

ELEMENTARY – GRADE 4

Week of April 27, 2020

The End

Information for students

- All stories have a beginning, a middle and an end. When writing a story, finding the right ending can be tricky. There are several different types of endings to choose from:

EXAMPLES OF NARRATIVE ENDINGS	
<p>Circular Ending</p> <p>The story circles back to the beginning. Sometimes an author will end with the same idea or similar or exact words as the beginning of the story.</p>	<p>Surprise Ending</p> <p>The story takes you where you didn't expect it to go. Sometimes this ending is called a twist ending because the story takes an exciting turn.</p>
<p>Lesson or Moral Ending</p> <p>The main character in the story grows, changes, or learns something at the end of the story.</p>	<p>Warm Fuzzy / Capturing Emotion Ending</p> <p>The story ends leaving you feeling emotional or good inside. A good writer tugs at the heart strings to make the reader feel something.</p>
<p>Reflection Ending</p> <p>The narrator of the story steps back and reflects on what just happened. He or she often looks back on an experience and determines the importance of that experience, what was learned, etc.</p>	<p>Cliffhanger Ending</p> <p>The story ends by leaving the reader hanging or wanting more. Writers use this strategy to tease readers or excite them into reading more (the next chapter or the next book in a series).</p>
<p>Question Ending</p> <p>The story ends with a question to keep the reader thinking. The question usually involves the reader, and writers use this strategy to make their writing memorable.</p>	<p>Funny Thought / Humor Ending</p> <p>The story ends with a funny thought or something that makes the reader laugh. This helps to make the ending more memorable to the reader.</p>
<p>Image Ending</p> <p>The story ends with an important scene that the writer shows the reader through vivid details. By showing and not telling, the writer touches the reader's emotions and conveys a mood.</p>	<p>Dialogue Ending</p> <p>The story ends with an important conversation or quote. By ending with a quote, the writer captivates the audience by making the characters more realistic and revealing their personalities.</p>

Kristine Nannini
YoungTeacherLove

Chart from youngteacherlove.com

- Listen to this reading of David LaRochelle and Richard Egielski's picture book *The End*: <https://youtu.be/VhhUp8HlpU0>
- With a family member, discuss what type of ending is used in the story you just heard.
- Now it's your turn to play with narrative endings! This website has several unfinished stories that need your help to find an ending: <https://stuartstories.com/activities/finishme.html>
- Read a few of the unfinished stories and choose one that interests you.
- Write an ending to one of the unfinished stories.
- Take some time to reread and revise your work.
- Share your story with a friend or a family member.

Materials required

- Device with Internet access
- Paper and writing materials

Information for parents

- Read the instructions with your child, if necessary.
- Review the *Examples of Narrative Endings* with your child.
- Help your child follow the links to the video, the unfinished stories and the chart, if necessary. You may need to copy and paste the links into your browser.

C'est l'heure du conte

Consigne à l'élève

- Va sur le site Web <https://heureduconte.ca/>.
- Choisis un conte enregistré à écouter.
- Réponds aux questions suivantes :
 - Qu'as-tu le plus aimé dans l'histoire?
 - Où se déroule l'histoire?
 - As-tu aimé la fin? Explique.
 - Aimes-tu les illustrations? Pourquoi?
 - Décris les personnages.
- Tu peux répondre aux questions oralement avec un membre de ta famille ou écrire tes réponses sur une feuille et me les faire parvenir par courriel à jlatreille@nfsb.qc.ca. N'oublie pas d'écrire le titre de l'histoire que tu as choisie !

Matériel requis

- Un appareil électronique.
- Une feuille.
- Un crayon de plomb.

Information for parents

This activity will help your child complete the following [Mission FLS](#): “J’écoute une histoire racontée par quelqu’un en français” and “Je parle à ma famille et mes amis en français.”

During this activity, children should:

- listen to a story in French
- express their opinion and ideas in French
- demonstrate their comprehension of a text

Parents could:

- ask questions in order to encourage children to speak French
- read the instructions and questions to the children
- ask the children comprehension questions in French
- You could also encourage your child to write the answers to me by email at jlatreille@nfsb.qc.ca . Don't forget to write the title of the story you chose!

Mon frère et moi

Consigne à l'élèves

- Écoute l'histoire *Mon frère et moi* de l'auteur Yves Nadon en cliquant sur le lien : <https://en.calameo.com/read/006195787c7dd82721f20>
 - Attention : il faut bien suivre le texte pour tourner la page au bon moment !
- Es-tu un grand ou un petit frère? Une grande ou petite sœur? Peut-être es-tu enfant unique, dans ce cas tu as des amis ou des cousins.
- Dessine un moment où tu as encouragé un plus petit que toi ou reçu les encouragements d'un plus grand, comme le petit frère de l'histoire. Dans le fond, tu fais un lien entre l'histoire et ta petite histoire de vie, comme on l'a fait en classe.
- Écris quelques phrases en français pour expliquer ton dessin.
- Montre ton dessin à ta famille et raconte en français le moment que tu as illustré ou tu peux m'envoyer ton texte ou une photo de ton dessin à jlatreille@nfsb.qc.ca ou sur ClassDojo. On peut même prendre rendez-vous sur Skype, toi et moi, pour que tu me racontes le lien que tu as fait.

Materials required

- Device with Internet access
- paper, writing and drawing materials

Information for parents

- Help your child find the link to the video of the book being read aloud. You may need to copy and paste the link into your browser.
- Read the instructions to your child, if necessary.
- Discuss together about the moment your child chose to illustrate.
- See more instructions above.

Roll a Rectangle¹

Information for students

- On grid paper, draw a square that measures 15 units by 15 units. (There is a page of grid paper in Appendix A that can be printed if you don't have grid paper at home.)
- Each player takes turns rolling 2 dice.
- On your turn, draw a rectangle within the 15-unit by 15-unit square that has the dimensions you rolled on the dice (ex. If you rolled a 2 and a 5, draw a rectangle that measures 2 units by 5 units).
- Play continues until one player cannot fit their rectangle into the remaining space.
- The winner is the player who covers the most squares in the 15-unit by 15-unit square (the greatest area).

Materials required

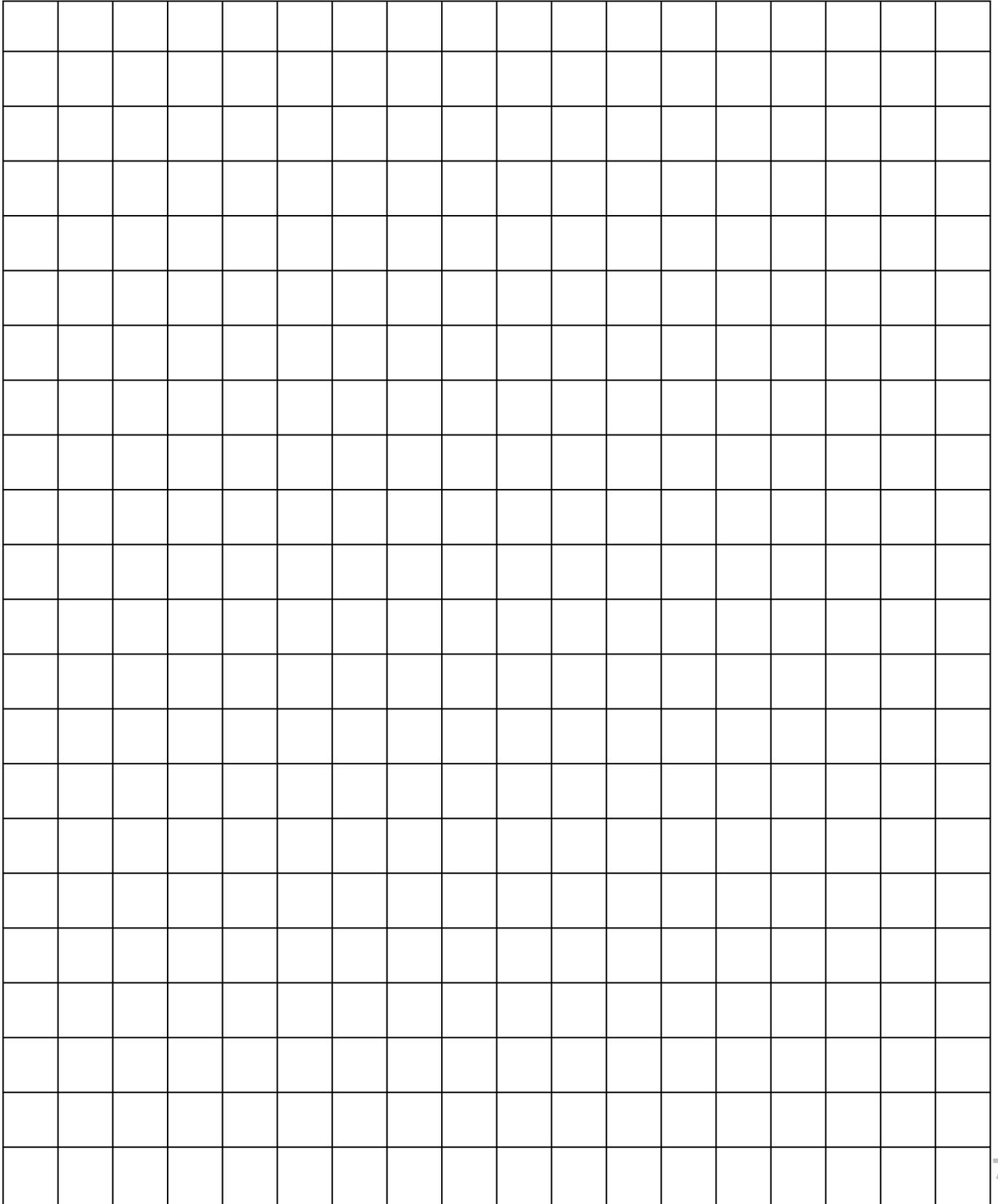
- Pencil, eraser
- Grid paper
- 2 dice

Information for parents

- In this game, your child will build on their understanding of multiplication and use the area model to represent multiplications.
- Help your child see that a rectangle with dimensions of 2 x 5 has the same area as a rectangle with dimensions of 5 x 2.
- Variation: Each player has their own 15 by 15 grid and the winner is the player who covers the greatest area.

¹ Activity adapted from: Dan (2019, October 2). *Blockout*. Math for Love.

Appendix A: Grid Paper



Machines Can Be Simple Too!

Instructions for students

Whenever you go for a walk, take a look around you. What types of structures, buildings and machines do you see? Notice how these objects stand and move.

- Most objects have a rigid shape. This means that the shape of the object does not change when the object is pushed or pulled. Take the example of a bicycle. The wheels are circles and rigid which can move together in a circular motion. The bicycle is an important simple machine that was invented in 1817.
- Objects can be made up of many different shapes such as squares, circles and triangles. They can also have movable parts. For example, a roller coaster is made up of many shapes and movable parts. Some of the movable parts are simple machines such as wheels, gears and pulleys.

Materials required

- A digital device with Internet access to view the short video [Simple Machines for Kids](#)
- Blank paper and pencil
- Optional: Use recycled materials to build a simple machine (for example: a car)

Information for parents

- Have a discussion with your child about the types of simple machines you can see. Do you have an outdoor clothesline? How about a wheelbarrow? A hand mixer for baking?
- Watch the short video [Simple Machines for Kids](#) for examples of topics you can discuss. Keep an eye out for the teeter-totter (seesaw)!
- Try to think of things you can build using simple machines (like: a sailboat, a building with an elevator, etc.) Draw one of these on paper. Send me your drawings or a picture of a simple machine you made on ClassDojo or at my email address jlatreille@nfsb.qc.ca. Have fun!

Learn About Sleep and Get Moving!

Information for students

Activity 1:

- Watch the following video to learn why sleep is so important:
 - [Why Do We Need Sleep?](#)
- What did you learn about sleep by watching the video? What can you do to sleep well at night? How can physical activity help you sleep well?
- Discuss what you learned about sleep and how important it is with a member of your family.

Activity 2:

- Try out the workout suggested in the following video:
 - [BOKS Workout with Shannon](#)
- Invite a member of your family to do the workout with you.
- Explain what you enjoyed most about this workout.

Materials required

- Device with Internet access

Information for parents

About the activity

Children should:

- learn about sleep and its importance
- identify some reasons for why sleep is important
- describe activities that can help them sleep well
- carry out some physical activities

Parents could:

- ask questions about what their child has learned about good sleeping habits
- discuss the importance of a bedtime routine with their child

- participate in the workout together with their child

Laundry Likeness

Your challenge: Create a piece of art using laundry. Arrange the clothes to make shapes to form your artwork. Be sure to think about the colours you use.

K4, K5, & Cycle 1

Create a piece of art of your choice. It could be an animal, a person, or an object. I made a T-rex. Watch out for that asteroid!

Cycle 2

Create a landscape or seascape. It could be a cactus in the desert, a rainforest jungle, or a snowy mountain range. Be creative and pick a location you might want to visit one day. I created waves crashing against a sandy island as a palm tree stands in front of a setting sun.

Cycle 3

Create a recreation of famous artwork. It could be The Starry Night, Mona Lisa, or the Great Wave of Kanagawa. Look through a book or search the internet for a piece of art you would like to copy. Here I made The Scream by Edvard Munch

If you use clean laundry, make sure to fold or hang it and put it tidy when you are finished your creation. If you use dirty laundry, help your parents to wash and dry your laundry before putting it away.



Remember you can share your work with me by email atucker@nfsb.qc.ca or on Artsonia.



Earth Day

Information for students

- Earth Day was on April 22nd. This is a day where people from around the world take action for the environment and to fight climate change. Participants in this global event feel they have a responsibility to do their part to help the earth. Even though you are confined right now and even though the official Earth Day has passed, there are still many things you can do from your home to help the environment.
- Make a table with the title “Actions to help the earth” and three columns. The labels of the columns will be “What kids can do”, “What adults can do” and “What families can do”. You can make this table on a poster, on a computer, on a tablet or on a piece of paper. Use what you have at home.
- Reflect on actions kids can do from home for Earth Day. Write down your ideas under the “What kids can do” column of your table. In the other columns, write down what you think adults can do and what families can do together.
- Call a friend or a family member and have a conversation about your ideas. See if they have any other ideas to add to your table.
- Commit to one action (or more if you’d like) that you will put in place in the coming days to help the planet in honour of Earth Day.
- Ask your parents and your family to commit to an action as well.

Materials required

- Paper and writing material. This could be replaced with a digital tool or a poster and markers.

Information for parents

- This activity will allow your child to name the responsibilities that members of a group (in this case, the global group of students learning from home) may assume.
- You could help your child find examples of actions that can be taken by finding reliable and safe sources.
- You could discuss what a responsibility is and examples of responsibilities you have as a parent and as an adult. You could also discuss other moments where people that are part of a group have common responsibilities (ex: at work, online, in a sports team, at school...).

Name Your Streets

Information for students

- Streets are often named after famous people who have done something important for society. There are lots of examples across the province in villages, towns and cities: Rue Cartier, Avenue de Champlain, Trudeau Boulevard, just to name a few.
- Ever wonder where your street names have come from? Let's try to find out!
- On a piece of paper, list 5 streets names in your neighbourhood or elsewhere that are named after people.
- Take a guess as to who each person might be and record your guesses on a piece of paper.
- Share your guesses with your parents and ask them what they know about the names and how they are connected to your village, town, city, province or country.
- To go further, draw a map of your neighbourhood and rename the streets after people you think are deserving of this honour. Think about what you know of this person, what have they done, how have they made life better for people, and why they should have a street named after them.
- Share your drawing and your new street names and explanations with a family member or friend. Who knows, maybe you can convince the mayor of your village, town or city to rename a street!

Materials required

Useful resources, depending on personal preferences and availability:

- writing and drawing materials (paper, pencils, etc.)

Information for parents

- If necessary, read the instructions to your child to ensure they understand the activity.
- When your child shares their guess list, tell them what you know about the street names selected.
- Encourage your child by commenting on their final drawings and reasons for their proposed new street names for your neighbourhood.