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 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.

# Grade 1 French Immersion – April 14th-17th, 2020

**Read with and to your child every day.**
- Talk about the title of the story.
- 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 write sentences that use familiar words and descriptions.

<table>
<thead>
<tr>
<th>FRENCH IMMERSION</th>
<th>Learning Goal: I am learning to use basic French words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing words in French:</td>
<td>small (petit, petite), big (gros, grosse)</td>
</tr>
<tr>
<td>short (court, courte), long (long, longue)</td>
<td></td>
</tr>
<tr>
<td>heavy (lourd, lourde), light (léger, légère)</td>
<td></td>
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<tr>
<td>fast (vite), slow (lent, lente)</td>
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<tr>
<td>round (rond, ronde)</td>
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<tr>
<td>cold (froid), hot (chaud)</td>
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</table>

Talk to your child about describing words. Pick something from around your home and talk together about all the words you can think of that describe it.

Now ask your child what their favourite animal is. Have them write it down on a piece of paper. Ask them to write at least 5 describing words to give details about their animal. Think about size, shape, colour, speed, and sounds.

They might even want to draw a picture of their animal.

<table>
<thead>
<tr>
<th>What am I?</th>
<th>Ask your child to use the describing words (adjectives) they created yesterday, to write an animal riddle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example: “I have four legs. I have spots and a long neck. Who am I?” Answer: “I am a giraffe!”</td>
<td></td>
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</tbody>
</table>

Have your child find their favourite picture and describe it to you. Have them use as many descriptive words as they can.

Using the describing words, have your child write about the picture.

Have your child find one of their favourite things in the house. Draw a word web and write the word of the object in the middle. Now have them write words in the outer bubbles to describe that object.

For example: Teddy bear – soft, brown, adorable, heart nose, etc.

<table>
<thead>
<tr>
<th>Qui suis-je?</th>
<th>Consider using the French words such as colours, numbers and shapes from last week’s activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have (J’ai) and (et) I am (Je suis)</td>
<td></td>
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</tbody>
</table>

**You might try...**

Ask your child to look out the window and sketch a simple picture of what they see.

Have them label their picture using describing words. For example: Snow – cold, white, crunchy, wet, etc.

I am looking (Je regarde), I see (Je vois) I draw (Je dessine), It is (C’est)
Grade One Math – April 14th-17th, 2020

Practice with numbers: Closest to 0

Materials: Deck of cards with face cards removed or homemade number cards from 1-10.

Players start with 2 cards each. Take turns drawing a card from a pile and choose to swap a card or discard.

The goal is to have the total of cards in your hand be the lowest at the end of the game. To end the game, a player says “Closest to Zero” and lays down their cards. Other players get one more turn and lay down their cards. The player with the lowest sum when they add all of their cards together wins.

Learning Goal: I am learning to identify, describe, create and extend patterns.

Talk with your child about attributes. Patterns can use different attributes like colour, shape, size, thickness, position, or speed.

Go on a pattern hunt and look for patterns that use different attributes. Check the sock drawers, closets, floor tiles, etc.

What attributes were used to make these patterns?

Draw a colour pattern with a repeating part.

For example: blue, blue, red, blue, blue, red.

Have your child finish drawing your pattern.

Now try making a repeating pattern using arrows in different directions. Have them draw what comes next.

Create another pattern for your child using different attributes (e.g., shape, size etc.) to make your repeating patterns. Have your child finish your pattern.

Patterns are everywhere in music! They can be found in sounds like clapping hands, snapping fingers and stomping feet. Challenge your child to create and name the musical patterns they create using letters.

For example: stomp, clap, clap, stomp, clap, clap.

Snap, clap, snap, clap.

Tell your child that today they are going to make three different patterns.

The first pattern uses colours, the second pattern uses numbers, and the third pattern uses shapes. Draw what the patterns could look like.

How many different patterns can they make? Have them describe their pattern to you.

Looking for more?

Your child can be your personal trainer. Choose a few exercises – jumping jack, toe touches, squats, two foot jump over a line, crouch low, reach tall, squat. Have them make a pattern for you or other family members to repeat.

For example: jumping jack, squat, jumping jack, squat, jumping jack, squat.

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.