



The Wonder of **Grade 4**

Curriculum Sample

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**Welcome to the Wonder of Grade Four!**

Your child is taking a further step towards independence. They are gaining a new awareness of themselves. When they were younger, they were more connected to you and their environment, now they are looking at their environment... and you.... with a more critical eye! This can feel upsetting if you don't remember that it is all part of their path of development towards independence!! Take a deep breath....and smile! This year the study of Local Geography will help them gain confidence as they develop a sense of where they are geographically in the world, and gain skills to navigate from A to B. The Norse Myths offer wonderful tales displaying a wide spectrum of human characteristics that your child will relate to. New challenges in report writing and fractions will satisfy their urge for independence.

Year Overview

Month	Curriculum Areas	Social Emotional Learning Competencies	First Peoples' Principles of Learning	Description
MONTH 1: The Wonder of Local Geography	<ul style="list-style-type: none">• Social Studies• Science• Language Arts• Math	<ul style="list-style-type: none">• Personal and Social• Awareness• Positive Personal and Cultural Identity	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.	Local geography and history begin with the self. Mapmaking starts with the child's bedroom, the neighbourhood, and familiar daily routes. This expands to encompass the history and natural landscape of your region.
MONTH 2: The Wonder of Norse Mythology	<ul style="list-style-type: none">• Language Arts• Social Studies	<ul style="list-style-type: none">• Creative Thinking• Communication	Learning is embedded in memory, history, and story.	The Norse Gods are mortal. They each represent one of the human character traits. With a mix of humour, honour and mischief these myths bring to life for us the wonder of the human spectrum of experience and emotion. These myths form the basis for a language and arts learning block.
MONTH 3: The Wonder of Fractions	<ul style="list-style-type: none">• Math• Language Arts	<ul style="list-style-type: none">• Creative Thinking• Communication	Learning involves patience and time.	From one comes all. This simple adage forms the basis for the first block of the fraction lesson. The aim is to play with fractions through crafts, movement, games and cooking. Bring them to life and grasp this concept.
MONTH 4: The Wonder of Poetry	<ul style="list-style-type: none">• Language Arts• Physical Education & Mental Health• Arts Education	<ul style="list-style-type: none">• Personal Awareness• Communication	Learning requires exploration of one's identity.	A variety of poetic styles are learned through personal writing activities. Poetry gifts and cards can be made for the holiday season.



MONTH 5: The Wonder of Zoology	<ul style="list-style-type: none"> Science Language Arts 	<ul style="list-style-type: none"> Social Awareness and Responsibility 	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).	The first science block begins with zoology. A study of the animal kingdom begins with an observation of the human being, and then creates meaningful connection to a variety of animal species. Charles Kovacs' book, The Human Being and the Animal World, informs this unit.
MONTH 6: The Wonder of Fractions 2	<ul style="list-style-type: none"> Math Language Arts 	<ul style="list-style-type: none"> Communication 	Learning involves patience and time.	The second fraction block delves into the understanding of equivalent fractions and how to find common denominators. A variety of games and activities help to illuminate this process.
MONTH 7: The Wonder of Norse Mythology	<ul style="list-style-type: none"> Language Arts Social Studies 	<ul style="list-style-type: none"> Personal Awareness 	Learning is embedded in memory, history, and story.	<p>The stories of the Norse gods are carried on to their final conclusion.</p> <p>The stories offer opportunities for discussion, reflection and writing activities.</p>
MONTH 8: The Wonder of Zoology 2	<ul style="list-style-type: none"> Science Language Arts Career Education 	<ul style="list-style-type: none"> Social Awareness and Responsibility 	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.	The second block of zoology continues to highlight the specialized aspects of animal groups. The first independent research project is done on the animal of their choice. Charles Kovacs' book, The Human Being and the Animal World, informs this unit.
MONTH 9: The Wonder of Fractions 3	<ul style="list-style-type: none"> Math Language Arts 	<ul style="list-style-type: none"> Communication 	Learning involves patience and time	The third fraction block focuses on multiplying and dividing fractions. Activities such as cooking and baking help to highlight these math processes.
MONTH 10: The Wonder of Local Geography 2	<ul style="list-style-type: none"> Social Studies Language Arts Math Science 	<ul style="list-style-type: none"> Personal and Social Awareness Positive Personal and Cultural Identity 	Learning recognizes the role of indigenous knowledge.	This history and geography block provides learning opportunities focused on the history of the indigenous people of the land you live on.



The Morning Lesson

Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That's because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month.... Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it...she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren't comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson...

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for 'how we do things'.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from "The Roadmap to Literacy" by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc

**What Else?**

As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

Numeracy – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

Literacy – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child's relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You'll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child's frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

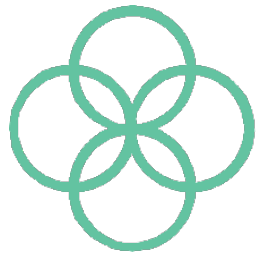
Time	Activity
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time



You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

Here are some ideas for activities to do after the morning lesson is finished:

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects



The Wonder of
Grade 4

The Wonder of Geography

Year 4 Month 1

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: Concept: Exploring stories and other texts help us understand ourselves and make connections to others and to the world.

Connection: You will read or tell the creation story, Indigenous stories and the settler's stories to your child. Your child will build verbal language skills and deepen connection and understanding through recalling and engaging in discussion of previous day's story and lesson content.

Concept: Using language in creative and playful ways helps us understand how language works.

Connection: Your child will develop their own writing skills. They will work on written summaries, dictionary skills, structures, features and conventions of written language including paragraph writing, with attention to spelling, punctuation and grammar. Your child will work with oral features of language, recalling and discussing lesson material to build deeper engagement with the subject.

Social Studies: Concept: The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Connection: Your child will hear about the natural resources of the region you live in and begin to understand how this has changed the land and the people. Your child will gain knowledge of the importance of care and respect for the animal world.

Concept: Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.

Connection: Your child will learn the stories that form the foundation of the Indigenous community.

They will build an understanding of the conflicting values and how industry grew from natural resources.

Math: Concept: Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.

Connection: Your child will practice multiplication tables using beads, if needed. Your child will be reviewing math concepts in their workbook and through mental math games.

Science: Concept: All living things sense and respond to their environment.

Connection: Your child will learn about Indigenous plant medicine and about the qualities and characteristics of various animals, and build respect and reverence.

CURRICULUM OVERVIEW

As with all Daily Wonder lessons, our approach is to begin where the child is, to make a meaningful connection to the curriculum material. In this case, we begin with the child's most familiar environment, their home, and specifically their bedroom, and expand outwards to include the region you live in. The 9-10-year-old child now has the capacity for creating a "bird's eye view" mental image. This inner picture is worked with, so that the child can begin developing map-making skills throughout the unit. While building up these particular skills, the children are guided to build an understanding of the traditional Indigenous lifestyle, values and practical arts of the region you live in.



PARENT PREPARATION

This unit will require some time to research the Indigenous people of your region, as well as the history of the first European settlers. You will want to be familiar with the natural resources of the region, and what companies and industries grew from that. (1-2 hours prep time)

Take time to order books from the library or make purchases to build your personal library. You may want to contact your local Indigenous community centre to ask for resources.

Choose some hands-on activities, such as preparing a traditional Indigenous food, doing some basket weaving, building a mini shelter, or preparing a medicinal salve. These are wonderful experiences for your child's learning. They will be recommended throughout the lesson plans.

Plan outings and field trips to visit traditional Indigenous dwellings, museums, forests for foraging, historical places of interest based on European settlers. Look through the daily plans to see where your field trips could best fit in.

If this is out of your comfort zone, connect with the local Indigenous community centre to get support and resources.

FIRST PEOPLES' PRINCIPLES OF LEARNING

Principle: Learning is embedded in memory, history and story.

Connection: Attention will be drawn to time- past, present and future. Memory will be examined in relation to familiar places and

objects. History will be understood more clearly in the context of time. Story is the soul food of these lessons. Stories that connect them to the history and culture of the Indigenous people and the land you live on. Your child will review what they learned from previous days and retell these stories in their own words. They will learn street names around your neighbourhood and exercise their memory through various games.

Principle: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place).

Connection: Your child will have a hands-on experience of exploring the landscape in their area, which will allow them to reflect more deeply on the opportunities this landscape affords the dwellers. Your child will reflect on stories you will tell, discussing them, make connections and learn to summarize it succinctly.

Principle: Learning recognizes the role of Indigenous knowledge.

Connection: Your child will gain a deeper appreciation for the wealth of knowledge from the Indigenous people of the land you live on. They will become aware of the gift of the plant world that surrounds them. They will see how this knowledge provides food, shelter, clothing and medicine. They will become aware of the animal world's gifts and the deep respect given to animals.

Principle: Learning requires exploration of one's identity.

Connection: Students are taught over time, with patience and care, to build up their ability to critically think about these times in history, to ask questions, to make connections between past and present, and to be able to recognize where we stand today, as a human race.



MATERIALS NEEDED

- Have your Opening/Closing verses, poems and or songs chosen for the month. We have made suggestions, but feel free to choose your own.
- We offer suggestions for your IMA each day, but feel free to choose additional developmentally appropriate Intentional Movement Activities from the Resource Hub and have them ready each day.
- A long piece of rope (thin to medium thickness that can have knots tied in it)
- 100 beads or small items to count
- A basket of at least 10 different objects and a pillowcase or scarf to cover them up
- Creation story from local Indigenous group. See Resource Hub under First Peoples' Resources.
 - Book of tales and myths from local Indigenous tribes. [Visit this link](#) to find out which Canadian Indigenous territory you are on.
- Stories from early settlers to the area you live in. [Here is one list](#) of possible books for Canadian families.
- Book about spirit animals, or printed research [from online](#) -Day 12:
- Daily math practice book- see list of recommended math resources
- Clay (optional) see Day 6-creating topographical map for details
- Dictionary (junior dictionary if your child is learning to use one)
- Compass
- Movement, Memory and Dictionary Games. [See Appendix](#) at bottom of this unit.
- Local/regional map. Old-school paper map would be best!
- Ingredients to make healing salve or Indigenous food recipe-Day 11

SOCIAL EMOTIONAL HIGHLIGHTS

Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.



DEVELOPMENTAL CONNECTION

The nine/ten-year-old child thrives in their feeling realm. Stories and hands-on skill building activities feed them deeply, allowing lessons to resonate fully within them. Around the age of 10, the child is awake enough to their surroundings, so that the practical study of geography and history is meaningful. They are more aware of time, and can appreciate the lessons from the past, and the future of possibilities.

PARENT REFLECTION

To begin this unit: Ask yourself where you are in your personal growth and awareness around diversity, equity and inclusion. What values have you adopted from society? What are you unlearning and relearning for yourself? What history were you taught? What would you like to teach your children?

To end this unit: What has been a wonder-filled moment for you? What new connections have you made for yourself about the geography and history of the land you live on? Have you deepened your understanding in new ways?

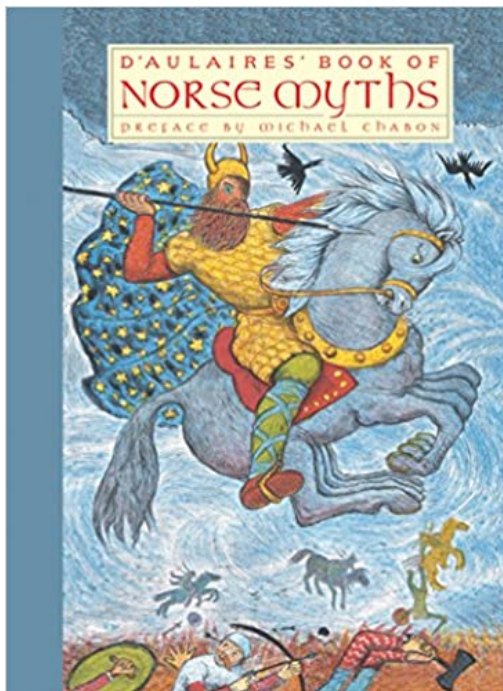


Heads Up!

Grade 4 Month 2 – The Wonder of Norse Mythology

Heads up for next month's unit, The Wonder of Norse Mythology. This unit is based around the book, D'Aulaires' Book of Norse Myths. This is our favourite book and we are strongly recommending that you purchase it or borrow it from your local library. If you already have a books of Norse Myths, you could adjust accordingly.

[You could purchase it on Amazon HERE.](#)





Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 4

*'The earth is firm beneath my feet,
The sun shines bright above.
And here I stand,
So straight and strong,
All things to know and love.'*

CLOSING VERSE FOR GRADE 4

*All round the great world we will go on our journey,
On lands and wide oceans we seek our adventures,
Then back to our own little circle of homeland.*

Note: This can be spoken while you walk a spiral slowly into the middle.

UNIT POEM SUGGESTION

Geography Poem

From dreaming I awake
My memory I do shake
I am in my body
My body is in my bed
My bed is in my room
My room is in my house
My house is on my street
My street is in my neighbourhood
My neighbourhood is in my city
My city is in my province/state
My province/state is in my country

My country is one of many beautiful
places to live upon the earth

My country holds my province
My province/state holds my city
My city holds my neighbourhood
My neighbourhood holds my street
My street holds my house
My house holds my room
My room holds my bed
My bed holds my body
My body holds Me, Myself, and I



UNIT SONG SUGGESTION

Round & Round Song

Round and round the Earth is turning,
Turning always round to morning,
And from morning round to night.

Round and round the Year is turning,
Turning always round to darkness,
And from darkness round to light.

[Visit this link for the tune.](#)

The musical notation is written on two staves in 4/4 time. The first staff contains the lyrics: "Round and round the Earth ___ is turn - ing, Turn - ing al - ways". The second staff contains the lyrics: "round ___ to morn - ing, And from morn - ing round ___ to night." Chords are indicated above the notes: Dm, Gm, Dm, F on the first staff; G, Dm, Gm, Dm, A, Dm on the second staff.



DAY 1

GOALS OF THE LESSON

Your child will become more aware of time: past, present and future. They will begin to exercise their memory.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Have your morning verse ready. This marks the beginning of our morning lesson. Instead of calling your child to come to you, and asking them to stop what they are doing, find a calm and grounded way to signal that lessons are beginning. Ideas that work well: play a short melody on an instrument of choice (it could be as easy as 3 notes repeated 3 times). Sing a simple melody of your choosing or ring a soft bell.

Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, please make sure you have read the supporting documents and watched the supporting videos.

This unit will meet the child where they are at, in their home, in their neighbourhood, in their town or city. It will then gradually guide the child to begin to look outwards more and more. All of this is built upon the ground from where the child stands and is taught in relation to what they know and are experiencing.

This unit naturally integrates the history of the Indigenous people of the land you live on. Parents, you may need to do a bit of research, and begin to gather the necessary stories for this unit. To begin with, find Creation stories and myths from the Indigenous groups that have been living on the land for thousands of years. The first unit focuses on the traditional lifestyle of the Indigenous people, the value systems and community connection.

There are two units (months) for this subject. In the second unit, there will be a time to focus on the history of the treatment of Indigenous people on the land on which you are living.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 4:

*'The earth is firm beneath my feet,
The sun shines bright above.
And here I stand,*

*So straight and strong,
All things to know and love.*



You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above, or choose your own.

Step 2. Intentional Movement Activity (IMA): You may want to have your child begin the morning lesson with an activity that gets them moving quickly. [See Resource Hub](#) for ideas. Once they are settled: Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. While sitting with your eyes closed, ask your child what they smell, hear, and feel. Take time with each of the senses. Depending on your child, you may be able to sit in a quiet meditation for 5 -10 minutes. If your child does not sit still easily, then 10 deep breaths is a great start, as well as crossing arm over arm and leg over leg. [See this video for an example.](#)

Step 3. Five minute Math Activity or Game: Talk about time with your child. Ask questions. Let them come to answers on their own through wonder. What is the present moment? Where is it happening? What is the past? Where does the past live? Is it always reliable? How do you know if it is remembered correctly? What is the future? Where does it live? Can we direct the future? (There are many ways to continue this conversation. These are starting questions to get your child pondering and wondering!)

Activity: Have the bag of beads or small items you collected. Ask your child to count out the items using math skills. Returning to math after the summer, it will be helpful to have them count by times tables from 2-12, to get a sense of where they are at, and what practice is still required. There are 100 items counted. Tell your child that 100 years is equal to 3 generations in a family—child, mother, grandmother.

Now begin to tie knots in the rope. Ideally your child will tie at least 20 knots in the rope. Each knot will stand for 100 years, or 3 generations. Have your child count by 100's and see how many years this rope represents. How many generations does this rope represent in your family? Using the rope, visually show your child when your family moved to the land you live on. Discuss where they lived prior to that and share the family history as far back as you know.

Talk about the Indigenous people of the land you live on. Ask your child if they know how long they have lived in this area, on this land. Count the knots to show how many years they have lived on the land. How do we know this? What clues tell us that they have been here for all that time? How have the stories been passed down?

Step 4. New Material: Memory Game: (see [Appendix](#) at bottom of unit). Gather a basket with at least 10 different objects. Have a scarf or pillowcase to place over them, so they are covered. Take away the covering for 10 seconds, and then replace the cover. Ask your child to name all the items they saw. Experiment with variations of the game when the original way has been fully experienced or is not working well. Then you can try a different number of objects, different amount of time displaying the objects, drawing out the objects from memory in their exact location.



Step 5. Learning Portfolio: Create a title page for the beginning of the Wonders of Local Geography learning portfolio. Discuss ideas that would work well for this title page. You will draw it at the same time as your child, so they can be guided by you, and your expectations will be clear.
*please watch the video on The Learning Portfolio and the importance of quality and attention to detail.

Step 6. Story: Put everything away, create a reverent space. Light a candle. Read or orally tell the Creation story that you have chosen.

Step 7. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion:

*All round the great world we will go on our journey,
On lands and wide oceans we seek our adventures,
Then back to our own little circle of homeland.*

Note: This can be spoken while you walk a spiral slowly into the middle.



Day 2

GOALS OF THE LESSON

Your child will become aware of what it means to have a “bird’s eye view” of something.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Review of the previous day’s lesson is an integral part of building an understanding of the content.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Include any poetry or verses you have personally chosen.

Step 2. Intentional Movement Activity (IMA): The goal is that your child can listen while receiving 3 or more instructions and then complete each instruction in order from memory. For example: jump 6 times, touch your toes 3 times, run on the spot for 20 seconds. Make it simpler if that is challenging and make it harder if you need to challenge further. You can use this as an active activity or a grounding activity, depending on your child’s needs.

Step 3. Math: Five-minute Math Activity: *please make sure you have watched the video called Math Activities in your members only area.
Ten minutes math workbook.

Step 4. Review: Repeat yesterday’s meditation exercise. Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. While sitting with your eyes closed, ask your child what they smell, hear, and feel. Take time with each of the senses. It is perfectly ok and normal if this is challenging for your child. Just hold space for this to be a long-term goal. Work on building skills and the ability to sit quietly for very brief moments. Remember to use the Smart Moves exercise to assist in calming the body.

Memory Object Game: Play again in the exact same way if it is still very engaging or make slight adjustments to keep interest. Remember the information on the importance of repetition. On the final round, have your child draw the positions of each object onto a piece of paper.



Review the lesson material from yesterday. Please get creative and have fun if you are feeling called to do so. Possible questions to ask:

- How would you describe the present moment? What makes it present? (possible answers—we are feeling everything happen in the moment—and sensing everything happening in the moment. We are in our bodies, feeling our breath. We are paying attention to the details.)
- Where does the past live? (possible answers- in our memory, in our hearts, in our fears, in our regrets, in our pain, in funny moments)
- What things can create the future? (possible answers—thoughts, fears, worries, hopes, visions, dreams, working with other people on a common goal)
- How long is a generation? How long has our family lived on this land? How long have Indigenous people lived on this land?
- Can you tell me what happened in the story we heard yesterday?

Step 5. New Material: Visualization: Have your child close their eyes, imagine a little bird has flown through their window into their bedroom. It has landed on the ceiling light fixture and it has a perfect view of the layout of the bedroom. It can see the doors, windows, and furniture. It has a bird's eye view. With your eyes closed, imagine you are the bird. Have your child tell you what they see when they look down on their bedroom. Have them describe to you with detailed language. Can they accurately use terms like north, south, east, west, left, and right? Notice their skill level in this area, and you can incorporate necessary exercises into morning memory games for the rest of the unit.

Drawing: Have them draw a quick, rough bird's eye view map of their bedroom from their memory.

Step 6. Learning Portfolio: Have your child create a good copy map of their bedroom on the next page in their learning portfolio. *Please make sure you have watched the video called "Learning Portfolio" in your members only area, to give you an understanding of your expectations in this area.

Step 7. Closing: Recite your closing verse to end the morning lesson.



DAY 3

GOALS OF THE LESSON

Your child will hone their skills when it comes to “bird’s eye view” map making.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Remember: review of the previous day’s lesson is an integral part of building an understanding of the content.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Include any poetry or verses you have personally chosen.

Step 2. Intentional Movement Activity (IMA): Memory Exercise Game: Today you can design the game based on what you observed yesterday during this activity. Make adjustments so the activity meets the edge of your child’s learning capacity. You can use this as an active activity or a grounding activity, depending on your child’s needs. Remember to use instructions that include right and left.

Step 3. Math Practice: Five-Minute Math Activities. Ten Minute Math Workbook Practice.

Step 4. Review: Meditation Exercise: Repeat yesterday’s meditation exercise. Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. While sitting with your eyes closed, ask your child what they smell, hear, and feel. Take time with each of the senses. Remember, it is perfectly normal if this is challenging for your child. That’s why we are repeating it daily. Just hold space for this to be a long-term goal. Work on building skills and the ability to sit quietly for very brief moments. Remember to use the Smart Moves exercise to assist in calming the body.

Memory Object Game: Play again in the exact same way if it is still very engaging or make slight adjustments to keep interest. Remember the information on the importance of repetition.

Review: Review the lesson material from yesterday. Please get creative and have fun if you are feeling called to do so.

1. Ask your child to explain what kind of map they drew yesterday.



2. What is useful about a bird's eye view map?
3. Can you think of situations where this type of map would be useful?

Step 5. New Material: Visualization: Have your child close their eyes, imagine this same little bird has flown up to a tall tree, or a telephone pole that reaches over the property where you live. It has a bird's eye view of aspects of the property you live on. With your eyes closed, imagine you are the bird. Have your child tell you what they see when they look down on the property. Have them describe to you with detailed language. Can they accurately use terms like north, south, east, west, left and right? Notice their skill level in this area, and you can incorporate necessary exercises into morning memory games for the rest of the unit.

Drawing: Have them draw a quick, rough bird's eye view map of the property, including garage, detached out buildings, nearby apartment buildings etc. from their memory.

Step 6. Learning Portfolio: Have your child create a good copy map of the property they live on in their learning portfolio.

Step 7. Story: Create your reverent story-time moment. Read or tell an Indigenous myth or tale from the storybook you have chosen.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 4

GOALS OF THE LESSON

Your child will be able to draw a map of your neighbourhood, and label all of the streets.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will be drawing a map of their neighbourhood, including street names. The map should include your house at the centre, and then 5-6 streets around it. If they do not already know this information, a walk around the neighbourhood will be needed.

Continue to practice left and right if this needs work.

Bring in awareness of the 4 directions, based on where you are in your house.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Include any poetry or verses you have personally chosen.

Step 2. Intentional Movement Activity (IMA): Memory Exercise Game: (see Appendix). The goal is that your child can listen while receiving 3 or more instructions and then complete each instruction in order from memory. Remember, make it simpler if that is challenging, and make it harder if you need to challenge further. You can use this as an active activity or a grounding activity, depending on your child's needs. Example: Take 7 steps to the north, jump on your left foot 2 times, and then face the east wall.

Step 3. Math Practice: Five Minute Math Activity. Ten Minute Math Workbook Practice.

Step 4. Review: Continue with the meditation exercise. Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. While sitting with your eyes closed, ask your child what they smell, hear, and feel. Take time with each of the senses. It is perfectly ok and normal if this is challenging for your child. Just hold space for this to be a long-term goal. Work on building skills and the ability to sit quietly for very brief moments. Remember to use the Smart Moves exercise to assist in calming the body.

Memory Object Game: Play again in the exact same way if it is still very engaging or make slight adjustments to keep interest.



Review the story from yesterday. Please get creative and have fun if you are feeling called to do so. Possible questions to ask: Have your child retell yesterday's story to you. If they are not able to recall easily, ask specific questions. For example, if I told a story about Raven, I could say, "Why do you think Raven decided to talk to Coyote?" "What could Raven have done differently?" --slowly working on bringing the child into relation with the story, until it has been well processed.

Step 5. New Material: Ask your child to tell you the layout of your neighbourhood. Ask them to imagine they are walking or biking around. Have them tell you each street they come to and which direction they are turning, until they direct themselves back to your home.

Drawing: Have your child draw a rough sketch of the neighbourhood map. Have them spell all the street names. Be sure to make any corrections to the rough copy. Attention can be drawn to capital letters for street names, and common abbreviations for road, street, avenue etc. There may be learning opportunities if you want to discover more about how the streets were named, or who they were named after. Remember to create independent work time. Stay in the same room but have your own work to do.

Step 6. Learning Portfolio: Have your child create a good copy map of their neighbourhood on the next page in their learning portfolio. Have them draw a compass on the map, to indicate north, south, east, west. This is independent work time for your child.

Step 7. Closing: Recite your closing verse to end the morning lesson.



DAY 5

GOALS OF THE LESSON

Your child will practice giving directions. They will make use of left, right, north, south, east, and west when giving directions. They will gain verbal skills and written skills in this area.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will be drawing a map from your home to a familiar destination. This will require knowledge of the route, the street names, and the directions.

They may require an opportunity to take that route, and jot down street names that they could not recall.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. Include any poetry or verses you have personally chosen.

Step 2. Intentional Movement Activity (IMA): Memory Exercise Game: (see Appendix). The goal is that your child can listen while receiving 3 or more instructions and then complete each instruction in order from memory. Remember, make it simpler if that is challenging, and make it harder if you need to challenge further. You can use this as an active activity or a grounding activity, depending on your child's needs. Example: Take 7 steps to the north, jump on your left foot 2 times, and then face the east wall.

Step 3. Math Practice: Five Minute Math Activity. Ten Minute Math Workbook Practice.

Step 4. Review: Continue with the meditation exercise. Create a calm and uncluttered space to sit comfortably with your child. Practice taking 10 deep breaths in through the nose and out through the mouth. Draw attention to the fact that when we feel and notice our breath, it helps us to be in the present moment. While sitting with your eyes closed, ask your child what they smell, hear, and feel. Take time with each of the senses.

(remember—5-minute breaks for physical activity can be inserted whenever you observe that your child requires an “out breath” --*please see video on Flow of Morning Lesson

Review the previous day's material. Ask them to recall the rules for capital letters. Ask them to recall the abbreviations learned yesterday. Ask them to recall any difficult spelling of particular streets. Ask them to recall any other connections you made yesterday.

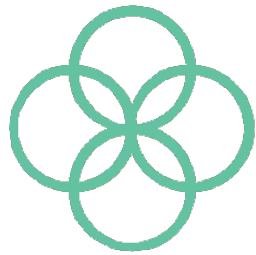


Step 5. New Material: Have your child draw a rough sketch of the route they have chosen. This will require skill in spatial awareness, as they determine what size to draw the roads. It is best to take a back seat during this type of work and allow your child to puzzle things out on their own. Let them make mistakes and learn from them. If you use this time to remain in proximity, but doing your own work, you set the tone that this is meant to be independent work.

Step 6. Learning Portfolio: Have your child create a good copy map of the route on the next page in their learning portfolio. Have them draw a compass on the map, to indicate north, south, east, west.

Step 7. Story: Create your reverent story-time moment. Read or tell an Indigenous myth or tale from the storybook you have chosen.

Step 8. Closing: Recite your closing verse to end the morning lesson.



The Wonder of
Grade 4

The Wonder of Norse Mythology

Year 4 Month 2

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



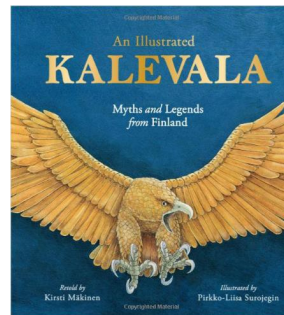
Heads Up! For the Next Unit

Grade 4 Month 3 – The Wonder of Fractions

Heads up for next month's unit, The Wonder of Fractions. We are strongly recommending that you purchase, borrow from your local library or find an online eBook of: [The Kalevala](#). The Kalevala is a compilation from the oral poetry of the Finns, written down and shaped into an epic poem. This poem will be a big help for this next unit.

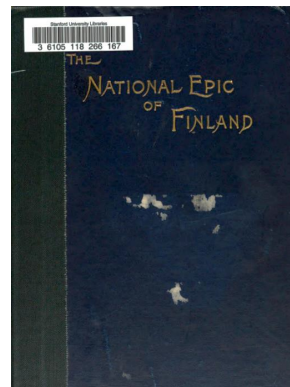
This is the book that we know and love, but you can find many different versions of it online and please feel free to choose the one that suits you and your family best.

[You can find it HERE](#)



We also found this completely free eBook on Google Books. As well, we have seen audiobooks through our local library and you could probably find one of those as well if that is the route you would like to go.

[And HERE is the link to that](#)





Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Language Arts: Concept : Language and text can be a source of creativity and joy.

Connections: You will introduce your child to the magic of the Norse Myths. They will work with proofreading a dictation and reviewing nouns and adjectives.

Concept: Exploring stories and other texts help us understand ourselves and make connections to others and the world.

Connections: Your child will be working on making connections between other creation stories they have heard from different cultures. Your child will look at runes, learn to write them and possibly make their own set. Your child will work with the rules for apostrophe use with plural nouns. They will learn to write a dictation. Your child will work with making connections between the story of Loki and their own personal experience, as well as their own behaviour. Your child will work with literary elements: theme, character, setting, plot, conflict, and purpose, concerning the story, Sif's Golden Hair, through discussion, drama and writing. They will write a self-assessment to reflect on their skills, abilities and hopes for growth.

Concept : Using language in creative and playful ways helps us understand how language works.

Connections: You and your child will look more specifically at past, present and future tense in language, learn about root words, prefixes, and suffixes and proper spelling rules concerning them. Your child will play with verbs and adverbs and understand the use of the apostrophe. They will have a dictation using prepositions; they will work with commas and work on the writing process of proofreading. Your child will recall the previous day's story with drama and attention to the literary elements and write a concrete poem. Your child will work with oral language features and practice reciting and reading aloud to build confidence and develop a good speaking voice to bring interest to their audience.

Social Studies: Curriculum Competency: Construct arguments defending the significance of individuals/groups, places, events, or developments.

Connections: The Norse Myths provide a diverse group of behaviours and challenges that can create wonderful discussion built upon arguments and defence of a specific action.

Science: Concept: Earth and the moon's motions cause observable patterns that affect living and non-living systems.

Connections: Your child will observe the weather pattern each morning, noting the seasonal changes and how the plants and flowers outside are responding.

Math: Concepts: Regular changes in patterns can be identified and represented using tools and tables. Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.

Connections: Your child will review previously learned math concepts in their workbook and through math activities.



FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is embedded in memory, history, and story. **Connection:** Your child will hear stories that began in Scandinavia's oral tradition and came into writing over one thousand years ago. These stories are the link to a culture's history, beliefs and values.

Principle: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). **Connection:** Your child is learning about sentence structure, grammar and conventions concerning the story themes. Your child is making connections between these stories and their own life experiences and gaining a deeper understanding of right and wrong. Your child will explore relationships through drama and act out parts of the story. Your child will examine themselves and their strengths and challenges through poetry performance connected to the story.

CURRICULUM OVERVIEW

This unit will offer a focus on Language Arts. There will be special attention to developing grammar and writing skills. These stories are very lively and fun, and there will be wonderful opportunities to review these stories in creative ways. Certainly, dressing up and acting out the stories would be great fun! Allow your child to get creative!

PARENT PREPARATION

- This unit is easy to jump right into with your child! You can read the stories to them.
- Daily Wonder really loves the D'Aulaires' Book of Norse Myths. Remember to read the Preface for more inspiration and connection!
- Here is some [other background reading](#) and access to other tales.
- One thought: It might be a fun idea to gather some siblings or friends, and put on a play about one of the Norse Myths. If you don't have any extra kids around, then maybe your child is interested in putting on a one-child show, perhaps a monologue from one of their favourite characters! Please see [Appendix B](#) at bottom of unit for a play idea with characters from Norse Mythology.



MATERIALS NEEDED

- Have verses chosen for the month. Plus choose one or two poems connected to the unit theme. You can also include music to sing or play on an instrument. We have made suggestions, but as always, you are welcome to choose your own.
- Have developmentally appropriate and theme related movement activities for opening and transitions ready to share
- Highly Recommended - D'Aulaires' Book of Norse Myths
- Learning Portfolio
- Grade 4 math practice book
- Construction paper- red, yellow, green—*needed for Day 4*
- Self-Assessment and Parent Feedback forms for day 20. See [Appendix](#) at bottom of Unit.
- *Optional fun activity- For Day 3 - [Make your own runes:](#)*
 - Small pieces of wood (like little tree rings) and a wood burner. Craft stores sell small circles of wood. Black marker could be used.
 - Choosing a [rune alphabet](#) to work with

SOCIAL EMOTIONAL LEARNING

Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact.

Acquiring and presenting information:

Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They present information for many purposes and audiences, and their presentations often feature media and technology.



DEVELOPMENTAL CONNECTION

Your child is developing the capacities for critical thinking. In order to develop this ability, your child will first swing strongly from one opinion to another, bolstered by passionate emotions! This may feel overwhelming for everyone involved, as it takes time to be able to state opinions with tact. As they develop their inner world, and gain a feeling for the fragility of life, they have a lot of questions and are looking for examples of how to conduct themselves as humans on the earth. In some ways they are stamping around as loudly as a giant, declaring “I am here!” What better stories to offer them than the wonderful and fantastic stories of the Norse Gods and Giants.

Norse mythology is the body of myths of the North Germanic peoples, stemming from Norse paganism and continuing after the Christianization of Scandinavia, and into the Scandinavian folklore of the modern period.

These myths offer a variety of characters, each portraying an aspect of humanity. There is a lot of drama and humour. These characters offer examples of the foibles and struggles of being human. And these gods are not immortal. This adds a truly human element that comes at just the right time, as your child is dealing with some of these very same questions and concerns. Daily Wonder recommends using the Norse Myth book listed below as your main resource for this unit. Read the Preface ahead of time for more inspiration and connection!!

Check out the back of the D’Aulaires book for a pronunciation guide. It is respectful and helpful to learn how to pronounce these words as accurately as possible!

PARENT REFLECTION

Questions to consider before going into this unit:

How has your child exhibited behavioural changes that fit with the above background summary? Have they brought up questions around death? What type of personality does your child have? Strong and fiery, light and airy like a butterfly, serious and observant, steady and practical? Watch which characters they relate most to in the stories. This is interesting to ponder. What kind of personality were you as a child? Similar to your own child or opposite? How does this support ways that you relate to your child?

Questions to consider at the end of the unit:

What was a shining moment for your child? What do you think spoke to them the most? What insights have you gained into your child’s personality, and way that they move through the world?



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 4

*'The earth is firm beneath my feet,
The sun shines bright above.
And here I stand,
So straight and strong,
All things to know and love.'*

CLOSING VERSE FOR GRADE 4

*All round the great world we will go on our journey,
On lands and wide oceans we seek our adventures,
Then back to our own little circle of homeland.*

Note: This can be spoken while you walk a spiral slowly into the middle

UNIT POETRY SUGGESTION

I am the God Thor

*Henry Wadsworth Longfellow
(adjusted version)*

I am the War God,
I am the Thunderer!
Here in my Northland,
My fastness and fortress,
Reign I forever!

Here amid icebergs
Rule I the nations;
This is my hammer,
Miölner the mighty;
Giants and sorcerers
Cannot withstand it!

Jove is my brother;
Mine eyes are the lightning;
The wheels of my chariot
Roll in the thunder,
The blows of my hammer
Ring in the earthquake!



UNIT SONG SUGGESTION

Oh Father Odin

[Here's the tune](#)

Oh Father Odin

3 Part Round

Oh Fa - ther O - din wise and migh - ty God. We

all will fight the e - vil that will rage at Rag - na - rok and

then with the bright new sun a - rise a - gain some day.

Dawn - ing. Dawn - ing.



DAY 1

GOALS OF THE LESSON

Your child will be introduced to Norse Mythology through their creation story. This is an opportunity to experience the creativity and joy in these myths. Through daily poetry and verse recitation, your child will be working on features of oral language including tone, volume, inflection, pace, gestures.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Please refer to the Wonder of Norse Mythology month overview for the comprehensive list of materials and resources. Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age. As well, if you are new to Daily Wonder, please make sure you have watched all the videos located in the Documents and Videos section.

[Background reading](#) and access to other tales.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 4:

*The earth is firm beneath my feet,
The sun shines bright above.
And here I stand,
So straight and strong,
All things to know and love.*

You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own. See Poetry and Song video on the Hub to support you in bringing poetry to your child.

Step 2. Intentional Movement Activity (IMA): Choose something from the [Resource Hub](#) or make the decision for what would best serve your child today. Perhaps a walk or jog around the neighbourhood, or a few yoga stretches will suffice. When choosing an IMA, it is best to stick with this activity daily for an extended period of time (at least 1-2 weeks), so your child gets the maximum benefit from the integrating possibilities of this brain/physical body activity.



Science connection: Have your child observe the weather, and make a connection to how the trees, plants and flowers are responding. This can take place with a little walk around your yard or street, or simply by looking out the window.

Step 3. Math Practice: Five-minute Math Activity. See Resource Hub for math games and activity ideas. Stick with the same game for at least a week, so that your child learns to build math skills! Have your child work in their math workbook for 10-15min. They can find chapters that they are still working on to review. Math patterns can be a focus!

Step 4. New Material: Create your reverent storytime moment. Light a candle if this helps to set the mood. Daily Wonder will use D'Aulaires' Book of Norse Myths as a guide for the day's story suggestion. Feel free to make any necessary adjustments based on the book you are using.

Today you should share the following stories with your child: Introduction, The First Gods and Giants, The Creation of the World, The Creation of Man.

Step 5. Learning Portfolio: Have your child draw the title page for their learning portfolio. *Please make sure you have watched the video titled The Learning Portfolio. They should draw the opening pictures of the D'Aulaires book, The 9 Norse Worlds. *Example title page from Daily Wonder member*

Step 6. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own.

*All round the great world we will go on our journey,
On lands and wide oceans we seek our adventures,
Then back to our own little circle of homeland.*

Note: This can be spoken while you walk a spiral slowly into the middle.



DAY 2

GOALS OF THE LESSON

Your child will be working on making some connections between other creation stories they have heard from other cultures. They will look more specifically at past, present and future tense in language.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Think back to other creation stories your child has heard, and be prepared to guide them into a discussion of some similar themes that come up.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and any other poetry or verse that you have chosen.

Step 2. Intentional Movement Activity (IMA): Choose something from the [Resource Hub](#) or make the decision for what would best serve your child today. Perhaps a walk or jog around the neighbourhood, or a few yoga stretches will suffice.

Science Connection: Have your child observe the weather, and make a connection to how the trees, plants and flowers are responding. This can take place with a little walk around your yard or street, or simply by looking out the window.

Step 3. Math Practice: Five-minute Math Activity. Remember, stick with this game/activity for at least a week, or longer, so that your child learns to build math skills! Have your child work in their math workbook for 10-15min. They can find chapters that are still working on review. Math patterns can be a focus!

Step 4. Review: Have your child recall the main points of the story yesterday. What did they find memorable or interesting? What do they think of Odin's wise words? How does this compare to other creation stories they have heard? Are there similar themes that come up? Can they remember the 9 Norse Worlds? What role do the Norns play?

Step 5. New Material:

Language Arts Writing: Making the connection to the Norns, talk about past, present and future with your child. Ask them questions about what they did yesterday, what they are doing now, and what they will do tomorrow. Have them recognize what words are changing when they speak. Ask them to write down a sentence describing a past, present and future activity they like to do. Have them become aware of the rules for grammar. Have them proofread their sentences and make corrections with a dictionary. They may need extra help from you!



Step 6. Learning Portfolio: Have your child draw a picture of the Three Norns, writing the name of each Norn, and whether they are past, present or future. They should create a beautiful picture with a decorative border.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Today you should share the following story with your child: Yggdrasil, the World Tree.

Step 8. Closing: Recite your closing verse to end the morning lesson.

Example learning portfolio page from Daily Wonder member.



DAY 3

GOALS OF THE LESSON

Your child will look at the runes, learn to write them and possibly make their own set.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will work with runes today. Refer to website for help with the runic alphabet.

The optional fun activity is to make your own set of runes. You will need little pieces of wood and a wood burner, or you could use markers.

[Here is one](#) with several variations of the rune alphabet.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and any other poetry or verse that you have chosen.

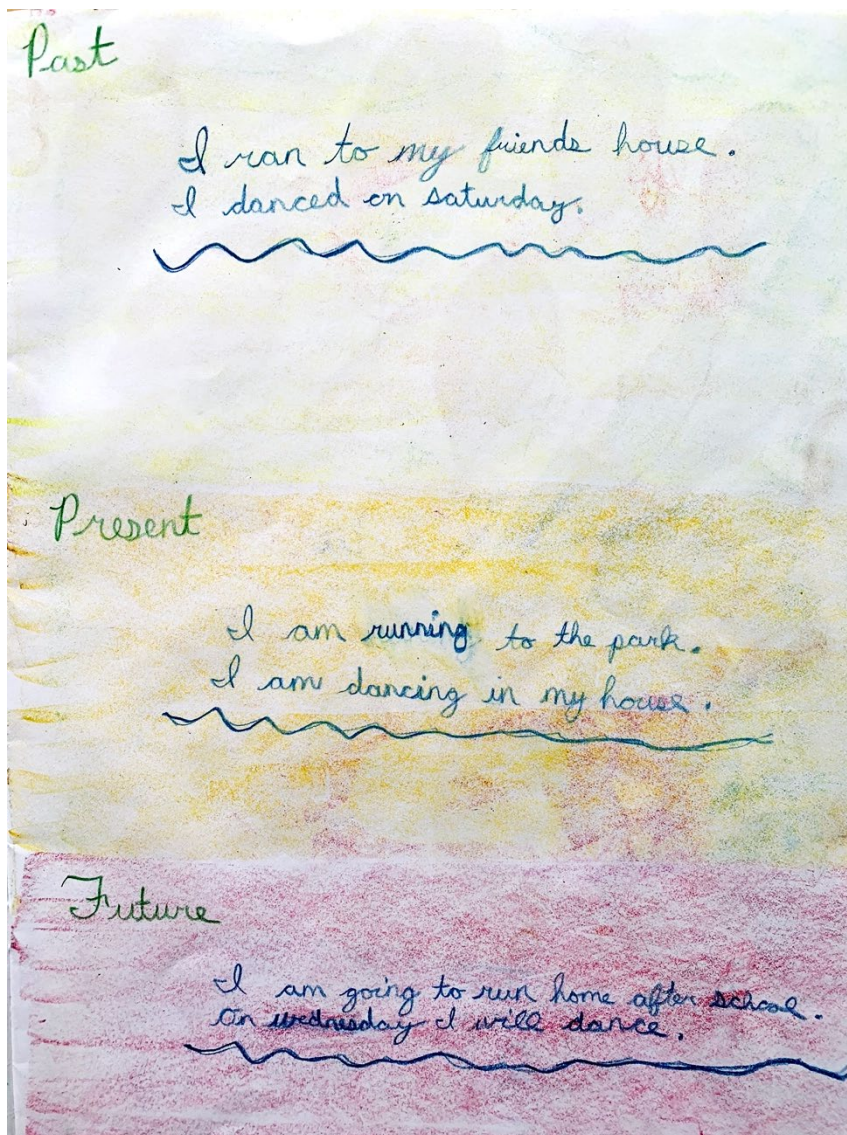
Step 2. Intentional Movement Activity (IMA): Choose something from the [Resource Hub](#) or make the decision for what would best serve your child today. When choosing an IMA, it is best to stick with this activity daily for an extended period of time, so your child gets the maximum benefit from the integrating possibilities of this brain/physical body activity.

Science Connection: Have your child observe the weather, and make a connection to how the trees, plants and flowers are responding. This can take place with a little walk around your yard or street, or simply by looking out the window.

Step 3. Math Practice: Five-minute Math Activity. Stick with the activity for at least a week, or longer if it is lots of fun, so that your child learns to build math skills! Have your child work in their math workbook for 10-15min. They can find chapters that are still working on review. Math patterns can be a focus!

Step 4. Review: Have your child recall the main points of the story yesterday. Why did Odin hang himself on the tree? What did he discover? How did his discovery help with human development?

Language Arts Skills: Ask your child to recall the grammar rules for past, present and future.



Step 5. New Material: Runes: Take a look at the rune alphabet. Have your child write their name, and other words for practice. Kids love the magical feeling of this alphabet....try writing words and sentences in runes for your child to decode! You can use this as a fun way to send them messages during this entire unit!

Enjoy the [optional rune-making activity](#) now....or as an afternoon project!

Step 6. Learning Portfolio: Have your child write the good copy of their past, present and future sentences. On this page, have them write some secret rune messages. Create a beautiful border and title.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Today you should share the following story with your child: The Asgard and the Aesir Gods.

Step 8. Closing: Recite your closing verse to end the morning lesson.

Example learning portfolio page from Daily Wonder member



DAY 4

GOALS OF THE LESSON

Your child will learn about root words, prefixes, and suffixes.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will be learning about root words, prefixes and suffixes. They will need red, yellow and green construction paper. There is an image of this activity below.

A root word is a basic word with no prefix or suffix added to it (a prefix is a string of letters that go at the start of a word; a suffix is a string of letters that go at the end of a word). By adding prefixes and suffixes to a root word we can change its meaning.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and any other poetry or verse that you have chosen.

Step 2. Intentional Movement Activity (IMA): Enjoy the warm-up time to help with focus.

Science Connection: Have your child observe the weather, and make a connection to how the trees, plants and flowers are responding. This can take place with a little walk around your yard or street, or simply by looking out the window.

Step 3. Math: Five-minute Math Activity. Have your child work in their math workbook for 10-15min. They can find chapters that are still working on review. Math patterns can be a focus!

Step 4. Review: Have your child recall the main points of the story yesterday through a series of adjectives (describing words).

Step 5. New Material: Prefix, Suffix, Root Word

Language Arts Skills: Ask them if they have heard of root words. These are the main parts of a word that can stand alone. Let's make a list of root words together. Here are some. Can you find more?

Root Words: Happy, run, connect, post, health, plant, possible, use, set, plain, take, press, act, change, post, serve, do.



Now a prefix is a string of letters that are put before the root word to change its meaning. Here are some common prefixes:

Prefixes: mis, un, com, ex, pre, dis, im, re. Can you think of more?

A suffix is a string of letters that come at the end of a root word, that changes its meaning. Here are some common suffixes:

Suffixes: ier, est, ly, ing, er, tion, iest, ed, ive. Can you think of anymore?

Now you will create your own Yggdrasil (World Tree) that illustrates root words, prefixes and suffixes.

Have your child cut out red and yellow leaves and write the prefix on the red leaves and the suffix on the yellow leaves. Write the root words on green paper, and cut them out. Now, have your child play around with combining various roots with a prefix, suffix, or both.

(Don't worry about spelling rules yet, this is coming!)

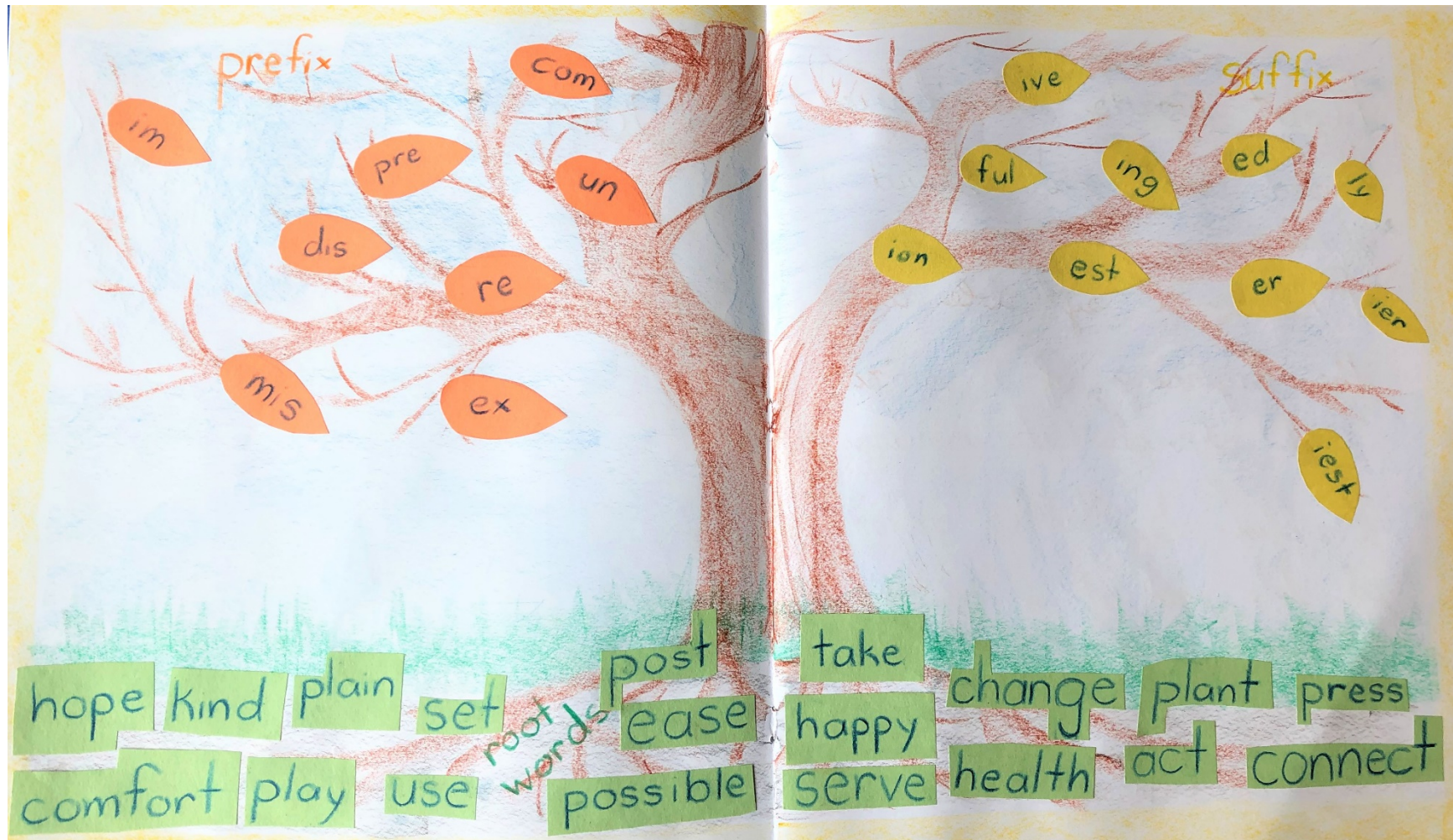
Step 6. Learning Portfolio: Using a double page in your learning portfolio, draw a huge tree trunk with wide branches and glue the root words and prefix and suffix leaves onto the tree. See below for example.

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood. Today you should share the following story with your child: Odin, the All-Father.

Step 8. Closing: Recite your closing verse to end the morning lesson.



Example of a Yggdrasil (World Tree) from a Daily Wonder member that illustrates root words, prefixes and suffixes.





DAY 5

GOALS OF THE LESSON

Your child will learn about spelling rules when creating new words from root words, prefixes, and suffixes. They will work on figuring out the rules from spelling clues.

WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Your child will be continuing to work with root words, prefixes and suffixes. They will become familiar with common spelling rules in relation to building new words.

Spelling rules to cover:

- Words ending with a silent e: Drop the “e” before adding a suffix which begins with a vowel: state, stating; like, liking.
- Keep the “e” when the suffix begins with a consonant: state, statement; use, useful.
- **When “y” is the last letter in a word and the “y” is preceded by a consonant, change the “y” to “i”** before adding any suffix except those beginning with “y”: beauty, beautiful; fry, fries; lady, ladies, happy, happier
- When forming the plural of a word which ends with a “y” that is preceded by a vowel, add “s”: toy, toys; monkey, monkeys.
- When a one-syllable word ends in a consonant preceded by one vowel, double the final consonant before adding a suffix which begins with a vowel. Example: bat, batted, batting, batter.

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse, and any other poetry or verse that you have chosen.

Step 2. Intentional Movement Activity (IMA): Enjoy this opportunity to get warmed up and ready to focus with a settled body!

Science Connection: Have your child observe the weather, and make a connection to how the trees, plants and flowers are responding. This can take place with a little walk around your yard or street, or simply by looking out the window.

Step 3. Math: Five-minute Math Activity. Have your child work in their math workbook for 10-15min. They can find chapters that are still working on review. Math patterns can be a focus!



Step 4. Review: Have your child recall the main points of the story yesterday. What was Odin in search of? How did he obtain what he was seeking? Guide your child to see that in order to obtain wisdom he had to go through pain. He had to sacrifice something. What do they think about this?



Step 5. New Material: Spelling Rules

Review root, prefix and suffix. What words did they create yesterday? Can they come up with more today? Have your child write down these new words in the spelling that comes naturally to them. Now, parent, you take this word list and correct the spelling (following the above list of spelling rules). Ask your child if they can figure out what the rule is for each of the examples. Try to add more examples for each rule. If they don't figure out the rules, have them come up with more combined words while you make corrections again, showing exaggerated crossing out of certain letters. Continue to offer little hints and clues, as you guide them to the rules. For example, you may say, "Something is happening every time there is a "y" here. What kind of letter is always before the "y" in this case?" Guide them to come up with the various rules listed above, and then have them practice applying those rules when they are writing.

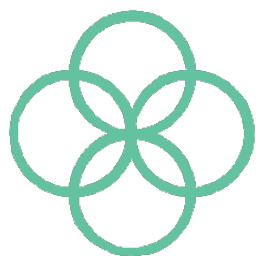
Language Arts Writing: Using Odin as the subject, your child will write a list of 10 words that they created by combining root, prefix and suffix. Help them to apply the new spelling rules!

Step 6. Learning Portfolio: Have your child draw a portrait of Odin. They can copy the picture of Odin on page 38, adding colours of their choice. They can neatly write the new words they just came up with onto the page. *Example from Daily Wonder member.*

Step 7. Story: Create your reverent storytime moment. Light a candle if this helps to set the mood.

Today you should share the following story with your child: Thor, the Thunder-god

Step 8. Closing: Recite your closing verse to end the morning lesson..



The Wonder of
Grade 4

The Wonder of Fractions

Year 4 Month 3

This is a 5 day sample. Full unit includes 15 days of guided lessons and a 5 day flex week with suggestions for projects and independent work.



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concepts: Fractions and decimals are types of numbers that can represent quantities. Numbers describe quantities that can be represented by equivalent fractions.

Connection: Your child is gaining an understanding of the concept of fractions through hands-on activities such as walking and counting and cutting up food. They will be making connections between fractions and decimals.

Language Arts: Concept: Language and text can be a source of creativity and joy.

Connection: Your child is hearing the Kalevala, the epic Finnish tale.

Science: Concept: The motions of Earth and the moon cause observable patterns that affect living and non-living systems. Local changes caused by Earth's annual movement.

Connection: Your child is observing the seasonal changes and making connections to the position of the earth. They are observing local changes caused by Earth's annual movement. Your child is observing the patterns of the moon and discussing this effect on human and non-living systems.

Social Studies: Concept: Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places. Develop perspective.

Connection: Based on the Kalevala, your child is recognizing differing perspectives within the narrative.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THIS UNIT

Principle: Learning involves patience and time. **Connection:** The study of fractions is a process that takes time. The concept can be challenging for many children, and therefore, honouring the importance of patience, and modeling this for your child, brings great feelings of peacefulness, ease and confidence that learning is a journey.

CURRICULUM OVERVIEW

This unit will begin with a dramatic and hands-on experience of fractions. From that entry point, your child will spend 3 weeks engaged in activities that bring fractions to life. Food is always a great way to enjoy fractions, so there will be lots of opportunities to divide food into equal parts and eat it! Please feel free to add this into lessons, even when not part of the guided day. In addition to learning with food, your child will be creating many of their own math manipulatives by drawing, cutting and creating their own fraction shapes to explore with. The main purpose of this first fraction unit is to bring the concept that "a fraction is a part of a whole" to life, and to become comfortable working with fractions in simple ways. Every child learns at their own pace; make space for your child's way of learning and trust that they will come to grasp this work in their own time.



DEVELOPMENTAL CONNECTION

Your child is growing up. The feeling of being completely whole and united with parents, and with family and friends, is a phase that is coming to an end, if it hasn't already. What was once a feeling of wholeness can now feel fractured. Your child may be able to vocalize discontent, or you may notice behaviour that suggests that they feel more alone than previous years. This is simply the natural flow of child development, a stepping stone on the way to becoming an independent adult. Learning about fractions is timely in this way. Your child can grasp this feeling that a whole is made up of many parts. For this reason, Daily Wonder officially teaches fractions in Year 4. During this year your child will have 3 units with the theme of Fractions. They will be introduced to all the fraction concepts that typically span three or four grades in other school systems. Immersing your child in the work of fractions and spending great amounts of focused time with hands-on activities ensures that your child will grasp the concept of fractions. With the basic concept deeply felt, the practice and building of skills is done systematically over this year, and beyond.

MATERIALS NEEDED

- Day One of this unit: You will need a ceramic vase, or similar type of object
- Hammer (see parent prep below for details)
- Fraction food to cut and eat—feel free to adjust food choices as needed
 - 3 oranges
 - 3 apples
 - French loaves
 - Chocolate
 - Pizza
 - Pie
- Variety of coloured construction paper or card stock
- Scissors
- Glue
- The Kalevala: Tales of Magic and Adventure is the suggested book to read to your child each day as “soul food”. The other option is that your child reads independently, if that suits your family's needs. Ideally a version of the Kalevala would best serve your child's stage of development.
 - [See our list of suggested places to find the Kalevala](#)

SOCIAL EMOTIONAL LEARNING

Critical Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.

Facet: Your child will be able to practice asking questions and considering options. They can use their observations, experience, and imagination to draw conclusions and make judgments.

Connection: Your child can practice this skill when observing and experiencing fraction activities. As well, they will be considering differing perspectives and values, and drawing conclusions regarding the language arts material they will be working with.



PARENT PREPARATION

It is possible that fractions are easy for you, but it is also quite possible that you didn't deeply connect with the lessons as a child and find that you are confused when it comes to working with fractions. If this is the case, you will be able to learn again, alongside your child!

For a child to learn math with ease, they must be comfortable landing in a "math fog" every so often. This means that they are sitting in a confused place where they cannot see any "signposts". It means they lack clarity and understanding around a new concept, and they are going to simply trust that the fog will lift. In the meantime, they can keep trying, they can stay positive and not get down on themselves, and they will take baby steps that are guided by you and Daily Wonder.

The first day of the unit is an opportunity to create a dramatic experience that will be memorable for your child. Find an object that you can break. A ceramic plate, bowl or vase can work. Ideally it may already have a crack, so that you are not being wasteful. Find a hammer of sorts. Bring your child outside very ceremoniously, to stand by this object you have placed on the ground, while you say: "Here is one vase. One whole vase." Hand the hammer to your child and ask them to smash this vase into pieces. And then you speak: "This was 1 whole. And now it is many pieces. From the whole comes the many. From One comes All." Pick up a piece of the vase. "This is but one piece of the whole. This is one fragment of the whole. This is one fraction of the whole."

Then head back inside for the next step in fractions!

Part of your morning routine for the first part of the unit will be to engage in observation and conversation around a science topic. The focus will be on the motions of Earth and the moon and noticing the observable patterns that affect living and non-living systems. This will occur at the start of each morning, and will involve observing the changing season, and what causes this, and what the effect is from our human perspective. Secondly, you will guide your child to observe the moon's pattern, and learn about some of the ways this affects humans and nature. You may want to read ahead online, to familiarize yourself with some of these observable effects.

PARENT REFLECTION

Questions to consider before going into this unit: As an adult, what is my skill set when it comes to math? What kind of a student was I when it came to math? Do I have a positive attitude or a negative attitude towards my skill set? How can you model a positive and open growth mindset for your child if they are struggling with some of this work?

Questions to consider at the end of the unit: How did my child meet this unit? How did I work with their strengths and challenges? Did I see myself in my child? Do they have a similar connection to math as I do? What can I take from this first unit that can help me guide my child when the next fraction unit comes?



Verses, Poetry & Song Suggestions

OPENING VERSE FOR GRADE 4

*'The earth is firm beneath my feet,
The sun shines bright above.
And here I stand,
So straight and strong,
All things to know and love.'*

CLOSING VERSE FOR GRADE 4

*All round the great world we will go on our journey,
On lands and wide oceans we seek our adventures,
Then back to our own little circle of homeland.*

Note: This can be spoken while you walk a spiral slowly into the middle

UNIT POETRY SUGGESTION

November

Margaret Rose

November is a spinner
Spinning in the mist,
Weaving such a lovely web
Of gold and amethyst.
In among the shadows
She spins till close of day,
Then quietly she folds her hands
And puts her work away.



Kalevala

[Here's the tune](#)

Kalevala





DAY 1

GOALS OF THE LESSON

Your child will be introduced to the concept of a fraction. They will gain an experience of a fraction being a part of a whole.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Please refer to the Wonder of Fractions month overview for the comprehensive list of materials and resources. Please make sure you have watched the brief introductory video for this unit. The video will explain why this unit is developmentally appropriate for the child of this age.

MATERIALS NEEDED

- You will need a ceramic vase, or similar type of object (see details in overview)
- Hammer
- 3 Oranges

TODAY'S LESSON

Step 1. Opening Begin the morning lesson with the morning verse. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 4:

*The earth is firm beneath my feet,
The sun shines bright above.
And here I stand,
So straight and strong,
All things to know and love.*

You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own.

Science Observations: Have your child observe the season, commenting on the weather and its effect on nature. How does the motion of the earth cause these seasonal changes? What is actually happening?



Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started? A different option is an indoor game. See the hub for a rhythmic activity to try with your child. Or...just maybe, you want to have your child do both!

Step 3. Five minute Math Activity or Game: *Please make sure you have watched the video on math activities. Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 4 math workbook you have chosen. Your child should review/learn about prime and composite numbers now. Introduce your child to factoring. They need to become familiar with this, and practice finding the Greatest Common Factor (GCF) over the next two weeks. Do not have your child do any of the actual fraction work that is in the workbook! They should learn it hands-on through main lessons this month, and I'll let you know when it's a good time for that! See examples below.

Step 4. New Material: Fraction Lesson

This is an opportunity to create a dramatic experience that will be memorable for your child. Find an object that you can break. A ceramic plate, bowl or vase can work. Ideally it may already have a crack, so that you are not being wasteful. Find a hammer of sorts. Bring your child outside, to stand by this object you have placed on the ground, while you say: "Here is one vase. One whole vase." Hand the hammer to your child and ask them to smash this vase into pieces. And then you speak: "This was one whole. And now it is many pieces. From the whole comes the many. From One comes All." Pick up a piece of the vase. "This is but one piece of the whole. This is one fragment of the whole. This is one fraction of the whole."

Hands-on Activity- Cutting Oranges: Take 3 oranges. While you are cutting the fruit, explain what you are doing. "Here are whole oranges. I am cutting them into halves. I am taking the halves and cutting them in half again. And then finally I am cutting these smallest pieces in half one more time. Ask your child what amount of the orange is a half of a half. What amount is half of a quarter? Your child can play around a bit and answer your questions before it's time to eat the oranges and enjoy!

Step 5. Learning Portfolio: Have your child draw a picture of Thor smashing rocks into small bits. Concept: From the whole come the parts.

Step 6. Story time: Create a reverent space. Light a candle. You can read [The Kalevala](#) to your child, or have your child read independently.

Step 7. Closing: Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own.

*All round the great world we will go on our journey,
On lands and wide oceans we seek our adventures,
Then back to our own little circle of homeland.*

Note: This can be spoken while you walk a spiral slowly into the middle.



Factors and Prime and Composite Numbers

Factors are numbers you multiply to get another number.

Examples: $2 \times 3 = 6$ $3 \times 4 = 12$

2 and 3 are factors of 6

3 and 4 are factors of 12

Prime Numbers can only be divided by the factors 1 and itself.

Example: 3 is a prime number.

It can only be divided by 1 and 3.

Composite Numbers can be divided evenly by more factors than 1 and itself.

Example: 6 is a composite number.

It can be divided by 1 and 6 but also by 2 and 3.

Circle Prime Numbers in Purple
List the factors of each composite Number in Green and their factorizations

1	②	③	4 1, 2, 4 1×4 2×2	⑤	6 1, 2, 3, 6 1×6 2×3	⑦
8 1, 2, 4, 8 1×8 2×4	9 1, 3, 9 1×9 3×3	10 1, 2, 5, 10 1×10 2×5	⑪	12 1, 2, 3, 4, 6, 12 1×12 2×6 3×4	⑬	14 1, 2, 7, 14 1×14 2×7
15 1, 3, 5, 15 1×15 3×5	16 1, 2, 4, 8, 16 1×16 2×8 4×4	⑬	18 1, 2, 3, 6, 9, 18 1×18 2×9 3×6	⑰	20 1, 2, 4, 5, 10, 20 1×20 2×10 4×5	21 1, 3, 7, 21 1×21 3×7
22 1, 2, 11, 22 1×22 2×11	⑳	24 1, 2, 3, 4, 6, 8, 12, 24 1×24 2×12 3×8 4×6	25 1, 5, 25 1×25 5×5	26 1, 2, 13, 26 1×26 2×13	27 1, 3, 9, 27 1×27 3×9	28 1, 2, 4, 7, 14, 28 1×28 2×14 4×7



DAY 2

GOALS OF THE LESSON

Your child will review the concept of a fraction. They will work with walking and counting by fractions. They are learning how to find factors of a given number. They will learn that when the top and bottom number are the same, this is equal to a whole.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will have another food to cut up as a demonstration and a snack!

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season.

Science Observation: Have your child observe the seasonal changes, commenting on the weather and its effect on nature. How are trees responding?

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Keep the same activity for at least one week, if not the whole unit.

Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes of review of math concepts. Your child should review/learn about prime and composite numbers now. Practice factoring. They need to become familiar with this, and practice finding the Greatest Common Factor (GCF) over the next two weeks.

Step 4. Review: Explain what you learned from smashing the vase yesterday. What is a fraction? How did we cut the oranges yesterday? Have your child review the steps with the orange and how it was a whole and then cut into $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$. A fun hands-on activity is to create a Fraction Line using whatever you have at home. You can have your child walk the fraction line. Taking steps to the right, count by eighths. $\frac{1}{8}$, $\frac{2}{8}$, ..., $\frac{7}{8}$, 1 whole, $1\frac{1}{8}$, $1\frac{2}{8}$, ..., $1\frac{7}{8}$, 2, $2\frac{1}{8}$ etc all the way up to 3. Have them come to see that when there are $\frac{8}{8}$ this is a whole. Now take steps moving to the left, counting back from 3 whole oranges to $\frac{1}{8}$. You can also create cards with fractions written on them and have them place them on the number line in the right spots. Do what works best for you and your child. There is a sample below to help.



Step 5. New Material- Cutting Apples: (or a food of your choice) Do the same type of demonstration as yesterday, cut and explain what you are doing. This time take 4 apples and slice them into a different fraction. Perhaps thirds, fifths or sixths. Have your child play around with the cut fractions, and answer questions. Then time to eat and enjoy!

Step 6. Learning Portfolio: Have your child create a page that illustrates the orange-cutting activity. Have them show the steps from the whole orange to the eighths.

Step 7. Story time: Create a reverent space. Light a candle. Recall what happened in the story yesterday. You can read [The Kalevala](#) to your child, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.

Uhhh...So what is a fraction number line, and how do you walk it?!?

In math, a number line can be defined as a straight line with numbers placed at equal intervals or segments along its length. A number line can be extended infinitely in any direction and is usually represented horizontally.

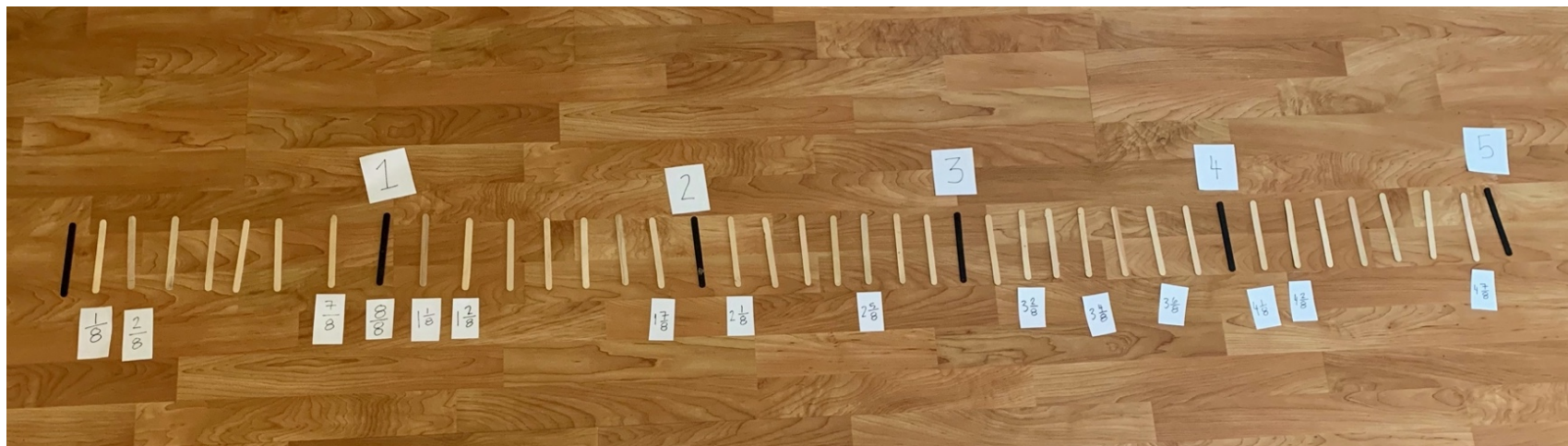
A fraction number line would be fractions placed at equal intervals along the line. If you are walking a number line by quarters, then the number line would be divided into quarter segments.

Now...this number line can be held in your head...and your feet are simply walking the imaginary horizontal number line. This is an important practice, because it allows your child to get a feeling for counting by fractions, and they need to stay focused as they take each step.

Once they have walked the imaginary number line, the work is then translated to paper, where they write the fraction number line they just walked.

If walking an imaginary number line is challenging for your child - you could insert a step before the imaginary walking--and that would be creating a visual number line along your floor. You could use popsicle sticks, or tape, or even mark out some tiles in your house. Whatever object you choose, mark the fraction number line, so that your child has a visual of what they are doing. Once they are comfortable with what they are doing, try eliminating the visual and have your child walk the line without the visual cues.

Example: *A number line made with popsicle sticks. This one has 8 spaces between the whole numbers. You can remove popsicle sticks to have more or less spaces and practice finding other fractions.*





DAY 3

GOALS OF THE LESSON

Your child will review the food activity from yesterday. They will work with walking and counting by fractions, forwards and backwards.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will have another food to cut up as a demonstration and a snack!

TODAY'S LESSON

Step 1. Morning Verse: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season.

Science Observation: Have your child observe the seasonal changes, commenting on the weather and its effect on nature. How are animals responding?

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Keep the same activity for at least one week, if not the whole unit.

Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes of review of math concepts. Your child should review/learn about prime and composite numbers now. Practice factoring. They need to become familiar with this, and practice finding the Greatest Common Factor (GCF) over the next two weeks.

Step 4. Review: Explain what you learned from the food activity yesterday. Have your child review the steps with the food and how it was a whole and then cut into fractions. Walk the fraction line. From the smallest fraction up to the whole number, and then back down again. You will probably need to be reciting the fraction number line along with your child for a few days, but soon you will want to speak quietly to see that they are getting it!

Step 5. New Material- Cutting a food of your choice: Do the same type of demonstration as yesterday, cut and explain what you are doing. Choose a new fraction to work with. Have your child play around with the cut fractions, and answer questions. Then time to eat and enjoy!



Step 6. Learning Portfolio: Have your child create a page that illustrates the food cutting activity from yesterday. Have them show the steps from the whole to the parts. Draw little pictures of the food and label the fractions.

Step 7. Story time: Create a reverent space. Light a candle. Recall what happened in the story yesterday. A value is something important to someone. What is a value you can recognize from one of the characters? You can read [The Kalevala](#) to your child, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 4

GOALS OF THE LESSON

Your child will review the food activity from yesterday. They will work with walking and counting by fractions, forwards and backwards. They are building skills in factoring.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will have another food to cut up as a demonstration and a snack!

TODAY'S LESSON

Step 1. Opening: Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season.

Science Observation: Have your child observe the seasonal changes, commenting on the weather and its effect on nature. How are humans responding to the seasonal changes?

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Keep the same activity for at least one week, if not the whole unit.

Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes of review of math concepts. Your child should review/learn about prime and composite numbers now. Practice factoring. They need to become familiar with this, and practice finding the Greatest Common Factor (GCF) over the next two weeks.

Step 4. Review: Explain what you learned from the food activity yesterday. Have your child review the steps with the food and how it was a whole and then cut into fractions. Walk the fraction line. From the smallest fraction up to the whole number, and then back down again. You will probably need to be reciting the fraction number line along with your child for a few days, but soon you will want to speak quietly to see that they are getting it! Practice work: Have your child write out the fraction number line they just walked. Write it forwards and backwards. Observe where they get confused. This will help you guide them.



Step 5. New Material- Cutting a food of your choice: Do the same type of demonstration as yesterday, cut and explain what you are doing. Choose a new fraction to work with. Have your child play around with the cut fractions, and answer questions. Then time to eat and enjoy!

Step 6. Learning Portfolio: Have your child create a page that illustrates the food-cutting activity from yesterday. Have them show the steps from the whole to the parts. Draw little pictures of the food and label the fractions.

Step 7. Story time: Create a reverent space. Light a candle. Recall what happened in the story yesterday. What are some of the values of the characters? You can read [The Kalevala](#) to your child, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.



DAY 5

GOALS OF THE LESSON

Your child will review the food activity from yesterday. They will work with walking and counting by fractions, forwards and backwards. They are building skills in factoring and finding the GCF.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will have another food to cut up as a demonstration and a snack!

TODAY'S LESSON

Step 1. Opening Begin the morning lesson with the morning verse. You may add any other poetry or verse that speaks to you and relates to the subject or the season.

Science Observation: Have your child consider what other objects are affected by the earth's rotation and seasonal changes. (ie. inanimate materials can contract or expand with temperature changes).

Step 2. Intentional Movement Activity (IMA): What best suits your child? Choose an activity that meets their temperament and personality. Keep the same activity for at least one week, if not the whole unit.

Step 3. Five minute Math Activity or Game: Follow the activity with 10-15 minutes of review of math concepts. Your child should review/learn about prime and composite numbers now. Practice factoring. They need to become familiar with this, and practice finding the Greatest Common Factor (GCF) over the next two weeks.

Step 4. Review: Explain what you learned from the food activity yesterday. Have your child review the steps with the food and how it was a whole and then cut into fractions. Walk the fraction line. From the smallest fraction up to the whole number, and then back down again. You will probably need to be reciting the fraction number line along with your child for a few days, but soon you will want to speak quietly to see that they are getting it!

Practice work: Have your child write out the fraction number line they just walked. Write it forwards and backwards. Observe where they get confused. This will help you guide them.



Step 5. New Material- Cutting a food of your choice: Do the same type of demonstration as yesterday, cut and explain what you are doing. Choose a new fraction to work with. Have your child play around with the cut fractions, and answer questions. Then time to eat and enjoy!

Step 6. Learning Portfolio: Have your child create a page that illustrates the food-cutting activity from yesterday. Have them show the steps from the whole to the parts. Draw little pictures of the food and label the fractions.

Step 7. Story time: Create a reverent space. Light a candle. Recall what happened in the story yesterday. Can you recognize two characters that have different perspectives? How do they differ? You can read [The Kalevala](#) to your child, or have your child read independently.

Step 8. Closing: Recite your closing verse to end the morning lesson.