

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 Qq videos here.</p> <p>Draw and label 5 things that begin with the letter Qq (see modifications here)</p> <p>Do a rainbow write.</p>	<p>What would you buy?</p> <p>Check Ms. Ramirez' Store here. What would you buy with \$12.00?</p> <p>How many different combinations can you come up with?</p> <p>Show your work.</p>	<p>Design your own bookmark: draw, colour and decorate it.</p> <p>When you are done, hide it in a home book for someone in your family to find.</p>	<p>Create your own Kandinsky Circles</p> <p>Watch this YouTube video here.</p> <p>On the video, they used a black construction paper and pastels, but you can use regular white paper and crayons!</p>
<p>Read a story with a family (it can be online or a book you have home). Discuss and draw the setting.</p> <p>Remember: the setting is where and when the story takes place. Can there be more than 1 setting?</p>	<p>In "The Pigeon wants a Puppy!" the Pigeon wants a a pet. If you could have any pet, what would you choose? Why?</p> <p>Write about it: <i>I want a because...</i> Write at least 4 reasons.</p>	<p>Match the coins to its name and value here.</p> <p>Ask an adult if there are any coins at your home and practice naming them.</p> <p>How many coins do you have?</p> <p>How much money is it?</p>	<p>Go on a colour hunt!</p> <p>Pick a colour and go around your home/garden/backyard finding objects in that colour.</p> <p>You can also try combinations of colours.</p>	<p>Read these facts about a butterfly's body parts here.</p> <p>What did you learn? How many legs do butterflies have? How many parts of a butterfly can you name?</p>
<p>Listen to Ms. Ramirez read "The Pigeon Wants a Puppy! here.</p> <p>What happened in this story? retell it.</p>	<p>Make a grocery list: what would you like to get? Make sure to list how many of each item, and make sure it is healthy!</p>	<p>Look at these cards here and circle the correct one, it may ask you for the shortest or the longest.</p> <p>Check the extension act!</p>	<p>GoNoodle with your family! Have a Dance Party. Everyone chooses their favourite song to dance to.</p>	<p>Green Folder: Complete pages 157, 158 and 159</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.

Ms. Ramirez' Store

Math

What would you buy with \$12.00?
Don't forget to show your work.
(Did you use drawings, number lines...?)

Ms. Ramirez' Store

 Apple..... \$2.00

 Banana..... \$1.00

 Juice Box..... \$3.00

 Watermelon.....\$6.00

 Bag of chips..... \$2.00

 Orange.....\$1.00

 Pizza Slice.....\$4.00

 Hot Dog.....\$5.00

You can buy many of the same!

Ms. Ramirez' examples:

EXAMPLE 1

1 apple + 4 bananas + 1 watermelon

$$2 + 1 + 1 + 1 + 1 + 6 = 12$$

EXAMPLE 2

3 oranges + 1 hot dog + 1 juice box + 1 banana

$$1 + 1 + 1 + 5 + 3 + 1 = 12$$

Match the coins

Math

Match the coin to its value and name.

¢25
●

\$2.00
●

¢10
●

¢5
●

\$1.00
●



●
Dime

●
Nickle

●
Toonie

●
Loonie

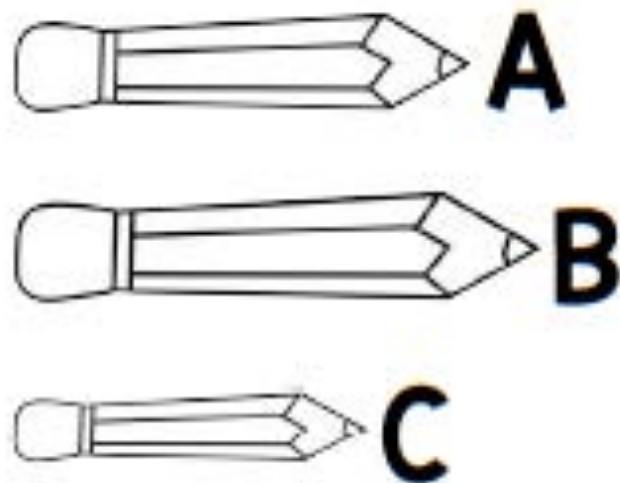
●
Quarter

Measurement Cards

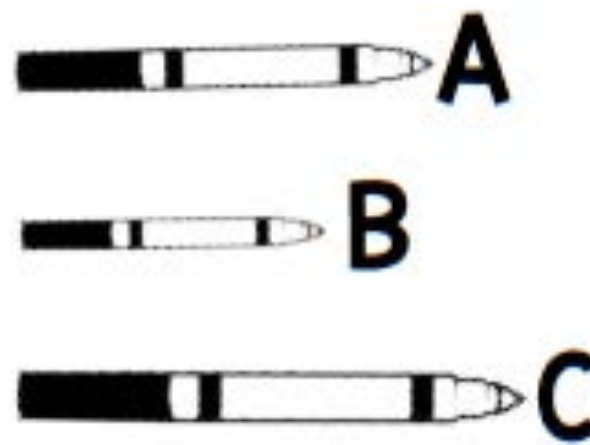
Math

Circle the correct answer.

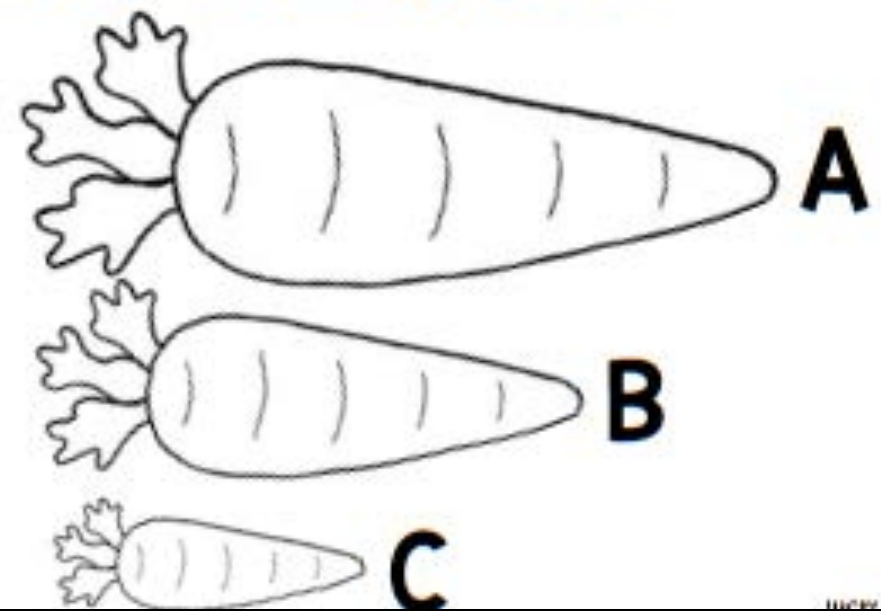
Which one is the longest?



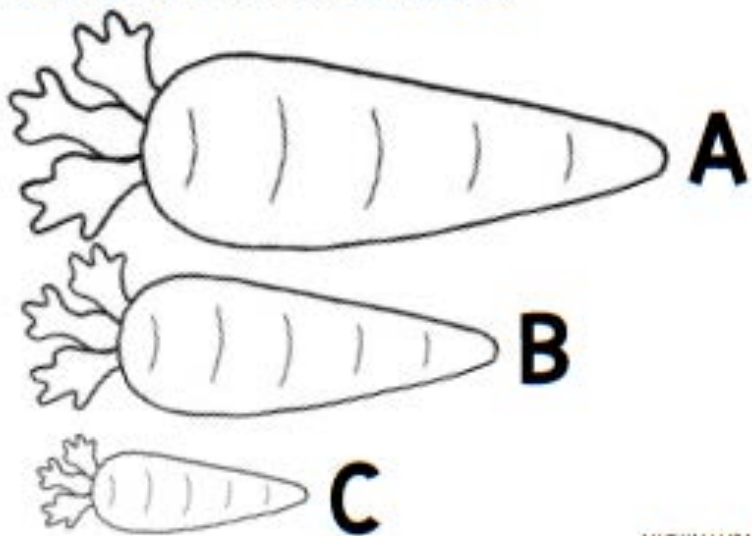
Which one is the shortest?



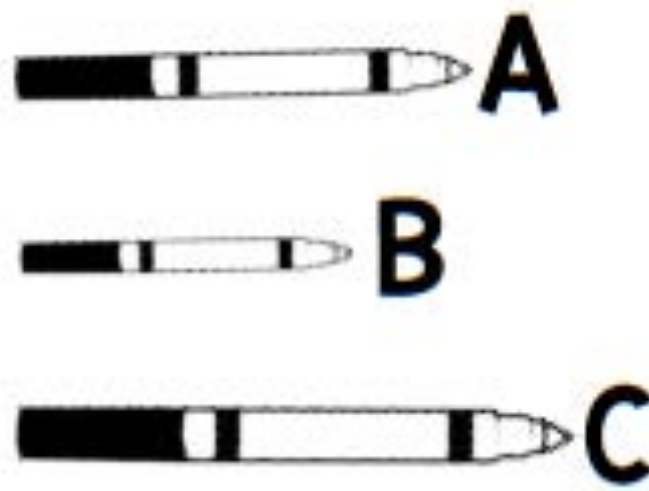
Which one is the longest?



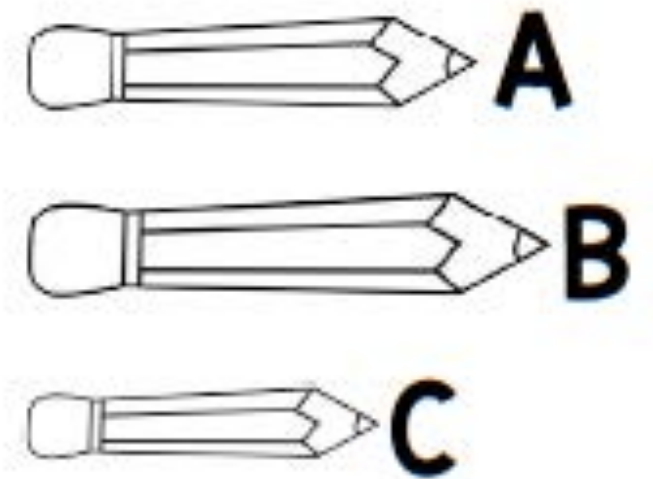
Which one is the shortest?



Which one is the longest?



Which one is the shortest?

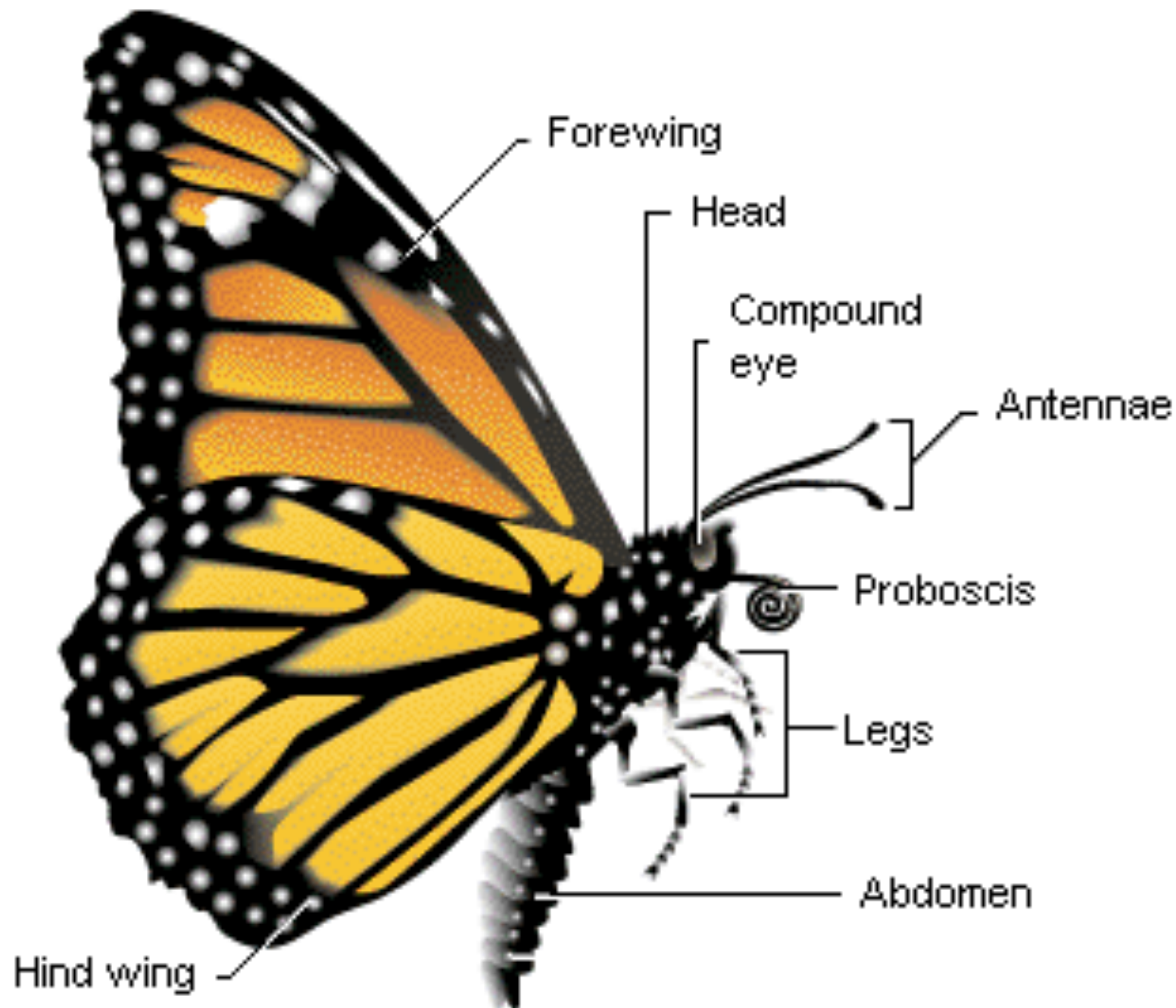


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EXTENSION ACTIVITY: Grab 3 objects at home and ask someone else "which one is the longest? shortest?"

Parts of a Butterfly

Science



Butterfly Facts

- Butterflies are insects.
- They have 3 main body parts: head, thorax, abdomen.
- A butterfly has 4 wings (2 sets).
- It has 2 antennae on its head.
- It uses its proboscis to sip nectar. A proboscis is like a straw.
- When a butterfly is not using its proboscis, it coils (rolls) up in its head.
- Butterflies taste with their feet: their feet have taste receptors (like our tongue has).
- Butterflies have 6 legs, like all insects

You can find more cool facts here:
<https://www.cbc.ca/kidscbc2/the-feed/five-fun-facts-about-butterflies>

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**.

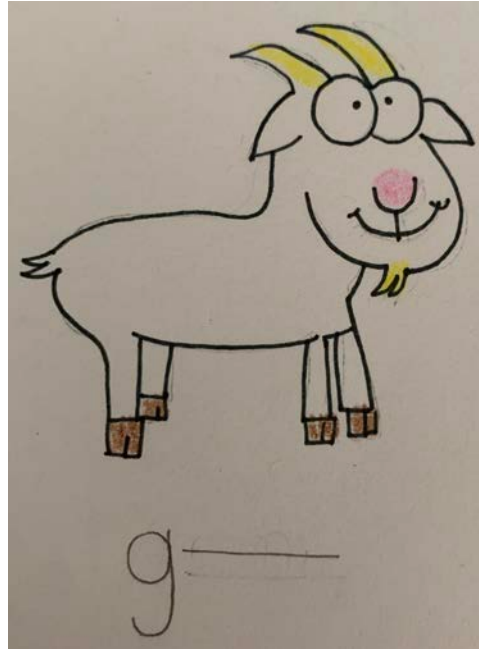
Literacy

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

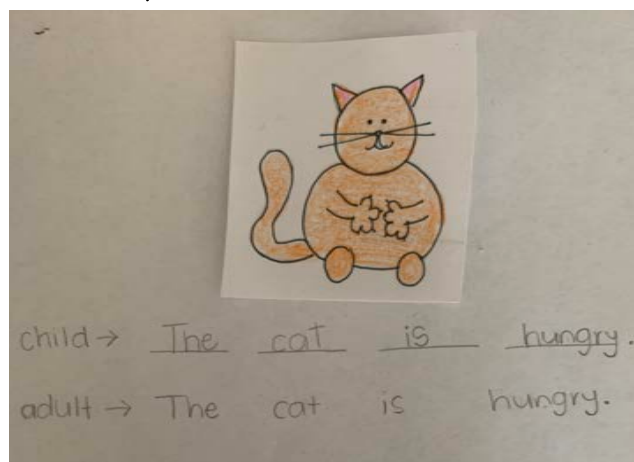
- Spaces
- Punctuation at the end of the sentence
- Uppercase to start sentences and for names

Literacy

WRITING SENTENCES

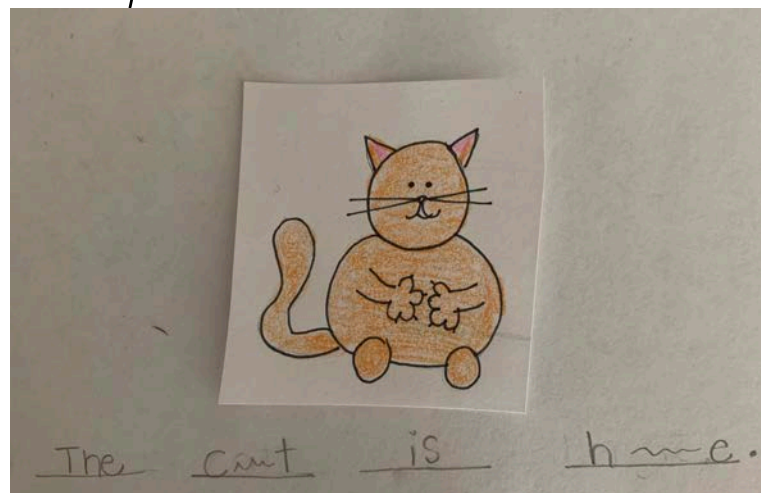
A) Ask your child to repeat their sentence multiple times and count how many words it has. Make a "word holder" (line) for each word. Write the sentence for your child, have them copy it and read it together. Have them point at each word as they read it.

Example:



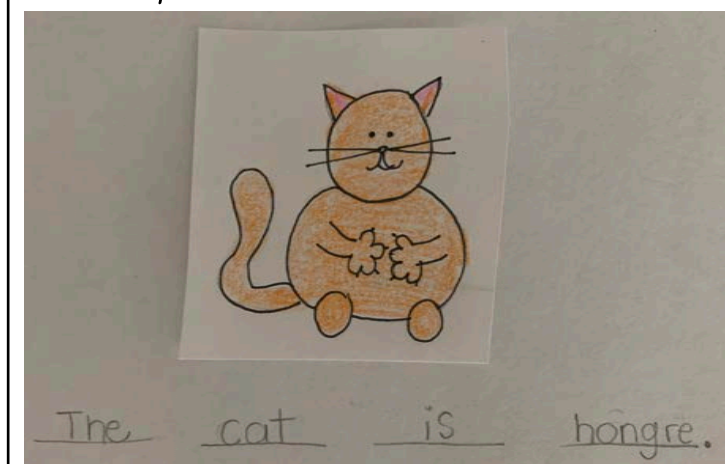
B) Ask your child to repeat their sentence. For every word they say, ask them to draw a "word holder" (line). Have them add the words they know –such as "the," "a," "is," etc. Have them write the first and last sound for all the other words. They can do a squiggly line in the middle to acknowledge and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

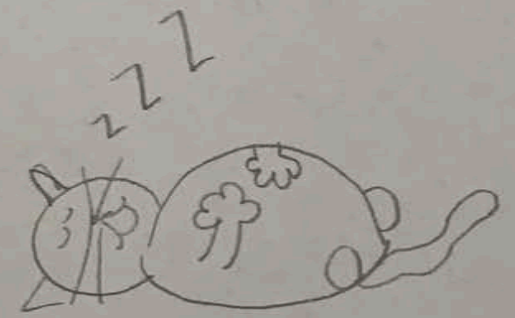


TRANSITIONING WORDS
First/ One day/ Once upon a time
Second/ Also/Then/Later/After
Third/Lastly/In the end/Last

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

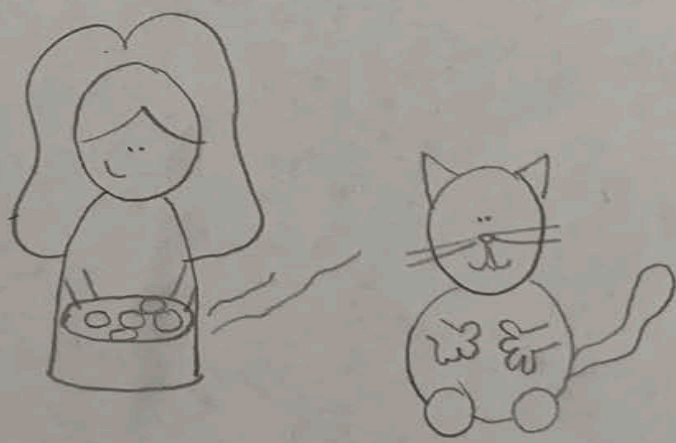
CHALLENGE
My story only has 3 events, but if your child can, invite them to add many more events to grow their story.

First



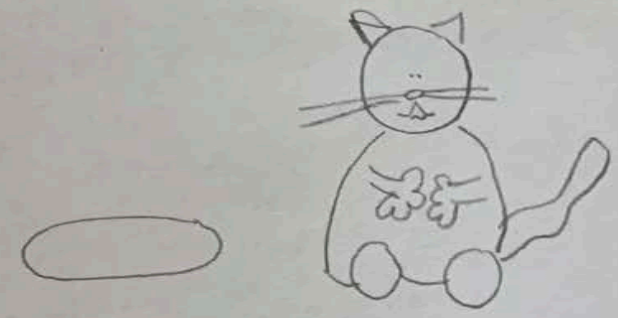
One day, my cat was sleeping.

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