**Grade 4 Program Summary November-March**

**Language Arts**:

**Reading,** Representing and Viewing: Visualization and Connections reading comprehension strands

-explicit instruction on visualization comprehension strand strategies using the 5 senses

-selecting own reading materials and completing 10 visualizing reading logs describing visualization and imagery

-explicit instruction on connections reading comprehension strands: connects to self (personal experience), other texts or media, and to world

-selecting own reading materials and completing 10 connections reading logs using excerpts from text and explaining connections in detail

-mentor texts, viewing videos, and connections with Michif language structures and translated texts

**Writing:** Visualization writing project

 -author Joanne Ryder writing style project: descriptive language, transitions from human to animal then back to human, setting development, using dynamic descriptive words, following the author’s structure or sequence

-multiple paragraphs and an illustration to support the writing

pre-writing: brainstorm and outline ideas using a graphic organizer

-outline writing project before rough drafting: topic sentences, themes, organize beginning-middle-end, and conclusion

-self assessment using rubrics and checklists for pre-writing

-creating rough drafts, self-edit for better word choices, mechanical errors and meaning

-writing clear, coherent sentences and paragraphs that develop a central idea

 -create compositions with an introductory paragraph that establishes a central idea in key sentence(s), supporting paragraphs with simple facts, details, and explanations, and a concluding paragraph that summarizes the points

-providing sufficient details to support main point

-organizing ideas in an appropriate sequence (3-5 paragraphs, 300 words or more)

-using complete and well-formed sentences with proper capitalizations and end punctuations

-correcting and revisions after peer and teacher edits and type an error free final draft

-self assess using rubric

**Math:** **Addition and Subtraction**

-addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals)

-estimating sums of 3 digit numbers to solve problems using mental math strategies, number lines, tables and base ten blocks

-estimate sums in a variety of ways, rounding then adding sums to show validity of sums

-uses a variety of addition strategies: right to left addition, left to right addition, and with the use of pictographs or number lines

-use a variety of strategies to estimate and calculate differences: renaming, left to right, mental math and with the use of base ten blocks

-can explain and demonstrate estimation with the use mental math (number line, cancelling out, skip counting backwards, rounding)

-solve subtraction problems by regrouping first

-adding and subtracting decimal numbers

**Social Studies: Dynamic Relationships**

-identifying cities, towns, lakes, rivers, and landforms of Saskatchewan

-creating legends, labeling maps, and observing significant Saskatchewan features on maps

-collecting and organizing data with the use of charts, graphs and diagrams

-understanding symbols of Saskatchewan: provincial crest, capital city, provincial coat of arms, floral emblem, and provincial bird

-understanding the correlation of population distribution with geographical landforms and vegetation of Saskatchewan

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

**Science: Properties and Changes in 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

-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)

**Sound (ongoing)**

-exploring the characteristics and physical properties of sound in the environment and how those sounds are detected by humans and animals

**-** drawing conclusions about the characteristics and physical properties of sound, including pitch and loudness, based on observations through hands on experiments and documenting observations in lab reports

**Health: Abuse in Relationships, Conflict Resolution and Bullying**

-examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships, conflict resolution

-definition and difference between conflict, abuse, and bullying

-analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community

-discussing, brainstorming and reactions to case scenarios

**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

-creating a group choreography

-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

-partner dance: Metis Star and folk/square dancing

-Metis jigging: the Red River jig

-participation, attitude, group collaboration skills and effort

 **Grade 5 Program Summary November-March**

**Language Arts**:

**Reading,** Representing and Viewing: Visualization and Connections reading comprehension strands

-explicit instruction on visualization comprehension strand strategies using the 5 senses

-selecting own reading materials and completing 10 visualizing reading logs describing visualization and imagery

-explicit instruction on connections reading comprehension strands: connects to self (personal experience), other texts or media, and to world

-selecting own reading materials and completing 10 connections reading logs using excerpts from text and explaining connections in detail

-mentor texts, viewing videos, and connections with Michif language structures and translated texts

**Writing:** Visualization writing project

 -author Joanne Ryder writing style project: descriptive language, transitions from human to animal then back to human, setting development, using dynamic descriptive words, following the author’s structure or sequence

-multiple paragraphs and an illustration to support the writing

**pre-writing**: brainstorm and outline ideas using a graphic organizer

-outline writing project before rough drafting: topic sentences, themes, organize beginning-middle-end, and conclusion

-self assessment using rubrics and checklists for pre-writing

-creating rough drafts, self-edit for better word choices, mechanical errors and meaning

-writing clear, coherent sentences and paragraphs that develop a central idea

 -create compositions with an introductory paragraph that establishes a central idea in key sentence(s), supporting paragraphs with simple facts, details, and explanations, and a concluding paragraph

-providing sufficient details to support main ideas

-organizing ideas in an appropriate sequence (3-5 paragraphs, 300 words or more)

-using complete and well-formed sentences with proper capitalizations and end punctuations

-correcting and revisions after peer and teacher edits and type an error free final draft

-self assess using rubric

**Math:**

**Place Value of Decimals**

-demonstrate an understanding of place value of decimal numbers up to the thousandths place

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

-identifying decimal numbers 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 whole number place to the thousandths place value

-compare, order, and represent decimal numbers

-using inequity signs (< > =) to demonstrate value of greater than, lesser than, and equal to and ordering decimal numbers from largest to smallest (understanding that 12 is the same as 12.000)

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

**Addition and Subtraction of Decimal Numbers**

-addition of whole numbers with answers to 1 000 000 and their corresponding subtractions (limited to 3 and 4-digit numerals)

-estimating sums of decimal numbers up the thousandths to solve problems using mental math strategies, number lines, tables and base ten blocks

-estimate decimal sums in a variety of ways, rounding then adding sums to show validity of sums

-uses a variety of addition strategies: right to left addition, left to right addition, and with the use of pictographs, number lines and place value charts

-use a variety of strategies to estimate and calculate decimal differences: renaming, left to right, mental math and with the use of base ten blocks

-can explain and demonstrate estimation with the use of mental math (number line, cancelling out, skip counting backwards, rounding)

-solve decimal subtraction problems by regrouping first

\*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: Dynamic Relationships**

-identifying provinces, territories, significant water bodies, regions and landforms of Canada

-creating legends, labeling maps, and observing significant Canada’s features on maps

-collecting and organizing data with the use of charts, graphs and diagrams

-understanding symbols of Canada: flag symbols, Coat of Arms, capital city, history

-understanding the correlation of population distribution with geographical landforms and vegetation of Canada

-comparing ways in which Canada can be classified: political boundaries, geographical, natural resources, climate etc.

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

**Science: Properties and Changes in 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

-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)

**Sound (ongoing)**

-exploring the characteristics and physical properties of sound in the environment and how those sounds are detected by humans and animals

**-** drawing conclusions about the characteristics and physical properties of sound, including pitch and loudness, based on observations through hands on experiments and documenting observations in lab reports

**Health: Abuse in Relationships, Conflict Resolution and Bullying**

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**Arts Education: Dance**

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