









Grade 4 Task Card

Week 1: How might we communicate our thoughts, feelings and ideas?

LITERACY		What do you know about Sign Language? What are different ways people communicate their ideas?
		Read the article: “Deaf Activist Nyle DiMarco Wants You To Know About Sign Language.” In the article, DiMarco along with many others are working to increase awareness of International Day of Sign Languages and empower (support) Deaf and hard of hearing people as decision makers.
		Using Appendix 4-A , create a media text (poster) that shares the importance of sign language as part of achieving full human rights for deaf and hard of hearing people.
MATHEMATICS		Take a moment to listen to different sounds and vibrations.
		Write down the different sounds and vibrations you observe (e.g. rain hitting the window, TTC bus going by, water running etc.). Use Appendix 4-B to help you record your observations. Then, complete the remaining questions.
		Analyze your findings! <ul style="list-style-type: none"> • What sounds and vibrations do you notice within your community? • Share your learning with someone at home.
SCIENCE		Sound has different tones. For example, how your voice goes up and down when you're happy or angry. How do sound waves make different sounds? Try this: <ul style="list-style-type: none"> • Place drinking cups in a straight line. • Pour different amounts of water into each cup. • Lightly tap each cup to hear the sound it makes. • Observe what happens with different amounts of water. • Record your observations.
		Why do the objects with different amounts of liquid or different lengths make different sounds? Explain to someone what you think is happening.

Grade 4 Literacy: Week 1

Literacy: "Deaf Activist Nyle DiMarco Wants You To Know About Sign Language"



Nyle DiMarco is known from America's Next Top Model, where he won the show's 22nd season, in 2015, and demonstrating perfect rhythm on Dancing With the Stars, where he went home with yet another prize. But DiMarco, who is deaf, believes he owes his good fortune (luck) in life to a childhood experience: learning language — both spoken and signed — at an early age. Language learning, he says, helped him understand and engage with the world, which led to life-changing educational opportunities.

Now DiMarco is using his fame to try to help millions of deaf children around the world also gain access to language through his non-profit foundation. As part of that work, he appeared at the 2018 Social Good Summit in New York City to recognize International Day of Sign Languages and will appear at International Week of the Deaf, annual events that highlight the importance of access to sign language as part of achieving (getting) full human rights for deaf people.

Here are three things DiMarco wants you to understand about sign language and the importance of language acquisition (language learning) for Deaf people:

You are a fierce advocate (strong fighter) for early language acquisition among Deaf children. How did learning sign language at an early age change your life?

I was born into a large, multigenerational (many years) Deaf family — my great grandparents, grandparents, parents, and my two brothers are all Deaf. I am the fourth generation and have been exposed to American Sign Language and English since birth. Knowing sign language saved my life. I was never alone. My entire family used sign language, so I never missed dinner table conversations. Growing up, I attended Deaf schools including Gallaudet University, the only Deaf university in the world. With sign language, I was able to embrace (accept) my own identity as Deaf. I did not let being Deaf define me. Instead, I defined it.

Why is it often difficult for Deaf children to access (receive) sign language education?

Audism. Audism is a set of beliefs (thoughts) that include: hearing people are superior (better than) to Deaf people; Deaf people should become like hearing people as much as possible; and that sign languages should be ignored. The stigma (negative mark) that idea has created positions (puts) sign language as a "lesser option" and pushes

people to prioritize (puts first) hearing and speech therapies over sign language education. Materials and information become less available to the less popular option (choice), and when you're a new parent to a Deaf baby or child you look to the most available materials. That is something my foundation (charity), The Nyle DiMarco Foundation, is looking to change. People believe that sign language is not a language. That is false. Sign language is a full language with its own grammar, syntax (system), and structure.

What does the International Week of the Deaf principle "nothing about us without us" mean to you?

It means that society needs to empower (support) Deaf people as decision makers. In order to improve our society as a whole, every marginalized group (a group that does not have the same rights and opportunities) needs to be included in the conversation. I know that is easier said than done, but I feel like people are taking charge of their cultural and personal narratives (stories) more and more and it's inspiring to see that.

Adapted from: Diverse Ability Magazine. Retrieved April 8, 2020. <https://www.diverseabilitymagazine.com/2018/09/6-things-deaf-activist-nyle-dimarco-wants-know-sign-language/>

Grade 4: Appendix 4-A

American Sign Language Fingerspelling Alphabet



a

palm is always forward
except where noted



b

palm forward
thumb bent out



c



d

thumb also often
lower (like a claw)



e



f



g

palm in



h

palm in



i



j



k



l



m



n

palm faces opposite
side of body



o



p

index finger
points out



q

like p but points
down and unseen
fingers curled in



r



s



t



u



v



w



x



y



z

palm forward
thumb can be over fingers
whole palm can be
slanted to side away from body



0



1



2



3



4



5



6



7



8



9

Retrieved from National Institute on Deafness and Other Communication Disorders (NIDCD)
<https://www.nidcd.nih.gov/health/american-sign-language-fingerspelling-alphabets-image>

Grade 4: Appendix 4-A

Literacy: Media Text

Create a media text: Create a poster that highlights the importance of sign language as part of achieving full human rights for deaf people and hard of hearing people.

ADVERTISEMENT CRITERIA

Captivating image:

- Create your own image - do not simply copy and paste an online image 🙅
- Think about what you are promoting or the message you are sending


Font - relevant to emotion (style)
Size - emphasis on text

Action - what would you like to happen?

- Think about your audience
- Make connections between the text and the image

I know I am successful when I:

1. Include clear, provocative image to capture attention
2. Use colour and text style to create an emotional reaction.
3. Include an action tagline
4. Make a connection between social issue and chosen community organization
5. Have a neat and clear advertisement *Simplicity is key!



Logo

- organization that supports social issue
- do some research - can you connect with community partners in Toronto?

Image retrieved from: <https://salvationarmy.ca/news-and-media/advertising/>. Part of the Spring/Summer 2015 Print Advertisement campaign

Text	Visuals: What visuals are included?	
	Words: What words are used in the message?	
Purpose	What are you trying to convince people to do?	
	Audience: Who is the media form for?	

Grade 4: Appendix 4-B

Math: Data Management and Probability

Can you hear and see that? Take a moment to listen to different sounds and vibrations.

1. Write down the different sounds and vibrations you observe (e.g.. rain hitting the window, TTC bus going by, water running etc.).
2. Create a tally chart to record the number of times you observe (notice) them throughout the day.
3. Separate the sounds between morning and afternoon.
4. Create a double bar graph (AM and PM) sharing your findings.

<h3>Glossary</h3>	<p>Tally chart: A chart that uses tally marks to count data and record frequencies.</p> <p>Image retrieved from: EQAO Resource: Released Questions Data Management and Probability Strand 2012–2016 (page 18)</p>	<p>This tally chart shows the data from a survey of 24 students in a Grade 3 class about their favourite number from one to six.</p> <table border="1"> <thead> <tr> <th>Favourite Number</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>Number of Students</td> <td> </td> <td> </td> <td> </td> <td></td> <td> </td> <td></td> </tr> </tbody> </table>	Favourite Number	1	2	3	4	5	6	Number of Students			 		 										
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<p>Double bar graph: A graph that combines two bar graphs to compare two types of the data from one question.</p> <p>Image retrieved from: Ontario Ministry of Education (2008). A Guide to Effective Instruction in Mathematics, K- 6: Data Management and Probability (page 73)</p>	<p>This double bar graph shows the relationship between boys and girls who prefer certain outdoor activities for Learnalot Elementary.</p> <table border="1"> <caption>Favourite Outdoor Activities for Learnalot Elementary</caption> <thead> <tr> <th>Activity</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Basketball</td> <td>35</td> <td>25</td> </tr> <tr> <td>Skipping</td> <td>20</td> <td>20</td> </tr> <tr> <td>Soccer</td> <td>15</td> <td>35</td> </tr> <tr> <td>Football</td> <td>25</td> <td>15</td> </tr> <tr> <td>Frisbee</td> <td>15</td> <td>10</td> </tr> <tr> <td>Track</td> <td>15</td> <td>5</td> </tr> <tr> <td>Tag</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	Activity	Boys	Girls	Basketball	35	25	Skipping	20	20	Soccer	15	35	Football	25	15	Frisbee	15	10	Track	15	5	Tag	5	5
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Tally Chart Title:						
SOUND						
AM Colour:						
PM Colour:						

Grade 4: Appendix 4-B

Math: Data Management and Probability

Create your double bar graph: Don't forget to label your axes, include a title for your graph, use a ruler, colour in your graph and label your colours. Refer to the example in the glossary for help.

Consolidation

1. What sounds and vibrations do you notice within your community?
2. Is there a pattern you can see with the results of your data collection? If so, what is the pattern?
3. If we increased the sample (the amount of days you were collecting the data), what could you expect the new data to look like?

You did an amazing job! Share your findings with someone at your home!