



## Grades 4 Daily Home Learning Grid

Wednesday, April 22, 2020

GENERAL		
Lesson Objective	Activities	Resources
	<p><b><u>MT meeting times this week, April 20-24:</u></b></p> <ul style="list-style-type: none"> <li>- Tuesday, 9:00am: - Morning check-in</li> <li>- <b>Wednesday, 10:00:</b> - Literacy - Group 1 Live Class (see blog post with group lists)</li> <li>- <b>Wednesday, 11:00</b> - Literacy - Group 2 Live Class</li> <li>- <b>Thursday, 10:00:</b> - Numeracy - Group 1 Live Class</li> <li>- <b>Wednesday, 11:00</b> - Numeracy - Group 2 Live Class</li> <li>- <b>Friday, 9:00am:</b> - Morning check-in</li> </ul>	<ul style="list-style-type: none"> <li>- Access to internet</li> <li>- Computer / Device</li> <li>- Microsoft team</li> </ul>

**BIBLE**

<b>Lesson Objective</b>	<b>Activities</b>	<b>Resources</b>
<p>Students will:</p> <ul style="list-style-type: none"><li>- Explain how to worship and praise God with words and music.</li></ul>	<p><b>Bible: 10.2 - Glorifying God</b></p> <p><i><u>Praising and Worshiping God</u></i></p> <p><i>One of the most ways to glorify God is through praise and worship. Two ways that believers can offer praise and worship to God are through words and through music. As we draw closer to God, our desire to glorify Him grows stronger.</i></p> <ul style="list-style-type: none"><li>- <b>Seesaw:</b> <a href="https://app.seesaw.me/pages/shared_activity?share_token=nCjlrPwhRCSEiAG1ceemjw&amp;prompt_id=prompt.6cfc7ecf-71e1-4751-aa4e-26a4949219ce">https://app.seesaw.me/pages/shared_activity?share_token=nCjlrPwhRCSEiAG1ceemjw&amp;prompt_id=prompt.6cfc7ecf-71e1-4751-aa4e-26a4949219ce</a></li></ul> <p><b>ACTIVITY 1:</b> Watch the attached link, focusing on how we can glorify God.</p> <p><b>ACTIVITY 2:</b></p> <ul style="list-style-type: none"><li>- Complete the attached student response template, looking up scriptures that tell how to worship God. Read your instructions properly. The first 2 have been done for you.</li></ul>	<ul style="list-style-type: none"><li>- Access to internet</li><li>- Laptop/ Tablet</li><li>- Bible</li></ul>

## READING

Lesson Objective	Activities	Resources
<p>- Analyze characters in the novel by identifying character traits and using textual evidence to support their ideas</p> <p>- Form a deeper understanding of the book's characters</p>	<p><b>Number the Stars - Chapter 15</b></p> <p>- Seesaw: <a href="https://app.seesaw.me/pages/shared_activity?share_token=FkaxeJa-TFWu2e--n05UHW&amp;prompt_id=prompt.c32f932b-d893-4eb8-a378-9e028c1930ca">https://app.seesaw.me/pages/shared_activity?share_token=FkaxeJa-TFWu2e--n05UHW&amp;prompt_id=prompt.c32f932b-d893-4eb8-a378-9e028c1930ca</a></p> <p><b>ACTIVITY 1:</b></p> <p>1. Follow along in your Number the Stars book and listen to Chapter 15 on the Loom link attached. (Please listen before we have our literacy meeting.)</p> <p><b>Password for Loom Link:</b> grade4</p> <p>2. Stop and Think about the following:</p> <ul style="list-style-type: none"><li>a. How did acting like a silly girl help Annemarie?</li><li>b. What did Annemarie have in the basket?</li><li>c. Was Annemarie able to get the basket to Uncle Henrik?</li><li>d. Use text evidence to show that Uncle Henrik is relieved.</li></ul> <p><b>ACTIVITY 2:</b></p> <p>Create a student response telling me that you've read and listened to Chapter 15 today and if you like this new screen share video that I've created better than yesterday's video.</p> <p><b>ACTIVITY 3: LIVE ZOOM LESSON</b></p> <p>10am to 10.40am: Group 1 11am to 11.40am: Group 2</p> <p><b>We will be taking a virtual field trip to Copenhagen</b>, to hopefully recognize some landmarks that we've come across in the book. <b>Come to the lesson with places from the book that you want to visit</b> and have your passports ready!</p>	<p>- Access to internet</p> <p>- Laptop/tablet</p> <p>- Number the Stars book</p>

## GRAMMAR

OBJECTIVES	ACTIVITIES	RESOURCES																
<p>Students will:</p> <ul style="list-style-type: none"><li>- Identify subject pronouns in sentences</li><li>- Substitute pronouns for nouns as the subjects of sentences</li></ul>	<p><b>Unit 6.2 - Subject Pronouns</b></p> <p><b>Seesaw:</b> <a href="https://app.seesaw.me/pages/shared_activity?share_token=nYqQC8LXSkyHPZ2z1m59lw&amp;prompt_id=prompt.fb29e5e4-a423-4151-9eb0-d7e08dd558f4">https://app.seesaw.me/pages/shared_activity?share_token=nYqQC8LXSkyHPZ2z1m59lw&amp;prompt_id=prompt.fb29e5e4-a423-4151-9eb0-d7e08dd558f4</a></p> <p><b>ACTIVITY 1:</b></p> <ul style="list-style-type: none"><li>- <b>Listen</b> to my lesson on the Loom link attached</li><li>- <b>Password:</b> grade4</li></ul> <p><b>ACTIVITY 2:</b></p> <p>Complete the attached student response template.</p> <ul style="list-style-type: none"><li>- A: Write the subject pronoun in each sentence. (1-8)</li><li>- B: Write each new subject pronoun in place of the underlined word or words. (9-12)</li><li>- <i>The first 1 in each section are done for you.</i></li></ul> <p><b><u>SUBJECT PRONOUN RECAP:</u></b></p> <p>Subject pronouns are pronouns that are used as subjects of sentences.</p> <p><b>Subject Pronouns:</b></p> <table border="0"><tr><td><b>Singular (one)</b></td><td><b>Plural (more than one)</b></td></tr><tr><td>I</td><td>we</td></tr><tr><td>you</td><td>you</td></tr><tr><td>he, she, it</td><td>they</td></tr></table> <p><b>EXAMPLE:</b></p> <table border="0"><tr><td>Ms. Suckoo loves tacos.</td><td>I love tacos.</td></tr><tr><td>Mr. B enjoys reading.</td><td>He enjoys reading.</td></tr><tr><td>The boys in Grade 4 play football.</td><td>They play football.</td></tr><tr><td>Mr. B and I planned the lesson.</td><td>We planned the lesson.</td></tr></table>	<b>Singular (one)</b>	<b>Plural (more than one)</b>	I	we	you	you	he, she, it	they	Ms. Suckoo loves tacos.	I love tacos.	Mr. B enjoys reading.	He enjoys reading.	The boys in Grade 4 play football.	They play football.	Mr. B and I planned the lesson.	We planned the lesson.	<ul style="list-style-type: none"><li>- Access to internet</li><li>- Computer / Device</li><li>- Grammar Textbook</li></ul>
<b>Singular (one)</b>	<b>Plural (more than one)</b>																	
I	we																	
you	you																	
he, she, it	they																	
Ms. Suckoo loves tacos.	I love tacos.																	
Mr. B enjoys reading.	He enjoys reading.																	
The boys in Grade 4 play football.	They play football.																	
Mr. B and I planned the lesson.	We planned the lesson.																	

## SOCIAL STUDIES

OBJECTIVES	ACTIVITIES	RESOURCES
<p>Students will:</p> <ul style="list-style-type: none"><li>- Identify the United States of America as our neighbor to the north</li><li>- Identify key factors about the USA, including it's type of government</li></ul>	<p><b>Unit 5:</b> <b>Our Neighbours to the North - U.S.A. - Democracy at Work</b></p> <p><b>DUE: Tuesday, April 28</b></p> <p><b>Seesaw:</b> <a href="https://app.seesaw.me/pages/shared_activity?share_token=VkXGDx1gQIK9bFxnPldSyA&amp;prompt_id=prompt.44d78ffa-7e72-43b8-9df4-223a9cfa3e70">https://app.seesaw.me/pages/shared_activity?share_token=VkXGDx1gQIK9bFxnPldSyA&amp;prompt_id=prompt.44d78ffa-7e72-43b8-9df4-223a9cfa3e70</a></p> <p><b>ACTIVITY 1:</b></p> <ul style="list-style-type: none"><li>- <b>Listen</b> to my lesson on the Loom link attached as I read pages 66-67 from your Social Studies textbook.</li><li>- <b>Password:</b> grade4</li></ul> <p><b>ACTIVITY 2:</b></p> <p>Complete the student response template, answering the following questions:</p> <ol style="list-style-type: none"><li>1. How many states are in the United States of America?</li><li>2. Which is the largest state?</li><li>3. Look at the map, what do the black lines represent?</li><li>4. Name 3 states containing mountain ranges.</li><li>5. Name the two largest lakes in the USA.</li></ol>	<ul style="list-style-type: none"><li>- Access to internet</li><li>- Computer / Device</li></ul>

NUMERACY		
OBJECTIVES	ACTIVITIES	RESOURCES
To be able to read, write, represent, and identify decimals expressed through thousandths.	<p><b>MENTAL MATHS:</b></p> <ul style="list-style-type: none"> <li>-Quizizz: <b>Gr.4: Mental Maths - General</b></li> <li>-Code: 053913 (Expires 04/23 at 8am)</li> <li>-<a href="https://quizizz.com/join">https://quizizz.com/join</a></li> </ul> <p><b>DECIMALS: TENTHS AND HUNDREDTHS</b></p> <ul style="list-style-type: none"> <li>-Decimals are like fractions. They are <u>equal parts</u> of a whole.</li> <li>-<b>Tenths:</b> The first digit to the right of the decimal point; one out of 10 equal parts of a whole.</li> <li>-<b>Hundredths:</b> The second digit to the right of the decimal point; one out of 100 equal parts of a whole.</li> <li>-We can write decimals as fractions.</li> <li>-Examples: <math>0.1 = 1/10</math>    <math>0.56 = 56/100</math>    <math>0.8 = 8/10</math></li> </ul> <p><b>ACTIVITY 1:</b></p> <ul style="list-style-type: none"> <li>-<b>Log on to I Know It:</b> <a href="https://www.iknowit.com/">https://www.iknowit.com/</a></li> <li>-Click login [Top right]</li> <li>-Class code: fbcs4</li> <li>-Username: [first name][first letter of last name][fbcs]</li> <li>-Password: fbcs3227</li> <li>-<b>Complete tasks in the following order:</b> <ol style="list-style-type: none"> <li>1.Decimals: Tenths</li> <li>2.Decimals: Hundredths</li> </ol> </li> </ul> <p><b>TOMORROW – LIVE TEACHING:</b> Meeting link will be found in the MT chat area.  10am to 10.40am: Group 1  11am to 11.40am: Group 2  Please have your Numeracy composition book, pencil, eraser and ruler available.</p>	<ul style="list-style-type: none"> <li>- Access to internet</li> <li>- Computer / Device</li> <li>- I Know It</li> <li>- Quizizz</li> </ul>

Hello, Parents!

QuaverMusic has done some recent upgrades that will allow for things to run a lot more smoothly this term. All of the assignments and assessments will be in QuaverMusic so you won't need to email me anything back - it's all done there including feedback. As always, please feel free to email me at [janelle@sparkcayman.com](mailto:janelle@sparkcayman.com) should you have any questions. You will need to create a new login, just as you've done before, but with a new code: **AALQE**. I promise this will be the last time and the only one you will need moving forward.

This week in Grade 4 Music, we are focusing on "**The Romantic Period**". You can find this week's lesson in the "**ASSIGNMENTS**" section of the dashboard once you've logged in. This week's Lesson Outline can be found below:

Music	Lesson Objective	Activities	Links	Resources
<p><b>Week Beginning April 20th</b></p>	<p><b>"The Romantic Period"</b></p> <p>-Identify three specific elements that distinguish Romantic Period music from other musical periods.</p> <p>-Name two emotions highlighted in Romantic music (e.g., passion, joy, sadness).</p>	<p><b>Main Lesson:</b></p> <ol style="list-style-type: none"> <li>1) Welcome to the Time Machine!</li> <li>2) Musical Periods in History</li> <li>3) Musical Periods Song</li> <li>4) The Medieval Period</li> <li>5) The Renaissance Period</li> <li>6) The Baroque Period</li> <li>7) The Classical Period</li> <li>8) The Romantic Period</li> <li>9) The Romantic Period Episode</li> <li>10) Musical Periods (Romantic Emotions)</li> <li>11) What did we learn today?</li> <li>12) Which Period is it?</li> <li>13) Romantic Period Quirky Quiz</li> <li><b>14) Romantic Period Assessment(to be completed and submitted in QuaverMusic)</b></li> </ol> <p><b>Extension Activities:</b></p> <ol style="list-style-type: none"> <li>1) Classical Connections - The Romantic Period</li> </ol>	<p><a href="http://www.quavermusic.com">www.quavermusic.com</a></p> <p><b>PLEASE CREATE A LOGIN WITH THE NEW CODE: AALQE</b></p>	<p>-Computer or device</p> <p>-Access to internet</p>