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.

### Well-Being

#### Cyber Tips for Parents:

**Be involved.** Help set privacy settings and passwords for children and tweens. Ensure that your child’s privacy is protected and be aware of the games that they are accessing.

**Talk with your children.** Have conversations with your children and youth about age appropriate games and activities.

**Set limits.** Your children and teens depend on you to guide them through smart internet use. Be aware of how much time they are online and set appropriate limits for your family.

**Get help.** If you see or read anything sexual from an adult to your child, report to the police immediately.

### Emotional Health Activity

Think of a four-word affirmation (e.g. “I can do this”, “I can do division”, “I’ll try my best”, “I am loved today”, “I believe in me”, “Today will be awesome”, “I know my alphabet”, “I can decode words”, etc.). Match each word chosen to a finger in your hand. As you say your affirmation in your head, match each finger with your thumb; one finger per word. This Four Finger Affirmation can now be used to feel more confident in stressful situations. It can be practised privately as no one has to know when we are using this affirmation.

### Movement Activity

**Turn up the Music** (movement with music) - try each of these activities using a variety of music. Change the music to create different tempos and movements: slow music with exaggerated motions, fast music to create energy and calming music to slow things down.

**Dance Party** (dance and move to the music), **Freeze Dance** (stop the music and freeze), and **Balloon/Tissue Dance** (keep the balloon or tissue in the air as the music plays).

### Social Activity

**Build a Time Capsule** – find a small container or cardboard box and fill it with photos, drawings, letters written by each family member, etc. Be sure to add info on current world events and pop culture (top movies, songs, TV shows, etc.).
Grade 2 Language – April 27th to May 1st

Read with and to your child every day.
Ask them if something in the story made them laugh (feel sad, worry, think hard, feel surprised). Talk about it.

Have your child write every day.
Before they begin, ask them what they would like to write about. Try to think of lots of ideas together.

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

<table>
<thead>
<tr>
<th>Have your child ask these questions to people in your family:</th>
<th>Ask your child about the things that they like to do with the people in your family.</th>
<th>Help your child make a chart about things that have been challenging since being out of school. Together, think of ideas that might help them deal with these situations.</th>
<th>Ask your child to draw faces for each feeling below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is your favourite thing to do?</td>
<td>Help them make an invitation to someone in your family to do one of those things (e.g. play a game, do a puzzle).</td>
<td>Remind them that an invitation includes:</td>
<td>Happy</td>
</tr>
<tr>
<td>• How do you feel when you do this activity?</td>
<td>• activity</td>
<td>Frustrated</td>
<td>Possible solutions</td>
</tr>
<tr>
<td>Ask them to think about the things they enjoy doing at home. They can make a “Happy at Home” list.</td>
<td>• time</td>
<td>Calm</td>
<td></td>
</tr>
<tr>
<td>Have them pick one thing from the list and write about the last time they did that activity. They could add a picture.</td>
<td>• place</td>
<td>Excited</td>
<td></td>
</tr>
<tr>
<td>Choose one thing from this list and either talk about the solution.</td>
<td>Have your child use the ideas from your conversation about feelings to write a sentence for each face.</td>
<td>Silly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For example, bored face:</td>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Look at the faces and have a conversation about each feeling.</td>
<td>Others?</td>
<td></td>
</tr>
<tr>
<td>Try to think of lots of ideas together.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things I find challenging</th>
<th>Possible solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not seeing my friends</td>
<td>Call them on the phone</td>
</tr>
</tbody>
</table>

Ask your child to draw faces for each feeling below.

Happy
Frustrated
Calm
Excited
Silly
Angry
Others?

For example, bored face:

![Bored Face](image)

You might even try…

Make a little book of the 5 things that made you happy or that you enjoyed during the week. Suggest they read this book to their teacher or someone in your home.
Parents/guardians: Research indicates that literacy and numeracy skills are transferable from one language to another. During this time, we recognize that French Immersion students may not have resources at home to support ongoing learning in French at this time. An older sibling or relative that speaks French may be able to help support the learning but this may not always be available. We have provided both English and French Language activities. Please select the ones that are most manageable at this time. French Immersion students are not expected to complete all English and French tasks.

Classroom teachers will be connecting with students and families to engage in conversations and provide ongoing support.

Learning Goal: I am learning to read for meaning and write short sentences in French.

Parents/guardian:

Have your child try reading the story by sounding out the French words they know.

Have your child retell the story to someone at home. Talk about the reasons why the character did not want to wear her new glasses at school.

Ask your child to tell you how the girl was feeling and how her feelings changed throughout the story.

Ask your child to talk about:

What did it feel like when someone complimented you? What did it feel like when you complimented someone else?

Ask your child to write a few sentences in French giving a compliment to a friend. They may choose sentence starters such as:

- J’aime quand tu ...
- C’est beau ton ...
- Tu es ...

You might try...

You might have a conversation with your teacher about what you’ve read in French. If you can, access the full magazine by clicking here.

Grade 2 Math – April 27th to May 1st

Practice with Numbers: Knockout Dice

Play Knockout Dice to practice addition. Before playing, choose a number that will be the “Knockout Number”. For example, 7. If a player rolls a 7, their score is erased, and they start back at 0. Take turns rolling two dice. Add them together and record your score on a piece of paper. After 10 turns, practice your addition skills by adding up your score. Player with the highest score wins!

Learning Goals: I am learning about fractions and numbers.

Continue to look for ways to talk about fractions with your child. For example, “How much is one half of this banana?” or “What would it look like if we cut this sandwich into fourths?”

Find two pieces of paper that are exactly the same size. Help your child fold the first piece in half lengthwise (like a hot dog bun). Talk about how the piece of paper is one whole and that each area created by the fold is one half.

Help your child fold the second piece in thirds lengthwise (like a hot dog bun). Talk about how each area created by the fold is one third.

Place the pieces of paper beside each other and help your child compare the parts. What do they notice about halves and thirds? Which is greater?

We have been learning about fractions as the way we equally divide a whole.

Fractions can also tell about parts of a set.

Try this: Count all your family members. Take turns making up different fractions.

For example, there are 4 people in our home. 2 of them have brown hair. So, two people in our set of four people have brown hair.

Let’s have some number fun today!

Ask your child this question: If 3 children each have 4 pieces of Lego, how many Legos are there altogether?

Help them to use numbers to show their thinking by adding (4+4+4=12) and then again with multiplication (3x4=12).

What other repeated addition or multiplication problems can you think of together?

Ask your child to think about this problem:

Sarah wants to go on rides at the Fun Fair.

She buys a booklet that has 5 tickets. The cost of one ride is 2 tickets.

How many rides can Sarah go on?

Ask your child to use numbers or pictures to show their thinking.

Looking for more? Try this...

Water energizes our muscles! Children between the ages of 4 and 8 should drink 5 glasses of water each day! Challenge your child to drink this much water. Help your child draw a set of 5 glasses. Each time your child drinks a full glass of water during the day, have them colour in a glass. Ask your child what fraction of the set of water they have had throughout the day. Ex. One fifth, two fifths, etc.

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.