**Program Summary Grade 4 March- June 2019**

**Language Arts**:

**Reading:** Representing and Viewing: Determining Importance reading comprehension strands

-explicit instruction on determining the main ideas and themes of text, pulling out context clues and paraphrasing the evidence from text and elaborating in their own words

-selecting own reading materials and completing 10 determining importance reading logs

-reading and interpreting writing styles of authors and determining the main idea communicated in a variety of poetry writing exemplars

-introduction to figurative language devices, definitions and writing activities: hyperbole, metaphors, similes, onomatopoeia, irony, alliteration and personification

-mentor texts (legends, narratives, folktales, poetry), viewing videos, and activities with figurative language devices and narrative writing styles

-introduction to grammar and parts of speech: nouns, verbs, adjectives, pronouns, interjections, adverbs, synonyms, antonyms, homonyms, idioms and analogies

**Writing:** projects

 Folktale Writing project:

-narrative writing project is the structure of a legend or folktale: describing animal features prior to alteration, a problem/conflict, changes causing cause and effect and a conclusion with a moral of the story

-writing outcomes included using rich descriptive language, transitions in a logical sequence, the use of speech and the proper punctuation and paragraphing “ “, and a conclusion (300 words or more minimum)

Poetry Writing: Poetry anthology

-publishing 5 poems of various forms and styles (diamante, Haiku, acrostics, limericks)

-editing for richer words choices, parts of speech, and figurative language devices

-following sequence using rhyming schemes, meter, structure specific to poem and syllabication

-illustrating poem themes with the support of illustrations

-sharing and presenting

Personal Writing Journal:

-five journal entries on feelings, outlining activities, opinions, and personal experiences. Students write five paragraphs or more (300 words minimum) to one page on a selected topic, add an illustration to express ideas visually

-reflective writing: self-assessment using a rubric, outlines and goal setting

\*self-assessment using rubrics and checklists for pre-writing, final draft writing and reading logs

**Math**:

**Multiplication:**

-modeling multiplying two 2-digit factors using an array, base ten blocks, or an area model, record the process symbolically, and describe the connections between the models and the symbolic recording. Illustrating, concretely, pictorially, and symbolically, the distributive property using expanded notation and partial products

 **Division:**

-demonstrating an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by: using personal strategies for dividing with and without concrete materials, explaining the results of dividing by 1 solving problems involving division of whole numbers, and relating division to multiplication

-solving division problems using models, pictures, arrays, number lines and skip counting

-using a variety of strategies to locate quotients: renaming/expanded form, by subtracting, by chunking using base ten, using simpler division sentences, division with remainders

-using multiplication as the reverse operation to solve problems

**Fractions:**

-name and record fractions for the parts of a whole or a set

-compare and order fractions

-model and explain that for different wholes, two identical fractions may not represent the same quantity

-provide examples of where fractions are used

\*daily class assignments completed and corrected showing all the step and algorithms in both math journal and duotang, and summative assessment open book unit test

**Social Studies:**

**Interactions and Interdependence of Nations**

-locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival

-researching similarities and differences in ways of life among First Nations and Inuit communities prior to European contact

-investigate the significant events, European explorers, settlement, treaties, Confederation, wars and battles in North America that lead to the push/pull factors in integration and building of Canada

-assessing the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade, Confederation, the Battle of Batoche, The North West Resistance, and treaties on the First Nations and the Métis in early Canada

\*assessment tools: class work, projects, mapping assignments, timelines, charts, graphs, Batoche booklet and summative pop quiz (open book)

**Science:**

**Habitats & Communities**

-exploring the different habitats, the population and communities of plants and animals that dwell in them

-identifying biome regions, how climate and weather impact flora and fauna in these areas

-examining the different habitats and environments in Canada

-looking at adaptations (behavioural and structural) that enable plants and animals to survive and thrive

-looking at food webs, diets, and niches that show the flow of energy from one organism to another (producers, consumers, herbivores, omnivores, carnivores)

-exploring, examining, and observing the stages of the Darkling Beetle in mealworm journals

-performing experiments to observe the behavior, growth patterns, observe the metamorphosis, and dietary needs for a mealworm to transform into a beetle

\*assessment: class assignments, mealworm journal observations and experiments, self-assessment checklists, and summative pop quiz (open book)

**Healthy Body unit**:

-personal health assessment: hygiene, diet, exercise, avoiding risky behaviour and daily routines

- examining disease associated with diet and exercise

-identifying own and planning to implement a healthy lifestyle: balanced diet, getting enough rest, and adequate physical activity

**Arts Education: Dance**

*-*exploring rhythmic movement, spacial awareness, self-expression, creative sequences, repetition of movement, and using all parts of the body for creative communication of ideas and themes

-explore the elements of dance: space, dynamics, action, body, relationships

-exploring the five elements of dance with a partner and in small groups: actions, dynamics, relationships, space, and locomotor movement of parts or whole body

-communicating themes using choreography cards on a variety of topics: seasonal, lifestyle, science etc: creating and recording a legend and key in A B forms using a motif journal

-performing group choreographies and respectfully viewing peer performances

-participation, attitude, group collaboration skills and effort

- creating a group choreography: creating own theme with a group, selecting dance sequences, recording dance steps using AB format, selecting music to support theme and perform

-participation in Just Dance daily body breaks

 **Program Summary Grade 5 March- June 2019**

**Language Arts**:

**Reading:** Representing and Viewing: Determining Importance reading comprehension strands

-explicit instruction on determining the main ideas and themes of text, pulling out context clues and paraphrasing the evidence from text and elaborating in their own words

-selecting own reading materials and completing 10 determining importance reading logs

-reading and interpreting writing styles of authors and determining the main idea communicated in a variety of poetry writing exemplars

-introduction to figurative language devices, definitions and writing activities: hyperbole, metaphors, similes, onomatopoeia, irony, alliteration and personification

-mentor texts (legends, narratives, folktales, poetry), viewing videos, and activities with figurative language devices and narrative writing styles

-introduction to grammar and parts of speech: nouns, verbs, adjectives, pronouns, interjections, adverbs, synonyms, antonyms, homonyms, idioms and analogies

**Writing:** projects

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-supporting poem themes with illustrations

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Personal Writing Journal:

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**Math**:

**Multiplication:**

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-expressing two digits by two-digit multiplication using a variety on strategies to locate products: expanded form strategy, left to right, estimating products and rounding, using arrays to demonstrate double digit multiplication

**Division:**

-division of whole numbers through mental computations, paper and pencil calculations, arrays, doubling, number lines to show skip counting and the use of calculators for complex computations

-selecting operations to solve two-step or multi-step problem and justifying the appropriateness of applications

 -long division processes and working with remainders

-division of a base ten- or single-digit divisor into a three-digit dividend (to find quotient)

-the use of arrays to create number sentences and understanding distributive property of multiplication with division

-using estimation, rounding, and opposite operations to find the reasonableness of a product or quotient

-using multiplication as the reverse operation to solve problems

**Fractions:**

-demonstrates an understanding of fractions less than or equal to one by using concrete and pictorial representations to:

-create sets of equivalent fractions

-compare fractions with like and unlike denominators

-create concrete, pictorial, or physical models of equivalent fractions and explain why the fractions are equivalent

**-**comparing, ordering, and naming fractions

-relating fractions to decimals

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**Social Studies:**

**Interactions and Interdependence of Nations**

-locate on a map traditional First Nations and Inuit habitation areas in the era prior to European arrival

-researching similarities and differences in ways of life among First Nations and Inuit communities prior to European contact

-investigate the significant events, European explorers, settlement, treaties, Confederation, wars and battles in North America that lead to the push/pull factors in integration and building of Canada

-assessing the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade, Confederation, the Battle of Batoche, The North West Resistance, and treaties on the First Nations and the Métis in early Canada

\*assessment tools: class work, projects, mapping assignments, timelines, charts, graphs, Batoche booklet and summative pop quiz (open book)

**Science**

**Human Body Systems**

-creates a visual representation of the location of the major organs of the human body systems within the entire body

-explores the roles of cells, tissues, organ and organ systems

-models the structure and/or function of one or more organs from the human digestive, excretory, respiratory, circulatory, nervous, muscular, or skeletal system on a life size model

-compiles and display data from investigations related to the structure and/or function of human body systems using proper terminology, describing properties, using microscopes, and documents observations and conclusions for lab reports

-organizes information using appropriate formats such as tallies, tables, illustrations and bar graphs

-investigates the structure and/or function of one or more body systems in depth

\*assessment: class assignments, lab reports and experiments, self-assessment checklists, and summative pop quiz (open book)

**Health:**

**Puberty Unit:**

**-**introduction to the mental, physical, and emotional changes of puberty

-describe physical changes, both primary (reproductive organs and systems) and secondary (e.g., growth of body hair, menstruation, changes in body shape) that occur during puberty.

-understanding the the process of menstruation and spermatogenesis

- describe personal responsibilities and determine the increasing importance of balanced health practices (bathe frequently, use deodorant and other sanitary products, respect private spaces, keep personal matters appropriately private, respect differences) associated with physical, social, spiritual, and emotional changes during puberty

**Healthy Body unit**:

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