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4/5

Long Range Plans

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TERM 1: 4/5 AT A GLANCE

	Language / Arts	Math		Science/Social Studies	
		Grade 4	Grade 5	Grade 5	Grade 6
SEPT	**Reading** • ***Comprehension:*** ***Identifying the main idea*** **Writing -** **Recounts** • ***Form & Style*** – Purpose and audience • ***Conventions*** – Parts of speech and capitalization **Media** • Digital footprint	**Quantity Relationships** whole numbers to 10 000 money to $100 **Proportional Relationships** multiplicative relationships	**Quantity Relationships** • Whole numbers to 10 000 **Decimal Numbers** • to hundredths • Counting forward by hundredths **Money** to $1 000 **Counting** • Forward by hundredths	Light and Sound Inquiry: **How does light and sound improve our lives?** - Light and sound are forms of energy with specific properties. - Sound is created by vibrations. - Light is required to see. - Technological innovations involving light and sound have an impact on the environment **Independent Inquiry**	**Property and Changes in Matter** **Inquiry:** How can understanding changing matter impact our daily lives? • There are three states of matter. • Matter changes states • Physical and chemical changes • Material properties determine their use and effect on society and environment **Independent Inquiry** Choose an environmental issue and discover a product that contributes to the problem. (Plastic - Recycling) Research and make a plan of action.
OCT	**Reading** • ***Comprehension:*** *Making connections and inferring* **Writing-Personal *Narratives*** • ***Form & style:*** *Developing ideas* • ***Conventions:*** *Punctuation and Sentence fluency* **Media:** *Social Studies* (SS) How do political parties/NGOs sway people to agree with them?	**Operational Sense** addition and subtraction mental math for 2-digit whole numbers 4-digit whole numbers money to $100	**Operational Sense** • Addition and subtraction • Whole numbers	**Regions of Canada** **Inquiry: How does our relationship with environment affect how we live?** •What impact can the natural environment of different regions have on human activities? •What impact can human activities have on the natural environment? •How do we find the •balance between •environmental stewardship and human needs/ wants? •Why is it important to consider the long-term impact of human activities? •What makes a region a region? **Independent Inquiry**	**Government of Canada** **Inquiry:** How do different levels of government work with citizens to solve problems? What makes a responsible citizen? • When and how do community members come together to make change? • Consider all stakeholder perspectives when making decisions • Why do we need government? • Why are there different levels of government? • What services should governments be responsible for? **Independent Inquiry**
NOV	**Reading** • ***Comprehension:*** ***Determining importance/"gist" summary*** **Writing -** *Non-fiction articles and reports* • ***Form & style*** – Classifying and organizing ideas – Non-fiction text features • ***Conventions***	**Patterns and Relationships** - growing & shrinking patterns term, term numbers - addition, subtraction and multiplication **Measurement** - Mm, cm, dm, m, km - Perimeter & area of polygons - Compare units	**Patterns and relationships** • Growing/shrinking • Table of values • Addition and subtraction **Measurement:** • Length & units of measure		
DEC	**Media** • Research: (SS)How to know if a source is appropriate. Spot "fake news".	**Collection and Organization of Data** - Surveys and experiments - Discrete data Stem and leaf and double bar graphs. (single bar graphs pictographs, tally charts, concrete graphs, line plots)	**Data Management** • Discrete/continuous data • Charts and graphs (broken-line graphs) • Surveys & experiments • Determining the mean • Comparing related data	**Rocks and Minerals** ***Big Idea*** Rocks and minerals have unique characteristics and properties that are a result of how they were formed. The properties of rocks and minerals determine society's possible uses for them. Our use of rocks and minerals affects the environment. ***Independent Inquiry***	**Conservation of Energy** ***Big Ideas:*** • Energy sources are either renewable or non-renewable. • Energy cannot be created or destroyed, but it can only be transformed. • Choices about using energy and resources have both immediate and long-term impacts. • Conservation of energy is one way of reducing the impacts of using energy and resources. ***Independent Inquiry***
JAN	**Reading** • ***Comprehension:*** *Analyzing texts* **Writing:** *Fiction - Narratives (Various types)* • ***Form & Style:*** Editing and revising • ***Conventions*** – Dialogue and quotations – Parts of a story: Plot **Media** (SS) create media text to persuade someone to conserve energy. Identify conventions and techniques.	**Geometry** 2D & 3D shapes - quadrilaterals - prisms and pyramids - nets of rectangular prisms - skeletons **Location and Movement** - benchmark angles - symmetry & reflections - grid system	**Geometry** • 2D shapes — polygon and triangles • 3D Figures • Location and Movement		

TERM 2: 4/5 AT A GLANCE

	Language / Arts	Math		Science/Social Studies	
		Grade 4	Grade 5		Grade 6
FEB	**Reading** • ***Comprehension:*** *Analyzing Texts* **Writing *Fiction*** *- Narrative (Various types)* • ***Form & Style:*** Editing and revising – Proofreading • Conventions: Parts of a story Narration **Media** (SS) - Science and the body — how to identify credibility	**multiplication** to 9x9 using mental math strategies multiplication of whole numbers by 10, 100 and 1000 multiplication of 2-digit by 1-digit whole numbers	**Multiplication** •2x2 whole numbers • Decimals by 10's and 100 • Decimals by multiples of 10's **Variables** — As changing or unknown quantities • Missing numbers in equations (+ x /).	**Habitats** **Big Ideas** -Plants and animals depend on each other and adapt to meet their needs from their habitats. -Changes to habitats can affect plants and animals -People rely on plants and animals. ***Culminating Activity***: Independent Inquiry	**Human Body Systems** ***Big Ideas*** • Organ systems are part of the body and they work together and affect one another. • Organ structures are linked to their functions • Systems in the human body work together to meet our basic needs. • Choices we make affect our overall health. ***Independent Inquiry*** Choose an organ from the three studied human organ systems. Develop an inquiry question such as "How does _____ affect the_____ organ?" Develop a presentation to be presented at a science fair.
MAR		**Expressions and Equality** - multiplication and division communicative and distributive property of multiplication Missing numbers in equations	**Quantity Relationships** • Division - 3 digit by 1 division whole numbers • Decimal numbers by multiples of 10's		
APR	**Reading** • ***Comprehension*** **Writing:** Persuasive Report • ***Form & Style:*** *Editing and revising* – Proofreading • ***Conventions*** Word choice & vocabulary **Media:** (SS) Create media text	**Fractions and Decimals** - Fractional Notation - Decimal Numbers to tenths - Count forward by halves, thirds, fourths and tenths	**Quantity Relationships** **Fractions** • Proper and improper, unlike denominators • Like Denominators • Equivalent • Counting forward by hundredths	Early Societies **Big Ideas** **Inquiry – choose two civilizations from the past and compare them to modern day Canada.** -What methods can we use to compare societies from different eras and regions? -What are the most significant differences between Canadian society and societies of the past? -What are the most significant differences among early societies? -In what ways did the environment influence early societies? Does the environment have the same impact on Canadian society? What has changed? Why has it changed? **Independent Inquiry**	**First Nations and Europeans in Early Canada** **Inquiry: Explore different interactions between First Nations and Europeans and look at these events from each stakeholders perspective** • Why might the same event have a different impact on different people? • How do we form our own perspective? How do other people form theirs? • What causes conflict? Do all conflicts have a resolution? • Why is it important to cooperate with others? **Independent Inquiry**
MAY	**Reading** • ***Comprehension*** **Writing:** Story (Various) or poem • ***Form & Style:Vivid or figurative language*** • ***Conventions:*** Parts of speech - Adjectives and adverbs **Media:** (SS) responding to and evaluating texts	**Probability** simple probability experiments	**Probability** • Probability as fractions		
JUNE	**Reading** • ***Comprehension*** **Writing:** Publishing Portfolio • ***Form & Style*** – Metacognition and interconnected skills • ***Conventions*** – Review **Media:** Create a media text	**Measurement** - Mass g, kg - Capacity ml, L Volume, non standard	**Measurements** • Mass g, kg, mg, tonne • Relationship between volume and capacity • Volume: formula of a rectangle	**Pulleys and Gears** **Inquiry: How do pulleys and gears affect our lives?** -Pulleys and gears change the speed, direction, and motion of, and force exerted on, moving objects. -Pulleys and gears make it possible for a small input force to generate a large output force. -Gears are specialized wheels and axles that are used daily in many machines. **Independent Inquiry**	**Forces Acting on Structures** **Inquiry: How can we make a structure strong enough to support a load?** • Structures and mechanisms have forces that act on and within them. • We can measure forces to determine how they affect structures and mechanisms. This guides the design of new structures and mechanisms. • Forces that result from natural phenomena have an effect on society and the environment. **Independent Inquiry** Inquiry Stem Project Build a strong and sable structure that can withstand forces applied to it.

4/5 LANGUAGE: TERM 1

	Reading		Writing			Media
	Mentor Texts	**Comprehension Strategy**	**Form**	**Style**	**Conventions**	
SEPT	Diary of a Worm- Doreen Cronin Owl Moon - Jane Yolen Diary of a Wombat -Jackie French	Identifying the main idea	Recounts	Purpose and audience	Parts of speech and capitalization	Digital footprint
OCT	Fly Away Home - Eve Bunting Two Bad Ants - Chris Van Allsburg *Trombone Shorty* - Troy "Trombone Shorty" Andrews	Making connections and Inferring	Personal narratives	Developing ideas	Punctuation sentence fluency	(SS) How do political parties/NGOs sway people to agree with them.
NOV/DEC	Teaching Kids News Local newspapers Animal Dads - Sneed B Collard III Sit In: How Four Friends Stood Up by Sitting Down - Andrea Davis	Determining importance/ Gist Summary	Non-Fiction articles and reports	Classifying and organizing ideas Non-Fiction text features		Research: (SS)How to know if a source is appropriate. Spot "fake news".
JAN	The Paperboy - Dav Pilkey Fireflies! - Julie Brinckloe	Analyzing texts	Fiction - Narratives (Various types)	Editing and revising	Dialogue and quotations Parts of a story: Plot	(SS) create media text to persuade someone to conserve energy. Identify conventions and techniques.

4/5 LANGUAGE: TERM 2

	Reading		Writing			Media
	Mentor Texts	**Comprehension Strategy**	**Form**	**Style**	**Conventions**	
FEB MAR	Grandaddy's Gift - Margaree King Mitchell The Story of Ruby Bridges - Robert Cole Freedom on the Menu: The Greensboro Sit-Ins - Carole Boston Weatherford	Analyzing texts	Fiction - Narrative (Various types)	Editing and revising; proofreading	Parts of a story; narration	(SS) - Science and the body how to identify credibility
APR	I Wanna Iguana - Karen Kaufman Orloff Hey, Little Ant - Phillip and Hannah Hoose Click, Clack, Moo, Cows that Type - Doreen Cronin *How to Swallow a Pig: Step by Step Advice from the Animal Kingdom* - Steve Jenkins and Robin Page	Point of view	Persuasive report	Editing revising and Proofreading	Word choice and vocabulary	(SS) Create a media text
MAY	The Other Side - Jacqueline Woodson Brave Irene - William Steig Amos and Borris - William Steig	Evaluating text	Story (various types) or poem.	Vivid and figurative language	Parts of speech — adjectives and adverbs	(SS) Responding to and evaluating media texts
JUNE		Metacognition	Publishing portfolio	Publishing metacognition interconnected skills	Review	Create a media text

4/5 MATH: TERM 1

	Grade 4	Grade 5
SEPT	**Quantity Relationships: Place Value** • read, write, compare and represent whole numbers to 10 00 • demonstrate an understanding of place value in whole numbers and decimal numbers from 0.1 to 10 000 • round 4 digit numbers to the nearest 10, 100, and 100 **Counting** count forward by 10ths using manipulatives	**Quantity relationships** • Whole numbers to 10 000 **Decimal Numbers** • To hundredths • Counting forward by hundredths **Money** to $1 000 **Counting** • Forward by hundredths
OCT	**Operational Sense** **Addition and Subtraction** • solve problems using addition and subtraction • mental math strategies for 2-digit whole numbers **Money:** to $100 Add and subtract money amounts – simulated purchases	**Operational sense** • Addition and subtraction • Whole numbers
NOV	**Patterns and Relationships** - Repeating, growing and shrinking patterns - Connect each term with its term number - numbers and addition and subtraction and multiplication - create patterns using addition, subtraction and multiplication **Measurement** -Estimate measure and record: length, perimeter, and area) -Read, compare, order measurement units (Mm, cm, m, km) **Elapsed Time** Estimate elapsed time with and without a time line	**Patterns and relationships** • Growing/shrinking • Table of values • Addition and subtraction **Measurement:** • Length & units of measure
DEC	**Collection and Organization of Data** - Surveys and experiments - Discrete data Stem and leaf and double bar graphs. (single bar graphs pictographs, tally charts, concrete graphs, line plots)numbers in equations	**Data management** • Discrete/continuous data • Charts and graphs (broken-line graphs) • Surveys & experiments • Mean • Comparing related data
JAN	**2-D shapes3D shapes** • Quadrilaterals and polygons by geometric properties • Angles compared to benchmark less • Prisms and pyramids (focus: nets of rectangular prisms) **Location and Movement** • Benchmark angles • Reflections and symmetry • Grid systems (coordinate and mapping)	**Geometry** • 2D shapes — polygon and triangles • 3D Figures • Location and movement

4/5 MATH: TERM 2

	Grade 4	Grade 5
FEB	**multiplication** • to 9x9 using mental math strategies • multiplication of whole numbers by 10, 100 and 1000 • multiplication of 2-digit by 1-digit whole numbers **Measurement:** • Perimeter and area of polygons on grid paper • Relationships between perimeter and area to side lengths • Solve meaningful problems distinguishing between P&A	**Multiplication** • 2x2 whole numbers • Decimals by 10's and 100s • Decimals by multiples of 10 **variables** — as changing or unknown quantities • Missing numbers in equations (+ - x /).
MAR	**Division** **Expressions and Equality** - multiplication and division communicative and distributive property of multiplication Missing numbers in equations	**Quantity Relationships** • Division - 3 digit by 1 division whole numbers • Decimal numbers by multiples of 10's
APR	**Fractions and Decimals** • Fractional Notation • Decimal Numbers to tenths • Count forward by halves, thirds, fourths and tenths	**Quantity Relationships Fractions -** Proper and Improper • Like Denominators • Equivalent • Counting forward by hundredths
MAY	**Probability** simple probability experiments	**Probability** • Probability as fractions
JUNE	**Measurement** • Mass g, kg • Capacity ml, L • Volume, non standard	**Measurements** • Mass g, kg, Mg, tonne • Relationship between volume and capacity • Volume: formula of a rectangle

4/5 SOCIAL SCIENCE: TERM 1

		Grade 5
SEPT OCT	Light and Sound Inquiry: **How does light and sound improve our lives?** - Light and sound are forms of energy with specific properties. - Sound is created by vibrations. - Light is required to see. - Technological innovations involving light and sound have an impact on the environment **Independent Inquiry**	**Property and Changes in Matter** **Inquiry:** How can understanding changing matter impact our daily lives? • There are three states of matter. • Matter changes states • Physical and chemical changes • Material properties determine their use and effect on society and environment **Culminating Activity**: Choose an environmental issue and discover a product that contributes to the problem. (Plastic - Recycling) Research and make a plan of action.
NOV DEC	**Regions of Canada** **Inquiry: How does our relationship with environment affect how we live?** •What impact can the natural environment of different regions have on human activities? •What impact can human activities have on the natural environment? •How do we find the •balance between •environmental stewardship and human needs/wants? •Why is it important to consider the long-term impact of human activities? •What makes a region a region? **Independent Inquiry**	**Government of Canada** **Inquiry:** How do different levels of government work with citizens to solve problems? **What makes a responsible citizen?** • When and how do community members come together to make change? • Consider all stakeholder perspectives when making decisions • Why do we need government? • Why are there different levels of government? • What services should governments be responsible for? ***Culminating Activity:*** Choose a social issue in Canada. Pick a stakeholder position. Identify that stakeholder's position and what the government could do to solve the issue.
JAN	**Rocks and Minerals** ***Big Idea*** Rocks and minerals have unique characteristics and properties that are a result of how they were formed. The properties of rocks and minerals determine society's possible uses for them. Our use of rocks and minerals affects the environment. ***Independent Inquiry***	**Conservation of Energy** ***Big Ideas:*** • Energy sources are either renewable or non-renewable. • Energy cannot be created or destroyed, but it can be transformed. • Choices about using energy and resources have both immediate and long-term impacts • Conserving of energy is one way of reducing the impacts of using energy and resources. ***Culminating Activity:*** Research ways or a specific device to conserve energy in the home, school or community.

4/5 SOCIAL SCIENCE: TERM 2

		Grade 5
FEB MAR	**Habitats** **Big Ideas** -Plants and animals depend on each other and adapt to meet their needs from their habitats. -Changes to habitats can affect plants and animals -People rely on plants and animals. ***Culminating Activity***: Independent Inquiry	**Human Body Systems** ***Big Ideas:*** • Organ systems are part of the body and they work together and affect one another. • Organ structures are linked to their functions • Systems in the human body work together to meet our basic needs. • Choices we make affect our overall health. ***Culminating Activity:*** Choose an organ from the three studied human organ systems. Develop an inquiry question such as "How does _____ affect the_____organ?" Develop a presentation to be presented at a science fair.
APR MAY	Early Societies **Big Ideas** **Inquiry – choose two civilizations from the past and compare them to modern day Canada.** -What methods can we use to compare societies from different eras and regions? -What are the most significant differences between Canadian society and societies of the past? -What are the most significant differences among early societies? -In what ways did the environment influence early societies? Does the environment have the same impact on Canadian society? What has changed? Why has it changed? **Independent Inquiry**	**First Nations and Europeans in Early Canada** ***Inquiry:*** Explore different interactions between First Nations and Europeans and look at these events from each stakeholders perspective. • Why might the same event have a different impact on different people? • How do we form our own perspective? How do other people form theirs? • What causes conflict? Do all conflicts have a resolution? • Why is it important to cooperate with others? **Culminating Activity:** Create a reality show story board which shows the event and the 'diary room' confessions of each stakeholder involved.
JUNE	**Pulleys and Gears** **Inquiry: How do pulleys and gears affect our lives?** -Pulleys and gears change the speed, direction, and motion of, and force exerted on, moving objects. -Pulleys and gears make it possible for a small input force to generate a large output force. -Gears are specialized wheels and axles that are used daily in many machines. **Independent Inquiry**	**Forces Acting on Structures** **Inquiry:** How can we make a structure strong enough to support a load? • Structures and mechanisms have forces that act on and within them. • We can measure forces to determine how they affect structures and mechanisms. This guides the design of new structures and mechanisms. • Forces that result from natural phenomena have an effect on society and the environment. **Culminating Activity:** Create a bridge that will hold a the most weight in the center of the structure.