

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 Yy videos here.</p> <p>Draw and label 5 things that begin with the letter Yy. (see modifications here)</p> <p>Do a rainbow write.</p>	<p>Watch Ms. R's review video on subtraction here.</p> <p>Solve the following equations using 2 different strategies each:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">10-5=</td> <td style="width: 50%;">20-10=</td> </tr> <tr> <td>17-7=</td> <td>8-3=</td> </tr> <tr> <td>6-0=</td> <td>14-7=</td> </tr> <tr> <td>13-10=</td> <td>9-4=</td> </tr> <tr> <td>18-1=</td> <td>10-10=</td> </tr> </table>	10-5=	20-10=	17-7=	8-3=	6-0=	14-7=	13-10=	9-4=	18-1=	10-10=	<p>When do you feel calm?</p> <p>Think about a time you felt calm: what were you doing? Where were you? Who was with you?</p> <p>Make a drawing of this and make sure you write: <i>I feel calm when...</i></p>	<p>Create your own Monster in Underpants! Design a pair of underwear, eyes and other monster features (ears, horns...).</p> <p>Glue/tape these to any recycled item (i.e. milk carton, can...).</p> <p>Send me a pic for Ms. Giacomazza!</p>
10-5=	20-10=													
17-7=	8-3=													
6-0=	14-7=													
13-10=	9-4=													
18-1=	10-10=													
<p>Listen to Ms. Ramirez read "Not A Box" here.</p> <p>Who are the characters? Which one is your favourite drawing? What would you make with a box?</p>	<p>If you have your Printing Book at home, catch up with the letters we have learned:</p> <p>H, J, K, V, U, Y, If you don't have your Printing Book, practice on lined paper.</p>	<p>Check our May calendar again here.</p> <p>What are you looking forward to? How many days until it happens? What day of the week is today?</p>	<p>Visit our classroom website Health & Physical Education page</p> <p>Go to GoNoodle and choose one video that will get you moving!</p>	<p>What do you remember about the salmon life cycle? Check here.</p> <p>Tell someone (and you can record it) what is similar between the life cycles of salmon and butterflies.</p>										
<p>Go around your home and hunt for words with these phonics:</p> <table style="width: 100%; border: none;"> <tr> <td>sh</td> <td>ee</td> <td>ar</td> </tr> <tr> <td>ch</td> <td>ea</td> <td>th</td> </tr> </table> <p>Make sure you try to read them before getting help.</p>	sh	ee	ar	ch	ea	th	<p>Fix the sentences on this worksheet here.</p> <p>Focus on the Writer's Checklist.</p>	<p>Follow Ms. Ramirez' instructions here and create your own subitizing cards.</p> <p>Subitizing means "instantly" knowing "how many?" without counting.</p>	<p>Play "Simon says" with your family.</p> <p>Add active actions like jumps, lunges, high knees.</p>	<p>Think Outside the Box:</p> <p>What can you draw from this shape?</p> <div style="text-align: center; width: 50px; height: 30px; background-color: #f4a460; margin: 10px auto;"></div>				
sh	ee	ar												
ch	ea	th												

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

Literacy

Have your child fix these sentences, focusing on the "Writing Checklists" elements. You can print this page and have your kid write the fixed sentence under, or you can just ask your child to write the number and the fixed sentence on another paper.

1. the cat ismad

2. i lOvE TO ruN..

3. i Miss sch00l aNd seeinG mY friends?

4. dO you LIKE fruIt!

5. The dogis big anD browN

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**.

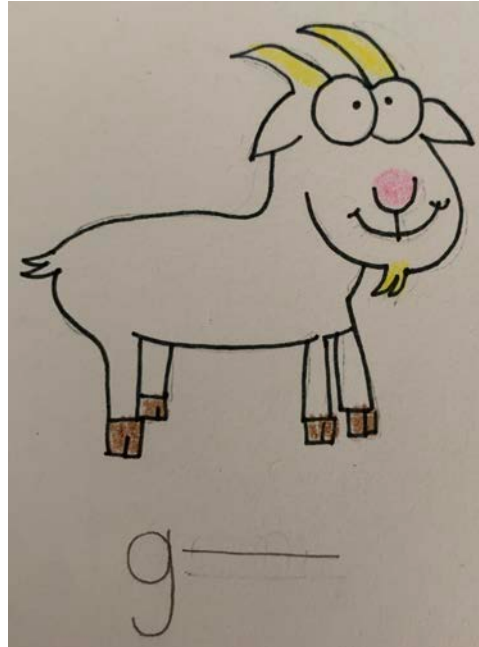
Literacy

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:



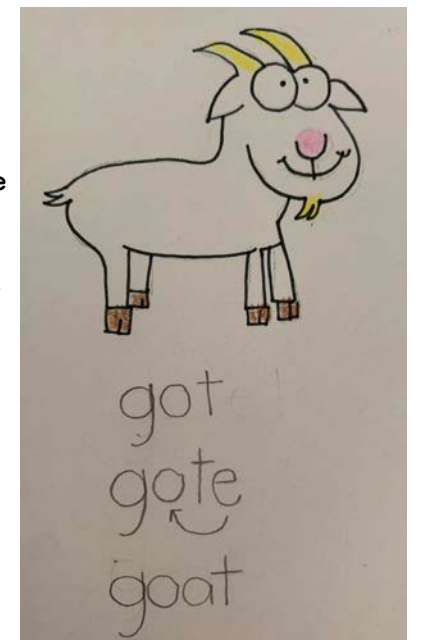
C) Ask your child to repeat the word, slowly: Have them stretch the word and write all the letter-sounds they hear. Is there a sound made by 2 letters (i.e. /sh/ /ch/ /oo/ /ea/)? Is there a rule (i.e. "sneaky e"?)

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

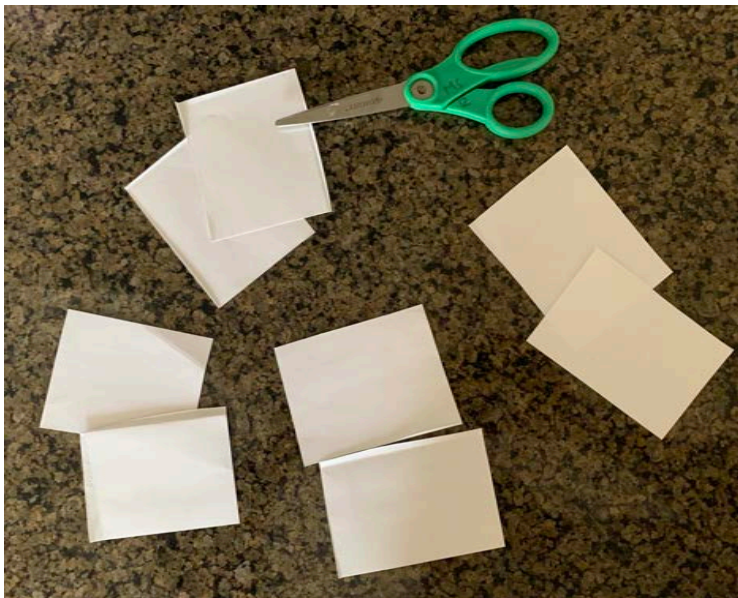
LEVEL 1 CHALLENGE: Ask them to write a sentence with each word.

LEVEL 2 CHALLENGE: Ask them to write a story using all of the words!

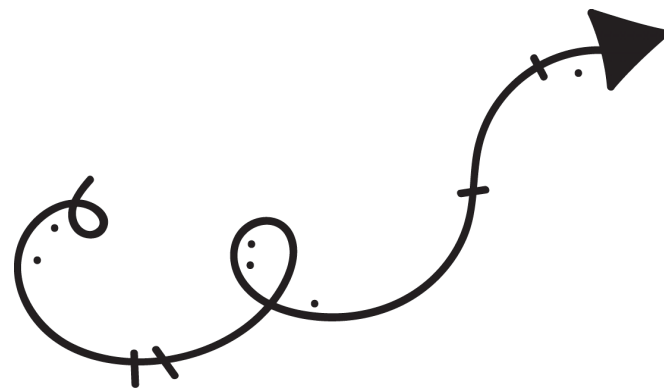
Subitizing Cards & Game

Math

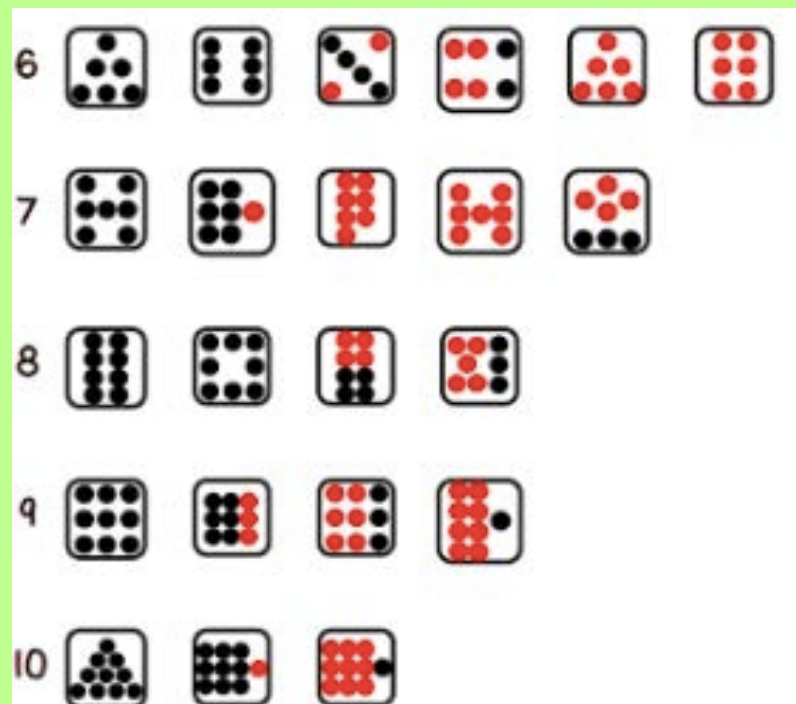
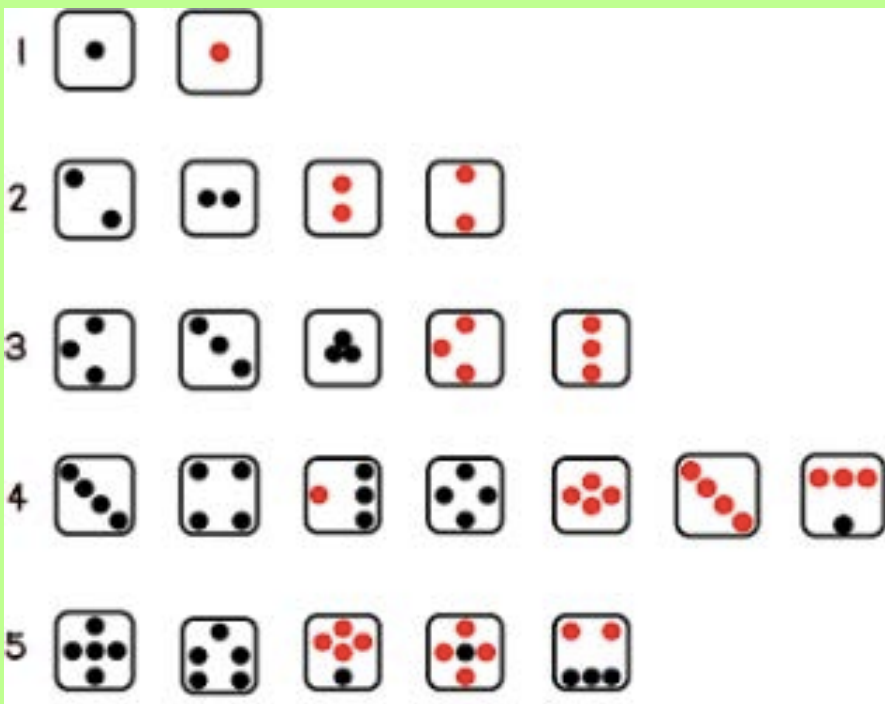
SUBITIZING means knowing "how many?" without counting. For sets that are bigger than 6, it usually helps to see the set in groups (i.e. 8 dots as 5 and 3, or 4 and 4)



Cut out pieces of paper. You can fold it and your child could cut them.

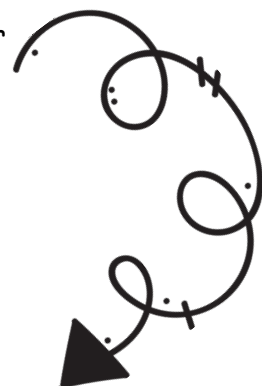


Make sure your dots are big enough.



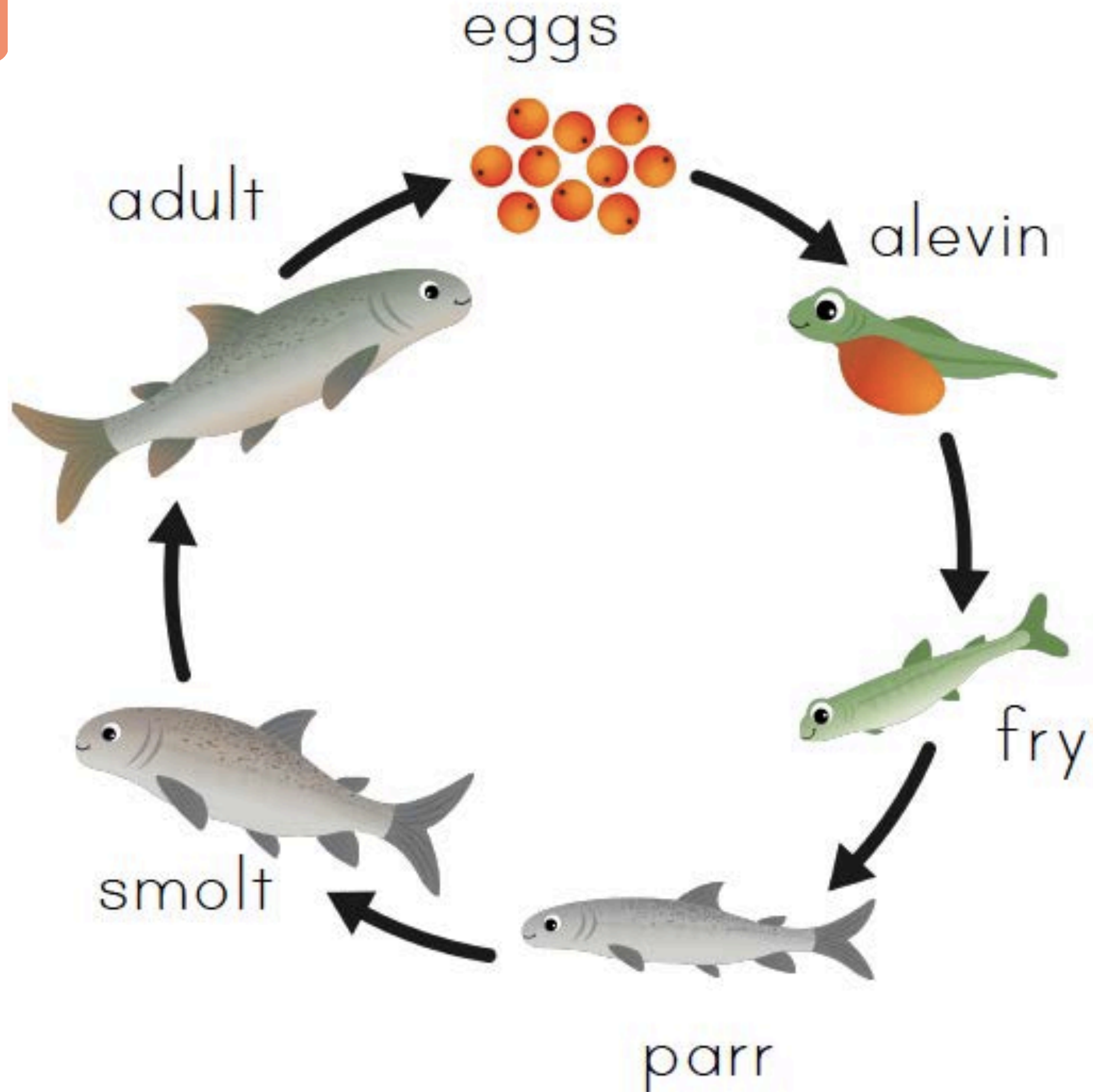
Pick 8 numbers from 1-10. Using crayons or markers, draw dots on each card to make the numbers you chose. You can copy the arrangements here or create your own!

You are ready to play!
Taking turns, flash each card for 3 seconds and say how many dots do you see. If the answer is correct, keep the card.



Salmon Life Cycle Review

Science



Design your Monster in Underpants

ADST

Ms. Giacomazza shared these drawings of underpants with us.
You can use them as inspiration to design your own!



**Ms. Giacomazza will be reading
"Monsters Love Underpants"
by Claire Freedman & Ben Cort on
Tuesday, May 19th
at 10:00 a.m.**

Send me a picture of your finished Monster in Underpants to share with Ms. G!