

# 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,  
May 11**

#### Backyard Acrobat

I made the birds a tasty treat,  
With bagel, seeds and string  
And peanut butter thickly spread  
To make the birdseeds cling.  
But before the backyard birds could sup  
Upon this wintry feast  
From far below came darting up  
A different kind of beast.  
He nimbly balanced on a branch  
And stuffed his cheeks with seeds  
Then swinging like an acrobat  
He ate the whole trapeze!  
And when he'd finally had his fill  
Of my sticky birdseed ring  
He scurried back from whence he came  
Leaving only crumbs and string.



[www.eqao.com/en/assessments/primary-division/assessment-docs/g3-reading-bklt-2016.pdf](http://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-reading-bklt-2016.pdf)

How do you know that this is a poem and not a story?  
What is the poet describing? What are some interesting words the poet used? What do they mean?  
What is the problem in the poem?  
How does the poet feel about the Backyard Acrobat? What makes you think that?

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**Tuesday,  
May 12**

**Read yesterday's poem out loud.** What patterns do you notice? Is there a beat or rhythm to the way you say the words? Find an example of a different poem and compare it to this one. (e.g. Shape Poems, Haiku, humorous, informational, or cinquain poems...)  
Do all poems have the same rhythm? Do all poems have to rhyme? Do all poems look the same on the page? Do they all have verses? Why do you think people write poems? Which poem do you like better and why?

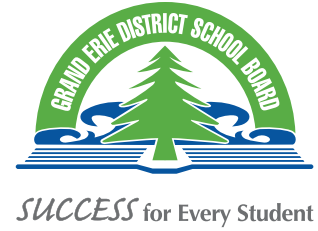
**Wednesday,  
May 13**

**Choose an interesting object.** Observe it carefully by yourself. Talk with someone else about what you notice. Does it remind you of anything? Brainstorm a list of interesting describing words, phrases, or thoughts that you have about that object. If it helps, sketch a picture of the object and add details that might help you with the list of words and phrases you could use.  
Share your list with another person and add any more ideas you come up with.

**Thursday,  
May 14**

**Decide what kind of poem you would like to write.** Will it rhyme? Will it have verses? Will it have any repeating parts or patterns? How might it look on the page? Look at your list of ideas and remember what you've learned so far. Create a rough draft of your poem.

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### Date

### Activity

**Friday,  
May 15**

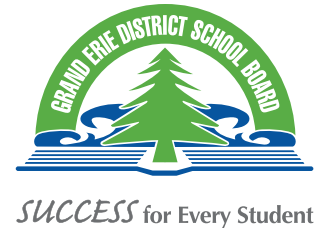
**Read your poem over again to yourself and someone else.** Make any changes that you think will make your poem better. Think about and create an interesting title for your poem. Create a good copy and illustrate it if you wish. Practice reading your poem with expression.

If you want you could choose some background music.

Choose some people to be your audience and present your poem to them. Ask them how it made them feel and which words or phrases helped them make pictures in their minds.

Keep your poem in a journal or in a collection of your writing.

# Grade 4



## Numeracy Calendar

### Date

### Activity

**Monday,  
May 11**

**Estimate how many steps you would take to walk 1 km.** Describe how you estimated.  
Reminders: There are 1,000m in 1km. There are 100cm in 1m.

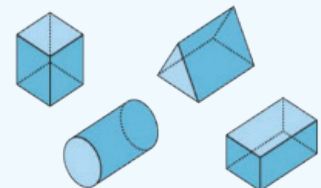
**Tuesday,  
May 12**

**Ahmed drew a rectangle that was just big enough to fit about 6 toonies touching each other.** Would he need more or less than 6 nickels to fill the same rectangle? Explain your thinking to someone else in your home. How many nickels do you think he would need?



**Wednesday,  
May 13**

**Which 3D figure would you say does not belong?** Why? Does anyone in your household have a different answer?



**Thursday,  
May 14**

### Puzzling Equations

Play with a partner or on your own. Player A and B each create four multiplication equations. They then create a clue for each equation. Players then trade clues and equations to see if the other player can match the correct clue with the correct equation. If you are playing on your own, see if a sibling or adult can match the clues you created to the correct equation. Example:

Clue:	Equation
My solution is 8. My solution tells me how many equal groups there are. What equation could I be?	$\Delta \times 6 = 48$
My solution is 24. My solution tells me the total number of items. What equation could I be?	$8 \times 3 = \Delta$

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## Numeracy Calendar

### Date

**Friday,  
May 15**

### Activity

What do you notice about how a stem-and-leaf plot is used to organize data?

Example:

Data Set: 12, 14, 15, 18, 20, 24, 25, 25, 25, 37, 38, 39, 42, 42

Stem-and-Leaf Plot:

Stem (Tens)	Leaf (Ones)
1	2, 4, 5, 8
2	0, 4, 5, 5, 5
3	7, 8, 9
4	2, 2

### Sources:

Teaching Student-Centered Mathematics 2nd Edition, J Van de Walle

DREME Development and Research in Early Mathematics Educations

Open Questions for the Three-Part Lesson. Measurement / Patterning and Algebra. Grades 4 – 8, M. Small

Leaps and Bounds – Grade Three and Four, M. Small

Ministry of Education: Ontario Mathematics Curriculum; Grades 1-8, 2005

Which One Doesn't Belong?; <https://wodb.ca/shapes.html>

<https://nrich.maths.org/eggsinbaskets>

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

<https://mathclips.ca/swfPlayer.html?swfURL=tools/PatternBlocks1.swf&title=Pattern%20Blocks%2B>

<https://nrich.maths.org/221> - Chain of Changes

<https://nrich.maths.org/137> - Three Block Towers

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

<https://oame.on.ca/eduproject/ontariomathresources/files/Patterning%20and%20Algebra%20K-3.pdf>

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-geometry-spatial-sense-strand-2012-2016.pdf#search=geometry> – image of coordinate grid

<https://nrich.maths.org/141> - four triangles puzzle

<https://oame.on.ca/eduproject/ontariomathresources/files/Data%20Management%20and%20Probability%20K-3.pdf> – missing titles

CEMC courseware <https://courseware.cemc.uwaterloo.ca/>

# Grade 4



## Science

May 11 - May 15

### Understanding matter and energy – Big Idea

Technology innovations involving light and sound have an impact on the environment.

#### Option 1

Using headphones to listen to music while walking or riding your bike can prevent you from hearing warning noises and distract your attention from possible dangers. Create a safety poster that will share a message about the dangers of using headphones while taking part in different physical activities.

#### Option 2

##### Visit the website:

[school.eb.com/levels/middle/article/light/353386](http://school.eb.com/levels/middle/article/light/353386)

...on Encyclopedia Britannica and review what the properties of light are.

Devices use the properties of light to help keep us safe. Choose two devices from the following list and write a paragraph explaining how they use the properties of light to keep us safe.

- backup signals on trucks and cars
- reflective markers on a bike
- UV-coated lenses in sunglasses
- clothing marked with reflective material

#### Option 3

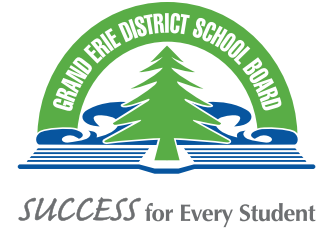
##### Visit the website:

[school.eb.com/levels/middle/article/deafness/273936](http://school.eb.com/levels/middle/article/deafness/273936)

...on Encyclopedia Britannica to read the content on 'Restoring and Aiding Hearing.'

Some of these advances in technology have allowed us to create powerful sound systems like personal music players that can be played at volume levels that annoy others and are potentially damaging to human hearing. Taking into consideration the content above about the benefits of cochlea implants, list some pros and cons for the uses of sound technology.

# Grade 4



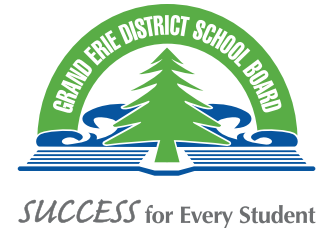
## Science

May 11 - May 15

### Prompts for discussion:

- Our world is full of noise pollution. Noise pollution, also known as environmental noise or sound pollution, is noise that has harmful impacts on the activity of human or animal life (i.e. cars, music, construction, etc.). What examples of noise pollution do you hear in your home and community?
- What sources of light and sound might negatively impact wildlife in your community?
- What are the pros and cons to using headphones to listen to music? Consider your physical health, relationships with others etc.)
- How do the sounds in your school or classroom affect your learning in good and bad ways?

# Grade 4



## Social Studies

May 11 - May 15

### Heritage and Identity – Big Idea

Not all early societies were the same.

### Option 1

#### The Great Law of Peace

'One of the most important events that shaped the Haudenosaunee was the creation of the Gayanesshagowa (gaya-ness-HA-gowa), the Great Law of Peace. It guides the Haudenosaunee through all aspects of life. A full [version] of this [story], which takes several days to tell, reveals the ways in which the Peacemaker's teachings emphasized the power of Reason, not force, to [show] the three principles of the Great Law: Righteousness, Justice, and Health. The Great Law of Peace provides the Haudenosaunee people with instructions on how to treat others, directs them on how to maintain a democratic society, and expresses how reason must [overcome] in order to preserve peace.'

**Source:** [americanindian.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf](http://americanindian.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf)

If you have access to the internet, click on the link and listen to the story of the Peacemaker

[www.youtube.com/watch?v=QRzxFULuTz4](http://www.youtube.com/watch?v=QRzxFULuTz4)

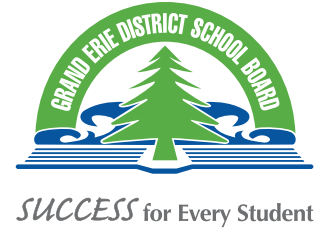
#### Reflection Questions:

- Why is the importance of peace central to the Haudenosaunee Nations?
- Why do you think the Great Law places so much importance on using reason to preserve peace?
- How does reason help us live peacefully with others?

Based on what you have learned about the Haudenosaunee Great Law of Peace, create a list of some values that you think are important for people to live and work peacefully together. Write a paragraph on how your values help build relationships between people in your classroom, school, or neighbourhood?



# Grade 4



## Social Studies

May 11 - May 15

### Option 2

#### **The Early Thule Inuit (prior to 1500 CE)**

The early Thule Inuit lived in the Arctic. In what ways did the environment impact how they lived?

Browse the following links to explore and learn about aspects of the early Thule Inuit society. As you research, record some facts to explain how they dressed, built their homes, and hunted for food in such a cold and remote environment.

#### **Life in a Cold Climate:**

[www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a02e.html](http://www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a02e.html)

#### **A Warm House:**

[www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a03e.html](http://www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a03e.html)

#### **Dressing for the Winter:**

[www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a04e.html](http://www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a04e.html)

#### **Inuit Whale Hunters:**

[www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a05e.html](http://www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a05e.html)

#### **Hunting the Largest Animals:**

[www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a06e.html](http://www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a06e.html)

Create a Venn diagram to show the similarities and differences between how the early Thule Nation survived in winter with how we survive in Canadian winters today.

### Option 3

#### **Importance of Plants Amongst Indigenous Peoples**

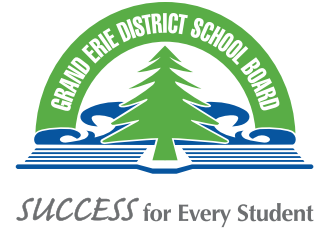
Visit the following website, Uses of Plants Among Indigenous Peoples in Canada, and read the information at:

[www.thecanadianencyclopedia.ca/en/article/plants-native-uses](http://www.thecanadianencyclopedia.ca/en/article/plants-native-uses)

#### **Answer the following questions:**

- What are the Three Sisters?
- Plants were, and still are, an important part of Indigenous medicine. Name examples of illnesses that were treated with herbal medicines.
- Identify a few examples of plants that are used for various spiritual purposes in smudging ceremonies.

# Grade 4



## Social Studies

May 11 - May 15

### Prompts for discussion:

- What does peace mean to you?
- How do you/can you live in a peaceful way with others in your community?
- What do you think are the biggest challenges and benefits of Canadian winters?