

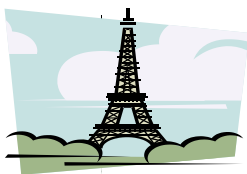
Laretei -Grade 5 Long Range Plans 2011-2012

Subject Area	Term 1	Term 2
Writing	<p>Writing Forms: Explanatory and Narrative Word Study: use of dictionary, thesaurus, commonly misspelled words, root words, intro to word wall. Parts of Speech: nouns, pronoun, and verbs Style and Structure: Writing workshop- developing ideas (power writing), journal responses , letter writing, growing sentences, developing and organizing paragraphs, dialogue and elements of scripts/ skits Writing Process: pre-writing, drafting, proofreading (6+1 Traits: developing ideas, organization, conventions).</p>	<p>Writing Forms: Descriptive and Word Study: solving unknown words, content words, prefix-suffixes Parts of Speech: adverbs, adjectives, conjunctions Style and Structure- Writing Workshop: sentence fluency, point of view, short stories, summaries, dot jots/note taking, supporting information in non-fiction text/research, bibliography, poetry, cursive. Writing Process: editing, revising, publishing (6+1 Traits: voice, word choice, sentence fluency, presentation)</p>
Reading	<p>DRA and levelled texts. Introduction to Reader's Workshop: read aloud, choral and shared reading,. DEAR, reading records, reading from different genres, just right books, reading responses (A.P.E.), determining important ideas/events in fiction texts, introduction to use of text features in non-fiction texts, and Guided Reading Introduction to Readers theatre. Reading Comprehension Strategies: purpose for reading/activating prior knowledge, predicting visualizing, and questioning Texts and Genres: non-fiction texts: table contents, simple headings, glossary, dictionary, thesaurus, atlas. Informational Texts (reports, essays, graphic and media texts) including Literacy in Action, textbooks, online databases</p>	<p>DRA Readers Workshop: independent reading, DEAR, Reading Responses, Extending and supporting responses, opinions/ideas with proof from text, summarizing, reading for research in non-fiction texts (use of text features,note taking, research, finding important and supporting facts in texts), and Guided Reading. Guided and Independent Literacy Circle Roles and Readers theatre. Reading Comprehension Strategies: drawing inferences, finding important information, connections, summarizing/synthesizing, and evaluating Texts and Genres: fiction and short stories, including Literacy in Action (Understanding elements of stories- character, setting, BME, plot) -Realistic Fiction, and Poetry</p>
Oral and Visual Communications	<p>Cooperative group skills and effective listening and speaking strategies including clarity, coherence, vocal skills(pace/volume) -use of simple visual aids.</p>	<p>Communicating Skills-appropriate language, vocal skills, use of voice, body language,and organization to enhance message- Emphasis on book talks, presentations. Use of visual aids to enhance presentations.</p>

Media Literacy	<p>Show an understanding of different types of media texts (i.e. magazine, newspaper, TV.) and techniques-how they are used to create meaning.</p> <p>Introduction to creating a variety of media texts for different purposes. Begin to Identify their strengths and weaknesses in creating media texts.</p>	<p>Evaluating points of view and perspectives in media texts-various media forms, and creating a variety of media texts for different purposes.</p> <p>Identify their strengths and weaknesses in creating media texts.</p>
	<i>Many of the mathematics concepts will be presented using a problem based learning format. A variety of resources will be used including the textbook 'Math Makes Sense'</i>	
Math	<u>Number Sense</u> : : place values to 100,000 and to hundredths, mental math strategies for addition, subtraction, multiplication and division. Computation strategies for multiplication, division of larger numbers.	<u>Number Sense</u> : develop understanding of tenths and hundredths, addition, subtraction, multiplication, division of decimal numbers to hundredths.
	<u>Patterning and Algebra</u> : using the operations, investigate relationships within a variety of numeric patterns.	<u>Patterning and Algebra</u> : use of variables in equations.
	<u>Geometry</u> : : identify and classify a variety of polygons according to side and angle properties, construct angles and triangles, construct nets of prisms and pyramids.	<u>Geometry</u> : transformations, translations, cardinal directions, tessalations
	<u>Measurement</u> : telling time to nearest second, elapsed time, temperature, relationship between capacity and volume.	<u>Measurement</u> : exploring and calculating length, perimeter, area of 2 and 3 dimensional shapes.
		<u>Data Management</u> : creating, interpreting, drawing conclusions about data and various graphs, mean, median, mode and range.
Science	Human Organ Systems Properties and Changes in Matter	Forces Acting on Structures and Mechanisms Conservation of Energy and Resources
Social Studies	Government in Canada/ Aspects of Citizenship	Ancient Civilizations
Health	Healthy Living, Peer Group Influences Personal Safety	Drug Education, Growth and Development
Physical Education	Active Participation: fair play, participate regularly, safety Cross Country Running, Cooperative Games, Fitness (goal setting)	Active Participation: Fitness (goal adjustments), motion/traveling & stability (Volleyball, Basketball) fair play, participate regularly, safety Track & Field, Fitness (goal achievement))
Visual Arts	Elements of Design (Colour, Line, Texture)	Elements of Design (shape, form, space) Perspective Interpretation and Elements of design used by artists (e.g. Harrison)
Drama and Dance	Sustain concentration in drama and dance Create dance pieces using a variety of techniques	Awareness of audience when writing in role Use appropriate language, tone of voice, gestures and body movements when speaking as a character in a drama Interpret and communicate the meaning of songs and other materials using a range of dance techniques
Information Technology	Communicating on-line (use of CHATT), Website, Word Processing	Accessing information electronically, displaying data using Appleworks (graphing, geometry) Refine research skills using electronic sources, media project

**Curriculum Map – Grade 5 Music
Eastview P.S. 2011-2012**

TERM ONE	TERM TWO
Elements	Elements
<p><u>DURATION</u>: Review all rhythms, Tam-Ti <u>PITCH</u>: recognizing key signatures and playing in 1 sharp, flat <u>TIMBRE</u>: tone colour used for particular purposes <u>FORM</u>: Rondo <u>TEXTURE</u>: part singing/playing (homophonic, polyphonic)</p>	<p><u>DURATION</u>: 6/8 metre, Tim-ka <u>PITCH</u>: major/minor, key signatures (D major, G minor) <u>DYNAMICS</u>: as encountered in music listened to, sung, played <u>ARTICULATION</u>: as encountered in music listened to, played, sung <u>TIMBRE</u>: various instruments used to create mood <u>TEXTURE</u>: part singing/playing continued, chords 1 and V introduced</p>
Creating and Performing	Creating and Performing
<ul style="list-style-type: none"> - sing/play in tune unison and 2 part music - applying/using elements (new rhythms/key signatures) - apply all elements from the term in a variety of compositions - use correct/standard musical notation for melodic/rhythmic compositions 	<ul style="list-style-type: none"> - rhythmic compositions using 6/8 metre, new rhythms, dynamics, etc. - use correct/standard musical notation for melodic/rhythmic compositions
Reflecting and Responding	Reflecting and Responding
<ul style="list-style-type: none"> - express detailed personal responses to music (graphic organizers) - self assessment – identify won strengths and areas for improvement 	<ul style="list-style-type: none"> - identify elements used for different purposes in music we hear/perform/create (creating mood) - self assessment – identify won strengths and areas for improvement
Forms and Cultural Context	Forms and Cultural Context
<ul style="list-style-type: none"> - demonstrate and awareness of use of music and instruments in various traditions from early times to today (for example: drum in aboriginal cultures in ceremonial music) 	<ul style="list-style-type: none"> - identify key influences of music in our culture (ie. Use in film/advertising, trends, styles, genres)



Grade 5 Core French Long Range Plans



Mme. Snyder

Introduction	Students will review vocabulary from grade 4. They will complete a "placemat" activity all about themselves and their interests and will present it to the class.	September
Acti-vie – et maintenant... la meteo	Students will learn about different types of weather for each season. They will learn about clothing and what is required for different weather conditions. In addition, they will be exposed to the imperative (e.g., portez + clothing) and create weather reports.	October - December
L'halloween	Students will be exposed to vocabulary and complete some activities related to halloween.	October
Galaxie Reader	Students will be exploring and implementing various reading strategies while reading a new text along with learning new vocabulary.	December - January
Acti-vie -Logo – animaux	In this unit, students will be building on their knowledge of animals from grade 4. They will complete a survey about their favourite animal and learn and review several adjectives to describe different animals. For the tache finale students will be creating a class logo.	February - March
Acti –vie – Bienvenue chez nous	Students will be learning about all the different parts of the city along with how to ask questions and give directions. They will learn about different individuals in their community and about their occupations along with different activities that take place in communities.	April -May
Acti-vie – vive l'aimite	Students will learn how to describe people's physical characteristics, personality traits and talents. In addition, students will learn about past times and several activities that use the verb faire.	June