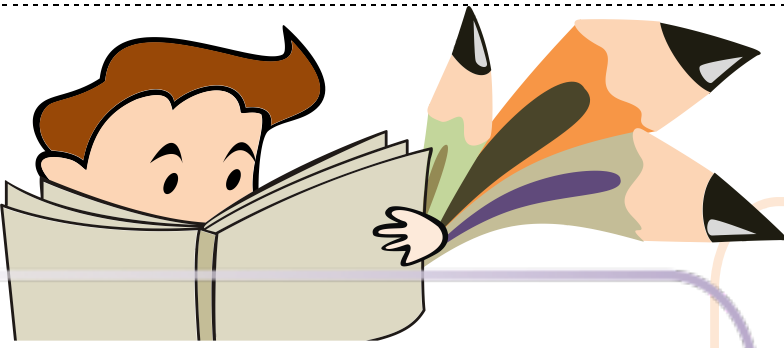


# Student Progress Report

## December 8, 2017



*We're off to a good start ...*

### Grade 3 First Term

Students seem to have adjusted to the expectations of a Grade 3 classroom for the most part. However, some of us still need reminders to bring our Home Reading duo-tangs and Agendas to class in the morning. If you could help by reminding your child it will help them develop this important self-organizing task. Thank you.

Some of the activities covered in our classroom to date...

#### MATH

We began this school year with a review of basic facts, patterns (both increasing and decreasing), addition and subtraction of numbers and have recently begun our introduction/review of place value.

We begin our school day analyzing and solving Word Problems during Morning Math duo-tang work. We are also working on building our repertoire of Math language and terminology while playing our "Math Tiles" games.

#### SPELLING

We are following the Spelling program "Building Spelling Skills" at the Grade 3 level. Students are given a Pre-test of the weekly words on Mondays. These words should be written in the student's agenda books to assist with nightly review. We have class time during the week to complete the related Spelling activities. The expectation is that if your child does not complete the assigned daily work during class time, it is homework for that evening. Our weekly Spelling test occurs on Fridays.

Students can review their weekly Spelling words in game format via the computer program [Spellingcity.com](http://Spellingcity.com).

#### WRITING

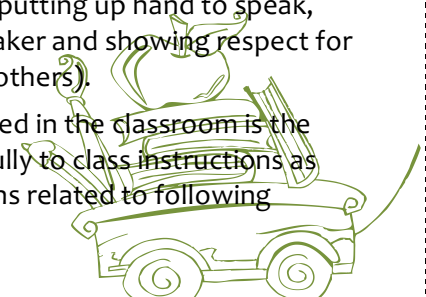
Students have had opportunity for written expression by writing with a topic of their choice or when given a specific topic and/or starting sentence and asked to elaborate.

We have also looked at Grammar with respect to punctuation and capitalization, identifying complete sentences (and sentence fragments) and parts of speech (nouns, verbs, adjectives and adverbs).

#### SPEAKING AND LISTENING

A general expectation in the classroom is that students use polite language and show polite classroom manners both to staff and classmates (examples would be putting up hand to speak, attending to the speaker and showing respect for the contributions of others).

Another skill addressed in the classroom is the ability to listen carefully to class instructions as well as specific lessons related to following



directions. I have incorporated language skills, motor skills and listening skills into lessons that challenge students to follow directions using target concept words and answer related questions.

### **READING**

During class, students have opportunity for quiet, independent reading, (Drop Everything And Read), group reading/partner reading and whole class reading. Students also have the opportunity to hear a story read aloud to them every day. We are currently reading novels chosen from the Grade3-4 Battle of the Books selections. Students also have opportunity for nightly reading at home with our Home Reading program.

**Home Reading** – students are expected to bring home their Home Reading duo-tangs along with the weekly story every night. Parents are asked to support their child’s reading by listening to their child read, filling out the reading log, and helping their child complete the related activity sheet. A new activity sheet is added to the student’s duo-tang Tuesday, Wednesday and Thursday. I have chosen a weekly book format because I would like to build on reading confidence, fluency and expression, and comprehension and I believe that repeated exposure to text will help. The various activities related to each book are designed to address these important skills. Home Reading comes home EVERY NIGHT except Fridays.

### **SCIENCE**

We have been exploring and learning about Life Cycles and have begun learning about the Coho Salmon as they progress through their life cycles. We participated in the retrieval of eggs and milt and watched as the fertilized eggs were transferred to the aquarium located by the school’s main entrance doors. Students will be responsible for overseeing the Salmonoid program at our school ☺. We are expanding our knowledge of Bats through inquiry-based learning tasks and hands-on experiences.

### **LIBRARY**

Students have library book exchange on Tuesdays. Thanks for helping you child to remember to bring their library books to school on time.

### **TECHNOLOGY**

As part of our Science studies, we have been studying Bats and are using an inquiry-based approach to guide our learning as we delve further and expand our knowledge of these mammals. We have been using the chromebooks to assist us in our research efforts. As well, under the guidance of our Teacher Librarian/Technology Co-Ordinator Teacher, Mr. Rhynolds, students have been learning how to use Chromebooks to prepare a slide show presentation on Bats to wrap up this unit of study.

### **P.E.**

We started our school year reviewing gym safety and expectations. We have spent time developing awareness of our body movements in relation to running/moving in the space of the gym or school fields, and we have tried to increase our cardio levels. Recently we have been developing our Volleyball skills by learning techniques for the basic serving and bumping components as well as the general movement pattern of “rotation” during game play.

### **MUSIC**

An important aspect of Music class is learning to use the equipment properly and in a safe manner.

Our Music Teacher, Mrs. Fletcher, has posted the Music overview for Term #1 on our school website for you to access.

### **ART**

In the classroom, students have been working on line design, landscape perspective and use of various media (oil pastel, chalk pastel, crayon, tempura, and water-paint techniques) through seasonal themed artwork. Shelley Thompson

