

Grade 4 - Course Overviews by Subject

Term 1

General Studies

Math: In math this term we focused on sequencing numbers, representing numbers to 10 000 in different ways, reading and using Venn diagrams, addition with regrouping and problem-solving using addition. We also started our unit on Subtraction.

Language Arts: We completed our first novel “Tales of a Fourth Grade Nothing.” The students completed a variety of tasks both written and artistic to check for their comprehension of the story. Our program also consists of writing, class discussions, book reports and beginning grammar. To create a greater appreciation for a variety of forms of literature, stories and novels are read to the class.

Social Studies: In Social Studies we covered the cardinal and ordinal directions and common directional terms. The functions and features of maps were discussed. This information will be used in our future studies of Canada and its place in the world. We also studied Canada’s provinces, territories and capital cities.

Science: This term we started to learn about the different properties of light. With many hands-on activities and experiments we have been learning about how light travels, how we see objects and colours, what happens to light when it hits or travels through different media and what it takes to create light.

Judaic Studies

Hebrew Language Arts

Grade 4 is working in Level 3 of the Tal Am program. Our focus this term has been on getting to know and describing one another in Hebrew. The students are gaining new vocabulary and new language structures as they engage in many activities. These include music, art, dialogue, reading and writing, as well as using the italam program on the smartboard and Chromebooks.

Judaic Social Studies

The students studied the holidays of Rosh Hashana, Yom Kippur, Sukkot, Simchat Torah, and have begun studying Chanukah using the Tal Am program. They learned the meaning and significance of many of the commandments and customs of each Holiday. Lessons included songs and games, and most learning is done in Hebrew, extending students’ proficiency in the language. Grade 4 hosted a beautiful and meaningful Rosh HaShana assembly, and participated in assemblies for Yom Kippur and Simchat Torah.

Torah

Grade 4 has been continuing to study the book of Bereishit. Students are now benefiting from the reading and access skills they have acquired and are continuing to build on those skills. Students have been studying Parshat Veyetze. They have had many interesting discussions and activities related to the sibling drama of Jacob and Esav, as well as the establishment of Jacob's family with Leah and Rachel.

Courses taught by Specialists

Physical Education

This term students learned about safe behaviour, rules and positive social interaction in Phys. Ed. class. An appreciation for personal fitness was emphasized by establishing a routine of warm up exercises such as running laps, as well as a variety of strength and resistance activities. Cooperative activities brought attention to combining student efforts to achieve common goals. Motor skills focused upon include locomotion, sending/receiving, striking, and eye/hand and eye/foot coordination. These skills were reinforced through low organized games such as tag, handball, and soccer drills and lead-up games.

Music

In Term 1, students further developed their instrumental skills, adding additional techniques and beginning to improvise. We also worked on more complex locomotor movement patterns and applied them to folk dances. Next term, students can look forward to songs, poems and instrumental pieces inspired by African storytelling.

Art

Units taught in term 1 grade 4: Self Portrait: ½ Face and Name, Rosh Hashana Watercolour, Sukkah Decorations, Fall Canvas, Simchat Torah Paper Dolls, Remembrance Day Art from found objects, Punctuation Art on Canvas Paper, Dear Edwina Stationery Design, Chanukah Pottery

French

This term in French: Communication and Culture, students have been pursuing the themes "My Life" and "School". Students have written a brief text consisting of two paragraphs describing themselves and their family. In teacher-modelled contexts and with partners, students have been reading and answering aloud questions about their texts and participating in dialogues relating to general classroom routines such as saying the date and describing the weather. Students have also read a simple book about a typical school day. Both pronunciation and comprehension have been emphasized during their reading.