

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,
June 8**

Find a set of instructions on how to do something e.g. Lego instructions, game instructions, a recipe, a manual for an appliance or piece of equipment, how to build a bird house etc. Read it. Does it make sense to you? Could you follow the instructions successfully? What did the writer do to help you follow the instructions (number the steps, add pictures, describe clearly with short sentences, use specific words, labeled diagrams, etc.)?

**Tuesday,
June 9**

Find a different set of instructions than yesterday's. Read and follow or visualize following the instructions. Compare to yesterday's, how was the writing the same or different? Which was easier to follow and why?
If you had to make improvements to one set to make it more engaging or easier for the reader to follow, what would you do and why? How might a YouTube video or a video-recorded set of instructions be more or less helpful?

**Wednesday,
June 10**

Think about something that you know how to do very well e.g. set the table, clean your room, make a peanut butter sandwich, build a structure with blocks, etc. Find someone who can act out your instructions exactly. Practice telling them one instruction at a time using only words (don't use your hands or show them what you mean). It's surprising how many details you will assume they know already!
After you have done this, jot down your instructions. Get some feedback from your helper about any instructions that might be missing or that are unclear and make some adjustments.

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Date

Activity

**Thursday,
June 11**

Look at your instructions and decide if they are in the right order. Think about the sets of instructions you read on Monday and Tuesday. Revise your instructions. See if you can choose words carefully to make the instructions clearer. Add any missing details. Decide if you need any pictures that would help your reader understand. Would it help to add labels to your picture? Do you need to number your instructions? What materials does the reader need before they start? Are there any safety concerns you should mention?

**Friday,
June 12**

Create a good copy of your instructions for others to use. How will you present to others? Find someone to present your instructions to. Ask them to tell you what was helpful to them. What suggestions would they make for next time? What do you think you did well? What do you think you would change if you had to do it over again? Where would it be best to keep those instructions e.g. posted on a wall, inside a box of Lego, in recipe collection, in an art kit, etc.?
Celebrate your hard work and your new learning!

Grade 4



SUCCESS for Every Student

Numeracy Calendar

Date

Activity

**Monday,
June 8**

Design a flag on a rectangular piece of paper, that represents your family, that is one-third blue and one-quarter yellow and uses at least two other colours. Tell what fraction the other colours are and how you know. Display your fraction flag in a window or on your door.

**Tuesday,
June 9**

Draw two pictures to show that $5 \times 8 = 5 \times 5 + 5 \times 3$

Sample response:

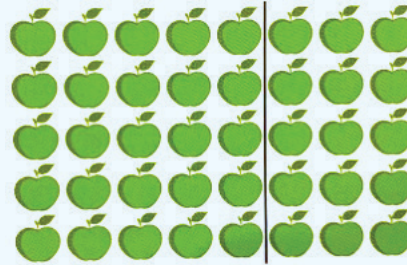


Image credit: Marion Small; Open Questions for the Three-Part Lesson Gr. 4-8: Measurement, Patterning & Algebra

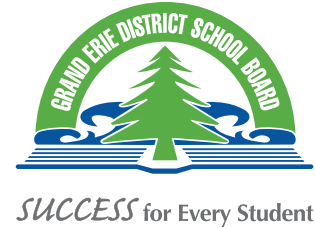
**Wednesday,
June 10**

Play 3-D Deal: This game can be played with a partner or on your own. You will need a deck of cards with the face cards removed, ace = 1, and building supplies. You can use rolled up newspaper, tape, spaghetti noodles, toothpicks, q-tips, play-dough, mini marshmallows or whatever you can find around the house. Take turns choosing the top two cards off of the deck of cards. The first card determines if you will build a prism or a pyramid. If the card is an even number, build a prism. If the card is an odd number, build a pyramid.

The second card will determine the number of rectangular faces the prism must have or the number of triangular faces the pyramid must have.

What shape is the base of your 3-D figure? What is the name of your 3-D figure? You get 1 point for each face your figure has. How many points do you have after 5 rounds?

Grade 4



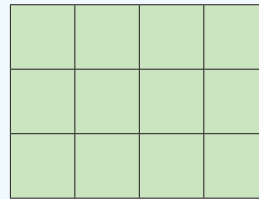
Numeracy Calendar

Date

Activity

**Thursday,
June 11**

You build a prism that looks like this from the top:



What could the volume of the prism be? What couldn't it be?

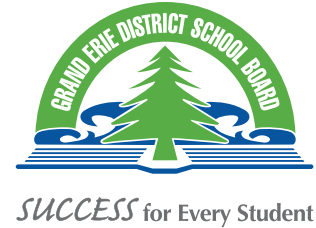
**Friday,
June 12**

Use words and phrases such as **likely, unlikely, less likely, more likely or equally likely** to describe the probability of drawing **certain cards from a deck of cards**. Explain your answers.
Example: I am equally likely to draw a black card as draw a red card as there are two suits of each. It is unlikely that I will draw an ace as there are only 4 in the whole deck.

Sources:

- Small, Marian. Open Questions for the Three-Part Lesson – Number Sense and Numeration – Grades 4 – 8
Small, Marian. Open Questions for the Three-Part Lesson – Geometry and Spatial Sense/ Data Management and Probability – Grades 4-8
Small, Marian. Open Questions for the Three-Part Lesson – Measurement, Patterning & Algebra – Grades 4 – 8
Van de Walle, Teaching Student-Centered Mathematics, 2nd Edition, Grades 6-8, p. 316
Mathematical Mindsets, Jo Boaler, 2016
<https://schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/whats-new/hot-or-cold/>
<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-data-management-probability-strand-2012-2016.pdf#search=probability>
<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-patterning-algebra-strand-2012-2016.pdf#search=patterning>
www.mathies.ca – pattern block tool, colour tile tool, number line tool
<https://support.mathies.ca/en/mainSpace/RepresentationCardGames.php>
https://assets.pearsonschool.com/asset_mgr/current/201340/0132046008_fsim_geometry.pdf p. 78
Van de Walle, J., Lovin, L., Karp, K., Bay-Williams, J. (2014). Teaching Student-Centered Mathematics, Developmentally Appropriate Instruction for Grades Pre-k-2, p.238 and 328.
<https://www.publicdomainpictures.net/en/view-image.php?image=245286&picture=giraffe-illustration-clipart>
https://assets.pearsonschool.com/asset_mgr/current/201340/013221279X_fsim_data.pdf p.45
<https://oame.on.ca/eduproject/ontariomathedresources/files/Patterning%20and%20Algebra%20K-3.pdf> p. 73
Which One Doesn't Belong: <https://wodb.ca/>

Grade 4



Science

June 8 - June 12

Big Idea – Understanding Earth and Space Systems

Our use of rocks and minerals affects the environment.

Option 1

'Aluminum is used to make soft drink containers and trash cans. It can be recycled many times, and recycling uses much less energy than making aluminum from ore.' Source: The Ontario Curriculum
How can we package soft drinks differently so we can reduce the use of aluminum? How can we encourage people to recycle their aluminum containers to reduce the use of energy? Create a poster to share information and convince people to reduce and recycle aluminum containers.

Option 2

Use the following link to read information on surface mining and underground mining.

<https://school.eb.com/levels/middle/article/coal/273710>

Read through the content and compare these two types of mining.

- How are they similar and different?
- What are the dangers to humans in these two types of mining?
- Which type of mining do you think is better? Consider the following: impact on the environment, human health and wellness, easy access to rocks and minerals, etc.) Explain your thinking and provide proof.

Option 3

A mining company wants to begin mining for minerals in your community. Make a T-chart of the advantages and disadvantages for your family and community. Write a letter arguing for or against the company coming into your community to mine for resources.

Grade 4



SUCCESS for Every Student

Science

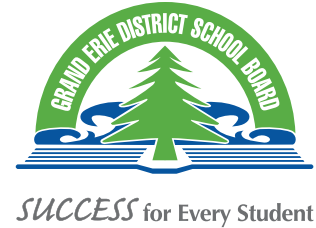
June 8 - June 12

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:

- Why is mining important?
- How does mining negatively affect the environment and/or human health and wellness?
- Where do you think mining takes place in Canada?

Grade 4



Social Studies

June 8 - June 12

Big Idea – People and Environments

Human activities should balance environmental stewardship with human needs and wants.

Option 1

Urban Sprawl - a situation in which large stores, groups of houses, etc., are built in an area around a city that formerly had few people living in it.

Source:

<http://www.learnersdictionary.com/definition/urban%20sprawl>

Environmental Stewardship – the responsible use and protection of the natural environment through conservation and sustainable practices

Source:

https://en.wikipedia.org/wiki/Environmental_stewardship

As cities continue to grow and spread out, more forest and farmland is lost. What do you think should be done to address the need for housing while balancing environmental stewardship? What is the best way to balance the demand for more housing with the responsibility to protect the environment?

Option 2

Investigate some of the issues and challenges for different regions of Canada in using wind turbines to meet human needs and environmental stewardship. Visit Britannica Encyclopedia's website to read about wind turbines.

<https://school.eb.com/levels/middle/article/windmill/603801>

Reflection Questions:

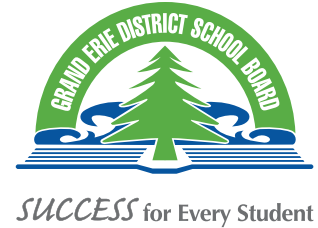
- Why do we use wind turbines?
- How do they help us?

Visit Global News to read about the pros and cons of wind power.

<https://globalnews.ca/news/165249/pros-and-cons-of-wind-power/>

In your opinion, why should or shouldn't wind turbines be developed in all regions of Canada? Write a paragraph explaining your views.

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Social Studies

June 8 - June 12

Option 3

The term, 'a dish with one spoon,' is used to describe how land can be shared amongst all inhabitants. This agreement was developed by the Indigenous peoples of the Great Lakes region and northeastern North America.

Source:

<https://thecanadianencyclopedia.ca/en/article/a-dish-with-one-spoon>

Visit the website to reflect on and answer the following questions:

- What is the wampum belt used for by Indigenous people?
- What is one of the core values within the idea of a dish with one spoon?
- How does the idea of a dish with one spoon connect with environmental stewardship?

Prompts for discussion:

- How do humans meet their basic needs (e.g. shelter, food, etc.) while balancing environmental stewardship?
- What is your position on urban sprawl and how it is affecting different communities?
- How might the construction of a wind farm, or wind park, both help and hurt a community?