**Grade 4 Program Summary September -November 2019**

**Language Arts:**

**Reading, Representing and Viewing:**

**-** formative assessments: Insight testing, F&P data, RAD reading assessment, Words Their Way spelling assessment

-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

-identifying text features for fiction genres and non-fiction reference materials

-using text features for previewing for before reading strategies of non-fiction resources: captions, tables of contents, indexes, graphic organizers, and semantic webs

-dictionary and thesaurus skills: using reference materials to locate root word, definitions, parts of speech, pronunciation keys, syllabication, and synonyms

-dictionary terminology: guide words, entry words, parts of speech (nouns, verbs, adjectives, adverbs, pronouns, and prepositions), syllabication and pronunciation

-using context clues and prior knowledge to identify unknown vocabulary

-developing vocabulary: explicit instruction and activities

**Writing:**

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

-using graphic organizers for pre-writing, creating topic sentences and idea development before writing

-**informal journal writing** weekly entries on feelings, outlining activities, opinions, and personal experiences. Students write three or more paragraphs on a selected topic, add an illustration to express ideas visually and support themes

-reflective writing: self-assessment using rubrics, checklists and outlines

\*assessments: daily work completed thoroughly and corrected, weekly journal writing self-assessment rubric, reading log entries and summative open book unit test

**Math:**

**Patterns:**

**-**identify, describe and complete patterns in an addition table

-using tables, charts and number lines to show 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, creating own equations to locate a missing variable

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

**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 unit test

**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 in our local neighbourhood and community

-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

-documenting observations, graphing data, completing diagrams, tables and charts

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

**Social Studies:**

**Power & Authority**

*-*representing the structure of various levels of government in Canada, including municipal, First Nations, provincial, territorial, and federal governments

-purpose of government and the types of government

-recognizing the Charter of Rights and differentiating between rights responsibilities

-the difference between rules and laws

-participating in the Student Vote (federal election): exploring candidates, political parties, and platforms

-exploring terminology of governments and the election process: ward, constituency, enumerators, Prime Minister, Premier, and Mayor

-role of the Indian act and the effects on the governance on Saskatchewan First Nations’ of Saskatchewan: inquiry of Metis and First Nations of Saskatchewan governing structures

\*assessments: daily work completed thoroughly and corrected, mapping assignments neatly completed, completing data from inquiry and a summative open book test

**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.

-participation in daily Just Dance body breaks

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

**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

-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