

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><u>Linking Chart</u> We went through all the alphabet! Create your own linking chart. Add a word that begins with each letter and a drawing. You can use this template or your own</p>	<p><u>Geometry</u> Listen to Ms. Ramirez read "Shapes" here What are the shapes that you can name?</p> <p>Go on a <u>shape hunt!</u> Go on a walk. How many shapes can you find? Bring a paper and draw them all</p>	<p><u>Freeze Dance</u> Play some music and dance with your family. When you stop the music, everyone freezes. Repeat and have fun! You can alternate who stops the music.</p>	<p><u>Geometry:</u> <u>Think Outside the Box</u> Listen to Ms. Ramirez read "Scribble" here</p> <p>What can you draw using the shapes in the book? (Triangle, Square, Circle and Scribbles)</p>
<p><u>Story Workshop</u> Read a story (on a book, EPIC!, Raz-Kids). Using loose parts, retell the story. Did you include all the characters and details?</p>	<p>Write a Happy Birthday card for Jayden! Remember to include "Dear Jayden" and "Happy Birthday!"</p>	<p><u>Iterating to Measure</u> Watch Ms. Ramirez's video here Find your "unit" and grab 5 objects that you want to measure. Measure them iterating and record your results.</p>	<p>Sit by your window or go outside: what do you see? <u>Draw or paint your view.</u> How does the view make you feel?</p>	<p><u>Animal Facts</u> Listen to Ms. Ramirez read "Do Frogs Drink Hot Chocolate?" here Which one was your favourite fact? Draw it and write about it.</p>
<p>Listen to Ms. Ramirez read "<u>The Duckling Gets a Cookie!?</u>" here</p> <p>Who are the characters? Why do you think the Duckling gave his cookie to the Pigeon?</p>	<p><u>Summer Writing</u> Write at least 5 things you will do this summer. "This summer, I will..." Remember to print neatly, with spaces and punctuation.</p>	<p><u>Number Talks</u> Look at these pictures here. How many items do you see? How do you know? Can you find any shapes? Any patterns?</p>	<p><u>What are you looking forward to?</u> Why are you excited about summer? Draw a visual map: write the word summer in the middle and draw what are you excited about around it</p>	<p><u>Weather Forecast</u> Record a video where you tell us "What's the weather like today?" Is it rainy? sunny? partially sunny? Does it feel cold? hot? warm?</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.

Linking Chart

Literacy

Add a word and drawing for each letter

If you cannot print it out,
just draw your own on a
piece of paper.

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz	/ch/	/sh/	/th/	

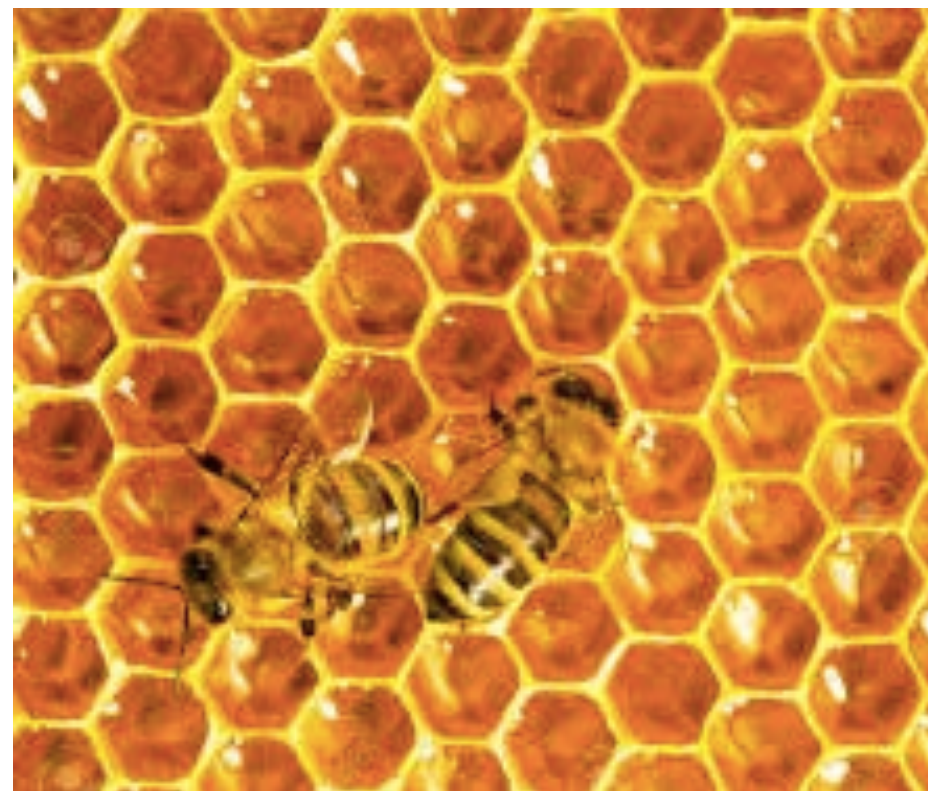
Number Talks

PROMPTS

Did you use addition/subtraction/skip counting?
What type of pattern is it?
(AB, ABB...) What is the core of the pattern?

Numeracy

How many do you see? How did you count?
Do you see any patterns? Geometric shapes?



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**.

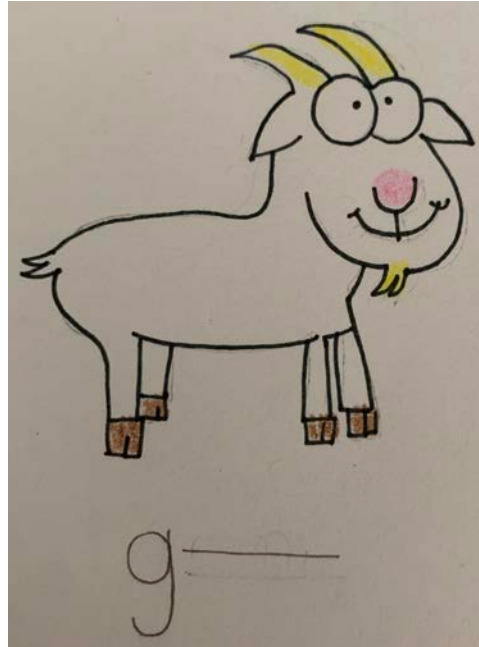
Literacy

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:



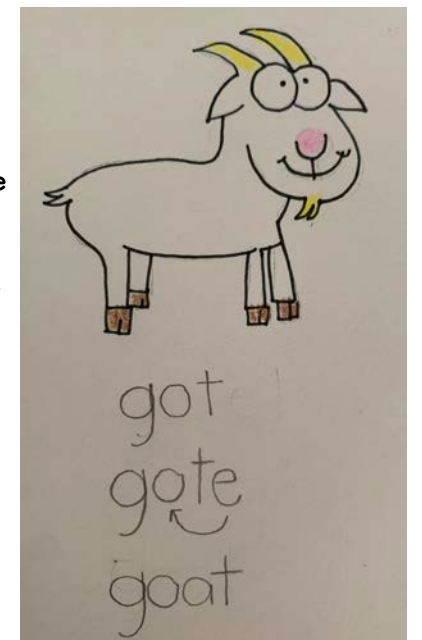
C) Ask your child to repeat the word, slowly: Have them stretch the word and write all the letter-sounds they hear. Is there a sound made by 2 letters (i.e. /sh/ /ch/ /oo/ /ea/)? Is there a rule (i.e. "sneaky e"?)

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

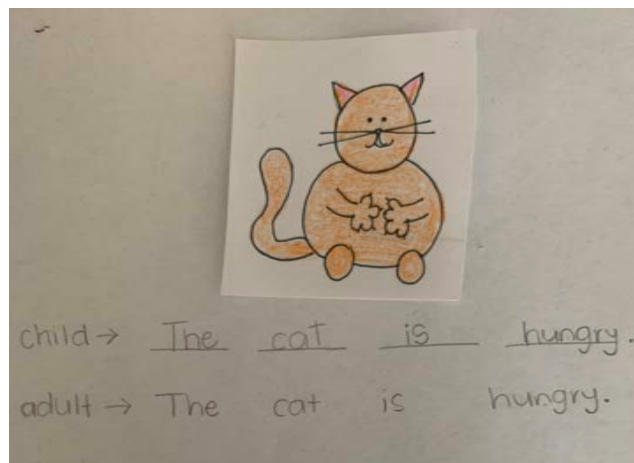
A) Ask your child to repeat their sentence multiple times and count how many words it has.

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:



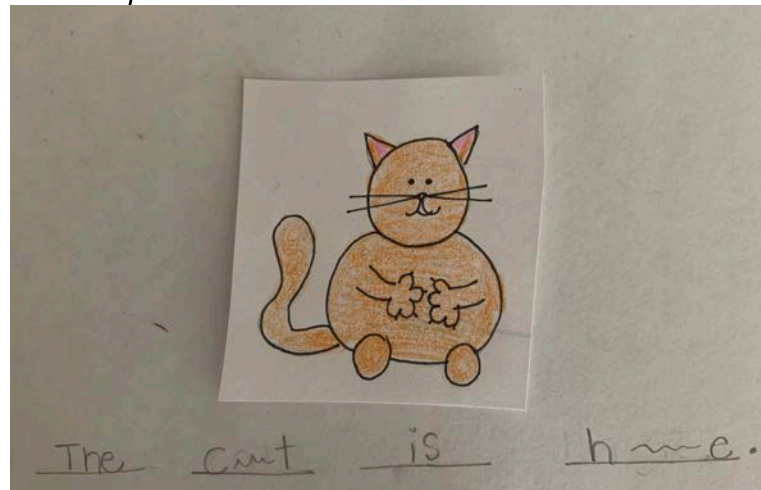
B) Ask your child to repeat their sentence.

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:



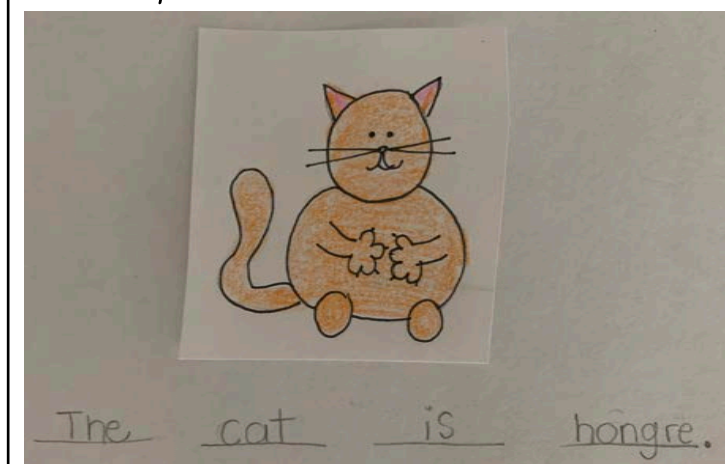
C) Ask your child to orally repeat their sentence.

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.