



# THE MESSENGER

A Newsletter for Supporters of Immanuel Christian School

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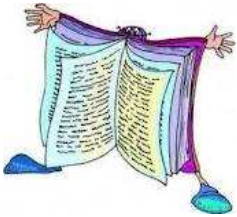
## From the Principal – Mr. P.Veenendaal

Yes, here we are again, even though we said last week there would not be a Messenger this week. Our idea last week was that Mrs. Toet, our secretary, would be in Ontario welcoming a new grandchild but, as the baby has not yet been born, she is still with us in Winnipeg. Hence, a short Messenger this week after all. We'll see what happens next week.

Most of us are enjoying the beautiful weather we had this week although elementary students would like that snow hill to be a bit higher than it actually is. Look at the bright side students; if the hill is small, you will be playing soccer a lot sooner than normal in the spring.

High school students have started to write their mid-term and final exams for the first semester courses. That limits the use of the gym for elementary students in the afternoons because we write exams in the gym. That changes the lunch schedule for Grades 7 and 8 but that has all been worked out so everyone is pleased with the arrangement.

All exams will be written by next Thursday, February 2 and Friday, the 3<sup>rd</sup> is an Administration Day so the exams can be marked, report cards prepared for high school students and the elementary staff can get ready for Reading Month which will begin at ICS on February 6<sup>th</sup>. You can look forward to stories of a large variety of activities already planned, the halls and classrooms decorated to suit the Reading Theme, "Climb into a Book." I won't tell you what I have all seen and heard. You will have to come for a visit to check it out yourself. It will be worth the trip!



Every day, students and staff members are reading at school. Whether it is a Math class or a Science class, there is reading going on. Why do we put so much emphasis on reading? Why do we really need a few weeks every year during February to pay special attention to this topic? The reasons are not a lot different than the reasons I gave for learning Spelling last week. Reading and Spelling are both important parts of our Language Arts curriculum.

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## Why is it important for my child to read?

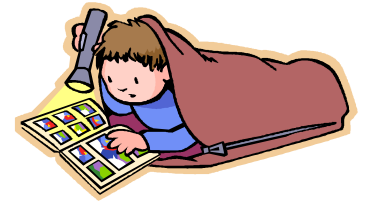
*(main resource: Ontario Ministry of Education document)*

From God we have received the gift of language. We know from the Bible how God gave man many languages at the Tower of Babel. We must use the language we have been given to serve God and learn more about Him. God has given us writers who have special gifts to explain things to others. These have been published in book form. We could count on others to read to us or we could buy an audio books to which we could listen. However, we should not become dependent on others in these matters; we need to do our own reading and writing. Other possibilities may not always be available to us.

As you can see, the ability to read is vital for our spiritual health. But, it also paves the way to success in school, which can build self-confidence and motivate your child to set high expectations for life.

People read for many reasons:

- for pleasure and interest
- for work
- to obtain information that will help them make choices and decisions
- to understand directions (such as those on street signs and in recipe books)
- to learn about the world
- to keep in touch with family and friends



## How will my child learn to read?

Learning to read does not happen all at once. It involves a series of stages that lead, over time, to independent reading and to fluency.

The best time for children to start learning to read is when they are very young, usually at the preschool level. This is when they are best able to start developing basic reading skills.

The stages involved in learning to read are listed below.

### 1. The pre-reader and the beginning reader:

- likes to look at books and likes to be read to
- likes to behave like a reader – for example, holds books and pretends to read them
- learns about words by looking at picture books and playing with blocks that have letters on them, magnetic letters, and so on
- learns about words from songs, rhymes, traffic signs, and logos on packages of food
- learns how text works – for example, where a story starts and finishes and which way the print proceeds
- begins to understand that his or her own thoughts can be put into print
- uses pictures and memory to tell and retell a story

### 2. The emerging reader:

- is ready to receive instructions about reading
- learns that text is a common way to tell a story or to convey information
- begins to match written words to spoken words and to perceive relationships between sounds and letters
- begins to experiment with reading, and is willing to try to say words out loud when reading simple texts
- finds the pictures helpful in understanding the text, and learns that the words convey a message consistent with the pictures

### 3. The early reader:

- develops more confidence and uses a variety of methods, such as relying on visual cues, to identify words in texts
- adapts his or her reading to different kinds of texts
- recognizes many words, knows a lot about reading, and is willing to try new texts

### 4. The fluent reader:

- thinks of reading as a good thing and does it automatically
- uses a variety of methods to identify words and their meanings
- can read various kinds of texts and predict events in a story
- relates the meaning of books to his or her own experience and knowledge, and understands what is new

It takes time to pass through each of these stages, and your child will need plenty of attention and support as he or she moves through them. You can play a leading role in helping your child acquire the reading skills he or she needs to succeed!

ICS plays an important role in promoting the need to learn to read. In elementary grades, we have adopted a special program called **Guided Reading**. In that program, each student reads book(let)s which are placed at different levels according to the letters of the alphabet. For example, a student will start reading in “A” books, then “B” books, and so on. A child at the end of Grade 1 is expected to read level “E” books. By using this method, each child challenges himself to read more difficult books. They do not compare to each other; they compare to what they themselves read. This system has worked well for us and we plan to continue in this way. Our request to parents and grandparents is that you may support the school in these efforts to provide a good education for our children.



What tips can I use to help my child learn to read?

- Tip 1 – Talk to your child
- Tip 2 – Make reading fun
- Tip 3 – Read every day
- Tip 4 – Set an example
- Tip 5 – Talk about books
- Tip 6 – Listen to your child read
- Tip 7 – Show that you value your child's efforts

We pray that God will bless our efforts in this part of educating His children “to function effectively as discerning Christians in society.” (*ICS Mission Statement*)

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**A Note to Hockey Parents – “Hockey for this week Saturday is for the older students – grade 5 and up!” Enjoy!**

#### **ELEMENTARY CLASSROOM NEWS:**

##### **Grade 1: Miss Harke**

Friday, February 3<sup>rd</sup> is an Administration Day for staff so students have the day off – enjoy your long weekend, students!

**Memory Work Song:** Psalm 116:10 (due Thursday, Feb.2)

**Memory Work Text:** New Testament Books (due Thursday, Feb.2)

**Word Wall Words:** her, him, make, made;  
Challenge words: always, around (due Thursday, Feb.2)

**Show & Tell:** M – Kaden, T – Erin, W – Jaxon, Th – Timothy

**Bible:** The Birth of Samson, Samson’s Marriage, Samson and Delilah, Review, Bible Test on **Tuesday, February 7**

**Math:** partitioning numbers up to 20 into two parts

**Choir 1/2:** We are learning to write and read music using solfege. We will soon also begin

learning music for our performance of the “Easter Messiah for young voices.”

##### **Grade 3: Miss vanDoornik**

**Memory Work:** For Feb. 2 – Psalm 76:1

**Bible:** We are continuing the stories about the Israelites’ forty years in the wilderness. We will have a test about this unit (Numbers 10-31) on February 2.

**Spelling Words:** For Feb. 2 – road, jumped, helped, coat, wished, should, ship, boat, picked, asked, afraid, its

**Word Wall Words:** For Feb. 2 – something, general, doesn’t, didn’t, your

**Reading:** Oral reading is an important skill that students build in the lower elementary grades. To help develop and strengthen these skills, kindergarten and grade 3 students will be



pairing up to read together every Friday. The books that the grade 3 students have chosen for this will be sent home on Thursdays so that they can practise oral reading these books. Please take a moment to listen to your children read their books to you. Thanks!

**Science:** We will be having a test on the unit Forces that Attract and Repel. This test has been moved to Feb. 1. Also, in connection with this unit, we will be joining grade 3 teacher and students from DCS on a field trip to the Science Gallery on Feb. 9. Permission forms have been sent home.

#### **Grade 4: Mrs. Dykstra**

One change from last week's Messenger:

**Math** – Quiz on time on Monday after which we will begin the study of fractions instead of area.

**Choir 5/6:** We started back into a regular routine. We are doing lots of singing and we will continue to do body percussion, music history and theory. We will soon also begin learning music for our performance of the "Easter Messiah for young voices."

#### **Grade 7:**

**Bible - Gr 7:** We will have our first Bible test on Ezekiel on Wed. Feb. 1. The topics are: Prophet in Babylon/Scattering hair in the wind/The glory departs/Good and bad shepherds/ Visions. These topics correspond to the sections we have covered in the textbook.

**Math 7:** This week we completed 3.7 "Relating Fractions, Decimals, and Percents." Next week we will start 3.8 "Solving Percent Problems" and thus complete Unit 3. We will end the first semester with a test on Wednesday February 1. We will begin our second semester with Unit 4 "Circles and Area." Students need to ensure they bring a **compass**, a **ruler**, and **calculator** (not on an I-Pod) to school.

**SocSt 7:** Instead of a full size test on section 2 we will be writing a **600 word** essay which is due on **February 2**. Students have chosen topics with regard to quality of life. In chapter 4-8 we

saw that there are negative sides because quality of life depends on wealth and power, and working together. Students will use what they have learned from these chapters and write about optimistic solutions to make the world a better place using a Christian perspective.

**Science 7:** We will begin our 2<sup>nd</sup> Semester with "The Earth's Crust... What's it made of?" We will look at Layers of the Earth, Rocks and Minerals, Soil, and Resources in the Earth's Crust.

**RefSt 8:** We are using Music as a vehicle for our study of the changes that took place due to the reformation. We have seen what happens to the worship service when the Word of God is not in the centre. We will also see the influence of the different Reformers with regard to church music.

**SocSt 8:** We continue our study on Ancient Greece. During our studies of Greece we discovered that especially the Spartans are known for their treatment of infants with "defects" which were not considered human. We compared this behavior to our society's treatment of babies in the womb. A mother in our society can abort her baby at any stage, no medical reason required – there is no law in Canada.

#### **HIGH SCHOOL DIVISION:**



#### **Music - High School Choir:**

Starting second semester we will begin with our High School choir. It will be on every Day 1 of the cycle at 2:20-3:30 pm in Immanuel Hall.

**Band 9/10:** This Tuesday we will not have an extra practice due to exams. Starting second semester we will continue with extra practices on Tuesdays after school 3:30-4:45. It is important that you attend these so that we can be well prepared.