



Learning Opportunities for Grade 1 FI

Week of April 27th

School Vision: *Motivating, Compassionate, Successful*

School Mission: *Making a difference...Committed to learning....Supporting each other*

Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!

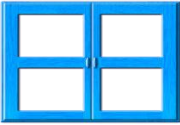
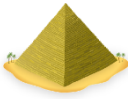









Try to work on the learning opportunities for 1 hour each day.

This is a recommended break down of the time to be spent on learning opportunities. Please feel free to adapt it to **your needs, interests and circumstances.**

Choose 1 activity daily from the reading components	Choose 1-2 activities daily from the math component
Choose 1-2 activities daily from the other literacy components	Please allow your child plenty of opportunity for free play

Connect Four

Choose 4 activities daily (vertical or horizontal) - Try to get 1 reading, 1 other literacy, 1 math and 1 free play each day. Have fun!

<p>READING Read by the window. Grab a favourite book, or have a family member read to you by the window. Let the sun shine in as you read!</p> 	<p>LITERACY Pick 5 sight words (new and known words) and write one letter at a time to make a pyramid</p> <p>p pe pen pend penda pendan pendant</p> 	<p>MATH "How long is your foot?" Trace your foot on blank paper. Choose an object you will measure it with (paper clips, coins, coffee beans). Predict how many of each object it will take to be the same length as your foot and write your prediction. Measure the length of your foot and write this number on the second line. "Did it take the same number of each item to measure your foot? Why or why not?"</p>	<p>FREE PLAY Story Stones Grab some stones outside and paint them into objects or people. Tell a story with the stones!</p> 	<p>READING Read under a table! Find a comfy spot underneath a table and read or listen to a great book! Have a sibling or parent join you or read by yourself!</p> 
<p>LITERACY Think about what you see in nature (natural or built). Create a list with pictures and labels. Next, write a sentence about some of the things you see in nature. Je vois _____ dans la nature.</p>	<p>READING Read outside. Have a parent or sibling pick a book to read to you outside! Make sure to listen carefully!</p> 	<p>FREE PLAY Go on a scavenger hunt! Try to name the shapes you find in French.</p> <p>SHAPES SCAVENGER HUNT</p> <ul style="list-style-type: none"> Find something that turns that is a circle. Find something in the kitchen that is a square. Find 4 things that are rectangles. Find something in the shape of a heart. Find something in your room that is a rectangle. Find something that is a cylinder in the kitchen. Find something that is the shape of a triangle. Find something shaped like a cube. Find 3 things that are circles. 	<p>MATH 100 Chart Mystery Have a family member place 10 counters on a 100 chart. You must guess the number (in French) under each counter. Start with numbers 1-50. Each correct guess you get a point. Take turns with a family member and add up your points!</p>	<p>LITERACY FREE CHOICE! *Word work *Oral *Writing *Sound work - See ideas from the week of April 20th</p>
<p>FREE PLAY Doodle on the driveway with sidewalk chalk.</p> 	<p>MATH Tell students that they have 12 berries to decorate 2 muffins. Have students show at least 3 different ways to decorate the muffins and record the number sentence for each one. Have them use objects around the house as "berries" or have them draw each of the different ways!</p>	<p>READING Read in your pyjamas! Get comfy and read or listen to your favourite story. Listen to Mme & Mlle reading in their pyjamas too!</p> 	<p>LITERACY Listen to the story of one of the new sound friends. Make a list of words that make that sound and see if you can find any words in the books you're reading that make that sound too! Add those words to your list.</p>	<p>FREE PLAY Replicate structures around our area with things you have at home! Can you build the Hartland Covered Bridge?</p> 
<p>MATH FREE CHOICE! *Counting *Representing Numbers *Problem solving/Mental Math - See ideas from the week of April 20th</p>	<p>FREE PLAY Grab and go. Seize the striped, polka-dotted, colorful, or plain socks your opponent is wearing while also keeping your own toes covered.</p> 	<p>LITERACY Make or use one or two puppets to practice the oral structures with. Put on a short puppet show with a family member and present to someone else in your family on video or in person! Je vois _____ dans la nature. Listen to Mme Goodfellow's video to help with the structure!</p>	<p>READING Read to or with a pet or stuffy! Grab a good book or pick out a book online to listen to with your pet or stuffy!</p> 	<p>MATH Create a word problem for this equation: $7 + 6 = 13$. Draw, write, represent with pictures or materials!</p> 

MATH

Counting – Students should practice counting aloud to 100. We had not spent a lot of time with this yet so further focus on numbers 50-100 will need time and practice. They should practice skip counting by 2s to 20, and by 5s and 10s to 100.

- Can they count between two given numbers?
- Can they count backwards between two given numbers?
- Can they write a number down when you say it?
- Can they read numbers when represented?
- Can they find mistakes when shown a series of numbers? 56, 57, 54, 59, 60

Students should be able to count objects to 50. They should also be able to group objects into groups of 5 and 10 and groups of 2 to 20.

- Are they touching the objects as they count?
- Are they counting aloud?
- Are they moving the objects as they count?
- Are they placing objects in a line?
- Are they counting on from a known number?
- Are they recounting?

Shape & Space – Students should have opportunities to explore measurement as a process of comparing. They should explore lengths, mass, area, and capacity through play.

Patterns & Relations – Students should explore equalities and be able to show different representations of the same quantity.

- Sam said she has 3 bananas and 4 bananas. Peter said he has 7 bananas. Do they both have the same number of bananas?

LITERACY

Reading – Strategies that your child should be working on while reading

- Easily notice sight words in a text
- Read with automaticity most sight words
- Recognize familiar words
- Find and recognize sentences or words that repeat
- Point to each word, recognizing that one oral word = one written word
- See the connection between the word and images
- Read from left to right
- Recognize that they should read a book starting with the title
- Look at the picture before saying the word
- Recall the main idea in a text
- Notice punctuation
- Stop to think of words before reading
- Ask questions to clarify their comprehension
- Make connections with what they are reading and their experiences

Word work – Please continue to practice all sight words on word hook. Our new words of the week are: me, ne, se, pas, comme

Videos of our new words are available by week under les mots fréquents:

<https://mllemcphail.weebly.com/les-mots-freacutequents.html>

Sound work – Alain Singe “im” and “in” sound.

Stories and songs for complex sounds are available under les sons complexes:

<https://mllemcphail.weebly.com/les-sons-complexes.html>

Oral Language - This week we will be learning the following structures:

- **Quel élément naturel vois-tu dans la nature?** What natural elements do you see in nature?
 - Je vois _____ dans la nature.
 - Je vois une forêt dans la nature.
 - Je vois une montagne dans la nature.
 - Je vois un champ dans la nature.
 - Je vois une rivière dans la nature.
 - Je vois une vallée dans la nature.
- **Quel élément construit vois-tu dans la nature?** What built elements do you see in nature?
 - Je vois _____ dans la nature.
 - Je vois une route dans la nature.
 - Je vois un pont dans la nature.
 - Je vois un édifice dans la nature.
 - Je vois un barrage dans la nature.
 - Je vois un parc dans la nature.

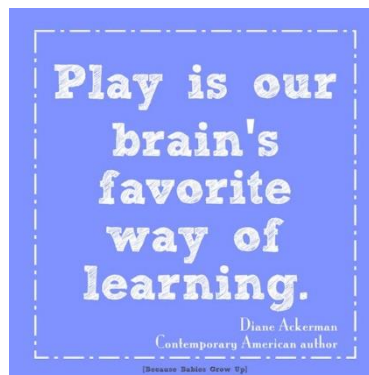
Examples and stories are available on our website under les structures orales:

<https://mllemcphail.weebly.com/les-structures-orales.html>

Writing – This week your child should write about what they see in nature. Have them brainstorm ideas of natural elements and built elements that they see. Use the vocabulary and pictures to guide their writing (additional resources end of document). Please refer to Learning Opportunities for the week of April 20th for further details on writing.

- Je vois _____ dans la nature.

FREE PLAY



PHYSICAL EDUCATION – Please see end of document

Additional Resources:

MATH

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Link to interactive 100 chart: <https://toytheater.com/hundreds-chart/>

Les éléments naturels



une forêt

- des arbres
- des roches
- des fleurs



une montagne



un champ

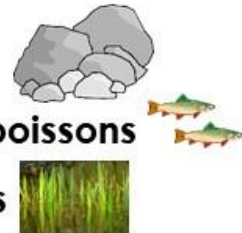


une vallée



une rivière

- des roches
- des petits poissons
- des plantes



Les éléments construits



une route



un pont



un édifice



un barrage



un parc

SHAPES SCAVENGER HUNT

primary playground

- Find something that turns that is a circle.
- Find something in the kitchen that is a square.
- Find 4 things that are rectangles.
- Find something in the shape of a heart.
- Find something in your room that is a rectangle.
- Find something that is a cylinder in the kitchen.
- Find something that is the shape of a triangle.
- Find something shaped like a cube.
- Find 3 things that are circles.



PHYSICAL EDUCATION

5-Day Physical Education Tic Tac Toe

Each day choose a different version and connect 3 boxes in a row. Or challenge a family member to take turns and complete a line of three first.

- Sing the ABC's 2 times while completing each activity. (Non-hopping leg has knee high in the air)












Left Foot <u>Hop</u>	½ Turn Jumps	1 foot <u>hops</u> (alternate feet)
Leap with right Foot	Ski Jumps (side to side)	Leap with Left Foot
Forward & Backward Jumps	Right Foot <u>Hop</u>	¼ Turn Jumps










- Sing the ABC's once while completing each balance (#-point balance = number of body parts touching floor)

2-point balance	1-point balance	3-point balance
5-point balance	4-point balance	2-point balance
3-point balance	2-point balance	6-point balance

- Complete 10 – 15 of each activity.

 <p>Tuck Jumps</p>	 <p>Climb the Rope</p>	 <p>Mummy Kicks</p>
 <p>Frog Jumps</p>	 <p>Elbow to Knee (Cross body Crawl)</p>	 <p>Pencil Jumps</p>
 <p>Pencil Rolls (2 rolls to each side)</p>	 <p>Star Jumps</p>	 <p>Sumo Squats</p>

- Complete 10 – 20 of each activity.

 <p>Backward Lunge</p>	 <p>Upward Punches</p>	 <p>Twist and Jump</p>
 <p>Squat with Punches</p>	 <p>Marching on the Spot</p>	 <p>Side Lunges</p>
 <p>Box Push Ups</p>	 <p>Front Kicks</p>	 <p>Running on the Spot</p>

- Complete 5 -15 of each activity.



Knee Lifts



Mountain Climbers
(stay in 1 spot, alternating legs)



Basketball Shots



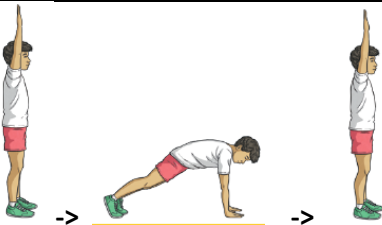
Toe Touches



Running and Punching



In and Outs



Burpees



Lunge Squats



Lunge Punch