



## 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 2025

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. Working as a part of this learning community continues to be 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 on most Wednesdays. 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 a 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.





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## English Language Arts & Social Studies

In ELA, our focus this term is on reading and writing stories.

We will continue to focus on grammar, punctuation for dialogue and past, present, and future tense. We will focus on a new grammar rule each day, and I will be looking for this knowledge to transfer into student 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

## Mathematics & Science

In mathematics, students will focus on learning about fractions, decimals and financial literacy (money). We will also continue to review and work on multiplication and division. Students will have a math book for lessons, where we work together (guided learning). Then, they will work independently in a Practice Math book. The units will finish with a test and a demonstration of understanding using the SNAP format.








Toward the end of the term, we will be cooking, so if you're interested in helping out, please let me know so I can check in with you closer to the date.

Homework encourages the wise use of time during class and reinforces skills that become automatic over time. If your child is not completing work during class, I may send the work home to complete and return the next day.

I will also send home some work to be signed and returned – mainly for your information to keep you updated on what we are doing and how your child is progressing.

## 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.

<h1>Words</h1> <p>Written</p>  <p>Spoken</p> 	<h1>Numeric</h1> <p>Lists, tables, data</p>  
<h1>Graphical</h1> 	<h1>Symbolic</h1> <p><math>a + b = b + a</math></p>  



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## Special Dates for Our Class

**Note:** Field trip plans are in progress, so I will send those dates when they are confirmed. Please let me know if you are interested in volunteering for field trips.

### April

11<sup>th</sup> School Mass at 11:00  
18<sup>th</sup> Good Friday  
21<sup>st</sup> Easter Monday  
22<sup>nd</sup> First day of the third hot session begins  
24<sup>th</sup> Student Vote

### May

5<sup>th</sup> NID No School for Students  
6<sup>th</sup> Wishbone Day – Wear Yellow  
11<sup>th</sup> School-Wide Write  
19<sup>th</sup> NID No School for Students  
21<sup>st</sup> Reading Assessment Day  
30<sup>h</sup> Grade 4 Prayer

### June

6<sup>th</sup> NID No School for Students  
12<sup>th</sup> Last day of hot lunch  
14<sup>th</sup> School Mass  
23<sup>rd</sup> Indigenous Day Activities  
26<sup>th</sup> Report Cards go Home – Last day of school





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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 changes, 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 strengths 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 BC's unique path to confederation.</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 and question.</li><li>• I can explain different forms of energy and the rule of conservation.</li><li>• I 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 for 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 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 and appreciate my personal attributes, skills, interests, accomplishments, and growth.</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>