

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.

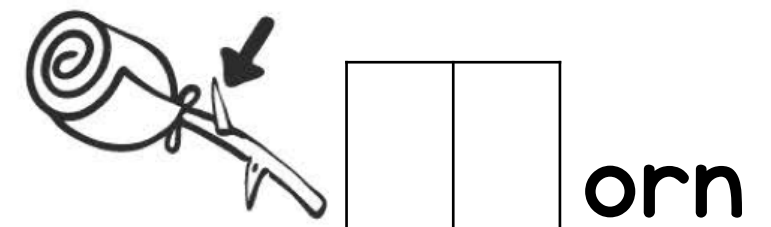
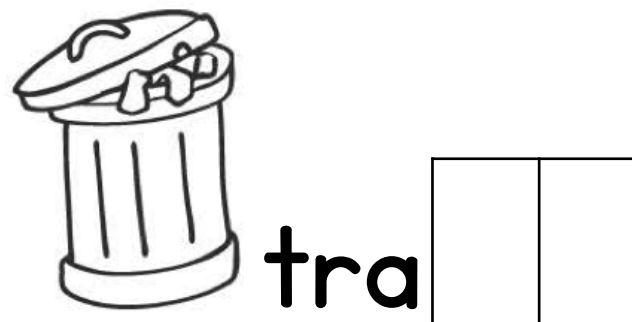
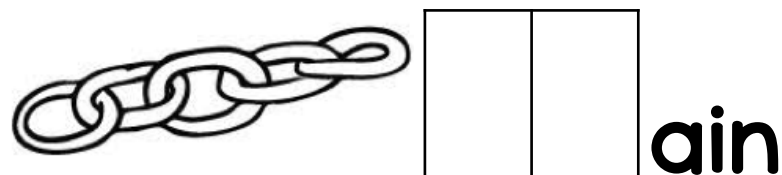
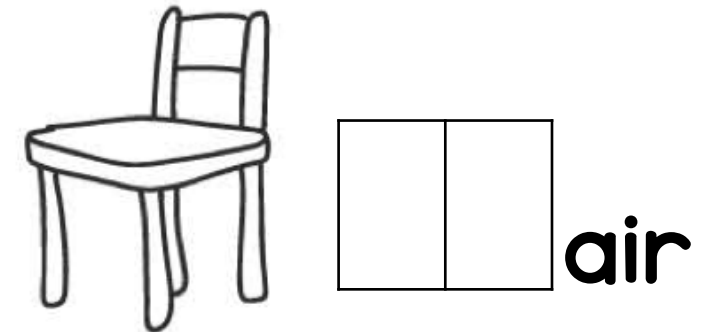
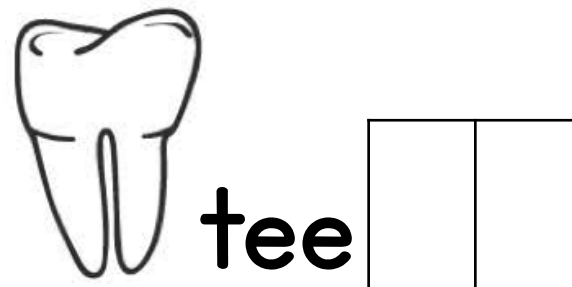
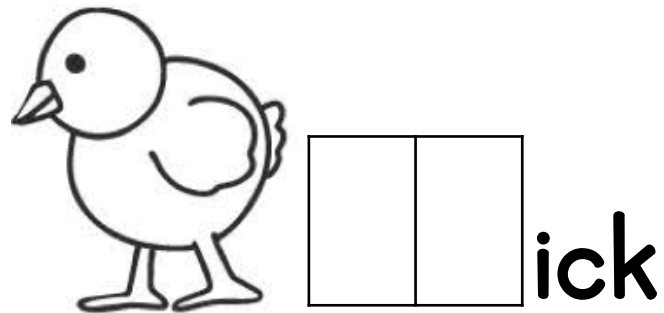
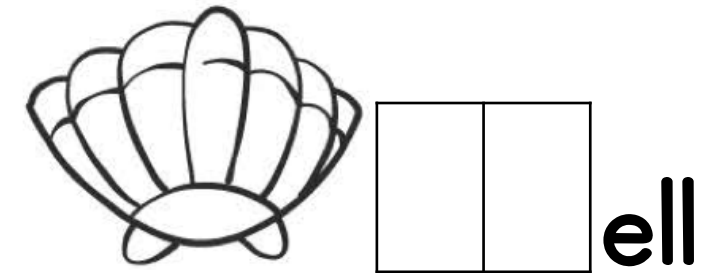
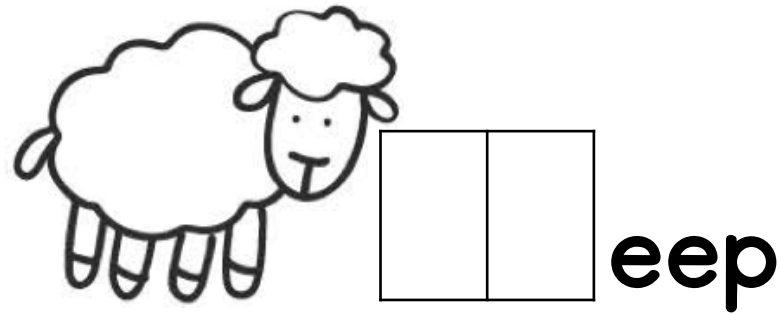
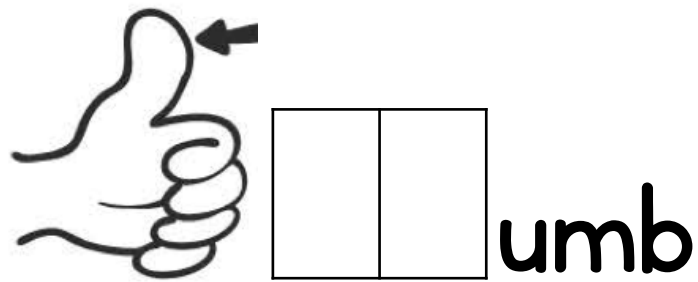
Reading <i>As a reader, I can...</i>	Writing <i>As a writer and a storyteller, I can...</i>	Numeracy <i>As a mathematician, I can...</i>	Social Emotional Learning & Health Education	Discovery <i>As a scientist/artist/ explorer/citizen, I can...</i>
<p>Read 3 books on Raz-Kids.</p> <p>Record yourself 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 Zz videos here.</p> <p>Draw and label 5 things that begin with the letter Zz (see modifications here)</p> <p>Do a rainbow write.</p>	<p>Solve the following equations:</p> <p>10+5= 10+10= 10-7= 16+4= 16-0= 14-14= 8+6= 13-3= 20-3= 9+9=</p> <p>You can see Ms. Ramirez's posters with strategies for addition and subtraction.</p>	<p>Go for a nature walk and look for anything in nature shaped like a letter.</p> <p>Maybe a stick shaped like the letter l? a rock like the letter o?</p> <p><i>Remember about social distancing.</i></p>	<p>The Pigeon Directed Drawing :</p> <p>Follow Ms. Ramirez's directed drawing video or draw your own.</p> <p>Find the video here.</p>
<p>Listen to Ms. Ramirez read "The Pigeon Needs A Bath" here.</p> <p>What was your favourite part? Why do you think the pigeon did not want a bath?</p>	<p>Do you think the Pigeon needs a bath? Why?</p> <p>Write 3 sentences saying why.</p> <p>Start with: <i>He needs a bath because...</i></p>	<p>Explore Coins: See if your family has any coins around your house.</p> <p>Do you know the names? Do you know how much they are worth?</p> <p>What animals or things do you see on them? Watch Ms. Ramirez' video here.</p>	<p>What are you looking forward to?</p> <p>During our Sharing Circle we would share one event we are excited about.</p> <p>Think about it, draw it, and write a sentence. <i>I look forward to...</i></p>	<p>Listen to this book about butterflies on EPIC! up to page 21 to learn about Monarch Butterflies.</p> <p>What does the word "migration" mean? Why does this butterfly fly to Mexico? When does it travel?</p>
<p>Come up with words that begin with each one of the letters of your name,</p>	<p>Digraphs: Complete this worksheet.</p> <p>Look at the picture and decide if it is "sh," "ch" or "th"</p>	<p>Go to Khan Academy here</p> <p>Make sure you have completed your assigned work.</p>	<p>Animal Charades</p> <p>Think about different animals and how they move. Can your family guess the animal?</p>	<p>Green Folder: Complete pages 154, 155 and 156</p>

COMPLETE THE WORDS

You can print this page or just have your child write the complete word on a piece of paper.

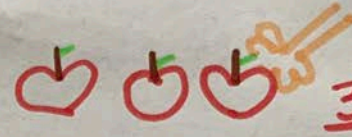
Literacy


Look at the picture and add the correct digraph: sh / ch / th

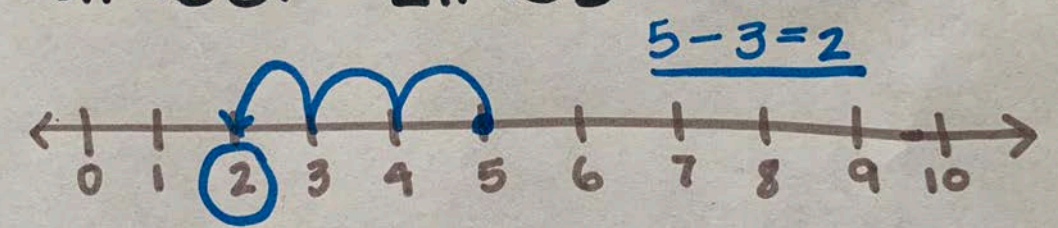



Math

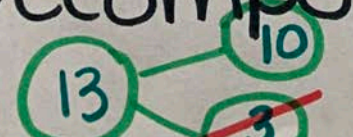
Subtraction Strategies

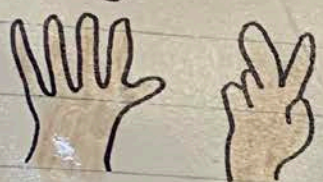
① Manipulatives  $3-1=2$

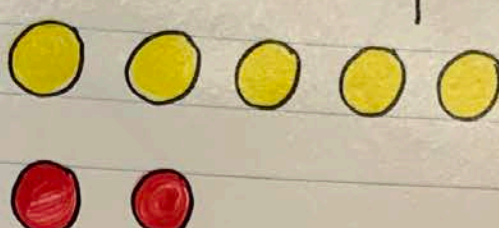
② Drawings  $3-1=2$

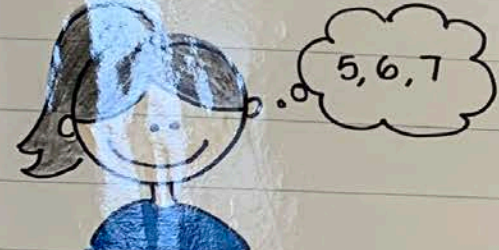
③ Number Lines  $5-3=2$

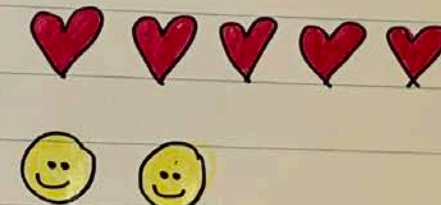
④ Counting back  $6-3=3$

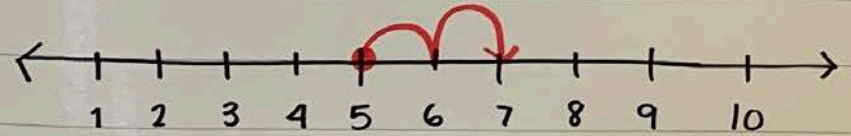
⑤ Decomposing  $13-3=10$

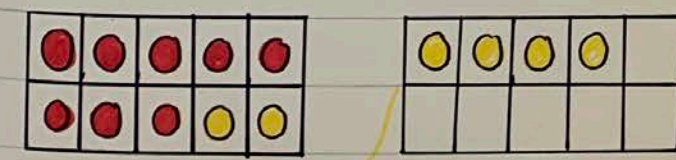
① Use your fingers. 

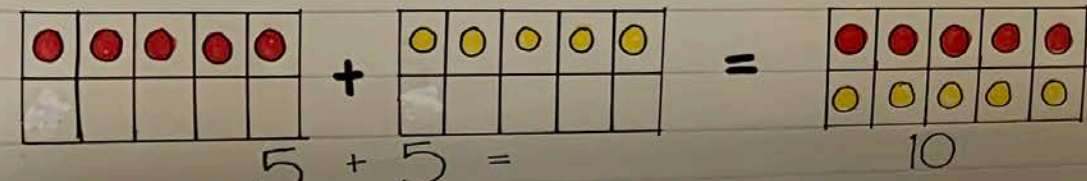
② Use manipulatives 

③ Count on 

④ Draw a picture 

⑤ Use a number line 

⑥ Make a 10 to Add  $8+6=10+4=14$

⑦ Use doubles  $5+5=10$

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**.

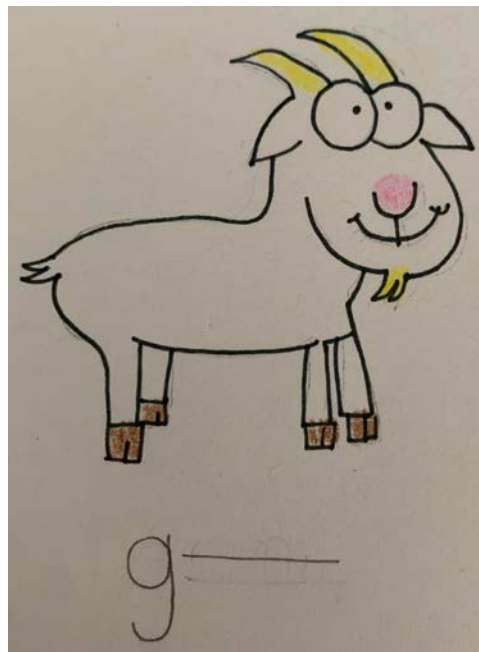
Literacy

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.

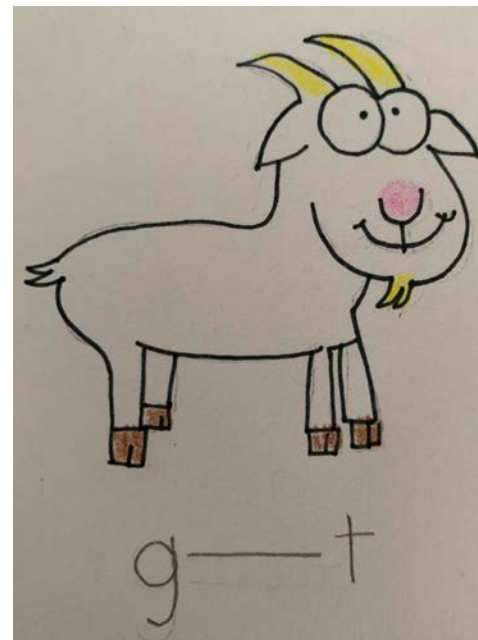
A) Write the first letter, focusing on correctly identifying the sound, proper use of lowercases or uppercases (if it is a name), neat printing. Draw a line after the letter to indicate that there are more letters in that word.

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:



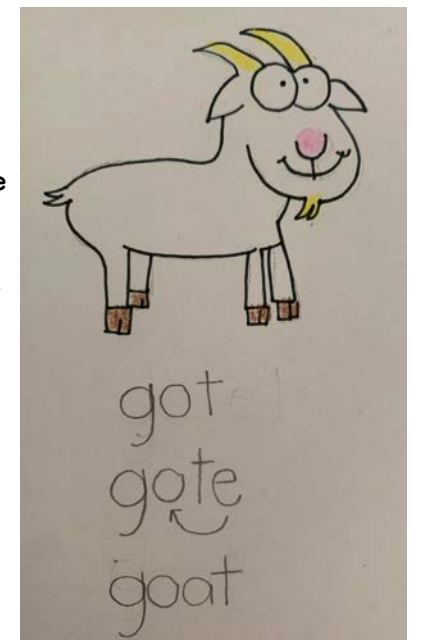
C) Ask your child to repeat the word, slowly: Have them stretch the word and write all the letter-sounds they hear. Is there a sound made by 2 letters (i.e. /sh/ /ch/ /oo/ /ea/)? Is there a rule (i.e. "sneaky e"?)

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!