


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>Using the Link Chart here, close your eyes and using your finger pick one letter.</p> <p>Say the name and sound of that letter, and a word that begins or ends with it. Repeat with as many letters as you can.</p>	<p>You can watch Ms. R's Vv videos here.</p> <p>Draw and label 5 things that begin with the letter Vv (see here for modifications)</p> <p>Printing the letter Vv and do a rainbow write</p>	<p>Watch Ms. R's video about counting back mentally here.</p> <p>Using dice or your papers with numbers, come up with 10 subtraction sentences. Solve them counting back mentally or using other strategies. (see note in the bottom of table **)</p>	<p>Practicing empathy:</p> <p>Read your favourite book or watch your favourite show, pausing to think and discuss:</p> <ul style="list-style-type: none"> -How are the characters feeling? -How do you know? What clues can you? -How would you feel if that happened to you? 	<p>Can you name the stages of the life cycle of a butterfly?</p> <p>Make a drawing for each stage, cut them out and practice putting them in order.</p> <p>See example here</p>
<p>Read a book you know to someone in your family.</p> <p>Rather than reading the words, tell the story through looking at the pictures. (Retelling skill)</p>	<p>Write a letter for Mother's Day (May 10)</p> <p>You make a drawing and you can write it as a list, starting with</p> <p><i>Mom, I love you because...</i></p>	<p>Check our May calendar here.</p> <p>What events do you see this month?</p> <p>Find today, yesterday and tomorrow.</p> <p>Count how many days until/ago was Armaan's birthday? Mother's day?</p>	<p>Practice your balance:</p> <p>Count how long you can stand on one foot. Now try the other foot.</p> <p>Is it easier with one foot? Which one?</p>	<p>Think Outside the Box:</p> <p>What can you draw from this shape</p> 
<p>Rhyming words: Can you think words that rhyme with:</p> <ul style="list-style-type: none"> -ball -hook -feet -run -boat -mop 	<p>Write a birthday card for Armaan!</p> <p>Remember to include "Dear Armaan" and "Happy Birthday!"</p>	<p>Go to Khan Academy here and complete some of your assigned work.</p>	<p>Listen to calm music.</p> <p>Draw/paint what does it make you feel or what does it make you think of.</p>	<p>Read or listen to this EPIC! book about the life cycle of butterflies.</p> <p>Can you find on the pictures the chrysalis?.</p>

ALPHABET LINKING CHART

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Aa



apple

Bb



ball

Cc



cat

Dd



dog

Ee



elephant

Ff



fish

Gg



gorilla

Hh



horse

Ii



iguana

Jj



jam

Kk



kangaroo

Ll



lion

Mm



muffin

Nn



nest

Oo



orange

Pp



pig

Qq



quarter

Rr



rabbit

Ss



snake

Tt



turtle

Uu



umbrella

Vv



violin

Ww



watermelon

Xx



box

Yy



yo-yo

Zz



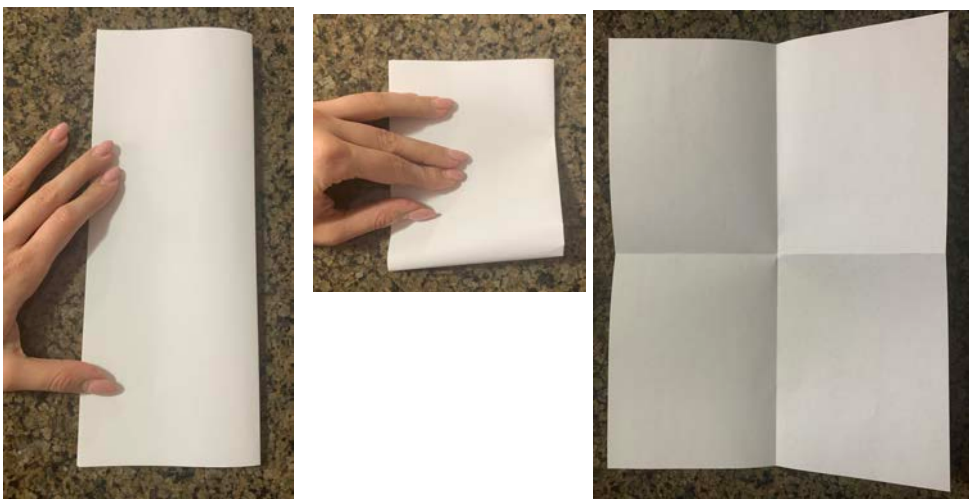
zebra

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Please do not share this file with others.
Thank you.

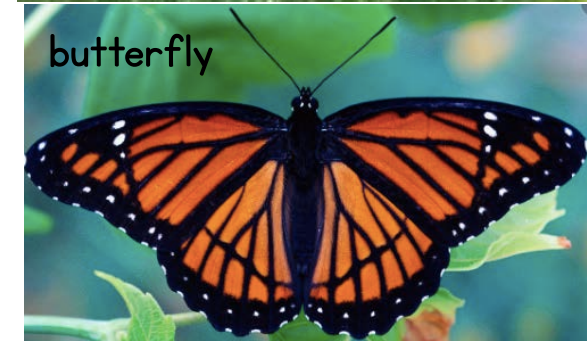
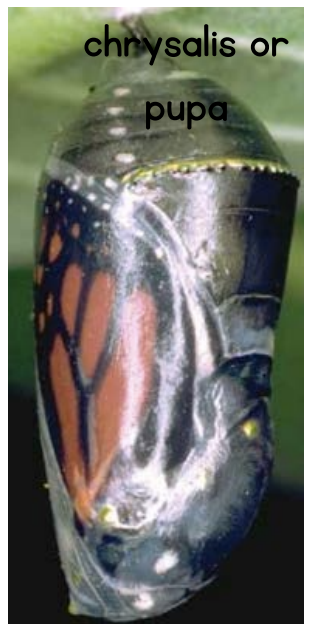
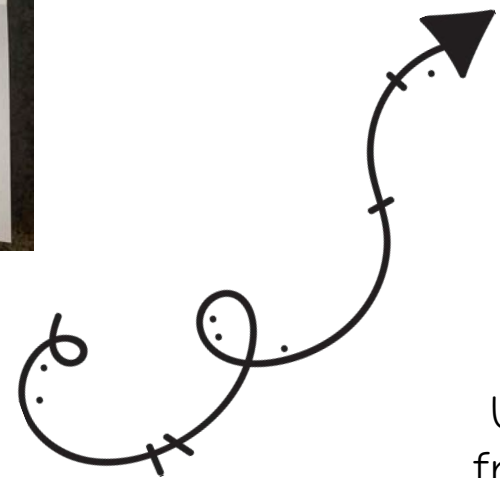
BUTTERFLY LIFE CYCLE

Science

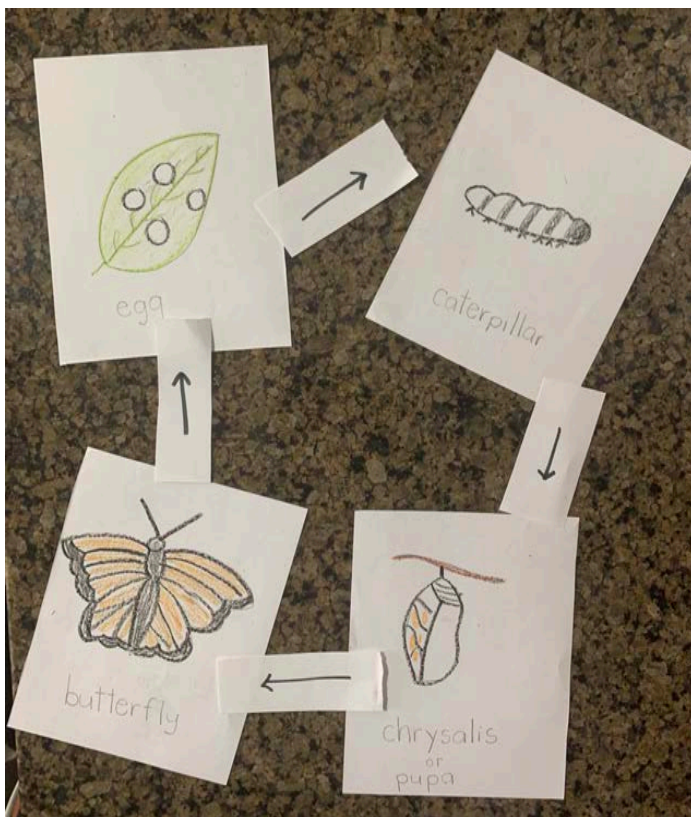
REMEMBER: Draw like a scientist!
Pay close attention to the details and colours on the pictures



Fold a paper into 4 pieces.
Open it and you will have marks dividing your paper in 4.
Each rectangle will be one card.



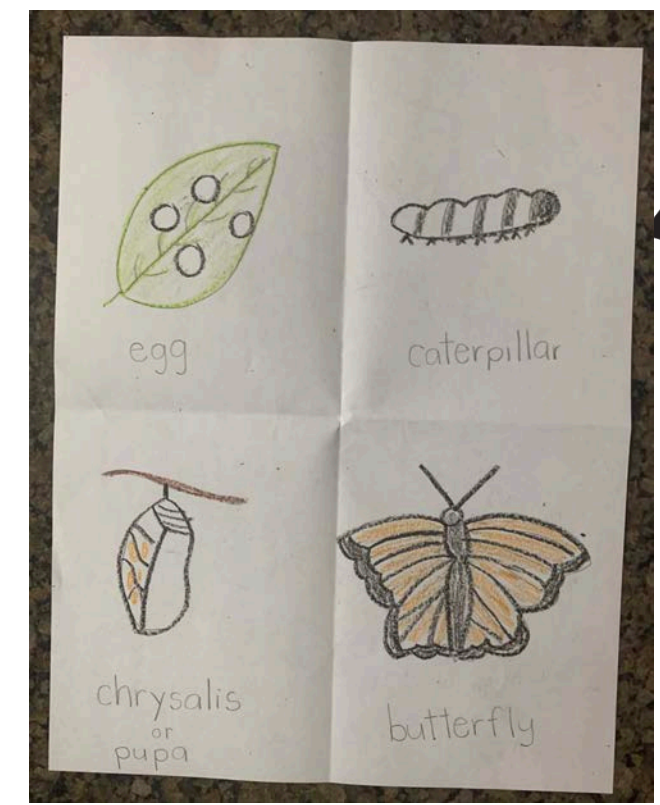
Using these pictures or others that you can find on books from the [EPIC! book collection about butterflies](#), draw each stage of the life cycle on the cards. One stage per rectangle.



Mix the cards up and put them back in the correct order.
You can make 4 small arrows to indicate the direction of the cycle



Cut out the cards following the marks we made when we folded the paper.



Write under each stage the correct word.
Then, colour your drawing.

MODIFICATIONS

Writing Checklist all students

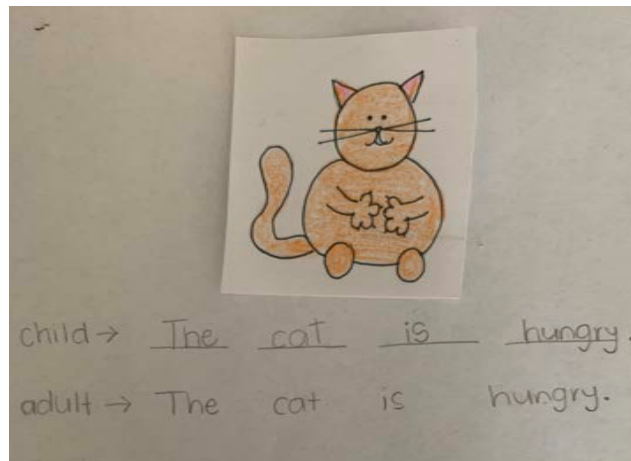
- Spaces
- Punctuation at the end of the sentence
- Uppercase to start sentences and for names

Literacy

WRITING SENTENCES

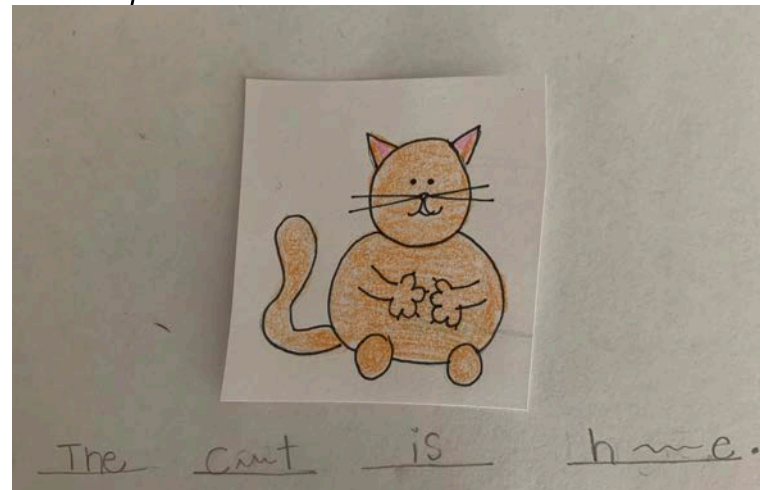
A) Ask your child to repeat their sentence multiple times and count how many words it has. Make a "word holder" (line) for each word. Write the sentence for your child, have them copy it and read it together. Have them point at each word as they read it.

Example:



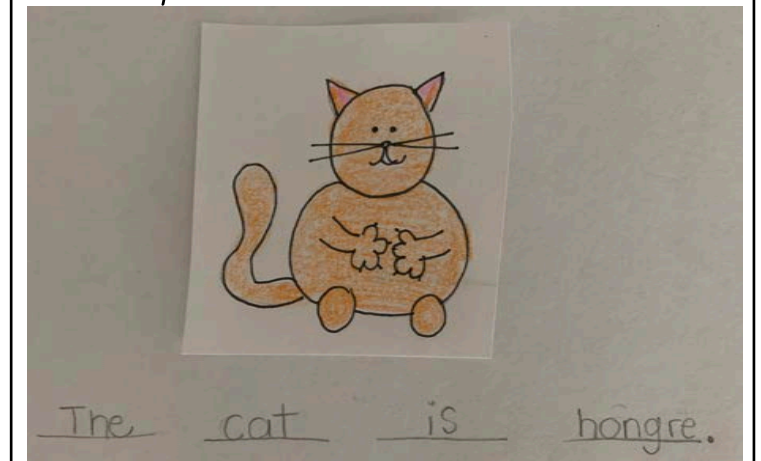
B) Ask your child to repeat their sentence. For every word they say, ask them to draw a "word holder" (line). Have them add the words they know –such as "the," "a," "is," etc. Have them write the first and last sound for all the other words. They can do a squiggly line in the middle to acknowledge and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

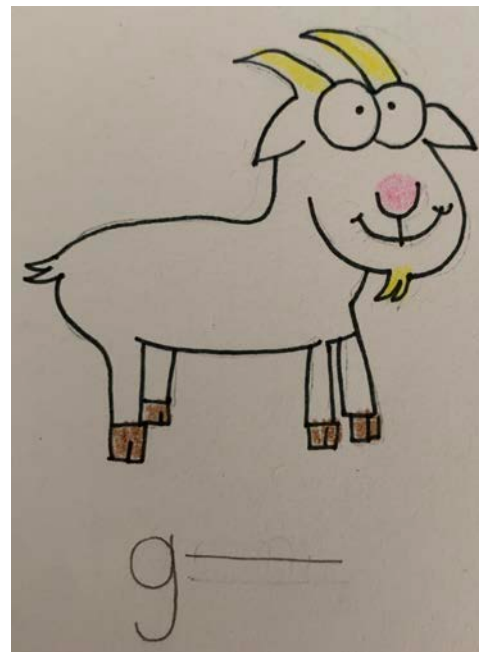
Literacy

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:



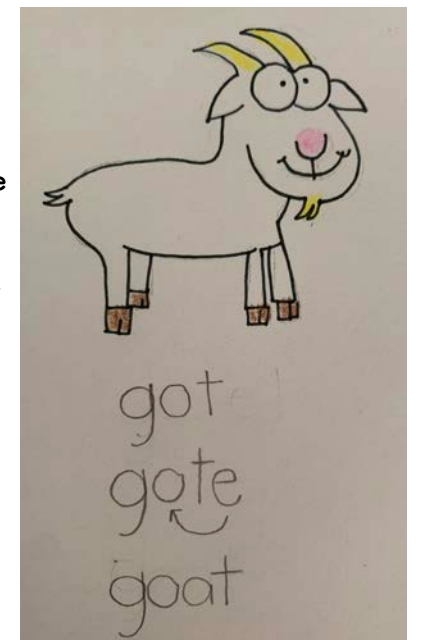
C) Ask your child to repeat the word, slowly: Have them stretch the word and write all the letter-sounds they hear. Is there a sound made by 2 letters (i.e. /sh/ /ch/ /oo/ /ea/)? Is there a rule (i.e. "sneaky e"?)

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!