



Learning Opportunities for Grade 2 FI and 2/3 FI

Week of May 4th

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.

EVERY DAY:

30 minutes of reading for grade 3 students (this should be in addition to their hour of work)

10-15 minutes of reading for students in grade 2 (this can be included in their hour of work)

→ Raz-Kids, Epic! (Nicholson/Harrison students: class code is GUE-9334), Tumblebooks

<http://wellandlibrary.ca/eresources/digital-media/tumblebooks/>, Overdrive - you need a library card and you can sign up online (<https://www.overdrive.com>)

30 minutes of physical activity/free play

MATH

This week we are working on counting money and 2-digit addition. Students will practice these concepts with the following activities.



Activity 1: Counting Money

Exploring coins is something that students need practice with. Exploring their value, the dates, and counting like and mixed coins are all important skills. In grade two, students are encouraged to count nickels, dimes and quarters. In grade 3 \$1 and \$2 can be added in.

1) Provide your child with a given set of coins and have them find the total. Using a mix of quarters, dimes and nickels will challenge students to add a variety of numbers. In grade two we count up to \$1, in grade 3 above \$1.

2) Ask your child to make a given amount with coins. Challenge them to represent the amount in as many ways as they can. If you have extra cupcake liners at home, you can write an amount inside the liner and students can fill them up.



Please note that these images use pennies which we do not in Canada. All money totals should end in 0 or 5 for our students.

3) Place a pile of coins in front of your child and allow them to count the total. Encourage them to make groups of 100 (\$1) with 4 quarters, 10 dimes, 20 nickels and so on. Once all the 100s are grouped add it all together to find the total.

4) Set up a store and have fun shopping! Have your child choose several smaller items from around their home for their store. They can assign unrealistic prices to each item that are below \$1 for grade 2 and up to \$5 for grade 3. Each item can be labelled with a price sticker or tag. Try some of the following activities:

- Assign your child an allowance to spend or your child can assign you an allowance to spend.
- Ask your child to choose a certain number of objects and find the total of the objects.
- Perhaps you each choose two items and then find the total of all items.
- If they have access to technology and video calling, invite your child to contact someone that can shop at their virtual store.

Revisit this activity, changing allowance amounts, prices, items in the store, and customers to keep it fresh.

These websites will generate websites for counting money:

https://www.math-aids.com/Money/Counting_Coins_Canadian.html

<https://www.math-drills.com/money.php#counting-coins-canada>

Activity 2: Addition (shopping)

***Note to caregivers: Please support your child with understanding the closest dollar. Example: \$14.99 is closest to \$15. Remind your child that there are 100 cents in \$1 so it will only be 1 cent more to make the next dollar. Taxes are included. Please stress that your child must show their strategy – just writing the answer is not enough 😊**



Try the following:

- 1) You have 100\$ to spend. Look in the flyers or online at your favorite store and spend as close to \$100 as you can without going over.
 - 2) Choose two items in a flyer that would equal less than \$100. How much would these two items cost?
 - 3) Can you find two items that would cost close to x amount?
 - 4) Have a family price objects around the house. Add a couple of these items together. Try adding a few more together. Don't forget to show your strategies!
- *When pricing objects, round up. For example, make a TV \$25 not \$24.99.**

Addition word problems:

- 1) Mlle Nicholson made 28 cookies last week. This week, she decided to make 26 more cookies. How many cookies did she make in total? (Mlle Nicholson a cuit 28 biscuits la semaine passée. Cette semaine, elle a cuit 26 autres biscuits. Combien de biscuits est-ce qu'elle a cuit en tout?)

- 2) During the month of March, Mme Harrison ran 45 km outside. During the month of April, she ran 52 km outside. How many km did she run all together? (Pendant le mois de mars, Mme Harrison a couru 45 km dehors. Pendant avril, elle a couru 52 km dehors. Combien de km est-ce qu'elle a couru en tout?)
- 3) Mme Theriault read 54 pages in her book in the morning. After lunch, she read 35 more pages. How many pages did she read that day? (Mme Theriault a lu 54 pages dans son livre le matin. Après le dîner, elle a lu 35 autres pages. Combien de pages a-t-elle lu ce jour?)

These websites will generate websites for addition (students still need to show their strategy when using a worksheet):

https://www.math-aids.com/Addition/Addition_Worksheets_MH2.html

https://www.education.com/worksheets/addition/?gclid=EAlalQobChMluNajgouO6QIVhoviCh2FEgtvEAYASAAEgLnPFD_BwE *this website requires that you create an account

FILA – ORAL/WORD WORK

Review the sounds: C (makes S sound when followed by E, I, Y), K, Q, S (makes Z sound when between two vowels) Choose a different sound to work on each day. Try to name as many words as possible that contain that sound. Remember, we are working on the sound - not necessarily the letter.

Using the message (that follows this template – Écoute moi bien! and Simon et les Animaux Retrouvés!), look for words that contain one or more of the sounds each day. Look around your house for objects that would have that sound in French (ex: **sac, face, kiwi**).

(The messages will be on the blog with one of us reading them. You can read along with us)

Mini morning routine: This week, you are the French teacher in your house 😊. Teach a family member (in your house or over the phone) some of the basic questions that we use in class every day.

Remember to model the correct answer for the person, and make them repeat it back to you properly if they make any mistakes. Be helpful and kind! See if they improve by the end of the week. 😊

Ideas of questions to teach them: Comment ça va? Comment t'appelles-tu? Où habites-tu? Qui est ton ami/amié? Quand est ta fête? Quelle est la date aujourd'hui? Quel temps fait-il?

Sight Words/Liste de mots fréquents: (please refer to the Learning Opportunities document from April 13th or April 20th)

If you have dice, roll one and try to find words from the word list that have that number of syllables.

(Ex: I roll a 2, I look at my word list and find “bonjour”). Do this as many times as you can. Then, roll a die and try to find a word with that number of sounds. (Ex: If I roll a 3, I can find the word “oiseau” because it has 3 sounds oi – s- eau). If you don't have dice, you can choose a number between 1 and 6, make number cards to draw from, or ask a family member to give you a number.

Feel free to use Mme Harrison's blog to hear the words being read out loud.

FILA - WRITING

Write your morning, afternoon and/or evening routine. If possible, print out or have the models in front of you when you are writing. That way, you can use our examples to check your spelling.

Remember that each sentence starts with a capital letter, and ends with a period. Also, keep practicing proper letter formation (G/g, J/j, C/c, etc.)

Here is a model. Feel free to add more details and/or to create more than one piece. Feel free to email us your writing piece! (2/3 FI – Mme Harrison would LOVE to post your work on the blog!)

“Chaque matin, je me réveille et je bois un café. Ensuite, je cours pour de l’exercice. Pour mon petit-déjeuner je mange une banane. Je regarde aussi un peu de télévision. Pour mon dîner je mange de la soupe. Après le dîner, je vais toujours dehors pour une marche. Puis, je lis quelques pages d’un livre. Pour mon souper, j’aime manger de la pizza. Pendant la soirée, je regarde un peu plus de télévision. Voilà ma routine du jour!” – Mme Harrison

“Ce matin, je suis allée dehors avec mon chien, Banner. Il a essayé de manger une abeille. Ensuite, nous avons mangé le déjeuner. J’ai mangé la céréale et Banner m’a regardé. Après un peu de temps, j’ai travaillé avec Mme Harrison et Mme Theriault sur Zoom. » - Mlle Nicholson

ENGLISH *grade 3s*

When reading your English books this week, try:

- writing a new ending for the story
- writing a letter to the author and telling them about something you did not like
- finding another book, TV show or movie that has something in common with that book
- drawing your favorite part for you favorite character

SCIENCE *grade 3s/2s are welcome to try*


























Time to be a nature detective – you can try this out from your window, balcony, backyard, or nature pocket near you!

Can you spot an entire line to get BINGO? If you've gotten BINGO, see if you can get 2 lines. Can you get an 'L' or an 'X'? What about a full card!?

We'd love to hear about what you spotted and how long it took to complete your bingo challenge! Send your sightings to school@evergreen.ca or tag *Evergreen* on social media. You might even see yours in the next newsletter!

Tips and Tricks:

Try going back to the same spot over a few days until you get them all!

B	I	N	G	O
 Tree Bud	 Squirrel Nest	 Robin	 Rain or Puddle	 Opposite Branching
 Grey Squirrel	 Starling	 Hole in a Tree	 Pinecone	 Smooth Bark
 Bird Soaring	 Rough Bark	 Leaf	 Daytime Moon	 Mourning Dove
 Evergreen Tree	 Tree Shadow	 Growing Plant	 Puffy Cloud	 Sound: Robin Singing
 Alternate Branching	 Thin Cloud	 Pigeon	 Sparrow	 Black Squirrel


OTHER – Music

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.

Other – Technology

Hello future Scientists, Builders and Engineers! This week we will explore the chemical reaction between two common household items: vinegar and baking soda. Combining the items results in a super cool lava eruption and an entirely new substance called carbon dioxide. Safety is a priority so please seek the support of your Parent(s) and/or Guardian(s). Let's get started making your own colourful erupting volcano in your kitchen.

Materials needed:

- 1 jar or empty plastic bottle

- 1 Tupperware container (or pie plate, cookie sheet, tray, etc.) this will catch the erupting lava and make it an easy clean up
- ½ cup vinegar
- 1 Tbsp. baking soda
- food colouring (optional) or liquid paint

Instructions:

1. Place bottle on tray and pour vinegar into bottle.
2. Add 1 drop of food colouring into the bottle.
3. Add 1 Tbsp. baking soda and watch your volcano erupt with coloured lava!

The eruption flow and speed will depend on the size of bottle you use. If an eruption does not happen, add more vinegar and/or baking soda. Don't be discouraged and remember, "You always pass failure on your way to success." Note any key observations as you go. Does the amount of vinegar or baking soda change the lava flow or speed of eruption? What colour combinations produce the best-looking lava?



Extensions and add-ons:

- Add a few drops of liquid dish soap to the vinegar to make the lava foamy in appearance and slow down eruption.
- Use playdoh to create a molded cone shape around the bottle. The playdoh will become wet, so use a playdoh that is about to dry out or is going bad. Place the playdoh around the volcano to make it look like a mountain. Don't cover up the opening to your bottle.
- Create a scene around your volcano by adding toy figurines, Lego, animals, trees, rocks, etc.
- Learn more about volcanoes from National Geographic:

<https://www.kids.nationalgeographic.com/explore/science/volcano>

If parents would like to email a picture, I will add it to the collage I will put on the MCS Facebook page on Friday. My family had fun this week experimenting so I hope you do too! Thank you for your support with these activities. Questions or comments, don't hesitate to contact me via email.

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Other – Phys. Ed.

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

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>

Écoute-moi bien!

Deux différents amis vous présentent la lettre C. Simon serpent aime la lettre C parce que cette lettre fait parfois le son sssss. Écoute bien Simon:

« Je n'aime pas les cerises. Quand je les mange, ma face fait une grimace. J'aime les sucettes aux citrons. »

La lettre C fait aussi un autre son - le même son que les lettres q, k et qu. Écoute bien la petite coccinelle :

« Dans mon sac, il y a quatre biscuits blancs, du café, des carottes, cinq kiwis et du brocoli. »

Simon et les animaux retrouvés!

La lettre S peut faire deux sons. Parfois, elle fait le son sssss. Mais la lettre S peut aussi faire le son zzzzz. Écoute bien Simon Serpent :

« Lundi, j'ai trouvé un oiseau rose dans ma cours. Avec mes ciseaux, j'ai découpé plusieurs boîtes afin de lui faire une petite maison. »

« Samedi soir, j'ai trouvé sept souris silencieuses sous mes souliers. J'ai placé les souris dans un sac de papier. Ensuite, j'ai déposé les souris dehors près du carré de sable. »