

Grade 4 Classroom newsletter

March 1, 2020

Dear Parents:

It is getting close to progress report time again, please expect to see your child’s progress report on Monday, March 23rd . Make sure you pay attention to announcements or school newsletters so you can sign up for 2nd term conferences. The conferences are Thursday evening March 26th from 3:30-7:45 pm and the am conferences are March 27th from 8:30-11:45 am. The Thursday evenings do fill quite quickly, and I understand some families have many conferences to align. I will post on the blog and student day planners when the PTI portal is open for conferences.

Our class will be joining the other grade 4 classes for the puppet show presentation on “I’m the Boss of Me”. This puppet show is geared toward grade 4 on delicately introducing the sensitive issue of inappropriate touches and empowering children to know their rights. This program fits in well with our abuse Health unit.

As we head into term three, I was hoping to introduce some new routines. In April, I will be requesting that students bring a change of clothes and deodorant for gym. This is an expectation for grade five. The rationale is to practice good hygiene habits when participating in rigorous activity. It also helps with peer social relationships to avoid awkward conversations because the classroom can be quite “fragrant” after a PE class. Last year I had the grade 4/5 split and both grades changed for PE at the beginning of the year, and it went relatively well. If this change causes some apprehension or anxiety for your child, please let me know and we can talk privately and discreetly.

Remember to check the class blog daily for files on assessments, tests and updates on class work: <http://www.cuming-klassenclassroom.com/>

        **Calendar events for March 2019**

Monday, March 2nd -Saskatoon Symphony Orchestra assembly 9:30

Tuesday, March 3rd -trip to Waneskewin am, DQ hot lunch

Monday, March 9th -PD day no school for students

Tuesday, March 17th -“I’m The Boss Of Me” puppet show (pm)

Monday, March 23rd -report cards go home

Thursday, March 26th - evening conferences 3:30-7:45 pm

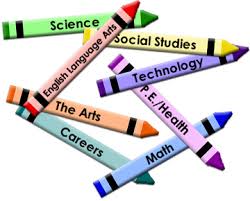
Friday, March 27th -am conferences 8:30-11:45 am

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

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)

March Curricular Outcomes

2020

**Language Arts:**

-explicit instruction on the visualizing reading comprehension strand (daily classroom activities on developing stronger vocabulary to describe the senses: tactile/touch/emotion, taste, visual, auditory and smell) and visualizing reading logs (5 done independently)

-visualizing writing project: author Joanne Ryder writing style

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

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

\*writing project: using Joanne Ryder writing style for visualization and sensory descriptors

\*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 with Decimals (conclusion)**

-decimal place value: adding and subtracting money amounts, rounding and locating sums and differences with decimals

-center activities, games and menu activities

**Multiplication**

-locating products using a variety of problem-solving strategies

-modeling multiplying two 2-digit factors using an array, base ten blocks, or an area model

-recording the process symbolically and describe the connections between the models and the symbolic recording.

-illustrating, concretely, pictorially, and symbolically, the distributive property using expanded notation and partial products

**Science: Sound (conclusion)**

-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

**Light:**

-investigating the characteristics and physical properties of natural and artificial sources of light in the environment

-analyze how light interacts with different objects to create phenomena such as shadows, reflection, refraction, and dispersion

**Social Studies: Interactions and Interdependence of Nations**

-the study of how Saskatchewan’s First Nations and Metis use the land traditionally to meet needs

-the Fur Trade, the history of Treaties and culture of Metis peoples in Saskatchewan pre-Confederation

-early history of the Metis: transportation, clothing, lifestyle, habits, and values

-the North West Resistance: Battle of Batoche, participants, and push/pull factors

**Health: Decision Making**

**Abuse in Relationships, Conflict Resolution and Bullying**

-looking at forms of abuse, the difference between conflict and bullying, roleplay and conflict resolution strategies

-the types of bullying, roles of participants, problem solving, and dramatic roleplay/group work

-“I’m the Boss of Me” activities, puppet show and decision making processes

**Art Education: Elements of Dance (ongoing)**

-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

-group choreography

-daily participation in Just Dance body breaks