

Cuming’s Grade 4 Class Newsletter

May 2, 2016

Dear parents,

It amazes just how fast the time is flying now that it is spring. Pretty soon we’ll be bidding adieu to the school year. Because May and June are typically great weather months, many school events can take place outdoors. With this in mind, it is important for students to still have proper footwear for both indoor and outdoor activities. As sandals and flip flop season approaches, it is still good to make sure your child is prepared to have indoor runners for gym. These conversations have been discussed as a class but it helps if parents can remind their children about this as well.

The grade 4 students are very excited to go to the Forestry Farm on Friday May 6 with our grade 8 care partners. We will be asking inquiry questions about the Saskatchewan indigenous animals we researched in class and compare to what they are like in captivity. Parents are invited to come with us as well. We value family participation in sharing our learning experiences and would be thrilled if you can come.

With field trip season coming close I just need to remind you if you want to attend, a 2015-2016 current criminal record check is required. I apologize if this causes any inconvenience, but I know all my parents appreciate the safety protocols that are in place for their children. If you are unfamiliar with this process, you would come to the main office and fill out the police record check forms, show identification, and the school will prepare a template for you to take down the police department and the school will cover the cost for the criminal record check.

Thank you for checking out the classroom blog to keep current on class events, homework, and trips. Although students are still responsible for using their student planners it is helpful to have an extra resource to go for communication.

I have feel very fortunate to have such supportive parents that care about what their children are doing in school. I value my relationships with both my students and families. I am very accommodating for meeting with parents about concerns, updates, and celebrations. Please contact me via email or leave a message on my messenger if you want to schedule a time to meet. I am available most days before and after school (until 5 usually) for meetings. I would please ask parents not to come during instructional time because it is disruptive to the learning taking place in the classroom.

 Important Calendar Dates for May & June:

Thursday May 5 -12:40 Jump rope kick off assembly

Friday May 6 -Forestry Farm trip in afternoon with care partners

-school musical 9:30 & 1:30 dress rehearsal

Thursday May 19 -unit 9 multiplication test

Friday May 20 -no school PD day

Monday May 23 -Victoria Day holiday

Thursday May 26 -Track & Field Day (grades 5-8)

Friday, June 3 -science test

Monday June 20 -tentative school swim at Riversdale

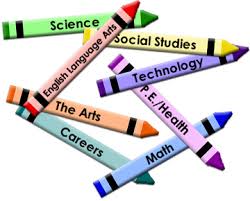
Wednesday, June 29 -last day for students

\* any additional trips will be posted on the blog

If you need to contact me my email address is [cuming-klassenc@spsd.sk.ca](mailto:cuming-klassenc@spsd.sk.ca) or check out the class blog <http://www.cuming-klassenclassroom.com/>

Thank you,

Coralee Cuming-Klassen

[](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 May 2015

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

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

-explicit teaching of the questioning and synthesizing reading comprehension strands and culminating class activities

-weekly journal writing activities weekly

-6+1 writing assignments: revising, editing and mechanics

-cause & effect stories: What if…

-peer editing and peer assessment

**Math: Multiplication Unit 9**

-demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) by: using personal strategies for multiplication, with and without concrete materials, using arrays to represent multiplication, connecting concrete representations to symbolic representations and estimating products

-apply halving and doubling strategies to determine a product involving at least one two-digit factor, applying and explaining the use of the distributive property to determine a product involving multiplying factors that are close to multiples of 10,

- modelling multiplying two 2-digit factors using an array, base ten blocks, or an area model, record the process symbolically, describing the connections between the models

- the symbolic recording and illustrating, concretely, pictorially, and symbolically, the distributive property using expanded notation and partial products (e.g., 36 x 42 = (30 +6) x (40+2) = 30 x 40 + 6 x 40 +30 x 2 + 6 x 2).

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**Science: Sound**

-identify and classify, using student-developed criteria, examples of natural and artificial sounds in their environments (e.g., classroom, school, home, playground, and community).

-relate natural and artificial sources of sounds in their environment to the ways in which those sounds are produced.

-differentiate among the types of sounds produced by various stringed, woodwind, brass, and percussion instruments

-pose inquiry questions about the characteristics of sound (e.g., Why some are sounds louder than others? Why do sounds sound different? Why are some locations noisier than other locations?).

-recognize and demonstrate that sound energy originates from vibrating objects (e.g., larynx, tuning fork, radio speaker, and musical instruments).

-compare how sound vibrations travel differently through solids, liquids, and gases such as air through lab experiments and testing inquiry questions

**Social Studies: Social Studies: Power & Authority**

-explaining what rules and laws are

**-**connecting rules and responsibilities

-exploring the roles and duties of each type of governments: municipal, Band & aboriginal government, provincial government, and federal government

-describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions which affect their province, and explain why it is important to be an active participant in the democratic process

-learn about processes: vote in provincial elections; belong to a political party; run for member of the provincial or First Nations legislative assembly; communicate with the member of the legislative assembly about issues of concern

-discuss and represent the structure of the provincial decision-making process in Saskatchewan naming the sitting premier, the leader of the opposition, and the local member of the legislative assembly

***Health: Safety***

-exploring road, bike, fire and internet safety

-making decisions about safety

**Physical Education: ongoing**

*-fitness activities: strength/endurance and cardiovascular activity*

*-track and field*

*-circuit center activities*

*-educational games*

***Arts Education and Physical 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 and performing for classmates*