

Learning Framework May 25 - 29

Please spend time reading, writing, creating, exploring, and being physically active each day.	
<p>Math: There are math worksheets attached to today's email.</p>	<p>Decimals We will continue with our look at decimals with some more work using money, adding and subtracting decimals.</p> <p>For some hands-on work it's time to get some items, look through some flyers, and set up a store. Get out all the coins and bills you can find and do some "shopping". See what you can afford. How you can pay? How much change you will get? Be the shopkeeper and have a sibling or parent come to your store and buy some items. Then give them the total and calculate their change.</p> <p>Grade 3 IXL - 3 – S.4, S.7, S.8</p> <p>Grade 4 IXL - 4 – M.3 – M.5, V.1- V.3</p>
<p>Language Arts: The Scholastic Learn at Home: Grades 3 - 5 is a wonderful resource. Take some time to check out the links to amazing articles and stories for kids.</p>	<p>Read each day!! Choose your reading from your own great books, Epic Books, Raz-Kids, or the Scholastic resource listed below.</p> <p>For the next weeks of school we will be using the Scholastic Learn at Home: Grades 3-5 resource from our class website. You will find the Scholastic link on the Language Arts page of our website. When you open it up you will notice that the resource is broken up into Weeks. This week we will focus on the fiction story "Clean Start" from Week 1 – Day 2.</p> <p>Analyze Characters – While you read "Clean Start" take time to think about the questions below the Learning Framework. When you are done reading the story, complete the character analysis for the main character.</p> <p>Write each day – After reading the story, watch the video interview of author Marlane Kennedy. Use her advice to write a short story about your own robot character.</p> <p>Storybird – This is a great resource to use to write fiction stories, comics, or poetry. Once you have written a story please follow these steps in the writing process: Publish it to me, work through the editing with me using a Teams video chat, make your edits and revisions, publish it publicly.</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>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>Listen – Listen to the last chapter of <u>As Long as the Rivers Flow</u>. I will attach the epilogue information to tomorrow's email.</p>
<p>Science:</p>	<p>Grade 3's – Plants and Plant Structure Hopefully you have compared the root structures of several plants. Now take a look at the stems and leaves. Think about the function of these structures as well. If you can find the materials, try the experiment below to study the function of the stem. Read the attached PDF to find out about how leaves help plants make food. For a great look at amazing plants and a DIY project check out the video below. https://www.youtube.com/watch?v=xVYovsNNRtI Some books on leaves and stems have been suggested on Epic Books.</p> <p>Grade 4's - Plant and Animal Habitats and Communities After learning about habitats and thinking about food webs, this week start thinking about how animals adapt to their habitats. In Epic Books read the suggested books <u>How Do Beavers Make Dams?</u> and <u>How Do Polar Bears Stay Warm?</u> to find out about some adaptations of these animals. Jot in your findings to the chart below.</p>
<p>Social Studies:</p>	<p>Grade 3's – How do families and communities meet our needs and wants? We meet our needs and wants and the communities needs and wants by doing paid and unpaid jobs. Spend some time thinking of the wide variety of jobs that people in our community (acreage and city) do each day. Complete the PDF pages by thinking about the importance of jobs.</p> <p>Grade 4's – Treaties and the Indian Act This week we read about the impact of Treaties and the Indian Act on the First Nations people. As part of the Indian Act, the Pass and Permit system were put in place. Children were also taken from First Nations families and placed in Residential Schools. Our read aloud, <u>As Long as the Rivers Flow</u> tells the story of Larry Loyie.</p>
<p>Health</p>	<p>I realize we have been working through a unit on family health but a boating safety resource came across my desk on Friday. Many families are now getting back to their lakes and heading out boating and fishing. The boating safety activity book attached to the email might be of some use. Enjoy the conversations and safety lessons that this resource might bring.</p>

Phys. Ed.	<p>Check out the school's new Supplemental Learning page for some great Phys. Ed. resources.</p> <p>You can find it by going to the SCP website, clicking on 'Students', 'Work From Home', 'Supplemental Learning', and then 'Gymnasium'.</p>
SCP Activity Challenge	<p>The newest challenge is - Alternate Reality: Opposite World</p> <p>Your challenge is to film a 10 second or less video of what it would be like to live in the alternate reality called Opposite World.</p> <p>Check out the email that came from the school on Friday, May 22 for more details and the link for video footage. Videos are due May 26th at 12:00 pm.</p>

Clean Start by Marlane Kennedy

As you read the story Clean Start, think about and answer the following questions.

1. How did Max get the parts to build Walter?
2. What did Max want Walter to do for him?
3. What are two reasons Mr. Gravis might not be happy?
4. Why did Max want to keep using Walter?
5. What was wrong with Walter?
6. What was Walter's new job?
7. How do Max's plans for Walter change from the beginning to the end?
8. Why does he change his plans?

Characters often change over the course of a story. Explain how Max changes from the beginning to the end of the story.

<p>Describe Max at the beginning of the story.</p>	
<p>Describe Max at the middle of the story.</p>	
<p>Describe Max at the end of the story.</p>	

Gr. 4 Science – Animal Adaptations

Most living things have special features that help them survive in their habitat. These special features are called **adaptations**. **Structural adaptations** involve an animal's body parts or the parts of plants. **Behavioural adaptations** involve the way living things act or respond to their surroundings. These kinds of adaptations help plants and animals to meet their needs and to survive.

Read the books, How Do Beavers Make Dams? and How Do Polar Bears Stay Warm? (Epic Books) to find out some adaptations of the polar bear and the beaver. Jot the adaptations into the chart below.

Polar Bear Adaptations	Beaver Adaptations

Can you think of adaptations of other animals and plants? Check out a few resources below or search out your own. The grade 3 linked video on Amazing Plants will also teach you about plant adaptations.

<https://www.bbc.co.uk/bitesize/guides/znxsgk7/revision/2>

<https://www.youtube.com/watch?v=TlbpYeuVKpI>

<https://www.youtube.com/watch?v=6ZsfhxKn9BA>

Gr. 3 Science - Looking at Stems

Purpose: To find out the function of the stem.

Materials: celery stalks (preferably with leaves), food colouring, a glass jar

Procedure:

1. Draw a picture and label the different parts of the celery plant.
2. Place the celery in the glass jar.
3. Add about 250 ml of water to the jar.
4. Add about 10 drops of food colouring to the water.
5. Observe the celery stalk, leaves, and water level each day.
6. After several days, take your celery out of the water. Cut one of the stems in half to get a cross section.
7. Record your observations in the chart.

Draw the Celery Stalk	
Before	After
Draw the cross sections of the celery stalk	
Before	After
Water level at the start	Water level at the end
What happened to the celery stalk after it sat in the coloured water?	
What happened to the amount of water in the glass jar?	

You could try the experiment below with a carnation flower as well.

<https://www.stevespanglerscience.com/lab/experiments/colorful-carnations/>

Try out other stems from your yard also.