



NOTRE DAME SCHOOL

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

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



www.notredameschool.ca

notredame@cispj.ca

January 11, 2024

Dear Grade Four Families,

I hope this message finds you well as we enter 2024!

First and foremost, thank you for supporting your child, our class, and our school over the first term. Working as a part of this learning community is a blessing.

In our Grade 4 class, I aim to create a nurturing and inclusive learning environment where students feel valued, supported, and encouraged to reach their full potential. In this effort, if your child needs extra time or support in their learning, please contact me and arrange for after-school support. I am available from 3:00-4:00 most Mondays, Wednesdays and Thursdays. You may email me a copy to the office so that there is no confusion about who will pick up the child. Pick-up will be at the front door at 4:00 unless otherwise discussed. If you arrive before 4:00, please come to the classroom for pick-up.

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

I am continuing to learn about and experiment with Spaces EDU. I understand that some posts with assignments have not been visible until the activity is submitted, so I will attempt to post what we are working on to the main feed and see if that works. Please feel free to share your feedback.

Yours in education,

Mrs. Sharlene Weingart, MSc. ECE

sweingart@cispj.ca

250-782-4923

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

Please remind your child that the classroom is a place to focus on their learning. When we are all on task, it allows everyone to focus on and learn. Some reminders: take turns to talk; we can learn from everyone – share your ideas, move your body safely within our space, make your best effort, and show kindness to everyone; teasing can hurt– be careful with our words.

Teaching the Whole Child

We begin our days with mindfulness through a focus on prayer, Christian Education, and practicing cursive handwriting. Students enjoy French (library on Wednesdays), followed by physical education and health education (on Wednesdays). Our mornings set us up spiritually, emotionally and physically for a productive day. We are also blessed with extra classroom snacks provided in each classroom. This program has been enjoyed wholeheartedly by our class.

IN OUR CLASSROOM

GOD'S WORD
We love our neighbours as ourselves.

WE ARE CREATED IN GOD'S IMAGE
Accept and celebrate ourselves and others.

GROWTH MINDSET
We learn from our mistakes.

COMMUNICATION
We connect and engage with others.

OPEN-MINDEDNESS
We are open to other people's ideas and perspectives, and cultures.



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English Language Arts

In ELA, our focus this term is sentence structure, verb tense (past, present, future), and morphology for spelling and comprehension. Students will complete non-fiction report writing learning reflections, and we will continue to use the RACES strategy as a structure. Students are challenged to take responsibility for self-checking their work and using the rubrics provided to meet the learning expectations. Students will read for information and complete non-fiction writing (reports) and opinion writing.

Simple Verb Tenses

PAST TENSE

an action that has already happened

PRESENT TENSE

an action that is happening now

FUTURE TENSE

an action that is going to happen

RACES Checklist	
<input type="checkbox"/>	Did I restate the question?
<input type="checkbox"/>	Did I answer all parts?
<input type="checkbox"/>	Did I cite examples or evidence?
<input type="checkbox"/>	Did I explain importance?
<input type="checkbox"/>	Did I sum it up?

CONJUNCTIONS

Conjunctions join together two ideas.

F or	gives a reason why
A nd	joins similar ideas
N or	negative form of "or"
B ut	shows a contrast
O r	gives a choice
Y et	give a contrast
S o	shows cause and effect

Morphology Word Work

WORD CONSTRUCTION!

con	form 'shape'	ed	ly
de		ing	
re		er	ation
trans		al	
		ant	
mis	in		

misinformed inform
 _____ _____
 _____ _____

Mathematics

In mathematics, students will use their understanding of multiplication to explore and understand division. Students were introduced to the Rule of Four to visually understand how they might demonstrate their knowledge of the concepts taught. When a student can answer a question correctly, this alone does not show a sophisticated understanding of the concept; however, when a child can express their thinking in three to four ways represented, they are moving toward an extending understanding of the concept.

In addition to reviewing operations such as addition and subtraction, students will explore division, compare and order fractions, use increasing and decreasing patterns, and use algebraic relationships and one-step equations using all four operations.

I will send homework once or twice weekly to review earlier concepts. This might be a game (Capture the Array, Division Bump) or a series of four review questions. Please share strategies and

Rule of Four

I can show my thinking in many ways. These four ways lead to a deeper understanding of mathematics. They also allow me a variety of ways to show my understanding.

<h3>Words</h3> <p>Written</p> <p>Spoken</p>	<h3>Numeric</h3> <p>Lists, tables, data</p>
<h3>Graphical</h3>	<h3>Symbolic</h3> <p>$a + b = b + a$</p>



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ideas with your child and those we explore at school. During Catholic Schools Week, you will be invited into the classroom to play games with the children.

Special Dates for Our Class

January

18th Beat the January Blues – Wear Blue

19th Virtue Awards Assembly 9 am

29th – Feb 2nd Catholic Schools Week

29th: Bring a full cereal box (will be donated) and build a domino run in the gym

29th Living our Faith Bulletin Board

30th Community Appreciation Day – craft to thank a community organization that supports those in most need in our community.

31st Faith-based Movie afternoon in the gym

22nd Read-Athon begins

February

Catholic Schools Week continued

February 1 Notre Dame Apparel Day

February 1: Family games in the classroom from 1:30 – 2:30 (Please join us)

2nd Non-Instructional Day

12th PSG Meeting 6:30

13th Shrove Tuesday

13th Bear Mountain Ski Trip (Weather and Conditions permitting)

14th Ash Wednesday, Valentine's Day, 100 Days in School

19th Family Day – No School

23rd Read-Athon Ends

26th Book Fair

28th Pink Shirt Day

28th and 29th Early Dismissal – Student-Led Conferences

March

4th Non-Instructional Day

7th Hat and Jeans Day

12th Bear Mountain Ski Trip (Weather and Conditions permitting)

15th Report Cards Go Home

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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Mrs. Weingart's Weekly Planner

Notes:
Prep Block: 9:15 – 10:15
Outside Supervision Mondays & Wednesdays 10:30 – 10:45

	Monday	Tuesday	Wednesday	Thursday	Friday Prayer Day	Friday Mass Day
8:15 8:30 8:45	Staff Prayer Soft Start Routine Christian Education	Staff Prayer Soft Start Routine Christian Education	Staff Prayer Soft Start Routine Christian Education	Staff Prayer Soft Start Routine Christian Education	Staff Prayer Soft Start Routine School Prayer	Staff Prayer Soft Start Routine ++ 30 minute LA ++
9:15 9:45	French Physical & Health Education	French Physical & Health Education	French Physical & Health Education	French Physical & Health Education	++15 minute LA++ PHE	French PHE
10:15 10:30	Snack & Fine Arts Outside Recess	Snack & Fine Arts Outside Recess	Snack & Fine Arts Outside Recess	Snack & Fine Arts Outside Recess	Snack & Fine Arts Outside Recess	Snack & Fine Arts Outside Recess
10:45	Math	Math	Math	Math	French +++ Math. +++	Mass
12:00 12:25	Outside Play Eating Lunch	Outside Play Eating Lunch	Outside Play Eating Lunch	Outside Play Eating Lunch	Outside Play Eating Lunch	Outside Play Eating Lunch
12:45	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
1:45	Social Studies	Social Studies	Science/ADST	Science/ADST	Buddy Activity	Fine Arts
2:40	Careers	Careers	Careers	Careers	Library	Careers
2:45	Prayer	Prayer	Prayer	Prayer	Prayer	Prayer

Instructional Minutes: Math 345 Language Arts 345 Science/ADST 110 Social Studies 110 Fine Arts 130 Careers 75 Christian Education 205 French 180



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Grade 4 Term Two Learning Goals Overview

English Language Arts	<ul style="list-style-type: none">I can read various texts for an extended period, demonstrating my growing understanding through conversation, written response, or written report.I can express myself through writing a non-fiction report and responding to reading.I can communicate 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 add and subtract to 20 fluently.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 numbers using skip counting, decomposing, repeated addition or subtraction, concrete materials or pictures, use of arrays and an area model.I can recognize and demonstrate the relationship between multiplication and division using an array.I can name and compare fractions on a number line, including tenths, halves, thirds, and quarters.I can name, compare, and order fractions with common denominators using benchmarks of 0, $\frac{1}{2}$, and 1.I can tell time to five-minute intervals on an analog and digital clock.I can recognize and record increasing and decreasing patterns.I can connect and record patterns based on number operations using a T chart.
Christian Education Studies	<ul style="list-style-type: none">I can participate in traditional prayers and Mass responses with a growing understanding.I can grow and live my faith each day.I can give back to the community to express appreciation for others.I can value diversity, recognizing and celebrating the strength of others. (Open Parachute Lessons)
Social Studies	<ul style="list-style-type: none">I can use the social studies inquiry process and skills to ask questions to gather and interpret data about the gold rush.I can explain how the pursuit of natural resources played a key role in changing Canada's land, people, and communities. (Fur trade, Gold Rush)
Science & ADST	<ul style="list-style-type: none">I can explain different biomes (jungle, arctic, boreal forest, desert, etc.) and how animals adapt to survive.I can design and create an animal to demonstrate adaptations for a selected biome.I can use the scientific inquiry process to explore the effects of the axis, rotation, and orbit of Earth.I can explain the relationship between the sun and the moon.
Fine Arts	<ul style="list-style-type: none">I can explore and create by choosing artistic elements, processes, and materials for specific art-making purposes.I can describe personal and collective responsibility for creating, experiencing, or presenting in a safe learning environment.I can transfer what I learned from other projects (sewing) to create my design.I can use role play to demonstrate an understanding of the concepts taught. (Open Parachute Lessons)



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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 set goals and work toward achieving them.• I can give back to the community to express appreciation for others.
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