



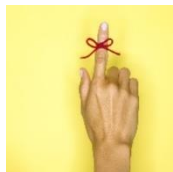
## Grade 4 Classroom Newsletter April 1, 2021

Dear Parents:

It is hard to believe that it is now term three and there are only a few months left of the school year. This school year has been adventurous for all of us! I really enjoyed seeing and meeting with you at conferences last month. Just a reminder that if you want to check what's going on in the classroom daily, browse upcoming units, or need to refer to student text resources, please check out our classroom blog: <http://www.cuming-klassenclassroom.com/>. For those wanting more practice at home, students can log in to their Mathletics account at home, read on our class Epic account, or check additional activities on SeeSaw Student account.

This 2020/2021 school year so far seems to be one for the record books. I think we all have done our best this year in adapt to an ever-changing situation in and out of school. Students and families have done their best to be flexible with all the unexpected challenges this year. Students did a great job in learning online at home and welcoming guest teachers into the classroom.

Just a few reminders about having a water bottle for your child at school. The water fountains are turned off, so we use our class sink to fill our personal water bottles. With spring weather, it is hard to predict if we will experience all three seasons of weather types in each day. It is important to have layers of clothes for cool weather, indoor shoes for inside and gym wear, and maybe even extra clothing (socks) for wet weather. The best way to enjoy free time at recess is to be prepared for whatever Saskatchewan weather throws our way. Our class really look forward to outdoor breaks in the day, they seem to be resilient of inclement weather.



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

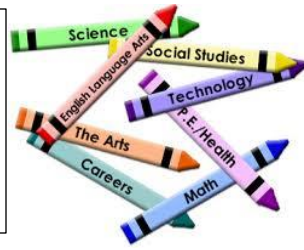
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|---|---|
| <b>April 2<sup>nd</sup> -April 9<sup>th</sup></b> | <b>-Easter break</b>  |
| <b>Monday, April 12<sup>th</sup></b>              | <b>-back to school</b>  |
| <b>Wednesday, April 14<sup>th</sup></b>           | <b>-School spirit day: wear blue for Autism Awareness Day</b> |

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





# Curriculum Themes for April



## **Language Arts: Poetry & Exploring Reading Comprehension Strands**

- DEAR activities and monitoring and clarifying reading comprehension strand reading log activities
- explicit teaching of using "fix up" strategies to aid comprehension: reading context clues, inferring or prediction, re-reading to summarize, asking questions, word knowledge or schema for unknown words, referring back to the text to explain how fix up strategy clarified comprehension
- vocabulary building: dictionary skills, exploring other word forms (plurals, synonyms, antonyms, derivational relationships), chunking or breaking words up into syllables, finding root words or smaller word forms to understand larger words, writing /reflecting on context clues provided by an author
- phonics (**new**): building on diphthongs, diagraphs, plurals, root words and their affixes, derivational suffixes ( when to drop the y and add ies), silent letters, and difficult word families (tion, sion),
- word sorts, letter sorts to build new vocabulary and direct instruction on phonetic rules
- writing: term 2 &3 journal writing: 4 paragraph writing on a reflection topic, support with topic (2 entries for April) sentences, details, organization, and expression of thoughts, feelings and opinions
- writing full sentences answering prompts or a paragraph for Monitoring and Clarifying Reading logs (5-10 entries)
- \*self-assessment & teacher assessment on reading logs (rubric)
- \*self-assessment & teacher assessment on journal (rubric)

## **Math: Multiplication (new)**

- multiplication: locating products using a variety of problem-solving methods and strategies
- multiplying by tens, hundreds and thousands
- double and triple-digit multiplication by one multiplier: traditional "old school" method, expanded form multiplication, and multiplying using arrays
- locating products using mental math, number lines, place value charts, tables and base ten blocks
- estimation and rounding to locate products
- chunking strategies to tens or easier multiplication facts to locate products
- \*assessment: class work/math package, math journal activities, and end of unit exam

## **Science: Habitats Unit (new)**

- hands on experiments with mealworms and meal worm journal: documenting the life cycle and metamorphosis of mealworms, charting data, measuring growth, filling out daily observations of habits, habitat, dietary choices, changes (molting) and preferences to light or dark
- class assignments on habitats, populations, adaptations, niche, food webs and chains and conservation
- \*assessments: daily work completed thoroughly and corrected, scientific process of documenting, outlining and organizing data in mealworm journal, and summative open book test

## **Social Studies: Dynamic Relationships (conclusion)**

- geographical features, political boundaries, and symbols of Saskatchewan
- inquiry on ecozones, natural resources, flora and fauna, and climatic zones of Saskatchewan

-exploring landforms, weather, and topography to discover why people live where they do in Saskatchewan

-exploring First Nations traditional world view of the land and linguistic groups in Saskatchewan

\*assessments: daily work completed thoroughly and corrected, data collection with graphs, tables, charts and inquiry projects, and mapping assignments neatly completed, open book quiz

### **Health:**

#### **Abuse in Relationships, Conflict Resolution and Bullying (on going)**

-looking at conflict and responses, bullying, roleplay and conflict resolution strategies

-the types of bullying, problem solving, and dramatic roleplay/group work

- “I’m the boss of me” decision making and internet safety

### **Arts Education: Drama**

-small group work: reader's theatre scripts in larger groups and use of props

-creating scripts for own reader's theatre in colour cohorts

-filling out drama response journals