

Learning Framework May 11 – May 15

Please spend time reading, writing, creating, exploring, and being physically active each day.	
<p>Math:</p> <p>I have attached some pdf worksheets to Monday's email. Grade 4's – do the Calculating Fractions of a set sheet first and then the comparing sheet.</p>	<p>Fractions</p> <p>Comparing fractions is our focus this week.</p> <p>Grade 3 IXL - 3 – AA.2, AA.4, AA.5, AA.6</p> <p>Grade 4 IXL - 4 – T.1 - T.4, T.9, T.10</p> <p>https://youtu.be/_Esc4JPE_FY</p> <p>Teaching videos:</p> <p>1 – comparing and ordering fractions with same denominators and comparing unit fractions</p> <p>2 – calculating and comparing fractions of a set</p> <p>https://www.youtube.com/watch?v=VUTQe4ZnYBM</p> <p>https://www.youtube.com/watch?v=o6SHwm6nS5c&t=3s</p>
<p>Language Arts:</p>	<p>Read each day!!</p> <p>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.</p> <p>Raz-Kids: Pick a Raz-Kids fiction book from the leveled books. Do a recording and sticky note response. *The instructions are printed below the Learning Framework.</p> <p>Analyze Characters – Choose a fiction book to read. (You can use the Raz-Kids book you recorded if you want). Think about the main character in the story. Use the "Character Traits" organizer PDF that is linked to today's email to think about the character's traits. Be sure to find evidence in the story to support your ideas.</p> <p>Reading Log - It would be great to see what you are reading each day. Keep a reading log, if you haven't been, and submit it to me at the end of each week.</p> <p>Write each day – Dialogue</p> <p>When using dialogue for characters, try to use more interesting words for <i>said</i>. Try out words like <i>whispered</i>, <i>shouted</i>, and <i>questioned</i>. Try to match the dialogue with the people or characters you are writing about and their situation. For example, shy people speak differently than aggressive people; young children speak differently than older people.</p>

	<p>Activity 1 – Brainstorm a great list of new words for <i>said</i> (try to think of 10 or more) and then test them out in Activity 2.</p> <p>Activity 2 – Write a short conversation or fiction story (with dialogue) using the following writing prompt. <i>What if your pet or your favourite animal started talking to you? What might the animal say? How would your conversation go?</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 or edit your spelling.**</p> <p>Storybird – Hopefully everyone was able to get onto Storybird with the login information that was sent. If you have any questions please let me know. You could try out Storybird for the dialogue activity above.</p> <p>Genius Hour – I'm loving the projects. Keep them coming. ☺ Maybe, start some new research on a new topic of your choice.</p> <p>Listen – New book today. Check out the YouTube link in the email.</p>
Science:	<p>Grade 3's – Plants and Plant Structure This week we will observe and explain the function of plant structures. Read from the suggested Epic books and then on the chart below, label the structure of a plant and explain the function and importance of that structure to the plant. Also, beside each structure give examples of the food we get from that structure. (ie. when you label the roots tell what kinds of roots we eat.) Think about starting some seeds indoors or get ready to plant some seeds outside. If you have done so already, make sure to collect data (growth each day, number of leaves, etc.)</p> <p>Grade 4's - Plant and Animal Habitats and Communities Read the book <u>Prairie Food Chains</u> in Epic Books. Use what you've read to define or describe the way we categorize plants and animals and how they get their energy. Fill in the chart with the definitions and a real life example for each type of consumer.</p>
Social Studies:	<p>Grade 3's – How do families and communities meet our needs and wants? Local communities help us meet our needs and wants. Think about the areas where your family live and work. What do these communities provide for you and your family in order to meet your needs and wants? I've included some PDFs to the email on how communities do this work and what happens when there are challenges. Have some discussion with your parents. Add more ideas to the examples.</p>

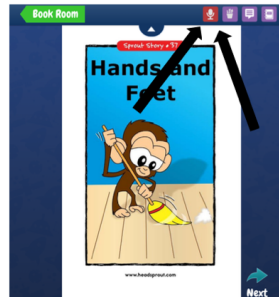
	<p>Grade 4's – If you read last weeks information about the railroad you will know there were a lot of changes happening in our province at this time. The development and signing of Treaties was one of the ways the Crown and First Nations leaders came to an agreement on land. As you read, remember that at the time treaties were signed they were believed to benefit both groups of people. Read the Treaty information and then fill in the Treaty Six document that is part of the PDF.</p>
Health	<p>We continue to look at how to be healthy individuals. One way to increase our own health is to have a healthy family. This week we get to think about family members' roles (including yourself) that add to the physical, mental, emotional, and spiritual health of your family and home.</p> <p>When I think about this for my family a few things come to mind. Mr. Dahl encourages everyone in our family to do lots of physical activity and he invites me to join him each morning in doing mindfulness with an app called Calm. Maria enjoys hearing about my day and contributes to our emotional health by listening to what we say. Even though they don't live at home, my sons come over to spend time together as a family. I make sure that we all go for a walk together each day. Hopefully, walking in the beautiful world, adds to our physical and emotional health.</p> <p>These are big topics. What can you discuss as a family when you think about each other's contributions to your family's health?</p>
Phys. Ed.	<p>If we were still at school, we would have been spending time practicing the events for Track and Field. Over the next two weeks try to practice each event.</p> <p>Sprint (short distance – 75 – 100m) Distance Run (longer – pick a 400m distance) Ball Throw (distance) Target Throw (accuracy) *Standing Long Jump *Running Long Jump *next week, Grade 4's, there will also be an instructional video on the steps of triple jump</p>
SCP Activity Challenge	<p>Take the School Wide Rocket Challenge that was emailed to families last week. Videos are due Tuesday.</p>

Raz-Kids Recording Instructions:

Students can record themselves reading a book:

1. Open the read version of the book (see pictures below).
2. Click the *microphone icon*.
3. Click or tap the *Record button* to record for up to 15 minutes. The recording will stop automatically at 15 minutes.
 - o Your browser may prompt you to give permission; please choose *Allow*.
4. Click the *stop button* to stop recording.
 - o If *stop* is clicked during recording, click *record* again to resume recording.
 - o If *stop* is clicked during the playback of a recording, click the *play button* to resume listening from the beginning. The *play button* is disabled until after recording has begun.
5. Click *Done* at the end of the book (or excerpt) to send the recording to the teacher.
 - o A recording must be at least 30 seconds long for it to appear in the teacher's In Basket and for the student to earn stars.

Students can add Sticky notes and make journal entries (to record thoughts, questions, connections, great words, etc.) to their reading by using the icons at the top of the page.



How Do Plants and Animals Get Energy? (Grade 4)

All living things need energy. Plants need energy to grow. Animals need energy to grow into adults. They also need energy to move and to keep their bodies working properly. How do plants and animals get energy?

Producers and Consumers	Definition and *real life example
Primary producer	
*Herbivore	
*Carnivore	
*Omnivore	
Photosynthesis	
Chlorophyll	
*Grazers	
*Browsers	
*Decomposers	
*Scavengers	
*Predator	
*Prey	

Plant Structures (Grade 3)

Label each plant structure. Tell what the function of each structure is and its importance to the plant. Also, where possible, give examples of the foods we get from each structure.

