

**MARCH 2020 NEWSLETTER**

An Old Irish Blessing

May the road rise up to meet you.

May the wind always be at your back.

May the sun shine warm upon your face,

and rains fall soft upon your fields.

And until we meet again,

May God hold you in the palm of His hand.

The season of Lent is upon us and will take us from the end of winter through to the beginning of spring. Lent is the 40-day period leading up to the feast of Easter. Lent is a time that we can share in prayer, fasting and almsgiving. Let’s make personal commitments to ourselves and God to be better listeners and deliverers of his message.

March Break

 March break begins on Monday, March 16th. I hope that everyone has a fun and relaxing holiday. I would also like to encourage the students to continue reading and reviewing math facts over the holidays.

 The Public Library has some great activities planned for the holidays. Register as soon as possible so that you are not disappointed. You can get information about their program on the internet http:/www.brantford.library.on.ca/kids/.

Supplies

Please check with your child that they have all the school supplies they need to be successful every day. Every day, students are asking me for pencils, erasers, glue sticks, pencil crayons, crayons, and scissors. A reminder to also check with your child to confirm that their running shoes still fit.

March at a Glance:

Math

Once students have finished the Geometry math unit, we will begin our Number Sense and Numeration unit. Students will solve multiplication and division problems. Grade 3’s (up to 7 x 7) and Grade 4’s (up to 9 x9).

NB\* A reminder to use Dreambox at home to support Number Sense and Numeration skills.

Reading

All students have been working very hard on improving their reading. Students will continue to work on reading strategies, fluency and comprehension. I am continuing to complete reading tests in the month of March to assess student’s current independent reading level. Students needed to read

with good fluency at 95% accuracy level. I then assess their comprehension of the text by having the students retell the whole text with a good understanding and few prompts. Often when students get to higher levels, they can read the words, but have difficulty retelling the text without my asking many questions. Grade 4’s need to complete a written retell with comprehension and reflection questions.

I would like to encourage parents to discuss the book, before, during and after your child has read the text. Making connections, retelling the important events in the story sequentially and understanding the problem and solution will demonstrate their comprehension of the story.

Reading Strategies

This month we will work on the reading comprehension strategy, Determining Important Ideas in the books that we read. Good readers:

· Identify key ideas or themes as they read

· Distinguish important from unimportant information in relation to key ideas or themes in text.

· Distinguish important information at the word, sentence and text level.

· Utilize text structure and text features (such as bold or italicized print, figures and photographs) to help them distinguish important from unimportant information.

· Use their knowledge of important and relevant parts of text to prioritize in long term memory and synthesize text for others.

Successful readers can determine relevant vs. irrelevant details when reading informational texts.

Less successful readers tend to lump all details into the same pot together, with each carrying the same importance and therefore, all attended to with the same level of comprehension. Being able to sort important facts from the less important ones is a critical skill in developing deeper understanding of content area reading.

At Home Ideas for this Strategy:

· Invite you child to list as many facts/details from a piece of content text as they can recall.

· After listing them, have him/her sort the facts/details into two piles: Relevant and irrelevant based on the original purpose for reading (one either assigned for the readers or one developed by the readers themselves).

· Discuss reasons why certain facts/details are relevant (because of the reading purposes) while others take up space in our memories without furthering our understanding of the text.

We will continue to work on inferring strategies as a strong focus to build proficient readers and deepen comprehension.

Writing Strategy of the Month: Sentence Fluency

This month, we will be focusing on creating stronger FLUENCY in our writing. This means that our writing should flow, in a sequential order that makes sense and sounds smooth and connected. “Have you ever watched fish swimming in a tank or in a lake? Now, think about writing. When words go together just right, they flow, too. The sound is easy on your ears. The word for that is Fluency”. We will be asking the students to read over the written work out loud, after they are finished a piece, to see if it flows and sounds “easy on the ears”. You can help at home by asking your child to practice this regularly.

May the luck of the Irish be shared by all of you!

Your friend in Education,

Mrs. A Bosagri