Grade 3F and 4F Mme Joyal Tuesday, May 19th Morning

Français/ Art - Environment Theme – Integrated Project (recycled art project called:

MON PROJET D'ART (Please see the pink sheet I sent with the May 5th homework package. This is the outline to follow.)

If you no longer have the information pages about this project, they are available on the school website.

1. Go to https://powerview.sunrisesd.ca
2. Click on the three lines (top left of screen), select Students.
3. Select Work at Home Packages, click on Nicole Joyal.
4. Select Work package May 5. Scroll though.
5. The documents you are looking for are listed as pages 14, 16 and 17. These are the pages that describe and outline the Français/Art Integrated Project.

Today is the third "work period" for this task. At this point, your child should:

- know what he/she plans on building
- have the majority of the building materials required (Please remember the goal is to use items that would otherwise be thrown away or placed in the recycling bin.)
- have started the actual construction or is in the process of finishing his/her construction
- have started a written list of the necessary materials and tools (on any piece of loose leaf or paper from home)

If your child has already finished building, the next steps are to prepare for the second component of this project, which is writing the "how to make a _____". This is a French writing piece. Additional information (regarding the written part of the project) is outlined on the same pink sheet described above.)

** If you no longer have these papers and are unable to get them on the school website, please email me or call me so that I can help you! Please call me if you have any questions! To contact Mme Joyal

njoyal@sunrisesd.ca 204-766-2867 (home) 204-481-4177 (cell)

Mathématiques - Review of Perimeter, followed by 3 worksheets (assessment piece). In total, students have 9 questions/tasks to complete.

Please see the next page.

Grade 3F and 4F Mme Joyal Tuesday, May 19th Morning

Mathématiques - Review of Perimeter/assessment piece

Steps:

1. Review by asking your child to explain and demonstrate the meaning of the word perimeter (le périmètre).

Review: Perimeter means the distance around a figure (around a closed shape). *(Le périmètre est la distance totale autour d'une figure.)*

2. Ask : how do we calculate the perimeter of something? (Comment trouve-t-on le périmètre d'un objet ?)

Review : We must measure all of the sides, and then find the total sum. We add all of the measurements together. *(Nous mesurons tous les côtés, ensuite nous trouvons la somme. Nous additionnons toutes les mesures ensemble.)* **If you want, you can talk about what is special when you calculate the perimeter of a square: you only need one measurement and then can multiply it by 4. Also, when we calculate the perimeter of a rectangle, we only need two measurements. Then double each measurement and finally add these together. This was not a focus in the previous lessons, due to time constraints, but it is a helpful and important notion to discover!**

3. Ask : When we are measuring with a ruler, how must we place the ruler ?

- Line up the edge of the item with the number 0 on the ruler. *(Place la règle sur le côté que tu mesures, et alignes le 0 où tu veux commencer.)*
- Start measuring from a corner so that you can remember exactly where your starting point was. *(Commence à mesurer à partir d'un coin, pour savoir où est ton point de départ.)* ****Reminder, you must write the unit of measurement after your answer.** *Tu dois indiquer ton unite de mesure.* **cm= centimètres m = mètres km = kilomètres**

4. Assign the three worksheets. This will serve as an assessment piece. When a number is crossed off, students may skip that question.

Worksheets:

page 164: (4 questions total) ruler needed for question 2)
Question 1, Calculate the perimeter of each figure. (Write cm after each answer.)
Question 2, Use your ruler to measure the perimeter. You should record your measurements onto the page.
Page 165: (3 questions total), ruler needed
Question 1 Use your ruler to find the perimeter of figures a, c,and e. You should record your measurements onto the page.
Graph paper : Draw 2 different figures that have a perimeter of 12 units. Use the top part of the page to practice different ideas. Put your "real answers" on the bottom portion. Trace them in color. Record the measurements next to each side.

MODULE 9

CAHIER DE L'ÉLÈVE

4

LEÇON

nom: _____

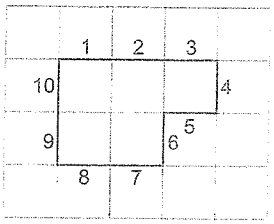
Mesurer le périmètre en centimètres

le mardi, 19 mai

À la maison
À l'école

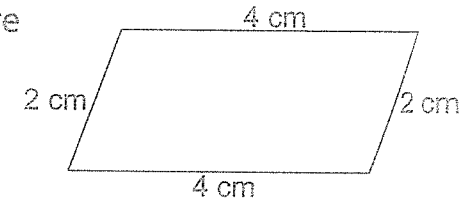
Révision éclair

➤ Pour trouver le périmètre d'une figure tracée sur du papier quadrillé de 1 cm, compte les unités autour de la figure.



Le périmètre est de 10 cm.

➤ Pour trouver le périmètre d'une figure tracée sur du papier blanc, utilise une règle. Mesure les côtés et additionne les longueurs.

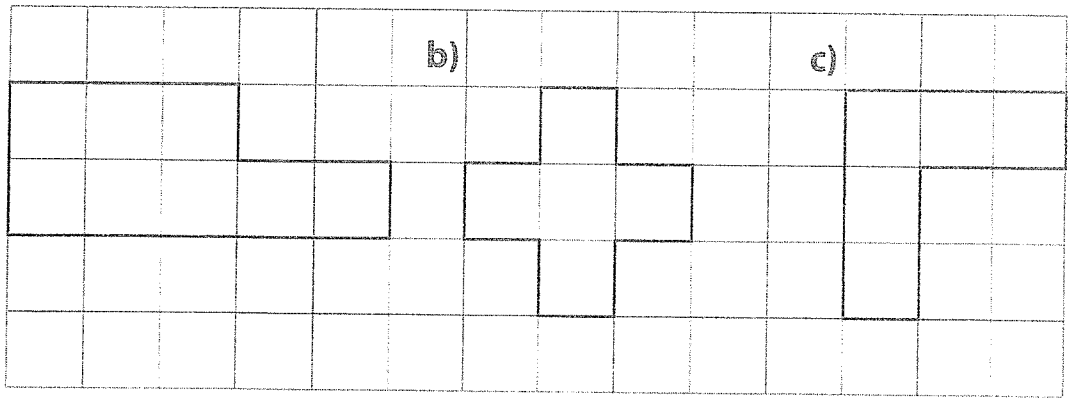


4 cm + 2 cm + 4 cm + 2 cm = 12 cm

Le périmètre est de 12 cm.

Exerce-toi

1. Trouve le périmètre de chaque figure tracée sur du papier quadrillé de 1 cm.



Périmètre : _____ Périmètre : _____ Périmètre : _____

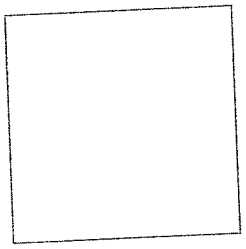
2. Mesure le périmètre de la figure.

Périmètre : _____

À ton tour

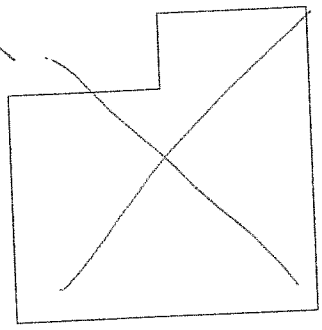
1. Travaille avec une ou un camarade. Inversez les rôles.
   Choisis une figure. Estime son périmètre.
   Mesure le périmètre et écris-le.

a)



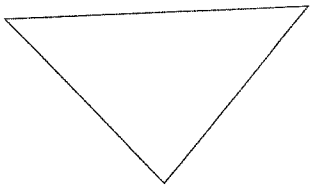
Périmètre : _____ cm

b)



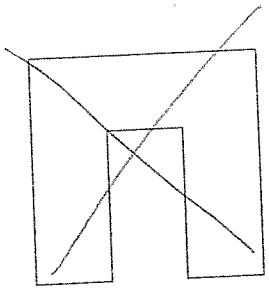
Périmètre : _____ cm

c)



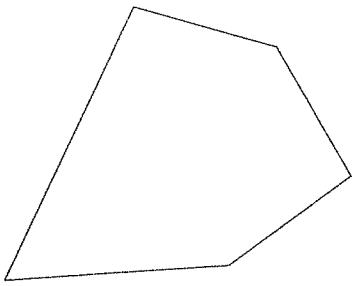
Périmètre : _____ cm

d)



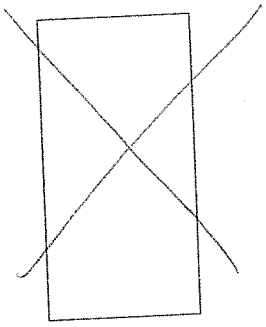
Périmètre : _____ cm

e)



Périmètre : _____ cm

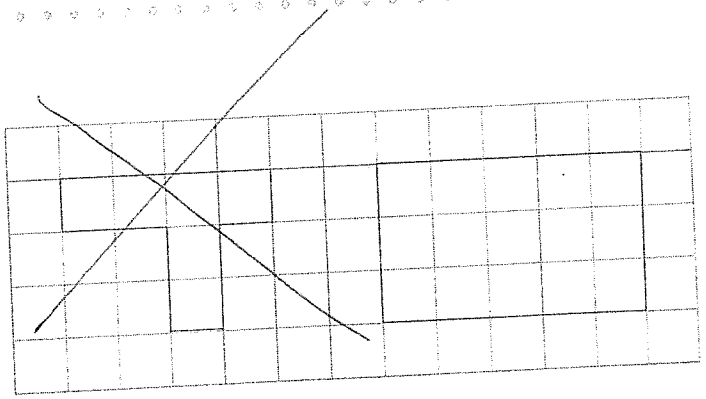
f)



Périmètre : _____ cm

Va plus loin

Le périmètre de chaque figure est différent.
Modifie une des figures pour rendre les périmètres égaux.



Dessine deux figures différentes, ayant chacune un périmètre de 12 unités.

Date: mardi, le 19 mai

Nom: _____

→ Draw 2 different figures that have a perimeter of 12 units.

→ Trace your 2 final answers. (Bottom half of the page.)

Je pratique ici.

Bonnes réponses ici.

Grade 3F and 4F Mme Joyal Tuesday, May 19th Afternoon

English Language Arts/Social Studies (Integrated project Task #3 – 30 to 35 minutes)

Today we continue our work on the English Language Arts and Sciences Humaines project (Living in Manitoba). Today's task is to focus on Manitoba's Rivers and Lakes. You will need the two Manitoba maps I sent on May 5th. (These are in the plastic sleeve.)

Steps:

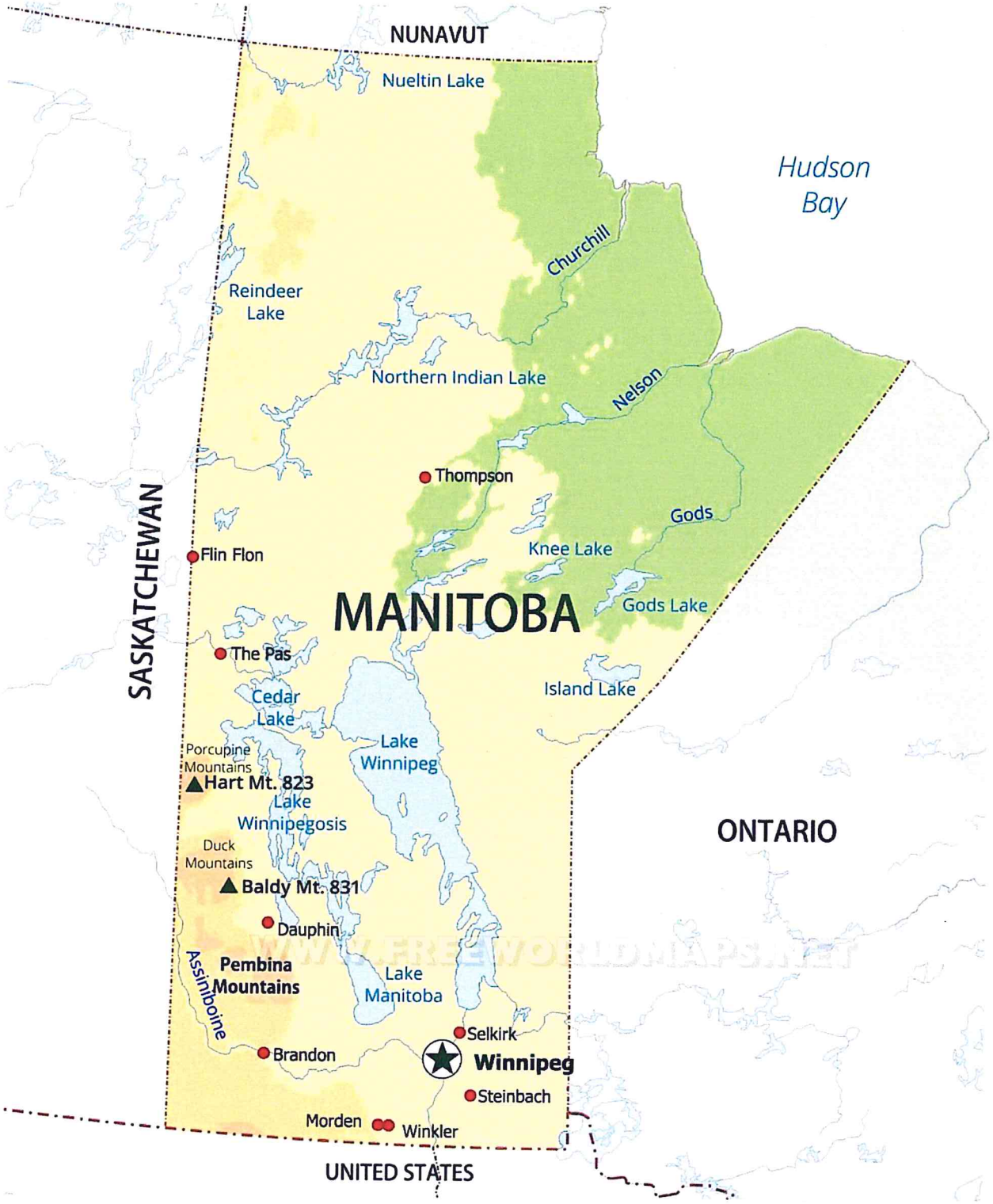
1. Begin by examining both of the colored Manitoba maps. Draw attention to Powerview-Pine Falls, and the Winnipeg River. Discuss where the Winnipeg River is in relation to your home and to our school. Discuss if you have ever done activities on or near the Winnipeg River. (Examples: Have a picnic, visit a local park, gone boating or fishing…)The goal is to connect that location on the map to your child's real life.
2. Next, identify Hudson Bay, Lake Winnipeg, Lake Manitoba and Lake Winnipegosis. Which lake is the largest in Manitoba?
3. Then locate the Churchill, Nelson, Red, Assiniboine and Winnipeg rivers. Point out that the Assiniboine River crosses the Manitoba/Saskatchewan border. Point out that the Red River crosses the border between Manitoba and the United States.
4. Explain that Manitoba is known as the land of 100,000 lakes, and that the lakes and rivers of our province were the way the First Nations Peoples, early European explorers, and settlers travelled from Hudson Bay to what is now the Winnipeg area. Manitoba's waterways allowed people to travel long distances across our province.
5. Explain that the First Nations people, the European settlers and the fur traders used the rivers to travel from place to place. They had to *portage* across stretches of land that lay between bodies of water.
6. Ask:
   *What does the term *portage* mean?
   *Can you think of a community where this term is used in the name? (Portage La Prairie, Cranberry Portage)
   *What else is named after this term? (Portage Ave in Winnipeg)
7. Search for Portage La Prairie and Cranberry Portage on the map of Manitoba.

**If time allows, look at a map of Winnipeg, to find Portage Avenue. Have you ever been to any places located on Portage Avenue in Winnipeg? (Example: Bell MTS Place, Portage Place Shopping Mall, The University of Winnipeg). Other places close to Portage Avenue include The Manitoba Museum, The Canadian Museum for Human Rights and The Forks Market.

Well done! That's it for today.

The next part of the Manitoba's Rivers and Lakes lesson is on Thursday, May 21st.

MANITOBA
WAPUSK
RIDING MOUNTAIN
MONT-RIDING
WINNIPEG
Churchill
C Churchill
C Tatnam
Wollaston Lake
Brochet
Lac Brochet
Tadoule Lake
Lynn Lake
South Indian Lake
Leaf Rapids
Southend Reindeer
Sandy Bay
Pukatawagan
Pelican Narrows
Nelson House
Thompson
Split Lake
Gillam
Shamattawa
Flin Flon
Snow Lake
Cranberry Portage
Cumberland House
The Pas
Moose Lake
Norway House
Cross Lake
Oxford House
Gods River
Gods Lake Narrows
Rod Sucker Lake
Garden Hill
St Theresa Point
Sachigo Lake
Bearskin Lake
Kitchenuhma
Grand Rapids
Poplar River
Hudson Bay
Swan River
Winnipegosis
Berens River
Little Grand Rapids
Bloodvein
Sandy Lake
Weagamow Lake
Deer Lake
Wunnummin Lake
Pikangikum
Cat Lake
Osnaburgh House
Red Lake
Ear Falls
Sioux Lookout
Armstrong
Kenora
Dryden
Ignace
Whitefish Bay
Fort Frances
Rainy River
Dauphin
Roblin
Kamsack
Melville
Russell
Esterhazy
Ashern
Fisher River
Arborg
Gimli
Fort Alexander
Sandy Bay
Minnedosa
Neepawa
Powerview-Pine Falls
Selkirk
Pinawa
Beausejour
Virden
Brandon
Souris
Carman
Portage la Prairie
Winkler
Morden
Steinbach
St Malo
Emerson
Killarney-Turtle Mountain
Altona
Carnduff
Melita
Boissevain
Moosomin
Lake Winnipeg
Lac Winnipeg
Lake Manitoba
Lac Manitoba
Lake Winnipegosis
Lac Winnipegosis
Lake of the Woods
Lac des Mille Lacs
Lake Nipigon
Lac Nipigon
Churchill River
Nelson River
Gods River
Hayes River
Kaskattama R
Severn
Sachigo
Pipestone R
Ottoskwin R
Trout L
St Joseph
English R
Lac Seul
Winnipeg R
Assiniboine R
Swan R
Red Deer R
Carrot R
Saskatchewan R
Burntwood R
Grass R
Berens R
Poplar R
Bloodvein
Dauphin L
St Martin L
Waterhen L
Cedar L
Moose L
Island L
Sipiwesk L
Knee L
Oxford L
Cross L
Gods L
Sandy L
Wunnummin L
Ashewers
Fawn
Black Duck R
Fort
Ont


NUNAVUT
Nueltin Lake
Hudson Bay
Churchill
Reindeer Lake
Northern Indian Lake
Nelson
Thompson
Gods
Knee Lake
Flin Flon
SASKATCHEWAN
MANITOBA
Gods Lake
The Pas
Island Lake
Cedar Lake
Lake Winnipeg
Porcupine Mountains
Hart Mt. 823
Lake Winnipegosis
ONTARIO
Duck Mountains
Baldy Mt. 831
Dauphin
Pembina Mountains
Assiniboine
Lake Manitoba
Selkirk
Brandon
Winnipeg
Steinbach
Morden
Winkler
UNITED STATES

Grade 3F and 4F Mme Joyal Wednesday, May 20th Morning

Français Continuation of Environment theme –

Reading task – *Périscope* book – Text entitled " Le recyclage", page 27.

Notes for Parents : We continue to work on the text entitled " Le recyclage". We have already explored the pictures, the introduction and the section about recycling paper (assigned May 12). Today's focus is to read the section that pertains to recycling plastic. (The next section pertains to glass and that will be a different lesson.)

Steps to follow:

1. Students should spend 3 to 5 minutes examining the student page called "Le recyclage du plastique". They need to look at each number, in order. Two numbers have a sentence to read and the other two have a picture to examine. Students should try to explain their understanding of the sentences (orally) and try to predict what is happening in the pictures. This is an important exercise to help focus the reading and help with the overall comprehension. (It is quite okay if they are uncertain, but it is an important step to do.)

2. Students read the section called "Le recyclage du plastique", page 28. Record this onto the French home reading sheet (yellow).

Summary/translation for parents: Le recyclage du plastique, page 28

The first talking pop can is asking, " Have you ever seen these triangles? These symbols are found on certain types of plastic containers."
The other pop can is asking, "Do you know what we do with the plastic containers that are recyclable?"
Text: Observe a yogurt container, a plastic ketchup bottle or even a plastic bag. You may find the triangle symbol with a number in the center. This triangle indicates that the container can be recycled. The number indicates the type of plastic used when the container was manufactured.

Text below the photo: Plastic containers pass through a shredder and are cut into small pieces. Next, the pieces are melted into liquid plastic. The liquid plastic is poured into molds. As the liquid cools, it hardens and takes the shape of the mold.

With these different molds, we can make various objects such as fence posts, picnic tables or even new plastic bags.

Quick translations for parents:

contenant – container	accompagné – accompanied
genre – type	déchiqueteuse – shredder
morceaux – pieces	fondus – melted
versé – poured	moules – molds
refroidissant – cools down	durcit – hardens

piquets de clôture – fence post

3. After reading, students complete the student page , which is the page they examined before reading.

A) They have to draw the missing pictures to match the sentences (2 drawings). They do not need to color the pictures, but they do need to apply good effort in their drawings.

B) Using the text, they have to locate and recopy the sentences that explain the pictures (2 sentences). **They must print neatly and without errors.**

☺ Bravo! Le travail de Français est terminé. ☺

Mathématiques AIRE Lesson 1 See the notes on the next page.

Notes for parents:
The lessons for this week are part of the Measurement concepts. We will focus on notions related to AREA. ("L'aire" in French). **Today's goal is to review what this word means, and to do some introductory, experimental tasks.**

Before you begin:

You will need to find objects that are congruent (same shape and size). Good examples are: "post-it notes", playing cards, collector cards (ie: Pokémon cards, hockey cards) music cd's or movie cases, rectangular pages from a notepad, matching picture frames, books of the same dimensions, blocks and even paper clips. Select items that are easy to move around. It is also good to have 2 sets of matching objects, each set being a different size. The objects have to be things that can easily line up and fully touch, when you place one next to the other. Avoid items that are round such as buttons or coins.

There is no written math assignment today.

Afternoon

English Language Arts
Today's assignment is to continue the novel study, *The War with Grandpa.*

PLEASE NOTE THERE ARE 2 CHAPTERS TO WORK ON TODAY. HOWEVER, THERE IS A PREDICTION TASK TO DO BEFORE READING CHAPTER 15.

Read Ch 14 , pages 45 to 49 & complete follow up task. (1writing and 1 oral discussion , 1 **written prediction** BEFORE reading next chapter.

Read Ch 15, pages 50 & 51 & complete follow up task. (1 oral discussion, 1 written personal connection)

REMINDER: Students must write complete, quality sentences and print neatly.

Record your novel reading time onto your blue Home Reading log sheet. (Do this EVERY time you read the novel!)

Mathématiques AIRE Lesson 1

Notes for parents:
The lessons for this week are part of the Measurement concepts. We will focus on notions related to AREA. ("L'aire" in French). Today's goal is to review what this word means, and to do some introductory, experimental tasks.

Steps:

1. Explain that you want to make a new blanket to cover your child's bed. You want to make sure it fits just right, not too big and not too small. You want to cover the entire mattress. Take your child to the bedroom.

2. Have your child touch the bed from one end to the other, over and over, so that he/she has touched most of the surface.

3. Explain that all of the space that his/her mattress occupies, is a surface. When we are calculating how much **surface** something has, we use the word **AREA.**

Area is the measurement of the surface that is inside of a shape (2 Dimensional).
L'aire est la mesure d'une surface. C'est quand on compte l'espace (la superficie) à l'intérieur d'une figure.

4. Find another flat surface in your home. (examples: a table, a coffee table, a face cloth, a tea towel, a cereal box, a wall calendar, a small area rug, a piece of loose leaf, a book etc.). Have your child touch and demonstrate what the AREA is on that object.

5. Say: Let's practice measuring the AREA. We will use these objects as our measuring tools (whatever objects you selected earlier, see the suggestions on the previous page).

For example:

6. - Let's measure the area of a face cloth using playing cards (deck of cards). Place one card in the corner. Place the other alongside it. Continue placing the cards until he/she has covered the entire face cloth. Do not overlap the cards.

Ask: How many cards (or whatever measuring tool he/she is using) were needed to cover the surface of the face cloth? If the answer was 4, the area of the face cloth is 4 cards.

See next page

7. - Have your child measure the area of something else, using the same measuring tools. (Suggestion: try measuring the area of a cereal box.)
Discuss: Do you think the AREA of this item will be the same as the face cloth? How do you know? (Use visual information, you can see if the item is larger, smaller etc.)
Then, repeat the process described in step 6.)

What is the area of this cereal box? If the answer was 15, the area of the cereal box is 15 cards.

8. Continue exploring area by having your child measure (cover) one more surface. Discuss possible predictions.

9. The last step is to have your child re-measure the area of the same items, using a different measuring tool. (For example: Find the area of the same face cloth and the same cereal box, but this time use small "post-it notes" or blocks.

Discuss: Think carefully about the results.

*Even though you measured the area of the same objects, why were the results different? (The measuring tools were not the same size.)

*What happens when you measure the area with a small measuring tool, in comparison to using a larger tool? (If your measuring tool is small, your area result is a larger number. If your measuring tool is large, your area result is a smaller number.)

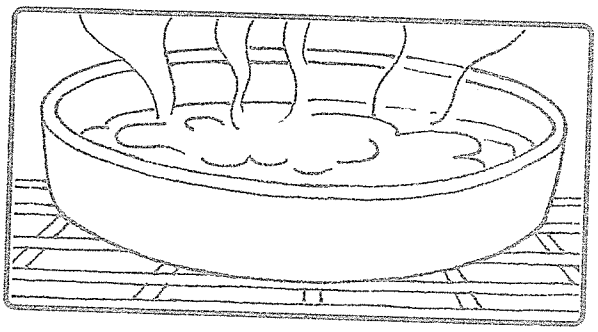
No written assignment today.

BRAVO ! TU AS FINI TON TRAVAIL DE MATHÉMATHIQUES POUR AUJOURD'HUI !

le mercredi, 20 mai Français Nom: _____

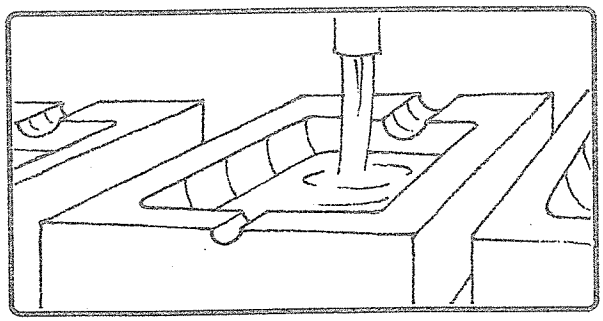
Le recyclage du plastique

Travail / Propreté 5/2



2. _____

1. Le plastique est coupé en petits morceaux.



3. _____

4. Avec le plastique recyclé, on fait des objets de toutes les formes.

Name:_____ Date: Wednesday May 20, 2020

Novel Study
Title : *The War with Grandpa*
Author: Robert Kimmel Smith

Comprehension questions
Please answer all questions in complete, quality sentences.
Chapter Fourteen - War is Declared!!!

1. Where did Peter place the note he had written to Grandpa?

Discussion Question: (*Oral discussion lead by parent(s).)

2. Have a 5-10 minute discussion based on the following questions.
* Why do you think Peter was so nervous throughout this chapter?
* What do you think about how Peter spoke to his little sister Jenny, when she walked in on him?

Prediction question: Do this question before reading Chapter Fifteen.

3. What do you think might happen when Grandpa finds Peter's note?

Name:_____ Date: Wednesday May 20, 2020

Novel Study
Title : *The War with Grandpa*
Author: Robert Kimmel Smith

Comprehension questions
Please answer all questions in complete, quality sentences.
Chapter Fifteen – It Takes Two Sides to Fight a War

Discussion Questions: (*Oral discussion lead by parent(s).)

1. Have a 5-15 minute discussion based on the following questions.
* Was your prediction correct?
* Do you think Grandpa Jack saw the note Peter left in the bedroom?
* Do you think Grandpa Jack is trying to avoid talking about the note and the Declaration of War? Why?

Personal Connection

2. Pretend for a moment that you are Peter. What would you do next? (Try to write at least two sentences.)

_____

_____

_____

_____

_____

Grade 3F and 4F Mme Joyal Thursday, May 21st Morning

Français/ Sciences de la nature

Today we will continue our plant project that integrates Français and Sciences de la nature. (This is for the unit in science called "La croissance et les changements chez les plantes". (Growth and changes in Plants.)

Today, your child is going to do a fourth observation of the plant he/she selected previously. (Previously, your child either selected an existing plant from his/her yard for this project or he/she decided to plant some kind of seeds.)

The task is to observe and record how the plant may have changed.
**When students are recording their observations, they may print photos of themselves & their plants instead of always having to draw. **

If your child has planted seeds, have him/her complete **PAGE A**, and **glue this into the green notebook called "Mon carnet d'observations".** PLEASE KEEP THE GREEN NOTEBOOK UNTIL I REQUEST IT.
If your child is observing a plant from your yard, have him/her complete **PAGE B**, and **glue this into the green notebook called "Mon carnet d'observations".** PLEASE KEEP THE GREEN NOTEBOOK UNTIL I REQUEST IT.
The fifth observation/recording date should be approximately one week from the fourth observation. In order to respect this schedule, I will list this project as the Français/Science task every Thursday, in the Learning/Homework package. (next date is May 28st.)

Français/Sciences de la nature (le jeudi, 21 mai) (Student has planted something.)

Nom:_____ Date: _____

Mon carnet d'observations **Page A** **Quatrième observations**
Fourth observations

Banque de mots (Utilise ces mots pour t'aider à écrire des phrases à la question 2.)		
Je vois	une petite tige	verte
La plante a grandi.		
Une petite feuille	des feuilles	
La hauteur de ma plante est de _____ cm.		
Je ne vois pas de changements.		
Les feuilles sont plus grosses.		
des bourgeons		
Plusieurs changements		

1. Voici une photo ou un dessin de ma plante. Draw your plant. Try to be as precise as possible. If you prefer, glue a photo of your plant.

2. Voici des phrases qui expliquent ce que je vois. Write sentences to describe your observations. Use the word bank above. (You can write about the number of leaves, the size or shape of the leaves, the height of the main stem, the number of sprouts. Are there flowers developing? The idea is to record the observations through words and pictures.)

_____

_____

_____

_____

3. Que fais-tu pour prendre soin de ta plante? (What have you been doing to care for your plant ?)

_____

_____

Trim this page down and glue it into the green notebook, "Mon carnet d'observations".

Français/Sciences de la nature (le jeudi, 21 mai)

(Student is observing a plant from the yard.)

Nom:_____ Date: _____

Mon carnet d'observations **Page B**

Quatrième observations
Fourth observations

Banque de mots (Utilise ces mots pour t'aider à écrire des phrases à la question 2.)			
Je vois	une petite tige	verte	Je ne vois pas de changements.
La plante a grandi.			Les feuilles sont plus grosses.
Une petite feuille	des feuilles	des bourgeons	plante a grandi
La hauteur de ma plante est de _____ cm.			Plusieurs changements

1. Voici une photo ou un dessin de ma plante. Draw your plant. Try to be as precise as possible. If you prefer, glue a photo of your plant.

2. Voici des phrases qui expliquent ce que je vois. Write sentences to describe your observations. Use the word bank above. (Are there more leaves or buds? Is your plant taller? Have any colors changed? Are there flowers developing?)

_____

_____

_____

_____

_____

_____

Trim this page down and glue it into the green notebook, "Mon carnet d'observations".

Grade 3F and 4F Mme Joyal Thursday, May 21st Morning

Mathématiques AIRE Lesson 2

Notes for parents:
Today's goal is to continue learning about area, (l'aire in French). The focus of this lesson is to measure the area using square units.
*We want students to understand that a unit is simply the name given to the "square" in the images.

*To measure the area of a specific figure, all of the units are of the same size. We do not mix large units and small units together when measuring the area of one shape.

*If the units are small, you will need more of them to measure the area. If the units are larger, you will need less to measure the area of the same shape.

***The "*Révision éclair*" section on the student PAGE 170 shows this concept.** The first example shows a rectangle (that represents a wall (*mur*)) where the units are small and it has an area of 48 square units. The figure on the right is the same wall. However, the units are larger, so the area is 12 square units.

When are measuring the area of a figure in square units, we must write u^2 next to the number.
L'aire est 48 u^2 ▶ We would say, « L'aire est quarante-huit unités carrées ».
L'aire est 12 u^2 ▶ We would say, « L'aire est douze unités carrées ».

Steps
1. Parents, please present the above information. **(**Each sentence marked with a * in the box above. Use the **"*Révision éclair*" section on the student PAGE 170, to guide your explanations.)**

2. Students complete pages 170 and 171. If your child does not understand the French instructions, I have included the English translations for parents, so that you can help:
Page 170 Q.1 Find the area of each wall. Write your answer in square units (u^2).
Page 171 Q1. Same as above.
Q2. Would you use small units or large units to measure the area of the following items? A) the lid on a lunch kit B) the gym floor C) a garden
D) a photograph
Students must **write "petits carrés" or "grands carrés"** under each picture.

"Va plus loin" is a challenge question (optional).
Suppose you covered the surface of your desk with small unit squares. Then you do that again, but the second time you use big unit squares. Which units would you need more of? The small ones or the large ones? Explain your answer.

Très bien! Le travai de mathématiques est terminé pour aujourd'hui.

MODULE 9

CAHIER DE L'ÉLÈVE

7

LEÇON

Nom :

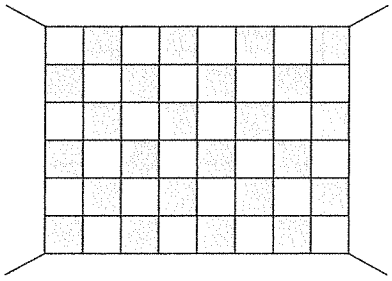
Mesurer l'aire en unités carrées

le 21 mai

À la maison / À l'école

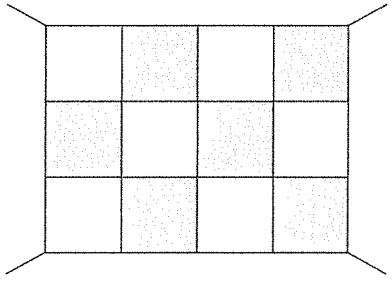
Révision éclair

Il faut 48 petits carrés pour couvrir ce mur.



L'aire du mur est de 48 petites unités carrées.

Il faut 12 grands carrés pour couvrir ce mur.



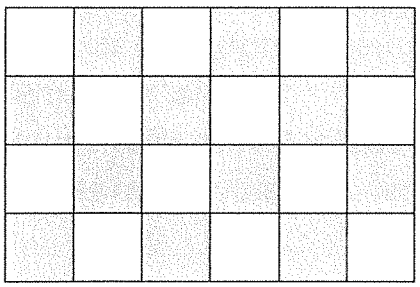
L'aire du mur est de 12 grandes unités carrées.

Il faut plus de petites unités carrées que de grandes unités carrées pour couvrir une surface.

Exerce-toi

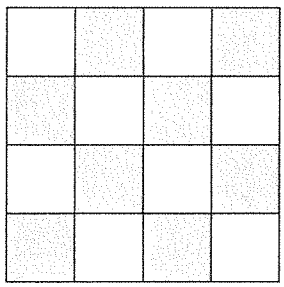
1. Trouve l'aire de chaque mur. Écris ta réponse en unités carrées.

a)



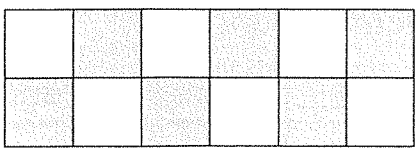
Aire : _____

b)



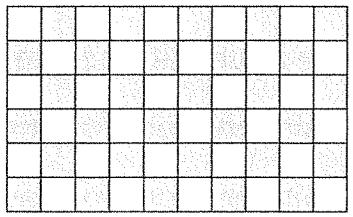
Aire : _____

c)



Aire : _____

d)

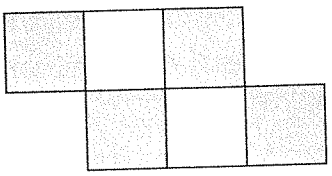


Aire : _____

À ton tour

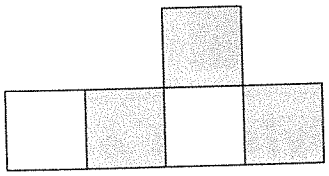
1. Trouve l'aire de chaque mur. Écris ta réponse en unités carrées.

a)



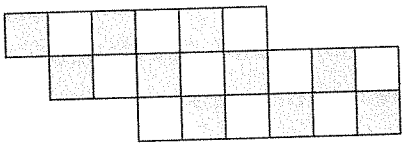
Aire : _____

b)



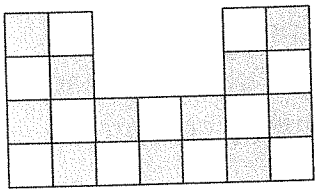
Aire : _____

c)



Aire : _____

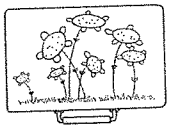
d)



Aire : _____

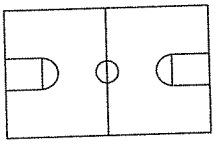
2. Utiliserais-tu de petits carrés ou de grands carrés pour trouver l'aire dans chaque cas ?

a) le couvercle d'une boîte-repas



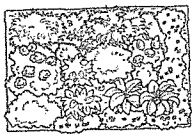
_____

b) le plancher du gymnase



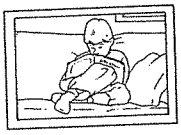
_____

c) un jardin



_____

d) une photographie



_____

Va plus loin

Suppose que tu couvres le dessus de ton pupitre avec de petits carrés.
Tu le couvres ensuite avec de grands carrés.
Y a-t-il plus de petits carrés ou plus de grands carrés ? Explique ta réponse.

_____

_____

Grade 3F and 4F Mme Joyal Thursday, May 21st Afternoon

English Language Arts/Social Studies (Integrated project Task #4 – 30 to 35 minutes)

We continue our work on the English Language Arts and Sciences Humaines project (Living in Manitoba). Today's lesson continues to focus on Manitoba's Rivers and Lakes.

Steps:

1. Begin by examining both of the colored Manitoba maps I sent on May 5th. (Theses are in the plastic sleeve.) Review the location of Powerview-Pine Falls. Ask what river flows nearby and which large important lake is close to this community. (Winnipeg River, Lake Winnipeg)
2. Locate the Assiniboine and the Red rivers. **Ask your child to trace these with his/her finger. (You may use either map.)**
3. Can you find the location where these two rivers meet? (City of Winnipeg). More specifically, the spot where the two rivers meet is known as The Forks. *(This is called "La Fourche" in French.)* Have you ever been there with your family?
4. Discuss the origins of The Forks as a meeting place for Manitoba's First Nations Peoples, where the Red and Assiniboine rivers meet. Later, this was a meting place for fur traders and early settlers. Today, it is a popular tourist attraction and shopping spot.
5. The last task is to colour and label Manitoba's major waterways. (See the page called Manitoba's Waterways, page 38.)
    - Using a light blue pencil crayon, lightly color the following lakes: Lake Winnipeg, Lake Manitoba and Lake Winnipegosis. (Guide yourself by looking at the two maps you already have. Try to be very careful and neat.)
    - Next, trace (in blue) these five rivers: Churchill River, Nelson River, Red River, Assiniboine River and Winnipeg River.
    - Lightly colour the water in the Hudson Bay.
    - Finally, with a nicely sharpened pencil, label the places you just coloured. You will need to print neatly.

Here are the names of the waterways you must place onto the map:

- Lake Winnipeg, Lake Manitoba and Lake Winnipegosis.

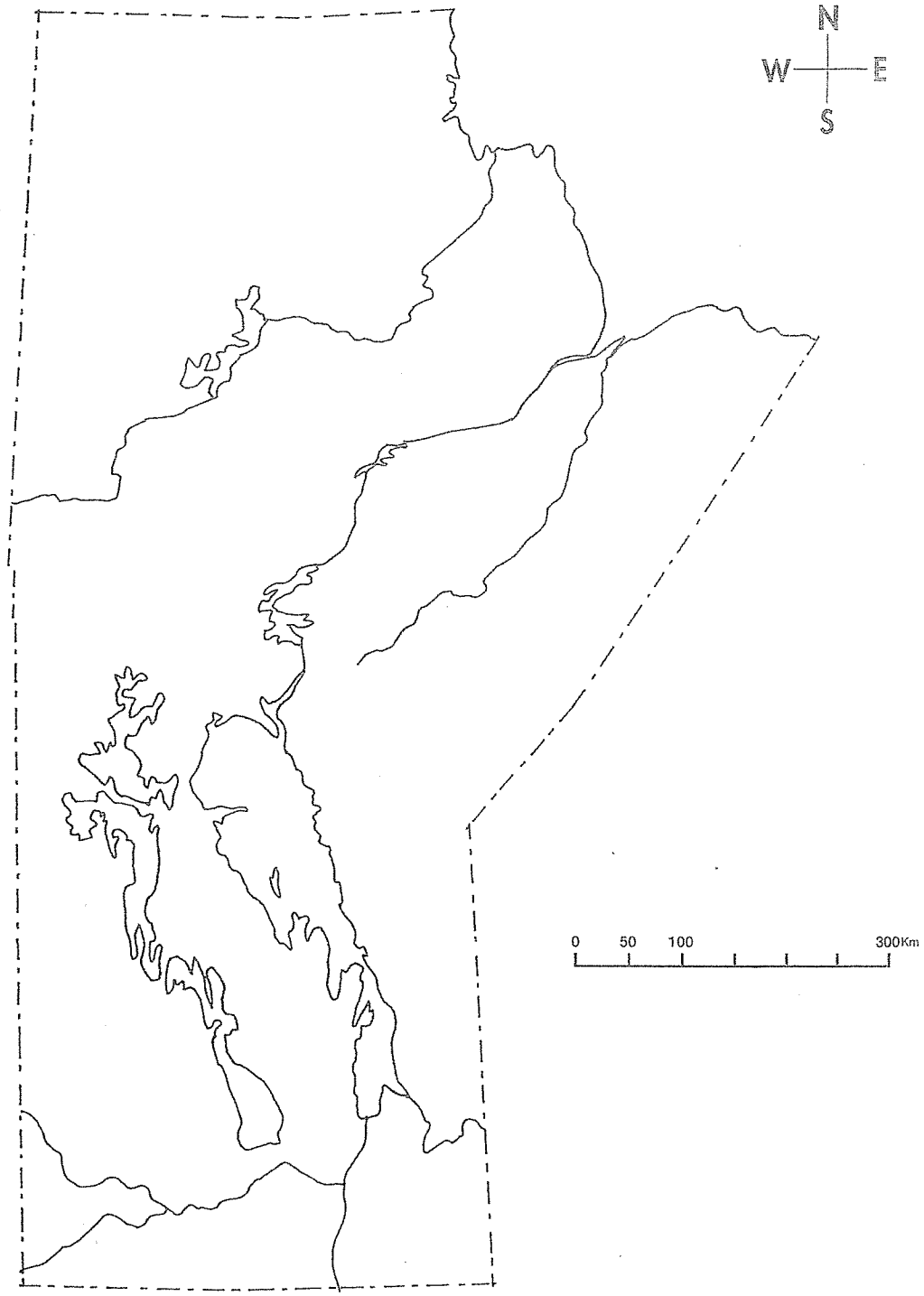
- Churchill River, Nelson River, Red River, Assiniboine River and Winnipeg River

- Hudson Bay

Fantastic! You are finished ELA/Sciences Humaines for today!

Date: jeudi le 21 mai 2020 Name: _____

Manitoba's Waterways



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Grade 3F and 4F Mme Joyal Friday, May 22nd Morning

Français/ Art - Environment Theme – Integrated Project (recycled art project called: MON PROJET D'ART (Please see the pink sheet I sent with the May 5th homework package. This is the outline to follow.)

If you no longer have the information pages about this project, they are available on the school website.

1. Go to https://powerview.sunrisesd.ca
2. Click on the three lines (top left of screen), select Students.
3. Select Work at Home Packages, click on Nicole Joyal.
4. Select Work package May 5. Scroll though.
5. The documents you are looking for are listed as pages 14, 16 and 17. These are the pages that describe and outline the Français/Art Integrated Project.

Today is the fourth "work period" for this task. At this point, your child should:

- have all of the building materials required for the recycled art project he/she wants to make (Please remember the goal is to use items that would otherwise be thrown away or placed in the recycling bin.)
- have started the actual construction or is in the process of finishing his/her construction

The final date I reserved for "constructing" the recycled art project is Monday, May 25. After this date, students should be ready to move into the writing part of this project. **Please note that these "work period dates" are meant to guide you, in order for your child to have plenty of time to do all of the steps. Students may work on this project when it suits your family's schedule.**

If your child has already finished building, the next steps are to prepare for the second component, which is writing the "how to make a _____". This is a French writing piece. I have added a copy of the information needed for the written component of that goes with this project. (This is the same info as was in the pink outline.)

The second component is the French writing piece. Steps to prepare for writing: * make a French word vocabulary bank. **Use an English-French dictionary or an on-line dictionary to translate words.** - To contact Mme Joyal njoyal@sunrisesd.ca 204-766-2867 or 204 481-4177	*Write an organized list of the materials you needed. (Use the French words from your word bank.) *Write the instructions of "how to" make your project. (An organized list of what to do first, second, third etc. Use the French words from your word bank. This is your draft.) *Recopy everything neatly. You can add your photos or drawings/diagrams.	Proposed dates to work on this project: May 25 May 29 June 1 June 5 June 8 **The written piece is also due June 9th.**

Mathématiques AIRE Lesson 3

Notes for parents:
Today's goal is to keep learning about area, (l'aire in French). We continue to work with square units (u^2). ***(We say, « unités carrées » in French)***. To calculate the area of a shape, students count the square units within the shape.
* However, we want students to see that they can apply multiplication concepts (arrays, rows and columns) to find the area of squares and rectangles. This method is applied often in real life, especially when we are calculating the area of large spaces. It is also important to look for squares and rectangles within irregular shapes. We will explore the area of irregular shapes in future lessons.

***The "*Révision éclair*" section on the student PAGE 68 explains that we can count the square units or use multiplication.**

1. Parents, please present the above information. **(**Each sentence marked with a * in the box above. Use the "***Révision éclair***" **section on the student PAGE 68, to guide your explanations.)**

2. Students complete pages 68 and 69. If your child does not understand the French instructions, I have included the English translations for parents, so that you can help:
Page 68 Q.1 Find the area of each figure. Write your answer in square units (u^2).
Q2. Write a multiplication equation that corresponds, to calculate the area in u^2. (Remember to read the number of rows first, then how many in each row.)
Page 69 This is a 2 player game. You need 2 different coloured crayons and 2 ordinary dice. (You may use dice from the Yatzhee game).
How to play:
Player 1 Roll the dice and find the sum. Color a figure (an area) on the graph, to match that sum. (Example: Player 1 rolled a sum of 3. So he/she must colour a figure with an area of 3.)
Player 2 Does the same. Continue taking turns.
* Players can not overlap each other's area.
* If a player is unable to colour the area he/she rolled, then miss a turn.
* Continue playing until the graph is filled or until it is no longer possible to play.

Today the "**Va plus loin**" section is the final step of the above game. To determine the WINNER, each player must calculate the GRAND TOTAL area he/she has coloured. The greatest u^2 total is the champion!

MODULE 4

LEÇON 8

CAHIER DE L'ÉLÈVE

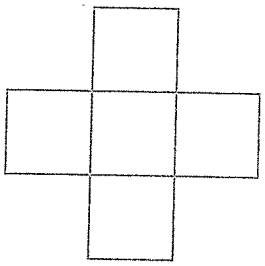
nom: _____ Vendredi le 22 mai 2020

Explorer l'aire

À la maison / À l'école

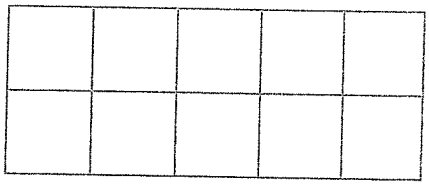
Révision éclair

Pour trouver l'**aire** d'une figure, compte le nombre d'unités carrées qui la couvrent.



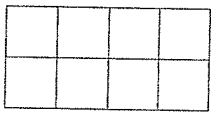
L'aire de cette figure est de 5 unités carrées.

Pour trouver l'aire d'un rectangle, tu peux compter les unités carrées ou multiplier.
Il y a 2 rangées de 5 carrés.
$2 \times 5 = 10$
L'aire de ce rectangle est de 10 unités carrées.

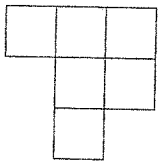


Exerce-toi

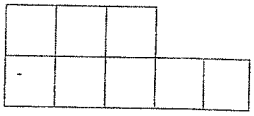
1. Trouve l'aire de chaque figure en unités carrées.

a) 

_____ unités carrées

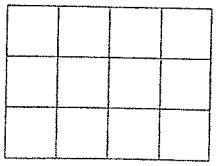
b) 

_____ unités carrées

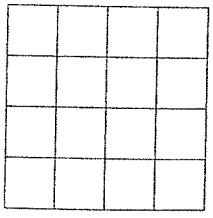
c) 

_____ unités carrées

2. Écris une multiplication pour trouver l'aire de chaque rectangle.

a) 

_____

b) 

_____

c)

_____

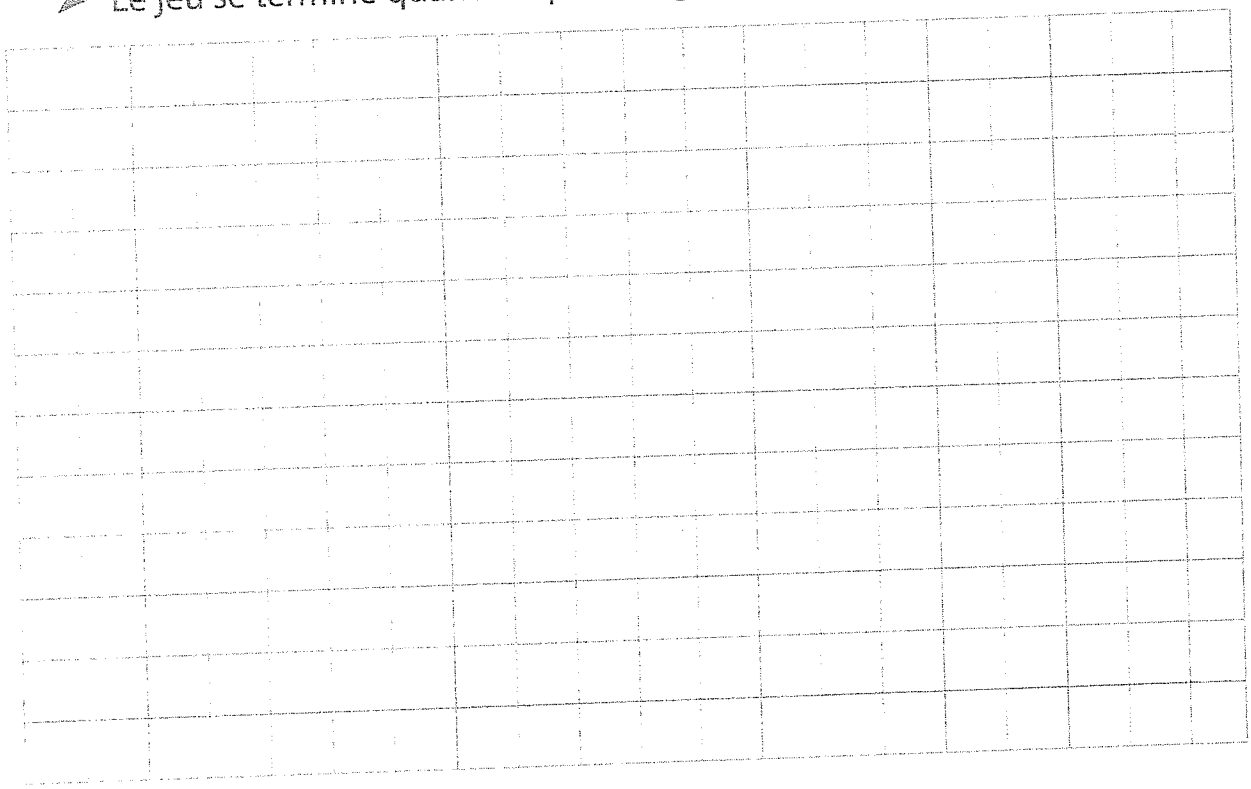
À ton tour

1. Joue au jeu suivant avec une ou un camarade.

Tu as besoin du matériel suivant :
2 dés numérotés ; 2 crayons de couleurs différentes.

À tour de rôle :

- Lance les dés. La somme des nombres est une aire en unités carrées.
- Colorie une figure qui a cette aire dans le quadrillage.
- Les figures ne doivent pas se chevaucher.
- Si tu manques d'espace pour colorier ta figure, tu perds ton tour.
- Le jeu se termine quand le quadrillage est plein.



Va plus loin

Trouve l'aire que tu as coloriée dans le quadrillage, puis celle de ta ou de ton camarade. Qui a colorié la plus grande aire ?

Grade 3F and 4F Mme Joyal Friday, May 22nd Afternoon

English Language Arts

Today's assignment is to continue the novel study, *The War with Grandpa.*

Read Ch 16 and 17, pages 52 to 56 & complete follow up task. (2 writing and 2 oral discussion questions)

Record your novel reading time onto your blue Home Reading log sheet. (Do this EVERY time you read the novel!)

Name:_____ Date: Friday May 22, 2020

Novel Study
Title : *The War with Grandpa*
Author: Robert Kimmel Smith
Comprehension questions
Please answer all questions in complete, quality sentences.
Chapter Sixteen - The First Strategy Conference

Personal Connection

1. Steve's favorite board game is Risk. Billy's favorite board game is Stratomatic Baseball. What game(s) or activity (activities) do you like to play when your friends come over?

_____

_____

_____

_____

Chapter Seventeen - Night Attack

1. What little trick did Peter play on Grandpa to make sure he would get the note?

_____

_____

_____

Personal Connection (*Oral discussion lead by parent(s).)

Have a 10-15 minute discussion based on the following question.

* Have you ever played a little trick on anyone? What did you do? **OR** Has anyone ever played a little trick on you? What happened?

*Do you think it is okay to play little tricks or pranks on other people? Why or why not?

That's it for Chapter Seventeen! Keep up the great effort! ♥

Grade 3F and 4F Mme Joyal Monday, May 25th Morning

Français/ Art - Environment Theme – Integrated Project (recycled art project called: MON PROJET D'ART (Please see the pink sheet I sent with the May 5th homework package. This is the outline to follow.)

If you no longer have the information pages about this project, they are available on the school website.

1. Go to https://powerview.sunrisesd.ca
2. Click on the three lines (top left of screen), select Students.
3. Select Work at Home Packages, click on Nicole Joyal.
4. Select Work package May 5. Scroll though.
5. The documents you are looking for are listed as pages 14, 16 and 17. These are the pages that describe and outline the Français/Art Integrated Project.

Today is the fifth "work period" for this task. At this point, your child should:

-almost have finished constructing the recycled art project, perhaps adding extra details or personal touches.

If your child has already finished constructing, the next steps are to prepare for the second component, which is writing the French instructions of "how to build the item". I have added a copy of the information families need for the written component of this project. (This is the same info that was in the pink outline.)

The second component is the French writing piece. Steps to prepare for writing: * make a French word vocabulary bank. **Use an English-French dictionary or an on-line dictionary to translate words.** I have sent a sample to assist students. It is on the next page. - To contact Mme Joyal njoyal@sunrisesd.ca 204-766-2867 or 204 481-4177	*Write an organized list of the materials you needed. (Use the French words from your word bank.) *Write the instructions of "how to" make your project. (An organized list of what to do first, second, third etc. Use the French words from your word bank. This is your draft.) *Recopy everything neatly. You can add your photos or drawings/diagrams.	Proposed dates to work on this project: May 25 May 29 June 1 June 5 June 8 **The written piece is also due June 9th.**

All of today's morning lesson time is reserved to work on the recycled art project, either to *a) finish construction OR b) begin the writing piece.*

The next page includes a sample word bank, to help students begin writing. These are just words I translated in order to provide examples.

(There is no math assignment today).

KEEP THIS PAGE

MON PROJET D'ART (sample notes that may help students prepare their own word bank for their writing piece)

Banque de mots (word bank ideas)

English	French
Carton of milk or juice	une brique de lait, un berlingot de lait une brique je jus, un berlingot de jus
Milk jug, water jug	une cruche de lait, une cruche d'eau
Egg carton	la boîte à oeufs
Cardboard tube, construction paper	un tube en carton, du papier de construction
Toilet paper roll Paper towel roll	un rouleau de papier toilette un rouleau de papier essui-tout
Cereal box	Une boîte à céréales
Cork	Un bouchon de liège
Lid	le couvercle, un bouchon
Tin can	Une boîte de conserves
Pop can, drink can	Une canette
Fabric, scraps of yarn	le tissu, des retailles de laine
A piece of string	Un morceau de ficelle
Popsicle stick	un bâtonnet de glace
Drinking straw	une paille
Bamboo skewer	une brochette
Decorative ribbon	un ruban
Twig	une brindille, une petite branche
Cut out, measure	Découper, mesurer
Draw, colour, trace	Dessiner, colorier, tracer
Paste, glue, glue gun	Coller, fixer avec de la colle, un pistolet à colle
Attach, tie a knot	Attacher, nouer ou faire un noeud
Pierce, make a hole	Percer, faire un trou
Firstly, begin by	Premièrement, d'abord
ensuite	next
Steps to follow	La démarche, les consignes, les étapes

Grade 3F and 4F Mme Joyal Monday, May 25th Afternoon

English Language Arts

Today's assignment is to continue the novel study, *The War with Grandpa.*

Read Ch 18 and 19, pages 57 to 63 & complete the follow up tasks. (1 writing, 1 fill in the blank and several oral discussion questions)

Record your novel reading time onto your blue Home Reading log sheet. (Do this EVERY time you read the novel!)

REMEMBER: If you are looking for extra tasks:
*Try an activity from the K-4 calendar.
*Work on Duolingo or Typing Club.
*Enjoy a book from the on-line Reading A-Z program (Raz-Kids).
*Play Yahtzee, Continent Hop or Labyrinthe.
*Explore maps of Manitoba.
*Practice your multiplication flashcards.
*Do a physical activity from the yellow Bingo card Ms. Prud'homme sent.
*Do a music lesson Ms. Shead sent.
*Help your parents: make the beds, help with dishes, help with yard work.
*Finish building your recycled art project.
*Review the map of Canada: provinces, Territories and Capital cities.
*Play outside, learn a song, draw for fun!

Vous me manquez beaucoup! I miss you all and I am sending big hugs!

Name:_____ Date: Monday May 25, 2020

Novel Study

Title : *The War with Grandpa*

Author: Robert Kimmel Smith

Comprehension questions

Please answer all questions in complete, quality sentences.

Chapter Eighteen - The First Peace Conference

1. Did Grandpa Jack think Peter's trick was funny? Circle : YES or NO.

Write down the three sentences that prove your answer. (page 58)

_____

_____

_____

_____

2. Fill in the missing words: (page 58)

Grandpa shook his head. "Stuff and _____ is what it is. You don't go to _____ against _____. You have to have an _____ to have a _____, and I'm certainly _____ your enemy."

Personal Connection (*Oral discussion lead by parent(s).)

Have a 5-10 minute discussion based on the following questions.

* During their talk, Grandpa mentioned that Peter looked like his mother. Has anyone ever told you that you look like another family member?

* Before Grandpa left the bedroom, what important thing (special words) did Peter say to his Grandpa?

* How did you feel when Peter said that to his Grandpa?

♥♥ Good job! You're all done Chapter Eighteen! ♥♥

Name:_____ Date: Monday May 25, 2020

Novel Study
Title : *The War with Grandpa*
Author: Robert Kimmel Smith

Comprehension questions (Oral Discussions)

Chapter Nineteen - A Flag of Truce

Personal Connection (*Oral discussion lead by parent(s).)
Have a 10-15 minute discussion based on the following questions.

1. Grandpa Jack tried to explain that sometimes life is not fair and that we sometimes have to do things we were not planning on doing. (page 62) By having this talk with his Grandson, what do you think Grandpa wanted Peter to understand?

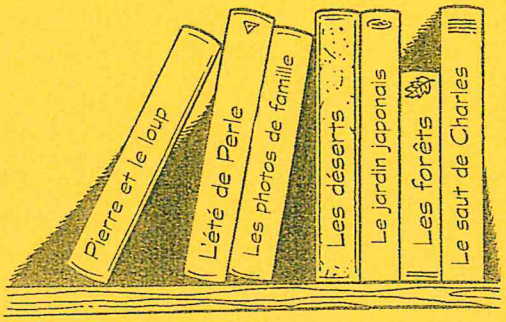
2. During their talk, Grandpa Jack used the words, "single-minded", "spoiled" and "stubborn". What do these words mean?

3. Do you think that Peter is acting a bit "spoiled" or "stubborn ?" Why or why not?

♥♥ Good job! You're all done Chapter Nineteen! ♥♥

Nom : _____

Fiche de lecture



Écris les titres des livres que tu as lus.

Date	Titre	Signature de ton partenaire

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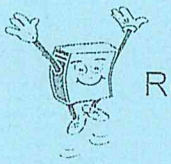

Reading Log

Record the title and the number of minutes.
Have a parent initial each night.

Date	BOOK TITLE	# OF MINUTES	PARENT INITIALS