

Grade 4



Literacy Calendar

Grand Erie values languages and home cultures. We invite all our families and students to complete some of these activities in English, French, or their own first/home language.

Date	Activity
Monday, May 4	<p>Brainstorm a list of possible story writing topics for future use. Choose one idea from your list to complete today and create a plan. Think about who your audience will be and why you want them to be your audience. What type of writing would be the best (e.g. mystery, nonfiction, adventure)?</p>
Tuesday, May 5	<p>Read the first page of a book of your choice. Then talk about how the author uses that first page to “hook” the reader to continue reading. How could you use that idea in your own writing? Experiment with different ways you could start your story to hook your reader.</p>
Wednesday, May 6	<p>Using your brainstormed list from Monday and the ideas from yesterday, create the rough draft of your story today. Read your writing to a family member and discuss any changes you could make.</p>
Thursday, May 7	<p>Think about the features of a book jacket. What information or images are included on it? Why would this information or images be needed? How could this information or images be used to grab a potential reader’s attention?</p>
Friday, May 8	<p>Using the rough draft of your writing from Wednesday, make any changes suggested to you. Then, design a book jacket to cover your final copy. Celebrate completing your published work with your family.</p>

Grade 4



SUCCESS for Every Student

Numeracy Calendar

Date

Activity

**Monday,
May 4**

You are planning to serve cake to 40 people. Each cake is cut into 6 slices. How many cakes will you need to buy? Will you have extra slices?
If each cake costs \$9.00 how much will it cost to buy all of the required cakes?

**Tuesday,
May 5**

Use the prefix chart to determine how long a “deciday” would be.
Reminder: There are 24.0 hours in 1 whole day.

METRIC PREFIXES IN COMMON USE										
GIGA-	MEGA-	KILO-	HECT-	DECA-	UNIT	DECI-	CENTI-	MILLI-	MICRO-	NANO-
1 billion units	1 million units	1,000 units	100 units	10 units	1 unit	0.1 units	0.01 units	0.001 units	0.000001 units	0.000000001 units

Image from: Big Ideas from Dr. Small - Grades 4-8; Marion Small, 2009; Pg. 135

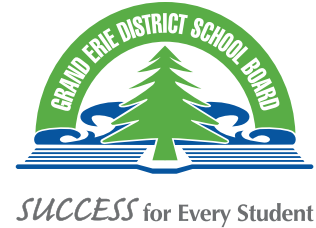
**Wednesday,
May 6**

Find and name a variety of items in your home that can be purchased at the grocery store that come packaged in a rectangular prism. Why do you think a rectangular prism is a popular shape for packaging?

**Thursday,
April 30**

If you rolled a dice 20 times, how often do you think you would roll a 5? Test your hypothesis.
Roll your dice 40 times. How are the results the same or different?

Grade 4



Numeracy Calendar

Date

Activity

**Friday,
May 8**

Describe 3 growing patterns in the multiplication table below:

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

Explain each pattern.

Sources:

Big Ideas from Dr. Small; Marion Small, 2009

Open Questions for the Three-Part Lesson: Gr. 4-8, M. Small, 2016

Teaching Student-Centered Mathematics, Pre-K to 2, J. VanDeWalle, 2014

Making Math Meaningful to Canadian Students, K-8, M. Small, 2013

schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/how-much-how-many/

A Guide to Effective Instruction in Mathematics, Grades 1-3, Number Sense and Numeration 2016

A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3, Measurement 2007

schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/patterns-patterns-everywhere/

schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/math-is-beautiful/

www.youcubed.org/resources/whats-going-on-outside-your-window-k-12-video/

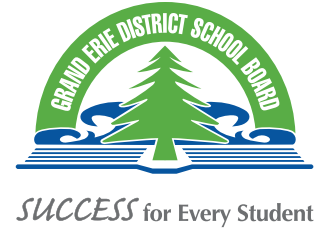
mathclips.ca/swfPlayer.html?swfURL=tools/Notepad1.swf&title=Notepad

mathies.ca/files/representationCards/Beads_0_to_50_AODA.pdf

www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart

Tap Into Teen Minds: tapintoteenminds.com/3act-math/penny-a-day/, Kyle Pearce and Jon Orr

Grade 4



Science

May 4 - May 8

Big Idea

Light and sound are forms of energy with specific properties.

Option 1

Light (noun): something that makes vision possible.

Natural Light (noun): light that is produced from natural sources (i.e. sun).

Artificial Light (noun): light that is produced from artificial sources (i.e. lamp).

Think about the community you live in. Make a T-Chart that lists a variety of natural light sources and artificial light sources. Which ones emit their own light and which ones reflect light from other sources?

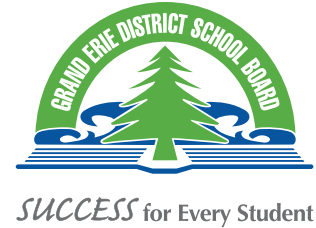
Option 2

“Every kind of sound is produced by vibration. The sound source may be a violin, an automobile, a horn, or a barking dog. Whatever it is, some part of it is vibrating while it is producing sound. The vibrations from the source disturb the air in such a way that sound waves are produced. These waves travel out in all directions, expanding in balloon like fashion from the source of the sound. If the waves happen to reach someone’s ear, they set up vibrations that are perceived as sound.” Source: “Sound.” Britannica School, Encyclopædia Britannica, 8 Feb. 2020. school.eb.com/levels/middle/article/sound/277144. Accessed 27 Apr. 2020.

Choose an instrument and reflect on how it is structured and played to produce sound through vibration. How is vibration created? How does the musician change the type of sound created and the volume? Write a paragraph to explain how this instrument functions to create sound.

Use what you have learned to create your own musical instrument. Consider different types of materials that might be helpful to create different types of sounds (i.e wood, metal, paper, cloth, etc.).

Grade 4



Science

May 4 - May 8

Option 3

The following devices make and use the properties of light and/or sound.

- **The telescope:** "Telescope." Britannica School, Encyclopædia Britannica, 8 Feb. 2020. school.eb.com/levels/middle/article/telescope/353843. Accessed 27 Apr. 2020.
- **The telephone:** "Telephone." Britannica School, Encyclopædia Britannica, 8 Feb. 2020. school.eb.com/levels/middle/article/telephone/353842. Accessed 27 Apr. 2020.
- **The microphone:** "Microphone." Britannica School, Encyclopædia Britannica, 7 Nov. 2013. school.eb.com/levels/middle/article/microphone/275830. Accessed 27 Apr. 2020.

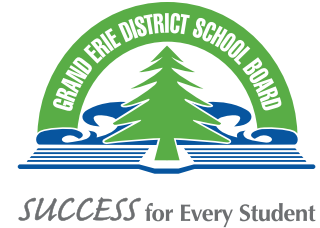
Choose one of these devices and use the website to research how it uses the properties of light and/or sound. Craft a poster to display and explain the information you've discovered as part of your research.

Students must have the appropriate supervision for safety when completing these science tasks. Adult participation is required for safety when completing some of the science tasks. If you have any concerns with completing these science tasks, please don't attempt them.

Prompts for discussion:

- In what ways are light and sound important to you and your daily life?
- How would your life be different if you lost your sight or hearing?
- How would our lives be different if we only had natural sources of light?
- How do different animals create sound (i.e. dolphins, bats, crickets, etc.) and use it in their lives?

Grade 4



Social Studies

May 4 - May 8

Big Idea

The environment had a major impact on daily life in early societies. In what ways did the environment influence early societies?

Option 1

“In early times each Egyptian town had its own town god as well as a number of lesser gods. There were also gods that everybody worshipped. The most important of these were Re, the sun god; Horus, the sky god; and Osiris, the god of the dead.” Source: “Ancient Egypt.” Britannica School, Encyclopædia Britannica, 6 Jun. 2019.

[school.eb.com/levels/middle/article/ancient-Egypt/274132#200002.toc](https://www.school.eb.com/levels/middle/article/ancient-Egypt/274132#200002.toc)
Accessed 27 Apr. 2020.

“The ancient Greeks had numerous gods who embodied or controlled various natural and social forces. For instance, the god Poseidon personified the sea and ruled over it. Aphrodite, the goddess of love, could fill her worshippers with love. The realms of other deities included war, music, fire, the seasons, justice, and childbirth, to name just a few.” Source: “Greek religion.” Britannica School, Encyclopædia Britannica, 8 Feb. 2020.

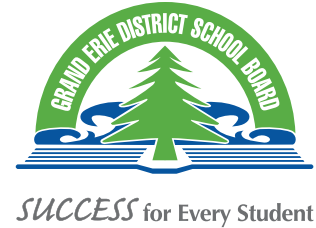
[school.eb.com/levels/middle/article/Greek-religion/394704](https://www.school.eb.com/levels/middle/article/Greek-religion/394704)
Accessed 27 Apr. 2020.

Many early societies built their religious beliefs around elements of nature and the environment. Why do you think this was a common practice amongst many societies, like the Egyptians and Greeks? Write a reflection paragraph, explaining your thoughts.

Option 2

Given what you have learned about early societies around the world, take the perspective of a child living in one of these early societies and write a letter to someone in our world today. Explain what it’s like to survive in the environment in which you live. Provide details from your research along with your own personal reflections and inferences.

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Social Studies

May 4 - May 8

Option 3

Visit the website:

school.eb.com/levels/middle/article/aqueduct/272922#196528.toc

Reflect and write a response for the following questions:

- What is an aqueduct?
- Why were they constructed?
- How did the ancient Romans, Incas, and Aztecs use aqueducts?
- What were the similarities and differences between the way different early societies-built aqueducts?
- How do you think life changed for people in early societies when aqueducts were built to bring water into the cities?
- Record two interesting facts about modern aqueducts.

Source: "Aqueduct." Britannica School, Encyclopædia Britannica, 11 Nov. 2019.

school.eb.com/levels/middle/article/aqueduct/272922#196528.toc

Accessed 27 Apr. 2020.

Prompts for discussion:

- Why do we study history and how does it connect to archeology?
- What does archeological evidence reveal about the way people lived?
- In what ways did the natural features of the environment influence and dictate the ways in which people survived and thrived in early societies?