Homework Package May 5 - May 11

	Tuesday May 5	Wednesday May 6	Thursday May 7	Friday May 8	Monday May 11
Morning Work 30 minutes	1) Daily math 2) Introduction to division 3) Division booklet	1) Daily math 2) Division booklet	1) Daily math 2) Division booklet	1) Daily math 2) Multiplication and division booklet	1) Daily math 2) Multiplication and division booklet
Afternoon Work 30 minutes	1) Daily science 2) Social studies	1) Daily science 2) Diamante poem	1) Daily science 2) Social studies	1) Daily science 2) Color poem	1) Daily science 2) Social studies

Tuesday May 5
Morning Work:

- Daily math **(about 5 minutes)** - Students will work on the 5 questions for Monday and Tuesday in their Daily Math booklets. This booklet will have a 32 at the top. If you were able to access it last week despite the mix up, only work on Tuesdays questions.
- Introduction to Division **(about 10 minutes)** - Students will read through the introduction to division notes page. They should read the information carefully. Then they will turn it over and examine the examples that have been provided. O If they are still confused you can reference YouTube for more examples of division.
- Division booklet **(about 15 minutes)** - Students will work on the division booklet. They will work on the pages that are labelled Day One (122-123). They should read the quick review and my extra notes before getting started.

<u>Afternoon Work:</u>
- Daily Science **(about 10 minutes)** – Students will start the new daily science booklet. They will complete day one and two of the booklet to catch up. They must read the passage twice and answer the questions at the bottom of each page.
- Social studies **(about 20 minutes)** – Students will be working on the page labelled Significant Places in Manitoba. They will read through the passage twice. It is a good idea to mark up the passage as they read. Once they have read it through twice, they will pick out 5 facts that they learned or found interesting from the passage. They will write those 5 things in complete sentences in the space provided at the bottom of the page.
    - The sentences can start with: "One thing I found interesting was ..." or "I learned ..."

<u>Wednesday May 6</u>
<u>Morning Work:</u>
- Daily math **(about 5 minutes)** – Students will work to complete the 5 questions for Wednesday in their daily math booklets.
- Division booklet **(about 25 minutes)** – Students will continue to work on the division booklet. They will work on the pages that are labelled Day Two (124 – 127). They should read the quick review and my extra notes before getting started.
- If there is time remaining once this has been completed, they can choose from the math games that I have provided and play.

<u>Afternoon Work:</u>
- Daily science **(about 5 minutes)** – Students will work on Day 3 of their daily science booklet. They will read the passage twice, and answer the questions at the bottom of the page. As always, they are encouraged to mark up the passage as they read.
- Diamante poem **(about 25 minutes)** –Students will read over the diamante poem worksheet. They should read the passage 3 times before answering the questions at the bottom of the page. Next, they

will read the diamante poems example page. Then, they will write their own diamante poem about a place they enjoy going to in their new journals. Make sure to put the date at the top of the page.

Thursday May 7
Morning Work:
- Daily math **(about 5 minutes)** - Students will work on the 5 questions for Thursday in their daily math booklet.
- Division booklet **(about 25 minutes)** - Students will work on the rest of the division booklet. They will work on the pages labelled Day Three.

Afternoon work:
- Daily science **(about 5 minutes)** - Students will work on day 4 of their daily science booklet. They will read the passage twice and answer the questions at the bottom of the page.
- Social studies **(about 25 minutes)** - Students will work on the page labelled Aboriginal Communities in Manitoba. They will read through the passage twice before beginning on the questions at the bottom. Once they have read it twice, they will work on the questions at the bottom of the page. They will answer the Making Connections section in complete sentences. They must make a connection to what they read, good prompts to help with this process are: "what did you think of while you were reading the passage?" or "does this make you think of anything else, what is it?" or "does this remind you of anything that you have read before? What is it?" or anything else along those lines.

Friday May 8
Morning Work:
- Daily math **(about 5 minutes)** - Students will work to complete the questions for Friday in their daily math booklets.
- Multiplication and division work **(about 25 minutes)** - Students will begin working on the multiplication and division booklet. They will

work to complete the pages labelled Day One. On the first page, they will read through the instructions on how to multiply with double digit numbers. They can read over and look at the examples that are supplied. They must do the row of questions labelled try it yourself, then they can turn to the second page. On the second page, they only have to do questions that are labelled 1 - 18. There are 2 rows on this sheet that are labelled extra practice that students are encouraged to work on, but they are not required.

<u>Afternoon Work:</u>

- Daily Science **(about 5 minutes)** - Students will work on day 5 of their daily science booklets. They will work to complete the questions from what they have learned throughout the week. If they need, they can reference the rest of their work from the week to complete the questions.

- Color poem **(about 25 minutes)** - Students will read over the color poem worksheet. They should read the passage 3 times before answering the questions at the bottom of the page. Next, they will read the color poems example page. Then, they will write their own color poem about a color of choice in their new journals. Make sure to put the date at the top of the page.

<u>Monday May 11</u>

<u>Morning Work:</u>

- Daily math **(about 5 minutes)** - Students will work on the 5 questions for Monday in their new daily math booklets. This will have a 33 at the top.

- Multiplication and division booklet **(about 25 minutes)** - Students will work on the pages labelled Day Two in their multiplication and division booklet. There are pages that are clearly labelled for grade 3's to work on, and grade 4's to work on. Students will read the brief explanations outlining the steps that they need to follow, with a few practice questions, followed by a worksheet with questions to practice. It is encouraged that the grade 4's briefly read the pages

for the grade 3's and do a few practice questions before moving onto their work pages. If there are any grade 3's who are looking for a challenge, they are more than welcome to challenge themselves with the grade 4's page. The work is just one step up from what they are doing.

<u>Afternoon Work</u>

- Daily science **(about 5 minutes)** – Students will start the new daily science booklet. They will work on day one. They will read the passage twice and answer the questions at the bottom of the page.
- Social studies **(about 25 minutes)** – Students will work on the page labelled Aboriginals and the Environment. They will read through the brief passage twice and complete the inference portion. In a complete sentence they will be making an inference, meaning they make a prediction about a topic. Once they have written their inference, they will read the second passage, twice. Then they will answer the 2 questions at the bottom of the page. They must answer in a complete sentence.

Dear grade 3/4's,

I hope you are doing good. I am well, and trying to keep myself busy and safe.
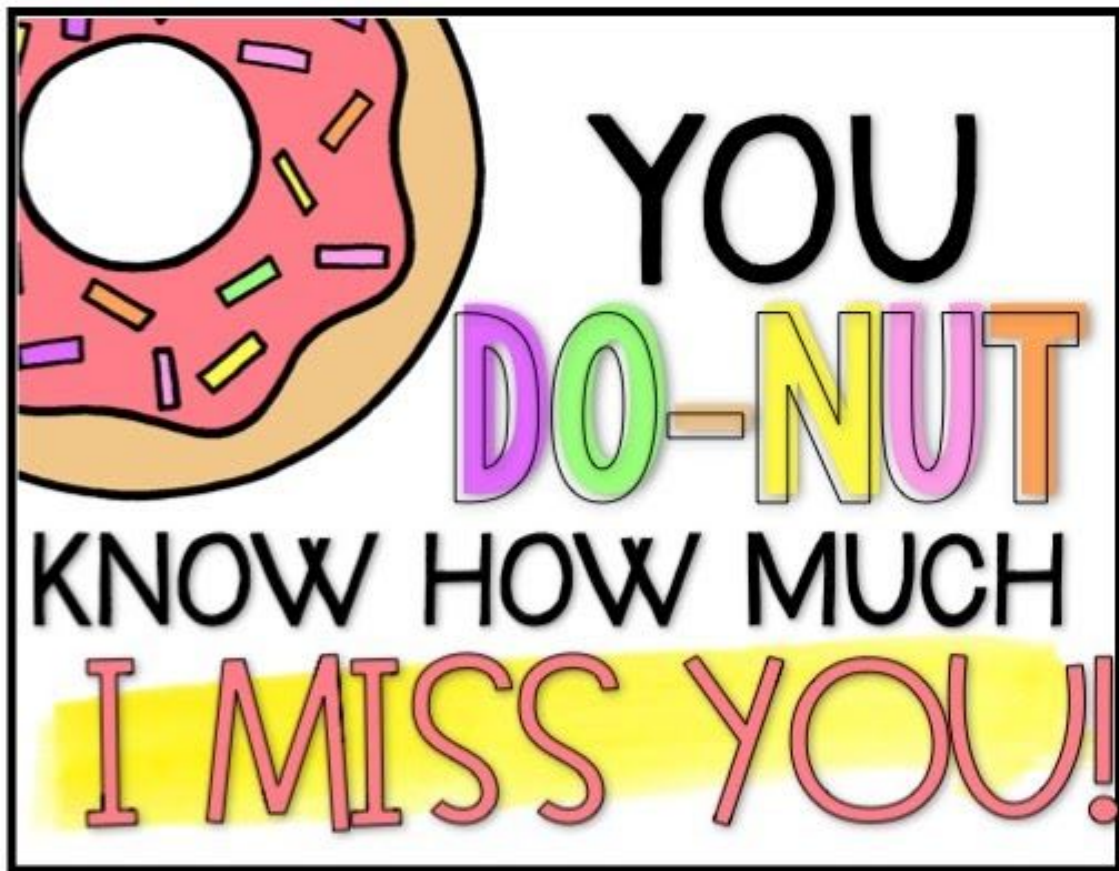
You are making me so proud with all of your hard work! Keep it up!

♡ Ms. Bruce

1. $2 \times 2 =$ _____

2. $\begin{array}{r} 25 \\ -18 \\ \hline \end{array}$

3. What comes next?

489 _____   730 _____

554 _____

4. Write the number word for 13.

_____

5. Last year Christopher weighed 48 pounds. This year he weighs 60 pounds. How much weight has he gained?

_____ pounds

1. $16 + 18 =$ _____

2. $\begin{array}{r} 94 \\ -27 \\ \hline \end{array}$

3. What time is it?

_____ : _____

4. $15 + 15 = 30$, so

$\boxed{} - 15 = 15$
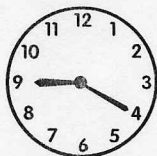
5. Gina's father picked 12 oranges. He gave the same number of oranges to his four children. How many oranges did each one get?

_____ oranges

1. 15 – 8 – 7 = _____

2. 23
     + 21

3. Fill in the correct symbol.

< = >

100¢ ◯ $1

4. Circle the number that is the most likely to be picked without looking.

| 3 | 6 | 1 | 3 | 3 | 4 | 6 |
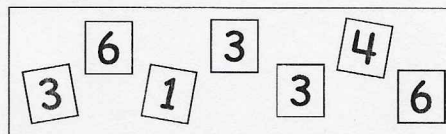
1   3   4   6

5. A quart of milk is equal to 4 cups. Mother used 3 quarts to make ice cream for the picnic. How many cups of milk did she use?

_____ cups

---

1. 4 × 2 = _____

2. 61
     – 34

3. Complete the pattern.

15 12 9 ___ ___

4. This is a sphere.
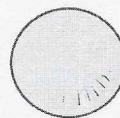
yes   no

5. Jose opened his piggy bank. He found 2 quarters, 3 dimes, and 17 pennies. How much money did he have?

_____¢

Divide the cookies into 3 equal groups.
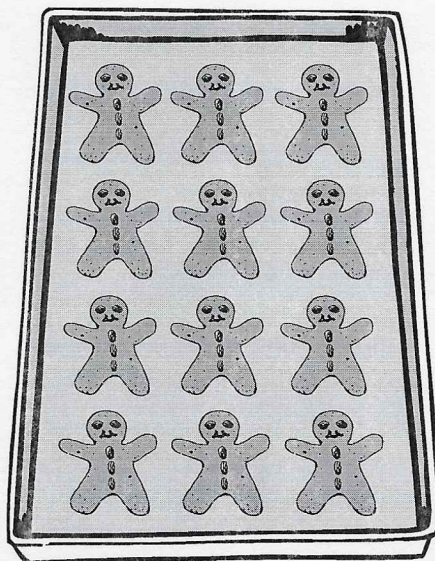
_____ in each group

Daily Progress Record ⟨32⟩

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

	Monday	Tuesday	Wednesday	Thursday	Friday
5					
4					
3					
2					
1					

Introduction to division!

Division sounds scary and confusing, but now that we know multiplication it'll be easier. When you think of division, a simple way to think of it is <u>sharing</u> or <u>Making equal (same) groups!</u>

<u>To start</u>: Think of a time you had to share with someone. You were actually dividing what you had to make sure you both had some.

<u>Example</u>:

I have 8 cookies to share with my 2 nieces and 2 nephews. So, I have 8 cookies to give to 4 people. How many will each person get?

<u>To figure it out you could</u>:

a) Think of sharing to divide

   8 ~~shared by~~ 4 =

So:

$8 \div 4 = 2$

(Fill it in)

b) Draw an array or picture of the equal groups

1) o o
    o o
    o o
    o o
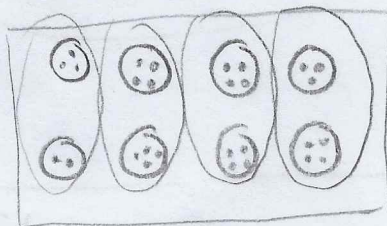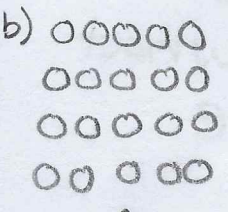
Introduction to division: Examples!
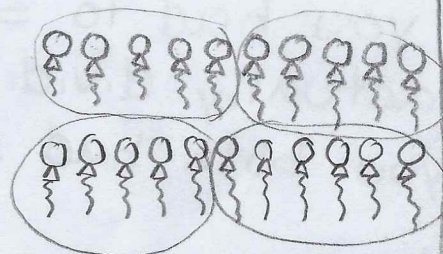
① Marc has 20 trinkets for party bags. How Many friends can he invite if he puts 5 trinkets in each bag? What about if he puts 2 in each bag?

5 trinkets

a) $20 \div$ shared by $5 =$

c) Picture

b)
```
O O O O O
O O O O O
O O O O O
O O O O O
```
↑ Array
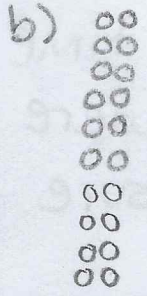
d) Opposite of multiplication
$4 \times 5 = 20$ [so] $20 \div 5 = 4$
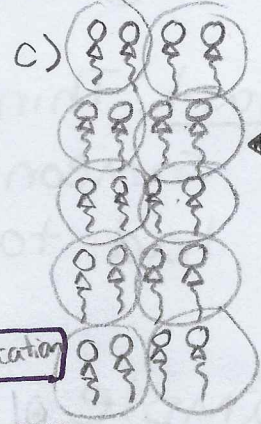
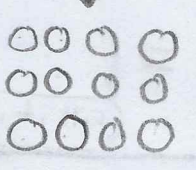Division sentence: $20 \div 5 = 4$

$\div$ 2 trinkets

a) 20 shared by $2 =$

b)
```
O O
O O
O O
O O
O O
O O
O O
O O
O O
O O
```
← Array

c) ← Picture

d) Opposite of Multiplication
$2 \times 10 = 20$ [so] $20 \div 2 = 10$
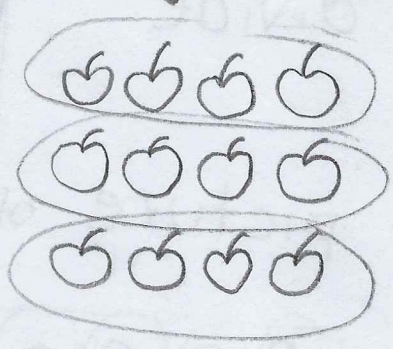
Division sentence: $20 \div 2 = 10$

② Hannah has 12 apples and wants to share them with her 2 siblings. How many will each get?

Array
```
O O O O
O O O O
O O O O
```

Picture

opposite of multiplication
↓
$3 \times 4 = 12$
[so]
$12 \div 3 =$ ___

Division sentence: $12 \div 3 = 4$

Division as Grouping

Day one:

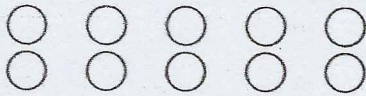At Home
At School

Quick Review

Division can be used to find how many equal groups there are when you know the size of the groups.

How many equal groups of 2 are there in 10?

➤ Start with 10 counters.
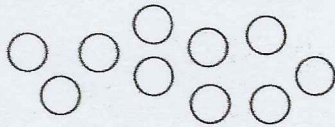
➤ Divide the 10 counters into groups of 2.
Count the number of groups.

➤ Write the **division sentence**.

| 10 | ÷ | 2 | = | 5 |

We say: 10 divided by 2 equals 5.

| Number of counters | Number in each group | Number of groups |

Try These

1. Use counters. Find the number of groups.
Write a division sentence.

"counters" so you can see.
(do not draw)

Division sentence
$12 \div 3 = 4$

a) Divide 12 counters into groups of 3. _____

*Any thing around the house can be used as counters.

b) Divide 8 counters into groups of 1. _____

c) Divide 10 counters into groups of 5. _____

2. Use counters. Make equal groups to divide.

a) $15 \div 5 =$ _____   b) $12 \div 4 =$ _____   c) $8 \div 2 =$ _____

d) $2 \div 1 =$ _____   e) $6 \div 2 =$ _____   f) $4 \div 4 =$ _____

Day One:

Hint: To find the number of groups
circle the counters as each
question asks.

1. Find the number of groups. Then write a division sentence.

a) Make groups of 4.	b) Make groups of 3.	c) Make groups of 5.
$12 \div 4 = 3$		
d) Make groups of 1.	e) Make groups of 4.	f) Make groups of 2.

(handwritten notes in left margin:)

12 total counters

think:
How Many
all together
(12)

How Many
in each
group.
(4)

How Many
groups did
I make?
(3)

2. Write a division sentence to solve each problem.

a) Ira has 12 plums. He gives 4 plums to each of his friends.

How many people get plums? ___ $12 \div 4 = 3$ ___

b) Suri has 15 photos. She puts 5 photos on each page.

How many pages does Suri use? _____

c) Sahib baked 10 tarts. He put 2 tarts into each bag.

How many bags did Sahib use? _____

Stretch Your Thinking

The answer is $20 \div 4 = 5$.
What might the problem be?

_____

_____

(Handwritten, top) Start May 5, 2020

(Handwritten, top right) *Remember Marking up the Passage helps with questions after reading.

Name _____

Day 1

Weekly Question

Where do rocks come from?

Big Idea 4

WEEK 2

Scientists divide rocks into three types according to how the rocks are formed. Rock that forms when hot, liquid rock cools and hardens is called **igneous** rock. The properties of an igneous rock are determined by how fast the molten rock cools.

When igneous rock cools slowly under the ground, the minerals in the rock have time to form large, visible crystals. Granite is an example of this kind of igneous rock. In contrast, basalt (buh-SALT) and pumice (PUH-miss) are igneous rocks that form from lava flowing from a volcano. Mineral crystals in these rocks are often too small to see without a strong microscope. These rocks cool above ground and harden quickly. Pumice is very light and airy, while basalt is much denser.

Vocabulary

igneous
IG-nee-us
a type of rock that forms when molten rock cools

(Handwritten bracket) The 3 types of igneous rock.
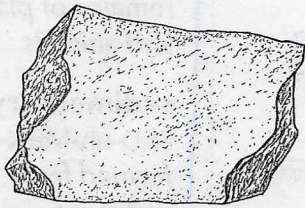
basalt
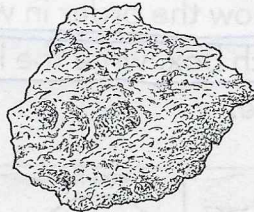
pumice
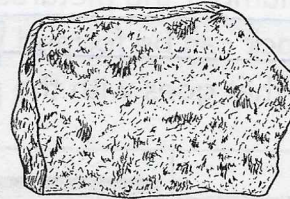
granite

(Handwritten, right) word bank:
- Pumice
- Microsope
- Igneous
- Granite
- Crystals

Use information from the passage to complete the sentences.

1. When lava cools, it forms _____ rock.

2. The size of igneous rock _____ depends on how quickly the rock cools.

3. An igneous rock that is so light it can float on water is _____.

4. An igneous rock that forms large crystals is _____.

5. Without a _____, it can be difficult to see the crystals in basalt.

Daily Science

Big Idea 4

Day 2

Weekly Question

Where do rocks come from?

WEEK 2

Sedimentary rock is a kind of rock created from **sediment**, which can come from several sources. For instance, the weathering and erosion of larger rocks can create sediment made of smaller rocks and sand. Over time, heat and pressure can cause sediment to **cement** together and form solid rock. Shale is a sedimentary rock formed from mud.

Other kinds of sediment are created in the ocean from the shells of tiny organisms that settle on the seafloor. As layers of sediment pile up, the weight of the sediment squeezes water out of the spaces between the shells. Heat, pressure, and time work to cement the bits of shell into rock. Limestone is a sedimentary rock formed this way.

Vocabulary

cement
suh-MENT
to glue together and become solid

sediment
SED-uh-ment
a naturally-occurring deposit of small rocks, sand, or the remains of plants and animals

sedimentary
SED-uh-MEN-tuh-ree
formed from sediment

In the circles, number the pictures to show the order in which sedimentary rock can be formed. In each box, write the letter of the caption that goes with the picture.
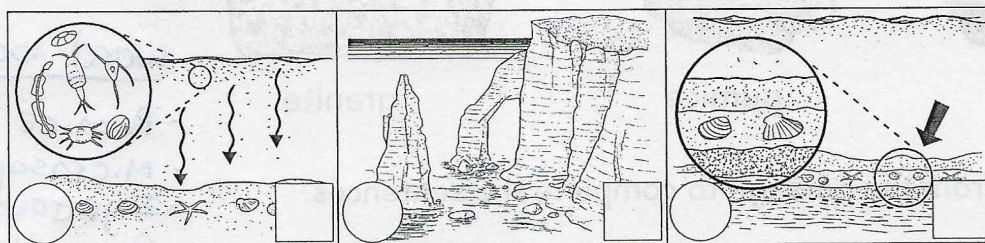
a. Buried sediment, affected by heat and pressure, forms rock.

b. Sedimentary rock can be exposed by uplift caused by earthquakes.

c. Sediment from microscopic shells builds up on the seafloor.

🔊 **Talk**

How is it possible that limestone deposits containing a lot of shells can be found many miles from a body of water?

Daily Science

Day 3

Weekly Question

Where do rocks come from?

Big Idea 4

WEEK 2

Great heat and pressure, such as the kind that occurs deep within Earth, can cause rocks to change. Rock that changes this way is called **metamorphic** rock. With enough heat, pressure, and time, both igneous and sedimentary rocks can be transformed into metamorphic rocks.

Metamorphic rocks tend to be harder than other kinds of rocks. They are often striped or show a swirled pattern. Where does this pattern come from? When a rock is heated, different-colored parts of the rock can start to melt, like chocolate chips do when cookies are baked. If the rock is then squeezed by pressure, the soft, melted parts can flow. This is what gives the rock stripes or swirls. Marble, which is formed from limestone, is a kind of metamorphic rock. Slate, which is formed from shale, is another kind.

Vocabulary

metamorphic
MET-uh-MOR-fik
a type of rock that has been physically changed by heat or pressure

A. This diagram shows how metamorphic rock forms. Draw arrows and label them to show where the *heat* and *pressure* come from.

Earth's surface

metamorphic rock

molten rock
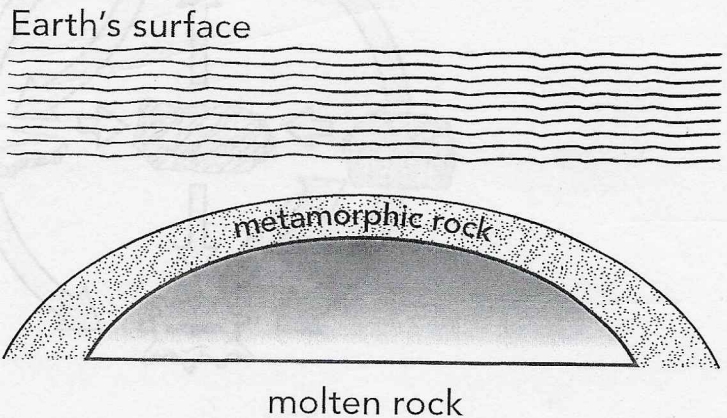
B. Use information from the passage to complete the sentences.

1. _____ and _____ can transform one kind of rock into another over a long period of time.

2. Marble is an example of _____ rock.

3. Stripes in metamorphic rock form when parts of the rock

_____ .

word bank:
- Melt
- Metamorphic
- Pressure
- Heat

Day 4

Weekly Question

Where do rocks come from?

Rocks are constantly changed by processes on and within Earth. Weathering and erosion break down rocks into sediment. Heat and pressure in Earth's crust change rocks into new kinds. In addition, the movement of Earth's plates allows rocks in the crust to sink back into the mantle and melt. Magma from the mantle can then rise through cracks in the crust and form new rocks. This natural process of creation, destruction, and recycling of rock material between the mantle and Earth's surface is called the **rock cycle**.

Use the diagram of the rock cycle to complete the sentences below.
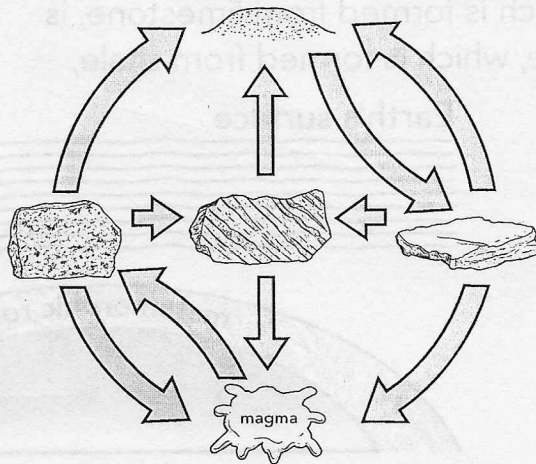
Vocabulary

rock cycle
rock SY-kul
natural process of creation, destruction, and recycling of rocks in Earth's crust and upper mantle

magma

Word bank:
- Magma
- Metamorphic
- sedimentary
- Rock
- sediment

1. Heat and pressure turn igneous rock or sedimentary rock

   into _____ rock.

2. Magma cools to become _____.

3. Weathering and erosion turn rock into _____.

4. Cementing results in _____ rock.

5. When rocks melt, they become _____.

Name _____

Day 5

Weekly Question

Where do rocks come from?

A. Use the words in the box to complete the sentences.

igneous   cement   sedimentary

sediment   rock cycle   metamorphic

You may reference your other work as well.

1. When lava or magma cools, it forms _____ rocks.

2. All rocks are created, changed, or destroyed in the _____.

3. _____ rocks are formed when other rocks are weathered or eroded and leave behind _____.

4. Pressure causes sediment to _____ and form a hard rock.

5. A _____ rock forms when another rock is subjected to a lot of heat and pressure.

B. Name one trait of each type of rock and describe how the rock is formed.

1. Igneous: _____

2. Metamorphic: _____

3. Sedimentary: _____

C. Add the missing words to complete three parts of the rock cycle.

1. Igneous rock + _____ and _____ = sediment

2. Sedimentary rock + _____ and _____ = metamorphic rock

3. Magma + _____ = igneous rock

Significant Places in Manitoba
It is a good idea to mark up this passage.

Fort Garry
Canada purchased Rupert's Land from the Hudson Bay Company, which included the land of Manitoba. During this time, the Metis were living in Manitoba and were obviously unhappy when Canada sent land surveyors to Manitoba to divide up the land into lots for Canadians to have. In response, Metis leader Louis Riel brought an army of 120 men to **Fort Garry**, which was where the government leaders at the time worked. He took over the Fort and continued to negotiate with the Canadian government over ownership of the land of Manitoba.

The Forks
The land where the Assiniboine River flows into the Red River is called **The Forks**. This land has a rich history dating back to the stone age 6,000 years ago as stone tools have recently been discovered there. The Europeans also used these waterways as part of the fur trade. Fur trading posts were established along these rivers. The railways were also a big part of the history of this land. The Grand Pacific Railway and The Great Northern Railway joined together on this land to provide transportation across the prairies and into the northern parts of Canada.

Musée de Saint-Boniface
In 1845, the **Saint-Boniface Museum** began as a hospital, orphanage, and seniors' home. The Grey Nuns took care of the building and the operations inside of it. It later became a school where Louis Riel attended! In 1938, a museum was built in the basement of the building. In 1950, the Saint-Boniface General Hospital School of Nursing left the building because of a flood. In 1956, the Grey Nuns vacated the building after living there since 1845. In November 1958, the Historic Sites and Monuments Board of Canada declared the building a historical site. It was turned into a museum for people to learn about the history of the building and the city.
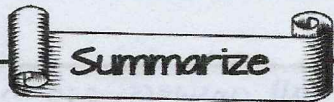
Summarize
A summary is brief explanation of the reading passage.

Write down 5 important ideas from the information above in complete sentences!

STUDENT BOOK 6 **LESSON**

Division as Sharing

Day two:

Quick Review

At Home At School
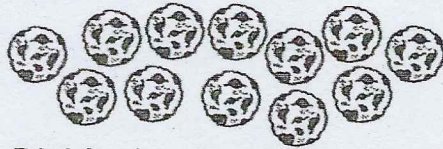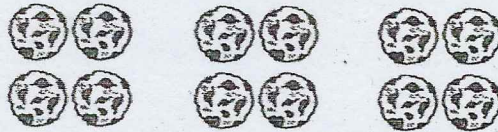
Division can be used to find <u>how many are in each group</u> when you know the number of groups.

12 cookies are shared equally among 3 friends.
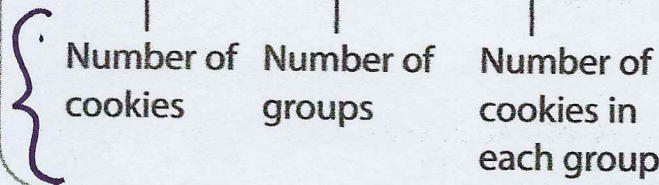How many cookies does each person get?

① ➤ Start with 12 cookies.

② ➤ Divide the 12 cookies into 3 groups.
Count the number of cookies in each group.

③ ➤ Write the division sentence.

$$12 \div 3 = 4$$ We say: 12 divided by 3 equals 4.

Number of cookies   Number of groups   Number of cookies in each group

This can be used on all division questions.

Total number ÷ number of groups = How many in each group

Try These

Use any thing for counters.

1. Use counters. Find the number in each group.
   Write a division sentence. ➜ ___ ÷ ___ =

   a) Divide 20 counters into 4 groups. _____

   b) Divide 16 counters into 4 groups. _____

   c) Divide 3 counters into 3 groups. _____

   d) Divide 12 counters into 4 groups. _____

Day two:

1. Find the number of things in each group.

   a) $8 \div 4 =$ _____   b) $20 \div 5 =$ _____   c) $2 \div 2 =$ _____

   d) $10 \div 2 =$ _____   e) $8 \div 2 =$ _____   f) $3 \div 1 =$ _____

   g) $10 \div 5 =$ _____   h) $4 \div 4 =$ _____   i) $15 \div 3 =$ _____

2. Write a division sentence to solve each problem.

   a) There are 20 people on 4 equal teams. How many people are on each
       team? _____

   b) There are 16 muffins in 4 equal-sized tins. How many muffins are in each
       tin? _____

   c) There are 25 chairs in 5 equal rows. How many chairs are in each row?
       _____

   d) There are 4 buttons in 2 equal rows. How many buttons are in each row?
       _____

3. Write an equal sharing problem for $6 \div 2 = 3$. → using words.
    Show how to solve the problem using a picture.

    _____

    _____

    _____

There are a few answers,
choose 1 & show your thinking.

There are 12 members in the Boy Scout troop.
They will march in the parade in equal rows.
How many Boy Scouts <u>could be</u> in each row?

_____

_____

Relating Division and Repeated Subtraction

Day two:

Quick Review

You can use repeated subtraction to find $8 \div 4$.

Start with 8 counters.

➤ Count how many groups of 4 you subtract until no counters remain.

○○○○○○○○

○○○○ ⟶ ○○○○

⟶ ○○○○ ○○○○

Think: How many times did I have to take away to reach 0. That is your answer.
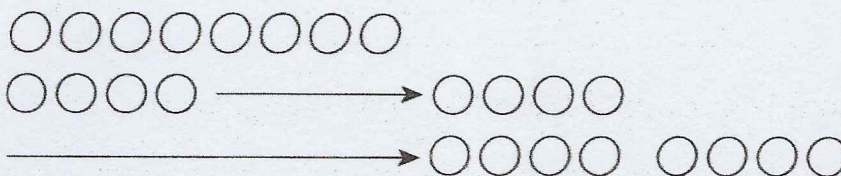
8 subtract 4 is 4, subtract 4 more is 0. That's 2 groups. So, $8 \div 4 = 2$

← I'm taking 4 away from 8, so I am dividing 8 by 4.

You can use a number line to show how division is like repeated subtraction.

$$-4 \qquad -4$$

0   4   8
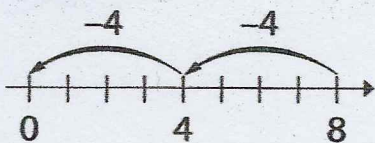
$8 - 4 - 4 = 0$
So, $8 \div 4 = 2$

Try These

1. Write a division sentence for each repeated subtraction sentence.

I took 1 away 5 times, so my answer is 5.

a) $\overset{1 \quad 2 \quad 3 \quad 4 \quad 5}{5 - 1 - 1 - 1 - 1 - 1 = 0}$

$$5 \div 1 = 5$$

$$-1 \quad -1 \quad -1 \quad -1 \quad -1$$

0   1   2   3   4   5

b) $10 - 5 - 5 = 0$

_____

$$-5 \qquad\qquad -5$$

0   5   10

c) $6 - 3 - 3 = 0$

_____

$$-3 \qquad -3$$

0   3   6

126
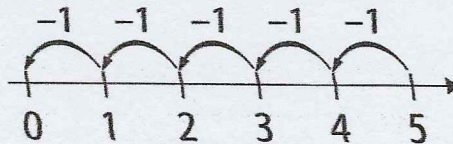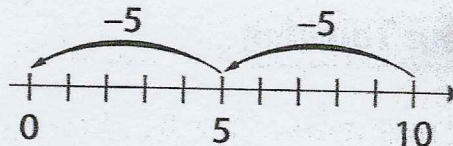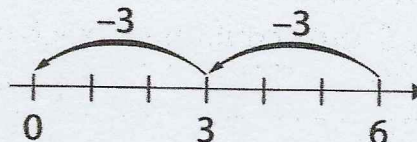
Day two:

Practice

1. Show each division sentence as repeated subtraction on the number line.

   a) $12 \div 3 = 4$

   $-3 \qquad -3 \qquad -3 \qquad -3$

   ```
   +---+---+---+---+---+---+---+---+---+---+---+---+--->
   0   1   2   3   4   5   6   7   8   9  10  11  12
   ```

   b) $8 \div 2 = 4$

   ```
   +---+---+---+---+---+---+---+---+--->
   0   1   2   3   4   5   6   7   8
   ```

   c) $9 \div 3 = 3$

   ```
   +---+---+---+---+---+---+---+---+---+--->
   0   1   2   3   4   5   6   7   8   9
   ```
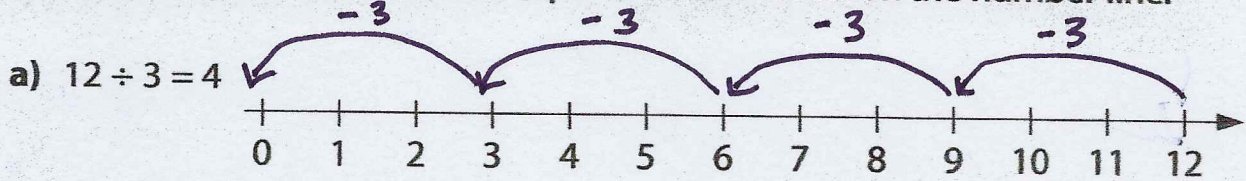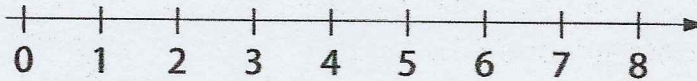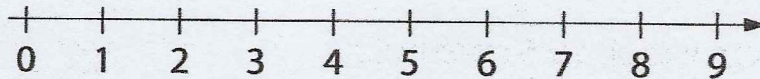
Hint:
How many
times you
take
away

2. Write each division sentence as repeated subtraction.

   a) $15 \div 5 = 3$ $15 - 5 - 5 - 5 = 0$ b) $4 \div 1 = 4$ _____

   c) $20 \div 4 = 5$ _____   d) $12 \div 4 = 3$ _____

   e) $25 \div 5 = 5$ _____   f) $5 \div 5 = 1$ _____

3. Write a division sentence to solve this problem:

   Karl has 20 gerbils. He puts 4 gerbils into each cage.
   How many cages does Karl use?

   _____

   _____

Stretch Your Thinking

Find as many ways to put 20 counters into equal groups as you can. Write a
repeated subtraction sentence and a division sentence for each way you find.

$20 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 = 0$ / $20 \div 2 = 10$

_____

_____

_____

127

Read the passage 3 times.
Answer the questions below. Underline your evidence. →use the correct color

Name _____
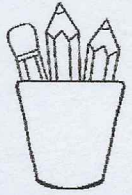
Diamante

Example ↓

A diamante is a seven line poem that does not rhyme. It was created in 1969 by American poet Iris McClellan Tiedt. The poem has a diamond shape, small at the top and bottom and biggest in the middle. The word diamante is actually Italian for diamond. It is not written using phrases or sentences, only words like this:

Diamante Format: Follow this Format when you write your poem.

Noun
Adjective, Adjective
Verb, Verb, Verb
Noun, Noun, Noun, Noun
Verb, Verb, Verb
Adjective, Adjective
Noun

Adjective: describing word

Verb: Action Words

Park
Green, Fun
Running, Sliding, Jumping
Swing, Seesaw, Slide, Grass
Kicking, Swinging, Spinning
Loud, Crowded
Playground

The first and last noun should be synonyms. The nouns in the middle are things that you can associate with the first and last nouns. The verbs and adjectives describe the nouns.

Synonyms: different words for the same thing. Ex: Rest →Relax

Check for each time you read.

What is a diamante?
_____
_____

What does diamante mean?
_____
_____

What are the two synonyms in the example? _____
_____
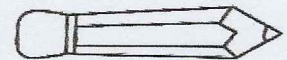
Write a diamante about a place you like to go to. Capitalize all the words and separate them with commas. You may write about an animal as well.

Turn to a new page in your journal, date it & write your poem.

7

Diamante Poem Examples

DIAMANTE EXAMPLE
SYNONYMS

Synonyms are different words with similar meanings

Monsters

Creepy, sinister

Hiding, lurking, stalking

Vampires, mummies, werewolves, and more

Chasing, pouncing, eating

Hungry, scary,

Creatures

Puppy
Sweet, young
Running, sleeping, playing
Ball, leash, treats, backyard
Barking, eating, fetching
Playful, silly
Pup

The Earth

Earth
Big, round
moving, spinning, changing,
climate, culture, beauty, history
living, loving, dying,
high, deep, vast
World

Mall
Large, Crowded
Walking, Spending, Smiling
Shoes, Tops, Necklaces, Sunglasses
Eating, Running, Watching
Noisy, Fun
Plaza

Relating Multiplication and Division Using Arrays

Day three:

Quick Review

At Home
At School

This array has 3 rows of 5.
The multiplication sentence is: $3 \times 5 = 15$
The division sentence is: $15 \div 3 = 5$

They are opposite operations, just like adding & subtracting are. You can even do Fact Families with Multiplication and division!

Turn the array to show 5 rows of 3.
The multiplication sentence is: $5 \times 3 = 15$
The division sentence is: $15 \div 5 = 3$

Just like Multiplication it can be "reversed".

These four number sentences are **related sentences**.

$3 \times 5 = 15$
$5 \times 3 = 15$
$15 \div 3 = 5$
$15 \div 5 = 3$

Fact Family!

Try These

1. Write a multiplication sentence and a division sentence for each picture.

   a)

   b)
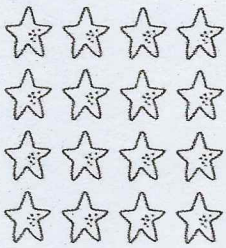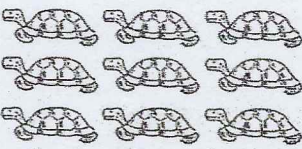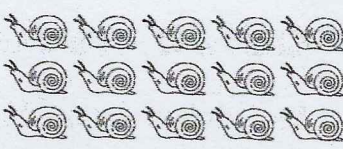
Day three:

1. Write a multiplication sentence and a division sentence for each picture.

a)	b)	c)
☆☆☆☆ ☆☆☆☆ ☆☆☆☆ ☆☆☆☆		
_____	_____	_____
_____	_____	_____

2. Write the related sentences for each set of numbers. *Related sentences are Fact Families!*

   a) 1, 5, 5 $1 \times 5 = 5$ $5 \times 1 = 5$ $5 \div 1 = 5$ $5 \div 5 = 1$

   b) 2, 3, 6 _____

   c) 3, 5, 15 _____

   d) 4, 4, 16 _____

   e) 5, 2, 10 _____

3. Divide. Use multiplication facts to help you.

   a) $12 \div 4 =$ _____   b) $10 \div 5 =$ _____   c) $15 \div 3 =$ _____

   d) $10 \div 2 =$ _____   e) $16 \div 4 =$ _____   f) $4 \div 4 =$ _____

Berta has a collection of antique dolls.
If Berta puts her dolls into groups of 3 or 4, she has 2 dolls left over.
How many dolls might Berta have?

_____

Relating Multiplication and Division Using Groups

Day three:

Quick Review

At Home
At School

Multiplication and division are related.

○○○ ○○○

○○○ ○○○
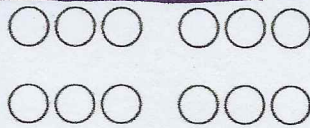
Multiplication: $4 \times 3 = 12$

Division as grouping: $12 \div 3 = 4$

Multiplication: $3 \times 4 = 12$

Division as sharing: $12 \div 4 = 3$

Multiplication can help you think about division.
What is $16 \div 4$?

$4 \times \square = 16$

$4 \times 4 = 16$

So, $16 \div 4 = 4$

Try These

1. Write a multiplication sentence and a division sentence for each picture.

   a) ☆☆ ☆☆

   ☆☆ ☆☆

   $2 \times 4 = 8$

   $8 \div 2 = 4$

   b) ☺☺ ☺☺

   ☺ ☺

   c) 🍎🍎🍎🍎

   🍎🍎🍎🍎

   _____ _____
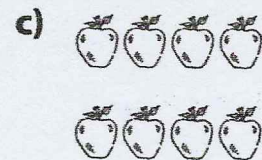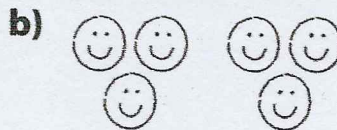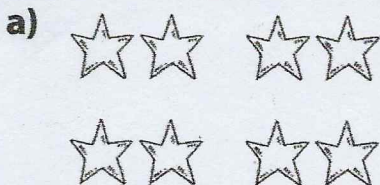
2. Write the related number sentences for each set of numbers. *Hint: Fact Family*

   a) 2, 5, 10 _____

   b) 5, 3, 15 _____

Day three:

1. Multiply or divide to solve the riddle.
   Match each letter to its answer. Some letters are not used.

   Riddle: What goes up a chimney down, but can't go down a chimney up?

   $3 \times 3 =$ _____ (C) $1 \times 4 =$ _____ (B) $5 \times 2 =$ _____ (Q)

   $3 \times 5 =$ _____ (R) $20 \div 4 =$ _____ (A) $9 \div 3 =$ _____ (M)

   $4 \times 2 =$ _____ (Z) $3 \times 4 =$ _____ (P) $5 \times 4 =$ _____ (E)

   $4 \div 2 =$ _____ (U) $4 \times 4 =$ _____ (L) $1 \div 1 =$ _____ (N)

   ```
   ┌─────┬─────┐   ┌────┬────┬────┬────┬────┬────┬────┬────┐
   │     │     │   │    │    │    │    │    │    │    │    │
   └─────┴─────┘   └────┴────┴────┴────┴────┴────┴────┴────┘
      5     1       2    3    4    15   20   16   16   5
   ```

2. Write the related number sentences for each set of numbers. Hint: Fact Family

   a) 5, 5, 25   _____

   b) 2, 2, 4   _____

   c) 3, 3, 1   _____

   d) 4, 3, 12   _____

3. Pono bought some packages of tennis balls.
   Each package holds 3 balls. There are 15 balls altogether.
   How many packages did Pono buy?

   _____

Stretch Your Thinking Try and write at least 3.

Write as many division sentences as you can that have an answer of 3.

_____

_____

Aboriginal Communities in Manitoba

*This passage requires you to think about what you read & how you connect to it.

Ex) What did I think while reading? Does this remind me of something? How does this apply to me?

Cree

The **Cree** communities believe in cooperation between its members and respect for the land. They believe that everything (living and non-living) is connected by being dependent on each other. If one part of the Cree community is in danger, the entire community will be in danger. Therefore they respect each other and the environment in which they live in. The Cree language is the most spoken aboriginal language in Canada. The word 'Winnipeg' comes from the Cree word for muddy water, which they used to reference Lake Winnipeg and the Red River. The Cree community is strong in Manitoba with 23 communities dispersed across Northern Manitoba.

Ojibway

The **Ojibway** people have two main groups that live along the southern parts of Manitoba. The Woodland Ojibway survive on fishing, hunting and gathering while the Plains Ojibway are traditionally dependent on bison hunting. The Ojibway believe that all things in nature are sacred and that they were a gift from the Great Spirit. They live by Seven Sacred Teachings: love, respect, courage, honesty, wisdom, humility, and truth. They use sweat lodge ceremonies to purify, heal, and pray.

Denesuline (Dene)

The **Dene** people makeup one of the largest groups that live in the subarctic region. Their territory covers the western part of the Northwest Territories, as well as the Northern parts of Manitoba, Alberta, and Saskatchewan. The Dene people care deeply for the environment. They believe that all things in the environment are alive and that everything is sacred. As a sacred tradition, the Dene people play Drum Songs. They use these songs for praying and healing as well as predicting the future.

Making Connections
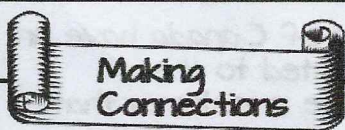
Text to Text - Make a connection to something else you've read
Text to World - Make a connection to a current event
Text to Self - Make a connection to something in your life

1. Use one of the making connections strategies above. If you are having trouble, make a text to text connection finding similarities between the First Nation groups. Hint: What did you think of while reading?

_____
_____
_____
_____
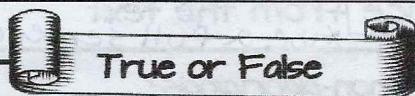
True or False — Circle the correct answer

1. Winnipeg means muddy water in this language	Cree	Ojibway	Dene
2. Uses songs for praying, healing, and predicting the future	Cree	Ojibway	Dene
3. Live by the Seven Sacred Teachings	Cree	Ojibway	Dene
4. Land is a gift from the Great Spirit	Cree	Ojibway	Dene
5. Live in the northern parts of Manitoba, Alberta, & Saskatchewan	Cree	Ojibway	Dene
6. Has 23 communities spread across Northern Manitoba	Cree	Ojibway	Dene
7. Uses sweat lodges to purify, heal, and pray	Cree	Ojibway	Dene

me _____

Multiplication

Multiplying and Regrouping
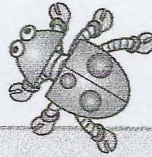
| 1. Multiply 3 x 8 in the [ones] column. Ask: Do I need to regroup? | 2. Multiply 3 x 3 in the [tens] column. Add the 2 you carried over from the ones column. Ask: Do I need to regroup? |

Always multiply and then Add the Number you carried.

$$\begin{array}{r} \overset{2}{38} \\ \times\ 3 \\ \hline 4 \end{array}$$

$$\begin{array}{r} \overset{2}{38} \\ \times\ 3 \\ \hline 114 \end{array}$$

$$\begin{array}{r} 38 \\ \times\ 3 \\ \hline \end{array}$$

is the same as

$$\begin{array}{r} 38 \\ 38 \\ + 38 \\ \hline \end{array}$$

24 ones =
2 tens
4 ones

11 tens =
1 hundred
1 ten

* REMEMBER TO CARRY AND SHOW YOUR WORK

$$\begin{array}{r} \overset{2}{29} \\ \times\ 3 \\ \hline 87 \end{array}$$

$$\begin{array}{r} \overset{8}{62} \\ \times\ 4 \\ \hline 248 \end{array}$$

$$\begin{array}{r} \overset{1\ 3}{039} \\ \times\ 4 \\ \hline 156 \end{array}$$

$$\begin{array}{r} \overset{6\ 4}{086} \\ \times\ 7 \\ \hline 602 \end{array}$$

$$\begin{array}{r} \overset{2\ 1}{043} \\ \times\ 6 \\ \hline 258 \end{array}$$

$$\begin{array}{r} 28 \\ \times\ 6 \\ \hline \end{array}$$
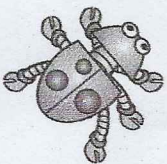
$$\begin{array}{r} 48 \\ \times\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ \times\ 9 \\ \hline \end{array}$$
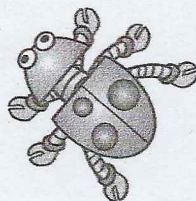
$$\begin{array}{r} 25 \\ \times\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ \times\ 5 \\ \hline \end{array}$$

← Try it yourself

Multiplication

Multiplication

Name _____

Space Race

Complete the products. Begin by multiplying the ones place first, then the tens place. See the shading in the examples.

Example:

11 = 1 ones
     1 tens

```
   1①1         ②11
   x 4 x       x 4 x
   ────        ────
     4          44
```

```
  ②22①        ②23①
  x 3         x 3
  ────        ────
   66          69
```

```
   43
   x 2
   ────
   86
```

① 58
  x 1

② 34
  x 2

③ 31
  x 3

④ 21
  x 4

⑤ 10
  x 5

⑥ 44
  x 2

⑦ 11
  x 6

⑧ 22
  x 4

⑨ 89
  x 1

⑩ 11
  x 8

⑪ 32
  x 3

Extra Practice Row

42
x 2

57
x 1

11
x 5

78
x 1

11
x 9

22
x 4

64
x 1

⑫ 10
  x 7

⑬ 23
  x 2

⑭ 33
  x 2

⑮ 33
  x 3

⑯ 10
  x 4

⑰ 11
  x 5

⑱ 21
  x 3

Extra Practice Row

22
x 3

24
x 2

41
x 2

49
x 1

10
x 9

12
x 4

87
x 1

Answer the questions below. Underline your evidence. ~using the correct color

Color Poem

A color poem is a poem that describes a color using the five senses and lots of descriptive language. Descriptive language means there are a lot of adjectives to help the reader have a clear picture of what is being said. A color poem can also show a lot of emotion and feelings. There are no strict rules for writing a color poem. Here are two examples:

Gray looks dull.
Gray sounds like a rainstorm.
Gray tastes like a salty tear.
Gray feels cold.
Gray smells like smoke.

Yellow is hot.
Yellow is happy.
Yellow is the summer sun coaxing me outside.
Yellow is my lemonade, tart and sweet.
Yellow is the popping of popcorn.
Yellow is laughing.
Yellow is fun.

Adjective: describing word

Examples

Check for each time you read.

What is a color poem?
_____
_____

What is descriptive language?
_____
_____

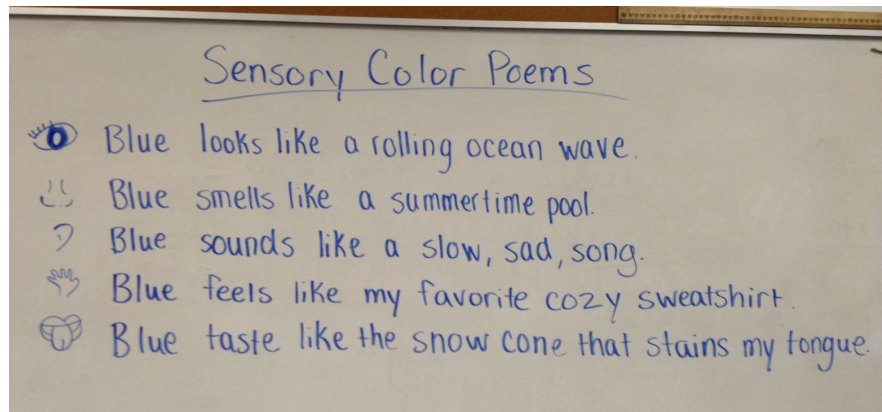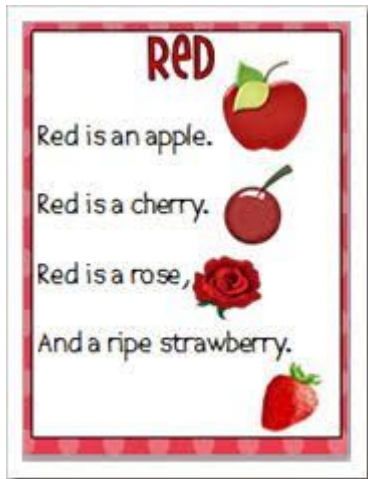What is the feeling you get from the "Gray" poem?
_____
_____

Write a color poem. First choose your color. It doesn't have to be your favorite, just one you can write about. Before you write, brainstorm how to describe your color using your five senses.

Brainstorm on a new page in your journal.
Write your poem on a fresh Page

10

Color Poem Examples

RED

Red is an apple.

Red is a cherry.

Red is a rose,

And a ripe strawberry.

Sensory Color Poems

👁 Blue looks like a rolling ocean wave.

👃 Blue smells like a summertime pool.

👂 Blue sounds like a slow, sad, song.

✋ Blue feels like my favorite cozy sweatshirt.

👅 Blue taste like the snow cone that stains my tongue.

Green

Green is . . . the color of spring.
Green is . . . renewal.
Green is . . . the color of envy.
Green is . . . a new crayon
Green tastes like . . .a crisp apple.
Green smells like . . . fresh cut grass.
Green sounds like . . . a croaking frog.
Green feels like . . . soft, velvety moss.
Green looks like . . . shiny emeralds.
Green makes me . . .go.
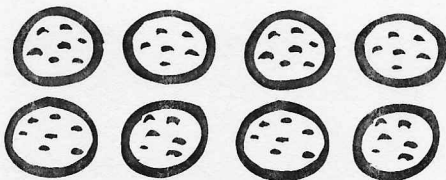Green is . . . my favorite color.

Source: www.readwritethink.org

PINK
Pink looks like spring tulips.
Pink smells like watermelon.
Pink tastes like cotton candy.
Pink feels like a puppy kiss.
Pink sounds like springtime.

1. 46 – 32 = _____

2. 810
+ 76

3. Show how 4 kids can share.

4. Write the numbers in order.

442 408 473 459

____ ____ ____ ____

5. The bakery sold 31 pies on Sunday, 22 pies on Monday, and 16 pies on Tuesday. How many pies were sold in three days?

_____ pies

1. 5 × 2 = _____

2. 95
– 38

3. Circle the names for 8.

4 + 4   16 – 8

12 – 5   4 × 2

4. Show 15 minutes after 5 on the clock.
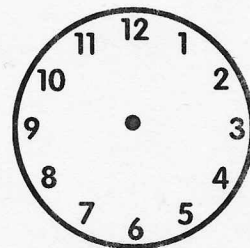
5. If there are 8 legs on one spider, how many legs are on 5 spiders?
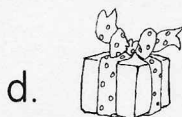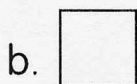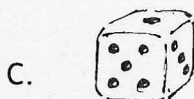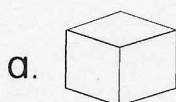
_____ legs

1. 76 – 30 = _____

4. Mark the ninth dot.

● ● ● ● ● ● ● ● ● ●

2. 53
+ 37

5. Write four number sentences using 6, 12, and 18.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

3. Which shape does NOT belong?

a.

b.

c.

d.

---

1. 29 – 7 = _____

2. 2
× 3

3. These shapes are congruent. Why?
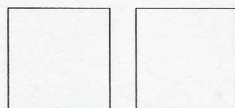
○ same size, different shape
○ same size, same shape
○ different size, same shape
○ different size, different shape

4. 406 =

_____ hundreds   _____ tens

_____ ones

5. Jerome spent 20 minutes on his spelling and 15 minutes reading a book. Did he work longer than a half hour?

yes   no

Friday 33

How much does your name cost?

a e i o u	g j p q y	all other letters
$ .50	$1.00	$ .25

Sal

$ .25
  .50
+ .25
_____
$

Your Name

Daily Progress Record 33

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

	Monday	Tuesday	Wednesday	Thursday	Friday
5					
4					
3					
2					
1					

Name _____

Multiplying Points

Grade 3's

Multiply.

①
12	22	32	19
x 9	x 8	x 5	x 9

Grade 4's
do this row
as warm up.

Extra

Practice

22	33	27	14
x 7	x 4	x 2	x 6

38	25	15	16
x 2	x 3	x 4	x 5

Grade
4's do
this row
as warm up.

②
28	18	14	13	24	13	
x 3	x 5	x 7	x 5	x 4	x 6	x

③
17	36	29	14	18	19	
x 4	x 2	x 3	x 5	x 4	x 3	x

④
17	19	37	27	12	26	
x 5	x 4	x 2	x 3	x 8	x 3	x

Bonus:
148
x 2

X

Four-Digit Regrouping

The steps are the same, you are just doing more carrying & regrouping.

1. Multiply the ones column. Ask: Do I need to regroup?

$$
\begin{array}{r}
^{1} \\
6,214 \\
\times 3 \\
\hline
2
\end{array}
$$

12 ones =
1 ten 2 ones

2. Multiply the tens column. Ask: Do I need to regroup?

$$
\begin{array}{r}
^{1} \\
6,214 \\
\times 3 \\
\hline
42
\end{array}
$$

3. Multiply the hundreds column. Ask: Do I need to regroup?

$$
\begin{array}{r}
^{1} \\
6,214 \\
\times 3 \\
\hline
642
\end{array}
$$

4. Multiply the thousands column. Ask: Do I need to regroup?

$$
\begin{array}{r}
^{1} \\
6,214 \\
\times 3 \\
\hline
18,642
\end{array}
$$

Multiply.

$$
\begin{array}{r}
(2)^{1} \\
4,121 \\
\times 6 \\
\hline
24,726
\end{array}
\qquad
\begin{array}{r}
(2)^{1} \\
7,216 \\
\times 3 \\
\hline
21,648
\end{array}
\qquad
\begin{array}{r}
^{1}^{3} \\
2,318 \\
\times 4 \\
\hline
9,272
\end{array}
\qquad
\begin{array}{r}
4,326 \\
\times 8 \\
\hline
\end{array}
\qquad
\begin{array}{r}
2,463 \\
\times 9 \\
\hline
\end{array}
$$

$$
\begin{array}{r}
6,425 \\
\times 5 \\
\hline
\end{array}
\qquad
\begin{array}{r}
7,195 \\
\times 5 \\
\hline
\end{array}
\qquad
\begin{array}{r}
8,083 \\
\times 7 \\
\hline
\end{array}
\qquad
\begin{array}{r}
5,993 \\
\times 7 \\
\hline
\end{array}
\qquad
\begin{array}{r}
6,218 \\
\times 4 \\
\hline
\end{array}
$$

Amazing Arms

Extra practice page!
Same steps just more regrouping, remember to show your work!

What will happen to a starfish that loses an arm? To find out, **solve** the following problems and **write** the matching letter above the answer at the bottom of the page.

O. 2,893
x   4

W. 1,763
x   3

W. 7,665
x   5

A. 1,935
x   6

W. 3,097
x   3

E. 2,929
x   4

G. 6,366
x   5

T. 7,821
x   8

L. 6,283
x   7

I. 5,257
x   3

R. 3,019
x   6

N. 2,908
x   7

I. 6,507
x   8

N. 5,527
x   2

L. 6,626
x   3

O. 7,219
x   9

E. 3,406
x   6

___ ___
52,056 62,568

___ ___ ___ ___   ___ ___ ___ ___
5,289 15,771 43,981 19,878   31,830 18,114 64,971 9,291
                                                          !

___   ___ ___ ___   ___ ___ ___
11,610   20,356 20,436 38,325   11,572 11,054 11,716

Two-Digit Quotients   Notes / Review

Steps:

Divide. Try it yourself

$$3\overline{)63}\;=21$$

1. Ask: Is the tens digit large enough to divide into? (Yes.) Divide. Multiply the partial quotient (2) by the divisor (4) and subtract from the partial dividend (8).

$$4\overline{)84}\quad 4 \times 2$$
$$\underline{-8}$$
$$0$$
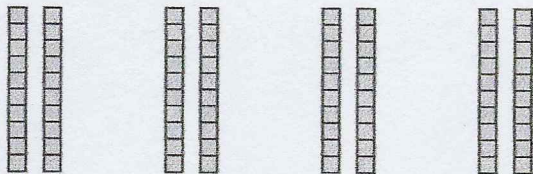
8 tens divided into 4 groups. How many are in each group? (2)

$$4\overline{)48}\;=12$$
$$\underline{-4}$$
$$08$$
$$\underline{-8}$$
$$0$$

2. Carry down the 4 in the ones column. Ask: How many groups of 4 are there in 4? (1) Divide. Multiply the partial quotient (1) by the divisor (4) and subtract from the partial dividend (4).

$$4\overline{)84}\;=21$$
$$\underline{-8}$$
$$04$$
$$\underline{-4}\quad 4 \times 1$$
$$0$$

$$3\overline{)96}$$

3. When 84 things are divided into 4 groups, there will be 21 in each group.
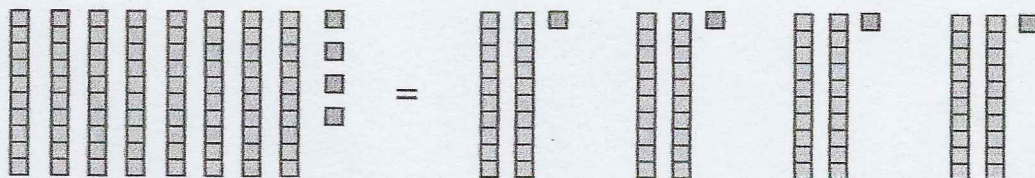
$$84 \div 4 \;=\; 21 + 21 + 21 + 21$$

$$4\overline{)84}\;=21$$
$$\underline{-8}$$
$$04$$
$$\underline{-4}$$
$$0$$

Snowball Bash

Remember: SHOW YOUR WORK!
Divide 10's then 1's.

Divide this mound of giant snowballs!

$$7\overline{)84} \quad \begin{array}{r} 12 \\ -7\downarrow \\ \hline 14 \\ -14 \\ \hline 0 \end{array}$$

$$5\overline{)75} \quad \begin{array}{r} 15 \\ -5\downarrow \\ \hline 25 \end{array}$$

$3\overline{)45}$ $9\overline{)99}$ $4\overline{)88}$ $5\overline{)80}$

$4\overline{)64}$ $3\overline{)57}$ $3\overline{)78}$ $3\overline{)72}$ $8\overline{)96}$

$2\overline{)86}$ $2\overline{)38}$ $6\overline{)66}$ $5\overline{)65}$ $4\overline{)52}$

$4\overline{)68}$ $6\overline{)78}$ $7\overline{)91}$ $2\overline{)42}$ $6\overline{)72}$

Three-Digit Quotients   Notes/Review

Steps:

1. Ask: Is the hundreds digit large enough to divide into? (Yes.) Divide. Multiply the partial quotient by the divisor and subtract from the partial dividend.

$$
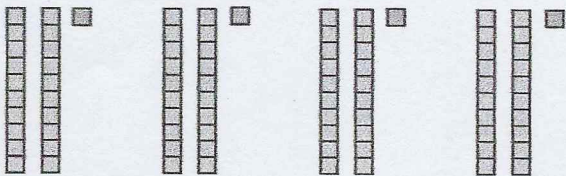\begin{array}{r}
1 \\
7\,|\overline{938} \\
-7 \\
\hline
2
\end{array}
$$

$$
\begin{array}{r}
148 \\
6\,|\overline{888} \\
-6\!\downarrow \\
\hline
28 \\
-24\!\downarrow \\
\hline
048 \\
-48 \\
\hline
0
\end{array}
$$

$$
\begin{array}{r}
271 \\
2\,|\overline{542} \\
-4\!\downarrow \\
\hline
14 \\
-14 \\
\hline
002 \\
-2 \\
\hline
0
\end{array}
$$

2. Ask: Can I divide the remaining 2 by 7? (No.) Bring down the 3 tens.

$$
\begin{array}{r}
1 \\
7\,|\overline{938} \\
-7 \\
\hline
23
\end{array}
$$

2 hundreds
+ 3 tens
= 23 tens

$$
\begin{array}{r}
231 \\
3\,|\overline{693} \\
-6\!\downarrow \\
\hline
09 \\
-9\!\downarrow \\
\hline
03 \\
-3 \\
\hline
0
\end{array}
$$

$$
\begin{array}{r}
136 \\
4\,|\overline{544} \\
-4\!\downarrow \\
\hline
14 \\
-12\!\downarrow \\
\hline
24 \\
-24 \\
\hline
0
\end{array}
$$

3. Divide the 23 tens by 7. Multiply the partial quotient by the divisor and subtract.

$$
\begin{array}{r}
13 \\
7\,|\overline{938} \\
-7 \\
\hline
23 \\
-21 \\
\hline
2
\end{array}
$$

Try it!

$$7\,|\overline{896}$$

$$5\,|\overline{635}$$

4. Ask: Can I divide the remaining 2 by 7? (No.) Bring down 8 ones.

$$
\begin{array}{r}
13 \\
7\,|\overline{938} \\
-7 \\
\hline
23 \\
-21 \\
\hline
28
\end{array}
$$

2 tens
+ 8 ones
= 28 ones

5. Divide the 28 ones by 7. Multiply the partial quotient by the divisor and subtract.

$$
\begin{array}{r}
134 \\
7\,|\overline{938} \\
-7 \\
\hline
23 \\
-21 \\
\hline
28 \\
-28 \\
\hline
0
\end{array}
$$

On-Stage Division

Grade 4's   *SHOW YOUR THINKING

Divide.

```
  148
6|888
 -6↓
  28
 -24↓
   48
  -48
    0
```

2|956   2|712   4|860   5|845

6|750   9|999   8|968   3|774   5|735   8|920

8|984   4|500   2|846   4|712

Remember to Mark-up each passage you read

Name _____

Day 1

Weekly Question

Are some rocks valuable?

If you were to name some **natural resources**, you might include the air, water, plants, and animals that exist all around us. Natural resources also include materials we dig out of the ground. Iron and limestone are natural resources, and so are coal, oil, and natural gas.

These underground resources are found in rocks or in pockets between rock layers. These materials have many uses. We use natural resources to make the steel and cement necessary to build cities and to create the energy that we use to power our growing, modern world.

Vocabulary

natural resources
NACH-er-ul
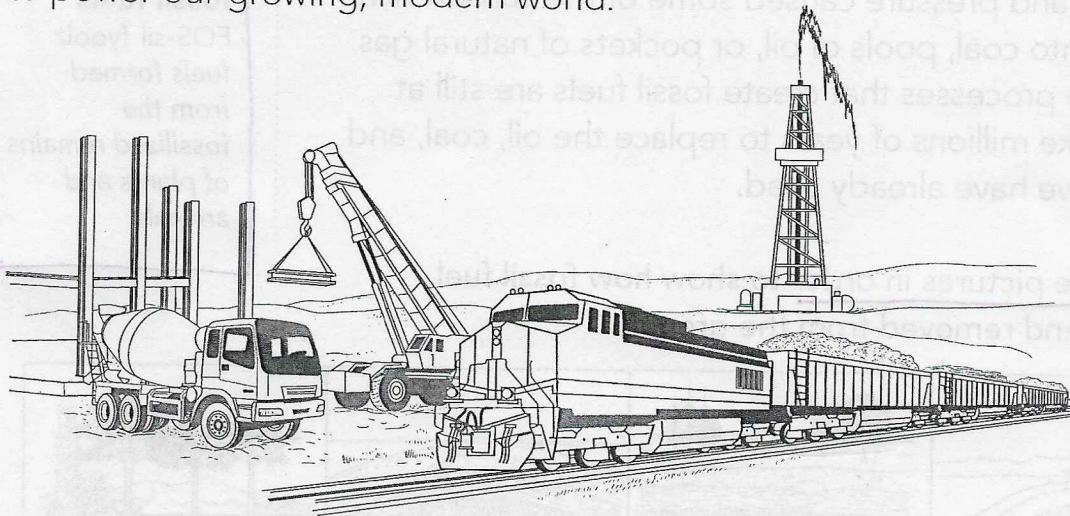REE-sor-sez
useful materials or sources of energy found on Earth

Fill in the chart with the natural resources listed in the passage.

Hint: Re-read the first paragraph!

Natural resources found above ground	Natural resources dug out of the ground

Name _____

Day 2

Weekly Question

Are some rocks valuable?

Coal, oil, and natural gas are a group of natural resources called **fossil fuels**. For many years, they have been the source of the energy we use to heat our homes and run our cars and other machines.

Fossil fuels get their name from the way they were created. Hundreds of millions of years ago, the decaying remains of plants and animals built up at the bottom of swamps and shallow seas. These remains were rich in **carbon**. Eventually, the mud and sediment surrounding the material became sedimentary rock. Heat, time, and pressure caused some of the carbon-rich remains to turn into coal, pools of oil, or pockets of natural gas.

Although the processes that create fossil fuels are still at work, it would take millions of years to replace the oil, coal, and natural gas that we have already used.

Vocabulary

carbon
KAR-bun
an element found in all living things

fossil fuels
FOS-sil fyoolz
fuels formed from the fossilized remains of plants and animals

A. Number the pictures in order to show how fossil fuel is created and removed from the ground.
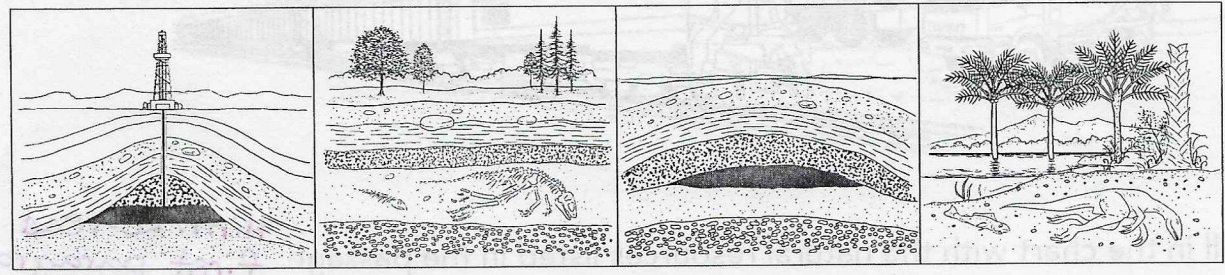
B. Write *true* or *false*.

1. Fossil fuels come from the carbon-rich remains of organisms that lived hundreds of millions of years ago. _____

2. Fossil fuels can be replaced as quickly as they are used. _____

Day 3 *Weekly Question*

Are some rocks valuable?

Metals are another natural resource found in the ground. They are used for many things, from gold jewelry to the steel beams in large buildings. Metals are found in rocks. Metal-rich rocks and sediment are called **ores**.

Ores can be removed from the ground by mining the surrounding rock. When the ore lies close to Earth's surface, it can often be dug out of the ground or removed with water. In many cases, however, valuable ores lie deep in the ground. Powerful drills are used to tunnel into the rock, and special machines **extract** the ore.

A. Use the vocabulary words to label the illustration and complete the sentence.

Hint: look on the right side of the paper for your vocabulary words.

People often use machines to _____ natural resources from the ground.

B. Complete the analogy.   *An analogy is a comparison of 2 things.*

Metal is to *ore* as _____.

☐ *rock* is to *natural resource*   ☐ *mineral* is to *rock*

☐ *fossil fuel* is to *energy*   ☐ *natural resource* is to *tree*

Vocabulary

extract
ek-STRAKT
to remove

metals
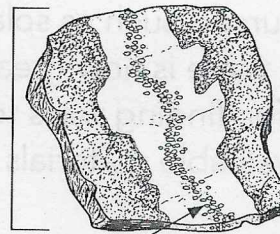MET-ulz
minerals that are usually hard and shiny, conduct electricity and heat, and can be melted and formed into shapes

ore
or
rock or sediment that contains metal

🔊 **Talk**

In the 1800s, people went to California to get rich looking for gold. Do you think these people mined ore close to the surface or deep in the ground? What methods do you think they used? Discuss it with a partner.

Big Idea 4

Day 4

Weekly Question

Are some rocks valuable?

WEEK 3

Earth's supply of fossil fuels, metals, and other minerals is limited. Materials dug out of the ground are not **renewable** in the way that lumber from a forest is. Forests can be regrown by planting new trees, but scientists cannot make more iron and gold in the laboratory.

Because Earth has limited mineral and fossil fuel resources, scientists are seeking to invent strong, new building materials from substances that are plentiful, such as ground-up rock. They are also trying to find better ways to use plentiful energy sources, such as solar and wind power. In addition, there is now greater interest in, as well as reasons for, finding ways to **conserve** and reuse Earth's valuable materials.
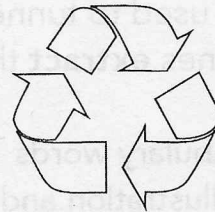
Vocabulary

conserve
kon-SERV
to save or use sparingly

renewable
ree-NEW-ah-bul
able to be replaced by a new supply

A. Write *true* or *false*.

1. Earth has unlimited natural resources.

2. Forests are renewable resources. _____

3. Scientists can make gold in the laboratory. _____

4. Solar and wind energy sources won't run out. _____

5. Minerals are renewable. _____

B. Many people involved in conserving resources use the slogan "reduce, reuse, recycle." How would doing each of these things help conserve natural resources? Explain why. *Use full sentences.*

_____

_____

_____

Day 5

Weekly Question

Are some rocks valuable?

* You can use your other work as a reference.

A. Use the words in the box to complete the sentences.

| ore | metals | conserve | renewable |
| carbon | extract | fossil fuel | natural resource |

1. Trees are a _____ that is _____.

2. Coal is a _____ made from organisms that

   contain the element _____.

3. _____ is rock that contains _____.

4. People _____ resources to keep from running out.

5. Machines _____ ore from deep within the ground.

B. Fill in the chart to describe the role that fossil fuels and metals play in your life.

Fossil fuels I use:	How I use them:
1. _____	1. _____
2. _____	2. _____

Metals I use:	How I use them:
1. _____	1. _____
2. _____	2. _____

Aboriginals and the Environment

Non-Aboriginals see land as something they can own and develop as they see fit. They change the land from raw or unfinished to places they can call home or work. They make money from the land by selling natural resources like wood and minerals. The Aboriginals use the environment in a much different way.

Inference | Reading between the lines and making a prediction
SPOILER ALERT! "I think _____ will happen because..."

use this sentence format to answer the question

How do you think the Aboriginals in Manitoba use the land? Do they see it as land they own?

_____

_____

_____

Spiritual Connections

Each First Nation tribe has a spiritual connection to the land that differs from tribe to tribe. The Canadian government and provincial governments across Canada understand that and have written that this connection be protected in the constitution and in the court room. **Spiritual connections** refer to the understanding that everything in the universe is connected. The spirit world is connected to the mortal world, the land is connected to the sea, and the sky is connected to the ground.

Stewardship vs. Ownership

Since the environment has been around for so long, the indigenous people of Canada have an intricate, respectful, grateful, and protective tie to the land. Being connected to the environment means they feel a responsibility to protect the land and all the creatures that live on it. This is not just an emotional feeling, as everything on the land has a spirit! If the connection between the spirits on the land is broken, the well-being of the First Nation tribe is affected. The aboriginals believe in environmental stewardship and taking care of the land, while most non-aboriginals believe more in ownership of the land. If they own the land, they can do whatever they want to it. Many corporations and big businesses are profit-driven, meaning they will do anything to the land that brings in the most money for their business. This development is sometimes unsustainable, as it harms the environment that we need to survive. **Sustainable development** is the responsible use of the environment by developing in ways that limit the negative impact on the environment.

Questions | Answer the questions using evidence from the text
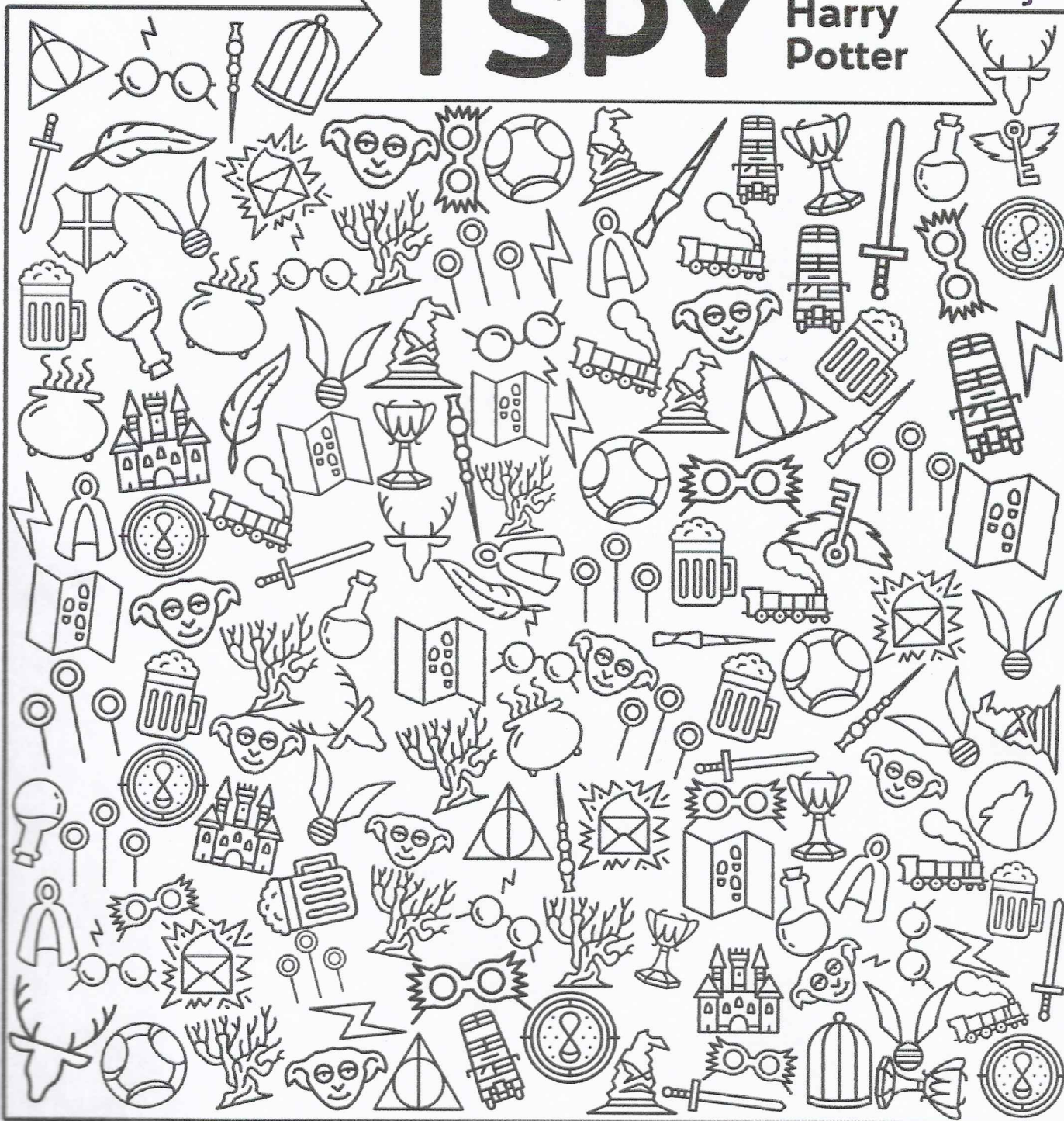Answer in a complete sentence.

1. How do First Nation groups view the land that is different than non-aboriginals?

_____

_____

_____

2. Why do you think corporations/big businesses hate hearing about sustainable development?

_____

_____

_____

I SPY Harry Potter

2	🪤	4	△	4	🦌	5	🎩	4	📚	5	🧥	7	🌳	4	✉	6	🗺	5	🧪
1	🛡	6	✨	7	👓	1	🐺	3	🔪	6	⚡	7	🍺	4	⚽	7	🕶	5	🏆
3	💰	3	🪶	4	✏	6	🚂	2	🔑	7	🧹	5	🔘	9	👹	6	⚔	3	🏰

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