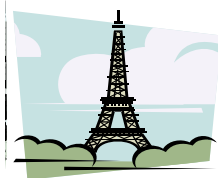


Ms. McLaren's Long Range Plans: Eastview Grade 3/4 2011-2012

Subject Area	Term One	Term Two
Writing	Write short, simple texts using a variety of forms (e.g. retelling stories and events) and descriptive writing (e.g., choosing appropriate words). Focus on conventions (e.g. capitals, ending punctuation) and developing ideas (e.g., adding details). Narrative writing (e.g. short stories containing characters, setting, problem, solution).	Explanation writing (focusing on organization of ideas, paragraphing, etc.) Develop sentence fluency and spelling skills. Persuasive writing (e.g. Forming opinions or a "voice" on selected topics)and Procedural writing (e.g. How to...with lists of materials and numbered steps). Focusing on the writing process, editing, revising, and publishing.
Reading	Develop reading strategies (fluency, re-reading, etc.), activating prior knowledge, making predictions before and during reading, retelling stories, high frequency words. Focus on identifying main ideas. Identify text features (e.g. Illustrations, table of contents, glossary, title, etc.)	Visualization strategies and enriching vocabulary. Make inferences while reading, use reflection to express personal thoughts about the text, read and understand high frequency words automatically. Extend understanding of texts by relating ideas in them to personal experience(making connections).
Oral Communication/Media	Demonstrate appropriate listening behavior by using active listening strategies (e.g. looking at the speaker, asking questions, etc.) Develop vocal skills (tone, volume, pace). Produce simple media texts (e.g. poster, advertisement).	Use appropriate facial expressions and gestures to convey meaning. Continue to develop and demonstrate appropriate listening behaviour. Analyze media texts (e.g., determine purpose, audience, etc.)
Math	<u>Patterning</u> : with numbers; extending number patterns, patterns in hundreds charts, writing pattern rules; <u>Numeration</u> : place value, number facts, addition and subtraction of 2 and 3 digit numbers (4 digit numbers for Grade 4); <u>Geometry</u> : Describing angles, shapes solids, identifying attributes of geometric shapes, exploring congruent figures. <u>Numeration</u> : Exploring multiplication/Division, making arrays, multiplying & dividing strategies; <u>Data Management</u> : Graphing, interpreting graphs, creating graphs, conducting surveys.	<u>Measurement</u> : Exploring units of time, elapsed time, mass (g and Kg), capacity (mL, L). <u>Geometry</u> : exploring transformational geometry (e.g., flips, slides, turns), creating lines of symmetry, grids and coordinates. <u>Numeration</u> : Exploring fractions, comparing and ordering fractions (decimals for Grade 4); <u>Measurement</u> : Exploring length, perimeter, area. <u>Probability</u> : Exploring possible and impossible outcomes, conducting experiments, calculating the probability of an outcome.
Science	Gr. 4– Light & Sound, Habitat & Communities Gr. 3 – Structures & Forces	Gr. 4 – Pulleys & Gears, Rocks & Minerals Gr. 3 – Plants & Soil
Social Studies	Gr. 4– Canada's Provinces/Territories & Geographic Regions Gr. 3 – Aboriginals & Pioneers	Gr. 4 – Medieval Times & Mapping Gr. 3 – Urban and Rural Communities & Mapping
Physical Education	Manipulation skills and physical fitness. (e.g. balancing, throwing). Personal Fitness and Goal setting. Organized games/sports.	Personal Fitness continued. Stability skills and responsibility (e.g. decision making, problem solving), track and field skills.
Health (taught by Mr. Oliver)	Nutrition, Healthy Living, Growth and Development	Personal safety, Preventing abuse
Visual Arts	Elements of Design – Exploring line and color. Reflecting on and evaluating personal artwork.	Elements of Design – Exploring shape and texture. Using feedback to improve work.
Drama and Dance (taught by Mrs. Costin)	Role-playing and responding through movement. Sustained portrayal of a character. Elements of dance(timing, body, space).	Sustained portrayal of a character. Elements of dance(energy, relationship).
Music (taught by Mrs. Winstanley)	See Karen Winstanley's long range plans	See Karen Winstanley's long range plans
Information Technology	Demonstrate skills required to operate basic hardware and software, access and use information from a variety of sources (e.g. , Selected internet websites). Begin keyboarding skills (e.g., placement of fingers on the "home row").	Produce simple products using various software programs (e.g. Pixie, Comic Life, Open Office). Develop word processing skills and apply appropriate keyboarding posture, learn to save and retrieve files, use e-mail.



Grade 4 Core French Long Range Plans

Mme. Snyder



Introduction and welcome to French	Students will be introduced to basic French words, sounds, the alphabet, colours and numbers. In addition they will learn simple conversation sentences that will allow them to introduce themselves and to express how they are feeling in French. Students will also complete a mini project introducing themselves.	September
Acti-vie -Decouvrons notre école	Students will learn a wide variety of vocabulary about the different objects in their classroom and school. They will complete a survey and participate in several listening and speaking activities.	October - November
L'action de grace, l'halloween, le jour de souvenir	Students will be exposed to vocabulary about these 3 celebrations that take place in October and November.	October-November
Calendrier, la météo, Noel	Students will learn all about the calendar : days of the week, months, seasons. In addition, they will learn how to describe the weather outside. Finally, they will complete some activities related to Christmas and learn some new Christmas/Holiday season vocabulary.	December
Galaxie Reader – Les Chats de Mme Mog	Students will be exploring and implementing various reading strategies while reading a new text along with learning new vocabulary.	January
Acti-vie – Souvenirs de ma famille	This unit introduces students to vocabulary for all the family members and their roles in the family. They will also be introduced to several verbs and activities families may do together. They will be creating a family album to present to the class.	February-April
Les Animaux de compagnie	Students will be learning about family pets and verbs related to animals. They will be completing a presentation about an animal to the class.	April-May
Galaxie Reader – Mimi la fourmi	Students will be exploring and implementing various reading strategies while reading a new text along with learning new vocabulary.	June

Grade 4 Music

Music TERM ONE	Music TERM TWO
Elements	Elements
Duration: syncopa, pause, fermata (review all other rhythms)	Duration: review of all simple rhythms and metres
Pitch: melody maps, absolute note names, intervals	Pitch: major/minor, key signatures (0 or 1 sharp or flat only), accidentals (sharps/flats/naturals)
Timbre: homogeneous sound of ensemble instruments (2 families)	
Texture: canons	Texture: canons (sung)
Dynamics: changes in volume (listened to, sung, played) and sfz	Form: verse/chorus, coda and repeats
Articulation: phrase markings	
Creating and Performing	Creating and Performing
sing in tune unison and 2 part music with simple accompaniment	use devised notation to record sounds of compositions
practice reading all rhythms and notes on staff	understand standard musical notation
rhythmic compositions using fermata and sfz as well as phrase markings	apply all elements from the term in a variety of compositions
read/perform canons	
Reflecting and Responding	Reflecting and Responding
express detailed personal responses to music (draw, move, write a story, compare)	self-assessment (identify own strengths and areas for improvement as a musician)
identify elements used for different purposes in music we hear/perform/create (creating mood)	
Forms and Cultural Context	Forms and Cultural Context
identify and describe the role of music in the community today compared to the past (Voyageurs or Middle Ages)	a study of musical forms and a continuation of reviewing the traditions of diverse times/places and communities
musical traditions of diverse times/places and communities	