow Puppets, Origami and French workshops all included with your show ticket.

★ **Nouveau cette année: nous offrirons un atelier en français, détails à venir prochainement!** ★

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To get notified of our latest updates, please sign up for our Newsletter at childrensfestival.ca/signup.

MORE INFO • PLUS D'INFOS

Online childrensfestival.ca ★ **Email** edu@childrensfestival.ca ★ **Phone** 604-708-5655

Problème de logique pour Noël

Une activité de lecture

Submitted by Trish Kolber - French Rep

Dans un quartier en France, il y a cinq maisons de couleurs différentes : noire, jaune, bleue, verte et rouge. Dans ces maisons habitent des voisins d'origines différentes : canadienne, suédoise, algérienne, japonaise, et brésilienne. Il y a cinq espèces d'arbres de Noël: un pin, un sapin, un cèdre, une épinette noire, et un sapin baumier. Chaque arbre est décoré avec un thème différent: les cannes de Noël, les étoiles, les anges, les cloches, et les flocons de neige. Chaque arbre a une seule couleur de lumières: rouge, bleue, jaune, verte, et multicolore.

Utilisez les indices ci-dessous pour trouver: la couleur des maisons, l'origine de la famille, l'espèce d'arbre, le décor, est la couleur des lumières.

Les indices:

1. La maison verte et la maison bleue sont séparées par une maison.
2. Les canadiens habitent dans la maison rouge.
3. Les brésiliens ont un pin.
4. La deuxième maison est verte.
5. Les japonais n'ont pas d'épinette noire.
6. Les algériens habitent à côté des canadiens.
7. Les suédois ont des lumières bleues sur l'arbre de Noël.
8. La famille avec le sapin baumier habitent à côté de la famille qui a le sapin.
9. Les anges sont à côté des étoiles.
10. La maison noire a des cloches sur l'arbre de Noël.
11. Les cannes de Noël sont sur l'arbre de la première maison.
12. Les voisins qui ont le sapin ont les lumières jaunes.
13. Les canadiens ont les lumières multicolore.
14. Le cèdre est à côté du sapin baumier.

	1	2	3	4	5
La couleur de la maison					
L'origine de la famille					
L'arbre					
Le décor					
La couleur des lumières					



Voilà les réponses au problème de logique!

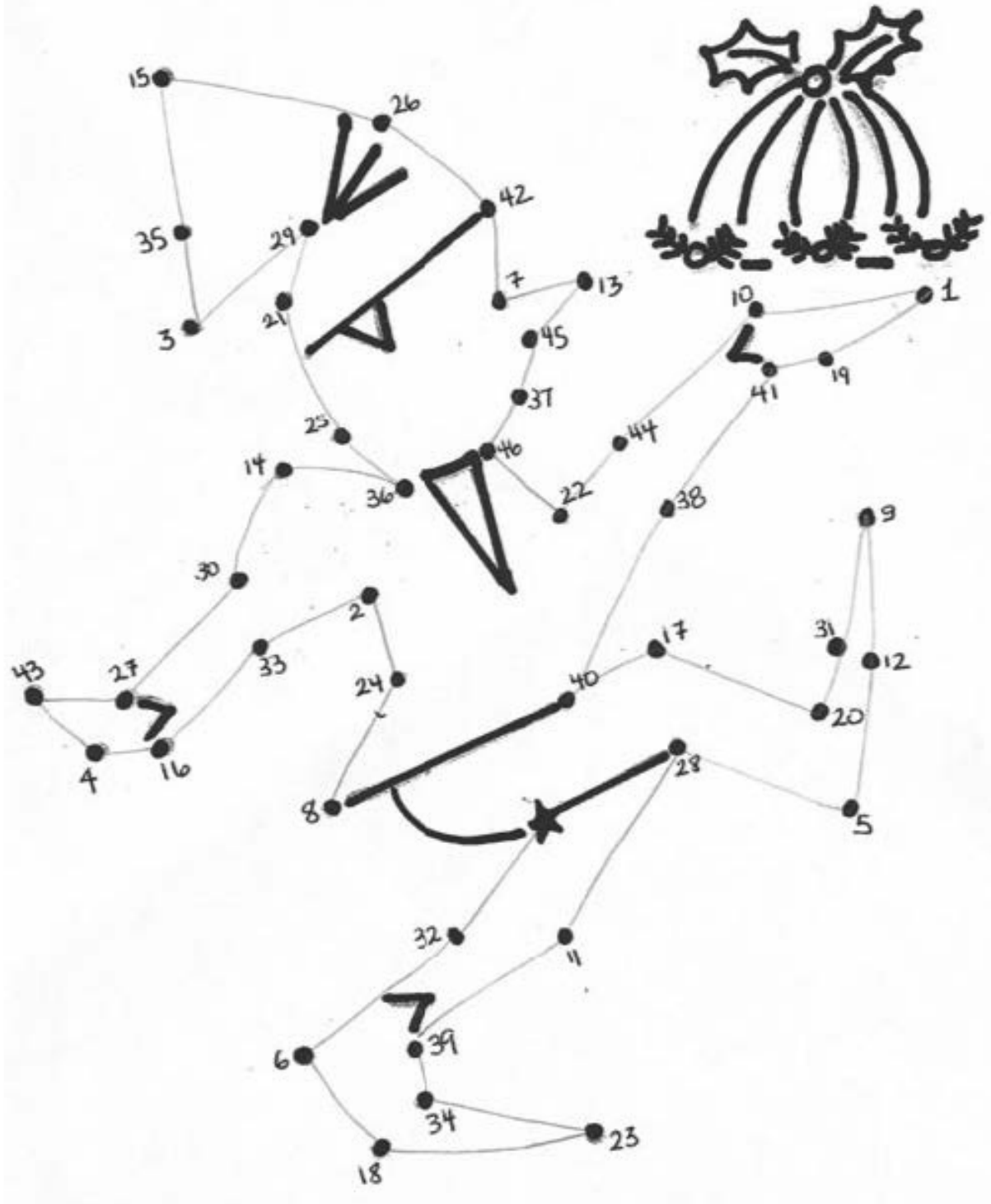
	1	2	3	4	5
La couleur de la maison	rouge	verte	jaune	bleue	noire
L'origine de la famille	canadienne	algérienne	japonaise	suédoise	brésilienne
Les arbres	cèdre	sapin baumier	sapin	épinette noire	pin
Le décor	cannes de Noël	flocons de neige	étoiles	anges	cloches
La couleur des lumières	multicolore	rouge	jaune	bleue	verte

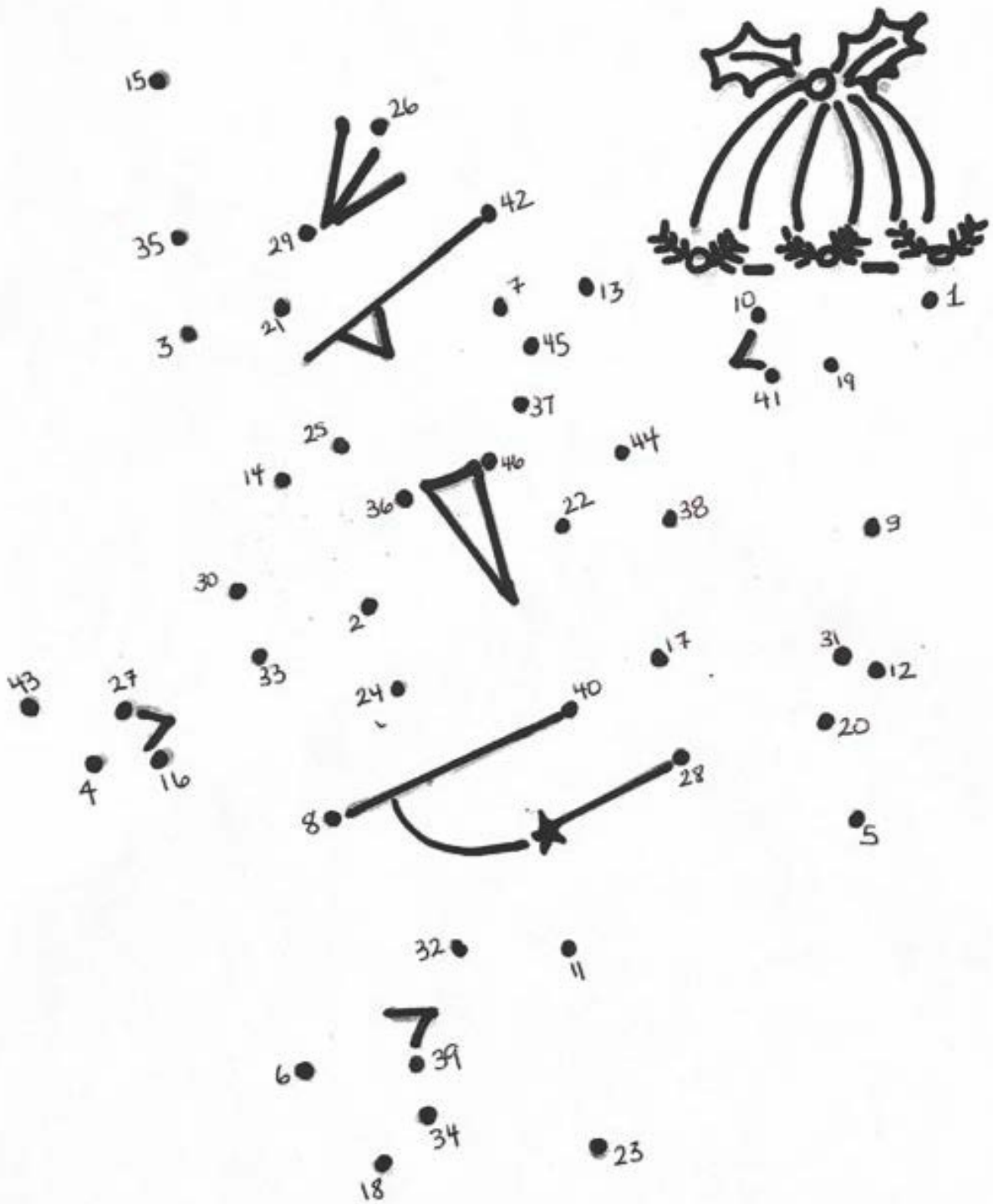


Dot to Dot Dictation - For any Language

This is a unique take on connecting the dots. The numbers are not in order! The students must listen to the numbers in the order they are dictated. Then they will see the image magically appear before their eyes. A blank version is included for languages that do not use English numerals. Read the numbers in the following order, down the first column and continue to column two and three! Have fun!

Start at the star		
32	38	35
6	41	3
18	19	29
23	1	21
34	10	25
39	44	36
11	22	14
28	46	30
5	37	27
12	45	43
9	13	4
31	7	16
20	42	33
17	26	2
40	15	24
Continue with column 2	Continue with column 3	8





DEUTSCHE KINDERUNI

THE FREE ONLINE UNIVERSITY FOR KIDS



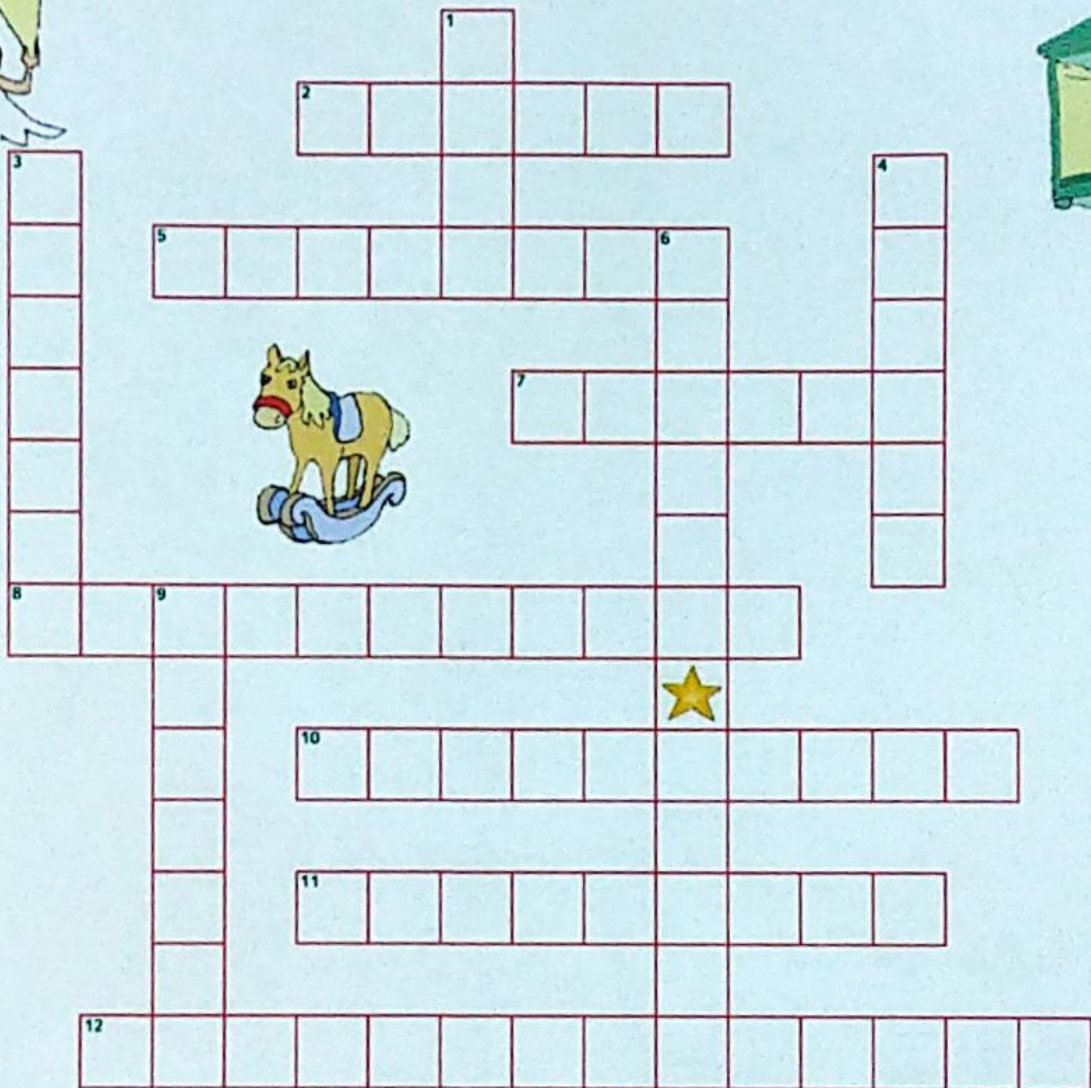
How do self-driving cars drive? Why do seashells sound like the ocean? What do an airplane and an aluminum can have in common? How does a 3D printer work? Children often ask these and many more "how" and "why" questions. As parents and educators, we are more than happy to join our children on the quest for the answers. This is why we are excited to bring the tools and means right to your fingertips with the Digital Kinderuniversity, a project by the Goethe-Institut. Participants will be able to explore in a virtual and hands-on way the "how" and "why" in multitude of engaging and stimulating ways. The Digital Kinderuniversity is modelled after a real university and subdivided into three faculties: Humankind, Nature, and Technology. The program is designed for a variety of learners 8 to 12 years of age. STEM activities, language learning and fun - all at once! The format is designed to engage and encourage young aspiring scientists to ask questions about the world we live in, but also to try things hands-on. The classes are 45-60 minutes long and offer the opportunity to learn about nature and science while having fun and learning a few first words in German. It comes free of charge. Interested? For more information please click the following link:

<https://www.goethe.de/ins/ca/en/spr/eng/kuc.html>



Weihnachtskreuzworträtsel

Hueber



Waagrecht:

2 Brachte er Gold, Weihrauch oder Myrrhe? Er soll der jüngste gewesen sein und aus Afrika.



Senkrecht:

1 Er singt bei den Bremer Stadtmusikanten. Seine langen Ohren findet man auch in manchen Büchern.



5 Er ist der Schutzpatron der Seeleute, der Kinder, der Alten, der Schüler, der Lehrer ... Vor allem soll er Kinder und Arme beschenkt haben. Der letzte Zar Russlands trug seinen Namen.



3 Herder nannte diese Stadt das „deutsche Florenz“. Noch heute kann man dort ein „Blaues Wunder“ erleben. Ein berühmtes Weihnachtsgebäck wird von hier in die ganze Welt verschickt.



Weihnachtskreuzworträtsel

Hueber

Waagrecht:

7 Sie hat viele Seiten: Man betret in ihr Kleinkinder, füttert aus ihr Tiere, betrachtet sie am Sternenhimmel und stellt mit ihr die Geburt Christi dar.



8 In der Weihnachtsnacht erwacht diese Holzfigur zum Leben und kämpft gegen den Mäusekönig. Das Märchen hat E.T.A. Hoffmann geschrieben, Tschaikowsky die Musik.



10 Er hat immer die Farbe der Hoffnung. In seine Nadeln passt kein Faden. „Draußen im Wald stand ein niedlicher kleiner ...“, beginnt ein Märchen von H.C. Andersen.



11 Daraus baut man Häuschen, z.B. im Märchen „Hänsel und Gretel“. Eine Dame namens Elise machte sie besonders fein.



12 Er tauchte im 19. Jahrhundert in Deutschland auf. Bekannt wurde er durch das Lied „Morgen kommt der ...“ Die typisch rote Kleidung mit dem weißen Pelz bekam er 1932 durch eine Werbeaktion von Coca Cola.



Senkrecht:

4 Erst eins, dann zwei, dann drei, dann vier ...“ Wie heißt die Zeit des Wartens auf die Ankunft?



6 Herr Mohr schrieb den Text, Herr Gruber die Musik. 1818 wurde dieses Lied in Österreich zum ersten Mal gesungen. Seither hat man es in über 300 Sprachen übersetzt, in Esperanto heißt es zum Beispiel Paca Nokt'. Wie heißt das Lied auf Deutsch?



9 Der literarische Vater von Oliver Twist und David Copperfield hat auch diesen Geizhals geschaffen. Drei Geister machen aus ihm einen Menschenfreund. Wie ist sein Familienname?





Weihnachtliche Rezepte zum Ausprobieren

ZIMTSTERNE sind ein sehr beliebtes deutsches Weihnachtsgebäck

Zutaten:

Eiweiß von drei Eiern, 200g Zucker, 300-400g gemahlene Mandeln (mit der braunen Haut!), ein Teelöffel Zimt, etwas Puderzucker zum Ausrollen

Zubereitung:

Zunächst das Eiweiß sehr steif schlagen. Den Zucker unter ständigem Weiterschlagen langsam dazugeben. Von der Eimasse drei bis vier Esslöffel abnehmen und zur Seite stellen. Den Hauptteil des Eischnees vorsichtig mit den Mandeln und dem Zimt vermengen. Den Ofen auf 150 Grad vorheizen. Die Arbeitsfläche mit Puderzucker bestreuen und den Teig darauf etwa einen halben Zentimeter dick ausrollen. Sterne ausstechen und mit dem zur Seite gestellten Eischnee bestreichen. Auf einem gefetteten Backblech oder auf Backpapier etwa 15 bis 20 Minuten lang backen.



GLÜHWEIN wird in Deutschland während des gesamten Winters, besonders gerne aber in der Vorweihnachtszeit getrunken.

Zutaten:

Ein Liter trockener Rotwein, eine unbehandelte Zitrone, drei Gewürznelken, zwei Stangen Zimt, je

nach Geschmack etwas Kardamom, Zucker oder Honig

Zubereitung:

Die Zitrone in Scheiben schneiden und zusammen mit dem Wein und den Gewürzen in einen Topf geben. Einige Minuten lang erhitzen aber nicht kochen! Dann mindestens eine Stunde ziehen lassen. Durch ein Sieb abgießen. Vor dem Servieren erneut erhitzen und je nach Geschmack mit Honig oder Zucker süßen.

Varianten:

* Wer möchte, kann zusätzlich frisch gepressten Orangensaft in den Wein geben.

* Wer seinen Glühwein etwas kräftiger mag, gibt kurz vor dem Trinken einen Schuss Kirschwasser (= Kirschenschnaps) dazu.



A Winter's Tale in Sudoku

Ping Li

BCATML Mandarin Rep

The days are getting shorter while the nights become longer. Very soon the sunny autumn will be replaced by Vancouver's gloomy winter season. On the first day of November, I was enjoying the last bit of sunshine in my backyard, while contemplating how to do this year's winter theme lesson plan: my students have done themes on the celebrations of winter holidays around the world, as well as Christmas in different countries, but what else could exhilarate them on the typical rainy days to come? After much thought, I decided that this year I'd like them to focus more on their feelings about winter rather than on what others might be doing to cheer them up during the pandemic. So, the winter theme plan came into being. My aim would be to have them reminisce about those rare snowy days in Vancouver, and the unforgettable joy using the target language has brought to them.

Step 1: Learning snow/winter-related vocabulary. I plan to teach them the concepts that in general each Chinese character has its own meaning, and the Chinese words/expressions are a combination of different characters. If they come across a word with two characters and they happen to know the meanings of both characters, most likely they can figure out the meaning of this new word. For example, if they know the word 雪 (snow), and they see words such as 雪人、雪山、雪花, etc. they can guess the meanings as snowman, snowy mountain and snowflakes. This is a very important skill they should master while reading.

Step 2: Learning how to express their feelings with the structures they already know along with the new snow/winter-related vocabulary I will model and guide them through various activities to prepare students for later showcase so that they can use expressions to identify, describe, show preferences and give opinions: 雪是白色的。雪花很漂亮。雪花白白的、小小的。我喜欢堆雪人，因为很好玩。

Step 3: Creation of Sudoku Boards. Once the students have learned the vocabulary and structures, they will be asked to work in pairs to use the Chinese character sudoku site <http://www.more-than-sudoku.com/customize/chinese> to make some sentences (depending on the number of students and how many boards are appropriate for later activity) of nine characters each to create sudoku boards. Nine characters in each sentence with no repetition of characters using winter-related vocabulary and structures? Sounds easy but really challenging! Students have to exercise their language skills to complete such a task. After the boards are created, students should cut out one board from each created sheet. **Tip:** The sudoku site allows for 9 squares or 6 squares and there are three levels-easy, medium and hard-to choose from. Plan instructions based on students' levels.

Step 4: Hands-on experience of the snowy day. Students will make their own snowflakes or choose one of the free patterns in this site:

<https://www.firstpalette.com/printable/snowflake.html>

Then they will decorate the classroom windows, walls and door to make the room into a winter wonderland. They can also make some 3D snowflakes to hang on the ceiling. This site provides various ways to make 3D snowflakes:

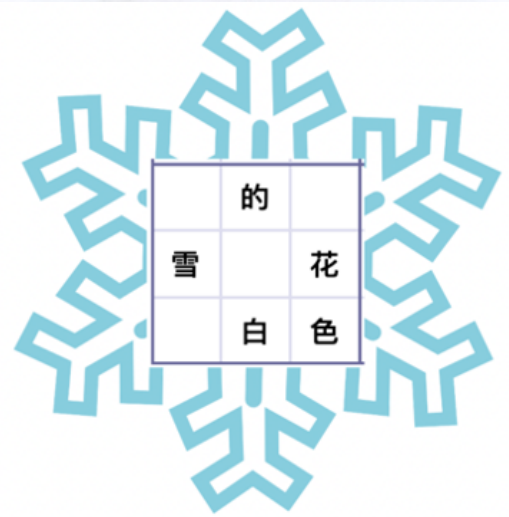
<https://www.template.net/designtemplates/inspirational/3d-paper-snowflake-idea/>

While they are cutting out the snowflakes, I plan to play some Chinese music about the winter and snow. Decorating the classroom with snowflakes will be an exciting activity to allow them to apply their creative thinking skills. Ask students to paste their cutout sudoku boards on the center of each snowflake (see shown samples).

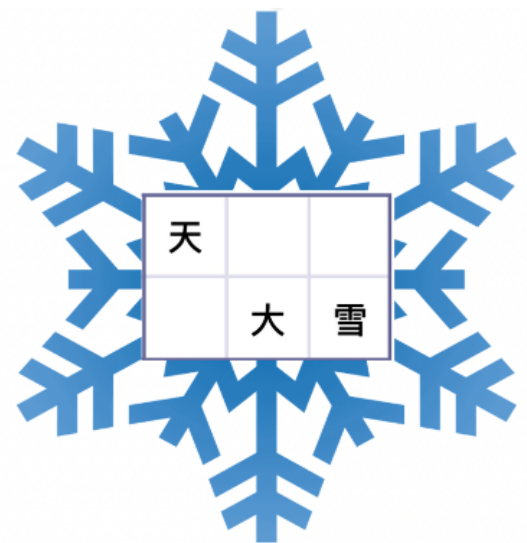
Tip: Ask each group to choose one sudoku board from the generated sudoku sheet.

Step 5: The highlight of the celebration. It wouldn't be fun without some type of challenge, competition or game. Students are now ready to work in pairs or in small groups to stop at each sudoku board and figure out the missing characters, so as to come up with a sentence. Number each board and ask students to record their answers so that in the end a winner can be decided. Students in pairs or groups can only use the target language to discuss various possibilities, a good chance for them to practise interpersonal skills.

Step 6: The result of such a lesson. I have already created a Google slides template entitled "Our Winter Stories". By the time students have successfully completed the five steps of the lesson, they should be ready to showcase their learning. I'll ask them to write a paragraph to describe their favourite winter activities, memories, etc. as a summative assessment. Afterwards, they will find an appropriate background image for their paragraphs respectively to create a slide. In the end, the class will have a class collection of the winter stories.



Sudoku Snowflake Sample No.1



Sudoku Snowflake Sample No. 2

Sought-after outcomes:

1. Engage students in processing their prior knowledge and applying newly-learned language skills for transfer.
2. Motivate students to work together to take challenges and solve problems.
3. Build students' confidence in completing challenging tasks, which can carry over into many aspects of classroom performance.
4. Use sudoku as a tool for fostering students' critical thinking skills and a growth mindset.

Tip: The above lesson plan should be modified according to the levels of students.



冬天的故事

"Our Winter Stories"

TERTULIA Y CAFÉ



La **Agregaduría de Educación de la Embajada de España en Canadá** en colaboración con la **Asociación de Profesores de Segundas Lenguas de British Columbia (BCTAML)** tiene el placer de invitar a todos los profesores de español canadienses que deseen practicar el español oral en un ambiente virtual relajado a los **TALLERES DE CONVERSACIÓN EN ESPAÑOL: TERTULIA Y CAFÉ**. La actividad es gratuita y está organizada por los **Centros Españoles de Recursos de Edmonton, Toronto y Montreal**.

FECHAS de los 2 primeros talleres: el **jueves 19 de noviembre** y el **jueves 3 de diciembre**

HORARIO: 16:00 PST

GRUPOS: máximo 10 participantes

Para **participar** puedes enviar un correo con tu nombre, apellido, provincia y el centro donde trabajas a: tertuliacafe.canada@gmail.com y te enviaremos un **enlace** para participar en el taller.

¡TE ESPERAMOS!



FIESTA DEL PULPO

Origen: Carballiño

Celebración: segundo domingo de agosto

Se come pulpo y se disfruta de danzas y música populares



JAPANESE TEACHER SPOTLIGHT: MATTHEW RUSSELL SENSEI

By Grace Ho, BCATML Japanese Rep

Matthew Russell Sensei teaches Japanese at Oak Bay Secondary School. He presented at last year's BCATML Fall Conference which took place in Saanich on Vancouver Island and also at this year's Celebrating Languages Without Borders Virtual Conference which BCATML hosted with CASLT. In a language learning world where many TPRS resources are designed by and for French and Spanish educators, Russell Sensei has taken many exciting initiatives to bring TPRS and CI to the Japanese classroom. Thank you for the enriching presentations and workshop sessions! Let's get to know more about Russell Sensei!

Grace Ho (GH): Thank you for presenting at the Celebrating Languages Without Borders Conference! How did it go from your perspective?

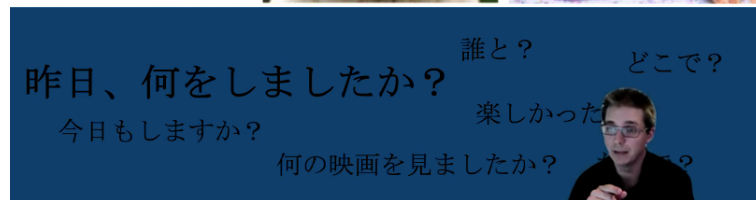
Matthew Russell (MR): While presenting virtually isn't ideal, it was great to have the opportunity to reach a larger audience than would normally be possible. I hope that attendees found the presentation informative and perhaps even nudged a few teachers into making the switch to TPRS*/CI** methods. I also enjoyed the opportunity to hear from other presenters.

*Teaching Proficiency through Reading and Storytelling **Comprehensible Input

GH: At last year's conference on Vancouver Island, teachers were able to purchase some of your storybooks. Could you give us some background about how those books came about?

MR: I wrote my novels after getting really excited about TPRS only to find that Japanese didn't have the amazing resources (or any resources) available to French and Spanish teachers. It's still important to me to both write more novels, and to encourage others to write as well. I would love to be able to provide a varied library of readers for my students to choose from. That being said, the short stories books have really become my passion. As soon as I started using TPRS, I really fell in love with co-creating stories with my classes. The engagement and acquisition were unlike anything I had seen before. However, I soon realized that I was having a very hard time keeping track of what each of my classes knew. This made it nearly impossible to regularly circle back to reuse and reinforce previously used vocabulary and grammar patterns. It also meant that I could never reuse any of my material year to year, because each class was too unique. That is when the idea for the short stories book emerged.

Brian



I still do lots of co-creating stories with my students from scratch. But, by also using the short stories books, I give myself a baseline of material that I know that they know. Because of how the short stories books regularly re-use vocab from all the previous chapters, I never have any doubt that my students know that vocab, even years after it was originally introduced. This ever-growing base of vocab and grammar patterns gives me the ability to branch off into various activities/topics of interest to a particular class, without ever losing the overall direction of the program. It will likely take a few more years, but I'm very excited to get to the point where I have short stories books to guide my program all the way from grade 9-12.



GH: You have a presence on Facebook and YouTube as a Japanese language educator. What sort of content are you creating for your groups and viewers?

MR: Anyone that has seen my presentations, or even just asked me a simple question, probably knows how passionate I've become about Japanese TPRS. My Facebook presence largely started with me begging for any advice or direction from other Japanese teachers. I still often ask for help from various Facebook groups. However, I hope that it's more balanced now with me also offering my thoughts and suggestions for other people's questions. My YouTube channel started simply as a way to provide some simple descriptions of my books and how to use them, but I get far too excited about new opportunities to leave it at just that. At the moment there are 2 core streams of content I'm slowly adding to my YouTube channel. Just like my books, this is guided by trying to provide what I was looking for when I first switched to TPRS. First, I made some simple animations (more to come soon) that used the vocabulary as introduced in my short stories. This gives me a no-prep way to change things up in class and do a movie-talk (or just listening assignment) without having to scour the internet for videos with the right vocabulary. I was also hoping that these videos would provide self-taught learners with at least some beginner level material.

Next I started recording videos about my thoughts on various aspects of Japanese education. These are largely based on questions that I've gotten and/or questions that I've really struggled with myself before coming to a decision. I don't expect everyone to agree with me, but hopefully just by making my ideas available for everyone, it can give someone a starting point for creating their own methods and philosophies.

GH: To promote TPRS among Japanese language educators, you are currently organizing an international online conference for April 2021. Please let us know more about this initiative.

MR: Thank you for giving me the chance to talk about this. As happy as I am that people seem to be enjoying all the opinions I post on Facebook and YouTube, I've really been wanting to hear from other people. Furthermore, due to our lower numbers, there doesn't tend to be a huge amount of exciting Pro-D opportunities for Japanese teachers. I decided if there wasn't a Japanese TPRS/CI themed conference, what was stopping me from starting one?

The JTCC (Japanese TPRS/CI/CCLT***) Online Conference will be on April 9th-10th from 4pm-8pm PST. (This time may be expanded by 1 hour in either direction). While this is likely not the ideal time for anyone, it's a time that allows everyone that's signed up a reasonable opportunity to attend despite any time zone differences. I'm pleased to announce that we already have over 50 teachers signed up to attend. This includes teachers from North America, Hawaii, Australia, Japan and New Zealand. We also have a number of presenters signed up to give a variety of TPRS/CI themed presentations & workshop specifically geared to Japanese teachers! I'm personally really excited to see everyone else's activities and general approach to TPRS/CI. My guiding principle in creating this conference was that it be available to as many people as possible. As such, this conference is completely free! If you're reading this, I encourage you to sign up at <https://easyjapanesestories.com/online-conference>. Even if you have no plans to switch completely to TPRS, I'm confident that you will find a lot of value in this conference.

***Comprehension-based Communicative Language Teaching

GH: Can you tell us more about yourself? What motivates you take on so many different projects like publishing books, creating videos, organizing conferences and so on?

MR: Honestly, I've been pretty surprised at myself over the past few years. I was never the person to take initiative and start new things. I was always happy to just go along and add my opinion when asked. I guess all I can say, is there is just something about TPRS. It made such an unbelievable change to my teaching life. I think that the combination of me believing so passionately in TPRS and the fact that there were no resources or standard practices established for Japanese TPRS brought out a whole new me. Suddenly I realized that when I had a question, I couldn't just google it or buy a new resource.

Eventually I came to the realization that there was nothing stopping me from creating my own resources. I would also like to thank the countless teachers that have replied so positively to my ideas and resources. This has really given me the confidence to pursue the various random ideas that pop into my head when I'm trying to sleep. I also have to credit my wonderful wife. I don't think any of this would have happened without her putting in the time as my native speaking editor and voice actor.

GH: Could you tell us a few success stories from your classroom? Or perhaps, the best story ever created in your classroom?

MR: There have been a few moments since I started this journey that have really stood out as proud moments in my education career. The first obvious one was when the size of my program doubled in 2 years. The one that blew me away though was actually about just one student. I got a student in grade 9 that parents and counsellors had tried to talk out of taking Japanese. Saying with his learning designations it was "too hard." While that student did struggle to get by in his other classes with Cs, he thrived in the communication-based environment of our Japanese class. If I hadn't been told, I never would have even realized that he had a designation. Not only is he now in his 3rd year of Japanese, he is one of my stronger students.

MR: I would also love to share one of my favourite stories (although it's hard to choose). I don't remember all the crazy details, but here is the gist of it. In this story, Kim Jong Un was asking me to teach him Japanese in exchange for some Korean BBQ. When I declined, Kim Jong Un ate my baby (I had actually just recently had my first baby). But it was okay because my friend Marilyn Monroe stuck her hand into Kim Jong Un's stomach and pulled my baby back out. However, she didn't return my baby to me. She took him to Hollywood where he starred in Harry Potter. Eventually he became able to really do magic. So he turned Marilyn Monroe into a pencil and then ate her.

Basic Story Structure

1. ～が (～に) います。
2. ～は～が欲しいです。
3. ～は～に行きます。
4. ～に～があります・ありません
5. ～は嬉しかったです・嬉しくなかったです。

Circling Questions:

1. Yes answer
2. No answer
3. Which
4. What
5. Who
6. Where
7. When / How much / How many / Why / How

Slow Down!

Random Tangents Are Your Friend!!



GH: Do you have any advice for new teachers of Japanese? How about for teachers who have been teaching for some time?

MR: My first thought would be "hey, have you heard of TPRS?" For new teachers, I would say, don't be afraid to do your own thing. Obviously seek out input from more experienced teachers, but go beyond just copying successful activities. For me, the only reason I've been able to successfully create effective resources and a strong Japanese program is that I've slowly developed and refined my own core beliefs about Japanese education that guide everything that I do. To me this is a personal thing. While it can certainly be influenced by others, it takes a lot of reflection to make it your own. For teachers that have been around the block, I would just encourage you to try new things. Of course, this probably isn't news to anyone. Completely changing my entire approach to Japanese did take some work, and I had to part with a lot of resources I had put time into creating. That being said, I honestly don't know if I would have made it through a full career as a teacher if I hadn't made the change. Lastly, my completely unbiased advice would be, check out the amazing JTCC online conference happening April 9th and 10th.

Matthew Russell Sensei is offering his **JTCC Online Conference** via Zoom for Japanese teachers on Friday, April 9th and Saturday, April 10th, 2021. Anyone interested can sign up at <https://easyjapanesestories.com/online-conference> or contact Russell Sensei with questions through his website contact form or at easyjapanesestories@gmail.com. Presentations will be available later on YouTube, but people are encouraged to attend live to support this new conference and its wonderful presenters.

Teachers can also contribute a mini-presentation for the conference, but topics should align with the overall philosophy of TPRS/CI. 3-6 presenters would share a one-hour presentation. The idea is that each presenter would take 5-15 minutes to share one idea/activity that worked particularly well for them. If you are interested in presenting, please fill out the Google form and feel free to share the form with other teachers. https://docs.google.com/forms/d/e/1FAIpQLSeh5e5jfp3TYNWahc6iKWycSBx1tWeyKwfK0ekU8oYZI0t8hA/viewform?usp=sf_link

Want to hear more or check out my books?

- **Russell Sensei YouTube Channel**
 - Animations for beginners
 - My views on various aspects of teaching Japanese
- **EasyJapaneseStories.com**
 - Free stories
 - Both digital and physical books for sale
- **MyGenerationofPolyglots.com**
 - Subscription based access to any of my books - on sale for \$24.99 until end of October

Tired of just hearing from me?

easyjapanesestories.com/online-conference

<https://www.facebook.com/groups/639738023377570>





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BCATML Newsletter Guidelines:

The BCATML Newsletter is the official publication of the B.C. Association of Teachers of Modern Languages, a provincial specialist association of the B.C. Teachers' Federation. Three issues are published each year.

STATEMENT OF PURPOSE

The BCATML Newsletter is the professional journal of the BC Association of Teachers of Modern Languages. As such it:

- 1) acts as a communication vehicle for ideas, trends and new developments in the field;
- 2) supports a professional network of Modern Language teachers who are committed to innovative teaching strategies;
- 3) promotes the teaching and learning of additional languages, through the BC curriculum.

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