Grade 4

Literacy Calendar

SUCCESS for Every Student

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.

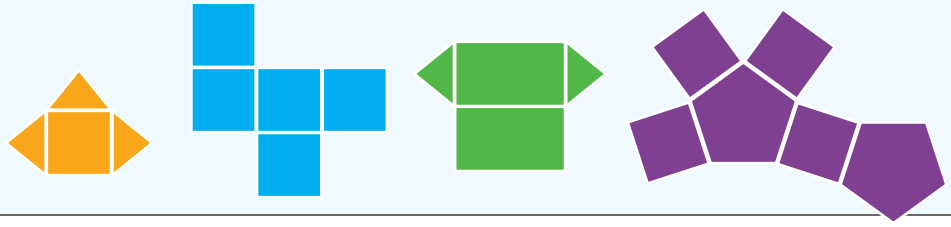
Date	Activity
Monday, June 1	**Watch an episode of your favourite TV show.** While you are watching take notes about any ideas or opinions shown in the episode. Who was this show created for? How do you know? Which elements of this show seem realistic and believable? Why? Did anything seem exaggerated?
Tuesday, June 2	**Read a fictional story of your choice today for at least 20 minutes.** After reading, discuss with a friend or family member, how a fictional story can be like a TV show. How is it different? How does the author make the story realistic or believable?
Wednesday, June 3	**Thinking about your favourite TV show, brainstorm a list of possible episodes that you wish they had created.** Choose one to write about. What elements from the original show should you include in your episode? What characters will be in it?
Thursday, June 4	**Read a fictional story of your choice today for at least 20 minutes.** What are some elements from the story that you could include in your rough copy of TV show episode? Read your rough copy to a friend or family member. Consider drawing out some scenes so they
Friday, June 5	**Revise your rough copy today to produce a good copy.** Next, share it with family and friends. Get creative. You could create a sketch of different scenes and read the dialogue between characters or act out the scenes with other family members.

Grade 4

Numeracy Calendar

GRAND ERIE DISTRICT SCHOOL BOARD

SUCCESS for Every Student

Date	Activity
Monday, June 1	**Play the fun dice game Min-Max-imize!** This is a game for 2 or more players. Each player needs a paper and pencil and should draw the empty equation below on their paper. You will need one die for this game. ____ - ____ + (____ - ____) = Players take turns rolling the die. After every roll, each of the players have to decide where to put the rolled digit in their equation. The goal is to get the greatest answer possible. Once a digit is recorded it must stay in that spot. You can't move the digits. Continue to roll the die until all spots in the equation have been filled. Calculate and record your answer. Remember to solve what is inside the brackets first. The player with the highest score after 10 rounds wins! Does your strategy change each round? Try playing with a goal of getting the lowest answer possible. Would your strategy change?
Tuesday, June 2	**Kyle drew a line with a length measured in millimetres.** Lia drew a line with a length measured in centimetres. Lia's line is a little shorter than Kyle's. How long might their lines be?
Wednesday, June 3	**Look at the nets below.** Each net is missing a face to complete it. Predict which 3-D figure each net would fold into if you added a 2-D face to it. Where would you need to place the missing face to complete the 3-D figure? 

Grade 4

Numeracy Calendar

SUCCESS for Every Student

Date	Activity
Thursday, June 4	**Choose numbers for the blanks in this rule for a shrinking pattern:** Start at ____ and subtract ____ each time. What would the 10th and 20th terms in the pattern be?
Friday, June 5	**You overhear someone say, "I predict that the spinner will land on blue a lot more than yellow."** Draw what the spinner might look like? Can you draw a spinner that is 2x as likely to land on yellow than blue? Can you draw a spinner that is equally likely to land on yellow and blue, but less likely to land on red or on purple?

Sources:

NCTM.org
Teaching Math with Meaning, Kathy Marks Krpan, 2018.
Mathies.ca Relational Rods Tool
Mathies.ca Set Tool
Mathies.ca Pattern Blocks
https://mathies.ca/files/representationCards/Tallies_0_to_50_AODA.pdf
https://nrich.maths.org/145 - magic plant
https://nrich.maths.org/159 - splitting plant
A Guide to Effective Instruction in Mathematics Grades 1-3 Geometry and Spatial Sense 2016
A Guide to Effective Instruction in Mathematics Kindergarten to Grade 3 Data Management and Probability 2007
Taking Shape: Activities to Develop Geometric and Spatial Thinking, Grades K-2, J. Moss, C. Bruce, B. Caswel, T. Flynn, Z. Hawes, 2016.
www.nat.banting.com Min-Max-imize Dice Game
Dice Difference - @Jordanrappaport27
Mathigon.org/polypad
Open Questions for the Three-Part Lesson Measurement & Patterning and Algebra: Gr. 4-8; Marion Small, 2016

Grade 4

Science

SUCCESS for Every Student

June 1 - June 5

Big Idea – Understanding Earth and Space Systems
Rocks and minerals have unique characteristics and properties that are a result of how they were formed.

Option 1

Read the content and compare the similarities and differences between rocks and minerals using a Venn diagram to organize your ideas.

Rock – 'A naturally formed solid material composed of one or more minerals. Rocks make up a larger part of the earth's crust.'
Source: The Ontario Curriculum

'Rock is a naturally occurring solid material composed of one or more minerals. It is a basic component of Earth, providing the main substance of all but the innermost layers. The outer layer of Earth, called the crust, is made up of rigid rock. Between the crust and Earth's metallic core lie the layers of molten and rigid rock that make up the mantle.

Rocks are classified into three major groups according to how they were formed: igneous rock, which forms from molten material called magma; sedimentary rock, which forms from sand, clay, or other materials deposited by water, wind, or glacial action; and metamorphic rock, which forms from rocks that are modified by heat, pressure, or chemical activity. The three major classes of rock are further divided into different groups based on various factors, including chemical composition, texture, and mineral content. Most rocks contain several types of minerals; for example, the igneous rock granite is largely composed of the mineral quartz, feldspar, and mica. In contrast, pure sandstone, a sedimentary rock, contains only the mineral quartz. Obsidian, a glassy igneous rock, is among the few rock types that contain no minerals.'

Source: **https://school.eb.com/levels/middle/article/rock/276754**

Grade 4

Science

SUCCESS for Every Student

June 1 - June 5

Option 1

Mineral – 'A naturally occurring, homogeneous, inorganic, solid substance that has a definite chemical composition and characteristic crystal structure.' Source: The Ontario Curriculum
'Many people rightly think of rocks when they hear the term minerals. Minerals are also found in soil, metals, and water. To one's body, minerals are another group of essential nutrients, needed to regulate body processes and fluid balance. Minerals also give structure to bones and teeth.
Minerals can be divided into two categories—major and trace—depending on how much the body needs. Major minerals, which are needed in larger amounts, include calcium, phosphorus, magnesium, sulfur, sodium chloride, and potassium. Trace minerals, or trace elements, include chromium, copper, fluoride, iodine, iron, manganese, molybdenum, selenium, zinc, and cobalt. Almost all foods contribute to a varied intake of essential minerals.' Source: **https://school.eb.com/levels/middle/article/food-and-nutrition/274373#258619.toc**

Option 2

Read through the section titled 'Rocks and Minerals' - Igneous Rock, Metamorphic Rock, and Sedimentary Rock.
https://school.eb.com/levels/middle/article/Earth/274103#273802.toc

- How are these different types of rocks formed?
- Give some examples of each type of rock.
- How is pumice formed from lava?
- What are examples of cementing agents that bind particles together?
- What types of mineral resources are found in sedimentary rock?

Grade 4

Science

SUCCESS for Every Student

June 1 - June 5

Option 3

Gather a small collection of rocks from different places (e.g. garden, driveway, lawn, parking lot, etc.) and use this online website to identify the rocks you've found. Record your findings in a chart.
https://www.learner.org/wp-content/interactive/rockcycle/types.html

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:

- What do you know about the following terms? Rock, mineral, igneous rock, metamorphic rock, and/or sedimentary rock
- How are rocks and minerals used in everyday life? Where do we find them?
- What are some of the characteristics of rocks?

Grade 4

Social Studies

SUCCESS for Every Student

June 1 - June 5

Big Idea – People and Environments
Physical regions across Canada share similar and different sets of characteristics.

Option 1

Review these definitions from the Ontario curriculum.
Source: **http://www.edu.gov.on.ca/eng/Curriculum/elementary/social-studies-history-geography-2018.pdf**

- **Region:** An area of Earth having some characteristic or characteristics that distinguish it from other areas.
- **Political Region:** A geographic area that shares a government and has its own leaders and sets of laws.
- **Physical Region:** A geographic area with unique landforms, climate, soil, and vegetation.

In your own words, describe the difference between a political and physical region. What do you know about the political and physical regions of Canada? What do you want to learn about the political and physical regions of Canada?

Option 2

Visit Britannica Encyclopedia's website https://school.eb.com/levels/middle/article/Canada/273474 to read the section titled, Natural Features.

Step 1): Identify the seven physical regions of Canada.
Step 2): Click on the map to locate where each region is found in Canada (e.g., North, West, etc.).
Step 3): List their physical characteristics (e.g. vegetation, climate, landform, etc.)

Grade 4

Social Studies

SUCCESS for Every Student

June 1 - June 5

Option 3

Nunavut is in the Arctic region. Visit the following sites to explore how indigenous peoples in this region survive and make a living today (e.g. reflect on industrial development, leisure activities, etc.):
https://www.gov.nu.ca/eia/information/nunavut-faqs
https://www.readersdigest.ca/travel/canada/7-surprising-facts-about-life-nunavut/
https://www.travelnunavut.ca/regions-of-nunavut/communities/pond-inlet/#
Design and create a travel brochure about the Arctic region and life in Nunavut. Remember to include different text features in your brochure (e.g. titles, subtitles, captions, images, etc.).

Prompts for discussion:

- Which physical region do you live in?
- Which region of Canada would you most like to visit? Explain why.
- What are some of the biggest differences between the physical regions found in Canada?