


Learning Menu for Home Activities

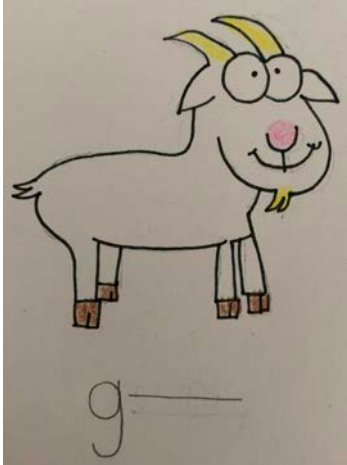
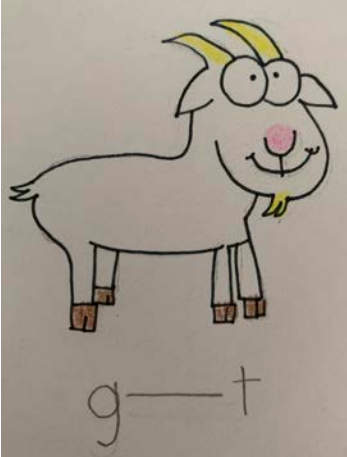
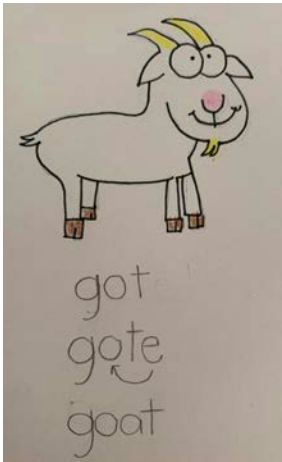
As we begin to use Learning Menus to continue our learning, I invite you this week to try to do at least one activity from each column. If possible, email me a picture/video of one completed activity.

Literacy <i>As an author/ reader, I can...</i>	Numeracy <i>As a mathematician, I can...</i>	Science/ SS <i>As a scientist/ global citizen, I can...</i>	Wellness & Health Education	Discovery <i>As an artist/architect/ builder/explorer, I can...</i>
Read 2 books on the Raz Kids website . Tell someone in your family about 1 of the books.	Count from 0 to 20... from crouching all the way to your tippy toes. Count back from 20 to 0, and blastoff!	Explore the EPIC! Library "Life Cycles: Salmon" (Find here) Can you find a picture of an alevin?	Spend 20 minutes outside with your family: play, walk, jump, garden...	Play a game of Hide and Seek with your family. Who can find the best hiding spot?
Draw and label 5 things that begin with the letter g. <i>(see next page for modifications)</i>	Play "Make 10" with someone. Remember: 8 cards facing up; add cards to make a 10.	Look outside the window: what is the weather like today? Draw a picture and describe it.	Ask someone in your family how are they feeling? Share with them how are you feeling. Are you in the Green Zone?	Think Outside the Box: What can you draw from this shape: 
Tell a story to a stuffy or a family member. Was it a real story or did you use your imagination?	Log in to Khan Academy and create your username (Find here)	Help your family with a house chore: pick up the dishes, make your bed, help cook dinner...	Give someone in your family a big hug and remind them how much you love them!	Easter Bunny drawing: Follow Ms. Ramirez' directed drawing video or draw your own (Find 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

<p>WRITING WORDS</p> <p>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.</p> <p>HOWEVER, sight words (i.e. I, look, see, was) should be practiced with correct spelling.</p>	<p>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.</p> <p>Example:</p> 	<p>B) Ask your child to repeat 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.</p> <p>Example:</p> 	<p>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"?)</p> <p>Example:</p> <p>In this example, all 3 spellings demonstrate knowledge of letters and sounds, even if 2 are not correctly spelled.</p> <p>*got = "o" says /oa/ *gote= silent "e" is telling the "o" to say its name</p> 
<p>CHALLENGE:</p> <p><i>If your child can easily stretch out words and spell</i></p>	<p>LEVEL 1 CHALLENGE: Ask them to write a sentence with each word.</p> <p>LEVEL 2 CHALLENGE: Ask them to write a story using all of the words!</p>		