**December to March Grade 4 Program Summary**

**Language Arts:**

**Reading Comprehension Strands**:

-using reference materials: dictionary skills/ thesaurus to find relevant information: locating guide words to find entry words, how to select the correct definition, reference to parts of speech and using pronunciation keys, using alphabetical order to aid searches and how to use a dictionary effectively and independently for research purposes

-identifying word attack skills and language conventions (formulating sentences with list words, defining using a dictionary, placing in alphabetical order, using synonyms, etc)

-novel study for read along/read aloud Island of the Blue Dolphins: vocabulary and reader’s response journals (connecting, persuasive writing on opinions, visualizing, and synthesizing), constructing pictures, images, or visual aids to represent understanding

-literature response and reading comprehension activities: retelling, responding through connections, and analyzing literary features

**Writing: 6 + 1 Writing Traits**:

-pre-planning, brainstorming and organizing writing with the use of concept maps, outlines, and visual organizers

-writing rough drafts: topic sentence, a variety of supporting detail sentences, and conclusion

-self and peer editing with the use of rubrics, writing dictionaries, thesauruses, and check lists

-peer editing and providing feedback with the use of formative assessment tools

-final copy writing and making reference to class cogenerated writing continuum

*-*Island of the Blue Dolphins project: exploring theme, characterization, setting, plot, mood etc. book report writing project

-visual representation piece: choice of visual aid to support writing (diorama, cube, mini-book etc)

-oral presentation of book report and visual representation, peer feedback and assessment

*-*creation of a student generated a rubric for self and peer assessment of the writing project

\*dictionary skills test, Island of the Blue Dolphins vocabulary test, reader response journals, book report project, visual/oral presentations

**Math: Numeration/Place Value Unit 2**

**Place Value**

-reads a four-digit numeral without using the word “and” (e.g., 5321 is five thousand three hundred twenty-one)

-writes a numeral (0 – 10 000), in expanded notation (e.g., 321 = 300 + 20 + 1) and in words

-represents a numeral using a place value chart, base ten blocks or diagrams

-explains the meaning of each digit in a numeral (ones, tens, hundreds, thousands)

-orders a set of numbers in ascending or descending order, and explain the order by making references to place value

-identifies incorrectly placed numbers in an ordered sequence or shown on a number line

-solving two step problem solving equations and justifying operations and strategies used

**Addition & Subtraction**

*-*demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions of 3 and 4-digit numerals

-using strategies for adding and subtracting numbers: estimating sums and differences, using base ten blocks visuals, regrouping, and solving problems

\*class participation, checklists, writing board samples, daily class assignments, and tests

**Science: Properties and Changes of Materials**

-exploring the characteristics and physical properties of materials in solid, liquid, and gaseous states of matter

-investigating how reversible and non-reversible changes, including changes of state, alter materials through hands on experiments and documenting observations in lab reports

-understanding the states of matter and how temperature affects processes: sublimation, condensation, evaporation, melting, and freezing

-perform the scientific processes and setting up lab experiments and terminology: purpose, hypothesis, materials, procedure, variables, observations, and summary conclusions

\*class work and assignments, observations in lab reports and tests

**Social Studies Dynamic Relationships: Saskatchewan Geography**

-identify Saskatchewan on a map of Canada, North America and the world

-locating significant landmarks, cities, and water bodies of Saskatchewan on a map

-identify the characteristics of the unique geographic regions in Saskatchewan (resources, ecoregions, landscapes, landmarks and settlements).

\*class work and assignments, inquiry projects and tests

**Health: Understanding, Skills, and Confidences**

-conflict resolution, problem solving peer conflict, and response to peer pressure

-critically responding to media influences on self-image

-peer dynamics and forms of bullying

-the types of bullying and problem solving

**Physical Education:**

-fitness: building strength endurance and cardiovascular agility

- exploring strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness

-performance circuits, long distance and short distance running, flexibility and agility exercises

**December to March Grade 5 Program Summary**

**Language Arts:**

**Reading Comprehension Strands**:

-using reference materials: dictionary skills/ thesaurus to find relevant information: locating guide words to find entry words, how to select the correct definition, reference to parts of speech and using pronunciation keys, using alphabetical order to aid searches and how to use a dictionary effectively and independently for research purposes

-identifying word attack skills and language conventions (formulating sentences with list words, defining using a dictionary, placing in alphabetical order, using synonyms, etc)

-novel study for read along/read aloud Island of the Blue Dolphins: vocabulary and reader’s response journals (connecting, persuasive writing on opinions, visualizing, and synthesizing), constructing pictures, images, or visual aids to represent understanding

-literature response and reading comprehension activities: retelling, responding through connections, and analyzing literary features

**Writing: 6 + 1 Writing Traits**:

-pre-planning, brainstorming and organizing writing with the use of concept maps, outlines, and visual organizers

-writing rough drafts: topic sentence, a variety of supporting detail sentences, and conclusion

-self and peer editing with the use of rubrics, writing dictionaries, thesauruses, and check lists

-peer editing and providing feedback with the use of formative assessment tools

-final copy writing and making reference to class cogenerated writing continuum

*-*Island of the Blue Dolphins project: exploring theme, characterization, setting, plot, mood etc. book report writing project

-visual representation piece: choice of visual aid to support writing (diorama, cube, mini-book etc)

-oral presentation of book report and visual representation, peer feedback and assessment

*-*creation of a student generated a rubric for self and peer assessment of the writing project

\*dictionary skills test, Island of the Blue Dolphins vocabulary test, reader response journals, book report project, and visual/oral presentations

**Math: Numeration**

**Place Value**

-solving two step problem solving equations and justifying operations and strategies used

-identifying numbers 1000 000 to 0.001 in standard form, expanded form, and word form

-rounding numbers from the hundred thousand, ten thousand, and thousands place value

-estimating numbers from the decimal tenths and hundredths place

-compare, order, and represent whole numbers and decimals from 0.001 to 1 000 000

-using inequity signs (< > =) to demonstrate value of greater than, lesser than, and equal to and ordering whole and decimal numbers from largest to smallest

**Addition & Subtraction Of Decimals**

-solve problems involving decimals (and fractions) and explaining the variety of strategies used

-estimation and rounding numbers from decimal tenths, hundredths, and thousandths value to

1 000 000 whole number values

-demonstrating the equivalence of decimals using concrete materials, manipulatives, drawings and symbols

-using models, pictures, and base ten blocks to represent the determination of the sum or difference of two decimal numbers, explain the model, and record the process symbolically

-show estimation to determine the position of the decimal point in a sum or difference

-explain how understanding place value is necessary in calculating sums and differences of decimals

\*class participation, checklists, writing board samples, daily class assignments, and tests

**Science: Properties and Changes of Materials**

-exploring the characteristics and physical properties of materials in solid, liquid, and gaseous states of matter

-investigating how reversible and non-reversible changes, including changes of state, alter materials through hands on experiments and documenting observations in lab reports

-understanding the states of matter and how temperature affects processes: sublimation, condensation, evaporation, melting, and freezing

-perform the scientific processes and setting up lab experiments and terminology: purpose, hypothesis, materials, procedure, variables, observations, and summary conclusions

\*class work and assignments, observations in lab reports and tests

**Social Studies Resources & Wealth**

-identifying the main resources and industries in Canada and differentiating between renewable resources (e.g., forests, fish, water) and non-renewable resources (e.g., oil, minerals)

-research project on Canadian resources, the effects of economy and environmental factors

-how humans use raw materials and manufactured goods

-exploring through inquiry industries of Canada the types: primary, secondary and tertiary and the different industries (forestry, fishing, fur trade, mining, oil etc) and how Canada’s resources make it a wealthy country

\*class work and assignments, inquiry projects and tests

**Health: Understanding, Skills, and Confidences**

-conflict resolution, problem solving peer conflict, and response to peer pressure

-critically responding to media influences on self-image

-peer dynamics and forms of bullying

-the types of bullying and problem solving

**Physical Education:**

-fitness: building strength endurance and cardiovascular agility

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-performance circuits, long distance and short distance running, flexibility and agility exercises