



# Grade 4/5 Class Newsletter March 1<sup>st</sup>, 2022

Dear Parents:

It is getting close to 3-way conference time again. The conferences are Thursday evening March 24<sup>th</sup> from 3:30-8:00 pm and the am conferences are March 25<sup>th</sup> from 8:30-12 noon. The Thursday evenings do fill quite quickly, and I understand some families have many conferences to align. Conferences are open for booking on Wednesday, March 2<sup>nd</sup>. After seeing term 1 report cards, students were able to celebrate and confirm their strengths and skill sets, reflect on what things they may work on going forward and make new goals for term 2. Conferences will be a great time to connect, reflect, and celebrate.

Students have shown this year their resilience and perseverance with changes in protocols in the schools concerning Covid-19. With the restrictions and mandates being lifted in March, this brings a cornucopia of different feelings, comfort levels, and new challenges for individual students. I will be re-structuring our class seating and cohorts to accommodate term 2 instruction. While there is much excitement and requests pouring in about seating and groupings, final seating arrangements considerations will be focused on that some curricula content will have to be taught separately as we transition to the last term of school. In term one, many units of study for both grade 4 and 5 curriculum could be combined and taught together nicely. Our classroom routines, trips, and some instruction areas will continue to be combined (Math, Language Arts-Writing, Dance, Science and Gym); others, such as, Health, Reading/Science and Social Studies units will be studied separately to prepare both the grade 4's and 5's for their next grade.

Our class will be joining the Mrs. Granberg's grade 4 class for the puppet show presentation on "I'm the Boss of Me". This puppet show is geared toward grades 3-5 on delicately introducing the sensitive issue of inappropriate touches and empowering children to know their rights. This program fits in well with our health unit. The grade 5's has experienced the show last year as well. After our abuse unit is over, the grade 4's will be focusing on safety for their curriculum (fire, bike, internet etc) and our grade 5's will be preparing for the introduction to the Puberty unit.

Thank-you for checking the Edsby periodically to see your child's gradebook. Although this is a new program, I have really embraced the communication with parents digitally. Learning new technology and communicating data is exciting to me and it is nice to have another tool of consistent communication. I will still encourage students to bring physical work home to be perused and signed by a parent: work packages, tests, and projects. Sometimes student's work can end up recycled, lost in a backpack, or found accumulated at the bottom of a locker. I will still use the SEESAW platform to take snap shots of anchor charts, photos of class activities, or as daily updates of what work was missed when students are absent. Whole units, templates, assessments, and outlines of curricula content will be updated on the Google Classroom and the classroom website. Remember to check the class blog daily for agenda items, files on assessments, tests and updates on class work: <http://www.cuming-klassenclassroom.com/>

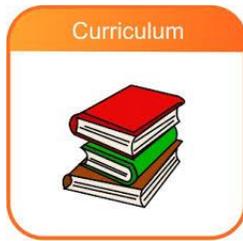


## Calendar events for March 2022:

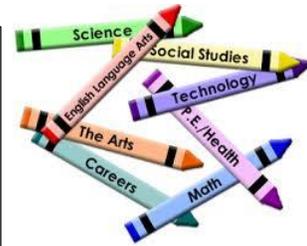
<b>Monday, March 7th</b>	<b>-PD day, no school for students</b>
<b>Wednesday, March 16<sup>th</sup></b>	<b>-9:00 am "I'm The Boss of Me" puppet show (virtual)</b>
<b>Thursday, March 24<sup>th</sup></b>	<b>-evening (3:30-8 pm) 3Way Conferences (virtual)</b>
<b>Friday, March 25<sup>th</sup></b>	<b>-am (8:30-12 noon) 3 Way Conferences-No School</b>

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/>  
Best regards,  
Coralee Cuming





# Curriculum Themes for March



## **Language Arts: Reading Comprehension Strategies and Forms of Writing**

Reading: explicit instruction on the reading comprehension strands: Monitoring & Clarifying, Visualizing, Connections, Determining Importance (main idea), Inferences, Synthesizing and Questioning

-reading log assignments: student packages and reading materials organized:

grade 4: Light and grade 5: Simple Machines and Forces

-comprehension strands for March:

Monitoring and clarifying:

-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, etc)

-reading logs: monitoring and clarifying instruction, activities and reading log vocabulary (gr. 4 Light & Gr 5 Simple Machines)

Visualizing comprehension strand: explicit instruction, class activities and Visualizing reading log entries

Writing: Personal Letter Writing and Narrative Writing

-the rough drafting process: writing multiple drafts focusing on proper paragraph conventions: topic sentences, expanding on details, a summarizing closing sentence and revising for richer vocabulary word choices using a thesaurus

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

-creating draft writing on letter writing and narrative writing (legend) and self-assessment procedures

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

## **Math: Addition & 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 and differences in a variety of ways, rounding then adding sums to show validity of sums or calculating differences

-using a variety of addition strategies: right to left addition, left to right addition, and with the use of pictographs or number lines

-using a variety of strategies to calculate differences: renaming, subtracting right to left with regrouping, modelling differences

-calculating money values and decimal place value for locating sums and differences

-Bell work: 2D Geometry, Volume & Capacity, 3D Geometry and perimeter

-weekly Mathletics assignments

## **Science: Properties & Changes of Materials:**

-exploring the characteristics and physical properties of matter: liquids, gases, solids

-investigating reversible and non-reversible changes, altering physical and chemical states of matter and how they may alter materials

- drawing conclusions about the characteristics and physical properties of matter and substances, based on observations through hands on experiments and documenting observations in lab reports

## **Social Studies: Interactions & Interdependence Units**

### **Grade 4: First Nations and Métis peoples of Saskatchewan**

-create biographic profiles of a selection of Saskatchewan First Nations and Métis leaders in the time prior to Saskatchewan joining Confederation (e.g., Poundmaker, Big Bear, Riel, Dumont, Almighty Voice).

-research the Métis struggle for land, and the displacement of Métis people in the late 19th century and the battles of this time

-compare the traditional views, culture, and history of land disputes of the Métis people of Saskatchewan

-assess the impact of historic loss of land on the First Nations and Métis peoples of Saskatchewan

### **Grade 5: Canadian Explorers, The Fur Trade and Confederation**

-pre-contact interactions between First Nations and European Explorers

- investigate the significant events, European explorers, settlement, treaties, Confederation, wars and battles in North America that lead to the push/pull factors in integration and building of Canada
  - assessing the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade, Confederation, the Battle of Batoche, The North West Resistance, and treaties on the First Nations and the Métis in early Canada
  - assessing the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade on the First Nations and the Métis in early Canada
- \*assessments: class activities, inquiry projects, mapping assignments and summative open book test**

### **Health: Abuse in Relationships (new)**

- types of abuse: physical, mental, digital, neglect and sexual (I Am The Boss of Me)
  - looking at conflict and responses, bullying, roleplay, and conflict resolution strategies
  - exploring peer dynamics, conflicts, and problem-solving methods for conflict resolution/peer mediation
  - defining the difference between "conflict" , "abuse" and "bullying"
- \*assessments: daily assignments, group work, and creative projects**

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

- exploring rhythmic movement, spacial awareness, self-expression, creative sequences, repetition of movement, and using all parts of the body for creative communication of ideas and themes
- explore the elements of dance: space, dynamics, action, body, relationships
- exploring the five elements of dance with a partner and in small groups: actions, dynamics, relationships, space, and locomotor movement of parts or whole body
- communicating themes using choreography cards on a variety of topics: seasonal, lifestyle, science etc: creating and recording a legend and key in A B forms using a motif journal
- performing group choreographies and respectfully viewing peer performances
- participation, attitude, group collaboration skills and effort
- creating a group choreography: creating own theme with a group, selecting dance sequences, recording dance steps using AB format, selecting music to support theme and perform
- participation in Just Dance daily body breaks