



NOTRE DAME SCHOOL

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

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

www.notredameschool.ca

notredame@cispg.ca



January 2025

Dear Grade Four Families,

I hope this message finds you well as we enter 2025!

First and foremost, let me thank you for your support for your child, our class, and our school over the first term. It is 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 feels they need 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 as to who will be staying and who will be picking up the child. Pick up will be at the front door at 4:00, unless otherwise discussed. If you are arriving before 4:00 please come to the classroom for pickup.

Attached is information to guide you through the expectations and learning for the term. In addition to this, please feel welcome 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@cispg.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, show kindness to everyone, teasing can hurt – we are 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 whole-heartedly 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 to self-check their work and use the rubrics provided to meet the learning expectations. Students will read for information and complete nonfiction writing (reports) and opinion writing. We will be using a system called "Fast and Focused Feedback" which will allow students to use a QR code to see a short video about something they can work on in their 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	ant
trans	ation		
mis	in		

misinformed inform
 _____ _____
 _____ _____

Mathematics

In mathematics, students will build an understanding of multiplication and division. Students were introduced to the Rule of Four to provide a visual understanding of how they might demonstrate their understanding of concepts taught. When a student is able to answer a question correctly, this alone does not show a sophisticated understanding of the concept; however, when a child is able to express his or her thinking in multiple ways, they are moving toward an extending understanding of the concept.

In addition to reviewing 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.

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



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In order to cover as much curriculum as possible, and to review earlier concepts, I will be sending homework once or twice a week. This might be a game (Capture the Array, Division Bump) or a series of four review questions. Please feel free to share strategies and ideas with your child, in addition to those we explore at school. During Catholic Schools Week you'll be invited into the classroom to play games with the children.

Special Dates for Our Class

January – Courage & Self Control

Thursday 9th Hat & Jeans Spirit Day – Bring a Toonie for our Foster Child

Friday 10th Grade 4 Mass 11am

Thursday 16th Beat the January Blues – Wear Blue

Friday 17th Virtue Awards Assembly 9am

Monday 27th Read-a-thon begins

Thursday 30th Intermediate Ski Trip to Bear Mountain
(Volunteers needed, Weather and Conditions permitting)

Friday 31st Non-Instructional Day (No classes for students)

February - Love

Mon-Fri. 3rd-7th Catholic Schools Week

Friday 7th Virtue Awards Assembly 9am- Love

Friday 14th Saint Valentine's Day

Monday 17th Family Day – No School

Thursday 20th Spirit Day

Friday 21st Read-a-thon Ends

Monday 24th Book Fair Week

Wed. 26th Pink Shirt Day

Wed. 26th Student Led Conferences (early dismissal 1:45)

Thurs. 27th Student Led Conferences (early dismissal 1:45)

Friday 28th Intermediate Ski Trip

March - Forgiveness

Tuesday 4th Shrove Tuesday

Thursday 6th Hat and Jeans Day (Bring a toonie for our Foster Child)

Friday 7th Grade 4 Prayer and Virtue Award Assembly 9am - Forgiveness

Friday 14th End of Term Two

Monday 17th Spring Break Begins

Monday 31st Begin Term Three



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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

Grade 4 Term Two Learning Goals Overview

English Language Arts	<ul style="list-style-type: none">I can read a variety of texts for an extending period of time, demonstrating my growing understanding through conversation, written response, or written report.I can express myself through writing a nonfiction report and responses to reading.I can communicate clearly, 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 fluentlyI 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 number using skip counting, decomposing, repeated addition or subtraction, concrete materials or pictures, use of arrays and an area model.I can demonstrate the relationship between multiplication and division using an array.I can name and compare fractions including tenths, halves, thirds, and quarters on a number line.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 clock and a digital.I can recognize and record increasing and decreasing patterns.I can connect and record patterns based on number operations by using a T chart.
Christian Education Studies	<ul style="list-style-type: none">I can take part 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 social studies inquiry process and skills to ask questions, gather and interpret data about the gold rush.I can explain how the pursuit of natural resources led played a key role in changing the land, people, and communities in Canada. (Fur trade, Gold Rush)
Science & ADST	<ul style="list-style-type: none">I can explain different biomes (jungle, artic, boreal forest, desert, etc.) and how animals adapt to survive.I can design and create an animal to demonstrate adaptations for a biome I selected.I can use 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 purposes in art making.



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	<ul style="list-style-type: none">• I can describe personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.• I can transfer my learning from other projects (sewing) to create a design of my own.• I can use role play to demonstrate an understanding of concepts taught. (Open Parachute Lessons)
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.