Learning Opportunities for Grade 2 FI and 2/3 FI

School Vision: Motivating, Compassionate, Successful
School Mission: Making a difference….Committed to learning….Supporting each other

Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!

Try to work on the learning opportunities for 1 hour each day.

EVERY DAY:
30 minutes of reading for grade 3 students (this should be in addition to their hour of work)
10-15 minutes of reading for students in grade 2 (this can be included in their hour of work)
→ Raz-Kids, Epic! (Nicholson/Harrison students: class code is GUE-9334), Tumblebooks
http://wellandlibrary.ca/eresources/digital-media/tumblebooks/, Overdrive - you need a library card and you can sign up online (https://www.overdrive.com)

30 minutes of physical activity/free play
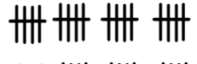
MATH
1) ***Grade 3 only*Review skip counting (in French). This week, grade 3 students should practice skip counting forwards and backwards by 3s, 4s, 25s, and 100 (up to 1000). Students are allowed to use a hundreds grid/thousands grid**

Suggested activities:
-use the grids provided in this document to practice counting orally.
-use a marker/pencil crayon to colour counting by 3s, 4s, 25s, 100s.
-find objects in your house and count them by 3s or 4s.

2) **Review representing numbers. We would like students to represent a number in at least 2 ways. Grade 2s have done this with numbers up to 100 using: base ten block pictures, tally marks, pieces of money, expressions. Grade 3 students have done this with numbers up to 1000 using: base ten block pictures (draw more than 1 way), expressions, hundreds/tens/ones, place value chart**

Example: 60

l'argent	les marques de pointage	base dix	expression	centaines, dizaines, unités (hundreds, tens, ones)	tableau de valeur (place value chart)
	||||| ||||| ||||| |||||		59 + 1	6 dizaines	c d u
	||||| ||||| ||||| |||||		60 + 0		6 0
	||||| ||||| ||||| |||||		50 + 10		

3) **ADDITION! This week, all students will be working on 2 digit addition. In this document, there will be a page of strategies to help. Also, videos will be available on Mme Harrison's blog to show the strategies in action.**

Feel free to create your own questions (coming up with 2 digit numbers by yourself, using dice to create 2 digit numbers, using playing cards to create). If you don't want to create your own questions, give these a try! Don't forget to show your strategy! :)

12 + 35 =	23 + 42 =	51 + 11 =	48 + 25 =	74 + 18 =	34 + 38 =
25 + 28 =	39 + 34 =	82 + 13 =	70 + 15 =	60 + 26 =	43 + 43 =

FILA – ORAL/WORD WORK

Review the sounds: B, D, P, Q

Choose a few different sounds to work on each day: Try to name as many words as possible that contain that sound (don't worry about writing them down). Remember, we are working on the sound - not necessarily the letter.

Using the message (that follows this template – Qui A Une Queue?), look for words that contain one or more of the sounds each day. Look around your house for objects that would have that sound in French (ex: **b**alle, **p**antalon, ta**b**le).

Mini morning routine: each day, do a mini morning routine for somebody in your house (or a stuffy or pet). Example : "Comment ça va ce matin? Qu'est-ce que tu as fait hier soir? Qu'est-ce que tu vas faire aujourd'hui? Qu'est-ce que tu veux manger pour dîner?"

Sight Words/Liste de mots fréquents: (please refer to the Learning Opportunities document from April 13th or April 20th)

Choose a word from the word list, and then choose another word that contains one or more of the same sounds as the previous word. See how many words you can name in a row. (Ex: bonjour, journée, bébé, beau, oiseau, moi, malade…)

Feel free to use Mme Harrison's blog to hear the words being read out loud.

FILA - WRITING

Write a "devinette"(similar to a riddle or a "guess who") about yourself or an animal. Feel free to work on this all week, with a little bit each day. Read it out loud to a family member and see if they can guess who/what you are describing. Remember that each sentence starts with a capital letter, and ends with a period. Also, keep practicing proper letter formation (G/g, J/j, C/c, etc.)

Here is a model. Feel free to add more details and/or to create more than one piece. Feel free to email us your writing piece!

"Je suis petite. Je suis rouge et noir. J'ai six pattes. J'aime manger les plantes. Je peux marcher et voler. J'adore l'été. Qui suis-je?" (Une coccinelle)

"Je suis petit, mais je suis fort. J'ai des grandes oreilles comme une chauve-souris. J'ai une queue et parfois j'oublie que c'est la mienne. J'aime parler aux autres animaux, oiseaux, arbres, et roches. Qui suis-je?" (Banner)

ENGLISH *grade 3s*

Write at least 4 sentences this week, being sure to use periods and capitals in the right place, and use your "no excuse" word list to check for spelling

Feel free to choose one of these ideas, or come up with your own:

- What will you and a friend do when self-isolation/social distancing is over?
- If you were a superhero, what powers would you want and why?
- If you could have any animal as a pet, what would it be and why?
- Describe what "learning from home" has looked like at your house.

SCIENCE *grade 3s*

Adapted from https://kidscraftroom.com/make-a-birds-nest-steam-project/

Make a Bird Nest – S.T.E.A.M Challenge

Can you build a nest using natural materials just like real birds do?
NO GLUE OR TAPE ALLOWED!!!

Materials Needed:
- Paper Plate/piece of cardboard – for a surface to work on and to hold your final product
- Scissors – to trim the natural materials to whatever size you want
- Natural Materials – e.g. twigs, leaves, grass, moss etc.
- String/Yarn

Hands-on - go outside and collect a range of natural materials that you think you might be able to use to make a bird's nest such as twigs, moss, feathers, grass etc. You might find bits of yarn or sting that could be used too, if not you can always add these from inside.

There's no right or wrong way to build your bird's nest and you can experiment with using the materials in different ways to create the best nest that you can. You be the engineer!!

Questions and Challenges
- How strong can you make a bird's nest?
- Will your birds nest stay together in a wind? (You can test it with a hairdryer.)
- How deep does your nest need to be to keep the eggs safe? (Use some Easter candy to test.)
- Would your bird's nest be comfortable?
- What happens if it rains?
- Will water collect inside or drain away? (You can test it with a little water)

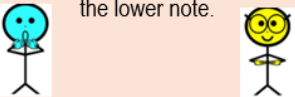**OTHER – Music (Grade 3)**

https://musicplayonline.com

Don't forget about this website if you have access to a computer and internet. It has so many fun games, activities and songs. It sometimes works better in google chrome. Have fun and explore the site.

Tic Tac Toe
Grade 3 Edition

Pick 3 choices in a row to get Tic Tac toe. If possible, I would love to see a picture or video of you completing one or more of these activities. Have fun and feel free to do all of them if you like.

Email: karyn.macleod@nbed.nb.ca.

Create your own music game. It can use rhythms or instruments or singing voices. Get creative. We can play some of the new games when we get back to school.	Write a sentence and try singing the words using "sol" and "mi". Sol is the higher note and Mi is the lower note.	**10 minute dance party Put on your favorite music and practice those dance moves.**
1. Go to musicplayonline.com 2. Go to "rhythms" on the left hand side of the home page 3. Go to echo rhythms 4. Practice repeating the rhythms after the example. 5. Do as many levels as you like.	**Listen to Different Styles of Music** **1. Country Song** **2. Classical Song with no words** **3. Jazz**	Sit quietyly in a room and write down or draw a picture of all the sounds that you hear (voices, clock ticking, etc).
On Friday, May 1st, sing Happy Birthday to Mrs. MacLeod.	**Listen to your favorite song and walk to the beat as you listen.**	**For Earth day create a new instrument by reusing something instead of throwing it out. This is called a "found instrument".**

Other – Technology (Grade 2s)

K-2 Technology - Week of April 27-May 1, 2020

Hello future Builders, Engineers and Scientists! This week we will explore the colour wheel and then you will create your own colour wheel, using objects around your house.

To organize colours and show their relationship to each other, we use a colour wheel. There are 3 primary colours (red, yellow, blue) and from these 3 colours, all other colours can be made. This colour wheel has 12 colours represented. Can you count them? Can you point to the 3 primary colours on this colour wheel?

Follow these 4 easy steps to build your own colour wheel at home:

1. Pick a workspace on the floor where you can arrange all of the objects into a circle.
2. Start collecting objects around your house that match the colours in the colour wheel. For example, start at the top of the colour wheel to find a few objects that are YELLOW. Look in your toy bin, small kitchen items, clothing, food and more. They do not have to be exact colours, just do your best and forget the rest!
3. Then go to the next colour and continue adding items to your colour wheel. Ask a parent/guardian if it is okay to use the items. Arrange the objects in a circle, following the order shown in the wheel. Move the items around to see what works best. If parents would like to email Erin.LeCain@nbed.nb.ca a picture of the finished product I will add it to the collage I will put on the MCS Facebook page on Friday afternoon.
4. Clean up your workspace and return all of the objects to where they belong.

Here is the one I made at home:

Have a fun week creating and building your own colour wheel. Questions or comments, don't hesitate to contact me via email. Thank you, Erin LeCain Erin.LeCain@nbed.nb.ca K-5 Technology Teacher

Other – Phys. Ed. (2s and 3s)

5-Day Physical Education Tic Tac Toe

Each day choose a different version and connect 3 boxes in a row. Or challenge a family member to take turns and complete a line of three first.

- **Sing the ABC's 2 times while completing each activity. (Non-hopping leg has knee high in the air)**

Left Foot Hop	½ Turn Jumps	1 foot hops (alternate feet)
Leap with right Foot	Ski Jumps (side to side)	Leap with Left Foot
Forward & Backward Jumps	Right Foot Hop	¼ Turn Jumps

- Sing the ABC's once while completing each balance (#-point balance = number of body parts touching floor)

2-point balance	1-point balance	3-point balance
5-point balance	4-point balance	2-point balance
3-point balance	2-point balance	6-point balance

- Complete 10 – 15 of each activity.

Tuck Jumps	Climb the Rope	Mummy Kicks
Frog Jumps	Elbow to Knee (Cross body Crawl)	Pencil Jumps
Pencil Rolls (2 rolls to each side)	Star Jumps	Sumo Squats

- Complete 10 – 20 of each activity.

Backward Lunge	Upward Punches	Twist and Jump
Squat with Punches	Marching on the Spot	Side Lunges
Box Push Ups	Front Kicks	Running on the Spot

- Complete 5 -15 of each activity.

Knee Lifts	Mountain Climbers (stay in 1 spot, alternating legs)	Basketball Shots
Toe Touches	Running and Punching	In and Outs
Burpess	Lunge Squats	Lunge Punch

*Continue scrolling for more documents to support this week's learning opportunities.

FILA - Message for Oral/Word work

Qui a une Queue?

Brigitte Baleine a une queue. Toutes les baleines bleues ont des queues. Trop souvent, Brigitte prend sa balle avec sa belle queue bleue et la lance dans les airs.

David Dragon a une queue qui est verte. Sa queue l'aide à voler dans le ciel. Sa queue l'aide aussi à tenir son drapeau.

Mais le panda lui, a-t-il une queue? Bien oui! Les pandas ont des queues, mais elles sont toutes petites. La queue du panda est de la même couleur que ses pattes. Quand le panda nage dans la piscine, sa queue devient toute mouillée.

Grade 3 Math – grids for skip counting

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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230
231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270
271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290
291	292	293	294	295	296	297	298	299	300

301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370
371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400

Click this link for access to all grids up to 1000. https://www.hwdsb.on.ca/rosedale/files/2014/12/100-Charts-From-100-1000.pdf

2-Digit Addition Strategies

Adding From the Left

Students begin adding their numbers from the left side. This is also known as 'front-end addition.'

Problem	My Strategy		Answer
23 + 46	20 + 40 = 60	60 + 9	
	3 + 6 = 9		69
42 + 35	42 + 35	40+30	
	∧ ∧	2 + 5	77
	40 + 2 30 + 5		