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GRADE 3 TERM 2 NEWSLETTER

Mr. Josh Haukenfrers

Important Dates and Reminders

January

- Jan. 8 - Return to School
- Jan. 11 - Hat & Jeans Day
- Jan. 18 - Beat the January Blues Day (wear blue)
- Jan. 19 - Virtue Assembly
- Jan. 22 - Read-a-thon Starts (details TBA)
- Jan. 29 - Feb. 1 - Catholic Schools Week

February

- Feb. 1 - NDS Apparel Day
- Feb. 2 - NID (No School)
- Feb. 8 - Hat & Jeans Day
- Feb. 13 - Shrove Tuesday
- Feb. 14 - Valentines Day, 100s Day, and Ash Wednesday
- Feb. 15 - Spirit Day (TBA)
- Feb. 19 - Family Day (STAT)
- Feb. 23 - Read-a-thon Ends
- Feb. 28 - Pink Shirt Day
- Feb. 28 & 29 - Student-Led Conferences + Early Dismissal + Book Fair

March

- Mar. 4 - NID (No School)
- Mar. 7 - Hat & Jeans Day
- Mar. 15 - Last Day of Second Term
- Mar. 18 - 29 - Spring Break
- Mar. 29 - Good Friday

April

- Apr. 4 - Easter Monday (STAT)
- Apr. 5 - Return to School

Contact Info

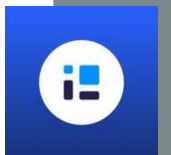
- Email: jhauk@cispg.ca,
- Call me at school: 250 - 782 - 4923
- Message me on Spaces EDU

I do my best to regularly check my email and Spaces, I will contact you as soon as I am able to reply.

SpacesEDU

Connect to SpacesEDU for updates on your children, get reminders of important events, or contact me through the message feature. You can use the app ([found in the Apple App Store](#) or [on the Google Play Store](#)) or on a web browser:

<https://spacesedu.com/en/>



Classroom Values and Beliefs and Discipline

Our Main Rule Headings:

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

Golden Rule: Treat others the way you want to be treated.

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

We will continue to use 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. If I need to inform you about something regarding your child, I will message you on SpacesEDU.



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 learn the characteristics of silly stories and use them to increase my understanding of stories.
- I can make inferences while reading a text.

Writing:

- I can find and strengthen my personal voice by writing silly stories.
- I can follow grade-level writing conventions.

Listening & Speaking:

- I can learn and strengthen my inferencing skills while listening.

Media

- I can learn the conventions of comic books/graphic novels.

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



Subtraction to 1000:

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

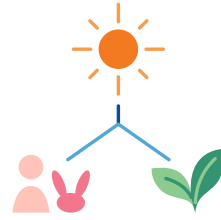
Estimating and Rounding:

- 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.

Multiplication and Division:

- I can multiply by using equal groups, by one and zero, by making multiplication stories, and by making multiplication sentences.
- I can divide by sharing equal groups, by using repeated subtraction of equal groups, and recording repeated subtraction in a number sentence.
- I can solve real-world multiplication and division problems.

Science



Biology: Ecosystems

- I can explain biodiversity.
- I can show how biodiversity can be explored.
- I can describe how energy flows through ecosystems.
- I can show the interaction and interconnectedness of living things in an ecosystem.
- I can use biodiversity to compare two ecosystems.
- I can use Indigenous knowledge of interconnectedness to help me understand and care for our ecosystem.

Religion



Morality:

- I can discuss Jesus' command to love our enemies.
- I can describe the Beatitudes as teachings of Jesus that reveal how to live in God's Kingdom, which offers true happiness.
- I can discover that Christians are called by Jesus to be the light of the world.
- I can describe virtues as good spiritual habits that make us stronger and help us do what is right and good.
- I can identify conscience as an ability given to us by God that helps us make good choices.
- I can recall that the Holy Spirit and the teachings of the Church to help us to make good choices.

Lent:

- I can identify Lent as a season to grow closer to Jesus by seeking a change of heart.

Art Education

Music:

- I can participate and do my best.
- I can study rhythm notation.
- I can practice representing rhythm notation to a steady beat.
- I can learn and study the life of Ludwig Van Beethoven.
- I can create a Listening Journal by identifying mood, tempo instruments used, whether the song was loud, soft, or both, and what the music made me think of
- I can identify instruments and the moods in specific Beethoven songs:
 - moonlight sonata
 - symphony #3 (beginning)
 - symphony # 9 (ending)

