

Grade 4 Newsletter

Miss Capelle's Classroom News - Fall Edition

School Website: <https://notredameschool.ca/>

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Welcome message from Miss Capelle

Dear Families,

Welcome to Grade 4! As we settle into Term 1, I want to take a moment to express how excited I am to be part of your child's Grade 4 journey. This year is an important step in their learning adventure as they begin to grow into more independent and self-assured learners.

My focus continues to be on fostering a classroom environment where every student feels safe, valued, and included. I believe that a strong sense of belonging helps children thrive – not just academically, but socially and spiritually. When students feel supported, they're more willing to take risks, embrace challenges, and grow in all areas.

I'm truly excited about the term ahead of us and all the opportunities it will bring. Thank you for your continued support. I look forward to everything we'll accomplish together in the months to come. I hope this term is full of growth, discovery, and joyful learning.

Written with care,
Miss Capelle

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Classroom Norms/Promises:

As a class, we worked together on creating classroom values and beliefs that we posted as a set of norms to follow.

1. Maintain a positive classroom environment.
 - Be kind, include others, use kind words, never give up, and help our classroom feel safe, happy and welcoming.
2. Be respectful.
 - Use kind words, listen and treat everyone well.
3. Keep a quiet work environment.
 - Focus, stay on task, and respect others' learning.
4. Be Independent
 - Make good choices, try your best and take responsibility.
5. Be able to have independent and collaborative work time.
 - (Individual, partner & group work, team work)
6. Take pride in what you are doing
 - Do your best, keep trying and be proud of your effort.

Classroom Expectation:

I believe learning should be fun! I love bringing humour, energy, and laughter into the classroom, while also setting clear boundaries that support a positive learning environment. I work hard to keep our classroom calm, organized, and welcoming, and I expect students to be ready to learn and to treat our space with respect and kindness. I would best describe myself as a firm but fair teacher.

Behaviour Plan:

1. Redirect: A verbal reminder and opportunity to correct the behaviour.
2. Reset & Check-In: A brief private check-in or reset if the behaviour continues.
3. Reflection Sheet: For continued or repeated concerns, students will complete a reflection sheet that will be emailed home that day so we can work together to support them.
4. Parent & Student Meeting: Set up a meeting (either in person or over the phone). Together, we'll brainstorm ideas and create a plan to support your child's success.
5. Office Referral: If the behaviour still persists, the student may be sent to our principal, Mrs. Richards, for further support and discussion.

Expectations

Agendas: Students complete their agendas daily at school. Please be sure to check their agenda daily for messages.

Fluency Reading: I ask that students spend time reading their fluency passage or a book each evening.

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Home to School Communication

Maintaining strong communication between home and school is very important to me. In our classroom, we'll be using student agendas for daily notes and updates.

If you ever have an important message, please feel free to write a note in your child's agenda. I will sign their agenda daily to indicate that I've checked for messages from home. Please initial each day so that I know a family member has checked for important notes and information. You are always welcome to contact me directly with any questions, comments, or concerns. I do my best to respond promptly and thoughtfully.

To stay informed about school-wide news and events, I encourage you to visit the school website regularly. Please note: Spaces EDU will be up and running once the setup is complete.

Your child will receive a large, clear plastic envelope with a zip closure, which they will use throughout the year. Students are asked to bring this notice envelope to and from school each day.

Lates, Absences, and Early Pick-Ups

Please inform our school secretary, Mrs. Gen Cabrera, or me if your child will be absent or needs to be picked up early. If your child is going to arrive late to school, they must check in at the office before coming to class.

Weather Preparedness and Extra Clothing

As we prepare for changing weather conditions, students are welcome to bring a complete change of clothes (shirt, pants, socks, and underwear) in a plastic bag to keep in their cubbies. Unless there are severe weather conditions, students will go outside for recess in all types of weather. Please ensure your child wears appropriate clothing, such as rain or snow jackets, boots, pants, gloves, hats, and so on. If your child's extra clothes are sent home wet or soiled, kindly send a fresh set for the following day.

Water is Best!

We have water bottle refill stations at school so students can refill their bottles throughout the day. Please send a water bottle with your child every day to help them stay hydrated and ready to learn!

Grade 4 FSA (Foundational Skills Assessment)

This fall, Grade 4 students across British Columbia will participate in the Foundational Skills Assessment (FSA). The FSA is a provincial assessment of reading, writing, and numeracy skills based on the BC curriculum. It helps provide a snapshot of how students are developing foundational skills that support lifelong learning.

The assessment is **not marked** for report cards and does not affect your child's grades. It is one of many tools used to support student learning and to help schools and the Ministry of Education understand broader learning trends.

I will guide students through the FSA in a calm, supportive way and do my best to keep it from disrupting our regular classroom routine, as it can be time-consuming. If you have any questions or concerns about the FSA, please don't hesitate to reach out.

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Important Dates:

September 18: Terry Fox Run/Walk
September 25: Grades K-4 Picture Day
September 28: FSA (Foundational Skills Assessment) begins
September 29: Orange Shirt Day
September 30: National Truth & Reconciliation Day (No School)
October 1: Hat & Jeans Day (\$2)
October 5-9: School Wide Writes
October 12: Thanksgiving (No School)
October 15: Spirit Day: Wear Your Favourite Colour
October 23: Non-Instructional Day (No School)
October 26: Photo Retakes Day
October 30: Character Day
November 5: Hat & Jeans Day (\$2)
November 6: FSA's Completed
November 11: Remembrance Day (No School)
November 18 & 19: Student-Led Conferences (Early Dismissal)
November 19: Spirit Day: Notre Dame Apparel Day
November 30: Non-Instructional Day (No School)
December 3: Hat & Jeans Day (\$2)
December 4: End of First Term
December 16: Christmas Concert
December 17: Spirit Day: Wear Christmas Sweater Day
December 18: Pajama Day & Last Day of School for Christmas break!

Allergy Awareness Reminder:

Please remember we are an Allergy Aware classroom. **This means we have a student who has allergies to peanuts, shellfish and kiwi.** For this reason, please consider peanut-free/nut alternatives snacks. For safety reasons, we do not eat recess food or lunch food outside or allow students to share food with other students. If you are bringing in treats for our class, please ensure they are nut-free so all can enjoy. Our priority is a healthy, safe classroom. As our class practices healthy hygiene, extra Kleenex and Lysol wipes donations are always welcome!

Absences & Missed Work

If your child is absent from school, please email or call the office. If your child is out for more than two days, please get in touch with me to arrange details regarding possible homework.

When they return, students will have work to catch up on, and we will arrange for them to get caught up.

Reminders

Please have your child practice their fluency paragraph each night and review their weekly morphology spelling words. Please also check and sign your child's agenda nightly. Please send your child with a reusable water bottle each day. As always, please don't hesitate to reach out if you have any questions or concerns regarding your child. I'm always happy to connect.

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What we're learning!

Math:

- Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.
- Regular changes in patterns can be identified and represented using tools and tables.'

Reading:

- Components of reading
- Making Connections
- Inferring
- Story Elements
- Character Traits

Writing:

- Create Writing Goals
- Narrative Powers
- Connection Writing
- Inferring Emotions

Speaking and Listening:

- Exchange ideas and perspectives to build shared understanding

Morphology:

- Develop and apply expanding word knowledge.

Science:

- Phases of Matter
- Energy

Social Studies:

- Research & Resources
- Explorers
- Physiographic Regions
- Demographic Changes in Pre-Confederation BC
- Current and Significant Events⁴

ADST:

- Designs can be improved with prototyping and testing.
- Skills are developed through practice, effort, and action.
- The choice of technology and tools depends on the task.

Careers:

- Good learning and work habits contribute to short- and long-term personal and career success.
- Exploring our strengths and abilities can help us identify our goals.

Art:

- Exploring Identity and Environment through Art.

Learning Intentions

Mathematics:

- I can read, write, and compare whole numbers up to 10,000.
- I can use place value to explain how numbers work.

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Learning Intentions

- I can add and subtract with regrouping.
- I can explain patterns in multiplication.
- I can collect and organize information into bar graphs.
- I can choose strategies to solve problems.
- I can check to see if my answers make sense.

Reading:

- I can use strategies (predicting, questioning, visualizing) to understand stories.
- I can make personal connections between text and my own life
- I can use clues from what I read and combine them with what I already know to make good guesses and explanations.
- I can identify the most important elements of a story (ex., setting, characters, problem, events, and solution).
- I can describe and compare characters.

Writing:

- I can use various writing techniques to strengthen my writing.
- I can write using correct sentences, punctuation, and spelling so my ideas are clear.
- I can organize my writing into paragraphs with a main idea and supporting details.
- I can share my ideas through different forms of writing (stories and journals).
- I can set goals to improve my reading, writing, and speaking

Speaking and Listening:

- I can listen and talk about a chapter being read to me.
- I can explain what the story is about without giving away the ending.
- I can share my opinion and make connections.
- I can consider different purposes, audiences, and perspectives in texts.

Morphology:

- I can use proper writing conventions and grammar when writing.
- I can use what I know about phonic patterns and exceptions to read and write words.
- I can spell words that follow a pattern.
- I can use strategies to spell unfamiliar words.
- I can use spelling patterns in my writing.

Science:

- I can observe objects and events in familiar contexts.
- I can make predictions based on prior knowledge.
- I can sort and classify data and information using drawings or tables.
- I can collect simple data.
- I can make simple inferences based on their results and prior knowledge.

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Learning Intentions

- I can transfer and apply learning to new situations.
- I can compare results with predictions and suggest possible reasons for findings.
- I can make predictions based on prior knowledge.

Social Studies:

- I can identify and describe the main physiographic regions of Canada.
- I can explain how natural resources differ in each region.
- I can describe how people use natural resources in their communities.
- I can gather information from maps, diagrams, and digital sources.

ADST:

- I can design with prototyping and testing.
- I can develop skills through practice, effort, and action.

Careers Education:

- I can set goals and make a plan to achieve them.
- I can explain how my choices show who I am.
- I can explain how my actions affect others.
- I can safely use tools and technologies for my project.
- I can develop the skills I need to complete design tasks

Arts Education:

- I can choose artistic elements (like colour and form) and tools to purposefully create art.
- I can explore and express my identity, place, culture, and sense of belonging through art.
- I can use art-making tools and materials safely and responsibly.