

VITAL INFORMATION

Grade: 4

Subject: Science, Language, Health

Topic: Marine Mammal Care

Suggested Prerequisite Knowledge:

- Knowledge of healthy eating by humans

Time Allotment: Estimated 5 periods at 40 minutes a period, included must be time using a word processing program.

Objective:

- Students will be able to generate ideas and gather information.
- Students will be able to follow the writing process.
- Students will create a piece of writing that is logical and clear.
- Students will use appropriate vocabulary to communicate their ideas.

Summary:

- Students will be given a passage to read, from this they will collect information to complete the assignment. Students follow the writing process outlined in the handout to complete the assignment.

IMPLEMENTATION

Introduction:

- Students are given the passage and asked to read it. Teachers will discuss the passage and the word bank with their students. Others topics of discussion are related to what is a healthy human diet.

Procedure:

- Students will follow the steps in the assignment. This process will take up most of the allotted periods of time for the lesson. Teachers should encourage the students to pay close attention to the instructions, it will aid them in completing the assignment.

MATERIALS AND RESOURCES

Instructional Materials:

- 1 assignment package per student
- Dictionary

Resources:

- The Ontario Curriculum grades 1 - 8, Science and Technology

Technology:

- Access to a word processing program

STANDARDS & ASSESSMENT

Language: Expectations from the Grade 4 Ontario Curriculum

Reading

1. Reading for Meaning

- 1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.
- 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

Writing

1. Developing and Organizing Content

- 1.2 Generate ideas about a potential topic using a variety of strategies and resources
- 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns.

2. Using Knowledge of Form and Style in Writing

- 2.6 Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

- 3.3 Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose.
- 3.4 Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech.
- 3.5 Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions.
- 3.6 Proofread and correct their writing using guidelines developed with peers and the teacher.

Science: Expectations from the Grade 4 Ontario Curriculum

Understanding Life Systems

2. Understanding Basic Concepts

- 3.4 Demonstrate an understanding of a community as a group of interacting species sharing a common habitat.

Health: Expectations from the Grade 4 Ontario Curriculum

Healthy Living

C2. Making Healthy Choices

- C2.1 Analyze personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide, and develop a simple healthy-eating goal appropriate to their age and activity level.

Assessments:

- Rubric included