Grade 4 Cuming

Class Newsletter

March 1st, 2016



Dear Parents:

It is getting close to report card time again, please expect to see your child’s progress report on Friday March 11. Three way conferences are scheduled on the evening of Thursday, March 17th and Friday morning on March 18th. To access the Parent-Teacher Interview schedule you will need to logon to the Lawson Heights parent portal. Families are assigned a password at the beginning of the year. If you have some problems trouble shooting you can contact our administrative assistant, Mrs. Drever or our school administration Mrs. Piro. I do not have access to my own PTI scheduler so I apologize for not being able to assist you with this.

Term three is a great time to check our class goals. One goal is to have students be more self-sufficient in organizing themselves: sorting paper in appropriate subject duotangs or binder, keeping work area clean, and bringing work home to be completed or signed by a parent. The rationale for this is to have students transition to senior grade level expectations, which requires more independence from parents and teachers.

I have found that many students are out of school supplies (pencils, high lighters etc) and are needing to borrow from my reserve stash. Whether the reason may be that others are borrowing their supplies or because supplies left on the floor are swept off by the caretaker, please check with your child to see where their supplies are at.

Another concern is that students are losing handouts or class assignments. I have let them know that I will not make another photocopy for them (I write the student name on the handout and put on the student’s desk when there is an absence) so their options are to write it on loose-leaf or bring money to purchase a copy from the office. This is to assist students in being more responsible for all of their classwork. If you have any questions or concerns with this, please let me know.

As a class we are exploring dance themes in arts education and gym. Students will be working collaboratively with classmates to create a choreography routine at the end of the dance unit. I will give the students the opportunity to perform their routine for the school at an assembly (totally optional). I will send an email out or post on the blog when we would do this.

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 2016:**

**Monday March 4 -PD no school for students**

**Friday March 11 -Book orders due, hot lunch & Report cards go home**

**Monday March 14 -Unit 6 math test**

**Thursday March 17 - Math re-test option & 3 way conferences pm (3:30-7:45)**

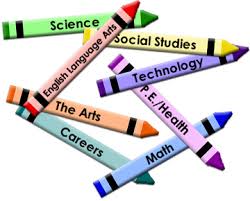
**Friday March 18 -no school: parent conferences 9-11:45 am**

**Friday March 25 -Good Friday no school**

 **March 28-April 1 -Easter break no school for kids**

**Monday April 4 -students back from break!!!**

**Please note that I had a name change from Cuming-Klassen to Cuming so you will need to refresh my email address as:** [**cumingc@spsd.sk.ca**](mailto:cumingc@spsd.sk.ca)

[](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 March 2016

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

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

*-explicit teaching of main idea/determining importance reading comprehension strand and culminating class activities*

*-biweekly assignments in reading log activities: determining importance reading log*

*-weekly journal writing activities*

*-6+1 explicit teaching of word choice and sentence fluency*

*-6+1 writing assignments: narrative/persuasive writing “What if…”*

**Math: Multiplication:**

-**grade 4 multiplication**: *multiplying up to ten by: applying mental mathematics strategies and explaining the results of multiplying by 0 and 1. Using a variety of strategies to locate products: halving and doubling, doubling and adding one more group, relating division to multiplication, skip counting by fives, etc.*

*-using reverse operation: division*

*-strategies for locating multiples, factors, and groupings by using simple division strategies*

*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*

**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*

**Social Studies: Dynamic Relationships: Saskatchewan Geography**

*-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*

***Health: Healthy Body unit***

*-personal health assessment: hygiene, diet, exercise, and daily routines*

*-identifying own and planning to implement a healthy lifestyle: fitness, getting enough rest, stress management, illness (hygiene) and disease etc*

***Arts Education: Dance***

*-exploring rhythmic movement, spacial awareness, self expression through body movement*

*-explore the elements of dance: space, dynamics, action, body, relationships*

*-creating a group choreography*

*-Visual arts: the elements of art: space*

***Physical Education: Fitness & Dance***

*- exploring strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness*

*- Demonstrate an understanding of the body systems (circulatory, respiratory, and muscular) that are directly related to, and affected by, the development of the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition*