**Grade 4 September-November Program Summary 2016**

**Language Arts:**

**Reading, Representing and Viewing:**

**-**assessment tools for reading: CAT testing and RAD 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

-reader’s response journal writing and vocabulary activities for the book The Whipping Boy by Sid Fleischman:

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

-using a dictionary to locate definitions and explore relationships between terminology

**Writing:**

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

-My Summer Vacation writing assignment: summarizing highlights of activities of the summer vacation and illustrating visually to support 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)

-developing the writing process:

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

-creating rough drafts, editing and revising errors, preparing for a formal written product with multiple drafts and sharing final products

-editing rough draft copies for: topic sentence, support with evidence, provide highlighted detail, and use persuasive language to engage an audience

\*assessment tools: reader’s response journal rubric, self-assessment using a co-generated writing continuum (checklist and establishing future writing goals), and vocabulary quiz

**Math: Patterns and Numeration**

**Patterns:**

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

-identifying patterns: increasing, decreasing and repetitive patterns

-finding subsequent numbers in a pattern rule

-creating own patterns and describing pattern rules

-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, daily class assignments, and tests

**Science:**

 **Weather:**

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

-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

\*assessment tools: rubrics, lab reports, weather journals and tests

**Social Studies: Resources & Wealth**

-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

-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 and tests

**Health: Self Concept/Character Education**

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

-identify own role as a class and school member

-discussing the importance of school and exploring own personal values

-brainstorming affective methods for communicating with peers and problem solving sensitive issues

**Physical Education:**

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

-swimming-exploration of movement and aquatics

-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

**Arts Education: Ms. Reist**

-exploring the elements of music: rhythm, beat, dynamics, tempo and pitch through listening

-moving creatively, playing instruments and discussions

**Grade 5 September-November Program Summary 2016**

**Language Arts:**

**Reading, Representing and Viewing:**

**-**RAD assessment tool for reading comprehension

-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

-reader’s response journal writing and vocabulary activities for the book The Whipping Boy by Sid Fleischman:

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

-using a dictionary to locate definitions and explore relationships between terminology

**Writing:**

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

-My Summer Vacation writing assignment: summarizing highlights of activities of the summer vacation and illustrating visually to support 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)

-developing the writing process:

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

-creating rough drafts, editing and revising errors, preparing for a formal written product with multiple drafts and sharing final products

-editing rough draft copies for: topic sentence, support with evidence, provide highlighted detail, and use persuasive language to engage an audience

\*assessment tools: reader’s response journal rubric, self-assessment using a co-generated writing continuum (checklist and establishing future writing goals), and vocabulary quiz

**Math: Patterns and Numeration**

**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

-using expressions to solve for an unknown variable

-creating expressions to identify missing variables

-using opposite order of operations to check validity of expression

\*assessment tools: daily assignments and tests

**Science:**

 **Weather:**

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

-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

\*assessment tools: rubrics, lab reports, weather journals and tests

**Social Studies:**

**Dynamic Relationships**

-identify Canada’s geographic features, mapping skills: direction, using grids, climate and symbols

-identify Canada’s political boundaries: provinces, territories, capital cities and the Great Lakes

-discover relationships between/among Canada’s geographical divisions of vegetation, landforms, climate, population distribution, and economy based on regional resources and industries

-identify provincial and regional symbols and their significance

\*assessments: mapping assignments, inquiry activities, class assignments, group work, and tests

**Health: Self Concept/Character Education**

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

-identify own role as a class and school member

-discussing the importance of school and exploring own personal values

-brainstorming affective methods for communicating with peers and problem solving sensitive issues

**Physical Education:**

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

-swimming-exploration of movement and aquatics

-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