

**ELEMENTARY – GRADE 3**  
**Week of April 13<sup>th</sup> 2020**

# Sensational Writing!

## Information for students

- Imagery is a literary device that allows readers to develop a mental picture of what they are reading. In order for imagery to be effective, it must appeal to our five senses – sight, sound, taste, smell and touch. Good writers use their senses to produce descriptive and sensational writing.
- Listen to a reading of David Ezra Stein’s picture book *Honey*:  
<https://www.youtube.com/watch?v=oLYuwLqXEo>
- With a family member, discuss what the bear sees, hears, smells, tastes and touches/feels throughout the story.
- With a parent’s help, get yourself a snack. But don’t eat it yet! You will use this snack as inspiration to write a “sensational” poem.
- The writing challenge is that you cannot use the name of your snack. For example, if your snack is an apple – a healthy snack option! – you cannot write the word *apple*.
- On a sheet of paper, write 1-2 sentences related to each of the five senses when considering your chosen snack:
  - look at your snack and describe what you see
  - hold your snack in your hand and describe what you feel
  - take a small bite of your snack and describe what sound it makes as you chew
  - hold your snack up to your nose and describe what it smells like
  - take a big bite of your snack and describe the taste
- Take some time to revise your sentences so that it all reads as a free-flowing poem.
- Present your poem to a family member or call a friend and read the poem to them. Can they guess what your snack was?

## Materials required

- Device with Internet access
- Paper and writing materials
- A healthy snack

## Information for parents

- Help your child find the link to the video of the book being read aloud.
- Engage your child in a discussion about the book. Discuss the vocabulary used as well as examples of descriptive writing.
- Help your child choose a healthy snack that will serve as motivation for their writing.
- Support your child as they consider and write about each of the five senses in relation to their snack (ask open ended questions, give them strategies to sound out words if they have difficulty with spelling, lend an ear as they read the poem aloud before making revisions).

# Savais-tu?

## Consignes à l'élève

- Choisis un sujet qui t'intéresse. Il peut s'agir de voitures, de nourriture ou de sports!
- Dresse une liste de faits à propos de ce sujet.
- Tu veux aller plus loin? Écris un petit livre et illustre-le.

## Matériel requis

- Du papier
- Un crayon à la mine, des crayons de couleur.

## Information aux parents

- Help your child by asking questions to encourage them to express their thoughts and ideas.
- Help your child use the new vocabulary in context.
- Help your child write complete sentences in French (if your child decides to write a little book).

# Win 1000<sup>1</sup>

## Information for students

- The goal of the **Win 1000** activity is to get 1000 (or more) on your “Place-Value Chart” before the other players!
- Using dice and your “Place-Value Chart”, challenge a sibling or parent to compete in the race to 1000! You can also complete the activity individually and see how long it takes you to get to 1000.

## Materials required

- Pencil
- Two dice
- “[Place-Value Chart](#)” and “[Win 1000 Rules Handout](#)” found in this document.

Virtual Base-ten blocks (optional) <https://apps.mathlearningcenter.org/number-pieces/>

## Information for parents

For this activity, parents can print the “Place-Value Handout” for each player and provide two different-- coloured dice (*Note: If coloured dice are not available, take note which die represents the tens and which die represents the ones.*)

Parents will read out “Rules Handout” with the players.

Parents can also play.

The first person to get to 1000 wins the game.

### Activity details

In this activity, children will practice:

- Adding two-digit numbers with re-grouping.

Parent can:

- Have their own “Place-Value Chart” to play with their children.
- Check the result of the required operation each time.
- Allow their children to use addition.

<sup>1</sup> Inspired by: Dacey, L., Gartland, K., & Bamford Lynch, J. (2015) *Well Played, K-2: Building Mathematical Thinking Through Number Games and Puzzles, Grades K-2*. Portsmouth, NH: Stenhouse

- Allow their children to use paper and pencil to do their calculations.
- Allow their children to use the Math Learning Center (Number Pieces) website.

## Win 1000 Rules

1. Each player starts with a “Place-Value Chart” and a pencil.

Each player will take turns rolling the dice.



2. On your first turn, roll the dice and record the number of tens and ones on the “Place-Value Chart”.

One dice represents the tens and the other represents the ones.

If your first roll is:

Tens



Ones



You have rolled 2 tens and 6 ones.

3. Player 2 takes a turn and records their roll.

4. On your second turn, roll the dice and record the number of tens and ones on the “Place-Value Chart”.

If your second roll is:

Tens



Ones



You have rolled 3 tens and 4 ones.

5. If you can make a trade for a greater place value, then you can do so! (Remember to re-group)

Check out the example on the right:

From the first two rounds, you now have a total of 5 tens and 10 ones.

You can trade in 10 ones for 1 ten, so you have a total of 6 tens or 60.

6. Repeat.

The first player to show 1000 or more on their “Place-Value Chart” wins!

<b>Ones</b>	
<b>Tens</b>	
<b>Hundreds</b>	
<b>Thousands</b>	



# Let's Discover: Experiments!

## Information for students

- Follow these funny characters and discover experiments you can do at home with your family.
- Tell your parents there is a newsletter for parents with more experiments for exploring.
- Here is the [link](#).
- **Bonus Activity!:** Discover [Scratch](#).

## Information for parents

- Have your child watch the video attached to this document.

# Staying Fit with Playing Cards

## Instructions for students

- Get ready to play cards like you have never done before! First, find a deck of cards and an open space in your home large enough for jumping jacks. Once you are ready, turn over a card from your deck and use the “Pick a Card and Exercise!” table below to complete whichever move is listed next to the card's value. Continue playing for as long as you like!
- As an alternative: If you do not have a lot of time to play, try leaving the deck of cards somewhere in your house that you pass by often. Each time you pass the deck, turn a card over and complete the move listed for it in the table below. All these short exercise breaks will really add up over the day, helping you stay active, healthy and fit.
- It is time for you to take the lead and become the fitness instructor! Choose your own fun exercises for the different cards in your deck and challenge a family member to play along with you.

<b>Pick a Card and Exercise!</b>		
2 = 8 push-ups	3 = 8 hops on each foot	4 = 14 wall push-ups
5 = 14 hops on each foot	6 = jog on the spot for 30 sec.	7 = 8 sit-ups
8 = 8 heel touches	9 = 14 jumping jacks	10 = 14 heel touches
Jack = 8 jumping jacks	Queen = 8 wall push-ups	King = 8 squats
Ace = take a 2-minute break or get a drink of water		

## Materials required

- Deck of playing cards (it is okay if some cards are missing)

## Information for parents

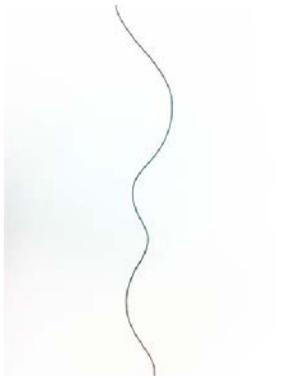
- Help your child by finding a deck of cards (can be an incomplete deck with missing cards).
- Read the instructions to your child. Explain any exercises they are unfamiliar with.
- Discuss which exercises your child liked the best. Ask them how their body feels after engaging in active play, and how they know that they are making a physical effort.

# Op Art

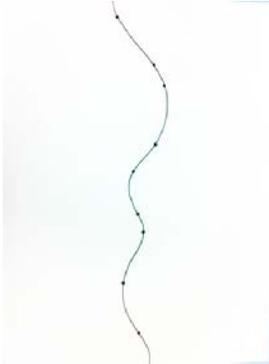
## Information for students

- Do you know what Op Art is? Follow this link to find out:  
<https://www.tate.org.uk/kids/explore/what-is/op-art>
- Once you have an idea of what Op Art is, you are ready to create your own work of art. All you need is paper, a black marker and 2 or 3 pencil crayons.

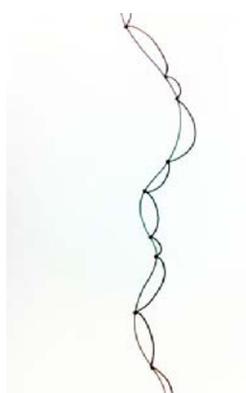
Start by drawing a curved line down the paper with a pencil or marker.



- Add 8 to 10 dots across the line.
- They should be different lengths apart.
- You need a dot close to the edges of your paper.



- Start connecting the dots with “jumps”.



<https://kinderart.com/art-lessons/arthistory/op-art-shaded-shapes-lesson/>

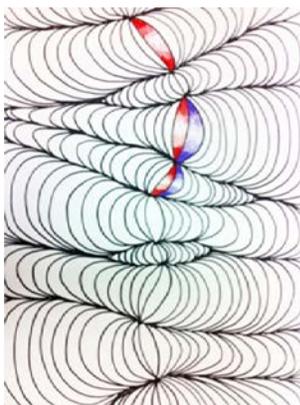
- The lines will eventually go off the top and bottom of the paper.



- Draw these “jumps” on either side of the line until you have filled the whole page.



- Choose two or three colours you find go well together. Try to choose colours that contrast well.
- Using pencil crayons, fill in the spaces. Make the corners of each bubble darker by pressing harder and the centers lighter by pushing lightly with your crayon. This creates a shadowing effect.
- Alternate the colours throughout the work.



- Continue until the work is complete.



- Here are some YouTube links if you would like to try other Op Art projects:

<https://www.youtube.com/watch?v=fa10yG5HWXk>

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

<https://www.youtube.com/watch?v=9DW4wg2DdwU>

### Materials required

- Device with Internet access
- Paper, black marker, 2 or 3 coloured pencils

## Information for parents

- Help your child find the link to the video if necessary.
- Go over the steps with your child, if necessary.

# (Re)connect with Your Family

## Information for students

Prepare a set of interview questions to ask different members of your family. Focus on trying to learn about what they like or dislike, and the reasons why they like or dislike certain things. (e.g. movie genres, food, hobbies, colour, music, subject areas in school, TV shows, sports, games, books, etc.).

Use the questions you created to interview the members of your family. This can even be done on the phone or online with distant family members. Write down their answers.

Use the answers you got from your family to reflect on the following questions: What do you have in common with some (or all) members of your family? How do your family members' personal tastes influence yours? What else influences people's likes and dislikes? What makes you think this? Give a concrete example of how a family member's personal taste in something influenced your own.

Celebrate what you have in common with different members of your family by creating a scrapbook page. You can print or draw pictures and use different crafting materials to show your creativity!

Invite your family members to create their own scrapbook pages.

## Materials required

- Crafting materials (for the scrapbook page)

## Information for parents

This activity will help your child make connections between belonging to a group and the development of their personal identity (e.g. The influence of a group on personal tastes).

You could discuss with your child how they have influenced some of your own personal tastes.

You could discuss with your child the qualities that make a good interview/interviewer (being prepared, creating interesting questions, listening to the person being interviewed, maintaining positive body language, taking good notes, staying calm and engaged, etc.).

## Make Your Own Flag



### Materials required

Useful resources, depending on personal preferences and availability:

- writing and drawing materials (paper, pencils, etc.)
- Device with Internet access

### Information for students

In this activity, you will learn about flags and then make a flag that represents **you!**

Step 1:

- Read the following article about flags carefully ([link](#)).

Step 2:

- Before you start designing your flag, think about what you want to put on your flag that represents **you**. You can write your ideas in the space below.

<i>Ideas for my personal flag (that represent who I am and what I like...)</i>	
1.	
2.	
3.	
4.	
5.	
6.	

Step 3:

Now it's time to make your flag!

Take your blank paper and draw the outline of your flag or you can design your flag in the space below. Have fun!

A large, empty rectangular box with a thin black border, intended for students to draw their flag designs.

Here is a [link](#) that shows example of flags created by other students.

### Information for parents

- Your child may need help reading the instructions carefully.

# Annexe – D

## Information for students

none