

# Grade 4/5

## with Mrs. Kelly Beardsley



### Contact Information:

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### General Information

#### Attendance

Attendance is very important! Your child will learn best by being present and listening to and participating in what is being discussed.

If your child is **absent**, please call the office. If you know your child is going to be absent in advance, please write a note in their agenda or send me an email.

Upon their return, students will be given a **"While you were away folder"**. They are expected to complete any missed work and return it.

#### Communication

**Agendas** are one of the main methods of communication. I check them every morning. If there is anything that you feel I should know to help the day run more smoothly, please write it in the agenda or send me an email.

Also, if there are **after school arrangements** that are different than usual, they can be written in the agenda as well.

If your child is **going on a different bus** or to a friend's house, you need to provide a note to the bus driver and have the arrangements made before school.

#### Hot Lunch

A calendar goes home every few weeks. If your child is getting a hot lunch, please write down what they are getting, their name and their class on a piece of paper. Place that paper, along with their money, in a bag or envelope so that they can hand it in when they arrive at the classroom.

## Expectations

Students are expected to come to class prepared and on time. They are to have the materials needed, their homework completed and agendas signed. They are expected to complete tasks to the best of their ability and to ask for help if they do not understand. They are expected to respect others, themselves, our school and our learning environment.

**Cumberland North Academy Expected Behaviours** are posted around the school as well as in student agendas. They focus on being respectful, responsible and safe.

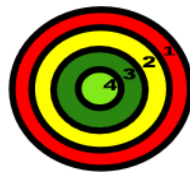
Please ensure that your child has **indoor footwear**. Our custodians work hard to keep our school clean and wearing indoor footwear helps to make their job a bit easier.

## Our New 8 Day Cycle

We are moving from a Monday to Friday schedule to Day 1 through Day 8 schedule.

## Assessment and Evaluation

Students will be assessed at the outcome level on an on-going basis through observations, conversations, products, presentations, running records, rubrics, teacher-made tests, projects, learning journals and self-assessments. Students will be scored using the 4,3,2,1 Proficiency Scale as shown below.



4	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.
3+	Competent plus
3	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
2+	Developing Plus
2	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.
1+	Limited plus
1	Limited knowledge and understanding of content and concepts. Limited application of related skills.

## Technology Education

Students will be integrating technology in their course work everyday.

## Integrated E.L.A. - English Language Arts

The three ELA strands are listed here, along with some possible activities your child will be involved in. E.L.A. and the content areas (Health, Social Studies, Science and Art) will be integrated together throughout the school year.

**Reading and Viewing** - read aloud, shared reading, guided reading, and independent reading of fiction and non-fiction pieces. Students will also be involved in Book Clubs.

**Speaking and Listening** - classroom discussions, listening and responding to/questioning of guest speakers, following directions, using proper grammar, using courtesies, giving oral presentations and read aloud plays

**Writing and Other Ways of Representing** - modeled, shared, guided and independent writing practice through journals, persuasive letters, poetry, narrative writing, mystery writing etc. Emphasis will be placed on sentence/paragraph structures, punctuation, direct speech in text, capitalization and other writing conventions.

## Mathematics

In Grade 4, students are expected to have mastery of their Multiplication Facts to 9x9. In Grade 5, students are expected to have mastery over the related division facts. They will be working on weekly facts to aid in this mastery. The five Mathematics strands are listed below along with some of the topics that we will cover.

Grade 4 Math Content	Grade 5 Math Content
<p><b>Number Sense and Operations</b> - place value to 10 000, addition and subtraction of these numbers, multiplication of facts up to 9x9, multiplication of 1, 2, and 3 digit numbers by 1 digit numbers, division of 1 and 2 digit numbers by 1 digit numbers, fractions less than or equal to 1, decimal tenths and hundredths.</p> <p><b>Patterns and Relationships</b> – identify and describe patterns, extend patterns, express a given problem as an equation in which a symbol is used to represent an unknown number</p> <p><b>Geometry</b> – describe and construct rectangular and triangular prisms, congruency, demonstrate an understanding of lines of</p>	<p><b>Number Sense and Operations</b> - place value to the millions, fractions, decimals, addition, subtraction, multiplication 2 by 2 digit numbers and division of 3 digit by 1 digit numbers</p> <p><b>Patterns and Relationships</b> – identify, explore, recognize, represent and apply patterns to solve problems and equations</p> <p><b>Geometry</b> – provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are parallel, intersecting, perpendicular, vertical, and horizontal</p> <p><b>Measurement</b> - draw rectangles for a given perimeter and area, estimate and measure capacity</p>

symmetry

**Measurement** -read and record time using digital and analog clocks (including 24- hour clocks) read and record calendar dates in a variety of formats, area of regular and irregular 2-D shapes

**Statistics and Probability** - many-to-one correspondence, construct and interpret pictographs and bar graphs

**Statistics and Probability** -distinguish between first hand and second hand data, construct and interpret double bar graphs

## Science

### Grade 4 Topics

- Natural Habitats
- Interconnectedness of and within local habitats, inclusive of a Mi'kmaw perspective
- Properties of light and how it's used
- Sound in the environment and how its properties change
- Rocks, minerals, and fossils in the local environment
- How the Earth's surface changes over time

### Grade 5 Topics

- Weather
- Constructing Effective and Simple Compound Machines
- Analyze how the body functions to meet its needs
- How physical and Chemical changes affect the properties of matter

## Health

Grade 4 Topics	Grade 5 Topics
<p><b>Healthy Self</b></p> <ul style="list-style-type: none"><li>- Gender roles and gender identity, values in making healthy decisions, anxiousness, physical and emotional changes during puberty</li></ul> <p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"><li>- Components of a healthy relationship, the link between positive self-identity and making healthy decisions that affect relationships and care of self</li></ul> <p><b>Healthy Community</b></p> <ul style="list-style-type: none"><li>- Forms of gambling and their risks, how marketing impacts health, preventing injuries and falls</li></ul>	<p><b>Healthy Self</b></p> <ul style="list-style-type: none"><li>- Sexual orientation, harmful effects of homophobia, reproductive systems and how they mature through puberty, managing stress in their lives, caffeine and the impact on their bodies</li></ul> <p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"><li>- Awareness of and ways to prevent chronic and communicable diseases, examine relationships in their lives, physical activity and how that enhances their well being</li></ul> <p><b>Health Community</b></p> <ul style="list-style-type: none"><li>- Assess the internet for safety and reliability, safe internet use, mental health disorders among children, analyzing gendered media messages</li></ul>

## Social Studies

Grade 4 Topics	Grade 5 Topics
<ul style="list-style-type: none"><li>- The concept of exploration</li><li>- Investigate the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.</li><li>- Evaluate the impacts of exploration</li><li>- The relationships between humans and the physical environment</li><li>- The physical landscape of Canada</li></ul>	<ul style="list-style-type: none"><li>- How we learn about the past</li><li>- How environment influenced the development of an ancient society</li><li>- Diverse societies of First Nations and Inuit, in what later became Canada</li><li>- Decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada</li><li>- Interactions between British and French and First Nations and Inuit in what later became Atlantic Canada</li></ul>

## **Art**

Students will compile a portfolio of their work each term. The curriculum outcomes involve 'making', 'looking' and 'reflecting'. Students will be exposed to a wide variety of genres of art as well as to a wide variety of artists – in historical, cultural and social contexts.

## **French (Mme. Gray)**

French will take place during the following times;

**Day 1, 3, 5, 7 10:45 - 11:45**

## **Music (Mr. King)**

Music will take place at the following times;

**Day 2 - 9:15 - 9:45**

**Day 6 - 10:45 - 11:15**

**Day 7 - 10:15 - 10:45**

## **Phys. Ed. (Mr. LeBlanc)**

Phys. Ed. will take place at the following times;

**Day 1 - 9:45 - 10:45**

**Day 3 - 1:00 - 1:30**

**Day 6 9:45 - 10:15**

**Day 8 - 10:15 - 10:45**