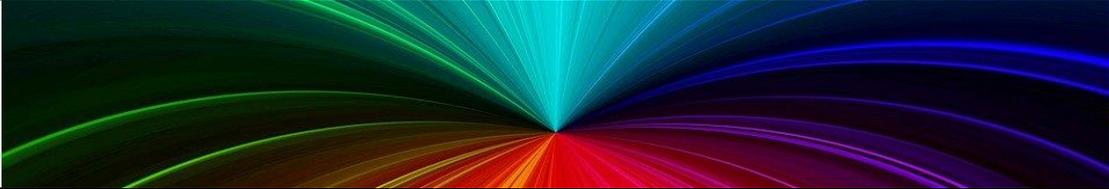


Grade:  
Teacher:  
**Weekly Plan for Learning**

<p><b>Date: April 14 - April 24</b></p>		
		<p><b>Core competencies</b> The students will be focusing on developing the highlighted skills throughout all areas of learning this week</p>
<p><b>English Language Arts</b></p>		<p><b>Communicating</b>  <ul style="list-style-type: none"> <li>○ Listening and responding</li> <li>○ Speaking purposefully</li> <li>○ Reading and responding</li> <li>○ Writing</li> <li>○ Non-verbal cues</li> </ul> </p>
<p><b>Description:</b></p> <p>The grades 3 and 4 students will work on a new unit where they will be encouraged to express their thoughts, ideas and understandings through a blogging format. Blogging can be an engaging and fun method of helping students to discover that writing can be a source of creativity and joy. Students will apply their writing skills as they blog.</p> <p>During this unit the grade 3 students will focus on double vowel phonics and vowel pairs to further develop their spelling ability, and they will continue to work on expanding their skills in building more complex sentence structures.</p> <p>The grade 4 students will focus on using apostrophes in possessives and in contractions, reviewing suffixes and exploring prefixes and root words.</p> <p>All students will have the opportunity to read daily for 20 minutes after lunch. We will also be focusing on implementing Adrienne Gear's reading strategies during our LA morning blocks.</p>		<p><b>Collaborating</b>  <ul style="list-style-type: none"> <li>○ Cooperating, working collectively, sharing ideas and resources</li> <li>○ Encouraging, including and supporting others</li> <li>○ Group decision making</li> </ul> </p> <p><b>Personal awareness and responsibility (Self-Management)</b>  <ul style="list-style-type: none"> <li>○ Time management</li> <li>○ Organisation</li> <li>○ Setting goals for learning</li> <li>○ Self-Advocating, seeking help when in need</li> <li>○ Accepting responsibility</li> <li>○ Self-regulation</li> <li>○ Making informed choices</li> <li>○ Well-being, staying healthy and active</li> </ul> </p>
<p><b><u>Understand</u></b></p>		<p><b>Positive personal and cultural identity</b>  <ul style="list-style-type: none"> <li>○ Understanding relationships and cultural contexts</li> <li>○ Recognizing personal values and choices</li> <li>○ Identifying personal strengths and abilities</li> </ul> </p>
<p><b>Big Ideas:</b></p> <p>Grade 3: Using language in creative and playful ways helps us understand how language works.</p> <p>Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p>Grade 4: Using language in creative and playful ways helps us understand how language works.</p> <p>Language and text can be a source of creativity and joy.</p>	<p><b>Essential Questions.</b></p> <p>How can blogging help us to be creative as we share out ideas and discoveries?</p> <p>How does the use of grammar help us to express ourselves accurately? How can the use of grammar change the meaning of text/help us to better understand the text?</p> <p>How does learning different phonic rules help us become stronger readers and writers?</p>	<p><b>Social awareness and responsibility</b>  <ul style="list-style-type: none"> <li>○ Respecting others</li> <li>○ Resolving conflict</li> <li>○ Building relationships</li> <li>○ Adapting a variety of roles</li> <li>○ Recognising diversity</li> </ul> </p> <p><b>Thinking Skills</b> Creative thinking  <ul style="list-style-type: none"> <li>○ Generating ideas and building on ideas of others</li> <li>○ Creating and innovating</li> <li>○ Evaluating and developing</li> </ul> Critical and reflective thinking  <ul style="list-style-type: none"> <li>○ Analysing and critiquing</li> <li>○ Questioning and investigating</li> <li>○ Reflecting and assessing</li> </ul> </p>
		<p><b>Research Skills</b>  <ul style="list-style-type: none"> <li>○ Formulating questions</li> <li>○ Observing</li> </ul> </p>

<b>Do</b>	
<p><b>Curricular Competencies:</b></p> <p><b>Grade 3s</b></p> <ul style="list-style-type: none"> <li>• Read fluently at grade level</li> <li>• Use personal experience and knowledge to connect to text and make meaning</li> <li>• Recognize the structure and elements of story</li> <li>• Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</li> <li>• Develop and apply expanding word knowledge</li> <li>• Create stories and other texts to deepen awareness of self, family, and community</li> <li>• Plan and create a variety of communication forms for different purposes and audiences</li> </ul> <p><b>Grade 4s</b></p> <ul style="list-style-type: none"> <li>• Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text</li> <li>• Recognize how literary elements, techniques, and devices enhance meaning in texts</li> <li>• Recognize the role of language in personal, social, and cultural identity</li> <li>• Consider different purposes, audiences, and perspectives in exploring texts</li> <li>• Use language in creative and playful ways to develop style</li> <li>• Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation</li> </ul>	<p>Students will read every day for at least 20 minutes during our reading blocks. They will also be discussing the stories with each other to further develop their understanding of story structure and the elements of story.</p> <p>In-class discussions will help to remind students of various comprehension techniques while reading.</p> <p>Our blogging project will help students develop their written communication. It will give them an opportunity to practice and apply the conventions of Canadian spelling, grammar and punctuation. This project will also allow them to be creative and playful as they express their thoughts and ideas and expand their word knowledge.</p> <p>Brainzy activities: These activities give students the opportunity to learn about, practice and apply knowledge and skills required for writing. They include a variety of activities to review spelling and phonics, simple and compound sentences as well as reading and responding to informational text.</p>
<b>Know</b>	
<p><b>Curricular Content:</b></p> <p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>• Story/text</li> <li>• elements of story</li> <li>• text features</li> <li>• reading strategies</li> <li>• writing processes</li> <li>• Language features, structures, and conventions</li> <li>• word patterns, word families</li> <li>• sentence structure</li> <li>• conventions</li> </ul>	<p>Students will learn to develop various reading strategies which will help them think deeply about text.</p> <p>They will learn different word patterns and word families through the Brainzy activities as well as through class discussions.</p> <p>Students will understand that pieces of writing can target a specific audience.</p>

- Planning
- Collecting data
- Recording data
- Organizing data
- Interpreting data
- Presenting research

<p>Grade 4:</p> <ul style="list-style-type: none"> <li>• forms, functions, and genres of text</li> <li>• evidence</li> <li>• Strategies and processes</li> <li>• writing processes</li> <li>• Language features, structures, and conventions</li> <li>• features of oral language</li> <li>• paragraph structure</li> <li>• sentence structure and grammar</li> <li>• conventions</li> </ul>	<p>Students will know how to vary their sentence structure and use the words but, yet, or, and so, to form compound sentences.</p> <p>They will create a Covid19 Capsule Project to practice writing using evidence, and structure.</p>	
<p><b>Required Resources and Materials:</b></p> <p>Laptop with access to Internet and Google Drive  Headphones, webcam and microphone (if not part of the student's device)  Access to a camera (iphone, ipad, smart phone) that will allow students to photograph and share any work completed on paper or record videos about their learning.  Brainzy App  Book for reading</p>		
<p><b>Exploration</b></p>		
<p><b>Description:</b> In the next unit students will explore atoms, matter and energy. They will then apply their knowledge and understanding through experimentation. Student will investigate different phases of matter, solids liquids and gasses, and learn how atoms are the building blocks of matter. Through their explorations and experiments, students will explore how the scientific method allows scientists to acquire knowledge from evidence collected through, observation, hypothesis, analysis and questioning.</p>		
<p style="text-align: center;"><b><u>Understand</u></b></p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• All matter is made of particles</li> <li>• Atoms are building blocks of matter</li> <li>• Matter has mass, takes up space, and can change phase</li> </ul> <p>Thermal energy can be produced and transferred</p>	<p><b>Essential Questions:</b></p> <p>Why is matter known as the material of the universe?  What can be a source of energy?  How does the scientific method guide our inquiry?  How is thermal energy transferred between objects?</p>	
<p style="text-align: center;"><b><u>Do</u></b></p>		
<p><b>Curricular Competencies:</b></p> <ul style="list-style-type: none"> <li>• Observe objects and events in familiar contexts</li> <li>• Identify questions about familiar objects and events that can be investigated scientifically</li> <li>• Make observations about living and non-living things in the local environment</li> <li>• Collect simple data</li> <li>• Sort and classify data and information using drawings or provided tables</li> </ul>	<p>Communicate scientific thinking.</p> <p>Students will demonstrate and proper organisation as they practise the scientific method.</p> <p>Students will conduct various experiments to understand the importance of the scientific method – they will be encouraged to observe, make predictions, ask questions and draw</p>	

<ul style="list-style-type: none"> <li>• Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends</li> <li>• Transfer and apply learning to new situations</li> </ul> <p>Generate and introduce new or refined ideas when problem solving</p>	<p>conclusion from their observations.</p> <p>Students will reflect on their understanding using Jamboard</p> <p>Students will practice scientific language through games, use guides to follow proper scientific methods and discuss connections between scientific methods and discoveries</p>	
<b>Know</b>		
<p><b>Curricular Content:</b></p> <ul style="list-style-type: none"> <li>• matter is anything that has mass and takes up space</li> <li>• atoms are building blocks of matter</li> <li>• sources of thermal energy</li> </ul> <p>transfer of thermal energy</p>	<p>Through experimentation and discussion, students will develop their knowledge about matter and energy, and how it relates in everyday life</p>	
<p><b>Required Resources and Materials:</b></p> <p>Pencil, paper or notebook, ruler with cm and mm (if possible)</p> <p>Laptop with access to Internet and Google Drive</p> <p>Headphones, webcam and microphone (if not part of the student's device)</p> <p>Access to a camera (iphone, ipad, smart phone) that will allow students to photograph and share any work completed on paper or record videos about their learning.</p>		