

May 26 - June 1 Homework Package

	Tuesday May 26	Wednesday May 27	Thursday May 28	Friday May 29	Monday June 1
Morning Work 30 minutes	1) Daily math 2) Graphing booklet	1) Daily math 2) Graphing booklet	1) Daily math 2) Graphing booklet	1) Daily math 2) Graphing booklet	1) Daily math 2) Graphing booklet
Afternoon Work 30 Minutes	1) Daily science 2) Jack and the Beanstalk	1) Daily science 2) Jack and the Beanstalk	1) Jack and the Beanstalk	1) Read 2) Journal	1) Jack and the Beanstalk

Tuesday May 26

Morning Work:

- Daily math (**about 5 minutes**) - Students will work on the 5 questions for Tuesday in their daily math booklets.
- Graphing booklet (**about 25 minutes**) - Students will work on the Tuesday pages of the graphing booklet. They will read the instructions and notes carefully, then use the graphs to answer the practice questions.

Afternoon Work:

- Daily science (**about 10 minutes**) - Students will continue to work on the daily science unit review, they will work on the page labelled Tuesday. They are encouraged to answer questions on their own, but are allowed to reference their other work that they have or online, and use the vocabulary sheet that was provided. They must work to answer every question.
- Jack and the Beanstalk (**about 20 minutes**) - Students will read through the story of Jack and The Beanstalk. Once they have read the story, they will re-read the story, this time looking for words that are unfamiliar to them. Then, they will work on the page that is labelled Tuesday. They will pick 3 words that are unfamiliar, write them down and try to define what it means based on the context of the story. Their sentences are laid out on the paper for them, they just need to fill in the words, what

they think they mean, and why. The why is what in the story helped you to understand what the word means.

Wednesday May 27

Morning Work:

- Daily math (**about 5 minutes**) - Students will work on the 5 questions for Wednesday in their daily math booklets.
- Graphing booklet (**about 25 minutes**) - Students will continue to work through the graphing booklet. They will work on the Wednesday pages. They will read the instructions and additional notes carefully, then use the graphs to answer the practice questions.

Afternoon Work:

- Daily science (**about 10 minutes**) - Students will complete the daily science unit review by completing the sheet labelled Wednesday. They are encouraged to answer the questions on their own but are allowed to reference their other work in person or online and use the vocabulary sheet to help.
- Jack and the Beanstalk (**about 20 minutes**) - Students should re-read the story. Students will be working on the pages that are labelled Wednesday. On the first page, they will be answering the who, what, where, when, why, and how questions about the story. They must answer in complete sentences. On the second page, they will be filling in the story structure, so the plot, characters, problem, etc. Point form answers for this portion is okay.

Thursday May 28

Morning Work:

- Daily math (**about 5 minutes**) - Students will work on the 5 questions for Thursday in their daily math booklets.
- Graphing booklet (**about 25 minutes**) - Students will continue to work through the graphing booklet. They will work on the Thursday page. They will read the instructions and additional notes carefully, then use the graph to answer the practice questions.

Afternoon Work:

- Jack and the Beanstalk (**about 30 minutes**) - Students should re-read the story, then they will be working on the pages

labelled Thursday. They will be looking at how characters respond to problems. They will answer the questions about Jack and his Mom in complete sentences. Then they will fill in the Venn Diagram comparing Jack and The Giant using the terms from the bottom of the page.

Friday May 29

Morning Work:

- Daily math (**about 5 minutes**) - Students will work on the questions for Friday in their daily math booklets.
- Graphing booklet (**about 25 minutes**) - Students will continue to work through the graphing booklet. They will work on the Friday page. They will read the instructions and additional notes carefully, then use the graph to answer the practice questions.

Afternoon Work:

- Read (**about 15 minutes**) - Students can read silently to themselves or out loud to a family member.
- Journal (**about 15 minutes**) - Students will be doing their weekly write. They must turn to a fresh page in their journals, date the top and write at least 4 sentences telling me about their week.

Monday June 1

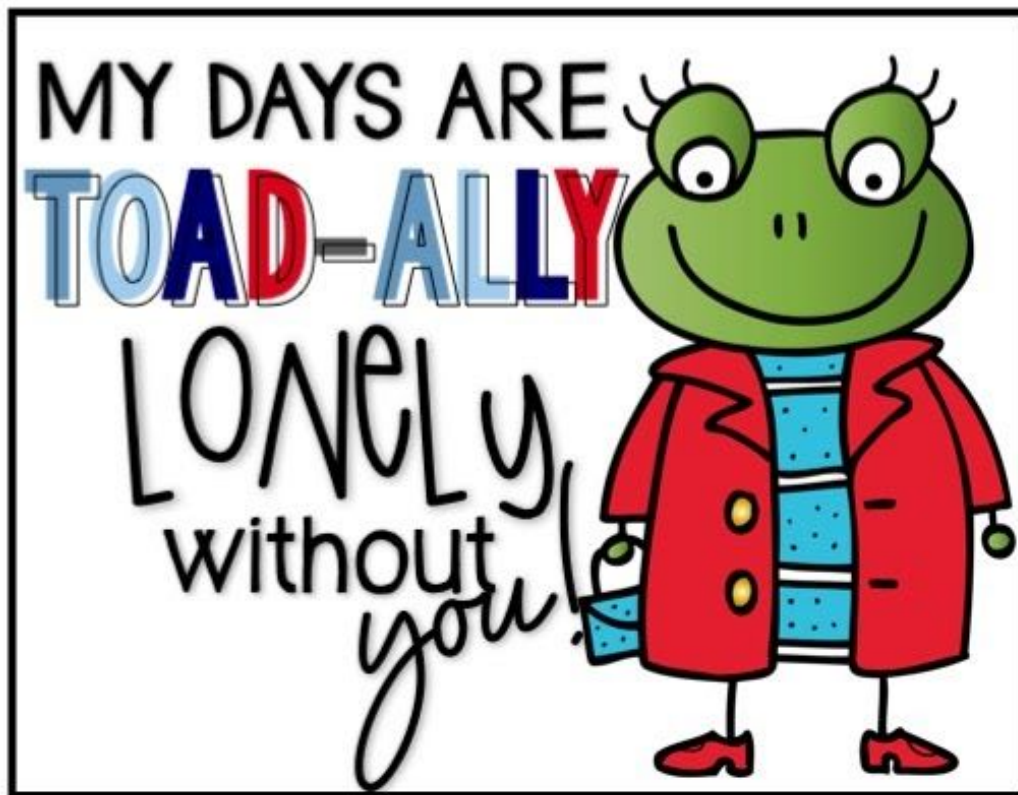
Morning Work:

- Daily math (**about 5 minutes**) - Students will start a new daily math booklet, this booklet has a 35 at the top. Students will work on the 5 questions for Monday.
- Graphing booklet (**about 25 minutes**) - Students will continue to work through the graphing booklet. They will work on the Monday pages. They will read the instructions and additional notes carefully, then use the information to answer the practice questions. Then they will be using the information to create their own bar graph.

Afternoon Work:

- Jack and the Beanstalk (**about 30 minutes**) - Students must re-read the story. They will then work on the page labelled Monday. They will answer the question in complete sentences. They must write at least 3 sentences explaining their answer.

Dear grade 3/4's,



I am missing you more and more! I hope you are all doing good and enjoying the nicer weather! I know I have been by getting my garden ready. My garden is going to be planted this weekend and I am so excited! I am planting all of my favorite vegetables like cucumbers, corn, peas and more! What is your favorite vegetable? Keep up all your hard work!



Ms. Bruce

9

Graphs

A graph is a way to look at and compare data.

Five children each tossed a penny 10 times and recorded the number of heads they got. Use the graph to answer the questions.

Graph Title is always at the top.

Number of Heads Each Child Got



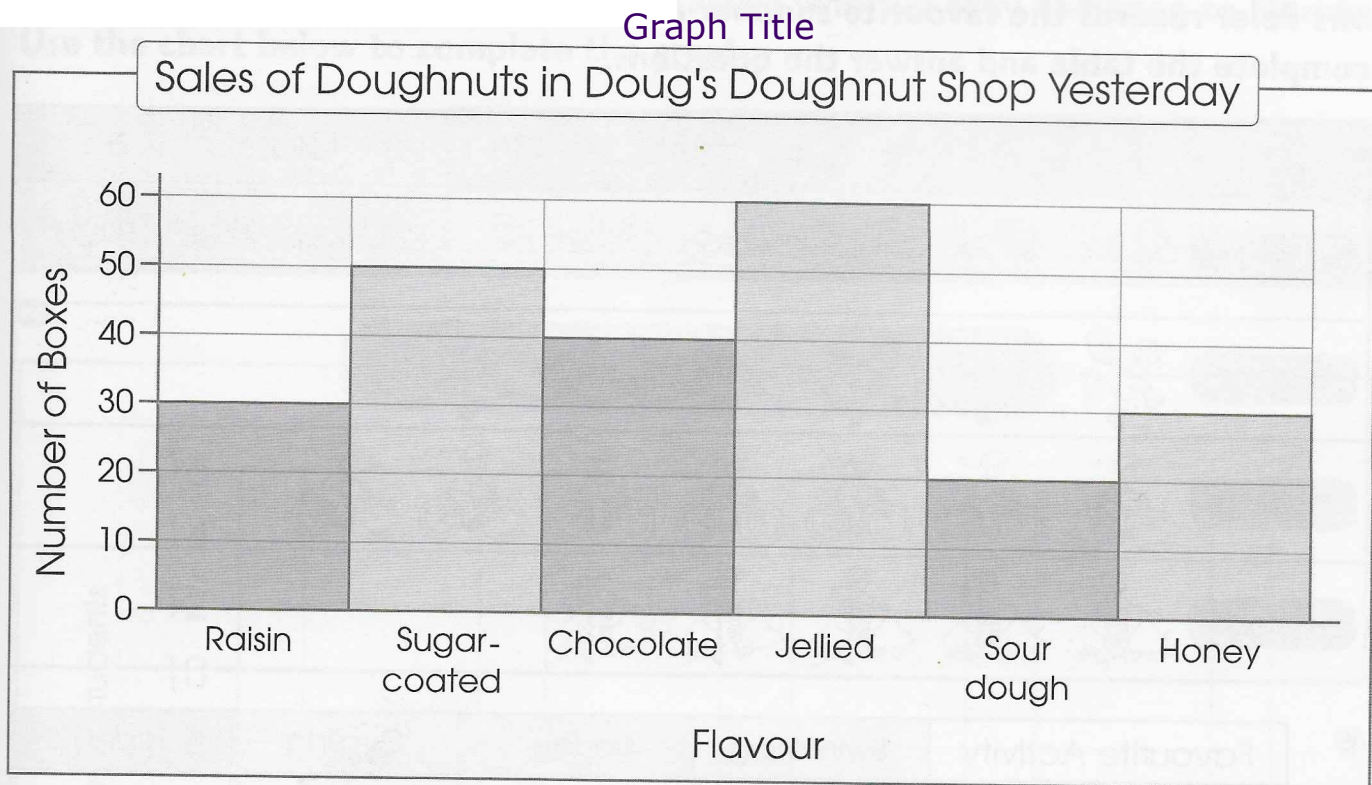
* Each coin represents 1

* A penny is worth 1 cent, we no longer use a penny in Canada. A Nickel is now our smallest coin.

- ① What is the title of the graph?

 - ② How many times did Iris get a head? _____ times
 - ③ How many times did Helen get a head? _____ times
 - ④ How many times did Gerrie get a tail? _____ times
 - ⑤ How many times did Lianne get a tail? _____ times
 - ⑥ Who got the most heads? _____
 - ⑦ Who got the most tails? _____
- Hint: If they got the most tails they would have the least heads.
- ⑧ How many times more did Gerrie get a head than Freda? _____ times more
 - ⑨ How many times fewer did Gerrie get a tail than Iris? _____ times fewer

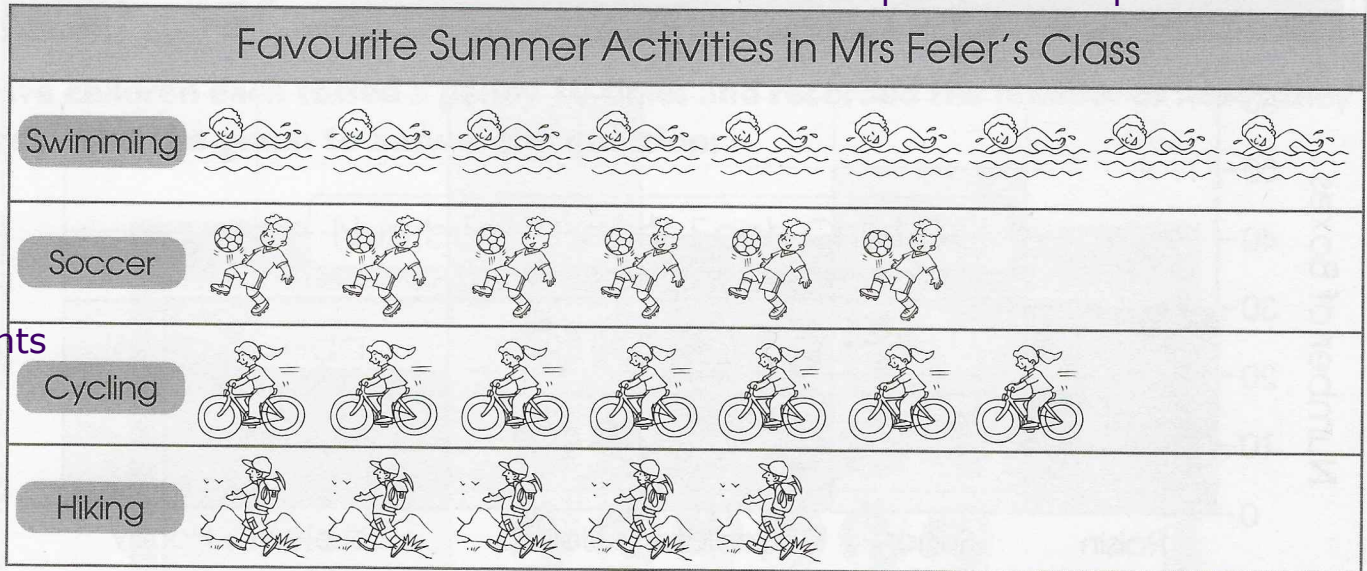
Use the bar graph to answer the following questions:



- ⑩ What is the title of the graph?

- ⑪ What type of graph is it? _____
- ⑫ How many boxes of raisin doughnuts were sold? _____ boxes
- ⑬ How many boxes of sugar-coated doughnuts were sold? _____ boxes
- ⑭ Which was the most popular doughnut? **Hint: biggest number** _____ doughnut
- ⑮ Which was the least popular doughnut? **Hint: lowest number** _____ doughnut
- ⑯ Which kind of doughnut had the same sales as raisin doughnut? _____ doughnut
- ⑰ If each box holds 6 doughnuts, how many chocolate doughnuts were sold in all? _____ chocolate doughnuts

Mrs Feler records the favourite summer activities in her class. Use her graph to complete the table and answer the questions. This graph is called a pictograph, it uses pictures to represent data.



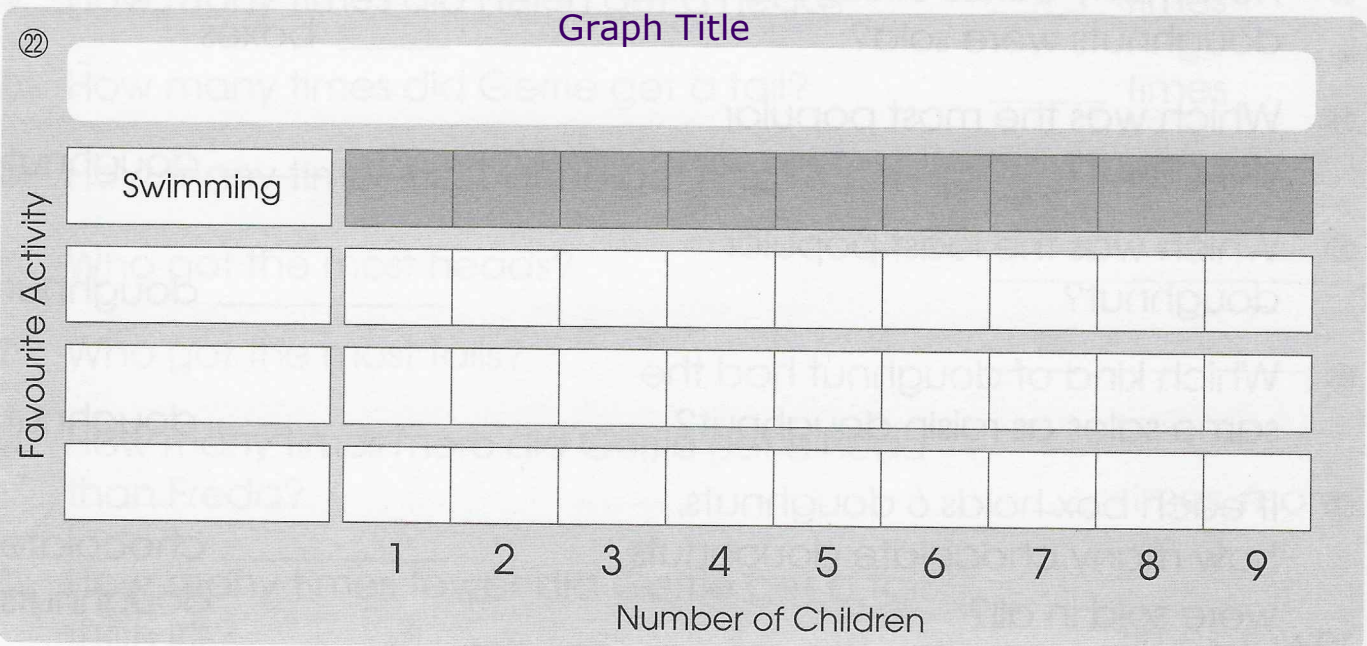
*In this graph each picture represents 1 child.

18

Favourite Activity	Swimming	Soccer	Cycling	Hiking
Number of Children				

- 19 Which is the most popular summer activity? _____
- 20 Which is the least popular summer activity? _____
- 21 How many children are there in Mrs Feler's class? _____ children

Use the table above to complete the graph.



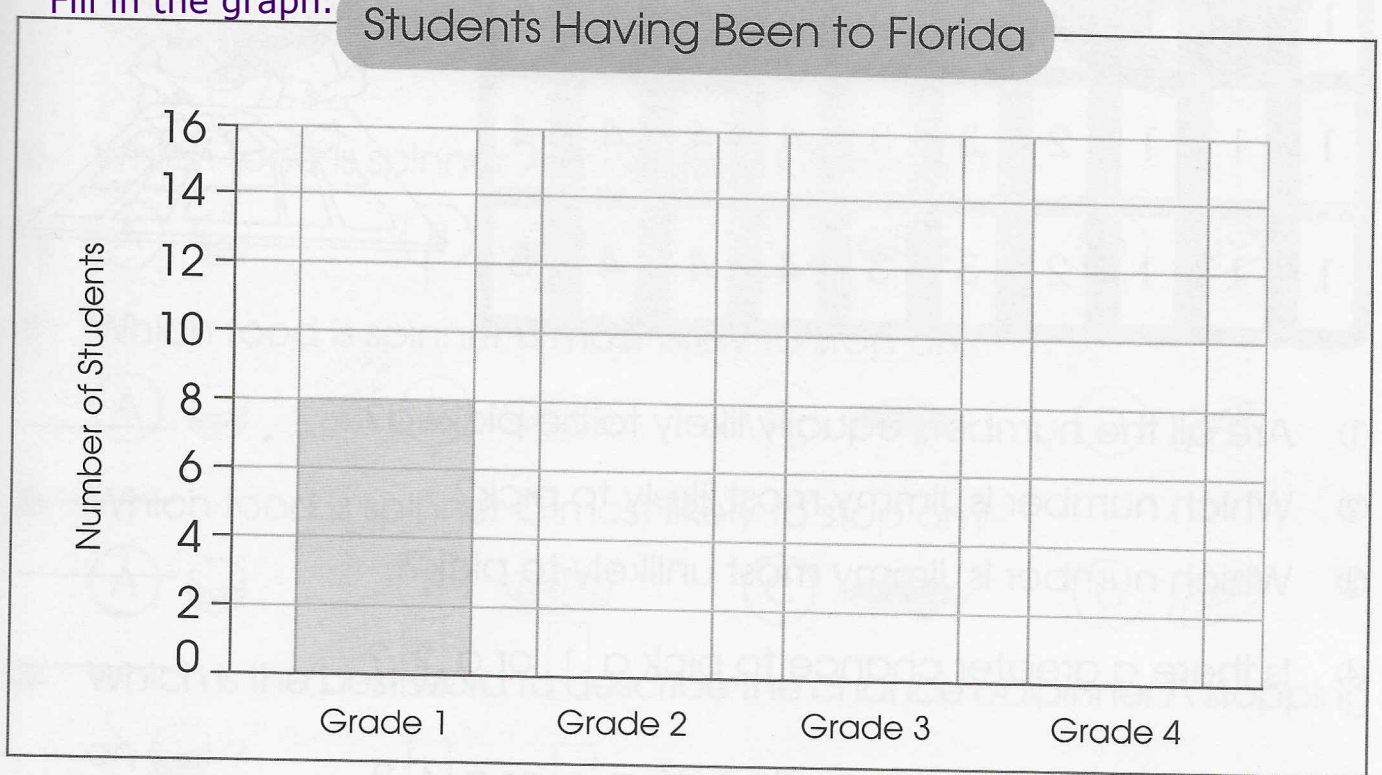
Fill in the blanks.

The students of Riverview School were asked whether they had been to Florida. Use the chart below to complete the graph.

This type of graph uses tallies. Each mark is worth 1, but in a group of 5.

	Grade 1	Grade 2	Grade 3	Grade 4
Number of students	(8)			

23 Fill in the graph.



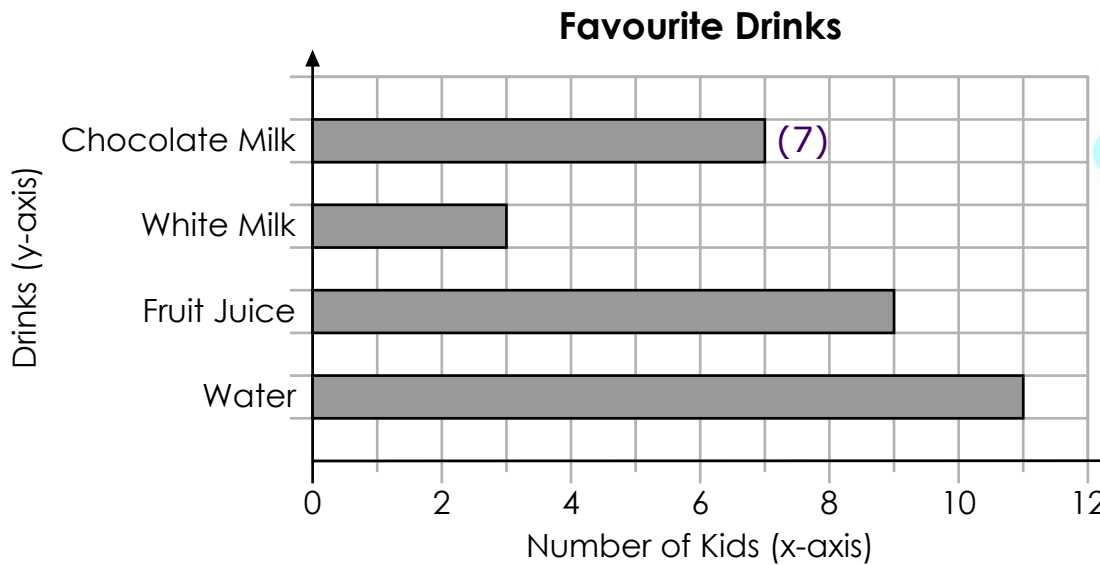
- 24 What is the title of the graph?

- 25 Which grade has the most students who have been to Florida? Grade _____
- 26 Which grade has 8 students who have been to Florida? Grade _____
- 27 How many Grade 4 students have been to Florida? _____ students
- 28 If 7 girls in Grade 2 have been to Florida, how many boys in Grade 2 have been to Florida? _____ boys
- 29 How many students have been to Florida? _____ students

Name: _____

Bar Graph

Mr. Hernandez's class took a vote on their favourite lunchtime drinks and graphed the results. Use the graph to answer the questions.



This graph appears to be counting by 2's, but look carefully. It is going up by 1's they only fill in every other number to make it easier to look at.

1. At the end of each bar, write the correct number of votes.

2. How many kids chose chocolate milk as their favourite? 2. 7

3. How many kids voted in all? 3. _____

4. How many more kids voted for water than white milk? 4. _____

5. How many more kids voted for fruit juice than white milk? 5. _____

6. If two more kids voted for fruit juice, how many votes would fruit juice have? 6. _____

7. If two more kids voted for chocolate milk, would it be the drink with the most votes? 7. _____

Fishing Trip Pictograph

Michael, Emily, Jose, Jennifer, and Kevin went on a fishing trip. This pictograph uses symbols to represent more than 1. Read the graph carefully. The pictograph below shows how many fish each caught. Use the pictograph to answer the questions.

Number of Fish Caught

Michael	$(6 \times 3 = 18)$
Emily	
Jose	
Jennifer	
Kevin	

This is the key of the graph.
 = 6 fish

- | | |
|---|-------------------|
| 1. How many fish did Michael catch? | 1. <u>18 fish</u> |
| 2. How many fish did Emily catch? | 2. _____ |
| 3. How many fish did Kevin catch? | 3. _____ |
| 4. How many more fish did Emily catch than Jose? | 4. _____ |
| 5. How many fish did the girls catch? | 5. _____ |
| 6. How many fish did boys catch? | 6. _____ |
| 7. How many more fish did the girls catch than the boys? | 7. _____ |
| 8. How many fish did Jose and Kevin catch? | 8. _____ |
| 9. Find the sum of the fish caught by all five people? | 9. _____ |
| 10. Who caught fewer fish, Jennifer or Emily? | 10. _____ |
| 11. Did Jennifer catch an odd or even number of fish? | 11. _____ |
| 12. Jose said, "I caught a dozen fish!" Is he correct? Explain.
Hint: think about how much a dozen is. | 12. _____ |

Name: _____

Tally Chart

Christina surveyed her classmates to find out their favourite subjects in school. She made a tally chart to record the results. Remember groups represent 5, each single mark means 1.

SUBJECT	COUNT
Math	(10)
Reading	
Writing	
Science	
Social Studies	



1. How many of Christina's classmates chose Social Studies as their favourite subject? _____

2. How many more students chose Reading than Writing? _____

3. Did more students choose Reading or Social Studies? _____

4. Which subject had the most votes? _____

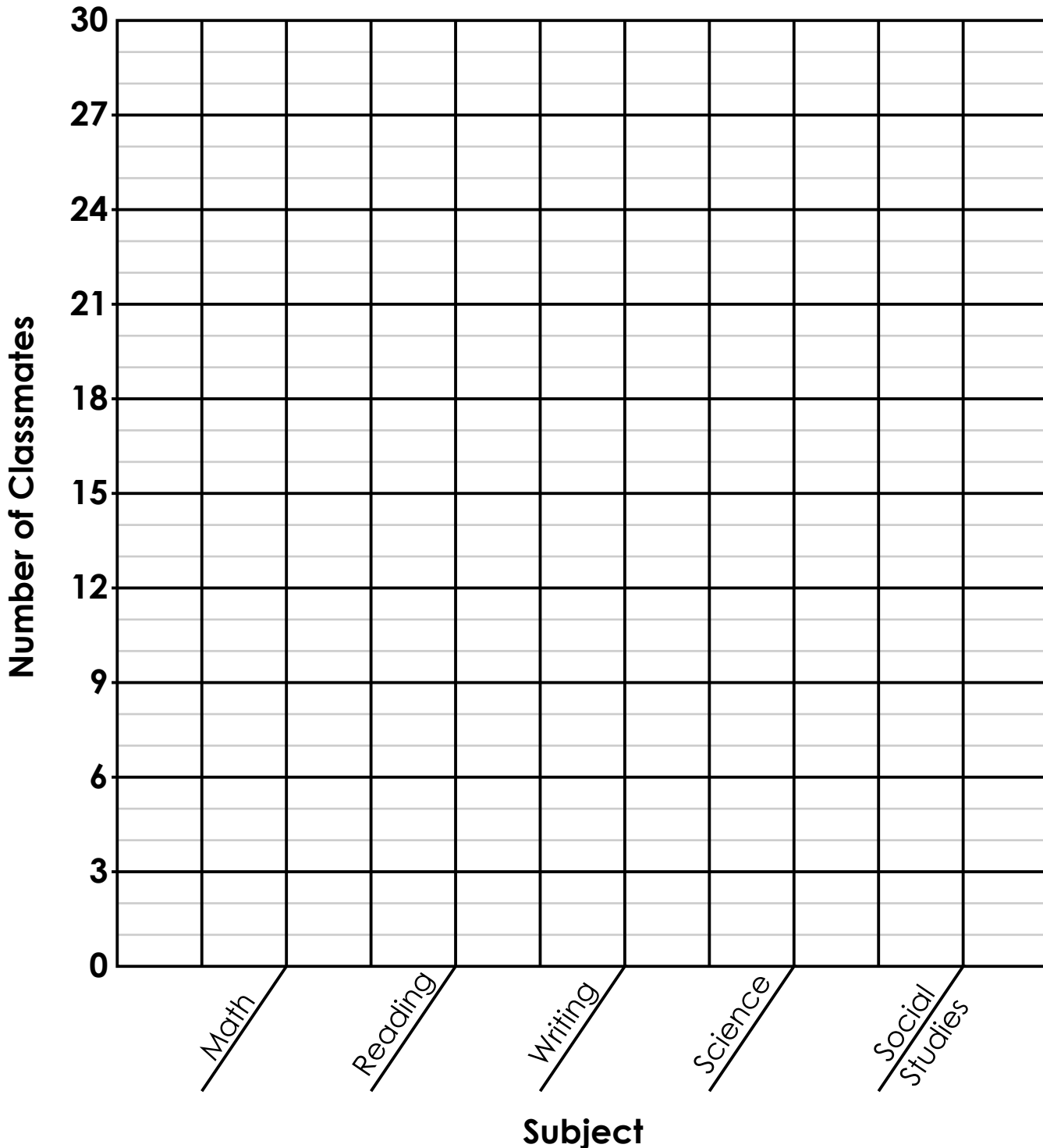
Name: _____

Bar Graph

Complete the bar graph to show the results of the "Favourite Subject" survey on the previous page. Use a different colour for the bar for each subject.

Read the graph carefully. It appears to go by 3's, but it isn't. Graph carefully.

Favourite Subject in School



Name _____

Tuesday

Unit Review

Vocabulary

Rock-Solid Vocabulary

Daily Science

Big Idea 4

WEEK 5

Next to each vocabulary word, write the letter of its definition.

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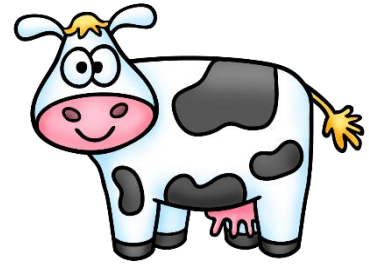
___ 1. asteroids	a. to save
___ 2. cleavage	b. all rocks are made of these
___ 3. conserve	c. an object from space that strikes Earth
___ 4. crystalline	d. the property that describes how easy it is to scratch a mineral
___ 5. extract	e. things that come from the Moon
___ 6. fracture	f. rock formed from cooled lava
___ 7. hardness	g. able to be replaced by a new supply
___ 8. igneous	h. rock that has changed because of intense heat and pressure
___ 9. lunar	i. useful materials or resources from nature
___ 10. luster	j. having a repeated, ordered structure
___ 11. metals	k. to remove
___ 12. metamorphic	l. gold and iron are examples
___ 13. meteorite	m. the way a mineral breaks along flat, even planes
___ 14. minerals	n. small deposits of rock, sand, or plant and animal remains
___ 15. natural resources	o. the shininess of a mineral
___ 16. ore	p. rock or sediment that contains metal
___ 17. renewable	q. the way a mineral breaks into jagged, irregular pieces
___ 18. rock cycle	r. limestone and sandstone are examples
___ 19. sediment	s. how rock is constantly created, changed, and broken down
___ 20. sedimentary	t. small bodies of rock between Mars and Jupiter

Jack and the Beanstalk

An English Folktale

ONCE upon a time there lived a poor woman who had a young son named Jack. They owned very little, but one of their most prized possessions was a cow who gave milk every morning. Every day, Jack and his mother took the milk to market to sell. Then one sad day, the cow gave no milk, and then things became even more difficult for Jack and his mother.

Soon after, Jack and his mother decided that they must sell their cow. And so the next day, Jack went for the long walk to take the cow to the market. On the path, Jack met a man who was a butcher. "Where are you going?" asked the butcher. Jack replied, "I am going to the market to sell my cow."



"It's lucky I met you," said the butcher. "I will save you the trouble of going to the market. I will trade you these magical beans for your cow. If you plant these, by the next morning they will grow a tremendous vine that will reach the sky." The butcher then pulled five odd looking beans from his pocket.

Jack made the trade, and then ran all the way home to tell his mother how lucky he was. When Jack's mother heard this news, she cried in disbelief that her son had been so foolish. In frustration, she threw the beans out the window. Poor Jack went to bed without any supper or his beans, and cried himself to sleep.



When he woke the next morning, beside his window was a Giant beanstalk. It stretched up as far as he could see into the sky. Jack stepped on to the beanstalk, and began to climb. He climbed up and up through the clouds, until he found himself somewhere new and wonderful. Suddenly, there was a beautiful maiden standing beside him.

The maiden told Jack how, when he was a little baby, his father, who was a knight, had been killed by the Giant who lived in a nearby castle. She told Jack how his mother had to promise never to tell the secret in order to save Jack's life. "All that the Giant has belongs to you," she said, and then suddenly disappeared. Jack decided to go to the castle to see the Giant with his own eyes.



As he approached the castle, he saw the Giant's wife standing at the door. Jack asked, "Would you kindly give me some breakfast? I have had nothing to eat since yesterday." The Giant's wife had a kind heart, so she said, "Very well, little man, come in. However, you must be quick. If my husband finds you here, he will eat you up, bones and all."

So Jack went in, and the Giant's wife gave him breakfast. Soon there came a terrible rumbling. "Oh my! That is my husband!" said the woman. "We must hide you somehow." She lifted Jack up and put him into the cupboard. No sooner had the Giant's wife closed the cupboard door, her husband roared out:

*"Fee, fi, fo, fum, I smell the blood of an Englishman;
Be he alive, or be he dead, I'll grind his bones to make my bread!"*

"Nonsense!" said his wife, "It's your breakfast you smell." So the Giant sat down and ate. When he had finished he said, "Wife, bring me my money bags." So his wife brought him two full bags of gold. The Giant began to count his money. But he was so sleepy that his head soon began to nod, and then he began to snore. Jack crept out, snatched up the two bags, and ran. He made his way down the beanstalk back to the cottage before the Giant awoke.



Jack and his mother were now rich. But one day Jack decided to return to the Giant's castle. So while his mother was away at the market, he climbed up to the top of the beanstalk again. The Giantess was standing at the door, just as before, but she did not recognize Jack this time. Jack asked, "Will you please give me some breakfast?"

"Run away," she said, "or my husband will eat you up, bones and all. The last boy who came here stole two bags of gold!" But the woman had a kind heart, and allowed Jack to come into the kitchen for breakfast. He had just begun to eat when there was a tremendous rumbling like an earthquake. Jack quickly hid. The Giant roared:

*"Fee, fi, fo, fum. I smell the blood of an Englishman;
Be he alive, or be he dead, I'll grind his bones to make my bread!"*

Once again, the Giant's wife told him he was mistaken. After eating, the Giant called out, "Wife, bring the little brown hen!" The wife brought in a little brown hen, which she placed on the table. "Lay!" said the Giant, and the hen at once laid a golden egg. "Lay!" said the Giant a second time, and the hen laid another golden egg. "Lay!" said the Giant a third time, and she laid a third egg.

"That will do for today," the Giant said, as he once again fell asleep. As soon as he began to snore, Jack crept out of hiding, snatched the little brown hen, and made a dash for the door. The hen began to scream, and the Giant began to wake up. But before he was fully awake, Jack escaped from the castle and climbed as fast as he could down the beanstalk. He escaped from the Giant once again.

The little brown hen laid so many golden eggs that Jack and his mother had more money than they could spend. But Jack was always thinking about the beanstalk. One day he crept out of the window again, and climbed until he reached the top. This time he was careful not to be seen. He crept to the back of the castle, and when the Giant's wife went out, he slipped into the kitchen and hid himself. In came the Giant, roaring louder than ever:

*"Fee, fi, fo, fum.
I smell the blood of an Englishman;
Be he alive, or be he dead.
I'll grind his bones to make my bread!"*



But the woman was quite sure that she had seen no little boys that morning, and after much grumbling, the Giant sat down to breakfast. When the Giant finished, he called out, "Wife, bring me the golden harp!" The wife brought in the golden harp. "Sing!" said the Giant, and the harp began to sing beautiful songs. It sang so sweetly that the Giant soon fell asleep. Jack crept quietly out of hiding and grabbed the golden harp. The harp at once called out, "Master! master!" and the Giant woke just in time to see Jack running out the kitchen door.



The Giant dashed after Jack. Jack ran faster than he had ever run before. He began to climb down the beanstalk, but the Giant was close behind! As soon as Jack saw him coming, he called out, "Mother, bring me an ax!" Jack had no sooner reached the ground than he used the ax to cut the beanstalk in two. The Giant fell with a terrible crash, and that was the end of him. What became of the Giant's wife and the castle nobody knows. But Jack and his mother grew very rich, and lived happily ever after.

Name _____

Tuesday



Jack and the Beanstalk

Key Vocabulary

Directions: Circle or highlight 3 words in the story that are unfamiliar. Write the word on the line. Write what you think the word means and what part of the story helped you figure it out.

*** Unfamiliar means something you don't know**

The new word I found in the story is _____

I think this word means _____

because _____

The new word I found in the story is _____

I think this word means _____

because _____

The new word I found in the story is _____

I think this word means _____

because _____



Answer the following questions about the story in complete sentences.

Wednesday



Jack and the Beanstalk

Who is this story about?

What was a problem Jack faced in the story?

Where does this story take place?

When did Jack decide to sell the cow?

Why did the Giant chase Jack?

How does the story end?

Name _____

Wednesday

Jack and the Beanstalk

Story Structure



Answer the following questions about the story. Point form answers are okay.

Setting

(time and place)

Characters

Problem

Just choose 1

(There may be more than one!)

Solution



Plot: Write one sentence for each that includes a big event. Think what happens at this part of the story.

Beginning: _____

Middle: _____

End: _____

Name _____

Thursday



Jack and the Beanstalk

How do characters respond to challenges?
Answer each of the following questions in complete sentences.

Jack

1. How does Jack respond when the butcher tries to make a deal for the cow?

2. How does Jack respond to the news he received from the maiden?

Maiden means young girl.

3. How could Jack respond differently after speaking to the maiden?

Jack's Mother

4. How did Jack's mother respond when she discovered Jack traded the cow for beans?

5. Did Jack's mother make a good decision when she threw the beans out the window? Why or why not?

Name _____

Thursday



Jack and the Beanstalk

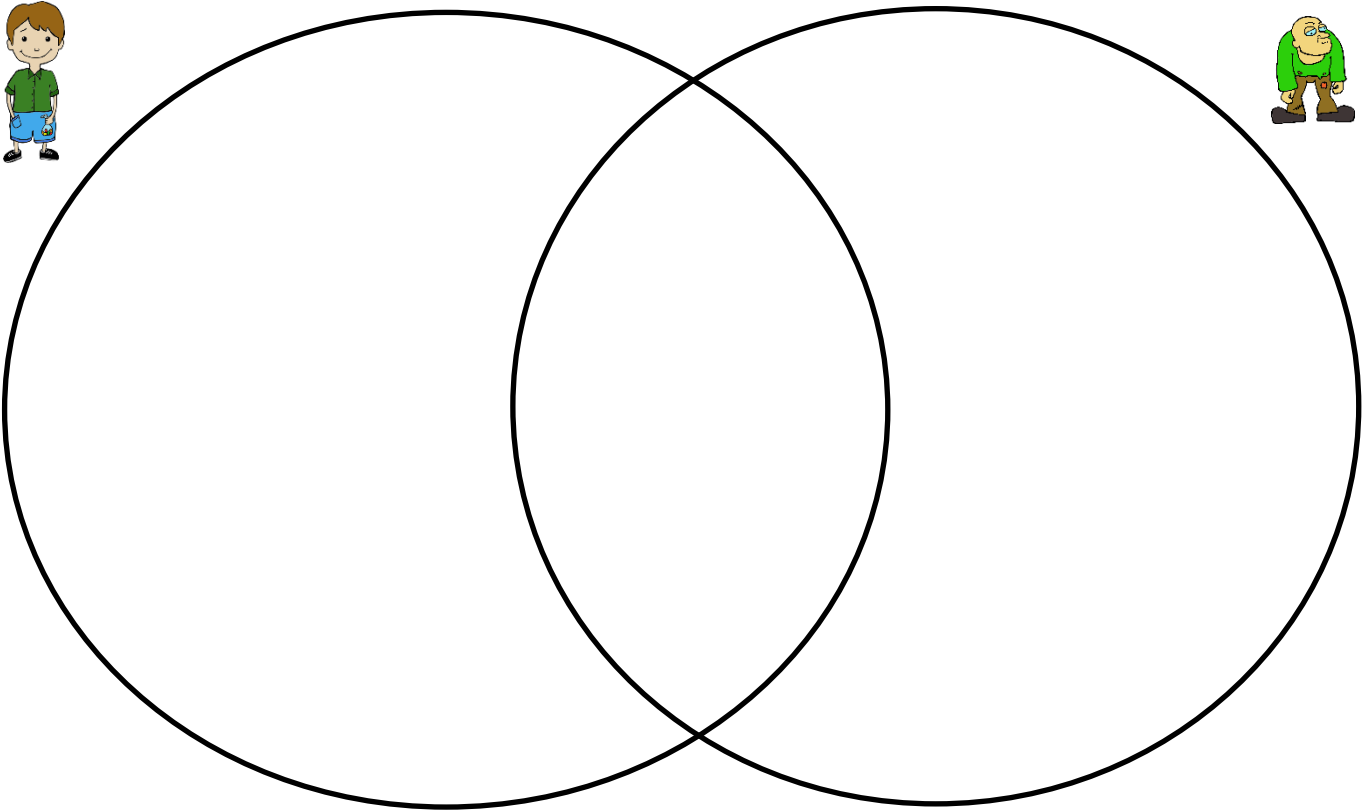
How do characters respond to challenges?

Directions: Look at the words at the bottom of the page, decide whether it describes Jack, The Giant or both of them. Write the words in the circle they belong.

Jack

Both

The Giant



hungry

sneaky

poor

brave

huge

little

fast

thief

tired

crabby

Name _____

Wednesday



WEEK 5

Unit Review *Visual Literacy*
Mineral Mysteries

This chart lists several properties of different minerals. Use it to answer the questions below.

Name	Color	Hardness	Streak	Luster	Cleavage or Fracture
graphite	silver black	1-1.5	black	metallic	perfect cleavage
calcite	white or colorless	3	white	glassy	perfect cleavage
apatite	green	5	white	glassy	fracture
hematite	steel gray	5-6	red	metallic	fracture
quartz	white or colorless	7	white	glassy	poor cleavage

1. Which is the softest mineral that can be colorless?

Calcite

2. Which mineral can be white and has poor cleavage?

3. Which is the softest mineral with a metallic luster?

4. Three minerals have a white streak. Which mineral can scratch the other minerals?

5. Two minerals of similar hardness do not have cleavage. Which has a glassy luster?

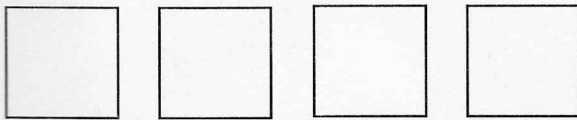
6. Which mineral's color is different from its streak and also has a metallic luster?

1. $2 \times 3 = \underline{\hspace{2cm}}$

4. $25 \square 10 = 15$

2.
$$\begin{array}{r} 87 \\ + 13 \\ \hline \end{array}$$

3. Divide the squares in half
-
- 4 different ways.



5. Today 253 students are eating
-
- a hot lunch and 106 brought
-
- lunch from home. How many
-
- students are eating lunch at
-
- school?

_____ students

1. $10 + 24 + 42 = \underline{\hspace{2cm}}$

4. $13 + 12 = 25$, so

$25 - \square = 12$

2.
$$\begin{array}{r} 62 \\ - 27 \\ \hline \end{array}$$

3. Count by tens.

140 _____

5. It costs Sarah \$10.77 a week
-
- to feed her pets. If she spends
-
- \$6.52 on her dog, how much
-
- does she spend on her cat?

\$_____

1. $2 \times 4 = \underline{\hspace{2cm}}$

2.
$$\begin{array}{r} 473 \\ + 304 \\ \hline \end{array}$$

3. Mark the clock that shows a quarter past 9.



4. Fill in the correct symbol.

$$0 \times 5 \bigcirc 9 \times 0$$

5. It is 469 miles to Uncle Ted's house. How far did Austin and Jordan travel today if they have 143 miles left to go?

_____ miles

1. $64 + 16 = \underline{\hspace{2cm}}$

2.
$$\begin{array}{r} 629 \\ - 416 \\ \hline \end{array}$$

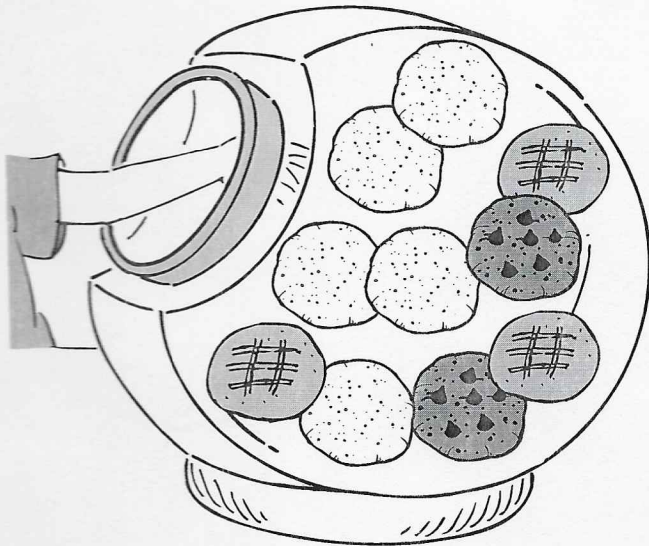
3. $6 \div 2 = \underline{\hspace{2cm}}$

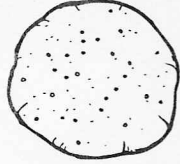
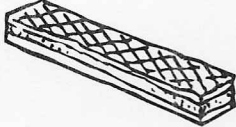
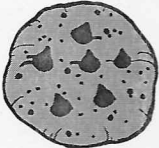
4. Draw a shape with no corners.

5. Brian bought a pencil for 25¢. He paid for it with a half dollar. How much change did he get back?

a. 14¢ b. 50¢ c. 25¢

If I take one cookie without looking, what is the chance I'll get each of these cookies?



1.		Most likely Least likely Impossible
2.		Most likely Least likely Impossible
3.		Most likely Least likely Impossible

How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday