Halton District School Board

P.L. Robertson Public School

3-2 Weekly Learn @ Home Plan

Week of May 19 - May 22, 2020

A Note from Ms. Kilkenny

Dear Students in 3-2,

Welcome to Week 7 of our weekly learn at home plan. I hope you are all doing well. Our first try at Jamboard was a great success this week - way to go 3-2! I am going to start adding a Jamboard link in this note each week with a question for you to answer and share with the class - it will be like a virtual community circle! Participation is optional, but I think it's a great way to stay connected with each other. Click the Jamboard below to respond to this week's question.



Callie loved the sunshine on Wednesday!

Community Circle Jamboard

Don't forget, if you are unable to complete all areas of the learning plan, then please just focus on the green activities in Math and Language. Remember, it is only supposed to be 5 hours of online learning each week. If you want to do more, that's great - but if you are feeling overwhelmed then just focus on those green sections.

If at any point during the week you or your parent/guardian have a question, my e-mail address is kilkennys@hdsb.ca. I am checking my email twice a day and am on my computer during my office hours.

Have a great week of learning!

From Ms. Kilkenny

My office hours this week: Monday - Friday from 11:00-12:00

Ms. Crowson's (SERT) office hours: Monday - Friday from 10:00-11:00

Ms. Fleming's (ESL teacher) office hours: Monday - Friday from 10:00-12:00

Links to the Virtual Classrooms of your Other Teachers:
Phys. Ed./Wellness with Mrs. Sharpe/Ms. Zanolla, French with Mme. Provost, Music with Mr. Zipay, Drama/Dance/Health with Mr. Massari

Language at Home

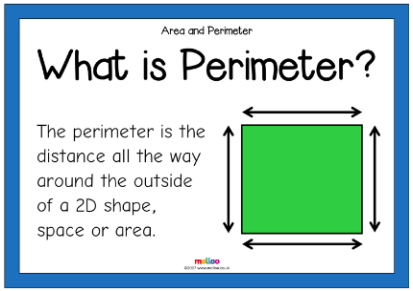
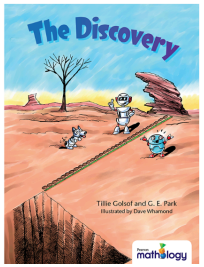
Learning Goal: -to continue to practice developing ideas and supporting details in order to present a logical argument from a particular point of view -to persuade a reader to do, think, or believe something

Read/Think	Discuss/Analyze	Connect
Access the Scholastic website here: Education Select Literacy Place Shared e Reading Grade 3 (access shared reading) and this time, select and read the e-brochure ***Summer Camping in Nova Scotia***.  Summer Camping in Nova Scotia To help you with comprehension, use the non-fiction text features and visuals such as, • Headings & subheadings • Varying fonts • Varying colours of print • Photographs • The Map Consider that when we read a brochure, we don't have to read it in order the way we do when we read a story. After you have read the brochure: • Think about your personal experiences to make text-to-self connections (various places that you have travelled to or read about) • Think about what people like to do when they travel and how do they decide where and when to go (e.g., some people travel around the world while others might prefer a "stay-cation")	**If you could travel anywhere in the world, where would you go?** You may wish to share your ideas with classmates on a new jamboard. Ms. Murray's Jamboard Ms. Kilkenny's Jamboard Ms. Hillman's Jamboard Ms. Green's Jamboard	Connect your learning by sharing your opinion! *Choose your argument: If you could go anywhere in the world, you should go to…* **Share your ideas with Ms. Kilkenny!** Use this organizer to write down your opinion and reasons / explanations. Then use the ideas in your organizer to write a final draft here. Write your persuasive argument in sentences. ****Use this editing checklist to help you "bump up" your writing before you share your writing with your teacher!****

Don't forget to log into RazKids and continue to read

Math At Home

Learning Goal: estimate, measure, and record the distance around (perimeter of) two-dimensional shapes using standard units

Think	Investigate	Practice	Connect and Reflect
Watch Ms. Kilkenny's mini lesson on perimeter HERE! Centimetres (cm) and metres (m) can be used to measure the length, width, or height of an object.  **Perimeter** is the **distance around** an object and can be measured in cm or m. **Centimetres** are used to measure the perimeter of a **small** object like a picture frame. **Metres** are used to measure the perimeter of **large** regions, such as a room.  Read: The Discovery Try the: follow up activity Watch: What is the Perimeter? *Login using your HDSB username and password without @hdsb.ca*	**Use a ruler or tape measure.** **If you don't have one at home:** - the width of your pinky finger is very close to 1cm - try online ruler - Mathies Printable Ruler When do we need to find perimeter in real-life?  Can you find a few different objects at home that have a perimeter of about 30cm? *The objects should be 2D with straight sides like a square or rectangle.* Challenge: Can you find the perimeter of an object you would need to use metres to measure? Estimate each perimeter before you measure! Were you close? ***Optional:*** (requires string, yarn, or ribbon) Perimeter Blobs	**Choose one or try them all:** Grade 3 Perimeter Perim Bots Perimeter Explorer Perimeter Climber Grade 3 Perimeter Worksheet (print or do verbally or write answers on separate sheet of paper)	Now that you have read, investigated and practiced measuring perimeter it is time to connect your learning. **Share your learning with Ms. Kilkenny!** **Grade 3 Perimeter Work**

Don't forget to log into DreamBox and continue working through activities

Science at Home

Learning Goal: assess the impact of soils on society and the environment and of society and the environment on soils

Observe	Think/Discuss	Connect
Go to **PebbleGo Science** through EIT and read about living and nonliving things. Once there, click on "Life Sciences." Then, click on "*Living or Nonliving*" to read about this topic.  Living or Nonliving If you are having trouble finding it, just click here: Living or Nonliving Article Once you have finished exploring, click on the "read more" tab at the top. Find the book, *"Living or Nonliving?"* on this page to continue your learning. 	After reading about living and nonliving things, think about the following questions: • What is a **living** thing? • What is a **nonliving** thing? • What are some **living** things found in soil? • What are some **nonliving** things found in soil?	It's time to connect your learning! Go outside and ask your parents/guardians where a good spot to start digging is! You will need to collect a small bag of soil from the earth. Explore and examine your soil sample using a toothpick, stick or your hands! Separate what you find into little piles of **living** and **nonliving** things. **Share what you discovered with Ms. Kilkenny HERE.** ****Remember to wash your hands thoroughly after this activity!**** Make sure you save your soil sample for art this week!

Visual Art at Home

Learning Goal: create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject

Challenge/Create	Share
Your art challenge this week is to get messy! Your job is to make your own “paint” by using your soil sample collected from Science this week.  To make soil paint, all you need to do is mix your collected soil and water. It’s just like watercolour! The more water you add to your soil, the lighter the soil will be. For an extra challenge, you can collect different soil samples to see the different tints and shades of brown you can create. Feel free to add a little pop of colour to your painting with any materials you have at home.  You might be thinking, “what if I don’t have paint brushes at home?” Simple! You can make them! Look around outside for natural brushes such as pine needles, long grass, dried plants, etc. 	Option: If you would like, take a picture of your piece and share it with your teacher! Ways to share: • Insert picture as an attachment and end via email • Insert picture into a Google document and share with your teacher