**Term 3 Grade 4 Program Summary 2021**

**Language Arts:**

-**reading:** explicit instruction on the Monitoring and Clarifying reading comprehension strand (daily classroom activities 5 reading logs done independently)

-using "fix up" strategies to aid comprehension: reading context clues, inferring or prediction, re-reading to summarize, asking questions, word knowledge or schema for unknown words, referring to the text to explain how fix up strategy clarified comprehension

-vocabulary building: dictionary skills, exploring other word forms (plurals, synonyms, antonyms, derivational relationships), chunking or breaking words up into syllables, finding root words or smaller word forms to understand larger words, writing /reflecting on context clues provided by an author

-using context clues, chunking, re-reading, and using monitoring and clarifying comprehension strategy

Phonic Awareness:

-phonics: building on diphthongs, diagraphs, plurals, root words and their affixes, and derivational suffixes

-**writing:** term 3 journal writing: 5 paragraphs of writing on a reflection topic, support with topic, sentences, details, organization, and expression of thoughts, feelings, personal goal setting and opinions

-final drafting writing for inquiry project: expository and descriptive writing: pre-writing, rough draft writing, editing and revising and final copy

-typing a 5-paragraph essay on student selected Saskatchewan animal and answering how it adapts to its habitat to survive in Saskatchewan, including a bibliography

-self assessment rubric on each step of the writing process

\*writing process: self and peer editing and revising rough drafts for descriptive words choices, semantics, and mechanical errors

\*creating formal writing product on the computer and self-assessment procedures

\*assessments: daily work completed thoroughly and corrected, journal entries, formal writing of rough writing drafting, reading log entries.

**Math: Multiplication**

 - multiplication: locating products using a variety of problem-solving methods and strategies -multiplying by tens, hundreds, and thousands

 -double and triple-digit multiplication by one multiplier: traditional "old school" method, expanded form multiplication, and multiplying using arrays

 -locating products using mental math, number lines, place value charts, tables and base ten blocks -estimation and rounding to locate products

 -chunking strategies to tens or easier multiplication facts to locate products

-relating division to multiplication

 \*assessment: class work/math package, math journal activities, and end of unit exam

**Science: Habitats Unit**

-hands on experiments with mealworms and meal worm journal: documenting the life cycle and metamorphosis of mealworms, charting data, measuring growth, filling out daily observations of habits, habitat, dietary choices, changes (molting) and preferences to light or dark

-class assignments on habitats, populations, adaptations, niche, food webs and chains and conservation \*assessments: daily work completed thoroughly and corrected, scientific process of documenting, outlining and organizing data in mealworm journal, and summative open book test

**Social Studies: Dynamic Relationships**

-the study of how Saskatchewan’s First Nations and Metis use the land traditionally to meet needs

-exploring significance of Saskatchewan’s Coat of Arms, flag, emblems, and provincial symbols

-identify Saskatchewan on a map of Canada, North America, and the world

-locating significant landmarks, cities, and water bodies of Saskatchewan on a map

-identify the characteristics of the unique geographic regions in Saskatchewan

-mapping assignments: Ecoregions of Saskatchewan, Political boundaries of Saskatchewan, Resources of Saskatchewan, Aboriginal Linguistic groups, and Treaty map of Saskatchewan

-exploring landforms, weather, and topography to discover why people live where they do in Saskatchewan

-exploring First Nations traditional world view of the land and linguistic groups in Saskatchewan

 \*assessments: daily work completed thoroughly and corrected, data collection with graphs, tables, charts and inquiry projects, and mapping assignments neatly completed, open book quiz

**Health: Decision Making**

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

-looking at forms of abuse, the difference between conflict and bullying, roleplay, and conflict resolution strategies

-the types of bullying, roles of participants, problem solving, and dramatic roleplay/group work

- “I’m the Boss of Me” activities, puppet show and decision-making processes

**Art Education: Drama**

-small group work: developing themes, routines and movement collaboratively using the elements of drama for creating own and performing reader’s theatre plays

-collaboratively creating script, characters, and scenes

-participation: performing plays for others and being a respectful audience member

-colour cohort group scripts assigned

\*documenting themes, activities, and responses in drama journals