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| Grade 1 | April 18-24 2020 | |
| Hello Friends!  I loved all of the nice sunny days we had last week. My dogs loved it too, but Sofie didn’t like the bath she had to have after she played in the mud. She looked like she was wearing brown socks!  Thank you to your families for all of the pictures that they have been posting on Facebook and sending to me. I love seeing what you are doing and all the hard work you are doing with your learning. Remember that your families might do things differently than we did them in the classroom and that’s OK! There are lots of different ways to do things. Remember to go with the flow and follow our classroom rules (they work at home too). Make smart choices and keep your dear family happy ☺  I love to see what you are up to at home, so keep sending me pictures/videos of all the fun things you are doing!  Parents/Guardians:  The guideline that has been recommended by the Department of Education is one hour of ‘formal learning’ every day, in addition to 30 minutes of physical activity and 15-20 minutes of reading. This does not mean that you have to devote an hour each day Monday-Friday to completing these activities. Your 25 minutes of math time can be a combination of online activites and the hands on activities. One day you can do the hands on activites only, another day could be Dreambox only. There may be other math sites/apps that you have already been using that you wish to continue with and that’s great. If it works for your family to do some of the tasks over the weekend when you may have more time, go for it! If you want to do literacy activities, have a break in between and then do the math activities, go for it! If you want to the additional activites on the Scholastic site, go for it! Each day presents its own challenges and you know what is going to work best for your family. Find the balance between continuing your child’s learning and fighting with your child to get their work done. This is new to all involved and there will be an adjustment period for everyone. PLEASE DO NOT FEEL PRESSURED TO COMPLETE EVERY ACTIVITY AND MAKE IT ALL PERFECT. Do what works for you and reach out to me at any time. | |
| **Day 1** | |
| **Literacy** | **Numeracy** |
| **Read Aloud** <https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>  Select Week 2 then scroll down the page to “Day 6” and click on “Take Me There”.  Watch In The Small, Small Pond.  While watching the story, listen for words that rhyme. Pause the book when you hear words that rhyme and copy the words down on a white board or piece of paper. Pick at least two rhyming pairs and try to add more words to that group. How many rhyming words can you think of?  Ex: swirl, twirl… I’ll add the words girl and whirl.  **Writing**  Pick three pictures from the book and write sentences to tell what is happening in the pictures.  Ex: The frog is sleeping under the mud.  Don’t forget to start your sentences with capital letters, put spaces between your words and end with a stop marks. Do your best to stretch out your words and include all the sounds that you hear. Your goal is to write 3 sentences.  **PARENTS**: It may be helpful to use a ruler to draw a couple of straight lines on their piece of paper so that their sentences are organized. You can also print the writing paper from the following link: <http://www.first-school.ws/theme/printables/writing-paper/handwriting.htm> Once on the site, scroll down to the bottom writing paper called “Story Paper for Drawing and Handwriting.” Students should spend about 20 minutes working on their writing. | **Online activities**  Please log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent last week.  **Technology Free Math Activity**  *1. Outcome: N5- Compare sets to 20. Create a set that has* ***more, fewer*** *or* ***as many*** *objects as a given set. Create several sets of different objects that are equal.*  Use items (crackers, cereal, lego, socks, buttons, squares of paper, etc) and make a group of up to 20 items. Have your child make a group that has ***more,fewer*** *or* ***as many*** as the original group. You can also give them a number and ask them to make a group that has ***more,fewer*** *or* ***as many as*** the given number.  Show your child three equal sets using a different object for each set (try to use items that are different sizes like goldfish crackers, playing cards and socks). Without coutning, ask your child which group they think has more and which group has fewer. Ask them to explain their thinking. *The cards group has the most because it takes up the most space/it’s the biggest group.* Have them count each group to check their predictions. Focus on one to one counting (touching each object as they count it). Recount the groups by pairing up objects and counting by 2s. |
| **Day 2** | |
| **Literacy** | **Numeracy** |
| **Read Aloud**  <https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>  Scroll Down the page to “Day 7” and click on “Take Me There”.  Watch Don’t Let the Pigeon Drive the Bus!  Finish the Which Came First activity.  **Let** belongs to the **-et** word family  How many words can you make that belong in the **–et** word family?  **Writing**  Write at least two sentences to tell why the pigeon should not be allowed to drive the bus.  *The pigeon should not be allowed to drive the bus because…*  Don’t forget to start your sentences with capital letters, put spaces between your words and end with a stop marks. Do your best to stretch out your words and include all the sounds that you hear.  **Extra Fun**  Click on the link to go to Mo Willem’s website and get step by step directions for drawing the pigeon! There are lots of things to explore on this site.  <http://pigeonpresents.com/content/uploads/2017/08/pigeon_activity_10-year_v10.pdf> | **Online activities**  You can log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent last week.  **Technology Free Math Activity**  *1. Outcome: N4B- Read given number words to 20*  Help your child write the digits and words zero to twenty on cards (paper, index cards, cut up cereal boxes).  Memory: Lay the cards face down in rows. Take turns turning over two cards. If the cards are a digit and word pair the player keeps the cards and takes another turn. If they are not a pair the cards are put back face down and that turn is over. Play until all of the cards have been matched.  \*To shorten the game time you can play with zero to 10, 10-20 or have your child count by 2s and only use the numbers that they say. |
| **Day 3** | |
| **Literacy**  **Read Aloud**  <https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>  Scroll Down the page to “Day 8” and Click on “Take Me There”.  Watch: Stars, Stars, Stars.  Last week you worked on the **sh** and **sp** blends. Today I want you to write down all of the words that you can think of that have the **st** blend, like star. Remember to write down all of the sounds that you hear in the word.  **Writing**:  Draw a line down the middle of a piece of paper to divide it in half. On one side draw a picture of the sky in the daytime. On the other side, draw a nighttime sky. For each picture write a list of things that you drew in your sky. Remember that when we write a list we use a comma between each word in our list. How many things can you draw in your sky pictures?  Ex: In the daytime I see a kite, a bird, a cloud and a butterfly.  Parents: If your child only draws two things in their sky encourage them to add more details and to make their picture realistic. This activity could be completed after a walk or outside play time. | **Numeracy**  **Online activities**  You can log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent last week.  **Technology Free Math Activity**  *1. Outcome: N8- Identify the number, up to 20, that is one more, one less, two more, two less.*  Use the cards from the day 2 memory game.  Put the cards in a stack face down. Flip the top card over and have your child tell you what number is one more and one less than the number on the card. Then ask what number is two more and two less than the number on the card.  You can combine the digit and word cards for an added challenge. This activity can be done orally or you can have your child print the numbers on paper or a white board. |
| **Day 4** | |
| **Literacy**  **Read Aloud**  <https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>  Scroll Down the page to “Day 9” and Click on “Take Me There”.  Watch: Stick and Stone (I see the **st** blend that we worked on yesterday!)  After listening to the story complete the “What Came First?” activity from the links on the left hand side of the page.  How many words can you come up with that belong in the –**ick** family? I’ll give you a hint: there are a few in the book.  **Writing**: Write three sentences to tell about some of the things the Stick and Stone did together in the book. Remember to use a capital **S** for Stick and Stone because names always start with capital letters.  Don’t forget to start your sentences with capital letters, put spaces between your words and end with a stop marks. Do your best to stretch out your words and include all the sounds that you hear. | **Numeracy**  **Online activities**  You can log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent last week.  **Technology Free Math Activity**  *1. Outcome: N9- Create a story problem for addition/subtraction that connects to student experience (answers to 18)*  In the classroom we different types of plastic animals (Pokemon figures, dinosaurs, farm animals), gems and glass stones, counters, pom poms, etc. I give the students a basket of items and they act out a story problem (word problem) and have a partner solve their problem. “There were 12 dinosaurs hanging out. A T-Rex came and ate 7 of the dinosaurs. How many dinosaurs were left?”  You can take turns acting out a story and having your child write the equation and find the sum/difference and having your child tell the story and you solving for the sum/difference. Throw in the occasional mistake to see if they can catch it. Remind them that a story problem has three parts:  1)the beginning  2) something happens to change the beginning amount  3) the question at the end (How many are there now? or How many are left?) |

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| **Day 5** | |
| **Literacy** | **Numeracy** |
| **Read Aloud**  Follow this link: <https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>  Scroll Down the page to “Day 10” and Click on “Take Me There”.  Watch:  After listening to the story complete the “What Came First?” activity from the links on the left hand side of the page.  **Word Work**  Inch has the **ch digraph** (two letters that together make a different sound). How many words can you write down have **ch** in them?  **Writing**  Last Friday I shared a video for Feel Good Friday on the MAS Home and School Facebook page. I will share a new video this Friday. For writing I would like you to write down at least two things that made you feel good this week. Think about why they made you feel good.  *This week drinking coffee from my favourite teacher mugs made me feel happy because they remind me of my students. Playing outside with my dogs made me feel good because I found some fuzzy spring pussy willows.* | **Online activities**  You can log into your child’s Dreambox math account at <https://www.dreambox.com/canada> on your laptop, computer or iPad as per the directions sent last week.  **Technology Free Math Activity**  1. *Outcome: N1- Say the number sequence 0-50, forwards and backwards by 1s.*  Use the digit cards from last week’s activity. Give you child 15 cards (in order, starting at any point), have them place the cards in a line on the floor and then jump from one card to the next while saying the numbers.  2. *SS1- Demonstrate an understanding of measurement.*  Complete the How Many Spoons? Measuring activity from the Scholastic site. Model how to line the spoons up in a straight line with no gaps between. Discuss what would happen to the measurement if you used different sized spoons.  Point out that inch and centimeter are units of measurement, but they are not the same. Look at a ruler and different types of measuring tapes (tool box, sewing kit) that you have at home. Students will learn how to use standard measurement in grade 3. In grade 1 and two we use non standard units (spoons, blocks, legos, etc). |
| **Reminders from Mrs. Davis:**  In addition to the activities suggested above, everyday students are encouraged to:   * **Read for 15 minutes**- Take time to read to or with your child and encourage them to read independently. This would be a great time to use Raz-Kids for independent reading if you wish. * **Be physically active for 30 minutes.** Please see Ms. Bush’s amazing activities below. * **Take time to play and/or create something.** Exercise those imaginations!   **I am only an email away for any questions/concerns ☺ You’ve got this parents!** | |

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| Physical Education | | |  |  |
| While the 30 minutes of Physical activity a day is meant to be self directed look below for some awesome ideas! | | | | |
| Practice your throwing skills! | | |  | Stuck inside? Why not dance! |
| Trophy |  | Weekly Challenge - Help out - Ask a parent if you can help make dinner or set the table. | | |
| Computer |  | Online resources for more practice  <https://www.getepic.com/> - Our class code is udi6825  <https://scratch.mit.edu/> or [www.code.org](http://www.code.org)  - Students who wish to access their account can email [alison.bush@nbed.nb.ca](mailto:alison.bush@nbed.nb.ca) for their login and password.  <https://musiclab.chromeexperiments.com/Song-Maker/> - Make some music. Share your links with Ms. Bush! | | |