

Grade 4 Cuming

Class Newsletter

February 1st, 2016

Dear Parents,

Oh February is such an exciting month for exchanging gratitude for friendship! We will be doing a valentine exchange for those who would like to participate. If your child is choosing to exchange valentines, please make sure that they have one for all of their classmates for inclusion purposes. It makes everyone feel valued and equally respected in the classroom. I will provide a list of students at the end of the newsletter.

Many students have faithfully brought their student planners filled out, signed by a parent, and organize homework every day. Students also get their name put in the weekly dayplanner draw when they bring back a work package or test signed by a parent. The signed work is then filed away into the student’s folder for term 2 reporting and conferencing. Some student’s folders are bursting with work while others don’t have anything in them. I have found packages that have been corrected stuffed into desks, lockers, or in binders. I can assume that parents have not seen or signed the work. Please ask your child to bring these home so you may peruse the content. I usually tell students that parents don’t like surprises on report cards. They usually like confirmation of what they should already know. I will be contacting parents either through email or phone for students who are very behind on work projects. Remember to check the class blog daily for files on assessments, tests and updates on class work: <http://www.cuming-klassenclassroom.com/>

Just a head up for an activity for the Monday after the February break. Grades four and five have been invited to watch a Blades game on Monday, February 22nd . This “Team up for Respect” game, where the Blades are promoting a healthy self-concept and anti-bullying campaign. One theme is team work: how it takes team cooperation and respect to be successful and promoting the value of each person or member as an individual. Our time of departure to watch the Blades play is at 9:45 a.m., so students are expected to have a lunch prepared and a water bottle for the afternoon. We will eat our lunch as a class together in the stands while we watch the game. Please ensure your child has appropriate lunch items that don’t require a microwave. Thanks for your support with this, we will have a great day watching the Blades game.

Students: **Daniyal, Sammira, Trey, Alexandriea, Jasmin, Zigrid, Hannah, Samantha, Shyanne, Elizabeth, Aiden, Prakhar, Manit, Ethan, Meet, Jessica, Jaydin, Lukas, Kylee, Mackenna, Mia, Parthi, Maddyx, Yaseen, and Kunj**

 **Calendar events for February 2015:**

**Monday Feb. 8 -Habitats science test (retest option Feb 11)**

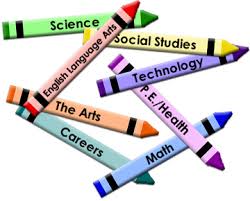
**Friday Feb 12 -class party pm (treats optional)**

**Feb 16-20 -February break, no school for students**

**Monday Feb. 22 -9:45-2:45 grade 4 &5 go to Blades game (Credit Union Centre)**

**Wednesday Feb. 24 -Red Cross wear pink day assembly**

![](data:None;base64,) **Please feel free to contact me:** [**cumingc@spsd.sk.ca**](mailto:cumingc@spsd.sk.ca)

[](http://www.google.ca/url?sa=i&source=images&cd=&cad=rja&docid=i3K934hyv5sARM&tbnid=yYJgm7632WDPzM:&ved=0CAgQjRw&url=http://www.math-360.com/imo_site/product/curriculum-standards/&ei=ebLIUsXCBqer2QWcuoGACw&psig=AFQjCNFvF4Ae-iqtFm7DKroLfvOKUezYxw&ust=1388971001142857)[](https://www.google.ca/imgres?imgurl&imgrefurl=http://www.easingwold.n-yorks.sch.uk/page_viewer.asp?page=Curriculum&pid=3&h=0&w=0&sz=1&tbnid=HpPJsziQOU3X_M&tbnh=201&tbnw=250&zoom=1&docid=vKUor6u0Ec0vcM&ei=8rHIUo_fF8jR2QXU-4DQBg&ved=0CAIQsCUoAA)

Curriculum Themes for February 2016

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

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

*-explicit teaching of main idea/determining importance reading comprehension strand and culminating class activities*

*-biweekly assignments in reading log activities: determining importance reading log*

*-weekly journal writing activities*

*-6+1 writing assignments: narrative/persuasive writing “What if…”*

**Math: Multiplication:**

-**grade 4 multiplication**: *multiplying up to ten by: applying mental mathematics strategies and explaining the results of multiplying by 0 and 1. Using a variety of strategies to locate products: halving and doubling, doubling and adding one more group, relating division to multiplication, skip counting by fives, etc.*

*www.nelson.com ›* [*School*](http://school.nelson.com/) *›* [*Mathematics K-8*](http://school.nelson.com/elementary/mathK8/) *›* [*Math Focus*](http://www.nelson.com/mathfocus/) *› Grade 4*

**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**

*-Identify Saskatchewan on a map of Canada, North America and the world*

*-locating significant landmarks, cities, and water bodies of Saskatchewan on a map*

*-identify the characteristics of the unique geographic regions in Saskatchewan*

***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*