

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>Choose a book on Raz-Kids, EPIC!, Fast Forward or a book from home.</p> <p>-Can you name all the characters? -What is the setting? -How are the characters feeling? -What was your favourite part?</p>	<p>You can watch Ms. R's Kk videos here.</p> <p>Draw and label 5 things that begin with the letter Kk <i>(see next pages for modifications)</i></p> <p>Printing the letter Kk and do a rainbow write</p>	<p>Watch Ms. R's video about subtraction with number lines here.</p> <p>Write numbers 0-20 on pieces of paper. Order them to create your own number line. Come up with subtraction sentences and use a toy to "jump" and solve the equations on the number line (like on video)</p>	<p>Stay active! Do the following while practicing your counting:</p> <p>20 jumps (count 0-20) 20 lounges (count 20-0) High knees (how high can you get?)</p>	<p>Help your family take care of nature at home:</p> <p>Help out in the garden if you have one, or help watering plants</p>
<p>Go on a walk (remember about social distancing) and read signs that you find on the street.</p> <p>How many did you find?</p>	<p>Make sight words with loose parts!</p> <p>Choose sight words from the list, make them with loose parts and read them <i>(see next page)</i></p>	<p>Grab the spoons and forks from your kitchen and count them by 1s, 2s, 5s and 10s.</p> <p>If this is too easy, come up with other ways to group and count.</p>	<p>Watch and follow a mindfulness video on GoNoodle.</p> <p>Click here</p>	<p>Check Ms. Low's suggested activities here.</p> <p>Complete one activity to learn about the life cycle of butterflies.</p>
<p>Read to Someone: Read to a stuffy or a family member.</p>	<p>Write a story about a time you lost a tooth! You can complete a story map first to help you. <i>(see next pages for example & modifications)</i></p>	<p>Check our April calendar here.</p> <p>What is the next month? Find today on the calendar. Count how many days until the next month?</p>	<p>Tell 2 people in your family one reason you love them.</p>	<p>Go around your home and find something that is smaller than your hand and something that is bigger than your hand.</p>

LOOSE PARTS SIGHT WORDS

Literacy

Grab some loose parts.
Loose parts are any materials that can be moved, combined, lined up, and put back together in multiple ways.

Have your child pick a word from the list and make it with the loose parts. They can mix loose parts, too!

LOOSE PARTS IDEAS



Dry Seeds



Marker Caps



Blocks

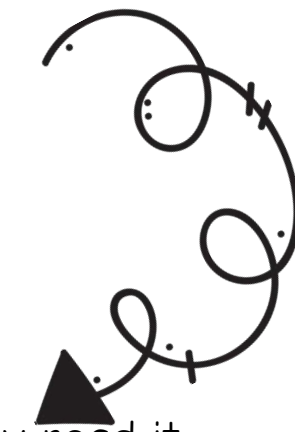
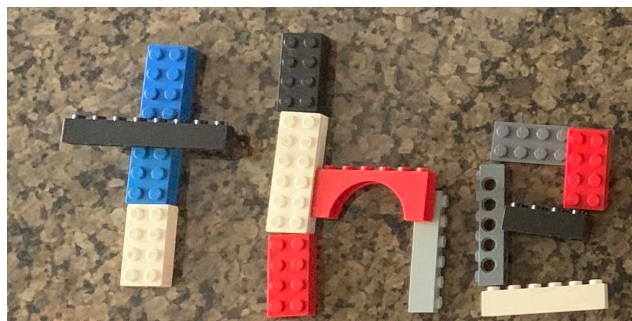
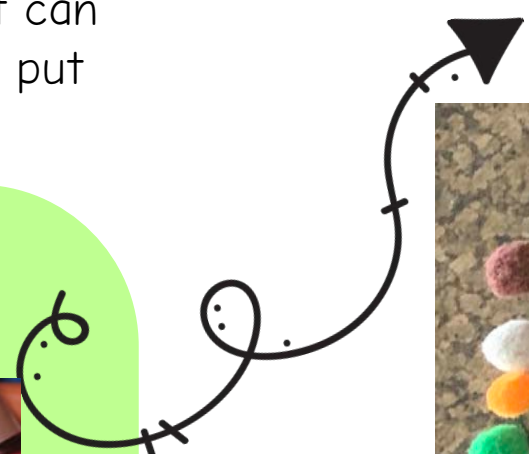


Chestnuts



Buttons

Paper Clips
Dice
Rocks
Marbles
etc.



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 | not |
| help | see |
| find | look |
| do | am |

After making the word, have your child trace it with their finger as they read it, twice. Then have them read it again! Repeat with other words 😊


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**



house

CHARACTERS

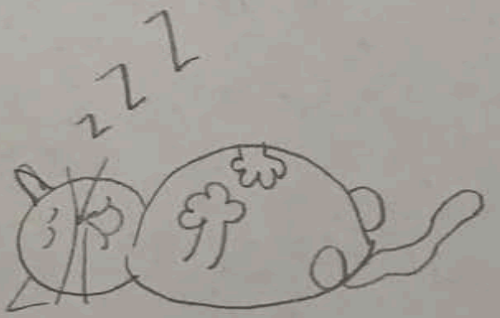
characters



cat

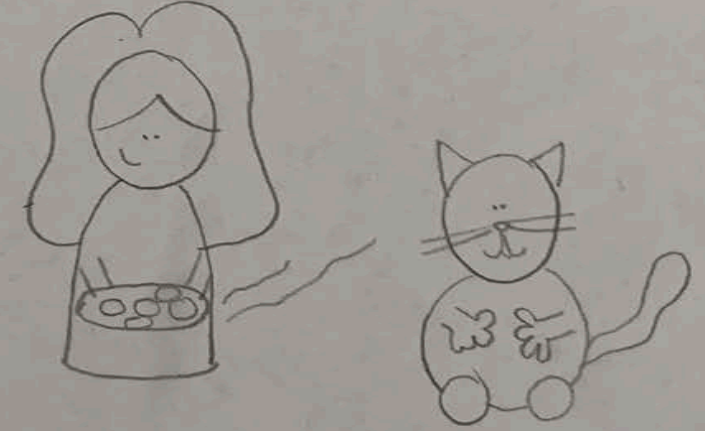
me

First



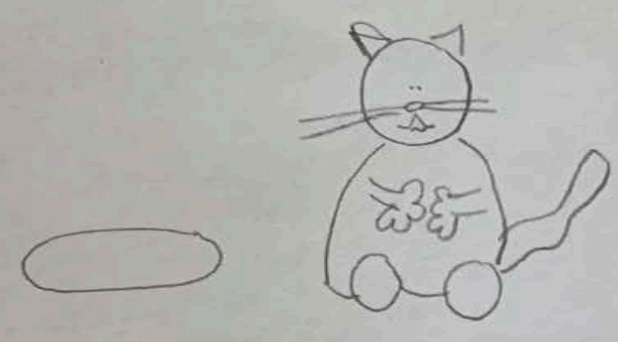
One day, my cat was sleeping.

Second



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

Third



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

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.

SEQUENCE

MODIFICATIONS

Writing Checklist all students

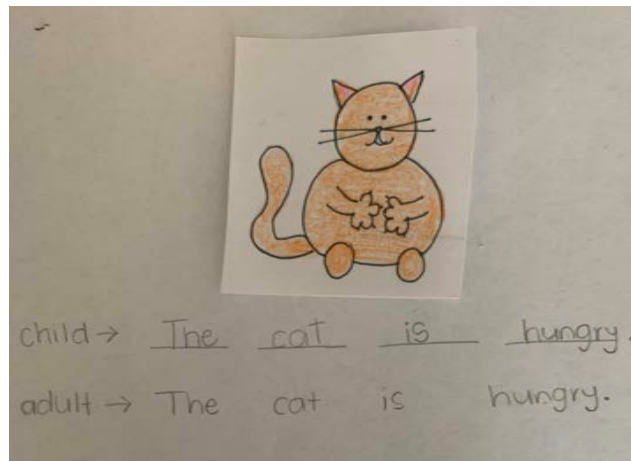
- Spaces
- Punctuation at the end of the sentence
- Uppercase to start sentences and for names

Literacy

WRITING SENTENCES

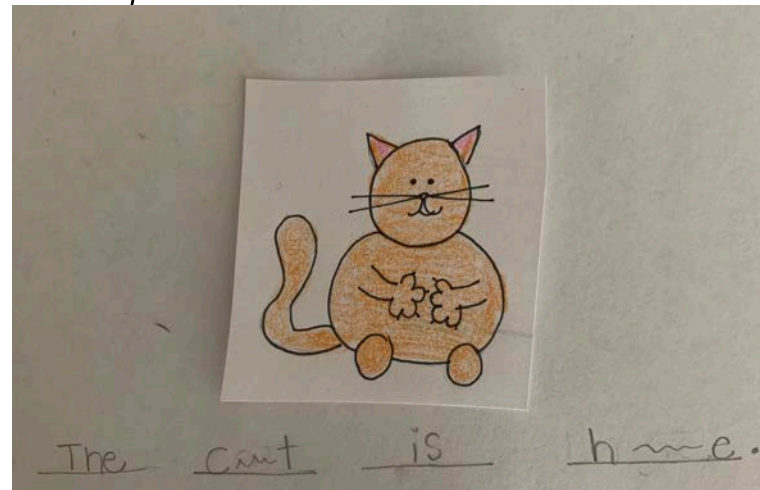
A) Ask your child to repeat their sentence multiple times and count how many words it has. Make a "word holder" (line) for each word. Write the sentence for your child, have them copy it and read it together. Have them point at each word as they read it.

Example:



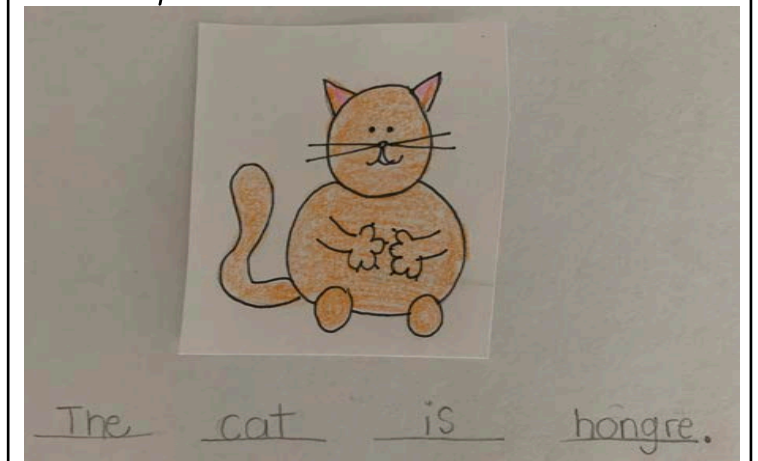
B) Ask your child to repeat their sentence. For every word they say, ask them to draw a "word holder" (line). Have them add the words they know –such as "the," "a," "is," etc. Have them write the first and last sound for all the other words. They can do a squiggly line in the middle to acknowledge and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

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**.

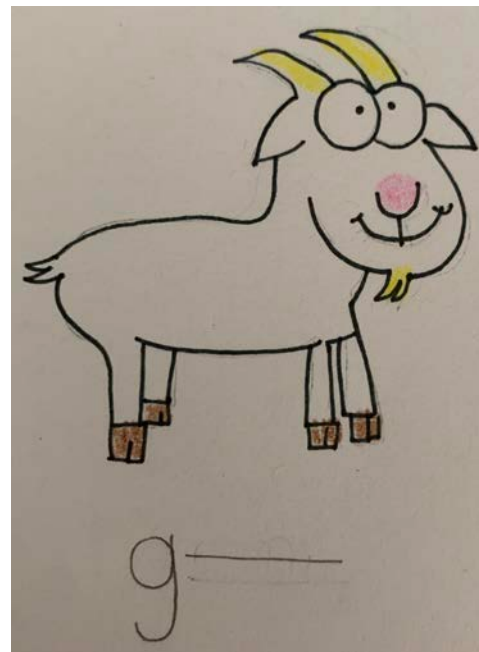
Literacy

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:



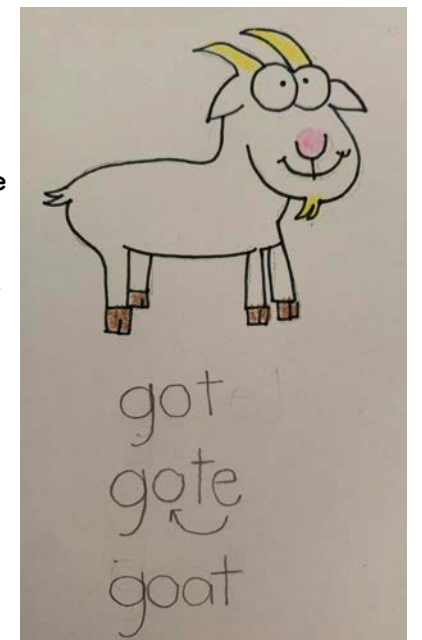
C) Ask your child to repeat the word, slowly: Have them stretch the word and write all the letter-sounds they hear. Is there a sound made by 2 letters (i.e. /sh/ /ch/ /oo/ /ea/)? Is there a rule (i.e. "sneaky e"?)

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!