

Learning Menu for Home Activities

Please try to do at least 1 activity from each column each week. Email me a picture/video of one completed activity.

Reading <i>As a reader, I can...</i>	Writing <i>As a writer and a storyteller, I can...</i>	Numeracy <i>As a mathematician, I can...</i>	Social Emotional Learning & Health Education	Discovery <i>As a scientist/artist/explorer/citizen, I can...</i>
<p>Read 3 books on Raz-Kids.</p> <p>Record yourself reading one of the books using the voice recording on Raz-Kids or have someone record a video for Ms. Ramirez.</p>	<p>You can watch Ms. Ramirez's Xx videos here.</p> <p>Draw and label 5 things that include the letter Xx (start/ending or ex-) (see modifications here)</p> <p>Do a rainbow write.</p>	<p>Fill Up your Bank Account Game</p> <p>Check here for the instructions on how to play this game to practice the name and value of Canadian Coins.</p>	<p>Go outside (to the park or your yard) and run in a big circle until you are tired. Make sure to count each lap. How many laps did you do? <i>Remember about social distance</i></p>	<p>Parts of a butterfly</p> <p>Watch this video or check this diagram here and practice the parts of a butterfly.</p> <p>Can you name them all after practicing?</p>
<p>Sight Words Road:</p> <p>Draw a road and write 8 sight words along the road.</p> <p>As you drive a toy car, read the sight words as you drive by them.</p> <p>Check instructions here.</p>	<p>At the end of "Don't Let the Pigeon Stay Up Late!" we see the Pigeon dreaming.</p> <p>Look at the picture here, and write what is the Pigeon is dreaming about <i>(See notes)</i></p>	<p>Comparing Length Watch</p> <p>Ms. Ramirez's video here.</p> <p>Collect 6 objects indoors/outdoors. Arrange them from longest to shortest. Compare them using the following words: <i>longest/shortest, longer than/shorter than</i></p>	<p>Happy Poster</p> <p>Write the word "happy" in the middle of a paper and draw some of the things that make you happy around it.</p> <p>Invite your family to add things that make them happy too.</p>	<p>Flower Art</p> <p>Use loose parts or a variety of art and recycled materials to create a flower.</p> <p>How many petals does your flower have?</p>
<p>Listen to Ms. Ramirez read "Don't Let the Pigeon Stay up Late!" here.</p> <p>What was your favourite part?</p>	<p>Write a Happy Birthday card for Althea!</p> <p>Remember to include "Dear Althea" and "Happy Birthday!"</p>	<p>Check out the June calendar here.</p> <p>How many days until summer? Are you looking forward to something happening in June?</p>	<p>Blow some bubbles! If you do not have pre-made bubbles at home, try this easy recipe here (any dishwasher liquid soap works)</p>	<p>Helping Hands</p> <p>Help your family fold the laundry and put it away.</p>

I finished all the Learning Menu, NOW WHAT?

If your child is done with the activities from the Learning Menu, here are some suggestions:

- Complete unfinished activities from **previous Learning Menus**. You can find them here <https://sd41blogs.ca/ramireza/category/learning-menus/>
- Check out our **classroom blog** for activities, videos, etc. The activities are organized by subject for easier access. <https://sd41blogs.ca/ramireza/subjects/>
- Read or listen to books on **Raz-Kids, Fast ForWord or EPIC!** Remember that the free access to these websites expires June 30.
- Complete math work on **Khan Academy**.
- Have your child come up with their **own math equations/problems**.
- Story Workshop:** Invite your child to create a story with different materials they have at home. They can present the story to you and your family, record a video while telling the story or write down their story,
- Writers' Workshop:** Invite your child to write a story –they may be inspired by a story they read before, or it can be an original story. They can also write about something they know about (i.e. after listening to a non-fiction book on EPIC!) or write the instructions to something they know how to do/perform (i.e. water the plants, make a sandwich...). Or they can write letters, birthday cards, grocery lists...
- Complete work on their **Printing Book** (yellow duo-tang).
- Be active and play! Remember that play is very important for learning.

Don't Let the Pigeon Stay Up Late

Literacy

At the end of the book *"Don't Let the Pigeon Stay Up Late"* by Mo Willems the Pigeon fell asleep and started dreaming.

Write about the Pigeon's dream.

WORDS YOU MAY NEED

hot dog

dream

Pigeon

TRANSITIONING WORDS

First/ One day/ Once upon a time

Second/ Also/Then/Later/After

Third/Lastly/In the end/Last

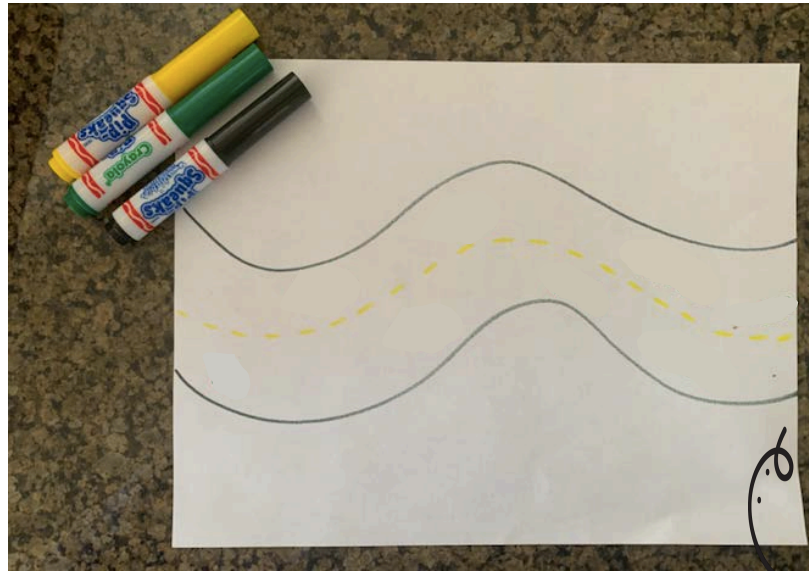


Sight Words Road

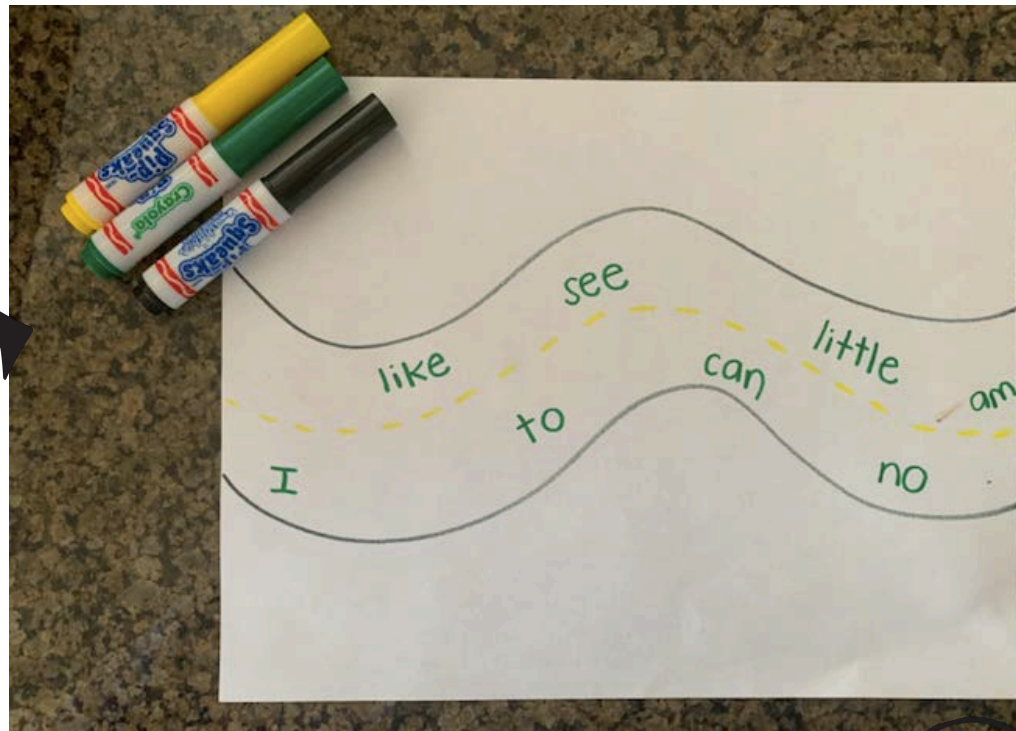
If you have a whiteboard, you can use that and easily change the words!

Literacy

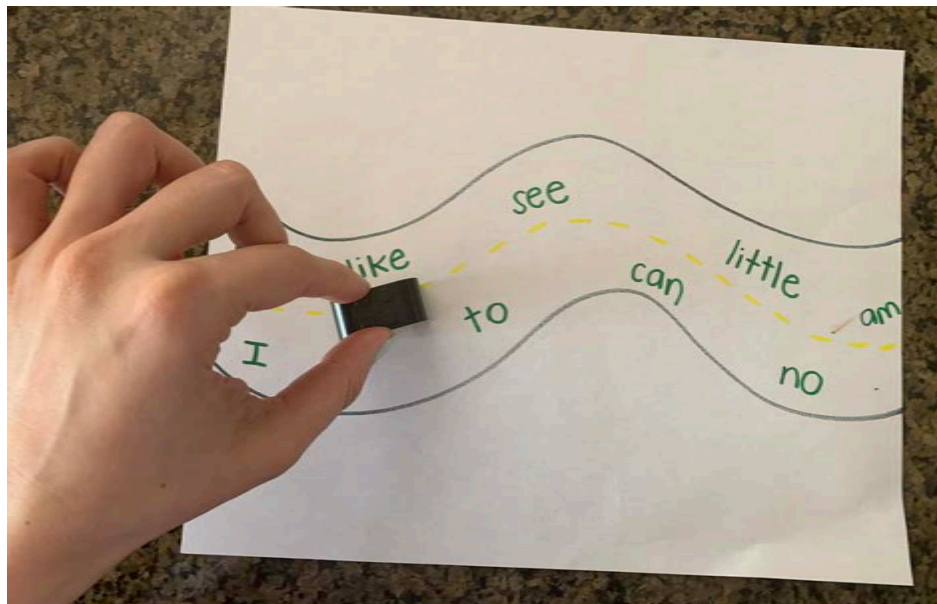
Draw a road and write 8 sight words along the road. As you drive a toy car, read the sight words as you drive by them.



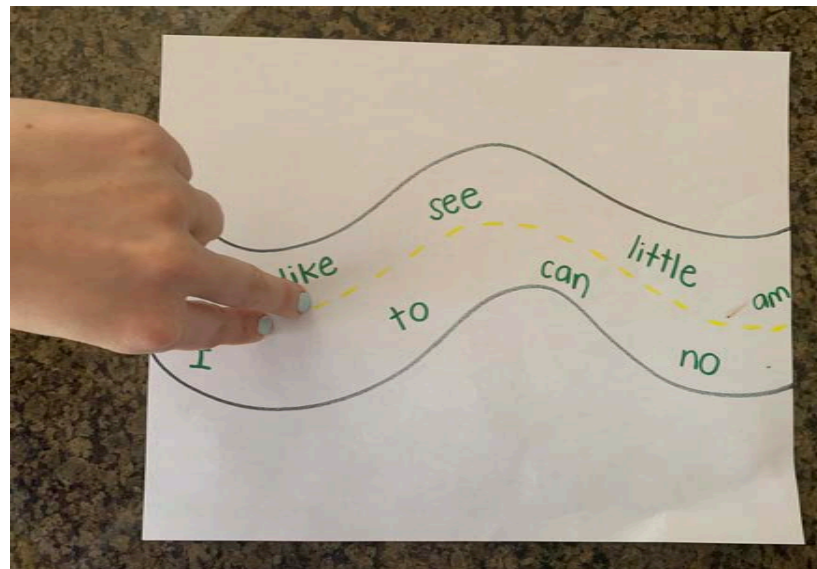
Draw 2 lines to make the road on a paper sheet with a marker. Don't forget the yellow lines in the middle.



Pick 10 sight words and write them along the road. You can use pencil if you want to change them later.



Using a toy car –or a small car you made with Lego blocks – drive the car and read the the words as you drive by them.



Or you can use a little person toy or your fingers like they are walking, and read the words as they are walking by the words

WORDS SUGGESTIONS

the	with
of	his
and	they
a	I
to	be
in	this
is	have
you	one
that	said
it	an
at	make
he	made
was	saw
for	their
are	if
as	no
because	all
help	see
find	look
do	am

Fill Up the Bank

Numeracy

MATERIALS

-2 cups

-a small

collection of

coins

HOW TO PLAY:

- 1) Grab a handful of coins and 2 cups.
- 2) The banker (an adult or older sibling), starts with all the coins in their cup. The banker puts one coin on the table.
- 3) Your child names the coin and its value (you can start just with the name). If they get it right, then the coin goes to your child's cup (the "bank account").
- 4) Repeat.
- 5) When done:
 - a) *have your child sort the coins and see how many of each they have. OR*
 - b) *have your child add up all the coins and find out how much money they earned in total.*



Toonie
\$2.00



Loonie
\$1.00



Quarter
¢25



Dime
¢10

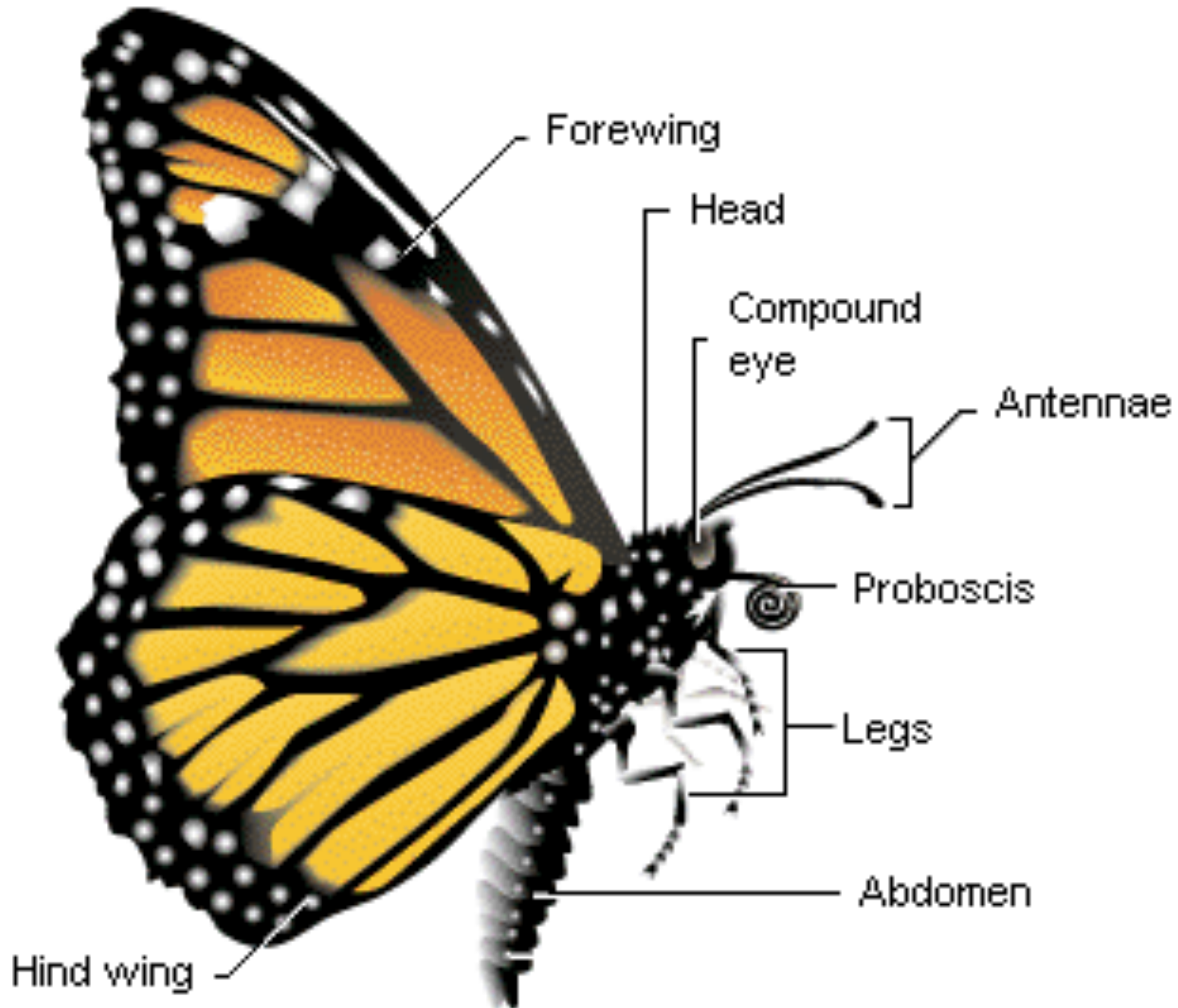


Nickle
¢5

Parts of a Butterfly

Science

You can also check out this short video [here](#).



MODIFICATIONS

REMEMBER: Each child is different. You can try to complete the activities as proposed, but if you notice that your child needs more support, start by using one of the recommended modifications to ensure your child is **successful**.

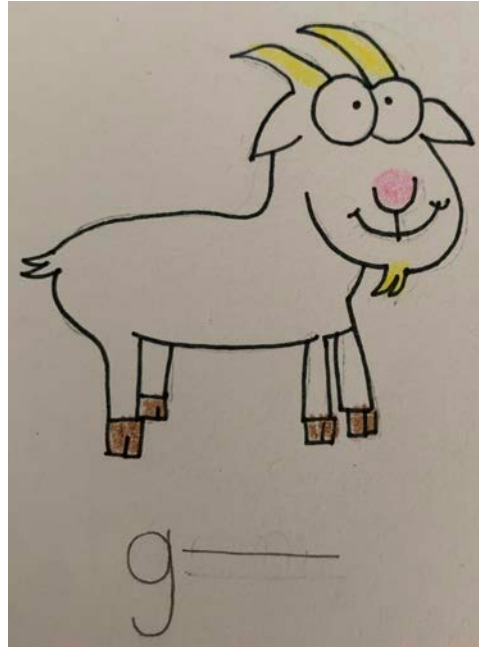
Literacy

WRITING WORDS

Keep in mind that at this age, **phonetic spelling** of unknown words (how they sound; i.e. frend= friend) is normal and expected. As children progress, they learn more spelling patterns and words. At this time, we want them to write all the sounds they can identify in a word. **HOWEVER**, sight words (i.e. I, look, see, was) should be practiced with correct spelling.

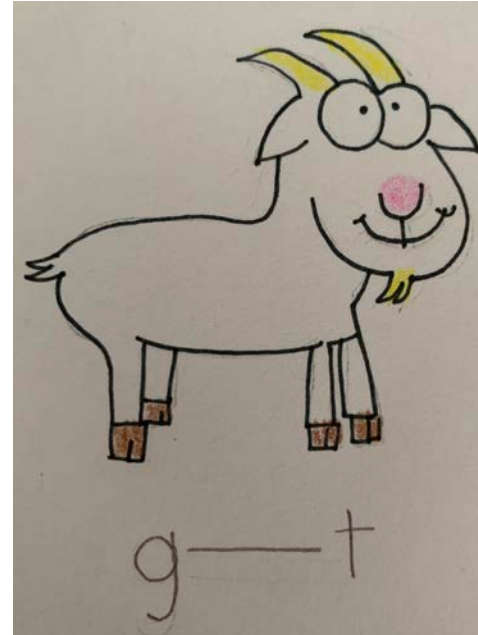
A) Write the first letter, focusing on correctly identifying the sound, proper use of lowercases or uppercases (if it is a name), neat printing. Draw a line after the letter to indicate that there are more letters in that word.

Example:



B) Ask your child to repeat the word, slowly: Have them write the first and last letter-sounds they hear in that word. Draw a line between letters to indicate that there are more letters in the word.

Example:



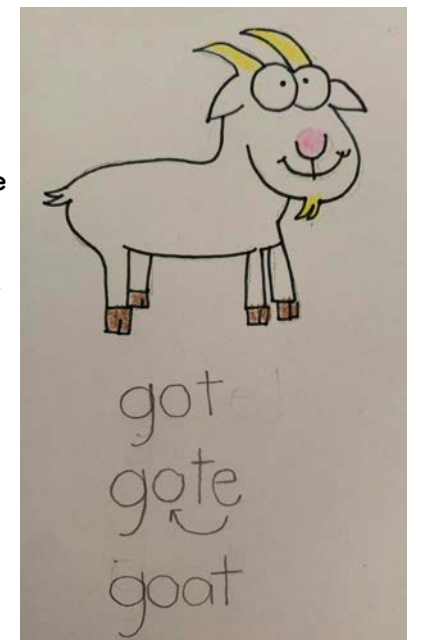
C) Ask your child to repeat the word, slowly: Have them stretch the word and write all the letter-sounds they hear. Is there a sound made by 2 letters (i.e. /sh/ /ch/ /oo/ /ea/)? Is there a rule (i.e. "sneaky e"?)

Example:

In this example, all 3 spellings demonstrate knowledge of letters and sounds, even if 2 are not correctly spelled.

*got = "o" says /oa/

*gote= silent "e" is telling the "o" to say its name



CHALLENGE:

If your child can easily stretch out words and spell

LEVEL 1 CHALLENGE: Ask them to write a sentence with each word.

LEVEL 2 CHALLENGE: Ask them to write a story using all of the words!

MODIFICATIONS

Writing Checklist all students

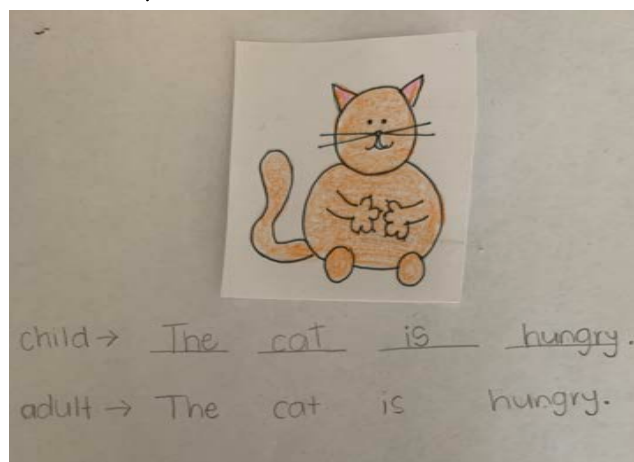
- Spaces
- Punctuation at the end of the sentence
- Uppercase to start sentences and for names

Literacy

WRITING SENTENCES

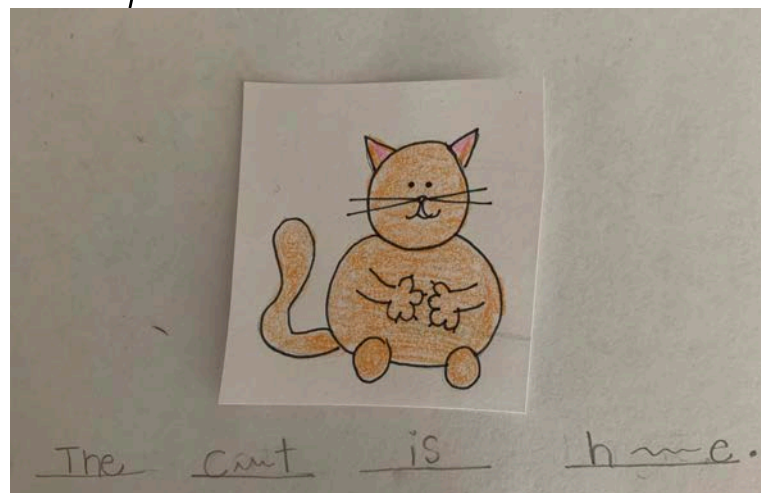
A) Ask your child to repeat their sentence multiple times and count how many words it has. Make a "word holder" (line) for each word. Write the sentence for your child, have them copy it and read it together. Have them point at each word as they read it.

Example:



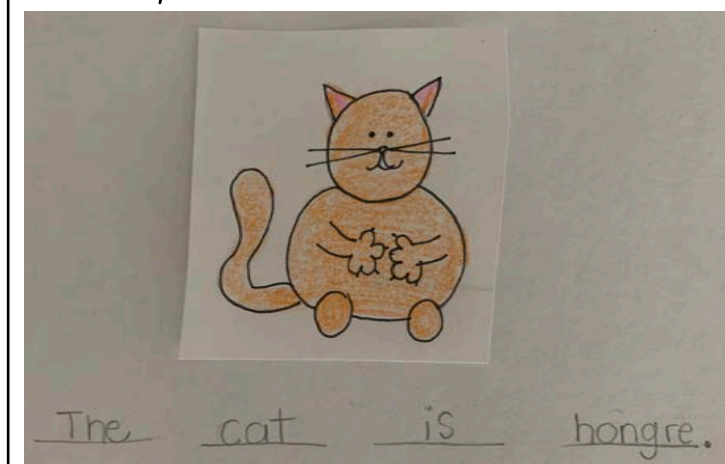
B) Ask your child to repeat their sentence. For every word they say, ask them to draw a "word holder" (line). Have them add the words they know -such as "the," "a," "is," etc. Have them write the first and last sound for all the other words. They can do a squiggly line in the middle to acknowledge and represent other letters in that word. Have them point at each word as they read it.

Example:



C) Ask your child to orally repeat their sentence. For every word they say, ask them to draw a "word holder" (line). Have them add the words they know -such as "look". Have them stretch the words and write all the letters they hear.

Example:



"hongre" would be a phonetic spelling of the word "hungry."

You can discuss with your child the correct spelling of words they had difficulties with. You can start by stretching the words slowly for them, stressing the sounds they did not hear before and asking them what letter(s) that may be. **However**, I advice to do this **only after** they have finished their sentence independently, regardless of the level.

STORY MAP EXAMPLE

A story map allows students to brainstorm about characters, setting and events before writing their story. They can start by drawing the different elements and then writing. You can write the words in **boxes** and have your child do the rest.

Literacy

TITLE → The hungry cat.

SETTING → **setting**



CHARACTERS

characters

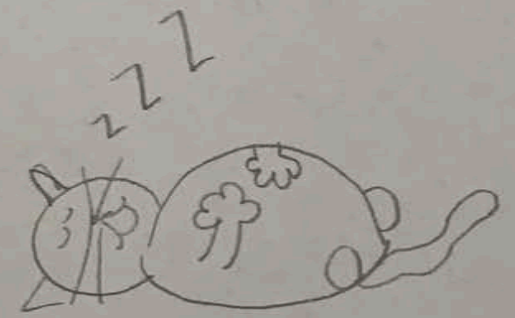


TRANSITIONING WORDS
First/ One day/ Once upon a time
Second/ Also/Then/Later/After
Third/Lastly/In the end/Last

MODIFICATION
Have your child draw the story elements and support them using the "Writing Sentences Modifications" table.

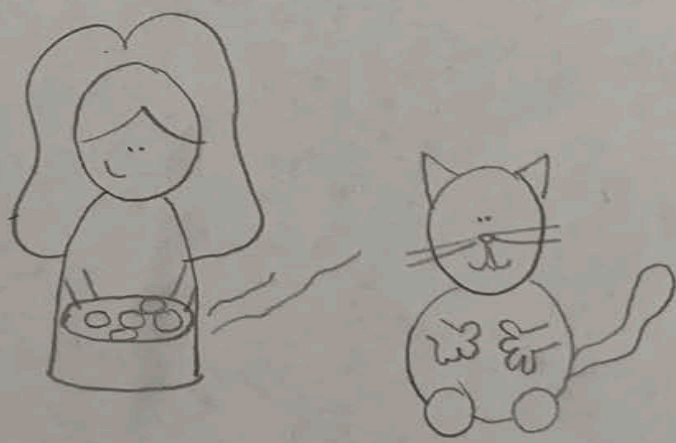
CHALLENGE
My story only has 3 events, but if your child can, invite them to add many more events to grow their story.

First



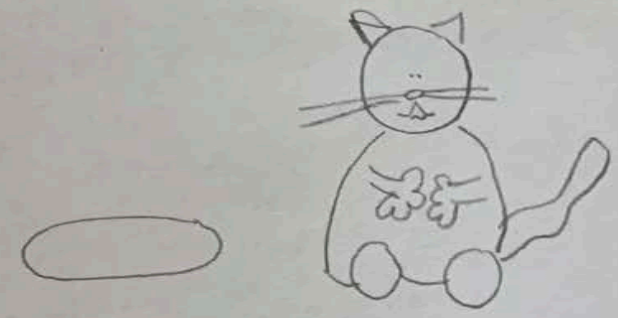
One day, my cat was sleeping.

Second



Then, my cat woke up when he smelled my cookies.

Third



In the end, my cat ate all the cookies and felt sick.

SEQUENCE