

# La gazette de l'ère année

École Brooklin Village

Issue #3

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November 2018

## Home Reading Program



The class had recently started its home reading. Your child has now brought home a few books from the "Lecture A" Series, in addition to a code to access our online **Je lis, je lis littérature** program. Children are asked to read a short story nightly if possible. Students may have to work on the same book over the course of several evenings in order to achieve fluency.

Once your child is able to read the book fluently, he/she is asked to bring the book back to school and conference with the teacher before exchanging it for another from the same series. Parents are asked to initial each book title on the tracking sheet when the book can be read fluently. Students are encouraged to present their books to exchange at least once on a weekly basis, but are encouraged to keep their reading folder in their communication Pochette each day. Students are encouraged to bring their books back often as we will also have opportunities to rehearse text with peers and also with our grade 3 reading buddies throughout the week. The tracking sheet should be returned to school along with the book. In order to protect the books, the plastic sleeve in the reading duotang should always be used when transporting them from home to school.

**Bull-Dog Reading Club:** In addition to the Home Reading Log listing the French titles your child will work through, you have also received a school Bull-Dog Reading Log. Please feel free to record French and English titles on this sheet. Completed sheets can be returned to the school and students will receive progress incentives. At the end of the year, each completed certificate will be entered in a draw for fabulous literacy prizes. Additional Bull-Dog Reading Logs are available to print on our classroom website ([www.mmewitzel.ca](http://www.mmewitzel.ca))

Children are asked **NOT** to write or colour in the books.  
Happy Reading!!!

## In Each Subject

### Revisions:

In November, we will review concepts covered over the past two months and complete progress evaluations in preparation for the progress report card to be sent home mid-November.

### Language:

This month, we will continue exploring new vocabulary each week. We will build on phonetic reading strategies through the use of Lire en criant ciseaux and La phonétique animée - two programs based on sounds, syllables, and sight vocabulary. These programs include listening and vocabulary activities to aid in the development of oral and listening skills.

We will also work on journal entries modelled to the class during an oral lesson. Entries will follow structures from the books in our Home Reading Program as well as other common language structures. Here is an example of a journal entry about fruits.

Ex: J'aime les \_\_\_\_\_. J'aime les \_\_\_\_\_.  
J'aime aussi les \_\_\_\_\_.

While the average student is expected to complete the journal entry based on the model, students are encouraged to challenge themselves by adding descriptive adjectives and additional ideas to their writing.

### Quizzes:

In order to affirm solid vocabulary acquisition, thematic vocabulary will be assessed through mini quizzes during which students will use listening skills in order to express understanding, and also during oral conferences in which students will apply their knowledge of concepts through oral expression. As effective individual conferencing takes time, achievements will be shared soon, but not immediately following each quiz. Upon receipt of the quiz booklet each month, please use the results to guide you and your child when planning vocabulary review and initial your child's work before returning it to the school.

### Mathematics:

We have recently begun our unit on patterning using shapes and other concrete objects. Students are learning how to name patterns (nom = ABB, ABC), extend patterns, and how to identify the repeating section (la régularité = core).

E.g. AB Pattern - ♣♥♣♥♣♥ ABB Pattern - ♣♥♣♥♣♥♥  
ABC Pattern - ♣♥♣♥♣♥♣♥♥



This month, we will also culminate our explorations of 2-dimensional geometry. Students have learned to name simple shapes, describe their attributes, and locate them in their environment. As we complete these two units, we will begin formally looking at basic graphing concepts. Students will explore classification and object attributes. They will also create groups and determine the classification rules.

### Incentives & Supplies:

Students are making a regular effort to speak in complete sentences using know vocabulary. In order to continue to motivate their efforts, we are always in need of little prizes for our treasure box. Please be sure to only send non-edible treasures. **As cold and flu season begins, we are also in need of more hand soap, tissues, and paper towels.** Your donations are greatly appreciated!



