**Grade 4 Program Summary September -November 2018**

Language Arts:

Reading, Representing and Viewing:

**-**CAT and Insight testing

-reading inventory: selecting appropriate reading materials using the I Pick strategy for selecting good fit books for interest and using the “five finger” rule for reading suitability

-exploring purpose for reading, writing, viewing and responding through explicit instruction:

-with a partner or in a small group: discuss, outline, define and share a purpose for reading, writing, listening to music and viewing videos

-creating images, pictures, and drawings to explain visual representations and to show viewing

-Independent book study: DEAR activities using self-selected reading materials and doing reading log activities:

* Outlining the main idea of text by outlining and summarizing the beginning, middle and end
* Illustrating and outlining the setting
* Compare and contrast texts using a Venn diagram
* Persuasive writing: with the support of an illustration to support reasons for this selection being a good book for others to read

Writing:

-practice in cursive writing: neatness, letter formation, how to read and understand handwritten texts

-using graphic organizers for pre-writing or idea development before writing

-**informal journal writing** weekly entries on feelings, outlining activities, opinions, and personal experiences. Students write three paragraphs 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

-**formal writing**: The Writing Process

* the pre-writing process: planning, using a graphic organizer to brainstorm, organize and outline writing themes, and writing a rough draft
* editing rough draft copies for: topic sentence, title, support with evidence, providing details, and use persuasive language to engage an audience
* creating final drafts, editing and revising errors, preparing for a formal written product with multiple drafts, self-assessment and sharing final products

-activities to practice the 6+1 writing traits: formulating ideas, organizing, word choices, sentence fluency, and voice

-persuasive writing: selecting a purpose, writing for an intended audience, establishing main points, and working on the structure of writing

* purpose for writing poster assignment: selecting a theme (wanted, for sale, or lost) and using descriptive language to communicate the 5 W’s (who, what when where and why). Creating a poster to communicate a purpose, visually develop theme with an illustration and support the theme with writing
* creative writing project assignment: selecting purpose cards that have scenarios for writing (to inform, to persuade, or to entertain)

\*assessment tools: personal journal writing rubric, reading log rubrics, self-assessment rubrics and checklists

Math:

Measurement: Time

-reading and recording calendar dates in a variety of formats

-explaining the time orally and numerically shown on a 24-hour analog clock

-modelling the meaning of AM and PM, and provide an example of an activity that occurs during the AM and another that occurs during the PM

-indicating the time orally shown on a 12-hour and 24-hour digital clock

-practicing use time terms orally as “minutes to” or “minutes after” the hour

-demonstrating an understanding of time by reading and recording time using digital and analog clocks

-expressing the time orally and numerically shown on a 12-hour analog clock

-understanding fraction words for referring to time: quarter to, quarter after, and half past

\*math journals, center activities, white board work, hands on materials such as clocks, charts and tables, daily class assignments, and summative test

Patterns:

-identifying patterns: increasing, decreasing and repetitive patterns

-finding subsequent numbers in a table by using a pattern rule

-using problem solving strategies to find sums and differences of patterns

-determine the missing number in an equation

-using equations to solve problems

\*assessment: writing board samples, math journal and daily class assignments

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 the missing numbers in an ordered sequence or shown on a number line

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

\*math journals, center activities, white board work, hands on materials such as: number lines, place value charts, base ten blocks, daily class assignments, and summative test

Social Studies:

Resources & Wealth

- pioneer farming methods, farming in Saskatchewan and resources of Saskatchewan

-identify and compare the time line and technology changes in Saskatchewan’s farming community (from pioneer to modern day)

-identify the factors effecting farming prosperity: environmental factors, technology and vegetation

-identifying uses and economic wealth interdependence on resources, industries of Saskatchewan, and exports/imports of Saskatchewan goods

-describe the resources of Saskatchewan from mining (uranium, coal, oil and petroleum) to agriculture

-identify the needs and wants of Saskatchewan’s community: economy, trade and jobs in relation to resources and agriculture

-partner and group work, understanding the changes in techniques, machinery and lifestyles of Saskatchewan’s farming community

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

Science:

Rocks & Minerals

-investigating physical properties of rocks and minerals, including those found in the local environment

-assessing how human uses of rocks and minerals impact self, society, and the environment.

-exploring the local environment for rock types: igneous, metamorphic, and sedimentary

-explaining how human’s use for rocks, minerals, ores and natural resources

-analyzing how weathering and erosion provide evidence to support human understanding of the formation of landforms on Earth

**-**introduction to the scientific process and format for documenting experiments: purpose, hypothesis, materials, procedure, observations and conclusion

-writing lab reports to explore the scientific method and processes: developing inquiry questions, formulating a hypothesis, performing experiments, explaining through observations and answering questions with a conclusion

\*assessment: class assignments, lab reports for 5 experiments, self-assessment checklists, and summative pop quiz (open book)

Health:

Self-Concept, Personal Identity and Developing a Positive Self-Image

-understanding the importance of identifying own strengths, interests, aptitude, special qualities, uniqueness and beliefs

-identifying values: family culture, school community, belief systems and other influences on self-esteem, peer relationships and attainment for personal goals

-identify own role as a class and school member

-discussing the importance of school and exploring own personal values

-critically responding to media influences on self esteem

\*self-portrait poster with personal traits and characteristics, created a magazine advertisement using media advertising strategies, class assignments

Arts Education:

Dance

-Introduction to Pow Wow dance, protocols, structure, world views and cultural significance

-inquiry unit: using a graphic organizer to pre-plan research: regalia, dance steps, music, cultural meaning, etc

-researching multi-media to visually represent dance style of Saskatchewan’s Cree and Metis people’s cultural dances: traditional male or female dance, Metis jigging, fancy dance, jingle dance, prairie chicken etc.

\*presenting a visual display (power point, posters, pamphlets, books etc) and self-assessing with a checklist

**Grade 5 Program Summary September -November 2018**

Language Arts:

Reading, Representing and Viewing:

**-**inquiry project: Climate Change Project, research, organize and present a visual representation

-reading inventory: selecting appropriate reading materials using the I Pick strategy for selecting good fit books for interest and using the “five finger” rule for reading suitability

-exploring purpose for reading, writing, viewing and responding through explicit instruction:

-with a partner or in a small group: discuss, outline, define and share a purpose for reading, writing, listening to music and viewing videos

-creating images, pictures, and drawings to explain visual representations and to show viewing

-Independent book study: DEAR activities using self-selected reading materials and doing reading log activities:

* Outlining the main idea of text by outlining and summarizing the beginning, middle and end
* Illustrating and outlining the setting
* Compare and contrast texts using a Venn diagram
* Persuasive writing: with the support of an illustration to support reasons for this selection being a good book for others to read

Writing:

-practice in cursive writing: neatness, letter formation, how to read and understand handwritten texts

-using graphic organizers for pre-writing or idea development before writing

-**informal journal writing** weekly entries on feelings, outlining activities, opinions, and personal experiences. Students write three paragraphs 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

-**formal writing**: The Writing Process

* the pre-writing process: planning, using a graphic organizer to brainstorm, organize and outline writing themes, and writing a rough draft
* editing rough draft copies for: topic sentence, title, support with evidence, providing details, and use persuasive language to engage an audience
* creating final drafts, editing and revising errors, preparing for a formal written product with multiple drafts, self-assessment and sharing final products

-activities to practice the 6+1 writing traits: formulating ideas, organizing, word choices, sentence fluency, and voice

-persuasive writing: selecting a purpose, writing for an intended audience, establishing main points, and working on the structure of writing

* purpose for writing poster assignment: selecting a theme (wanted, for sale, or lost) and using descriptive language to communicate the 5 W’s (who, what when where and why). Creating a poster to communicate a purpose, visually develop theme with an illustration and support the theme with writing
* creative writing project assignment: selecting purpose cards that have scenarios for writing (to inform, to persuade, or to entertain)

\*assessment tools: personal journal writing rubric, reading log rubric, self-assessment using rubrics and checklists

Math:

Patterns

**-**sequencing patterns using pictographs, charts, and symbols

-identifying patterns: increasing, decreasing and repetitive patterns

-finding subsequent elements, symbols, or numbers in a pattern rule

-creating own patterns and describing pattern rules

-using one to two step problem solving strategies to find sums and differences of patterns (pairing strategy, tables, addition and multiplication)

-using expressions to solve for an unknown variable

-creating expressions to identify missing variables

-using opposite order of operations to check validity of expression

Place Value

-demonstrate an understanding of place value including: greater than one million

-to describe place value through problem solving, pictographs, standard formation, expanded form and word form

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

-modelling numbers, using place value charts, base ten blocks, number lines and manipulatives to round numbers from the hundred thousand, ten thousand, and thousands place value

-compare, order, and represent whole numbers

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

-explain what each digit represents

-solve problems involving place value and explaining the variety of strategies used in a math journal

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

-estimation and rounding numbers from tens value to the 1 000 000 value of whole numbers

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

\*math journals, center activities, white board work, hands on materials such as: number lines, place value charts, base ten blocks, tables, daily class assignments, and summative test

Social Studies:

Resources & Wealth

-identifying uses and economic wealth interdependence on resources, industries of Canada, and exports/imports of Saskatchewan and Canadian goods

-differentiate between Canada’s as renewable (water, lumber, fish, etc) and non-renewable resources (ex. mining uranium, coal, oil and petroleum) to water, lumber and agriculture

-comparing the different types of industries that provide jobs to Saskatchewan and Canadian communities: primary, secondary and tertiary industries

-identify the needs and wants of Canadian’s: economy, trade and jobs in relation to resources and agriculture

- inquiry unit on the importance of sustainable management of the environment to Canada's future and problem-solving solutions by illustrating how resource use and the extraction process of the resource affects the environment (relation to weather unit-impact of climate change on weather systems)

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

Science:

Weather

-identify local weather patterns by comparing, graphing and documenting

-understanding relationships between seasons, the sun’s energy, and wind affect daily weather patterns

-reading weather maps, classifying clouds shape/where they form and how it relates to expected weather

-how to forecast and predict weather given weather tools and compare to traditional methods of gathering data about weather

-understanding weather conditions and how they impact our lives

**-**introduction to the scientific process and format for documenting experiments: purpose, hypothesis, materials, procedure, observations and conclusion

-writing lab reports to explore the scientific method and processes: developing inquiry questions, formulating a hypothesis, performing experiments, explaining through observations and answering questions with a conclusion

\*assessment: class assignments, lab reports for 5 experiments, self-assessment checklists and rubrics, and summative pop quiz (open book)

Health:

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-understanding the importance of identifying own strengths, interests, aptitude, special qualities, uniqueness and beliefs

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