



Manitoba Reading Association

A Provincial Council of the International Reading Association

***Manitoba Reading Association –
A Provincial Council of the
International Reading Association celebrates
I Love to Read Project 2014-2015 with the theme...***

Literacy is a Human Right



“I dreamt of a country where education would prevail.” Malala Yousafzai

Each year in February we celebrate “I Love to Read Month” with a special emphasis on promoting a love of reading in our councils, schools, and communities.

We hope to hear about your year long efforts to celebrate reading through this theme and showcase the many efforts each day during February 2015.

Talk to your council members, watch the website, check us out on Facebook, send us an email or a tweet.

www.readingmanitoba.org @mra_mb

“Making a Difference Means Making It Different: Honoring Children’s Rights to Excellent Reading Instruction”

IRA asserts that, to meet the challenges of teaching literacy in the 21st century, it is time to build reading programs on a set of comprehensive principles that honor children’s rights to excellent instruction.

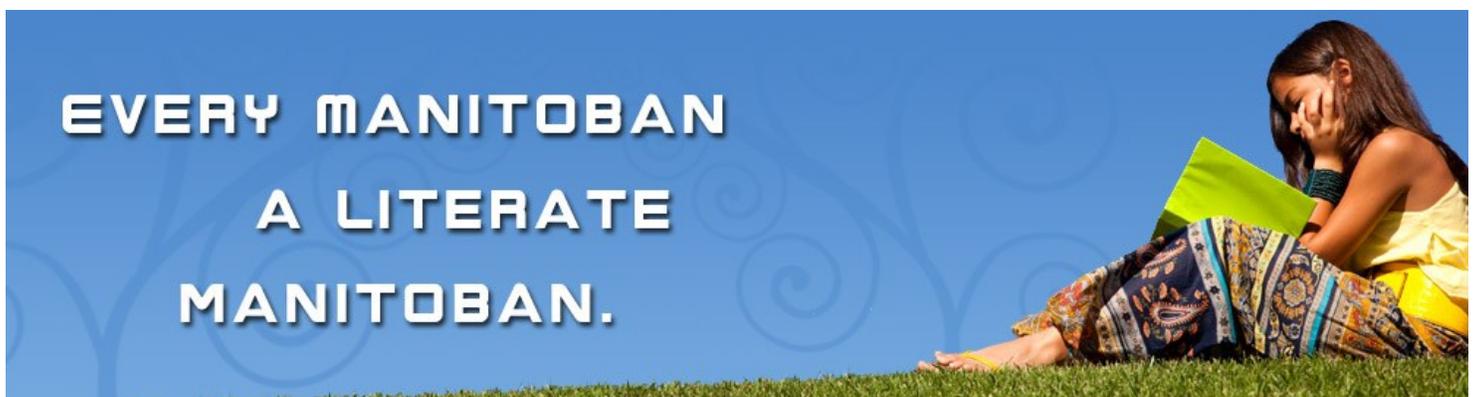
We believe that all children have a right to:

- ⇒ Early reading instruction that meets individual needs
- ⇒ Reading instruction that builds skill and the desire to read increasingly complex materials
- ⇒ Well-prepared teachers who keep their skills up to date
- ⇒ A variety of books and other reading material in their classrooms, and in school and community libraries
- ⇒ Assessment that identifies strengths as well as needs and involves students in making decisions about their own learning
- ⇒ Supplemental instruction from professionals specifically prepared to teach reading
- ⇒ Instruction that involves parents and communities in students’ academic lives
- ⇒ Instruction that makes meaningful use of first-language skills
- ⇒ Equal access to instructional technology
- ⇒ Classrooms that optimize learning opportunities
- ⇒ Meeting our obligation to provide excellent reading instruction to every child means that classrooms need to be rethought, sufficient financial investments must be made, and communities must wholeheartedly support school and instructional reform efforts.

www.reading.org/General/AboutIRA/PositionStatements/ChildrensRightsPostion.aspx

**If you are interested in getting involved in the Manitoba Reading Association,
we are looking for people to serve as members-at-large.**

**If you are interested please contact our President,
Louise Duncan at lduncan@prsdmb.ca.**



Suggested Resources for Teachers:

International Literacy Day celebrates the power of literacy around the world!

Help your students "Lift Off to Literacy" by engaging them in an extra 60 seconds of literacy activities for 60 days.

Join thousands of educators from around the globe who have pledged their commitment to the 60-for-60 mission. Sign up, and you'll receive this year's activity kit, which is chock full of creative, cross-curricular ideas for how to spend those extra 60 seconds. Not only will you inspire a literacy habit in your students, but you could also win a super-cool prize pack of NASA goodies! Will you join us on this mission?

www.reading.org/international-literacy-day-2014

Making a Difference Means Making It Different: Honoring Children's Rights to Excellent Reading Instruction

IRA asserts that, to meet the challenges of teaching literacy in the 21st century, it is time to build reading programs on a set of comprehensive principles that honor children's rights to excellent instruction. Go to the website for a copy of the Children's Rights Position Statement.

www.reading.org/General/AboutIRA/PositionStatements/ChildrensRightsPostion.aspx

Web sites for Adolescent Literacy

www.learningpt.org/literacy/adolescent/websites.php

Story Telling Traditional and Digital

This new "twist" on an ancient art form allows for students to tell their stories and to make connections to their learning through the digital storytelling process. Images, graphics, music and sound are mixed together to create a story that is meaningful and creative.

<http://secondarylibguides.spsd.sk.ca/content.php?pid=330385&sid=4783681>

Help us celebrate National Child Day!

Empower young people to use their voice. Download this youth-friendly version of the UN Convention on the Rights of the Child to remind our children and youth about their rights - and how they can protect the rights of others. Raise awareness. Use social media to start conversations about National Child Day with friends, family members or co-workers

www.unicef.ca/en/take-action/article/celebrate-national-child-day-2014

Code—Teachers Helping Teachers

At CODE, we strongly believe in the importance of excellent teachers in preparing youth all around the world for a better future.

www.codecan.org/world-teachers-day-2014

Suggested Resources for Teachers:

The Nobel Peace Prize 2014

The Nobel Peace Prize 2014 was awarded jointly to Kailash Satyarthi and Malala Yousafzai "for their struggle against the suppression of children and young people and for the right of all children to education"

www.nobelprize.org/nobel_prizes/peace/laureates/2014/

Canadian Human Rights Tool Kit– Grades K-12

Explore the tool kit to discover resources and various approaches for human rights education for the classroom.

<https://humanrights.ca/search/site/ctfdb>

Share your story: <https://humanrights.ca/act/share-your-story>

Manitoba Rural Learning Consortium

The Manitoba Rural Learning Consortium (mRLC) was established in 2011 to support rural school divisions in addressing the unique challenges facing rural education. mRLC works across and within school divisions with a focus on consultation, coaching and collaboration. School divisions commit to the network by purchasing a membership and engaging in network activities.

See Tools for units planned: www.mrlc.ca/pdf/backward_planning/grade_11_human_rights.pdf

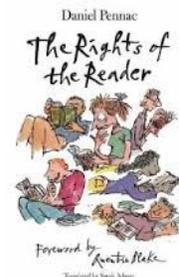
Literacy Facts– Literacy as a Human Right

Literacy should be understood within a rights-based approach and among principles of inclusion for human development. The rationale for recognizing literacy as a right is the set of benefits it confers on individuals, families, communities and nations. Literacy is a right. It is implicit in the right to education. It is recognized as a right, explicitly for both children and adults, in certain international conventions.

www.read.org.za/?id=159

The Rights of the Reader (poster by Daniel Pennac and illustrated by Quentin Blake)

www.broad-street.com/images/uploaded/Ten%20rights%20of%20readers%20poster.pdf



My Hero Project- <http://myhero.com/>

The mission of MY HERO is to use media, art and technology to celebrate the best of humanity and to empower people of all ages to realize their own potential to effect positive change in the world. The freely accessible, not-for-profit project is supported by visitors of all ages who share stories, art, and short films on our award-winning multimedia journal and digital library. The mission of MY HERO is to use media, art and technology to celebrate the best of humanity and to empower people of all ages to realize their own potential to effect positive change in the world.

Suggested Resources for Teachers

UN spotlights children’s rights as world gears up to mark 25th anniversary of landmark treaty

19 November 2014 – As the global human rights community readies to celebrate the 25th anniversary of the adoption of the Convention on the Rights of the Child, the United Nations committee charged with monitoring its implementation highlighted the right of children to actively participate – and not just be heard – in discussions that affect their lives and communities.

www.un.org/apps/news/story.asp?NewsID=49388#.VHU06bH4DIV

UN champions children as ‘fundamental building blocks,’ marking 25th anniversary of historic treaty

20 November 2014 – As countries around the world celebrate the 25th anniversary of the adoption of the Convention on the Rights of the Child, the United Nations family today hailed the landmark treaty as a powerful human rights tool, while taking stock of the long-standing disparities that must be addressed to propel actions for the well-being of all children into the future.

www.un.org/apps/news/story.asp?NewsID=49398#.VHU1RrH4DIV

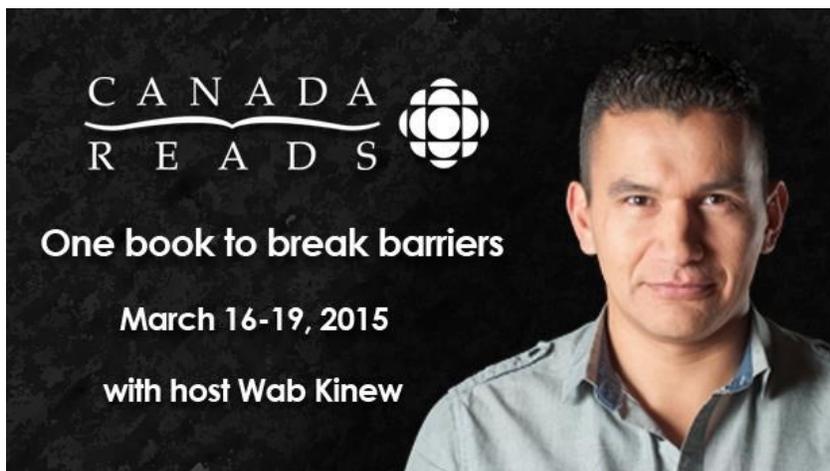
25th Anniversary of the Convention on the Rights of the Child

www.hrw.org/news/2014/11/17/25th-anniversary-convention-rights-child

Canada Reads– Books that break barriers!

We're looking for books for Canada Reads 2015! Do you have a suggestion for a book that will break barriers? We're looking for books that will help us understand and overcome the things that divide us, in families, in and between communities, and at large. If you have a suggestion, submit it via Twitter, Facebook, Instagram or email. Check out all the recommendations here. The deadline for the public call-out is Nov. 30 at 11:59 p.m. ET. The shortlist of 15 will be revealed in December. The 2015 panelists and final books will be revealed on January 20, 2015.

www.cbc.ca/books/mobile/touch/canadareads2015callout/index.html



Suggested Resources for Teachers

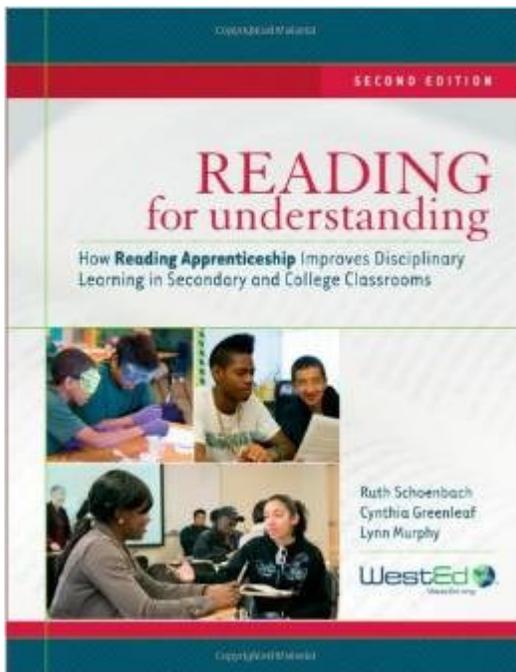


The Manitoba Young Readers Choice Awards (M.Y.R.C.A.) aims to promote reading and Canadian literature by giving young people the opportunity to vote for their favourite Canadian book from an annual list.

<http://www.myrc.ca/nominees-2/myrc-2015-nominees/>

<http://www.myrc.ca/resources/2015-PowerPoint/>

<http://www.myrc.ca/853-2/> *Making Bombs for Hitler*



Reading for Understanding:

How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms

by Ruth Schoenbach (Author), Cynthia Greenleaf (Author), Lynn Murphy, 2012

Reading for Understanding

This significantly updated second edition of the bestselling *Reading for Understanding* is a guide for using Reading Apprenticeship® to increase student engagement and academic achievement in subject area classes.

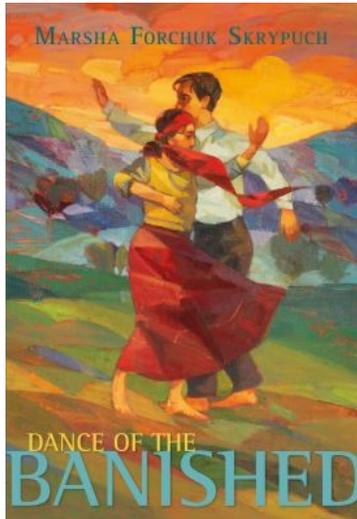
<http://readingapprenticeship.org/>

<http://readingapprenticeship.org/publications/downloadable-resources/>

Winnipeg Library (<http://wpl.winnipeg.ca/library>)

<http://winnipegpublibrary.wordpress.com/2014/10/10/my-cmhr-is-not-a-museum/>

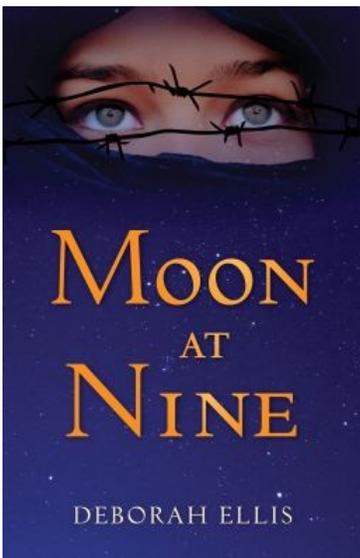
By experiencing the effects of human suffering through reading fiction, meaningful change is possible for anyone. My library for Human Rights is a place where everyone has the Freedom to Read, to discuss, to debate, and to reflect. It is a place where we find our similarities instead of pointing out our differences. In times of darkness, we search for the light of truth. Find it in the pages of the next novel you read. Colette



Marsha Forchuk Skrypuch new book Dance of the Banished the story of two teen Alevi Kurds during WWI. Zeynep and Ali are young and betrothed yet Ali is sent to Canada by his mother to escape the coming war. Zeynep stays behind, writing to Ali in her journal about the changes happening around her. All too soon, she is witnessing the destruction of her village and the genocide of her people. Although Ali is sent to Canada for safety, he is accused of spying and is sent to a work/slave camp in Northern Ontario proving that acts of racism are not uncommon in Canada.

Summary

Ali and his fiancée Zeynep dream about leaving their home in Anatolia and building a new life together in Canada. But their homeland is controlled by the Turkish government, which is on the brink of war with Britain and Russia. And although Ali finds passage to Canada to work, he is forced to leave Zeynep behind until he can earn enough to bring her out to join him. When the First World War breaks out and Canada joins Britain, Ali is declared an enemy alien. Unable to convince his captors that he is a refugee from an oppressive regime, he is thrown in an internment camp where he must count himself lucky to have a roof over his head and food to eat. Meanwhile, Zeynep is a horrified witness to the suffering of her Christian Armenian neighbours under the Young Turk revolutionary forces. Caught in a country that is destroying its own people, she is determined to save a precious few. But if her plan succeeds, will Zeynep still find a way to cross the ocean to search out Ali? And if she does, will he still be waiting for her?



Acclaimed for her Breadwinner series, Deborah Ellis' latest novel describes the realities of lesbian teens in Iran. Based on real events, Moon at Nine is the story of Farrin, who hides her parents' political leanings from the authorities since the truth will send the entire family to jail. As Farrin slowly realizes she is in love with her female classmate Sadira, she begins to hide that secret from her teachers as well. Innocent, same-sex love such as theirs is strictly forbidden and punishable by death. When Farrin's family realizes the true nature of their love, they turn their backs and leave her to her fate, reminding us the power of the many easily and routinely crushes the freedom of a few.

Summary:

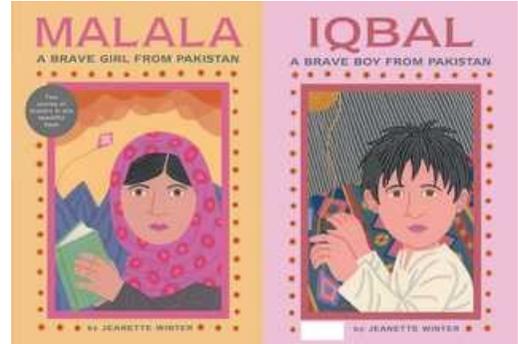
When Farrin meets Sadira, they dream of a future where they will live together and no one will care that they are two girls who love each other. But they live in Iran under a regime so repressive that it considers homosexuals as deviants who must be eradicated.

Deborah Ellis is also on the list of key speakers at the Third Adolescent Literacy Summit April 9/10, 2015.

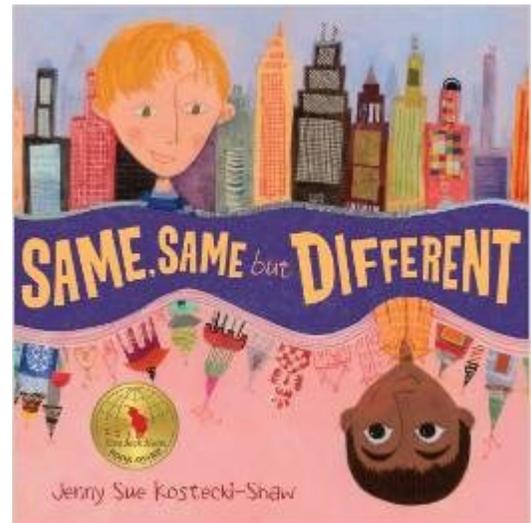
Suggested Classroom Resource: Thematic Study “Human Rights”

K-3:

- WHOEVER YOU ARE
- LITTLE HUMANS
- EVERY DAY IS MALALA DAY
- LIBRARIAN OF BASRA
- I HAVE THE RIGHT TO BE A CHILD
- IF KIDS RAN THE WORLD
- I DREAMT
- 1 WORLD TOGETHER
- WALK THIS WORLD A CELEBRATION OF LIFE
- RAZIA'S RAY OF HOPE
- NASREEN'S SECRET SCHOOL
- MALALA A BRAVE GIRL FROM PAKISTAN
- SAME SAME BUT DIFFERENT
- DOG LOVES BOOKS
- IT'S A BK
- SNATCHABOOK
- RED KNIT CAP GIRL & THE READING TR



Meet two heroes of Pakistan who stood up for the rights to freedom and education in these inspirational nonfiction tales from acclaimed author-illustrator Jeanette Winter. Two stories of bravery in one beautiful book—including the story of Malala Yousafzai, a winner of the 2014 Nobel Peace Prize!



Elliot lives in America, and Kailash lives in India. They are pen pals. By exchanging letters and pictures, they learn that they both love to climb trees, have pets, and go to school. Their worlds might look different, but they are actually similar. Same, same. But different! Through an inviting point-of-view and colorful, vivid illustrations, this story shows how two boys living oceans apart can be the best of friends

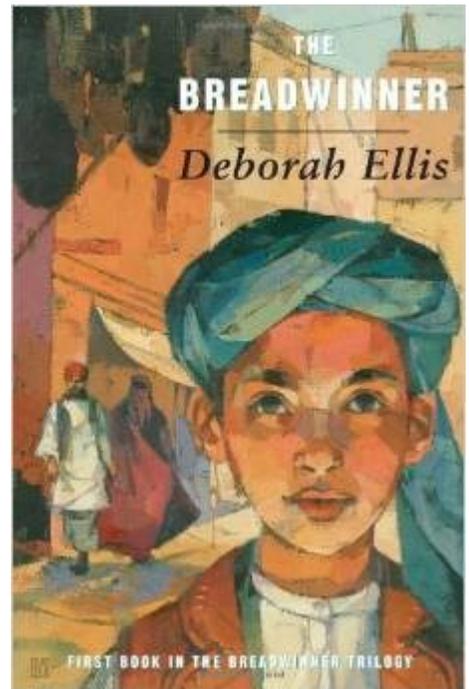
Thanks to McNally Robinson for the list of suggested resources..

Suggested Classroom Resource: Thematic Study “Human Rights”

Grade 4-6:

- NOT MY GIRL
- WHEN I WAS 8
- LETTERS TO OUR CHLDR
- THIS CHILD EVERY CHILD
- HOPE IS A GIRL SELLING FRUIT
- GIANT STEPS TO CHANGE THE WORLD
- EVERY HUMAN HAS RIGHTS
- IQBAL
- BREADWINNER
- PARVANA'S JOURNEY
- MUD CITY
- CAT AT THE WALL
- Thank you to McNally Robinson for providing this list of resources.

The author of the Breadwinner series, Deborah Ellis, will be at the 3rd Adolescent Literacy Summit April 2015!



Breadwinner Book Series book study guides: <http://deborahellis.com/teacher-resources/>

"All girls [should read] The Breadwinner by Deborah Ellis." — Malala Yousafzai, New York Times

Over two million copies of The Breadwinner Trilogy sold worldwide

Eleven-year-old Parvana lives with her family in one room of a bombed-out apartment building in Kabul, Afghanistan's capital city. Parvana's father -- a history teacher until his school was bombed and his health destroyed -- works from a blanket on the ground in the marketplace, reading letters for people who cannot read or write. One day, he is arrested for the crime of having a foreign education, and the family is left without someone who can earn money or even shop for food.

As conditions for the family grow desperate, only one solution emerges. Forbidden to earn money as a girl, Parvana must transform herself into a boy, and become the breadwinner. The Breadwinner is a novel about loyalty, survival, families and friendship under extraordinary circumstances. A map, glossary and author's note provide young readers with background and context. All royalties from the sale of this book will go to Women for Women, an organization that supports health and education projects in Afghanistan.

Additional titles for K-3

Thanks to Lori Emilson from Lakeshore SD for these titles.

"Zero" and "One," both by Kathryn Otoshi

Whoever You Are by Mem Fox

Fly Away Home by Eve Bunting

Under the Quilt of Night by Deborah Hopkinson

One Green Apple by Eve Bunting

Henry's Freedom Box by Ellen Levine

Feathers and Fools by Mem Fox

Gleam and Glow by Eve Bunting

No! by David McPhail

The Hating Book by Charlotte Zolotow

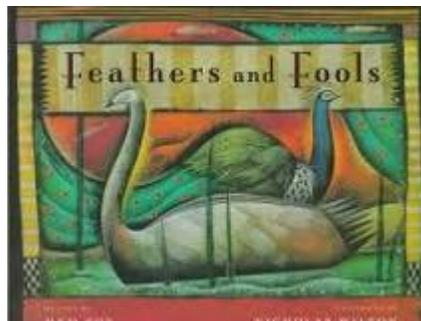
The Pain and the Great One by Judy Blume

The First Start Biography Series: Young Harriet Tubman, Young Helen Keller, Young Amelia Earhart

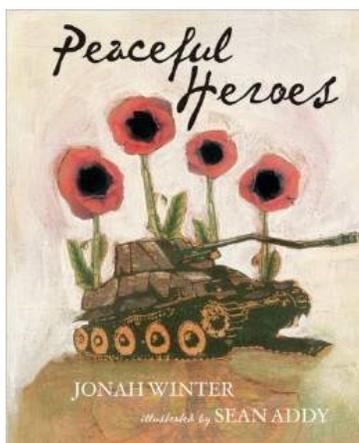
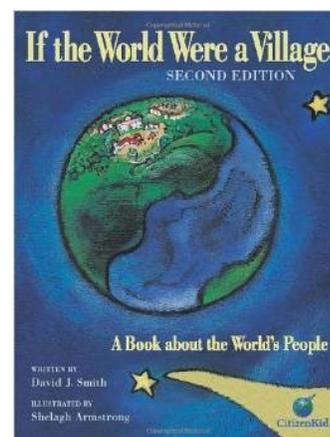
Additional titles for Gr. 4-6:

If the World Were a Village by David Smith

The 2nd Edition of the best-selling book which has sold over 400 000 copies in 17 languages updated with new content and insights about the world's people. First published to wide acclaim in 2002, this eye-opening book has since become a classic, promoting "world-mindedness" by imagining the world's population all 6.8 billion of us as a village of just 100 people. Now, *If the World Were a Village* has been newly revised with updated statistics, several new activities and completely new material on food security, energy and health. By exploring the lives of the 100 villagers, children will discover that life in other nations is often very different from their own. *If the World Were a Village* is part of CitizenKid: A collection of books that inform children about the world and inspire them to be better global citizens.



Long ago and far away, in a rambling garden beside a clear blue lake, two flocks of birds began to fear each other because of their differences. The fear grew, and soon the birds became enemies, hoarding great quantities of weapons to protect themselves--until panic struck and the chance for peace seemed lost forever



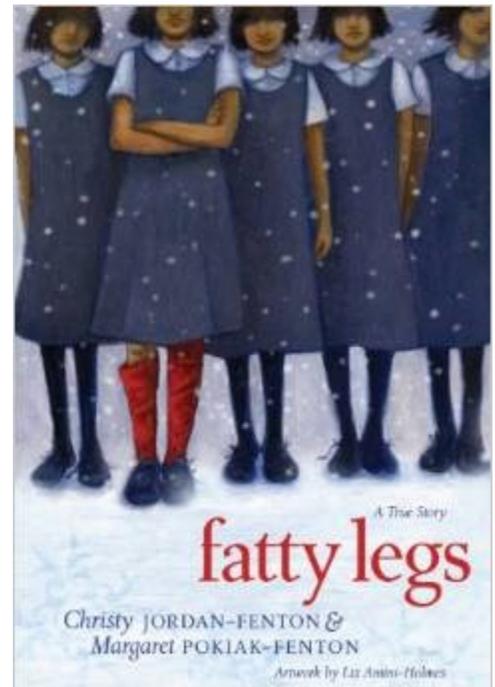
Peaceful Heroes by Jonah Winter

Renowned picture-book biographer, Jonah Winter, writes of another kind of hero, a peaceful hero, who is willing to die for a cause, but never to kill for a cause. From the ultimate hero, Jesus of Nazareth, to Sojourner Truth and the ordinary man who lives in Rwanda, Paul Rusesabagina, Jonah Winter brings children a series of remarkable stories about the bravest people history has known, illustrated by a brand-new talent, Sean Addy.

Suggested Classroom Resource: Thematic Study “Human Rights”

Grade 7-9:

- FATTY LEGS
- STRANGER AT HOME
- SUGAR FALLS A RESIDENTIAL SCHOOLS
- WHEN CHLDR PLAY THE STORY OF RIGHT
- OUR RIGHTS HOW KIDS ARE CHANGING
- OUR HEROES
- OUR EARTH HOW KIDS ARE SAVING THE
- SOCIAL JUSTICE ACTIVIST
- HUMAN RIGHTS ACTIVIST
- PAY IT FORWARD KIDS SMALL ACTS BIG
- I AM MALALA YOUNG READER'S EDITION
- BECAUSE I AM A GIRL
- 31 WAYS TO CHANGE THE WORLD
- FREE THE CHLDR
- STAND UP
- Thank you to McNally Robinson for providing this list.



Fatty Legs:

The moving memoir of an Inuit girl who emerges from a residential school with her spirit intact.

Eight-year-old Margaret Pokiak has set her sights on learning to read, even though it means leaving her village in the high Arctic. Faced with unceasing pressure, her father finally agrees to let her make the five-day journey to attend school, but he warns Margaret of the terrors of residential schools.

At school, Margaret soon encounters the Raven, a black-cloaked nun with a hooked nose and bony fingers that resemble claws. She immediately dislikes the strong-willed young Margaret. Intending to humiliate her, the heartless Raven gives gray stockings to all the girls -- all except Margaret, who gets red ones. In an instant Margaret is the laughingstock of the entire school.

In the face of such cruelty, Margaret refuses to be intimidated and bravely gets rid of the stockings. Although a sympathetic nun stands up for Margaret, in the end it is this brave young girl who gives the Raven a lesson in the power of human dignity.

Complemented by archival photos from Margaret Pokiak-Fenton's collection and striking artwork from Liz Amini-Holmes, this inspiring first-person account of a plucky girl's determination to confront her tormentor will linger with young readers.

Additional titles for high school contexts:

Thanks to Lisa Carlson, Prairie Rose School Division, for these titles from her Social Justice thematic unit.

Sold by Patricia McCormick (child slavery)-fiction

The Breadwinner by Deborah Ellis (the life of a child in Afghanistan)-fiction

Stones for Schools by Greg Mortenson (education in developing countries)-non-fiction

Three Cups of Tea by Greg Mortenson (education in developing countries)-non-fiction

Infidel by Ayann Hirsi Ali (women's rights)-non-fiction

I Am Nujood, Age 10 and Divorced by Nujood Ali with Delphine Minoui (arranged marriage)-non-fiction

The Freedom Writers Diary by The Freedom Writers with Erin Gruwell (growing up in the inner city)-non-fiction

Little Princes by Conor Grennan (Lost Children of Nepal)-non-fiction

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah (child soldiers)-non-fiction

A Thousand Splendid Suns by Khaled Hossenini (women's plight in the Middle East)-fiction

The Kite Runner by Khaled Hossenini -fiction

Say You're One of Them by Uwem Akpan (a collection of novellas of growing up in developing countries)-fiction

Burned Alive by Souad (honour killings)-non-fiction

Slave by Mende Nazer (slavery)-non-fiction

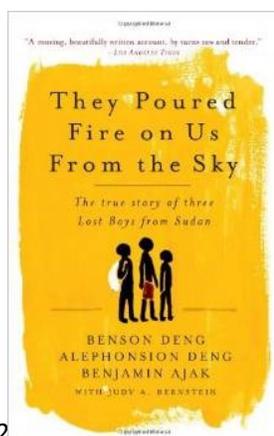
Nelson Mandela: The Authorized Comic Book by The Nelson Mandela Foundation with Umlando Wezithombe (biography of Nelson Mandela in graphic novel form)-graphic novel

The Bite of Mango by Mariatu Kamara with Susan McClelland (effects of war on youth)-non-fiction

Moon at Nine by Deborah Ellis (homosexuality in the Middle East)-fiction

Prison of Tehran: A Memoir by Marina Nemat (women's rights in The Middle East)—non-fiction

They Poured Fire on Us from the Sky: The true story of three Lost Boys from Sudan by Benson Deng, Alephonsion Deng and Benjamin Ajak (Lost Boys of Sudan)-non-fiction



Sample student reflection : **They Poured Fire on Us From the Sky**, **Sold** and **Moon at Nine**

Throughout the three novels that I have read in this unit, I have learned many life lessons. The first life lesson that I learned is to be thankful for the safety of our country and for how blessed I am. In all three of the books, the characters have to be careful and be wary about the events that were happening in their lives. They are constantly worrying about being safe and not being killed. In my life, that thought hardly crosses my mind. In Canada, I feel safe and protected and I am blessed to live in a country where I feel this way. So the next time I complain about it being too cold in Manitoba, I should take it back because in other countries thousands of people are worrying more about things such as the weather. I have learned I need to be grateful for what I have, and the safety of my country.

LITERACY PRACTICES THAT ADOLESCENTS DESERVE - Ways to begin (excerpt)

www.reading.org/general/Publications/e-ssentials/e8066

The immediate starting point for building a culture of engaged academic literacy is in classrooms: Subject area teachers and their students begin to create shared classroom norms and take risks of sharing their ways of thinking, solving problems, and making meaning of the texts in their disciplines.

Schools that have the potential for more systemic support may be able to work with existing teacher leaders and others to build their own best versions of effective literacy communities in which subject area teachers, students, administrators, parents, and other community members are actively engaged in sharing favorite books, exchanging personal reading histories, and understanding that struggle with challenging text is normal and that teachers and students can be supported to do it successfully.

In this way, the work of building a school culture for engaged academic literacy across the academic disciplines can mean much more than preparing students for a new set of assessments. Instead it can be a path by which a school and its broader community create a more dynamic culture of diverse voices, authentic questions, and new and deeper understandings.

For individual teachers who want to learn more about what a Reading Apprenticeship culture of literacy looks like, resources include our book *Reading for Understanding* and free downloads from the book, including the complete Chapter 2 description of the framework and its basis in literacy research. On our website are also brief videos that provide a vision of what subject area teachers and students do to make Reading Apprenticeship come alive in their classrooms. Although some intrepid readers will be eager to investigate these ideas and practices on their own, for many, collegial support will make the difference between considering and actually trying approaches in which classroom roles may have to radically change. Working through the chapters of *Reading*

for Understanding as a small community of inquiry and discussing the online classroom videos together can be the initial catalyst that is needed. Principals should consider joining this inquiry community, both to learn from and with their teachers and

to understand how to support them. A culture of literacy in schools is defined by its inclusiveness— for the adults as well as the students. To create a culture of engaged academic literacy in schools, students, teachers, and administrators will necessarily all play key roles:

Students	Teachers	Administrators
⇒ Will expect to read and understand increasingly complex disciplinary text, in every class	⇒ Will develop an inquiry stance toward their own and their students' disciplinary reading	⇒ Will provide structures and time for teachers to build an inquiry culture
⇒ Will expect to encounter and persist in resolving reading problems and confusions	⇒ Will develop a collaborative culture to support their own learning	⇒ Will provide books and resources to support a literacy culture
⇒ Will expect to find literacy support from teacher modeling, peer collaboration, and their own	⇒ Will develop a collaborative inquiry culture in their classrooms	⇒ Will become knowledgeable about teachers' literacy goals and practices
	⇒ Will provide students with abundant reading opportunities	⇒ Will align other priority initiatives to support a focus on engaged academic literacy
	⇒ Will provide students with scaffolded literacy support	⇒ Will let parents and other community members in on the goals of focusing on engaged academic literacy

WE NEED YOUR STORIES !

The Manitoba Reading Association wants to celebrate your stories for reading during “I love to read!” Month in February. We will post at least one item each day on Facebook and Twitter. We want to hear about all the different approaches from our Manitoba educators.

Tell us:

- ⇒ A powerful reflection a student had BDA reading
- ⇒ Provide a title of a text you used during the Human Rights theme
- ⇒ Send a link for a website that assisted your planning
- ⇒ Forward a photo of your classroom, students , student exemplar
- ⇒ Give examples of activities or field trips you took to provide meaningful connections
- ⇒ Attach documents that could give other educators exemplars or next steps
- ⇒ Any other connection to the love of reading connecting to our annual theme!

Photos speak a thousand words, but please ensure that you have permission to forward any photos of students or their work that we may use on social media.

Forward your stories all year to:

- ⇒ Your local reading association representative
- ⇒ Email to shayward@mymts.net
- ⇒ Email to the MRA contacts on the website www.readingmanitoba.org
- ⇒ Mail to: Susan Hayward, Box 166, Lundar, Mb R0C 1Y0

Include your name, school, grade levels and any other relevant information!

We look forward to celebrating your work in February 2015.