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Grade 4 Curriculum Framework **Months: March-April 2021**

Core Competencies

Students will be…

Communicating	Collaborating	Creative Thinking	Critical & Reflective Thinking	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility
• I can share my ideas • I can listen to others. • I can ask questions.	• I can work in a group • I can cooperate • I am respectful	• I get ideas when I play • I can solve problems • I can think of a new idea	• I can show if I like something or not • I can explore my world • I can reflect on my learning	• I can share my feelings • I can celebrate my efforts • I can make choices that keep me happy and safe	• I can tell you about myself • I know some of my strengths • I can share things important to me	• I am kind and respectful to others • I can solve some problems and ask for help • I know other people can be different than me

Big Ideas

Students will understand…

English Language Arts	Français - immersion	Math	Socials	Science
Reading, Listening and Viewing • Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens • Texts can be understood from different perspectives **Writing, Speaking and Representing** • Stories can be understood from different perspectives • Using language in creative and playful ways helps us understand how language works	• Les subtilités dans un texte peuvent être découvertes en faisant des inférences. • La diversité des éléments culturels dans les textes reflète la diversité des cultures au sein de la société. • L'emploi d'outils stylistiques et d'un vocabulaire spécifique crée des effets uniques.	<u>Numbers:</u> Fractions and decimals are types of numbers that can represent quantities. <u>Computational Fluency:</u> Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. <u>Geometry & Measurement:</u> Polygons are closed shapes with similar attributes that can be described, measured, and compared. <u>Data & Probability:</u> Analyzing and interpreting experiments in data probability develops an understanding of chance.	• Demographic changes in North America created shifts in economic and political power • British Columbia followed a unique path in becoming a part of Canada	• Matter has mass, takes up space, and can change phase • Energy can be transformed

Learning Standards

Students will do / know…

English Language Arts	Français - immersion	Math	Socials	Science

Through reading, listening and viewing students will: ● Use a variety of comprehension strategies before, during, and after reading to deepen their understanding of text ● Apply a variety of thinking skills to gain meaning from texts **Through writing, speaking and representing students will:** ● Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (paragraph & sentence structure and grammar) ● Develop and apply expanding word knowledge (morphology, including roots, affixes, and suffixes)	**Explorer et réfléchir:** ● Formuler des hypothèses en se basant sur des indices textuels ● Faire des inférences à partir d'un texte ● Reconnaître la diversité des éléments culturels, y compris ceux des cultures autochtones, au sein d'une même société **Créer et communiquer:** ● Planifier le contenu de son message en fonction de son public ● Employer des éléments stylistiques pour créer un effet unique ● Respecter dans ses productions orales et écrites les règles d'orthographe grammaticale et lexicale apprises	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: ● ordering and comparing fractions ● financial literacy – monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions ● regular and irregular polygons ● perimeter of regular and irregular shapes ● line symmetry	● Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place *(the history of the local community and of local First Peoples communities)*	**Question & Predict:** demonstrate curiosity, observe, identify questions that can be investigated scientifically, make predictions **Analyze:** experience & interpret the local environment, identify First Peoples perspectives, sort and classify data, use tables / simple bar graphs etc to represent patterns and trends, compare results with predictions and suggest possible reasons for findings **Evaluate**: make simple inferences based on results and prior knowledge, reflect on whether an investigation was a fair test, demonstrate an understanding / appreciation of evidence **Apply and Innovate**: contribute in caring for self, family, classroom and school through individual / collaborative approaches, cooperatively design projects, transfer and apply learning to new situations, generate and introduce new ideas when problem solving **Communicate:** represent and communicate ideas and findings in a variety of ways, express and reflect on personal or shared experiences of place

Ideas for In-class Instruction

English Language Arts	Français - immersion	Math	Socials	Science
Learning Intention 1: I can use critical and creative thinking to make sense of an image. **Materials:** ● Picture without context (example 1, example 2) ● Paper ● Pencil ● chart paper Display a picture with little context. Work together to think, notice and wonder (setting, emotions, gestures, body language, lighting, etc.) What is happening in the photo? Co-construct a short story with class input and write on chart paper. Show another image and brainstorm what is happening. Include some key words and sentence stems to help students start writing. Have students work either independently or in selected pairs to create a short story about what is happening.	Commencer par utiliser des images pour travailler la formulation d'hypothèses, c'est-à-dire anticiper ce qui va arriver ensuite. Travailler ensuite les hypothèses lors de la lecture de différents albums. Explorer la différence entre hypothèse et inférence. Utiliser les fiches de Zaubette pour s'amuser à lire entre les lignes. Visionner Le loup qui voulait être un mouton en suivant ce guide pour pratiquer les deux stratégies tout en explorant et discutant des éléments stylistiques dans le texte.	Ordering and Comparing Fractions Click here for some lesson ideas for exploring fractions. Learning Intention: I can demonstrate positive and negative symmetry **Materials:** ● Construction paper ● Scissors ● Pencil ● Templates (optional) ● Glue Provide two options of construction paper colors of the same sized paper. Tell students to fold both pieces of paper in half, to establish a line of symmetry. At this point, put one of the papers to the side. Cut the first piece of paper in half, along your fold, and recycle one of the halves. On the remaining half, instruct students to draw half of an object or shape (or use a	Learning Intention 1: I can understand the meaning of identity **Materials:** ● Shin Chi's Canoe, or click here for read aloud ● Refer to original lesson plan (page 3) ● UN declaration of human rights Before reading/listening to the story, ask the class to brainstorm in pairs, what they think that identity means. Then ask students to identify where their identity comes from. Who influences their identity? Go over this quote about our human rights: *"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status"* What does that mean to you? Your family?	Chemistry: State Changes Experiment **Materials:** ● Youtube video ● can of frozen juice ● water ● popsicle moulds/sticks or ice cube tray ● access to a freezer Discuss What causes an object to change state? (changing its temperature or energy) What happens to the particles/atoms when they are heated up in a solid? (start to vibrate more and their bond breaks which causes them to turn into a liquid) What is this change called? (melting) What is the change of state during melting? (solid-liquid)

Include time to share stories. <u>Informational Texts:</u> <u>Lesson 1: Reading for Information</u> We will begin to look at INFORMATIONAL texts. We get information from lots of different SOURCES. Some examples are articles, YouTube videos, pictures, infographics and books! The important thing about reading for INFORMATION is to choose good places to get information. I can read and view different texts. I can ask questions about what I read and view. I can find the main idea in a text. I can identify non-fiction text features. I can determine the most important ideas or parts in a text. Videos: <u>Nonfiction Text Features</u> <u>Informational Writing for Kids</u> <u>Teacher Video: Informational Text Features</u> <u>How to Read Our Choice Articles</u> <u>How to use Choice Boards</u> <u>Lesson 2: What's the Main Idea?</u> Finding the MAIN IDEA of an informational text is an important skill! 1. Please look at the Information Text Choice Boards. 2. Read and view the information. 3. Choose your favorite article or video. 4. Choose to write your ideas in the Google Slides OR the Main Ideas Template OR make a video or recording of your thinking. I can share my ideas. I can listen to others. I can ask questions. I can reflect on my learning. Materials: <u>Information Text Choice Board #1</u> <u>Information Text Choice Board#2</u> Lesson 3: What do I Notice? What do I Wonder?		template for students to trace depending on their needs). Cut out this shape, and keep all of the pieces. On your other full piece of paper, place your positive pieces on one side of the line of symmetry, and the negative pieces along the other side. Make sure that all pieces are placed so that they are aligned perfectly with the line of symmetry and math with each other. Once this is done, students can glue down their pieces! Read more about positive and negative space <u>here</u> **<u>Learning Intention:</u> I can plan a future purchase of a pet, using financial literacy** **<u>Materials:</u>** ● <u>Lesson plan</u> ● Book about pets, <u>or use this</u> ● Examples of pet care costs (check the Internet for current and accurate information) ● Manipulatives and aids (currency manipulatives, base ten materials, calculator) • Start a class discussion by reviewing the following questions and follow along with the lesson plan. • What is money? • Where do we get money? • How do we know if we have enough money? Read the story to the class (or play the video of the iguana story being read) Whole Class – Introduction of problem (taken directly from <u>this lesson plan</u> • Introduce the following problem to the whole class: It costs David $5.25 each week to purchase food for his pet. It also costs him $3.25 each week to purchase vitamins and materials for his pet's habitat. How much money will David need each month to care for his pet? Ask students to think about the information provided and what is required to answer the question. • Clarify how many weeks are in one month. Pairs – Solving the problem	What things in life are you free to enjoy because they are protected by your human rights? Read/listen to Shin Chi's Canoe and discuss what their identity is, and what human rights were violated. Discuss all student responses. Allow students to share in pairs before sharing with the class and record student thinking. Exploring Young Immigrant Stories: What can I learn from hearing a personal story? How can I learn more about other people? How are people similar and different from me? <u>Learning for Justice lesson sequence</u> with objectives, key vocabulary, essential questions, templates and activities.	What happens if you continue to heat the atoms even more? (continue moving apart which causes gas) What is this change called? (evaporation) What happens when we cool the atoms? (they become closer together) What is it called when the warm air became cooler on the colder glass of the window? (condensation) How would you explain this change? (gas to liquid) What changes of state happens when freezing occurs? (liquid-solid) **<u>Experiment:</u>** Bring some cans of frozen juice, and ask students if we can change this from a solid, to a liquid, and back to a solid? How? Have students write down their predictions. Demonstrate making popsicles with students. Add the frozen juice to a bowl of water, and mix until incorporated through. Afterwards, add the juice mixture to popsicle moulds, or into the ice cube trays, and place into the school freezer. Bring out the popsicles/ice cube treats later in the day and the students can write down what they observed during the activity, <u>Energy: From the Sun to Plants to YOU!</u> **<u>Materials:</u>** ● Youtube <u>video</u> ● 2 sticky notes per student **Explain Physical Change-** Explain to students that Physical Changes means the change is reversible or can be changed into its original state. Ask students to identify physical change in regards to plants **Explain Chemical Change-** Explain that a chemical change is a change that occurs to an object that totally creates a new object that can never be changed back into its original state. Ask students to identify a chemical change in regards to plants **Give Examples-** An example of a chemical change would be burning a piece of paper into ashes. (you

When we read or watch INFORMATIONAL texts we are always looking for important information. There is a MAIN IDEA that is supported with details and facts. Information might come from different SOURCES. When you read or watch INFORMATIONAL texts, your brain is doing a lot of work! You notice interesting facts and sometimes details in the story can make us wonder and think about more questions! Directions: 1. Look at the "What do I Notice and Wonder?" Google slides. 2. Watch the short video "A History of Pets" found on the slides. 3. Reflect and Share 2 things you noticed and 2 questions. Materials: "What Do I Notice and Wonder?" Google Slides Teacher Example and video		• Once students understand the problem they work in pairs to collaboratively solve the problem and represent their thinking. Encourage students to use available manipulatives. Extension • Students could determine the cost for two, four or more months. **This can be extended into an inquiry project, where students pick an animal and add up all of the associated costs, making a display of their findings.**		could never turn that piece of paper back into paper again) But in regards to plants, it could be undergoing photosynthesis, and growing from this energy source. **Create a T chart** on the board, with one side to share what they learned, and one side to ask a question. Provide two sticky notes to each student. Students may come up as they finish to place their sticky notes onto the board. Go through questions and what students learned, so that it is anonymous.
Assessment and Reporting				