

**JANUARY 2012**  
**GR. 2 --- MRS. VANDE KRAATS**

Dear Parents,

Happy New Year!! I hope your family had a wonderful Christmas Break. Now it is time to get back to work and back to school. These are a review of the things we will be studying this month, as well as a calendar telling what is going on this month.

**Thank you! Thank you!** Thank you to all of the parents who sent in “goodies” for our Christmas party. They were delicious and we actually ate most of what was brought in. A lot of it was healthy food as well. Thank you also goes out to those parents and students who sent me in such lovely gifts and cards, as well as to those who donated to the Operation Christmas Child boxes instead of a gift for me. I hope that you really appreciated the handmade gift your child made for you. I thought they were really cute and turned out quite well. Thank you to Mrs. Habgood for helping with this endeavour.

**Clothing :** Winter is coming, and along with it comes a lot of extra clothing that gets worn to school. Please label all of your child’s clothing that they bring, so that if it gets misplaced it can be returned to them more easily. If you haven’t sent in a plastic basket (the one that was asked for at the beginning of the school year, on the school supply list) please do so, as your child will be putting his/her mitts and hats in there when they take them off. It is really hard to keep track of 17 pairs of mitts and hats and these baskets will help with this process.

**Reading:** Your child should have brought home his/her take home leveled reading program (in a clear envelope with a leveled book and a reading log) over the course of the month of December. The expectations for this program were typed in the front page of the log book that came home with the leveled book. This envelope should travel between home and school on **Mondays** of each week. Please keep the leveled book for the whole week and have your child **read it more than once** (it can only count in their reading log once), as rereading will help develop your child’s fluency (making it sound like talk) and their comprehension (understanding of what they read). If you have any further questions about this program please feel free to contact me ([Susan.VandeKraats@dsbn.edu.on.ca](mailto:Susan.VandeKraats@dsbn.edu.on.ca)).

**Curriculum Coverage:** In **Math**, we will be beginning a new unit in “Geometry”. We are going to focus specifically on the “Location and Movement” portion of the curriculum where the expectations are: describe the relative locations and the movement of objects on a map/grid etc; - draw familiar settings and describe the relative location of objects on that drawing; -create and describe symmetrical designs using a variety of tools. We will be finishing up our unit on “Liquids and Solids” in **Science** and moving on to another unit in **Social Studies**. We will be beginning a unit on “Traditions and Celebrations.” The overall expectations for this unit are: demonstrate an understanding that Canada is a country of many cultures, use a variety of resources and tools to gather, process and communicate about similarities and differences among family traditions and celebrations, explain how the various cultures of individuals and groups contribute to the local community. In **Language**, the students will continue working weekly on grammar (i.e. capitals, periods, question marks, nouns, verbs, etc.), more difficult sound work (long vowels), writing (focusing on recounts), word work activities, and the writing trait of voice (writing based on the audience you have in mind).

**Things You Can Do To Help:** Continued nightly reading is important for all of the students. Encouraging fluency (make it sound like talk, by rereading) and expression is also important. Focusing on comprehension is also important, as your child begins reading harder books. Asking them to retell the story or asking more complex questions about what happened (i.e. why something happened not just what happened), will help them develop a deeper understanding when they read. Just a reminder, the expectation for Term 2 (February 9<sup>th</sup> is report card day) is that the students are reading at a late Level K(20) or Level L(21). Word Wall Words should be practised and practised, as these words are the basis for all writing in future grades. If you haven't already, create Addition and Subtraction Math Packs, that were given out a Parent/Teacher Interviews, and work on making these facts known automatically (no finger use to figure them out). This will help the students work through our unit in Addition and Subtraction with a better understanding of these concepts. Thank you in advance for your support in these areas.



**JANUARY 2012**  
**GR. 3 --- MRS. VANDE KRAATS**

Dear Parents,

Happy New Year!! I hope your family had a wonderful Christmas Break. Now it is time to get back to work and back to school. These are a review of the things we will be studying this month, as well as a calendar telling what is going on this month.

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**Curriculum Coverage:** In **Math**, we will be beginning a new unit in “Geometry”. We are going to focus specifically on the “Location and Movement” portion of the curriculum where the expectations are: describe movement from one location to another using a grid map; -identify flips (reflections), turns (rotations) and slides (translations) and name them using these terms; - complete and describe designs and pictures of images that have a vertical, horizontal, or diagonal line of symmetry. We will be finishing up our unit on “Forces” in Science and moving on to another unit in **Social Studies**. We will be beginning a unit on “Early Settlements in Upper Canada.” The overall expectations for this unit are: describe the communities of early settlers and First Nation peoples in Upper Canada around 1800, use a variety of resources and tools to gather, process and communicate information about interactions between new settlers and existing communities, including First Nations peoples, and the impact of factors such as heritage, natural resources and climate on the development of early settler communities, compare aspects of life in early settler communities and present-day communities. In **Language**, the students will continue working weekly on grammar (i.e. capitals, periods, question marks, nouns, verbs, etc.), more difficult sound work (long vowels), writing (focusing on recounts), word work activities, and the writing trait of voice (writing based on the audience you have in mind).

**Things You Can Do To Help:** Continued nightly reading is important for all of the students. Encouraging fluency (make it sound like talk, by rereading) and expression is also important. Focusing on comprehension is also important, as your child begins reading harder books. Asking them to retell the story or asking more complex questions about what happened (i.e. why something happened not just what happened), will help them develop a deeper understanding when they read. Just a reminder, the expectation for Term 2 (February 9<sup>th</sup> is report card day) is that the students are reading a Level O(25). Word Wall Words should be practised and practised, as these words are the basis for all writing in future grades. If you haven't already, create Addition and Subtraction Math Packs, that were given out a Parent/Teacher Interviews, and work on making these facts known automatically (no finger use to figure them out). The first two packs should be solid quick recall by now and they should be working on the second sets of addition and subtraction questions (the more difficult ones). This will help the students work through our unit in Addition and Subtraction with a better understanding of these concepts. Thank you in advance for your support in these areas.

