**Grade 4 December-March Program Summary (2015-2016)**

**Language Arts:**

**Writing:**

-weekly journal writing entries on feelings, outlining activities, opinions, and personal experiences. One paragraph to one page on a selected topic, which includes an illustration to support themes and express ideas visually

-using graphic organizers for pre-writing or idea development for personal reflective writing

-outline and practice the writing process: creating rough drafts, editing and revising errors, and preparing for a formal written product with multiple drafts

-continue to use checklists, writing rubrics, and co-generated writing continuums to assess their own writing projects and setting goals for future projects

-poetry writing: diamante, acrostic and Haiku (creating poetry booklet)

-expository writing assignment: write an explaining paragraph

-writing project “How To…..”

**Reading:**

*-*DEAR activities and reading comprehension strand reading log activities

-explicit teaching of connecting reading comprehension strands and culminating class activities

-biweekly assignments in reading log activities: connections reading log

-introduction to viewing a variety of literature genres and mediums

**Math**:

**Place Value Unit 2 Nelson Focus:**

-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

**Addition and Subtraction Unit 3 Nelson Focus:**

Demonstrate an understanding of addition of whole numbers with answers to 1000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by:

-estimate sums of 3 digit numbers in a variety of ways to solve problem

-use a variety of strategies base ten blocks, front end rounding to add and subtract numbers to solve a problem

-solve addition problems by adding left to right, by adding right to left, and practice regrouping

-use strategies to estimate differences (rounding to tens, hundreds or thousands place value)

-use mental math to subtract number sentences

-solve subtraction problems by regrouping first

**Science: Habitats:**

-observe and describe the stages and growth of the mealworm larva into the darkling beetle

-describe relationships, interactions, interrelationships and food webs of organisms

-describe the processes of energy transference (sun🡺 plants or producers🡺primary consumers🡺 secondary consumers and decomposers)

-observe and propose conservation methods of organisms in their environment

-compare and observe the stages of development and metamorphosis of the Darkling Beetle or Mealworm Journal entries

**-**analyzing relationships of living organisms in a habitat: food chains, niches, homes, adaptations and behaviours

-analyze the structures and behaviours of plants and animals that enable them to exist in various habitats

-creating a 4 section medicine wheel relating cycles of living or nonliving things in a habitat

-identifying animals from Saskatchewan and their adaptations to climate and environment

**Social Studies: Treaties Dynamic Relationships:**

-locating on maps the Treaty areas within Saskatchewan and Canada

-investigates conditions which precipitated Treaty negotiations in Saskatchewan.

-assess the benefits of Treaties to all Saskatchewan people and outlined the relationship between aboriginal peoples and the government

-investigating the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force

-researches traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources)

-compares the traditional views of land and culture of the Aboriginal peoples of Saskatchewan with those of the railway developers

-assesses the impact of historic loss of land and The Indian Act on First Nations and Métis people

**Health: Healthy Body Unit:**

-nutrition, serving sizes and Canada’s food guide

-introduction to basic nutrients and minerals in food groups that are absorbed by the body

-creating a recipe and presenting favorite dish illustrated on a paper plate

-building and maintaining a healthy body: exercise, the benefits to maintaining physical activity, establishing routines (hygiene, sleep patterns, etc), and avoiding “at risk” situations and behaviors

-how to prevent illnesses and take care of one’s body for long term

-research project for germs and disease (and how they are different) and presented to the class

**Arts Education: Visual Arts:**

-exploring the elements of art: colour, line, and shape

-exploring colour schemes (warm and cool colours) on the colour wheel

-using shape to define space, drawing facial proportions, sketching basic inorganic shapes (peer sketching) and drawing self portraits

-line: exploring different line formations, types and how line can define mood

-artistic components are integrated into other curricular areas

**Physical Education:**

-working productively and respectfully with others in achieving a common group goal while participating in movement activities

-demonstrating correct and respectful application of rules and procedures when participating in a variety of games

- displaying confidence and skill while participating actively in gymnastics, soccer, softball and frisbee activities

-basic movement patterns and educational games: accompaniment, evading, sending, receiving (racquet sports)

-cooperative games

-spatial awareness: basic movement patterns, pathways, dodging, evading, offense and defense maneuvers

-accompaniment: hand dribbling, foot dribbling, throwing and catching (balls, Frisbees/discs, bean bags, etc), sending and receiving, volleying, and striking objects (racquet activities)

-warm ups activities: exercising both for flexibility and cardio vascular