

February Newsletter

Dear Parents,

Already February! Hard to believe!

Math

We have wrapped up our *Geometry and Representing Multiplication and Division* units and are currently moving onto our *Displaying and Interpreting Data*. The curriculum expectation that we will be looking at are:

- ❖ display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales
- ❖ analyse different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions

Please continue to review *Multiplication and Division Facts* with your child at home.

Please note that their *Check-Ins for Fractions* was completed on the Hapara Workspace. They have been assessed online as well. It is a card titled: **Fractions Check-In 2023 and it is the first card in that Workspace** - Please feel free to take a look!

Language

Writing

We have begun to focus on *Narrative/Fictional Literature* for both *Writing and Reading* (characters, problem, setting, sequence of events and a solution).

The success criteria/expectations that I will be looking for in the childrens' *Narrative Writing* pieces are as follows:

- ❖ My events are in order: beginning, middle and end
- ❖ I have included all of the Elements of a Story (Characters, Setting, Problem, At Least 4 Events, Solution)
- ❖ I used details and described events
- ❖ I used my author voice
- ❖ My story is easy to follow
- ❖ I used many long sentences using linking words
- ❖ I used the Word Wall and other resources to help me spell
- ❖ I used grammar, capitals and ending punctuation properly
- ❖ I used the past tense
- ❖ My writing is neat

Reading

The children have been reading and answering questions about what they have read to display their understanding of a story. When your child reads at home, please ask them to retell the story with as much detail as possible, and ensure that they include the features of Narrative writing listed above. Ask them questions about the story to see if they are actually understanding what is taking place. Often children can read lots of words, but this does not always mean that they are comprehending what they are reading.

A part of the Language grade for reading on their report card will be based on how they answer comprehension questions in writing. **In Grade 3, they are learning how to display their comprehension in writing, using details from the text and their own thinking, and a portion of the grade depends on how they are doing with regard to this.**

This term, we also read the story **Charlotte's Web** as a class. They answered multiple choice questions at the end of a set of chapters on a Hapara Workspace called Charlotte's Web 2023/2024, which I will be posting when the report cards come out. Much of the grades for this Book Study are based on **listening comprehension**, rather than reading comprehension as we read the story together. However, they did read Chapter 16 on their own and answered some questions about that Chapter which will also be on the Hapara Workspace and I will consider those answers as well to support the **reading comprehension** grade. There are also some other activities that they completed that you can take a look at once the Workspace is posted.

UFLI

Our School Board has implemented a new program called UFLI this year. We have been working on phonemic awareness which is important for children to know in order to read unknown and unfamiliar words.

IMPORTANT FACT: Having your child read outloud to look for fluency is important. Even if your child reads well and understands grade or above grade level text, if they are not reading fluently, this can eventually have an impact on their reading comprehension.

Science

We have started our Strong and Stable Structures unit in Science.

Learning Skills

The learning skills focus for this term is Collaboration and Self-Regulation. Some of the expectations for each are listed below.

Collaboration:

- ❖ Accepts various roles and an equitable share of work in a group.
- ❖ Responds positively to the ideas, opinions, values, and traditions of others.
- ❖ Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions.
- ❖ Works with others to resolve conflicts and build consensus to achieve group goals.
- ❖ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.

Self-Regulation:

- ❖ Sets own individual goals and monitors progress towards achieving them.
- ❖ Seeks clarification or assistance when needed.
- ❖ Assesses and reflects critically on own strengths, needs, and interests.
- ❖ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- ❖ Perseveres and makes an effort when responding to challenges.

Their self-reflection emoji sheets have been sent home this week. Please sign and return. Thank you!

Valentine's Day

The children will be allowed to exchange Valentine's Day cards at school, however, food is not allowed to be brought in and shared. If you send cards in with your child, please send enough for 20 children, so that nobody is left out.

Important Dates for February

Feb 2nd - PD Day - No School for Students

Feb 9th - Class Field Trip to the Museum of Nature

Feb 13th - Shrove Tuesday

Feb 14th - Report Cards posted on Parent Portal, Valentine's Day, Ash Wednesday

Feb 19th - Family Day - No School for Students

Reminders

Please remember to check the classroom website or Twitter feed daily for reminders and a peek into our class. Homework has continued to be posted on the Hapara Workspace. It begins every Monday and is due by Friday, unless noted otherwise. We continue to have our WWW tests at the end of every week!

Happy Valentine's Day and Happy Family Day!

