



# inside look

JANUARY 2025



## From the Principal's Desk



Almost every year I determine that we need to be more intentional about teaching the Core Competencies. After all, they are a key aspect of our BC Curriculum. "By design, the Core Competencies underpin the entire provincial curriculum and are central to the development of educated citizens."

But then I had the opportunity to watch our students at work outside on a project that they have been working on for months - something completely of their own design and initiative. They have been digging and sculpting and reinforcing to create an underground structure in our old long-jump pit. Yes, we may need to make another long-jump pit someplace else and, yes, the area is no longer beautifully landscaped, but it is beautiful. Not only because it is always beautiful to see kids at play, but also because, without any adult intervention or teaching, the students have naturally been building and strengthening their core competencies.

**COMMUNICATING:** The students are definitely *"connecting and engaging with others, focusing on intent and purpose."*

**COLLABORATING:** They are *"working collectively, supporting group interactions and determining common purposes."*

**CREATIVE THINKING:** I definitely see *"creating and innovating, generating and incubating, evaluating and developing"* as they shovel and move dirt to get just the right indent.

**CRITICAL & REFLECTIVE THINKING:** If you just walk past and listen, it might take about 30 seconds to hear *"analyzing and critiquing, questioning and investigating, designing and developing,"* and then some *"reflecting and assessing."*

**PERSONAL AWARENESS & RESPONSIBILITY:** In every team, players have different roles, and this construction crew is no different. They are learning to *"self-advocate, self-regulate and take care of their own well-being."*

**POSITIVE PERSONAL & CULTURAL IDENTITY:** They are definitely figuring out their personal strengths and abilities and learning how relationships work in the larger context.

**SOCIAL AWARENESS & RESPONSIBILITY:** Shovel after shovel, students are *"building relationships, contributing to community, resolving problems and valuing diversity."*

So, intentionally or not, we have been working on our core competencies. Sometimes life interactions and opportunities and projects are so much more effective than classroom teaching! This is not what we had planned for our playground, but it is turning out to be one of the highlights of our education this year.



# An **inside**look ... into Grade One.

## **Our Grade One Family - Discovering, Growing and Thriving Together!**

Welcome to an exciting peek into our Grade One classroom! This year has been full of curiosity, creativity, and growth as we dive into new learning adventures. Our classroom is made up of 16 incredible kids, each talented and created in their own unique way. These differences are what make our classroom feel like a family - we are one team, working together to support and inspire each other every day.

Within this amazing group, we have future teachers, singers, police officers, YouTubers, a librarian, and even a president in the making! The potential in this room is endless, and it's a joy to watch these young learners dream big and work hard to achieve their goals.

We keep busy with a full day of learning and fun. Each morning, we join together as a class to worship and sing our school theme song for the year, "Rescuer", by Rend Collective. This time of praise brings energy, joy, and a sense of unity as we focus our hearts on God and prepare for the day ahead.



Each day, students enjoy starting their morning with STEM Bin Time, where they can build, create, and problem-solve using a variety of materials. They work with items like building blocks, rubber bands, popsicle sticks, Lincoln logs, playdough, Unifix cubes, and Jenga blocks. This time allows students to practice critical thinking, teamwork, and creativity in a fun and hands-on way. It's a great way to ease into the day, while building important skills.



In Science, we recently wrapped up our module on living and non-living things by exploring vertebrate and invertebrate animal groups. Students learned about the characteristics that define these groups, such as whether or not the animals have a backbone, and discussed how these traits affect the way animals move, live, and survive. To deepen their understanding, students participated in a hands-on experiment. Using playdough, pipe cleaners, and Jenga blocks, teams worked together to design models representing the structures of vertebrate and invertebrate animals. Then, they tested how much weight each type could support. Through this activity, they discovered that animals with backbones (vertebrates) are typically better equipped to handle heavier loads due to their sturdy skeletal structure. As we explored the fine details of animal design, we marveled at how God created each creature with such incredible purpose and precision. From the strong backbones of vertebrates to the unique adaptations of invertebrates, we were reminded of the thoughtfulness and creativity of our Creator. This experiment also encouraged teamwork, critical thinking, and problem-solving as students collaborated to build and test their models, engaged in meaningful discussions, and adjusted their designs based on results. By the end, the classroom was filled with excitement, and students not only gained a deeper understanding of vertebrates and invertebrates but also developed a greater appreciation for the amazing ways God designed animals to thrive in their environments.

I'm so grateful to teach these amazing children and am excited to see what the rest of the school year has in store!

- Mrs. van der Linde

# An **inside**look ... our students' perspective ...



"If I could be a toy, I would be Silly Putty because then I could stretch."  
- *Spencer M.*



"I would want to be a marble so I could go down marble runs."  
- *Oliver V.*



"I would not want to be a ball because that would hurt! I would want to be a toy car so I could go fast."  
- *Luke V.*



"I would like to be an Among Us toy. They have a huge tongue and big teeth!"  
- *Levi B.*



"If I could be a toy, I would like to be Tigger from Winnie the Pooh - he comes alive!"  
- *Anastasia H.*



"If I could be a toy, I would be a Barbie. They are pretty and I like to play with them."  
- *Charlotte P.*



"If I could be any toy, I would be a dirt bike because then I could do jumps."  
- *Jayden K.*



"If I could be a toy, I would be a desk pet because then I could get accessories."  
- *Everest N.*

## Question of the Month:

"If you could be any toy, which would you want to be?"



"If I was a toy, I would be a monster truck so I could drive around anywhere."  
- *Andrew H.*



"If I could be any toy, I would be a Barbie because they have cool houses and kids."  
- *Joelle V.*



"If I could be any toy, I would be a teddy bear because I would get to snuggle in a warm bed."  
- *Tanner W.*



"I would like to be a robot dog because I have a robot dog toy, and they are fun to play with."  
- *Mason K.*



"If I could be any toy, I would be a Hot Wheels because then I could race around the house. I would be really small, which means I could drive almost anywhere."  
- *Kale t.*



"If I could be a toy, I would be the Crocodile Dentist game. I would watch people try to take out my teeth, then when they least expect it I'd bite their fingers."  
- *Elli F.*



"If I could be any toy, I would be a slinky. I would be a slinky so that I can fall down the stairs daily and make children happy."  
- *Adam S.*



"If I could choose to be any toy, I would choose to be a stuffy because they are very soft and cozy, and they just sit around being cozy all day."  
- *Aria N.*

# An **inside**look into ... what's happening.

## The PAC (Parent Action Committee)

- Join our "Agassiz Christian School Parents" Facebook group for reminders and calls for volunteers.

- The next PAC meeting will be held Feb. 5 at 2:45 p.m. All parents are welcome to attend!

- If you would like to help out at school throughout the year, please contact Sara Sterkenburg at 604-845-0063.

We are always looking for volunteers to help out with hot lunch!

WE ARE HIRING FOR  
2025-2026!

TEACHER AND EA  
POSITIONS AVAILABLE

for more information, visit:  
<https://agassizchristianschool.com/job-opportunities/>

## SCHOLASTIC BOOK FAIR

IS COMING TO AGASSIZ CHRISTIAN SCHOOL!  
FEBRUARY 18 - 21

WATCH FOR MORE INFORMATION IN COMING WEEKS

We are now accepting applications  
for the 2025-2026 school year!  
PRESCHOOL - GRADE 7

MRS. DI REZZE PRESENTS:

## "DANCING WITH THE STARS"

COME LEARN THE DANCES THAT YOUR KIDS HAVE  
BEEN LEARNING. AND LET THEM SHOW YOU HOW  
IT'S DONE!



FRIDAY,  
JANUARY 31  
AT 6:30 P.M.

NO EXPERIENCE  
NECESSARY - ALL  
AGES WELCOME

IN THE  
A.C.S. GYM

REGISTRATION IS NOT REQUIRED

## Important Dates to Remember

- Jan. 31 - Chapel
- Jan. 31 - Grade 6/7 Bake Sale at lunch and after school
- Jan. 31 - "Dancing with the Stars"
- Feb. 7 - Chapel
- Feb. 14 - NO SCHOOL (Pro-D day for teachers)
- Feb. 18-21 - Scholastic Book Fair
- Feb. 19 - Student-led Conferences
- Feb. 21 - Chapel
- Feb. 21 - Skating (K-7)
- Feb. 26 - Pink Shirt Day
- Feb. 28 - Chapel



*Inside Look* is the publication of  
AGASSIZ CHRISTIAN SCHOOL  
7571 Morrow Road  
Agassiz BC V0M 1A2  
604.796.9310 telephone  
office@agassizchristianschool.com

Visit our website:  
[agassizchristianschool.com](https://agassizchristianschool.com)

FOLLOW US!

