

Learning Framework May 19 – 22

Please spend time reading, writing, creating, exploring, and being physically active each day.	
<p>Math:</p> <p>I have attached some practice worksheets to today's email.</p>	<p>Fractions and decimals</p> <p>This week the Grade 3's will work with adding decimals when working with money. The Grade 4's will be working with fractions and decimals. Below there are 3 instructional videos (1 – adding with decimals, 2 and 3 - tenths and hundredths).</p> <p>Grade 3 IXL - 3 – S.1, S.2, S.3, S.9</p> <p>Grade 4 IXL - 4 – U.1 and U.2 and from the Gr. 3 problems – BB.1, BB.2</p> <p>**For extra practice with calculating fractions of a set go to the Gr. 3 problems Y.14 - Y.17</p> <p>https://www.youtube.com/watch?v=tRWNJPV53v4</p> <p>https://www.youtube.com/watch?v=UW6fpLFhlsM</p> <p>https://www.youtube.com/watch?v=ESlRDctGGpM</p>
<p>Language Arts:</p> <p>I've left the Raz-Kids assignment the same to allow others to complete the recording. If you have sent in your recording already you can try another book. If you recorded a non-fiction book, try a fiction book this time. Try to add a sticky note or journal response.</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 try a sticky note or journal 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 characters in the story. Choose one character and complete the attached chart for that character. Give as much detail as possible for each section.</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 – Journal Entry</p> <p>This week, take some time to journal each day. Write about your highlights from the last weekend or the day. Write a new story. Write a poem of your favourite outside event. Remember, your journal topic is your choice. Snap a picture of one of your entries to send to me.</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 – We will have a Teams meeting this afternoon at 1:00. Join in if you are interested in learning more about the Storybird site and how to write, submit, and publish your stories. **If you aren't able to attend the meeting please read the informational email that will come this afternoon.</p> <p>Genius Hour – Do you have one more area of interest you'd love to research? Start now and you will be able to get another project completed.</p> <p>Listen – I will send two YouTube links this week (Wed. and Fri.) of the readings from <u>As Long as the Rivers Flow</u>. If you haven't listened yet, you should take some time. The book tells about a child's life...a child your age...and the struggles he and his siblings and family go through.</p>
Science:	<p>Grade 3's – Plants and Plant Structure Think about the root structure and its function. If you haven't already, read the book <u>Roots</u> in Epic Books. Go in your yard and dig up some dandelions (and their roots) and some grass (and its roots). Compare the two types. Use the PDF in our email today, to read about types of roots and why their structure is important.</p> <p>Grade 4's - Plant and Animal Habitats and Communities Pick a food chain book on Epic (there are many books for every biome). Read about the food web that happens in that biome. Go into your yard or a nearby field and think about a food web you might find. Think about the producers and consumers. Draw and label the food web that the plants and animals would be part of.</p> <p>Grade 3's and 4's: The Bill Nye video below teaches a lot about food webs and plants. Take a rainy afternoon this week to learn a little more.</p> <p>https://www.schooltube.com/media/Bill+Nye-Food+Web/1_tnt92lui</p>
Social Studies:	<p>Grade 3's – How do families and communities meet our needs and wants? This week we will take a closer look at organizations that provide emergency services to meet our community's needs and wants. After reading the short bit of information, on the attached PDF, choose one to research. How do the organizations help families and communities meet their needs?</p>

	<p>Grade 4's – It's difficult to go through this unit without being able to discuss treaties and the interpretation of both groups who entered into them. Read the Treaty information that was added to today's email. Next week we will look at what promises the Crown did not keep and the effects on the First Nations people.</p>
Health	<p>Since school was closed in March, you have had many weeks to spend with your family. Hopefully you have appreciated your time together. Take some time this week to plan a fun event for your family. What can you plan for your family that will show them how important they are to you? Plan out the time and activities you will do. Make invitations. Be creative. Involve your siblings. Have fun!!</p> <p>If you want, you can share your ideas with me.</p>
Phys. Ed.	<p>Another great week of practicing Track and Field activities.</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 *Triple Jump (video below) Focus on the rhythm and words: "same, same, other, together". The video is very detailed but it has great slow-motion shots for you to see the proper steps.</p> <p>*Try to do these jumps into a sand pit.</p> <p>https://www.youtube.com/watch?v=LNcgDre53Yg</p>
SCP Activity Challenge	<p>Take the School Wide Baking 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.

