

## Learning Framework June 8 - 12

Please spend time reading, writing, creating, exploring, and being physically active each day.	
<p><b>Math:</b> Gr. 3 and 4 - PDF's linked to the Learning Framework on the class website.</p>	<p><b><u>Data Management – creating and interpreting graphs</u></b></p> <p><b>Grade 3 IXL - 3 – U.4, U.6, U.8, U.10</b></p> <p><b>Grade 4 IXL - 4 – L.2, L.4, L.11, L.12</b></p> <p>Watch the video below on gathering data and creating your own graphs.  <a href="https://www.youtube.com/watch?v=kL86RMTe7Ds">https://www.youtube.com/watch?v=kL86RMTe7Ds</a></p> <p>Try <b>creating your own survey</b>. Use the PDF attachments for support.</p> <p>***Please spend time on the “<b>Diagnostic</b>” section of IXL. This tests you on all areas of the curriculum and gives you questions that are at the right challenge level. ***</p>
<p><b>Language Arts:</b> The <b>Scholastic Learn at Home: Grades 3 - 5</b> is a wonderful resource. Take some time to check out the links to amazing articles and stories for kids.</p> <p>Gr.'s 3 and 4 – Reading Chart PDF linked to the Learning Framework on the class website.</p>	<p><b>Read each day!!</b>  <b>Choose your reading from your own great books, Epic Books, Raz-Kids, or the Scholastic resource listed below.</b></p> <p>For the last weeks of school we will be using the <b>Scholastic Learn at Home: Grades 3-5</b> resource from our class website. You will find the Scholastic link on this morning's email as well as the Language Arts page of our website.</p> <p>This week I'd like you to <b>choose an article of your choice</b> from one of the weeks in the <b>Scholastic Resource</b>. Read the article and then complete the PDF chart linked to the Learning Framework. Try to jot information into each of the boxes.</p> <p><b>Journal Writing</b> – Find a quiet place in your yard. Set up a cozy spot for yourself – maybe bring a blanket or pillow. Bring along your Important Book and your favourite pencil or pen. Look out into the world and do some writing and/or drawing. Write about what you see or feel or imagine or wonder.</p> <p><b>Storybird</b> – Continue with your great story writing.</p> <p><b>Book Review</b> –This week, tell me about a favourite book you've read over the past three months. Why is it your favourite? What makes it a great book? Why would others enjoy reading it? Send your book review in. I'll compile a list and share it with your classmates on the last week of school.</p> <p><b>Listen</b> – Check out Ms. Tucker's read aloud – <u>I Will Never NOT EVER Eat A Tomato</u> by Lauren Child. It is found in the “library” section of the SCP “Supplemental Learning” site.</p>

<p><b>Science:</b></p> <p>Gr. 3 – PDF linked to the Learning Framework on the class website.</p> <p>Gr. 4 – project outlined below</p>	<p><b>Grade 3's – Plants and Plant Structure</b></p> <p>As we finish up our unit on plants, we think about how important plants are to us. Read the information about the importance of plants and plants as food on the PDF linked below the Learning Framework on the website. As you read and learn, use the questions that are listed on the last page and the communication section as discussion starters.</p> <p><b>Grade 4's - Plant and Animal Habitats and Communities</b></p> <p>We are finishing up our unit on plant and animal habitats. Hopefully you know a bit more about plant and animal habitats, the roles they have in that habitat, and some of the structural and behavioural adaptations they have in order to survive in their habitat.</p> <p>For the next two weeks you can work on a final project for this unit. The project is to create a new animal that has never been seen before. Use the information below the framework to tell about your animal.</p>
<p><b>Social Studies:</b></p> <p>Gr. 3 – PDF linked to the Learning Framework on the class website. Government chart outlined below.</p> <p>Gr. 4 – PDF linked to the Learning Framework on the class website. Government chart outlined below.</p>	<p><b>Grade 3's – Positive and Negative Impacts of Technology</b></p> <p>Think about the technology that you brainstormed last week. Each of the technologies could have positive or negative impacts on a person or community. Check out the PDF linked to the Learning Framework on the class website. Discuss some of the impacts of technology with your families.</p> <p><b>Grade 4's – Government</b></p> <p>We know a little bit about Treaty 6 and the Indian Act. Leaders created both of these documents. In the past and today, leaders form our governments and they make decisions for people on farms and acreages, in towns and cities, and in our province and country.</p> <p>Your work this week involves a bit of research. Use the chart below to record information about our government leaders. You could learn more from reading the PDF's and having some discussion with your family. Ask your parents to help you learn about the governments in our area and the services they provide for us.</p>
<p><b>Health</b></p>	<p>Try out the mindfulness video below or check out the breathing videos in "Mrs. Willick's Room" on the new <b>Supplemental Learning</b> website.</p> <p><a href="https://youtu.be/wf5K3pP2IUQ">https://youtu.be/wf5K3pP2IUQ</a></p>
<p><b>Phys. Ed.</b></p>	<p>Check out the school's new <b>Supplemental Learning</b> page for some great Phys. Ed. resources.</p> <p>I have linked the page to this morning's email or you can find it by going to the SCP website, clicking on 'Students', 'Work From Home', 'Supplemental Learning', and then 'Gymnasium'.</p>

	<p>This week try Caleb's family activity.</p> <p>Materials: bottle for spinning, water balloons</p> <p>How to Play:</p> <ul style="list-style-type: none"> <li>• Sit in a circle.</li> <li>• Spin the bottle.</li> <li>• Whoever the bottle points to runs to grab a water balloon. The others run away.</li> <li>• The person with the water balloon yells "stop!" and the runners must stop.</li> <li>• The person with the water balloon throws it at a player of their choice.</li> </ul> <p>For a lot of fun, repeat the above directions as many times as possible and be sure to get your parents or grandparents involved. :)</p>
SCP Activity Challenge	<p>Check out the SCP "Supplemental Learning" page for all SCP Challenge videos.</p> <p>Try the new "Obstacle Challenge".</p>

### **Grade 4 – Habitats Final Project**

You are a scientist studying Earth's ecozones. You have just discovered a brand new species of animal. It is now your job to share your information with the rest of the world. Draw and colour a picture of your animal on a separate sheet.

#### **Animal Name**

**Habitat** – provide a detailed description of where it lives

**Community** – list three other plants and animals (real ones... not made up) that live in the same habitat

**Role** – what role does it have in the habitat (ie. Carnivore, herbivore, omnivore, etc.)

#### **Predators**

#### **Prey**

**Structural and Behavioural adaptations** – give three adaptations that help your animal survive in its habitat and tell how the adaptation helps

### Gr. 4 – Government Leaders

Do some reading. Talk to your parents. Fill in the chart below.

<b>Title</b>	<b>Name</b>
<b>Prime Minister of Canada and party he/she represents</b>	
<b>Premier of Saskatchewan and the party he/she represents</b>	
<b>Mayor of Saskatoon</b>	
<b>Reeve of Corman Park</b>	
<b>Chief of Whitecap Dakota First Nation</b> This is the one closest to SCP.	