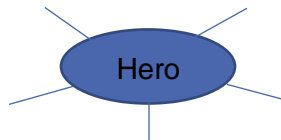


**ELEMENTARY – GRADE 3**  
Week of April 27, 2020

# My Hero!

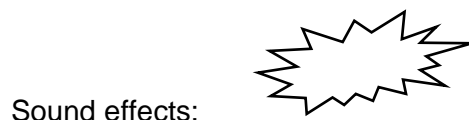
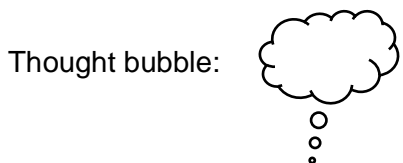
## Information for students

- When you think about heroes, who do you think of? Do you think about a Marvel character like Captain America or a DC Comics character like Superwoman? Or do you think about a real person like Viola Desmond or Terry Fox? Lately, we are hearing a lot about how doctors, nurses and other hospital staff are heroes for helping take care of people who are sick. Even grocery store clerks and truck drivers are heroes, since they make sure there is enough food in our stores.
- What makes a hero? What qualities does a hero have? Ask your family members or friends to help you come up with some ideas. You could write them on a web like this:



- Think about your favourite hero (real or imaginary). Create a comic strip about a day in the life of your hero.
- Each box in the comic strip can have a new drawing showing what your hero does during the day. Remember to include speech bubbles and thought bubbles to write what your hero is saying and thinking (see examples below). You can change the size of your writing to represent a feeling. For example, if a character is whispering, you can make the letters very small. If a character is shouting, you can make the letters very big. You can also make the letters dark, called **bold** text, to emphasize a word.
- What other characters will your hero meet? Be creative. Put yourself into the comic. What adventures would you go on if you joined your hero for the day? What thoughts would go through your mind? What would you say to each other and other characters you meet?
- You can colour in your comic strip, if you like, and then share it with family and friends.

Here are some examples of how to include text in your comic strip:



### Materials required

- Paper, writing and drawing materials

### Information for parents

- Read the instructions with your child.
- Discuss the qualities of a hero with your child.
- As a follow-up, your child may enjoy watching “Lunch Doodles with Mo Willems.” Willems is the author and illustrator of many books including the comic-style *Elephant & Piggie* book series. Your child can doodle, learn how to draw Willems’ famous characters, and learn about how he creates his books. Find the videos by searching “Lunch Doodles with Mo Willems” on YouTube.

# C'est l'heure du conte

## Consigne à l'élève

- Va sur le site Web <https://heureduconte.ca/>
- Choisis un conte enregistré à écouter.
- Réponds aux questions suivantes :
  - Qu'as-tu le plus aimé dans l'histoire?
  - Où se déroule l'histoire?
  - As-tu aimé la fin? Explique.
  - Aimes-tu les illustrations? Pourquoi?
  - Décris les personnages.
- Tu peux répondre aux questions oralement avec un membre de ta famille ou écrire tes réponses sur une feuille.

## Matériel requis

- Un appareil électronique.
- Une feuille.
- Un crayon de plomb.

## Information For Parents

This activity will help your child complete the following Mission FLS: “J’écoute une histoire racontée par quelqu’un en français” and “Je parle à ma famille et mes amis en français”.

During this activity, your child will:

- Listen to a story in French.
- Express his/her opinion and ideas in French.
- Demonstrate his/her comprehension of a text.

You can:

- Ask questions in order to encourage your child to speak in French.
- Read the instructions and questions to your child.
- Ask your child comprehension questions in French.

# Créer une image Cherche et Trouve

## Consigne à l'élève

- Découpe dix objets de ton choix dans de vieilles revues, magazines ou circulaires.
- Colle les images un peu partout sur une feuille de papier.
- Inscris le nom des dix objets que tu as collés, au bas de la page.
- Ajoute un déterminant à chacun de tes noms par exemple : deux pommes, un brocoli, une banane ; ou un crayon, des ciseaux, une gomme à effacer.
- Crée un décor afin que tous les objets que tu as collés soient cachés. Assure-toi de bien cacher les objets que tu as choisis !
- Demande à un membre de ta famille de trouver les dix objets que tu as cachés dans l'image.

## Matériel requis

- Feuille de papier, ciseaux, colle/ruban gommé
- Crayons à colorier
- Circulaires, magazines, revues

## Information to parents

### About this activity

Your child will:

- Create a picture/drawing containing 10 hidden objects
- Cut out images from old magazines or weekly flyers
- Choose 10 objects to hide, create a background
- List the names of the objects to be found
- Ask you to play along and find the 10 hidden objects

You could :

- Supply your child with magazines and flyers they can cut out from
- Help find words in French and the proper determinant
- Play along

# Crossword Puzzle and Target 20

## Information for students

- There are two math challenges this week. One is a crossword puzzle to exercise your brain! The other is a dice game that you can play with a family member and that will help you think flexibly about numbers!
- Research has shown that if you exercise your brain by doing crossword puzzles, you can increase your vocabulary, and improve your problem-solving skills as well as your social, emotional, mental and physical health.<sup>1</sup>
- Solving math problems in a variety of ways is what real mathematicians do.

## Materials required

### Crossword Puzzle Challenge

- Option 1: print out the puzzle in Appendix A on paper and use a pencil to solve the challenge.
- Option 2: play online with a phone or computer [link here](#). You should have a piece of scrap paper and a pencil to solve the problems.

### Target 20 Dice Game

- 4 dice, a pencil, and scrap paper. See rules for Target 20 in Appendix B.

## Information for parents

- Solving a crossword puzzle together is a great way to engage with your son or daughter. If your child uses the online version, the boxes will turn green if your son/daughter enters the correct answer. If your child is using the paper version, you can check the answers below.
- [www.crosswordlabs.com](http://www.crosswordlabs.com) was used to make this puzzle. You can make your own for free!
- In the Target 20 dice game, do a few examples with your child and explain how you got your answers, so they fully understand the game and the rules.

*Crossword solutions: Across 2. sixteen 4. half 6. acute 8. twelve 10. parallel 13. thirty-five 14. sixty 15. twelve Down 1. one 2. sphere 3. bar 5. five 7. forty 8. thirteen 9. centimetre 11. eight 12. eighty*

<sup>1</sup> Reisch, R. (2016, April 25). *The Surprising Health Benefits of Crossword Puzzles*. I Heart Intelligence.

# Appendix A: Crossword Challenge

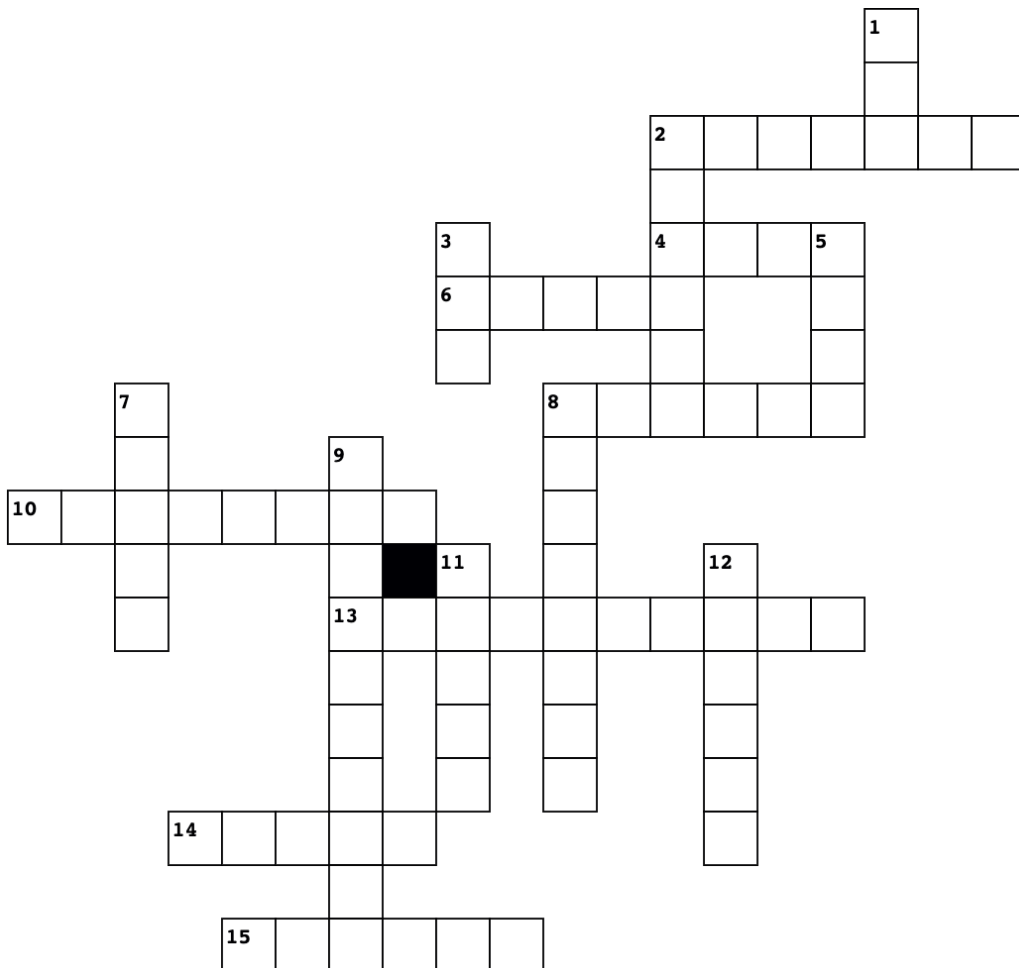
## Grade 3 Math Crossword Challenge

### Across

2.  $4 \times 24 = 80 + \underline{\hspace{1cm}}$
4. 2 fourths = 1
6. An angle less than 90 degrees
8. Number of months in a year
10. Lines that never touch
13. 1 hour and 25 minutes minus 50 minutes =            minutes
14.  $718 - 353 = 300 + \underline{\hspace{1cm}} + 5$
15. Perimeter of a square with an area of 9

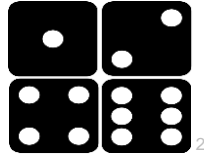
### Down

1. 52 is closest to     hundreds
2. Another word for ball
3. A type of graph showing survey results
5. Number of vertices in a square -based pyramid
7.  $8 \times 5 \times 8 = 8$  groups of
8. 78 divided by 6
9. There are 1 hundred of these on a meter stick
11. 80 tens =            hundreds
12.  $246 + 339 = 500 + \underline{\hspace{1cm}} + 5$



# Appendix B: Rules for the Target 20 Dice Game

**Goal:** Get as close as you can to the number 20, using (+, -, x, or ÷) with these 4 dice?.



## How to Play

- A player rolls all four dice (If you cannot find four dice at home, be creative and make your own!).
- Silently and on their own, all players use the numbers on the dice to make an equation that gets with an answer that is as close to the number 20 as possible. They can use +, -, x, or ÷ in any order.
- A player's score is the difference between the player's answer and the number 20. For example:  $6 \times 4 - 2 - 1 = 21$ ,  $21 - 20 = 1$ , therefore the player scores 1 point.
- There is no time limit. When the players have their best answer, they share the number they got and explain how they got it.
- Players write their equation and score on a piece of scrap paper.
- The player with the lowest score at the end of 10 rounds is the winner.
- **Note:** Players cannot combine the numbers on the dice to form a number with more than 1 digit (1 and 4 is not 14)
- **Note:** Player can use parentheses like in example 2 below.

Round	Equation	Score
1	$4 + 6 + 1 + 2 = 13$	$20 - 13 = 7$
2	$(4 \times 6) - 1 - 2 = 21$	$21 - 20 = 1$
3		
-----		
10		
	Total	

Add up

<sup>2</sup> Image retrieved April 21, 2020 from <https://www.needpix.com/photo/193367/cube-one-two-three-four-five-six-eyes-icons>



# Liquid Densities<sup>3</sup>

## Information for students

In this activity you will create layers of different liquids in a glass and discover how and why they settle in a certain order.

- Ask an adult to help you with this activity.
- Measure out equal quantities of each liquid listed below. If you do not have these liquids, try using other liquids in your home.
- Answer these questions before you start your experiment: **Which liquid do you think will sink to the bottom? Which liquid will rise to the top? Why did you make those choices?**
- Add food colouring to the rubbing alcohol and the water. Use a different colour for each one. This will help you to identify each liquid.
- Pour the liquids you measured into the glass, one by one. The liquids will mix a little at first. Let them settle for a moment, and watch as they slowly separate into layers. **In what order do the liquids settle, from bottom to top?**
- **Hint:** Weigh the liquids before you pour them into the glass and try to predict the order in which they will settle.

## Materials required

- A tall glass
- Honey
- Oil (vegetable or mineral)
- Rubbing Alcohol
- Water
- Dish soap
- Two different colours of food colouring
- Measuring cup

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<sup>3</sup> This activity has been adapted from *Challenge Cards: Are you Ready for a Challenge*. (n.d.). The James Dyson Foundation. Retrieved April 17, 2020, from <https://www.jamesdysonfoundation.com/resources/challenge-cards.html>

## Information for parents

- Help your child read the instructions and assemble the required materials.
- Discuss the questions together and try to predict the order in which the liquids will settle.
- After the experiment, discuss why this happens:  
Different liquids have different densities and therefore different weights. The heavier liquids will sink, the lighter liquids will rise. Density is the comparison between an object's mass and its volume. Remember the equation:

$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

**Your child does not need to know this equation.** Based on this equation, if the weight or mass of something increases but the volume stays the same, the density goes up. Lighter liquids, like water, are less dense than heavier liquids, like honey, so they float on top of the denser liquids.

# Learn About Sleep and Get Moving!

## Information for students

### Activity 1:

- Watch the following video to learn why sleep is so important:
  - [Why Do We Need Sleep?](#)
- What did you learn about sleep by watching the video? What can you do to sleep well at night? How can physical activity help you sleep well?
- Discuss what you learned about sleep and how important it is with a member of your family.

### Activity 2:

- Try out the workout suggested in the following video:
  - [BOKS Workout with Shannon](#)
- Invite a member of your family to do the workout with you.
- Explain what you enjoyed most about this workout.

## Materials required

- Device with Internet access

## Information for parents

### About the activity

Children should:

- learn about sleep and its importance
- identify some reasons for why sleep is important
- describe activities that can help them sleep well
- carry out some physical activities

Parents could:

- ask questions about what their child has learned about good sleeping habits
- discuss the importance of a bedtime routine with their child
- participate in the workout together with their child

# Watercolour Resist

## Information for students

- Heat the canvas or paper in the oven. Set the oven to 350°. Place the canvas or paper on a cookie sheet and heat for no more than 5 minutes.
- Transfer your canvas or paper to your work area and begin to draw on it using wax crayons. (If you are using paper instead of a canvas, keep the paper on the hot cookie sheet so it stays hot enough for the wax crayon to melt).
- Press down on the crayon and draw slowly. You can choose to draw random lines and squiggles (doodles), or an actual picture!
- Paint over the melted crayon art with watercolour paints.



from The Artful Parent

## Materials required

- Canvas panel (or watercolour paper or sturdy paper)
- Wax crayons
- Watercolour paints (liquid works best, but any kinds will work)
- Paintbrush
- Oven

## Information for parents

- Help students use the oven. The thinner the paper, the less time it will take to heat.
- If using a hot cookie sheet under the paper, cover the hot parts with a towel so students aren't burnt.
- If the crayon stops melting but students aren't finished drawing, pop the canvas/paper back in the oven for a minute or two.



# Earth Day

## Information for students

- Earth Day was on April 22nd. This is a day where people from around the world take action for the environment and to fight climate change. Participants in this global event feel they have a responsibility to do their part to help the earth. Even though you are confined right now and even though the official Earth Day has passed, there are still many things you can do from your home to help the environment.
- Make a table with the title “Actions to help the earth” and three columns. The labels of the columns will be “What kids can do”, “What adults can do” and “What families can do”. You can make this table on a poster, on a computer, on a tablet or on a piece of paper. Use what you have at home.
- Reflect on actions kids can do from home for Earth Day. Write down your ideas under the “What kids can do” column of your table. In the other columns, write down what you think adults can do and what families can do together.
- Call a friend or a family member and have a conversation about your ideas. See if they have any other ideas to add to your table.
- Commit to one action (or more if you’d like) that you will put in place in the coming days to help the planet in honour of Earth Day.
- Ask your parents and your family to commit to an action as well.

## Materials required

- Paper and writing material. This could be replaced with a digital tool or a poster and markers.

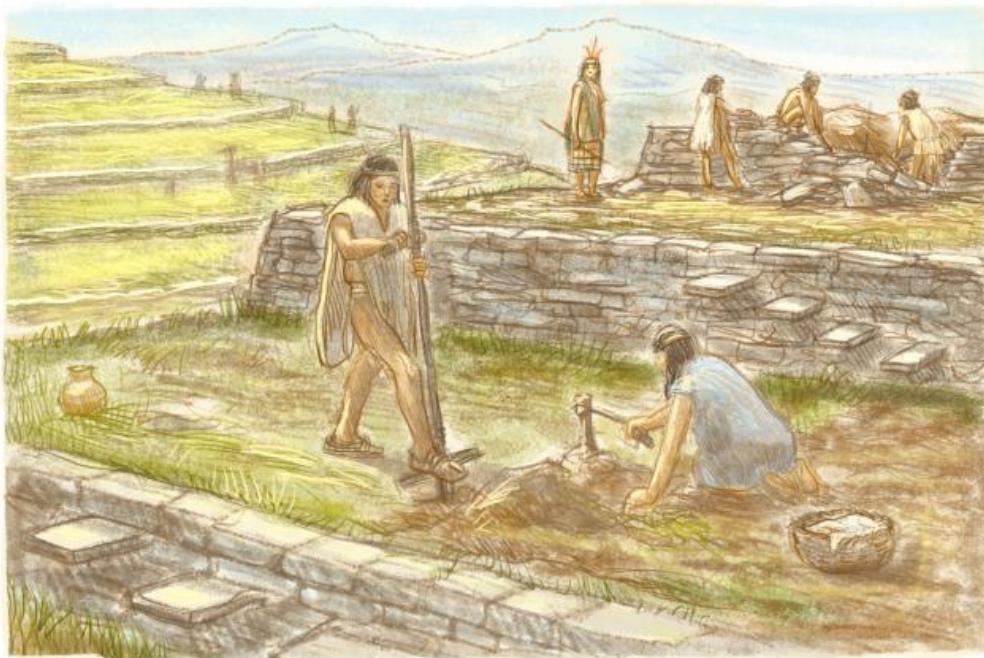
## Information for parents

- This activity will allow your child to name the responsibilities that members of a group (in this case, the global group of students learning from home) may assume.
- You could help your child find examples of actions that can be taken by finding reliable and safe sources.
- You could discuss what a responsibility is and examples of responsibilities you have as a parent and as an adult. You could also discuss other moments where people that are part of a group have common responsibilities (ex: at work, online, in a sports team, at school...).

# Building an Incan Home and Terrace

## Information for students

- In the year 1500, the Inca people lived in South America in houses built on the sides of mountains. These houses were often built from stone, with straw roofs on top. In addition, the land was elevated and flattened with the help of stone walls, creating what was called a "terrace." The people would farm on these terraces and grow different produce from the fertile soil found on the side of the mountain.



Incan farmers cultivating the land. Source: Création Demers. License: Free usage rights within an educational context.

Using building blocks or construction paper and small milk cartons, create an Incan home and terrace. If you make multiple homes, attach them together like puzzle pieces to create a community (see image below).

## Materials required

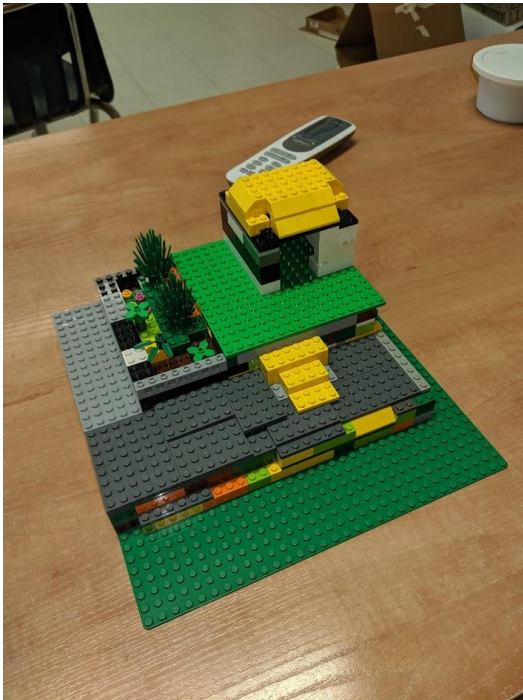
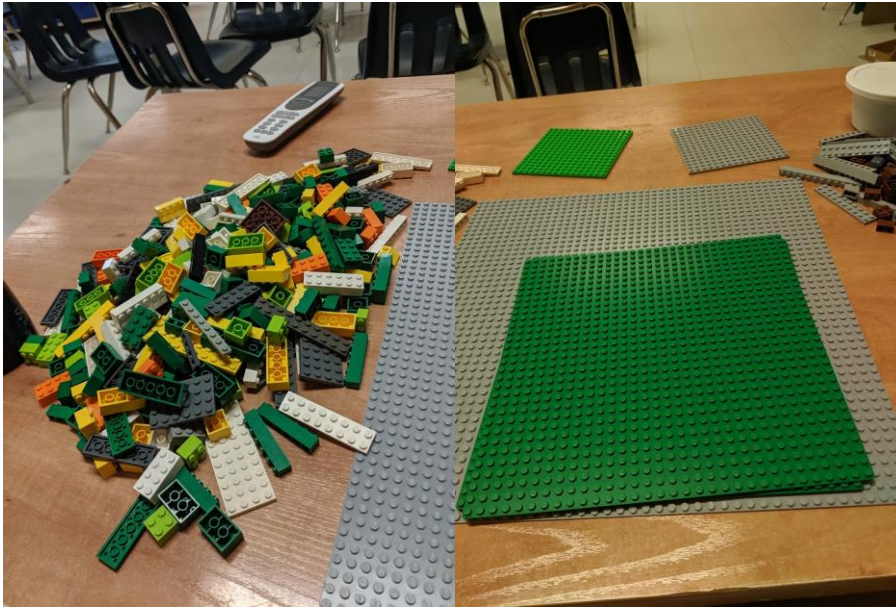
You have two options for this activity, depending on personal preferences and availability:

- construction paper, small milk cartons, markers and drawing materials  
or
- green, grey, black, yellow and brown building blocks



Examples:







## Information for parents

If you have Internet access and are looking for more information on the Inca communities in the year 1500, here are some videos (French only) developed by recitus.qc.ca:

Le territoire:

<https://www.youtube.com/watch?v=Z5tri11aTwo>

La population:

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

Agriculture et commerce:

<https://www.youtube.com/watch?v=oAx6rj0Tpfs>

Transport et communication:

<https://www.youtube.com/watch?v=WpYR-9DTRMQ>