

# BRANCHES



## Grandparents' Day! February 5, 2015

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**Volume 27  
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Feb. 27, 2015**

*The purpose of our parental Christian School is to educate our children to develop their individual potential and to acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's Kingdom.*



Amy Huttema/Sophia Roukema Grade 6/7 Author



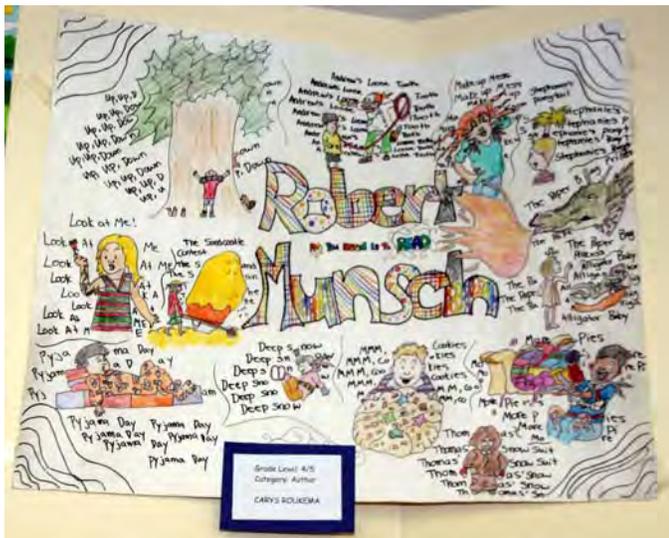
Leena Scheper K/1 Reading  
Robin Luiten 2/3 Author  
Hannah Yan 2/3 Reading  
Meagan Bontkes / Amy Warkentin K/1 Author



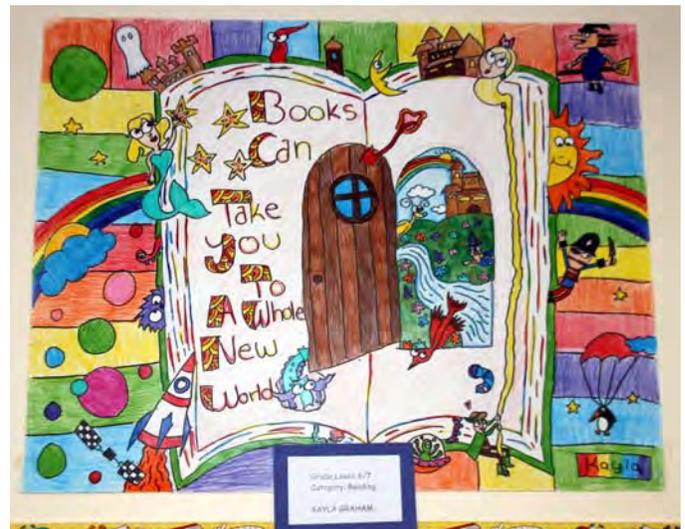
Ryan VanOene Grade 4/5 Reading



Kassidy VanOene Grade 6/7 Reading



Carys Roukema Grade 4/5 Author



Kayla Graham Grade 6/7 Reading

## Book Week 2015 Poster Contest Winners

## ***From the Chairman....***

Chris Hoff

Welcome to the February 2015 edition of *Branches*. As a Board we have been quite involved with staffing over the last month - for Principal and teacher, but also with the annual board-staff visits. This has given us cause to reflect on the school, and the people that operate it on our behalf.

While the staff at CCES is a great partner, as parents we have the primary and awesome responsibility to train our children in godliness. Our children are God's covenant children - children that have been endowed with great promises, but also great obligations. The first responsibility to train them - through our teaching and modelling - lies with us as parents. Our children will learn from us how to respond to the complex situations we face in life; our priorities (whether good or bad) may also very well become their priorities; and our virtues may become their virtues.

At the same time, most of us readily admit that we are not equipped to train our children academically, and see merit to children growing up in a social environment and community. As such, building upon the foundation of our forefathers, we have agreed to pool our resources to operate CCES. This responsibility to train God's covenant children not only extends to parents, but also to the broader covenant community who have been placed here by God as His Church.

And indeed we are blessed that we have a dedicated staff committed to partnering with us in this awesome task, and to help nurture the moral and academic development of our children. The Latin term for this partnering is "in loco parentis", or "in the place of a parent". As a Board we explore this concept during interviews for staffing for both teachers and principal, and continue to promote this with existing staff. Implied in this concept is that school is an extension of the home, and, as such, we strive to have consistency between home and school (and church of course...).

At the same time we, as parents, must also resist the

temptation to delegate too much responsibility, and perhaps even leadership, to schools. Bible reading at school is not a substitute for reading at home; the same for the singing of psalms and hymns from our Book of Praise; and the teaching of moral character, and discernment of the times and culture also begins and is reinforced at home. As we move forward together - parents, the rest of our covenant community, students and CCES - let us continue to support one another.

To this end, this edition of *Branches* has an article from Rev. W. Bredenhof on "Reflecting and Improving Classroom Devotions." While this is directed specifically to teachers, there is much that we also can learn from this, including the section on personal and family devotions.

Also to this end, CCES hosted a session led by Martin VanWoudenberg on Monday February 23 on "Social Media, Cell Phones, Internet Security ... and Christian Homes." This session was very useful and informative (and entertaining), and helpful for equipping parents with tools to help shape the character of their children. While the session was well attended, it is also unfortunate that there were some empty seats - more parents (and children) could have benefitted from this session. If it is offered again in a different forum, we encourage you to attend!

### **Principal Recruit**

As you know, the Board has been engaged in the process of recruiting a new Principal for the 2015-2016 school year. It probably is no secret that we seriously explored the notion of a joint principal-ship with William of Orange Christian School over the past four months or so. After serious consideration, it was decided that we would follow a different path. Please be assured that our discussions with Kent Dykstra and William of Orange proceeded harmoniously, and ended in good faith. We appreciate their open and candid discussion, and wish them God's blessing in the future.

The following notice was distributed by email on Thursday this week, but is repeated here for those that did not receive the email: *"After quite an extensive process, we are pleased to announce that **Otto Bouwman** has been appointed Principal, effective August 1, 2015. Otto and his wife Jeanette live in Lynden, with three of their children. In addition, God has blessed them with the marriages of their three oldest children, who have received four (5) little ones and who live in the surrounding area. A native of southern Ontario, Otto has over 27 years experience in the education field. Following eight years as a teacher in Winnipeg, Otto served as Principal (and helped establish) the Tyndale Christian School in Calgary from 1994 to 2002, and the Cornerstone Christian School in Lynden from 2002 to 2013.*

*Most recently, Otto has been serving as Mission Administrator for the Aldergrove Mission Board. Rather than assuming specific teaching responsibilities at CCES in addition to his administrative responsibilities, Otto intends to continue in his role with the Mission Board in a limited capacity. This arrangement has the support of both the Aldergrove Mission Board and the CCES Board.*

*Otto considers continued support for Canadian Reformed schools as vital to our church communities. Through his role as Principal, Otto looks forward to leading the staff as they "educate our children to develop their individual potential, and to acquire the knowledge, skills, and attitudes needed for a life of responsible stewardship in God's*

*kingdom." He brings considerable experience as a leader and administrator to CCES, and we are thankful that the Lord has seen it fit to prepare a way for him to serve our community.*

### **Other Staffing**

Last Thursday we also welcomed **Diana Nobel** to our staff as our Grade 7 teacher next year. Diana hails from the Fergus Ontario area, and presently lives in Hamilton. Diana's training includes a Bachelor of Arts (Geography) from Wilfred Laurier University and a Diploma of Education from our Covenant Canadian Reformed Teachers College. The Lord willing, she plans to graduate with a B. Ed. from Brock University this semester. Diana also taught for 4 years (Grade 3 and a bit of Grade 8) at our sister school in Hamilton. Welcome Diana!

For the upcoming school year, we expect that we will also need **additional educational assistance** help. To this end you will see an ad in this edition of Branches, with a preference for candidates that have special education training. However, interested educational assistants are invited to apply!

### **And Finally ...**

We look forward to the wedding of Alyson Bosch and Harold Winkelaar on March 20. May God richly bless your wedding plans, and your lives together united with a common purpose to serve Him.

We wish you a blessed Sunday.

## ***From the Principal....***

Heres Snijder

### **Grand Parents Day**

A heartfelt thank you is extended to all grandparents who came out to spend some time with their (great-) grandchildren on February 5. A fine morning it was with such a large crowd of visitors engaging in so many different classroom events and activities! It is precious to realize and experience that God's goodness to us continues from one generation to the next.

### **Behind the Screen: Social Media, Cell Phones, Internet Security... and Christian Families**

Martin VanWoudenberg led approximately 60 participants on a very engaging whirlwind tour through the ever expanding and changing world of social media. He then explained the benefits and limits of home filtering and internet monitoring as well as on-device protection. During a brief Q and A period the question at what age a child should actually have regular access to smartphone or tablet, and what they should own one was addressed. Research is still sorting out the effects of media use, small screens, and prolonged exposure on the child's developing brain. Martin's presentation was much appreciated: he has been encouraged to continue with this and follow-up sessions.

### **Coldest Night of the Year - Awareness and Fund Raiser**

We are excited about the participation, increased awareness and raised funds of the most recent Coldest Night of the Year event. A big thank you to Jerry Scholtens who kept up the momentum and rallied forces to bring this event to a wonderfully satisfying end: 1,557 was raised, and 392 food items were collected for the local Salvation Army's Gateway of Hope ministry to the poor, hungry and homeless.

### **Bring on the Drama: Beauty and the Beast!**

Along with many reader's theatres in all primary grades, the hard work of James Kanis and his Grade 6 students has been celebrated. Congratulations, Mr. Kanis! As a first year Grade 6 teacher you have gone over and beyond. Hats off to the whole class: your acting skills, memory skills and team work have left a very favorable impression!

### **Geography Bee: Are You As Smart As An Intermediate Geography Student?**

Which Canadian province produces twice as much wheat as all other provinces combined? - Alberta Manitoba Ontario Saskatchewan

- If you encountered muskeg in the arctic summer, should you cut it for a mattress in your tent/ put on your sunglasses/ take their picture/ walk carefully

around it

- In which of the following Canadian coastal waters does the greatest tidal range occur? The Bay of Fundy/ The Gulf of St Lawrence/ Hudson Bay/ Northumberland Strait
- Which of the following four National Parks in Canada receives the most visitors per year? Banff, Alberta/ Gros Morne, Newfoundland/ Point Pelee, Ontario/ Riding Mountain, Manitoba.

Credo students will square off and show their Geography mettle on March 3rd and 6<sup>th</sup>.

### **Report cards and Student Led Conferences in March!**

The Lord willing, report cards will go home with your child on March 10. Student Led Conferences are scheduled for March 12 and 13. We look forward to optimum parental participation in this event during which students will have opportunity to show their progress and growth in knowledge, attitude and skills through the content of their personal portfolios.

### **Intellectual Curiosity: Keeping The Mind Engaged.**

Language-learning and image-learning require very different habits of thought. Language requires the mind to work harder; in reading, the brain is forced to translate a symbol (words on the page) into a concept. Images, such as those on videos and television, allow the mind to be passive. In front of a video screen, the brain can "sit back" and relax; faced with the written page, the mind is required to roll its sleeves up and get back to work to marvel at the truths that are uncovered in response to Why? Why not? Where? Why there? How? Not this way? When? Who?

### **Finding answers by the Light of the Way, the Truth and the Life**

*Classrooms and labs, loud boiling test tubes,  
sing to the Lord a new song!  
Athlete and band, loud cheering people,  
sing to the Lord a new song!*

A biblical philosophy of education acknowledges absolute truth and sees the teacher as the authority figure in the classroom. (Roso, 2010). More, the learner is seen as a child with a sinful nature, in need of redemption. The purpose of education from a biblical view is living out a redeemed life out of gratitude for this precious redemption, to serve God in all dimensions of life: spiritually, socially, intellectually, emotionally, and physically. Finally, the reality that God is the author of all truth informs, shapes and directs the goings on in a Christian school.

*Engines and steel, loud pounding hammers,  
sing to the Lord a new song!  
Limestone and beams, loud building workers,  
sing to the Lord a new song!*

**Christ and classroom instruction.**

Jesus is the master teacher. The style of content of Jesus' teaching was unlike that which anyone had ever seen before. It would be wrong to assume that Jesus' chief method of instruction was in the style of a classroom lecture, with pupils sitting in straight rows, practicing rote memorization. Jesus' style of teaching aimed to nurture knowledge, understanding and wisdom. The classical approach to education resonates with Jesus masterful connecting with his students at the point where they are at. While He taught with authority, He encouraged active learning, challenged, through parables, to process new information, and had His audience test preconceived notions about doctrine, spiritual realities and cultural proprieties (Nicodemus, the woman at the well, dining with 'sinners'). While the master teacher, definitively not comfortably fitting the standard mold!

*Earth and all stars, loud rushing planets,  
sing to the Lord a new song!  
O victory, loud shouting army,  
sing to the Lord a new song!*

**Biblical, Christ Centered Education Celebrates the Unique Learner in Context of Covenant and Community.**

The Gospels contain numerous examples of cutting edge, contemporary teaching methodology. Jesus applied old and new ideas, used relevant demonstrations, questioned students, used wait time, and left questions unanswered. Speaking with love and respect, teaching through discipline and correction, encouraging students to elaborate on what they had learned, promoting discerning thinking skills, opening students' minds to understanding, and teaching through example are classic, time tested methods we have learned from the Master Teacher, (42/3). Credo is blessed to offer both differentiated learning as well as differentiated teaching: there is no concept that is taught and learned in the same way. Simultaneously, we also strive, through nurturing classroom culture to emphasize the student's commonalities as learners: there is evidence supporting the notion that instruction geared towards common learning characteristics can be more effective than instruction focused on individual differences. (Educational Leadership, 2012, vol. 69, #5)

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In order to meet special education needs for the 2015-16 school year, the Board of Credo Christian Elementary School invites suitable candidates to apply for a position of a full-time

## Special Education Assistant

The successful applicant is able to start September and is eager and able to interact with children on the basis of his/her Christ-centered worldview. S/he has acquired Special Education Assistant certification. Further, s/he is flexible and able to execute IEPs together with class room teacher and Special Education Coordinator.

Please submit your application before March 31, 2015 to:

Credo Christian Elementary School  
c/o Mr. Will VanOene, secretary of the School Board  
21919 52 Ave  
Langley, BC  
V2Y 2M7  
e-mail: wgvanoene@gmail.com

For inquiries, please contact:

Heres Snijder  
Principal, Credo Christian Elementary School  
Ph. 604. 530.1131 (school) or 604.576.4930 (home)  
e-mail: h.snijder@credoces.org

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# Short Reports of Board Meetings

Short Report of the Meeting of the  
Board of Directors of Credo Christian Elementary School  
December 9, 2014

- Opening and Welcome: The Chairman, Chris Hoff welcomed all the Directors and Principal Heres Snijder to the meeting. No official opening, as this meeting was preceded by the Legal Authority Meeting.
- Agenda Approval: The agenda for the regular board meeting was approved.
- Minutes and Short Report: The Minutes and Short Report of the November 12, 2014 Board meeting were adopted. The Minutes from the membership meeting of October 29th, 2014 were approved for presentation to membership.
- Incoming/Outgoing Correspondence: Four incoming letters were received from Grade 7 students. One outgoing letter was sent to a community member.
- Principal's Report: Heres Snijder presented the Principal's Report for December 2014 and highlighted activities related to report cards, parent teacher interviews, professional development, facilities and curriculum.
- Chairman's Report: The Chairman's report for December 2014 was received for information. Chris Hoff reported on his activities as chairman.
- General Business: A number of matters were discussed including the recent government monitoring visit, valley-wide foundation planning, and coordinated

planning with JCS and WO. The constitution and bylaws were reviewed.

- Education Committee: The minutes of a recent Education Committee meeting were received for information. Ivan Scheper has been appointed to the committee.
- Principal Recruit Committee: Chris Hoff reported on the activities of the principal recruit committee. Three recent candidate interviews were reviewed and discussed. A motion to extend an offer to a candidate was carried.
- Development Committee: Neil Dykstra reported on the activities of the Development Committee. New promotional materials will be finalized and presented to the board in the January.
- Finance Committee: The income statement for November 30, 2014 was submitted and reviewed. Oliver Hansma reported on the activities of the Finance Committee and upcoming Salary Committee work.
- Maintenance Committee: Al Leyenhorst reported on the activities of the Maintenance Committee. The installation of an engineered snow-stop system for the metal roof was approved.
- Next Meetings / Events: The next regular Board meeting is planned for January 13, 2015.
- Closing: Tim Rook closed with thanksgiving prayer. Chris Hoff adjourned the meeting and thanked all for coming.

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Short Report of the Meeting of the  
Board of Directors of Credo Christian Elementary School  
January 13th, 2015

1. Opening and Welcome: The Chairman, Chris Hoff, opened the meeting by reading from Psalm 90 and prayer. He welcomed all the Directors and Principal Heres Snijder to the meeting.
2. Agenda Approval: The agenda for the regular board meeting was approved.
3. Minutes and Short Report: The Minutes and Short Report of the December 9th, 2014 Board meeting were adopted.
4. Incoming/Outgoing Correspondence: Ten incoming letters were received from members regarding URC membership. Letter was received from the CCRTC. Four outgoing letters were sent to Grade 7 students.
5. Principal's Report: Heres Snijder presented the Principal's Report for January 2015 and highlighted activities related to FSA tests, professional development presentations and playground usage.
6. Chairman's Report: The Chairman's report for January 2015 was received for information. Chris Hoff reported on his activities as chairman.
7. General Business: A number of matters were discussed including program delivery scenarios for 2015/16 school year, teacher contracts, planning for the upcoming Combined Boards meeting, URC membership and a

pending appointment to the CCRTC Board.

8. Finance Committee: The income statement for December 31, 2013 and Finance Committee minutes were submitted and reviewed. Oliver Hansma presented the Salary Committee Report for review.
9. Principal Recruit Committee: Chris Hoff reported on the activities of the principal recruit committee. A recent offer made to a candidate was declined. Another candidate has applied and will be interviewed.
10. Development Committee: Neil Dykstra reported on the activities of the Development Committee. New promotional materials were reviewed and discussed. A subcommittee will take care of planning the Golf Tournament.
11. IT Committee: The minutes of a recent IT Committee meeting were received for information. Tim Rook reported on the activities of the IT Committee. The committee is creating an IT inventory. Development of system back-up and recovery plans are being considered.
12. Next Meetings / Events: Combined Boards meeting is planned for January 28, 2015. The next regular Board meeting is planned for February 10, 2015.
13. Closing: Will VanOene closed with thanksgiving prayer. Chris Hoff adjourned the meeting and thanked all for coming.

# *Reflecting On and Improving Classroom Devotions*

Wes Bredenhof - October 2014

Classroom devotions are one of those things that obviously set a Christian school apart from public schools. Each day begins with an explicit acknowledgement of God. However, it's quite easy for such devotions to become sterile and passionless. It's easy to allow classroom devotions to become mediocre. This activity can become routine, going through the motions, or it can be rushed, because time is short and there are so many other important things to accomplish in the limited hours of a school day. And if this becomes the case, not only are those devotions a waste of time, they are also potential violations of the Third Commandment. If we're just going through the motions in a cold and sterile fashion, we are in grave danger of taking God's Name in vain - and what sin is greater or provokes God's wrath more? Because we're Christians who love God, we're here this afternoon to steer as far away as we can from that. Instead, also when it comes to classroom devotions we want to "rightly confess him, call upon him, and praise him in all our words and works." That's what we're aiming at here together.

This workshop is going to have two parts. In the second part, I'm going to open things up for discussion. You'll have the opportunity to share your thoughts about what I've said. You can talk about the challenges you face; you can also encourage one another with fresh ideas. You can share resources or practices that you've found helpful. In the second part, my role will be more to facilitate your discussion.

In the first part, I'm going to do the talking and we're going to look at some basic principles, the purpose, and the practice of classroom devotions. With both parts, the goal is get you reflecting on classroom devotions so that you can find ways to improve. We want to improve for the good of everyone in the classroom (teacher and students) and, of course, for the glory of the gracious God who saved us in Jesus Christ. Rather than a waste of time, we want this to be some of the best time of each school day.

Before I get into the meat of what I want to say, let me first acknowledge that I have limited classroom experience, at least at the elementary and secondary levels. I taught part-time at our Christian school in Edmonton for one year when I was in university. Apart from that, I come at this topic as a pastor - I teach catechism classes which have a devotional aspect. I'm also a father, and I believe in the vital importance of regular daily family devotions. As a father, I have a vested interest in ensuring that my kids are being led properly in devotions in school. Finally, as a sessional lecturer, I also have some connection to the

Teachers College. Actually, some of what I'll say comes from discussions with my colleagues at the Teachers College.

## **Principles**

There are three important principles which need to be brought to bear on our topic.

First, our Christian schools are **parental schools**. By that I mean that the education offered in our schools is done in the place of the parents - we sometimes use the Latin expression, *in loco parentis*. Scripture lays the responsibility for education primarily at the feet of parents. However, we recognize that parents can delegate this task to others within the covenant community, and hence we have Christian schools. I trust this is nothing new to you. But what may be new are the consequences that this principle holds for classroom devotions.

Our churches encourage every Christian family to have a devotional life in the home. We expect parents (and especially fathers) to be reading the Bible with their children and teaching them. We encourage parents to be singing with their children and praying with them. What is the function or purpose of all this spiritual activity? It all comes down to one word: **discipleship**. Family worship is all about parents discipling their covenant children, teaching them to worship and follow the Master. Christian parents want to see their covenant children become disciples of Jesus, like they are. That's why they should do family devotions or family worship.

Because our schools are parental schools, classroom devotions should really be regarded as an extension of family devotions. There's a connection between these two. Our hope is that classroom devotions complement or supplement family worship, but never replace it. Of course, there's little that teachers can do to ensure that this works the way that it should. If there are families where family devotions are being neglected, you may not even know about it. Yet the goal we have in mind is to shore up and strengthen what is already being done at home - it's similar to the way that ministers should view their task in the catechism classes.

A second principle regards the students themselves. How we view the students will determine how we approach classroom devotions. There's a lot that could be said here, but let me stick to two points.

The student is a **covenant child**. Through divine sovereign grace, that child has been called into a special relationship with our God. God has already been busy with him or her. He has put his claim on that child and given rich gospel promises to that child. To sign and seal that reality, they were all baptized. At each desk, there is a child called to acknowledge God in all his/her ways and trust him through Jesus Christ. Every single student before you has that in common.

Yet each one is different. This too needs to be recognized and accounted for when we minister to their spiritual needs through devotions, whether in the home or the classroom. Some covenant children genuinely love the Lord right from their youngest years and this love grows out of a sincere faith in him. Other students have yet to respond to their God with repentance and faith. Some are in the process. Some may not ever. Just as in the family situation, each child needs to be addressed according to where they are. We should never be presumptuous about their spiritual condition. Just because they are all covenant children does not mean that we can presume that they are all Christians in the sense that they have a relationship of fellowship with God through a true faith in Christ. In fact, it would be very dangerous and unhealthy to make such a presumption.

The third principle has to do with the function of the school. The school is a community, but not just any kind of community. It is a **covenant community**. The school brings together parents and others within the covenant of grace who share the biblical desire to see covenant children receive a Christian education. Such a covenant community endeavours to do three things:

- It complements and reinforces the church and family. This is the famous church-home-school triangle. Because all of life is one, this three-way connection necessarily follows.
- It encourages and strengthens faith. With those who already have repented of their sins and trusted in Christ, believing the gospel promises signed and sealed at baptism, the covenant community nourishes faith, reassures it, and emboldens it. Because this happens at church and in the family, it needs to happen in the school too.
- It challenges unbelief and holds it accountable. The covenant community (including the school) gently and lovingly calls to repentance and faith those who do not yet see the need for it. There is recognition (BC art 29) that our covenant community will always include such people, but we do not accept it.

From these three principles, we can conclude that what happens with classroom devotions is of eternal significance. We are addressing the life of these covenant children coram Deo, before the face of God. That says something about the weight we should attach to our topic.

With those principles in mind, let's now move on to more carefully define the purpose of classroom devotions.

### Purpose

Let me first put things in the negative. All of this might be obvious, but it's worth stating so just so that we have things clear.

First off, we don't have classroom devotions to superficially give a Christian character to the school. I have heard of schools that go by the name "Christian" but the only thing Christian about them is the fact that they read the Bible and pray first thing in the morning. No, classroom devotions are not about giving a Christian veneer to a school that otherwise rarely or never acknowledges God.

Second, we don't have classroom devotions to replace Bible class. As I'll mention in a moment, the Bible class has a different focus or emphasis. Classroom devotions have their own character and place.

Third, we **certainly** don't have classroom devotions in order to make the students moral. Classroom devotions should never have as a purpose "behaviour modification" or "moral improvement." If there are students with unregenerate hearts, simply using devotions to make them more moral might help your classroom discipline, but it doesn't help them prepare for eternity. In fact, you will be teaching them that the Christian faith is first and foremost about how we behave, rather than about a Saviour in whom we must trust. That kind of emphasis would send across a false and destructive message.

Positively, I can think of four solid purposes that we can attach to classroom devotions.

First, there is a **relational** purpose. All of these students are already in a covenant relationship with God. We want to see them grow in the way of life within that relationship. We want to stimulate and strengthen the relationship of covenant children to their God in Jesus Christ. That means discipleship - the same thing as what parents do in the home and pastors do in the catechism class. Discipleship includes encouraging and strengthening faith, but also challenging unbelief where it may exist. We want to see all of these children disciplined with a true faith in Jesus Christ. You could call this the vertical aspect of the relational purpose.

But the relational purpose also extends to a horizontal aspect. We want to stimulate and strengthen the relationship of covenant children to one another as they live before their God in the communion of saints. Classroom devotions will bring covenant children together before God. Through this spiritual activity, they learn more of what it means to live in Christian community.

Second, there is an **affective** purpose. Here I'm thinking of addressing the heart (the seat of the affections). We want to address the heart of covenant children vis-a-vis their God. The purpose of classroom devotions is to address more the heart than the mind. This is where I think classroom devotions should differ from Bible class. In Bible class, the focus is on improving Bible knowledge. Along the way, a good Bible teacher is going to address the heart as well, but the focus is on the mind. Devotions, however, should be more geared towards the affections, stimulating love for God. I'm not saying that it should only be that, but that's an emphasis suggested by the word "devotion."

Next, we can speak of a **doxological** purpose. Through classroom devotions, we lead covenant children to pray to and sing praises to their God. God is to be glorified through classroom devotions.

Fourth and finally, there is certainly what we can call an **atmospheric** purpose. When you begin the day with classroom devotions done properly, you set the right tone for the entire day. You remind yourself and your students of the reasons why we study and work. You begin by acknowledging God and that creates the right atmosphere for acknowledging him through everything.

Finally, let me say a bit about the practice of classroom devotions.

### Practice

As someone who does a bit of teaching, I know that preparation is always vital. The more time you invest in preparing, the better class you have. Conscientious thought and preparation beforehand are also important for classroom devotions.

Listen to what Scripture says in Luke 6:45, "The good person out of the good treasure of his heart produces good, and the evil person out of his evil treasure produces evil, for out of the abundance of the heart his mouth speaks." That's a good place to start when we think about preparation. Does your heart have abundance out of which to speak and bring good treasure? There are two takeaways from that passage in relation to our topic. First, your personal devotional life needs constant attention. If you're not reading and studying the Bible for yourself (and prayerfully applying it to yourself), outside of school hours and school duties, you need to start. You're only going to speak out of the abundance of your heart and if your heart is empty, that's going to impact the quality of your classroom devotions. Second, if you are a parent, your family devotional life also needs constant attention. Remember all of life is one - or so we say we believe. And if you're not discipling your own children, what are you doing trying to disciple someone else's? If you're neglecting your primary responsibility, is what you're doing at school merely your job or your duty? No, listen,

diligence in both personal and family devotions is the pre-preparation necessary for quality classroom devotions that honour God and serve the good of our students.

In general, like I mentioned, if something like this is important, we can't fly by the seat of our pants. Some thought beforehand needs to take place, you need a plan. That said, we should also be flexible enough to follow a different path if the situation calls for it. I have that sometimes as a catechism teacher. I have a definite plan for each lesson. But sometimes my catechism students bring up questions or make comments that lead us somewhat away from what I had planned. It's okay - if the kids have meaningful questions, let's address those now and carry on with the planned lesson next time.

Then there are the different elements of classroom devotions. With regard to singing, different schools might have different policies, but I can't see why we would necessarily be bound to the Book of Praise. Of course, it's good to keep in mind the church-home-school connection and that would lead us to mostly use the Book of Praise. But singing something else occasionally shouldn't be an issue, so long as we use discernment and carefully reflect on what we sing. Again, I would say it's similar to what goes on at home. At home, you're free to sing whatever you want with family worship, but wise parents would want to reinforce the praises sung at church and so most of the singing would be from the Book of Praise.

Singing in classroom devotions also provides an opportunity for the teacher to explain, discuss, and apply what we sing in church, especially with the Psalms. Opportunities are not always there to do that in public worship, so the teacher can fill a vital role. For instance, teachers can ask students to reflect on how this or that Psalm speaks to us of Jesus Christ. In Luke 24, he said that the Psalms speak of him, so let's be reflecting together every time we sing a Psalm on how that is true.

Who should pick the songs to be sung? Of course, we want the kids to be involved, but there are some dangers that come with allowing them to always pick the songs. As a catechism teacher, I've occasionally allowed the students to pick what we sing and I've noticed an attraction to Hymn 12 (The Song of Moses), especially some of the verses with rather descriptive language. But we should ask ourselves: why are they picking it and do we want to encourage that? If an important purpose of classroom devotion is to stimulate and strengthen faith in God, should we encourage them to sing hymns that merely entertain them? If our fun and entertainment is the goal, then our classroom devotions are losing their proper focus and again the Third Commandment is in danger of being breached. In my view, it would be better for the teacher to pick what is sung most of the time, also so that preparation can be made beforehand for discussing what is sung.

When it comes to the Bible, the basic pattern is read, explain, discuss, and apply. There are quite a number of different practices out there and some of this might depend on the grade level you're teaching. Some teachers use a devotional book of some sort. Discernment is paramount if you're going to do that. You should carefully read each devotion ahead of time to make sure that it doesn't say anything out of order. Others prefer to go through a Bible book systematically from beginning to end. Others would connect the Bible reading/devotion with what will be taught later in Bible or Church History. For example, if you're teaching on the Reformation, you might read from Romans 3. I'm sure there are other practices and perhaps you can mention them in our discussion in a few moments. Whatever it is that you do, we want to engage the students, not merely intellectually in their minds, but more importantly in their hearts. That is not an easy thing to do.

Last of all, there is prayer. Prayer should mention what has been discussed from the Scriptures; it should ask God to help us with what has been discussed. It is also important to remember the nature of prayer - it is speaking with God. We have to guard against sermonizing in our prayers. Best to be brief and to the point. A few other points about prayer:

We don't often think about the mechanics of corporate prayer. In my experience, we haven't taught that very well either. What does it mean to pray with someone leading? How does that work? Classroom devotions can be a good time to discuss the mechanics of prayer and what it means to pray together and how to pray together.

Sometimes it can be instructive to walk through a Christian school past classrooms being led in prayer by a teacher. What you will see could be very disappointing - kids with their eyes open, goofing around (very quietly) with one another, while the teacher is piously oblivious to all of it.

Sometimes, if you would only look, you would see that there are students obviously not engaged with the prayer being offered in classroom devotions. First, if you care about your students and their spiritual well-being, I think it's worthwhile to look on occasion. And then when you notice a student not engaged, the solution is not to get them in line so that they behave right, go through the right motions, keeping their hands folded and eyes closed. No, the solution is to engage the heart. The solution is to approach them individually and ask where they're at with the Lord. Do they pray to him by themselves? Why are they not praying in the classroom devotion time? We have to dig deeper to find the real problems that need to be addressed. If you care about the spiritual well-being of your students, this is something you'll take seriously.

Then, last of all, there's the matter of prayer requests. Again, you want to involve the students as much as possible. That's commendable. But there are dangers that lurk here, dangers that need to be conscientiously mitigated. I asked my kids about this practice of prayer requests and one of my daughters described it as often being a "competition to see who has the most dramatic life events." Making prayer requests into sanctified pious gossip is another danger we need to recognize. There is a practical way to address these problems. Instead of having the students vocalize their prayer requests, it would be better to have them write them down and hand them to the teacher for prior review. Since prayer is offered throughout the day (including at lunch), perhaps those requests can be slotted in a prayer somewhere other than morning devotions.

Classroom devotions are important and we should probably think about them more than we do. That's especially because so much is at stake. Let me now turn to the second part of the workshop...

## ***Credo Aid Update....***

**BABYSITTING COURSE:** The babysitting course will be held March 14th. Nellie Bisschop and Mirjam Scholtens will be teaching this time around. Thanks ladies for your willingness to take this on! If you have any questions or would like to register you son or daughter, please email me at [lorettahoman@hotmail.com](mailto:lorettahoman@hotmail.com). Take note that your child must be 11yrs or older to register.

**School Meetings:** We are looking for a few volunteers to take on the task of putting on coffee for the Highschool and Elementary School meetings. Preferably, we would like 2 people for each meeting (there are only 2 meetings left this year). Responsibilities include: arriving early to the meeting to put on coffee and prep sugar/cream etc. And then clean up after the meeting is over. Please email [stam.susan@gmail.com](mailto:stam.susan@gmail.com) if you would be able to help out with this.

**NEW MEMBERS -** The Credo Aid Board is looking for 3 new members!! If you are interested or would like some further information, please contact Susan Stam [stam.susan@gmail.com](mailto:stam.susan@gmail.com)

**CANADIAN TIRE MONEY -** time to clean out those junk drawers and count out your collection!! We would like to collect as much Canadian Tire Money as possible over the next few weeks. We will no longer be collecting Canadian Tire Money as of the end of March.

## **Book Week --Winning Entries**

### **The Boy**

Once there was a poor boy. He did not have a mom or dad because they had died in a war. He did not have any food or water because he did not have any money. So he went to find some food and water but suddenly he peered through the bushes and saw a Kingdom.

He walked over to the castle. He went to the draw bridge. Suddenly it opened. The boy walked in with guards following behind him. "Could I have some food and water?" The king answered with "No you may not." And sent him to prison. Hours later he heard battle cries and there was the good kingdom. They stormed the castle and freed the boy. He fled into the mountains.

In the mountains he found the good kingdom and asked the same question he had asked the other king but this time he said, "Yes." So the boy got food and water and made an ax to build a house. Guess what? He built his house right by a stream and some fruit trees. He lived there for the rest of his life. The End

By: Paul Leyenhorst (Grade 3)

### **EARTHQUAKE!**

"Ready or not! Here I come!" Karen Barker heard her friend Diana Leale call.

Karen and her friends, Peter Brown, Diana Leale, and Liam Domi were playing "hide-and-go-seek" in Karen's house. It was a dark rainy day in April, so they decided to play this inside instead of outside.

Karen was hiding in the kitchen pantry wedged between a bag of pretzels, and a carton of apples. She felt a twinge of excitement as she heard Diana pass by.

Suddenly the ground beneath her began to shake. There was an earthquake! Karen heard all her friends run for cover. She jumped to her feet and tried, but did not succeed, to open the pantry door. She yanked with all her might, but it was no use. She dived under a shelf for cover.

The next few moments happened in a blur. The first second Karen was huddled under a shelf of potatoes, unsure of what to do next, and the next moment everything was black. Karen couldn't see her hand in front of her face. She reaches for the light switch, and stumbles over a container of cereal. Finally when she found it, Karen flicked it off and on, off on. Nothing happened. "The power lines must have been knocked down." She groaned. "Well, at least I have food and water."

1day later, Karen had found some apples and orange juice, and was sleeping on a full belly. She woke to the sound of little feet scurrying across the room. "Rats." She shivered at the thought, but was also relieved because the earthquake had stopped. Karen decided to try to find some matches for the candles she had stumbled upon last night. Karen found some beside the carton of apples she had hid behind just 24 hours ago. It seemed like it was in another life. Karen had a short breakfast of almonds, toast, and the leftover juice from the night before. She sat there, thinking of a plan to get herself out of the pantry. She kept discarding plans and making new ones, and discarding those too, until she came upon this plan. She would take a knife, and use that as a screw driver to take the hinges of the door off. She started her plan right away, but it was trickier than she had assumed. The wire was almost too thin to use as a screw driver.

Finally, the door gave way. Karen let out a squeal of excitement. She looked into the hallway. It wasn't too badly damaged, but she couldn't say for sure because it was dark, but a little lighter in here because it had windows.

Outside, things weren't that bad at all. She saw her mother and father across the street being interviewed by a police man. Karen's mother saw her, and rushed over to give her a big hug and kiss. Right behind her was her father and the police man, whose name was Sergeant Andrews. They all began talking at once.

"How are you?"

"Are you okay?"

"We were so worried!"

After every one had calmed down, and Karen had been hugged and kissed a million times, Karen learned that her Father and Mother were so worried about her. They called the police right away, but he only just got here, because there were other emergencies to take care of. Karen told them about how scared she was and how she used a knife to take off the hinges of the pantry door. Karen's little audience were dumbfound! After Karen and her Father fixed the door, Karen never went into the pantry alone again.

By Kyah Kang

## The Office

The ride to Grandpa's house is long. Mom telling us we were staying for the summer replayed through my mind. Mom just needed some "alone time" as she called it. She also mentioned had we have to get out of our regular "environment" and remove all the precious memories of Dad from our heads. Like going to the house he grew up is going to help, Mom. I had thought when we entered the car. Connor had headphones in his ears and Miles was drawing on a piece of paper. I stayed silent, thinking. I was always silent I said what I wanted to say in my mind. Mom pulled up to a little house on the top of a hill. I stared at the house "You've got to be kidding me" I mumbled. Grandpa came out with Shadow, his service dog. "Jane! It's nice to see you!" He greeted. Miles ran up and hugged him. "Wow, the boys of grown!" (He says that every time we see him.) He hugged us all and called for Anna, the housekeeper. Anna took our suitcases inside and we sat in his living room. "It's great to see you boys again." He said. I nodded. "Well, I trust you will take good care of them." Mom said. She kissed us all and drove away. "Guess she didn't mind dropping us off." I muttered. "You don't always have to have a comment on everything." Connor said bluntly. Anna led us to our room. It had two bunk-beds. Miles called the top bunk and so did Connor. I decided to set up underneath Connor. "No service," Connor said. Miles went down to Grandpa as soon as he was done setting up. "You gotta help too, you know." Connor told me. "Help what?" I asked. "Help Miles, he's going to get homesick. Help him have fun. It can't just be my job, you know." Connor explained.

I decided to go for a walk before dinner, ignoring what Connor had said before. I had gone on walks alone often since Dad disappeared. It was a good time to think. A girl walked past me. "Hey, you're new! I never forget a face." She greeted from across the road. I nodded "Yeah, I'm living with my Grandpa for a bit, why do you care?" She ran across the road and walked beside me. "Who's your Grandpa?" She asked quickly. "Samuel Parker, and once again I ask why do you care." I said in a tight voice. "I just like knowing everyone around me. I'm Skylar, by the way. I live down the street." She paused, expecting me to say something. "I'm Thomas Parker." I said. "What's the deal with your attitude?" She asked, bluntly. "Do you always act grumpy? I've only known you for five minutes and I already get the vibe." I shrugged. "I don't know. I guess I feel like no one understands. My Dad went missing two months ago. No one knows what happened. The police are looking into it but we don't know. I think that's why Mom left us at Grandpa's for the summer. She has to take it in." I have never been that open to Skylar. I never talked to anyone about what happened. "You'd never understand..." I said. "Well, I've been in foster care my whole life. I've been at the Miller's for two years. It's me and five others so I feel I'm the odd one out. I always wondered why I was put into foster care. Sometimes I wish I knew why everything is happening." She explained. I nodded. I never thought that people went through similar things as me. I always thought it was me, all alone. No one understood loss; no one ever understands me.

Grandpa was angry when I came in late for dinner. Connor was too. He mouthed "I thought we were in this together." "It's just one time" I mouthed back.

After an awkwardly silent meal we went off to bed early. Miles was tired, and so was Connor. After I knew everyone was asleep I got up. "Might as well get used to my surroundings." I muttered to myself. I wandered through the living room. Next I went to the kitchen; I grabbed some fruit snacks and kept going. There was a door. I always supposed it was a closet. I opened it and discovered stairs. Being curious, I went downstairs. I flipped the lights on. I stared at the room in awe. Bookshelves, everywhere. It almost seemed every book, every newspaper, was in this room. It probably was the size of his whole bottom floor; it was a basement-like room. I looked and found a shelf labeled "Evidence." I searched the books and newspaper articles. It was all about Dad going missing. Books about similar events, newspaper articles about what happened. Files full of evidence, like a police report. I even saw tapes labeled "News Stories Volume 1." After two hours of snooping in the office, I headed up to bed.

I didn't sleep much. I had dreams about the room. At around eight o'clock I headed to Skylar's house. I knocked on her door and she opened it. "Thomas, what are you doing here this early?" she asked. I pulled her out onto the front porch. "You'd never believe what I saw last night. C'mon! You gotta come see it!" I pulled her to my house. "I'm not so sure about this, Thomas. Does your Grandpa know I'm coming? We've only known each other for one day; don't you think you should ask first?" Skyla protested. I ignored her. I knew Grandpa was still sleeping so I dragged her down the stairs quietly. "You know how you said you wish you knew why everything is happening." I recalled and she nodded. "Well we are going to solve the mystery about why my father went missing."

After pleading with her Skylar finally committed to helping me find out what happened to Dad. We went back and forth to the office for days. Connor was angry with me for not helping him with Miles. I didn't care. All I wanted to know was what happened to Dad.

"Well, Thomas I thought I'd find you here." Grandpa chuckled and Shadow barked as I entered the office. "How did you know I'd be here?" I asked. Grandpa laughed "Oh, Thomas. Just because I'm blind, doesn't mean I'm stupid. Anna tells me things." He motioned for me to sit on a chair. "What type of things does Anna tell you?" I asked. "Well, she cleans here, you know. She noticed the newspapers in the wrong order, I have a system, you know. Once she told me, I knew it was you because you're just like your father. He found out about the office when he was about your age. He's curious, just like you. He had that detective nature." He explained. "Oh, you know about that too." I said. He nodded "I know you want to know what happened to your father. That other girl has been helping you too. Trust me, Thomas; I researched the first three months. I never stopped. I tried so hard but I never came to a conclusion." He admitted. "So Dad wasn't worth it to you! You just gave up? You let that get to you? Don't you want to know what happened to Dad?" I yelled. "You didn't let me finish, Thomas. I realized that with your help I could find out what happened. I know there's an explanation." He explained "Be my partner, Thomas. Your friend can help us too. Let's find out what happened to Vincent."

I didn't think that finding out what happened to Dad would involve Grandpa and a secret office. We spent each spare second down in the office. After Grandpa begged me to let Connor and Miles help us too, it was like we were detectives. Miles even made us say a password whenever we entered the office. Miles enjoyed it most.

We had been at it for months, and school was around the corner. It was on our last Monday together Grandpa took me out for a walk. "We've worked hard on it, Thomas. You've changed a lot, Tom. But we haven't gathered much information. And I know it kills both you and me to say this, but we've got to stop this. Some mysteries have to remain unknown. Your father was a great man and he loved you very much. I don't want you to forget that." Grandpa told me. I stayed silent. It was the words I didn't want to hear. "I want to keep going. I don't want to give up. But I know it's useless. I want Dad to know we tried our best."

It's been a year since my trip to Grandpa's house. We ended up finding Skylar's birth parents and we got her to meet them. Connor kept taking care of Miles like his new Dad. I spoke out to people about my problems. I said what I was thinking. Grandpa passed away five months after the trip. I visit his grave often. Some would say the trip to Grandpa's house was useless, because we never found out what happened to Dad. But to me the trip to Grandpa's house changed me. It focused me for the better. The End.

by: Lauren Onderwater

## ***Up the Down Elevator*** by Grade Two.

When I (Miss Bosch) was in grade 4, a substitute teacher gave us an assignment called Up the Down Elevator. It was one of those assignments that stuck with me as I was growing up. (I still have the book she made.) The grade two class has enjoyed listening to the poems I, as well as some of their uncles and aunts, wrote. They then wrote some of their own. Here is their work.

### **Up the down elevator by Ally**

When the elevator stopped at one  
A baker got on with a burnt bun.  
Up the down elevator.

When the elevator stopped at two  
A kangaroo got on with the flue and a cow got on  
with a moo.  
Up the down elevator.

When the elevator stopped at three  
A bee got on with a tree, a card got on with a  
monkey's tea, and a goat got on with the earth's  
knee  
Up the down elevator.

When the elevator stopped at four  
A dancer got on with a poor door, and a lake got on  
with a shore. A math teacher got on with a tiny store,  
and a star got on with a deBoer.  
Up the down elevator.

When the elevator stopped at five  
A broom got on with a five alive, a pie got on with a  
drive,  
an arm that could dive, a string that was alive, and a  
dinosaur got on with a live.  
Up the down elevator.

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### **Up the down elevator by Kaitlin**

When the elevator stopped at one  
A police got on with a glue gun.  
Up the down elevator.

When the elevator stopped at two  
A kangaroo got on saying "boo hoo" with a junior  
kangaroo saying "Me too!"  
Up the down elevator.

When the elevator stopped at three

A swan got on drinking tea, with some baby swans  
drinking ice tea, and a swallow with a bee.  
Up the down elevator.

When the elevator stopped at four  
A dinosaur got on with a snore, a Deboer with an  
oar, a flea that was poor, and a seal at shore.  
Up the down elevator.

When the elevator stopped at five  
A doctor got on with a hive, a swimmer got on with a  
dive.  
A chicken arrived with a five-alive, a lemon got on  
with a juicy jive,  
And a library go on with a car that didn't drive.  
Up the down elevator.

---

### **Up the down elevator by Alexa**

When the elevator stopped at one  
An elephant came on with a water gun.  
Up the down elevator.

When the elevator stopped at two  
A runner came on with a shoe stuck in glue and a  
baker with a sizzling stew.  
Up the down elevator.

When the elevator stopped at three  
Someone brought in a tree, a baby crying mommy  
and someone saying "ahh a flea"  
Up the down elevator.

When the elevator stopped at four  
Sally opened the door, Hendrik thought it was a  
shore, the Super Hero Thor and Ryan Deboer.  
Up the down elevator.

When the elevator stopped at five  
Alice took a dive, bees came in, I am sure they're  
looking for a hive. Danny yelled out "I'm alive!" I  
yelled out "does anyone know how to drive?" and

someone who was putting this on live.  
Up the down elevator.

---

### **Up the down elevator by Tyler**

When the elevator stopped at one  
A son came on with a bun.  
Up the down elevator.

When the elevator stopped at two  
Mr. Kanis came on with his kangaroo, and they both  
got the flu  
Up the down elevator.

When the elevator stopped at three  
A bee got on landing on a daisy, my mommy who  
sees me, and my daddy had to flee.  
Up the down elevator.

When the elevator stopped at four  
A dinosaur got on with a store, he also got on with a  
boar, and a shore, and a sore.  
Up the down elevator.

When the elevator stopped at five  
A hive got on with five-alive, it was learning to drive,  
as it stayed alive to arrive for a dive.  
Up the down elevator.

---

### **Up the down elevator by Lauren**

When the elevator stopped at one  
A baker got on with a bun.  
Up the down elevator.

When the elevator stopped at two  
Mr. Kanis came on with a kangaroo, and a ghost  
saying wooooo  
Up the down elevator.

When the elevator stopped at three  
A tree got on with a broken knew, my daddy got on  
with a bad flee, and I got on with a chimpanzee.  
Up the down elevator.

When the elevator stopped at four  
I got on and shut the door. My dad got on and started  
to snore. My brother got on and wanted a boar, and  
my sister got on and brought Eeyore.  
Up the down elevator.

When the elevator stopped at five  
A guy got on who was about to dive, a dog got on  
with a bee hive. A girl singing love jive, a hyena who  
was going to drive, and a man drinking five-alive.  
Up the down elevator.

---

### **Up the down elevator by Kendra**

When the elevator stopped at one  
A person came on with a flying reindeer's son.  
Up the down elevator.

When the elevator stopped at two  
A person came on with a flying shoe and a person  
came on with a big zoo.  
Up the down elevator.

When the elevator stopped at three  
A dragon got on with a broken knee, a person with a  
flying key, and a funny monkey.  
Up the down elevator.

When the elevator stopped at four  
A bee came on with another bee named Thor. A  
butcher came on with a flying door, an eagle with a  
wild boar, and an artist with a picture of a dinosaur.  
Up the down elevator.

When the elevator stopped at five  
A person came on learning to drive, and another  
person learning the jive. Someone who had a can of  
five alive, a ballerina learning to dive, and a crocodile  
yelling, "I'm ALIVE!"  
Up the down elevator.

---

### **Up the down elevator by Maria**

When the elevator stopped at one  
A mom came on with a piece of the sun.  
Up the down elevator.

When the elevator stopped at two  
Mr. Kanis got on with one kangaroo, and a cow that  
said moo.  
Up the down elevator.

When the elevator stopped at three  
A four year old got on with a bee, a daddy came on  
with a son that was tiny, and a mommy came on with  
a baby that was tiny.  
Up the down elevator.

When the elevator stopped at four  
A worker came on with a door, a mom with a core, a  
dad came on with a snore, and a dad came on with  
a son that got back from the store.  
Up the down elevator.

When the elevator stopped at five  
A mom came on with a hive, a mom came on with a  
five alive, a dad came on that arrive, a dad came on  
with a dive, and a mom came on with a jive.  
Up the down elevator.

---

### **Up the down elevator by Josh**

When the elevator stopped at one  
A pickle got on with a burnt bun.  
Up the down elevator.

When the elevator stopped at two  
Miss Bosch got on with a crying shoe, and a robber  
with the flu.  
Up the down elevator.

When the elevator stopped at three  
A hot dog got on with a flea, and a fire fighter got on  
with a broken knee, and a fly with a bee.  
Up the down elevator.

When the elevator stopped at four  
A worker got on with a broken door, a vet with a  
dinosaur, a toilet that was poor, and a horse eating  
a core.  
Up the down elevator.

When the elevator stopped at five  
A dead guy got on and he was alive! A teddy bear  
with a hive, a dude about to dive, a guy drinking five  
alive, and a guy doing the jive.  
Up the down elevator.

---

### **Up the down elevator by Hannah**

When the elevator stopped at one  
A bajer had a burnt bun!  
Up the down elevator.

When the elevator stopped at two  
Miss Bosch had a kangaroo, and a cow that went  
moooooooooo.  
Up the down elevator.

When the elevator stopped at three  
A bee landed on a daisy, a baker saw a bee, and a  
bee sees me.  
Up the down elevator.

When the elevator stopped at four  
A dinosaur that was going to a store, a store keeper  
that had a snore, a cow going to the door, and a door  
slammed to the floor.  
Up the down elevator.

When the elevator stopped at five  
A bee got into a hive, an alligator had to drive, a  
person arrived at a hive. A bee went to the store with  
a hive, and a hive had a dive.  
Up the down elevator.

---

### **Up the down elevator by Carson**

When the elevator stopped at one  
A man's son got on with a bun.  
Up the down elevator.

When the elevator stopped at two  
A funky kangaroo got on with a big shout moo, and  
a delighted keeper of a zoo.  
Up the down elevator.

When the elevator stopped at three  
A logging truck came with an extra-large tree, a  
chimpanzee, and his friend a bee.  
Up the down elevator.

When the elevator stopped at four  
A purple and blue dinosaur got on with a roar, an  
actor with a terrible snore, a flying floor, and a door.  
Up the down elevator.

When the elevator stopped at five  
There was a huge bee hive, a swimmer who just took  
a dive, a cracked glass of five-alive, a hippo in a car  
that could drive, and a fireman learning to hand jive.  
Up the down elevator.

---

### **Up the down elevator by Brooklyn**

When the elevator stopped at one  
A teacher got on with her son.  
Up the down elevator.

When the elevator stopped at two  
Two teachers came on with the flu. A bee came on  
with a giant shoe, and a small shoe too.  
Up the down elevator.

When the elevator stopped at three  
A mommy came on with her baby, a daddy came on  
with a bee, and another bee came on with a flea.  
Up the down elevator.

When the elevator stopped at four  
A worker came on with a piece of floor, a dad came  
on with a dinosaur, a worker came on with a door,  
and Thor came on with an oar.  
Up the down elevator.

When the elevator stopped at five  
An angry dad came on with a hive, a child came on  
with a five alive, a dad came on with another five  
alive, a man came on that just learned to jive, and a  
mom came on that just learned to dive.  
Up the down elevator.

---

### **Up the down elevator by Noah**

When the elevator stopped at one  
A monkey with juice who was having fun.  
Up the down elevator.

When the elevator stopped at two  
I saw a crew with a zoo, and I was painting stew.  
Up the down elevator.

When the elevator stopped at three  
A butcher got on with me and a pea, a robber got on  
with a cherry tree, and an elephant got on with a tiny  
bee.  
Up the down elevator.

When the elevator stopped at four  
A koala got on with a bee that was poor, a lawyer got  
on with a broken dinosaur, a fox got on with Eeyore,  
and a teacher got on with a Lego store.  
Up the down elevator.

When the elevator stopped at five  
Eeyore got on with a car he would drive, a peanut  
got on with a board that could dive, a driving five

yelling; "I'm ALIVE!", a water bottle attached to a bee  
hive, and Ryan got on doing the jive.  
Up the down elevator.

---

### **Up the down elevator by Savanna**

When the elevator stopped at one  
A mother came on with a crying son.  
Up the down elevator.

When the elevator stopped at two  
A cow went on saying moo. He had the flu and went  
ach-ooo too!  
Up the down elevator.

When the elevator stopped at three  
A tree came on with a crying knew, a fly that said I  
need flee, and a butterfly with a bright knee.  
Up the down elevator.

When the elevator stopped at four  
A hippo came on with a deBoer, a door that was  
actually poor, a man that could snore, and Aiden with  
a dinosaur.  
Up the down elevator.

When the elevator stopped at five  
A bear came on with a bee hive, and a car that could  
drive, a man doing the jive, the sun drinking five  
alive, and a girl that could not dive.  
Up the down elevator.

---

### **Up the down elevator by Jaxon**

When the elevator stopped at one  
A runner got on with a gooey water gun.  
Up the down elevator.

When the elevator stopped at two  
Two guys got on with the flu, that sneezed ach-ooo.  
Up the down elevator.

When the elevator stopped at three  
A daddy got on with a green bee, a funny pea and a  
broken knee.  
Up the down elevator.

When the elevator stopped at four  
A door got on with a store that also had a floor that  
was poor and a bore.  
Up the down elevator.

When the elevator stopped at five  
Someone got on that could dive, drive, jive, drink five  
alive, and a show that was live.  
Up the down elevator.

---

### **Up the down elevator by Jordyn**

When the elevator stopped at one  
A mom came on with a son  
Up the down elevator.

When the elevator stopped at two  
A kangaroo came on with a blue shoe, and a man  
with a shoe too.  
Up the down elevator.

When the elevator stopped at three  
A man came on with a key, some people came on  
with a d, and a man came on with a tree.  
Up the down elevator.

When the elevator stopped at four  
A man got on with a core, a man came on with a  
roar, a dog cam on with an oar, and a man came on  
with a boar.  
Up the down elevator.

When the elevator stopped at five  
A man got on with a can of five alive, another man  
came on learning to drive, a man came on with a dog  
that's alive, a mom came on doing a dive, and a  
mom came on with a hive.  
Up the down elevator.

---

### **Up the down elevator by Ryan**

When the elevator stopped at one  
A son came on with a bun.  
Up the down elevator.

When the elevator stopped at two  
A shoe came on with a big flue and a cow that went  
moo.  
Up the down elevator.

When the elevator stopped at three  
A tree got on with a bee, who landed on a daisy and  
a tree that got a flea.  
Up the down elevator.

When the elevator stopped at four  
A deBoer that was poor, a dinosaur that was asleep  
on the floor a donkey that was actually Eeyore, and  
Thor, who was sore.  
Up the down elevator.

When the elevator stopped at five  
A hive came on that could drive, someone that could  
jive, a person that could dive, while drinking five  
alive. And a five alive that drank that man who could  
drive.  
Up the down elevator.

---

### **Up the down elevator by Bethany**

When the elevator stopped at one  
A mom got on with a water gun.  
Up the down elevator.

When the elevator stopped at two  
A kangaroo got on that was blue, and a cow with a  
clue.  
Up the down elevator.

When the elevator stopped at three  
A mommy got on with a tiny tee, a daddy was  
drinking tea and a bus driver had a flea.  
Up the down elevator.

When the elevator stopped at four  
A dinosaur was eating a core, a stone that was poor,  
a deBoer that was sore, and a boar was on the floor.  
Up the down elevator.

When the elevator stopped at five  
A hive of bees went for a dive, a five a live went for  
a drive, and a baby did a jive. A man that could  
arrive, and a woman that was alive.  
Up the down elevator.

---

### **Up the down elevator by Eden**

When the elevator stopped at one  
A pirate got on with a broken bun.  
Up the down elevator.

When the elevator stopped at two  
A bird came on with a caring shoe, and a show came on with the flu.  
Up the down elevator.

When the elevator stopped at three  
A goeey daddy came on with a free key, a new bee and a mommy came on with a tiny tree, and a police came on with a broken knee.  
Up the down elevator.

When the elevator stopped at four  
A eer came on with a boar, a conductor came on with a poor dinosaur, a crocodile came on with an oar, and a penguin came on with a poor boar.  
Up the down elevator.

When the elevator stopped at five  
A parrot came on with an alive hive, an elephant came on with a five alive, a fish came on with a high dive, a banana came on with a hive and a frog came on with a diving five alive.  
Up the down elevator.

---

**Up the down elevator by Aiden**

When the elevator stopped at one  
A chef came on with a burnt bun.  
Up the down elevator.

When the elevator stopped at two  
A man came on with a shoe, and a cow that went moo.  
Up the down elevator.

When the elevator stopped at three  
A man came on with a tree, and then they dropped it on me, and I put a pot around the tree.  
Up the down elevator.

When the elevator stopped at four  
A man came on with a door, and a cow came on and put the door on the floor, and the door became no more.  
Up the down elevator.

When the elevator stopped at five  
A guy came on with five alive, a guy who learned how to drive, A tree came on with a bee hive, a

person came on with a board so he could dive, and a hippo came on doing the jive.  
Up the down elevator.

---

**Up the down elevator by Alexis**

When the elevator stopped at one  
A sun came on with a bun.  
Up the down elevator.

When the elevator stopped at two  
A cow came on and said moo, and a cow came to chew.  
Up the down elevator.

When the elevator stopped at three  
A bee saw a tree, I saw my Daddy, and I saw my Mommy.  
Up the down elevator.

When the elevator stopped at four  
Winnie the Pooh came on with Eeyore, a boat came in with an oar, Kaitlin opened the door, and then Kaitlin shot the door.  
Up the down elevator.

When the elevator stopped at five  
A bee just found its hive, a bee flew by to see a car dive. A ballerina just learned how to drive, a bee learned to jive, and a bee shouted; "I'm alive!"  
Up the down elevator.

---

**Up the down elevator by Dylan**

When the elevator stopped at one  
An acrobat got on and had fun.  
Up the down elevator.

When the elevator stopped at two  
A doctor got on with a clue and a conductor got on with the flu.  
Up the down elevator.

When the elevator stopped at three  
A clown got on with a horn that was tiny, a cowboy

that was free and a lamp with a broken library.  
Up the down elevator.

When the elevator stopped at four  
A dentist got on with an apple core, a baby with a dinosaur, a sailor got on with a cracked door, and a hairdresser with Thor.  
Up the down elevator.

When the elevator stopped at five  
A Kangaroo got on with a hive, and a sparrow got on to arrive. A frog got on that just learned how to jive, a grandmother got on with five-alive, and a giant who knew how to drive.  
Up the down elevator.

---

### **Up the down elevator by Jacob**

When the elevator stopped at one  
A lady got on with a water gun.  
Up the down elevator.

When the elevator stopped at two  
A mouse got on saying boo hoo, and a magpie going toddle-loo.  
Up the down elevator.

When the elevator stopped at three  
A donkey got on with a monkey, a monkey kissing a donkey, and some jewelry eating jelly.  
Up the down elevator.

When the elevator stopped at four  
A dinosaur got on with a poor Thor, a man on a tour, an actor on a shore, and Ryan deBoer having a snore.  
Up the down elevator.

When the elevator stopped at five  
A frog came one with a five alive, a five alive saying: "I'm alive!" A bee hive going to arrive late to another hive, a man who just learned how to dive, and a mom who just learned to drive.  
Up the down elevator.

---

### **Up the down elevator by Jeren**

When the elevator stopped at one  
A dad got on with a thumb that was fun.  
Up the down elevator.

When the elevator stopped at two  
A baby got on with a flying kangaroo, and a baker with some crying stew.  
Up the down elevator.

When the elevator stopped at three  
A bee got on with a giant tree, a pickle with an itchy knee, and a farmer with a funny flea.  
Up the down elevator.

When the elevator stopped at four  
A train driver got on with a dinosaur, a dinosaur ignoring a poor door, a store that was kissing the floor, and a house with a poor shore.  
Up the down elevator.

When the elevator stopped at five  
A diver that did a backflip into the hive, a gut that was drinking five alive, a baby drinking five alive trying to arrive, a chicken trying to drive, and a lady that did not know how to dive.  
Up the down elevator.

# CERTIFICATE ORDER FORM

## GROCERY STORES – ALWAYS AVAILABLE

Superstore (5%)	_____	x	\$50.00	=	\$ _____
	_____	x	\$100.00	=	\$ _____
	_____	x	\$250.00	=	\$ _____
Save On Foods (8%) (Pricesmart)	_____	x	\$50.00	=	\$ _____
	_____	x	\$100.00	=	\$ _____
IGA (reloadable)(5%)	_____	x	\$50.00	=	\$ _____
Safeway (8%)	_____	x	\$50.00	=	\$ _____
	_____	x	\$100.00	=	\$ _____

## COFFEE AND TREATS

Tim Horton's (5%)	_____	x	\$10.00	=	\$ _____
	_____	x	\$25.00	=	\$ _____
Starbucks (5%)	_____	x	\$10.00	=	\$ _____
	_____	x	\$25.00	=	\$ _____
Esquires (10%)	_____	x	\$25.00	=	\$ _____

## RESTAURANTS

### Available in \$25's:

- Domino's (10%)
- Olive Garden (7%)
- Earls (7%)
- The Keg (7%)
- Kelsey's Multibrand (3%)  
(Milestone's, Kelsey's, Montanna's, Second Cup)
- Moxie's (10%)
- Red Robin (7%)
- The Boathouse (7%)
- White Spot (7%)
- Boston Pizza (5%)
- Old Spagetti Factory (5%)
- Wendy's (3%) and Subway (5%) also available in \$10

## DEPARTMENT STORES

### Available in \$25 and \$100's

- Sears (2%)
- HBC (3%)  
(The Bay, Zellers, Home Outfitters)

## HOME IMPROVEMENT

### Available in 25's and 100's

- Home Depot (2%)
- Home Hardware (3%)
- Rona (3%)

## SPECIALTY STORES

### Available in 25's

- |                          |                     |                           |
|--------------------------|---------------------|---------------------------|
| Aeroposte (7%)           | American Eagle (5%) | Best Buy (2%)             |
| Canadian Tire (3%)       | Chevron (2%)        | Future Shop (2%)          |
| La Senza (7%)            | M&M Meat Shops (3%) | Mark's Work Wearhouse(7%) |
| Old Navy (7%)            | Payless Shoes (5%)  | Petro Canada (2%)         |
| Shoppers Drug Mart(3%)   | Sport Chek (4%)     | Staples (3%)              |
| Toy's R Us (2%)(or \$10) | Winners (7%)        |                           |

Available in \$20's – Chapters (10%), Roger's Video (7%)

Available in \$50's – Spa Utopia (7%)

Please use this space to write your orders for specific stores (other than grocery/coffee):

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Send your form to the school (marked Credo Aid) or phone Shauna Stam 604-514-9805

**Grade 6  
Presented:**



## **Beauty and the Beast**



**February 2015**



# Isaiah 42:12



Credo Christian Elementary School  
 21919 52 Ave. Langley BC V2Y 2M7  
 Phone: 604-530-1131 Fax:604 530-4268  
 e-mail cces@telus.net  
 web site: www.credoces.org

### Board of Directors

Mr. C. Hoff (2015)	Chairman
Mr. B. Huttema (2017)	Vice Chair/Ed. Com
Mr. W. VanOene (2016)	Secretary
Mr. O. Hansma (2015)	Treasurer
Mr. N. Dykstra (2017)	Development/CCSTA
Mrs. F. Jansen (2016)	CCHS/SpEd
Mr. A. Leyenhorst (2016)	Maintenance/CCSTA
Mr. T. Rook (2017)	IT/Finance

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Mr. I. Scheper	Mrs. W. Sikma
Mrs. L. VanDyke	Mrs. M. VanPopta
Mr. H. Snijder	Mrs. J. Onderwater

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Mr. R. Bisschop	Mr. T. Bontkes
Mr. D. Hofsink	Mr. M. Homan
Mr. B. VanOene	Mr. R. VanSpronsen

### Staff

Mr. H. Snijder	Principal, Music 4-7
Mrs. J. Onderwater	VP, Kindergarten A
Ms. L. Scholtens	Kindergarten B
Mrs. M. MacDougal	Grade 1
Miss A. Bosch	Grade 2
Mr. S. Chase	Grade 3
Miss A. Vanderhoek	Grade 4A
Mr. J. Scholtens	Grade 4B
Mrs. L. VanSpronsen	Grade 5A
Mrs. N. VanRhee	Grade 5A
Mr. M. Hoogerdijk	Grade 5B
Mr. J. Kanis	Grade 6
Miss R. Vanderhorst	Grade 7
Mrs. D. Huttema	SpEd, LA
Mrs. W. Deleeuw	Educational Ass't
Miss K. Mostert	Educational Ass't
Mrs. J. Spoor	Educational Ass't
Miss P. VanDelft	Educational Ass't
Mrs. L. Vanderven	Educational Ass't
Mrs. A. VanSpronsen	Educational Ass't
Mrs. E. Kuntz	Office Administrator

### Credo Aid

Mrs. S. Stam	Mrs. C. Luiten
Mrs. L. Leyenhorst	Mrs. A. VanSpronsen
Mrs. L. Saide	Mrs. J. Sikma

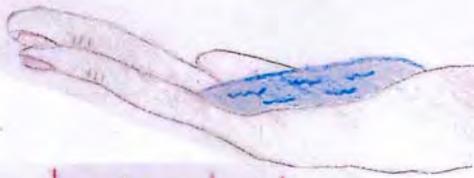
### Fee Structure 2014-2015

Membership	125.00	Kindergarten	285.00
Elem. (1-3)	495.00	Elem (4-7)	515.00
Junior High	660.00	Senior High	710.00

CCSTA office  
 Doug Deboer

778-395-1706  
 email: doug@ccsta.net

Who has measured the waters in the hollow of his hand.....



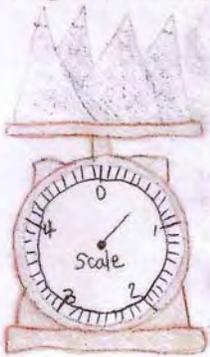
Or with the breadth of his hand marked off the heavens...



who has held the dust of the earth in a basket.....



Or weighed mountains on the scales....



And the hills in a balance.....



GOD!

Lydia