

# La gazette de 1<sup>ère</sup> année

École Brooklin Village

Issue #4

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December 2018

## What's New?

### Winter Concert:



During the week of December 10<sup>th</sup>, the primary classes will be preparing for their winter concert. For our classroom performance, students are encouraged to wear their holiday best and bring a Santa Hat. **Students in the Primary Choir** are asked to wear white tops and black bottoms, while **members of the Violin Club** are asked to wear their holiday best. Other students can consider the following festive suggestions:

**Girls** - a holiday dress (preferably red or green) and non-skid dress shoes

**Boys** - black pants, white or festive shirt, a red/green neck-tie/ bow-tie/scarf, and non-skid shoes

In order to accommodate the potentially large and enthusiastic audience, **classes will perform in Holiday Concerts** as follows:

**Wed. Dec. 12<sup>th</sup>: 1:00pm & 6:30 pm**

(gr 1 - 3; Pr Violin; Pr Choir)

**Thurs. Dec. 13<sup>th</sup>: 1:00 pm & 6:30 pm**

(gr 4 - 8; Jr Choir; Concert Band; Rock Band)

**Hat, Mitten & Canned Food Donations are appreciated the night of the concert.**

### Nutcracker:



Come see Mme Witzel's and a number of other BVPS Ballerinas live on stage at the Oshawa Little Theatre! Visit [www.primaballetschool.ca](http://www.primaballetschool.ca) for more information and a direct link to ticket sales. Once again this year, I am

pleased to be a part of this annual tradition casted as Clara's Mother during the Sunday performance. Come enjoy this breath-taking and amazing local production - the most beautiful Nutcracker in the East GTA!

## In Each Subject

### Language:

In December, we will continue to build phonetic reading strategies through the use of Lire en criant ciseaux. Students will begin taking home copies of these stories to read with their families after each unit. A copy of the story, as well as a list of the phonetic vocabulary studied during the unit, will be added to our red vocabulary books. In addition, we will explore phonetic sounds through La phonétique animée (Animated Literacy) - a program that introduces sounds through songs, phonetic stories, and follow-up activities.

### Je parle en français!:



We are excited to be working toward exclusive French communication by the end of December and students will be expected to use only French to communicate in the classroom following the holidays. While it may seem at first a daunting task, students have acquired a great deal of vocabulary during the first term to express their needs effectively. The more they use the language, the more they will become confident and fluent speakers.

To help support students in confidently using all known vocabulary, we will be celebrating French speaking efforts through our "**Je parle en français!**" tickets. Students collect tickets if they speak in French or can assist their peers in using French vocabulary to communicate familiar topics each day. Successful students then accumulate tickets for a weekly prize draw.

In addition, we have been encouraging one another to speak exclusively in French by attempting to collect cubes. Students began two weeks ago with five cubes and may request cubes from their peers if English discussions occur accidentally. You can support French communication at home by encouraging your child to name familiar objects and teach you thematic vocabulary. Thank you so much for supporting our French speaking efforts!

### Home Reading:



The home reading program has been very successful. We are very pleased with the progress that the students are making. Just a reminder that audio aids are available on the website ([www.mmewitzel.ca](http://www.mmewitzel.ca)). We encourage you to use these tools to help you with pronunciation of the text. However, in the first book levels, it is the structure of the sentence that we would like students to become familiar with. Decoding is only one strategy of reading. Your child may memorize some of the text at first, but over the course of the year, students will acquire other strategies including referring to the illustration to make predictions, applying their knowledge of words that have similar beginning sounds, and using their knowledge of syllables and the phonetic language skills to help them decode unfamiliar words.

Students are encouraged to practice reading a book to parents or older siblings nightly and to record the book titles on the **Bulldog Reading Logs** forms (new forms can be printed off the Home reading page on our classroom website). Completed forms are to be returned to school and will be submitted for prizes. When a home reading book is considered fluent, please initial the title on the classroom **Je peux lire!!! Reading Tracker Sheet** and return the book and sheet to school in order to present it to your child's teacher. If a particular text is providing some challenges, please do not hesitate to send it back in order to review it with the teacher. While I will make every effort to exchange books daily.

Be sure to **log into the Je Lis, je lis littérature website** also. Students should **read each text at least three times, and when the text can be read fluently, record achievement by clicking the green box** at the end of the book. Our access to this amazing site is dependent of regular usage. Please use it or lose it!

At times there are many eager readers that return their books and I am unable to get to everyone daily. I will attempt to conference with students as often as possible in order to keep students motivated to read. However, if you are fluent in French and interested in helping with reading conferences, please contact me in order to assist in the classroom.

### Mathematics:



We have recently begun our graphing unit and students are enjoying surveying their classmates to obtain informative data. Students have learned how to represent groups using pictographs and bar graph representations. They have also reviewed graphs in order to make conclusions about the data and will provide useful recommendations to the office staff about popcorn flavours in order to assist with inventory for the next upcoming popcorn day.

In the New Year, we will explore how to add and subtract to solve problems as we investigate the questions: How many are there now? (Combien y a-t-il en tout?) and How many are left (Combien reste-il?) Students will use a variety of materials (cubes, beads, pasta, etc) to make visual statements. They will use addition and subtraction statements to describe the visual representations.



$$3 + 7 = 10$$

Our investigations will include asking students to act out stories that involve adding and subtracting. Students will also be asked to create addition and subtraction stories by writing and illustrating them following a template.

