

**SUGGESTED ONE HOUR OF LEARNING PER DAY AND 30 MINUTES OF DAILY READING
GRADE 3 & 4 WORK PACKAGE FOR WEEK OF JUNE 1ST-JUNE 5TH**



Monday, June 1st

LITERACY CALENDAR

Write a note or message to a family member. Hide it or leave it for them to find in an unexpected place. Example: with their toothbrush, in their shoe, under their pillow.

Read for 30 minutes.

Tuesday, June 2nd

LITERACY CALENDAR

Make a list of 10 things that either make you feel calm OR raise your positivity. For example: music.

Read for 30 minutes.

Wednesday, June 3rd

LITERACY CALENDAR

Watch an episode of your favourite TV show. While you are watching take notes about any ideas or opinions shown in the episode. Who was this show created for? How do you know? Which elements of this show seem realistic and believable? Why? Did anything seem exaggerated?

Read for 30 minutes.

Thursday, June 4th

LITERACY CALENDAR

Thinking about your favourite TV show, brainstorm a list of possible episodes that you wish they had created. Choose one to write about. What elements from the original show should you include in your episode? What characters will be in it?

Read for 30 minutes

Friday, June 5th

LITERACY CALENDAR

Considering the art project from the STEAM activity this week. Create a name for your art and write a description of the art, including the mediums you used (the items you used to create your piece.) Attach it to the back of the art piece.

Read for 30 minutes.

STEAM CHALLENGE

Steam is on page 3

Monday, June 1st

NUMERACY CALENDAR

Vowels are worth \$50 each, consonants are worth \$40. Can you make a word worth exactly \$200? \$600?

Tuesday, June 2nd

NUMERACY CALENDAR

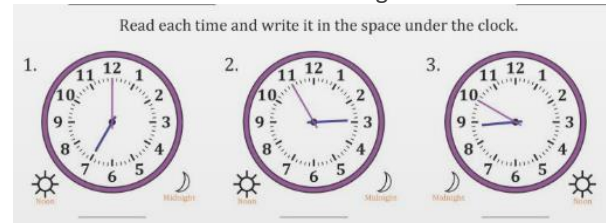
Watch a digital clock. Add up the digits. At what time is the sum the greatest?

Wednesday, June 3rd

NUMERACY CALENDAR

<https://www.youtube.com/watch?v=HrxZWNu72WI>

Please watch this video on reading a clock.



Read each time and write it in the space under the clock.

Thursday, June 4th

NUMERACY CALENDAR

Watch the Intro to Fractions and Cutting Shapes into Equal Parts videos in the link below.

<https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-fractions-intro/v/fraction-basics>

Friday, June 5th

NUMERACY CALENDAR

Math Three Under the Sea.

<http://www.learnalberta.ca/content/me3usa/flash/index.html?goLesson=13>

Choose the fraction lesson.

PHYSICAL EDUCATION & MUSIC

See Page 4

LIFESKILLS CHALLENGE: How can you help with a younger sibling (or relative in your “bubble family” this week? Is there something you could do to help them or take part in an activity with them? For example: play a game, read aloud or help them with a simple chore of watering plants or taking out the garbage.

FRENCH EXTENSION: Here's the french activity for this week! There is a song about the weather and a French game about the weather where they click a picture and try to chose the correct phase.

Song:

<https://www.youtube.com/watch?v=eBvJVouBPXI>

Game:


<https://www.french-games.net/frenchgames/four-in-a-row?topic=World%20-%20weather&level=primary>

WEEBLY:

<http://mrsduffsclassroom.weebly.com>

<http://mrswilsongrade45.weebly.com/>

District Information: If you require Guidance assistance please contact the school.



Helping Students Stay Connected!

Need IT help? Send a message using one of the methods below. Include your full name, date of birth, school, grade and the type of support you require.

Example: *reset my password, I don't remember my account or what is my school email address?*

- **Txt:** Send your request by txt message to **1-506-469-5013**
- **Email:** send your request to **southstudents@nbed.nb.ca**
- **Teacher:** If you already have a means of communicating with your classroom teacher, they can initiate support on your behalf

Self Regulation Strategies: This is a strategy that has been used in class. This is from the Zones of Regulation program.



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

STEAM Activity June 1st-5th

Simple machines make our life easier!

Watch this video about six simple machines and how they work.

<https://youtu.be/o4MnxNKhF7c>

Can you identify these simple machines in your Rube Goldberg machine? Post your video and tag us with a description of your chain reactions!



Painting is a great way to express yourself and paint can be applied in many different ways. Leaves, pinecones, twigs, grass, and flowers can all be used to create unique DIY paintbrushes. You could even try stamping with stones. Don't forget to send in pictures of your artwork your teachers! Try making your own paint [here](#) too!

THE CHALLENGE:

Rube Goldberg was a cartoonist and inventor who liked to create overly complex machines to complete a simple task using a series of chain reactions. Think dominoes, ramps, levers, pulleys, and more!

Your challenge is to watch some Rube Goldberg machines in action [here](#), get inspired, then create your own machine outdoors using natural objects such as rocks, sticks, hills, etc.

**Remember to take pictures or a video and share with your teacher!
We want to see all the amazing ART pieces that you create.**

Create, Test, Improve.



Week of June 1st – June 5th – “Striking”

This week theme is "**Striking Objects**" - for 20-30 minutes each day practice or play games that involve striking objects (ie) volleyball serve, badminton, tennis, ping pong, handball, paddle ball, etc. (*Many items to use for striking can be purchased from [dollarsstore](#)*)

Note: Baseball & Golf are other forms of striking, but involve swinging bat or club with 2 hands, and standing sideways towards where you are striking it, and facing the object off a batting/golf tee.



Skills to focus on:

(For Grades K-2 – focus on striking for fun & exploring hitting objects (ie) balloons work great!)

(For Grades 3-5 – Focus on the proper techniques listed below)

If using a paddle or racquet focus on **Handshake Grip**:

- Hold the paddle out from your body, waist high, so the head is vertical to the ground and the handle is pointing to your belly button.
- Grip the paddle handle as if you were shaking hands with it. Thumb & Forefinger for a V-shape along the top of the handle and point to the edge of the paddle head.

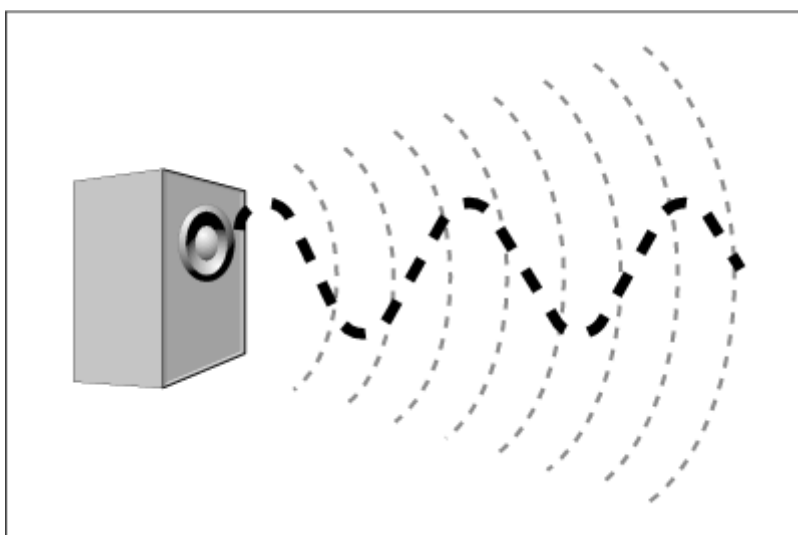
Underhand Serve/Strike –Similar technique to underhand throwing. Work with a partner, strike object back & forth. You can also work by yourself and strike ball off a wall or try to get it into a target.

- Hold ball, birdie, etc. with non-strong/dominant hand
- Swing other/strong arm back (your hand and/or racquet)
- Step with opposite foot (opposite foot of striking hand/hand holding paddle or racquet)
- Swing & strike the ball/object with an open palm/racquet head
- Follow Through towards the target

If your child is having difficulty striking object from dropping it or hitting it out of hand, then try using a ball and use the **Bounce Serve**. Same skill has above, just allow the ball to bounce once on the ground then swing the (forehand) paddle hand forward to strike the ball against the wall, partner, over net, etc.

Sound Vibrations

“Every kind of sound is produced by vibration. The sound source may be a violin, an automobile, a horn, or a barking dog. Whatever it is, some part of it is vibrating while it is producing sound. The vibrations from the source disturb the air in such a way that sound waves are produced. These waves travel out in all directions, expanding in balloon like fashion from the source of the sound. If the waves happen to reach someone’s ear, they set up vibrations that are perceived as sound.”¹



Choose an instrument and reflect on how it is structured and played to produce sound through vibration.

- How is vibration created?
- How does the musician change the type of sound created and the volume?

Write a paragraph to explain how this instrument functions to create sound.

Use what you have learned to create your own musical instrument. Consider different types of materials that might be helpful to create different types of sounds (i.e wood, metal, paper, cloth, etc.).

¹Source: “Sound.” Britannica School, Encyclopædia Britannica, 8 Feb. 2020. school.eb.com/levels/middle/article/sound/277144. Accessed 27