ELEMENTARY – GRADE 3

Week of April 6th 2020

Here Comes the Garbage Barge

Information for students

- Do you know how much garbage humans produce? The average American creates about two kilograms of garbage every day. Do you think this is the same in Québec?
- Go to https://youtu.be/Xb3bXKAkeek (11:06 minutes) to find the read-aloud of the book *Here Comes the Garbage Barge*.
- Enjoy the read-aloud.
- Think about what garbage you create from the time you wake up to the time you go to sleep. Make a list of all the garbage created by you and your family. Think about what you can do to reduce, reuse and recycle and write down some ideas to share with your family.
- What happens to the garbage in your area? Where does it go after it is thrown in the trash? Write a real or imaginary account of what happens to your garbage. Be as creative or as informative as you like! Add illustrations to bring your work to life.
- The garbage on the barge became very stinky. Think about this as you write a poem about garbage. Be sure to use many descriptive words to help your readers see and smell as they read. Remember that poems do not have to rhyme! Share your poem with your family live, over video chat or record yourself to play later.

Materials required

- Device with Internet access, paper, writing and drawing materials

Information for parents

Activity details

- Help your child find the link to the video of the book being read aloud.
- Review the instructions with your child, if necessary.

Mon chez-moi

Information for students

- Écoute cette petite vidéo.
- Dessine ton chez-toi actuellement.
- Décris-le à une personne qui habite avec toi.

Materials required

- « Chez moi », vidéo (5 minutes)
- Feuille et crayons de couleur

Information aux parents

À propos de l'activité

Votre enfant s'exercera à :

- Visionner une vidéo en français.
- Comprendre le concept du « chez-moi ».

Vous pourriez :

- Écouter l'émission avec elle ou lui.
- L'aider à trouver les mots qui décrivent l'endroit où il habite.

Math BINGO!

Information for students

- Cut out the numbers from the sheet entitled “Numbers to Place on the Card”. Then place them in any order on your bingo card.
- An adult will read out a mathematical expression (for example, “3 x 8”). Find the answer and colour in the space where that answer appears.
- The goal is to colour in all the spaces in a line. If you have time, you can play until you colour in the whole card.

Materials required

- The bingo cards and the mathematical expressions (see Appendix):
- A pair of scissors (optional)
- Glue stick or tape (optional)

NOTE: If there are several players, each player must place the numbers in different spaces so that the bingo cards are different from one another.

Information for parents

Activity details

The goal of this activity is to multiply numbers from 0 to 10. This activity can be carried out with Grade 3 and Grade 4 students.

For this activity, parents can print the “Math BINGO!” card with the instructions for the children or make a similar card by drawing a grid (five columns by five rows) on a sheet of paper. The children must cut out the numbers from the sheet entitled “Numbers to Place on the Card” and place them in any order on their bingo card. They could also copy them out in any order on the bingo card.

Parents will read out the mathematical expressions (sometimes called “mathematical sentences,” for example, “3 x 8”) one at a time. The children must then determine the result and colour in the corresponding space on their bingo card. Parents can also play. The first person to colour in all the spaces in a horizontal, vertical or diagonal line wins the first part of the game. The game then continues until someone colours in their entire card.

Parents could:

- have their own bingo card to play with their children
- check the result of the required operation each time
- ask their children to write out the mathematical expressions (for example, “3 x 8 = 24”)
- allow their children to use paper and pencil to do their calculations or use multiplication tables

Appendix – Math BINGO!

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Instructions for the children:

- Cut out the numbers from the sheet entitled "Numbers to Place on the Card". Then place them in any order on your bingo card.
- An adult will read out a mathematical expression (for example, "3 x 8"). Find the answer for that expression and colour in the space where that answer appears.
- The goal is to colour in all the spaces in a line. If you have time, you can play until you colour in the whole card!

Appendix – Numbers to place on the card

2	42	3	48
6	56	8	63
12	72	15	80
20	90	24	9
30	10	35	16

Appendix – Mathematical Expressions

1 x 2	6 x 7	3 x 1	8 x 6
2 x 3	7 x 8	4 x 2	9 x 7
3 x 4	8 x 9	5 x 3	10 x 8
4 x 5	9 x 10	6 x 4	1 x 9
5 x 6	2 x 5	7 x 5	2 x 8

Instructions for the adult:

- Read out the mathematical expressions to the children in any order.
- Colour them in to keep track of each one you read out.
- This will help you check the results of the operations when a child calls out BINGO!
- Have fun!

Solar Still

Information for students

- Read the instructions in the document entitled Solar Still (see Appendix).
- Tip: Before you start the experiment, try to imagine what you will have to do, and draw a picture of it. This will help to guide you when you do the experiment.

Materials required

- Ingredients: table salt and tap water.
- Objects: a deep bowl, a glass jar that fits in the bowl, a teaspoon, plastic wrap, adhesive tape, a measuring cup, a small stone (or other object that can be used as a weight) and a marker.

Information for parents

Activity details

In this activity, children will do some research and carry out a simple experiment on condensation.

It will awaken their curiosity! 

In carrying out this experiment, children will have the opportunity to read an information-based text pertaining to a meaningful, real-world situation. This means that they will also be using skills they have worked on in English class!

The children could try carrying out this activity on their own. However, parents who wish to can help them:

- measure the quantity of water to be poured into the deep bowl and the quantity of water left over at the end of the experiment
- think about what is happening by asking them questions to guide them through the activity (how were the droplets formed? why is the water in the jar no longer salty?).

Of course, any encouragement on the part of parents is more than welcome.

Appendix – Solar Still

Introduction

Did you know that more than 70% of the Earth's surface is covered in water, but that only 2.5% of it is drinkable freshwater? Because this freshwater may contain contaminants, it needs to be purified before it is safe to drink. Today, you will learn a very simple way to purify water, using things you already have in your kitchen!

Let's get started! Make your own solar still!

1. Place the glass jar rim up in the centre of the deep bowl. Use a measuring cup to measure the amount of water you will need. Make sure you have enough water in the measuring cup so that when you pour it into the bowl, the water comes up to about 5 cm below the rim of the jar. Pour the water from the measuring cup into the bowl around the jar.
2. Add a few teaspoons of salt to the tap water. Stir until the salt dissolves. Dip your finger in the water and taste it. Can you taste the salt?
3. Cover the bowl tightly with plastic wrap. You may need to tape the plastic wrap to the bowl. Place the weight on top of the plastic wrap in the centre. This will make the plastic wrap sink a little in the middle, over the top of the jar.
4. Leave your solar still in the sun for 3 to 5 hours. To keep track of time, use the marker to write the time on the plastic wrap when you leave the still out in the sun.
5. After a few hours, check on your solar still.

Let's see what happened!

Is there any water inside the jar? Take the jar out of the bowl and taste the water in the jar. Is it still salty? Pour the rest of the salt water (from the big bowl) into the measuring cup. How much water is left? What do you think happened?

Conclusion

When the solar still is left out in the sun, the water heats up. Because of this change in temperature, the water evaporates, changing from a liquid to a gas. However, the salt in the water does not evaporate! When the water vapour comes into contact with the plastic wrap, it condenses (changes from a gas to a liquid). The dip in the plastic wrap causes the water droplets to move toward the centre and drip into the jar. This leaves you with salt-free water that you can drink.

This model shows part of the water cycle. If you would like to learn more about the water cycle, take a look at these animations:
http://cdpsciencetechno.org/documentation/animationsfr/
and https://www.youtube.com/watch?v=ejOw4FYLUIQ.

Get moving

Information for students

- Carry out a physical activity of your choice or engage in active play.
- Wash your hands at the end of the activity.

Materials required

- Depending on the activity.
- Based on the materials available at home.

Information for parents

Activity details

In the context of the current pandemic, the physical and social environment in which physical activities or active play are carried out must comply with the most recent guidelines issued by the Direction de la santé publique or by any other relevant authority.

This activity allows children to realize that they are being active during physical activities or active play.

In this activity, children will practise:

- carry out a physical activity of their choice or engage in active play
- wash their hands at the end of the activity

Parents could:

- help their children learn by asking questions about their experience
- carry out the activity with their children, or alternate between supervision and independent play, depending on the activity

Identifying lifestyle habits

Information for students

- Watch the video.
- Identify your daily lifestyle habits.

Materials required

- The video about good lifestyle habits

Information for parents

Activity details

This activity allows children to verbalize the behaviour associated with certain lifestyle habits.

In this activity, children will practise:

- be curious about lifestyle habits
- reflect on whether their own lifestyle habits have a positive or negative impact on their well-being
- tell your parents about your own lifestyle habits

Parent could:

- support their children's learning: ask them questions, provide examples of proper daily lifestyle habits, and have the children group these habits into categories
- read out the government's health recommendations for everyone: you must wash your hands often with soap under warm running water for at least 20 seconds
- ask their children about their own daily lifestyle habits

Unavailable

Unavailable

Place names

Information for students

Spark your interest in learning:

- Choose a street in your neighbourhood, a highway, a body of water, a building, a park, etc., that was named after someone. If you can't find one, choose a well-known place in your region or somewhere else in Québec.
- Use your available resources or ask an adult to help you look for information about this person to find out more about their life and what they did.
- Identify actions carried out by this historical figure that affected the organization of their society or territory.

Take it to the next level:

- Learn more about Champlain by reading a short biography of him at https://www.britannica.com/biography/Samuel-de-Champlain.
- Use your available resources or ask an adult to help you describe the impact that Samuel de Champlain had on New France. Next, learn more about his explorations by looking at this map: https://cdn.britannica.com/80/105180-050-B007392B/Map-explorations-Samuel-de-Champlain-North-America.jpg.
- Look for places or buildings that have been named after Samuel de Champlain and locate them on a map.

Materials required

Useful resources, depending on personal preferences and availability:

- writing materials (paper, poster board, pencils, etc.)
- printer
- device with Internet access

Information for parents

Activity details

At the heart of a society are its people. Some people had a significant impact on social and territorial organization. In the elementary program, they are called historical figures.