



Centreville Community School



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3-5 HOME LEARNING PLAN

Grades:	3, 4, 5
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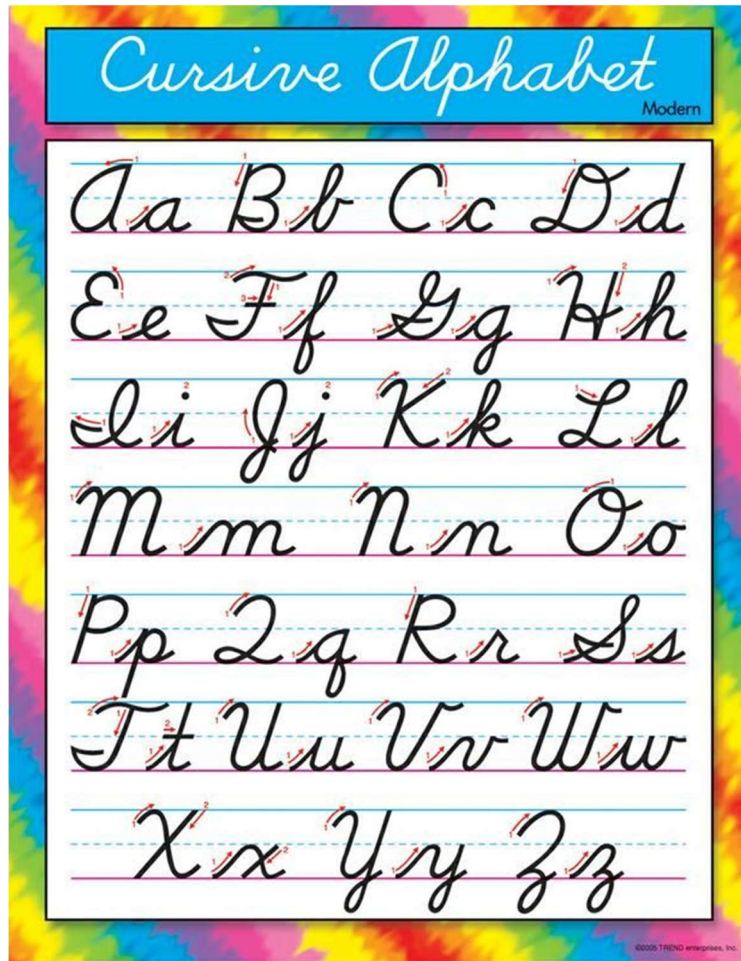
In accordance with the communication sent from our Minister of Education, Dominic Carty, on April 2, 2020 Home learning opportunities to support literacy and numeracy outcomes will be made available online weekly by Teachers.

Families encouraged to:

- Support their children to complete the options below for an average of **one hour per day**.
- Read aloud with their children daily; and
- Consider daily physical activity and free play as an important part of their child's mental health and skill development.

Subjects**Description of Learning Activities****Literacy****Writing**

1. Cursive Practice. Use the image below to practice the alphabet in cursive. Practice your name, word lists and create sentences in cursive.



2. Use the following as a Writers Checklist to help improve writing
 - ✓ Narrow my topic
 - ✓ I include events that make sense
 - ✓ I include events with details
 - ✓ I have an introduction
 - ✓ I have connecting words: again, to, and, also, then, besides .
 - ..
 - ✓ Paragraphing
 - ✓ I have a conclusion
 - ✓ I used descriptive words
 - ✓ I used descriptive sentences: Sentences to help your readers see and feel what is happening

- ✓ I added excitement to my story
- ✓ My sentences have different beginnings
- ✓ My sentences are different lengths
- ✓ I have correct punctuation
- ✓ I use "TALKING" marks
- ✓ I use CAPITAL letters
- ✓ I check to make sure the words are spelled correctly

Writing Prompt #1 – What if you could talk to animals? What animal would you talk to first? What would you talk about? Describe in detail what you would talk about!

Writing Prompt #2 – What if you could be a character from one of your favorite books? Who would you choose to be? Would you change the ending of the story?

Writing Prompt #3 - What if you met an alien on your way home from school? Would you go to the aliens' home planet? What would you and the alien do?

Writing Prompt #4 – What if you could leave tomorrow to go on a vacation anywhere in the world? Where would you go? What would you do? Who would you go with?

Writing Prompt #5 – What if you had to cook supper for your family? What would you make? How many courses would you serve?

If you're not interested in any of the topics this week, you can visit this website and they have new writing prompts every day!

www.pobble365.com

Reading

Try reading for about 20-30 mins a day. When you're done reading, try out one of these activities!

Choose a reading activity to do when you are finished with all your reading work.

Write a letter to the author telling them what you liked and didn't like about the story. Make sure to use the "Friendly Letter" format.

List 10 two-syllable and 5 three-syllable words from the story.

Make a word hunt or a crossword puzzle using the words in the story.



Write a persuasive paragraph trying to persuade your friends to read this story.

Make a mini-book of the story. Fold some pages together to form a book and staple the edges together.

Reading Activities

Draw a picture or make a mural of the story. Make sure the characters, setting, and main idea are all in the picture.

Fold a piece of paper into 6 equal pieces. Sequence the story by drawing or writing the story in order.

Read the story again silently to yourself.

Write 10 words from your story and write a definition of each word.

Write a different ending to the story.

Draw the funniest part of the story and write about it.

If you're getting bored of some of your books at home, try some of these free websites for great book choices!

Storyline Online: <https://www.storylineonline.net/>

Raz kids (Free for the next 3 months): <https://www.raz-kids.com/>

Epic (Free Trials available): <https://www.getepic.com/>

There, Their, or They're?

Complete each sentence with **there**, **their**, or **they're**.

The words **there**, **their**, and **they're** are often confused.

There is used to refer to a place. Example: Fred is over there.

Their means belonging to them. Example: This is their cat.

They're is a contraction meaning they are. Example: I hope they're coming.

They went to visit _____ aunt.

Please put your coats _____.

Kim likes eggs only when _____ hard-boiled.

_____ house is almost one hundred years old!

Have you been _____ yet?

_____ looking for _____ lost cat.

Tomorrow, _____ throwing a graduation party.

_____ going to Hawaii for summer vacation.

_____ is no more milk left.

What did you see over _____?

On Sunday, _____ family plays tennis.

Eva played with _____ new puppy.



Try playing this tic-tac-toe game with a parent/guardian, sibling or someone in your home! Use your sight words!

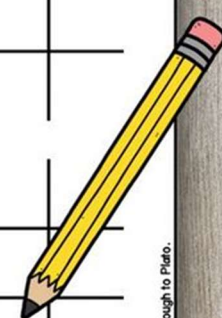
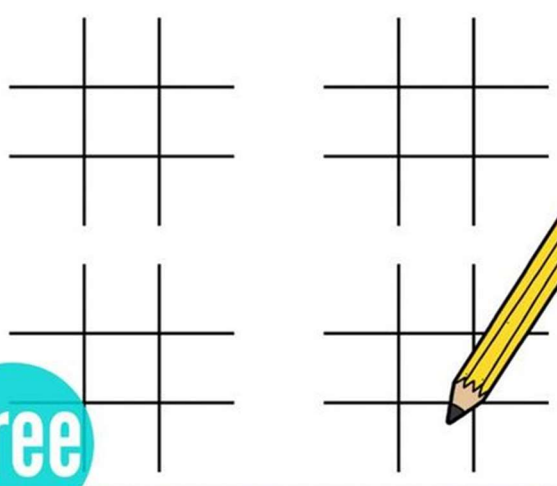
PLAYDOUGH TO PLATO

Names _____


sight word tic-tac-toe

Write each player's word in a box below. Then take turns playing tic-tac-toe with the words. The first player to get three in a line wins!

Player 1	Player 2
Word:	Word:



© Playdough to Plato.



Use your sight words to see which one is worth the most! Use the tiles and the value on the tiles to add each letter in your sight word to find the sum.

Name: _____

SCRABBLE SPELLING

Directions: Use the values shown on the Scrabble letter tiles to determine the total sum of each of your spelling words.



SPELLING WORD	EQUATION	SUM
Example: ghost	$2+4+1+1+1=$	9

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3 to 3

Although these are from the grade 3 catalogue, some of our older students will be familiar with these and may enjoy revisiting them.

Activity suggestion – students re-tell the oral story to someone else that is not in their house, over the phone or a video call.

3 to 3 book Pezzettino:
https://drive.google.com/open?id=1DUaE Xo6iTFhLxU3_8Z_Wuces1aW1oTl2

3 to 3 rhyme/oral story/thought problem:
<https://drive.google.com/file/d/1uwDnIkFa-IBkGOiOmZ2sPUXw5eLpoYIG/view?usp=sharing>

3 to 3 Chapter Book Seven Day Magic – Chapter 2 – Part 1:
<https://drive.google.com/file/d/1r1wZZ1ncitvK1Ti9cKR0tOVC-ONrAS5/view?usp=sharing>

3 to 3 Chapter Book Seven Day Magic – Chapter 2 – Part 2
https://drive.google.com/file/d/1CGgTlImnkDF1C4by8oGlRZDA-Fpb_xg6A/view?usp=sharing

Numeracy

Math Video

Math Antics - What Is Arithmetic?

https://www.youtube.com/watch?v=IwW0GJWKH98&list=PLUPEBWbAHUslEY-eg87xOFzCy_AIDSsb

Activity #1

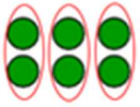
Activity 1 – Arrays and equal grouping

1. Watch https://www.youtube.com/watch?v=dFZ6lqX_L4A

To see how repeated addition relates to multiplication and how to use arrays

Multiplication is Repeated Addition


Arrays can be used to show that multiplication is repeated addition.




Addition:
 $2 + 2 + 2 = 6$

Multiplication:
3 groups of 2 is 6
3 times 2 equals 6
 $3 \times 2 = 6$


Arrays Arrays are things put into **ROWS** and **COLUMNS**



Columns
go up and down



Rows
go side to side



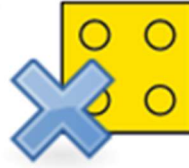
2. Try representing different numbers in a variety of equal groups using arrays (e.g., 12 can be represented by 6 groups of 2, 4 groups of 3, 3 groups of 4, and 2 groups of 6).

- Find a collection of like items (counters, coins, cheerios, buttons) .
- count out 12 items.
- arrange in groups of 2, then 3, then 4, then 6
- What is the total each time?
- Repeat with 15, 16 and 20 items etc.
- How many different ways can you represent equal groups?

3. Try this activity with Lego to practice representing arrays

Name _____

Directions: Create a LEGO array for the problems shown. Find the product.



Example:

$2 \times 3 = 6$



$1) 1 \times 2 =$



$2) 4 \times 1 =$



$3) 3 \times 4 =$



$5) 1 \times 5 =$



$6) 3 \times 5 =$



$7) 3 \times 3 =$



$8) 4 \times 2 =$



$9) 4 \times 4 =$



Math Websites

www.ixl.com - Contact your teacher for your username and password if you haven't done so already. Feel free to explore any grade/outcome but these are the suggested activities for each grade this week. All students are invited to start with the Grade 3 activities.

Grade 3: Understand multiplication

- ✓ **E.1**
- ✓ [Count equal groups](#)
- ✓ **E.2**
- ✓ [Identify multiplication expressions for equal groups](#)
- ✓ **E.3**
- ✓ [Write multiplication sentences for equal groups](#)

Grade 4:

Multiplication

- ✓ **D.1**
- ✓ [Multiplication facts to 10](#)
- ✓ **D.2**
- ✓ [Compare numbers using multiplication](#)
- ✓ **D.3**
- ✓ [Choose the multiples of a given number up to 12](#)

Grade 5:

Multiplication

- ✓ **C.1**
- ✓ Multiply by one-digit numbers
- ✓ **C.2**
- ✓ Multiply by one-digit numbers: word problems

Math Games

1. Make 25 with 5

Materials: deck of cards

Players are dealt five cards each and the remaining cards are stacked face down in a pile in the middle of the table. Players must use all five cards to create a sum of exactly 25. Players go around in a circle and on each turn, they pick up a new card either from the face-down pile or from the discard pile. Players discard one card per turn. First player to create a sum of 25 wins.

Change it up: Make the game more challenging by changing the rules to include, or even exclude, certain operations. You can start by allowing subtraction, then bringing in multiplication and division.

2. War – Can be played as an addition/subtraction/multiplication game.

Materials: deck of cards

1. Shuffle the deck and place face down in the centre of the table.
2. The youngest player starts. To begin play, the first player turns over the top two cards from the centre pile. Their opponent does the same. Each player multiplies the factors shown on their pair of cards. The player whose cards represent the highest value wins the skirmish, placing all of his own and his opponents cards into a prisoner pile.
3. Repeat until all cards have been played. The player with the most cards in his prisoner pile is the winner.

Variations:

Instead of capturing and counting prisoner cards, the winner of each skirmish scores one point, with the scores being recorded on a piece of paper. The first player to win an agreed number of rounds (say 10) is the winner.

3. Capture 30 – can be played individually or against partners. This game was included in the Grade 4 and 5 GYGO kits.

1) Pick 4 numbers from 1-9 and cross those numbers off the chart (example below).

2) Use each of the four numbers and any combinations of addition, subtraction, multiplication and/or division to get an answer on the game board. Cross that number off.

Play continues until all possible numbers have been crossed off.

Can you get all 30?

Examples: I picked 1 3 5 8

$$1 + 3 = 4$$

$$8 \times 5 = 40$$

$$3 \times 5 = 15$$

$$4 + 5 = 9$$

$$40 - 1 = 39$$

$$15 + 8 = 23$$

$$9 + 8 = 17$$

$$39 \div 3 = 13$$

$$23 + 1 = 24 \quad 23 -$$

$$1 = 22 \text{ and } 23 \times 1 = 23$$

Capture 30

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

Math Songs

Multiply by 0

<https://www.youtube.com/watch?v=SJxLdFhYgJM>

Multiply by 1

<https://www.youtube.com/watch?v=ufc38buf64E>

Multiply/skip count by 2

<https://www.youtube.com/watch?v=FkAzZoqCJ4E>

Math Challenge

Esti-Mystery – Estimate how many dominos are in the cups in total using the clues provided. The answer will be revealed next week. Have each member of your family make an estimate based on the clues!



Clue #1

The answer is greater than 60.

Clue #2

The answer does not include the digit 6 or 8.

Clue #3

One of the containers is holding an odd number, and two containers are holding an even number.
Is the total even or odd?

Clue #4

This clue will help you determine whether or not the total is a multiple of 5:
The two larger containers are holding the same number. The container in the middle is holding half that number.

**Last week's code to unlock the lock: 042

Math Problems of the Week

It is important that students explain how they came to a specific answer. Please ask them to show their work using a combination of pictures, numbers, and words.

1. Isla starts with \$12 in her bank account. She adds \$12 to her account at the end of every two weeks from collecting recycled items. Javier starts with \$32 in his bank account. He earns \$4 at the end of every week for doing odd jobs for his neighbour, and adds that to his savings. After how many weeks will they both have the same amount of money in their bank accounts?
2. On the days she goes to work, Amy has a morning routine. The table below shows each activity she does and the time it takes to

Activity	Time to Complete
Shower	15 minutes
Get dressed	10 minutes
Make and eat breakfast	20 minutes
Make lunch	15 minutes
Brush teeth and hair	5 minutes
Walk to work	45 minutes

complete.

Amy needs to be at work by 8:30 a.m. What is the latest time she could wake up in the morning, complete all of the activities in her routine, and get to work on time?

Extra challenge: Create a table that shows your daily routine on an average school day.

Then, create a table of how your routine would look on your dream day at school.

Math Vocabulary

Explain to a family member what each of these words mean in Math using pictures, numbers and/or words.

Sum:

Difference:

*Product:

*Quotient:

Even:

Odd:

Science

Activity 1

Bouncing Light

Materials:

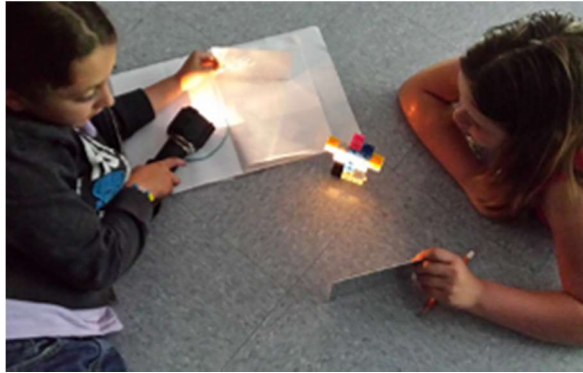
2 or 3 small mirrors

Flashlight-or laser pointer if available (cat toy lasers will work)

Favorite toy

Shiny Spoon

materials around your home -foil, cloth, clear plastic, cardboard, crumpled paper



Challenges:

1. Illuminate (light up) your toy by bouncing light from a mirror: Shine the flashlight onto a mirror and turn the mirror so the light bounces (reflects) and shines on your favorite toy. How many mirrors can you use to make your light path?
2. Look at yourself in both sides of a shiny spoon. What do you observe?
3. Shine your flashlight on a few different materials. What do you notice? Which materials let more light through? Try doing this with a glass of water, a glass of milk and a glass of vegetable oil.

Record what you noticed in your Science journal.

Why does it matter? How light acts is important:

Bouncing is reflecting light -mirrors, bicycle reflectors, telescopes

Bending is refracting light – car sidemirrors, fun house mirrors and the round convex safety mirrors in stores and buildings.

Light Absorbs or makes shadows – Some materials let more light pass through than other materials - windows, shades\blinds

Check out this website if you can:

<https://www.primaryschoolscience.co.uk/Light-Lab/light-interactive-1.html>

Activity 2

https://www.evergreen.ca/downloads/pdfs/EvergreenLearningFromHome_NatureBingo.pdf

Check out this nature Bingo card



Time to be a nature detective – you can try this out from your window, balcony, backyard, or nature pocket near you! Can you spot an entire line to get BINGO? If you've gotten BINGO, see if you can get 2 lines. Can you get an 'L' or an 'X'? What about a full card!?

Activity 3

What is the Water Cycle?



Visit <https://letstalkscience.ca/educational-resources/lessons/what-water-cycle>

Or read here:

“The **water cycle** (or hydrological cycle) describes the continuous movement of water on Earth. The warming of water from the Sun causes the evaporation of liquid water molecules into water vapor that moves up into the atmosphere. As water vapors moves higher in the atmosphere temperatures start to decrease, causing the vapor to condense and form liquid water droplets. When these droplets get heavy, they drop to Earth as a form of precipitation (rain, snow, sleet or hail).”

Discuss these questions or record in your Science Journal

- “Where do you think rain/snow come from?”
- “If I wanted to find liquid water in our community/environment, where would I look? Where might I find water in other forms?” (e.g., **liquid water**: puddle, river, lake, ocean, ponds, streams, water table, dew, rain barrel, sprinkler, water fountain; **solid water**: snow, ice, skating rink, icicles, frost; **gaseous water (water vapor)**: fog, mist, steam, breath on a cold day)
- “How do different forms of water affect our daily lives?” (e.g., choice of clothing and footwear, outside activities, road conditions, safety considerations, water conservation issues)
- Take an exploration walk outside to identify evidence of water in the environment. Discuss questions such as:
 - “Where could we look for water in this outside area?”
 - “If you wanted to find water in our community, where might you find it?” (e.g., **natural**: puddle, river, lake, ocean, pond, stream, water table; **human-made**: bird bath, water fountain, sprinkler, swimming pool, well, sewers, water-supply system, reservoir, water tower)
 - “At [this time of year], in what forms do we see water in the environment?” (e.g., **solid** – visible as ice, snow, sleet, hail, frost; **liquid** – visible as rain, mist and dew; **gas** – visible as fog and steam)

Activity 4



Make a Bird Feeder

Get creative and put your maker skills to work. Research, design and create a bird feeder that you can use in your yard. Here are a few visuals but feel free to explore and find your own



Other areas of interest/learning experiences

children's book

EMOJI Pictionary

GUESS THE TITLE OF THE CHILDREN'S BOOK BY USING THE EMOJIS!

1. 🟩 🔍 🔍 🐷 _____

2. 🕷️ 🕸️ 🐷 _____

3. 🐛 🍉 🍊 🍓 🍏 🍭 🍏 🧀 _____

4. ✨ 🌙 🌃 😴 😊 _____

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8. ☁️ ☁️ 🌂 🍷 _____

9. 🐷 🐷 🐷 🐎 _____

10. 🧒 🍷 🎩 🐭 ❤️ ♠️ ☕ ⌚ 🐛 🐰 _____

11. 🧒 🎴 🏭 _____

12. 🙌 🐭 🍪 _____

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14. 🙌 🌳 🍎 🍏 🧒 🧔 🧑 _____

15. 🧒 🚤 🌴 🍅 🍷 _____