



Week of May 18, 2020

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Down by the Bay

Information for students

- Listen carefully to two versions of the song Down by the Bay:
 - Raffi's version: <https://safeYouTube.net/w/WK0B> (2:14 minutes)
 - The Monster's version: <https://safeYouTube.net/w/FM0B> (2:48 minutes).
- What rhyming words did you hear?
- Listen again, and this time make a list (using words and drawings) of the rhymes you hear. Pause the videos as often as you like.
- Think of other rhyming word pairs and add them to your list.
- Make up your own new verses for the song. Practice your new version of the song and then sing it to your family live, using video chat, or record yourself singing and share with your family later.

Material required

- Paper, writing and drawing materials
- Device with Internet access

Information for parents

- Read the instructions with your child.
- Help your child find the link to the videos.
- Discuss the questions together.
- Help your child identify and list words that rhyme.



English Language Arts Challenge

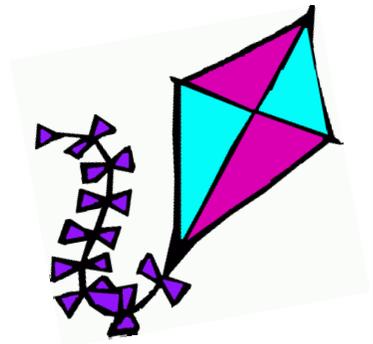
This week's kit focuses on **rhyme**. Rhyming words are words that sound the same at the end, but don't necessarily look the same.

Ex: / sky

Many of the poems that we read in class were rhyming poems. I have highlighted the rhyming words below in this lovely Spring poem. **Read it out loud to hear the rhyme!**

Kite Flying

On many spring days I wish that **I**
 Could be a kite flying in the **sky**.
 I would climb high toward the **sun**
 And chase the clouds. Oh, what **fun!**
 Whichever way the wind chanced to **blow**
 Is the way that I would **go**.
 I'd fly up, up, up. I'd fly down, down, down.
 Then I'd spin round and round and **round**.
 Finally I'd float softly to the **ground**.



Copied from: <http://www.canteach.ca/elementary/songspoems16.html>

Challenge of the week: Let's go on a sound chunk hunt!

We know that words are made up of sounds. Some sounds are written with one letter, others with more than one. **The digraphs** are sound chunks made up of two letters.

sh -shoe 	ch - cheese 	wh - whale 	th - thumb 
--	---	---	--

Here is a little video to review the digraph sounds:

https://www.youtube.com/watch?time_continue=77&v=NK8_Tvu6bJk&feature=emb_logo

CHALLENGE: Find the words that contain the digraphs in the poem above:

sh	ch	wh	th

For more fun with digraphs on-line -go to <https://www.education.com/game/digraphs-matching/> **OR** complete the pages related to digraphs at the back of your ABC duotangs (green -Ms.Hindle's class).



Smoothie

Consignes pour l'élève

Prends les fruits et les légumes que tu aimes et crée un smoothie extraordinaire !

Matériel requis:

- Planche à découper
- Couteau de table
- Tasse à mesurer
- Cuillère à mesurer
- Mélangeur (adulte nécessaire)
- Deux verres, pots à couvercle ou thermos



INGRÉDIENTS:

1 tasse de bleuets frais ou surgelés

1/2 tasse d'eau, d'eau de coco ou de lait

1 tasse de yogourt nature

1/2 banane mûre ou trop mûre, pelée et tranchée, congelée, si possible

1/2 cuillère à café d'extrait de vanille

2 glaçons

INSTRUCTIONS:

1-Mettez tous les ingrédients dans le mélangeur.

2-Mettez bien le couvercle.

3-Allumez le mélangeur à vitesse moyenne et mélangez jusqu'à ce que le mélange soit lisse (de 30 à 60 secondes).

4-Répartissez le smoothie également entre les verres ou les bocaux et servez immédiatement ; ou remplissez le thermos juste avant de partir.

PENSEZ À L'AVANCE

Pour aider à rendre un smoothie plus froid et plus épais, c'est génial d'avoir des tranches de banane congelée prêtes à l'emploi. Et c'est facile !

1-Pelez une banane mûre.

2-Coupez-la en fines rondelles.

3-Mettez les tranches dans un sac en plastique refermable et mettez au congélateur.



French as a Second Language

Instructions for students

Take fruit and vegetables that you like and create an amazing smoothie!

Materials required

- Cutting board
- Table knife
- Measuring cup
- Teaspoon
- Blender (adult required)
- 2 glasses, jars with lids or thermos

**INGREDIENTS:**

1 cup fresh or frozen blueberries

1/2 cup water, coconut water or coconut milk

1 cup plain yoghurt

1/2 ripe or very ripe banana, peeled and sliced, frozen if possible

1/2 teaspoon vanilla extract

2 ice cubes

INSTRUCTIONS:

1-Put all the ingredients in the blender.

2-Place the lid securely.

3-Blend at medium speed until mixture is smooth (30 to 60 seconds).

4-Divide the smoothie equally into the glasses or jars and serve immediately. Or fill the thermos just before leaving for a walk.

PLAN AHEAD

It's easy to make a colder, thicker smoothie if you have frozen banana slices ready to go. They're easy to make!

1-Peel a ripe banana.

2-Cut the banana into thin round slices.

3-Place the slices into a resealable plastic bag and put the bag in the freezer.



Information for parents

- Let your child be the creator and select the fruits and vegetables to include. Maybe lay out the choices and he or she can choose 2 and you choose 1.
- These can be frozen to make tasty popsicles too for the whole family !
- Skills to work on would be measuring with a measuring cup, measuring spoons, also cutting uniform slices, and counting quantity.
- Be able to follow directions in French and name each fruit and piece of equipment builds his or her French vocabulary.



Nom _____

Classe les fruits et les légumes

Je découpe  et je colle  les mots à la bonne place.

Les fruits 	Les légumes 

fraise 	pomme de terre 
maïs 	carotte 
concombre 	pomme 
banane 	framboise 



Subtraction Towers¹

Information for students

Each player starts with a tower of 20 blocks (building blocks or stacking blocks).

On your turn, roll a die.

Remove the number of blocks equal to the number that you rolled and say the subtraction. For example, "I had 20 blocks, I removed 4 blocks, so now I have 16 blocks."

The last roll must be the exact number needed to get to zero.

The winner is the first person to remove all their blocks.

Materials required

- 20 blocks per person (building blocks or stacking blocks)
- 1 six-sided die

Information for parents

About the activity

Children could:

- Write the equations for the subtractions as they act them out (ex. $20 - 4 = 16$).
- Extension: Start with a larger number of blocks and use 2 dice. Switch to one die when the tower gets to 20 blocks.

Parents should:

- Help their child write the equations for their subtractions.

¹ Activity adapted from Kathleen Morris, "20 Maths Games For Young Children: Free eBook," last modified April 7, 2020, <http://www.kathleenamorris.com/2020/04/07/maths-games-children/>.



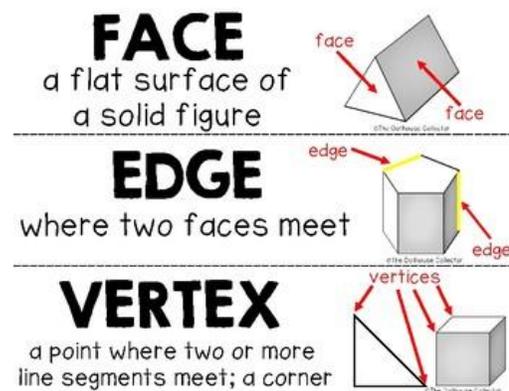
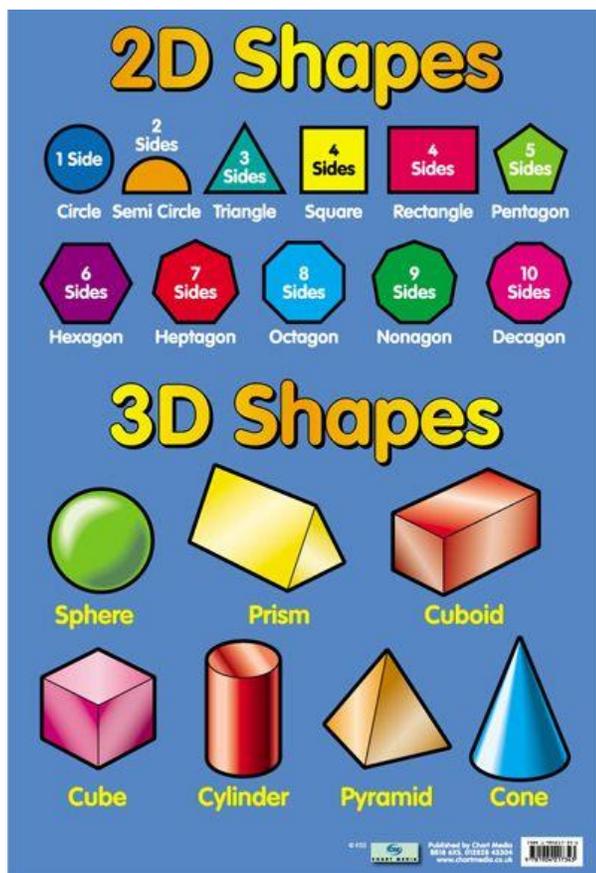
Math Weekly Challenge

Differentiating 2D and 3D shapes

Grade 1 is challenged to learn to recognize the difference between a 2D shape and a 3D shape. Remembering the names of the shapes based on the number of corners and edges is also encouraged!

Grade 2 is challenged, on top of practicing the grade 1 content, to count the number of vertices, edges and to identify which 3D shapes have curved or flat faces. Does the 3D shape roll, slide or both?

Click on this link to better understand what criteria categorizes a shape as a polygon: <https://www.geogebra.org/m/amvtmuv>



[Youtube video links](#)
2 Dimensional shapes:
<https://www.youtube.com/watch?v=GA-ETvIPKgw>
3 Dimensional shapes:
<https://www.youtube.com/watch?v=9YOAnCVxZnM>

Some practice!!

2D Shapes worksheets (categorized by grade level on the website)
https://www.math-salamanders.com/2d-shapes-worksheets.html#2nd_Grade

3D Shapes worksheets (categorized by grade level on the website)
<https://www.math-salamanders.com/3d-shapes-worksheets.html>



Learn About Healthy Snacking and Get Moving!

Information for students

Note: [Click here](#) to view the activities below in Google Slide format.

Activity 1: Yummy, snack time!

- Watch [this video introduction about healthy eating](#) (2 minutes and 3 seconds) and [this video from Canada's Food Guide on health snacking](#) (32 seconds).
- What do your snacks look like? What is your favourite snack? Did you get any snack ideas from the videos that you would like to try?
- Look at the following document for another snack idea: [No bake toasted oat granola bars](#)

Activity 2: Skipping rope

- You will carry out some jump rope tricks!
- Watch this video to go over some basics.
- Look at the images on the "[Skipping rope](#)" slide to get some ideas for different tricks to try.
- Can you learn enough tricks to create a routine? Show the routine to someone in your family!

Materials required

- A skipping rope

Information for parents

About the activity

Children should:

- learn about healthy snacking
- experiment with different ways to jump rope

Parents could:

- ask their children questions about what they learned about snacks
- carry out the activity with their children, or alternate between supervision and independent play



It Looked Like Spilt Milk: Painting Clouds

Information for Students

- Have you ever lay in the grass and watched the clouds float by in the wind? Did you look at them and see images? Maybe you saw a bird, a sheep, or a rocket?
- In this activity, you will create painted clouds and perhaps be able to see something in the forms that are created.
- Listen to the story [*It Looked Like Spilt Milk*](#) by Charles G. Shaw. Let it inspire you as you create your own painted clouds. Look in the appendix to see some images from the book. You can also read and listen to the story [*The Cloud Book*](#) by Tomie de Paola to learn more about clouds.

Instructions

- Take a large piece of paper, either construction paper or painting paper. A thicker paper is better so the paint does not soak through.
- Fold the paper in half with the two shorter ends together. Press down on the fold, then open the paper back up to lie flat.
- Take some white paint, and pour it down the middle of the paper, or close to the middle on one side.
- Fold the paper back over and press the two sides together, spreading the paint between the two sides of paper.
- Quickly open the paper again. If it is left too long the two sides will stick together.
- Allow the paint to dry.
- Spend some time looking at your painting from all sides and think about what you see in the shape that was created.

Materials required

- Thick construction paper, in the colour of your choice
- White paint
- Access to a device with an Internet connection.



Information for parents

Children should:

- Experiment with how they pour the paint onto the page. Perhaps drop paint onto different places on the page before folding it.
- Go outside and look for different types of clouds. Do you see images in the clouds?

Parents could:

- Assist their child with accessing the story online.
- Assist their child with assembling the materials and getting set up for the activity.
- Ask their child about the forms that are created and what images they see.
- Discuss the different types of clouds mentioned in *The Cloud Book*.
- Take their child outside and look for different types of clouds.



Appendix – It Looked Like Spilt Milk: Painting Clouds

Information for students

Below are some images from the book *It Looked Like Spilt Milk* by Charles G. Shaw. What does your cloud painting look like?

