

Grade 4 – PLOs Which Could be Taught Using the “Make it Count” Resource

LANGUAGE ARTS	
<p>A1 use speaking and listening to interact with others for the purposes of</p> <ul style="list-style-type: none"> – contributing to a class goal – sharing ideas and opinions – improving and deepening comprehension – solving problems – completing tasks 	All lessons from Make it Count apply
HEALTH & CAREER	
<p>A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)</p>	All lessons from Make it Count apply
<p>B1 create an inventory of their own attributes, including skills, interests, and accomplishments</p>	
<p><i>Healthy Living</i></p> <p>C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)</p>	
<p><i>Safety and Injury Prevention</i></p> <p>C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)</p>	Frauds & Scams lesson

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MATHEMATICS	
A1 represent and describe whole numbers to 10 000, pictorially and symbolically [C, CN, V]	Money, Budgeting, Setting Goals, Earning Money, On Vacation
A2 compare and order numbers to 10 000 [C, CN]	
A3 demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by <ul style="list-style-type: none"> - using personal strategies for adding and subtracting - estimating sums and differences - solving problems involving addition and subtraction [C, CN, ME, PS, R]	
A5 describe and apply mental mathematics strategies, such as <ul style="list-style-type: none"> - skip counting from a known fact - using doubling or halving - using doubling or halving and adding or subtracting one more group - using patterns in the 9s facts - using repeated doubling to determine basic multiplication facts to 9×9 and related division facts [C, CN, ME, PS, R]	
A6 demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by <ul style="list-style-type: none"> - using personal strategies for multiplication 	

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<p style="text-align: center;">with and without concrete materials</p> <ul style="list-style-type: none"> - using arrays to represent multiplication - connecting concrete representations to symbolic representations - estimating products <p>[C, CN, ME, PS, R, V]</p>	
<p>A7 demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by</p> <ul style="list-style-type: none"> - using personal strategies for dividing with and without concrete materials - estimating quotients - relating division to multiplication <p>[C, CN, ME, PS, R, V]</p>	<p>Money, Budgeting, Setting Goals, Earning Money, On Vacation</p>
<p>A9 describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically</p> <p>[C, CN, R, V]</p>	<p>All lessons can apply but At a Restaurant, Supermarket and Shopping Mall stand out</p>
<p>A11 demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by</p> <ul style="list-style-type: none"> - using compatible numbers - estimating sums and differences - using mental math strategies to solve problems <p>[C, ME, PS, R, V]</p>	<p>All lessons can apply but Planning a Party, At the Supermarket and On Vacation stand out</p> <p>**Note: counting change is something students likely need to work on.</p>
<p>D2 construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions</p> <p>[C, PS, R, V]</p>	<p>On Vacation, Party Fun with Friends, Giving Back</p> <p>Additional resource, “Lemonade for Sale” by Stuart J. Murphy – check with your school / district to see about the availability of this book.</p>

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SOCIAL STUDIES	
A1 apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues	Lessons may be a bit too loose to use specifically for these PLOs
A6 formulate strategies to address problems or issues	
D1 compare bartering and monetary systems of exchange	
D2 describe technologies used by Aboriginal people in BC and Canada	
D5 describe economic and technological exchanges between explorers and Aboriginal people	