### Grade 4 Language - April 14th to 17th

**Read a variety of materials every day and talk about what you are reading.**

Parents, you may wish to use these conversation starters to help support your child’s understanding of what they read:

- Can you tell me about your book/chapter/reading in just a few sentences?
- What made you want to read this?
- What are your favourite things to read? Why?

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<tr>
<th>Reading Passage</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<tbody>
<tr>
<td><strong>Sunset</strong></td>
<td>Look at your surroundings in your bedroom, the living room, out a window, or anywhere else where you might be. Make a list of objects that you see. Choose 2 or 3 of the objects on your list and add a descriptive word (adjective) to each one (i.e., budding trees or blue, fuzzy blanket). Don’t be afraid to get creative with your word choice! Think about what you see, taste, touch, hear or smell. This is one way that authors help readers to visualize what they are reading.</td>
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<td><strong>Learning Goals:</strong></td>
<td>I can read a variety of texts and think about how authors use words to create meaning.</td>
<td>Thinking about a topic you could write about using descriptive language (i.e., pet, family, favourite toy). Remember authors often write about things that they are familiar with.</td>
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<td><strong>Learning Goals:</strong></td>
<td>Using this topic, create a web or mind map to record 2 or 3 ideas that you might write about. Try to add descriptive words. We will use this thinking for tomorrow’s learning.</td>
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<td><strong>Learning Goals:</strong></td>
<td>Write a draft paragraph using the web or mind map that you created on Day 2 for ideas. Many writers find it helpful to talk about what they write before they begin. If you can, talk to someone in your family about your ideas before you start.</td>
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<td><strong>Learning Goals:</strong></td>
<td>Share yesterday’s paragraph with a family member or read it out loud to yourself. Circle or highlight a place where you are proud of the descriptive language that you used. Underline an area where you could change your wording to create a stronger picture in the reader’s head. Can you change that part?</td>
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**Source.**

(You do not need to access this link.)

[https://patternbasedwriting.com/elementary_writing_success/paragraph-examples/](https://patternbasedwriting.com/elementary_writing_success/paragraph-examples/)

**Do you get a picture in your mind when you read the passage?**

**Choose a part where the author used descriptive words and sketch the picture that you visualized.**

**Writers use a variety of types of sentences. Did you write some simple, short sentences that can be combined into a longer sentence? Think about joining your ideas using words like because, so, if, and.**

**Write a good copy of your paragraph including the changes that you made with word choice and punctuation.**

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**Learning Goals:**

- I can read a variety of texts and think about how authors use words to create meaning.
- I can use different strategies to generate and organize ideas when writing.

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**You might try...**

- Do you get a picture in your mind when you read the passage?
- Choose a part where the author used descriptive words and sketch the picture that you visualized.
- Writers use a variety of types of sentences. Did you write some simple, short sentences that can be combined into a longer sentence? Think about joining your ideas using words like because, so, if, and.
- Write a good copy of your paragraph including the changes that you made with word choice and punctuation.
Parents/guardians: Research indicates that literacy and numeracy skills are transferable from one language to another. During this time, we recognize that French Immersion students may not have resources at home to support ongoing learning in French at this time. An older sibling or relative that speaks French may be able help support the learning but this may not always be available. We have provided both English and French Language activities. Please select the ones that are most manageable at this time. French Immersion students are not expected to complete all English and French tasks.

Classroom teachers will be connecting with students and families to engage in conversations and provide ongoing support.

Learning Goal(s): I am learning to read in French using text features to make inferences.

Quelles prédictions peux-tu faire sur ce qui se passe dans l’histoire?

Lis le texte.

Quelles stratégies de lecture as-tu utilisées pour comprendre les mots banquette et affiche?

Parents/guardians: Students will predict what is happening in Scene 1 of the story.

Have them share what reading strategies they use when they find unfamiliar words in French such as banquette and affiche.

À suivre... To be continued...

You might try:

Discuss what will happen next in the story using information from the text.

Think of the feelings expressed in the story.

How different will they be in the next scene?

What information from the text supports your answer?

What do you think the expression “Je donne ma langue au chat” means?
### Grade 4 Math – April 14-17

#### Multiplication Number Battles
You will need a deck of cards using Ace through 10 where A = 1. Deal the cards between players. The game is played by each player flipping two cards at a time. Each player multiplies their two card values and the highest number wins, taking all the cards. The goal is to collect the entire deck. **Need help with your facts? Use items from around your house to build groupings or arrays that help you solve the fact. (Example: 9 x 7 could be shown by making 9 groups of 7 items or an array of 9 rows and 7 columns. Then count the total number of items used.)**

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<th>Learning Goals:</th>
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<tr>
<td><strong>I will be developing my multiplication skills.</strong></td>
<td><strong>I will be exploring numbers between the values of zero and one.</strong></td>
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| A Whole Lot of Pieces Going On Creating fractions. | Numbers between zero and one represent pieces of a whole and are called fractions. There is a special way to write them and say them. | A fraction represents equal parts of the whole. The number of parts of a whole will affect the size of the fraction. For this activity you will be making a set of fraction strips, each strip is to be folded into equal sections that represent unit fractions. You will need 6 long strips of paper that are the same length. Work carefully to fold each strip into the fractions listed:
- One Whole, Halves, Thirds, Fourths, Sixths, Tenths |
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<tr>
<td>That's the Top &amp; Bottom of It Labelling unit fractions.</td>
<td>Fractions have a numerator and a denominator. The denominator is the number of pieces that make up the whole; the numerator is how many of these pieces we have.</td>
<td>Order your strips from the least amount of folds to the most. Count the number of equal spaces in each strip. Now let’s label our strips of paper. When you label the fractions think about how many pieces make up the whole strip. This number becomes your denominator. The number on top is the numerator. (You might want to use the picture to get started). What information does the numerator tell you? What information does the denominator tell you?</td>
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| Comparing Units Find the larger fraction. | When the numerator is 1 we call this a unit fraction. The denominator in this fraction tells us about the size. | Use your fraction strips and determine the greater size fraction in each pair:
- \( \frac{1}{2} \) and \( \frac{1}{3} \)
- \( \frac{1}{3} \) and \( \frac{1}{4} \)
- \( \frac{1}{4} \) and \( \frac{1}{5} \)
- \( \frac{1}{5} \) and \( \frac{1}{6} \)  
What is happening to the size of the pieces as the denominator changes? |
| Spend Time with Fractions! Time to measure up. | We use fractions when we tell time. | One hour has 60 minutes. Determine the number of minutes in:  
- One half hour (\( \frac{1}{2} \) hour)  
- One quarter hour (\( \frac{1}{4} \) hour)  
- One third hour (\( \frac{1}{3} \) hour)  
- One sixth hour (\( \frac{1}{6} \) hour)  
Explain your reasoning. |
| Consolidation & Conversation Weekly NS&N: Playing Multiplication Number Battles can be a fun way to develop your number facts. Which number facts did you recall easier and which required more thinking? Extension: Try using more decks of cards and just the numbers that are challenging! | Numbers Between Zero and One  
- What happened to the size of the pieces as you folded the paper into more sections?  
- Can you describe a unit fraction?  
- What strategy would you use to compare two unit fractions to determine which is larger or smaller?  
- Which fraction of an hour had the longest time and which had the least amount of time? Explain why. |
| Looking for more? Try this... | Roll two dice. Use the die with the lower number as the numerator and the higher number as the denominator. You will then need to determine if the fraction you created is closer to 0 or 1, or, if it is exactly in the middle and equal to \( \frac{1}{2} \)? **Scoring:** Closer to 0 earns you 1 point, closer or equal to 1 earns you 2 points, and exactly \( \frac{1}{2} \) earns you 3 points. Play this game alone and try to reach 20 points in less than 10 turns. Play this game with a family member and see who gets to 20 points first! |

The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](http://Ontario.ca/learn-at-home) and enables students at every grade level to continue learning while away from school. These resources are developed by Ontario educators, and resources for all grades are informed by leading instructional guidance.