Learning From Home - Week #1 April 6 - April 10

Parents:

As you know we have been given guidelines from Alberta Education that suggest we provide ~5 hours of schoolwork per week focused mainly on literacy and math. We will work to follow these guidelines but also hope to continue integrating more of our science and social studies work that students have already started. We will work to follow these guidelines. Each week we also hope that you will be able to determine a schedule that works best for your family. Each task has an estimated amount of minutes per week that the task may take. This is just an approximation, each student will work at their individual pace.

We would really appreciate feedback by the end of the week about a few things. We are all figuring this out together and want to make sure the work we are doing is working for you. Please send me an email and comment on:

- How was the workload? Do you need more things to keep your child going or was it difficult to work through the activities provided?
- What activities were tough?
- What areas need more practice?
- Where is your child ready for more of a challenge?

We will do our best to adjust things for the weeks to come based on your feedback.

The basic instructions for each task are here on the blog. We have shared this same document with all the worksheets and visuals to your child's google docs. The document is called Learn From Home Week #1 Room 4. Your child can access this by logging in to their email account or clicking this link: https://docs.google.com/document/d/1kUJrZSe5Upz8i_xI2ZhWanUCLZk2tEjheib1bWC9jBQ/edit?usp=sharing

Dear Students,
Welcome to our first week of learning-from-home Room 4. Each week we will send you tasks to complete and ways to show me how things are going. We know that things are weird right now and depending on your family's situation it may be challenging to complete everything. Don't worry, it's ok if you can't do everything or if you need to take some extra time. Just let me know if you need help. I will be working every day and can be contacted via email if you need anything.

Ms. Jones sacjones@cbe.ab.ca or sacjones@educbe.ca

How to "Hand In" Your Work

- We would like you to do all your Week's work on Google Docs or Google Slides.
- Please share your document as soon as you create it. This will allow us to see your work at any time during the week, whether you are finished or not. We can comment and help with edits. For sharing, email it to sacjones@educbe.ca
- How you organize your work in Google Docs is up to you and your parents can help you with this.
- We would suggest that you give each subject a title and put all the work underneath it. To help you with this, we have put all the headings in red.
- If you have access to a printer, you may want to print out this document and do the work on the worksheets (ie Science/cursive writing) and then take a picture of it. Please insert the picture into your google docs or slides. You can do this by dragging the picture from your desktop into the doc/slide.

Daily Five Activities (to be done throughout the week)

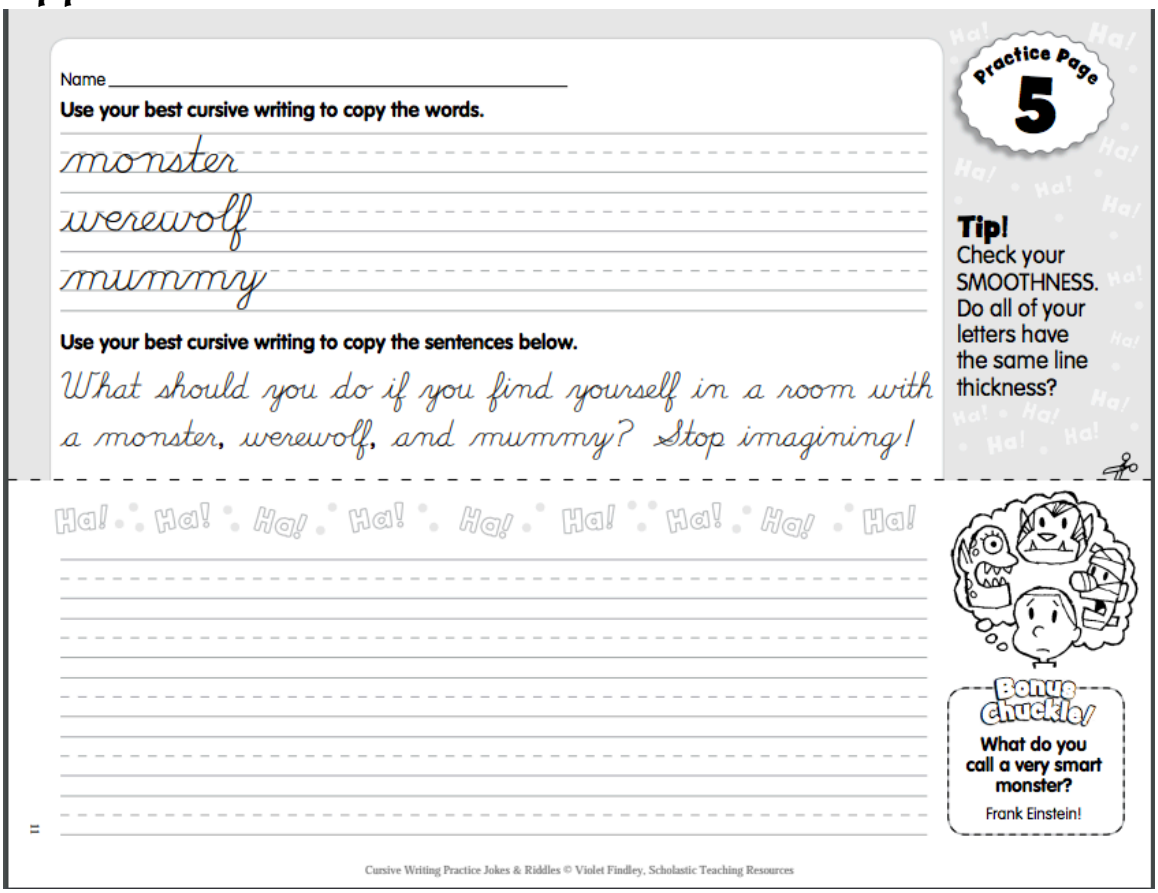
Listen to Reading: Please complete your assignment on Raz-Kids. You must listen and read the book before

completing the quiz. Only complete the quiz <u>once</u>. (approx 30 min)

Read to Self:Please also make sure you are doing at least 20 minutes of reading everyday. For one of these days, we ask that you complete a read to self ticket. You can just fill this out on your google doc. Tell us what book you are reading and write a sentence telling us what was your favourite part and why.

If you need some new books to read please check out the Calgary Public Library for some great e-books or you can find books in the Raz-kids reading room. On the link section of the blog there are some links for the Tumblebooks libraries also. (approx 20 minutes)

Cursive writing: On a piece of lined paper, write down the riddle and it's answer twice. You can also print this sheet out and fill it in that way too. It is not necessary to hand this in, have your parents admire your lovely handwriting. (approx 10 min)



Name _____

Use your best cursive writing to copy the words.

monster
werewolf
mummy

Use your best cursive writing to copy the sentences below.

What should you do if you find yourself in a room with a monster, werewolf, and mummy? Stop imagining!

Practice Page 5

Tip!
Check your SMOOTHNESS. Do all of your letters have the same line thickness?

Ha! Ha! Ha! Ha! Ha! Ha! Ha! Ha! Ha!

Bonus Chuckle!
What do you call a very smart monster?
Frank Einstein!

Cursive Writing Practice Jokes & Riddles © Violet Findley, Scholastic Teaching Resources

Work on Writing (WOW): Each week we will give you a writing prompt for your assignment. Each week mom or dad will decide if you are going to write your WOW entry on the computer or on a piece of paper. Learning to type is a great skill but it is also important to keep practicing your printing skills by writing on a piece of paper or your own journal book at home. Mom and Dad will help you find a balance between these skills. It is not ok to argue with Mom and Dad's decision on this. We are giving this choice to them, not to you. (approx 30-45 minutes, but I do know some of my students will need extra time.)

Here is this week's Work on Writing, WOW #1

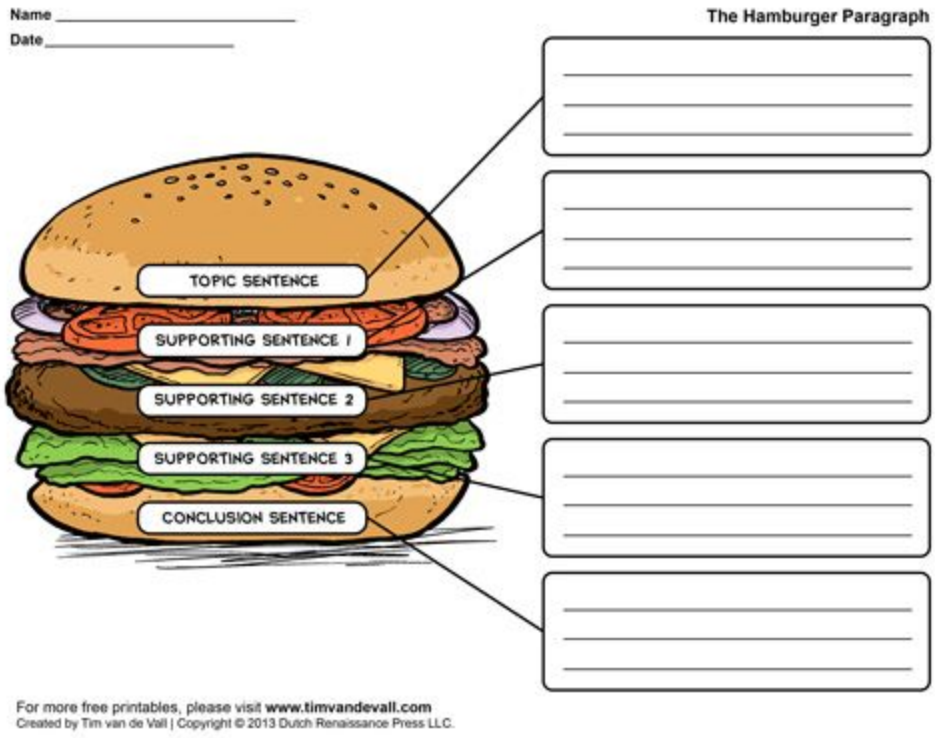
Tell me how your family is adjusting to our new staying safe measures. Are mom and dad working from home? What are you doing to stay busy and entertained? How are you feeling about all these changes?

Journal checklist:

- ***Make a plan, including a beginning, middle and end for your journal***
- ***Interesting beginning- make your beginning catchy and wanting the reader to read on***
- ***You should have 2 similes/ metaphors***
- ***Using interesting and juicy/descriptive words (nouns, verbs, adjectives, adverbs)- brainstorm a word bank with your parents or older sibling***
- ***Make sure you use description when telling us what you have been doing (use the 5 senses when you can) It is the biggest part of your journal.***
- ***Good concluding sentence to wrap up your journal***

Writing expectations:
Grade 3: 10-14 sentences
Grade 4: 15-20 sentences written in paragraphs

Hamburger graphic organizer if you need help with organizing your ideas.



MATH

Math Stretch

Look carefully in the bottom right hand corner of each problem to do the problem for your grade level. We would like you to try and complete one problem each day. (approx 10 min)

Remember to

1. Highlight the important words

2. Show your work.

3. Write a number sentence.

4. Write a word sentence.

Grade 3 and 4:

Spring

Word Problem #1

Two pigs, Maggie and Suzy, had litters of eight piglets. In Maggie's litter, there were two black piglets and the rest were pink. In Suzy's litter, there were five black piglets and the rest were pink. Which pig's litter had a greater fraction of pink piglets?

3.NF.3.d

Spring

Word Problem #2

The goat pen at the petting zoo was seven meters long and thirty meters wide. How much area do the goats have in which to play?

3.MD.7.b

Spring

Word Problem #1

In a garden, there are ten rosebushes. If two-tenths of the rosebushes have red flowers, express this as an equivalent fraction with a denominator of one hundred.

4.NF.5

Spring

Word Problem #2

Fiona went to the store to buy three bags of feed for her chickens. If each bag cost $9.50, how much money will she spend on the feed?

4.MD.2

Spring

Word Problem #3

Katie, Paul, and Cecilia were planting tulips in the school garden. If they each planted twenty bulbs, how many tulips should bloom?

3.NBT.3

Spring

Word Problem #4

If a spider has eight creepy, crawly legs, how many legs would four spiders have, in total?

3.OA.3

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Spring

Word Problem #3

Riley's class went on a field trip to the local Botanical Gardens. In a brochure, Riley read that there were eighteen thousand four hundred ninety-five different species of plants in the gardens. Round this number to the nearest thousand to estimate the number of plant species in the gardens.

4.NBT.3

Spring

Word Problem #4

On the Wilson Family Farm, there are twenty chickens. The much larger, Sunnyside Farm, has twelve times as many chickens as the Wilson Family Farm. How many chickens are on the Sunnyside Farm?

4.OA.2

MATHLETICS

This week, please login to mathletics and do the activities assigned to you. Remember to use Safari or Explorer instead of google chrome for best results. (approx 15 min)

https://www.mathletics.com/ca/

MATH ACTIVITY

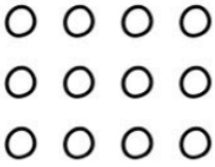
Grade 3's: This week I would like to review our multiplication strategies. If you need a reminder, look for the strategy sheets that were packed in your belonging bags. (they had 4 boxes and a number line). Please complete the questions below. We did not do near facts, so if you are not comfortable with that one ask a parent or skip it. Print out and complete. If you can't print it, that is okay, you can just type up the answers on your google doc, write them down on a piece of paper and send a picture. (approx 30 min)

MULTIPLICATION STRATEGIES

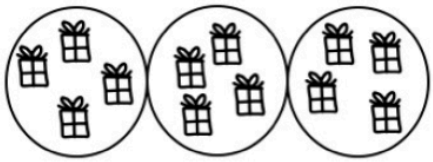
4 X 3 = 12

ARRAYS

"I can make arrays to show multiplication equations."



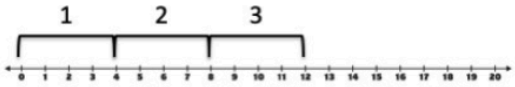
EQUAL GROUPS



"I can put things into equal groups to solve multiplication equations."

NUMBER LINE

"I can skip count on a number line to solve multiplication equations."



REPEATED ADDITION

4 + 4 + 4 = 12

"I can add repeatedly to solve multiplication equations."

Thinking About Multiplication

Think of all the different strategies you can use when solving multiplication problems, such as **arrays**, **equal groups**, and **repeated addition**. Solve each of the following problems using the strategy identified for each equation, and show your work using pictures, numbers, and/or words. Then write your own multiplication equation and solve it using a strategy of your choice.

Example:

Near facts

5 × 4 = 20

I know that 5 x 4 is the same as 4 x 5. I know that three groups of five is 15, so for 4 x 5 I need to add one more group of five.

3 x 5 = 15
+ 5
20

so 5 x 4 = 20

In an **array**, a set of objects is arranged in rows and columns of equal groups. This allows you to see the number of groups and the size of each group.

Equal groups is a strategy in which groups are created that contain equal numbers of items.

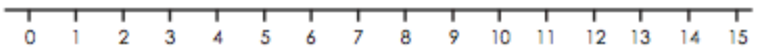
Repeated addition is a strategy in which equal groups of items are added to a number over and over again.

A. Repeated addition

4 × 3 = _____

B. Skip counting on a number line

2 × 5 = _____



Thinking About Multiplication continued

C. Equal groups

$4 \times 5 =$ _____

D. Near facts

$3 \times 3 =$ _____

Thinking About Multiplication continued

E. Arrays

$5 \times 5 =$ _____

F. My own multiplication equation: _____

My strategy for solving it:

When solving multiplication problems, which strategy works best for you? Why?

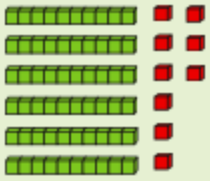
I can model and explain **multiplication** by using equal groupings and arrays.
I can make and solve problems that use **multiplication**.
I can model and explain **multiplication** by using objects, drawings, and symbols.
I can show my understanding of **multiplication** by relating multiplication to repeated addition.

If you have cards, some cups and a bouncy ball, you can play Quidditch with a family member.

Grade 4's: This week I would like to review our long division strategies. We have been practicing strategy D & E in class. Please answer question 1 in your math scribbler and take a picture of it. (approx 30 min)

Practise Your Strategies

Strategy A:
Use base ten blocks or an array to find the quotient.
Example: 69 ÷ 3
Use base ten blocks or pictures to show 69



Divide the tens into 3 groups.

Divide the ones into 3 groups.

Count how many tens and ones are in each group. There are 2 tens (20) and 3 ones (3) in each group, or 23.
So, 69 ÷ 3 = 23

Strategy B:
Use repeated subtraction and estimation.
Example: 76 ÷ 4
Estimate what the quotient might be of
76 ÷ 4 = 20

Multiply the estimate by the divisor
4 × 20 = 80
This is too high. Estimate again.
76 ÷ 4 = 13
13 × 4 = 52

Subtract the estimate from the dividend
76 – 52 = 24

Continue estimating, multiplying, and subtracting until the difference is less than the divisor.
Estimate 24 ÷ 4 = 6
6 × 4 = 24
24 – 24 = 0

Now add the estimated quotients back together.
13 + 6 = 19
So 76 ÷ 4 = 19

Strategy C: Use expanded notation.
Example: 69 ÷ 3
69 is the same as 60 and 9
60 ÷ 3 = 20
9 ÷ 3 = 3
20 + 3 = 23
So, 69 ÷ 3 = 23

Strategy D: Use multiples of 10.
Example: 3) 345

– 300	100 (100 groups of 3)
45	
– 30	10 (10 groups of 3)
15	
– 15	5 (5 groups of 3)
0	

Strategy E:
Use the bring down method.

Example: 4) 64

16	
– 40	Divide the tens, then write the 4 under the 6.
24	Subtract and then bring down the 4 ones.
– 24	Divide the ones by the divisor.
0	Subtract again. There is nothing left to divide.

A multiple is the product of any two whole numbers.

I can show my understanding of division of larger numbers using manipulatives, arrays, or one of my personal strategies.
I can use manipulatives to represent and record the steps in multiplication and division problems.

Hone Your Skills

1. Find the quotient using any of the division strategies of your choice.

Example: Use repeated subtraction.

```
      9R1
3 ) 28
  - 3
   25
  - 3
   22
  - 3
   19
  - 3
   16
  - 3
   13
  - 3
   10
  - 3
    7
  - 3
    4
  - 3
   R1
```

I subtracted 3 nine times.

a. $3\overline{)28}$

b. $6\overline{)95}$

c. $6\overline{)51}$

d. $8\overline{)62}$

e. $5\overline{)13}$

f. $2\overline{)79}$

g. $5\overline{)67}$

h. $7\overline{)81}$

2. What could be done with the leftovers?

I can show my understanding of division of larger numbers using manipulatives, arrays, or one of my personal strategies.

I will also be emailing you a game called Long Division Tic Tac Toe to play with your family.

SCIENCE

Print out and complete. If you can't print it, that is okay, you can just type up the answers on your google doc, write them down on a piece of paper and send a picture.

This experiment asks you to use materials you may not have at your house. Be creative and use things that you have around your house. Do not feel that you have to have the exact materials. Mom and Dad can help you with this. Cardstock and index cards are a stronger type of paper, so if you only have regular paper you may want to double or triple it or fold it a couple of times. (approx 30 min)

Spanning A Gap

Question:
Will an arch spanning a gap of 10 cm support more weight than an arch spanning a gap of 20 cm?

Hypothesis:
I think that _____
_____.

Materials:
, 1 piece of cardstock (25cm long by 7 cm wide), a container (yogurt, applesauce, etc.), plasticine, weights

Procedure:
- With the piece of cardstock, make a curved arch. Use 2 plasticine balls to hold the curved arch in place. Make a gap that is level and is 10 cm long. Place the arch on each side of the gap.
- Place a container on top of the curved arch. You may need to keep the container stable by attaching it with tape. Begin placing weights in the container until the arch fails. Do the same thing for a gap that is 20 cm long. Keep the same length and width of cardstock for each experiment.

Results:

TYPE OF ARCH	DRAWING OF ARCH	# OF WEIGHTS
Arch spanning 10 cm		
Arch spanning 20 cm		

Conclusion:
1. Did the arch spanning a gap of 10 cm or 20 cm support more weight?
   _____
2. How does this information help engineers if they are making arch bridges? _____

GYM

Let's keep moving every day! This week we were supposed to start our dance residency with DANCEPL3Y. Since we aren't able to work with them in-person they very kindly sent along a Youtube link so you can dance along at home! Enjoy! DANCEPL3Y HERE (optional)