



SCOPE & SEQUENCE GR. 4 - LANGUAGE ARTS



Student Task

GRADE 4: English Language Arts

TASK: Order and Sequence

PRODUCTIVITY TOOL: Word Processor

TIMELINE: 4 Classes

LEVEL OF DIFFICULTY: Average

The student will write a series of 10 instructions for making a sandwich, in the correct order, without numbering the steps. Use a font to highlight the title. Save the file as “SANDWICH IN SEQUENCE”.

Use the cut and paste technique to reorganize the sequence and save it out of order as “FIX THE SANDWICH”.

Have a partner open the second file and rearrange the items into the correct sequence. Compare that solution with that in the first file.

Have the students discuss any differences and make suggestions for improvement in the first set of instructions, i.e. adding detail so the sense of time and order are emphasized. The student will edit the wording in the “SANDWICH IN SEQUENCE” file and create a new “FIX THE SANDWICH” file from the edited work. A second student will then “solve” the sequence puzzle reinforcing the concepts of sequence and editing your work.



ICT Outcomes

The learner will:

- C6** 2.7 generate alternative solutions to problems by using technology to facilitate the process
- F1** 2.1 apply terminology appropriate to the technologies being used at this division level
- 2.2 identify and apply techniques and tools for communicating, storing, retrieving, and selecting information
- 2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information
- 2.4 recognize the potential for human error when using technology
- F3** 2.5 respect the privacy and products of others
- P1** 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques
- 2.2 edit and format text to clarify and enhance meaning, using such word-processing features as the thesaurus, find/change, text alignment, font size and style






Curriculum Outcomes



GRADE 4: English Language Arts

TASK: Order And Sequence




GO 1.1 Discover and Explore, Bullet 3

-  share personal responses to explore and develop understanding of oral, print and other media texts


GO 1.2 Clarify and Extend, Bullets 1 and 2

-  connect own ideas and experiences with those shared by others
-  record ideas and information in ways that make sense


GO 2.1 Use Strategies and Cues, Bullets 1, 2 and 4

-  use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
-  explain how the organizational structure of oral, print and other media texts can assist in construction and confirming meaning
-  comprehend new ideas and information by responding personally and discussing ideas with others


GO 2.4 Create Original Text, Bullet 3

-  produce oral, print and other media texts that follow a logical sequence



GO 3.3 Organize, Record and Evaluate, Bullet 1

-  organize these ideas and information using appropriate categories, chronological order, cause and effect, or posing and answering questions

GO 3.4 Share and Review, Bullet 3

-  identify strengths and areas for improvement



GO 4.1 Enhance and Improve, Bullets 3 and 7

-  revise to ensure an understandable progression of ideas and information
-  use special features of software when composing, formatting and revising texts


GO 4.2 Attend to Conventions, Bullet 3

-  use past, present and future action

GO 4.3 Present and Share, Bullets 1 and 5

-  present to peers, ideas and information on a topic of interest, in a well-organized form
-  give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations

GO 5.2 Work Within a Group, Bullet 2

-  ask for and provide information and assistance, as appropriate, for completing individual and group tasks

