



Grade 4 Class Newsletter

May 1, 2021

Dear parents,

It amazes just how fast the time is flying now that it is spring. Pretty soon we will 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 (and have a change for clothes if wearing skirts or dresses). Having hats and sunscreen close at hand, also helps us prepare for more comfortable outdoor learning as the UV index increases with warm weather.

As vaccines roll out for the adult population, many start to relax with the anticipation of Covid coming to an end in the near future. I think I can safely say we are all eager for the pandemic to end. Families, staff, and students have been resilient in pivoting on very little notice when changes occur in the classroom and school communities. With the increase of VOC's in Saskatoon, and this strand being highly more communicable, one challenge in our room is the constant reminder of proper mask wearing (nose's peaking out) and talking and moving around during lunch time (mask free time). I understand this is difficult for children to comprehend but they play an important role in practicing safety guidelines and protocols to keep themselves, peers, and their families safe from potential Covid exposures. Thank you for your support with this.

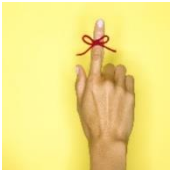
This school year has been very challenging to plan, organize and prepare for fluid learning experiences when the classroom setting could change at a moment's notice. I have been trying to be pro-active in preparing whole units of study and having students keep work packages, in full, in their duotangs. This is just to prepare in case our class gets thrown another curveball. If at any time our schools move to a level 4, students will have a hard copy of their work ready. Many really struggled doing assignments on SeeSaw or had technical difficulties in March. One new problem with this, that I am finding, is classwork is being taken home and left there or lost altogether. Many journals did not make it back when we returned to school from online learning in March.

The classroom website/blog has many resources (texts, assessments, work pages, videos) saved as a file, for students to refer to if they are working on homework or to refer to resources if they are at home for an extended period. You will only see the full blog if you are using a larger screen: IPAD, laptop, or desk computer. You will only see agenda items if using a cell phone. Because I have had to be away so much this year, it is easier for me to update the blog daily when I am absent.

I use the parent SeeSaw to send pictures of class activities, to send assessments (math test or marks on a rubric), or to take a snapshot of assignments that we are working on for the day if your child is away. You can choose to print pages, but it is not an expectation. Students can do assignments on paper and write onto the page at school or attach into their duotangs/notebooks when they are back at school. I know this has been a challenge because there is no teaching or instruction with this class work. Some students may need help with this, they have completed some assignments on Seesaw and assume that I printed their completed work for them.

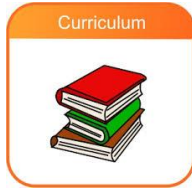
Important Calendar Dates for May:

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|---------------------------------|--|
| Monday, May 10th | -Internet Safety Presentation 10-11:15 am |
| Wednesday, May 12 th | -spirit day-wear neon, Social Studies open book quiz |
| Thursday, May 20 th | -multiplication test (tentative) |
| Monday, May 24 | -Victoria Day-stat holiday-no school |



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

Thank you,
Coralee Cuming



Curriculum Themes for May 2021



Language Arts: Exploring Reading Comprehension Strands and Expository/Inquiry Writing

Language Arts: Exploring Reading Comprehension Strands (closure)

- DEAR activities and monitoring and clarifying reading comprehension strand reading log activities -explicit teaching of using "fix up" strategies to aid comprehension: reading context clues, inferring or prediction, re-reading to summarize, asking questions, word knowledge or schema for unknown words, referring to the text to explain how fix up strategy clarified comprehension
- vocabulary building: dictionary skills, exploring other word forms (plurals, synonyms, antonyms, derivational relationships), chunking or breaking words up into syllables, finding root words or smaller word forms to understand larger words, writing /reflecting on context clues provided by an author
- phonics (new): building on diphthongs, diagraphs, plurals, root words and their affixes, derivational suffixes (when to drop the y and add ies), silent letters, and difficult word families (tion, sion), -word sorts, letter sorts to build new vocabulary and direct instruction on phonetic rules
- writing: (new)** term 3 journal writing: 5 paragraphs of writing on a reflection topic, support with topic (2 entries for May & June) sentences, details, organization, and expression of thoughts, feelings, personal goal setting and opinions
- inquiry project: expository and descriptive writing:
 - pre-writing, organizing, and planning (see outline and templates on the blog)
 - creating inquiry questions and researching, jot notes, rough drafting by creating a 5-paragraph essay on student selected Saskatchewan animal and answering how it adapts to its habitat to survive in Saskatchewan
 - final typed copy
 - self assessment rubric on each step of the writing process

Math: Multiplication (ongoing)

- multiplication: locating products using a variety of problem-solving methods and strategies
- multiplying by tens, hundreds and thousands -double and triple-digit multiplication by one multiplier: traditional "old school" method, expanded form multiplication, and multiplying using arrays
- locating products showing mental math strategies, number lines, place value charts, tables and base ten blocks
- estimation and rounding to locate products
- chunking strategies to tens or easier multiplication facts to locate products-relating multiplication with division
- *assessment: class work/math package, math journal activities, and end of unit exam

Science: Habitats Unit (ongoing)

- hands on experiments with mealworms and meal worm journal: documenting the life cycle and metamorphosis of mealworms, charting data, measuring growth, filling out daily observations of habits, habitat, dietary choices, changes (molting) and preferences to light or dark
- class assignments on habitats, populations, adaptations, niche, food webs and chains and conservation *assessments: daily work completed thoroughly and corrected, scientific process of documenting, outlining and organizing data in mealworm journal, and summative open book test

Social Studies: Interactions and Interdependence of Nations (new)

- treaty education & the effects of colonization and treaties in Saskatchewan
- the history of The Metis in Saskatchewan
- Battle Of Batoche or North West Resistance

Health: Conflict Resolution, Internet Safety and Bullying (on going)

- looking at conflict and responses, bullying, roleplay, and conflict resolution strategies
- the types of bullying, problem solving, and dramatic roleplay/group work
- internet safety and decision-making small group work

Arts Education: Drama (new)

- small group work: using conflict resolution themes cards to collaborate in group cohorts and create a reader's theatre script
- create characters, scenes and perform their scripts in a stick puppet show

