

Parents and 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 some Grade 3 to Grade 5 off-screen activities for math and language, in addition to the on-screen resources and off-screen activities that were provided for March 23-27. **Please Note: The purpose of this resource is for students to continue to engage in language and math activities at home. There is no expectation for students to hand in/submit this work.**

## Achievement: Grade 3 - Grade 5

**READ, TALK, DRAW and WRITE every day!**

▪ Read to and with your child every day.
▪ Engage in conversation with your child.
▪ Spend time writing and drawing together.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
LANGUAGE	Read a variety of materials every day. Talk about what you have read with someone in your family.				
	Things to read are everywhere! Go on a search around your home and try to find examples of <b>fiction</b> (e.g. story books, novels), <b>non-fiction</b> (e.g. manuals, instructions for board games, cookbooks) and <b>graphic texts</b> (e.g. comic books, some posters).  What is similar about the different kinds of texts? What is different? Make a list to organize your thinking.	Most stories are written from a particular point of view/perspective.  Think of one of your favourite stories or find a book from home. Read or retell the story. Talk about how the story would change if one of the other characters was telling it. For example, what would The <i>Three Little Pigs</i> sound like told from the perspective of the big bad wolf? Can you write your new story?	Today is April Fool's Day! Tell some of your favourite jokes and riddles to your family.  Make a book of jokes and riddles and include pictures if you wish.  Do you remember any April Fool's jokes from the past? What were they?  Can anyone else in your family remember an April Fool's joke from when they were a child?	Today is International Children's Book Day. Find your favourite book from when you were little and read it with or to someone in your family.  Tips for Reading with Children: <ul style="list-style-type: none"> <li>▪ Be curious and ask questions.</li> <li>▪ Be patient and give your child time to figure out tricky words.</li> <li>▪ Make connections to what your child already knows.</li> <li>▪ After reading, talk about interesting and puzzling parts of the book.</li> </ul>	Find an interesting photo or a picture at home. It can be a photograph, artwork, or picture from a magazine.  Write a headline and a caption that would fit the picture.  Now write a one-page news report that matches the picture. Remember to include who, what, where, when, why and how.

**COUNT, CALCULATE, CONTEMPLATE!**

▪ Numbers are everywhere.
▪ There are many ways that we use math in our daily lives.
▪ Engage your child in thinking and talking about math.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
MATH	Estimate and make calculations about things in your home, family and everyday life. Explain your thinking to others in your family.				
	Assign a value to each letter of the alphabet as follows: A=1, B=2, C=3...Z=26.  Assign the value to each letter of your name. What is the total?  Think about everyone in your family. Whose name has the highest total?  Can you create three different words which all have a total of 43?	A farm has several chickens and pigs in a barn.  What combination of animals could total 24 legs? Use pictures or numbers to show your thinking. Is there more than one combination?  Now try thinking about another farm with chickens and pig, with a total of 30 eyes and 44 legs. How many chickens and pigs are on this farm?	Estimate the distance you would travel if you walked around the outside of your home five times. Find a way to prove your answer.  Using your method of measuring, estimate other distances in and around your home.	Create a picture using as many geometric shapes as you can.  Now try to use 15 straight lines to create as many triangles, pentagons and squares as you can.	Using one coin, what is the probability of getting heads or tails?  Flip the coin 30 times and tally your results. Are your results the same or different from your prediction? Why?  Try using two coins. What are the possible outcomes of flipping two coins? Which one do you predict will happen the most? Try an experiment to see if your prediction is accurate.

