

Cuming-Phillip’s grade 3 Class Newsletter

June 1. 2018

 Dear Parents:

 It is hard to believe that there are only weeks left of school. There are many school trips, celebrations, and events to come in June. Many packages of student work will be coming home for parents to peruse, discuss, and sign as we finish units of study in all areas. Please remember to send packages back to school signed to verify that you have looked through the content. The rationale behind this is to make sure that parents can see what content their child is working on, observe whether assignments are completed, and provide further support for learning needs or give praise to a job well done.

 We would like to give big congratulations to all the students. After looking at their term three work, there has been remarkable growth academically since term one. Students have worked hard, and each should be proud of all the progress of them has made this year. We wanted to thank all of you, parents and guardians, for all the support you have given at home. It is a shared accomplishment for both child and parent for all the learning that has taken place in the classroom this year. Good job and thank you!!!

 Please check the class blog each day for changes, updates, and news. June is a super busy month in the school as we prepare to bring closure to units and celebrate many school wide events. The class blog link is: <http://www.cuming-klassenclassroom.com/>



 **Reminders/Calendar of Events for June:**

 **Friday, June 1 -**all library books due

 **Friday, June 15**  -outdoor playday (pm)

 **June 18-22** -Aboriginal week celebrations

 **Wednesday, June 27 -**all school swim at Mayfair Pool (pm)

  -last day of school/progress reports

 (school supply list for fall)

\*please check dayplanners or the classroom blog for any changes in events or any other significant alterations to schedules. Please contact us via email: cumingc@spsd.sk.ca and phillipsl@spsd.sk.ca

Thank you, Ms. Cuming & Ms. Phillips

 

Curricular Themes for June

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

 *-weekly spelling activities exploring word families and spelling tests*

*-introduction to poetry and literary devices (personification, hyperbole, irony, and alliteration)*

*- reading and writing poetry (Haiku, acrostic, rhyming couplets)*

*-checking personal goals and self-assessment*

*-sharing and presenting poetry*

**Math: *Triple digit addition and subtraction with regrouping***

-adding whole numbers with answers to 1000 and their corresponding subtractions (limited to 1, 2, and 3-digit numerals)

-explaining sums and differences of three-digit numbers using pictographs, models, base ten blocks

-show regrouping for addition and subtraction and the steps for the understanding of place value

-estimating using personal strategies for adding and subtracting

\*time permitting: calendar and time concepts

**Social Studies: Power & Authority**

-identify examples of decision-making structures where leadership is: inherited, elected and communal

-give examples of ways in which groups and communities make decisions and compare our local communities with other communities across the world

-construct an inventory of positive leadership in school groups and communities

-identify the many formal and informal types of leadership

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| **Science: Exploring Soils**-hands on experiments and observations of Investigating the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment-collect data using tables and bar graphs, to show the amount of water by different types of soil-sort and classify soil samples according to one or more physical characteristics such as texture, water absorption ability, particle size and colour-making predictions about the capability of different types of soil to absorb water and test predictions and collect data to support conclusions**Health: Understanding of Skills and Confidences**Safety: how to stay safe at home and school-bike safety, fire safety, and avoiding dangerous chemicals such as smoke and dangerous materials |
| **Arts Education: Visual Arts (ongoing)***-form, texture & value: exploring how value can create depth and form to create images* *- perspective drawing and creating images using a variety of mediums to explore form, pattern, texture and value* |  |
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