Wednesday January 19

Bell Work
- Must Do job: magic number
- Can Do job: mandala colour page

Math
- Ways to show multiplication #1 Skip Counting
  - Grade 3: Count by 2s, 5s, 10s review page
  - Grade 4: copy out math note
  - Multiples cheat page to help memorize facts
- Complete 2x facts drill (2 minutes)
- Move on to 10x concept page
  - 10x facts drill tomorrow (memorize 10x tables)

ELA
- Word Sort
  - Do word sort 3x and read words aloud
  - Fill out gameboard and play with someone in your family
- Paragraph details practice with whiteboards
  - Pick random items and identify details about it as quick as you can (minimum 3 for each item)

Science
- Review lab 1 concept
- Complete Lab 2 - *How Does Heat Travel?*
  - Concept: Heat travels from warmer objects to cool objects.

Math Vocab
- Try to fill in blank math problem solving key words page for addition, subtraction, multiplication (& division if you want the challenge) on your own
- Then compare with filled in math problem solving keywords page to see which were missed

D.E.A.R.
- 15 minutes of independent reading
- Read aloud: *The One and Only Ivan*
  - [PDF] The One and Only Ivan Book by Katherine Applegate (2012) Read Online or Free Download (booksvooks.com)

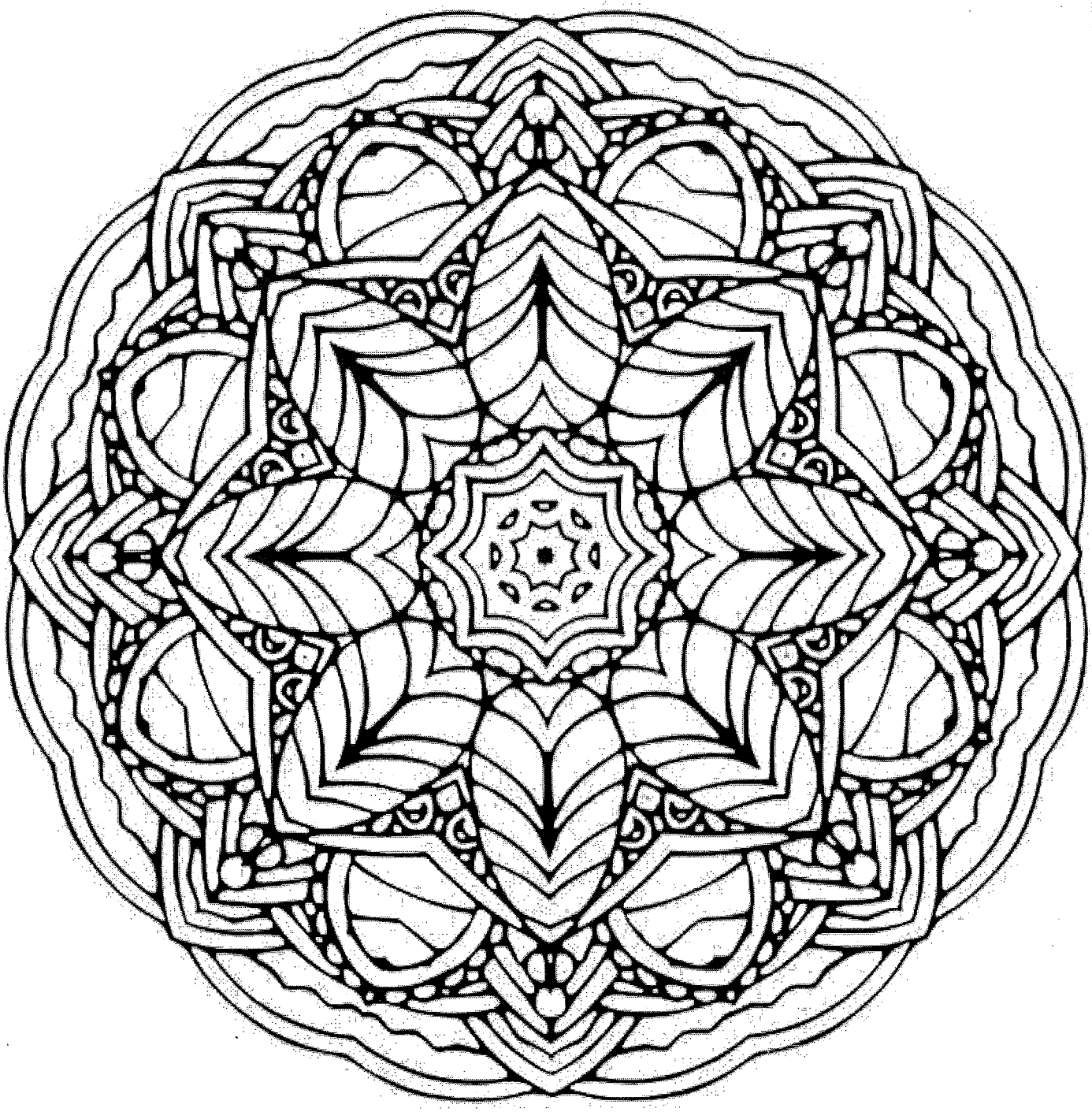
Art
- Review mandalas and radial symmetry
  - Video (1st 5 minutes) https://www.youtube.com/watch?v=JrEq0pkZ2q8
  - Continue colouring mandala colour pages (5 handed out in total so far)

Magic number: 12

What different ways can you represent the number?

Try and think of atleast 5 different ways.

Consider using symbols, pictures, words, grids/ arrays, equations, etc.



Ms. C

Date

Multiplication

multiply = combine equal groups

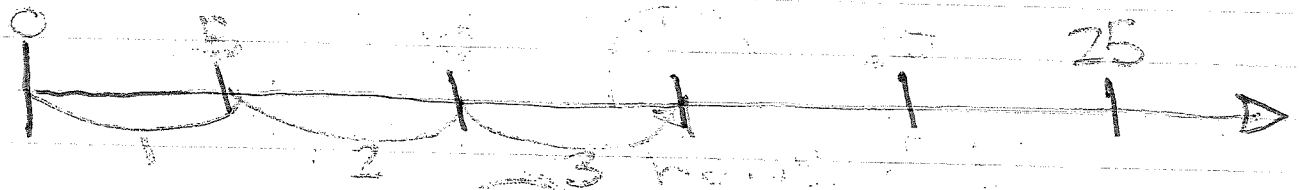
$3 \times 5 = 15$

factor factor product

4 Ways to Show:

1. Skip Count

$3 \times 5 = 15$



5: 5 10 15 20 25 30 ...

(3 groups of 5)

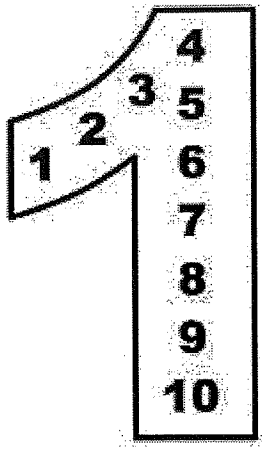
Skip Counting by 2s, 5s and 10s

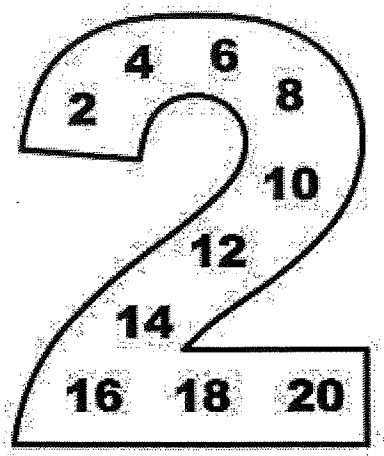
1. Count by 2s and trace a **red** border around each box that you land on.
2. Then count by 5s and place a **blue** circle around the number in each box that you land on.
3. Finally, count by 10s and place a **green** X over the number in each box that you land on.

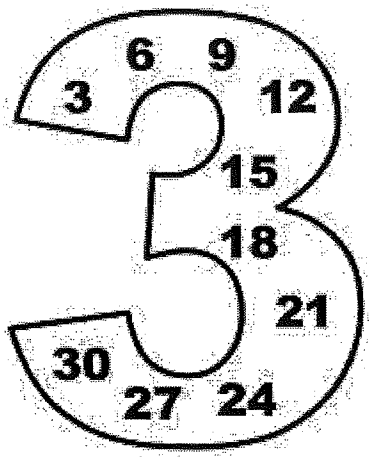
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

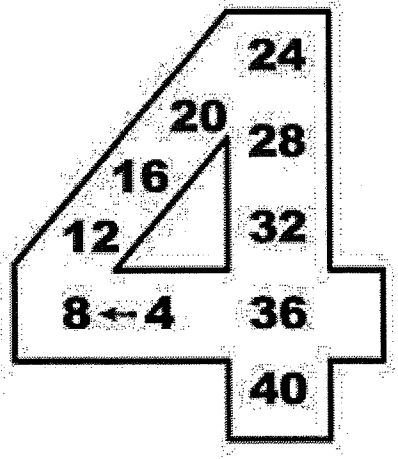
****Challenge****

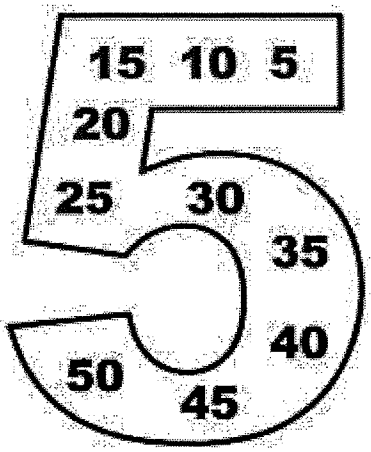
1. If you keep counting on from 100, what is the next number you will trace in **red**? ____
2. If you keep counting on from 100, what is the next number you will circle in **blue**? ____
3. If you keep counting on from 100, what is the next number you will X in **green**? ____

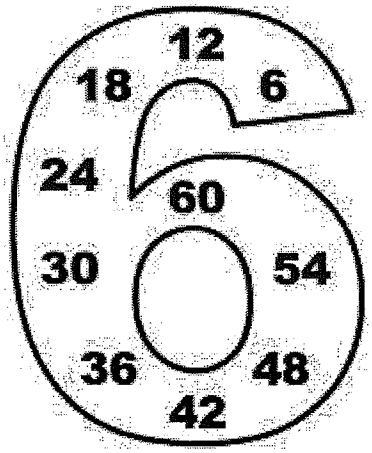

1
1 2 3 4 5 6 7 8 9 10

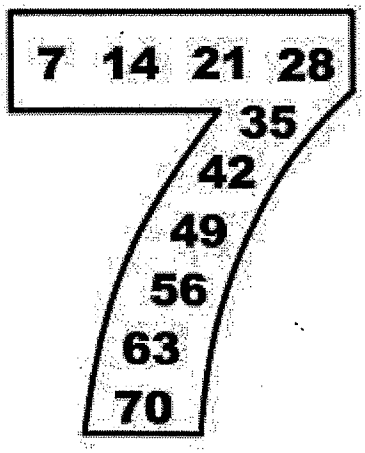

2
2 4 6 8 10 12 14 16 18 20

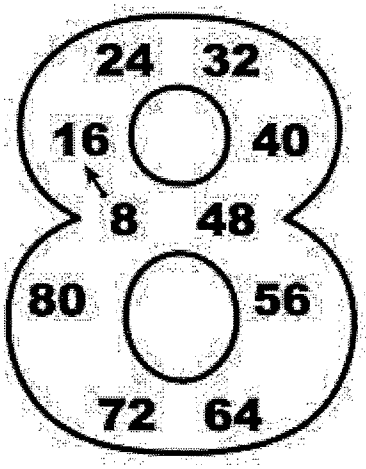

3
3 6 9 12 15 18 21 24 27 30

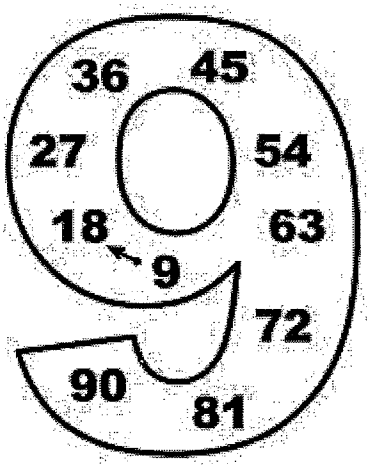

4
4 8 12 16 20 24 28 32 36 40


5
5 10 15 20 25 30 35 40 45 50


6
6 12 18 24 30 36 42 48 54 60


7
7 14 21 28 35 42 49 56 63 70


8
8 16 24 32 40 48 56 64 72 80


9
9 18 27 36 45 54 63 72 81 90

Name : _____ Score : _____

Teacher : _____ Date : _____

Multiplication Drill

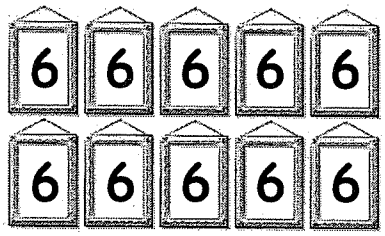
2 x 8	2 x 1	2 x 10	2 x 5	2 x 1	2 x 8
2 x 10	2 x 1	2 x 12	2 x 6	2 x 6	2 x 12
2 x 9	2 x 7	2 x 0	2 x 0	2 x 5	2 x 0
2 x 4	2 x 7	2 x 9	2 x 10	2 x 4	2 x 7
2 x 11	2 x 2	2 x 7	2 x 5	2 x 2	2 x 6
2 x 6	2 x 3	2 x 12	2 x 5	2 x 8	2 x 3
2 x 9	2 x 11	2 x 9	2 x 5	2 x 9	2 x 4
2 x 2	2 x 8	2 x 4	2 x 2	2 x 3	2 x 11
2 x 8	2 x 2	2 x 7	2 x 6	2 x 4	2 x 11
2 x 12	2 x 11	2 x 10	2 x 3	2 x 1	2 x 0

Name:	Date:
Teacher:	Part 1: Learning the Basic Times Tables

Multiply by 10

"There's nothing like a group of 10 – just put a zero at the end!"

Example: 10 x 6 (a group of 10 sixes)



Think Smart:

10 x 6 = 6 x 10 (commutative property)

= [6] tens

= [60]

Think Smart

1. 10 x 2 = 2 x 10

= [ ] tens

= [ ]

2. 10 x 3 = 3 x 10

= [ ] tens

= [ ]

3. 10 x 4 = 4 x 10

= [ ] tens

= [ ]

4. 10 x 5 = 5 x 10

= [ ] tens

= [ ]

Think Smart

5. 10 x 6 = 6 x 10

= [ ] tens

= [ ]

6. 10 x 7 = 7 x 10

= [ ] tens

= [ ]

7. 10 x 8 = 8 x 10

= [ ] tens

= [ ]

8. 10 x 9 = 9 x 10

= [ ] tens

= [ ]

Name:	Date:
Teacher:	Part 1: Learning the Basic Times Tables

Practice 0, 1, 2, 10

Think Smart

1. 0×7 = a group of 0 sevens
   = ☐

2. 1×6 = a group of 1 six
   = ☐

3. 2×4 = $4 + 4$
   = double ☐
   = ☐

4. 10×5 = 5×10
   = ☐ tens
   = ☐

5. 0×8 = a group of 0 eights
   = ☐

Think Smart

6. 1×3 = a group of 1 three
   = ☐

7. 2×9 = $9 + 9$
   = double ☐
   = ☐

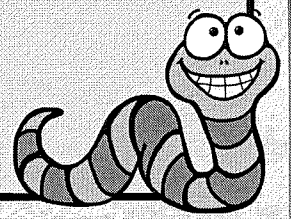
8. 10×7 = 7×10
   = ☐ tens
   = ☐

9. 2×8 = $8 + 8$
   = double ☐
   = ☐

10. 10×6 = 6×10
    = ☐ tens
    = ☐

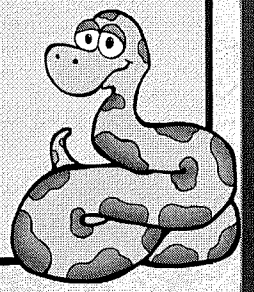
snakes and Ladders

FINISH

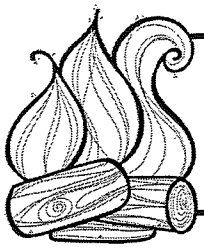


20	21	22	23	24	25
19	18	17	16	15	14
6	7	8	9	10	11
5	4	3	2	1	

START



How Does Heat Travel?



HEAT LAB 2

Name: _____

Activity #1

Which is warmer, your hand or the ice cube? _____

_____

Place the ice cube in your hand. Hold it for 30 seconds (or as long as you can). In which direction is the heat moving? _____

_____

Activity #2

Which is warmer, your hand or the cup of warm water? _____

_____

Hold the cup of warm water in your hand for 30 seconds. In which direction is the heat moving? _____

Activity #3

Which is warmer, your hand or your cheek? _____

_____

Hold the your hand to your cheek for 30 seconds. In which direction is the heat moving? _____

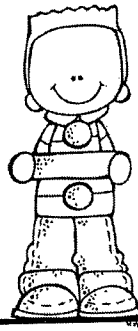
Making Generalizations

Choose the correct statement:

____ Heat moves from cooler objects to warmer objects.

_____ Heat moves from warmer objects to cooler objects.

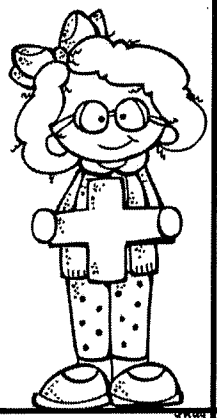
Math Problem Solving Key Words

Addition (+)	Subtraction (-)
	
Multiplication (×)	**Division (÷)**
	

Math Problem Solving Key Words

Addition (+)

- sum
- more
- increased by
- more than
- combined together
- added to
- perimeter
- plus
- and
- in all
- all together
- total
- total of
- addend

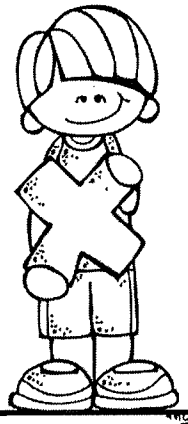


Subtraction (-)

- difference
- take away
- fewer
- minus
- subtract
- reduced by
- dropped
- decreased by
- less than
- greater than
- how many more
- farther
- left, left over
- exceed
- remain

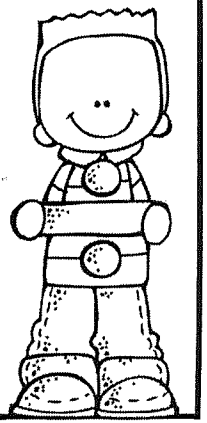
Multiplication (x)

- product
- times
- each
- area
- factor
- multiple
- multiplied by
- multiply
- twice
- product of
- total
- in all
- all
- array
- groups of
- rows of
- columns
- equal groups
- area



Division (÷)

- half
- share equally
- equal group
- separate
- cut up
- distribute evenly
- divide
- quotient
- divisor
- dividend
- split
- equal pieces
- quotient
- average
- same
- rows of
- columns
- equal groups
- area



Capital Letters at the beginning ☐ Lowercase letters ☐ Spaces between words ☐ Punctuation. ☐

Name : _____ Score : _____

Teacher : _____ Date : _____

Multiplication Drill

10 x 1	10 x 12	10 x 0	10 x 6	10 x 2	10 x 8
10 x 11	10 x 9	10 x 3	10 x 6	10 x 2	10 x 3
10 x 9	10 x 12	10 x 11	10 x 5	10 x 9	10 x 6
10 x 0	10 x 7	10 x 7	10 x 5	10 x 5	10 x 4
10 x 2	10 x 1	10 x 10	10 x 8	10 x 10	10 x 1
10 x 8	10 x 2	10 x 8	10 x 9	10 x 6	10 x 0
10 x 3	10 x 7	10 x 3	10 x 2	10 x 10	10 x 7
10 x 10	10 x 9	10 x 11	10 x 4	10 x 1	10 x 0
10 x 6	10 x 11	10 x 5	10 x 10	10 x 1	10 x 12
10 x 8	10 x 5	10 x 11	10 x 7	10 x 4	10 x 12

Name:	Date:
Teacher:	Part 1: Learning the Basic Times Tables

Multiply by 3

"A group of 3 is quickly done – start with 2 and then add 1!"

Example: 3 x 8 (a group of 3 eights)

Think Smart:

3 x 8 = 8 + 8 + 8
= 16 + 8
= 24

Think Smart

1. 3 x 2 = 2 + 2 + 2
= ☐ + ☐
= ☐

2. 3 x 3 = 3 + 3 + 3
= ☐ + ☐
= ☐

3. 3 x 4 = 4 + 4 + 4
= ☐ + ☐
= ☐

4. 3 x 5 = 5 + 5 + 5
= ☐ + ☐
= ☐

Think Smart

5. 3 x 6 = 6 + 6 + 6
= ☐ + ☐
= ☐

6. 3 x 7 = 7 + 7 + 7
= ☐ + ☐
= ☐

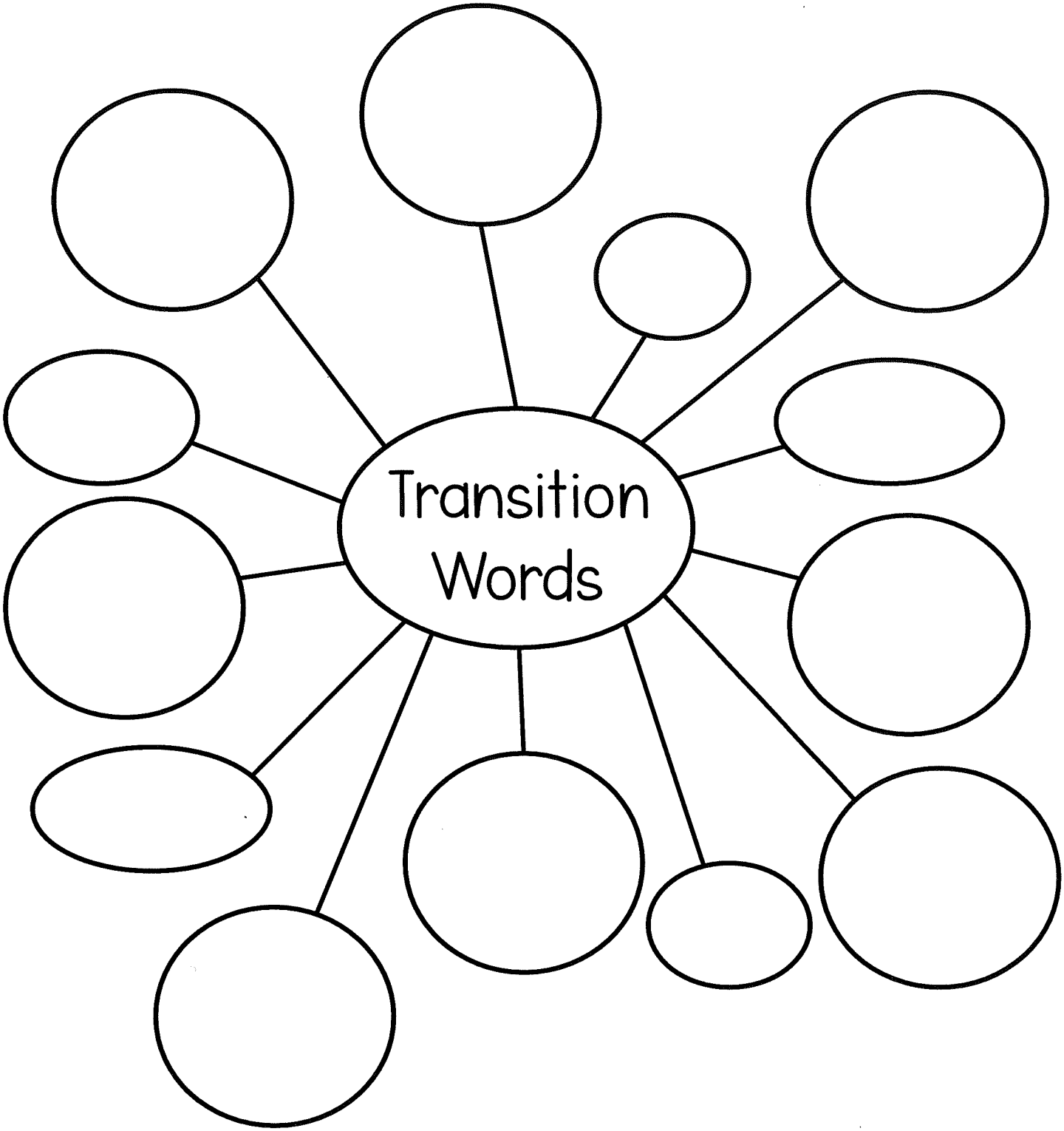
7. 3 x 8 = 8 + 8 + 8
= ☐ + ☐
= ☐

8. 3 x 9 = 9 + 9 + 9
= ☐ + ☐
= ☐

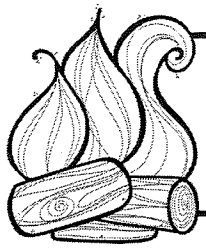
Name: _____ Date: _____

PARAGRAPH WRITING PRACTICE

Brainstorm → [redacted] → Outline → Write



What Is Conduction?



HEAT LAB 3

Name: _____

Activity #1

Touch the handle of a metal spoon. How does it feel? _____

Place the bowl of the spoon in a container of hot water. Wait a few minutes.

Now touch the handle again. How does it feel? _____

What happened to the heat of the water? _____

_____

Activity #2

An adult will move a hot iron across the surface of a towel. Touch the towel.

How does it feel? _____

What happened to the heat of the iron? _____

_____

Making Generalizations

In addition, think about touching the ice cube and the cup of warm water in Heat Lab 2. All of these are examples of conduction.

What is conduction? _____

_____

Friday January 21

Bell Work

- Must Do job: picture sentences
  - Cut up / write out examples of nouns, verbs, and items
  - Pick by random examples of each to build and write out sentences with proper sentence structure
- Can Do job: mandala colour page

Art

- Reviewed mandalas and radial symmetry
- Go outside to the beach and create your own mandalas from materials you find outside! (take a picture to share your creation)

Daily 5 (20 minutes each)

- Read to Self
- Read to Someone
- Teacher Conference: spelling test
- Word Work: do word sort, glue & paste words into WTW journal page
- Work on Writing: free write

Math

- 3x facts drill (2 minutes)
- Ways to show multiplication #1 Skip Counting
  - Practice various multiplication Qs page (choose 6/12) and use skip counting to show your work (can use ruler if a number line is needed)
- Move on to 3x concept page
  - Should have 0x, 1x, 2x, 3x, 10x facts memorized (practice over the weekend and have those Find the Facts pages done)

Science

- Review lab 3 concept
- Complete Lab 4 - *What is convection?*
  - Concept: Convection involves rising of warm air or water and sinking of cool air or water.

Name : _____ Score : _____

Teacher : _____ Date : _____

Multiplication Drill

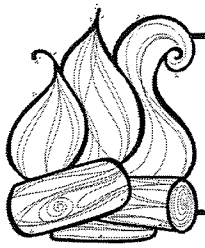
3 x 12	3 x 2	3 x 1	3 x 3	3 x 1	3 x 1
3 x 5	3 x 10	3 x 2	3 x 10	3 x 2	3 x 0
3 x 2	3 x 8	3 x 0	3 x 9	3 x 2	3 x 1
3 x 8	3 x 9	3 x 11	3 x 7	3 x 11	3 x 10
3 x 12	3 x 11	3 x 6	3 x 6	3 x 4	3 x 5
3 x 12	3 x 12	3 x 7	3 x 0	3 x 5	3 x 12
3 x 0	3 x 8	3 x 4	3 x 10	3 x 0	3 x 7
3 x 3	3 x 9	3 x 9	3 x 9	3 x 6	3 x 8
3 x 7	3 x 8	3 x 3	3 x 6	3 x 3	3 x 10
3 x 11	3 x 7	3 x 11	3 x 5	3 x 1	3 x 4

Name : _____ Score : _____

Teacher : _____ Date : _____

5 x 8	4 x 7	8 x 12	11 x 11
3 x 5	2 x 6	9 x 4	0 x 3
5 x 2	4 x 10	4 x 0	3 x 12

What Is Convection?



HEAT LAB 4

Name: _____

Activity #1

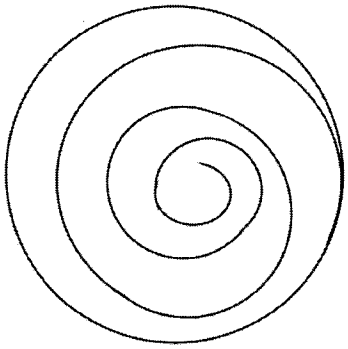
1. Fill a clear plastic cup halfway with warm water.
2. Place ice water in other cup. Add food coloring; stir.
3. Use a straw or eyedropper to drop ice water into the warm water.

What happened to the cold water? _____

_____

Let it set for a minute and observe.

Activity #2



1. Cut out a curlicue like this (but bigger).
2. Stick a pin through the underside of the curlicue.
3. Hold the curlicue above a heat source.

What happened to the curlicue when you held it above the heat source?

_____

Making Generalizations

These activities show convection.

In convection, warm air or water _____ and cool air or water

_____.