

Spring 2026 – Term 3

GR. 6 NEWSLETTER

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Welcome to Term 3 and, hopefully, Spring!

Term 2 was a whirlwind. Mother Nature was her usual self for a winter in Dawson Creek and kept us indoors for far too many days. But we persevered and made the most of it. We did some fun science inquiries, making and separating a variety of mixtures. The students wrote some thoughtful and hilarious poems in ELA. We even separated strawberry DNA, just for fun!

As we move into Term 3, we're looking forward to warmer weather and learning as much as we can before we say "goodbye" to grade 6! The transformation of our students over this school year has been outstanding! It's still so much fun getting to know them, and it's been an absolute joy teaching them.

While we look forward to warmer weather, we're also excited to finish Term 3 with a bang!

Reading

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

While reading graphic novels and manga is fun, please encourage your student to start reading chapter novels.

Reading longer text describing characters and setting has major payoffs for vocabulary development. It also exposes the students to richer language which allows them to practice and demonstrate stronger communication!

Absences Reminder

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

If your child is absent for a length of time, please contact me. I can send homework home. Otherwise, your child can catch up once they return. Additional homework support can be arranged with me, which will happen outside of general school hours.

Upcoming Events

- Apr. 2 Autism Awareness Day
Hat and Jeans Day
- Apr. 3 Good Friday (No School)
- Apr. 6 Easter Monday (No School)
- Apr. 10 Grade 1 Prayer & Virtue Awards @9AM
- Apr. 16 Spirit Day
- Apr. 17 Grade 2 Mass @11AM
- Apr. 22 Earth Day
- Apr. 24 Grade 5 Prayer @9AM
- May 1 Virtue Awards @9AM
- May 5 Red Dress Day
- May 6 Wishbone Day: Wear Yellow
- May 7 Hat and Jeans Day
- May 8 Grade 1 Mass @11AM
- May 11 School Wide Write
- May 14 Kindergarten Orientation
- May 15 CISPG Pro. D (No School)
- May 18 Victoria Day (No School)
- May 21 Spirit Day
- May 29 Praise @9AM
- June 1 Indigenous Heritage Day
Non-Instructional Day (No School)
- June 4 Hat and Jeans Day
- June 5 Virtue Awards @9AM
- June 12 Kindergarten Mass @11AM
- June 16 Kindergarten Graduation
- June 18 Spirit Day
- June 22 Indigenous Peoples Celebration Day
- June 24 Year End Assembly
Grade 7 Graduation
- June 25 Last day with Students
- June 26 Administration Day for Staff

What We're Learning

Math: Area of perimeter of composite shapes, volume and capacity, transformations on a coordinate grid (plotting points on a dot grid, rotating/moving shapes, reading and identifying plot points), patterns and relationships (using algebraic equations, and finding number patterns), data probability (introduction to line graphs, and determining probability)

Science: Our solar system (planets, asteroids, comets, and meteoroids), formation of the solar system, benefits and challenges of space exploration (extreme environments, and space missions), stars, the universe, and looking for life

ELA: Novel study (summarizing, tracking character development, inferencing, identifying theme(s), making text-to-self/text/world connections, sharing experiences, literary elements), mini-vocabulary unit

Social Studies: Importing and exporting goods, trade agreements, international cooperation to various global issues (environmental, social, health pandemics/epidemics, food distribution/famine), regional and international conflict (war, boundary disputes, involvement of children, religious and ethnic involvement, terrorism), media technologies and coverage of current events

Christian Education: Liturgy and Sacraments (Confirmation) Doctrines of the Faith (Covenant Scripture, Salvation story, Parables), Dignity of the Human Person (Value, Modesty), Discipleship (Relationships, moral decision making)

ADST: Digital literacy (internet safety and etiquette) and keyboarding skills

Careers: Connections to our community (including local needs and opportunities, while recognizing social justice and equity), developing cultural and social awareness (advocating for, and bringing positive change to cultural and social issues), improving our global citizenship footprint, an introduction to volunteer opportunities, and understanding factors that affect various types of jobs in the community

Art: Elements of music (patterns and groupings of beats; dynamics of music – tempo, pitch, timber, etc.), handmade instruments to demonstrate elements of music

Learning Intentions

Math:

I can recognize composite shapes and use properties of rectangles to find unknown side lengths.

I can determine and compare the perimeter and area of composite, regular, and irregular shapes.

I can build, draw, and complete 3D objects using unit cubes and isometric dot paper.

I can determine, compare, and express volume (cm^3 , m^3).

I can use formulas to find the volume of cubes and rectangular prisms.

I can understand and solve problems involving volume and capacity.

I can read, plot, and transform points (reflections, translations, rotations) on a coordinate grid.

I can solve one-step equations using guess-and-check or balancing.

I can use variables to represent unknowns and solve real-world problems.

I can identify, extend, represent, and predict number patterns.

I can represent, read, and interpret line graphs.

I can understand probability (outcomes, sample space, events) and determine likelihood.

I can predict outcomes and compare experimental and theoretical probability.

Science:

I can describe the characteristics of different planets, and stars in our solar system.

I can differentiate between meteors, comets and asteroids.

I can explain the process of how solar systems form.

I can recognize the benefits, and challenges of space exploration.

I can identify what an extreme environment is and which exist on earth and in our galaxies.

I can explore the cultural significance of the Aurora Borealis from First Peoples' perspectives.

Learning Intentions

ELA:

I can make predictions throughout my novel.

I can use new information to summarize events, make inferences, and track character development.

I can make connections to the theme(s) with my own experiences, reading, and understanding of the world.

I can recognize the effect of using literary devices throughout my novel to enhance the story.

I can use a theme and character traits to help build a plot to write a creative story.

I can use the English language, with conventional spelling, capitalization, and punctuation, to write interesting, complex sentences.

I can use language features, structures, and conventions, including tone, volume, inflection, pace, and gestures.

I can use presentation techniques in oral form that should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization.

Social Studies:

I can analyze the importance of international cooperation in addressing global issues and recognize different global challenges.

I can analyze various forms of conflict and their implications on different regions.

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

I can gather, apply, and present information using personal knowledge, technology, and collaborative skills.

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

ADST:

I can identify various online dangers (phishing, scams, targeted algorithms, etc.)

I can show an ability to practice appropriate online behaviours (social media, communication, sharing information, etc.)

I can demonstrate effective typing skills, with my fingers on the “home” keys.

Careers:

I can explain the importance of social justice and equity in creating a fair and inclusive society.

I can collaborate with others to advocate for positive change and address social and environmental issues.

I can explore and understand my own cultural identity, and the Indigenous traditions and identity in Canadian society.

I can recognize how my personal attributes (skills, strengths, abilities) can affect my career choices, and how my identity can have positive and negative consequences in reciprocal relationships.

I can appreciate the value of new experiences (such as volunteer opportunities) and how it can broaden my career choices.

Art:

I can recognize and demonstrate strong and weak beats and rhythm in music.

I can create and use handmade instruments to explore tempo, pitch, duration, and notation.

I can collaborate to create and perform a musical piece using rhythm and instruments.

I can show my understanding of timbre, dynamics, form, and texture.

I can explain how music expresses feelings, ideas, and connections to culture, place, and identity.

I can reflect on my music and explain my choices.

I can describe, interpret, and respond to music using musical elements.

I can communicate my ideas in different ways (e.g., mood boards, performance, discussion).

I can take creative risks, present my work, and apply my learning in new situations.