

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

May 18th - May 22nd, 2020

Kindergarten to Grade 1

RELIGION SUGGESTED TIME: 12 MINUTES PER DAY

Dear God, we thank you for all of the people who look out for us, starting with your Son. His example of love for all makes him our first advocate, because he continues to look out for us.

I also thank you for (NAME someone in your life) who looks out for me by (explain what this person does.) *Repeat this as many times as you would like, naming your advocates, taking turns if you are doing this as a family.*

For all of these people and others who we have not mentioned, we are grateful and we ask you to shower them with blessings, just as they shower us with the same. In Jesus' name, Amen.

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

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In the Gospels, Jesus advocates for little children. Watch this video and answer the question, how does Jesus advocate for children? How does he show that children are important?

https://www.youtube.com/watch?v=QPDL_xFCqhw

You can learn a song about this based on this idea, if you like:

<https://www.youtube.com/watch?v=vV-UnsZCXHo>

Draw a picture of Jesus with children. Put yourself in the picture!

Who is an advocate, which means a caring person, in your life? How does this person help you? What could you do to thank them for this? DO IT! Some ideas include:

- Drawing a picture for them, take a picture of it, and send it to them later. Maybe this is the picture you drew of yourself with Jesus.
- Calling/Skyping/Facetiming
- Other creative ideas that respect physical distancing.

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- Sign in to [GIFGIC Grade 1](#)
- Click on 'Media by Unit'
- Select Unit 4
- Select 'Activities'
- Select 'Inside a Church at Easter.'
- Complete the activity

What are symbols in a church of Jesus as an advocate? Write or draw these on a sheet of paper.

Who is an advocate in your life? How does this person help you? What could you do to thank them for this? DO IT! Some ideas include:

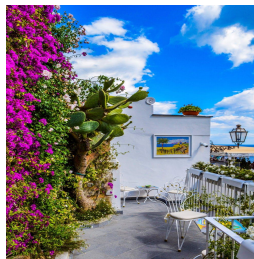
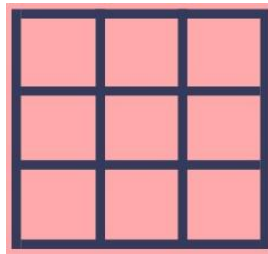
- Draw a picture for them, take a picture of it, and send it to them later.
- Calling/Skyping/Facetiming
- Other creative ideas that respect physical distancing.

Mathematics

Kindergarten to Grade 1

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

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

Monday	Tuesday	Wednesday	Thursday	Friday		
18. VICTORIA DAY 	19. Counting by twos Watch the video: Muffin Is Missing Everyday Learning In the video, they count paw prints in groups of two. Parent Guiding Questions: Can you help me put these blocks (any household items available buttons, string, etc.) in groups of two? Now, let's count the blocks by twos. What else could we count by twos? The birds were in a pattern of red, blue, red, blue. What would come next in this pattern? Yellow, red, yellow, red, yellow, _____. Accommodation/ Modification: Count by pointing to each item. You may want to do this with your child by guiding them "hand over hand".	20. Making Clocks  Have your child use their arms to show time to the hours. Place the numbers 12, 3, 6 and 9 on a wall in your home so that your child can stand in front and use their arms as the hands on a clock. Talk about the day's activities and what time they would occur, making sure that you stay with telling time to the hour. Ask your child to show that time on the "wall clock". For example, "We eat lunch at 1 o'clock. Show me 1 o'clock with your arms. The short hand should point to 1, the long hand to 12."	21. Take a survey of the different types of clocks (include watches) you can find in your house. Fill in the tally chart below: <table><tr><td>Clocks and watches</td></tr><tr><td> </td></tr></table> Parent Guiding Questions: Which clocks and watches are analog?  Which clocks and watches are digital?  Are there other devices you see in your home that tell the time but are not a clock or watch? For example: stove, TV, microwave, cell phone, laptop, tablet, etc.. Accommodation/ Modification:	Clocks and watches		22. Garden Patio: How many different shaped patios can you make with 9 square tiles? Make sure the tiles line up side by side.   
Clocks and watches						

		Parent Guiding Questions: Which activities happen during the day? Which activities happen at night? Accommodation/ Modification: Help your child to stretch their arms while pointing to the numbers. Consider taking a picture of your child as the “clock”, and sharing it with them.	Have pictures/photos of clocks and watches ready for your child to look at when creating the tally. Identify the clocks as analog or digital by sorting them into two piles.	Parent Guiding Questions: What gave you the idea for your patio? Where have you seen this kind of patio? What does it remind you of? How many different kinds of patios can you make? What are the bigger shapes or pictures you see from using all 9 tiles? Accommodation/ Modification: Provide pictures or samples of different tile configurations for your child to copy.
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Language

Kindergarten to Grade 1

Monday	Tuesday	Wednesday	Thursday	Friday
18. VICTORIA DAY 	19. Retelling of a Growing seed through movement Use your body to show how a seed grows into a tree. 1. Start off in seed, or child’s pose, sitting on your knees, folding over them from the hips and resting your forehead on the mat or the earth. Take deep breaths and try to imagine what it would feel like to be a tiny seed – warm and cozy and waiting to grow. 2. From seed pose, slowly take a deep breath in and begin floating your arms up over your body. Then gently look up and stretch your upper body to the sky to become a seedling. Close your eyes and feel the sun helping you to grow tall and the wind swaying you from side to side. 3. Take a few deep breaths as a	21. Read and Respond  Kindergarten: Draw your favourite part of the story. Grade 1: Engage your child in retelling the story. Parent Guiding Questions: Who is the story about? Where did it take place? What happened in the story? What happened first, second? etc.	22. A Mandala Using any materials they find outside. When it is safe to go for a walk with a family member  Look closely and describe your mandala. Parent Guiding Questions: What shapes do you see? What colours do you see? What patterns do you see?	23. Learn how Elly MacKay created her picture book. Watch: If You Hold a Seed  After viewing, make two pictures: one of yourself and one of your favourite places. Cut out the picture of yourself and place it on the picture of your favourite place using glue or tape. Make up a story about your picture and tell it to a friend/neighbour (over the phone), a parent or someone in

	seedling, and then come all the way up to stand. Stand tall with your feet slightly apart. Ground down through all four corners of your feet so you feel rooted to the floor. 4. Now put some extra weight into your left foot as you slowly lift your right foot off the floor and place it inside your left leg, bending your knee away from your body. You can start by balancing with your right toes still touching the ground, and work towards bringing your foot as high as you can. Press your foot into your leg and let your leg push back to find the centerline of your body. Bring your hands together in front of your heart, pushing evenly between both of your palms, or reach your arms up to the sky growing your “branches” towards the sun. Parent Guiding Questions: What kind of tree are you? Where does your tree live? Discuss why trees are so important in the world. Accommodation/ Modification: Look at pictures of different poses for your child to follow. Move with your child.	Accommodation/ Modification: Instead of drawing, have your child show you their favourite part of the storybook.	Accommodation/ Modification: Use materials that you have in your home to create your mandala.	your home. Parent Guiding Questions: What is one thing you liked about the video? What is one thing you learned? Why is _____ your favourite place? Accommodation/ Modification: Find a picture of your favourite place by looking for a photo that you have or searching for it online, and pretend you’re there by holding the picture of yourself in front of it.
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Further Accommodations/ Modifications	1. Support written text with visuals (pictures). 2. Check for understanding by asking your child to repeat instructions. 3. Give breaks when needed. Space activities during the day to provide for optimal participation. 4. Write words or sentences for your child where needed. 5. Change expectation of activity by providing choice (i.e., have your child tell you an answer rather than writing it out, or, let your child choose the activity that they would like to engage in.) 6. Complete activity in the language of your choice.
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May 11th-May 15th, 2020

Grade 2 - Grade 3

RELIGION: SUGGESTED TIME: 12 MINUTES PER DAY

Dear God, we thank you for all of the people who look out for us, starting with your Son. His example of love for all makes him our first advocate, because he continues to look out for us.

I also thank you for (NAME someone in your life) who looks out for me by (explain what this person does.) *Repeat this as many times as you would like, naming your advocates, taking turns if you are doing this as a family.*

For all of these people and others who we have not mentioned, we are grateful and we ask you to shower them with blessings, just as they shower us with the same. In Jesus' name, 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	• Sign in to GIFGIC Grade 2 • Click on 'Media by Unit' • Select Unit 5 • Select 'Activities' • Select 'Jesus and the Little Children.' • Complete the activity How did Jesus advocate for children? Write or draw and answer to this question.

	Who is an advocate in your life? How does this person help you? What could you do to thank them for this? DO IT! Some ideas include: ● Draw a picture for them, take a picture of it, and send it to them later. ● Calling/Skyping/Facetiming ● Asking for help to drop off baked goods at their doorstep ● Other creative ideas that respect physical distancing.
3	● Sign in to GIFGIC Grade 3 ● Click on 'Media by Unit' ● Select Unit 5 ● Select 'Making Good Choices.' Complete the activity, thinking about the word 'advocate.' How can you respond to the situations as an advocate? Who is an advocate in your life? How does this person help you? What could you do to thank them for this? DO IT! Some ideas include: ● Draw a picture for them, take a picture of it, and send it to them later. ● Calling/Skyping/Face-timing ● Asking for help to drop off baked goods at their doorstep ● Other creative ideas that respect physical distancing.

Mathematics

Grade 2 - Grade 3

For daily online activities go to playzorbis.com to play.

If you have not registered go to Parent Access: <https://go.zorbismath.com/tcdsb-parent-access>

Monday	Tuesday	Wednesday	Thursday	Friday
18. VICTORIA DAY 	19. A Week of Challenges: Listen to the story and try the activity: A Week of Challenges See the fun comic strip activity below. Accommodations/ Modifications: Use assistive technology (Google Read & Write text-to-speech play button) to have the text read to you.	20. Find The Match There are different ways to represent numbers. In this game you need to find your which pair matches. Choose your level (0-5, 0-10, 0-20 or 20-50). Choose at least two representations and Find your Match! Accommodations/ Modifications: Select lower numbers and fewer cards. For an extension: Select greater numbers and more cards.	21. Eye Spy  Where do you see one half? Where do you see one fourth? Fractions are all around us! Where do you see fractions? What would you call one part of the whole? Look around your house and make a list of 3 things that you see that represent one half and 3 things that represent one fourth. Be sure to record why the found item is one half or one fourth. For example; I found in my house a chair that was one half. There are two chairs in the corner of our living room. One chair is pink and the other is grey, so, I	22. Spring has Sprung!!  Looking out the window you can see signs of spring. Leaves are starting to come out on trees, some flowers have bloomed and grass is green. Draw a picture of a spring scene using only two-dimensional shapes. Describe each element of your picture, for example, "I created a flower using a rectangle for the stem, two large triangles for the leaves and six equilateral triangles for the petals." Accommodations/ Modifications: Use simple shapes and review concrete shape properties to assist with shape identification. For example: Triangle - 3 sides, 3 vertices

			could say one half of my chairs are pink. Accommodations/ Modifications:: Review fractional concepts of whole, half, quarter and thirds.	Square - 4 sides, 4 vertices Rectangle - 4 sides, 2 opposite, equal parallel sides, 4 vertices
Accommodations/ Modifications	Special Needs Considerations: 1. Support written text with visuals (pictures). 2. Check for understanding by asking your child to repeat instructions. 3. Give breaks when needed. Space activities during the day to provide for optimal participation. Use a visual timer to assist with task completion. 4. Write words or sentences for your child where needed or Use the Google Read and Write extension to have text read aloud. 5. 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). 6. Complete activity in the language of your choice.			
Language Grade 2-Grade 3				
Monday	Tuesday	Wednesday	Thursday	Friday
18. VICTORIA DAY 	19. Create a Comic! Using speech bubbles, captions, and images, create a comic strip to show your own week of challenges. You can use: Comic Strip Creator Watch the tutorial:Comic Strip Tutorial 1. State your challenge 2. Pose your wonder 3. Create a number problem 4. Show your part-part whole relationship  Accommodations/ Modifications: Using the Comic Strip Creator, create a simplified story complete with a beginning, middle and end.	20. Do you <i>hear</i> the difference <i>here</i>? Dear Deer Read this picture book to learn more about homonyms By, Bye, Buy - Blazer Fresh video on Homonyms Homonyms are words that <i>sound the same</i> but have <i>different meanings and spellings</i>. Try this matching homonyms activity. Accommodations/ Modifications: Use assistive technology (Google Read & Write text-to-speech play button) to have the text read to you. Use the Google Read & Write	21. Read and Respond Go to Bookflix, and select any books you would like to read. Do any of the activities listed on the left side of the page. Use the 3-2-1 template to consider what you have learned, what you found interesting and what questions you still have. Accommodations/ Modifications: Use assistive technology (Google Read & Write text-to-speech play button) to have the text read to you. Use assistive technology (Google Read & Write Talk & Type) to fill in the 3-2-1 template.	22. Learn About Read the book Red Robin Write about: What you found INTERESTING, Any CONNECTIONS you have made, or QUESTIONS you may have. You can use the template to help you. Guiding Questions: 1. What birds do you see near your home? 2. Are there any other animals you can think of that depend on their mothers for food and shelter? 3. Can you find Red Robins near

	Use assistive technology (Google Read & Write Talk & Type) to assist with text/ speech bubbles.	dictionary or pictiory to look up the meanings of the words you may not know. Try matching the homonyms to the pictures in this matching game .		your home?
Accommodations/ Modifications	- Check in with students (e.g. by phone) more frequently at agreed-upon times to provide goals, descriptive feedback, and next steps - 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 activity in the language of your choice.			

Physical & Health Education	Click here for link to weekly activity A Note to Parents about Inherent Risks with Distance Learning Home Activities: Taken from the Ontario School Board Insurance Exchange 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 for parents, and caregivers: • 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)? Please review and use the lessons and activities keeping these safety considerations in mind.
FSL Core French	Click here for link to resources
The Arts	Click here for link to resources
Guidance	Click here for link to resources