

 Grade 4

 Class Newsletter

 February 1st, 2020

Dear Parents,

 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 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 to organize homework every day. Students also get their name put in the weekly day planner 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. Remember to check the class blog daily for files on assessments, tests and updates on class work: <http://www.cuming-klassenclassroom.com/>

 Although family absences and vacations has been covered in my October newsletter and the school newsletter, I am still receiving many requests for student work packages or students asking me to catch them up on missed work. I will try to send anything I have prepared in advance if possible, but it is still difficult to anticipate what will be missed or re-simulate centers/ group work, and lab experiments. While I do empathize that accumulated class work may be overwhelming for some, I think one resolution would be for a student to have a reliable homework buddy that they can connect with in the after-school hours or weekends. Thank you for your consideration with this.

 **Names for Valentine’s Day:**

**Students: Usman, Zehra, Lyan, Hudson, Lily, Eli, Quinn, Jannah, Komal, Avni, Joshua, Shauna, Shawana, Ava, Olivia, Sloan, Amy, Arden, Eric, Harper, Tobin, Ryan, Tiger, Avery, Rylan, Samuel, Londynn**

 **Calendar events for February 2015:**

 **Friday Feb. 14 -pm Eastview bowling and class party (Valentine’s exchange)**

 **Feb 15-23 -February break, no school for students**

 **Thursday, Feb 27st -addition/subtraction math test**

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If you need to contact me, please email me at cumingc@spsd.sk.ca

Check out the blog at <http://www.cuming-klassenclassroom.com/>

Best regards,

Coralee Cuming



Curriculum Themes for February 2020

**Language Arts:**

-explicit instruction on visualizing reading comprehension strand and visualizing reading logs

-purpose for writing project:

\*pre-writing using graphic organizers, outline of beginning, middle and end of entertain writing prompt

\*rough drafts writing (multiple paragraphs), topic sentences, expanding on details and revising for richer vocabulary word choices

\*writing process: self and peer editing and revising rough drafts for descriptive words choices, semantics, and mechanical errors

\*creating formal writing product on the computer and self-assessment procedures

\*assessments: daily work completed thoroughly and corrected, weekly writing drafts, reading log entries

**Math: Addition and Subtraction**

-subtraction of whole numbers with answers corresponding to reverse operations (addition)

-estimating differences of 3-digit numbers to solve problems using mental math strategies, number lines, tables and base ten blocks

-uses a variety of subtraction strategies: renaming 1000 as 999+1, three- and four-digit subtraction from right to left with regrouping, showing regrouping with base ten blocks and place value charts and mental math by subtracting on number lines

-use a variety of strategies to estimate and calculate differences: renaming, left to right, mental math, counting backwards on number lines and with the use of base ten blocks

-adding and subtracting decimal numbers

**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

-exploring the scientific method, performing experiments and documenting conclusions, observations, and results in lab reports

**Social Studies: Dynamic Relationships**

-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

-speculate how climate and weather impacts the lives of people in Saskatchewan both past and present

-the fur trade, the history, treaties and culture of Metis peoples in Saskatchewan pre-Confederation

**Health: Wellness**

-what is stress and management techniques

-components of wellness and expressing artistically

- balance of 4 domains of wellness: spiritual, physical, mental, and emotional

**Art Education: Elements of Dance**

-small group work: developing themes, routines and movement collaboratively using the elements of dance for expressing themes (shape, dynamics, form, space, pathways/ locomotor)

-participation: performing routines for others and being a respectful audience member

-participation in daily Just Dance body breaks