

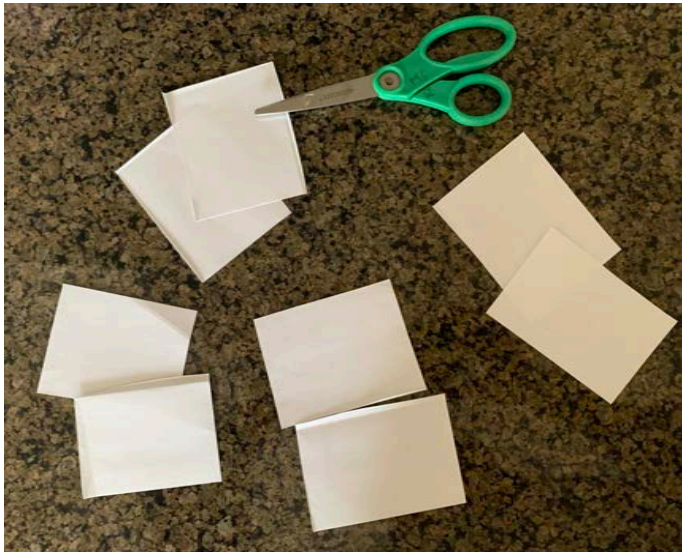
# Learning Menu for Home Activities

Please try to do at least 1 activity from each column each week. Email me a picture/video of one completed activity.

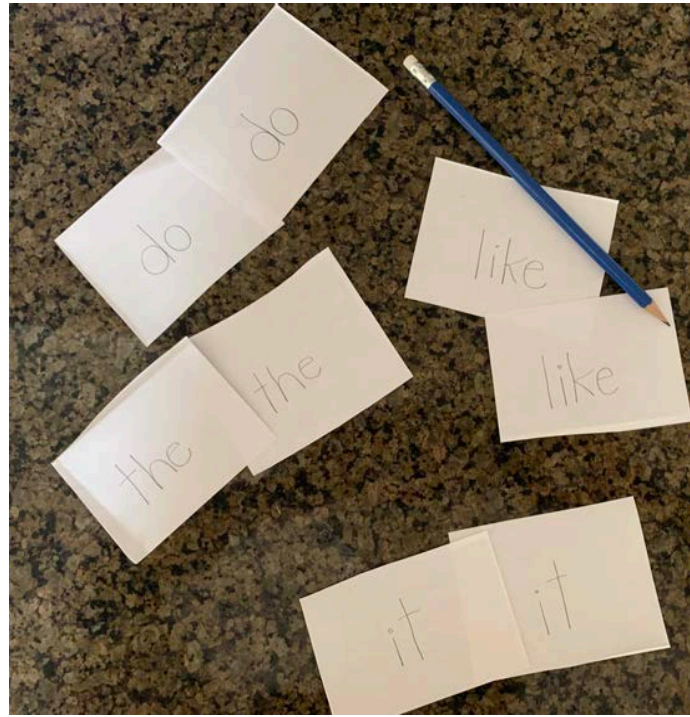
<p><b>Reading</b> <i>As a reader, I can...</i></p>	<p><b>Writing</b> <i>As a writer and a storyteller, I can...</i></p>	<p><b>Numeracy</b> <i>As a mathematician, I can...</i></p>	<p><b>Social Emotional Learning &amp; Health Education</b></p>	<p><b>Discovery</b> <i>As a scientist/artist/ explorer/global citizen, I can...</i></p>
<p>Create a sight word memory game.</p> <p><i>(see next page for instructions)</i></p> <p>Place them facing down, mix them up and take turns flipping 2 and reading them.</p>	<p>You can watch Ms. R's Jj videos <a href="#">here</a></p> <p>Draw and label 5 things that begin with the letter Jj. <i>(see next pages for modifications)</i></p> <p>Do a rainbow write.</p>	<p>Watch Ms. R's video about subtraction with drawings and manipulatives <a href="#">here</a>.</p> <p>Using playing cards, get 2 and subtract them using drawings or manipulatives. Grab 2 more and repeat until you finish the deck.</p>	<p>Make a Feelings Graph.</p> <p>Choose 3 different feelings (i.e. upset, excited, content) and add them as options. Every morning of this week, think and record on your graph: how are you feeling?</p>	<p>Go for a walk and take some paper and pencil.</p> <p>Make a list with drawings of any bugs you find. Pay attention to the details.</p> <p>What do you notice? What do you wonder?</p>
<p>Read or listen to a Read to Me book on EPIC! from our Butterfly book library. Tell someone about 1 thing you learned.</p> <p>You can access it <a href="#">here</a>.</p>	<p>Story Workshop: With any materials, create a story inspired by your birthday. What would your birthday party look like? Who would be there?</p>	<p>Draw numbers 1-10 with tally marks.</p> <p>If this was super easy, try with numbers to 20.</p> <p>Show your family your tally's karate chops!</p>	<p>Visit our classroom website <a href="#">Health &amp; Physical Education page</a></p> <p>Get active by doing GoNoodle Fabio's Meatball Run!</p>	<p>Find a recipe that you can help you family make.</p>
<p>Go to your kitchen or bathroom shelves and "hunt" for words that have the following sounds: sh / ch / ee</p> <p>Try to read the words</p>	<p>Make a story map of your birthday story and write it down. You can use "First," "Then," "Also."</p> <p><i>(see next pages for example &amp; modifications)</i></p>	<p>Go to Khan Academy (<a href="#">here</a>) and complete some of your assigned work on subtraction.</p>	<p>Play some classical/instrumental music.</p> <p>Close your eyes and do some mindful breathing (you can try bee or bunny breathing)</p>	<p>Draw your April self-portrait.</p>

# SIGHT WORDS MEMORY GAME

## Literacy

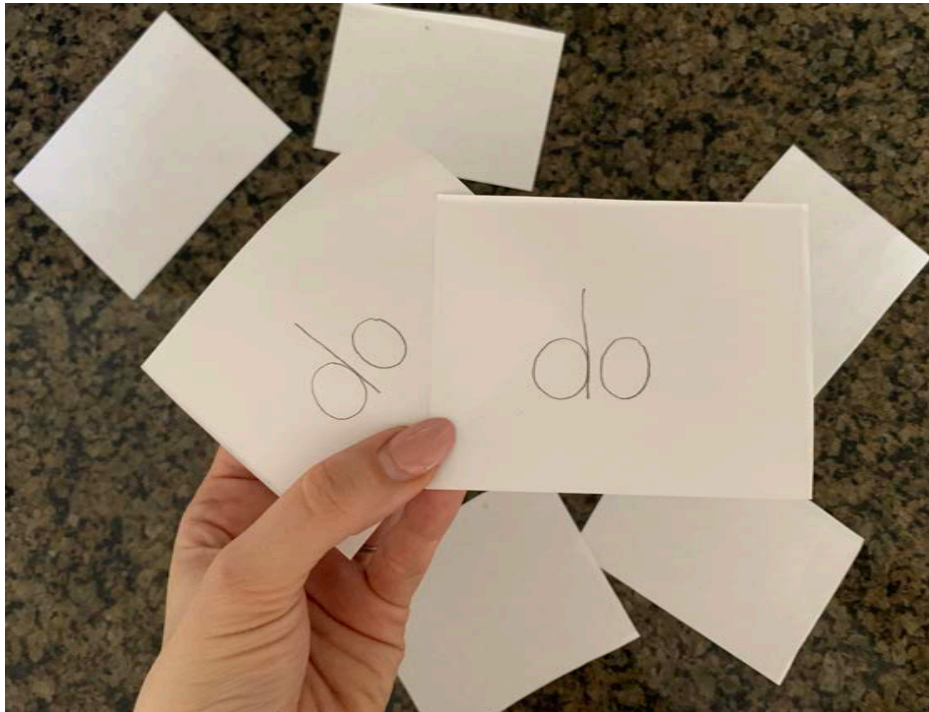


Cut out pieces of paper. You can fold it and your child could cut them.

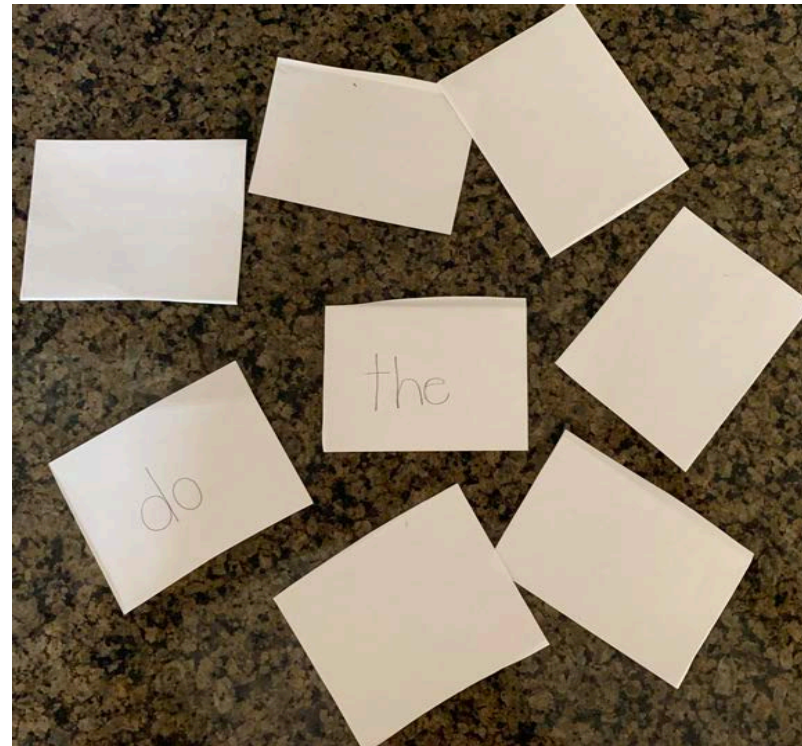


Have your child write/copy some sight words, making 2 cards with the same word.

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



The goal is to find pairs. Whoever has the most wins!



Place them face down and take turns picking up 2 and reading them. If they do not match, put them back in the same spot.



# MODIFICATIONS

## Writing Checklist all students

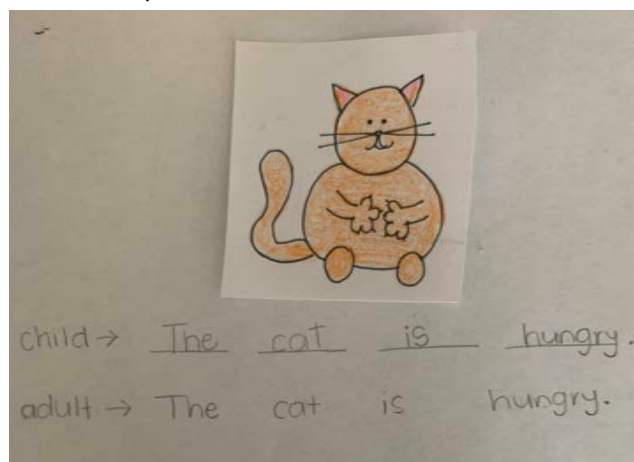
- Spaces
- Punctuation at the end of the sentence
- Uppercase to start sentences and for names

### Literacy

#### WRITING SENTENCES

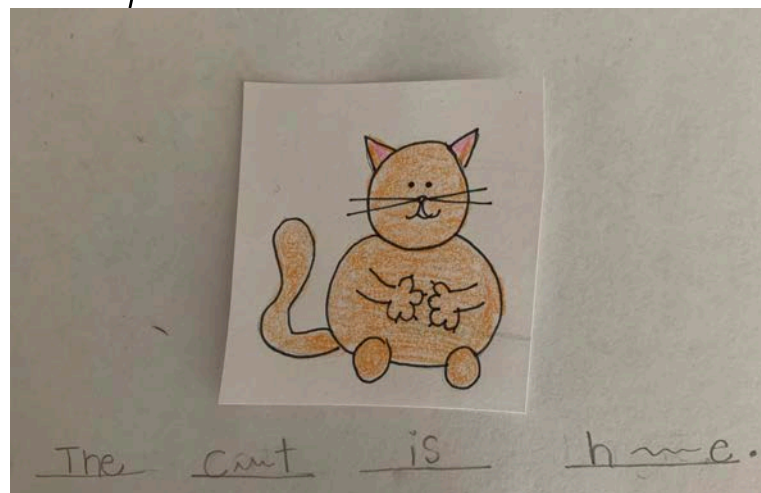
A) Ask your child to repeat their sentence multiple times and count how many words it has. Make a "word holder" (line) for each word. Write the sentence for your child, have them copy it and read it together. Have them point at each word as they read it.

Example:



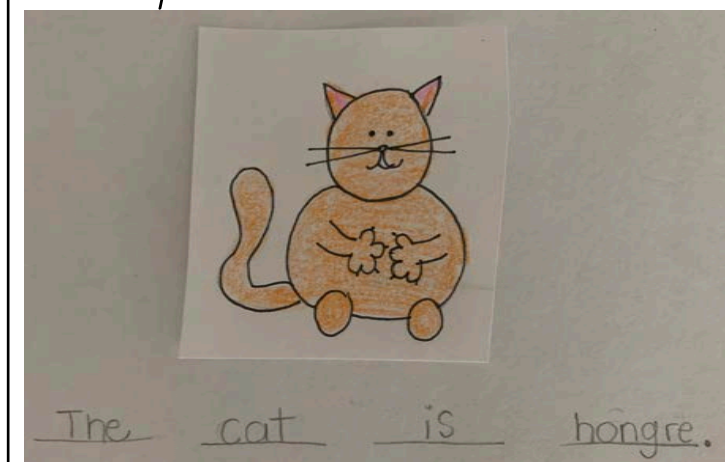
B) Ask your child to repeat their sentence. For every word they say, ask them to draw a "word holder" (line). Have them add the words they know –such as "the," "a," "is," etc. Have them write the first and last sound for all the other words. They can do a squiggly line in the middle to acknowledge and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



house

**CHARACTERS**

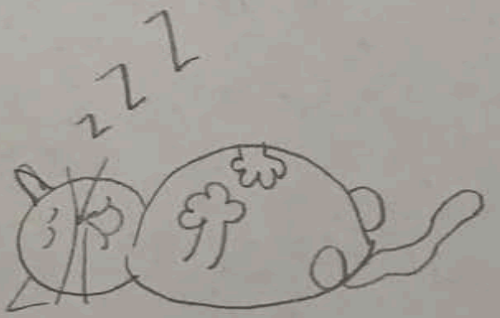
**characters**



cat

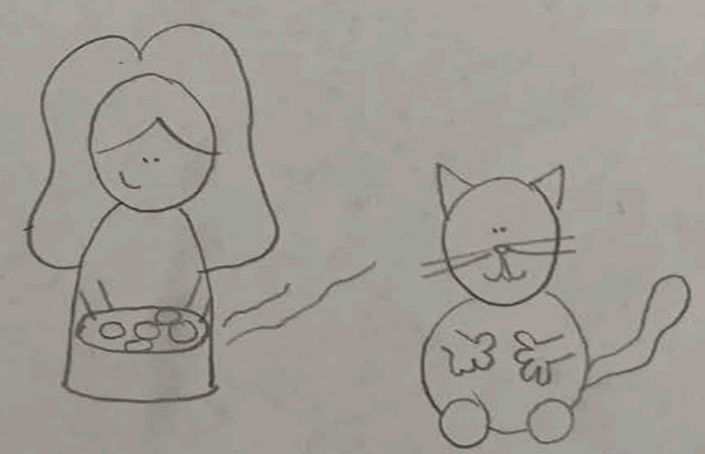
me

**First**



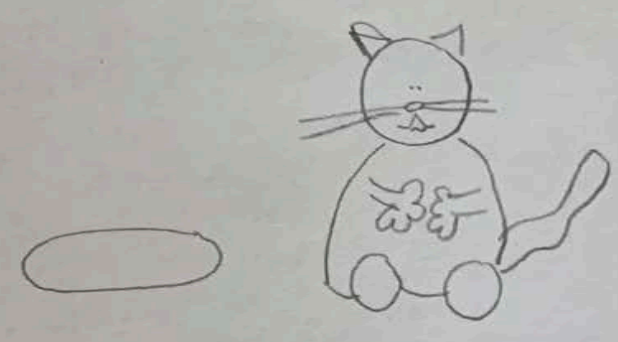
One day, my cat was sleeping.

**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

**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**.

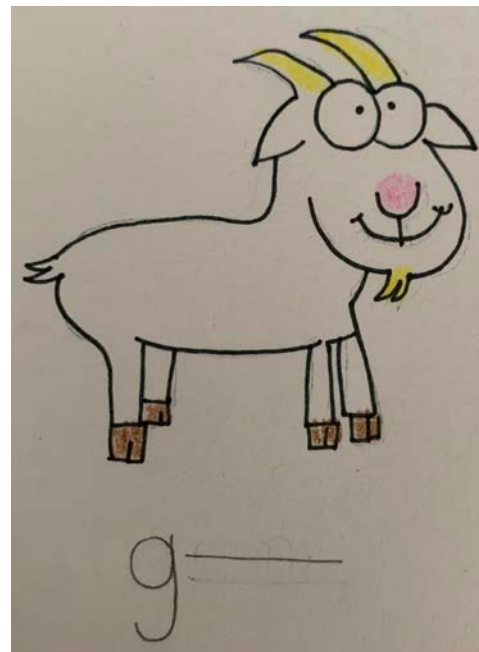
## Literacy

### 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:



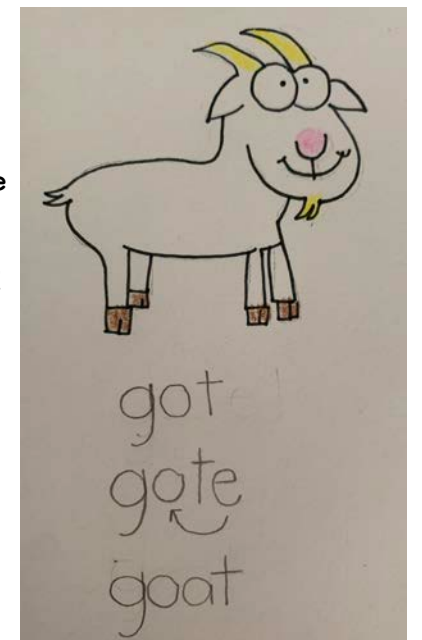
C) Ask your child to repeat the word, slowly: Have them stretch the word and write all the letter-sounds they hear. Is there a sound made by 2 letters (i.e. /sh/ /ch/ /oo/ /ea/)? Is there a rule (i.e. "sneaky e"?)

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!