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.

### 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.).

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**April 27 – May 1, 2020**
Grade 1 Language – April 27th to May 1st

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 use my knowledge of words to read.

Talk with your child about things you both like to do. Help your child read the poem on the left, I Like To. Ask your child to think about why the author put the word love in bold (thicker than the other words). Are there other words in the poem they think should be bold? Why?

Copy the poem on a piece of paper. Ask your child to point to each word as you read it together. Talk about the pattern and underline it (the words that repeat – “I like to”). Ask them to find words that start with “tr” or end in “ch.” Together, think of other words that start or end with these sounds.

Reread the poem together and count how many words are in the poem. Help your child find and underline the word like. Have them copy the word like onto paper and then help them write words that rhyme with like (bike, trike, pike, hike etc.). Have them underline the letters “ike” in every word.

Ask your child to choose two lines from the poem and have them copy them on paper. Cut out each word and mix them up. Help your child rearrange the words to put the sentences back together. They could even draw a picture to go with these lines from the poem.

Think about the things you and your child like or dislike. Together write your own poem.
You could even use these sentence starters:

I like to ________
I like to ________.
I do not like to ________,
But I love to ______________.

You might even try...

Make a happiness jar. At the end of every day, talk with your child about something that made them happy. Help them it down on a little piece of paper, fold it, and place it in a jar or bowl. At the end of the week, read together all the things that made them happy this week.
# Grade 1 Math – April 27th to May 1st

### Practice with numbers: Around the Clock

Each player draws a clock labeled with 1-12. Scratch off the number one to start. Take turns rolling 2 dice. Add the two dice and scratch that number off your clock. The winner is the one who scratches all their numbers on their clock in order from 1-12.

### Learning Goal: I am learning about quantities and fractions.

| Help your child to collect 5 groups of 10 items (small toys, rocks, etc.). | Help your child write down the ages of friends and family members on pieces of paper. See how many they can come up with. | Draw a rectangular cake. Ask your child to draw lines on the cake to show how it could be shared equally with 4 friends. | Have your child find 20 small objects. How many ways can they organize them into two groups? For example:  
• a group with 10 and a group with 10  
• a group with 15 and a group with 5  
Gather a muffin tin, or small containers such as bowls. You will also need a collection of pennies, nickels, and dimes (or make your own with paper). Put pieces of paper in the bottom of the container with a money amount written on it (up to 20 cents). Help your child count out the correct amount for each spot and place it in the tin. |
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| Ask them how many items they have collected all together. Have them count them by tens. Next, have them reorganize the items into 10 groups of 5. How many items do they have now? Have them count by 5s. | Next, have them place the numbers in order from least to greatest. Ask them how they know what order to put them in. What number is the least? The greatest? | Remind them that each piece is one fourth or one quarter. Have them count the pieces, “One fourth, two fourths, three fourths, four fourths.” | Have your child find 20 small objects. How many ways can they organize them into two groups? For example:  
• a group with 10 and a group with 10  
• a group with 15 and a group with 5  |
| They could even do it one more time and organize some of the items into 10 groups of 2. How many items do they have now? Have them count by 2s. | | Ask your child if they think they will get the same amount of cake any way you cut it. Talk about it. | |

### Water energizes your muscles!

Children between the ages of 4 and 8 should drink 5 glasses of water each day. Challenge your child to meet their daily water intake. Draw five empty glasses for them on a piece of paper. Have them colour in a glass with water as they finish each one. Ask them how many half glasses that would be.

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.