**Grade 4 September Program Summary 2020**

**Language Arts:**

**Reading**

-informative testing: Jerry John’s (testing grade level reading fluency), Words Their Way (testing phoneic awareness and spelling) and reading inventory (testing purpose, reading strategies, interests, and connections)

-IPICK strategy: 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 fiction (genres) and non-fiction (reference materials) types of books and features

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

-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 on reading comprehension strands:

 -determining importance: outlining the main idea of text by outlining and summarizing the beginning, middle and end

 -visualization: illustrating, describing and outlining the setting

 -connections: compare texts using a Venn diagram

 -purpose for reading-persuasive writing: with the support of an illustration to support reasons for this selection being a good book for others to read

 -questioning- asking higher order questions and answering with inferring, researching or reading on for author’s clues

**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

**Math:**

**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, unit test 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 unit tests

**Social Studies:**

**Resources & Wealth**

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

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

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

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

**Power & Authority**

-the rights and responsibilities of citizens

-the role of the different governing bodies: municipal, provincial, and federal governments and the tax payment structures for funding each

-participating in the Student Vote 2020, CIVIX provincial election and the election process

-inquiry process: researching candidates, part platforms for both provincial and municipal elections

-inquiry on Saskatoon’s civic electoral candidates: mayor, trustee and ward 8

-looking at Saskatchewan’s First Nations and Metis forms of government

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

**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 experiments, inquiry projects and open book quiz

 **Health:**

**Understanding Skills and Confidences: Wellness & Stress Management**

-wellness wheel, medicine wheel, and balance of four domains of wellness: spiritual, physical, mental, and emotional

\*assessment: wellness self-assessment class assignments and visual arts projects

**Arts Education:**

**Drama: Introduction to the elements of drama**

-in small groups, using gestures, movements and actions to guess themes (headbands and charades)

-in small groups using vocal expressions, gestures, and media connections of animation for riddle/answer games and character match games

-in colour cohorts: using dynamic movement sequences, dramatic gestures, and creative expression to create dance choreography movements (choreography theme cards) to assigned themes

**Term One in the Grade 4 Music & Dance Class:**

**Arts Education Aim:** To Understand and Value Arts Expressions Throughout Life.

 Students were introduced to a pictorial Self-Assessment-\* chart

-Introduced to an Active Listening Method called S.T.I.L.L

-watched and discussed a variety of interesting YouTube music performance videos (ex. Marble Machine, Inuit Throat Singing)-some of the focus was: the intent and emotion displayed, cultural influence, types of performance

-Explored space in Music room through movement and dance

-reintroduced to the Curwan-Kodaly music hand sign method (Soh-Mi) (Like the song Doh a Deer from The Sound of Music!)

 -Major Musical Concepts reviewed and reinforced -ie. Beat, Rhythm, Pitch, timbre-practiced in an ongoing basis

-continued to practice reading and writing music notation

-played small percussion, created Soundscapes

-Hallowe’en theme dance, music, reading rhythms, music games

-just started to play xylophones!

-Instrument Bingo

-instrument family review (Mystery? box brass, percussion)

**Dance-** explored various forms of dance:

-Metis Dance- the Metis Jig

-also discovered Contemporary Dance

-Folk, pop dance steps & fun dances