

## GRADE FOUR SHORT RANGE / CHAPTER PLANNING (GETTING STARTED)

**A. Grade Specific Rationale:** As they reflect upon the people, places and stories of Alberta, Grade 4 students will develop a sense of place, identity and belonging within Alberta.

**B. General Outcome:** 4.1 Alberta: A Sense of the Land, 4.2 The Stories, Histories and People of Alberta, & 4.3 Alberta: Celebrations and Challenges  
Strand Focus: The focus on this chapter will be the 3 essential inquiry questions at the bottom of this template.

**C. Resources/Materials:**

- Alberta Program of Studies and Online Guide
- Pearson Voices of Alberta Program components
- Web Sites, other media resources
- **Pearson Voices of Alberta - Getting Started**
- Literature- fiction and Non-fiction
- Guest Speakers

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><b><u>Knowledge and Understanding:</u></b> 4.1.2.1 – Where is Alberta located in relation to the other provinces and territories of Canada? (LPP)</p>	<p><b><u>Instructional Strategies Supporting Integration of the Strands:</u></b> Think Aloud Read and Connect <b><u>Instructional Strategies Supporting Effective Reading Skills:</u></b> Photo Walk Shared Reading Listen and Read Along Listen and Visualize Paired Reading Independent Reading Read and Connect Jigsaw <b><u>Instructional Strategies Supporting Effective Writing Skills:</u></b> Modeled Writing Interactive/Shared Writing</p>	<p>Learning and Reflection Logs(Inquiry questions from ST,TR &amp; students)</p> <p>Teacher Observation – Listen to student’s prior knowledge and student responses in class.</p> <p>Teacher Observation - KWL’s and other graphic organizers (Research as a process) Synthesis and Transfer of key ideas into written text.</p> <p>Mapping Activities- observation of students Demonstrating</p>	<p>Written response activities in students’ notebooks</p>

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
<p><b>Skills and Processes:</b>            4.S.3.2 – Construct graphs, tables, charts and maps to interpret information.            4.S.3.4 – Use cardinal and intermediate directions to locate places on maps and globes.            4.S.7.1 – Develop skills of skimming and scanning to gather relevant information.            4.S.7.7 – access and retrieve appropriate information from the Internet by using a specific search path or from a given uniform resource locations (URL's)            4.S.8.1 – Organize and present information, taking particular audiences and purposed into consideration.  <b>Other Curricula:</b></p>	<p><b>Instructional Strategies for Sharing Information: (Flexible Groupings):</b>            Think Aloud            Think, Pair, Share            Read For Information            Placemat            Group Summaries  <b>Instructional Strategies for Organizing Information:</b>            Venn Diagram            KWL Chart            Webbing or Concept Mapping            T-Chart  <b>Additional Teacher Modeled Lessons:</b></p> <p>Critical and Creative Thinking Skills – Higher Level thinking skills (5W's,H and I, Blooms Taxonomy, Level #3 questions)- Questions for Inquiry and for Guest Speakers. Supporting visual literacy such as Photo Walks</p> <p>Geographical Thinking Skills – model proper use of compass rose and the how to construct and interpret graphs, tables and charts.</p> <p>Content Vocabulary Support – Students create a personal dictionary</p>	<p>Geographical Thinking skills. Construct tables/charts/graphs to interpret and share information.</p> <p>Teacher Observation of students cooperation and interaction in class</p> <p>Teacher Observation of student's work assignments</p> <p>Teacher Observation of student's reflections and responses of Inquiry questions from TR and ST</p>	<p>Student Self Assessment</p> <p>Mini quiz on Alberta</p> <p>Teacher Observation (anecdotal records, rubrics and check lists of skills</p>

OUTCOMES	ACTIVITIES AND PROCEDURES SUPPORTING DIFFERENTIATED INSTRUCTION	Assessment	
		For Learning	Of Learning
	<p>Model and review ICT skills of utilizing and retrieving data from the Internet and other software. Record data from research into graphic organizers. Model utilizing the Bibliography and Sources Record Sheets.</p> <p>Model connecting new information to the key concepts of Citizenship, Identity and the 6 Strands, and Quality of Life.</p>		

**D. Anticipated Timeline: Approximately (5 lessons)**

**E. Essential Questions for Understanding/Inquiry:**

- How do the land and its natural resources affect quality of life for people in Alberta?
- How do stories, history and culture give people in Alberta a sense of identity and belonging?
- How do people and events help to change Alberta over time?

**F. Unit Vocabulary:**

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time capsule, inquiry, compass rose, cardinal and intermediate directions, quality of life, scale, centennial (Review Citizenship, Identity and the 6 Program Strands)

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