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 care take 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.

**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

---

**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).

**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!

**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.
### Grade 2 Language – April 20th to 24th

**Learning Goal:** I am learning to generate ideas about a topic.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 22 is Earth Day!</td>
<td>Together with your child make a list of all the ways that humans can help the earth such as recycling, using less water when brushing their teeth, using both sides of paper, or reusing items. Talk about how each action would be good for the earth. Have your child write down one thing that they will try to do for the rest of the week that could help the environment.</td>
</tr>
<tr>
<td>Have your child read the list from the previous activity back to you. Have them choose two items from the list and help them write a few sentences using the prompt: “________ helps the earth because…” i.e. Recycling helps the earth because... Have your child try to include or talk about 2 reasons why their choice helps the earth. If you can, spend some time outside or look out the window together. Talk about signs of spring that you are seeing. Have your child make a sketch of what they see. Keep the sketch for the next activity. Go back to the sketch and talk about it. Remind your child to use describing words. For example, “bare tree” or “massive rock”. Have your child write 2 or 3 sentences about the sketch using their describing words. Encourage them to use joining words like and or because in their writing. In an earlier activity, your child wrote out one action that they were going to try for the week to be helpful to the environment. Discuss with your child how this went over the week. Did they find it difficult? Was it fun? Is it something they can keep doing? Ask your child think about their goal. Have them write a few short sentences about what they did, how they felt about it, and if they will continue.</td>
<td></td>
</tr>
<tr>
<td>You might even try…</td>
<td>Find something that would otherwise be waste (i.e. toilet paper roll, a box or a can). Can you repurpose or create it into something new? Explain it someone else.</td>
</tr>
</tbody>
</table>
Grade 2 Math – April 20th to 24th

Practice with Numbers
Gather 20 small objects. Place the objects in a pile. Take turns with your child to remove either 1 or 2 objects at a time. The person who removes the last object (even if you take the last two) is the winner of that round and scores 1 point. Keep track of your points using tally marks. The first person to get 10 points wins the game! Take turns going first. As you play, see if you or your child can notice any patterns or develop a strategy to winning. Have fun!

Learning Goals: I am learning that fractions describe equal parts.

Talk to your child about when we might share something in equal parts, i.e. birthday cake.

Brainstorm a list of these items together and have your child jot them down in a list or on a word web. In the center, write “Things we share in equal parts”. In the outer circles, write examples of things we could share in equal parts.

Talk about what they notice about the size of the parts.

You will need three strips of paper that are the same size and the same length.

Help your child work carefully to fold each strip.

• Don’t fold one.
• Fold one into two equal parts (halves).
• Fold one into four equal parts (fourths).

Unfold all three strips.

Circles are another way to represent halves and fourths.

Using a cup turned upside down, have your child trace 2 separate circles on a piece of paper and cut them out. Remind them that the circle represents one whole.

Help your child to work carefully to fold one circle in half, being sure to line up the edges. Then help them work carefully to fold the other circle in half, and in half again, lining up the edges.

Using the cup turned upside down again, have your child trace 2 separate circles on a piece of paper. Remind them that the circle represents one whole.

Help your child to work carefully to draw a line to make two equal parts on one circle. Have them colour in one half.

Help them work carefully to draw lines to make four equal parts on the other circle. Have them colour in one fourth.

Talk about what they notice about the size of the parts.

Have your child practice counting by 5s, 10s, and 25s.

Can they skip count to 100? To 200?

Can they start from 15? From 50?

Can they count backward from 50 by 1s? Can they count backward from 100 by 10s?

Looking for more? Try this...

Cooking and baking often use measuring cups. Find two different measuring cups that both have the measurement of one half (1/2).

Do they hold the same amount of water?

The Ministry of Education has also developed an online portal, which is available at 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.