

Grade 4 Cuming-Klassen

Class Newsletter

January 4, 2016

Dear Parents,

 Happy New Year! I hope you enjoyed the winter break and benefited from quality family time. Thank you for the class treats, gifts and warm wishes for the season. I hope that the students are well rested and ready to get back into the working routine.

 One of my New Year’s resolution is to increase student and home communication with the use of our class communication books. Students are given time daily to write items (homework, reminders, and events) in their student planner. Students are asked to write down all items applicable to them and even if they are done assignments they put a check mark beside the item. If students still aren’t getting homework done I will email or call you to let you know. The class agreed that an incentive of weekly draws would help in building more consistency for the use of the planners for students who are consistently losing, forgetting, or choosing not to use their student planners. Each day that a student has written in their planner and had a parent initial, they then can enter their name for a draw. At the end of the week, students can pick from an assortment of small prizes for their accomplishment of the week. Please inquire daily with your child about seeing and signing the dayplanner. This helps to increase daily communication, good routine and structure for the students, and to help students achieve personal accountability for their own school participation. Please feel free to check and bookmark the classroom blog: http://www.cuming-klassenclassroom.com/

 January is a good time for setting goals, both personal and academic, for 2016. We will be completing units in Social Studies, Science, and Health. We will continue with building on language arts themes of the reading comprehension strands. Students will be reading for 30 minutes each day and practicing the reading strategies in a reflective reading log each day. Students will still be writing one personal reflective journal entry per week. We are also continuing on building problem solving strategies addition and subtraction (grade 4) for January. If you feel you need more support at home to access practice there is an online website for parents that has been very useful in the past: *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*

  **Calendar events for January 2015:**

 **Monday January 4 -school resumes**

 **Friday January 29 -Addition/Subtraction test**

 

 Curriculum Themes for January

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

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

*-explicit teaching of determining importance reading comprehension strands and culminating class activities*

*-finishing connecting reading strand and introduction to determining importance (exploring main idea)*

*-weekly journal writing activities weekly*

*-complete “what if…” shape stories*

**Math:**

**Addition & Subtraction (Grade 4)**

*-demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions of 3 and 4-digit numerals*

*-using strategies for adding and subtracting numbers: estimating sums and differences, using base ten blocks visuals, regrouping, and solving problems*

**Science: Habitats**

***-****looking at food chains, niches, homes, adaptations and behaviours*

*-analyze the structures and behaviours of plants and animals that enable them to exist in various habitats*

**Social Studies: Dynamic Relationships**

*-(grade 4)-completing unit on Treaties*

*-identify the characteristics of the unique geographic regions in Saskatchewan (significant water bodies, landscapes, landmarks and settlements).*

***Health: Healthy Body & Understanding, Skills, and Confidences***

*-completing nutrition and fitness to build/maintain a healthy body*

*-unit on peer relationships and bullying*

*-assessment the role of personal standards in decision making related to self-regulation and making positive choices*

*-* *assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).*

***Physical Education:***

*-completing accompaniment with hand and foot equipment*

*-fitness: building strength endurance and cardiovascular*

**Please feel free to contact me with any questions, concerns, or if you want to set up some meeting time:** **cumingc@spsd.sk.ca**