



# 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)

September 2024

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. Being part of your child's educational journey is an honour and a privilege. 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 students feel 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, 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)

250-782-4923

**Please note:** Following CISPG policy 329, "Student: Anaphylaxis."

Notre Dame School is an **Allergy-Aware School**. We try to create and maintain a safe environment for children with food allergies.

Please consider peanut-free/nut alternatives for individual student lunches and snacks for our students and staff with food sensitivities/allergies.

Students are reminded that snacks and lunch are to be eaten in the classroom. For safety reasons, such as allergies, we cannot eat recess snacks or lunch on the playground.

Some best practices we do in the school setting to be allergen-aware are:



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- Students wash their hands before and after lunch.
- Allergy Alert Signs are at all classroom door entrances.
- Students are not to share food.
- Our custodian washes desks down twice throughout the day.
- If a child brings an allergen in their lunch or snack, that child will be moved to eat in an area not generally used by the general student population to have their snack/lunch.
- Notre Dame school staff and our family community are aware of allergies through school and classroom newsletters and SPACES EDU.



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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 while walking in the hallway. Please note that students are to leave toys at home, including trading cards. I will attach a copy of our classroom routines and expectations that the class and I brainstormed together.

## Active Bodies = Active Minds





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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 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. These letters hung from the ceiling in the past, but we will keep them in a journal this year to limit visual clutter. We always look for and share the good we see in each other.

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 stories**, **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.

We will focus on **reading fluency** (with expression, paying attention to punctuation, etc.) and enjoying **some reader's theatre** in small groups. In addition, students will read and listen to many stories related to curricular areas and learn and practice making personal connections to their reading and reflecting on their thinking. I will be using Nelson Literacy and Modes of Focus for writing. We will use a **Daily Five** routine to spend time on word work/spelling, reading, writing and grammar during the week.

Students also enjoy our **classroom and school 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 learn about Prayer and Jesus's teachings through Formed.org and Alive in Christ. Students will choose a parable or bible story 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 18<sup>th</sup>. 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



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ideas from each other. Students are working on **place value to ten thousand** this year, using **addition** and **subtraction** with and without regrouping. Students will use introductory strategies to **multiply and divide up to 100**. 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. I use various resources and adapt them to fit the class's needs.

In **science and applied skills and design**, our focus will be on **exploring states of matter** through an inquiry focus. Students will learn 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

The British Columbia Government collects data from grades four and seven through a skills test called the **Foundational Skills Assessment**. Students complete the assessment in booklets and using Chrome Books. I will prepare and lead the students 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 the assessment samples, 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 they will receive the results later in the year.

## Special Dates for Our Class – Please see School Newsletters for Full Calendar

September 13<sup>th</sup>: Leading Prayer in the gym at 9 AM

September 17<sup>th</sup> Reading Testing

September 19<sup>th</sup> Meet the Teacher

September 19<sup>th</sup> Individual Photo Day

September 26<sup>th</sup> and 27<sup>th</sup> Mrs. Weingart will be away

September 27<sup>th</sup> Terry Fox Run (We need two more volunteers to participate off school grounds)

October 1<sup>st</sup> – October 24<sup>th</sup> FSA Testing – Watch for updates on Spaces EDU

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

October 30<sup>th</sup> Photo Retakes

October 31<sup>st</sup> Character Day

November 20<sup>th</sup> & 21<sup>st</sup> Student-Led Conferences (early dismissal)

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

December 19<sup>th</sup> Christmas Concert



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December 20<sup>th</sup> Last day before Christmas Break

If you have questions, you are always welcome to be in touch. You can reach me by calling the school or through email: [sweingart@cispq.ca](mailto:sweingart@cispq.ca) or by sending a message on SpacesEDU.

## Grade 4 Term One Learning Goals Overview

English Language Arts	<ul style="list-style-type: none"><li>• I can read a variety of texts for an extending period of time, demonstrating my growing understanding through conversation, written responses, or creative projects.</li><li>• I can express myself through writing in narrative and poetic form.</li><li>• I can communicate clearly, purposefully, and appropriately, using a variety of forms. (Speaking, presenting, writing)</li></ul>
Math	<ul style="list-style-type: none"><li>• I can represent my thinking and reasoning in math using pictures, symbols, and words.</li><li>• I can connect and engage with others, working collectively.</li><li>• I can understand place value with thousands, hundreds, tens, and ones and write and read numbers up to 10 000.</li><li>• I am increasing my fluency with addition and subtraction facts to 20.</li><li>• I can use mental math and computational strategies to add and subtract numbers to 10 000 with symbolic notation.</li><li>• I can multiply and divide two-digit numbers by one-digit numbers using skip counting, decomposing, repeated addition or subtraction, concrete materials or pictures, and using arrays.</li><li>• I can name and compare fractions, including tenths, halves, thirds, and quarters.</li><li>• I can use a bar graph with one-to-one and many-to-one correspondence to collect, graph and interpret data.</li></ul>
Christian Education Studies	<ul style="list-style-type: none"><li>• I can take part in traditional prayers and Mass responses with a growing understanding.</li><li>• I can grow in my faith each day.</li><li>• I can recognize my personal values and choices.</li><li>• I can contribute to the community and care for the environment.</li><li>• I can value diversity.</li></ul>
Social Studies	<ul style="list-style-type: none"><li>• I can use my social studies inquiry process and skills to ask questions and gather and interpret data about the physical geography of Canada. I can create stories that capture the attitudes, values, and worldviews of people during the fur trade in Canada.</li></ul>
Science & ADST	<ul style="list-style-type: none"><li>• I can use the scientific inquiry process to explore the states of matter.</li><li>• I can use technology to document my learning.</li></ul>
Fine Arts	<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></ul>



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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 take responsibility for carrying my daily agenda back and forth to school each day.</li><li>• I can set goals and work toward achieving them.</li></ul>
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