

Hello families,

In this newsletter, I'll share Term 2's learning themes and goals. I'll also discuss levelled readers and school supplies.

### **Levelled Readers – A Check-In**

Speaking of levelled readers, you may have noticed increasing complexity with the books being sent home. I'm hoping that regular reading practice has been productive and increased ability among students.

In the coming weeks, I'll be individually assessing students to see how they're doing with their French reading. I'll then further adjust home reading selections.

I'm aware, though, that not all reading journeys are alike. The books I send home may be too challenging or too easy. Please tell me if you notice significant struggle to both read and understand texts being sent home. Similarly, let me know if you notice that books are too easy overall.

Here are our guidelines for differentiating between the three types of books you'll find in your child's home reading bag:

- “For the heart” book: On a random page, the child can independently read the text. There are only 0 to 1 difficult words.
- “For the eyes” book: On a random page, the child can independently read the text. There are only 2 to 3 difficult words.
- “For the brain” book: On a random page, the child can independently read the text. There are only 4 to 5 difficult words.

### **School Supplies**

If you can, please send more pencils and erasers with your child. We've hit that time of the school year where supplies sometimes must be replaced. This is a great way to encourage personal responsibility.

### **What We're Working On - Term 2**

Math:

- Focus:
  - Addition up to 100
    - Connections between addition and subtraction
    - Addition facts up to 20
    - Double-digit addition
- Big Ideas
  - Developing computational fluency comes from a strong sense of number.
  - Numbers to 100 represent quantities that can be decomposed into 10s and 1s.

Our focus will be addition up to 100 but we routinely weave in other math topics throughout the school year. We may also extend this study into Term 3 if needed.

This term, we'll continue practicing our financial literacy, estimating quantities using referents, and comparing attributes between 2D and 3D shapes. We'll also be practicing direct linear measurement using non-standard units.

#### Language Arts:

- Focus
  - Informational writing
- Class Writing Goal:
  - I can write a short text that has a minimum of two to three sentences.
  - I can include basic punctuation in my sentences (ex. a capital letter at the beginning and a period at the end).
- Big Ideas
  - Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text.
  - The meaning of a message is influenced by the clarity of the vocabulary used and the way the message is organized.

#### Science:

- Focus\*
  - Living Systems, Water Cycle
- Big Ideas
  - Living things have life cycles adapted to their environment.
  - Living things are diverse, can be grouped, and interact in their ecosystems.

\*Students will be studying this topic throughout the school year with some additional topics to be studied in the upcoming term. They will primarily be working with Mme Rachel-Lynn.

#### Social Studies:

- Focus\*
  - Community
  - Regions
- Big Ideas
  - Canada is made up of many diverse regions and communities.
  - Learning about Indigenous peoples nurtures multicultural awareness and respect for diversity.

\*Students will be studying this topic throughout the school year with some additional topics to be studied in the upcoming term. They will be working jointly with Ms. Cummings (our Indigenous Education teacher) and myself.

Thanks for reading,  
Mme Lundgren