Centreville Community School

3-5 HOME LEARNING PLAN

Grades:	**3-5**
TEACHER	**Mrs. Thomas, Mrs. Monteith, Ms. Niles**
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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	**Reading** **Try one, some or all of these different ways to read!**

Summer Reading BINGO

READ OUTSIDE	READ TO A STUFFED ANIMAL	READ TO SOMEONE ELSE	READ WHILE WEARING A HAT	UNDER THE COVERS
READ ON A BEACH TOWEL	READ ON A FRIDAY	READ IN A CAR	READ A NON-FICTION BOOK	WHILE EATING BREAKFAST
READ AFTER DINNER	READ UNDER A TREE	FREE SPACE	READ ON THE COUCH	READ SITTING ON THE FLOOR
READ IN A SWIMSUIT	READ WITH A FLASHLIGHT	READ IN A FORT	READ POETRY	READ TO SOMEONE ON THE PHONE
READ SOMETHING THAT CAME IN THE MAIL	READ TO YOUR PET	READ IN SOMEONE ELSE'S BED	READ IN YOUR PAJAMAS	READ A BOOK ABOUT ANIMALS

THE CHERPING MOMS

Writing

Try writing about one, some or all of these writing prompts!

SUMMER WRITING Prompts

If you could be on any game show, which would it be? Tell what happens when you're on the show.	Write about a time you went on vacation.	What would you do if someone gave you $1 million?	Name one thing you like about yourself and why you like it.	Imagine you were twenty feet tall. Describe what life would be like.
Which character from a book would you most like to meet and why?	What would you do if you woke up one morning to find yourself invisible?	What would be your ideal job when you grow up? Explain.	Describe someone who is a hero to you and explain why.	How old were you 5 years ago? Describe some things you can do now that you could not do then.
What if you were named principal for the week? What would you do?	Write a short biography of yourself.	Write directions for how to make a banana split.	What would you do if you could travel into the past?	Imagine you woke up and saw a dinosaur in your backyard. Write a story telling what you see and do.
What is your favorite summer activity?	If you could do something that you never have done before, what would it be?	Would you want to visit the moon? Why or why not?	Write out the best or the worst day of your life.	Write about going back to school after summer break.

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Spelling

- **Try having a family member or friend give you a practice test of some or all of your spelling words!**

- **Try making a silly story or paragraph with some of your sight words!**

- **If you have chalk at home, try writing your sight words outside with chalk!**

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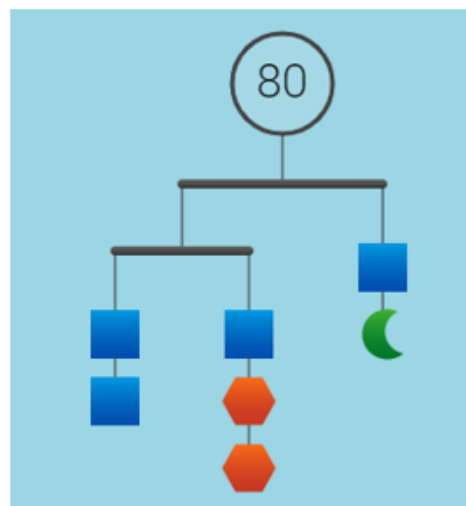|	We are reviewing rhymes – Way Down South, Folk Who Live in Backward Town, Pigeons, and The Flattered Flying Fish. I do a retell of The Bag of Trickness and tell The Magpie with Salt On Her Tail and a thought problem. https://drive.google.com/file/d/1GIWAzwScXmFVdonutfxTvqdrGvq0t0Dw/view?usp=sharing This is the link for Seven Day Magic – Chapter 7: https://drive.google.com/file/d/1YwCMyezmwkW3zTxNoFQ2bAe7LxAs_BpS/view?usp=sharing
Numeracy Sumdog contest	Don't forget to keep playing on sumdog to qualify for the contest! We need 10 students from each class to participate. **Contest ends June 4th!**
Math Game Riddle/Puzzle of the Week	**Math Boggle** From a deck of cards remove face cards. Lay 16 cards down on the table face-up in four rows and four columns. Set a timer and when you call "Go!", players look to see where they can find equations among the sixteen different cards. Players can write down equations that go vertically, horizontally, diagonally, and even zig-zag, so long as the cards are in order and are touching at a side or corner. For example, if a player finds a 4, 3, and 1 next to each other, they can write "4 – 3 = 1" as an equation, or "1 + 3 = 4" as another equation. However, if the player finds a 3, 4, and 1 in a row, they cannot rearrange the numbers to make "4 – 3 = 1" or " 1 + 3 = 4". Change it up: Make the game more challenging by using all of the cards: add in the Jack, Queen, and King (J=11, Q=12, and K=13) Number Mobile Find the value of each shape. **Find more puzzles like this one at**: https://solveme.edc.org/Mobiles.html

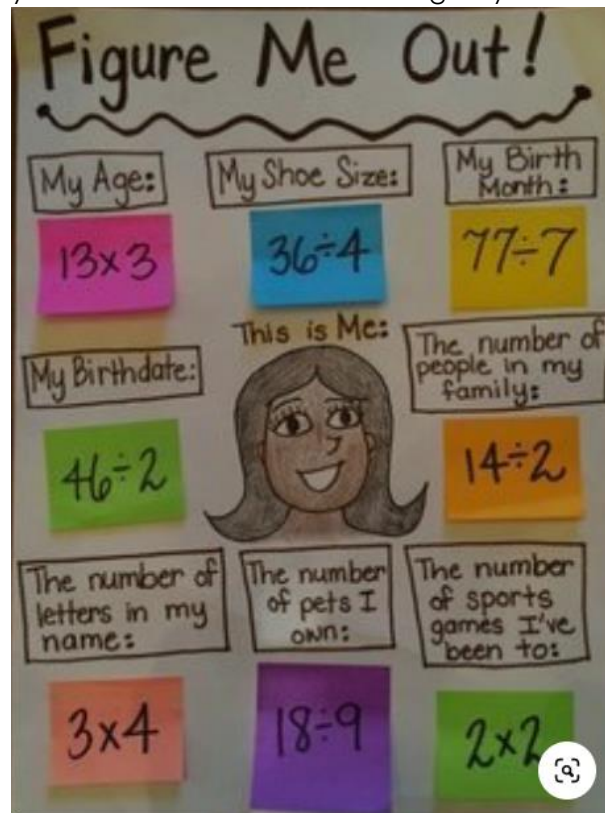|	
<u>Word Problems of the Week</u>	1. Maria went to the bread store to buy a loaf of bread for dinner. She had 2 quarters, 4 dimes, 3 nickels and 2 pennies. The total cost of the bread $0.82. She promised to make sure she had exactly 1 coin remaining after purchase. Which coins did she have left after buying the loaf of bread? 2. Jack was doodling and he drew a picture that had a square in the middle, surrounded by other smaller squares. Together, the middle square and all the smaller squares form a bigger square. The smaller squares all have the same side lengths, and there are no overlaps between the squares and no gaps in the picture. The side lengths of the smaller squares are each 1 3 the side length of the middle square. A) How many smaller squares are in the picture? B) If the side length of the middle square is 6 cm, what is the area of the square formed by the whole picture? 3. After a charity yard sale, Caitlyn wanted to find out how much money she raised to donate to the food bank. She sorted all her bills and coins and had the following: 30 - $5 bills, 15 - $10 bills, 8 - $20 bills, 15 toonies, and 30 loonies. How much money did she raise for the foodbank?
<u>Art and Math</u>	Create a "Figure Me Out" board – Try using different combinations of additon, subtraction, multiplication, and division and have a family member solve (or send it to your teacher for them to solve – give your teachers the homework for a change!)

Figure Me Out

My age	My shoe size	My house number
$365 \times 30 + 1,860$	$4 + 1\frac{1}{2}$	$3\overline{)93}$

My birth date	This is Me!	The number of students in my class
$30 - 1$		$5 \times 3 + 2$

The number of people in my family		The number of letters in my name
$50 \div 10$		2×3

The number of pets I own	My classroom number	How long I've been married
$32 \div 8$	$200 + 1$	$\frac{1}{4} + \frac{1}{4} + \frac{1}{2} + \frac{6}{2}$

FIGURE ME OUT!

My classroom number	Age when I graduated high school	Number of pets I have
$2 \times 100 + 32$	$21 - 4$	68×0

My age when I moved to VA	ms. Hrank	Number of miles I live from school
3^2	School	$2 + 2$

Number of states I've lived in		Age when I had my first job
$16 \div 4$		5×3

Number of siblings	Number of elementary schools I went to	Number of letters in my full name
$\frac{7}{7}$	$6 \div 2$	$10 + 8$

<u>Recipe of the week</u>	**2 INGREDIENT BAGELS** These bagels use self-rising flour which you can buy pre-made or make yourself. **HOW TO MAKE SELF RISING FLOUR** 1 cup flour 1 1/2 teaspoons baking powder 1/2 teaspoon salt Sift together the above ingredients and use whenever a recipe calls for self rising flour. This will make 1 cup of self rising flour. *BAGEL DOUGH:* • 2 cups self rising flour • 2 cups nonfat plain Greek yogurt (see Recipe Notes for tips) *TOPPINGS:* • 1 large egg • pinch of fine sea salt • 1 teaspoon water • everything bagel seasoning mix, sesame seeds, poppy seeds, etc (all optional) <u>INSTRUCTIONS</u> 1. Preheat the oven to 375 degrees F. Place parchment paper on a baking sheet. Lightly coat with cooking spray to prevent the bagels from sticking. 2. In a large bowl, use a sturdy spatula to combine the self-rising flour and yogurt until the mixture clumps to a shaggy dough. Dump the mixture onto a lightly floured work surface. Knead the dough together by hand for about 5 minutes, until the dough is smooth and elastic. Dust with additional flour as needed if the dough is too sticky (see Recipe Notes below for tips). 3. Divide the dough into 8 equal parts. Shape each portion of dough into a ball. Use your thumbs to make a hole in the center of each ball. Gently pull and stretch until the dough is a uniform sized ring. Repeat with remaining rounds. Flour your hands as needed. 4. Arrange the shaped bagels on the prepared baking sheet. Mix together the egg wash by whisking the egg, salt, and water in a small bowl until smooth. Brush the egg wash mixture over the bagels. Sprinkle desired toppings over bagels. 5. Bake for 20 to 22 minutes, rotating the baking sheet midway through baking. Remove from the oven. Increase oven temperature to 450 degrees F. Return the baking sheet to the oven and bake for another 3 to 4 minutes until the tops of the bagels have browned.

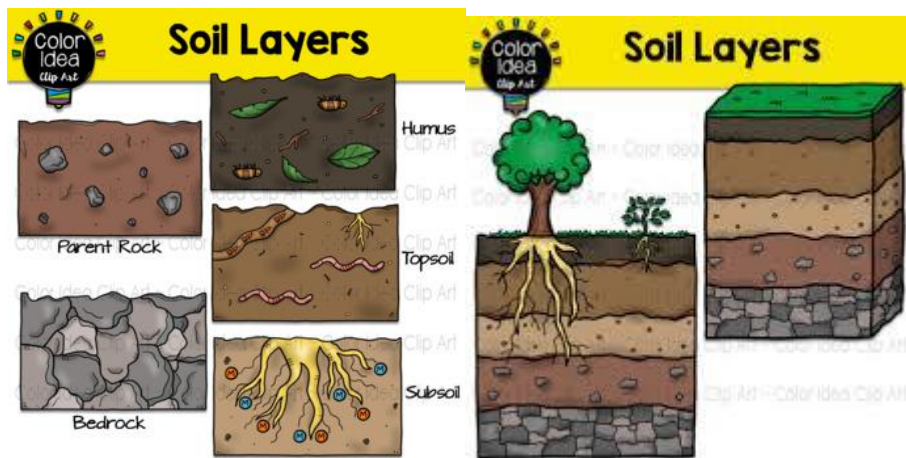| Science	**Activity 1**
	## [Can animals get a sunburn?](#)
	https://mysteryscience.com/mini-lessons/animal-sunburn?code=673e2d27a3ba5a7b8aea8c9a7fdee4f2
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	Activity 2
	## Why are worms important?
	Worms help to increase the amount of air and water that gets into the soil. They break down organic matter, like leaves and grass into things that plants can use. When they eat, they leave behind castings that are a very valuable type of fertilizer. Earthworms are like free farm help.
	Watch this video!
	https://www.youtube.com/watch?v=l-zc_1vjLnI
	Fun Facts:

Top 5 Coolest facts about WORMS!

1. The longest earthworm ever found was in South Africa. It was 22 feet long (6.7metres).

2. There are about 2,700 types of earth worms in the world. They come in lots of different colours, including purple, reddish-brown and bright blue!

3. Earth worms have no lungs – they breathe through their skin. That's why they come to the surface after heavy rain.

4. In one acre of land there can be up to 1,000,000 worms!

5. Worms don't have eyes but can sense light at their front end and will try to move away from it.

Research:
Can you find 1 more interesting fact about Earthworms? You can share this fact with your teacher if you wish 😊

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Activity 3

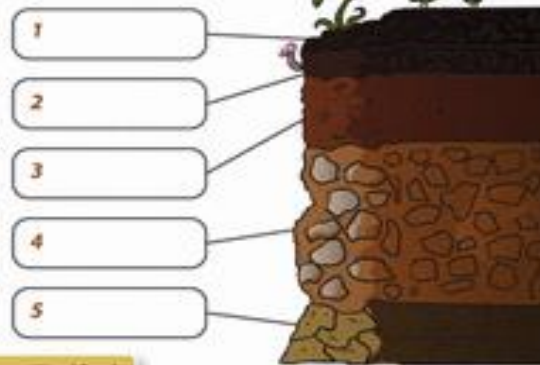# Identifying Soil Layers

Use the two visuals above to help you identify the soil levels in the sheet below.

Soil Layers

Label and color the layers

1
2
3
4
5

Word Bank

Humus   Parent Material   Topsoil
Bedrock   Subsoil

Hands-on

- Collect a soil sample from your yard, garden or while on a walk with your family.
- Spread the soil out on a cookie sheet and examine the different material
- Can you classify any of the material using terms from the pictures above?

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Activity 4

Bright as a Penny

The brief

Clean a penny using cola.

The method

1. Place the penny in the container.
2. Add enough cola so the penny is covered.
3. Leave overnight.
4. In the morning, you should find that your penny is clean.

Materials

Shallow container
Cola
A penny – the older and dirtier the better

12 HRS

	How does it work? Pennies have a copper coating. As the copper gets older, it reacts with the oxygen in the air and begins to form a copper-oxygen compound. This compound is what makes the penny look dull. Meanwhile, cola contains phosphoric acid. This acid breaks down the copper-oxygen compound chemical bonds allowing a fresh, unoxidized layer of copper to be exposed.
Other areas of interest/learning experiences	