



Learning Opportunities for Grade 4 and 5 Immersion

Week of May 18th

School Vision: *Motivating, Compassionate, Successful*

School Mission: *Making a difference....Committed to learning....Supporting each other*

Bonjour tout le monde! We really miss seeing your faces and hearing your stories! We love seeing pictures and hearing about all the learning opportunities that you are involved in at home as we know there are many!

- Try to work on the learning opportunities for 1 hour each day. Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!
- Remember, there are lots of ways to learn at home. Here are some examples of things you are probably already doing:

Try your best to get in 30 mins of reading and 30 mins of physical activity each day! 😊



Feel free to send us pics of these opportunities as well!

16 Everyday Activities That Count as Learning

1. Cooking and baking
2. Meal planning
3. Budgeting
4. Checking the weather forecast
5. Building with LEGO
6. Playing card games
7. Playing board games
8. Doing puzzles
9. Imaginative play
10. Listening to music
11. Reading
12. Coloring, drawing, painting
13. Listening to podcasts or audiobooks
14. Writing letters or emails
15. Taking a walk
16. Cleaning and doing chores

Inspirational

Quote: If Plan A doesn't work, just remember the alphabet has 26 more letters.

Last week's **Math Riddles:** Why did the girl eat her homework?
Answer: **Because her teacher told her it was a piece of cake!!** 2. Four wheels and flies? **A Garbage Truck!**

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Mme Kennedy

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YouTube Channel:

<https://www.youtube.com/channel/UC2xt2pAehr29IE4wPF234pQ>

Mlle LaFrance

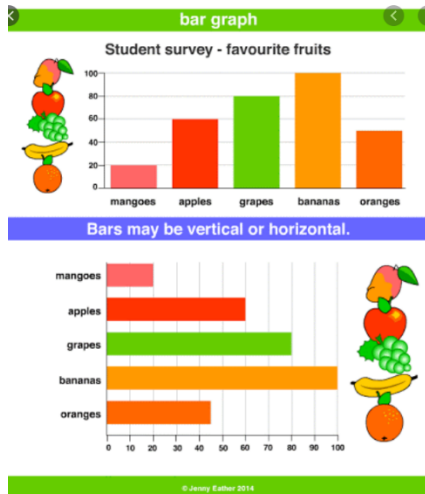
kate.lafrance@nbed.nb.ca

YouTube Channel:

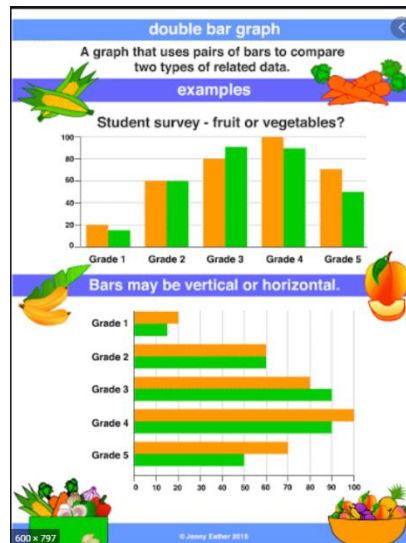
<https://www.youtube.com/channel/UCbcNcRcJczLzUus6QI7V2g>

MATH:

Here is an example of a bar graph:



Here is an example of a double bar graph:



Bar graphs = show different categories within one group (example: favourite ice cream flavours in our class)

Double bar graphs = compare categories between two different groups (example: comparing the favourite ice cream flavours of boys and girls in the class).

Video Lesson: https://www.mathplayground.com/video_bar_graphs.html

Activity (easier):

Pitch and Hit Data

Engaging in a graphing activity may sound ho-hum, but if you use fun data, it changes the picture entirely. Combining an analytical activity, like graphing, with real world experiences shows your child that math is all around him. Graphing shows them a method of organizing and displaying the data they have collected. Using tally marks to record data is a fun way of keeping count. These skills will help your child master advanced graphing in the middle school as well as in high school.

So take advantage of the fresh air outdoors and your child's energy level, and start pitching, hitting, and graphing!

What You Need:

- Baseball
- Bat
- Paper
- Pencil
- Markers
- Ruler

What You Do:

1. Have your child take a few practice swings and then start pitching the ball to him. Pitch the ball 10 times. Record the number of hits using tally marks.
2. Now it's your turn. Have your child pitch the ball to you. Ask them to record the number of hits using tally marks.
3. Help your child construct a bar graph to show the results. On the x-axis, the horizontal line, label each of your names. On the y-axis, the vertical line, show numbers 0 through 10.
4. Using the data, the number of hits, have your child fill in the graph. Have them draw a bar showing the total number of hits for each player.
5. Compare the ways of showing data with your child. Ask your child if it is easier to see who had the most hits by looking at the bar graph or by looking at the tally marks. Discuss with your child other ways to show data, such as comparing numbers or using a picture graph. Ask them which method they prefer.



* There are 2 optional math worksheets found at the end of this document. You may wish to print them but it is not necessary. This week the sheets focus on word problems. Have fun!


Activity (higher-level):

Here is a site where you can complete your own double-bar graphs. <https://nb.mathgames.com/skill/5.65-create-double-bar-graphs-using-tables>

Games: https://www.softschools.com/math/data_analysis/bar_graph/activities/favourite_colors_bar_chart/
<https://www.kidsmathgamesonline.com/numbers/mathdata.html> (needs Flash Player)

FRENCH IMMERSION LANGUAGE ARTS:

Les Choix: Choice board: Try to pick an activity each day

Oral:	Reading/ Lecture:	Writing/Écriture :
Phone a friend: Téléphoner un ami de classe Parler en français à propos de ta fin de semaine. Demander les questions et essayer d'utiliser les verbes au passé composé.	On-line reading : Tumblebooks: https://bit.ly/39fPTiZ Interactive Reading Site: http://bit.ly/2WMMHb4	Journal : Quel est ton mets (nourriture) préférée? As-tu un restaurant préféré ou un plat préféré à la maison? Décris-le et explique pourquoi tu l'as choisi. OU Quelle sorte de crème glacée aimes-tu? Pourquoi?
Écouter la radio : Écouter les nouvelles ou les chansons françaises. Essayer de comprendre les différents accents lorsque vous écoutez. Radio-Canada 88.1FM Espace Musique 88.9	Interactive Website for Reading and Writing and educational games in French: https://bit.ly/2JoS88B Try this App: DUOLINGO KIDS  A fun, entertaining, and efficient way to learn French!	Créer un dépliant: Make a pamphlet for your favourite restaurant or a make-believe restaurant or ice-cream shop. Remember to include the menu and the prices. Fold a paper in half or thirds and plan the layout. Add pictures or images if you wish! Try to use as many French words as you can!
Regarder une émission de télévision en français ou un film gratuit: https://bit.ly/2JaYxnz Choisir ENFANTS ou FAMILLES	Read Aloud in French : You Tube link: See Mme. Kennedy's YouTube channel for the latest link.	Faire une liste de 10 ou plus chansons que tu aimes ou faire une liste de 10 films que tu as déjà vu.

ENGLISH LANGUAGE ARTS:

Oral: If possible, interview a local business owner about how social-distancing restrictions have affected their business. How do they plan to start their recovery? What are their feelings about entering Phase 2? What supports will they need to get their business going again?

Reading: Here is a reading piece (fiction) about fishing, since fishing season is open! There are guiding questions for discussion and reflection at the end. This is also a great model of how to write dialogue!
<https://storyworks.scholastic.com/issues/2019-20/020120/the-big-one.html>

Writing: A big fish story is an exaggerated or incredible story. Here is an example by Mlle. LaFrance!

I remember that year very well. A pandemic had put the whole world on lockdown. I hadn't seen my family in months. Flocks of crows blocked out the sun. Buildings were collapsing. People ran about the streets screaming wildly. Looting was rampant. We had been surviving on a diet of molasses, unsalted peanuts, and cranberry juice for about three weeks when the great blizzard of May 2020 hit.

It began as a spring day like any other. The cloudy sky gave little foreshadowing of the chaos that was to come. The snow started in the early morning and continued steadily all day. By 6pm, we had 3 metres of wet, sticky snow on what had been previously been lush green grass and budding flowers. I attempted to exit the house to go scoop the driveway, but as I opened the garage door, an avalanche descended upon my head. I thrashed about in a total panic and struggled to swim to the surface of this mountain of snow. I flailed my arms and legs vainly and felt nothing but the unrelenting, airless chill surrounding me. Finally, my hand touched a carpeted step. I could get back in my safe home! I dragged myself back into the house and slowly pushed the door shut. It took all of my strength. I thought I was safe, but water began to leak around the doorframe, covering the kitchen floor and rising quickly. The snow had found a way in. I bundled up in my snowsuit, balaclava, scarf, double mittens and toque and made my way to the highest point of the roof. The snow continued to fall.

SCIENCE:

Background Info: The nervous system is made up of the [brain](#), the spinal cord, and a large network of nerves that covers all parts of the body. Together the nervous system helps different parts of our body communicate and allows our brain to control what is going on. Without the nervous system our brain would be mush. It wouldn't know anything that was going on in the outside world and wouldn't be able to control our body.

*The brain and the spinal cord make up what is called the central nervous system. The rest of the nerves together are called the peripheral nervous system.

Experiments: Here is a site with a ton of experiments about the five senses and the nervous system!
<https://kidshealth.org/en/kids/experiment-main.html?WT.ac=ctg#catexperiments>

Videos:

1. Bill Nye (the brain): <https://www.youtube.com/watch?v=jjgaeUn9gJU>
2. KidsHealth (the brain/nervous system): <https://www.youtube.com/watch?v=-nH4MRvO-10>

Research (inquiry) Worksheet (advanced): <https://teachhealthk-12.uthscsa.edu/sites/teachhealthk-12-v7/files/activity/downloads/Make%20Up%20Your%20Mind%20Brain%20Processing%201B.pdf>

PERSONAL WELLNESS:

Here are some ideas for wellness activities for this week!

1. Create a diorama that shows either safe or unsafe habits or actions in everyday life. For example, it could include wearing a helmet while biking, brushing your teeth, stopping at a stop sign in a vehicle, staying out of a construction zone, etc. There are a million ideas you could implement! Brainstorm with a family member or friend! Think about what we learned from Mrs. Bell about food safety, what we learned from Safety Day in the fall, and what you have learned at home from your parents! You could also compare safety precautions that are necessary now, as compared to our behaviours last year (before Covid-19!).
2. Continue writing in your gratitude journal!

*Here are the links to Mme. Kennedy and Mlle. LaFrance`s calming kit videos from last week!

- <https://www.youtube.com/watch?v=Op4a8hd1xIU> (Mlle. LaFrance)

- (Mme. Kennedy) <https://www.youtube.com/watch?v=h2N4SqVFCXU&t=79s>

ART:

1. - This week, one of our choices is to make a brain cap! This goes along with our Science learning this week! (This activity requires a printer. If you don`t have one, you can choose the other learning opportunity this week!)
 - Here is a link to the instructions: <https://teachhealthk-12.uthscsa.edu/sites/teachhealthk-12-v7/files/activity/downloads/Make%20Up%20Your%20Mind%20Brain%20Student%20IB.pdf>
 - Here is a link to the printable template: <https://teachhealthk-12.uthscsa.edu/sites/teachhealthk-12-v7/files/activity/downloads/Make%20Up%20Your%20Mind%20Brain%20Cap%20Templates%20IB.pdf>
2. Do a painting or drawing of your interpretation of the nervous system. Feel free to do some more research before creating a unique image! Here are a couple of cool examples:



3. Link to Jody McCleary`s live art lesson this week through the UNB Art Centre: <https://www.facebook.com/events/1139898429690136/>
4. **ART/French extension: As mentioned last week, if you are working on creating a script and dialogue in French, you may want to make a Sock Puppet to perform your dialogue.**
 - Pinterest: 11 ideas for sock puppets: <https://www.netmums.com/activities/top-puppet-making-ideas-for-kids>
 - Video for making sock puppets: <https://www.bing.com/videos/search?q=how+to+make+a+sock+puppet+easy&docid=608044726072576741&mid=0E7FE9C48CEFA690AC740E7FE9C48CEFA690AC74&view=detail&FORM=VIRE>



Method 1 Making a Simple Sock Puppet

1. Find a clean sock that's long enough to cover your arm. A crew sock or a knee sock would work great for this!
2. Slip the sock over your hand. Once you the sock on, make a C-shape with your hand. Put your fingers into the toe part.
3. Use a marker to make two dots above the seam for the eyes. If you want your puppet to have a nose, make a dot for that as well.

More items


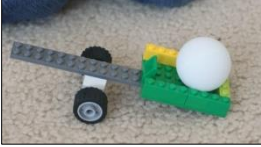
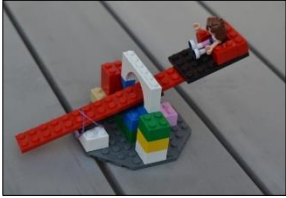
How to Make a Sock Puppet (with Pictures) - wikiHow

www.wikihow.com/Make-a-Sock-Puppet



TECHNOLOGY:

Hello future Builders, Scientists and Engineers! In this week's building challenge, you will be designing and constructing a catapult using your favourite materials. Please use responsibly and safely. Always ask a parent/guardian before you start a project and make sure it is okay to use materials for the projectile. Use only soft, round and light projectile items. There are many different catapult designs, I have included some tips below, feel free to add materials that are not listed and make it your own. Pick your favourite building method and have fun!

1. Craft Sticks or twigs	2. Lego (2 options)
<p>Materials: 9 popsicle/craft sticks or twigs 5 rubber bands or hair elastics 1 plastic spoon 1 small ball/pom-pom or crumpled up paper</p> <p>Instructions: 1. Make a stack of 7 sticks and use 1 elastic on each end to wrap them together. 2. Make another stack with 2 sticks and use 1 elastic band at one end only. 3. Pull the 2 sticks apart and wedge the stack of 7 sticks in between them. 4. Place a plastic spoon on top and using an elastic at each end, secure tightly. 5. Place a ball on the spoon. 6. Hold the catapult with one hand and use the other hand to push down on the tip of the spoon. 7. Release the spoon and see how far your ball can travel!</p> 	<p>Simple design:</p>  <p>1. Start building the catapult arm using a long, thin Lego brick or build one using multiple bricks. 2. Build a square-like basket at the end of the arm, to hold a ball or a Lego person. 3. Add a set of wheels to the catapult arm. 4. Place a small ball or Lego person in the basket and press down on the arm with force and then release! You will need to experiment a little to find the best position for the wheels, so that your ball will get the most power and distance.</p> <p>Complex design (with rubber band):</p>  <p>1. Start by using a wide baseplate. 2. Use an arc Lego brick above the catapult arm in order to keep the arm in place. 3. Make a basket/seat to hold your ball or person. 4. Add a rubber band on the catapult arm, to give it an extra springy boost.</p>
Try This Next	
<p>Place plastic cups in front of the catapult and see how many times you can get the ball in a cup. Or stack cups to build a tower and try to knock it. Experiment with distance, accuracy and launching angle.</p>	<p>Build a Lego wall or castle and see how high you can launch your projectile items. Experiment with distance, accuracy and launching angle.</p>
Additional Links for Learning	
<p>Read about the history of catapults here: https://www.britannica.com/technology/catapult-military-weaponry</p> <p>More on building your own catapult and view historical images: https://www.engineergirl.org/131176/Try-This-Mini-catapult https://www.cbc.ca/kidscbc2/the-feed/storming-the-castle</p> <p>Learn about Mechanical Engineering: https://www.engineergirl.org/6076/Mechanical-Engineer</p>	

Have a great week building! If parents would like to email a picture or screenshot of the finished product, I will add it to the collage I will put on the MCS Facebook page. Questions or comments, don't hesitate to contact me via email. Thanks,
 Erin LeCain Erin.LeCain@nbed.nb.ca


Physical Education At Home Learning May 18th – 22nd

MCS families,

I trust everyone had a great May long weekend and took advantage to go outside and participate in a variety of activities. I took the opportunity last week to challenge myself to solve a Rubik's cube. It was frustrating at times, but I was resilient and continue to increase my speed of solving at least one side. With the warmer weather, our family had the opportunity to go biking and exploring. I hope everyone is using this time to develop and strengthen a variety of physical activity skills. Please send me pictures or videos of your physical activities that you are participating in. I do miss seeing MCS students active and learning.

Stay healthy and safe!

Mr. Nathan King
Nathan.King@nbed.nb.ca

Warm Up 1	Warm Up 2	Warm Up 3	Warm Up 4	Warm Up 5
Dance to your favorite song	Choose your 6 favorite stretches to complete	Dice Fitness (See last May 11)	Card Shark Fitness (See May 4)	Balance: Choose 6 different point-balances to hold for 15 seconds
Share Question 1 What's going well with your home learning plan? What's not going so well with your home learning?				Chore 1 Neatly organize your closet and do your laundry
Share Question 2 If you were going to school tomorrow, what Phys.Ed activity would you like to play? Why?	<p><u>Physical Education and Wellness</u></p> <p><u>Choice Board</u></p> <p style="color: red;">Visit this choice board daily</p> <ul style="list-style-type: none"> ● Choose <u>one warm up</u> from the top row. ● Choose <u>one activity</u> from the bottom row. ● Choose <u>one chore or question</u> from the side rows. <p style="color: red;">Discuss chosen question with a family member.</p>			Chore 2 Vacuum your house
Share Question 3 How are you maintaining healthy habits?	<p style="color: red;">● Choose <u>one warm up</u> from the top row.</p> <p style="color: red;">● Choose <u>one activity</u> from the bottom row.</p> <p style="color: red;">● Choose <u>one chore or question</u> from the side rows.</p> <p style="color: red;">Discuss chosen question with a family member.</p>			Chore 3 Wash and dry the dishes
Activity 1 Practice control, passing and dribbling skills in the sport of your choice.	Activity 2 Go out for a walk or jog. Try to discover a safe new trail or route that you might enjoy.	Activity 3 Inside Volleyball: Using a balloon or inflated plastic bag practice striking it in the air with 2 hands	Activity 4 Target Tossing: Use rolled up socks to knock over targets (TP rolls, empty plastic recyclables)	Activity 5 Mindfulness: Create a 5 song playlist. Listen to the playlist as you relax in your thoughts with your eyes closed

Name

Date



TYGER'S FISHY PROBLEMS

1) Tyger Salamander is going to buy some fish for his aquarium. He is going to buy some Clown Fish which cost \$12 each and some Angel Fish which cost \$7 each. He spends exactly \$100 on fish. How many of each fish did he buy?



2) Next Tyger Salamander chooses some accessories for his aquarium.

Treasure Chest	\$16
Pirate Ship	\$35
Large Plastic Skull	\$22
Aquarium Plant	\$17
Gravel	\$12

Tyger bought 4 accessories for his aquarium. He spent exactly \$80.

Which item didn't he choose?






Name

Date



DIVISION PROBLEMS 4.2A

Work out the answers to these division problems.

1) Divide 135 calculators into packs of 9. How many packs?		
2) Share out 92 snails between 4 salamanders. How many snails does each salamander get?		
3) How many weeks in 84 days?		
4) How many years in 72 months?		
5) Pens come in packs of 6. I need 78 pens. How many packs should I buy?		
6) Sally needs to buy 132 cards for her friends. They come in packs of 6. How many packs does she need to buy?		
7) How many dimes will I need to make \$4?		