

Learning Framework April 27 – May 1

Please spend time reading, writing, creating, exploring, and being physically active each day.

Math:

If you are interested in printing out worksheets for practice with fractions, I have linked a good site below and have attached some pdf documents to Monday's email.

<https://www.k5learning.com/free-math-worksheets/third-grade-3/fractions-and-decimals/identify-fractions-color>

Fractions

Grade 3 IXL - 2-V.1, V.2, V.3, V.5 (this will be a good place to start), 3 – Y.1 – Y.10

Grade 4 IXL - 4-R.1 – R.6, R.8

- fractions are a part of a whole object or a set of objects
- watch the videos for some fraction instruction
- Grade 4's – these videos will be a good refresher for you

<https://www.youtube.com/watch?v=CA9XLJpQp3c&list=PLUPEBWbAHUsyJkm0CwwrOd0TpT0avzW9w>

<https://youtu.be/3XOt1fjWKi8>

<https://youtu.be/U44my48zgFE>

Language Arts:

Read each day!!

Go to www.getepic.com **or** www.raz-kids.com for great book choices **or** read from your own wonderful books **or** do a combination.

Raz-Kids – Reading assessment

Have your parent snap a picture of you reading in your favourite place. Tell me what book you are enjoying and why you chose it. Tell me some things you have learned, questions you have, connections or predictions you've made. Yes...this is like your reading log. 😊

Write each day – Descriptive Writing

-descriptive writing techniques help writers bring their stories to life.

-To write good description: choose strong words, use describing words, add lots of details, create sensory images, and make comparisons

Activity 1 – Show Don't Tell

See the writing activity that is below the Learning Framework chart.

	<p>Activity 2 – Write the Story</p> <p>Use the prompt below to write your own descriptive story. First brainstorm a web of ideas. Connect those ideas into sections. Write your story. Try to include each section in a different paragraph.</p> <p><i>You are an inventor. You have just invented something that will be very popular with kids the world over. What is the invention? How will children use it?</i></p> <p><i>Describe the invention and your plans for selling the invention.</i></p> <p>**When you are writing or typing any work, always remember to include proper punctuation and capitalization.** You can also reread to revise.</p> <p>Genius Hour – I'm loving the projects. Keep them coming. ☺ Maybe, start some new research on a new topic.</p> <p>Listen – I'll continue linking the YouTube videos to each morning's email.</p>
Science:	<p>Grade 3's – Research important historical structures. There are some great books at a variety of levels in Epic. Depending on what you choose, you will have to search them up on the Epic site.</p> <ul style="list-style-type: none"> *Stonehenge *Great Wall of China *Machu Picchu *Taj Mahal *Pyramids *Easter Island *other structures that you can find information on <p>You can record your research on your own paper or on the chart below the Learning Framework.</p> <p>Grade 4's –Did you try to build an optical device? Perhaps you are still experimenting. Send a picture of your results if you try.</p> <p>Lastly, in this unit, you can think about technologies that use light. Try to make a list of technologies that you can think of that need light to work. There are many. If you go onto Epic, I have added some books and videos on light technologies as suggestions to read or watch. After you check them out, jot down what you learned in the chart below this framework.</p>
Social Studies:	<p>Grade 3's – Take your country research and turn it into a “travel guide” pamphlet for a travel company. Maybe you could turn your information into a book that others</p>

	<p>could use for research. Good luck. Be creative! I would love to share your project with your classmates so they can learn a bit about another country. I will be sharing the research on May 4th. If you would like your country research shared have it into me by Friday, May 1.</p> <p>Grade 4's – I've enjoyed the heritage interviews I have received so far. I hope you've enjoyed learning about your ancestors and have a better understanding of how you ended up here. On Monday, May 4, I will share what you and your classmates have learned about your ancestors. If you would like your interview information included please have it to me by Friday, May 1.</p> <p>Over the next few weeks you have the opportunity to learn a little more about the groups of people that are part of our provinces history - The First Nations, the Metis, and Newcomers (immigrants). Each week I will attach some information for you to read. I hope you enjoy learning about Saskatchewan's people and their history.</p> <p>This week I have included documents to read to learn more about Metis people and their history in our province. If you are interested in searching further please see the link below to the Metis Museum. http://www.metismuseum.ca/</p>
Health and Phys. Ed.:	<p>Last week, when you thought about physical activity and how it benefits your body did you think about your cardiovascular or circulatory system (your heart, vessels, and blood) or your respiratory system (your lungs and breathing)? Your physical movement positively affects both of these systems. Check out the links below to find out about both systems. https://kidshealth.org/en/kids/csmovie.html?WT.ac=en-k-htbw-main-page-a</p> <p>https://kidshealth.org/en/kids/rsmovie.html?WT.ac=en-k-htbw-main-page-f</p> <p>Practice finding your pulse. You will likely need your parent's help to find it on your wrist or on the side of your neck. -take your pulse when you are resting (maybe just sitting and reading) and then take your pulse after you have run around your yard or played tag.</p>

<p>SCP Activity Challenge</p>	<p>Notice how these two rates are very different. Discuss with your family how your heart and lungs are being used when you are physically active.</p> <p>This week...try out the activity challenge that will be emailed from the school office. Get your videos in by Friday. Have fun thinking about throwing and catching.</p>
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Show Don't Tell – Writing Activity (Grade 3 and 4)

A good writer creates a picture for the reader. Good writers don't just tell, they show the reader what is happening. For example, you could tell your reader that you missed the bus by simply writing:

I missed the bus.

Or you could show your reader what happened by including details such as:

Just as I turned the corner, the bright-yellow school bus pulled away from the curb and I could see my friend Johnny waving at me through the back window.

The bare bones sentences below **tell**, rather than **show**. Add details that show the reader what is happening. The first two sentences are started for you.

1. I am afraid of dogs.

When I see a dog I _____

2. I made a delicious sandwich.

To make my sandwich I _____

3. It is cold outside.

4. My friend is nice.

Have your mom or dad give you some other “bare bones” sentences and try making them better by showing, not telling.

Historical Structures (Grade 3)

After reading about the structure of your choice, record your findings below.

Structure Name:	
Where it is found	
When it was built	
What materials were used?	
Three or more interesting facts	

Light Technologies (Grade 4)

Below, brainstorm technology that uses light.

Choose one technology to research.

Technology
How does it work?
How is it useful to people?