

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 15**

Find a book and look at the front and back covers. What grabs your attention? Think about the title. Does it make you interested in reading this book? Why or why not? What do you see on the back cover? What kind of information is given about the author? Why would this information be included? What kind of information is given about the book? Notice the letter sizes, fonts, colours and images used for the different sections of the front and back covers. How do these attract your attention? Who do you think is the intended audience for this book? Are the book covers effective at attracting this audience? Explain how.

**Tuesday,
June 16**

Find one fiction and one nonfiction book. Compare the front covers (titles, colours, images, fonts). Compare the back covers (descriptions, author info, reviews). What is the same and what is different? Why would the designs be different? Who are the intended audiences for each book? How does each of the covers give you information before you read it? How does the back cover help you decide if you want to read the book? Think about your favourite book. What made you want to read it? Did the front or back covers attract you to the book? If yes, how?

**Wednesday,
June 17**

Choose a book and redesign the front and back book covers. Think about what audience you want to attract. (Young children, teens, adults, people with a certain interest?) What elements will you keep the same and what could you change? (e.g. title, illustration, review comments, book summary, colours, fonts) Pretend you are the author of that book and write your own author biography. Create a rough sketch of your front and back cover designs.

Grade 4



SUCCESS for Every Student

Literacy Calendar

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Date

Activity

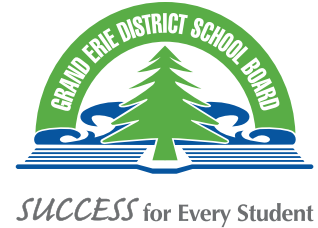
**Thursday,
June 18**

Share the rough draft of your author biography and both cover designs with a friend or family member. Ask them for some feedback on how to improve your book design. Was your design effective? Ask them if they would read the book based on your cover designs.

**Friday,
June 19**

Use some of the feedback and some of your own ideas to improve your design and create a final copy. How did looking at different book covers help you design your covers? How does an effective cover design contribute to a book's success? Does it make you think about how you choose new books to read? Do you think an attractive cover mean that the book inside will be great? Why or why not?

Grade 4



Numeracy Calendar

Date

Activity

**Monday,
June 15**

Play a game of Fraction Dice. You can play with a partner or on your own.

Take turns rolling 2 dice and use the numbers you roll to create a fraction. The smaller number is the numerator and the larger number is the denominator.

Compare your fraction to 0, $\frac{1}{2}$, and 1.

Scoring Guide:

- 10 points if your fraction is equal to $\frac{1}{2}$
- 7 points if your fraction is between 0 and $\frac{1}{2}$
- 5 points if your fraction is between $\frac{1}{2}$ and 1
- 2 points if your fraction is equal to 1

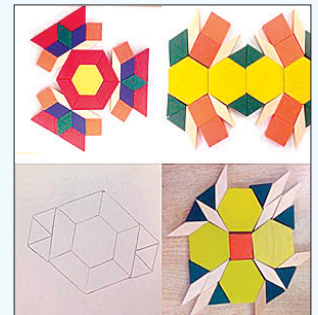
The first player to 100 points wins.

If you are playing alone see how many points you can score in 10 turns. Try to beat your high score!

**Tuesday,
June 16**

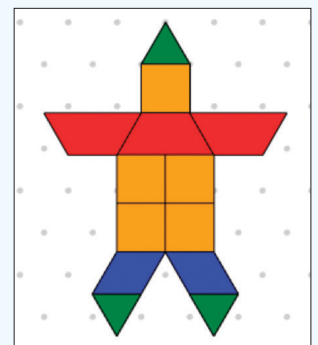
Which One Doesn't Belong?

Instead of choosing one that does not belong, give one reason why each pattern might not belong with the other 3. Can you think of more than one reason for some?



**Wednesday,
June 17**

Henry is looking at the picture below, that is made up of many 2-D shapes. He determines that the shape has symmetry. Can you find the line of symmetry? Which shapes are congruent?*



Grade 4



SUCCESS for Every Student

Numeracy Calendar

Date

Activity

Thursday, June 18

This Weather Network calendar shows the average temperature in Brantford, Ontario for the month of May 2020, during which we experienced extreme differences in temperature (very hot days and several chilly days).

Using the chart below, which days would have been great for swimming? On which days would you have needed to wear a sweater or jacket outside?

Calculate the range. (The difference between the coldest day and the warmest day.)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	01 Actual 22.4 °C 7.4	02 Actual 26.1 °C 12.2 24h Rain 0.6mm	03 Actual 26.7 °C 14.3 24h Rain 3.3mm	04 Actual 28.7 °C 12.5	05 Actual 28.3 °C 15.3	06 Actual 25.1 °C 13.2
07 Actual 21.9 °C 10.1	08 Actual 24.4 °C 9.3	09 Actual 30.3 °C 12.1	10 Actual 30.5 °C 16.4 24h Rain 18mm	11 Today: 23 °C 13 Feels like 25 24h Rain 0.1mm POP 30%	12 Forecast 19 °C 7 Feels like 19	13 Forecast 17 °C 7 Feels like 17
14 Forecast 18 °C 11 Feels like 17	15 Forecast 21 °C 12 Feels like 22	16 Forecast 26 °C 15 Feels like 29	17 Forecast 29 °C 17 Feels like 33	18 Forecast 29 °C 19 Feels like 34	19 Forecast 29 °C 20 Feels like 35	20 Forecast 28 °C 20 Feels like 33 24h Rain 3.3mm POP 30%
21 Forecast 27 °C 19 Feels like 31 24h Rain 3.5mm POP 70%	22 Forecast 26 °C 17 Feels like 30 24h Rain 1.7mm POP 10%	23 Forecast 24 °C 16 Feels like 27 24h Rain 2.5mm POP 40%	24 Forecast 24 °C 17 Feels like 27	25 Forecast 25 °C 17 Feels like 30	26 Historical avg. 26 °C 14 POP 37%	27 Historical avg. 26 °C 14 POP 40%
28 Historical avg. 25 °C 14 POP 37%	29 Historical avg. 26 °C 13 POP 40%	30 Historical avg. 25 °C 13 POP 20%				

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Numeracy Calendar

Date

Activity

**Friday,
June 19**

Find three different types of small items around the house, such as dry beans, cereal, small candies, blocks, dinky cars, etc. Describe what combination of 10 items you would place in a bag so that the probability of selecting one item is high, but not certain. How many of each item did you put in the bag? Why did you choose those amounts? Could you have chosen a different number of each item and still had the same results?

Sources:

Box Cars and One-Eyed Jacks

<https://www.nctm.org/Classroom-Resources/CRCC-Archive/>

A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6. Data Management and Probability, Grades 4 – 6 Small, Marian. Open Questions for the Three-Part Math Lesson. Geometry and Spatial Sense/ Data Management and Probability. Grades 4-8

Small, Marian. Good Questions. Great Ways to Differentiate Mathematics Instruction

Math Pre-Assessment 6 – Finding Each Student’s Pathway

(eaching Student Centered Mathematics, Grades 6-8, Van de Walle, 2014

<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, number grid 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>

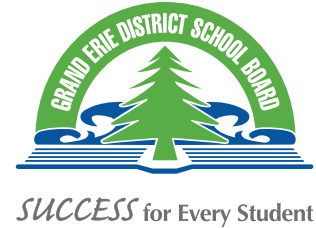
https://assets.pearsonschool.com/asset_mgr/current/201340/013221279X_fsim_data.pdf p.45

<https://oame.on.ca/eduproject/ontariomathedresources/files/Patterning%20and%20Algebra%20K-3.pdf> p. 73

The Weather Network:

<https://www.theweathernetwork.com/ca/monthly/ontario/brantford?year=2020&month=5&dispt=calendar-container-monthly>

Grade 4



Science

June 15 - June 19

Option 1

Habitats and Communities

You are a zoologist who researches animals in their natural habitat. In your work out in the forests of Canada, you discover a new animal species! You are excited to document and share your findings with your fellow zoologists. Create a poster or fact sheet to share your new animal discovery. Include:

- Your animal's name
- A drawing/illustration of your animal to show and describe its physical characteristics
- Your animal's basic needs (e.g., food, shelter, etc.) and how they are met
- A description of their immediate habitat
- Their position in a food chain
- Interesting facts

Option 2

Pulley's and Gears

Pulleys are everywhere! Look at this website to get some ideas on how you might build your own movable pulley system to carry a small load.

<https://carrotsareorange.com/how-to-make-a-pulley/amp/>

Collect different materials from around your home (e.g., Kleenex box, string, tape, etc.) that will be helpful.

What is the heaviest object your pulley system can lift?

How high can you lift your load?

What would you have to change about your pulley system to lift items that are heavier?

Option 3

Light and Sound

Sound is created through vibration. Musical instruments, like the drums or guitar, create different sounds in different ways. How can you use materials from around your house (e.g., elastic bands, boxes, waxed paper, string, etc.) to make an instrument that creates two or three different sounds?

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SUCCESS for Every Student

Science

June 15 - June 19

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:

- Where do you see science in the world around you?
- Which area of science (e.g., Habitats and Communities, Pulleys and Gears, Light and Sounds, Rocks and Minerals) did you enjoy exploring the most this school year? Why?
- How does the study of science impact your life?

Grade 4



SUCCESS for Every Student

Social Studies

June 15 - June 19

Big Idea – People and Environments

Human activity and the environment have an impact on each other.

Option 1

Look around your home and talk with your family about what you might do to live in a more sustainable way. Choose two simple things you can do together as a family and take steps to put these changes into place. For instance, recycling, composting, energy conservation, etc.

Option 2

Visit the following website to explore the practice of clearcutting in the Canadian forest industry:

<https://www.forestsonario.ca/wp-content/uploads/2015/02/Clearcutting.pdf>

Step 1) Make a poster or talk with a family member to share two advantages and two misconceptions of clearcutting and other interesting points you learned from your reading.

Step 2) In a paragraph, share your opinion about whether the forest industry's actions are enough to preserve our forests for future use. Explain why or why not.

Option 3

The Ontario Federation of Anglers and Hunters (OFAH) works across Ontario to support sustainability efforts. They have developed a volunteer program called the, 'Community Hatchery Program.'

Visit **<https://www.ofah.org/programs/community-hatchery-program/>** to answer the following questions:

- What is the goal of this program?
- How does this program help to sustain fish populations?

Visit **<http://www.communityhatcheries.com/>**

- Describe what fish stocking is and how it works.
- How do volunteers support this program and help to conserve local fisheries for future generations to enjoy?

Grade 4



SUCCESS for Every Student

Social Studies

June 15 - June 19

Prompts for discussion:

- How do your actions impact the environment, both positively and negatively?
- What do you know about the forest industry and the sustainable practice of clearcutting?
- What is our role as community members in supporting conservation efforts?