

**ELEMENTARY – GRADE 3**  
**Week of April 20<sup>th</sup> 2020**

# Harry the Dirty Dog

## Information for students

- Do you have a pet? Talk about your pets or pets you would like to have.
- Go to <https://www.youtube.com/watch?v=7j0OY3236jw> (4:52 minutes) to find the read-aloud of the book *Harry the Dirty Dog*. What do you think this book is going to be about?
- Enjoy the story and read along by clicking on **CC** to see the subtitles.
- After reading, make a drawing or map to show where Harry went to get dirty. Add labels to help explain your drawing. Now, make a new map showing where you think Harry will go the next day. Use your map to write a new story about Harry.
- If you prefer, you can make a map and a new story about another animal, either your pet or one from your imagination.
- Read your story to your family.

## Materials required

- Device with Internet access
- paper, writing and drawing materials

## Information for parents

- Help your child find the link to the video of the book being read aloud and turn on the subtitles by clicking on **CC**.
- Read the instructions with your child, if necessary.
- Discuss the questions together.

# Spectacle de marionnettes

## Consignes à l'élève

- Trouve une vieille chaussette propre et d'autres articles de ton choix.
- Amuse-toi à créer une marionnette.
- Que veux-tu dire à ta marionnette? Pense à un petit dialogue et écris-le.
- Crée un spectacle pour les membres de ta famille ou présente-le à tes amis par vidéo.

\*\*Tu peux créer deux marionnettes à l'aide de deux chaussettes et écrire un petit dialogue pour les faire interagir.

[Voici un spectacle de marionnettes](#) réalisé par deux élèves.

## Matériel requis

- Une vieille chaussette propre
- Le matériel de ton choix (boutons, rubans, laine, bouts de tissus...)
- De la colle

## Information for parents

### About the activity

Link to [Mission FLS](#):

This activity will help your child with the following missions: "Je parle à ma famille et mes amis en français" and "Je raconte une anecdote en français."

During this activity, your child will:

- Express their ideas in French in an open and creative way.
- Use learned vocabulary in context.
- Prepare a script from the puppet's point of view.
- Take turns speaking.

You can :

- Ask questions in order to encourage your child to speak French.
- Allow some mistakes in the sentences.

# Des mots et des cubes

## Consignes à l'élève

- Fabrique les deux cubes avec les modèles fournis en annexe.
- Tu auras un cube avec les chiffres de 1 à 6 et un autre cube avec des mots.
- Amuse-toi à lancer les deux cubes un à la suite de l'autre et effectue la consigne demandée (voir les consignes plus bas).
- Répète l'activité autant de fois que tu le veux.
- Tu veux aller plus loin : fabrique un autre cube et ajoutes-y des mots de ton choix.

## Matériel requis

- Feuille de papier, ciseaux, colle/ruban gommé
- Crayons à colorier et/ou surligneurs
- Annexes

## Information for parents

### About the activity

Children should:

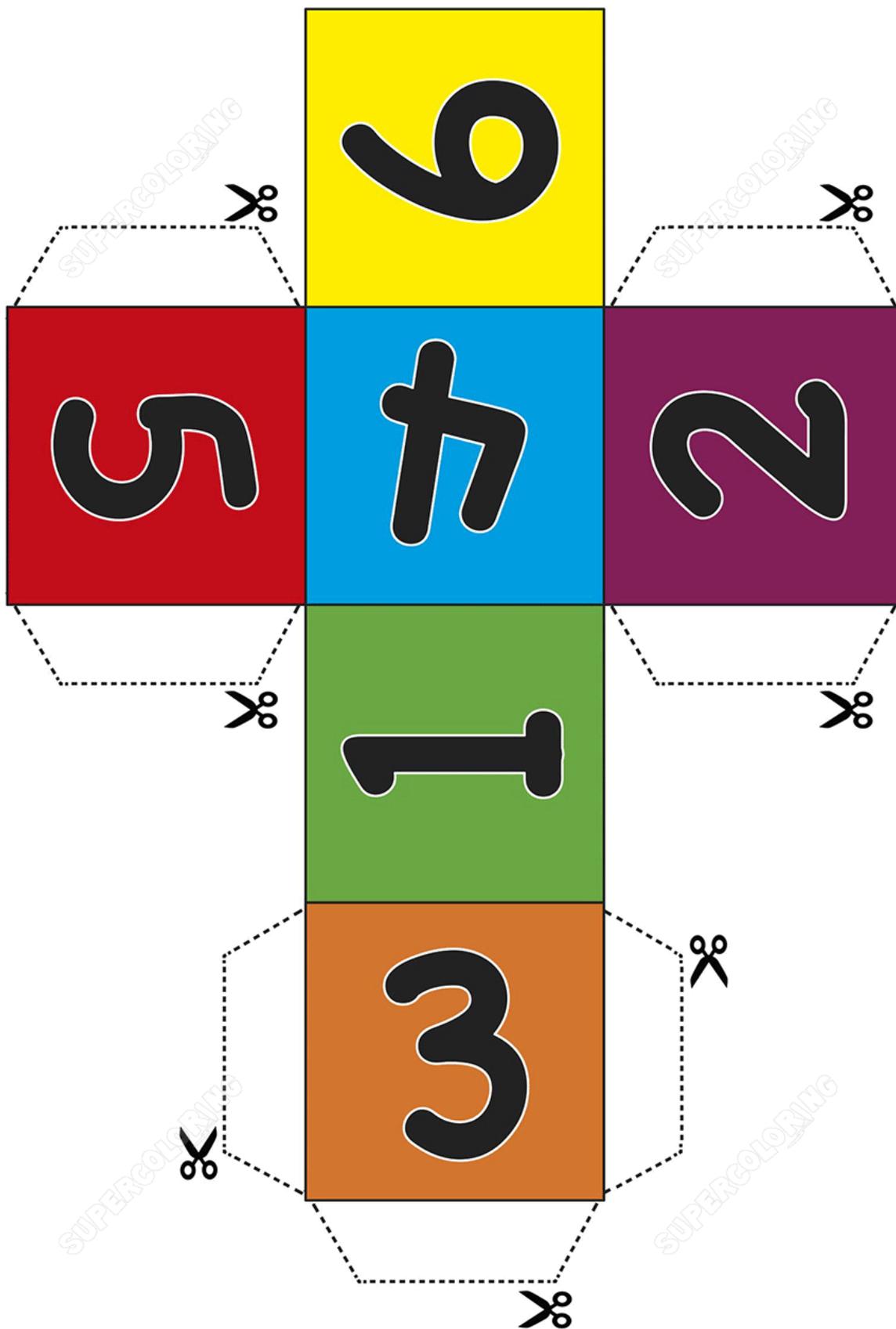
- make 2 cubes following the attached instructions
- play the game using both cubes (see instructions below)
- follow the instructions on the cubes
- practise/learn/consolidate common vocabulary words for this level

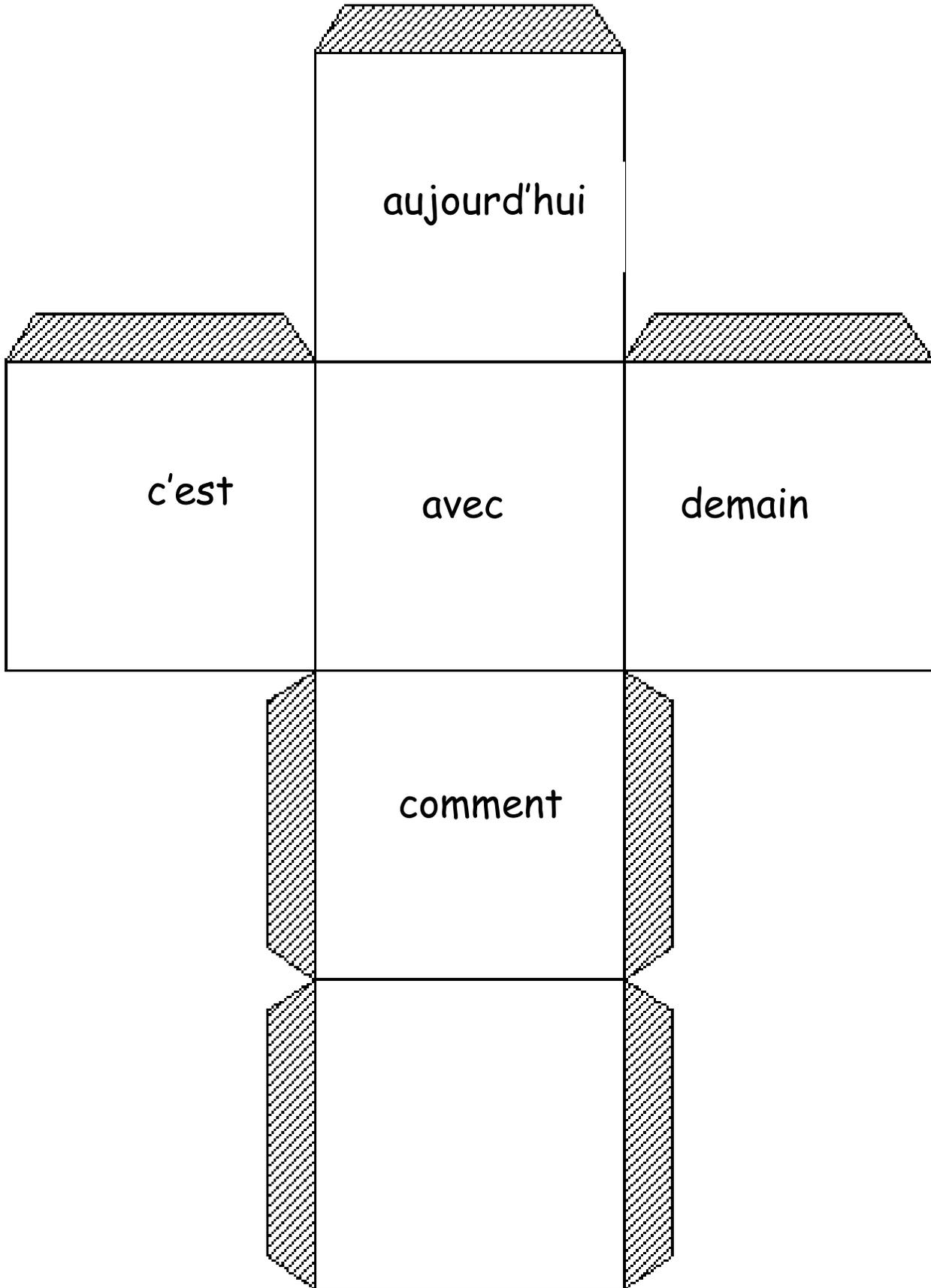
Parents could:

- help assemble the cubes
- offer different simple French power words
- join in the game

### Instructions

1. Write out the word three times.
2. Write the vowels in blue.
3. Write the word in uppercase letters.
4. Write the word five times with your left hand.
5. Write the word in the sky.
6. Write the word using the different colours of the rainbow.





# Tangram Fractions

## Information for students

- Tangrams are a popular puzzle that can be a great tool for making sense of fractions.
- A set contains one small square, one parallelogram, and five triangles of three different sizes. All seven pieces can fit together to form a large square.
- Cut out the Tangram shapes from Appendix A. You can colour the shapes if you like.
- Print or recreate the 3 images in Appendices B, C and D with your 7 Tangram shapes.
- Use your Tangram shapes to make sense of the following fraction questions:
  - What fraction of the house do the large triangles represent?
  - What fraction of the arrow do the large triangles represent?
  - What fraction of the dog do the large triangles represent?
  - *Hint:* If you are having trouble, put your Tangram set back together. What fraction of the square do the large triangles represent?
  - What do you notice about your answers? Why do you think that is?
  
  - Extension: What fraction of the house does a small triangle represent?
  - *Hint:* How many small triangles are needed to cover the large triangle?
- Once you have answered the questions above, you can visit the website below to solve more Tangram puzzles. You can print the puzzles or recreate them on a flat surface (optional).

<https://www.auntannie.com/Geometric/Tangrams/PuzzleSheets/TangramAnimals.pdf>

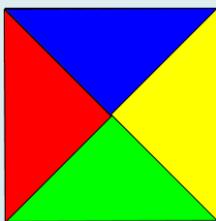
## Materials required

- Printed copy of the Tangram template (can be created with a 10 cm x 10 cm square, but may not fit the puzzles exactly)
- Scissors and colouring tools (optional)
- Appendices A, B, C and D
- Device with Internet access (optional)

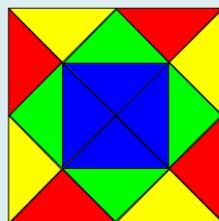
## Information for parents

- ***It is recommended that children trace the shapes of the Tangram puzzle provided on cardboard from a cereal box to make a set that is easier to work with. They can also have two sets and colour them different colours.***
- Read the instructions to your child, if necessary.
- Discuss the questions together.
- Answers: Children need to find out how many equal parts make up the whole (original square). Using the smallest triangle, count how many are needed to cover the other shapes: small triangle (1 is needed); medium triangle (2 are needed); large triangle (4 are needed); square (2 are needed); parallelogram (2 are needed) for a total of 16 equal pieces. See image below:

Whole as Large Triangles



Whole as Small Triangles



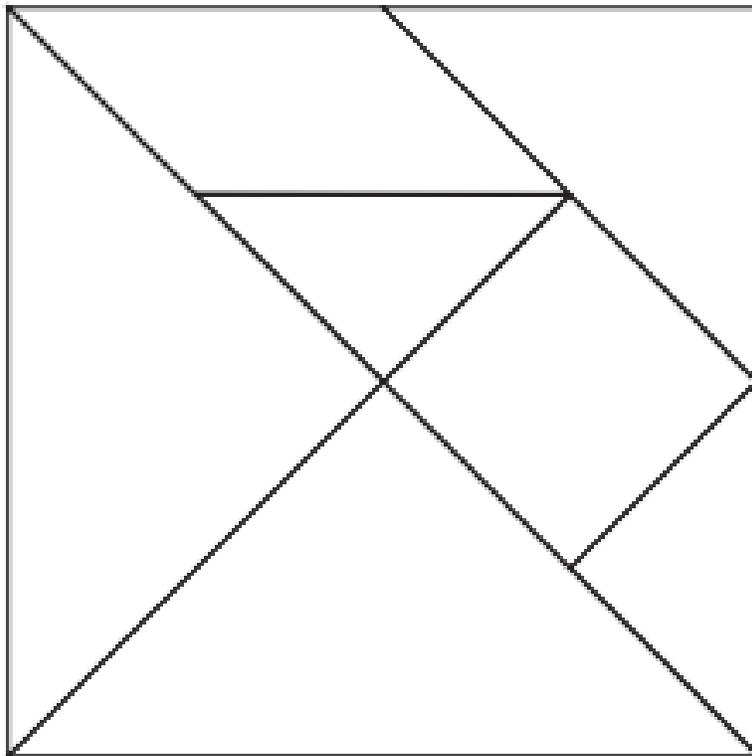
- House: The large triangles represents  $\frac{1}{2}$  (half) of the whole or  $\frac{2}{4}$  (two quarters).
- Arrow: The large triangles represents  $\frac{1}{2}$  (half) of the whole or  $\frac{2}{4}$  (two quarters).
- Dog: The large triangles represents  $\frac{1}{2}$  (half) of the whole or  $\frac{2}{4}$  (two quarters).
- The large triangle always represents the same fraction of the whole (the entire shape puzzle) because the total area of the puzzle is not changing. It is always made of the same 7 pieces.
- Extension: A small triangle represents  $\frac{1}{16}$  (one sixteenth) of the whole.
- Tangrams are great puzzles for children of different ages. They can be used to build pictures that strengthen spatial recognition. If possible, encourage children to replicate images they find on this link or on similar links.

## Appendix A (Tangrams)<sup>1</sup>

### Color And Make Your Own Tangrams

Tangram is an ancient Chinese geometric puzzle where a square is cut into seven pieces that can be arranged to create different figures.

**Objective of the puzzle :** To form a specific shape using all seven pieces, which may not overlap.



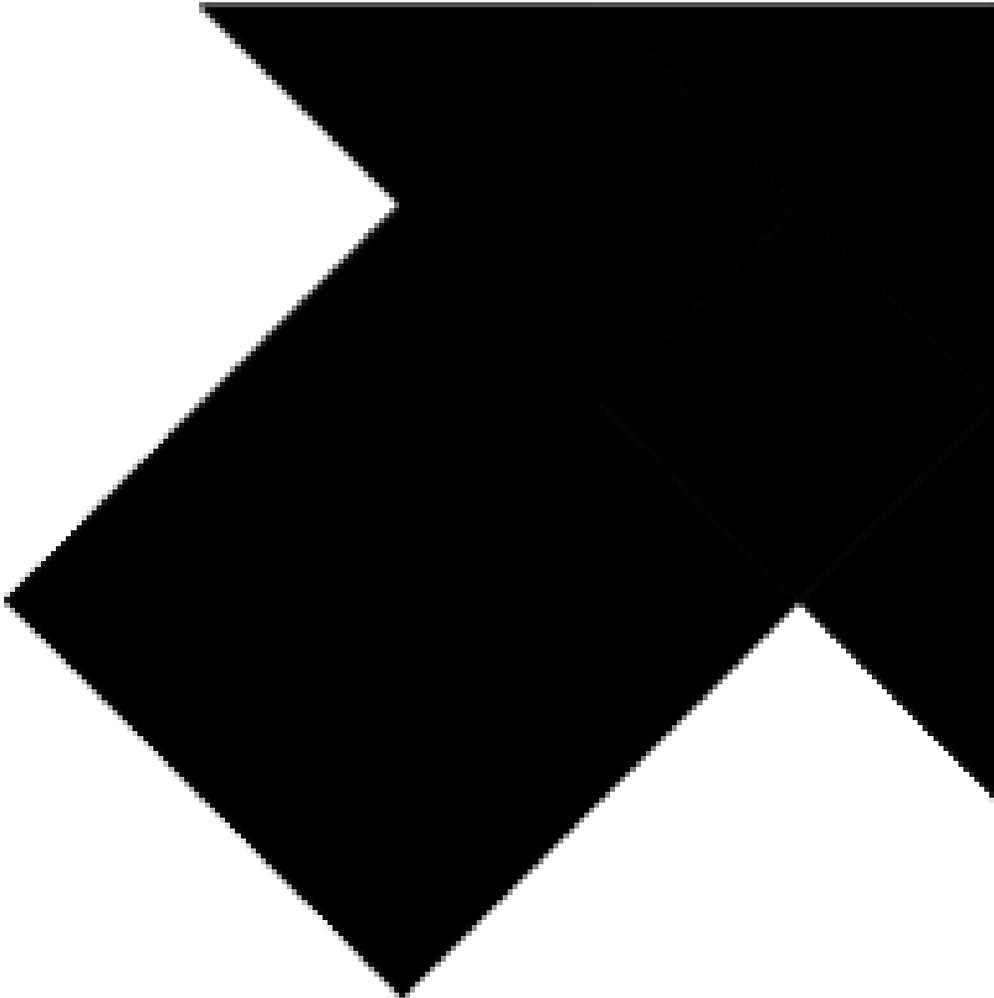
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<sup>1</sup> *Color a Tangram Template.* (n.d.). Education.com. Taken from <https://www.education.com/download/worksheet/98377/tangram-template-2.pdf> (April 15, 2020).

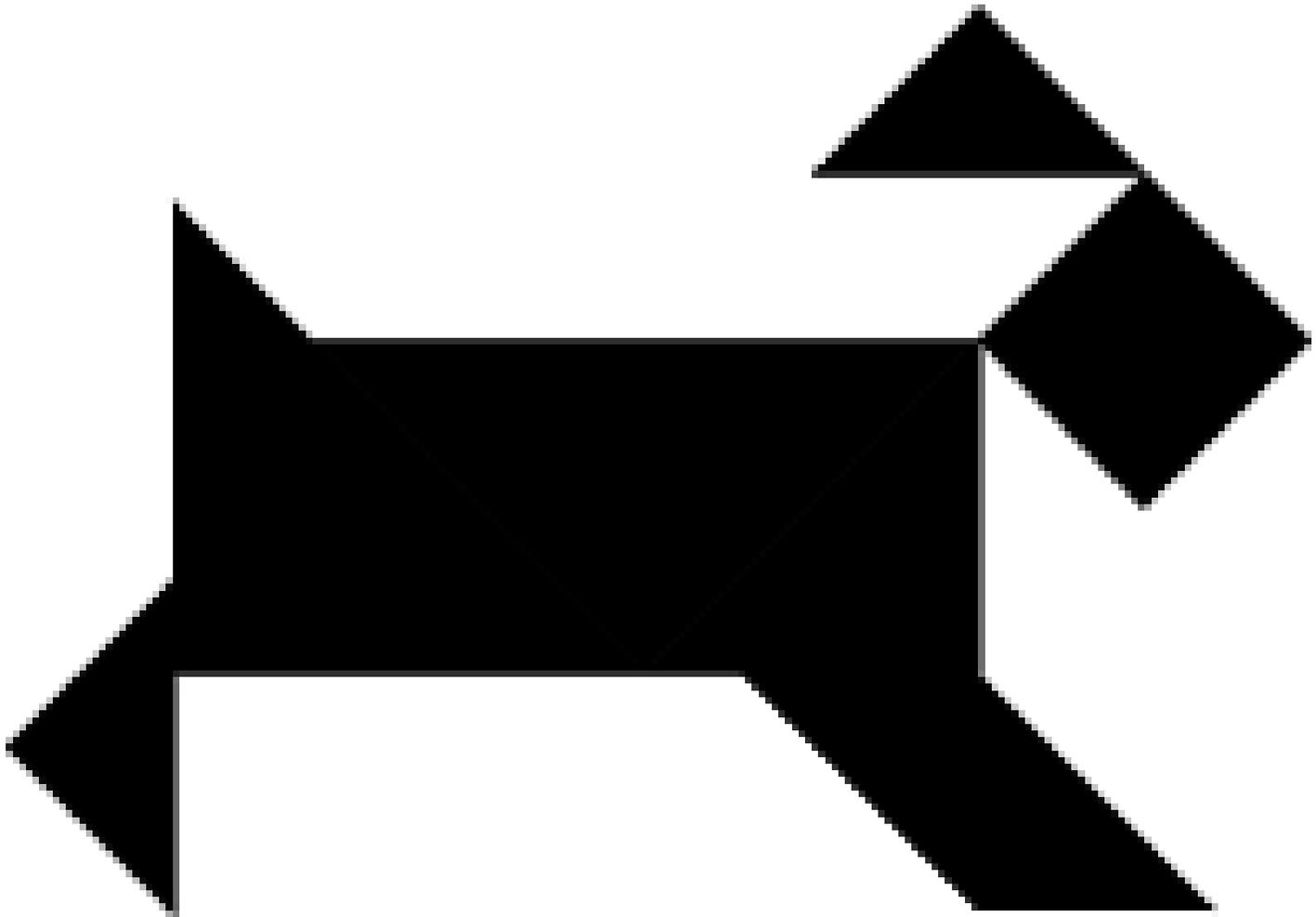
## Appendix B (House Puzzle)



## Appendix C (Arrow Puzzle)



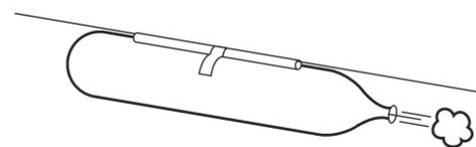
## Appendix D (Dog Puzzle)



# Rocket Science<sup>2</sup>

## Information for students

- Observe the image to the right. Write down all the things you notice.
- Keep this question in the back of your mind for later: How do rockets move?
- Research. Describe each in your own words:
  - What is a force?
  - What is gravity?
  - What is friction?
  - What is air resistance?
- <sup>3</sup>Engineering:
  - Use the materials listed to make a balloon rocket.
  - Tape a straw to a balloon.
  - Thread the string through the straw. Tie the string ends to two different locations (e.g left and right walls or floor and ceiling).
  - Inflate the balloon but do not tie a knot in it.
  - Release the balloon and allow it to move freely on the string.
- What kind of motion did you observe from your rocket?
- What causes the “balloon rocket” to move forward?
- What caused the balloon to stop?
- What happens if you change the direction of the balloon rocket (by changing the angle of the string)?
- What happens if your balloon rocket carries something (extra weight)?
- Engineering challenge:
  - What do you predict would make the balloon go farther?
  - Make changes to your “balloon rocket” to see what can make it go farther (e.g. add fins or a cone)
  - Design a balloon rocket that can either go the farthest **OR** can carry the most weight for at least one meter.



<sup>2</sup> Activity adapted from: Balloon Rockets. (n.d.) Science World. Retrieved April 15, 2020, from <https://www.scienceworld.ca/resource/balloon-rockets/>

<sup>3</sup> Images from <https://www.scienceworld.ca/resource/balloon-rockets/> on April 15, 2020

- What do you think allows real rockets to move people and equipment up into space? Sketch and explain your thinking.

### Materials required

- Device with Internet access (optional)
- Paper, writing and drawing materials
- String (or fishing line or sewing thread)
- Straw
- Balloon
- Tape

### Information for parents

- Help your child assemble the “rocket,” if necessary.
- Read the instructions to your child, if necessary.
- Discuss the questions together.
- Brief video explanation: <https://www.youtube.com/watch?v=KMX7zgaLC0w> (optional)

# The Fitness Team

## Information for students

- Moving your body in any way at any time is good for you. Two ways to stay active and healthy are to work on strength training and cardio. Strength training is a way to build your muscles by moving your own body weight (like push-ups) or by lifting weights. Cardio is vigorous activity that gets your heart pumping (like running). These two ways of exercising act like a fitness team, both working together to keep you strong, active and healthy.
- Try out some of the different cardio and strength training exercises listed below. Switch between the two kinds of exercise. Remember, strength training can cause your muscles to feel sore the next day – so don't overdo it.
- Remember to always stretch your muscles before starting and after you finish, and to drink lots of water!

<b>Cardio Exercises</b> <i>1 minute each</i>	<b>Strength Training Exercises</b> <i>12 reps</i>
jogging on the spot going up and down stairs jumping jacks dancing jumping rope hopping on one foot/switch	sit-ups push-ups toe raises knee bends bicep curls using weights chest press using weights

## Materials required

- Weight (e.g. canned food)
- Skipping rope (optional)
- Timer (optional)

## Information for parents

- Read the instructions to your child, if necessary. Make sure they understand the various exercises.
- Ask the following questions: Does your body feel different when you do cardio exercises versus strength training exercises? If so, how? What are some ways that you get your body moving during the day? Do you do more cardio exercise or strength training exercise when you play?

# Inventing a Dramatic Character

## Information for students

- Learn practical techniques on how to invent and interpret your own original dramatic character. In your first online drama lesson, your instructor, Monsieur Doyon will show you how to build a believable character with body expressions: ***attitude, gestures, mimicry, movement and rhythm.***

## Materials required

- Device with Internet access to watch a dynamic video featuring Monsieur Doyon

In English: <https://youtu.be/VrwW9xn7zeQ>

En français : [https://youtu.be/KUd\\_A9dyNU0](https://youtu.be/KUd_A9dyNU0)

- A pen or pencil to complete the first pages of your actors' journal

<https://drive.google.com/file/d/1UrJpafS1L4R6TBCihb48aGL6lcLTQ3hl/view?usp=sharing>

- Some space to move about, and just your body

## Information for parents

- Thank you for encouraging the student actor to invent - not copy - a dramatic character.
- Thank you for giving the student actor some space to work and some privacy during the building process.
- Thank you for being encouraging and for offering, without insisting, periodical feedback on his or her process.

The video is offered in both French and English. It is highly recommended for the viewer to watch both versions. Especially when an observer is significantly weaker in one of languages, the physical communication witnessed helps clarification. The video can be watched as often as needed by the learner.

- Once completed, thank you for encouraging the student actor to share his or her (appreciation) choices, challenges and successes. Please insure that the subject specific vocabulary is applied you're your verbal exchanges. You can find the vocabulary in the video and in the PDF.

# Appreciation

## Information for students

- Over the past month, our routines have been affected a lot. We've had to change our habits and activities. Talk with the members of your family about what you appreciate the most about your community. How do our actions affect others? Take it to the next level and listen to a recording of the book *Please, Please Bees*, by Gerald Kelley, on the StorylineOnline website.

<https://www.storylineonline.net/books/please-please-bees/>

## Materials required (optional, but recommended)

- Device with Internet access

## Information for parents

The goal of this activity is for your child to consider the various roles people play in the community and the impact we have on each other.

Child should:

- Express their ideas clearly and correctly
- Attentively listen to what another person has to say in order to grasp the meaning

Parents could:

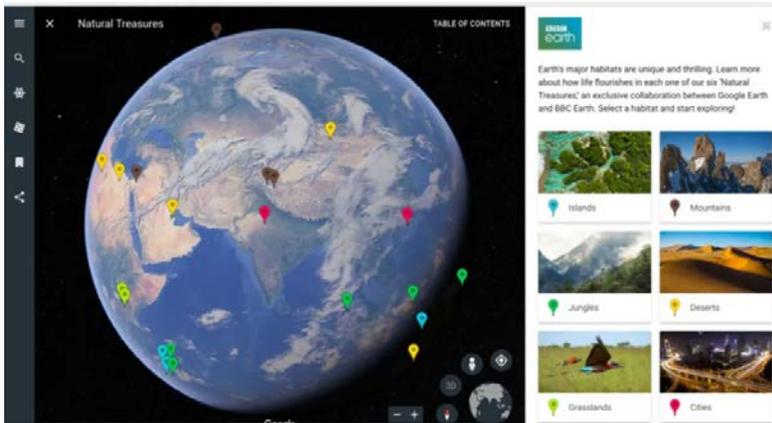
- If possible, begin by listening to the story with their child, then discuss the questions in the “Information for students” section above
- Have their child explain why living in a community means being able to live with and respect each other, and provide examples
- For more guiding questions connected to the story, click on the Activity Guide tab beneath the video and select “For Parents”

# Travel the World with Google Earth Voyager

## Information for students

Step 1:

Visit the following [SITE](#)



Step 2:

Choose one of the featured places that you would like to explore! There are hundreds of places to choose from. Click on the place that you would like to visit.

Step 3:

Make a travel journal.

While you are exploring this location, keep notes in a travel journal. You can use these prompts to help with your journal entries.

- a. What do you see?
- b. What do you find interesting?
- c. What inspires you about this place?
- d. What surprises you about this place?
- e. What questions do you have about this place?
- f. Would you like to visit this place? Why?

### **Materials required**

Useful resources, depending on personal preferences and availability:

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

### **Information for parents**

- Help your child find the link.
- Your child may benefit from your help in reading the instructions.
- Discuss the journal responses with your child, if possible.