Noah, Isabella, Emmett, and Autumn’s literacy work can be found on Ms. Gallivan’s teacher page.

Ryan and Mark’s literacy work can be found on Ms. Whalen’s teacher page.

**Home Learning: November 3, 2021**

**\*Math:**

**\*Grade 3:**

-Students can use a strategy of their choosing to solve the following double-digit addition problems:

 24 54 43 12 34 72 77

+12 +35 +54 +75 +34 +13 +22

 24 47 67 52 57 79 76

+45 +38 +54 +75 +54 +97 +83

 77 93 43 12 34 72 77

+88 +75 +54 +75 +34 +13 +22

-Students have been working on extending skip counting sequences by 5s from a given starting point. Students can fill in the chart below, adding 5 to each new number. Students can use hundreds charts (included in package) to help them with this. Students can be encouraged to notice the pattern that occurs when they skip count by 5s (the digit in the ten’s place repeats for 2 numbers and the digits in the one’s place alternate back and forth).

|  |  |  |  |
| --- | --- | --- | --- |
| Start with 3. Skip count by 5s. | Start with 6. Skip count by 5s. | Start with 4. Skip count by 5s. | Start with 8. Skip count by 5s. |
| 3 | 6 | 4 | 8 |
| 8 | 11 |  |  |
| 13 | 16 |  |  |
| 18 | 21 |  |  |
|  | 26 |  |  |
|  |  |  |  |
|  |  |  |  |
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**\*Grades 4/5:**

-Students have been working on strategies for solving multiplication problems. They have been working on the strategy of doubling, where if one factor in a multiplication problem is doubled, the product is doubled as well. Example: If 2 x 7 = 14, then 4 x 7 =28 (2 is doubled to get 4; 14 is doubled to get 28).

Have students use the strategy of doubling to solve the following multiplication problems.

Ex: To solve 4 x 7: 2 x 7 = 14

 

 (doubled 2) 4 x 7 = 28 (doubled 14)

4 x 6 5 x 4 8 x 4 3 x 4 4 x 9 4 x 12 6 x 3 6 x 5 6 x 8 6 x 7

6 x 9 4 x 13 4 x 14 4 x 15 4 x 16 4 x 18

-Students can work on the strategy of repeated doubling to solve following multiplication problems. Example: If 2 x 7 = 14, then 4 x 7 = 28, then 8 x 7 = 56 (2 is doubled to 4 and 14 is doubled to 28; then, 4 is doubled to 8 and 28 is doubled to 56).

Ex: To solve 8 x 7: 2 x 7 = 14

  

 (doubled 2) 4 x 7 = 28 (doubled 14)

  

 (doubled 4) 8 x 7 = 56 (doubled 28)

8 x 6 8 x 5 8 x 3 8 x 4 8 x 9 8 x 8 8 x 12 12 x 3 12 x 5

12x 8 12 x 7 12 x 9 8 x 13 8 x 14 8 x 15 8 x 16 8 x 18

-Grade 4/5 students can practice their 3 and 4 times tables up to 3 x 10 and 4 x 10.

**Grade 4/5 French:**

-French writing:

-Have students take out a pencil, something to color with (if available), and their French scribblers.

-Students can draw a picture of a monster (or a person) on a piece of paper and color in their picture.

-At the bottom of the page they can write a short paragraph having the monster or person describe themselves.

-Students can use the following model to help them:

**“Je m’appelle Joe (My name is Joe). J’ai 77 ans (I am 77 years old). J’ai les cheveux verts (I have green hair). Je n’ai pas de cheveux (I don’t have hair). J’ai les yeux violet (I have purple eyes). Je suis grand ( I am tall). »**

**Colors : bleu = blue; vert = green; brun = brown; noir = black; rose = pink; jaune = yellow; rouge = red; gris = gray; blanc = white.**

**Tall: grand for a boy; grande for a girl.**

**Short: petit for a boy; petite for a girl.**

**Average height: de taille moyenne for a girl ; de taille moyen for a boy.**

-When students finish drawing and writing about their monster, they can create a new monster on a new sheet of paper.

**\*Language Arts 4/5:**

\*Read for 20 minutes (this could include texts with reading comprehension questions, that are included in the home learning package that was sent home).

**\*Grades 3/4/5 Physical Activity:**

-Every day this week students should engage in at least 30 minutes of physical activity. Students can continue to use the Activity Choice Board included in the home learning package to help them think of what kind of physical activity they would like to undertake.