The Algoma District School Board cares, first and foremost, about the well-being of our students and families during this time. We are committed to supporting and developing our confident learners, as we collectively commit to staying home to protect ourselves, each other and our communities, as caring citizens.

Airlines always tell passengers that in an emergency, they are to put the oxygen mask on themselves before helping others – this is because we can never take care of others if we don’t care take of ourselves, first. The COVID-19 pandemic emergency has presented us all with challenges and additional strains and stresses. Please know that we understand the challenges of learning at home, working at home or in an essential service, sharing technology and trying to provide structure to the day. By keeping well-being at the forefront of our approach to learning, we are trying to be respectful of the need to keep you and your family well, as we provide meaningful learning opportunities that can be integrated into your family’s schedule. Parents, please do not allow academics to be an added stress – we are here to support you and your child, but know that wellness must be the first priority.

**W**ell-**B**eing

**Cyber Tips for Parents:**

**Be involved.** Help set privacy settings and passwords for children and tweens. Ensure that your child’s privacy is protected and be aware of the games that they are accessing.

**Talk with your children.** Have conversations with your children and youth about age appropriate games and activities.

**Set limits.** Your children and teens depend on you to guide them through smart internet use. Be aware of how much time they are online and set appropriate limits for your family.

**Get help.** If you see or read anything sexual from an adult to your child, report to the police immediately.

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**Emotional Health Activity**

Think of a four-word affirmation (e.g. “I can do this”, “I can do division”, “I’ll try my best”, “I am loved today”, “I believe in me”, “Today will be awesome”, “I know my alphabet”, “I can decode words”, etc.). Match each word chosen to a finger in your hand. As you say your affirmation in your head, match each finger with your thumb; one finger per word. This Four Finger Affirmation can now be used to feel more confident in stressful situations. It can be practised privately as no one has to know when we are using this affirmation.

**Movement Activity**

**Turn up the Music** (movement with music) - try each of these activities using a variety of music. Change the music to create different tempos and movements: slow music with exaggerated motions, fast music to create energy and calming music to slow things down.

**Dance Party** (dance and move to the music), **Freeze Dance** (stop the music and freeze), and **Balloon/Tissue Dance** (keep the balloon or tissue in the air as the music plays).

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**Social Activity**

**Build a Time Capsule** – find a small container or cardboard box and fill it with photos, drawings, letters written by each family member, etc. Be sure to add info on current world events and pop culture (top movies, songs, TV shows, etc.).
**Grade 4 Language - April 27th to May 1st**

**Read a variety of materials every day and talk about what you are reading.**
Questions parents may wish to ask:
- Can you give me a brief summary or some quick facts about what you have read?
- Who is your favourite character? Why? OR What was something new you learned?

### READING PASSAGE

**Thankful**
By Kelly Roper

These are the things I'm thankful for...
- The sweet smell of flowers in springtime,
- Beautiful clear blue skies above me,
- The feeling of damp grass beneath my bare feet,
- The sound of a free running stream,
- The warmth of the sun on my cheeks,
- The site of a field filled with corn,
- The sound of birds singing in the trees,
- The taste of fresh picked raspberries,
- Crisp, clear autumn mornings,
- The sound of leaves crunching beneath my feet,
- The site of pumpkins growing in a field,
- The first chill of winter in the air,
- The site of snowflakes frolicking on the breeze,
- Watching children skate on a frozen pond,
- And seeing the first robins of spring.

I hope that future generations will still have these things to be thankful for.

Source: (You do not need to access this link.) https://greenliving.lovetoknow.com/Earth_Day_Poems

<table>
<thead>
<tr>
<th>Learning Goals:</th>
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<tr>
<td>- I can read a variety of texts and think about how authors use words to create meaning.</td>
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<tr>
<td>- I can use different resources and strategies to draft and revise ideas for writing.</td>
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Reread “Thankful” and think about how the author uses the 5 senses (sight, taste, touch, smell, hearing) to help you understand what she is writing about. (e.g. “sweet smell of flowers”, “feeling of damp grass”, etc.)

Discuss your understanding of the poem with someone at home or with your teacher. Try to include at least 2 specific examples.

Think about something that you enjoy or have enjoyed in the past (e.g. favourite sport, camping, vacation, talking to friends, etc.).

Write a poem about the idea that you have chosen. Your poem can take any form that you like and may or may not rhyme.

You might start your poem with one of the following:
- These are the things I’m thankful for...
- I remember...
- When I was little...

Think about how the author used descriptive language in “Thankful” to help the reader visualize what she is trying to say. You may want to go back and reread the poem to refresh your memory.

Now reread your own poem.

Revise your poem. Find an area where you can change your wording to create a stronger picture in the reader’s head. Use your senses to help revise your word choice in your poem.

Who might be able to give you feedback on your poem?

You might try...

Choose a line or two and sketch the mental picture that you have created in your mind.

Add a line or two to the “Thankful” poem using the same style that the author has used.

Publish a final copy of your poem. Think about your printing, use of colour and overall presentation. Who might you share your poem with?
### Grade 4 Math – April 27th to May 1st

**Fraction Number Battles:** You will need a deck of cards (or create your own) 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 uses their two cards to create a fraction. The highest fraction wins, taking all the cards. The goal is to collect the entire deck. *Need help with comparing your numbers? Try using a fraction model.*

#### Learning Goal:
This week you will be exploring how to represent and compare fractions using the number line as a visual model.

<table>
<thead>
<tr>
<th>Line Them Up</th>
<th>We can use number lines to represent fractions. In the image provided, the line is divided into two equal parts. The denominator in the fraction tells us how many equal parts are needed along the line between zero and 1.</th>
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</thead>
<tbody>
<tr>
<td><strong>Looking at fractions on a number line</strong></td>
<td>If you were to label ( \frac{1}{4} ) on a number line how would you do it? First draw a line and label the points 0 and 1 near each end. Then divide your line into 4 equal parts. Label the points on the number line. Does your line look like this image?</td>
</tr>
<tr>
<td><strong>TRY THIS:</strong></td>
<td>Draw and label number lines to represent: • fifths • tenths • sixths • thirds</td>
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<tr>
<th>Who is Bigger?</th>
<th>To compare two fractions, use a single number line model or a double number line model. When using two number lines be sure to make them equal lengths. Here are some examples:</th>
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<tbody>
<tr>
<td><strong>Comparing fractions on number lines</strong></td>
<td>• comparing ( \frac{1}{3} ) and ( \frac{2}{3} ) on one number line • comparing ( \frac{1}{2} ) and ( \frac{2}{3} ) using two number lines</td>
</tr>
<tr>
<td><strong>TRY THIS:</strong></td>
<td>Based on what you know about fractions, predict which is the larger number in each pair. Then, use a number line of your choice to see if your prediction was correct. Remember, if you are using two number lines to compare the fractions, the lines should be of equal length.</td>
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<tr>
<th>Exploring Equivalence</th>
<th>You will notice that each pair of fractions landed on the same spot on the number line. We call these equivalent fractions. These fractions may use different numbers, but they represent the same fraction amount.</th>
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<tr>
<td><strong>Labelling and matching equivalent fractions</strong></td>
<td>TRY THIS: Use a number line to compare the following pairs of fractions: • ( \frac{1}{2} ) and ( \frac{3}{6} ) • ( \frac{3}{4} ) and ( \frac{6}{8} ) • ( \frac{2}{5} ) and ( \frac{4}{10} )</td>
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<th>Running Along</th>
<th>Every year the city holds a 4 kilometre race for runners of all ages. The design of the course includes a water station every 1 kilometre and one snack station halfway through the race. Use a number line to model the design of the course, labelling all stations. Will there ever be a time when a runner could get both a water and a snack? Use a number line to explain your thinking.</th>
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<tbody>
<tr>
<td><strong>Fractions in our daily lives</strong></td>
<td>How would your answer change if the course was 5 kilometres? What about 8 kilometres? Draw and label number lines to represent your thinking.</td>
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</tbody>
</table>

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.