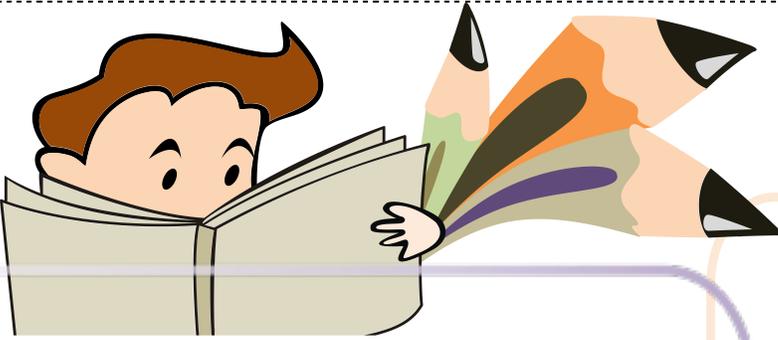


Student Progress Report

June 28, 2018



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I know the answer. Ask me, ask me ...

Grade 3-4 Third Term

Although we are nearing the end of this school year, some students still need reminders to bring their Agendas, Home Reading and any assigned homework to class. However, having said that, there are a number of students coming to class prepared for the day.

This important self-management skill will be crucial as your child begins their Intermediate grade education. Thank you for helping to instill this habit early on.

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

MATH

This term, our focus in Math has been on learning to tell time using both analogue and digital clocks, Congruent Shapes, Geometry and building our repertoire of Multiplication and basic Division facts.

Your child should have been bringing home their weekly Math Homework duo-tang as this additional practice helps build Math fluency and builds confidence.

Added practice with Addition, Subtraction, Multiplication and Division facts over this summer will increase your child's speed and confidence in these areas.

SPELLING

We continue to follow the Spelling program "Working With Words in Spelling" at a 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 on Tuesdays, Wednesdays and Thursdays to complete the related Spelling activities. Our weekly Spelling test occurs on Fridays.

On the whole, students work hard to complete this work during class time. A goal would be to transfer the skills learned in our weekly Spelling lessons to students' spelling in general.

WRITING

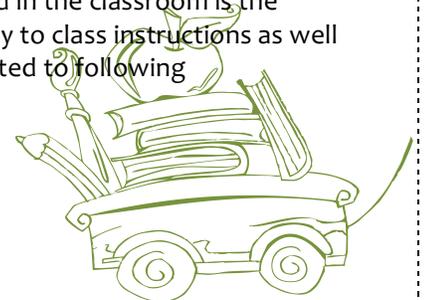
Students have had opportunity for written expression both during journal writing as well as during writing with a topic of their choice or when given a specific topic and/or starting sentence and asked to elaborate.

We continue to look at Grammar with respect to punctuation and capitalization, and using complete sentences in our writing. We are still focussing on proper paragraph formation (Paragraphs begin with indentation, are about one topic, and have a topic sentence followed by supporting sentences).

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 & listening skills into lessons that challenge students to follow directions using target concept words & answer related questions.

READING

During class, students have opportunity for quiet, independent reading, (Drop Everything And Read), group reading/partner reading & whole class reading. We have read a number of novels this term. 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 & helping their child complete the related activity sheet. A new activity sheet is added to the student’s duo-tang Tuesday, Wednesday & Thursday. I chose a weekly book format because I would like to build on reading confidence, fluency & expression, & comprehension & 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. Ensuring that your child completes the nightly Home Reading activities will help develop comprehension, critical thinking skills & various other grammatical skills covered in class.

SOCIAL STUDIES

We have looked at various communities (urban and rural) & how they change over time. While reading our class novel “LITTLE HOUSE IN THE BIG WOODS” we looked at changes specifically in lifestyle, home & school. We travelled back in time to relive the past with a visit to the historic O’Keefe Ranch community. We learned of our rich Secwepemc culture thanks to the teachings of our First Nations Education Worker & welcomed guest speakers who shared aspects of their Indigenous culture with us as well. Students demonstrated good understanding of the concepts covered in class & actively participated in discussions & activities.

P.E.

We continue to review gym safety & expectations. We increased our co-ordination & cardio levels through participation in Track and Field style activities. Every child managed to increase their speed & endurance in the running events compared to the start of the Track and Field unit! We have been developing our gross motor skills & sportsmanship by learning techniques for the basic outdoor game of California Kickball (Soccer Baseball) along with a variety of other indoor/outdoor games.

SCIENCE

We were fortunate to be responsible participants in the salmonid program throughout the year. We studied the salmon life cycle right from the gathering of donor eggs and milt, fertilization of the eggs, all the way to the eventual release of our salmon fry this Spring. During the salmon release, we were able to determine how our personal choices and actions have environmental consequences and how we can strive to be more ecologically responsible. Students learned of the different stages of development for a chicken through video and hands-on opportunity as we candled, incubated and observed the hatching process of baby chickens in our own classroom. We also spent time this term with a unit on Astronomy helping students develop a new perspective of the world they’re standing on through evidence of Earth’s movement through space while spinning and orbiting the sun. We learned how these movements account for the patterns we see in the paths of the sun, the changing seasons and constellations.

ART

We looked at self-expression while creating self-portraits using an Abstract Art approach. We increased our tactile involvement in Art while working on our Loom Beading and Salmon Tile projects. We did a variety of activities with a Spring theme allowing us to study the use of colour and shading techniques using natural materials.

MUSIC (with Miss. Fletcher)

Students have been busy learning to use notation to represent sounds, ideas and movement (felt boards, drawing, writing and dancing) while experiencing and sharing creative works in a variety of ways. They have observed how artists (dancers, actors and musicians) use processes, materials, movements, technologies, tool and techniques and have looked at choreographic devices in developing movement (change in level, dynamics, time, size and repetition).

Shelley Thompson

