

**2017-18 Year Plan Grade 4 FRIM *D. Cederstrand and R. Hendricks***

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| **Month** | **Subject** | **Outcomes, Projects, Material to be covered** |
| **September** | **French Language Arts**  | **Grammar Review/Lessons/Testing**: sounds, frequent words, numbers, sentence structure, punctuation, verbs, homophones ***(ongoing throughout the year)*****GB+ Beginning of the Year Reading review (niveau 21)****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Readings: Notre Alberta Livre 1, Littératie en Action-Module 1 « Comprendre le message » (Les jeunes passent à l’action) + évaluation: « Comment les animaux peuvent-ils transmettre un message », p.118-119 « Les amis de la planète bleue »****Étude de chansons et poèmes: Le rap de la cafétéria (Sciences)****Les 5 au Quotidien: centres de lecture et écriture (ongoing throughout the year)** |
| **English Language Arts** | **Weekly Vocabulary/Spelling Sentence tests****Reading A to Z-running records and assessments****S.T.A.R.S. 4- Reading Strategies Study and assessment****Journal Writing****Sentence and paragraph study****Read Aloud Novel Study: Wonder by R.J. Palacio****Daily 5: reading and writing centers** |
| **Social Studies** | Lecture Littéracie en Action « D’un bout à l’autre du Canada » p. 252-259 + tableau d’attractions (Google Doc.)**4.1 L’Alberta : l’essence d’un lieu (onward through to January)**Chapitre 1: Origine de l’Alberta, Chapitre 2: Les montagnes rocheuses |
| **Math** | **Shape & Space (Measurement):** *Use direct and indirect measurement to solve problems.*→read and record time and dates→demonstrate an understanding of area for regular and irregular 2-D figures**-Problem & Question of the Day**  |
| **Science** | **Waste and Our World** (ongoing throughout the year)**→** Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials.**Smart Board Lessons/Internet Website links****Guest visit: West Yellowhead Recycles** (compost study, RRRs, Alberta’s green initiatives) \*Possible field trip to Rowan Street Recycling Depot\*ONIVA- Radio Jeunesse Épisodes |
| **Art** | **Self-portrait: Guess Who Project**Elements of Design: Name label for desk *→Using a variety of lines into different directions.**→Using drawing to add details,* ***texture*** *or to create pattern including drawing for high detail.* |
| **Health** | **Personal Health-** Emotional and social wellness (ongoing Star of the Week- about me & compliment corner, B.E.S.T. program)Conflict, strategies to finding a solution.Que ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales, Fais-moi penser 2- Karine Lemire, Développement du caractère**Learning strategy:** Using student agenda for personal organization\*ONIVA- Radio Jeunesse episodes: Qui suis-je?, Les gaffes, Tout ce qui nous contrôle, Sur les bancs d’école, Comme d’habitude |
|  | **Integrated Projet : Guess Who?!** Health, E.L.A, Art |
| **October** | **French Language Arts**  | Verbes : **être et avoir**-utiliser des **verbes** pour expliquer une **action passée, présente ou à venir**.- auxiliaires **être et avoir** dans les expressions usuelles ex. j’ai faim, j’ai huit ans.**GB+ Beginning of the Year Reading Test (niveau 22)****First School Wide Writing Prompt****Readings: Notre Alberta Livre 1, Littératie en Action-Module 1 « Comprendre le message », Lecture « Mineurs et vaccinés » p.194-196****Étude de chansons et poèmes****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Les 5 au Quotidien: centres de lecture et Écriture** |
| **English Language Arts** | **First School Wide Writing Prompt** **Reading A to Z-running records and assessments****Weekly Vocabulary Tests:** **Short & Long A and E** **Sentence and paragraph study cont’d****STARS- Readings Strategies Study and assessment****Journal Writing****Read Aloud Novel: Wonder by R.J. Palacio** (continued)**Daily 5: reading and writing centers** |
| **Social Studies** | Chapitre 3: Contreforts, Chapitre 4 : Prairies Lecture, Littératie en Action « Quels paysages !» p.240-241  |
| **Math** | **Shape & Space (3D objects and 2D space):** *Describe the characteristics of**3-D objects and 2-D shapes, and analyze the relationships among them.*→identify and classify 3-D prisms→identify and create line symmetries **-Problem & Question of the Day**  |
| **Science** | **Waste and Our World** (continued) |
| **Art** | **Print Making**: *→further explore print-making materials and their uses and effects →explore printing with more than one color*Nature Prints: Art Works p. 86. Create a printed design with items collected on a nature walk. |
| **Health** | **Learning Strategies** →Effective Decision Making→Setting short-term and long-term personal goals\*ONIVA- Radio Jeunesse episodes: La débrouillardise, Tout ce qui est difficile, La peur Que ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales  |
| **November** | **French Language Arts**  | Verbes : **continuation****Readings: Notre Alberta Livre 1, Littératie en Action-Module 2 « Faire preuve du courage » (Lecture- Le problème de Simon + Évaluation- Le courage de relever des défis), « Ma sœur est un virus » p.197-199, La forêt boréale p.110-113****Étude de chansons et poèmes****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Les 5 au Quotidien: centres de lecture et Écriture** |
| **English Language Arts** | **Parts of Speech study (5 minute daily practice)** (continued)**Real-World Comprehension Practice + Canadian Comprehension Series****Weekly Vocabulary Tests: Months, Days, Titles, Sound review****STARS- Readings Strategies Study and assessment****Journal Writing** **Daily 5: reading and writing centers** |
| **Social Studies** | Chapitre 5: Prairie-parc, Chapitre 6 : La forêt BoréaleLecture, Littératie en Action « Quels paysages !» p.241 |
| **Math** | **Number:** *Develop Number Sense* →use manipulatives (ex. Base 10 materials) to solidify understanding of place value and visualize operations→ work with whole numbers to 10 000→ rounding and estimation strategies→addition and subtraction strategies**-Problem & Question of the Day**  |
| **Science** | **Wheels and Levers** →learn about basic components of simple machines→explore different techniques that can be used to transfer motion from one component to another→learn the functions that each can perform, including sample applications and ways that they can be used in a larger system →examine how these simple machines are used to change the speed or force of movement. |
| **Art** | Art + Science integration: Building gears |
| **Health** | **Safety and Responsibility**→Dealing with Bullies (accompanying agenda activities, possible presentation by a professional)→Responding appropriately to environmental conditions→Helping younger children play safely, cross streets safely (class volunteer activity with Kindergarten walk)\*ONIVA- Radio Jeunesse episodes: Les secrets, La violence\*S-Team Heroes Comic book\*How to stay safe- Sunburst Visual Media (used throughout the year)\*Video Conference- McMillen Center: Don’t Give Me Any Bull |
| **December** | **French Language Arts**  | Verbs : (continued)**L’IMPÉRATIF- ‘Teach the class something’ project + presentations****Readings: Notre Alberta Livre 1, Littératie en Action-Module 2 « Faire preuve du courage », (lectures « La science des flocons de neige » p.188-189)****Étude de chansons et poèmes****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Les 5 au Quotidien: centres de lecture et Écriture** |
| **English Language Arts** | **Parts of Speech study (5 minute daily practice)** (continued)**Weekly Vocabulary Tests: Long *I* and Plural Words****STARS- Readings Strategies Study and assessment****Christmas Story Class Project****Journal Writing** **Real-World Comprehension Practice + Canadian Comprehension Series****Daily 5: reading and writing centers** |
| **Social Studies** | Chapitre 7: Le bouclier canadien, **Final Project : Les régions de l’Alberta** **Social Studies + Art integration**: →*make 3D assemblage using found materials*Students will construct a 3D diorama of the region they researched. |
| **Math** | **Number:** *Develop Number Sense*→addition and subtraction strategies→ use multiplication and division strategies**-Problem & Question of the Day**  |
| **Science** | **Wheels and Levers (continued)** |
| **Art** | Christmas crafts, Christmas tree ornaments, Winter-themed projects |
| **Health** | →Safe use of technology\*ONIVA- Radio Jeunesse episodes: L’étiquette, Tout ce qui nous informe\*Cyber JulieQue ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales  |
| **January** | **French Language Arts**  | **Readings: Notre Alberta Livre 2, Littératie en Action-Module 3 « Survivre » (lectures pgs. 96-101,+ évaluation)****Concours d’Arts Oratoire :** « Les Animaux »→ research project based on an animal of choice →oral presentation of memorized research paper→peer/self-assessments →application of revised and practiced reading/writing strategies →graphic organizers**Étude de chansons et poèmes****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Les 5 au Quotidien: centres de lecture et Écriture** |
| **English Language Arts** | **STARS- Strategy 10,11,12 + Review****Weekly Vocabulary Tests: Short and long O****Journal Writing****Factual Writing: Autobiography, students write a timeline and mini biography****STARS- Readings Strategies Study and assessment****Real-World Comprehension Practice + Canadian Comprehension Series****Daily 5: reading and writing centers** |
| **Social Studies** | **4.2 L’Alberta : récits et peuples (onward through to June)**Chapitre 8: Les premiers habitants  |
| **Math** | **Number:** *Develop Number Sense*→ explore proper fractions**-Problem & Question of the Day**  |
| **Science** | **Building Devices and Vehicles that Move****1)** Construct a mechanical device for a designated purpose, using materials and design suggestions provided.**Note**: One or more components of the task will be open-ended and require students to determine the specific procedure to be followed.**2)** Explore and evaluate variations to the design of a mechanical device, demonstrating that control is an important element in the design and construction of that device.\*Final project: build a device/vehicle and present (done in class) |
| **Art** | **Photography and Technographic Arts:** Andy Warhol-Inspired self-portrait.Video Conference: **Portraiture- Conversations with Art + Studio- Glenbow Museum** |
| **Health** | **Interactions**→Explore strategies to deal with changes in friendship→Explore ways to help a friend deal with loss\*ONIVA- Radio Jeunesse episodes: Tout ce qu’on aime, Tout ce qui n’énerve, Tout ce qui est différent, L’amitié\*Famille et amis- Chenelière ÉducationQue ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales  |
| **February** | **French Language Arts**  | **Readings: Notre Alberta Livre 2, Littéracie en Action-Module 3 « Survivre »****GB+ Mid-Year Reading Test****Concours d’Arts Oratoire :** « Les Animaux » (continued)**Étude de chansons et poèmes****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Les 5 au Quotidien: centres de lecture et Écriture** |
| **English Language Arts** | **Factual Writing: Autobiography, students write a timeline and mini biography cont’d****STARS- Readings Strategies Study and assessment****Weekly Vocabulary Tests: Short U, Contractions, Words with OO****Social Studies + ELA integration: Newspaper study of the Hinton Parklander and the Hinton Voice (*students identify parts of a newspaper)*****Journal Writing****Real-World Comprehension Practice + Canadian Comprehension Series****Daily 5: reading and writing centers** |
| **Social Studies** | **4.2 L’Alberta : récits et peuples (onward through to June)**Chapitre 9: La traite des fourruresLecture Littéracie en Action « Pagayer dans le passé : Jean-Nicolas, le voyageur » p.260-263 |
| **Math** | **Number:** *Develop Number Sense*→ add/subtract using decimals to hundredths**-Problem & Question of the Day**  |
| **Science** | **Building Devices and Vehicles that Move continued** |
| **Art** | **Collage:** Title Page for research project “Concours D’Art Oratoire”. Students will use recycled magazines to do a collage of the animal in its habitat. |
| **Health** | **Group Roles and Processes** →Accept roles and responsibilities within a group →How to be a role model for others\*ONIVA- Radio Jeunesse episodes: Tout ce qu’on décile ensemble, Ceux qu’on admire, Bravo!Que ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales  |
| **March** | **French Language Arts**  | **GB+ Mid-Year Reading Test****Readings: Notre Alberta Livre 2, Littératie en Action-Module 4 « Occuper ses loisirs » (Lectures « Qu’est-ce que les jeunes Canadiens aiment faire » p.156-160, « Quels records! » p.160-163, « Une route en plastique » -dans le livre *Évaluation de la compréhension*)****Étude de chansons et poèmes****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Les 5 au Quotidien: centres de lecture et Écriture**  |
| **English Language Arts** | **Read Aloud Novel: Ticket to Curlew with accompanying vocabulary and reading comprehension activity booklet** **Reader’s Theatre****Weekly Vocabulary Tests: Words with OO, OU, -ED, -ING****Figurative Language Study****STARS- Readings Strategies Study and assessment****Journal Writing****Real-World Comprehension Practice****Daily 5: reading and writing centers** |
| **Social Studies** | Chapitre 10: Les nouvelles populations |
| **Math** | **Patterns & Relations:** *Use patterns to describe the world and solve problems*→identify and explain mathematical relationships→express problems in one-step equations and solve→investigate numerical and non-numerical patterns**-Problem & Question of the Day**  |
| **Science** | **Lights and Shadows**Identify sources of light, describe the interaction of light with different materials, and infer the pathway of a light beam. |
| **Art** | **Painting**: →*strive for more sophistication in brush skills →mix and use colour tones to achieve perspective**→use washes to indicate colour value →use experimental methods including without a brush*Vegetable Bouquet: Art Works p. 12 (watercolor techniques + tempura vegetable prints to create a still life) |
| **Health** | Healthy Eating and Living (D.P.A. activities and discussions) ***(ongoing throughout the year)***\*Vive la vie active- Canada’s Physical Activity Guide (PDF- Santé 4 et 5)\*ONIVA- Radio Jeunesse episodes: Tout ce qui est à manger, Tout ce qui est du sport!, Tout ce qui énergise\*Video Conference- McMillen Center: Food, Fitness & Fun\*Pour Bien Te Nourrir: Un cahier de jeux à colorier\*Santé Canada : Bien Manger Avec le Guide Alimentaire CanadienQue ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales  |
| **April** | **French Language Arts**  | **Readings: Notre Alberta Livre 2, Littératie en Action-Module 4 « Occuper ses loisirs » (lecture « La petite fille qui détestait les livres » p.169-171), Module 5- Fais-moi rire! (lecture « Ma grand-mère est une catastrophe p.180-183 + questions de compréhension)** **Étude de roman nivelé :****Étude de chansons et poèmes****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Les 5 au Quotidien: centres de lecture et Écriture** |
| **English Language Arts** | **National Poetry Month: Poetry Anthology using Figurative Language****→*Read and Understand Poetry* + *Writing Poetry With Children* + *“Let’s Do Poetry”*****100 high utility words review + practice, Set 3****Weekly Vocabulary Tests: Words with OI, O, AR****STARS- Readings Strategies Study and assessment****Read Aloud Novel: Ticket to Curlew with accompanying vocabulary and reading comprehension activity booklet** (continued)**Journal Writing****Real-World Comprehension Practice + Canadian Comprehension Series****Daily 5: reading and writing centers** |
| **Social Studies** | Chapitre 11: Vers le statut de province |
| **Math** | **Patterns & Relations:** *Use patterns to describe the world and solve problems*→identify and explain mathematical relationships→express problems in one-step equations and solve→investigate numerical and non-numerical patterns**-Problem & Question of the Day**  |
| **Science** | **Lights and Shadows continued** |
| **Art** | **Science + Art integration- 3D assemblage: Periscope, Kaleidoscope****Video Conference: Elements of Art- Glenbow Museum, Visual Art and Fashion as Art!- Glenbow Museum** |
| **Health** | **Life roles and career development** →Relate personal interests to various occupations\*ONIVA- Radio Jeunesse episodes: Tout ce qu’on peut devenirQue ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales  |
| **May** | **French Language Arts**  | **Readings: Notre Alberta Livre 2, Littératie en Action-Module 5 « Fais-moi rire! » lectures: « Ma sœur est un virus » p.197-199, « Mutts » p.200-201, « Des blagues » p.202-205****Second School Wide Writing Prompt****GB+ End of the Year Reading Test****Étude de chansons et poèmes****Weekly dictées : Mots fréquents par son (Dictionnaire Personnel) + Vocabulary words by subject****Les 5 au Quotidien: centres de lecture et Écriture** |
| **English Language Arts** | **Second School Wide Writing Prompt, (Story Writing with dialogue)****Harcourt Reading Assessment- End of the Year Reading Test, *“Comfortable Old Chair”* or *“Living Spaces”*****STARS- Readings Strategies Study and assessment****Journal Writing****Weekly Vocabulary Tests: Plural and Possessive Words, Words with UR, IR, Compound words****Real-World Comprehension Practice + Canadian Comprehension Series****Daily 5: reading and writing centers** |
| **Social Studies** | Chapitre 12: Croissance et Changement |
| **Math** | **Statistics and Probability (Data Analysis):** *Collect, display and analyze data to solve problems.*→construct and interpret pictographs and bar graphs**-Problem & Question of the Day**  |
| **Science** | **Plant Growth and Changes**Demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth. |
| **Art** | Video Conferences: **Learning to Draw- Glenbow Museum,**  **Whirlidurb: Drawing bodies, faces and in 3D** |
| **Health** | **Life roles and career development** →Recognize that personal roles will change over time and circumstances**Sexual Education (Personal Health, Safety and Responsibility)**\*ONIVA- Radio Jeunesse episodes: Tout ce qui nous cocasseQue ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales  |
| **June** | **French Language Arts**  | **Readings: Notre Alberta Livre 2, Littératie en Action- Module 5 « Fais-moi rire » lectures « Le carnaval de l’ogre » p. 212-217 (si le temps permet) Module 6: « Des endroits fascinants! »** **Étude de chansons et poèmes****Les 5 au Quotidien: centres de lecture et Écriture** |
| **English Language Arts** | **Technology + ELA integration- Year-end power point presentation****Invitations, Friendly Letters and Postcard Study****STARS- Readings Strategies Study and assessment****Weekly Vocabulary Tests: Abbreviations****Real-World Comprehension Practice + Canadian Comprehension Series****Grammar Review****Daily 5: reading and writing centers** |
| **Social Studies** | Chapitre 13: Aujourd’hui et demain |
| **Math** | **REVIEW OF ALL UNITS!** |
| **Science** | **Plant Growth and Change** (continued) |
| **Art** | **Photography and Technographic Arts:** Year-end power point project and presentation |
| **Health** | **Volunteerism** →Understand the impact of service contributions (increase in self-worth, confidence and understanding of others)→Choose a year-end volunteer project as a class\*ONIVA- Radio Jeunesse episodes: Tout ce qu’on peut faire pour aider, Tout ce qui est possibleQue ferais-tu? What would you do? (Journal entries and discussions on specific situations, **ongoing throughout the year**) \*Resource- À la conquête de mon univers 2- Habiletés Sociales |