

# P.L. Robertson Public School

## 3-2 Weekly Learn @ Home Plan

### Week of April 27 - May 1, 2020



#### A Note from Ms. Kilkenny

Dear Students in 3-2,

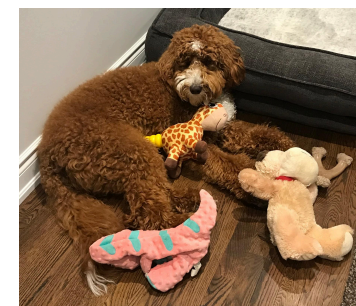
Welcome to Week 4 of our weekly learn at home plan. Thank you so much for putting your personal best effort into your work - I have really enjoyed reading your responses from poetry to math. The creativity in 3-2 continues to amaze me. Be sure to continue checking your student email for notifications on the feedback I have provided on the work you have submitted.

Please remember that I only require you to submit work wherever you see the statement **Share your work with Ms. Kilkenny!** There will always be a blue link to make a copy of the response form for you to complete. **Also, while I would like you to try your best to do all areas of the learning plan, but you find that you are unable to do so for whatever reason, then please just focus on the green activities in the Math and Language sections.** Remember, it's only supposed to be 5 hours of online learning each week. The last thing I want is for you to feel stressed or overwhelmed!

If at any point during the week you or your parent/guardian have a question, my e-mail address is [kilkennys@hdsb.ca](mailto: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



I think Callie might  
have too many toys.

**My office hours this week:** Monday, Thursday, and Friday from 11:00-12:00

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

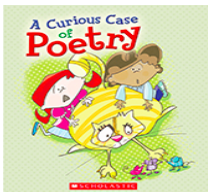
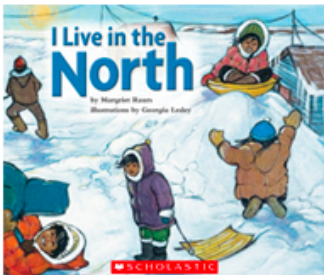
**Ms. Fleming's (ESL teacher) office hours:** Monday - Friday from 10:00-12:00

**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














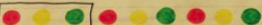
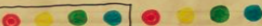











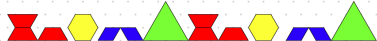












Learning Goal: -use poetry as an opportunity to analyze text -use poetry to make inferences based on the text and illustrations -use various strategies to determine the meaning of unfamiliar vocabulary/punctuation

Think/Discuss	Read/View	Talk/Write/Draw	Connect
<p>It's the last week of National Poetry Month. Read and enjoy a variety of poems from <i>A Curious Case of Poetry</i>.</p> <p>To find the book, access the Scholastic website here:</p> <p><a href="#">Education</a></p> <p>Select Literacy Place Shared e Reading Grade 3 (access shared reading) and select <i>A Curious Case of Poetry</i>.</p>  <p><i>A Curious Case of Poetry</i></p> <p>As you read, think about the differences between a poem and a narrative (a story).</p> <p>Think about how the poems in this book are different from the acrostic poems and Haiku poems that you have been writing over the last 2 weeks.</p>	<p>More Reading - Access the Scholastic website here:</p> <p><a href="#">Education</a></p> <p>Select Literacy Place Shared e Reading Grade 3 (access shared reading) and this time, select <i>I Live In The North</i></p>  <ul style="list-style-type: none"> <li>Look at the illustration on the cover. Make a list of things you observe in the picture.</li> <li>While reading, keep a list of unfamiliar words to figure out (e.g., ptarmigan, forage, etc.)</li> <li>Use this opportunity to practice your reading skills such as fluency and expression.</li> </ul>	<p>Did you know...</p> <ul style="list-style-type: none"> <li>That a simile is a figure of speech in which one thing is compared to another using the words <i>like</i> or <i>as</i></li> <li>That a metaphor is a figure of speech in which something is compared to something else without using the words <i>like</i> or <i>as</i> e.g., icy glance, nerves of steel</li> <li>That poets often use similes and metaphors in their poems</li> </ul> <p>Share you thinking with Ms. Kilkenny</p> <p>Make a list of examples of similes and/or metaphors from <i>I Live in the North</i>. Share them with me <a href="#">here</a>.</p> <p>After you have read the poem several times, think about how life in the North is the same as in our community? Think about how it is different. Click <a href="#">here</a> to share your ideas.</p>	<p>Connect and reflect!</p> <p>Do you think this book is telling us a story or does it give us facts and information?</p> <p>How does the author show the reader that he thinks of the far north as home?</p> <p>Share your thinking with Ms. Kilkenny!</p> <p><a href="#">I Live in the North Reflection</a></p>

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



## Math At Home

Learning Goal: describe, extend, and create a variety of numeric patterns and geometric patterns



Minds On	Investigate	Practice	Connect and Reflect																									
<p>Think back to when we sorted shapes and objects like buttons using different <b>attributes</b>.</p> <p>Attributes are ways to <u>describe</u> and object or shape.</p> <table><tr><th>Size</th><th>Shape</th><th>Colour</th><th>Thickness</th><th>Position</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>big</td><td>circle</td><td>blue</td><td>thin</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>small</td><td>triangle</td><td>yellow</td><td>thick</td><td>quarter turn</td></tr></table> <div><p>A pattern is something that is arranged following a rule.</p><div> AB</div><div> AAB</div><div> ABB</div><div> ABC</div><div> ABCD</div></div> <p>The core of a pattern is the smallest part that repeats.</p> <p>Listen/Read the story below: <a href="#">Midnight Snowfall Book</a></p> <p>Complete this activity after listening/reading <a href="#">Follow Up Activity</a></p> <div><p>Look around your house, can you find any patterns?</p></div>	Size	Shape	Colour	Thickness	Position						big	circle	blue	thin							small	triangle	yellow	thick	quarter turn	<p>How many different types of patterns can you create?</p> <p><b>Activity 1:</b> Use 2 or 3 attributes using Virtual Pattern Blocks: <a href="#">Pattern Blocks Virtual Manipulative</a></p> <div></div> <p><b>Activity 2:</b> Find a collection of items around the house (sticks, stones, buttons, LEGO) and create as many different patterns as you can.</p> <div></div> <p><b>Activity 3:</b> Use stickers, markers, crayons, or any materials you have and draw/create different patterns on paper.</p> <div></div>	<p>Click the link below to practice.</p> <p><a href="#">Extend the Pattern</a></p> <hr/> <p>Challenge practice:</p> <p><a href="#">Crack the Safe Number Pattern</a></p> <hr/> <p><a href="#">Grade 3 Patterning Worksheet</a></p> <p>(print, do verbally, or write answers on separate sheet of paper-take a picture and share with your teacher if possible)</p>	<p>Choose 1 of the options to complete:</p> <p><b>Share your work with Ms. Kilkenny!</b></p> <p><b>Option 1:</b> Using Google Doc, use the shapes/letters/emojis to create as many different patterns as you can. Label each pattern (e.g., AB, AAB, ABC, etc.).</p> <p><a href="#">Google Document for making patterns click here</a></p> <hr/> <p><b>Option 2:</b></p> <div><p><b>REPEATING NUMBER PATTERNS</b></p><div><input type="checkbox"/> Repeating patterns can be numbers patterns</div><div><input type="checkbox"/> Can have as little as one number <input type="checkbox"/> Example: 1 1 1 1 1</div><div><input type="checkbox"/> Can have many numbers <input type="checkbox"/> Example: 1 2 3 4 5 1 2 3 4 5 1 2 3 4</div></div> <p>Complete and create</p> <p><a href="#">Repeating Number Patterns</a></p> <hr/> <p>You may complete both if you would like!</p>
Size	Shape	Colour	Thickness	Position																								
																												
big	circle	blue	thin																									
																												
small	triangle	yellow	thick	quarter turn																								

*\*Don't forget to log into [DreamBox](#) and continue working through activities\**

Learning Goal: investigate some of the environmental effects of different types of land and/or resource use in the major landform regions in Ontario

Watch/Read	Discuss	Connect
<p>Learn more about the effects that people have on Ontario's landform regions by clicking <a href="#">here</a>.</p>  <p>The map shows the Landform Regions of Ontario, including the Canadian Shield (green), Hudson Bay Lowlands (blue), and Great Lakes/St. Lawrence Lowlands (orange). It also shows the Great Lakes and the border with the United States.</p>	<p><b>Hudson Bay Lowlands:</b></p> <ul style="list-style-type: none"> <li>• What would happen if people fish and hunt animals too much?</li> <li>• How is transportation important to different people in this region?</li> </ul> <p><b>Canadian Shield:</b></p> <ul style="list-style-type: none"> <li>• What are some products that I use that come from forests?</li> <li>• How can we use minerals and still protect the land?</li> </ul> <p><b>Great Lakes/St. Lawrence Lowlands:</b></p> <ul style="list-style-type: none"> <li>• What are the effects of manufacturing in my community?</li> <li>• How do growing cities affect farms?</li> </ul>	<p>After exploring the ways people use the land in Ontario's landform regions, please complete the Landform Regions reflection below.</p> <p><b>Share your thinking with Ms. Kilkenny!</b></p> <p><a href="#">Landform Regions Reflection - How do people affect the land?</a></p>  <p>A yellow emoji with a white thought bubble above its head, appearing to be in deep thought.</p>

Learning Goal: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts

Art History	Create	Share
<p>Click <a href="#">here</a> to learn more about Pablo Picasso - a very famous artist.</p> <p>Then create a piece of artwork that is inspired by his famous pieces.</p> 	<p>Your task:</p> <p>Recreate a self portrait in a similar style as Picasso</p> <p>*See slideshow for step by step instructions!*</p> 	<p>Option:</p> <p>If you would like, take a picture of your piece and share it with your teacher!</p> <p>Ways to share:</p> <ul style="list-style-type: none"><li>• Insert picture as an attachment and end via email</li><li>• Insert picture into a Google document and share with your teacher</li></ul>