



Grades 4 Daily Home Learning Grid

Thursday, March 19, 2020

BIBLE			
Lesson Objective	Activities	Links	Resources
<p>Study and respond to various passages of Scripture that describe the relationship between God the Father and God the Son.</p>	<p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - Get together with a family and share facts that you know about each other. (Simple facts like favourite colour, favourite foods, etc) - You know these facts about each other because you have a relationship with each other. - Similarly, God the Father and God the Son have a relationship with each other, but this one is very unique and unlike any human relationship. - Today's lesson is about these 2 Persons of the Godhead, Their relationship, and how Their relationship applies to believers. <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> - Log on to www.seesaw.com. - Click on I'm a Student - Type in text code that was emailed to your parents (you do not need to enter any email address) <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> - Complete Bible activity: - Read the Bible verses and answer the questions. You may type or record your voice to answer these questions. 	<p>Seesaw: www.seesaw.com</p>	<ul style="list-style-type: none"> - Access to internet - Laptop/Tablet - Bible

READING			
Lesson Objective	Activities	Links	Resources
Analyze characters in the novel by identifying character traits and using textual evidence to support their ideas Form a deeper understanding of the book's characters	<p>Number the Stars</p> <p>ACTIVITY 1:</p> <ul style="list-style-type: none"> - Go back into our Number the Stars Padlet page: https://padlet.com/tsuckoo/qdv24wmbn0p3 Password: read4 - Review everyone's WWII findings from yesterday. Did you learn something new? <p>ACTIVITY 2:</p> <ul style="list-style-type: none"> - Follow along in your Number the Stars book and listen to Chapter 1 on YouTube: https://youtu.be/t83wqXFqb7w <p>- STOP AND THINK:</p> <ol style="list-style-type: none"> <i>1. Who are Ellen, Annemarie, and Kirsti?</i> <i>2. Why do the two sisters act so differently around the soldiers? What can you infer about their personalities?</i> <i>3. Why hasn't there been cupcakes or coffee?</i> <i>4. Why does Kirsti stand out to the German soldiers?</i> <p>ACTIVITY 3:</p> <ul style="list-style-type: none"> - Complete Seesaw activity, discussing Annemarie: https://app.seesaw.me/pages/shared_activity?share_token=8X9bNRlcTCuf26PEOdbsg&prompt_id=prompt.e5759c59-0209-4872-a99d-edc11f8a60fe 	<p>Padlet Link: https://padlet.com/tsuckoo/qdv24wmbn0p3</p> <p>Password: read4</p> <p>Seesaw Link: https://app.seesaw.me/pages/shared_activity?share_token=8X9bNRlcTCuf26PEOdbsg&prompt_id=prompt.e5759c59-0209-4872-a99d-edc11f8a60fe</p>	<ul style="list-style-type: none"> - Access to internet - Laptop/tablet - Number the Stars book

SOCIAL STUDIES

Lesson Objective	Activities	Links	Resources
Identify and describe our Central American neighbours.	<p>Students have been working on an assigned Central American brochure. Instead of finalizing this brochure, they will transfer their information into Seesaw, so that we all can continue to learn from each other about other countries. They will need to:</p> <ul style="list-style-type: none">- Follow the instructions on the Seesaw Central American assignment to create your project. <p>NOTE: This will be spread over 2 days, so please complete half today, and the other half will be completed next Monday.</p>	<p>Seesaw Link: https://app.seesaw.me/pages/shared_activity?share_token=EXn9fz1RSvijEI3Pc-kk-A&prompt_id=prompt.e60825b2-9e49-47d3-8094-c0dac2c02644</p>	<p>- Access to internet for research</p> <p>- Laptop/Tablet</p>

WRITING

Lesson Objective	Activities	Links	Resources
<p>Students will be able to share their opinions about a specific topic using facts and details.</p>	<p>Opinion Writing - Quick Write - 1 HOUR</p> <p>Essential Question: How do writers support their opinion using facts and details?</p> <p>I Can Statement: I can share my opinion supported by facts and details.</p> <p>ACTIVITY 1:</p> <p>Log on to Seesaw: https://app.seesaw.me/pages/shared_activity?share_token=79JRuGeFT9OtcTxi8WObFA&prompt_id=prompt.1d27ecf0-bccd-4328-9eed-a67e146afd89</p> <p>Using the note attached, write 5 paragraphs stating your opinion on: <i>Do you think students should be forced to do online schooling, even though school is out?</i></p> <p>Remember, a good OPINION paragraph will have these things:</p> <ol style="list-style-type: none">1. An introduction that gets your reader's attention (start with a question or interesting fact about your topic).2. Three to five sentences that include specific facts and details to support your opinions (use facts from articles you have read or information you have gathered).3. A conclusion that summarizes your opinion. Don't forget to use capitals and punctuation! <p>ACTIVITY 2:</p> <p>- Proofread and edit your writing</p>	<p>Seesaw Link: https://app.seesaw.me/pages/shared_activity?share_token=79JRuGeFT9OtcTxi8WObFA&prompt_id=prompt.1d27ecf0-bccd-4328-9eed-a67e146afd89</p>	<p>- Laptop or tablet</p>

NUMERACY		
OBJECTIVES	ACTIVITIES	RESOURCES
- To be able to subtract like fractions and mixed numbers	<p><u>MENTAL MATHS:</u></p> <ul style="list-style-type: none"> • Quizizz: Addition and subtraction • Code: 659838 • https://quizizz.com/join <p><u>SUBTRACTING FRACTIONS AND MIXED NUMBERS:</u></p> <ul style="list-style-type: none"> • When we subtract numbers, fractions must have the same denominator. • Watch video: https://www.youtube.com/watch?v=RqUPSZLwHH0 • Subtract whole numbers, subtract fractions • You may need to convert to improper fractions (We have done this in class - refer to your book) • All answers must be simplified. Start by trying to divide by 2. • Remember the rule: whatever you do to the top, you do to the top. • Watch the video for help: https://www.youtube.com/watch?v=AtBUQH8Tkqc <p><u>ACTIVITY:</u></p> <ul style="list-style-type: none"> • Open your composition book to the next clean page. • Follow our usual layout!!! • Heading: Subtracting Fractions Date: 03/19/2020 • Rule off after your heading! (Yes, Ledger – use a ruler) • Objective: To be able to subtract like fractions and mixed numbers • Go to https://login.mathletics.com/#/student • Complete task 1: Subtract like mixed numbers • Write out each sum in your book, show your working out and enter your answer into Mathletics. (10 in total) • Rule off after your work is completed! • Once you've finished - Check that all past tasks are complete 	<ul style="list-style-type: none"> - Access to internet - Computer / Device - Mathletics - Pencil - Ruler - Math composition book

Grade 4

Hello, Parents!

This week in Grade 4 Music, we are focusing on "**Baroque Period Review**". I've attached the login information for all Grade 4 students for Quaver Music which will allow both of you to work together to navigate your way through the interactive lesson. There are many sections to the lesson and it can be completed in one sitting or you can divide your time up over the course of the next few days. **Many of the resources I've provided for this week will be review from what they have done in class - students do not need to go through every single activity. I have only provided this in the event that they would like to review any of the information as some time has passed or they may not have fully understood from last lesson as we didn't have time to solidify.**

You can find this week's lesson in the "**ASSIGNMENTS**" section of the dashboard. Once you are in the assigned lesson for the week, you can navigate your way through from the beginning, which outlines this week's objectives, activities, and some extension activities I've chosen to help you solidify what they have learned (not mandatory, but encouraged). If you click on "**Instructions**" on each activity of the lesson, you will see some helpful tips to walk you through how to support and guide your child throughout the lesson. This week's Lesson Outline can be found below:

MUSIC - Week Beginning March 16

Lesson Objective	Activities	Links	Resources
<p>"Baroque Period Review"</p> <p>-Recognize that the three most notable composers of the Baroque Period were Vivaldi, Handel, and Bach.</p> <p>-Recall that the Baroque orchestra was small, had no conductor, and featured the harpsichord.</p> <p>-Recall that trills, turns, and appoggiaturas were ornaments used to make music fancy in the Baroque period.</p>	<p>Main Lesson:</p> <ol style="list-style-type: none"> 1) Welcome to the Baroque Period 2) Musical Periods in History (Review) 3) Musical Periods Song (Review) 4) Baroque Period Episode (You do not need to watch unless your child expresses the need to review) 5) My Baroque Day (<u>NEW</u>) 6) Famous Baroque Composers (Review) 7) Talk To Bach (Review) 8) Talk to Vivaldi (Review) 9) Talk to Handel (Review) 10) Great Composers of the Baroque Period (<u>NEW</u>) 11) Train the Brain Baroque Period (Review) 12) The Baroque Period Quirky Quiz (Review) 13) The Baroque Period Assessment (ASSESSMENT TO BE SUBMITTED AT THE END OF THE WEEK - janelle@sparkcayman.com) 14) Baroque or Not Baroque (NEW) 15) Quiz Challenge (Review) <p>Extension Activity:</p> <p>Pick one song to explore:</p> <ol style="list-style-type: none"> 1) Toccata and Fugue in D Minor 2) "Winter" from the Four Seasons 3) Hallelujah from Messiah 	<p>www.quavermusic.com (login information attached)</p>	<p>-Computer or device</p> <p>-Access to internet</p> <p>-Baroque Period Assessment</p>