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Old MacDonald Had a Farm

Information for students

- Sing along with the video of Old MacDonald that you can watch here: <https://safeyoutube.net/w/8ikA> (3:17 minutes). Click on **CC** to see the subtitles so you can more easily sing along.
- If you are not using the Internet, sing the song with someone in your family. Here is how it starts: Old MacDonald had a farm, E-I-E-I-O!
- What animals might live on a farm? Use words and drawings to make a list of all the farm animals you know. Add more verses to the song to include all of the animals on your list.
- What if Old MacDonald had a zoo? Write a new song about the zoo animals. Illustrate your work.
- Sing your new song to your family, either live, on the telephone or using video chat.
- If you like, make stick puppets of the animals in your song. To make puppets, draw them, cut out, and glue onto craft sticks or straws. You can make finger puppets by attaching the cut-outs to your fingers!

Material required

- Paper, writing and drawing materials
- Optional: device with Internet access
- Optional: scissors, glue or tape, craft sticks or straws to make puppets

Information for parents

- Read the instructions with your child.
- Discuss the questions together.
- Help your child follow the link to the video or sing the song together if you are not using the video.

Weekly English Challenge

Let's focus on **CAPITAL LETTERS** this week!

Grade 1 will focus on understanding the following:

- a) sentences always start with a capital letter
- b) names of people and places always have a capital letter
- c) the word "I" is always capitalized in sentences

Capitalization

First letter in a sentence: <p>Where is my bike?</p>	Names of People: <p>Jane</p>
Names of places: <p>Central Park</p>	Titles: <p>The Times</p> <p>Itsy Bitsy Spider</p>
First letter of direct quotes: <p>To be or not to be.</p>	I when it is about you. <p>I like apples.</p>
Titles of people: <p>Dr. Jones</p>	Days, Months and holidays: <p>March</p>
Religious Terms: <p>God</p>	Languages: <p>Spanish</p> <p>English</p>

Video suggested:

<https://www.youtube.com/watch?v=UqkbQXbWcVk>

GRADE 1 Activities:

#1. Capitals for titles and names

https://www.worksheetplace.com/mf_pdf/Capital-letters-for-titles.pdf

#2. Pretend you are a teacher and correct the mistakes

https://www.worksheetplace.com/mf_pdf/Capital-Letters-in-letters.pdf

#3. Should it be a capital or small case letter?

https://www.worksheetplace.com/mf_pdf/Capital-Letters-Worksheet-1.pdf

Devine mon objet mystère

Consignes à l'élève

Peux-tu deviner l'objet mystère ? Voici quelques indices :

- 1-Mon objet peut se tenir dans ta main.
- 2-Il est souvent jaune.
- 3-Il y a une gomme à effacer à un bout.
- 4-Il sert à écrire.
- 5-Son nom commence par la lettre C.

Qu'est-ce que c'est?

Peux-tu créer ta propre devinette ? Demande à un membre de ta famille de deviner.

- 1-Mon objet est _____.
- 2-Il est _____.
- 3-Il a _____.
- 4-Il sert à _____.
- 5-Son nom commence par la lettre _____.

Qu'est-ce que c'est?

Information for students

Can you guess the mystery object? Here are a few hints:

- 1-My object fits in your hand.
- 2-It is often yellow.
- 3-There is an eraser at one end.
- 4-You can use it to write.
- 5-Its French name starts with the letter C.

What is it?

Can you make up your own guessing game? Ask a family member to guess your object.

- 1-My object is _____.
- 2-It is _____.
- 3-There is _____.
- 4-You can use it to _____.
- 5-Its French name starts with the letter _____.

What is it?

Matériel requis

- Une feuille
- Un crayon à la mine

Materials required

- Paper
- Pencil

Information for parents

About the activity

Children should:

- guess the mystery object
- write short sentences in French
- read the questions to a family member

Parents could:

- help their children read the instructions in French
- help their children write short sentences in French
- play a guessing game with their children

Note: The answer to the mystery object question above is a pencil (un crayon).

Lucky 13

Information for students

- For this activity, you will play a card game called Lucky 13. To play the game, you will need a regular deck of cards.
- Remove all the cards with kings and queens on them from the deck.
- The rules that tell you how to play the game are in Appendix A.

Materials required

- Deck of cards with Kings and Queens removed

Information for parents

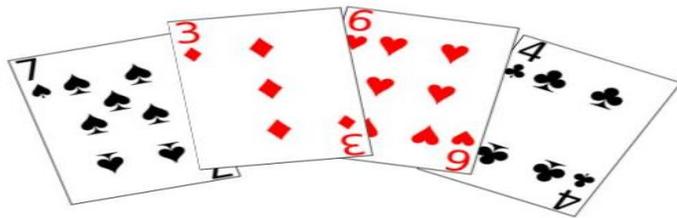
- As an emergent reader, your child may need help reading these instructions.
- You can suggest that your child play variations on this game such as:
 - changing the lucky number
 - changing the number of cards that can be used to determine the sum (ex. A player can use only two of their four cards.)

Appendix A: How to Play Luck 13

Rules

- The value of each card is its numerical value (example: 2 = 2, 3 = 3). The Ace has a value of 1 and the Jack has a value of 0.
- Deal each player 4 cards.

Example of Player 1's Hand



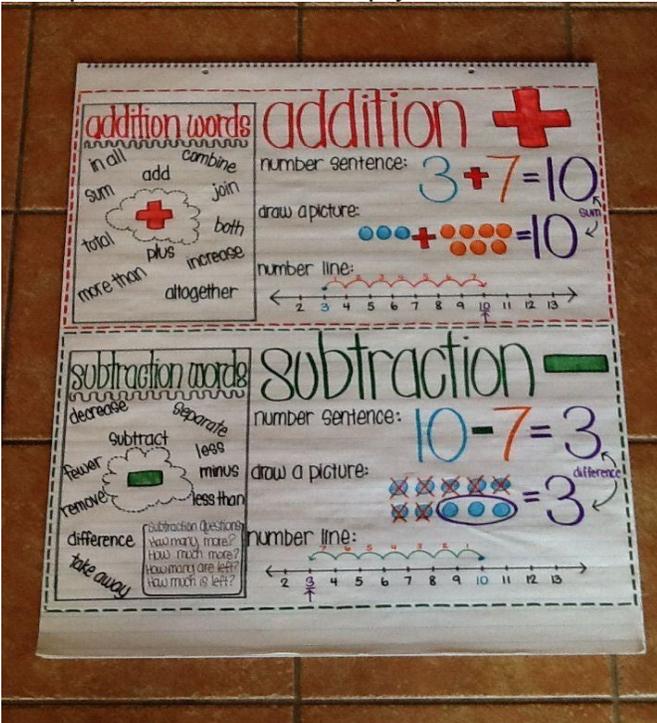
- Find the sum of all four cards. For Player 1, the sum would be: $7 + 3 + 6 + 4 = 20$
- Write down the sum and determine how far it is from the lucky number 13. For player 1: $20 - 13 = 7$
- Each player writes down the difference on a score card or in a notebook. The lowest score, meaning the player with the lowest difference between their sum and the number 13, is the winner.
- Players give back all their cards and are dealt four new cards.
- You play 5 rounds like this. The players add up their points for each round. The person with the lowest total score after 5 rounds is the winner.

Math Challenge – Let's Mix It Up!

This week's kit focuses on **addition and subtraction**. There is a fun addition/subtraction game included in the kit this week that you can play with a deck of cards. If you don't have a deck of cards, you can download a set at <http://www.supercoloring.com/paper-crafts/deck-of-playing-cards-with-silhouettes-printable-template> 😊.

To compliment the kit, please see the **addition and subtraction problems** @ <https://www.math-salamanders.com/1st-grade-addition-and-subtraction.html> You can print them or solve on paper.

Your challenge: *Can you figure out which problems involve addition and which ones involve subtraction?* When faced with a word problem, you can tell whether it is an addition problem or a subtraction problem by listening for the language that is used for each operation. The picture below can help you!



Remember that you can ask a parent to read the word problems to you. You can also **draw circles** to solve the problems. Remember to **circle the “math information” (numbers)** in the story so that you know how many circles and/ or “X’s” to draw. Finally, **you can write the addition sentence or the subtraction sentence in box.**

*Here is a little song to help you:

<https://www.youtube.com/watch?v=NHI0ePqwigU>

*Here is a video on addition problems to help you:

<https://www.youtube.com/watch?v=q7mi24CISMw>

*Here is a video on subtraction problems to help you:

<https://www.youtube.com/watch?v=9Z2gpbYiEXo>

Examples:

<p>There are 6 robins and 2 blue jays in my tree.</p> <p>How many birds are there altogether? <u>8</u></p>	<p>This is an addition problem. The word “and” tells me so. The word “altogether” tells me so, too.</p> <p>○○○ ○○</p> <p>○○○</p> <p>6 + 2 = 8</p>
<p>There are 3 squirrels on my fence. 1 runs away.</p> <p>How many squirrels are left on my fence? <u>2</u></p>	<p>This is a subtraction problem. The word “runs away” tells me so (the squirrel went away). The word “left” tells me so, too.</p> <p>✕○○</p> <p>3 - 1 = 2</p>

- *Please note that the answer keys are included.

Going Back to School

Information for students

How do you feel about going back to school? Maybe you're excited, nervous, happy or scared. Maybe you're feeling all of those feelings and it's confusing. We've never lived through anything like this as a society before. All of our emotions are normal, even if they are surprising to us. Both Minister of Education and Higher Education Jean-François Roberge and Premier François Legault said the well-being of children is one of the reasons they are planning to reopen schools. They feel it's important that kids get to see their friends and their teachers again. Here are some of the safety measures that will be put in place:

- Classrooms will be limited to about 15 students to help keep the 2-metre physical distance.
- Bus drivers will be protected behind Plexiglas, and there will be a policy of one child per seat on school buses.
- Recess time might alternate throughout the school day to make sure there are fewer children outside at once.

Activity

The decision to return to school may not be up to you. It's a family decision after all. It's possible that you're happy about the choice being made, but it's also possible that you're feeling anxious or confused. It's OK to feel different emotions about this new change—or maybe it won't be a change for you at all! It's also OK to talk about your emotions. Talking about your emotions will help you feel better and be able to follow the new routine. We don't always have a choice about what happens, but we can control how we deal with our emotions.

- 1-Take a few minutes to think about how you're feeling. Use the activity sheet or take a piece of paper and write at the top "Going Back to School" or "Not Going Back to School."
- 2-Write or draw all of the thoughts and feelings that come to mind.
- 3-**BONUS activity**: Now think of how others might be feeling (a close friend, a sibling, a parent) and write or draw those thoughts and feelings, too.
- 4-Now that you have come up with thoughts and feelings, it's time to draw a picture on a new piece of paper. Fold a blank piece of paper in half. In one section, draw how you imagine the classroom will be, whenever you return. In the other section, draw how you imagine playing outside will be.
- 5-Finally, talk about your feelings and explain your drawings to a family member. As you share, remind yourself not to judge your thoughts and feelings. We're all going through this together, in our own way. Talking about it respectfully and while listening to others will help make it easier, one day at a time.

Materials required

- Pencil, eraser, copy book or loose leaf paper, colouring pencils
- Optional: use the activity sheet provided

Information for parents

- read the instructions to your child, if necessary.
- discuss the questions together.

Differentiation

For students who need additional help naming their emotions, here is a chart that lists emotion vocabulary words from the UC Santa Barbara childrens' centre:

<https://childrenscenter.sa.ucsb.edu/CMSMedia/Documents/ParentSupport/FeelingWords.pdf>

Connections to the ERC program include:

- carefully reflect on aspects of certain social realities and subjects such as justice, happiness, laws and rules
- organize their ideas and express them with respect and conviction

Additional resources:

- The article "[That Discomfort You're Feeling Is Grief](#)," written by Scott Berinato, Senior Editor at Harvard Business Review, may help support the conversation and address the emotions you may all be feeling as a family. Here is an excerpt:

There is something powerful about naming this as grief. It helps us feel what's inside of us. So many have told me in the past week, "I'm telling my coworkers I'm having a hard time," or "I cried last night." When you name it, you feel it and it moves through you. Emotions need motion. It's important we acknowledge what we go through. One unfortunate byproduct of the self-help movement is we're the first generation to have feelings about our feelings. We tell ourselves things like, *I feel sad, but I shouldn't feel that; other people have it worse.* We can—we should—stop at the first feeling. *I feel sad. Let me go for five minutes to feel sad.* Your work is to feel your sadness and fear and anger whether or not someone else is feeling something. Fighting it doesn't help because your body is producing the feeling. If we allow the feelings to happen, they'll happen in an orderly way, and it empowers us. Then we're not victims.

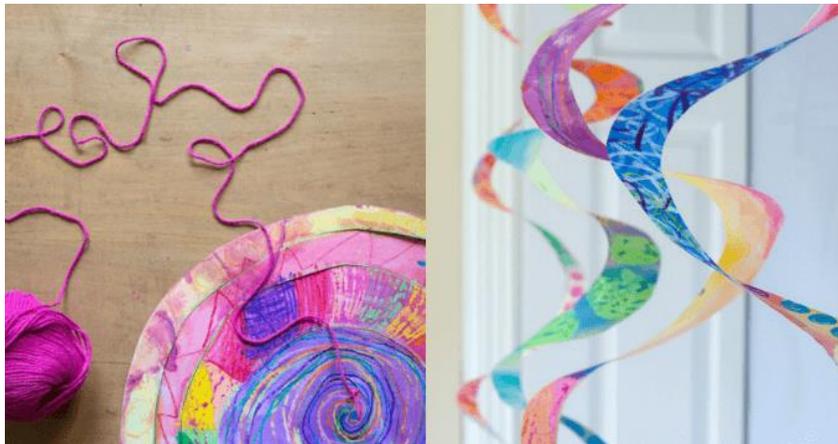
Appendix - Going Back to School

I feel...	My friend/sibling might feel...

Appendix – Draw – In my classroom

Appendix – Draw – In my schoolyard:

Paper Twirlies



Information for students

You can do a cool craft and make a neat decoration for your room or outside! All you need is a paper plate or a round piece of paper. Why not make a bunch?

Materials required

- Paper plate or a circle cut out of a stiff piece of paper
- Scissors
- Markers, crayons or paint
- String or wool

Directions:

- Use a dark pencil or marker to trace a spiral on one side of your plate, starting from the outside and going towards the centre.
- Colour or paint both sides of your plate.
- Poke a hole in the center for your string and carefully cut along your spiral lines.
- Attach a length of string to your twirly for hanging.

Information for parents

- Why not make one yourself ?
- Design one using two colours and ask your child what happens when you spin it.
- Encourage your child to create an animal.
- If you are using paint, using a hairdryer helps to speed up the process and helps preserve everyone's patience.

