



# HIGHLIGHTS

Dixon Library Learning Commons  
2025/26 September - June

## SEPTEMBER

### Quick Reset

The year started with the library 100% packed up as it was left in June last year - delays with seismic construction meant moving to the portable was on hold for a few weeks.

The space was quickly reset to allow students access to books for a few weeks. No tables were available as they had been put in a seacan.

### Our Mini Library

By September 24, the mini library was all set up in Portable 2. Most nonfiction and many chapter books were in storage. Popular titles, genres, and topics of interest to both teachers and students were retained.

Because of the limited number of books available, students were limited to just two books each.



**Down to 2 books minimum**  
means that students come in  
to get books more often!

## OCTOBER / NOVEMBER / DECEMBER

### Collaborations in Classrooms

All collaborations for this year were done in classrooms owing to the limited space and lack of tables in the portable.

In December, a fine motor skills program began with a group of students from Division 12 and 13 with a focus on scissor skills and printing / pencil skills.

A few example of collabation done this term were:

- Div. 1 - an 8 week Language Arts “back to basics” unit including text features, sentence stucture, editing, paragraph writing etc.
- Div. 2 - Language Arts “Making Connections”
- Div. 12 and 13 - ongoing ADST/math stations which included using ipad tech such as geoboards and tanagrams.



**Many students come in to refresh their books during daily school-wide open booktimes**



**“Silent Zone” popular with students at lunch on Thursdays, reading or catching up with schoolwork etc.**



## JANUARY / FEBRUARY / MARCH

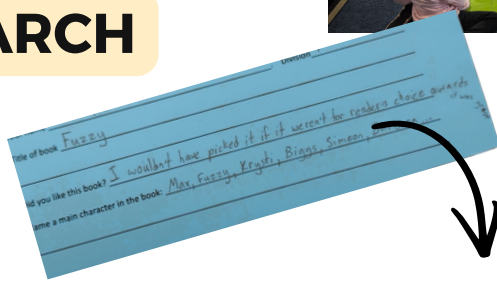
### Getting Kids to Love Reading

Dixon Reader’s Choice Awards introduced ten novels and graphic novels and 5 French and English picture books.

### Collaboration with div. 4

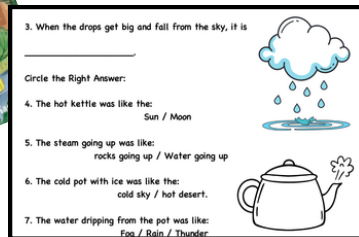
Canada was the theme of a multi-week collaboration with Division 4 and Kelly Selby during February and March. Later, a collaborative Science unit on the water cycle with Ms. Evans was done over a number of weeks and into April. Students were excited to make it rain in the classroom!

Some of the other collaborations this term included light and sound stations with Div. 11, and Division 12, and English Language Art stations with a focus on spelling skills with Div. 9. For Division 5: Math and ADST activities were done in the classroom.



**“I wouldn’t have picked it if it weren’t for Reader’s Choice awards - it was great!”**

*Student comment*

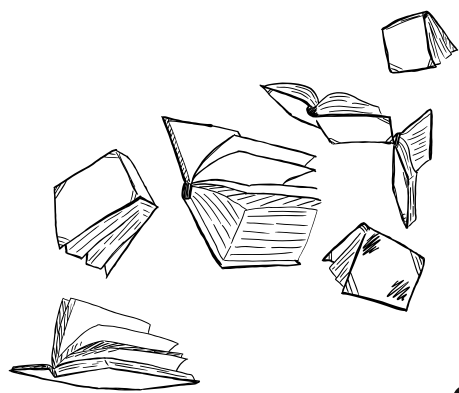


More Collaborations: In April an ADST collaboration was done with Div. 11 in designing and creating robots with recycled materials, and later they learned about coding using the library’s coding mouse kit.

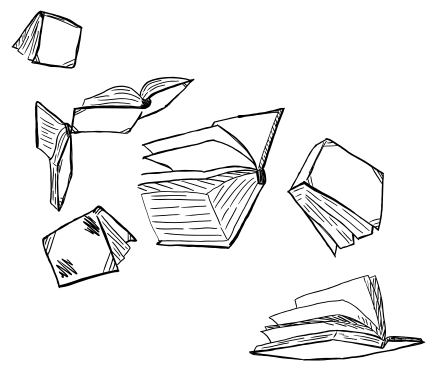
May and June, Division 3 worked on creating characers and learning about the “Story Arc” using Elise Gravel books in a comblined Fine Arts and Language Arts program.

DRC delivered class set of Ukeleles, and our mini library space was used as the ukelele skills learning centre for Divisions 11 and 12, done weekly from the end of April to mid June.

## APRIL / MAY / JUNE



# 2025/26 BY NUMBERS



TOTAL BOOKS  
circulated this year  
in our “mini-library” in the portable  
(with a two book limit)

## 21,310

To put this in perspective,  
this was actually more books circulated than in  
2022/23

Number of books circulated last year: (2024/25)  
a **record 27,842 (up 16% from previous year)**

In 2023/24 circulation was **24,025**  
**(up 17% from previous year)**

In 2022-2023 circulation was **20,519**

What changed to increase circulation since  
2022/23?

Starting in 2023/24 daily open library times were  
made available for students:

- every morning (8:45 - 9:00)
- every afternoon (12:45 - 1:00)
- every day after school (2:45 - 3:00)



### Dixon's Library Program includes:

- Literacy-based storytimes and book talks
- French / English team storytime reading
- Connections to real-life topics through discussions, videos, and nonfiction resources
- Encouragement of reading for pleasure and lifelong reading habits
- Support for both developing readers and strong readers through access to high-interest books and student-requested titles

**Research consistently shows that when students are given choice in their reading and given time to read for pleasure, academic achievement increases.**