

Grade Four Curriculum Night Handout

Jackman Institute of Child Study 2017-2018

In Grade Four the children are now confidently adjusted to being members of the junior division at the school. They are ready to work more independently, to think more abstractly, and to take more responsibility for their own learning. A deeper understanding of the perspectives and experiences of others also allows Grade Fours to begin to show greater understanding in social interactions, to work more collaboratively, and to reach out beyond their immediate environment to the greater world beyond.

The Community

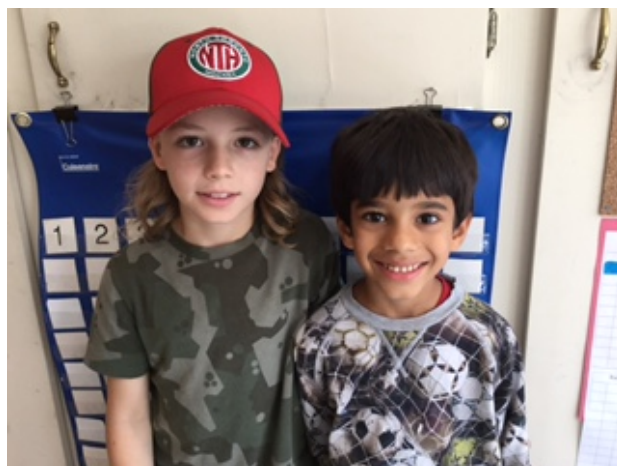


Ask the Grade Fours and they will tell you exactly what kind of classroom environment they thrive in. On the first day of school these were some of the words they chose to describe what they wanted their learning environment to be like: kind, unique, epic, scientific, friendly, awesome, and caring.

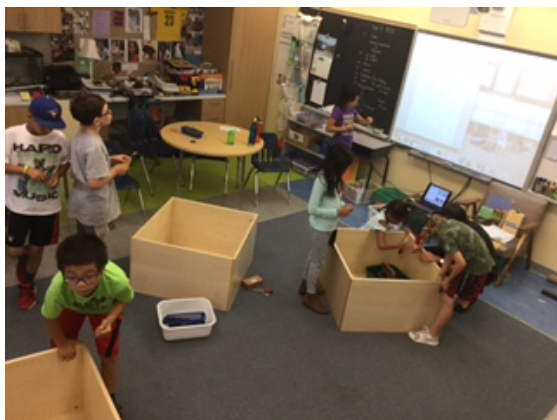
Special Friends with Grade Ones!



The Grade Fours are ready to show leadership as they develop relationships with younger students and interact with them across a variety of activities with patience and kindness.



Technology



In Grade Four, each child has his/her own personal laptop computer. The children will gain experience with a variety of programs which will allow them to share, document and communicate their learning.

In addition to learning some basic programs and functions, they will gain fluency in touch-typing. The Grade Four classroom is fully equipped with projector, screen and a SMART board which are frequently in use across the curriculum.

Mathematics

The Mathematics strands that will be covered in Grade Four are: Number Sense and Numeration, Measurement, Patterning and Algebra, Geometry and Spatial Sense, and Data Management/Probability.

During lessons, skills and concepts are presented in a variety of ways and the children are invited to share their knowledge, strategies, predictions and explanations. Multiple ways of solving problems are explored and encouraged. At the same time, learning which methods are more efficient and lead to greater accuracy are taught and emphasized.

Mathematics concepts and skills are taught in a logical, sequential manner and lessons and activities respond to the varying levels of

children's abilities in the group. Children who struggle in a particular area receive focused re-teaching and those who demonstrate advanced skills are given further challenges to deepen and extend their ability to apply the skills they have gained.

An emphasis on gaining further fluency with basic facts continues as the children strive to solidify their multiplication facts to 9×9 and learn division facts to 81 divided by 9.

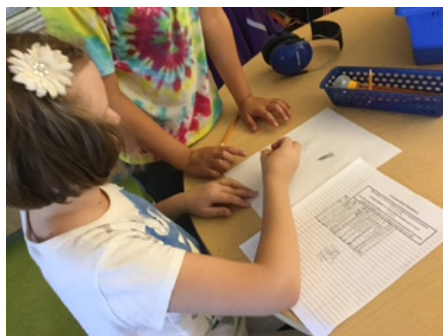
Problem solving is a regular part of the Mathematics program and the children are taught to break down problems in order to understand them and then systematically select and apply a solution strategy.

If you are interested in viewing the specific Grade Four learning outcomes in each strand please visit:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade4.html>

You will need to scroll down to "Mathematics" and click on the version you wish to download.

<https://www.stem.org.uk/resources/collection/2765/smile-cards>



Language

Reading

By Grade Four, students have generally become fluent readers and many choose to read outside of classroom time on their own. Silent reading continues to be an important and regular part of classroom programming. In Grade Four, the students are guided to read and experience books from a broad selection of identified genres including, realistic fiction, historical fiction, traditional literature fantasy, science fiction, biography, and information books. Awareness of and sensitivity to issues of diversity and social justice are explored through shared reading experiences and group discussions.



In Grade Four there is a more explicit focus on teaching reading comprehension strategies. The children are taught methods for maximizing their understanding that they can rely on before, during and after reading. These include (but are not limited to): Asking questions, making connections, visualizing, making inferences and determining importance. In Grade Four the children continue to communicate about what they have read by writing back and forth with the teacher about their current novel. The teacher's probing questions and comments lead the child to more deeply connect with the story and develop greater inferential reasoning.

Writing

In Grade Four, students continue to build their experiences writing in different genres including personal writing, research writing, stories, reports, letters, and poetry. Grade Four students are ready to begin refining their editing skills. They will learn strategies and systems for proofreading their own writing and correctly applying mechanics such as punctuation, spelling, capitals, and paragraph formation. Though length is not necessarily the critical goal of a writing activity, students will be encouraged to extend their pieces and incorporate as much detail and descriptive language in their pieces as possible. Spelling is a regular part of the weekly program. Each child's spelling profile has been assessed and identified and group lists and activities serve to teach each child the patterns he/she is next ready to explore and gain skill in using.



Inquiry

Although we refer to our Science and Social studies as “Inquiry,” it is an approach that underlies all that we do in our classrooms here at J.I.C.S. We believe that the children have unique ideas, the ability to imagine many possibilities and the capacity to reason together to build new community knowledge. This process can be seen in our units of study, our math classes, discussions about literature or simply group conversations about hopes, thoughts, ideas and feelings. At J.I.C.S. the children have learned that each person’s ideas are valuable and that together we can make wonderful discoveries and contribute to the advancement of the group’s knowledge.

Through Science and Social Studies investigations the children participate in a range of settings. They may read for information, learn to improve their note taking, glean information from a presentation or video, take part in a discussion, plan or carry out an experiment, organize information, or participate in field trips. The possibilities are endless!

Homework

In Grade Four, students are expected to take greater responsibility for their homework. Please help your child to develop routines that will help him/her be successful in this regard.

Homework is designed to reflect the studies taking place in class. The subject matter and amount will vary from week to week. Reading 4-5 times each week will be an ongoing expectation for all students.

Tawingo!

This year the dates are: January 10th-12th 2018!

The Grade Fours will take a leadership role in helping to prepare and reassure the Grade Threes as well as new Grade Four students.

