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Grade 4 Classroom Newsletter

April 4, 2016

Dear Parents:

 It is hard to believe that it is now term three and there is only a few months left of the school year. I’d like the opportunity to thank all families that participated in parent-teacher conferences last month and as well welcome parents to contact me via email or phone call of you would like to meet about your child’s progress in class or discuss any matters arising. If you want to check what’s going on in the classroom daily, please check out our classroom blog: <http://www.cuming-klassenclassroom.com/> . Some parents have requested links for extra subject matter support or at home practice. I posted some websites on the blog for you to peruse.

 We are anticipating a few more field trips this year. We have a trip planned to the Forestry Farm on Friday May 6th with our grade 8 care partners. This would be an excellent way to further explore our learning inquiry journey. After completing both the science habitats unit and the social studies unit of the geography and life of Saskatchewan landscapes, we can apply what we know already and make inferences about animals at the forestry farm. We can compare what we learned about them in their natural habitat vs what we observe about them in a controlled zoo environment. It will quite exciting to ask more questions and continue on the pursuit of inquiry learning. If you would like to volunteer for this trip please email ne and let me know.

 **Reminders/Calendar of Events for April:**

 **Monday April 4 -**first day back after the break

 **Friday April 15 -**division test

  **Friday April 29 -**no school PD day

  **Friday May 6** -trip to Forestry Farm with care partners (pm)

\*please check dayplanners for any changes in events or any other significant alterations to schedules. Please contact me via email: cumingc@spsd.sk.ca

Thank you,

Ms. Coralee Cuming



Curriculum Themes for April 2016

***Language Arts: Exploring Reading Comprehension Strands***

*-DEAR activities and reading comprehension strand reading log activities*

*-explicit teaching of questioning reading comprehension strand and culminating class activities*

*-biweekly assignments in reading log activities: questioning reading log*

*-weekly journal writing activities*

*-6+1 explicit teaching of word choice and sentence fluency*

*-Inquiry project: asking questions about animals indigenous to Saskatchewan and answering using a variety of sources*

*-using multi-media to share inquiry project*

**Math Division:**

-unit 6 division:Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:

-using personal strategies for dividing with and without concrete materials

-estimating quotients

-explaining the results of dividing by 1

-solving problems involving division of whole numbers (with and without remainders)

-relating division to multiplication

Parent website for support: <http://www.nelson.com/mathfocus/grade4/>

**Science: Sound:**

-*exploring the characteristics and physical properties of sound in the environment and how those sounds are detected by humans and animals*

***-*** *drawing conclusions about the characteristics and physical properties of sound, including pitch and loudness, based on observations through hands on experiments and documenting observations in lab reports*

**Social Studies: Dynamic Relationships: Saskatchewan Geography**

*-creative and artistic projects on Saskatchewan (closure)*

*Power & Authority Unit*

-introduction to municipal, provincial, federal and aboriginal government structures and services

***Health: Healthy Body unit***

*-personal health assessment: hygiene, diet, exercise, and daily routines*

*-identifying own and planning to implement a healthy lifestyle: fitness, getting enough rest, stress management, illness (hygiene) and disease etc*

***Arts Education: Dance***

 *-exploring rhythmic movement, spacial awareness, self expression through body movement*

*-explore the elements of dance: space, dynamics, action, body, relationships*

*-creating a group choreography*

*-Visual arts: the elements of art: space*

***Physical Education: Fitness & Dance***

*- exploring strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness*

*- demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition*