Parents/guardians are children’s first teachers and know them best. Children require different supports, structures and assurances during uncertain times, and ADSB recognizes that your child’s well-being is first and foremost. Below are the Grade 3 learning activities in language and math. Teachers will be connecting and having conversations about this learning through Edsby, email and/or phone calls.

Grade Three Language – April 14-17, 2020

Read with and to your child every day.
After you read, ask your child if they think the title was good for the story. Talk about why or why not.

Have your child write every day.
Before they begin, ask them what they would like to write about. Try to think of lots of ideas together.

Learning Goal: I am learning to write longer sentences with description and detail.

- Remind your child that words that describe nouns (people, places, and things) are **adjectives**.
- Using their name, have your child make a list of exciting descriptive words. This list can be made up of adjectives.
  - J - Joyful
  - O - Outgoing
  - H - Hairy
  - N - Nervous
- Try this with other people’s names. Try not to repeat an adjective.
- Ask your child to think about a topic they could write about (e.g., a pet, a toy, their family).
- Have them use a word web to plan their ideas by writing the topic in the middle circle. Then, have them fill in the outer circles with words to describe that topic or item.
- Remind them to use as many adjectives as they can.
- Have your child read the words on their word web.
- Ask them if they can add any more details to their web: *What does your ‘topic’ look like? Sound like? Feel like? Taste like? Smell like?*
- Have them draw a detailed picture about their topic using their words web to help them.
- Using the picture and word web from the previous learning, have your child write a paragraph about their topic.
- Try to encourage them to use joining words like **and** and **or** to combine simple sentences and make them longer.
- See if they can add as many details as they can so that the reader can picture or visualize what is happening in the story.

You might try...

Have your child look at the items in their bedroom, the living room, or anywhere else they might be. Have them make a list of things they see. When they are done, have them choose 2 or 3 of the objects to add a descriptive word (adjective) to each one. Encourage them to get creative with their word choice. Remind them that this is how the authors help readers to picture what they are reading.
Parents/guardians: Research indicates that literacy and numeracy skills are transferable from one language to another. During this time, we recognize that French Immersion students may not have resources at home to support ongoing learning in French at this time. An older sibling or relative that speaks French may be able help support the learning but this may not always be available. We have provided both English and French Language activities. Please select the ones that are most manageable at this time. French Immersion students are not expected to complete all English and French tasks.

Classroom teachers will be connecting with students and families to engage in conversations and provide ongoing support.

**Learning Goal(s): I am learning to read a short text with familiar words in French.**

Ask your child to predict what they think the story is about.

Talk about how they made their predictions.

Have your child sound out or read aloud the French words they recognize in the story.

Use the pictures to help students figure out the words.

Read the story together and discuss what the story is about.

Consider questions such as:
- Who? (Qui?)
- When? (Quand?)
- Where? (Où?)
- What? (Quoi?)
- Why? (Pourquoi?)

Can you think of other animals we see in the spring? What important role do they play in nature?

You might try...

Retell the story to someone at home. Consider using ‘At first’ (Au début), ‘then’ (ensuite), ‘after’ (après) and ‘At the end’ (À la fin)

Have your child copy and categorize words from the story. Consider categories such as: animal (animal), people (personne), object (chose), verbs (mots d’action/verbes), etc.

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Practice with Numbers: 101 and Out

Materials: Dice, paper, and a pencil.

The goal is to score as close to 101 points as possible without going over. Each person takes turns rolling and deciding whether to count the number at face value or to multiply it by 10. For example, if your child rolls a six, they can keep that number or turn it into 60. The game continues until each player decides they do not wish to roll again for fear of going over 101, or when someone goes over 101.

Learning Goals: I am learning to describe, extend, and create a variety of patterns.

Talk with your child about attributes. Patterns can use different attributes like colour, shape, size, or position.

Growing patterns get bigger in the same way over and over again.

Here are some examples of growing patterns using toothpicks.

Pattern Rule: Start with 3 toothpicks and add 2 each time.

Ask your child what the pattern rule for this one would be.

See if you can create different growing patterns at home using such things as toothpicks, Q-tips, crayons etc. Have them tell you about the pattern rule.

Tell your child that you found $3.25 in your couch! Every day, your neighbour gives you 25 cents to water his flowers. How much money will you have altogether in total after 1 week?

Ask your child to tell you about the pattern rule for this problem.

Have them draw what the total amount of money would look like.

Have your child pick a 2-digit number.

Have them draw a number line – they don’t have to start at 0. Have them tell you what number they could start at and why.

Have them place their number on the number line. Create a pattern rule that changes by adding the same number over and over again. Have them place the numbers on the number line using the pattern rule.

Here is the toothpick growing pattern. It is showing the first 3 figures. Using the pattern rule you figured out, how many toothpicks would you need to create the 10th figure?

The Ministry of Education has also developed an online portal, which is available at Ontario.ca/learn-at-home and enables students at every grade level to continue learning while away from school. These resources are developed by Ontario educators, and resources for all grades are informed by leading instructional guidance.