The Algoma District School Board cares...

The Algoma District School Board cares, first and foremost, about the well-being of our students and families during this time. We are committed to supporting and developing our confident learners, as we collectively commit to staying home to protect ourselves, each other and our communities, as caring citizens.

Airlines always tell passengers that in an emergency, they are to put the oxygen mask on themselves before helping others – this is because we can never take care of others if we don’t care take of ourselves, first. The COVID-19 pandemic emergency has presented us all with challenges and additional strains and stresses. Please know that we understand the challenges of learning at home, working at home or in an essential service, sharing technology and trying to provide structure to the day. By keeping well-being at the forefront of our approach to learning, we are trying to be respectful of the need to keep you and your family well, as we provide meaningful learning opportunities that can be integrated into your family’s schedule. Parents, please do not allow academics to be an added stress – we are here to support you and your child, but know that wellness must be the first priority.

**Well-Being**

**Tips for Making a Schedule at Home**

Select the format for your schedule (list, calendar, checklist, etc.)

Decide what timelines work for your family

Try to incorporate academic, movement, emotional health and social activities throughout the day

After dinner, plan a family social activity

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**Emotional Health Activity**

Students who engage in physical activity and/or breathing exercises during the school day are able to focus, and maintain attention throughout the day, as these tasks stimulate executive functions, and allow students to regulate emotions experienced in the classroom (Diamond & Lee, 2011).

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**Movement Activity**

**Hot Spot Challenge** - Create a challenge for each hot spot such as jumping jacks, push-ups, balance on one leg, frog jumps, squats, step up on a stool, sit ups, tossing a ball! Do the activity at each station for 30 seconds before switching to the next station. To add variety and difficulty increase the time for each station, switch the order of stations and create your own!

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**Social Activity**

**Create a Family Journal** – each family member contributes to the journal on a daily basis. Our personal experiences/thoughts/feelings about the current pandemic and its far reaching ramifications will make interesting reading in a few years.
Read with and to your child every day.  
Ask your child if they liked the book. Ask them what makes it a good book (or not) for them.

Have your child write every day. 
Before they begin, ask them what they would like to write about. Ask them to tell you why they chose that topic to write about.

Learning Goal: I am learning to write longer sentences with descriptions, detail and a point of view.

Asking questions and interviewing people is a great way to gain another perspective.

April 22 is Earth Day. Have your child interview an older family member or older family friend about reducing, reusing, and recycling. They could call or email and ask:

- What do you remember about recycling from when you were younger?
- How do you reduce or reuse things around your home?
- How did your grandparents reduce or reuse things?

If you can, go for a walk or spend some time outside together. Talk about the things you are noticing that are good for the earth or harmful for the earth.

Have your child write down what they saw outside.

Help your child organize their ideas into a T-chart.

<table>
<thead>
<tr>
<th>Good for the Earth</th>
<th>Harmful to the Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reread together the column about things that are harmful to the earth. Talk with your child about why they think these are harmful to the earth? What would they do differently? How can they make changes?

Have your child look at their notes from their interview and reread their T-chart.

Do they think humans are kind to the earth? Have a conversation about their thinking.

Your child could write a few sentences to share their opinion. Ask them to include 3 reasons for their thinking.

Challenge your child to imagine what the earth would say if the earth could talk!

1. If the earth could talk, it would say...
2. If the earth could ask us questions...

They could make lists or use a word web to organize ideas for each prompt.

Have them write a few sentences using these prompts.

Ask your child to write a short note thanking the person that they interviewed.

In the note they could:

- Share what they learned from the interview
- Tell about something they will do differently now
- Thank them for their time

They could call the person back and read the note to them or even mail it.

You might even try...

If the earth could talk what would it say? Have your child make a poster as if the message was from the earth. For example, “please be kind to me.”
GRADE 3 MATH

Gather 20 small objects. Place the objects in a pile. Take turns with your child to remove either 1 or 2 objects at a time. The person who removes the last object (even if you take the last two) is the winner of that round and scores 1 point. Keep track of your points using tally marks. The first person to get 10 points wins the game! Take turns going first. As you play, see if you or your child can notice any patterns or develop a strategy to winning. Have fun!

Learning Goals: I am learning that fractions divide equal parts.

You will need three strips of paper that are the same size and the same length.

Have your child work carefully to fold each strip.
- Don’t fold one.
- Fold one into two equal parts (halves).
- Fold one into four equal parts (fourths).

Unfold all three strips.

Talk about what they notice about the size of the parts.

Using a cup turned upside down, have your child trace 2 separate circles on a piece of paper. Remind them that the circle represents one whole.

Have them work carefully to draw a line to make two equal parts on one circle. They should colour in one half.

Now have them work carefully to draw lines to make four equal parts on the circle. They should colour in one fourth.

Have them label each circle with the correct fraction name in words: halves, fourths.

We have learned to show halves and fourths with two different models (fraction strips and circles).

Try these problems:
- Four friends are sharing a chocolate bar in equal parts. Use a model of your choice to show how much one friend would get.
- Two friends are sharing an apple in equal parts. Use a model of your choice to show how much one friend would get.

Which problem showed one half? One fourth? How do you know?

Can you make your own problem?

Have your child practice counting by 2s, 5s, 10s, and 25s. Can they skip count to 100?

Can they start from a different number other than 0?

Can they skip count by 25s or 100s to 1000?

Pick a number over 900. Can they still count by 2s, 5s, 10s, or 25s to get to 1000?

Looking for more? Try this...

Cooking and baking often use measuring cups. Find two different measuring cups that both have the measurements $\frac{1}{2}$ and $\frac{1}{4}$.

Do they hold the same amount of water?

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.