|  |
| --- |
| **FES the Fox.jpgFlorenceville Elementary School****At FES our vision is to be a community where everyone is empowered to be lifelong learners.** |

|  |
| --- |
| **HOME LEARNING PLAN- WEEK #3** |

|  |  |
| --- | --- |
| **Grade:** | **3/4** |
| **TEACHER** | **Marlee Ralston: marlee.ralston@nbed.nb.ca** |
| **Sarah Mahar****Bridget Nugent** | **Principal:** **sarah.mahar@nbed****.nb.ca;** **Vice-Principal:** **bridget.nugent@nbed.nb.ca** |
| **Cindy Crowhurst** | **Resource:** **cynthia.crowhurst@nbed.nb.ca** |
| **Dianne Lord** | **Guidance:** **dianne.lord@nbed.nb.ca** |
| **School** | **florencevilleelementary@nbed.nb.ca** |

|  |
| --- |
| In accordance with the communication sent from our Minister of Education, Dominic Cardy, on April 2, 2020, Home learning opportunities to support literacy and numeracy outcomes will be made available online weekly by Teachers.Families are 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** |
| **Wednesday April 22nd is the 50th anniversary of Earth Day! My challenge for families is to take one hour out of the week where you can shut off all lights and electronics.** |
| **Literacy** | **Reading:****Option #1:** Log in to your Raz-Kids account and begin reading[www.kidsa-z.com](http://www.kidsa-z.com) (All log-in info has been sent to parents. Please let me know if you haven’t received it or are having trouble logging in)**Option #2:** Read books that you have at home. Try reading to a parent, sibling or find a quiet place to read to yourself. Get creative! Find a comfy spot outside to read.**Writing:****Option #1:** Write about something that you choose. (Students are encouraged to have choice when writing. If they are working on their own stories or have something different that they would like to write about, that is great! This option is for those students. Remind students that they can write about topics on their heart map, if they are having trouble brainstorming new ideas).**Option #2:** In your own words, write a summary about the video that you watched for Science. Make sure that you include an introduction along with important information that the reader would need to know. Did you include answers to the who, what, when, where and why questions that readers will have about garbage patches in the ocean?**Option #3**: Go outside and write a story about Spring using your 5 sense. What do you see, smell, hear, taste and touch? **Option #4**: Write a response to the *From 3 to 3* Thought Problem that has been posed for this week (Click ahead to 9:45 of video linked below)**From 3 to 3: Watch this week’s video**[**https://drive.google.com/file/d/1mdDdDz5LX7lY4679eYTwyeBdWHdnzNA8/view?usp=sharing**](https://drive.google.com/file/d/1mdDdDz5LX7lY4679eYTwyeBdWHdnzNA8/view?usp=sharing) |
| **Numeracy** | **Option #1:** Log in to your Sumdog account and review your mental math strategies. **Option #2:** Go for a walk with your family. As you walk, take note of how many plastic, glass, paper items, and cans that you see on the sides of the road or in ditches, using tally marks to record what you see.Later, make a bar graph torepresent what you saw on your walk. Don’t forget to include a title, as well as label both axes on your graph. A picture containing clock  Description automatically generatedLook at the example below to help guide you:A screenshot of a cell phone  Description automatically generated**Option #3: RACE TO 100**For this game you will need two dice. The object of the game is to get to 100 or the closet to it, without going over. Each player shakes the dice and makes a number. If you shake a 5 & 3, you could make the number 53 or 35. Write the number on a piece of paper. When it’s your turn again, shake the dice and make a new number. Add the two numbers together. Keep adding the numbers until someone wins. You can also play Race to 0. It’s played the same way but subtracting from 100 instead. If you don’t have dice, you could also make two piles of cards using the ace and number cards 2-6. On your turn you would flip over a card from each pile to create a number. **Option #4:** Select a few of the following word problems to solve (or challenge yourself by solving all 5 throughout the entire week). They increase by difficulty as you look down the list:1. Sadie and Mason were collecting plastic bottles to recycle. If Sadie picked up 135 bottles and Mason picked up 122 bottles, how many bottles did they pick up altogether?
2. Tim and his friends decided to spend the afternoon cleaning up their neighbourhood. Tim picked up 116 pieces of trash, Tony picked up 97 pieces of trash and Lauren picked up 102 pieces of trash. How many pieces of trash did they find altogether around the neighborhood?
3. Mrs. Ralston’s class was picking up trash near the school. If her class found 47 plastic bottles, 79 paper items, 38 glass items and 21 pieces of non-recyclable items, how many items did they find that could be *recycled*?
4. Mr. Kirk drives a garbage truck that picks up garbage and recyclables. He has 5 neighbourhoods to collect from. Each neighbourhood has 25 houses. How many houses does he collect from in all?
5. It is time for the Smith family to take their bottles to the recycling depot to exchange their cans and bottles for money. They have 5 bags of cans and bottles. Each bag contains 100 bottles. How many bottles and cans do they have altogether? Challenge: If each can and bottle is worth 5 cents. How much money will they be given from the bottle depot in exchange for all of their bottles and cans? (Remember: $1 is the same as 100 cents)

**Option #5:** Create your own Earth Day math word problem. Once you have solved it. Send it to Mrs. Ralston or have a parent solve it. I may choose to use your word problem in the coming weeks, for your classmates to solve. |
| **Other areas of interest/learning experiences** | **Science:** This week we will explore how environmental issues can trickle through the entire food chain. Students may wish to try a few of the activities from last week if they haven’t had a chance to do so yet. **Option #1:** Watch the following video about garbage patches in the ocean:<https://www.youtube.com/watch?v=3RLrTCVmLCc>**Things to think about while watching:**What did you wonder about when you watched this video? How do ocean garbage patches affect the food chain? Are humans at risk?What changes do you think can be made by humans to slow down or stop the ocean garbage patches from growing? Are there certain items that you would ban in your community? Are there more earth friendly options to replace these items?  |