

Grade 3/4

Learning from Home Package

You will need:

Deck of cards

Dice

Paper (white copier paper, construction paper)

Markers, crayons, or pencil crayons

The following materials would be helpful, but in most cases can be substituted with what you have available:

Glue sticks

Watercolour paints

Craft supplies

Thriving Learners ∞ Flourishing Communities



Grade 3 and 4 LFH Learning Package (English)

At the direction of Manitoba Education, the Louis Riel School Division has planned for students in Kindergarten- Grade 8 to temporarily learn from home from January 10th- January 14th. Temporary remote learning options may be provided to Kindergarten to Grade 8 Students who can be supported while learning from home. In doing so our goals are to:

- Continue to engage children in achieving essential learning outcomes while learning from home.
- Address continuity of learning in response to higher levels of absenteeism due to concerns about safety as a result of COVID-19.
- Ensure children who are at home on a temporary basis maintain a connection to their school community while learning from home.

Students in Kindergarten- Grade 6 will receive a learning package developed by the division along with each student's school community. They will be provided with a daily schedule and learning opportunities focused on essential learning outcomes and emphasizing literacy and numeracy. In addition to the print package provided, students, parents, and guardians will have access to online invitations to learning. These will be accessible via the LRSD homepage. At the end of the period of temporary learning from home, students are invited to share their work with their classroom teacher. Teachers will acknowledge the learning and provide feedback to students in a timely manner.

Staff members from the student's school community will be in regular contact during the temporary learning from home period to ensure each student understands the learning tasks and to answer any questions and to nurture well-being.

Parents and guardians are encouraged to establish a learning space for their child and to maintain a regular schedule to maximize engagement and capitalize on learning:

- regular bedtime, wake-up and mealtimes
- getting dressed and ready for school (even though they are at home)
- time for learning
- time for breaks
- daily physical activity
- daily communication with friends and family

Setting up a home learning space to work can help children focus. If possible, the space should include:

- a quiet atmosphere
- good lighting
- a desk or table at a comfortable height for your child
- a storage basket or bin to keep supplies (paper, pens, pencils, markers, books, etc.)
- access to a computer/tablet or other smart device if possible



Grade 3/4 Daily Plan

9:00	Getting bodies and brains ready for learning	p. 4
9:15	Literacy: Reading & Listening	p. 6
10:00	Literacy <ul style="list-style-type: none">• Week 1 – 1 Minute Expert• Week 2 – Writing Task	p. 10 p. 14
10:30	Recess/Take a Break	
10:45	Numeracy <ul style="list-style-type: none">• Daily Math Choice Board	p. 20
11:30	Lunch	
12:30	Quiet Choice Time <ul style="list-style-type: none">• Read to self• Draw• Puzzles	p. 26
12:45	Project-Based Learning: Social Studies <ul style="list-style-type: none">• See Province and Territory Mini Inquiry	p. 29
1:30	Project-Based Learning: Science <ul style="list-style-type: none">• See STEAM Choices	p. 35
2:15	Recess/Take a Break	
2:30	Let's Create <ul style="list-style-type: none">• Art/Music/Dance/Drama	p. 39
3:15	Reflection	p. 48



Getting Bodies and Brains Ready for Learning

Choose one activity to do each morning to start your day.

52 Pickup

Each suit represents a different exercise.
Card value = number of reps to perform.
(J=11, Q=12, K=13, A=see below, Jokers=1 min rest)

Shuffle the deck and get moving!

push-ups

30 second
mountain climbers

hip raises

30 second
bridge hold

squat jumps

30 second
deep squat hold

burpees

30 second
plank hold

25 WAYS TO GET MOVING AT HOME

- 1 Run in place for 30 seconds
- 2 Dance party for 1 minute
- 3 Stand up and sit down 10 times
- 4 Read standing up
- 5 Hot lava! Keep a balloon in the air without touching the ground (make it harder by only using heads or elbows)
- 6 Jumping jacks for 30 seconds
- 7 Do the hokey pokey
- 8 See how many squats you can do in 15 seconds
- 9 Stand up, touch your toes
- 10 Wall sits while reading
- 11 One-minute yoga
- 12 Stretch your hands high over your head
- 13 Arm circles forward for 30 seconds, arm circles backward for 30 seconds
- 14 10 frog jumps
- 15 Standing mountain climbers for 30 seconds
- 16 Stand on one leg, put your hands up, put your hands out to the side
- 17 5 lunges on the right leg, 5 lunges on the left leg
- 18 ABC Practice spelling, do a squat for every vowel
- 19 Run in place for 30 seconds, check your heart rate
- 20 Practice spelling by doing a jumping jack for each letter
- 21 30-second plank
- 22 Practice math problems, do a jumping jack every time the answer is an even number
- 23 20 leg lifts
- 24 Ball toss spelling practice. Toss the ball and say a letter then toss the ball to someone else to say the next letter
- 25 High knees for 30 seconds

heart.org/KidsActivities

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NAME: _____		How many can you do in 100 seconds?
Home Room Teacher: _____		
1. 	Jumping Jacks	
2. 	Sit-Ups	
3. 	Hops	
4. 	Toe Touches	
5. 	Push-Ups	
6. 	Step-Ups	
7. 	Jump Rope	



Literacy: Reading & Listening

Plan to read or listen to a book every day. You may have a book at home that you are reading, or you can access the LRSD digital library to take out books while you are learning from home. A selection of poetry has also been provided for you to read and respond to as well as a few different podcasts to listen to.

Poetry

My Mother's Got Me Bundled Up

My mother's got me bundled up
in tons of winter clothes,
you could not recognize me
if I did not have a nose.
I'd wear much less, but she'd get mad
if I dared disobey her,
so I stay wrapped from head to toe
in layer after layer.

I am wearing extra sweaters,
I am wearing extra socks,
my galoshes are so heavy
that my ankles seem like rocks.
I am wearing scarves and earmuffs,
I am wearing itchy pants,
my legs feel like they're swarming
with a million tiny ants.

My mittens are enormous
and my coat weighs more than me,
my woolen hat and ski mask
make it difficult to see.
It's hard to move, and when I try
I waddle, then I flop,
I'm the living, breathing model
of a walking clothing shop.

- Jack Prelutsky



Poetry Response

Think about a special piece of clothing that you have, write a short list (or paragraph) that describes in detail how the clothing looks. Write about what you love about it and why.



When Giving Is All We Have

Alberto Ríos - 1952-

One river gives

Its journey to the next.

We give because someone gave to us.

We give because nobody gave to us.

We give because giving has changed us.

We give because giving could have changed us.

We have been better for it,

We have been wounded by it—

Giving has many faces: It is loud and quiet,

Big, though small, diamond in wood-nails.

Its story is old, the plot worn and the pages too,

But we read this book, anyway, over and again:

Giving is, first and every time, hand to hand,

Mine to yours, yours to mine.

You gave me blue and I gave you yellow.

Listen to Alberto Rios Read His Poem

<https://soundcloud.com/poets-org/alberto-rios-when-giving-is-all-we-have>

Poetry Response

Think of a time you gave something to someone that you thought was meaningful to someone. Then share a time when someone gave them something that was meaningful.



Wonder and Joy

Robinson Jeffers - 1887-1961

The things that one grows tired of—O, be sure
They are only foolish artificial things!
Can a bird ever tire of having wings?
And I, so long as life and sense endure,
(Or brief be they!) shall nevermore inure
My heart to the recurrence of the springs,
Of gray dawns, the gracious evenings,
The infinite wheeling stars. A wonder pure
Must ever well within me to behold
Venus decline; or great Orion, whose belt
Is studded with three nails of burning gold,
Ascend the winter heaven. Who never felt
This wondering joy may yet be good or great:
But envy him not: he is not fortunate.

Poetry Response

What kinds of things does Jeffers think “one grows tired of”? What do you grow tired of in your life? What does Jeffers think makes a person fortunate? Do you agree?

Podcasts

The Unexplainable Disappearance of Mars Patel

[The-Unexplainable-Disappearance-of-Mars-Patel-Season-1-Episode-1-1.pdf \(gzmshows.com\)](#) (Podcast Transcript-Read along while you listen!)

[Episodes - Gen-Z Media \(gzmshows.com\)](#) (Click to listen to the podcast)

The Earth Rangers Podcasts

[Earth Rangers podcast | Earth Rangers: Where kids go to save animals!](#)





 <h3>Comprehension Strategies</h3> <p>Using these strategies will help me THINK about and UNDERSTAND the stories that I am reading so that I will become a BETTER reader!</p>
 <h3>Predict</h3> <p>"I think...because..." Use clues from the text or pictures to predict what will happen next.</p>
 <h3>Connect</h3> <p>"This reminds me of..." How does the story connect to you?</p>
 <h3>Question</h3> <p>"I wonder..." Ask questions as you read: Who? What? When? Where? Why? How? Why do you think?</p>
 <h3>Clarify</h3> <p>"This is a tricky part..." "This doesn't make sense..." How can you figure out tricky words and ideas? I look at the picture. I look at the first letter and make the sound. I try the word.</p>
 <h3>Summarize</h3> <p>"This text is about..." "This part is about..." First, ... Next, ... Then, ... Finally, ... Using your <i>own</i> words, tell the main ideas from the text in order.</p>

Use this bookmark when reading with your child. Each day use one of these strategies (predicting, connecting, questioning, clarifying, and summarizing) to develop his/her comprehension skills.

Bookmark: Created by Darlene Kaskow



Literacy: Writing & Speaking – Week 1

Writing Task

Write a "How to" set of instructions, with a minimum of 5 steps, which are specific and detailed for the reader to follow in order to complete the task successfully.

Prewriting

1. Brainstorming "How to" ideas
2. Parent gives examples of focusing on precise directions
3. Student chooses a topic
4. Parent conference to share ideas

Drafting

- Student begins drafting their list using the included template

Revising

1. Reread instructions to self
2. Read, review and test/role play with a parent/sibling
3. Makes changes where necessary to make instructions clear
4. Repeat revision process

Editing

1. Reread instructions to self, looking for spelling, grammar, correct numbered sequence of instructions, capitalization, and punctuation
2. Have a family member read instructions, looking for spelling, grammar, correct
numbered sequence of instructions, capitalization, and punctuation
3. Make necessary changes

Publishing

- Students write final copy using word processing programs or paper/pencil

Reflecting

- After finishing their final copy, students reflect on the process by filling out the reflection sheet provided



Writing Samples Template

Name: _____

Title: _____

Date: _____

Introduction:

List of Instructions:

1. _____

2. _____

3. _____

4. _____

5. _____

Conclusion:



Checking My Work: Writing Checklist

- ___ Did I remember to indent?
- ___ Did I remember to spell basic words correctly?
- ___ Is there a punctuation mark at the end of each sentence?
- ___ Did I re-read everything to be sure it makes sense?
- ___ Is my printing or handwriting neat and easy for others to read?
- ___ Do I have a good opening (topic) sentence?
- ___ Do I have a good ending (closing) sentence that wraps up my writing?
- ___ Did I do my best? Am I proud to hand my work in?

Writing Rubric – “How to...” Writing Instructions

Criteria	1 Beginning	2 Developing	3 Approaching	4 Meeting
Idea	The writing seems to wander and is missing several important steps	The writing stays on topic some of the time and includes some important steps	The writing stays on topic most of the time and has most of the important steps with some interesting details and elaboration	The writing stays on topic and includes all important steps, interesting details and elaboration
Organization	The writing is hard to follow and steps are not complete, numbered or sequential	The writing shows some evidence of beginning and ending; some steps are numbered and sequential	The writing shows evidence of a beginning and ending; most steps are numbered and sequential	The writing has an introduction that grabs the reader’s attention; each step is numbered and sequential; an ending concludes the piece
Voice (Intro and Conclusion)	Voice is not evident	Voice is evident some of the time	Voice is evident most of the time	Voice is clearly evident
Word Choice	There is little evidence of descriptive and concise language	There is some evidence of descriptive and concise language	Descriptive and concise language is used most of the time	Descriptive and concise language is used in this piece
Sentence Fluency	There is little evidence of sentence structure	Sentence fluency guides the comprehension of the task some of the time	Sentence fluency guides the comprehension of the task most of the time	Sentence fluency guides the comprehension of the task
Conventions	There are many errors in spelling and punctuation, making the piece hard to understand	There are some words spelled correctly; some sentences have correct capitals and ending punctuation	Most of the words are spelled correctly; most sentences have capitals and ending punctuation	All of the words are spelled correctly; sentences have capitals and ending punctuation



Student Reflection

1. What part of your “How to...” writing task pleases you the most?
2. What do you want the reader to notice about your instructions?
3. Did you enjoy the writing task? Why or why not?



Literacy: Writing & Speaking – Week 2

Writing Task

Students are asked to write a **descriptive text** using the provided web to develop their thoughts, ideas, and opinions regarding the chosen topic. Such topics could include:

- Invent a new plant
- Invent a new planet
- Invent a monster
- Create a superhero
- Discover an endangered species
- Teacher choice

The Process

Prewriting

- **Discuss** the *name of what you discovered, what it looks like, where did you find it, what makes it special or unique and what can it do*. Brainstorm a list of descriptive words that can be used.
- **Share** their thinking and ideas about their topic with someone else.
- **Draw your idea**: Students create a detailed drawing of what they are going to write about.
- **Web organizer**: Students complete a web to organize their ideas.

Drafting

- **Writing** stays on topic.
- **Ideas** are organized in paragraph form.
- **Variety** of descriptive words are used.
- **Variety** of sentences structures are used.

Revising

- **Proofread** text to ensure assignment expectations have been met.

Editing

- **Ask** someone in your house to read and edit your work.

Publishing

- **Create** written final draft.

Reflection

- **Reflect** on what you have learned and what you need to improve on.



Student Reflection

1. What part of your “How to...” writing task pleases you the most?
2. What do you want the reader to notice about your instructions?
3. Did you enjoy the writing task? Why or why not?

Trait	Beginning to demonstrate expectation	Developing Expectations	Approaching Expectations	Meeting Expectations
Ideas	Writing has undeveloped ideas and lacks details.	Writing seems to wander a bit and is missing important details.	Writing stays on topic and has interesting details.	Writing stays on topic and is full of interesting details and elaboration.
Organization	Writing demonstrates little organization; overall structure is lacking.	Writing is hard to follow; some of the details seem to be out of place.	Writing has an interesting beginning, middle and end; the details flow in an order that makes sense.	Writing has a beginning that grabs the reader’s attention, an interesting middle, and an ending that wraps up the piece neatly.
Voice	Voice is not evident.	Voice is evident some of the time.	Voice is evident most of the time.	Voice is clearly evident.
Word Choice	Writing lacks descriptive words.	Some descriptive words are used.	Many relevant and descriptive words are evident.	Relevant and descriptive words are evident.
Sentence fluency	Sentences lack structure.	Writing has some sentences that are varied in structure and type.	Writing has many sentences that are varied in structure and type.	Writing has well-crafted sentences of varied structures and types.
Conventions	Few words are spelled correctly; capitals and punctuation are rarely used.	Some of the words are spelled correctly; use of capitals and punctuation is inconsistent.	Most of the words are spelled correctly; most sentences have correct capitals and ending punctuation.	Words are spelled correctly with proper capitalization and punctuation.





1 Minute Expert Research and Speech

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You will become an expert on a topic of your choice and give a short, 1-minute speech on your topic. Chose any topic that you want to know more about or are passionate about. It could be an animal, a culture that is different than your own, a sport, a hobby, or anything that interests you. Using books, you may have at home, interviews with people over the phone or by video call, the internet, or books from the LRS Digital Library find out at least 3 new things about your topic. Be sure to include supporting details for each of your facts. Record your information in the Research Template below. When you have completed your research use your Research Template to write a 5-paragraph speech using the Speech Script Template.

Research Template

My speech topic is:

Introduction: Tell your audience what you are going to be speaking about. Use a "hook" (a question, a joke, a quotation or an anecdote - a short personal story.) Whatever you choose, it must obviously be related to the topic.

Fact #1: _____

Details to support fact #1: _____

Fact #2: _____

Details to support fact #2: _____

Fact #3: _____

Details to support fact #3: _____

Conclusion: Remind your audience of your topic, summarize your speech, and leave your audience with a final thought.





Speech Script Template

A speech script is a series of paragraphs that are all about the same topic. You will need to write 5 paragraphs in order to present your speech.

Paragraph #1 - An introductory paragraph - tells your audience what your speech is going to be about by using a joke, quotation or short personal story related to your topic to introduce your speech.

Paragraph #2 - Paragraph about fact #1 and its supporting details. It should start with a transition word such as: First, Firstly, To Start.

Paragraph #3 - Paragraph about fact #2 and its supporting details. It should start with a transition word such as: Second, Secondly, Next.

Paragraph #4 - Paragraph about fact #3 and its supporting details. It should start with a transition word such as: Finally.

Paragraph #5 - A concluding paragraph - summarizing what you talked about in your speech and leaves your audience with a final thought about your topic. It should not introduce new information. Thank your audience for listening.

Paragraph #1:

Numeracy

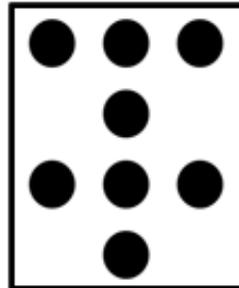
Day 1

Directions: Using the digits 1 to 5, at most one time each, fill in the boxes to create a true number sentences with the greatest possible sum.

$$\square + \square = \square$$

Day 2

Directions:
How many different ways can we figure out how many dots are in this Picture?



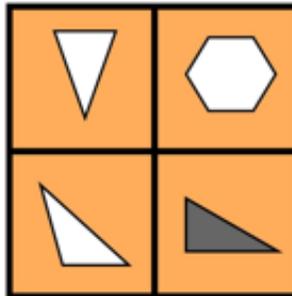
Directions:
Would you Rather...

Receive a gift of \$1.50 for every month of your life.

-or-

A nickel for every day of your life?

Directions:
Which one doesn't belong?
Can you convince me with math?
Any other possibilities?



Card Sort (Grades K - 4)

Players: Individual or groups of two

Materials: Deck of cards

Skill: Number recognition and group, sort, or categorize by attribute

How to Play: As a group, or individually, have students use the full deck of cards to sort and create groups by attribute. Some sorting possibilities are by color, suit, or number.

Number Battle (Grades K - 6)

Players: Groups of two

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11 (teacher decides)

Skill: Number recognition, order, and sequencing

How to Play: This classic game, commonly called WAR, helps students recognize relative values of numbers. Players split a deck of cards and simultaneously flip over their top cards. The highest-value card wins the pair. If the cards have the same value, each player lays three cards face down, then a new card face up. The card with the highest value wins all the cards from the round, including the face-down cards.



Day 3

Directions:

Using the digits 1 to 9, at most one time each, fill in the boxes to make a true statement.

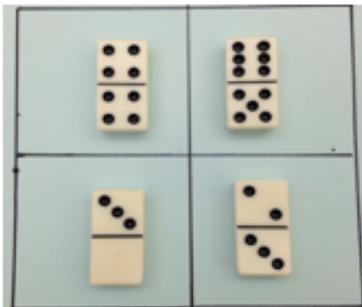
$$\square + \square = \square - \square$$

Day 4

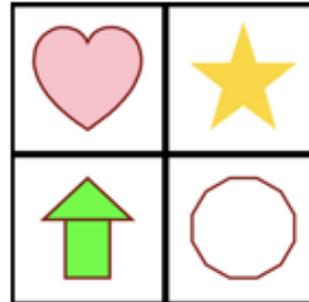
Directions: Fill in the blanks with digits to make the answer closer to 200 than 300.

$$4\square\square - 1\square\square$$

Directions: Which one doesn't belong? Can you convince me with math? Any other possibilities?



Directions: Which one doesn't belong? Can you convince me with math? Any other possibilities?



War with Dice

Players roll 2 dice (it can be at the same time, or you can take turns). If the numbers have the same value, then play rock, paper, scissors to determine the winner of the round. The dice with the highest value wins the round. The first to 10 wins, will win the game!

Game 2: Twenty

3-4 players

Materials: Blank ten-frames (two per child), counters, dice.

Rules: Each child takes a turn to roll a die, places that number of counters onto his/her ten-frames, then announces the total number of counters on the frames. The winner is the first player to fill all twenty spaces.



Day 5

Directions: I have 2 ten-frames that have counters on them. One is full and one is not. What is the largest number I could make? What is the smallest number I could make?



Directions: Which one doesn't belong? Any other possibilities?

$5 + 5$	$2 + 8$
$9 + 1$	$3 + 9$

Game 2: Twenty

Variations/Extensions:

1. Each turn could include placing the correct numeral cards under the frames.
2. Each player can also announce the number of counters needed to reach twenty. The exact number must be rolled to win the game. (If you don't have dice, just make slips of paper with the numbers 1-6, One set per die.)



Day 6

Directions:

Use the digits 1 to 9, at most one time each, to fill in the boxes to create **two** true number sentences.

$$\square + \square = \square - \square$$

Directions: Would you Rather...why?

Have 3 pencils that are 9 cm each OR 5 pencils that are 6 cm each?



Addition Number Battle:

Players: Groups of two

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11 (teacher decides)

Skill: Number recognition and addition

How to Play: Players split a deck of cards and simultaneously flip over their top two cards. The highest sum wins all four cards. If the cards sums have the same value, the cards are placed in a center pile. The next hand is played normally and the winner of the next addition number battle takes the center pile as well.



Day 7

Directions: Using the digits 1 to 9 at most one time each, place a digit in each box to create a true statement.

$$\square = \square + \square = \square + \square + \square$$

Day 8

Directions: Use the digits 1 to 9, at most one time each, place a digit in each box on the number line to make the number line true.



Directions: Would you Rather...

Have Option A
OR Option B?

A	B
23 Hundreds	26 Hundreds
48 Tens	17 Tens
9 Ones	22 Ones

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Directions: Would you Rather...

Have a box of chocolates with
5 rows and 14 columns
or
7 rows and 9 columns?

A box of chocolates arranged in 5 rows and 14 columns.

Subtraction Number Battle

Players: Groups of two

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11 (teacher decides)

Skill: Number recognition and subtraction

How to Play: Players split a deck of cards and simultaneously flip over their top two cards and subtract the smaller number from the larger

Number. The greatest difference wins all four cards. If the cards differences have the same value, the cards are placed in a center pile. The next hand is played normally and the winner of the next subtraction number battle takes the center pile as well.

Place Value Number Battle

Players: Groups of two

Materials: Deck of cards with face cards and 10s removed, Ace worth one

Skill: Number recognition, place value, order, and sequencing

How to Play: Players split a deck of cards and simultaneously flip over their top three cards to create a 3-digit number. Players may move the cards and place in any position of the number they wish. The highest number wins all six cards.

* Note that you can increase the number of cards to flip if you are working on larger numbers.



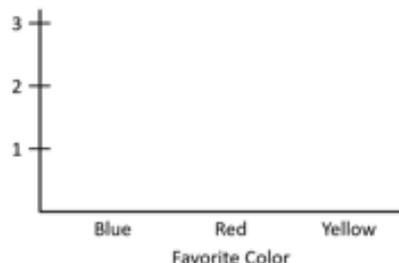
Day 9

Directions: Using the digits 1 to 9, at most one time each, make a true statement.

$$\square = (\square + \square) = (\square + \square) = (\square + \square)$$

Day 10

Directions: Directions: Make a graph that shows a possible result of 7 students' favorite color with red being the most popular color.



Directions: Which one doesn't belong? Can you convince me with math? Any other possibilities?

17	26
44	65

Directions: Which one doesn't belong? Can you convince me with math? Any other possibilities?



Give Me 10 Players: Groups of two or more

Materials: Deck of cards with the face cards removed, Ace worth one

Skill: Number recognition and addition

How to Play: Deal 12 cards face up.

Players take turns finding and removing combinations of cards that add up to 10. When both the players agree that no more tens are possible, the next 12 cards are dealt face up.

Reading Multiplication Minds (Grades 3 - 6)

Players: Groups of three (groups of four or five for more advanced)

Materials: Deck of cards

Skill: Multiplication, product

How to play: The two players each draw a card and, without looking at it, hold it up to their foreheads so that everyone else can see it, but themselves. The leader announces the products of the two cards. Each "mind reader" must figure out which card is on his or her own forehead and say it aloud.



Math Learning Activities Compiled by Shawna Monson

Math Sources:

<https://www.wouldyourathermath.com/category/3to5/>

<https://wodb.ca/>

<https://www.ugdsb.ca/johngalt/2018/05/24/thinking-about-math/>

<https://www.ugdsb.ca/minto/wp-content/uploads/sites/16/2018/05/Math-on-the-Go-Card-Games.pdf>

https://www.pepnonprofit.org/uploads/2/7/7/2/2772238/acing_math.pdf

<https://www.openmiddle.com/tag/owen-kaplinsky/>

<https://www.openmiddle.com/tag/robert-kaplinsky/>

<https://www.lcsc.org/cms/lib/MN01001004/Centricity/Domain/21/MATH-PLA.pdf>

<https://nrich.maths.org/2479>



Quiet Choice Time

Choose an activity to do each day.

MOVEMENT BREAK OF THE WEEK

4-7-8 Breath

(Borrowed from: online video program, [Acupuncture and Breathing Exercises for Anxiety](#))



Benefit: This activity can help relax the body and relieve anxiety, tension and stress. Emotions and breathing have a reciprocal relationship:

- When you are anxious, nervous or upset, your breathing quickens and may even become erratic.
- When you are relaxed and composed, your breathing is slow, calm and rhythmic.

With practise, by controlling your breath, your mind and emotions can be stilled.

To Begin: Students may be seated, standing or lying down. (Instructions are for the seated position.) Dimming classroom lights and closing the door to outside sounds will help set a relaxed atmosphere. Soothing music may also be introduced once the technique has been taught.

Activity:

1. Sit forward in your chair, with back straight and hands resting comfortably in your lap or on your thighs. Close your eyes, or look ahead trying not to fix your gaze on anything in particular. (Some students will do better if they *do* fix their gaze on one particular picture or object.)
2. Try to focus inside, on your breathing. Inhale through your nose; exhale through your mouth, all the while keeping the tip of your tongue in contact with the roof of your mouth, just behind your top teeth.
3. Start inhaling slowly and deeply to a count of 4. Fill your lower lungs first (by pushing out your abdomen), then your middle and upper lungs.
4. Hold your breath for a count of 7.
5. Slowly and smoothly exhale for a count of 8. That's one round.
6. Pause briefly without inhaling, then start another round.
7. Do 10 rounds, or as many as you need to feel calm and relaxed.
8. Repeat as often as necessary.



Tips: Can be done anywhere - on a bus, in a line, after recess, before a test
For younger students try: [Take 5 Breath.docx](#)

Louis Riel School Division – Occupational Therapy

Mindful Posing

One easy way for children to dip their toes into mindfulness is through body poses. To get your kids excited, tell them that doing fun poses can help them feel strong, brave, and happy.

Have the kids go somewhere quiet and familiar, a place they feel safe. Next, tell them to try one of the following poses:

1. The Superman: this pose is practiced by standing with the feet just wider than the hips, fists clenched, and arms reached out to the sky, stretching the body as tall as possible.
2. The Wonder Woman: this pose is struck by standing tall with legs wider than hip-width apart and hands or fists placed on the hips (Karen Young, 2017).

Ask the kids how they feel after a few rounds of trying either of these poses. You may be surprised.

Spidey-Senses

While on the subject of superheroes, this can be a related “next step” to teach kids how to stay present.

Instruct your kids to turn-on their “Spidey senses,” or the super-focused senses of smell, sight, hearing, taste, and touch that Spiderman uses to keep tabs on the world around him. This will encourage them to pause and focus their attention on the present, opening their awareness to the information their senses bring in (Karen Young, 2017).

This is a classic mindfulness exercise and encourages observation and curiosity—great skills for any human to practice.



The Mindful Jar

This activity can teach children how strong emotions can take hold, and how to find peace when these strong emotions feel overwhelming.

- First, get a clear jar (like a Mason jar) and fill it almost all the way with water. Next, add a big spoonful of glitter glue or glue and dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl.
- Finally, use the following script or take inspiration from it to form your own mini-lesson:

“Imagine that the glitter is like your thoughts when you’re stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That’s why it’s so easy to make silly decisions when you’re upset – because you’re not thinking clearly. Don’t worry this is normal and it happens in all of us (yep, grownups too).

[Now put the jar down in front of them.]

Now watch what happens when you’re still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you’re calm for a little while, your thoughts start to settle and you start to see things much clearer. Deep breaths during this calming process can help us settle when we feel a lot of emotions” (Karen Young, 2017).

Safari

The Safari exercise is a great way to help kids learn mindfulness. This activity turns an average, everyday walk into an exciting new adventure.

Tell your kids that you will be going on a safari: their goal is to notice as many birds, bugs, creepy-crawlies, and any other animals as they can. Anything that walks, crawls, swims, or flies is of interest, and they’ll need to focus all of their senses to find them, especially the little ones (Karen Young, 2017).

Colour Breathing

Ask your students to think of a relaxing colour and another colour that represents anger, frustration, or sadness. Now, have your students close their eyes and imagine they are breathing in the relaxing colour and letting it fill their entire bodies. On the exhale, ask them to picture the “negative” colour leaving their body and dissipating throughout the room.

The Five Senses

This next activity is a great little exercise to do when experiencing a moment of stress, or as a way to reconnect. Relax and ask yourself:

- What are five things I can see?
- Four things I can touch?
- Three things I can hear?
- Two things I can smell?
- One thing I can taste?



Body Scan

You know the feeling when you suddenly realize your neck, shoulders, or back is full of tension, right? Enter the body scan. While sitting or lying down, ask students to stop and check-in with how they are physically feeling, without judging themselves or asking “why”. Check-in questions include:

- “How is my breath? Shallow or deep?”
- “Where do I feel sore or tense?”
- “How does my (back/shoulders/face muscles/feet/neck) feel?”

As they go through these cues, they respond by relaxing that part of their body.

Journaling

Writing down a few things you are grateful for is one of the easiest and most popular exercises available. The purpose of the exercise is to reflect on the past day, few days, or week, and remember 3-5 things you are especially grateful for.



Project-Based Learning: Social Studies



PROVINCES AND TERRITORIES OF CANADA



Mapping - Canadian Provinces and Capital Cities

4.1.1

Province/Territory	Capital City
British Columbia	
Alberta	
Saskatchewan	
Manitoba	
Ontario	
Quebec	
Newfoundland and Labrador	
Nova Scotia	
New Brunswick	
Prince Edward Island	
Nunavut	
Yukon	
Northwest Territories	
Canada	

Winnipeg	Victoria	Iqaluit	Edmonton	Yellowknife
Regina	Fredericton	Ottawa	Whitehorse	Toronto
St. John's	Halifax	Charlottetown	Quebec City	

https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr4/blms/4-1-1_cities.pdf

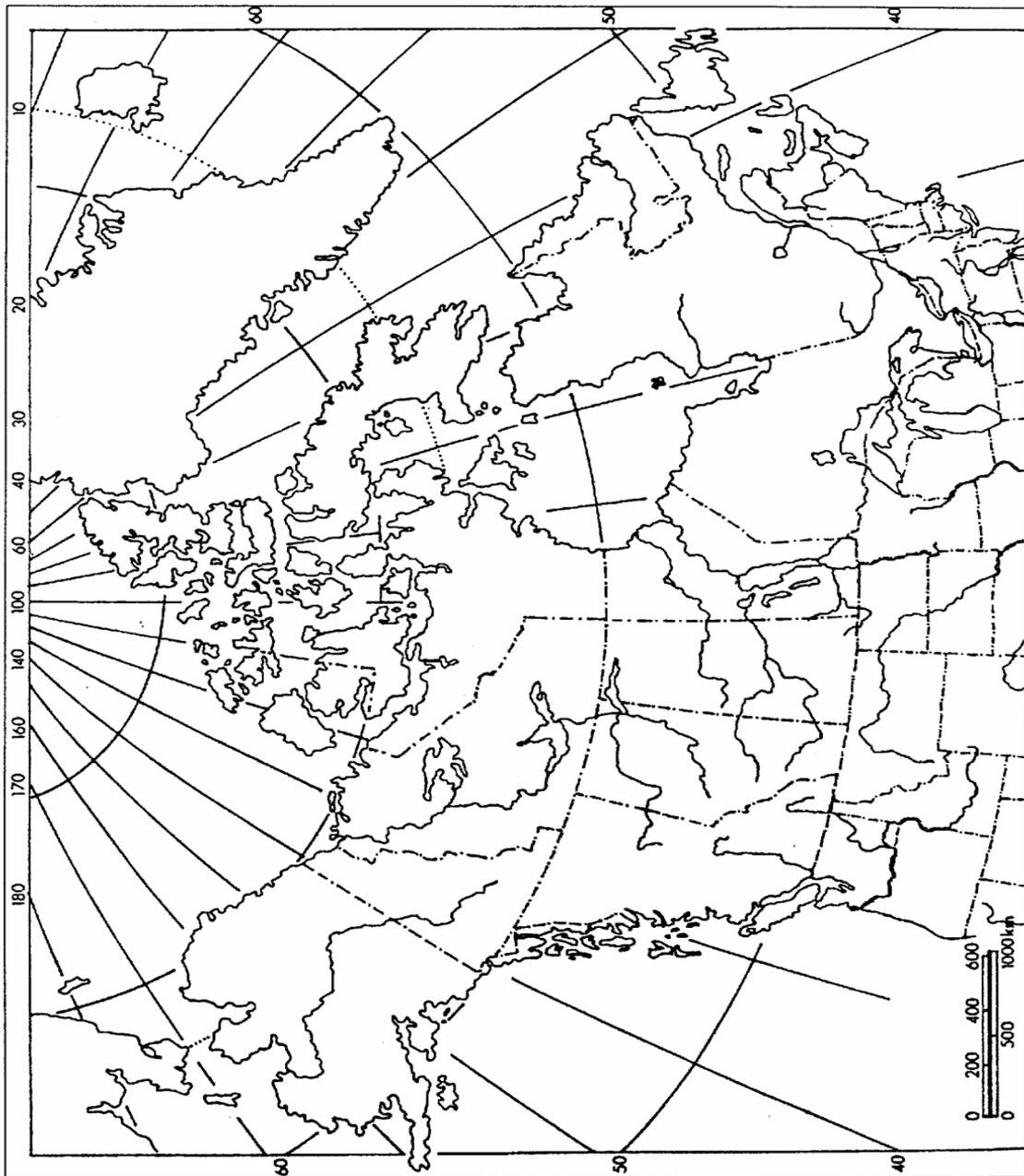


On a blank map of Canada, locate the following:

1. 10 provinces: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Labrador
2. 3 territories: Yukon, Northwest Territories, Nunavut
3. Capital city of Canada: Ottawa
4. Capital cities of each province and territory: Victoria, Edmonton, Regina, Winnipeg, Toronto, Quebec City, Fredericton, Charlottetown, Halifax, St. John's, Whitehorse, Yellowknife, Iqaluit
5. 3 bordering oceans: Arctic, Pacific, Atlantic
6. Bordering country: United States of America
7. Major lakes and bodies of water: Great Bear Lake, Great Slave Lake, Hudson Bay, Lake Winnipeg, Lake Manitoba, St. Lawrence Seaway, Great Lakes, Gulf of St. Lawrence, Labrador Sea



Mapping - Outline Map of Canada



Province or Territory Research Frame

Province or Territory chosen: _____

Sights to See (Lower Fort Garry, the Golden Boy)	
Things to do (Visit the Forks Market, attend Festival du Voyageur, skiing, camping)	
Native Wildlife (Coyotes, polar bears, red fox)	
Things that make this province or territory different from the others (Wheat fields, the Canadian Shield)	
The People (How many? Where are they from? What do they do for a living?)	
Weather Conditions and Climate (4 Seasons, long winters, hot summers)	
Choose Your Own (Lakes and Waterways, Geographical Features, etc.)	

Source: https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr4/blms/4-1-1_locate.pdf



Create a Relief Map of Canada

Create a relief map of Canada using modelling clay or papier mâché. Include political boundaries, capital cities, oceans, major landforms, lakes, and waterways, and use cardinal directions to show the relative location of each province and territory.

Relief map: a map that shows the hills, valleys, and mountains of a particular area or country

Description on plan (either in words or drawn):

Materials needed:



Project-Based Learning: Science

STEAM Choices

1. Melting Magic

Before beginning this experiment, write down your hypothesis (scientific prediction). How will the water level be different in each jar?

For this activity you will need:

- 3 matching jars with lids
- or 3 matching glasses
- or 3 matching plastic containers
- or use the same container 3 times

Now you need water in various states! Liquid, ice cubes and snow. Fill the first jar with water and put on the lid. This is your control. This is how you will compare the amount of water left after the snow and ice have melted.

The next jar, fill with ice cubes to the same amount as your water jar (control). Use cubes, not shaved ice. Secure the lid.

Finally, go outside and pack snow into the third jar to the same amount as your water jar (control). Secure the lid.

[Melting Magic ~ Snow Ice Simple Science \(steampoweredfamily.com\)](http://steampoweredfamily.com)

2. Toothpick 3D Structures

Using toothpicks, straws, marshmallows and any other items you have at home that will work, construct 3D objects (example shapes: tetrahedron, pyramid, prism, cube). Once you have constructed your objects record your answers in the chart below for each object;

	Number of edges	Number of sides	Number of vertices (corners)
Object 1			
Object 2			
Object 3			
Object 4			

[Marshmallow and Toothpick Geometry Cards - Teach Beside Me](#)



3. Edible Rock Cycle

1 Square of Aluminum Foil

1 Square of Wax Paper

3 Starburst candies

{You will need this set up for each rock type}

Other Items Needed (to be used by an adult)

Toaster Oven

Towels

Oven Mitts

For each rock type, you will want to do the following beginning steps

1. Unwrap your Starburst
2. Lay the foil flat on the table. Place the wax paper on top.
3. Stack the 3 Starburst in the center of the papers.
4. Roll the papers over the Starburst tightly and form the foil around the starburst.

Sedimentary Rock

Change the shape of the three rocks (starburst) with pressure alone.

Metamorphic Rock

For this step, adult assistance is needed! After you have wrapped up a new set of “rocks”, an adult can place them in the toaster oven. Leave them for a very short time... about 2 minutes. This will vary depending on your toaster oven. Once the foil is warm to the touch and the Starbursts are malleable, you can take it out of the oven. Carefully wrap the foil into a towel and let the child apply pressure.

Igneous Rock

Wrap up a new set of “rocks”. For this step, the adult will handle the foil wrapped candy until it cools. Place them in the toaster oven again on high heat for 5-10 minutes. Check on it frequently because you don’t want the candy to burn. Once it has melted to a liquid, remove it and place it on a towel for the child to observe. Carefully open up the foil and let the child see what happened, but do not let them touch it until it has cooled.

Once it has cooled, pull the rock away from the wax paper and observe.

Source: [Edible Rock Cycle for Kids \(lemonlimeadventures.com\)](https://www.lemonlimeadventures.com/edible-rock-cycle-for-kids/)



4. Gummy Fossil Experiment

Supplies needed:

Bread (a few different kinds is best to show sedimentary layers)

Gummy candies

Heavy books

Layer the bread and gummy candies. Next, you just wrap the bread in plastic wrap or paper towels. Then pile some heavy books on top! Let the books weigh it down for a few hours. Peel the layers apart carefully. They stick together quite well so go slowly. The bread is left with deep impressions of the gummy animals. This is where you explain how fossils are made from animals who have died and then the rocks and sand cover them up over time. It is a perfect demonstration to help kids understand the process!

Source: [Sedimentary Rocks & Fossil Experiment - Teach Beside Me](#)

5. Grow Crystal Geodes

Supplies needed:

Eggs

Salt

Water

Food Colouring

1. Collect several bowls to grow your geodes in. They will need to be just a touch larger than your eggshells.
2. Carefully crack several eggs and scramble the innards for lunch. Take your shells and wash them gently under warm water. After they are clean, place them in the bowls and let them dry while you complete the next step.
3. Boil enough water to fill one bowl. You can do this over the stove or in the microwave. Once the water is boiling, remove it from the heat and add as much salt as will dissolve in the water. Once the salt grains stay at the bottom, do not add any more. Finally, stir in 1-3 drops of food colouring. Experiment with colours if you'd like.



4. Pour the coloured salt solution over an eggshell. Pour it into the shell first so it doesn't float, and then continue to fill the bowl around the eggshell.
5. Repeat this process for your additional shells and colours, and then sit back and wait. Crystals can start growing as early as the next day, but tend to peak several days later.
6. Take pictures each day as the water evaporates and the crystals grow. Watch the changes and enjoy the process. The kids were rushing to the kitchen each morning at our house to check on the crystals.
7. Once the water has completely evaporated and the geodes are dry, you can display them and show them off at your science fair. You will need to keep them dry, because water will destroy the salt crystals on the geodes.

[How to Grow Crystal Geodes - Planning Playtime](#)



Let's Create

Choose an activity to do each day.

Gratitude Jar

The gratitude jar is a stunningly simple exercise that can have profound effects on your well-being and outlook. It only requires a few ingredients: a jar (a box can also work); a ribbon, stickers, glitter, or whatever else you like to decorate the jar; paper and a pen or pencil for writing your gratitude notes; and gratitude!

Step 1: Find a jar or box.

Step 2: Decorate the jar however you wish. You can tie a ribbon around the jar's neck, put stickers on the sides, use clear glue and glitter to make it sparkle, paint it, keep it simple, or do whatever else you can think of to make it a pleasing sight.

Step 3: Think of at least three things throughout your day that you are grateful for. Do this every day, write down what you are grateful for on little slips of paper and fill the jar.

Over time, you will find that you have a jar full of a myriad of reasons to be thankful for what you have and enjoy the life you are living. It also will cultivate a practice of expressing thanks.

If you are ever feeling especially down and need a quick pick-me-up, take a few notes out of the jar to remind yourself of who, and what, is good in your life.

Gratitude Tree

You will need several double-sided coloured sheets of paper, string or ribbon, scissors, twigs or tree branches, some stones or marbles, a vase, and a sense of gratitude.

Step 1: Make one or more leaf cutouts to use as a template for your leaves. Trace your leaves on your coloured paper using your template(s).

Step 2: Cut out the leaves, punch a hole at the top of each leaf, and loop your string or ribbon through each hole.

Step 3: Put the stones or marbles in a vase and stick the tree branch or twig in the middle.

Step 4: Have your (or your child) draw or write things that you (or your child) are grateful for on the leaves. You can also use photographs if you'd like.

Step 5: Hang the leaves from the branches and behold your gratitude tree!



Gratitude Box

The gratitude box is a thoughtful way to share your feelings with loved ones and cultivate your own sense of gratitude.

This is another easy activity that requires only a box, some paper, and a pen or pencil to write down gratitude messages. You can make the box yourself or buy one, the prettier the better!

On the paper, write down a heartfelt message of gratitude to your loved one. If you're not sure how to start, here are some suggestions to begin your message:

- 1) "Thank you for..."
- 2) "What I love about you..."
- 3) "My holiday wish for you..."

You can also collect messages from others about your loved one, to pack the box with multiple messages of gratitude and love.

Place the message(s) into the box, wrap it up or put a bow on it, and give it to your loved one as a special gift, to both your loved one and yourself.

Collage

You are going to take pictures of all the things you are grateful for. This gives you the opportunity to visualize your gratitude.

Try taking a picture of one thing you are grateful for every day for a week. Notice how you feel. Take a look back at the pictures every week.

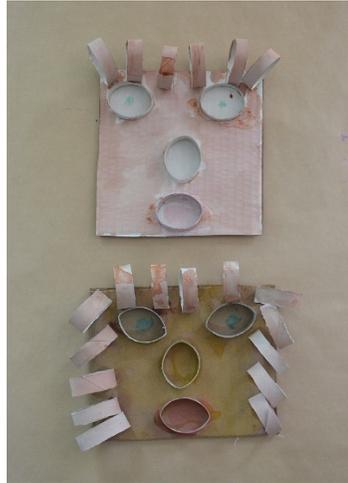
The more you do this the easier it will be for you to spot out the things you are grateful for.

Perhaps you will document multiple pictures in a day. After a given time period put all your pictures together in a collage and simply be grateful for all that you have.



Cardboard Tube Sculptures

<https://www.artbarblog.com/category/recycled/>

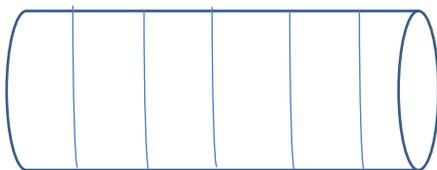


SUPPLIES

- Toilet paper rolls, cut into circles (about 5 or 6 circles can be made from each tube). You'll need a lot of tubes so start saving them over the break!
- [Exacto knife](#) – this makes cutting the circles way easier, but should be done by or closely supervised by an adult. If you do not have an Exacto knife, you can cut the rolls using scissors.
- [White school glue](#).
- Cardboard base. This base can be any size. You can cut off one side of any cardboard box you happen to have at home.
- Paints, markers, pencil crayons or crayons if you want to make your sculpture colourful.

INSTRUCTIONS

Step 1: Cut the tubes into 5 or 6 sections



Step 2: Paint the tubes sections any way you want. You will have to let the paint dry before you begin to glue. Do this the day before you want to begin to assemble your sculpture.

Step 3: Start gluing the tube pieces onto the cardboard base. Be careful not to use too much glue as it will take a long time to dry.



Create a Flip Book

<https://www.metmuseum.org/art/online-features/metkids/videos/MetKids-Create-a-Flip-Book>

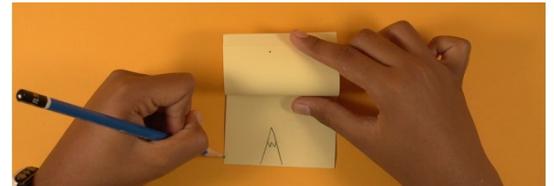
Materials:

- sticky notepad or square pad of paper (you can make your own if you don't have one. Just cut as many pieces of white paper as you need to the same size square, then staple or tape the pages to form the "binding" for your book. It is a good idea to keep the pages about between 1 ½ and 2 ½ inches square so that the pages flip properly.
- pencil or pen



Instructions:

1. Start with a blank stack of sticky notes. You might want to split one notepad into thirds, so you end up with three smaller stacks to make more than one flip book.
2. Wrap tape around the sticky end of one of the stacks to prevent it from breaking apart when you draw in it.
3. Start on the last sticky note and draw a picture on the bottom half of the page. If your drawing is too close to the top, where the notes stick together, you might not see it when you thumb the flip book at the end.
4. Flip to the next sticky note (the second-to-last one in the stack) and see how your first drawing shows through the paper.
5. Trace the still parts of the picture, the ones you don't want to move in the animation.
6. Change the parts of your drawing that you do want to animate or move.
7. Flip to the next page. Repeat tracing the still parts and changing the parts that you are animating.
8. As you fill the notepad from back to front, animate the movements little by little, page by page. You can flip your notepad (from back to front) to check your progress and see if you want to make changes.
9. Once you finish your series of drawings or fill the entire notepad, use your thumb to flip the pages from back to front to watch your animation.



Make your own playdough!

<https://www.iheartnaptime.net/play-dough-recipe/>



Playdough ingredients:

- 2 cups all-purpose flour
- 3/4 cup salt
- 4 teaspoons cream of tartar
- 2 cups lukewarm water
- 2 Tablespoons of vegetable oil (coconut oil works too)
- Food colouring, optional
- Quart sized bags

Instructions:

1. Stir together the flour, salt, and cream of tartar in a large pot.
2. Add the water and oil. If you're only making one colour, add in the colour now as well.
3. Cook over medium heat, stirring constantly. Continue stirring until the dough has thickened and begins to form into a ball.
4. Remove from heat and then place inside a gallon sized bag or onto wax paper.
5. Allow to cool slightly and then knead until smooth.
6. If are making multiple colours, divide the ball of dough up into as many smaller balls as the number of colours you want. Put each small ball of dough into a Ziploc bag. Add about 5 drops of food colouring to each bag. Zip the bag up. Squish and knead the food colouring into the dough. By mixing the colour into the dough in the bag, you don't get food colouring all over your hands!
7. If you want, you can add glitter to your dough in the bag as well.
8. When you are not having fun with your playdough, keep it in a Ziplock bag with all the air squeezed out of it. Your playdough should keep for up to 3 months.



Beaded Wire Maze Sculpture

<https://www.artbarblog.com/beaded-wire-maze-sculptures/>

Supplies:

- Length of wire (between 24" and 36") that is rigid enough to hold up small beads (approx. 16 gauge).
- Beads large enough to slide onto the wire. A variety of colour and sizes will help make the sculpture interesting
- 2 approx. 1" buttons
- Felt pieces or construction paper cut into geometric shapes with a hole punched in the middle. Again, a variety of colour will add interest to your finished product
- Other objects (cut up pieces of straw, buttons, etc. that will fit onto the wire to add interest to your sculpture.
- Solid base (like a piece of wood or thick cardboard)
- White glue
- Glue gun
- Markers, paint



Instructions:

Step 1: Decorate your base with markers, paint. Make it as colourful and interesting as you want.

Step 2: String one end of the wire through the holes of the button. Twist the wire to secure it to the button.

Step 3: Begin to assemble your sculpture using your beads, straw pieces, felt, buttons, etc. Bead about ½ of the wire and then stop.

Step 4: Attach the button to the base with the hot glue gun. Hold the wire in place until the glue has cooled and is secure. (If you don't have a button or a hot glue gun, playdough will work to secure the wire to the base. Use a glob of playdough to form a base. Twist up the end of the wire to make it stick into the playdough more securely and poke this end in the playdough).

Step 5: Put a twist or a curl in the wire.

Step 6: continue to add decorations to the wire on the other side of the curl/twist.

Step 7: Continue to add curls and decorations to your sculpture for the length of the wire.

Step 8: Once you get to the other end of the wire, thread the wire through the holes in the second buttons and twist the wire to secure it to the button. As with the first button, hot glue the button to the base on top of or beside the first one. (if you are using playdough, twist this end up and poke it into the playdough to secure).



Alexander Calder Inspired Paper Sculpture

<http://www.pinkstripeysocks.com/2015/05/calder-inspired-sculptures-kids-art-project.html>



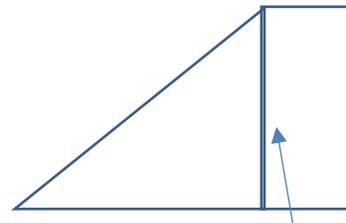
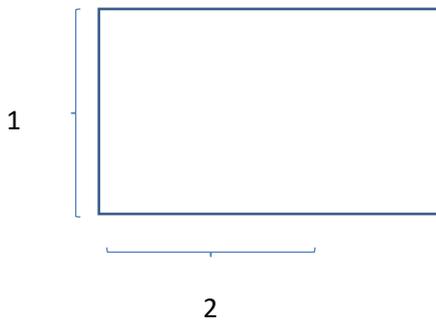
Supplies:

- Construction paper or card stock or other rigid paper. You could even use the cardboard from a cereal box.
- Markers, pencil crayons, crayons
- Scissors

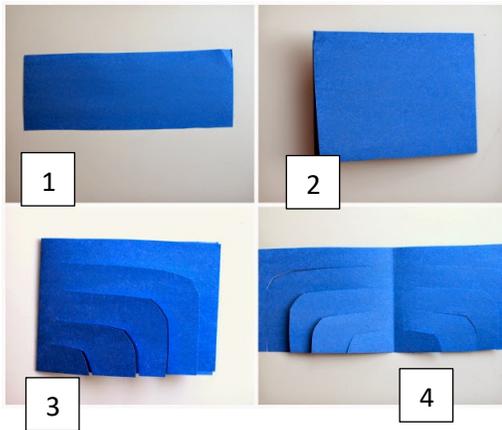
Instructions:

Step 1: Cut the construction paper into a square (if using a rectangular paper such as a letter or legal size, fold the paper diagonally so that the top edge is level with one of the side edges. Cut off the extra and voila, you have a square!)

Fold edge 1 down so that it is even with edge 2



Cut this part off along this line



Step 2: Once you have a square, fold it in half either hamburger or hotdog style (images 1 and 2)

Step 3: Makes cuts like in image 3

Step 4: unfold

Step 5: Begin to fold the strips to the front and back in an alternating fashion (image 5). Start on the left side of the top strip and fold the strip toward the front at the middle, then the next strip down would fold to the back at the middle. The third strip would fold toward the front and so on to the last strip on the left. Do the opposite on the right side. Since the strips will be opposite each other, your sculpture will stand up.



More Alexander Calder Inspired Abstract Paper Sculpture Ideas

<https://nhartgallery.blogspot.com/2013/02/inspired-by-masters-abstract-paper.html?m=1>



Supplies:

- Rigid cardboard for the base (at least 12" square)
- colourful construction paper or card stock
- Glue stick
- Pencil crayons, markers, crayons

Instructions:

Step 1: Cut a variety of shapes (strips, curves, squares, circles, etc) out of the coloured construction paper or card stock

Step 2: Begin to attach shapes to your base. Rub the glue stick on the back of the shape and press it firmly onto the base

Step 3: Place the shapes that are flat on the board first, then begin to glue on the shapes that will only be attached at the two ends.

Step 4: Continue to assemble your sculpture until you feel that it is complete. You can attach shapes on top of shapes. Be creative and have fun!



DIY puffy paint

<https://artfulparent.com/salt-puffy-paint/>



Ingredients: The paint is simply a mix of equal parts salt, flour, and water with a bit of tempera paint added for colour.

How to: You can apply it with a squeeze bottle or an icing bag, and because of the viscosity of the paint, it stays raised, like frosting. Hence the “puffy paint” even though it’s not actually puffy to the touch. Once the paint dries, it’s hard and crystalline because of the salt.

What’s cool is that the colours stay separate rather than mix. You could squeeze out a puddle of yellow salt paint, then add drops of blue on top and those drops of blue would hold their shape and colour and separateness until dried.

Everyone seems to love using this kind of paint! From youngest toddlers just getting the joy of squeezing a bottle and watching the paint come out to older kids and even adults.



Reflection

Choose one reflection for each day.

Gratitude Prompts

Gratitude prompts are a great way to get started, continue your practice, or kick-start a stalled gratitude practice. This is also a relatively simple exercise, with only one instruction: fill in the blank!

These prompts provide several ways to begin a gratitude statement, with infinite possibilities for completion. They cover multiple senses, colours, people, and things. The goal is to identify at least three things in each category that you are thankful for.

The prompts include:

- I'm grateful for three things I hear:
- I'm grateful for three things I see:
- I'm grateful for three things I smell:
- I'm grateful for three things I touch/feel:
- I'm grateful for these three things I taste:
- I'm grateful for these three blue things:
- I'm grateful for these three animals/birds:
- I'm grateful for these three friends:
- I'm grateful for these three teachers:
- I'm grateful for these three family members:
- I'm grateful for these three things in my home:

Reflection Prompts

- Something I noticed today is _____.
- Something I'm wondering about is _____.
- Something that made me think hard today was _____.
- One thing I learned today _____.
- Today I figured out _____.
- Today I explored _____.
- I'm determined to _____.
- Something that I heard someone say today that really stuck with me was _____.
- I hope people know that I _____.
- Something I found hard to do today was _____.
- Something that made me laugh today was _____.
- (Topic specific) I used to think _____ about _____ but now I know _____.

