



## Learning Opportunities for Grade 1F1

### Week of April 20th

**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.**

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

The next section has lists of specific activities that your child could complete for each component.

The last section has specific information that might help with the literacy activities. Please feel free to contact us with specific questions as well.

There will be no grading of any assignments done at home. However, we would love to see what your child is up to and answer questions if needed. You can share with us at [Brittany.mcphail@nbed.nb.ca](mailto:Brittany.mcphail@nbed.nb.ca) and [sarah.goodfellow@nbed.nb.ca](mailto:sarah.goodfellow@nbed.nb.ca)

#### **Math: Choose 1-2 activities daily**

##### **Counting:**

- Watch a video on the website
- Find something in your house of which there might be 50. Group these objects by 10 or by 5 and count them to see how many there actually are.
- Do your favorite action as many times as you can and count it. Keep track on a chart and try to do more each day.
- Count to 30 in French, and then try counting backwards from 30!

##### **Representing Numbers:**

- Have your parent/sibling write down a number from 1-20. Show that amount with objects that you have at home.
- Make a book of numbers from 1-20 (1-2 a day). On each page, show the number in symbol form, written form and picture form (stars, apples, hearts, hands, ten frame, dice, tally marks). You can also add an addition sentence and show the number in two parts. Once you



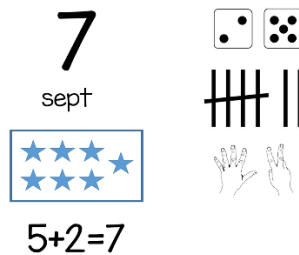
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are finished making the book, cut it up into sections! Cut each way you represented the number out. Mix a few numbers together and put it back together like a puzzle.



$$5+2=7$$

#### **Problem Solving/Mental Math:**

- Choose some students from our class and create a word problem about them.
- Doubles memory: Write out all the doubles facts on small pieces of paper and the answers on another, flip over all the cards and have your child try to find the match – 1+1, 2+2, 3+3, 4+4, 5+5, 6+6, 7+7, 8+8, 9+9, 10+10
- Make 10 : Show your child some of your fingers and ask them to tell you how many more are needed to make ten. For example you show them 4 fingers and they say “six”. Have them write down the number sentence 4+6=10

#### **Reading: Choose one activity daily**

##### **Listen to Reading:**

- Listen to a read aloud by Mme or Mlle.
- Listen to other books online.
- Listen to a sibling or parent read to you.
- Ask your grandmother to read you a book over the phone or on video, etc

##### **Independent Reading:**

- Read a book on Raz kids
- Read a book you have at home.
- Read game instructions, magazines, anything you have!!!
- Have your child keep a log of the books they read. Have them write the date they read it, the title and a word or picture of their thoughts on the book.

#### **Literacy: Choose 1-2 activities daily**

##### **Oral:**

- Watch the structure videos for the week <https://mllemcphail.weebly.com/structure-marsavril.html>
- Practice the structure with your family members and record it!
- Practice the structure with puppets or toys.
- Call your friends and ask them the questions. Que manges-tu au déjeuner? Que manges-tu au dîner? Que manges-tu au souper?



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- Help your parents make breakfast, lunch or supper. Try your best to tell them what you are eating in French!
- Listen to other songs in French about food and being healthy : <http://toner-mckinley1fi.weebly.com/mars.html>

#### **Word Work:**

- Practice your sight words
- Make them from playdoh, macaroni, pebbles, gems, etc
- Write them on the sidewalk in chalk and play a game with them
- Spread some out on the table and have someone say a word for you to find.
- Play hide and seek with your words
- Play sight word bingo
- Find them in your siblings' books.
- Choose 5-10 words and write them on a flashcards (each word twice). Play a game of memory matching the cards.
- Practice making sentences with your sight words
- Lay out 8-10 sight words. Play I-spy with a family member. Have a sibling try to think of what word you are thinking of. Give clues such as: I spy a word with the "t" sound. I spy a word with 3 giraffe letters, 2 ladybug letters, 1 monkey letter. I spy a word with 5 letters.
- Roll a dice. Find words from your sight word hook with that amount of letters, syllables or sounds. Make a list of the words that you find.
- Play the melting snowman game. Draw a picture of a snowman in pencil. Have a sibling or parent pick a word and show the number of letters in the word \_\_\_\_\_. Guess different letters that might be in the word. "Est-ce qu'il y a un \_\_\_\_\_?" If there is that letter, fill in the word. If not, erase a part of a snowman.
- Using your sight word hook, find an object that can hide part of the word. Have a sibling/parent slowly show parts of the word. Write down what word you think it might be each time a letter is revealed.
- Have a sibling/parent write out a word and forget a letter. Try to figure out which letter is missing.

#### **Sound Work:**

- Watch the videos under the Sons Complexe link on our website
- Create a list of sight words that are found in the story.
- Create a list of words you know or vocabulary words that make the sound.
- Draw a picture of what the animal is doing in the story.
- Make a craft of the animal
- Sing the song to a family member
- Make up actions to the song



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- Listen to the song and jump each time you hear the sound
- Listen to the story and do a jumping jack each time you hear the sound

**Writing:**

- Write a sentence using the vocabulary of the week, following the model. Draw a picture to go with it.
- Draw a room in your house or part of your yard. Write a sentence of the things you see in that place. Je vois...
- Write a sentence to describe your pet, brother, etc.

**FREE PLAY** – Two scavenger hunts are attached to the end of this document. 😊

PLAY  
gives children  
a chance to  
practice  
what they are  
learning.  
-Mr Rogers

**PHYSICAL EDUCATION** – Please see attached at the end of this document.

**OTHER-** Take the time to check out anything from last week that you didn't get to try!!!



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## Literacy: Extra info and support

### WRITING

#### Le déjeuner



des toasts



du jus



des fruits



des céréales



du lait



du bacon



des oeufs



de l'eau



du gruau



du yogourt

Writing prompt: Que manges-tu au déjeuner? (What do you eat for breakfast?)

Possible sentences:

- ✓ Je mange des toasts au déjeuner. (I eat toast for breakfast.)
- ✓ Je mange des céréales et du yogourt au déjeuner. (I eat cereal and yogurt for breakfast.)
- ✓ Je mange du bacon et des oeufs au déjeuner. (I eat bacon and eggs for breakfast.)

Next steps – students should work on adding details to their writing. Possible sentences:














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- ✓ Je mange des toasts au déjeuner. J'aime manger le déjeuner avec ma famille. (I eat toast for breakfast. I like to eat breakfast with my family.)
- ✓ Je mange du bacon et des oeufs au déjeuner. C'est bon! Ma maman mange des céréales au déjeuner. (I eat bacon and eggs for breakfast. It's good! My mom eats cereal for breakfast).

<b>Mes critères de réussite :</b>		Success Criteria
Ma phrase a une majuscule	je mange des fraises.  Je mange des fraises. 	My sentence has a capital letter
Ma phrase termine avec un signe de ponctuation	Je mange des fraises  Je mange des fraises. 	My sentence ends with proper punctuation
Ma phrase a des espaces	Jemangedesfraises.  Je mange des fraises. 	My sentence has spaces
Mes mots fréquents sont bien écrits	Je <b>mang</b> des fraises.  Je mange des fraises. 	My sight words are written correctly
Ma phrase a des détails	Je mange des fraises.  Je mange beaucoup de fraises.  J'aime les fraises! 	My sentence has added details

Notes: Your child should have access to their sight word list to complete their writing as well as the vocabulary at the top of this page. They should personalize their writing following the models above. You may write out: Je mange des fruits au déjeuner. They should be able to write a sentence changing out the vocabulary. If they are able to do this independently, they should try to add details such as My mom eats \_\_\_\_ for breakfast. My dad eats \_\_\_\_ for breakfast.



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### ORAL

- ✓ **Que manges-tu au déjeuner?** (What do you eat for breakfast?)
- ✓ **Que manges-tu au dîner?** (What do you eat for lunch?)
- ✓ **Que manges-tu au souper?** (What do you eat for supper?)

### READING

Reading activities should vary. Students should have time listening to reading, reading independently, playing with new sight words and practicing new sounds. Students should be listening to reading/reading independently daily.

#### Listening to reading

- ✓ Read aloud anything you have access to at home in English or French (poems, songs, jokes, stories, letters, recipes, publicities). Before reading, activate a discussion on what you are about to read, make connections, look at the visuals, read the title, explain new vocabulary. After reading, ask them what they learned, what questions they have, ask them comprehension questions.
- ✓ Access Raz-Kids: Students will be able to pick and choose books of their choice that are close to their grade level. English books on this website have two options: Listen to the book, or read the book independently. The French books on this website do not have both options. The only option is to read independently. Encourage your child to do their best. Some books may be challenging. They should rely on the images and their knowledge of the sounds they have learned so far to help them with their reading. Please note if Mme Goodfellow is your child's teacher, the password is a banana. If Mlle McPhail is your child's teacher, the password is an apple.
- ✓ Tumblebooks – Follow this link [https://www2.gnb.ca/content/gnb/en/departments/nbpl/accessible\\_services/alternative.html](https://www2.gnb.ca/content/gnb/en/departments/nbpl/accessible_services/alternative.html) and scroll to the bottom to click on Tumblebooks. Read alouds will appear on this page in English and there is a French option. The books in French are read very quickly and may be difficult for your child to understand.
- ✓ Listen to reading on our class website – Mme Goodfellow & I have recorded ourselves reading a few books and hope to add more videos each week. These readings can be accessed here: <https://mllemcphail.weebly.com/lecture-agrave-voix-haute.html>. A message of the week will also be available for students to listen to: <https://mllemcphail.weebly.com/20-avril.html>



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Independent reading

- ✓ Encourage your child to read each day in English or French. Books geared towards their reading levels can be found online at Tumblebooks and Raz-Kids.

#### High-frequency words

Please practice sight words with your child as often as possible. Review of previously taught words is just as important as new ones. We have included the sight word list on our website, and in a contact email. They will not necessarily know the definition of each word, but should be able to show their understanding by using it in a sentence. Don't be afraid to take the words off the hook, and use them well! Any activity you can think of will help your child with them. Play lots of games and have fun with it.

#### Sounds

There are several sound videos under the link on our website, and the songs are available on YouTube as well. If there was a particular song your child wanted to sing, you could search YouTube with the name of the animal. Any sound activity is beneficial. We will continue to add more sound videos as things progress. Watch for new videos every week!!











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# BACKYARD SCAVENGER HUNT

-  Find 3 kinds of leaves.. primary playground
-  Find something yellow.
-  Name a bug that is red.
-  Find 2 sticks.
-  Find something that smells good.
-  Name something you see in the sky.
-  Find something that is round.
-  Find something that grows that is green.
-  Find a bird.
-  Find 3 different colored rocks.
-  Find something purple.
-  Find a bug.





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# INVENTOR SCAVENGER HUNT

primary playground

- Find something that you can turn.
- Find something that is bumpy.
- Find something that is metal.
- Find something you put together.
- Find 3 things that are round.
- Find something you twist.
- Find something shiny.
- Find something you can roll.
- Find a tube.
- Find 3 things that are squishy.
- Find something clear.
- Find something that can bounce.





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### MCS Physical Activity BINGO

During the week, complete 5 activities to make a straight line. Can you win the “Jackpot” and complete all the activities?

M	C	S	P	A
Find a “ <b>Just Dance</b> ” on youtube and give it your all! No internet? No problem, turn on your favourite music and free dance!	Get the recommended <b>8-10 hours</b> of uninterrupted sleep!  It is also recommended to have consistent bed and wake-up time.	Teach yourself to <b>skip</b> .  Practice over and over. Record a video of you skipping for 30 seconds without stopping.	How long can you hold a “ <b>Stork Stand?</b> ”  Record your best time	Work out your brain by doing a <b>puzzle!</b> This could be a puzzle with pieces or something on paper like a crossword, sudoku or word search.
FYI...Did you know that a Whopper has 12 grams of saturated fat?  <b>Complete 10 lunges!</b>	Write some <b>positive messages</b> on sidewalks around your neighborhood using chalk or on posters to display in your windows.  We've Got This!	Challenge someone in your home to a <b>front plank</b> contest, OR time yourself and see how long you can last!	<b>Play catch</b> with a rolled up sock or other soft item.  How many can you catch without dropping?	Pick <b>5</b> different <b>muscles to stretch</b> . Hold each stretch for 10 seconds. <b>Challenge yourself</b> by looking up the anatomically correct name for each muscle!
<b>Jog in place</b> during the advertisements during a program  Focus on your breathing and clearing your mind	Find someone to do <b>20 jumping jacks</b> with!  Ask a family member, facetime a friend, or do them in a mirror by yourself!		FYI...Did you know donuts have ~280 calories?  <b>Jog in place for a 240 count. (4 minutes)</b>	Do 50 (5 groups of 10)  <b>Toe Touches</b>  (Reach high-reach low)
<b>Jump</b> as high as you can 10 times in a row	While standing on <b>one foot</b> , reach down and touch the floor.  Can you do it more than once? How many in a row? How about on the other foot?	How long can you <b>keep a balloon air- born</b> by only tapping it?  Don't break anything!	Hold a <b>plank</b> while reciting the names of all your grade level teachers 5 times.	What do you notice around you?  Name <b>5 things</b> you see, <b>4 things</b> you feel, <b>3 things</b> you hear, <b>2 things</b> you smell and <b>1 thing</b> you taste.
Say the ABC's 4 times while performing <b>jumping jacks</b> .	<b>Get Up Challenge</b> Sit on the floor. Try to get up without touching your hands to the floor. Challenge a family member. (Youth tend to win this challenge:) How many in a row can you complete?	Perform the Macarena Dance.  Hey Macarena!!	Research the <b>yoga pose-WARRIOR</b> .  Use this pose daily.  Hold for slightly longer periods of time	Go for a <b>20 min walk</b> around your neighborhood.  Be careful to maintain your physical/social distance and wash your hands when you get home