

Teacher: Mrs. Lisa Ruddick



Term 1 Overview September 2020 - January 2021

Grade(s): 3/4

Below is a general overview that lists some of the main units, activities, and intended learning outcomes that are planned for the first term, however, adjustments will be made as necessary to accommodate learning styles, needs, and interests. Many assignments in all subject areas throughout the year will be marked using a four point criteria system:

PROFICIENCY LEVEL			
Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> •The student is beginning to demonstrate basic knowledge in relation to the learning standards •Works with ongoing support 	<ul style="list-style-type: none"> •The student demonstrates some knowledge in relation to the learning standards •Works with some support 	<ul style="list-style-type: none"> •The student demonstrates good knowledge in relation to the learning standards •Works independently 	<ul style="list-style-type: none"> •The student demonstrates knowledge beyond the learning standards •Works independently and can support the learning of others
<p>"I am just getting started." "I learn best with help."</p>	<p>"I get some of it." "I am beginning to do more and more on my own."</p>	<p>"I get it." "I can do it on my own."</p>	<p>"I get it and go beyond what is expected of me." "I can teach it to a friend."</p>

Term One	
<p>Core Competencies - <i>The Core Competencies are interwoven in all teaching through all subject areas.</i></p>	<p><u>Communication</u> - <i>The students will be involved in activities where they will:</i></p> <ul style="list-style-type: none"> ● Connect and engage with others ● Acquire and present information ● Collaborate to plan, carry out and review constructions and activities ● Explain and reflect on experiences and accomplishments <p><u>Thinking</u> - <i>The students will be involved in activities where they will:</i></p> <ul style="list-style-type: none"> ● Think creatively ● Think critically ● Think reflectively <p><u>Personal and Social</u> - <i>The students will be involved in activities where they will:</i></p> <ul style="list-style-type: none"> ● Positive personal and cultural identity ● Personal awareness and responsibility ● Social responsibility
<p>First Peoples Principles of Learning</p>	<p>The children will be encouraged to respect cultural similarities and differences. The First Peoples Principles will be integrated throughout all teaching. We will be focussing on the following this term:</p> <ul style="list-style-type: none"> ● Learning involves recognizing the consequences of one's actions ● Learning involves patience and time

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	<ul style="list-style-type: none">• Learning requires exploration of one's identity• Learning involves generational roles and responsibilities.• Learning recognizes the role of indigenous knowledge
Math Big Ideas	<p><i>Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. (Grade 4)</i></p> <p><i>Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. (Grade 3)</i></p> <p><i>Regular changes in patterns can be identified and represented using tools and tables. (Grade 4)</i></p> <p><i>Regular increases and decreases in patterns can be identified and used to make generalizations. (Grade 3)</i></p>
Math	<p>Students will:</p> <p>Demonstrate how to add and subtract whole numbers to 1000 (Gr. 3) and 10,000 (Gr. 4)</p> <p>Demonstrate understanding of the value of each digit up to 1000 (Gr. 3) and 10,000 (Gr. 4).</p> <p>Demonstrate an understanding of patterns (increasing and decreasing) using pattern rules.</p> <p>Demonstrate ability to find an unknown number in an equation (algebra).</p> <ul style="list-style-type: none">• Patterning• Place value to 1,000 (Gr.3) 10,000 (Gr.4)• Problem Solving strategies (Logical Reasoning, Looking for Patterns using a table, Organized Lists)• Addition and subtraction mental math facts to 20• Addition and subtraction to 1,000 (Gr.3) 10,000 (Gr.4)• Relationships between (+ and -), (+ and x), (x and ÷) and (÷ and -)• Understanding multiplication concepts (Gr. 3)• Multiplication of 2 or 3 digit numbers by 1 digit number (Gr.4)• Apply a variety of multiplication strategies to move from one known fact to another (ie. $2 \times 3 = 6$, so $6 / 3 = 2$)• Division of 2 or 3 digit numbers by 1 digit number
Language Arts Big Ideas	<p><i>Exploring stories and other texts helps us understand ourselves and make connections to others and to the world (Grade 4)</i></p> <p><i>Stories and other texts help us learn about ourselves, our families, and our communities. (Grade 3)</i></p> <p><i>Language and text can be a source creativity and joy (Grade 3 and 4)</i></p> <p><i>Using language in creative and playful ways helps us understand how language works.(Grade 3 and 4)</i></p>

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Reading	Students will: Read fluently at grade level Demonstrate an understanding of how to use a variety of comprehension strategies before, during, and after reading. Apply a variety of thinking skills to gain meaning from texts. <ul style="list-style-type: none">● Predicting and making connections● Main ideas and supporting details● Writing summaries● Reading strategies● Home Reading 20 minutes● Daily 5 activities
Writing	Students will: Use language in creative and playful ways to develop style. Communicate in sentences and paragraphs. Apply Canadian spelling, grammar and punctuation. <ul style="list-style-type: none">● Sentence structure● Legible handwriting● Revising and editing● Non fiction text elements● Conventions (spelling and grammar)● Paragraph writing● Write Traits, Daily 5 activities
Speaking & Listening	Students will: Exchange ideas and perspectives to create shared understanding. <ul style="list-style-type: none">● Morning Meetings● Daily Interactions● Partner and Group Work● Sharing Written Assignments
Arts Education Big Ideas	<i>Creative expression is a means to explore and share one's identity within a community. (Grade 4)</i> <i>Artists experiment in a variety of ways to discover new possibilities. (Grade 4)</i> <i>Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. (Grade 3)</i> <i>The mind and body work together when creating works of art. (Grade 3)</i>
Arts Education	Students will: Explore identity, culture, place, and belonging through arts experiences. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, play, inquiry, and purposeful play. <ul style="list-style-type: none">● Directed drawing● Use a variety of tools, materials and technologies

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	<ul style="list-style-type: none">• Understanding of elements of design: line, shape, space, texture and colour• Determine use of principles of design (pattern, repetition, balance)
<p>Physical & Health Education</p> <p>Big Ideas</p> <p>(Physical Education - taught by Mrs. Wiebe) (Health Education - taught by Mrs. Straker)</p>	<p>Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.</p> <p>Movements skills and strategies help us learn how to participate in different types of physical activities.</p> <p>Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.</p> <p>Knowing about our bodies and making healthy choices helps us look after ourselves.</p>
<p>Physical & Health Education</p>	<p>Know and Understand</p> <p>Proper techniques for fundamental movement skills including non-locomotor (i.e., balancing), locomotor (i.e., galloping), and manipulative (i.e., catching) skills.</p> <p>How to participate in a variety of individual, dual and rhythmic activities and games.</p> <p>Practices that promote health and well-being such as personal hygiene and nutrition</p> <p>Do</p> <p>Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments</p> <p>Sept. - Oct. Soccer / Tag Games with Pool Noodles</p> <p>Oct.- Nov. Badminton / Minor Games</p> <p>Nov. - Dec. Throwing and Catching / Running Games</p> <p>Jan. Dance</p> <p>Demonstrate safety, fair play, and leadership in physical activities</p> <p>Explore strategies and resources for making healthy eating choices</p> <p>Activities:</p> <ul style="list-style-type: none">-inside foot pass, dribbling, juggling, offensive moves, defensive, small sided games-change of pace and direction while running-problem solving and using different strategies

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- overhead and underhand clears, serves, backhand, foot movements, simple rules
- proper throwing and catching techniques
- rhythmic steps to music
- timing, following sequential steps
- respectful manners to other dancers
- brain storm what makes good friendships
- body hygiene booklet
- identify the four food groups
- make up examples of healthy meals and snacks

Assessment/Evaluation:

For Learning:

Anecdotal notes, observations, completion of health sheets and assignments, participation in discussions, checklists, peer reflection (give a thumbs up if your partner stepped with his/her opposite foot while throwing) **Positive only. No thumbs down if he did not step with his opposite foot

Assessment of Learning:

Report Cards, Criteria Checklist, Teacher assessment, Daily Participation

Resources

Friendship Story Books from the library

Canada Nutrition Guide

Prime Coaching Sports

BOKS

Ready to Use P.E. Activities for Grades K-3, Tag, Tag, & Even More Tag, Physedgames.com, fiction and non-fiction stories regarding personal wellness and hygiene, individual hygiene booklets.

YouTube Videos :Go Noodle, Brain Breaks

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Science Big Ideas	<i>All living things sense and respond to their environment. (Grade 4)</i> <i>Living things are diverse, can be grouped, and interact in their ecosystems. (Grade 3)</i>
Science	Students will: Demonstrate curiosity about the natural world Observe objects and events in familiar contexts <ul style="list-style-type: none">● Sensing and responding (in humans, other animals and plants)● Biomes are large regions with similar environmental features● Biodiversity in the local environment● Knowledge of local First Peoples of ecosystems● Energy is needed for life
Social Studies Big Ideas	<i>Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity. (Grade 4)</i> <i>Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. (Grade 3)</i> <i>People from diverse cultures and societies share some common experiences and aspects of life. (Grade 3)</i>
Social Studies	Students will: Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events Use social studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings or decisions <ul style="list-style-type: none">● History of our local community and First Peoples around the world● Aspects of life shared by and common to peoples and cultures● Impact of colonization on First Peoples in BC and Canada
Applied Design Skills & Tech.	<i>The choice of technology and tools depends on the task. (Grade 4)</i> <i>Skills are developed through practice, effort and action. (Grade 4)</i> <i>Technologies are tools that extend human capabilities. (Grade 3)</i> <i>Skills can be developed through play. (Grade 3)</i> This subject will be integrated with other subjects throughout the school year. Students will be able to build, create and solidify their learning through hands-on practice.
Career Education Big Ideas	<i>Exploring our strengths and abilities can help us identify our goals. (Grade 4)</i> <i>Leadership requires listening to and respecting the ideas of others. (Grade 4)</i>

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	<p><i>Good learning and work habits contribute to short- and long-term personal and career success. (Grade 4)</i></p> <p><i>Effective collaboration relies on clear, respectful communication. (Grade 3)</i></p> <p><i>Everything we learn helps us to develop skills. (Grade 3)</i></p> <p><i>Learning is a lifelong enterprise. (Grade 3)</i></p>
Career Education	<p>Students will:</p> <p>Identify and appreciate their personal attributes, skills, interests and accomplishments</p> <p>Set and achieve realistic learning goals for themselves</p> <p>Demonstrate effective work habits and organizational skills</p> <ul style="list-style-type: none">• Goal setting skills• "P.A.C.K." Behaviour Matrix• Problem solving• Decision making strategies• Effective Work Habits
Learning Resources/ Materials	<p>Math:</p> <p>Canadian Daily Math 3 and 4, JumpMath 3.1, 3.2, 4.1, and 4.2, Problem Solver 3 and 4, University of Waterloo Math Problems: https://www.cemc.uwaterloo.ca/resources/potw.php www.prodigygame.com , http://www5.sd71.bc.ca/math/ , Good Questions: Great Ways to Differentiate Mathematics (Marian Small), District Numeracy Assessment, Island Numeracy Diagnostic Assessment, assorted children's literature</p> <p>Language Arts:</p> <p>Variety of children's stories for literature circles, Adrienne Gear - Writing Power, Non-Fiction Writing Power and Reading Powe, http://www5.sd71.bc.ca/literacy/, assorted children's literature, non-fiction library resources</p> <p>Social Studies:</p> <p>Canada's First Peoples: Historical Overview , Iindigenouspeoplesatlasofcanada.ca</p> <p>Kids' Stop, Kids Site of Canadian Settlement, Facts on Native Americans (and Canadians)</p> <p>Secwepemc Territory, Traditional Secwepemc/community/seasonal life - The Canadian Atlas of First Peoples, xaxlip.ca/, www.ducksters.com/history/native_americans/cree_tribe.php, www.warpaths2peacepipes.com/indian-tribes/cree-tribe.htm , Stol:lo</p>

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[Pithouse - view from inside: winter activities](#) , Mrs.ruddick.weebly.com ,
assorted children's literature

ADST

TypingPal, Tux Typing, Common Sense Media, Media Smarts, Digital Passport,
Destiny Quest/Discover, Makerspace workshop manual

Career

Virtues Project Teacher Resource Manual, agendas

Science

<https://www.tigtagworld.com/>
<https://www.sciencebuddies.org/>
<https://mysteryscience.com>
www.liveit.earth

Science Probe 4 & 5

Bill Nye Science guy videos

Communication

Parent/Teacher Conferences

emails

Freshgrade

Agenda

Class website: www.mrsruddick.weebly.com

Presentations of Learning by Nov. 30 via freshgrade digital portfolios

**Assessment/
Evaluation**

Daily home reading

Small group work

Assignments

Responses/Reflections

NFRA/PRA

Individual conferences

Class discussions

Tests/tasks

Rubrics

Observations

Projects- class created criteria