

Learning at Home

Student Activity Package, Spring 2020

We encourage families to try to pick one activity from each section this week. This is not a to do list, more like a menu to encourage you to try new learning activities and revisit old favourites. At the end of the week, send your classroom teacher a communication that summarizes the activities of which you are most proud.

Questions for the learner to consider:

What choices for learning did you make this week? How did the learning go? What worked well? What was difficult for you? What do you hope for next steps?

Questions for the parent/caregiver to consider:

*What did you notice when you supported your child this week?
What are you wondering about their learning?
How can we help you?*

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Section 1: Social Emotional Activities



- Invite children to participate in creating a daily routine; together, create a visual schedule for your day.
- Participate in daily chores together.
- Plan shared activities such as going for walks; playing boardgames together.
- Share a card game or learn a new one together using the internet to help with ideas.
- Plan a treat to celebrate successes and achievements.
- Discuss others in your neighbourhood who might need care or support.
- Wave at a neighbour as you drive by.
- Create paper heart shapes and put them in the window to show support for our Health Care Workers.
- Create art for your windows with messages of hope and well-being for others to see and read.
- Go for a walk with a family member. Look for homes that have artwork in the windows or sidewalk chalk messages. Have conversations as you find these examples. Use the ideas from this walk to add to your own ideas.
- Each evening at 7 pm, join others across this province by clanging pots and pans to give thanks to essential health care workers.
- Write a letter to your future self, explaining what is happening in the world.
- Create a time capsule for you to open in 10 years.
- A feelings game: Families can make small pieces of paper with a feeling or emotion word on it and then place them with the word facing down and then take turns picking up a word and telling about a time you felt that emotion or feeling
- Model and promote self-awareness and normalize a range of emotions (loneliness, boredom, fear of contracting disease, anxiety, stress, and panic). Start a “feelings” check-in routine. (For example, “On a scale of one to ten, I’m feeling a six because...”
- Help children feel connected – plan virtual playdates, or opportunities to reach out to family members beyond the household.
- Make food together – bake cookies, plan supper...
- Share around the table at dinner time the things you are thankful for. Post a family list or make a family book; make a little booklet and fill in a page each day. After a week or more of collecting gratitudes, reflect back on all the things we can be thankful for.
- Establish routines for self-soothing (such as inhaling deeply and exhaling deeply four times, counting backward from 100, dancing to favourite songs, listening to music, reading, going for a walk.

- Co-create a Daily Well-being to-do list (brushing teeth, showering, eating meals together at the table, getting outside).
- Play board games together or create your own board game. Create rules to follow for games that were homemade.
- Write notes to family members. Hide notes in places they are likely to find them.

Section 2: Literacy Activities



Reading Activities

- Choose a novel for a family read aloud. (If someone can't be there, maybe record it so that they can catch up.)
- Activate your child's background knowledge. This can be done by holding up the book and asking for predictions about the story or offering a general statement about the book and asking if they have ever experienced the topic. Flip through the book together and look at the pictures and talk about them. This will help your child rehearse the vocabulary they are about to read.
- Make it fun by using voices for characters!
- Have your child re-tell the plot, describe the characters' feelings and/or comment on events that occurred.
- Talk about the story, make predictions and make up playful alternative endings.
- Use toys to create and act out a story that has characters, a problem, and a solution. Once the story is well rehearsed, create a video to watch with your family.
- Consider reading the same book for several days (with younger children) as an additional strategy to support children's social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent!
- Take turns reading a more challenging book.
- Take turns telling a story. One person starts, then stops and the next person continues.
- Ask questions to help your child think about their own feelings and better identify with the characters and events in the story.
- Talk about books or favourite stories.
- Use recyclable materials from around your home to create story characters. (egg cartons, plastic containers, pieces of fabric etc.)
- Make up fun book reviews and act them out to each other.
- Write to an author and explain everything that you liked about their book. Authors often have websites with a, 'contact us' section.
- Make labels for storage bins; have your child create a family chore chart.
- As you create meals together, invite your child to share the task by reading or following the recipe and directions.

- Find items around your home that begin with each letter of the alphabet. Can you find examples from all 26 letters?



Reading Response Prompts:

Try setting up a Reading Response Journal to reflect and show your thinking.

- After reading a book ask, "Why do you think the author wrote this book?" This is often a great way to discuss a rich theme or lesson that was shared.
- After reading, ask a question, "I wonder...?" Make a connection, "This reminds me of...."
- Consider, are the characters realistic (do they seem like they could be real people)? Why or why not?
- Create a plot diagram.
- Create a timeline of events from what you have read so far.
- Fold a paper into sections (maybe 4 or 8). Draw pictures and write a few sentences to describe the main ideas from the story.
- Create a 'WANTED' poster for the antagonist (the bad guy).
- Describe a character that you would like to meet (which doesn't mean that you think you would like the character, but that you think the character would be interesting). List 4 questions that you would ask.
- Describe something you have read that is similar to this.
- Describe the main characters.
- Describe the major conflict. What side are you on?
- Describe the most important event. Give at least three reasons why you think it is the most important event.
- Describe the setting – when and where what you are reading takes place.
- Describe the setting's time and place. Create a new setting that you think would be better for the story and describe it.
- Describe the setting's time and place. Draw it.
- Describe the setting's time and place. List the clues that helped you identify the setting.
- Describe what was either believable or unbelievable about your reading. Defend your opinion.
- Describe the similarities and differences between the main character and you.
- Describe the theme (central meaning/message) of your reading.

Writing Ideas

Writing should be fun, exploratory and flexible in its approach. Allow children to explore ideas without fear of getting it wrong and be gentle with your feedback. Invented spelling is just fine. Your child's ideas are the important part.

Whichever idea your child chooses, encourage 'flexing those creative muscles' and helping your child celebrate their writing successes.

Suggested Writing Prompts:

- Imagine dinosaurs roam the Earth again. What is it like?
- On a dark and stormy night...
- You have travelled into space. What do you see?
- Write a story that includes the following: "Watch out for the monkey!"
- An old man throws a coin in a wishing well. What does he wish for?
- Write about a day from the perspective of a dog
- A prince decides he wants to be a villain rather than a hero
- Tell a story about a cloud
- A bird turns into a human for a day...
- You now have a superpower. What is it and what do you do with it?
- Use cushions to create a fort and play! When finished, write directions for others explaining how to build an awesome fort.
- Draw a self-portrait in a hot air balloon. Imagine, if you could go anywhere where would you go right now?
- Create a scavenger hunt with directions to go to the next place within your home. e.g. Look for a clue in the front hall closet. In the closet, the note might say, Look under Sam's bed. etc. (The parent/caregiver might write the first series of clues and hide them. Afterwards, that might become the child's creative fun. Clues can be created as drawings too!)
- Make a list of things you could write about
- Write a list of questions that you think about, ask or hear someone else ask.
- Email a bouquet to the Comox Valley Record. (The newspaper usually shares beefs and bouquets but it's bouquets only right now).

Email address: bandb@comoxvalleyrecord.com



Section 3: Numeracy Activities



Math Journal

Thinking and representing thinking is a very important part of math. We often ask children to use words, pictures and numbers to explain their reasoning.

Try setting up a math journal to help reflect on and show your math thinking today. Here is an example.

My Math Journal entry about: Equal

Use words, pictures and numbers to explain what it means to be equal.

Journal topics could include:

- Addition
- Subtraction
- Multiplication
- Division
- Skip counting
- Even and Odd numbers
- Fractions
- Decimals
- Comparing numbers
- Sorting
- Time
- Sharing
- Patterns



(The following ideas were created and shared by Janice Novakowski, Richmond School District)

- Choose a number: 89, 100, 500 or 1000
What different ways can you represent it?
Consider using symbols, pictures, ten frames, arrays, tally marks, etc.
- Choose a number: 50, 99, 125, 999
What different ways can you decompose it?
Decompose means break into parts (ie. 50 can be decomposed into 25 and 25 or 10 and 20 and 20 and many other ways)
How will you show your thinking?

- Choose a number: 50, 85, 100
Find that quantity of items (rocks, seeds, books, blocks, toys). What different ways can you count the items?
How can you show or record how you counted them?
 - Choose an amount: 50¢ or 100¢ or \$100 or \$1000
What different ways can you make this amount with bills and/or coins? What are three things that cost about this much?
 - **Numeracy Task:** Look around your home or neighbourhood. Where do you see numbers? Take photos or record the numbers you find on a piece of paper. What numbers are most common? How are numbers used?
-
- Choose a number: 1 000 or 10 000 or 500 000
What different ways can you represent the number?
Try and think of at least five different ways.
Consider using symbols, pictures, words, grids/arrays, equations, etc.
 - Choose a number: 999 or 5 000 or 250 000
What ten different ways can you decompose it?
Decompose means break into parts (ie. 20 can be decomposed into 10 and 10 or 10 and 7 and 3 and many other ways).
How will you show your thinking?
 - Choose a number: 100 or 1000
Think about that quantity of items (grains of rice or pieces of lego or pinecones). How much space does that amount take up? How would you count the items if you had to? Show your thinking using pictures, numbers and words.
 - Choose an amount: \$1 000 or \$100 000
What are some different ways can you make this amount with bills? What are three items that cost about this much?
 - **Numeracy Task:** Look in a newspaper, flyers or on a website. Where do you see numbers?
Record the numbers you find on a piece of paper.
What numbers are most common? How are numbers used to organize information, represent value or importance or communicate ideas?
 - Take turns filling a family estimation jar – everyone gets to estimate how many objects, for example, wooden blocks, crayons, spoons, buttons are in the jar. Apply a strategy such as looking at how much 10 looks like. Your guess becomes an estimate and you might change your estimate before the count!

Number Relationship Mats

Start with a target number and use any of the following mats as a guide for the math challenges as the child explores the number.

(early primary)

Concrete

One more +1

One less -1

My Number

Math Toys

Dots

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Two more +2

My Number

Two less -2

Number Line

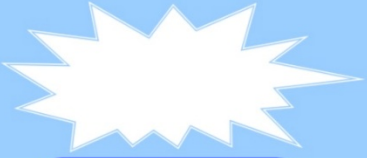
0 1 2 3 4 5 6 7 8 9 10 11 12 13

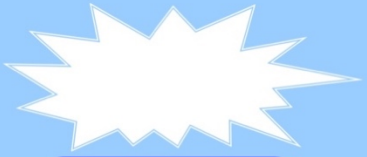
My number in words a,b,c....

Count down from _____

Devon DePutter, Cheryl Adebar@sd71.bc.ca

(late primary/intermediate)

How far from 5		How far from 10	
1 more	Partition	1 less	
10 more	Double	Half	10 less
Count down from	Two more	Two less	Dot Pattern

Non-Standard Partition		Non-Standard Partition	
Non-Standard Partition	Standard Partition	Non-Standard Partition	
In Words	Double	Half	Value of the Digits
Wipe Out a Digit	10 Times as Much	$\frac{1}{10}$ as much	How far from ____

Math Games to Play

Card Games

- Total 10: lay out 20 playing cards. Remove sets of cards that add up to 10. Replace card sets with ones from your deck
- War: there are many versions for this one. Children deal two cards each and the winner (preset the criteria) keeps all four cards. Ex. If playing multiplication war – each player multiplies their two cards, largest answer wins. Could easily replace with addition, subtraction and even fractions.
- Builder's Paradise: discard face cards and lay out the 4 7's side by side. In each round, players work to add the next higher or lower number in each suit, trying to get rid of all their cards. Quick google will get you the full rules.
- Basic Facts practice: use like flash cards for which ever operation your child needs to work on. Encourage strategy thinking rather than high speed recall and discourage finger counting.
- Go Fish for pairs that make 10.



Further Problem-Solving Challenges

- Work on a jigsaw puzzle.
- Draw and label a map of your home and/or neighbourhood.
- Create patterns with objects you have at home and challenge each other to continue the pattern.
- Play and solve Sudoku puzzles.
- Lay out an arrangement of coins (2 of each type) place one coin, tails side up, and the others heads side up and have your child match the heads and tails.
- Practice identifying the coins – their names and value.
- Make \$1 using a variety of coins (only one type at first, such as dimes, then a mix).
- Make \$2 using a variety of coins (only one type at first, such as dimes, then a mix).
- Have your child create a pretend store and put price tags on things. Mom, dad, and siblings can buy things and practice giving and getting change.

Section 4: Exploration and Play Activities

Free Play

Free play is an important part of learning for kids. It can take place indoors and outdoors. Let the kids set the agenda.

- Play with toys and everyday items like craft materials, recycled items or playdough.
- Turn the kitchen sink or the bathtub into a water play area.
- Make playdough, gather a few things like lids, fork to play and create.
- Put down a blanket, gather some toys and make a world.
- Take two kinds of toys and put them together to play with.

Games and Puzzles

- Play boardgames and card games.
- Dominos
- Chalk hopscotch
- Can you design a checkerboard or other board game outside?
- Make a grid in a safe area (use numbers, letters, or provinces and jump in order.)



0	6	8	7
9	1	5	10
4	7	3	2

Design Challenges

- Research, if you can, or find out from someone who you think might know paper airplane designs and see which will fly the farthest.
- Use household objects to design and build structures.

- Make a bridge out of LEGO, spaghetti, popsicles sticks.
- Built towers from blocks, paper tubes, LEGO.
- Create a fort out of cushions and pillows.
- Build marble mazes out of household objects like yogurt containers or LEGO.
- Get crafty! Colour, cut, glue, braid, paint and knot using craft items from around the house.

Nature-based activities for the yard or a nearby outdoor space

(The following ideas are shared by Serina Allison, Comox Valley Schools)

- **Find your Rocks:** Find rocks, paint or colour, place them around your yard or a park area as a scavenger hunt.
- **Special Spot Record:** Find a special sit spot either in your yard or in a nearby green space. Visit it often. Take pictures or draw what you see at each visit. The natural environment changes quickly in the spring, changes are easy to find week to week.
- **Scavenger Hunt:** Go on a **scavenger hunt**. Use an empty egg carton to find a small object (no bigger than your thumb) for letters of the alphabet, or their name, your last name etc. Do a texture scavenger hunt. Scavenger hunts can be repeated in different areas, compare the differences and similarities of what you find.
- **Shapes:** Using paper or objects from inside your house make a variety of shapes. Then take the shapes outside and see if you can match the shapes with things found in your yard or on your nature walk.
- **Sound map:** Find a, or a variety of spots, sit for a moment and have your child draw the sounds they hear and in which direction they are coming from. The drawings could be of the actual sound they hear, or they could draw it using colours and squiggles/shapes. Try comparing sounds in your yard to those found on your nature walk.



An Outdoor Activity Circuit

Let's Get Out & Play!

1. Do 6 cartwheels
2. Roll across the grass on your side 10 times, or 10 side to side jumps (left foot to right foot)
3. Take 15 giant steps forward
4. Run to the nearest building (wall/fence) and back 3 times
5. Hop on one foot 8 times - repeat with other foot
6. Spin around with your arms outstretched 10 times
7. Hop like a frog 7 times
8. Take 15 giant steps backwards
9. Walk like a crab to the nearest building (wall/fence)
10. Jump up and down 14 times.

*Create 5 new circuit activities of your own ... be creative!

11. _____
12. _____
13. _____
14. _____
15. _____

If I do this circuit every

day for a week I receive: _____

For each extra circuit

I do I will receive: _____

Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Check daily if circuit completed							
Number of extra circuits completed							

Section 5: Fine Arts and Music Ideas



- Start a Sketch book / Drawing book.
- Play charades.
- Make puppets tell a story you know or create a new story.
- Create two characters and write or act out scenes.
- **Music Centres Bingo Game** (shared by Yolanda Lehton, Comox Valley Schools)

Goal – cross off 5 activities in a row to make a line



Try to do one or two activities a week – Have fun!

- **B Activities – Responding Art Centre** – these activities are meant to be completed while listening to music. Try listening to different music for each activity and remember to learn the name of the song and the performer or composer. Children can use any materials they have available including crayons, markers, playdough, recycled paper, paints.
- **I Activities – Exploring Centre** – These activities are for exploring sounds around us or inside us. Children can use a pencil or a chopstick to tap on objects. Remember to be respectful of how much sound you are making and be gentle when tapping.
- **N Activities – Reading Centre** – Musicplay Online – Our school has a subscription to Musicplayonline.com and students can access the super fun games and activities on any device easily by logging in to the student area with: **Student Login (January – July 31st, 2020):**
username: snow, **password:** 2020

All primary children have used this program in music class and should be able to find their favourite music and listening activities.

- **G Activities – Responding Movement Centre** – Like the responding art centre, this centre's activities are meant to be completed while listening to a variety of different music. Try to find music that wouldn't normally listen to like reggae, classical, Indigenous, piano or instrumental, jazz and folk music.
- **O Activities – Creating Centre** – This centre is all about using recycled and found items to create sounds, music and different instruments. It is always fun to use the new instruments to perform something, imitate an animal or something like a train or accompany a story. Please remember to help tidy up when you are done playing.



Music Centers



B I N G O

Responding - Art	Exploring	Reading	Resp - Movement	Creating
Draw an instrument you hear in the music	Find a book you can sing or make up a song for it & sing it!	Musicplayonline Play Match the Melody – remember to start on level 1	Conduct music with a pencil or chopstick 	Make a shaker from recycled items – play along to a song
Draw an animal that might like this music – why did you choose this animal	Find 5 items in your house & use a pencil to find which one sounds highest to lowest	Musicplayonline Try Rhythm Racing – start with level 1 before moving up	Make a short dance to a song while staying in one place – don't move your feet	Use found/recycled items to make an instrument with more than one sound
What special day would you play this music? Draw a picture of the day	Sing a song (like Happy Birthday) as high as you can and as low as you can 	Musicplayonline *Win* a game - all 10 questions 	Choose your favourite song and have a Kitchen Dance Party!!!	Make a drum from found/recycled items - play along to a song
Music tells a story – find music with no words and draw the story the music is telling	Find 5 items in your house & use a pencil to play the from loudest to quietest	Musicplayonline Play Instruments of the Orchestra for 10 turns 	Make a dance to music while moving around safely – perform it for someone (opt.)	Find a book or story and create an instrument you can play along with the story
Choose music that makes you happy and draw a picture of people you love 	Make up new words to an easy song you know like Twinkle Twinkle or Rain Rain Go Away	Musicplayonline Find "Rhythm Practice" on the left and play Poison Rhythm	Play the "Mirror Game" to music with someone in your house or use a big mirror	Make a stringed instrument like a guitar using found/recycled items - play a song

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