

ELEMENTARY – GRADE 4
Week of April 20th 2020

Visit to the Australia Zoo

Information for students

- Visit the Australia Zoo by watching the video at <https://www.youtube.com/watch?v=y699qXKDVwE> (7:14 minutes)
- After watching the video, create a promotional poster for the Australia Zoo. View samples of posters by googling “poster design” and looking at the images. What kind of information and images do you need to include?
- Choose a favourite animal or part of the zoo that you would like to highlight. You can find out more about the zoo at <https://www.australiazoo.com.au/> or use other student-friendly websites to get information.
- Design your poster on paper or using a digital application. (Microsoft Word has templates for posters.)
- Write a message to your family explaining why (or why not) you would like to visit this zoo.
- Share your message and your poster with your family.

Material required

- Device with Internet access, paper, writing and drawing materials or digital applications to create a poster.

Information for parents

- Help your child find the link to the online tour.
- Review the instructions with your child, if necessary.

Spectacle de marionnettes

Consignes à l'élève

- Trouve une vieille chaussette propre et d'autres articles de ton choix.
- Amuse-toi à créer une marionnette à gaine ou une marotte comme montré dans ce petit vidéo fait par mon amie Caroline <https://vimeo.com/408256544> .
- Que veux-tu faire dire à ta marionnette? Pense à un petit dialogue et écris-le, ou mets tes idées principales par écrit.
- Crée un spectacle pour les membres de ta famille, ou présente-le à tes amis par vidéo

**Tu peux créer deux marionnettes à l'aide de deux chaussettes et écrire un petit dialogue pour les faire interagir.

[Voici un spectacle de marionnettes](#) réalisé par deux élèves.

Matériel requis

- Une vieille chaussette propre
- Le matériel de ton choix (boutons, rubans, laine, bouts de tissus, etc.)
- De la colle OU
- Le matériel suggéré par Caroline.

Information for parents

About the activity

Link to [Mission FLS](#):

This activity will help your child with the following missions: “Je parle à ma famille et à mes amis en français” and “Je raconte une anecdote en français.”

During this activity, your child will:

- Express their ideas in French in an open and creative way.
- Use learned vocabulary in context.
- Prepare a script from the puppet’s point of view.
- Take turns speaking.

You can:

- Ask questions in order to encourage your child to speak French.
- Allow some mistakes in the sentences.

Au pays des dragons!

Consignes aux élèves

- Si tu le désires, consulte la vidéo ici https://youtu.be/73kQ_nyml2c pour écouter une histoire à propos des dragons. À la fin de l'histoire, un bricolage est proposé.
- Imagine maintenant ton dragon. Écris une description détaillée de chaque partie de son corps. Fais aussi un dessin détaillé de ton dragon. ATTENTION, tu ne dois pas montrer ton dessin.
- Trouve un(e) partenaire, une feuille de papier et des crayons de couleur pour réaliser la suite de l'activité :
 - Colle la feuille de papier au mur et demande à ta/ton partenaire de se placer debout, devant la feuille, avec des crayons de couleur;
 - Place-toi dos à ta/ton partenaire;
 - Donne-lui les instructions, une à une, pour qu'elle/il dessine ton dragon;
 - ATTENTION, tu ne dois pas te retourner avant la fin de l'activité!
 - Encourage ta/ton partenaire à te poser des questions pour préciser comment dessiner et colorier chaque partie du corps du dragon;
 - Quand tu as donné toutes les instructions à ta/ton partenaire, comparez vos dessins. Sont-ils similaires? Quelles sont les différences?

Matériel requis

- Papier, crayon, crayons de couleur NON PERMANENTS, dictionnaire
- Ordinateur pour accéder à l'histoire (facultatif).

Information for parents

About the activity

Children should:

- listen to and watch the story here:
https://www.youtube.com/watch?v=73kQ_nyml2c&feature=youtu.be
- write a description of an imaginary dragon
- draw their dragon
- give instructions to a partner explaining how to draw the same dragon
- compare the two drawings

Parents can:

- help the child read the instructions
- watch the video with their child
- help the child add details to their written description
- be the child's partner and draw the dragon according to the child's instructions (if the parent has not seen the drawing or helped write the description of it)

Multiplication Wars

Instructions for students

Using a deck of cards, challenge a sibling or parent to compete in **Multiplication Wars!** The goal of **Multiplication Wars** is to win the greatest number of cards, while practicing your multiplication facts.

Read the handout entitled 'Multiplication Wars: Rules' and start playing!

Materials required

- Deck of Cards
- Handout entitled 'Multiplication Wars: Rules'

Information for parents

For this activity:

- Parents will read the handout entitled 'Multiplication Wars: Rules' with the players and provide players with a deck of cards.
- Parents can also play.

About the activity

In this activity, children will practice:

- multiplication with two-digit numbers
- mental math

Parents can:

- review multiplication facts from 1 to 11
- check the result of the required operation each time
- allow their children to use paper and pencil to do their calculations

Multiplication Wars: Rules

1. Shuffle the deck of cards and divide them evenly between the players. Do not look at your cards!
2. At the exact same time, each player will take the top two cards from their deck and place them face up.
3. Each player will multiply the two numbers on their cards and call out the answer.
4. The player with the largest product (answer) wins the cards and places them at the bottom of their deck.
5. Repeat until one player wins all the cards or the time is up! The player with the greatest number of cards is the winner.

Player 1		Player 2	
			
			
$3 \times 9 = 27$		$8 \times 4 = 32$	
		Winner of the 1 st round!	
			

Note: Face cards are worth 11.



Musical Water Glasses¹²

Information for students

- Read the instructions provided in the Appendix below called “Musical Water Glasses”.
- Tips and tricks: You don’t want to make a mess or break anything in the process. Ask your parents for help if you need it. Remember, you don’t have to hit the glasses hard to make a sound.

Materials required

For this activity you will need:

- 5 identical glasses
- a measuring cup
- water
- a “mallet” (i.e. plastic utensil, a wooden spoon, a pencil)
- Optional: food colouring

Information for parents

About this activity

In this activity, your child will learn about sound waves by exploring music. Your child may be able to perform this experiment on their own.

Children could:

- practice their math skills (by understanding fractions and measuring), science skill (by planning an experiment) and art skill (by playing music)

Parents could help by:

- measuring the amount of water needed in each glass
- providing them with the glasses
- finding an adequate “mallet”

To better understand the activity, see the pictures following the Appendix.

Keywords:

- vibration, sound waves, resonance, fractions, etc.

1 Inspired by: Pearson Publishing. (n.d.). *The Science Behind Music: Making Music with Water glasses*. Connections Academy.

<https://www.connectionsacademy.com/resources/instructographics/music-water-glasses>

2 Inspired by : Ana (2014, August 11). *Music to Your Ears*. Bedtime Math. <http://bedtimemath.org/make-water-glass-music/>

Appendix – Musical Water Glasses

Introduction

STEAM activities are more and more popular. STEAM stands for Science, Technology, Engineering, Arts, and Math. In this activity, you will explore 3 of these 5 subjects: Science, Math, and Art. Making a mistake is part of the learning process and exploration. If you make a mistake, don't worry about it and try again.

Let's play music! Make your own Musical Water Glasses

- A. To start, get or ask a parent for 5 identical glasses.
- B. Label each glass with a number from 1 to 5.
- C. Completely fill a glass with water and measure that amount by carefully pouring it into the measuring cup. Do this over the sink.
- D. Record the amount observed, in mL, on a piece of paper and empty the measuring cup.
- E. Divide the amount you just measured by 5 and record that amount in mL.
- F. This is equal to $\frac{1}{5}$ of a full glass. Put that amount of water in glass number 5.
- G. Now put $\frac{2}{5}$ in glass number 4, $\frac{3}{5}$ in glass number 3, $\frac{4}{5}$ in glass number 2, and finally, $\frac{5}{5}$ in glass number 1.
- H. What do you predict will happen when you tap on the glasses?
- I. Using a pencil, or a plastic spoon, gently tap on the side of the glasses.? Do they sound the same? Do they sound different? Why?
- J. Liven things up by adding food colouring to each glass (Figure 1).

How does this work?

Why does the sound change from one glass to the next? Which glass produces the lowest sound? Which glass produces the highest sound? If you use "mallets" made of different materials, what happens? If you use canning jars instead of glasses, does the sound change? Is the sound affected by where you tap the glass (i.e. closer to the bottom or the top)?

Conclusion

Sound travels in waves. When the waves move quickly, the sound made is higher. When the waves move slowly, the sound is lower. By adding water to the glasses, you slow down the speed at which the glass vibrates, and so the sound is lower. The more water you put in the glass, the lower the sound. By putting different amounts of water in each glass, you can create many different sounds for your musical instrument!



Figure 1: Rainbow glasses.

Extensions

Let's play some real songs...

Using the numbers on the glasses, tap the glasses in the order presented below. Do you recognise the song?* Can you play another song?

3-2-1-2-3-3-3

2-2-2

3-3-3

3-2-1-2-3-3-3

3-2-2-3-2-1

Adding more math...

Measure the amount of water in each glass. How many milliliters of water do you have all together? Repeat the addition by adding the five fractions together and give your answer in fraction-form.

Going from 5 to 8 glasses...

Repeat the activity with 8 glasses. Follow the same instructions.

Go to [Connections Academy](#) for more details and more songs to try out!

Let's add engineering to this activity...

Now that you know how the different sounds were created in each glass, can you explain how other instruments make sounds (i.e. piano, guitar, xylophone)? Try building an instrument of your own by using [a tissue box and rubber bands](#) or go to this [website](#) for other ideas!

*Did you recognise Twinkle Twinkle Little Star?

The Fitness Team

Information for students

Moving your body in any way at any time is good for you. Two ways to stay active and healthy are to work on strength training and cardio. Strength training is a way to build your muscles by moving your own body weight (like push-ups) or by lifting weights. Cardio is vigorous activity that gets your heart pumping (like running). These two ways of exercising act like a fitness team, both working together to keep you strong, active and healthy.

Try out some of the different cardio and strength training exercises listed below. Switch between the two kinds of exercise. Remember, strength training can cause your muscles to feel sore the next day – so don't overdo it.

Remember to always stretch your muscles before starting and after you finish, and to drink lots of water!

Cardio Exercises <i>1 minute each</i>	Strength Training Exercises <i>12 reps</i>
jogging on the spot going up and down stairs jumping jacks dancing jumping rope hopping on one foot/switch	sit-ups push-ups toe raises knee bends bicep curls using weights chest press using weights

Materials required

- Weight (e.g. canned food)
- Skipping rope (optional)
- Timer (optional)

Information for parents

Read the instructions to your child, if necessary. Make sure they understand the various exercises.

Ask the following questions: Does your body feel different when you do cardio exercises versus strength training exercises? If so, how? What are some ways that you get your body moving during the day? Do you do more cardio exercise or strength training exercise when you play?

Make a Suncatcher

Information for students

A suncatcher is a colourful decoration to hang in your window where it catches the light of the sun.

How to make a suncatcher

- Protect your work area with newspaper.
- Pour a generous amount of glue into the inside of a plastic lid and swish it around to completely cover it.

Carefully drop a few different colours of food colouring (or water paint) in different places on the glue.

Take a toothpick and slowly swirl the colors around in the glue to make a design that you find pleasant. Be careful not to swirl too much, or the colours will combine and become brown.

Let your suncatcher dry for about 3 days. You will know it's ready when the edges start to peel off the lid.

Peel the suncatcher off the lid, make a hole through the top, add a string, and hang it in a window in a sunny spot.

Enjoy the way that it catches the light on a sunny day!

Materials required

- Newspaper
- A plastic lid from a yogurt container of any size
- White liquid glue
- Food colouring or water paints
- A toothpick or small stick
- A string

Information for parents

Read the instructions with your child.

Help your child to collect the materials required.

Help your child to make a hole in the suncatcher.

Spring Celebrations

Information for students

There are many religious celebrations that take place during the spring: Passover (Judaism), Easter (Christianity), Rama Navami (Hinduism), Ramadan (Islam), etc. Due to social distancing and home confinement, many traditions related to these spring celebrations have been or will be modified this year. Celebrants have had to be very creative to find ways to honour their religious beliefs while following safety recommendations.

Choose a spring celebration. This can be a celebration your own family participates in or any other celebration you wish to explore. This celebration does not have to come from the list above. Research your chosen celebration and its related traditions. There are many ways for you to find information. You can use your personal experience, you can look on the internet, you can use a book you may have at home or you can even contact someone in-person (like a relative, a friend or a spiritual guide).

Focus on some or all of the following items when researching: the reason for the celebration; the practices linked with the celebration; the place of worship where the celebration takes place; the gestures, objects and words used during the celebration; any other related elements. Research how the current situation has changed or will change the traditions related to the celebration you chose. Again, you can use your personal experience, the internet or contact someone in-person to find this information. There is not a single answer to this issue. You may find different variations and adaptations.

Use a Venn diagram to represent the information you have found. You can draw your own Venn diagram or print the one found here: <http://tiny.cc/venn1>. One label should be “Typical celebration” and the other label should be “Celebration in the spring of 2020”. The center space of your diagram will contain the traditions that overlap both labels. Share your Venn diagram with members of your family.

Materials required

- A print-out or hand-drawn picture of a Venn diagram
- Paper and writing material

Information for parents

This activity will allow your child to describe religious celebrations experienced in their community.

You could help your child find the information needed to do this activity by finding reliable and safe sources.

You could discuss how religious celebrations have changed already since you were a child. You could share with your child how traditions evolve over time.

You could fill out a Venn diagram with your child to compare a religious celebration's traditions when you were a child with that same religious celebration today. You could also do the same using a non-religious family tradition. Focus on what is the same and what has changed or disappeared over time as well as what new traditions have arisen.

The Way We Live

Information for students

Think about your clothes and the food you eat.

Ask yourself:

- Where do you get your clothes, your food?
- Who worked to produce your clothes or food?
- How do you get new items when you need them?

Check the labels on your clothes and on the fresh fruit and vegetables you eat as well as the information on any packaging that your food comes in. Where is your food grown? Where are your clothes made?

Compare your life with the life of a colonist in New France by reading [this text](#) about Louis Hébert.

Ask yourself:

- Where does he get his clothes and his food?
- Who worked to produce his clothes and his food?
- How does he get new items when he needs them?

Fill in this table to compare your life with Louis Hébert's. List the similarities and differences between how you live today and how Louis Hébert lived in the days of New France.

Similarities	Differences

Materials required

- Device with Internet access to read Louis Hébert's text (you can also print the text)
- Writing materials to fill in the table

Information for parents

A society consists of organized human groups that occupy a territory to which they adapt but which they also change to meet their needs. In this activity, your child will compare how settlers met their needs with how we live today.