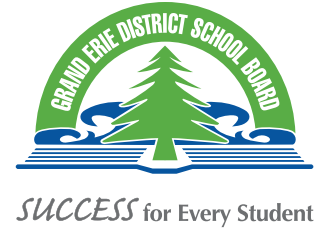


# Grade 4



## 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,  
April 20**

**Write a journal entry:** If you could be any animal in the world, which one would you be and why? Use some interesting words to describe what the animal looks like, sounds like, and what the animal does.

**Tuesday,  
April 21**

**Using books you have at home or on the Internet, do a Scavenger Hunt for text features.** (e.g. About the Author, Glossary, Titles, Subtitles, captions, labels, Table of Contents, the back-cover summary, paragraphs, chapters, headlines, bold or italic print, quotation marks, etc). Choose 3 and explain how they help readers understand what they are reading.

**Wednesday,  
April 22**

**Listen to and/or watch someone making a presentation** (e.g. The Prime Minister, someone reading a story, a person giving directions on how to do something). How does this person use expression to influence the emotions of his/her audience? What gestures and facial expressions are used? How do these help convey messages? What suggestions might you make to improve the presentation?

**Thursday,  
April 23**

**Watch a show or view a website about a topic you are interested in.** Think about what else you know or have read/seen on this topic. Do you agree with the information and ideas that were presented? Did anything seem exaggerated? Were there any information or opinions missing? Discuss with another person and give some evidence that shows why you think this.

# 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

**Friday,  
April 24**

**Think about the quotation “Don’t judge a book by its cover”.**

What do you think it means? Talk with someone about this. Do you think it is true? Why or why not? Can you think of a time in real life when this was true? Do you agree with this idea?

Write down the meaning of the quote in your own words and write a paragraph explaining your ideas about it.

# Grade 4

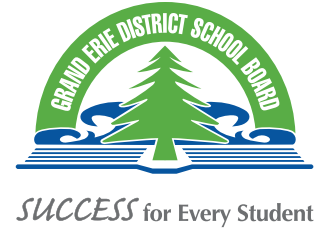


SUCCESS for Every Student

## Numeracy Calendar

Date	Activity
<b>Monday, April 20</b>	<p>You add two numbers and the sum is close to 40, but it is not quite 40. What might the numbers be?</p>
<b>Tuesday, April 21</b>	<p>Draw two rectangles that are not identical, but have the same area. What might their lengths and widths be?</p>
<b>Wednesday, April 22</b>	<p><b>Angles Game:</b> Player 1 holds ten straws, toothpicks or pencils, with the bottom of the items touching the table-top. When player 1 opens his/her hand, the straws fall to create angles. Each straight angle (<math>180^\circ</math>) is worth one point; obtuse angles (more than <math>90^\circ</math>) and acute angles (less than <math>90^\circ</math>) are both worth two points; and right angles (<math>90^\circ</math>) are worth three points. Players take turns and record their scores for each round. The first player to gain 20 points wins the game. The straws must be touching to form an angle – close doesn't count!</p>
<b>Thursday, April 23</b>	<p><b>Look for geometric patterns in real life today.</b> Can you find any patterns in your home or outside while on a walk? Describe the patterns that you see to a sibling or adult. Consider looking at wallpaper, comforters, bed sheets, buildings, etc. if you are having a hard time finding a pattern.</p>
<b>Friday, April 17</b>	<p><b>Find a graph (in a book, newspaper, website, on the news or ask a family member to create a simple double-bar graph).</b> What is this graph telling you? Pay close attention to the title and labels to help you figure out the information. (Gr. 4 focus is stem-and-leaf plots and double bar graphs, but any graph type will do.)</p>

# Grade 4



## Science

### Understanding Life Systems

#### Big Idea

Every habitat has a unique group of plants and animals that live there. Explore your backyard habitat. How do the plants and animals in this habitat depend on each other to survive and thrive? For this week, choose one option below.

#### Option 1

**From your memory, create a map of any outdoor area – a local park, the school yard, a relative's backyard, etc.**

1. Identify what plants and animals you find by labeling them on your map.
2. List the basic needs of these plants and animals (i.e. sunlight, shelter, etc.).
3. In a paragraph, describe how your outdoor helps to provide for these needs.

#### Option 2

1. Make a list of the plants and animals you see in your backyard.
2. Design a graphic image to illustrate a food chain to show how they impact each other.
3. In a paragraph explain how these plants and animals depend on each other for survival.

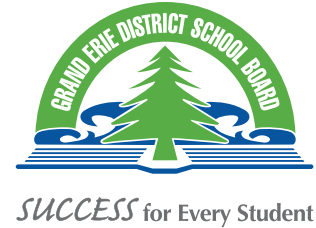
#### Option 3

**Think about the types of plants and animals that do or do not live in your community. Guiding questions:**

- Why do you find certain types in your community and not other communities?
- Do you have many different types of plants and animals present in your community habitat?
- What plants could you add to encourage different types of animals to join your habitat?

Consider how you would develop a more diverse habitat in your area by adding different plants to attract new animals to explore your backyard habitat.

# Grade 4



## Science

### Understanding Life Systems

#### Option 3 Continued...

**Task:** Explore the following website, The Canadian Wildlife Federation:

<https://cwf-fcf.org/en/resources/DIY/habitat-projects/>  
and...

<https://cwf-fcf.org/en/resources/DIY/habitat-projects/map-your-backyard/backyard-habitat/>

Write a one-page report, detailing your plans to adapt your area to foster a more diverse plant and animal habitat. Your report may also include a map of the area, images of plants you want to include, etc.

#### Questions to prompt discussion:

- What is a habitat?
- What did you learn from your initial observations about meeting the needs of living things?
- What modifications, based on your observations, need to be made to keep habitats healthy?
- Why do you find very little or perhaps a lot of diversity in the plants and animals in your community habitat?