

ELEMENTARY – GRADE 1
Week of April 27, 2020

Word Detective

Information for students

- Do you know which letters of the alphabet are vowels? Think about it. Ask an adult for help if you need to.
- A, E, I, O, U are the vowels. Take a piece of paper and divide it into 5 parts (columns). Ask an adult for help if you want the columns to be even.
- Write one vowel at the top of each column.
- Try sounding out the vowels. Stick with short vowel sounds for this activity. That means A like in the word *ant*, E like in *bed*, I like in *insect*, O like in *dog*, and U like in *mud*.
- Get ready to be a detective! With your paper and pencil, go through your home looking for items that have short vowel sounds. Write the names of the items you find on your paper. You have to write each word under the correct vowel sound. For example, if you find *pepper*, write that word in the 'E' column of your list. The kitchen is a good place to start.
- Try and fill your paper with items. Don't worry about perfect spelling but try your best.
- Bonus practice: Write sentences using words from each of the five columns.

Materials required

- Paper, a ruler, writing and drawing materials

Information for parents

- Read and discuss the instructions with your child.
- Help your child look around your home for items.

Lis et dessine

Consigne à l'élève

Lis toutes les consignes avant de commencer ton dessin.

1. Prends une feuille blanche.
2. En bas à droite, dessine une maison.
3. Sur la maison, dessine quatre fenêtres.
4. Colorie chaque fenêtre d'une couleur différente.
5. Dessine une porte et colorie-la en orange.
6. Dans ton dessin, ajoute des nuages, des oiseaux et un arbre.
7. Colorie ton dessin.

Student Instructions :

Read every step before starting your picture.

1. Take out a piece of paper.
2. At the bottom right hand side, draw a house.
3. In the house, draw 4 windows.
4. Colour each window a different colour.
5. Draw a door and colour it orange.
6. Add clouds, birds and a tree in your drawing.
7. Colour the rest of your picture.

Matériel requis

- Une feuille blanche.
- Un crayon de plomb.
- Des crayons de couleur.

Materials required:

- A piece of paper
- A pencil
- Colouring pencils

Information For Parents

Link to FSL Adventures: This activity will help your child participate in the following adventure: “J’écoute Dessinatruc et je suis les consignes pour faire un dessin.”

Here is the link <http://dessinatruc.radio-canada.ca/> It is necessary to download the application to your device.

About the activity

During this activity, your child will:

- Read simple sentences in French.
- Follow instructions in French.
- Draw

You can:

- Help your child read the instructions and the sentences in French.
- Ask your child to tell you what he/she drew in French.

Entrevue avec mon toutou

Consigne à l'élève

- Prépare une série de questions en français (maximum 5.)
- Trouve un objet qui te servira de micro.
- Prépare un ordinateur, une tablette ou un autre appareil pour enregistrer l'entrevue.
- Place un toutou sur une chaise et démarre l'enregistrement.
- Pose-lui ta première question.
- Change ta voix et réponds à la question comme si tu étais le toutou.
- Continue avec tes autres questions.
- Arrête l'enregistrement et écoute l'entrevue.

Interview with my Teddy Bear

Instructions for students

- Prepare a series of questions in French (maximum 5.)
- Find an object that will serve as your microphone.
- Prepare a computer, a tablet or another device to record the interview.
- Place your favourite stuffed animal on a chair and begin recording.
- Ask your first question.
- Change your voice and answer, as if you were the stuffed animal.
- Continue with your other questions.
- Stop recording and listen to the interview.

Matériel requis

- Papier, crayon
- Ordinateur, tablette ou autre appareil pour enregistrer la voix

Materials required

- Paper, pencil
- Computer, tablet or another device to record your voice

Information for parents

Children should:

- Write down the questions and ask them orally
- Answer the questions by playing the character of the stuffed animal

Parents could:

- Help the child read the instructions
- Help the child write the questions
- Listen to the interview and comment on it

How many are hiding under my cup?

Information for students

An adult will help you:

- Find 10, 15 or 20 small objects* and a cup.
- Choose a fixed number of objects: 10 15 or 20 to play with.
- Hide some of the small objects under the cup (if playing with an adult or siblings, close your eyes when they are hiding the objects under the cup).
- Guess how many objects are hiding under your cup by counting how many are outside your cup.

Example: I have 10 cubes and I decide to hide 4 in my cup. I can see that I only have 6 cubes. I need to say that there are 4 cubes hiding and that 6 and 4 make 10.

Number sentence $6 + 4 = 10$

Or, I have 10 cubes and I can only see 4 in front of me, how many are hiding under my cup? 10 take away 4 is 6. 6 are hiding under my cup.

Number sentence $10 - 6 = 4$

Materials required*

- 10, 15 or 20 small objects such as: Lego pieces, cubes, small cotton balls, small erasers, Cheerios, buttons, small figurines etc.
- Cup (non-transparent)
- Template (optional)

Information for parents

- Help your child find 10, 15 or 20 small objects
- Play the activity with your child a few times and then she or he can play on their own
- You may use the template provided or you may have your child write the number sentence on a blank piece of paper.

Objects in a Cup- Template

IN	OUT	TOTAL

Learn About Nutrition and Get Moving!

Information for students

Activity 1:

- Look at the following website and/or video to learn about healthy breakfasts:
 - Website: [Make healthy meals with the Eat Well Plate](#)
 - Video: [Eat Well Plate: Healthy Breakfasts](#)
- What did you have for breakfast this morning? Was it a healthy breakfast? What could you have added to make it even healthier?
- Discuss what you learned about healthy breakfasts with a member of your family.

Activity 2:

- Try out the routine suggested in the following document:
 - [Activity 2: Exploring postures](#)

Activity 2: Exploring postures

Try to **maintain your posture for 20 seconds** before you move on to the next one. Notice which **supports you use from your body** for each posture (eg: 1 support = 1 foot or 2 supports = 1 foot and 1 hand). Try it again or invent a new pathway of postures and have fun!

Legend of supports
(foot, hand, elbow, knee, etc.)

Start (2 supports) → **A** (1 support) → **B** (2 supports) → **C** (2 supports) → **D** (1 support) → **E** (2 supports) → **Finish**

Finish
Congratulations! you did it! Now, try it again or invent a new one, with more than two supports.

Inspired by: S&E "de prépare ma routine" de Yves Patvin. La bande sportive L.P.S. Pictures: © bandesportive.com

- Find ways to move from one posture to another, using various ways to move around, depending on the number of supports.
- Try to maintain your posture for 20 seconds before you move to the next one.
- Invite a member of your family to try out the routine with you.

Materials required

- Device with Internet access (for Activity 1)

Information for parents

About the activity

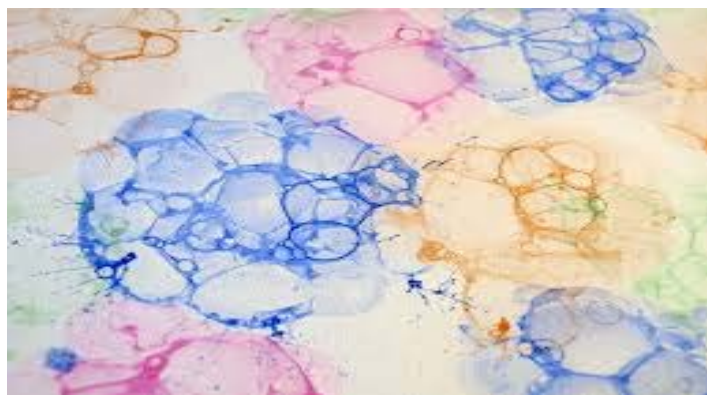
Children should:

- be able to tell the difference between a healthy breakfast and one that is not
- have fun by engaging in physical activities

Parents could:

- ask questions about what their child has learned about healthy breakfasts
- try out some postures together with their child

Bubble Art



Information for students

If you like blowing bubbles, this is the activity for you. Using dish soap, water, tempera paint (or food colouring) and a straw you can make bubble art!

This activity will develop your observation and fine motor skills, as well as your understanding of the scientific method.

First, mix 2 tablespoons of paint, 2 tablespoons of dish soap and $\frac{1}{4}$ cup of water in each bowl. Add a different colour to each bowl. Stir well.

Using one bowl at a time, put a straw in the soap mixture and blow until bubbles rise past the rim of the bowl.

Gently place your paper on top of the bubbles to capture them.

Repeat the process using the other colours and the same piece of paper.

Optional activity for Grade 1 students: Using a spoon, can you gently scoop up the bubbles and place them on your paper? What other ways could you make bubbles? (Try a potato masher, make a wand with a pipe cleaner, etc.)

Think about the following questions: What happens to the bubbles as they pop? Do different sized bubbles make different designs? Is the color different when the bubbles are dry on your paper? Why?

Materials required

- White paper
- Straws
- Tempera paint or food colouring
- Dish soap
- Soup bowls (1 for each colour)

Information for parents

- This activity will be messy so cover your work surface.
- If you are concerned about the chance of your child drinking the mixture when using the straw, you can blow the bubbles yourself. You can also have your child experiment with using another way to make bubbles.
- There are many science concepts involved here that you could discuss to further your child's learning. You could explain surface tension (paper popping the bubbles), reflection and refraction of light (rainbows visible in the bubbles), geometry, etc.

My Ideal Pet

Information for students

- If you could own any pet in the world, what would it be? A dog? A cat? A giraffe? An elephant? A dinosaur? Imagine what you would need to do to take care of this pet? What would it need from you? Would you need to feed it or brush it? Would it need to go on walks every day? Would you have to keep it in a cage or a tank?
- Draw a picture of your ideal pet. Don't forget to include where it will live in your picture. For example, you cannot keep a pet tiger in a fish tank!
- Once you have drawn your picture, draw or write a little about the things your pet will need you to do to care for it. You can look at the questions below to help you think about it.

Materials required

- Paper, writing and drawing materials

Information for parents

- Read the instructions to your child, if necessary.
- Help them read and/or write their answers if they need support.
- If they require it, help them research their pet on the internet or in books.

Some questions to help you think about your ideal pet:

- What kind of food will your pet need to eat?
- Where will your pet sleep?
- Where will your pet stay when you go to school?
- Does your pet need to be groomed (for example: fur brushed, bathing, brushing its teeth?)
- How will you make sure your pet feels happy?
- Will you play with it? What kind of toys or games do you think it will like?