



## NOTRE DAME SCHOOL

925-104<sup>th</sup> Ave. Dawson Creek, BC, V1G 2H8 Phone:

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

[www.notredameschool.ca](http://www.notredameschool.ca)

[notredame@cispg.ca](mailto:notredame@cispg.ca)



April 2024

**Dear Grade Four Families,**

I hope this message finds you well as we enjoy this spring weather.

Thank you for your continued support for your child, our class, and our school over the first two terms. It continues to be a blessing to work as a part of this learning community.

In our Grade 4 class, I continue to aim to create a nurturing and inclusive learning environment where each student feels valued, supported, and encouraged to reach their full potential. In this effort, if your child needs extra time or support in their learning, please feel welcome to 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 with a copy to the office so that there is no confusion about who will be staying and who will pick up your child. Pickup will be at the front door at 4:00 unless otherwise discussed. If you arrive before 4:00, please come to the classroom for pickup. If your child has missed or will miss many days, please contact me to arrange to catch up.

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

Yours in education,

Mrs. Sharlene Weingart, Msc. ECE

[sweingart@cispg.ca](mailto: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

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, so be careful with your 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. Our class has enjoyed this program wholeheartedly.

**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 & Social Studies

In ELA, our focus this term is on reading and writing stories. Some of the stories we read will be based on local history, science topics, math topics, and First Nations traditional stories. I hope to wrap up the unit with an author event for parents to attend. We will continue to focus on grammar, punctuation for dialogue and past, present, and future tense.

### 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

## Mathematics & Science

In mathematics, students will focus on learning about fractions, decimals and financial literacy (money). I hope to be able to use real-world problem-solving to build connections through cooking and shopping for ingredients. We will be learning about changes in states of matter, and I think Egg Bites could be fun! If you enjoy cooking and working with kids, please let me know what afternoons you can assist.

Students will be working on multiplication and division facts practice, and incomplete work will be homework. Homework encourages the wise use of time during class and reinforces skills that become automatic over time.

### Special Dates for Our Class

**Note:** Field trip plans are in progress, so dates will be added.

#### April

12<sup>th</sup> School Mass at 11:00

26<sup>th</sup> Movie Night

29<sup>th</sup> NID No School for Students

#### May

3<sup>rd</sup> Virtue Award Assembly

10<sup>th</sup> School Mass

10<sup>th</sup> Carnival Fundraiser

20<sup>th</sup> Victoria Day – No School

21<sup>st</sup> Reading Assessment Day

24<sup>th</sup> Virtue Award Assembly & Grade 5 Prayer

#### June

7<sup>th</sup> NID No School for Students

13<sup>th</sup> Virtue Awards Assembly

14<sup>th</sup> School Mass

21<sup>st</sup> Indigenous Day

25<sup>th</sup> Fun Day

26<sup>th</sup> Report Cards go Home – Last day of school

## 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.

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



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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](mailto:sweingart@cispg.ca)

*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	Staff Prayer	Staff Prayer	Staff Prayer	Staff Prayer	Staff Prayer	Staff Prayer
8:30	Soft Start Routine	Soft Start Routine	Soft Start Routine	Soft Start Routine	Soft Start Routine	Soft Start Routine
8:45	Christian Education	Christian Education	Christian Education	Christian Education	School Prayer	++ 30 minute LA ++
9:15	French	French	French	French	++15 minute LA++	French
9:45	Physical & Health Education	Physical & Health Education	Physical & Health Education	Physical & Health Education	PHE	PHE
10:15	Snack & Fine Arts	Snack & Fine Arts	Snack & Fine Arts	Snack & Fine Arts	Snack & Fine Arts	Snack & Fine Arts
10:30	Outside Recess	Outside Recess	Outside Recess	Outside Recess	Outside Recess	Outside Recess
10:45	Math	Math	Math	Math	French +++ Math +++	Mass
12:00	Outside Play	Outside Play	Outside Play	Outside Play	Outside Play	Outside Play
12:25	Eating Lunch	Eating Lunch	Eating Lunch	Eating Lunch	Eating Lunch	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 Three Learning Goals Overview

English Language Arts	<ul style="list-style-type: none"><li>I can read various texts for an extended period, demonstrating my growing understanding through conversation, written response, or written report.</li><li>I can express myself through story writing.</li><li>I can communicate clearly, purposefully, and appropriately, using various forms. (Speaking, presenting, writing)</li></ul>
Math	<ul style="list-style-type: none"><li>I can name and compare fractions, including tenths, halves, thirds, and quarters on a number line.</li><li>I can name, compare, and order fractions with common denominators using benchmarks of 0, <math>\frac{1}{2}</math>, and 1.</li><li>I can use reasoning to explore and make connections between how we use fractions and decimals daily.</li><li>I can do addition and subtraction with decimals.</li><li>I can make monetary calculations, including decimal notation, in real-life contexts and problem-based situations.</li><li>I can apply various strategies to calculate totals and make change, such as counting up, counting back, and decomposing.</li><li>I can make simple financial decisions involving earning, spending, saving, and giving.</li></ul>
Christian Education Studies	<ul style="list-style-type: none"><li>I can participate in traditional prayers and Mass responses with a growing understanding.</li><li>I can grow and live my faith each day.</li><li>I can give back to the community to express appreciation for others.</li><li>I can value diversity, recognizing and celebrating the strength of others. (Open Parachute Lessons)</li></ul>
Social Studies	<ul style="list-style-type: none"><li>I can use social studies inquiry processes and skills to ask questions and gather and interpret data about the local area's history.</li><li>I can explain the local history of Dawson Creek.</li></ul>
Science	<ul style="list-style-type: none"><li>I can use the scientific inquiry process to explore the effects of the axis, rotation, and orbit of Earth.</li><li>I can explain the relationship between the sun and the moon.</li><li>I can explain that matter has mass, takes up space, and can change phases.</li></ul>
Fine Arts & ADST	<ul style="list-style-type: none"><li>I can explore and create by choosing artistic elements, processes, and materials for specific art-making purposes.</li><li>I can describe personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.</li><li>I can transfer what I have learned from other projects (sewing) to create my own design.</li><li>I can use role play to demonstrate an understanding of the concepts taught. (Open Parachute Lessons)</li></ul>
Careers	<ul style="list-style-type: none"><li>I can identify my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.</li><li>I can organize my school supplies and keep my desk tidy.</li><li>I can set goals and work toward achieving them.</li><li>I can give back to the community to express appreciation for others.</li></ul>