

Students are encouraged to do 30min of self-selected reading, and 30 mins of card games or board games with mathematical content.

June 8th-June 12th

Kindergarten to Grade 1

RELIGION SUGGESTED TIME: 12 MINUTES PER DAY

Jesus' greatest expectation of us is called his greatest 'commandment.' We can find it in the Bible at: **Matthew 22: 37-39**
He said to him, "'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the greatest and first commandment. And a second is like it: 'You shall love your neighbor as yourself.'


Together we pray,

Loving God,
You have given your children many gifts. We celebrate diversity as your family. You give us hope. You are always here among us. Give us eyes to see the beauty in each person we meet and to see that you have created your children in goodness and love. Give us wisdom to know that our hope lies in our shared faith in you and in the love we receive through your Son, Jesus. Help us to include others and to always walk in your light, with hope in the goodness of our community. We make this prayer in the name of Jesus, our brother and friend.
Amen.

-Keri Calvesbert of Brant-Haldimand Norfolk Catholic

www.pearsoncanada.ca/growinginfaith/student-home (Students have access to their *Growing in Faith, Growing in Christ* - Student Textbook)

**Log In/username: GIFGIC_student99
password: Student99**

GRADE	ACTIVITY
K	<p>1) How can you show love of God and love of neighbour by giving thanks this school year? Who do you need to thank from your school? It may not have ended the way you would have liked, but there are people who have called you, taught you and helped you. Who can you reach out to, to say thank-you? Do this before the end of June!</p> <p>2) Write/create collage/make a list/ video/ sing a song of 5-10 commitments you are making to show love of God, love of self and love of others this summer. You might think about the following items to put on your list:</p> <ul style="list-style-type: none"> • Who can you call weekly to see how they are doing while we are still physically distancing? • What exercise can you do • What can you do that • What can you do for your • Who would appreciate one • Your ideas! <div data-bbox="651 1198 835 1372">  </div> <p>this summer? makes you happy or to take care of yourself? parents/caregivers/siblings to make them feel your love? of your drawings? Even if you can't deliver it, could you send this person a picture of it?</p>

1

- Sign in to GIFGIC Grade 1
- Click on 'Media by Unit'
- Select Unit 5
- Select 'Activities'
- Select 'The Great Commandments'
- Complete the activity

1) How can you show love of God and love of neighbour by giving thanks this school year? Who do you need to thank from your school? It may not have ended the way you would have liked, but there are people who have called you, taught you and helped you. Who can you reach out to, to say thank-you? Do this before the end of June!

2) Write/create collage/make a list/ video/ sing a song of 5-10 commitments you are making to show love of God, love of self and love of others this summer. You might think about the following items to put on your list:


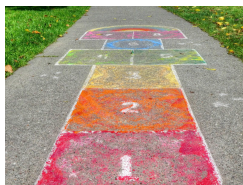






- Who can you call weekly to see how they are doing while we are still physically distancing
- What exercise can you do this summer?
- What can you do that makes you happy or to take care of yourself?
- What can you do for your parents/caregivers/siblings to make them feel your love?
- Who would appreciate one of your drawings? Even if you can't deliver it, could you send this person a picture of it?
- Your ideas!

Mathematics

Kindergarten to Grade 1

For daily online activities go to playzorbiscom to play..If you have not registered go to Parent Access:

<https://go.zorbismath.com/tcdsb-parent-access>

Monday	Tuesday	Wednesday	Thursday	Friday																
<div>8. Patterning</div> <div></div> <div>Read or listen to the story Midnight and Snowfall about Patterns in nature and animals.</div> <div>Read and or listen to the story. Go back to the first page and click on "Try this activity"</div> <div>Parent Guiding Questions</div> <div>What patterns do you find on the animals?</div> <div>What patterns can you find on the pages? (Look closely at the border.)</div> <div>Identify and label the pattern using letters: ie: ABC</div>	<div>9. Problem (Number sense)</div> <div>Read the POEM with your child. Learn to count by 10's to 100 by playing hopscotch..</div> <div>Create an indoor/outdoor hopscotch numbering each space by 10's.</div> <div>Learn to count by 10's to 100.</div> <div>Create a hopscotch game counting by 10.</div> <div></div> <div>100 Animals I went to the zoo And what did I see? 100 animals Looking at me. There were, 10 tall giraffes, eating from the trees. 10 silly monkeys, scratching on their knees. 10 sleeping snakes, lying in the sun.</div>	<div>10.Measurement</div> <div>Watch the video by clicking the link below: https://www.youtube.com/watch?v=ftB5VU64yGA</div> <div>Use your hands as a measuring tool to measure the following:</div> <div>Imagine your couch is the length of a snake.</div> <div>Measure using your hands: How long is it?</div> <div>Imagine your chair is the height of a monkey. How tall is it?</div> <div>Imagine your bed is the length of a crocodile. How long is it?</div> <div>Go back to the Zoo Cam and pick an animal you would like to measure</div> <div>Record your answers in a chart like the one attached.</div> <div>Parent Guiding Questions Remember to place each hand flat</div>	<div>11. Data management/ Probability</div> <div>Record the weather before your trip to the zoo for 1 week (7 days).</div> <div>Weather Chart</div> <table><tr><td>Monday</td><td></td></tr><tr><td>Tuesday</td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>ZOO TRIP WEATHER</td><td></td></tr></table>	Monday		Tuesday												ZOO TRIP WEATHER		<div>12. Geometry</div> <div>Listen to a story about how shapes are used to build a structure - Explore 3D Shapes</div> <div>Now, let's build a Habitat!</div> <div>Visit the ZooCam and select an animal. Look at where the animal is living. What do you see?</div> <div>Create a 3D Habitat for an animal using recyclable materials.</div> <div>Take a picture of your 3D habitat and send it to your teacher.</div> <div>Make a list of all the recyclable materials you used.</div> <div>Parent Guiding Questions Do you know what Habitat is?</div> <div>What do the animals need in their Habitat?</div> <div>They need food - What food will you include?</div>
Monday																				
Tuesday																				
ZOO TRIP WEATHER																				



Modifications/Accommodations

1. Create a simple AB pattern using items from home
i.e. toys, crayons, lego's, coins, buttons
2. Draw your pattern and explain it to someone at home

- 10 munching elephants, eating peanuts one by one.
10 leaping tigers, performing in the shows,
10 pink flamingos, standing on their toes.
10 grouchy bears, trying to get some sleep.
10 happy hippos, in the water deep.
10 roaring lions, walking two by two.
10 galloping zebras, all living in the zoo.

Parent Guiding Questions

Learn How to play hopscotch

Why is learning how to count ten important?

Why do we need to learn to count using larger numbers?

Modifications/Accommodations

1. Make groups of tens and draw a picture of your groups
2. Try this [activity](#)-listen to the text and find the animals

on the object you are measuring.

When you add the next hand, be sure not to leave any space in between.

Your hands should be touching each other but not overlapping.

Keep track of how many hands you are using to measure by saying the numbers out loud as you place your hand down.

Modifications/Accommodations

1. Pick only one of the animals above to measure with your hands.
2. Help your child to measure ensuring they lay one hand over the other.
3. Record your results
4. Listen to the story: The Amazing Seed. Complete the online accompanying activity.

Draw a self portrait of what you will wear to the Zoo based on the weather that day.

Learn more about the weather by watching these videos

Types of weather

Dressing for the weather

Parent Guiding Questions

How many sunny days?

How many cloudy days?

How many rainy days?

What is your favourite type of weather?

Modifications/Accommodations

1. Use a monthly calendar you have at home to record the weather
2. Check and record the weather at the same time each day
3. Talk and predict what the weather may be the following day
4. [Graph It!](#) Alternate activity

They need water - What will you use to represent water?

They need shelter - What will your shelter look like?

They need a safe place to have their babies and to hide from predators. Where will this be?







When you look at the Zoocam, look closely at where the animals are living. What do you see?

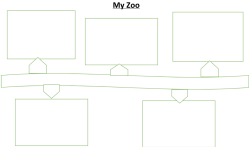
How can you recreate the Habitat?

What objects will you need?

Modifications/Accommodations

1. Visit the [ZooCam](#) with your child and talk extensively about where the animals live as noted above in guiding questions
2. Explain the term habitat- an animal's home. Further discuss why the animal selected that habitat for its home.
3. What items at home could be used to represent the habitat? Look closely at items that may have similar shapes. What shapes do you see?
4. Practice [2D Shapes](#)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>8.. Map the Zoo</p>  <p>Let's take a trip to the Zoo!</p> <p>First, we will visit the Metro Toronto Zoo - Zoo Cam.</p> <p>Second, we will visit a zoo in California called The San Diego Zoo - San Diego Zoo.</p>  <p>Look for the similarities and differences between the San Diego Zoo and the Metro Toronto Zoo. Using your favorite features from each zoo, create your own</p> <p>Zoo Map that helps visitors know where the animals are. Add details by labelling important areas on your map.</p> <p><u>Parent Guiding Questions</u></p> <p>Note: Refer to the LINK To Map of the Zoo for ideas if your child requires support. What things are the same between the Toronto Zoo and the San Diego Zoo?</p>	<p>9. The Alphabet Zoo Challenge</p>  <p>Write out the letters A to Z on cue cards or paper.</p> <p>Create an alphabet line by placing the alphabet cards on the floor or tape them to the wall.</p> <p>Challenge yourself to find animal words for each letter. For example,</p> <p>Aa - Aardvark</p> <p>Bb - Bear</p> <p>Stretch your learning by using descriptive words to describe each animal.</p> <p><u>Parent Guiding Questions</u></p> <ol style="list-style-type: none"> 1) What writing tool would you like to use to create the letter cards? 2) Where can we look if we can't think of an animal that corresponds with one letter? <p><u>Modifications/Accommodations</u></p>	<p>10. ZOO SOCK PUPPET</p> <p>Visit the ZooCam today and choose a favorite animal.</p> <p>Using a sock and other materials at home, create a Zoo Sock Puppet.</p> <p>Write down all the steps required to make your puppet.</p>  <p>Watch this SOCK PUPPET SHOW about taking care of the environment.</p> <p>Create your own Puppet Show about the environment.</p> <p>Invite your family to watch your Puppet Show.</p> <p><u>Parent Guiding Questions</u></p> <ol style="list-style-type: none"> 1) What is your favourite animal? 2) What other materials can be used if we don't have a sock? 3) How would you like to record the steps? <p><u>Modifications/Accommodations</u></p> <p>Plan your puppet by drawing it first. What items do you need to make it? Parent can scribe/record the steps to make a sock puppet as directed</p>	<p>11. .Create a new animal Species. Draw or Write about your animal.</p> <p>Imagine you are an explorer and you have just discovered a new animal species.</p> <p>Tell the world about this animal. Draw or write:</p>  <p><u>Parent Guiding Questions</u></p> <ul style="list-style-type: none"> • What does it look like? • What colour is it? • What kind of covering does it have (feathers, shell, fur, scales or any other type) • What are its physical features? (how many legs, wings, heads? Does it have a mouth, beak?) • What is its habitat? (Where does it live? Water, desert, Artic?) <p>Share your animal species with your family!</p> <p><u>Modifications/Accommodations</u></p> <p>Instead of writing, have your child draw their "animal" and tell a family</p>	<p>12. Animal Study</p> <p>Zookeepers are important people at the zoo. They feed and take care of the animals.</p> <p>Pretend that you are a Zoo Keeper by visiting the Zoo Cam and looking for an animal to take care of and learn more about.</p> <p>Use a graphic organizer to help you with your animal study.</p>  <p>Just for fun listen to the story "Edward the Emu" https://www.youtube.com/watch?v=OP74MJ3CMuU</p> <p><u>Parent Guiding Questions</u></p> <p>Tell me why you chose that animal?</p> <p>What is the animal's Habitat?</p> <p>What does the animal eat?</p>

<p>What things are different between the Toronto Zoo and the San Diego Zoo?</p> <p>What will you include in your map to help visitors know where the animals are?</p> <p>Modifications/Accommodations</p> <p>Pick 5 animals that you would like to see in the zoo and draw and label them. Click the image below to print.</p>  <p>Mapping Story</p> <p>Expose your child to other maps you might have at home.</p>	<p>Using the letters found in your name, find animals that begin with each of the letters in your name.</p> <p>For example:</p> <p>A-Ant</p> <p>L-Lizard</p> <p>E-Elephant</p> <p>X-X-ray fish</p>	<p>by their child.</p> <p>Allow your child to pick which activities they want to complete.</p>	<p>member about it.</p> <p>Use sentence starters:</p> <p>My animal has_____</p> <p>My animal lives_____</p> <p>My animal eats_____</p> <p>My animal likes to _____</p>	<p>What are some interesting facts?</p> <p>Tell me what your animal looks like? (Appearance)</p> <p>Modifications/Accommodations</p> <p>Use the voice to text feature to have your child record responses to the guiding questions.</p> <p>Draw a picture detailing the items required to take care of their animal.</p> <p>Have your child illustrate using the graphic organizer above.</p>
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<p>Further Accommodations/Modifications</p>	<ol style="list-style-type: none"> 1. Use a visual schedule for your child to follow. 2. Support written text with visuals (pictures). 3. Check for understanding by asking your child to repeat instructions. 4. Give breaks when needed. Try deep breathing, spend some time in this aquarium, or dance. 5. Space activities during the day to provide for optimal participation. Use a visual timer to assist with task completion. 6. Use visuals to support the “First-Then” strategy which helps your child to complete a task first before getting to do a preferred activity. 7. Write words or sentences for your child where needed or Use the Google Read and Write extension to have text read aloud. 8. Change expectation of activity by providing choice (i.e., have your child tell you an answer rather than writing it out; or have your child choose to do a Math or Language activity first). 9. Complete activity in the language of your choice.
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June1st-June5th

Grade 2 - Grade 3

RELIGION: SUGGESTED TIME: 12 MINUTES PER DAY

Jesus' greatest expectation of us is called his greatest 'commandment.' We can find it in the Bible at:

Matthew 22: 37-39

He said to him, ""You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.' This is the greatest and first commandment. And a second is like it: 'You shall love your neighbor as yourself.'

Together we pray,

Loving God,

You have given your children many gifts. We celebrate diversity as your family. You give us hope. You are always here among us. Give us eyes to see the beauty in each person we meet and to see that you have created your children in goodness and love. Give us wisdom to know that our hope lies in our shared faith in you and in the love we receive through your Son, Jesus. Help us to include others and to always walk in your light, with hope in the goodness of our community. We make this prayer in the name of Jesus, our brother and friend.
Amen.

Song Reflection: [Hail Mary, Gentle Woman](#)

www.pearsoncanada.ca/growinginfaith/student-home (Students have access to their *Growing in Faith, Growing in Christ* - Student Textbook)

Log In/username: GIFGIC_student99

password: Student99

GRADE	ACTIVITY
2	<p>Sign in to GIFGIC Grade 1</p> <ul style="list-style-type: none">• Click on 'Media by Unit'• Select Unit 5• Select 'Activities'• Select 'The Great Commandments'• Complete the activity <p><u>A Long Distance Hug</u></p> <p>This is a great way to encourage thoughts of kindness toward friends and family far away, or even someone in the same city who might need a hug.</p>

- Have the kids trace their hands and cut out the shapes.
- Cut a length of string or yarn and glue one end to each hand cut-out.
- Write a message on each hand, or decorate the hands. Add a small card telling the recipient that they are receiving a long distance hug.
- Mail the hug



3

Sign in to GIFGIC Grade 3

- Click on 'Media by Unit'
- Select Unit 5
- Select 'etext'
- Navigate to page 219 "The Church is Born"
- Read pages 219-220

Think about how we are now part of the church that was born in the story. What do you do to spread love of God, of self, and of neighbours?

Long Distance Hug

This is a great way to encourage thoughts of kindness toward friends and family far away, or even someone in the same city who might need a hug.

- Have the kids trace their hands and cut out the shapes.
- Cut a length of string or yarn and glue one end to each hand cut-out.
- Write a message on each hand, or decorate the hands. Add a small card telling the recipient that they are receiving a long distance hug.
- Mail the hug



Mathematics

Grade 2 - Grade 3

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Monday	Tuesday	Wednesday	Thursday	Friday
<p>8. How Does Your Garden Grow?</p> <p>Read the story Planting Seeds</p> <p>When finished reading the story go back to page 6.</p> <p>Looking at the zucchini rows, how many of that vegetable will grow, if none are lost. How do you know that your number is correct?</p> <p>Choose another row of vegetables. Without counting one by one how might you group your vegetables to find the total?</p>	<p>9. Can you see the difference?</p> <p>Choose numbers for the blanks,</p> $\square \times \square$ <p>Draw a picture to show that multiplication sentence. Then, increase the first number by 1, and draw a picture to show it. Finally, increase the second number by 1, and draw a picture to show that. How do your three pictures change each time? Do they change in the same way?</p> <p>Here's how Annelyse solved this problem:</p> <ul style="list-style-type: none">First I filled in the blanks with 2×2, then I drew a picture	<p>10.. How Many Vegetables are in Your Garden?</p> <p>Complete the literacy activity first (drawing your own garden). Once you have completed your drawing, determine how many vegetables are in your garden. How did you find out?</p>	<p>11. Gardener's Journal</p> <p><i>Today is a combined Literacy and Numeracy Activity - See instructions below.</i></p>	<p>12. 1 Zorbis Math Adventure</p> <p>Go to Deltacular Universe Click on Aurora Farms Planet</p> <p>Play the first activity - Watering Can</p> <p>Select the correct watering can and then use the up/down arrow to select the proper number of that can to water the field using the right amount of water.</p> <p>Challenge</p> <p>How many stars can you collect on Aurora Farms?</p>

	<ul style="list-style-type: none">• Next, I increased my first number by 1 so my number sentence is now 3 x 2 and I drew a new picture• Next, I increased my second number by 1, so my number sentence is now 3 x 3 and I drew a new picture• Finally, I compared my pictures to see how they changed each time			Click here register for Zorbits
Accommodations/ Modifications	<ol style="list-style-type: none">1. Use a visual schedule for your child to follow.2. Support written text with visuals (pictures).3. Check for understanding by asking your child to repeat instructions.4. Give breaks when needed. Try deep breathing, spend some time in this aquarium, or dance.5. Space activities during the day to provide for optimal participation. Use a visual timer to assist with task completion.6. Use visuals to support the “First-Then” strategy which helps your child to complete a task first before getting to do a preferred activity.7. Write words or sentences for your child where needed or Use the Google Read and Write extension to have text read aloud.8. Change expectation of activity by providing choice (i.e., have your child tell you an answer rather than writing it out; or have your child choose to do a Math or Language activity first).9. Complete activity in the language of your choice.			
Language <div>Grade 2-Grade 3</div>				
Monday	Tuesday	Wednesday	Thursday	Friday

<p>8 Read and Respond</p> <p>Before reading the story, look at the cover and make a prediction about what you think the story will be about. Use the clues in the picture, and your prior knowledge to help you.</p> <p>Read the story Planting Seeds</p> <p>Why do people plant gardens? Why were the vegetables planted in rows? Write at least 3 sentences.</p> <p>Modifications/Accommodations Use this graphic organizer to write your thoughts.</p> <p>Which vegetables were planted in the story? Draw/write them on this mind map.</p>	<p>9 Create a personal journal</p> <p>Look at page 8 of Planting Seeds. See how a journal was used for thoughts and ideas. Write your own journal about anything you like. Close your eyes and think about what you are feeling. Think about what happened today. Did anything excite you?</p> <p>Sentence starters: I feel... I think... I wonder...</p>	<p>10 Read and Respond</p> <p>Let's Grow</p> <p>Watch me Grow!</p> <p>The Garden Project</p> <p>Write the steps you would take to create your own garden.</p> <p>Draw a picture of what your garden would look like.</p> <p>Modifications/Accommodations Plant a Seed With Me</p>	<p>11 Gardener's journal</p> <p>On page 20 and 21 of Planting Seeds</p> <p>Pick one person on these pages and write a journal entry from their point of view from the planting of the seeds to the harvest.</p> <p>You can look The Garden Project again for some ideas.</p>	<p>12 Learn About Pollinators</p> <p>Bees are pollinators. Learn about their very important job.</p> <p>A Garden To Explore</p> <p>Like Fruit? Thank a Bee</p> <p>Write about: Use the ICQ Chart template to write about: What you found INTERESTING, Any CONNECTIONS you have made, and QUESTIONS you may have.</p>
<p>Accommodations/ Modifications</p>	<ul style="list-style-type: none"> - Use a visual schedule and the first-then strategy to assist with organizing the day. - Support written text with visuals (pictures). - Check for understanding by asking your child to repeat instructions. - Give breaks when needed. Space activities during the day to provide for optimal participation. Use a visual timer to assist with task completion. - Write words or sentences for your child where needed or Use the Google Read and Write extension to have text read aloud. - Change expectation of activity by providing choice (i.e., have your child tell you an answer rather than writing it out; or have your child choose to do a Math or Language activity first). - Complete the activity in the language of your choice. 			

<p>Physical & Health Education</p>	<p>Click here for link to weekly activity</p> <p>A Note to Parents about Inherent Risks with Distance Learning Home Activities:</p> <p>Taken from the Ontario School Board Insurance Exchange</p> <p>The TCDSB would like to make everyone aware that all activities have an inherent risk of injury. The risk increases depending on the nature of the activity. As learning has now moved to the home the following are safety considerations</p>
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	<p>for parents, and caregivers:</p> <ul style="list-style-type: none"> • Is the activity age appropriate for my child? • Is the 'home' equipment being used safe for my child? (e.g., no objects with sharp edges) • Does the activity require direct supervision? • Is the surface where the movement activity is to take place: a non-slip surface? (e.g., remove area rugs), large enough for the number of participants and required movements, free of obstacles (e.g., tables, chairs, outdoor furniture)? <p>Please review and use the lessons and activities keeping these safety considerations in mind.</p>
FSL Core French	Click here for link to resources
The Arts	Click here for link to resources
Guidance	Click here for link to resources