



Learning Opportunities for Grade 1

Week of May 4-8

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.

MATH

Choose from these tasks, for a total of 20 minutes each day.

Building with Blocks:

You can give your child a challenge to build specific structures, such as building a tower that uses at least 20 (40, 150, etc.) blocks. Or, your child could build collaboratively, taking turns with a partner. On a turn, each player could draw a card from a standard deck of cards or roll one or two dice to determine the number of blocks that each partner can add on to the structure for their turn. Playing with blocks or Lego helps your child to develop spatial awareness, while also working on fine motor skills.

Shape or Object Hunt:

Go on a scavenger hunt with your child to find different shapes (squares, triangles, circles, and rectangles) or objects (cubes, spheres, pyramids). You can combine this with counting to find the number of sides or corners on a shape or the number of edges, faces, or vertices for an object. Your child can also practice drawing the shapes and objects that they find.

One more, one less:

Say a number and ask your child to tell you what is one more or one less than that number. This is a very versatile activity that can be adapted to suit the age and ability of your child. For example, you could ask your child to tell you the number that is two more or two less, ten more or ten less, or one hundred more or one hundred less than a given number.

Cooking/baking:

Preparing and serving food provides many opportunities for counting, measuring, and following directions in order. Your child can help to count out ingredients or servings. They can also assist with reading the recipe and measuring ingredients.

Create Story Problems:

Have your child make up a story problem with objects they have around the house. For example, they may go into their bedroom and use stuffed animals and create a story problem like this: I took 5 stuffed animals to my friend's house and forgot two there. How many stuffed animals do I have now? Take turns creating and solving the story problems together.

Counting:

Continue to practice counting in all different ways; forwards and backwards to 100, count by 2's, 5's, and 10's to 100. Count forwards and backwards between two given numbers, for example, count between 47-56.

LITERACY

Writing: (15-20 mins per day)

Here are a few options:

1. Create your own Scavenger hunt. Hide 12 things outside for them to find. Before you hide the items, make a list of them all. After everything is hidden, give the list to a family member to find.
2. Can you find the alphabet in your house? Try to find one thing that begins with each letter of the alphabet. Start by writing each letter of the alphabet in order down your page and LEAVE SPACES.
A- Apple
B- Bed
C- Couch ect
3. Who is your best friend? When you write about your best friend, tell me 3 things about them. What do you like to do together?

Independent Reading: (15-20 mins per day)

Daily Reading is important to build life-long learners. Children can read a book independently or to a family member, a pet or stuffed animal.

Allow for choice of reading material: favorite books they know well, magazines, flyers, books about their favorite animal, books they can read smoothly, comic books.

→ Consider filming a short clip of your child reading out loud. It lets your child know how smooth they sound. Mrs. Mortensen, Mrs. Atherton and Mrs. Kitchen would love to see you doing some reading! You can email us your clip or post to the MCS website.

→ Click here to see Mrs. Mortensen read a book:
<https://www.youtube.com/watch?v=6SYUBFIQeAo&t=45s>

→ Continue to read and listen to books on line by using:
Tumblebooks: <https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2f>
Get Epic: <https://www.getepic.com/>
From 3 to 3: <https://youtu.be/eMW14mdHdyY>

If you are looking for extra activities here are a few:

- Attached is a list of grade one sight words. You or your student can write some of these words on a slip of paper, then you can hide them around the house for your student to find. When they find the word the student should read the word and/or spell the word before they find a new word.
- Rainbow writing: student chooses the word, read it, and then write the word in as many colors as they want.

FREE PLAY

Both structured play and free play are important in the development of children. Neither type of play is more important than the other. It is ideal for parents to try to achieve a balance between structured and free play at home. Structured play is often adult-led, has an end “goal” or rules, and is ideal for teaching specific skills. Free play is often child-led, allows children to use their imagination and sense of discovery, and there is no specific end goal children are trying to meet. Here are some different learning opportunities for each type of play:

Structured Play: board games, following instructions to complete a craft, a game of basketball

Free Play: using play-doh, building with blocks or other materials, playing with dolls

Physical Education at Home: May 4th – 8th

I trust students and families are staying active and positive during these historic times. At our house we truly enjoy the warmer days to get outside to play and explore. Personally, I have begun following an on-line exercise program and recently I purchased a new mountain bike to stay active. While on exchange in Australia, I began riding and plan to continue. I am looking forward to having the opportunity to explore trails locally and provincially, in time. Keep being active and safe!

Mr. King

Below are activities that can be done this week at home to assist with Physical Education At Home Learning. Take advantage of this time to participate and model physical activity with your family.

Card Shark Fitness

Equipment: 1 deck of cards, Fun music

Set-Up: Shuffle and place the deck of cards face down where everyone can reach it.

Activity Procedures: Draw a card, you'll use the exercise key below to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of spades, perform 4 jumping jacks. Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.



= Jumping Jacks



= Knee Lifts



= Mountain Climbers



= Squats

Toss Up, Move Up

Equipment: ball or rolled up socks, a basket (ex. laundry basket, large mixing bowl, bucket), 5 distance markers (toilet paper rolls, stuffed animals).

Set-Up: Set the 5 target markers at different distances from your starting place. Place the basket or bucket beside the closest target marker.

Activity Procedures: Round 1: Do one jumping jack and then use an underhand throw to make a successful throw at your target, upon successful completion, move the bucket to the next target. Round 2: Start a 1-minute timer and see if you can throw your socks to the target at all 5 distance markers in one minute. Remember your one jumping jack before each throw.

Cues for Underhand Throw: Step with opposite foot of throwing hand, swing arm back, follow through towards target.

Number Balance

Equipment: music and an open space

Set Up: Clean an open space so you have room to move around safely.

Activity Procedures: Start the music and move around the space by walking, running, galloping, skipping etc. When the music stops have a family member put their fingers in the air. The number of fingers is the number of body parts you must balance on. 4=2 feet/2 hands, 3= 2 hands 1 foot,....

Throwing Challenge

Equipment: Something safe to throw such as a soft, small ball or socks.

Set Up: Find a safe space (preferably outside) and hold the ball or socks in your hand.

Activity Procedure: Try these challenges! Do 10 of each.

1. Right to Right
2. Left to Left
3. Right to Left
4. Left to Right
5. Toss up, clap, catch
6. Toss up, touch your toes, catch
7. Create your own challenge
8. Compete with a family member or your Bubble house

Yoga

Activity Procedure: Alphabet Yoga – Create each letter with your body and hold each of the poses for 10-15 seconds

Equipment: Open space and Internet access (optional)

To help with ideas, visit <https://youtu.be/O0Bb5T2-b1A>

MUSIC – BELOW:



Music with Mrs. MacLeod
May 4th – 8th, 2020
K-2

Hi everyone,
I can't believe how long it has been since I've seen all of you! I miss classes together and am looking forward to the day that we can be back together again. Please remember to send me videos or pictures of you completing some of the activities listed. It would be great to see your faces again.



karyn.macleod@nbed.nb.ca

<https://musicplayonline.com>

Don't forget about this website if you have access to a computer and internet. It has so many fun games, activities and songs. It sometimes works better in google chrome. Have fun and explore the site.



Music Ideas for the Week

Pick and 3 in a row to make tic tac toe or do as many as you want!!

10-minute dance party Put on your favorite music and practice those dance moves.	Use chalk to draw rhythms on your driveway or sidewalk	Sing the words of a book rather than reading the words.
Write a song about spring.		Listen to a song and name the instruments that you hear.
Sing a lullaby at bedtime.	Sit quietly in a room and draw a picture of all the sounds that you hear (voices, clock ticking, etc).	Listen to your favorite song and walk to the beat as you listen.

High-Frequency Word Test (End of Grade 1)

Distribute Assessment BLM 19-2: High-Frequency Sight Words (End of Grade 1)

Date: _____ School: _____

Name: _____ Teacher: _____

Grade: _____ Test score: _____ /103

Record any incorrect responses. Check off correct responses. Correct responses must be automatic. If the response was not automatic or fluent, mark (h) for hesitation. These words represent approximately 70 percent of all reading for Grade 1-2 students.

Transfer results to Assessment BLM 19-1: Class Assessment Summary Sheet-High Frequency Words (End of Grade 1)

Practice word: _____ (student's name)

Word	Attempt	Word	Attempt	Word	Attempt	Word	Attempt
1. the		27. have		53. two		79. my	
2. of		28. this		54. than		80. back	
3. and		29. but		55. no		81. how	
4. to		30. by		56. me		82. did	
5. a		31. were		57. look		83. then	
6. in		32. one		58. him		84. will	
7. is		33. all		59. am		85. over	
8. that		34. she		60. go		86. now	
9. it		35. when		61. see		87. just	
10. was		36. an		62. man		88. after	
11. for		37. their		63. do		89. little	
12. you		38. there		64. us		90. put	
13. he		39. her		65. saw		91. I'm	
14. on		40. can		66. has		92. away	
15. as		41. we		67. day		93. came	
16. are		42. what		68. into		94. going	
17. they		43. about		69. play		95. make	
18. with		44. up		70. mother		96. before	
19. be		45. said		71. get		97. your	
20. his		46. out		72. big		98. don't	
21. at		47. if		73. like		99. because	
22. or		48. some		74. come		100. our	
23. from		49. would		75. went		101. too	
24. had		50. so		76. here		102. could	
25. I		51. who		77. them		103. where	
26. not		52. very		78. asked			

Word-solving strategies used: _____