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.
Read with and to your child every day.
Ask your child if they liked the book. Ask them what makes it a good book (or not) for them.

Have your child write every day.
Before they begin, ask them what they would like to write about. Ask them to tell you why they chose that topic to write about.

**Learning Goal:** I am learning to gather ideas to share with others.

<table>
<thead>
<tr>
<th>Making Observations</th>
<th>Observation Station</th>
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<tbody>
<tr>
<td>Children are naturally curious and learn by exploring and investigating. The next time you are outside, help your child make a list of the things they see in nature (animals, plants, etc.) and see if your child can tell you about some signs of spring. Collect some items (rock, pinecone, leaf, etc.) from outside and save them for the “Observation Station”.</td>
<td>Today you will be scientists! Have your child take a very close look at the items they collected from outside and tell you about all the details they notice. Have them draw the items.</td>
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**We’ve Got the Whole World in our Hands**

- We’ve got the whole world in our hands (4x)
- We’ve got the trees and the forests in our hands (3x)
- We’ve got the whole world in our hands.
- We’ve got the skies and the clouds in our hands (3x)
- We’ve got the whole world in our hands.
- We’ve got the rivers and the seas in our hands (3x)
- We’ve got the whole world in our hands.
- We’ve got the garbage and the trash in our hands (3x)
- We’ve got the whole world in our hands.

Have your child write about one of the items they found, using as many describing words as they can. Tell them that other scientists that are reading their work should be able to draw a picture of the item from your description.

**Asking Questions**

Asking questions is a great way to develop curiosity. Look at a tree together by going outside or looking out a window. Ask your child: What do you see? What do you think? What do you wonder? Talk about their answers. What questions do they have? Together try to find the answers (ask a family member, look in a book, or find the answers online).

**We’ve Got the Whole World in our Hands**

After singing the song (see blue box for lyrics) with your child, talk about the things you can do at home to help the earth (i.e. use less water and electricity, reuse items, recycle, etc.). Have them make a list of their ideas and talk about how each one will be helpful to the earth.

**You might even try…**

Talk about how trees and plants help people, animals, and/or insects. Help your child to write a thank you letter. For example,

*Dear Tree, Thank you for giving us shade. Love, Your Child’s Name.*
Grade 1 Math – April 20th to 24th

Practice with Numbers
Gather 10 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 Goal: I am learning about quantities and fractions.

<table>
<thead>
<tr>
<th>Draw a circle in the dirt outside (or use a string, skipping rope, hula hoop, etc.).</th>
<th>Ask your child to find 20 things from around your home.</th>
<th>Gather a small collection of coins or draw a variety of coins.</th>
<th>Find a piece of paper. Have your child fold the paper into two equal parts that are the same. Talk about the word “half”. What do they notice about the two parts?</th>
<th>Talk to your child about when we might share something in equal parts, i.e. birthday cake.</th>
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<tbody>
<tr>
<td>Have your child collect 20 objects and try to toss them in the circle. How many are inside the circle? How many are outside the circle? Talk with them about the numbers. Are there still 20 in total?</td>
<td>Have them sort them into two piles. For example, 20 crayons might be sorted into piles of 11 and 9. Ask your child, do we still have 20?</td>
<td>Ask your child to use the coins to make groups of 20 cents. How many combinations could they find? You could even help them to record their findings.</td>
<td>Repeat the activity, this time, trying to find combinations of 15 cents.</td>
<td></td>
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<tr>
<td>Help your child record the different combinations of numbers that add together to make 20. Talk about the table. What do they notice?</td>
<td>Ways to Make 20</td>
<td></td>
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<tr>
<td>11</td>
<td>9</td>
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Find them that each equal part has a special name and can be called either one fourth or one quarter.

Looking for more? Try this...

Recipes and tools for cooking (i.e. measuring cups and measuring spoons) often use halves and fourths. Look around the kitchen to find the fractions $\frac{1}{2}$ and $\frac{1}{4}$.

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.