The Algoma District School Board cares...

The Algoma District School Board cares, first and foremost, about the well-being of our students and families during this time. We are committed to supporting and developing our confident learners, as we collectively commit to staying home to protect ourselves, each other and our communities, as caring citizens.

Airlines always tell passengers that in an emergency, they are to put the oxygen mask on themselves before helping others – this is because we can never take care of others if we don’t take care of ourselves, first. The COVID-19 pandemic emergency has presented us all with challenges and additional strains and stresses. Please know that we understand the challenges of learning at home, working at home or in an essential service, sharing technology and trying to provide structure to the day. By keeping well-being at the forefront of our approach to learning, we are trying to be respectful of the need to keep you and your family well, as we provide meaningful learning opportunities that can be integrated into your family’s schedule. Parents, please do not allow academics to be an added stress – we are here to support you and your child, but know that wellness must be the first priority.

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**Well-Being**

**Tips for Making a Schedule at Home**

Select the format for your schedule (list, calendar, checklist, etc.)

Decide what timelines work for your family

Try to incorporate academic, movement, emotional health and social activities throughout the day

After dinner, plan a family social activity

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**Emotional Health Activity**

Students who engage in physical activity and/or breathing exercises during the school day are able to focus, and maintain attention throughout the day, as these tasks stimulate executive functions, and allow students to regulate emotions experienced in the classroom (Diamond & Lee, 2011).

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**Movement Activity**

**Hot Spot Challenge** - Create a challenge for each hot spot such as jumping jacks, push-ups, balance on one leg, frog jumps, squats, step up on a stool, sit ups, tossing a ball! Do the activity at each station for 30 seconds before switching to the next station. To add variety and difficulty increase the time for each station, switch the order of stations and create your own!

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**Social Activity**

**Create a Family Journal** – each family member contributes to the journal on a daily basis. Our personal experiences/thoughts/feelings about the current pandemic and its far reaching ramifications will make interesting reading in a few years.
Read a variety of materials every day and talk about what you are reading with a friend or family member.

**Earth Day**

Earth Day is an international event held on April 22nd every year. This year’s Earth Day activities will be different than in past years. However, many people are using time at home to rethink their environmental habits and how they can make an impact.

**Keep your body moving!**

Take 20 minutes to get outdoors and take a walk around the block, explore new trails or go for a bike ride. Spending time in nature, especially among trees, significantly reduces stress and anxiety, improves mood, energy, sleep and boosts the immune system. [Adhere to social distancing guidelines.]

**Start a garden exchange**

Start a neighborhood garden exchange. To ensure safe social distancing, exchange seeds, wood and dirt by leaving them in front of homes or set up times to exchange them in a safe way.

**Take stock**

Being at home allows us to take stock of what we already have, and what we don’t need more of. You might be surprised to find that those jeans you had crammed in the back of your closet are back in style. Knowing what you already have can prevent you from making impulse or unnecessary purchases in the future, thus reducing your consumer footprint in the long run.

**Create Eco-Art**

Creating art is an excellent way to spend time indoors and still connect to the Earth. Re-purpose materials from around the house to create something new, like jewelry, bags or plant holders.

Excerpts from: [https://www.earthday.org/11-actions-for-the-planet-during-a-pandemic/](https://www.earthday.org/11-actions-for-the-planet-during-a-pandemic/)

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**I am learning to…**

- connect ideas in texts to my own knowledge, experience and to the world around me.
- make predictions based on evidence and/or information and determine a course of action.
- understand that human activities have the potential to alter the environment.
- reflect on my role in supporting a sustainable planet
- reflect on my Action Activity

**Guiding Questions**

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Your Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the focus of your environmental issue?</td>
<td></td>
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<tr>
<td>Goal(s) of your activity</td>
<td></td>
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<tr>
<td>Resources and/or equipment needed</td>
<td></td>
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<tr>
<td>Time frame</td>
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<tr>
<td>How will it create a positive impact?</td>
<td></td>
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<tr>
<td>How will you adhere to social distancing?</td>
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<tr>
<td>Is there evidence of success?</td>
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<tr>
<td>How can you gain awareness and spread news of your activity?</td>
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</tbody>
</table>

**3...2...1...**

- Read at least 3 of the environmental actions in the text to learn about how various people are engaging in Earth Day this year.
- Choose 2 environmental actions from the text and explain the environmental focus and goal(s) of each action.
- Choose 1 action from the text that you feel would create the greatest impact. Explain your thinking.

**Today is the day to implement your ACTION ACTIVITY!**

Whether it’s cleaning up the yard, planting a tree, or saving energy somehow, every little bit counts. We are all in this together!

Once you have completed your activity don’t forget to complete the chart you started yesterday.

Reflect on your Action Activity from this week. Write or type your reflections.

- What successes did you have in developing your Action Activity?
- What challenges did you face?
- How did you feel after you completed your Earth Day activity?
- Is your activity something that you can sustain for more than one day? Why or why not?
- Can you challenge your friends to do the same?
- How could you and others work together to broaden the effect of your actions?

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**You might try…**

- List Earth Day activities from previous years and think about how you could modify them to adhere to current social distancing mandates.
- Reach out to your fellow classmates and teacher(s) to share your ideas and coordinate your activities. Perhaps challenge one another!
- Take pictures or record a video of yourself participating in your action activity to share with others.
- Share your Action Activity by having a conversation with your teacher, a friend and/or family member.
**Fraction Number Battles:** You will need a deck of cards (or create your own) using Ace through 10 where A = 1. Deal the cards between players. The game is played by each player flipping two cards at a time. Each player uses their two cards to create a fraction. The highest fraction wins, taking all the cards. The goal is to collect the entire deck. *Need help with comparing your numbers? Try using a fraction model.*

<table>
<thead>
<tr>
<th>Learning Goal:</th>
<th>This week you will be using different strategies and models to compare and combine fractions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fraction Splats</strong></td>
<td><strong>Making Decorations</strong></td>
</tr>
<tr>
<td><strong>Combining unit, proper and mixed fractions</strong></td>
<td>You have 3 metres of ribbon to make some decorations. It takes ( \frac{2}{5} ) of a metre to make one decoration. How many decorations can you make? Use a model or strategy of your choice to explain your thinking.</td>
</tr>
<tr>
<td>This image shows 1 whole and two ( \frac{1}{4} ) pieces outside of a black “splat”. The “splat” is covering some of the fraction circles.</td>
<td><strong>Race to the Finish</strong></td>
</tr>
<tr>
<td>How many wholes and fractions could be under the splat to give a total of 6?</td>
<td>Lori is putting a relay team together to run a 4 km race. Lori will complete ( \frac{1}{4} ) of the run, her friend Zach will complete ( \frac{3}{8} ) of the race and she is going to ask other friends to join her team.</td>
</tr>
<tr>
<td>There is more than one answer. How many combinations can you make?</td>
<td>Decide how many more friends she should ask to join the relay team. Use a strategy or model of your choice to determine the different distances that were run by each member of the team and what fraction of the race each friend ran. Did the team have any people run 500 m or less?</td>
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**Order Up**

**Using fractions with everyday measurements**

A health food store has eight ingredients to choose from to make Trail Mix orders. Use a strategy or model of your choice to show how you would complete each order. Is there more than one way to fill each order?

**Order 1**: Make a 1 cup mix of almonds and pretzel nuggets. Use a different amount for each ingredient.

**Order 2**: Make a 2 cup mix of three ingredients, one of them being a \( \frac{1}{2} \) cup of peanuts. Use a different amount of the 2 other ingredients.

**Order 3**: Make a 3 cup mix of four ingredients. Use more than 1 cup of two ingredients and less than 1 cup of two others. Use a different amount for each ingredient.

**Order 4**: Make a mix using 5 ingredients. Use a different amount for each ingredient. Make enough to have more than 4 cups but less than 5 cups.

The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](https://www.Ontario.ca/learn-at-home) and enables students at every grade level to continue learning while away from school. These resources are developed by Ontario educators, and resources for all grades are informed by leading instructional guidance.