**Ms. Pastora & Ms. Tardif`s Planning Overview 2022/2023 (Grade 4/5)**

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|  | **TERM 1** | | | | **TERM 2** | | | | | | **TERM 3** | | | | | | |
| **September** | **October** | **November** | **December** | **January** | | **February** | | **March** | | **April** | | **May** | **June** | | | |
| *Communication* | | *Personal Awareness* | | *Creative+ Critical Thinking* | | | | *Social Responsibility* | | | | *Combination* | | | | |
| **Values** | Indigenous Learning & Core Competencies woven throughout all subject areas. | | | | | | | | | | | | | | | |
| **Reading** | Guided Reading: Various Short Stories  Reading Power Strategies | | | Organize reading groups and block time | Intro to Lit Circles  (Picture books) | Independent Lit Circles  Elements of Non-Fiction Text (Research) | | | | | Independent Literature Circles  *(Focus on: Overcoming Adversity)*  Elements of Non-Fiction Text  (Inquiry Circles) | | | | | | |
| **Writing** | Sentence Structure & Effective Paragraphing | Writing Power  The Writing Process  6+1 Trait Focus: Ideas, Organization | | | Non-Fiction Writing Power  Comparison Writing  6+1 Trait Focus: Voice, Word Choice | | | | Non-Fiction Writing Power  Explanation Writing  6+1 Trait Focus: Sentence Fluency, Conventions | | | | Creative Writing  Literary Elements (Fracturing Fairy Tales)  Literary Devices (Poetry)  6+1 Trait Focus: Presentation | | | | |
| **Word Work** | Independent Word Work – weekly use of relevant word lists, word sorts, dictionary/definition work, and assessment | | | | | | | | | | | | | | | | |
| **Math** | Place Value | | Addition & Subtraction  Graphing | | Multiplication & Division | | | Time, Fractions & Decimals | | | | Review | | | |  | |
| Ms. Tardif: Patterns | | Ms. Tardif: Measurement | | | Ms. Tardif: Shapes | | | |
| Financial Literacy to be implemented throughout the year | | | | | | | | | | | | | | | | |
| **Science** | Gr. 4: Effects of position of the sun, moon & earth | | | Gr. 4: Phases of matter | | | Gr. 4: Sensing and responding | | | | Gr. 4: Energy, Devices that transform it | | | | | | |
| Gr. 5: Matter and rock cycle | | | Gr. 5: Solutions & homogenous mixtures | | | Gr. 5: Organ Systems and Environment | | | | Gr. 5: Energy. Renewable/non-renewable resources | | | | | | |
| **Social Studies** | Gr. 4:  Identity: immigration, treatment of Canadian minorities  Gr. 5: Immigration/Multiculturalism  (Pastora) | | Gr. 4: Physiographic features and Natural Resources of Canada  Gr. 5: Mapping of Canada (Tardif) | | History of local First Peoples, Demographic changes pre-confederation  (Tardif) | | | | | Gr. 4: Early trade, cooperation & conflict, Impact of colonization, Fur trade  Gr. 5: Canada`s natural resources  (Tardif) | | | Gr. 4: Colonization of BC & entry into Confederation | | | | |
| Gr. 5: Canadian Institutions and Government | | | | |
| **Dance/ Drama** | Beat/Rhythm | | Texture/ Dynamics | Intro to Drama & Movement | Cooperation and trust building activities  Pantomime | | | | | Improvisation | | | Short Plays  Reader’s Theatre | | | | |
| **Art** | Colour | | Value - Shadow  White, grey & black | | Line | | | | | Shape | Form (3D) | | Space | | Texture | | |
| **Physical and Health Education** | Body and space awareness  (Cooperative games) | Throwing and catching  (Volleyball) | | Striking with an implement  (Tennis) | Bouncing and dribbling  (Basketball) | | | | | Balance and agility -Gymnastics | Jumping, catching,  throwing  (Football, Frisbee, Skipping) | | Running, jumping, throwing (Track & Field) | | Kicking and trapping (Soccer) | | |
| Social and community health, mental well-being and healthy living to be implemented throughout the year | | | | | | | | | | | | | | | | |
| **French**  **(Ms. Tardif)** | Colours, days of the week, months, numbers 0-10 | | | | Simple questions and answers | | | | | | Clothing, pronouns | | | | | | |