



Dear Parents,

It was wonderful to meet you last Thursday evening! I can tell that you, as well as the students, are motivated and ready for a productive and positive year of learning and faith formation. For those of you who were not able to attend the meeting, a copy of the important notices and overview of the year are also online in this section of the website for you to read!

We have begun our first full week in school! The students are beginning to become more familiar with classroom routines and expectations. As the year progresses, students are learning to become more responsible and independent. In order to achieve this, your support at home is greatly appreciated. This means ensuring your child organises their own homework planner and copybooks/ duo tangs when finished homework each evening and putting them back into their school bags. It is each child's responsibility to complete their homework and to get their planner signed each evening. Below are a few reminders, which the students know, but are important for you to be aware of also:

Spelling words are given every Monday. From this week onwards, the children will write the spelling words in their planners and will use their **spelling copies for sentences only**. Students are asked to write a sentence using each word from the spelling list (12 words approximately, depending on the week and level of difficulty). This means a sentence per word. Sentences are due every **Thursday**, with a spelling test every Friday. I would advise the students to take 4 words each evening for sentence composition. This ensures accuracy and better quality of work, rather than rushing to complete all 12 sentences on a Wednesday night! Sentences should be numbered and the spelling word underlined in each. Students are asked to skip a line between each sentence to ensure neat presentation of work.

Home Reading is to be done daily (seven days a week) for 10-15 minutes. Students are encouraged to borrow books from school. However, they can also read any books that you have at home. They are required to fill out their reading log each night, along with three new or interesting words. In class we have discussed the criteria for selecting a 'good fit' book. We made a list to help us in this selection:

Too difficult:

1. Too many of the words don't make sense- more than 4 or 5 words you can't read or don't understand on the first page.
2. Reading really slowly.
3. Getting tired and frustrated.

Too easy:

1. There are no new words on each page.
2. Going so fast it's hard to focus.
3. No effort, boring.

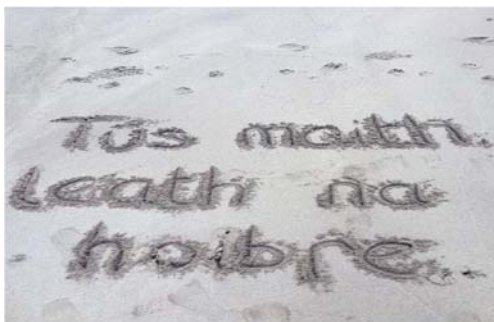
Just right:

1. There are about 2-3 new words per page.
2. Sucked into your book and don't want to stop!
3. Feels good. You are interested!

It would help if you reinforced this process when your child is selecting a book for reading from home.

Math homework must always be completed for the following day. This will help to prepare students for the Math lesson the following day.

It is very important to help your child to establish a quiet and consistent homework routine. It will help them to develop their organisational, academic skills and the ability to complete tasks on their own and to a high standard. Please sign their planners when they have completed their homework assignments. At this stage of the year, homework should not be taking any longer than 30 minutes to complete each evening. We will be building towards 40 minutes as the year progresses. It would help me if you could **write down the time it took your child to complete their homework** beside your initials each evening for the next few weeks, so I can adapt homework assignments to fit the needs of the students.



'A good start is half the work' - Irish Proverb

Curriculum Focus for the month of September:

Religion: Exploration of theme for 2018-2019: *What do you want of me, Lord?* Exploring *Catholic Worldview*, God calls us to use our gifts, our church and school community, building a positive classroom community.

English Language Arts:

Reading: Review Independent Reading habits (Tips for choosing a 'good fit' book/ Decoding strategies), Reading Power: An introduction and focus on *The Power to Connect* (Text to self, Text to text and Text to world connections).

Writing: Writing Power: Introduce: 'Brain Pockets' (Memory Pocket, Fact Pocket, Imagination Pocket). The Writing Process: **1.** Topic and Planning, **2.** Writing (Guided and Independent), **3.** Conferencing and Editing, **4.** Publishing and Sharing.

Math: Review of number facts (addition and subtraction), Number concepts (Place Value: Hundreds, Tens and Ones). Addition and Subtraction with and without renaming/regrouping.

Science: Introduction to *The Inquiry Cycle*. Biodiversity (Living Things).

Socials: Cultural diversity/Multiculturalism (What is culture? Exploring diversity of cultures within Canada).

Career Education: Goal-setting, Developing good work habits, Healthy eating (The Food Pyramid), Emotional Regulation (Zones of Regulation).

French: Greetings, Numbers 1-20, Classroom supplies, Days of the week.

Art: Visual elements: Focus on *line* (vertical, horizontal, diagonal, parallel lines), One-point perspective, Autumn art.

If you have any questions, please feel free to write me a note in the planner or email me at grainnekinsella@spev.ca.

Thank you for your support,
Le gach dea-ghuí (Blessings),

Miss Kinsella.