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Grade 3 Term 1 Newsletter

Mr. Josh Haukenfrers

Important Dates and Reminders

October

- Oct. 2 - STAT - National Day for Truth & Reconciliation Day
- Oct. 5 - Hat & Jeans Day
- Oct. 9 - STAT - Thanksgiving
- Oct. 19 - Plaid Day
- Oct. 20 - Non-Instructional Day (No School)
- Oct. 31 - Character Day

November

- Nov. 2 - Hat & Jeans Day
- Nov. 13 - STAT - Remembrance Day
- Nov. 15 & 16 - Student-led Conferences + Early Dismissal
- Nov. 24 - Gr. 3 School Prayer
- Nov. 27 - Non-Instructional Day

December

- Dec. 1 - End of 1st Term
- Dec. 7 - Hat & Jeans Day
- Dec. 21 - Christmas Concert
- Dec. 22 - Last day of before Christmas break & Spirit Day (TBA)
- Dec. 25 - Jan. 8 - Christmas Break

WELCOME TO GR. 3

I am so grateful to be teaching Gr. 3 for the second year. I hope to provide my students with balanced education to help be successful in their academics and life.

If you need to get a hold of me my email is jhauk@cispg.ca, call me at Notre Dame.

SpacesEDU

COMING SOON!

SpacesEDU is the evidence-first platform built for standards-based grading, Portrait of a Graduate programs, and student portfolios.

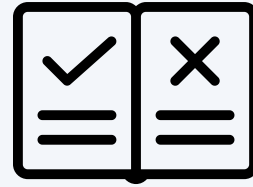
Get more info here: <https://spacesedu.com/en/>



Classroom Rules and Discipline

Our Main Rule Headings:

- Respect Yourself
- Respect Others
- Respect Property
- Be Safe



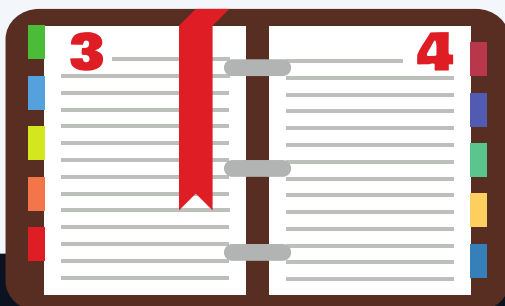
In order to provide all students with a safe and positive learning environment, we will be following the below discipline plan that will always be in effect during class.

Consequences:

1. Verbal Warning
2. Private Conversation with Student
3. Repeated Disruptions - Call home to Parents/Guardians
4. Office Referral

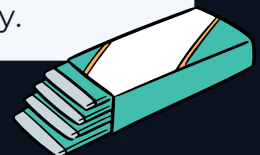
Agendas

This year I will be using the student agendas for daily goal setting. I hope that students will challenge themselves to achieve something difficult in the school day. If you want to see your child's goals, they can bring their agenda home as long as it returns the next day.



Gum

In grade 3, I allow students to chew gum at designated times throughout the day. I have reviewed rules and expectations surrounding the gum. The reason I have incorporated gum into our day as it is a regulation strategy - chewing and eating help calm the body down. Students are welcome to bring their own gum if they don't like the flavours I buy.



English Language Arts



Reading:

- I can describe the characters in the story and how they relate to my life.
- I can describe what is happening in the story and how it connects to my life.

Writing:

- I can choose two or three ideas that are interesting.
- I can make a list of details for each idea.
- I can choose the idea that I know the most about and start writing.

Speaking/Listening

- I can describe others personal experience by listening act.
- I can ask questions to help me make connections.

Making and Writing Words (Spelling):

- I can gain a better understanding of words through sorting activities.
- I can improve my spelling ability by learning word rules.

Math

Numbers to 1000

- Counting: I can use numbers to tell how many to 1000.
- Place Value: I can use base 10 blocks and a place-value chart to show numbers to 1000.
- Comparing: I can compare numbers using the terms 'greater than' and 'less than' ($>$ and $<$).
- Ordering: I can order 3-digit numbers.

Addition/Subtraction to 1000

- I can add or subtract numbers up to 1000 using different strategies.
- I can add/subtract 2- or 3-digit numbers with and without regrouping using different strategies.

Estimating and Rounding

- I can round numbers.
- I can use front-end estimation to check sums and differences.
- I can round 3-digit numbers to the nearest ten and hundred.



Social Studies

Indigenous Groups in Canada

- I can learn about the culture and daily life of the Metis, First Nations, and Inuit People of Canada.
- I can describe how the arts are essential to Coastal First Peoples in BC.
- I can identify how the potlatch changed and stayed the same in BC.
- I can explain how the environment is essential to First Peoples in the Southern Interior.
- I can explain why traditional knowledge is valuable to First Peoples in the southern Interior.
- I can judge how First People's land should be developed in the Northern Interior.
- I will learn about First People's land claims and environmental concerns in the Northern Interior.



Religion

- I can reflect on God's personal invitation through Scripture.
- I can understand that the Church is a faith community.
- I can discover that Jesus, our Saviour, is the light that leads us back to God.
- I can describe Christmas as a season to give God thanks and praise.
- I can recognize that prayer is a way of praising God.
- I realize that a mystery is a truth that is difficult to understand with our senses but is known through faith and signs.
- I can examine Jesus's teachings about God the Father and God the Holy Spirit.
- I can explain ways to show respect at Mass.
- I can describe prayer as talking and listening to God.
- I can discuss the importance of daily prayer.
- I can recall the various ways to pray, such as using traditional prayers and our own words and praying out loud or silently.
- I can identify the five primary forms of prayer.



Art Education



Drama Games

- I can imitate leaders and others.
- I can adapt movement to the available space.
- I can demonstrate variety in volume, tone, pitch, and voice.
- I can speak with a volume that is loud enough to hear clearly
- Communicate with fluency.
- I can present with an expressive voice relevant to the character and/or game.
- I can work with a group effectively.
- I can listen to classmates or the teacher and respect their contributions.
- I can participate fully in ensemble activities and games.
- I can focus on the task, know the classroom cues, and respond to the teacher's directions.