

WINTER 2026 – TERM 2

# GR. 6 NEWSLETTER

Teacher: Ms. Rose

Email: [vrose@cispg.ca](mailto:vrose@cispg.ca)

School Phone: 250 782 4923

## Happy New Year!

**Term 1 was a busy few months!**

Our class has been working hard to maintain a peaceful, respectful classroom. We are a group that loves hands-on learning and watching MythBusters. We are helpful, kind, and resilient. Everyone is learning to “step up” to the challenges Ms. Rose throws their way. There is major growth happening in our classroom! Here’s to another successful term!

## *Friendly Reminders*

### Classroom Norms/Expectations

The following were created by our students back in September. We’ve been working hard to remember, and live by these within the school.

- Respect everyone’s space.
- We’ll try our best not to talk over one another.
- We will use appropriate language and vocabulary, considering manners and audience.
- Raise our hands when we would like to contribute.
- Respect boundaries.

### Allergy Aware

We are a shellfish and nut-aware classroom.

This includes peanuts, walnuts, pine nuts, almonds, cashews, hazelnuts (Nutella), pecans, etc.

When sending food with your student, please keep the safety of our classmates in mind.

### Absences

Please always call/email the office if your student will be absent.

If your student is absent for a length of time, please contact me. I can send homework home. Otherwise, your student can catch up once they return.

Additional homework support can be arranged with me, which will happen outside of general school hours.

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## Upcoming Events

- Jan. 5th First Day Back to School
- Jan. 8th Hat & Jeans Day
- Jan. 9th Virtue Prayer & Awards
- Jan. 12th PSG Monthly
- Jan. 14th Intermediate Ski Trip (Grades 4 to 7)
- Jan. 16th Grade 5 Class Mass
- Jan. 20th School Council Meeting
- Jan. 22nd Spirit Day – Dress in BLUE
- Jan. 23 Grade 4 Prayer Service
- Jan. 26th Read-A-Thon Starts
- Jan. 28th Bell Let's Talk Day
- Jan. 30th Non-Instructional Day
- Feb. 2 Catholic Education Week Begins
- Feb. 5 Hat & Jeans Day
- Feb. 6 Virtue Prayer & Awards
- Feb. 13 100 Day, and Grade 4 Class Mass
- Feb. 16 Family Day (STAT – No School)
- Feb. 17 Shrove Tuesday
- Feb. 18 Ash Wednesday
- Feb. 19 Spirit Day
- Feb. 20 Grade 2 Prayer Service, and Read-A-Thon Ends
- Feb. 25 Pink Shirt Day, and Student-Led Conferences
- Feb. 26 Student-Led Conferences
- Feb. 27 Praise
- Mar. 5 Hat & Jeans Day
- Mar. 6 Virtue Prayer & Awards
- Mar. 13 Grade 3 Class Mass
- Mar. 16 – 27 Spring Break (No School)

## Reading

Please encourage your student to read for a minimum of 20 minutes a day at home – novels, magazines, manga, graphic novels... It all counts!

We will be reading together, as a class, but will also do independent reading. Students are welcome to bring their (school-appropriate) independent materials from home.

## Communication

We are using SpacesEDU in our classroom.

Class updates and information are posted here. New invites will be sent out. Please join the platform to stay up to date with our classroom and school.



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## WHAT WE'RE LEARNING

**Math:** Fractions, introduction to comparing ratios, working with percentages and percentage discounts, angle measurements and classification, triangles, and area of triangles, parallelograms, and trapezoids

**Science:** Heterogeneous mixtures (suspensions, emulsions, colloids), separating mixtures, and understanding local First People's knowledge of separation and extraction methods, Newton's Three Laws of Motion (Laws #1 – 3), balanced and unbalanced forces, and forces of gravity

**ELA:** Paragraph structure, essay structure, guided reading, oral strategies, elements of a story, vocabulary, and effective writing strategies in various forms

**Social Studies:** Different systems of government, including a focus on Canadian government, economic policies and resource management, understanding the roles of individuals, governmental organizations, and NGOs, and media technologies and coverage of current events, understanding how many of these affect indigenous peoples

**Christian Education:** Liturgy and Sacraments (Triduum), Doctrines of the Faith (Covenant Scripture, Salvation story), Dignity of the Human Person (Value, Modesty), Discipleship (Moral decision making)

**ADST:** Food Studies – basic food handling, simple preparation techniques and equipment, factors in ingredient choices, balanced nutrition, dietary restrictions, factors in food choices (ex. cost, availability, family and cultural influences)

**Careers:** Making connections to the community (cultural and social awareness), global citizenship, volunteer opportunities; life and career planning (factors affecting jobs in the community, technology in the workplace, roles of mentorship)

**Art:** Elements of drama (expression, role-play, improvisation, stage props)



# LEARNING INTENTIONS

## **ELA:**

I can use strategies to comprehend and think critically about written, oral, and visual texts, and to guide inquiry and extend my thinking.

I can synthesize ideas from multiple sources to build understanding and make connections within, between, and beyond texts.

I can make meaningful personal, social, and cultural connections between myself, texts, and the world, and respond in personal, creative, and critical ways.

I can exchange ideas respectfully through speaking, listening, and oral storytelling to build shared understanding and extend thinking.

I can use writing and design processes to plan, develop, and create engaging texts for different purposes and audiences, using appropriate conventions.

## **Math:**

I can use ratios to compare two numbers or quantities, interpret and write ratios in fraction form, and determine equivalent ratios (ex. fractions).

I can represent relationships using unit rates and solve real-world problems using ratios and rates, percent or discount.

I can understand percent as a part of a whole, relate fractions, decimals, and percents, and express fractions and percents.

I can identify, name, and classify angles, compare them to benchmark angles ( $45^\circ$ ,  $90^\circ$ ,  $180^\circ$ ), and estimate, measure, and draw angles using a protractor.

I can relate fractions, full turns, and degree measurements, use compass directions to describe turns and resulting directions, and apply angle properties (sums of  $180^\circ$  and  $360^\circ$ , and equal opposite angles).

I can identify and classify triangles, and understand and apply the property that the sum of the angle measures in a triangle is  $180^\circ$ .

I can understand and apply properties of right, isosceles, and equilateral triangles, as well as squares, rectangles, and other shapes, to determine unknown angle measures.

I can identify the base and height of a triangle when given the other measurement, and develop and use formulas to determine the area of a triangle, parallelogram, and trapezoid.

## **Christian Education:**

I can set my intentions for Christian Education.

I can form my Catholic identity through the study of Scripture, knowledge of Church teaching, and an understanding of Catholic practices.

I can relate my knowledge of the faith and of the ways we worship, live, pray, and serve as Catholics.

# LEARNING INTENTIONS CON'T

## **Science:**

I can identify and describe heterogeneous mixtures, colloids, and aerosols.

I can experience and interpret mixtures that can be separated by picking apart, filtration, floatation, settling, centrifugation, magnetism, and chromatography.

I can explain how an object's motion changes when acted upon by an outside force and how inertia keeps objects at rest or in motion (First Law).

I can describe how unbalanced forces cause acceleration and explain the relationship between force, mass, and acceleration (Second Law).

I can identify action and reaction forces in real-world situations and explain how they are equal and opposite (Third Law).

## **Social Studies:**

I can identify different types of government, understand who benefits from each type and how decisions are made.

I can recognize and describe various Canadian economic policies for sustainable resource management and explain the impacts on the Indigenous peoples.

I can understand the roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples.

I can identify media technologies and understand appropriate coverage of current events.

## **ADST:**

I can analyze how personal, social, and environmental factors could influence food choices.

I can demonstrate an understanding of the importance of cultural influences in food practices.

I can demonstrate an understanding of food choices that support a balanced diet.

I can analyze the impact of dietary restrictions on food preparation and ingredient selection.

I can demonstrate proper food handling practices.

I can use kitchen equipment safely and effectively.



## LEARNING INTENTIONS CON'T

### Careers:

I can identify and describe various careers within our community and beyond.

I can analyze how technology impacts learning and work in various careers.

I can question myself and others about the reciprocal relationship to explain the concept of mentors and the role they play in career development.

I can examine the importance of service learning and the responsibility of individuals to contribute to the community and the world.

I can recognize my skills, strengths, and abilities and connect them to possible career choices.

### Art:

I can describe, interpret and respond to works of art and explore artists' intent, understanding key elements of drama, including plot, character, setting, dialogue, and conflict.

I can create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

I can take creative risks to express feelings, ideas, and experiences through the fundamentals of role-playing in drama, focusing on character development and improvisation.

