**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 StoriesReading Power Strategies  | Organize reading groups and block time | Intro to Lit Circles(Picture books) | Independent Lit CirclesElements 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 PowerThe Writing Process6+1 Trait Focus: Ideas, Organization | Non-Fiction Writing PowerComparison Writing 6+1 Trait Focus: Voice, Word Choice | Non-Fiction Writing PowerExplanation Writing6+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 & SubtractionGraphing | 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 minoritiesGr. 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 tradeGr. 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 activitiesPantomime | Improvisation | Short PlaysReader’s Theatre |
| **Art** | Colour | Value - ShadowWhite, 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 |