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.

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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 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 Goals:** I am learning to be a reader and a writer.

**Making Observations**
Children are naturally curious and learn by exploring and investigating. The next time you are outside, make a list together of the things you see in nature (animals, plants, etc.) and see if your child can tell you about some signs of spring. Have them collect some items (rock, pinecone, leaf, etc.) from outside and save them for the “Observation Station”.

*Observation Station*
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 a picture of the items and label them by writing the sounds that they hear when they say the word. For example, they might write “stick” like “stk”.

**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 skies and the clouds in our hands (3x) |
| We've got the rivers and the seas in our hands (3x) |
| We've got the garbage and the trash in our hands (3x) |
| We've got the whole world in our hands. |

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, recycle, etc.). Make a list of ideas together.

You might even try...
Talk about the list you made together in “Making Observations”. Use them to write new lines for the song. “We've got the _________ and the ________ in our hands.”
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. Have fun!

**Learning Goal:** I am learning about numbers and counting.

- Draw a circle in the dirt outside (or use a string, skipping rope, hula hoop, etc.). Have your child collect 5 things and try to toss them in the circle.

- How many are inside the circle? How many are outside the circle? Talk about the numbers. For example, say “3 pinecones are outside, and 2 are inside.”

- Once they practice with different combinations of 5, play the same game again, this time with 10 things.

- Have your child find things from around your home to make a group of 10. They can count them both forward and backward.

- You could also have your child walk forward and backward, counting their steps in both directions.

- If you have chalk you could make a number line outside showing 0 to 10. Have your child jump forward and backward on the number line saying the numbers with each jump.

- Have your child find a collection of 10 small things. Can they put the items into 2 piles so that each of you have the same amount? Talk about how many are in each pile.

- Repeat the process, this time asking them to give you more of the objects. Next, ask them to give you less. What are the different combinations they can make? i.e. “I have 6 and you have 4.”

- Gather some coins for your child to look at or draw a variety of coins. Have your child look at them closely. Ask them: What numbers do you see? What pictures do you see? Can you sort them into different piles?

- Children love to split, rip, tear, cut, fold, and break things into smaller parts. The next time you are outside, challenge your child to find things to break apart or fold into two equal parts. Talk about whether or not the two parts are exactly the same.

- For example, they could use dead twigs or leaves. If you are working inside, they could use paper.

- Have your child set up a store in your home. They can price the items by writing numbers on scrap pieces of paper and even make their own money. You and other family members could purchase items from them using the pretend money.

The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](http://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.