Home Learning April 27 - May 1

**Sight words for the week:**

Another, confusion, I’m, its, it’s, question, that’s

* ***Read for 20 minutes and play outside or be active daily***
* ***This week choose a fiction book to read. You will need it to complete Wednesday and Thursday activities.***

Language Arts Math

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| **Monday**  | **Words of the week** With play - doh, Moon Dough, LEGO or something else you may have at home make your words of the week.**Extension:** Tell someone at home what makes the word tricky to spell or why it may be easy to spell. | PICK THREE 2 – 4 players. Spread the cards out in rows face down. Remove the face cards and jokers.The players then take turn to turn over 3 cards. If the player can create an accurate number sentence with the numbers on the three cards, the player can keep the cards, e.g. with 2, 3 and 6 a player could make, ‘2 x 3 = 6’.Players can make a +, -, x or ÷ number sentence. If a number sentence can’t be made the cards are turned face down again.Play continues until no cards remain or only a few cards remain and a number sentence can’t be made with those cards. The winner is the player with the most cards. OR Dreambox |
| **Tuesday**  | Look at a newspaper or magazine article. You can find lots of great articles here <https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>What was the main idea? Can you make a web and include three important details from the article? Start by putting the main idea in the center of the web. | Mental Math warm-up:What mental math strategy would you use to solve 142-31?Fill in the blanks using each digit 0 to 9 only once to make the equation true. Show and explain thinking using models, numbers, words, and/or pictures.

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| \_0\_ \_ + \_ \_2\_ + 6\_5\_ = \_9\_6 |

\*Please watch the video I have posted on Monday to remind you about the Base Ten, Number line, Expanded and Standard form addition strategies. |
| Wednesday  | Using the story that you are reading this week or a story you have read before (it must be a fiction story) answer one of the following questions. **S-W-B-S (Somebody Wanted But So)****Somebody**- Who is the story about?**Wanted**- What did the character want?**But**- but what happened?**So**- So how did it end? What happened next? **OR**Character TraitsDescribe one of the characters in the story by giving examples of a character trait s/he exhibits.Ex: brave, generous, thoughtful, determined, cunning.Use examples from the story. | Mental Math warm-up:What mental math strategy would you use to solve 62 + 178?Find the greatest number they could add to 245 without having to regroup in any place. Show and explain their thinking using models, numbers, words, and/or pictures.ORDreambox Extension activity: About how many days have you been in school?Tell how you estimated and what mathematical operations you used |
| Thursday | Book Review: Once you have finished reading your book write a book review using the guidelines below.Introduce the book and the main characters. Also write a brief summary of the plot, be sure not to give away the ending.State your opinion of the book? Did you like it? What was your favorite part and why?Would you recommend this book to others?Rate your book (1-5 stars).\*If you read an amazing book this week, please send me the title. I would love to add some of your favorites to my book nook library. | Mental Math warm - upWhat mental math strategy would you use to solve 423-95?Ms. Brittany has 438 red beads, 294 blue beads and 531 yellow beads. She needs 1 358 beads to make necklaces for the class. How many more beads does she need. Show your strategy. Extension activity:Spell by Numbers Activity. You will substitute numbers for letters to solve the six sums. (A=2; E=6; G=7; H=8; I=5; O=0; P=3; S=1; T=4; U=9)TEA+ SEA = EATTOO + T I P = H I PGOT + SUP = HUG |
| Friday | Watch your favourite movie with someone at home. Think of a different way the movie could have ended. Write a paragraph that describes what could have happened and what the consequences would have been. Or you can act out a different ending.  | **Addition Action Game** **Materials :**one deck of cards with 10s, Js, Qs, and Ks removed and paper and pencils to solve**How to Play:**Deal each player 6 cards each.Each player must try to arrange their cards to try to get a sum that is the closest to 1 000 without going over.Use estimation skills to help you.Calculate the sum of your numbers on paper using a personal strategy.The player’s sum that is closest to 1 000 without going over gets a point.The first player with 5 points wins the game!OrDreambox  |

**Challenge for the Week:** Please note this is **completely optional** and if you and your child choose to attempt this please do not go out and buy anything you. Use items around your home or have the students use their imagination and improvise.

***THE CHALLENGE:*** Wind power is a green energy that is generated from the wind. It is a renewable resource because there will always be wind on Earth. Wind turbines harness the power of the wind to make electricity. Your challenge is to design and create a kite that will fly using the power of wind.

**Language Arts:** Tornadoes are rare and powerful weather events. Do some research to answer these questions: How do tornadoes form? Where do they most frequently take place? How do tornadoes affect people?

Listen to the true story: “The Boy Who Harnessed the Wind” and write about your favorite part of the book.

<https://www.youtube.com/watch?v=sDXAf_p5FjU>

**Numeracy:** Northern New Brunswick often has strong winds during the winter months. Sometimes the wind is so strong it will blow large items from one yard to the next or even 500 meters or more away! Go for a walk with an adult to measure 100m, 500m, and 1km from your house.

**Science/Social Studies:** Go outside and observe the clouds. Sketch them in your journal and try to classify them. What direction are they moving? What do they make you wonder?

<https://www.ducksters.com/science/earth_science/clouds.php>

**The Arts:** Wind can make music too! Try filling up 3 identical narrow-necked bottles with water at varying levels (¼, ½, and ¾). Touch your lower lip to the edge of the bottle and gently blow over the opening. How do the notes differ? Try with other water levels or bottles. Invent a beautiful tune!