



Grade 3 January 2020 Newsletter.

Welcome back and Happy New Year to you all! I hope you all had a blessed and restful holiday and are ready for another busy term!

Reminder: Students are reminded to please return the Socials field trip permission slips and fees as soon as possible.

'Tús maith, leath na hoibre' – Irish Proverb ('A good start means half of the work').

Curriculum focus for the month of January.

Religion: The students will be taking part in the '*I am a gift from God*' programme. As discussed in our meeting in September, parental involvement in this programme is important. Parents are asked to initial the work sent home for review (this will be once weekly, early in the week). This way you can take the remaining evenings of the week to review the specific concept being covered. The concepts covered are a review of those explored in Grade 2.

Reading: The students will continue to strengthen their reading fluency and expression by choosing challenging books and reading a variety of genres.

- Reading Power: Reviewing and developing the *Powers to Connect and Visualize* through daily practice in class.
- Introduction to **The Power to Question**: Students will be guided to use 'Quick thinking (QT)' and 'Deep thinking (DT)' questions to engage deeply with reading material.
- **Dictionary work** will also be introduced this month (alphabetising word lists, guide words, dictionary entries etc).
- Please ensure that your child reads for at least 15 minutes every day and encourage deeper engagement with the text by asking questions and stimulating conversation about characters, making connections, using picture words to visualize and generating quick- and deep-thinking questions together.

Speech Arts: The class will be learning the poem '*The Tiger Who Wore White Gloves, Or, What You Are You Are*' by *Gwendolyn Brooks* in sections over the course of the month. A section will be assigned for memorisation every evening starting this week. Each student will be given a copy of this poem to keep in their Home Reading log to refer to each evening. It would be a fun experience to memorise the poem in sections along with your child as it will be a bonding experience as well as a motivational one for your child. Students will also choose from selection of prose for individual readings. Bible readings will also be introduced and modelled. These will be sent home during the coming week. Poetry will be introduced on the second week back in January.

Writing:

- **Paragraph writing:** Students will continue to work on paragraph writing across curriculum areas, with a focus on opinion writing and descriptive writing this month. Students will also work on editing their own work and peer-editing.
- **Cursive writing:** Students will be introduced to cursive writing according to letter families. The focus this month will be on: 'c, o, a, d, g'.
- **Word Study:** Silent consonants (e.g knight, wrong, know), wh, ch, sh, hard and soft 'g' e.g. ('gum' and 'gentle').

Math:

- Students will **review multiplication** (using arrays, repeated addition, area models, number lines and skip counting to help them to understand this concept).
- Students will also continue to develop **word problem-solving skills** using multiplication. While understanding multiplication and identifying uses of such a process in their daily life is important, I also strongly recommend that each student memorises their multiplication tables over the course of this month.
- Students will be introduced to the concept of **division** this month also. Just as addition and multiplication (repeated addition) are related, so are subtraction and division (repeated subtraction).

Science: Students will continue our unit on Landforms with a focus on the processes of weathering, erosion and deposition.

Socials: Students will continue our unit on Local Indigenous cultures, with a focus on stories and legends and the cedar tree. Students will engage in an interactive workshop entitled 'The Cedar Tree: Tree of Life' in the Museum of Anthropology on Thursday January 16th 2020.

French: Ma Famille, vocabulary to describe family members orally and in writing.

Career Education: Students will continue our 'Growth Mindset' unit. Students will also develop self-assessment and goal-setting skills.

Art: First Nations themed art (based on stories and legends), cold and warm colours.

S.T.E.A.M: Landform diorama. Students will work in pairs to plan and construct a model of a landform containing key features as explored in class. Students will evaluate their work process and product using a rubric generated in class and through reflective writing.

A note on homework



Homework should not take more than approximately 40 minutes to complete each evening (including independent reading). In some cases, students who do not complete work which is assigned in class on a particular day will be asked to complete this task at home, in which case, the homework experience will be a longer one.

In class, we are placing an emphasis on focusing and applying ourselves to the task at hand and completing it within the allotted class time. Time management is an important skill which the students will carry forward with them into the intermediate and senior grades in the school. Therefore, I recommend you establish a time management routine with your child at home around homework. This may involve physically looking at the clock and counting out the minutes to be set aside to focus on a task, or it could even simply involve organising the order in which tasks will be completed and ticking them off in the planner as they are completed. A systematic and routine approach to homework will result in efficiency and more productivity.

If you have any concerns regarding homework or how to create a routine at home, please do not hesitate to contact me at grainnekinsella@spev.ca.

I look forward to another productive term with Grade 3!

Le meas (Respectfully),

Ms. Kinsella.

