

How It Works!

Dear Parents:

Learning is a life-long process that knows no boundaries in time or place. Summer time is a great time for learning, and the places of summer offer new environments for learning activities.

Magic, Make Believe and Mystery provides students with a summer opportunity to prepare for Ontario curriculum expectations for Grade 4. As a guide to the activities, learning icons are presented. A different icon represents each of the subjects.



Mathematics



Language



Social Studies



**Science &
Technology**



The Arts



**Physical
Education &
Health**

For each activity, an icon indicates which subject is featured. As well, Ontario curriculum expectations are listed for each activity. Learners and parents are encouraged to become familiar with the expectations, so that they know which knowledge or skills are being presented.

This graphic



indicates what materials are needed for the activity. The materials are everyday household items, or can be purchased at bargain stores.



Magic Words

Story writing allows you, the author, to wave your magic wand and weave words together to tell a story. When words are woven together in a story they are magical! The audience, the readers, might feel frightened, happy, sad, or excited because of what you have written. To make your story **REALLY** scary or **REALLY** exciting or **REALLY** funny or **REALLY, REALLY** magical, be sure to use adjectives and adverbs.

Adjectives are words that describe nouns, which can be people, places or things. An adverb describes a verb, the word in a sentence that tells what happened. Some adverbs tell "how" or "when". They can also be used to describe adjectives.

An example: The rumples red bedspread was hanging loosely at the bottom of the old wooden bed.

'Rumples' and 'red' are adjectives; they describe the noun 'bedspread'. 'Loosely' is an adverb; it describes the verb 'was hanging'. 'Old' and 'wooden' are adjectives that describe the noun 'bed'.

Improve these sentences by adding adjectives and adverbs:

1. The _____ wizard waved the _____ wand _____.
2. The _____ witch cackled _____.
3. The _____ cauldron was perched _____ under the _____ cabinet.
4. The _____ powder fizzed when the _____ dragon ate it.
5. On the _____ desk the _____ chest tumbled off.

This activity incorporates the "Writing Process", the process used to produce a polished piece of writing. The writing process includes choosing a topic from ideas, developing a plan, writing a first draft, reviewing and revising the draft, editing and proofreading in order to use correctly the conventions of spelling, grammar and punctuation, and producing a final copy. Students are always encouraged to share their final polished writing with an intended audience.



Students will: organize and develop ideas using paragraphs; * identify various parts of speech (adjective, noun, adverb, verb); * proofread and correct their final drafts focusing on grammar, punctuation, and spelling; * print legibly and use cursive writing.

Magic Spells



This activity explores the patterning and algebra strand of the Ontario Mathematics curriculum. By the end of Grade 4 students are expected to “demonstrate an understanding of mathematical relationships using concrete materials, drawings and symbols”. As well, they are expected to “recognize and discuss patterning rules”. These overall expectations extend to Grade 5, where students are expected to “identify, extend and create patterns in a variety of contexts; analyze and discuss patterning rules”.

Secret spells must be kept secret or they won't work. Try these secret spells but don't tell! The letters of the alphabet can become numbers if you invent a number pattern. Try these number patterns to being learning how to make secret spells.

1, 3, 5, 7, ____, 11, 13, ____, ____.

What is the pattern rule?

3, 6, 9, ____, 15, 18, ____, 24, ____, ____.

What is the pattern rule?

2, 3, 5, 6, 8, ____, 11, ____, ____, 15.

What is the pattern rule?



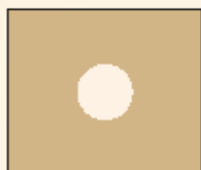
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Students will: recognize mathematical relationships in patterns; * describe patterns encountered; * identify and extend patterns to solve problems in meaningful contexts; * analyze number patterns and state the rule for any relationships; * identify, extend and create patterns that identify changes in terms of two variables.

Refraction Action: Let's Try Bending Light!

a thin piece of cardboard with a round hole, 2 cm in diameter, cut in the centre

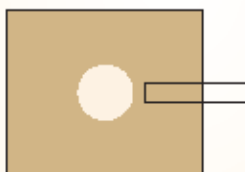


transparent or clear tape
glass bottle
glass jar
newspaper or magazine



Procedure:

1. Cut a round hole, 2 cm in diameter, in the piece of cardboard.
2. Place a piece of transparent tape across the hole in the cardboard.



3. Put a small drop of water on the tape.
4. Place the cardboard square onto a newspaper or magazine, and try to read the letters through the drop of water.

Can you read the letters? YES NO

Describe what you notice.



Choose one of these words to complete the sentence:
magnet magnifier mystery

You have made a _____

