

Grade 4

Class Newsletter

January 6th , 2020

Dear Parents,

Happy New Year! We hope you enjoyed the winter break and benefited from quality family time. We hope that the students are well rested and ready to get back into the working routine.

One of our 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 even if they are done assignments, they put a check mark beside the item. The incentive of weekly draws helps 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/> which will have agenda items posted each day.

January is a good time for setting goals, both personal and academic, for 2020. We started new units in Social Studies, Science and Health in December. Our new math unit is addition and subtraction. The first week of January we will be doing cumulative review tests on the math concepts already covered this year: patterns, time, and place value. This test is to see what students retain from previous units. This exam will not be posted for studying.

We can anticipate frigid cold temperatures for January and February. We will strive to get outside and experience fresh air when the weather permits. Please make sure that your child is prepared for outdoor activity by wearing winter gear (toques, mittens, boots, ski pants, warm jackets, possibly layers of sweaters, and scarves). When the temperature is below 27 degrees we usually have indoor recesses and lunch. It is great to see many students bring their favourite activities from home to entertain themselves, but they also need to keep in mind that items can get lost, stolen or broken.



**Calendar events for January 2020:**

**Monday January 6 -school resumes**

**Tuesday January 7th -place value retest**

**Monday, January 13th -Subway hot lunch**

**Tuesday, January 21st -Bagel hot lunch**

**Monday, January 27th -PD day, no school for students**

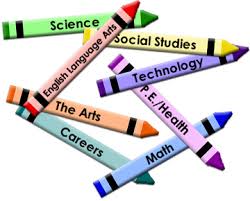
If you need to contact me, please email me at [**cumingc@spsd.sk.ca**](mailto:cumingc@spsd.sk.ca)

**Check out the blog at** [**http://www.cuming-klassenclassroom.com/**](http://www.cuming-klassenclassroom.com/)

**Best regards,**

**Coralee Cuming**



[](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 January

|  |  |
| --- | --- |
| **Language Arts:**  -using context clues, chunking, re-reading, and using monitoring and clarifying comprehension strategy  -developing vocabulary: explicit instruction and activities; word sorts, letters sorts (inflected ending, root words, suffixes, etc)  -reading logs: monitoring and clarifying instruction, activities and reading logs  -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 richer words choices, semantics, and mechanical errors  -creating formal writing product and self-assessment procedures  \*assessments: daily work completed thoroughly and corrected, weekly writing drafts, reading log entries  **Math: Addition and Subtraction**  -addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals)  -estimating sums of 3-digit numbers to solve problems using mental math strategies, number lines, tables and base ten blocks  -estimate sums in a variety of ways, rounding then adding sums to show validity of sums  -uses a variety of addition strategies: right to left addition, left to right addition, and with the use of pictographs or 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  **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  -the fur trade, the history and culture of Metis peoples in Saskatchewan and Canada pre-Confederation  **Health: Wellness**  -what is stress and management techniques  -wellness wheel, medicine wheel, and 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 |  |