

Primary Years Programme Report

Mr. and Mrs. George Dellerege

Dellerege, Michael (Mike)

Grade: 4

Personal Identification Number: 123456789

2014/2015 Term 1 Progress Report

December 05, 2014

<p>Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>Risk Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>	<p>Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>
<p>Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>Balanced: We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>	<p>Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>
<p>Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

Homeroom Comment

Tom Court

Strengths: Michael is a positive and enthusiastic member of our class. He is always willing to contribute his opinion or a little known fact to add to our classroom discussions. He is well liked by his peers and treats everyone of his classmates with an equal amount of respect.

Areas for growth and support: At times, Michael can be so enthusiastic about making his friends laugh and enjoy themselves that it can be distracting. As we move into second term I would like to see Michael continue to be enthusiastic, and try to channel his enthusiasm during work periods towards his academic work as much as possible. I also hope he continues to be an outgoing member of our class who inspires the other students to want to know more. I look forward to continuing to work with Michael throughout his grade 4 year.

Unit One of Inquiry Grade 4

Tom Court

Teacher Comment

Transdisciplinary Theme: Who we are

Subject Focus: Language Arts, Physical Education, Health and Career Education

Skills: Social, Self-Management, Communication

First Unit of Inquiry Central Idea

The choices we make have an impact on our health and well-being

FM

First Unit of Inquiry Lines of Inquiry

An inquiry into what is a balanced lifestyle (Form)

FM

An inquiry into the factors that negatively and positively affect health (Causation)

FM

An inquiry into how our choices affect our well-being (Responsibility)

FM

First Unit of Inquiry Learning Outcomes

Demonstrate an understanding of the importance of developing effective work habits

FM

Describe the choices an individual can make to attain and maintain physical and emotional health

FM

Describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating

FM

Describe the physical changes that occur during puberty

FM

Describe interpersonal skills necessary to build positive relationships

FM

Demonstrate appropriate strategies for responding to bullying behaviour

FM

Teacher Comment

Strengths: Isaac was an active participant in all lessons during our unit on health and well-being. He understands that his decisions impact his physical, social and emotional health in substantial ways and he showed a comprehensive understanding as to how to make healthy choices in these aspects of life. Areas for growth and support: Understanding that his work and social habits will go a long way to sustaining happiness at school and at home, Michael is well prepared for the rest of the year.

Unit Two of Inquiry Grade 4

Tom Court

Teacher Comment

Transdisciplinary Theme: How the world works

Subject Focus: Language Arts, Mathematics, Science

Skills: Thinking, Research

Second Unit of Inquiry Central Idea

Weather affects living and non-living things

E

Second Unit of Inquiry Lines of Inquiry

An inquiry into the causes of weather (Change)

FM

An inquiry into the technology used to make weather predictions (Form)	FM
An inquiry into extreme weather systems (Form)	FM
An inquiry into the affects of weather on living and non-living things (Causation)	FM

Second Unit of Inquiry Learning Outcomes

View and demonstrate comprehension of visual texts (diagrams)	FM
Write a variety of clear informational writing for a range of purposes and audiences	FM
Make predictions, supported by reasons relevant to the content	E
Use data from investigations to recognize patterns and relationships and reach conclusions	FM
Determine how personal choices and actions have environmental consequences	FM
Analyze impacts of weather conditions on living and non-living things	E
Measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction	FM

Teacher Comment

Strengths: Michael was enthusiastic about the scientific aspect of this unit, showing particular interest in how to measure, chart and predict weather. His extreme weather research project on blizzards in the form of a video showed his ability to research effectively and present information in a way that is easy to understand. His project showed that he fully understood the importance of the effects of weather of living and non-living things.

Areas for growth and support: I encourage Michael to continue to be an inquirer and use his research skills to satisfy his curiosity across all subjects.

Language Arts 4

Tom Court

Language Arts Learning Outcomes

Read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension	FM
Read fluently and demonstrate comprehension of grade-appropriate information texts, such as, non-fiction books, textbooks and other instructional materials	FM
Select and use strategies during reading to construct, monitor, and confirm meaning, including predicting, making connections, visualizing, asking and answering questions, making inferences and drawing conclusions	FM
Write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions	FM
Select and use strategies after writing to improve their work, including checking their work against established criteria, reading aloud and listening for fluency	FM
Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences	FM
Demonstrate enhanced vocabulary knowledge and usage	FM

Teacher Comment

Strengths: When asked to write a structured paragraph, Michael shows a comprehensive understanding of the importance of having a good topic sentence, supporting details and a proper closing sentence. His writing is clear and concise and he often takes risks to make his writing more interesting to read. Michael showed a keen interest in our novel study of *Holes* and an adept ability to infer and identify with characters in the novel. He also showed that he has the ability to analyze literature to better understand plot and character motivations. His interest was evident in his novel summary assignment in which he accurately and succinctly summarized the novel's main plot points.

Areas for growth and support: As we move forward in Language Arts this year, I encourage Michael to pay close attention to detail when writing to avoid spelling and grammar mistakes. This will lead to more clear compositions and a gradual building of essential skills.

Mathematics 4

Tom Court

Mathematics Learning Outcomes

Identify and describe patterns found in tables and charts, including a multiplication chart	FM
Represent and describe patterns and relationships using charts and tables to solve problems	FM
Compare and order numbers to 10 000	FM
Represent and describe whole numbers to 10 000, pictorially and symbolically	FM
Construct and interpret pictographs and bar graphs	FM
Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions	FM
Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions	FM

Teacher Comment

Strengths: Michael has shown that he has a growing understanding of the topics covered in Math so far this term. He is able to effectively utilize many of the different methods of adding and subtracting larger numbers. During our graphing unit, Michael showed that he has a good understanding of how to read and create a variety of different types of graphs used for solving problems.

Areas for growth and support: As grade 4 continues, I encourage him to continue to work hard to improve his math skills both at home and at school. I hope that Michael will approach teachers with questions when he is unsure of how to complete an exercise to ensure that he fully understands all steps needed to complete a problem.

Information & Communication Technology 4

Tom Court

Information & Communication Technology Learning Outcomes

Reflect upon offline responsibilities	FM
Examine online responsibilities	FM
Learn digital responsibility and respect for others	FM
Generate solutions for dealing with cyber bullying	FM
Tablet skills	FM
Evaluate the validity and reliability of websites	FM
Learn criteria that will help them evaluate websites	FM
Master new strategies for effective and efficient online searches	FM
Learn to create and execute a multi-step plan for conducting an online search	FM
Able to send and receive emails from teachers and students	FM

Teacher Comment

Strengths: Students have been working with technology frequently in the classroom during first term with both iPads and the Macbook computers. Michael has shown an impressive skill set with technology using a variety of different applications and tools to present his work. He continues to learn about responsible and effective ways to research as well as how to be safe on the Internet and be a responsible digital citizen.

Areas for growth and support: I encourage Michael to continue his exploration of the many technologies at his disposal to continue to build his experience and comfort level.

French 4

Maria Duho

French Learning Outcomes

Use vocabulary and phrases to describe weather, mood and feelings	FM
Participate in guided peer interviews	FM
Express likes and dislikes related to food	FM
Identify foods one likes to eat in each food group	FM

Teacher Comment

Strengths: Michael demonstrates that he is an excellent risk-taker and communicator in French class. He is able to learn and

apply new vocabulary quickly and accurately, and he often volunteers answers.

Areas for Growth and Support: Regular practise at home with online resources and the Duolingo app will help Michael to further enhance his skills. When Michael feels that he has mastered certain vocabulary and expressions, he can challenge himself by taking the initiative to seek out new vocabulary and information.

Mandarin 4

Elizabeth Sumon

Mandarin Learning Outcomes

Understand vocabulary, phrases, and songs related to the unit of inquiry	FM
Acquire information by asking simple questions such as who/what/when/where/why questions and yes/no questions	FM
Create and role-play short dialogues on daily topics using models	FM

Teacher Comment

Strengths: Michael is a motivated and cooperative learner in Mandarin class. He puts strong effort in using Mandarin for authentic and interactive tasks and has made solid progress over the term. He especially enjoyed filling in a weather log and talking about it with his partners. He is also learning to write Chinese characters with a good awareness of the structure and stroke-orders. He made excellent pages of dictionary on the vocabulary he acquired.

Areas for Growth and Support: Michael is encouraged to access the Google Classroom on iPad to consolidate his learning in Mandarin and increase his exposure to the language.

Visual Art 4

Tom Court

Visual Art Learning Outcomes

Communicate ideas, experiences, and stories	FM
Use a range of materials, technologies, and processes alone and in combination to create images	FM
Demonstrate the ability to work co-operatively to develop a group display	FM
Illustrate and decorate	FM

Teacher Comment

Strengths: Taking on a number of different projects and using a variety of materials, students worked hard in Art this term. Michael has worked well in Art this term. He has completed all projects assigned and has shown enthusiasm when creating original pieces.

Areas for growth and support: I encourage Michael to take risks to allow himself to be more expressive when given the opportunity to create something from scratch.

Music 4

John Corrado

Music Learning Outcomes

Sing or play rhythmic patterns from standard notation	FM
Sing or play from aural sources	FM
Sing or play melodies in unison and in simple textures	FM

Teacher Comment

Strengths: Michael plays classroom repertoire on the xylophones with accurate rhythm and appropriate dynamics. Michael sings confidently and holds his melody during two part harmony textures.

Areas for Growth and Support: Michael is encouraged to volunteer for more solo opportunities in class. This will provide him with more opportunities to demonstrate an understanding of the concepts explored in class. Furthermore, positive feedback

from his peers can raise his confidence level during musical performances.

Physical Education 4

Sean Dallas

Physical Education Learning Outcomes

Describe physical and emotional health benefits of regular participation in physical activity (e.g., building strong bones and muscles, improved flexibility, improved self- image, opportunities for making friends)	FM
Identify opportunities for physical activity in a variety of settings	E
Adjust speed, force, level, pathway, and direction in relation to people or moving objects	FM

Teacher Comment

Strengths: Michael is a principled and thoughtful member of our Physical Education class. His fine and gross motor skills continue to develop with his active involvement in PE. Michael consistently cooperates with his peers in a positive manner, and sets a strong behaviour example.

Areas for growth and support: I encourage Michael to be a risk-taker each day, and to challenge himself beyond his comfort zone during our games and activities. I look forward to next term with Michael!

Daily Physical Activity 4

Sean Dallas

Daily Physical Activity

Achievement	RM
Participate actively in a range of physical activities for 30 minutes each school day	FM

Principal Comment 04

Andrew Hardy

Teacher Comment

It is wonderful to see Michael achieving strong results in grade 4. He is to be commended for his positive effort and hard work. Well done, Michael. Happy Holidays!