



## FOURTH GRADE

Overview of Term 2

November 15<sup>th</sup>, 2019 – February 26<sup>th</sup>, 2020

Dear Parents,

We know that you are always seeking useful strategies that will effectively help your child *step it up* to their utmost potential and reinforce continuity between home & school. Therefore, we have created a new tool for Term 2, which provides **a snapshot** of certain key concepts that are to come within various subjects and suggestions for best practices. Understandably, certain concepts recur year after year with an increased level of expectations and complexity. Naturally, a steady progression occurs within each cycle. Term 2 is also a term where we continue to work on the concepts planned in the program while respecting the progression of learning.

East Hill Team

### General Tools

We encourage you to consult the following as they are useful tools for all subject areas!

[\\*Recommended Tool: How to Help Your Child Succeed](#)

[\\*Strongly Recommended: EMSB Virtual Library](#)

Please use your child's EMSB-assigned username & password when logging in to the virtual library. If you do not have this information, simply e-mail us at easthill@emsb.qc.ca.

### Français

Enseignantes: Madame Kayla & Madame Joyce

#### Notions requises

Lecture:

- Activités de compréhension de textes (*textes lus, vus et entendus*)
- Stratégies de lecture

À l'oral:

- Présentations spontanées
- Participation en classe (\*utilisation du français\*)
- Discussions en petits groupes

Écriture:

- Situation d'écriture
- Grammaire:
  - Les adjectifs
  - La formation du pluriel et du féminin
  - Identifier les classes de mots dans une phrase.
- Conjugaison:
  - Temps de verbes à l'étude: présent et l'imparfait.
    - Verbes du 1<sup>er</sup> et 2<sup>e</sup> groupes
    - Verbes fréquents

#### Pratiques efficaces

- [Lecture quotidienne](#) et demander à votre enfant de raconter l'histoire dans ses propres mots. Poser des questions en lien avec la lecture.
- [Créer une continuité de français à la maison en écoutant des émissions télé](#)
- Encourager votre enfant à s'exprimer en français à la maison.
- Pratiquer les verbes à la maison (*Application gratuite suggérée : [Conjugo](#)*)

## Géographie, histoire et éducation à la citoyenneté

Enseignantes: Madame Kayla & Mme Joyce

<b>Notions à couvrir</b>	<b>Pratiques efficaces</b>
<ul style="list-style-type: none"> <li>● Étude de la vie en Nouvelle-France en 1645 et en 1745.</li> </ul>	<ul style="list-style-type: none"> <li>● Explorer le site <a href="http://primaire.recitus.qc.ca/">http://primaire.recitus.qc.ca/</a></li> </ul>

## Science et technologie

Enseignantes: Madame Kayla & Mme Joyce

<b>Notions requises</b>	<b>Pratiques efficaces</b>
<ul style="list-style-type: none"> <li>● Étude de différents sujets dans le thème de <i>l'univers matériel et de Terre et espace.</i></li> </ul>	<ul style="list-style-type: none"> <li>● Chercher des vidéos YouTube pour renforcer davantage son apprentissage</li> </ul>

## English Language Arts

Teacher: Mrs. Elena & Mrs. Francesca

<b>Key Concepts</b>	<b>Best Practices</b>
<p><i>Reading Response:</i></p> <ul style="list-style-type: none"> <li>● Message</li> <li>● Connection</li> </ul> <p><i>Reading Comprehension:</i></p> <ul style="list-style-type: none"> <li>● Review term 1 strategies: visualizing-questioning</li> <li>● Main idea</li> <li>● Inference</li> </ul> <p><i>Writing:</i></p> <ul style="list-style-type: none"> <li>● Detailed sentences</li> <li>● Personal/fictional narratives</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Read aloud 15 mins/day</a></li> <li>● Talk about the main idea of story or movie, find information from the text to support the main idea</li> <li>● Discuss what the story or movie reminds them of (in their life or in a movie/story)</li> <li>● Ask inferential questions (ex. how, why a character feels, acts a certain way)</li> <li>● When having discussions with your child, encourage your child to elaborate by using the 5 W questions (who, what when, where, why) and describing words</li> </ul>

## Mathematics

Teacher: Mrs. Elena & Mrs. Francesca

<b>Key Concepts</b>	<b>Best Practices</b>
<ul style="list-style-type: none"> <li>● Geometry (Angles, Lines, Plane Figures)</li> <li>● Number Patterns</li> <li>● Fractions</li> <li>● Multiplying a 1-digit number with a 2-digit number</li> <li>● Decimals</li> <li>● Multiplication tables</li> </ul>	<ul style="list-style-type: none"> <li>● Review daily lessons and vocabulary (refer to notes in Math Reference Book)</li> <li>● <a href="#">Basic facts (+, -, x, ÷)</a></li> <li>● Discuss angles, lines and figures found at home</li> <li>● Draw base ten blocks to multiply</li> <li>● Skip counting (ex. using nickels, dimes, quarters)</li> </ul>

<b>Music</b>	
Teacher: Mr. Simone	
<b>Key Concepts</b>	<b>Best Practices</b>
<p><i>Interpretation- Singing:</i></p> <ul style="list-style-type: none"> <li>● Pitch matching/tone</li> <li>● Enunciation</li> <li>● Posture &amp; focus</li> <li>● Sound projection</li> </ul> <p><i>Recorder:</i></p> <ul style="list-style-type: none"> <li>● Posture</li> <li>● Hand position/fingering</li> <li>● Tone production</li> <li>● Recorder Karate Program ends</li> </ul> <p><i>Listening/Appreciation:</i></p> <ul style="list-style-type: none"> <li>● Popular music</li> <li>● Beethoven unit</li> <li>● Instrument families (4)</li> <li>● Active listening/discussion</li> <li>● Note reading/rhythmic playing</li> <li>● Bass Clef reading</li> <li>● Dynamics</li> <li>● Form (folk-pop)</li> </ul>	<p><i>Singing-Recorder:</i></p> <ul style="list-style-type: none"> <li>● Establish a routine music practice schedule for your child.</li> <li>● Work one measure/section at a time.</li> </ul> <p><i>Listening/Appreciation:</i></p> <ul style="list-style-type: none"> <li>● Record your child singing and playing his/her recorder songs. Listen back with your child. Discuss their performance.</li> <li>● Websites and/or reading material to reinforce Beethoven unit.</li> <li>● Use web musical games to reinforce concepts, e.g. note reading, rhythm, musical terms, history, etc...</li> <li>● Encourage listening to music. Discuss style, instruments, lyrics, emotions, opinions, etc. Share your favourites with them.</li> </ul>

<b>Éducation Physique</b>	
Enseignant: Monsieur Alain	
<b>Notions requises</b>	<b>Pratiques efficaces</b>
<p><i>Interagir :</i></p> <ul style="list-style-type: none"> <li>● Stratégies de coopération et d'opposition</li> <li>● Appliquer les règles de jeu et d'éthique tout en maintenant une communication verbale et gestuelle efficace avec ses partenaires</li> </ul>	<ul style="list-style-type: none"> <li>● Écouter des vidéos sur YouTube afin de renforcer ces notions</li> <li>● Identifier des notions vues en classe dans mes activités parascolaires et en parler</li> <li>● <a href="#">Se renseigner sur les bonnes habitudes de vie et les appliquer quotidiennement</a></li> </ul>

<b>Media</b>	
Teacher: Mrs. Nadia	
<b>Key Concepts</b>	<b>Best Practices</b>
<p><i>Using Information &amp; Communications Technologies (ICT):</i></p> <ul style="list-style-type: none"> <li>● Use Typing Pal to help students with correct finger positioning</li> </ul> <p><i>Representing his/her literacy in different media:</i></p> <ul style="list-style-type: none"> <li>● Explore Word to create an "All About Me" Word Search that creatively reflects themselves.</li> <li>● Exploring PowerPoint to create an "All About Me" slideshow in which they will present to the class.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss Internet Safety &amp; Cyber Bullying (ex. role playing)</li> <li>● Explore ideas for using Word &amp; PowerPoint to create fun, creative projects of their choice</li> <li>● <a href="#">Encourage child to use Typing Pal online</a></li> </ul>

## Italiano

Teacher: Signora Teresa

Key Concepts	Best Practices
<p>Themes:</p> <ul style="list-style-type: none"> <li>● <i>Inverno</i> <i>Winter</i></li> <li>● <i>Natale</i> <i>Christmas</i></li> <li>● <i>Singolare-Plurale</i> <i>Singular/Plural</i></li> <li>● <i>Il cibo italiano</i> <i>Italian food</i></li> <li>● <i>Nome di oggetti in classe</i> <i>Name of objects in class</i></li> <li>● <i>Vocabolario nuovo</i> <i>New vocabulary</i></li> </ul> <p>Communication:</p> <ul style="list-style-type: none"> <li>● <i>Produzione orale</i> <i>Oral presentations</i></li> <li>● <i>Dialogo</i> <i>Reinforcement of dialogue</i></li> </ul>	<ul style="list-style-type: none"> <li>● Usare YouTube come strumento per l'esposizione alla lingua <i>Use YouTube as a tool for additional exposure to the language</i></li> <li>● <a href="#">Praticare con i genitori questi temi</a> <i>Review theme vocabulary with parents</i></li> <li>● <a href="#">Risorse di lettura utili</a> <i>Useful reading resources</i></li> <li>● Fare un dialogo con i nonni/ gioco di ruolo <i>Have a conversation with a grandparent/ role play</i></li> <li>● Riutilizzare delle nozioni grammaticali apprese in classe <i>Reinvest classroom learning by practicing grammatical notions at home</i></li> </ul>

## Ethics and Religious Culture

Teacher: Mrs. Luciana

Key Concepts	Best Practices
<ul style="list-style-type: none"> <li>● Adam and Eve</li> <li>● Yin and Yang</li> <li>● Kwanza</li> <li>● Hanukah</li> <li>● Black History</li> </ul>	<ul style="list-style-type: none"> <li>● Establish a study schedule (study past &amp; present notes)</li> <li>● Search relevant YouTube videos to reinforce learning</li> </ul>