



NOTRE DAME SCHOOL

925-104th Ave. Dawson Creek, BC, V1G 2H8 Phone:

250-782-4923 Fax: 250-782-4388



www.notredameschool.ca

notredame@cispg.ca

September 28th 2023

Dear Grade Four Families,

I hope this message finds you well. As we embark on this exciting journey of learning and growth in the coming school year, I wanted to take a moment to extend a warm welcome to all the families of our Grade 4 class.

First and foremost, let me express my gratitude for entrusting us with the education and well-being of your children. It is an honour and a privilege to be a part of your child's educational journey. I am truly excited about the adventures that await us in the classroom.

In our Grade 4 class, I aim to create a nurturing and inclusive learning environment where each student feels valued, supported, and encouraged to reach their full potential. I believe that education is a partnership between school and home. I am committed to working closely with you to ensure your child's success.

Attached is information to guide you through the expectations and learning for the term. In addition to this, please feel welcome to contact me whenever you have concerns, questions or insights to share.

Yours in education,

Mrs. Sharlene Weingart, Msc. ECE

sweingart@cispg.ca

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Please note: Our class is an **allergy-aware** room. We have students who are allergic to all nuts, including tree nuts. We wash our hands and surfaces throughout the day. We do not share snacks.



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Classroom Norms and Expectations

I view **mistakes** as an **opportunity for learning** and **skill-building**. When someone makes a mistake, we refrain from teasing that might make someone uncomfortable and less likely to take chances in their learning or to accept that as who they are.

Reoccurring Unexpected Behaviour

Step One – Teaching or verbal reminder of what expectations.

Step Two – Conversation and student reflection to determine the reason behind the repeated, unexpected behaviour. (Tired, hungry, lousy mood, friendship problems, hard day, etc.) Sometimes, the connection and conversation are enough. Other times, teaching a new skill or problem-solving might be required.

Step Three – If there continues to be a problem between children or a child or adults, I will provide a reflection conversation followed by the child writing a letter to repair and restore the relationship. I often call parents to inform them of what has occurred, but I generally feel we have dealt with the issue and moved on at school.

Step Four – If I see reoccurring unexpected behaviour and the above steps have not worked, I'll call and ask for a meeting to brainstorm ideas and set up a plan for student success.

Routines and Expectations

As a family, please review our expectations for walking safely in the hallway and on the stairs. Please remind children to keep their feet on the floor (no jumping and touching) and touch each stair up and down. Students have become very respectful of other learners by keeping quiet in the boot room and walking in the hallway. This is appreciated, as we have two recesses, so children are always learning in our building. Please note that students are to leave toys at home, including trading cards. Hats are to be removed and carried to the classroom.

Active Bodies = Active Minds

We are blessed to begin our day with Christian education and French, followed by physical and health education. Our mornings set us up spiritually, emotionally and physically for a productive day. If your child asks for more food in their lunch, it may be all the activity and the fact they





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are growing. I'm happy to allow them extra time to eat when needed, so feel free to send extra snacks.

Self-Esteem, Community Building and Curricular Themes

This term, our class will focus on building a strong **learning community**. We will focus on recognizing each other's **strengths** and learning more about ourselves as **individuals**, part of a **family**, and a greater **community**. Our **Personal Strengths Project** will soon fill with letters depicting each student's strengths, often recognized by their peers. In the past these letters hung from the ceiling, but this year we will keep them in a journal to limit visual clutter. We also note student strengths with sticky notes on the cupboard doors.

We will explore **self**, **family** and **heritage** through stories in language arts, fine arts and social studies. Much of our **reading** and **writing** will be related to this theme through **poetry**, **narrative story**, **journal** entries and discussion. In addition, I will weave **fine arts** (music, drama and visual arts) into the creative **expression of self** and others throughout the term. Please let me know if anyone enjoys sewing and would like to volunteer in this area.

Upon completing the reading tests, I decided that working on **reading fluency** (with expression, paying attention to punctuation, etc.) would be an excellent place to start the term, so we will be enjoying **some reader's theatre** in small groups. In addition to this, students will read and listen to many stories related to curricular areas and they will learn and practice making personal connections to their reading and reflect on their thinking in.

Students are also enjoying our vast **classroom library**. **Flashlight Friday** will be a highlight for many – we read in the dark with little flashlights. (I have a set for the class right now, but at only \$3 each, I expect we will need more at some point. If you have old flashlights, we could put them to good use.)

In Christian studies, we will be learning about **prayer** and the teachings of Jesus through **parables**. Students will choose a parable to retell as an oral story in the **First Peoples tradition of teaching**. Our class will also be Praying the Rosary as a part of the **One Million Children Praying the Rosary** for peace and unity worldwide on October 18th. More information on this is to come. We will host a prayer during the day, and students are welcome to join online at 4:00 to participate in the official event: [One Million Children Praying the Rosary](#).

In math, our focus is representing thinking and reasoning through charts, tables, pictures, words and symbols. Math lessons are built around collaboration, to allow students to gain insights and ideas from each other. We focus on **multiplication** and **division of digits 6, 7, 8, and 9**. We may use a **storytelling** method to memorize these facts, and we will also look at the related **arrays** and **skip counting** methods. Students are working on **place value to ten thousand** this year, using **addition** and **subtraction** with and without regrouping. Using various strategies, they will also learn to **multiply two- and three-digit numbers by one digit**. I always tell the kids; we will look at lots of methods, and then they can pick the one they understand that works best for them.



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In **science and applied skills and design**, our focus will be on **exploring states of matter** through an inquiry focus. Students will be learning how to use the **chrome books to create a slide show documenting their learning**.

In **social studies** this term, we focus on the **first contact** between **First Peoples** and **Europeans** and how it led to **conflict** and **cooperation**, which continue to shape **Canada's identity**. We begin in September with **Orange Shirt Day** and **Truth and Reconciliation**, and then we dig deeper to build understanding. We are also studying the geography of Canada, beginning by learning the names, locations and spelling of the provinces and territories in Canada.

Of Special Note

Grade four and seven are the grades that the British Columbia Government collects data through a skills test called the **Foundational Skills Assessment**. Students complete the assessment in booklets and using chrome books. I will prepare the students and lead them through the assessment with as little disruption to our days as possible, as it is very time-consuming. We will work through this in the early weeks of October. If you would like to see samples of the assessment, find them online. Please reassure your child that these assessments are **simply a check-in** to see how students are doing. I will be marking the tests, which will help me to know what areas I can focus on in our learning. I encourage students to make their best effort, as you will receive the results back later in the year.

Special Dates for Our Class

September 28th Picture Day

October FSA Testing

October 6 Leading Prayer in the gym at 9AM

October 18th, Leading One Million Children Praying the Rosary: Time To be determined

November 15th & 16th Student-Led Conferences (early dismissal)

December Grade 4 Mass at 11:00 AM at Notre Dame Church

December 21st Christmas Concert

If you have questions, you are always welcome to be in touch. You can reach me by calling the school or through email: sweingart@cispg.ca



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Grade 4 Term One Learning Goals Overview

English Language Arts	<ul style="list-style-type: none">• I can read a variety of texts for an extending period of time, demonstrating my growing understanding through conversation, written response, or creative project.• I can express myself through writing in narrative and poetic form.• I can communicate clearly, purposefully, and appropriately, using a variety of forms. (Speaking, presenting, writing)
Math	<ul style="list-style-type: none">• I can represent my thinking and reasoning in math using pictures, symbols, and words.• I can connect and engage with others, working collectively.• I can understand place value with thousands, hundreds, tens and ones, writing and reading numbers to 10 000.• I am increasing my fluency with addition and subtraction facts to 20.• I can use mental math and computational strategies to add and subtract numbers to 10 000 with symbolic notation.• I can multiply and divide two-digit numbers by one-digit number using skip counting, decomposing, repeated addition or subtraction, concrete materials or pictures, use of arrays.• I can name and compare fractions including tenths, halves, thirds, and quarters.• I can use a bar graph with one-to-one and many-to-one correspondence to collect, graph and interpret data.
Christian Education Studies	<ul style="list-style-type: none">• I can take part in traditional prayers and Mass responses with a growing understanding.• I can grow in my faith each day.• I can recognize my personal values and choices.• I can contribute to community and care for the environment.• I can value diversity.
Social Studies	<ul style="list-style-type: none">• I can use social studies inquiry process and skills to ask questions, gather and interpret data about the physical geography of Canada.• I can create stories that capture the attitudes, values and worldviews help by people during the fur trade in Canada.
Science & ADST	<ul style="list-style-type: none">• I can use scientific inquiry process to explore the states of matter.• I can use technology to document my learning.
Fine Arts	<ul style="list-style-type: none">• I can explore and create by choosing artistic elements, processes, and materials for specific purposes in art making.• I can describe personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.
Careers	<ul style="list-style-type: none">• I can identify my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.• I can organize my school supplies and keep my desk tidy.• I can take responsibility for carrying my daily agenda back and forth to school each day.• I can set goals and work toward achieving them.