

# Grade 4



SUCCESS for Every Student

## 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,  
April 27**

**Choose any book to read.** Talk with another person about how it is the same or different to your own life. Make some connections to other books you have read or shows you have seen. How are they the same or different? If you want, you can create a simple chart with the headings: Book, My Life, Other Stories and record some of your ideas.

**Tuesday,  
April 28**

**Take a nature walk.** If you wish, take some photos, bring home objects like leaves or stones, or draw a picture. Write about what you noticed, what you wonder, how it felt, what you heard. Use some interesting describing words. Read your writing to someone else and ask them if they can “make a picture in their mind’ about what you saw.

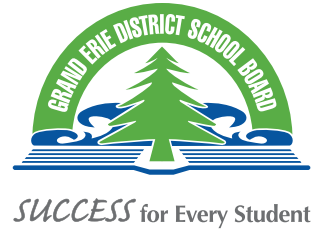
**Wednesday,  
April 29**

**Do a scavenger hunt through books, websites, grocery lists etc to find words that have silent letters in them.** Examples: know, gnat, night, type. Make a list. Sort them into categories such as “silent k” “silent gh” “silent g” etc. Discuss with an adult any patterns or relationships you see, the meanings of the words etc.

**Thursday,  
April 30**

**Brainstorm some rhyming words.** (e.g. cat-sat, bee-free)  
**Write a silly poem (e.g.)**  
I glanced in the mirror  
In my room last night,  
And what I saw  
Was a crazy sight.....  
Read it to someone else. See if they can find your rhyming words.

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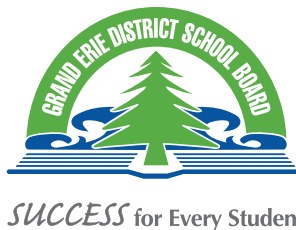
### Date

### Activity

**Friday,  
May 1**

**Find a book or text that has a graphic in it (speech bubble, graph, text box).** What does the graphic show that the text doesn't tell you? If that graphic wasn't there, what would you think? Why do you think the author uses a graphic here? How does it help you understand or enjoy the text?

# Grade 4



## Numeracy Calendar

### Date

### Activity

**Monday,  
April 27**

Each player makes a chart to record their number (decimals optional):

1000's	100's	10s	1s	.	0.1

Place a deck of cards (with the face cards and 10's removed) face down in the middle of the playing area. Ace = 1  
Player 1 draws a card from the deck and places it face up. All players must write this digit down on their place-value game board. Players may choose any place value position on their board. Players draw five or more cards, one at a time, and fill in their boards; they choose what they believe to be the best possible place-value position for each digit. Once players write a digit on their chart, that digit cannot be erased.  
At the end of the round, the player with the largest number earns 10 points. The first player to 100 points wins!

**Tuesday,  
April 28**

**Estimate the amount of water you drink in a day.** What size of container could hold this amount? Explain your estimate.

**Wednesday,  
April 29**

**Draw three separate clock faces.** Draw the clocks so that the hands on the first one makes a straight angle, the hands on the second one make a right angle and the hands on the third one create an acute angle. What time is each clock showing? How could you prove that the hands on clock two form a right angle if you don't have a protractor?

# Grade 4



SUCCESS for Every Student

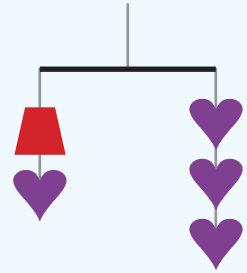
## Numeracy Calendar

### Date

### Activity

**Thursday,  
April 30**

What might be the value of the trapezoid and heart? Note: Each side needs to balance out (equal value on both sides).



**Friday,  
May 1**

**Pick a number from 10-20.** If you flipped a pair of coins that many times, predict how many times you would get the following results: 1- 2 heads, 2- 2 tails or 3 – 1 head and 1 tail. Test your prediction by flipping a pair of coins the number of times that you chose and record your results. Explain why your results were close to or different than what you predicted.

### Sources:

Open Questions for the Three-Part Lesson. Geometry and Spatial Sense, Data Management and Probability. Grades 4-8, M. Small

Solve Me Mobiles; [solveme.edc.org/mobiles/](http://solveme.edc.org/mobiles/)

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

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

<https://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/](http://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/](http://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/](http://www.youcubed.org/resources/whats-going-on-outside-your-window-k-12-video/)

[mathclips.ca/swfPlayer.html?swfURL=tools/Notepad1.swf&title=Notepad](http://mathclips.ca/swfPlayer.html?swfURL=tools/Notepad1.swf&title=Notepad)

[mathies.ca/files/representationCards/Beads\\_0\\_to\\_50\\_AODA.pdf](http://mathies.ca/files/representationCards/Beads_0_to_50_AODA.pdf)

[www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart](http://www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart)

# Grade 4

## Science



SUCCESS for Every Student

April 27 - May 1

### Big Idea

Plants and animals are interdependent and are adapted to meet their needs from the resources available in their habitats.

### Option 1

**Create a food chain showing how plants and animals in a pond, river, or stream depend on each other to survive.**

- Begin by brainstorming different plants and animals found in that habitat
- Consider what a food chain might look like in this habitat to show how the different plants and animals support life
- Design a poster to show your food chain using drawings or cut out pictures from magazines or other resources
- Write a paragraph to explain your food chain, how it works, and why the elements are important

### Option 2

**Choose one of the following habitats to complete a KWL chart: grasslands, tundra, or forest.**

- K = What I already know about the habitat I selected (to be completed before researching)
- W = What I want to learn about the habitat I selected (to be completed before researching)
- L = What I learned about the habitat I selected after completing my research (to be completed after researching)

#### Grasslands

[school.eb.com/levels/elementary/article/grassland/346127](http://school.eb.com/levels/elementary/article/grassland/346127)

#### Tundra

[school.eb.com/levels/elementary/article/tundra/399631](http://school.eb.com/levels/elementary/article/tundra/399631)

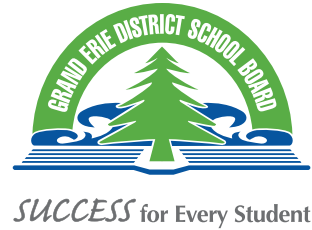
#### Forest

[school.eb.com/levels/elementary/article/forest/390614](http://school.eb.com/levels/elementary/article/forest/390614)

Referencing your KWL chart, write a paragraph to explain how plants and animals in a community depend on features in their habitat to meet important needs.

# Grade 4

## Science



April 27 - May 1

### Option 3

**Investigate two of the four habitats listed below.** Consider the plants and animals in the habitats you choose.

**Habitat A:** Grassland

[school.eb.com/levels/elementary/article/grassland/346127](http://school.eb.com/levels/elementary/article/grassland/346127)

**Habitat B:** Tundra

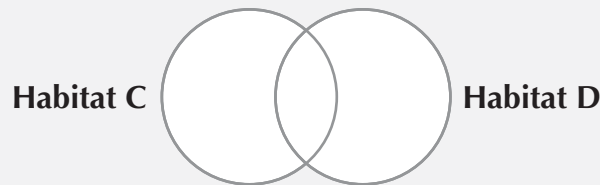
[school.eb.com/levels/elementary/article/tundra/399631](http://school.eb.com/levels/elementary/article/tundra/399631)

**Habitat C:** Forest

[school.eb.com/levels/elementary/article/forest/390614](http://school.eb.com/levels/elementary/article/forest/390614)

**Habitat D:** Desert

[school.eb.com/levels/middle/article/desert/346108](http://school.eb.com/levels/middle/article/desert/346108)



**Step 1:** Complete your research using the links provided.

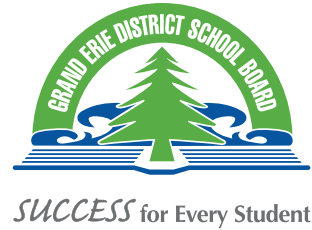
**Step 2:** Create a Venn Diagram to compare the two habitats and sort similarities and differences.

**Step 3:** Write a paragraph to explain the different ways that your two habitats function and support life.

### Questions to prompt discussion:

- How do animals and plants support each other and the life cycle in our environment?
- What are some of interesting new facts you discovered in your research?
- Bees play an important role in many habitats. How do they benefit the life of human beings?
- Which habitat would you be most interested in visiting? Why?

# Grade 4



## Social Studies

April 27 - May 1

### Big Idea

Not all early societies were the same. Explore a few different civilizations and some of their distinguishing characteristics.

### Option 1

Visit the following link <https://school.eb.com/levels/middle/article/ancient-Egypt/274132> and locate the section entitled, 'Everyday Life in Ancient Egypt.'

Answer the following questions:

- Click on the pyramid image, 'Ancient Egyptian Society.' Identify the social classes in ancient Egypt and explain their individual roles within society.
- Explain how significant physical features of the land and climate impacted how the Egyptians settled and upper-class individuals lived.
- Discover and record at least 3 facts about peasants, craftsman, and slaves.

### Option 2

**Over time there were changes made to government structures in different early societies.** Explore ancient Greece and the different ways it was governed by visiting the following site:

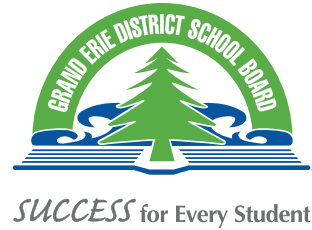
"Ancient Greece." Britannica School, Encyclopædia Britannica, 8 Feb. 2020.

[school.eb.com/levels/middle/article/ancient-Greece/274648](https://school.eb.com/levels/middle/article/ancient-Greece/274648).

Accessed 20 Apr. 2020.

Read the section 'Various Types of Government.' In your own words, describe the different types of government structures and how they changed over time. What caused the change in their government structure to change?

# Grade 4



## Social Studies

April 27 - May 1

### Option 3

**The Sumerians in ancient Mesopotamia contributed to the development of metalworking, wheeled carts, and potter's wheels.** They may have invented the first form of writing. They engraved pictures on clay tablets in a form of writing known as cuneiform (meaning "wedge-shaped"). The tablets were used to keep the accounts of the temple food storehouses. By about 2500 BC these picture-signs were being refined into an alphabet.

Why do you think the development of writing is so important to the growth of an early society over time?

Create your own written language using picture and symbols and write a secret message for a friend or family member to decode. Include a legend so they're able to crack the code!

### Questions to prompt discussion:

- Is the study of early societies important? Why or why not?
- Do events that have happened in the past impact us today?
- Where in the world today do you see evidence of early societies?
- What wonderings or questions do you have about early societies?

### Sources:

"Ancient civilization." Britannica School, Encyclopædia Britannica, 6 Jun. 2019. [school.eb.com/levels/middle/article/ancient-civilization/272856#196360.toc](https://school.eb.com/levels/middle/article/ancient-civilization/272856#196360.toc). Accessed 20 Apr. 2020.

"Ancient Egypt." Britannica School, Encyclopædia Britannica, 6 Jun. 2019. [school.eb.com/levels/middle/article/ancient-Egypt/274132](https://school.eb.com/levels/middle/article/ancient-Egypt/274132). Accessed 20 Apr. 2020.