

# Term 3

Mme. Juell

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newsletter

As we continue into our third term, I hope the holiday season has brought you joy and much-deserved rest. As we continue, we will master our language and comprehension skills in Primary Grades and persist in our growth to achieve our oral, comprehension, and literacy skills in Intermediate Grades.

In Term 3, our goal is to continue developing skills to comprehend better and speak French. Some of our Big Ideas this term are listening to and viewing with the intent of helping us begin to understand French. With simple French, we can describe ourselves and our interests. Using various strategies helps us understand and acquire language. And learning about Francophone communities helps us develop cultural awareness. This term, we will work together with our I CAN (je peux) statements to maintain our oral French language and comprehension strategies to grow our vocabulary.

## Grade 5:

- I can understand simple French stories by identifying the main character, setting, place, plot, and the beginning, middle, and end using French vocabulary.
- I can identify and describe the Francophone cultural festival of Carnaval in Canada through a visual presentation that includes a short description of the festival, its activities, sports, and games, as well as the music, dancing, clothing, and decorations. I can also explain what foods people eat during Carnaval and how they are made.
- I can identify a Francophone cultural festival or celebration in Canada.
- I can demonstrate awareness of connections between First Peoples communities and the French language by sharing what Indigenous Peoples share at Carnaval.

# French

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## Grade 6:

- I can understand simple French stories by identifying the main character, setting, place, plot, and the beginning, middle, and end using French vocabulary.
- I can identify a Francophone Cultural festival in Canada, Carnaval, through visual presentation, including key information: a short description of the festival, descriptions of activities, sports, and games, including music, dancing, clothing, and decorations, and sharing what people eat and how it is made.
- I can identify a Francophone cultural festival or celebration in Canada.
- I can demonstrate awareness of connections between First Peoples communities and the French language by sharing what Indigenous Peoples share at Carnaval.

## Grade 7:

- I can exchange ideas and information using complete sentences, both orally and in writing, about a Francophone community in Canada.
- I can identify and present information about the Francophone cultural festival of Carnaval in Canada through a visual presentation that includes a short description of the festival, its activities, sports, and games, the music, dancing, clothing, and decorations, and the foods people eat and how they are made.
- I can identify a Francophone cultural festival or celebration in Canada.
- I can demonstrate awareness of connections between First Peoples communities and the French language by sharing what Indigenous Peoples share at Carnaval.

# Christian Education

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Term 2 newsletter

## Primary Christian Education Grades K-4

In term 3, we continue working with Grades K-4 for Christian Education.

Christian Education will involve:

- Teaching the CISVA Christian Education Curriculum 4 days a week, Monday - Thursday, using the Programs Allelu! and Alive in Christ.
- Co-planning School Mass and Prayer Services with the Classroom Teacher.



# Class Norms

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## Class Norms:

We as a whole school continue to respect the classroom norms. Students signed their names, agreeing to show traits such as acts of kindness, responsibility, respect, and safety toward each other. These are what students identified and agreed to do to create a positive environment for learning and growth.

• **Kindness:** Being friendly, generous, considerate, including others, showing empathy, and helping those in need.

• **Responsible:** Taking responsibility for work, actions and choices.

• **Respectful:** Treating teachers, EAs, classmates and classroom tools with respect.

• **Safety:** Sitting on chairs properly and being safe with classroom tools. Walking and no running.

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## Classroom Management

I believe that the students and I can foster a respectful learning environment together.

Consequences regarding classroom norms are as follows:

- **Step 1-** Verbal reminder
- **Step 2-** Second verbal reminder
- **Step 3-** Student teacher discussion
- **Step 4-** Reflective exercise
- **Step 6-** Communication with parents
- **Step 5-** Communication with principal

# Library

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As we continue with library days in Term 3, please help remind your child(ren) to return their library books on time.

Students are welcome to borrow books as long as previously borrowed items are returned, allowing all students the opportunity to enjoy our library resources. Overdue or lost books must be replaced if not returned to the school.

Overdue/lost book notices will be sent home once per term. Email reminders will also be sent. After a third reminder, any outstanding books must be replaced. Thank you for your continued understanding and support.

## Library Schedule

Wednesday: Book Return Day

Thursday: Book Borrowing Day

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## Allergy Awareness

Notre Dame School is an Allergy-Aware School, committed to creating a safe environment for children with food allergies. We encourage parents to avoid sending foods containing allergens, especially in classes where students have allergies, and to offer peanut-free/nut-free alternatives. For safety, students eat lunches and snacks in the classroom, follow hygiene practices, and do not share food, with additional precautions like cleaning routines and allergy alerts in place.

Thank you

-Mme. Juell