

RJDS Continuous Learning Program for Grade 3&4

Activities for the Week of May 11th -May 15th

PE -Continue your Fitness Challenge and all other physical activities you choose to do for the week! Don't forget to get outside for fresh air and a healthy dose of vitamin D!

FRENCH - Continue practicing on Duolingo 2-3 times per week and log each time. **If you did not last week, email a copy/photo of your logs so far to erichardson@rjds.ca**

Monday

First Priority

L. Arts & Math

Morning

- **9:30 Zoom:** Whole class meeting (approx. 30 min)
3rd graders to be dismissed at 10am, 4th grade class continue meeting (approx. 30 min).
- Daily Reading - 20 minutes minimum
- <https://youtu.be/Uc7Z0EcA4U8>
Follow the link to listen to the Indigenous story "Crane and His Blue Eyes".
Answer the following questions in **complete sentences on Notes in Seesaw...**
Who is the main character?
What is the setting?
What is the problem?
How is the problem solved?
What would you have said to the crane?
If you were the crane what would you have done?
Why do you think this story was told?
What did you learn about cranes?
Share with me via Seesaw using Notes.

Afternoon

- Camping Trip: An Addition & Subtraction Math Activity
- **Complete Tasks #6-8**
Share your strategies.
- IXL - **work on** recommended activities

Grade 3&4 - Week of May 11-15

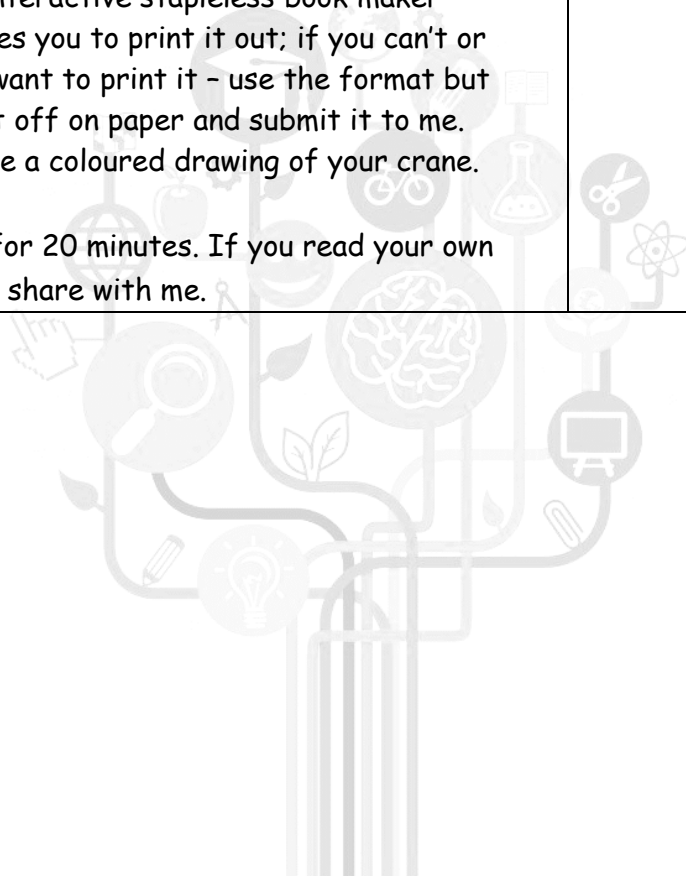
Tuesday

| | | |
|---|--|---|
| <p>Social Studies & Science</p> <p>First Priority</p> | <h4 style="text-align: center; color: green;">Morning</h4> <ul style="list-style-type: none"> (Gr4) Find the new Canadian Reader issue on Seesaw. Read the third article "Coping with the Covid19 Crisis". Choose an activity to do following the article. Fill in "Summarizing what you read". Share w/me. (Gr3) Currents4Kids - Choose two new articles to read and take the quizzes. Read for 20 minutes. If you read your own book - share with me. | <h4 style="text-align: center; color: green;">Afternoon</h4> <p style="background-color: yellow; padding: 2px;">2:00 Zoom with Morah Riki</p> <p><u>4th Graders</u> https://www.nationalgeographic.org/interactive/pla-n-it-green-generation-station/ You will "build" the remaining power plants that you didn't build last week. Choose your favourite type and write a paragraph explaining why? Go to the following link and explore Geothermal Power plants...what is it and what natural resource do they use to power them? Share with me. https://www.nationalgeographic.org/media/geothermal-power-plant/?utm_source=BiblioRCM_Row</p> <p><u>3rd Graders</u> https://www.nationalgeographic.org/interactive/challenge-robots/ Revisit the "Robot Challenge" and try your hand again at maneuvering your robot. Send me a response on Seesaw or email me. Follow the link to learn about robo-bees! Answer these questions: Where do the designer's ideas come from? Why? Build your own robot inspired by nature using what you have on hand, e.g. legos, playdough, cardboard, tin foil, q-tips, etc. Send me a picture. https://www.nationalgeographic.org/video/flight-robobees/?utm_source=BiblioRCM_Row</p> |
|---|--|---|

Grade 3&4 - Week of May 11-15

Wednesday

| | | |
|---|--|--|
| <p>L. Arts & Math</p> <p>First Priority</p> | <h4 style="text-align: center;">Morning</h4> <ul style="list-style-type: none"> • 9:30 Zoom: Whole class meeting (approx. 20 min) 3rd graders will stay and 4th graders will be dismissed. • https://www.savingcranes.org/species-field-guide/ Follow the link to learn about different kinds of cranes. Choose Sandhill, Whooping and one other to compare. Choose one to write a report on. It should include a description of the crane, including body type, food, habitat, colouring and migration habits. Use the following link to write your report. http://www.readwritethink.org/files/resource/s/interactives/stapleless/index.html This interactive stapleless book maker requires you to print it out; if you can't or don't want to print it - use the format but copy it off on paper and submit it to me. Include a coloured drawing of your crane. • Read for 20 minutes. If you read your own book - share with me. | <h4 style="text-align: center;">Afternoon</h4> <ul style="list-style-type: none"> • Camping Trip: An Addition & Subtraction Math project <p style="color: red; text-align: center;">Complete Tasks #9-10 Share your strategies.</p> <ul style="list-style-type: none"> • IXL - work on recommend activities |
|---|--|--|



Grade 3&4 - Week of May 11-15

Thursday

SS &
Science

First
Priority

Morning

- **10:30 Zoom** - "A Boy Called Bat" book club meeting for boys group.

I'm reposting this assignment for those of you who did not complete it last week. If you did, make sure you have sent me the three things you learned.

- **Read** the selected pages from the magazine, *Kayak: Canada's History Magazine for Kids*, in Seesaw Journal section. **Write** three things that you learned from your reading.

WHEN you finish reading the selected pages: go to page 11, "What a Beaver Bought", and decide what you want to get in trade with one beaver and share w/ me why you chose those items.

- Dance Mat Typing Practice

<https://www.dancemattypingguide.com/dance-mat-typing-level-1/>

Find your level and practice for 15-25 minutes.

Afternoon

2:00 Zoom with Morah Riki

- TedEd Lesson
Follow the link on Seesaw to the video, "The Nature of Design" and **WATCH** the video.
Next, go to **THINK** and **answer the questions**.
Think of other man-made things used every day that is inspired by nature...share with me what you know.

Continuous Learning Plan: Grades 3&4
Week of May 11th- May 15th

Hebrew & Judaics Activities for the Week
2:00 Zooms Tuesday and Thursday

*-First Priority assignments.

Please fill in the daily checklist [here](#) *.

***Tefilah - Shacharit**

Prayer

Start your day with a morning prayer for at least 15 minutes. Each day you pray earns you a ticket into a **weekly raffle of \$20 Amazon gift card!**

Use any siddur you have at home or alternatively use this [online siddur](#).

After you have prayed, add your name [here](#).

Goal: practicing the morning prayers, staying connected and praying - specifically keeping in mind those affected by the current situation.

***Daily reading - 10 minutes**

Any Hebrew reading book you have is good. If you don't have, here are a few options:

- [Online Stories](#)
- [Stories online](#)
- [Short Stories](#)

You can also upload this App for reading and listening (short paragraph about animals. Only the animals is free) .

For Android

<https://play.google.com/store/apps/details...>

For Iphone

<https://play.google.com/store/apps/details...>

If you need more reading texts, please email me.

Parashat Ha'shavuah- Behar-Bechukotai


Watch the video of [Parashat Behar](#)

Choose at least one assignment.

• 1. After watching the Parashah's video please complete the sentences
I notice ...
I wonder...
I think...

• 2. Indigenous culture is rooted in a deep appreciation of the land. Please watch [this short video](#) and list the ways in which they care for the land and their people.

Email your work to roirechman@rjds.ca

| | | |
|--|---|---|
| <p>* iTalAm</p> <p>Continue to work on Sefirat Ha'omer and Israel, and start to learn about Chag Ha' Shavuot.</p> <p>iTalAm website</p> <p>Use your own username and password that I sent through email.</p> <p>If you have any question about this assignment, please email me roirechman@rjds.ca</p> | <p>Enjoy this activity for Lag Ba'Omer.</p> <p><u>The 33rd Day of the Omer Word Search</u></p> <p>תפוזרת לג בעומר</p> <div data-bbox="544 525 1015 1018" data-label="Image">  </div> | <p><u>Lag Ba'omer- 33 days of the omer</u></p> <p>Watch this short video about why we celebrate Lag Ba'omer.</p> <p>For more info watch this.</p> <p>Choose 1 assignment.</p> <ol style="list-style-type: none"> 1. Write 5 questions about the story. 2. Make a list of 10 words in Hebrew that related to Lag Ba'omer. 3. Create a stamp about Lag Ba;Omer. You can use this format <p>please email your work roirechman@rjds.ca</p> |
|--|---|---|

