



Home Learning Resources and Ideas

I would like to begin by saying thanks to all of you that have worked with the school team this past week in doing our best to ensure that your children and our staff were in the healthiest and safest possible school environment. We have diligently practiced social distancing, handwashing and other practices as recommended by the Province of Manitoba. Your collaboration is always appreciated and especially so during the time of a Pandemic. I would also like to recognize the dedicated and caring work of our staff during the Pandemic.

On the following pages, you will find ideas and resources on how you can support your child(ren) in learning during the suspension of school classes. We are providing you with overviews of what the provincial government curriculum guides us in teaching students at different grades, engaging and authentic learning experiences that you can participate in as a family, some daily practices that we work on with students each day at school, some sample templates and a possible schedule to help you with structuring some learning time with your child each day. We are also including a list of digital supports that the Winnipeg School Division has provided for you to access for your family that includes reading resources, science and social studies resources.

In addition, I am including an image of our school principle, C.A.R.E. Please support your child in their learning by including some of the C.A.R.E. language in your conversations during the coming week.

Take good care of your families and good health to you all.

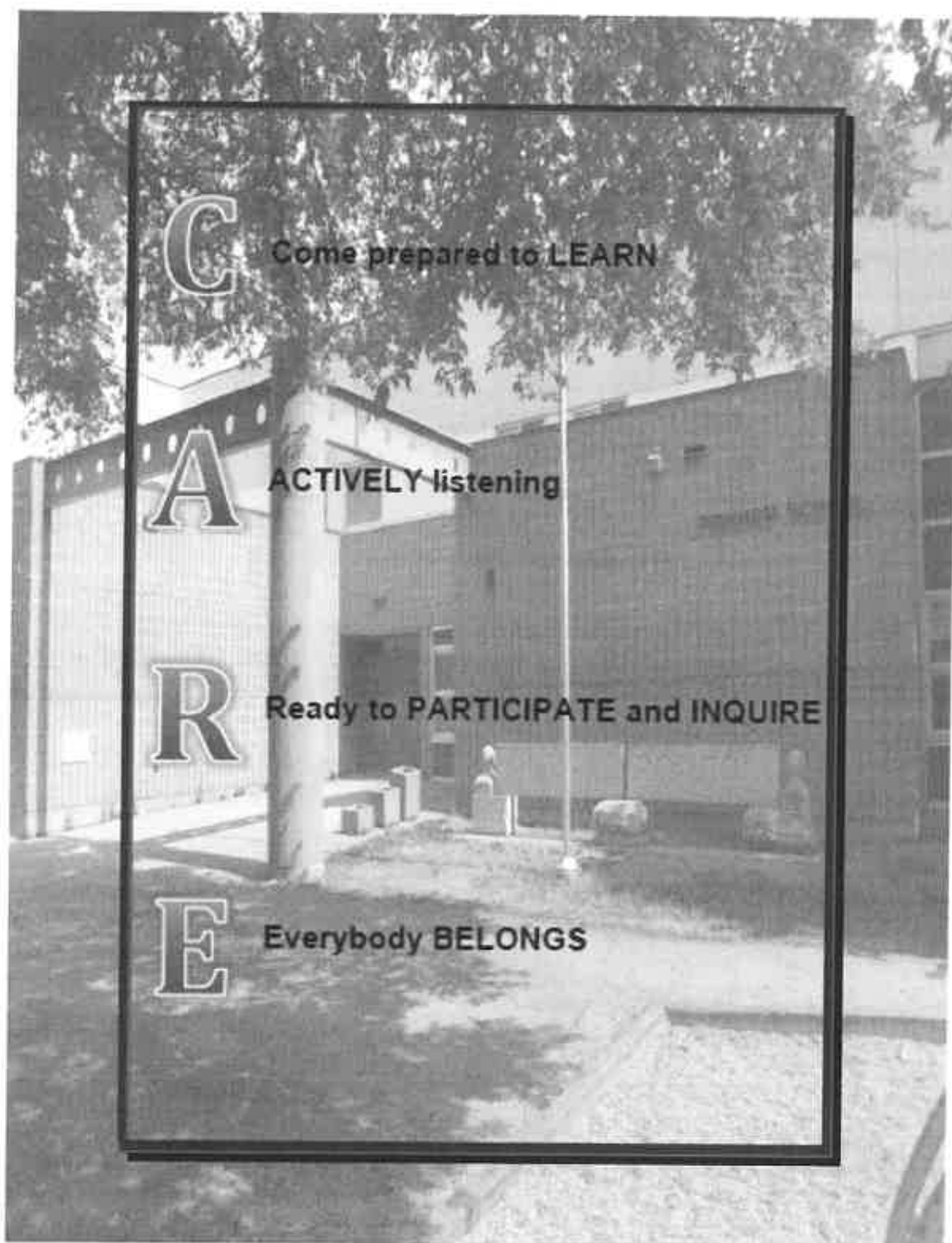


Val Mowez

Principal

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English Language Arts

Language is important in all learning. Language and literacy are tools for making meaning in any learning situation – in and out of school. Real life literacy experience use many different ways to learn – it can be play, decision making, word choice, tone of voice, creating or retelling stories, writing or telling a story... too many ways to list. All children learn language and literacy in different ways and at different rates.

During the suspension of classes, I would encourage you to make time in the learning day for your child to:

Read – reading can be a book, cook book, newspaper, magazine, grocery flyer, comics, food packaging, maps.... After your child(ren) have spent some time reading, check their understanding and ask them some questions (or they could write the answer to these questions): What was the main idea of what you read? What was the problem/solution? Who were the characters and how would you describe them? What new knowledge did you learn from what you read? Do you agree or disagree with what you read? Why or why not? (questions you will ask will depend on the level of your child and the text).

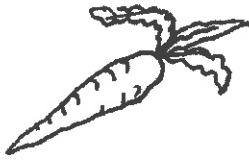
Write – writing can take many forms – comic strip, journal, book report, lists such as a grocery list, letters... You can even have them write and email their classroom teacher or myself (vmowez@wsd1.org), recipes (create a dream recipe with all of their favourite ingredients, plays/dramas, books, poems, broadcast...

Word Work – all students have this as part of their learning day at school and they know what word work is. You can have them create cards with words on them and sort the words. Some sample word sorts are included in the resource package and you can use these to support you in creating more or contact your child(ren)'s teacher for more ideas.

Speaking and listening are also key components of language learning. These skills can be developed by having daily conversations with your child, debating current events, playing games like Guess Who and or Headbanz. If you don't have games, don't worry children creating their own games is a fantastic learning activity!

Sample word sort

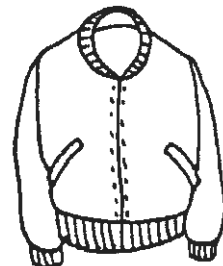
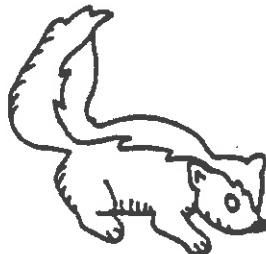
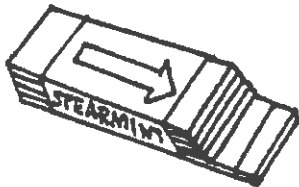
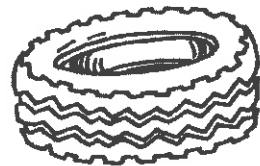
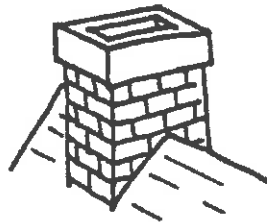
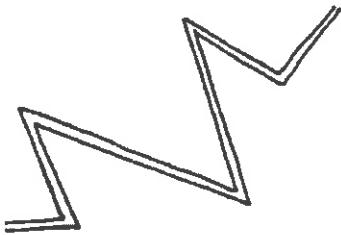
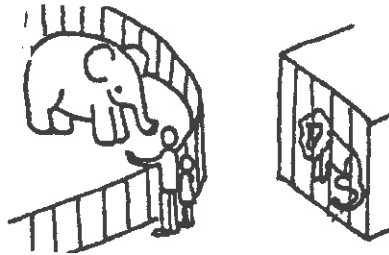
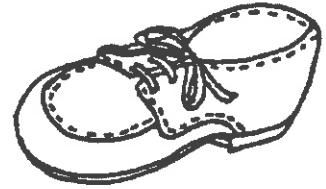
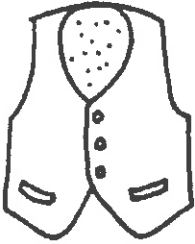
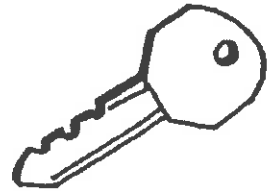
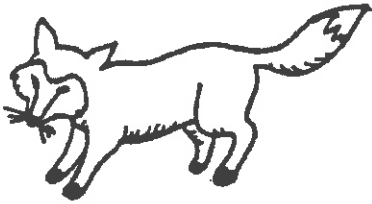
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ch



ll



sample word sort

Short i in 2 Syllables	chimney	crystal	system
extinct	silver	crimson	symbol
kidnap	gypsy	admit	
kitchen	exist	figure	
listen	window	enlist	
rhythm	liquid	gymnast	

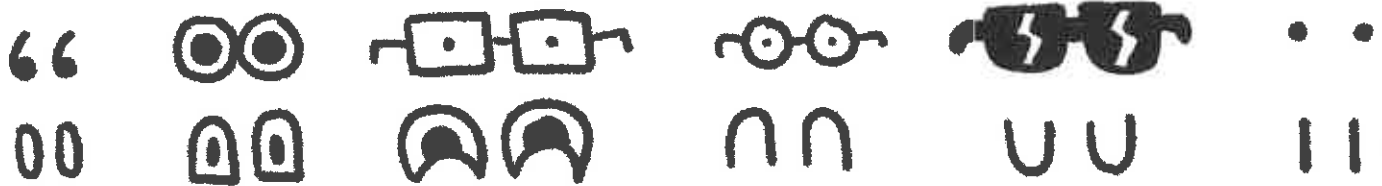
sample word sort

Short and Long-o in 2 Syllables	doctor	enclose	propose
decode	toaster	congress	
suppose	approach	postpone	
problem	comma	soapy	
coaster	dolphin	promise	
afloat	compose	profit	

MAKE YOUR OWN CHARACTER

Draw a shape. ANY shape! It can be basic or it can be wEiRd. Next add some eyes, a mouth, and some arms and legs and — VOILA! — you've got yourself a character!

Eyes:



Mouths:



Arms & Legs:

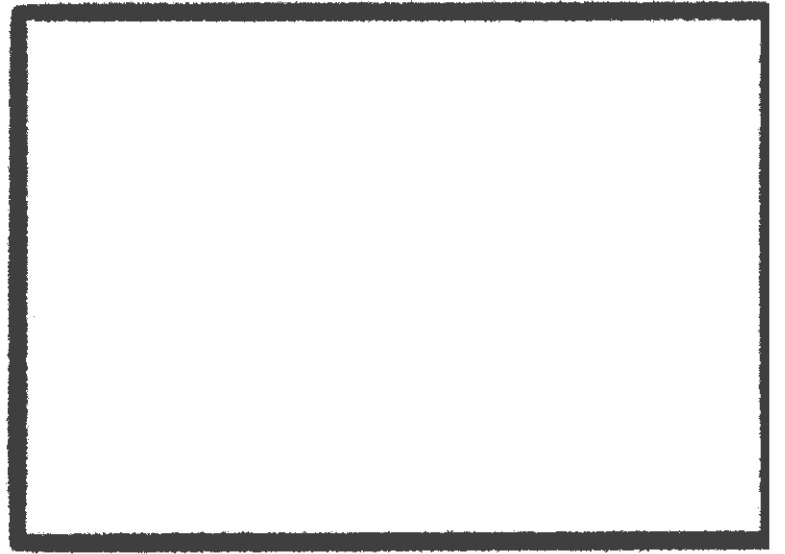
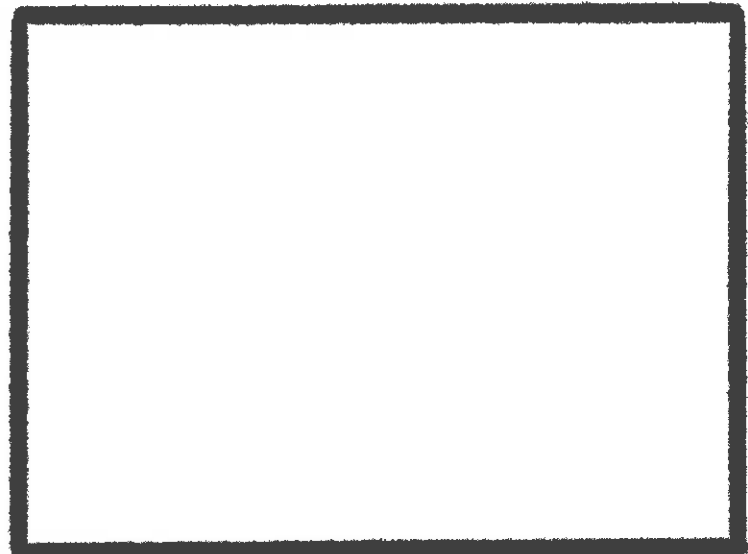
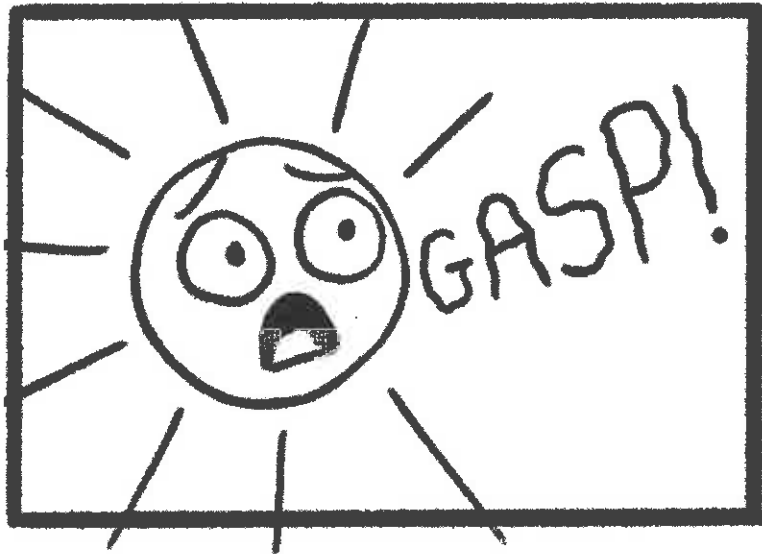
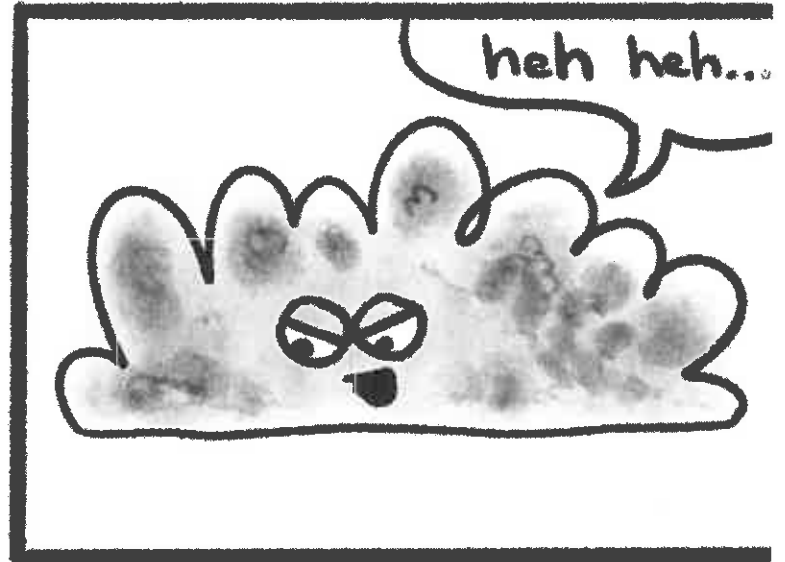


Try a nose! Experiment with hair!
Make up your own variations!
The possibilities are endless!



JARRETT!!

FINISH THIS COMIC!



JARRETT!!

Developmental Reading Continuum (Phase 1)

Emergent	Beginning	Developing	Transitional	Expanding	Bridging
The reader <ul style="list-style-type: none"> Likes to choose texts that have been shared (in Read Aloud, on interest table, in classroom library...) and asks someone to read to him or her Participates in setting whole-class reading goals Knows front-back, top-bottom, and left-right Uses pictures to make and revise predictions B-D Read Aloud Actively engages in Read Aloud and Shared Reading of stories, chants, and rhymes (by clapping, rhyming, predicting, sharing feelings and experiences...) Talks about what is real/imaginary B-D-A Read Aloud and Shared Reading Talks about "sense of story" (Once upon a time, favorite characters, memorable events, humour...) at Read Aloud and Shared Reading Recognizes environmental texts (signs, logos, labels...) Recognizes own name and personally familiar words Begins to make connections between letters and sounds "Reads" books from pictures and/or memory Makes connections by sharing ideas, feelings, and "stories" (for class stories, experience charts, Shared Reading...) Responds to texts (through drawing, dramatic play...) 	<ul style="list-style-type: none"> Chooses/asks for favourite texts (based on personal experience, interest, author, illustrator, character...) Reflects on class reading goals, with guidance Talks about main character, event(s), or idea(s) B-D-A Read Aloud Uses own experiences, title, pictures, author, and story structure to make predictions B-D Read Aloud and Shared Reading Uses title, pictures, and table of contents to talk about information and ideas B-D Read Aloud and Shared Reading Talks about "pictures in my mind" D Read Aloud and Shared Reading Talks about punctuation and sentences D Shared Reading Flips through texts to preview B reading Practises reading simple/familiar predictable texts, with strong picture support Stops when reading does not make sense (looks at pictures, asks for help, rereads...) Knows common words D reading Uses letter sounds to help read unfamiliar words in texts Represents (draws, labels, acts out...) favourite stories or parts of stories Responds to Read Aloud and Shared Reading through interactive writing (webs, story maps, Slim Jims...) 	<ul style="list-style-type: none"> Chooses and reads a variety of pattern/predictable texts with complex sentences and picture supports for enjoyment and curiosity Sets and reviews personal reading goals at group/individual reading conferences Talks about purpose/focus for reading B Read Aloud and Shared Reading Uses own experiences, title, pictures, and author to make predictions B-D reading, with guidance Asks questions B-D-A reading, with guidance Rereads/self-corrects to make sense of texts Knows common words across a variety of texts Uses letter/sound patterns to problem solve unknown words D reading Talks about main character(s), event(s), and idea(s)/information in texts, and makes connections to self, texts, and the world, with guidance Records/organizes ideas and information from fiction and non-fiction texts (using highlighters, self-adhesive notes, webs, story maps, graphic organizers, Slim Jims...) D-A Read Aloud and Shared Reading Represents reading (through drawing, writing, drama...) Uses sentence patterns and interesting words from reading to create own texts, with guidance 	<ul style="list-style-type: none"> Chooses and reads print-rich texts and series (including picture books, longer texts, and less predictable text structures) for enjoyment, information, reading buddies, and silent reading Sets and reviews attainable reading goals at group/individual reading conferences Explores a variety of comprehension strategies B-D-A Read Aloud and Shared Reading Talks about purpose/focus for reading, with guidance Uses title, chapter titles, story sense, table of contents, key words, and own experiences to make predictions B-D reading, with guidance Asks questions, makes inferences, and draws conclusions B-D-A reading, with guidance Revises predictions D-A reading, with guidance Reads familiar texts fluently Gathers, records, and organizes ideas and information from a variety of sources, with guidance Reads and follows instructions, with guidance Discusses characters, settings, ideas, events, information, and "pictures in my mind" (at book club, in literature circles...) Talks about/represents connections to own experiences and other texts D-A Read Aloud and Shared Reading Uses models and ideas from literature shared during Read Aloud and Shared Reading to create own texts 	<ul style="list-style-type: none"> Chooses and reads a variety of genres (fiction, non-fiction, poetry, biography, magazines, media texts...) for enjoyment and inquiry Sets, reviews, and revises attainable reading goals, with guidance Compares and contrasts characters, setting, plot, and ideas/information from texts D-A Read Aloud and Shared Reading Uses a variety of comprehension strategies when reading does not make sense, with guidance Adjusts and revises predictions D-A reading Marks texts (using highlighters, self-adhesive notes...) to respond, question, connect, and remember ideas D reading, with guidance Identifies main ideas in texts, with guidance Gathers and records information on a topic from a variety of sources (pictures, charts, maps...) Summarizes, questions, infers, concludes, and reflects (at book talks, in small groups...) Talks about/represents connections to own experiences, texts, others, and the world Uses a variety of forms and techniques from Read Aloud, Shared Reading, and own reading to create own texts (poems, personal stories, reports, puppet plays...) Discusses/represents connections (between a variety of forms, experiences, texts, others' ideas, the world...) in book talks and small groups Uses descriptive language (synonyms, alliteration, adjectives...) and text structures from reading in speaking, representing, and writing, with guidance 	<ul style="list-style-type: none"> Chooses and reads more than one text/genre at a time Reflects on strengths and needs to set, review, and revise attainable reading goals Recognizes various text structures (compare-contrast, problem-solution, main idea-detail, sequence...) B-D Read Aloud and Shared Reading Uses a variety of comprehension strategies to maintain meaning of texts B-D-A reading, with guidance Knows strategies (skip it; use prefixes, roots, suffixes; guess; check; clarify; ask someone...) to problem solve specialized vocabulary D reading, with guidance Knows when making meaning breaks down (no images, no conversation with the text, can't reread part read, mind wanders...) D reading Adjusts reading rate for different purposes (Shared Reading, Readers' Theatre, information gathering, enjoyment...) Reads and follows instructions Makes notes from a variety of sources and summarizes ideas and information, with guidance Supports inferences or explanations with evidence from the text, with guidance Discusses/represents connections (between a variety of forms, experiences, texts, others' ideas, the world...) in book talks and small groups Uses descriptive language (synonyms, alliteration, adjectives...) and text structures from reading in speaking, representing, and writing, with guidance

B-D-A: Before-During-After reading
Text in parentheses: Examples (The ellipses indicate that additional examples may be used.)
Sources: The descriptors for the Developmental Reading Continuum (Phase 1) have been developed from clustered specific learning outcomes identified in Kindergarten to Grade 4 English Language Arts: A Handbook on Differentiating Instruction (Manitoba Education and Training, 1996, 6.39)
characteristics of skilled readers identified in Success for All Learners: A Handbook on Differentiating Instruction (Manitoba Education and Training, 1996, 6.39)
Appendix D: A Continuum for English Language Arts Outcomes, Kindergarten to Senior 1 (Grade 9) in Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Training, 1996, 83-94

Sight Word

1	the
2	a
3	and
4	to
5	I
6	in
7	is
8	on
9	you
10	it

31	go
32	was
33	like
34	what
35	not
36	do
37	then
38	this
39	no
40	too

61	here
62	your
63	an
64	back
65	mom
66	dog
67	very
68	did
69	her
70	from

91	by
92	how
93	house
94	dad
95	or
96	two
97	red
98	am
99	over
100	saw

11	of
12	said
13	can
14	for
15	my
16	but
17	all
18	we
19	are
20	up

41	she
42	went
43	see
44	will
45	so
46	some
47	down
48	little
49	come
50	get








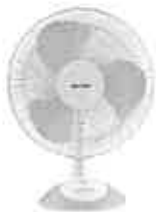

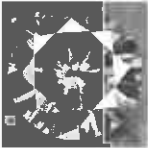
























71	had
72	got
73	put
74	came
75	just
76	cat
77	them
78	tree
79	where
80	away









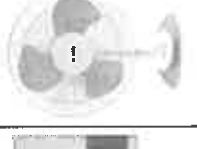










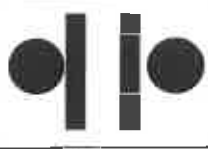
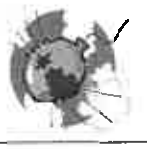



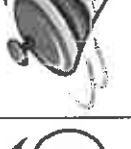




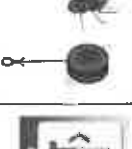


21	at
22	with
23	me
24	they
25	have
26	he
27	out
28	that
29	one
30	big

51	be
52	now
53	when
54	there
55	into
56	day
57	look
58	eat
59	make
60	his

81	time
82	as
83	water
84	home
85	made
86	long
87	has
88	help
89	good
90	going

Student _____
 Date _____
 Number correct _____

<p>a b c d h i j k q r s w x y z</p>	<p>e f g l m n o p t u v</p>	<p>A a @ at ape </p>	<p>B b bike </p>
<p>C c  cat  cent</p>	<p>D d  dad</p>	<p>E e  egg  eat</p>	<p>F f fan </p>
<p>G g  gum  gem</p>	<p>H h  hat</p>	<p>I i  in  ice</p>	<p>J j jam </p>
<p>K k  kick</p>	<p>L l  lip</p>	<p>M m mom </p>	<p>N n nut </p>
<p>O o  on  over</p>	<p>P p  pop</p>	<p>Q q queen </p>	<p>R r rat </p>
<p>S s  see</p>	<p>T t  top</p>	<p>U u  up  use</p>	<p>V v vet </p>
<p>W w wet </p>	<p>X x exit </p>	<p>Y y yo-yo  fly  candy </p>	<p>Z z zoo </p>

Aa at ape	 	Bb bike		Cc cat cent	 	Dd dad		Ee egg eat	 	Ff fan		Gg gum gem	 	Hh hat		Ii in ice	 	Jj jam		Kk kick		Ll lip		Mm mom	
Nn nut		Oo on over		Pp pop		Qq queen		Rr rat		Ss see		Tt top		Uu up use		Vv vet		Ww wet		Xx exit		Yy yoyo fly candy	 	Zz zoo	

Blends & Digraphs

bl



blocks

br



bridge

cl



clown

cr



crib

dr



drum

fl



flag

fr



frog

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glasses

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grapes

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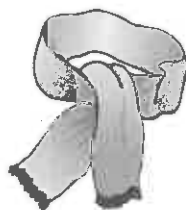
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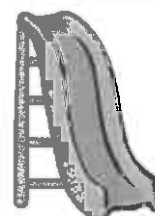
scarf

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skeleton

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slide

sm



smile

sn



snake

sp



spoon

st



stamp

sw



swing

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truck

tw

20

twenty

th



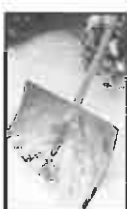
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chair

sh












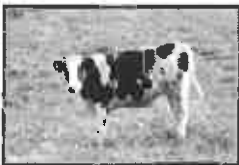













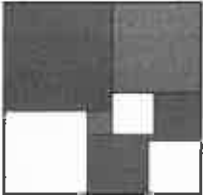


shovel

wh



whale

Vowel Combination Sounds and 3 consonant blends		ar  car	er  shower
ir  girl	or  corn	ur  turn	ai  tail
ay  day	ea  eat	ee  feet	oa  boat
ow  snow	ow  cow	ou  cloud	oo  moon
oo  book	oy  boy	oi  coin	aw  paw
ew  chew	ight  light	ui  fruit	ue  glue
str  string	shr  shred	scr  screw	squ  square

At Home Mathematics Learning

Below are some ideas to support at home, real life learning within the 4 curricular strands of Mathematics.

Number Sense <ul style="list-style-type: none">-count items in the home as many ways as possible, including forwards, backwards, by 2's, 5's, 10's-play games with dice-play card games such as solitaire, speed, crazy 8's, go fish-practice addition, subtraction, multiplication and division facts using a deck of cards-use mental math to figure out how much the total bill at the store will be-play store and have your child make change for items-look for real life examples of fractions, such as sharing a pizza	Shape and Space <ul style="list-style-type: none">-sort items in the home in various ways-go on a measurement hunt to find objects that are a specific length, width, height or weight-measure things using footsteps or hands-practice telling time-mark important dates on a calendar-build 3D objects out of household materials-find your favourite recipe and cook/bake with your child
Patterns and Relations <ul style="list-style-type: none">-build patterns with objects-draw, colour, or paint a pattern-use movements to create a pattern-look for patterns in real life, such as house numbers, bricks on a building, floor tiles, etc.	Statistics and Probability <ul style="list-style-type: none">-conduct home surveys about favourite food, tv shows, movies and organize your results using tally marks, charts, lists and graphs

Your child can access dreambox.com/canada using their individual username and password they use everyday at school.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number Cards

0

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

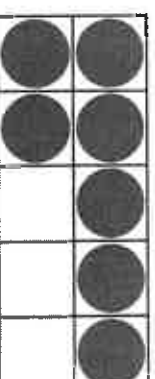
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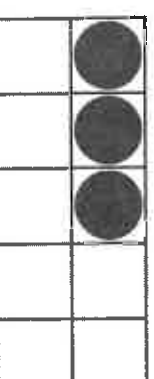
+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

FACT STRATEGY

Sums to 10



$$7 + 3 = 10$$



$$3 + 7 = 10$$

Remember the ten frame model and picture all the different ways to make ten.

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

Fact Strategies I Know!

☐ One more (+1)

☐ Two more (+2)

☐ Add Zero (+0)

☐ Sums to 10

☐ Doubles

☐ Near Doubles/Neighbors

☐ "Two Apart"

☐ Add ten (+10)

☐ Add nine (+9)

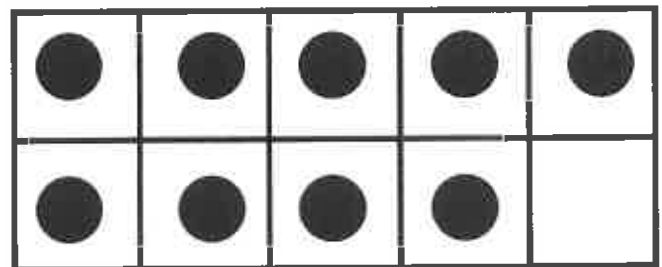
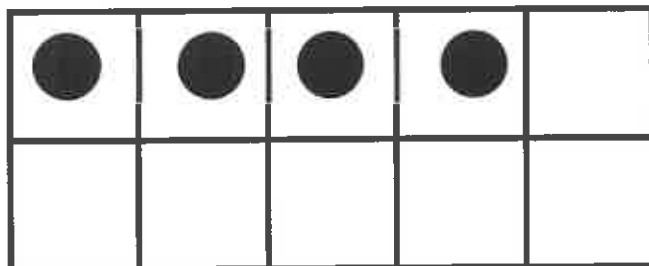
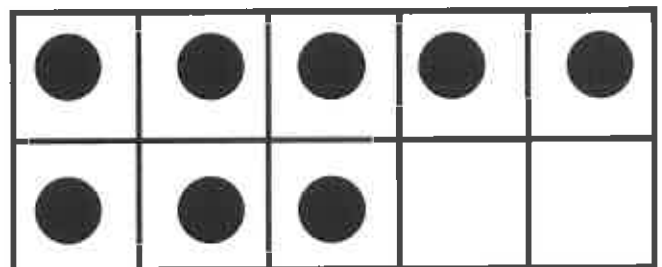
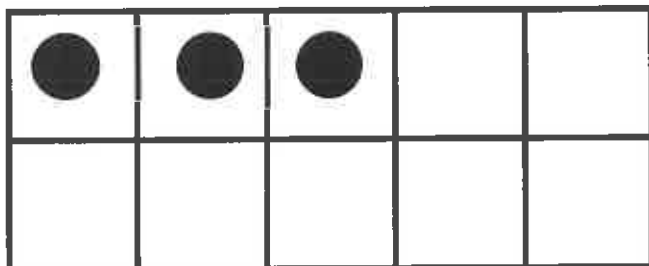
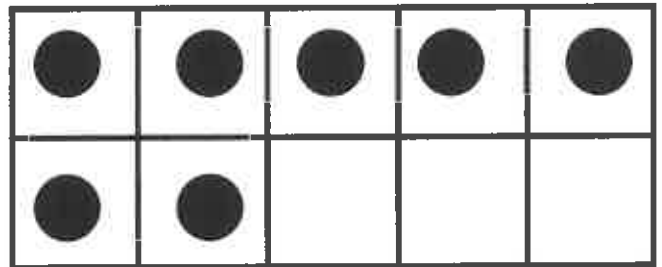
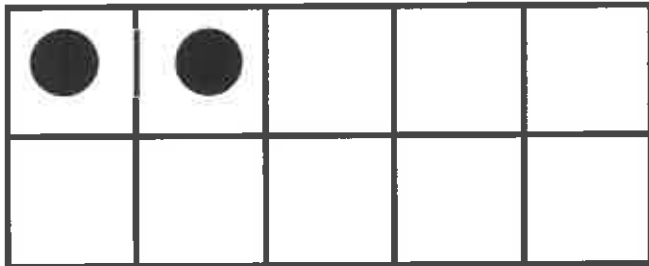
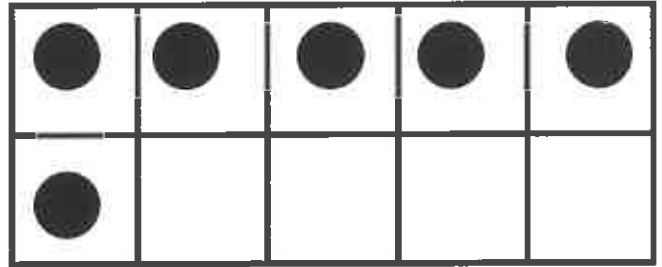
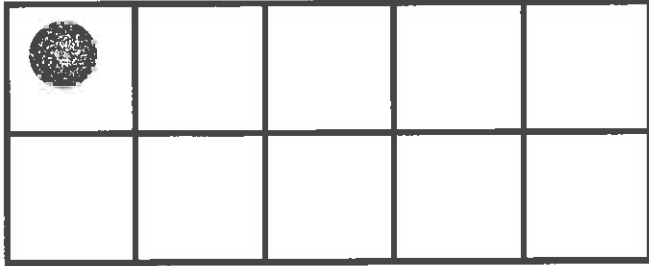
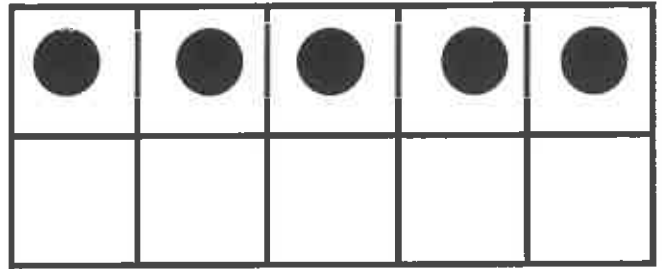
☐ Turn-Around Facts

Five Frame Cards

●	●	●	●	●	
●	●	●	●		
●	●	●			
●	●				
●					

●	●	●	●	●	
●	●	●	●		
●	●	●			
●	●				
●					

Small Ten Frame Cards



Addition facts to 18

End of grade expectations: Grade 1, Grade 2 and Grade 3											
0 + 0	1 + 0	2 + 0	3 + 0	4 + 0	5 + 0	6 + 0	7 + 0	8 + 0	9 + 0		
0 + 1	1 + 1	2 + 1	3 + 1	4 + 1	5 + 1	6 + 1	7 + 1	8 + 1	9 + 1		
0 + 2	1 + 2	2 + 2	3 + 2	4 + 2	5 + 2	6 + 2	7 + 2	8 + 2	9 + 2		
0 + 3	1 + 3	2 + 3	3 + 3	4 + 3	5 + 3	6 + 3	7 + 3	8 + 3	9 + 3		
0 + 4	1 + 4	2 + 4	3 + 4	4 + 4	5 + 4	6 + 4	7 + 4	8 + 4	9 + 4		
0 + 5	1 + 5	2 + 5	3 + 5	4 + 5	5 + 5	6 + 5	7 + 5	8 + 5	9 + 5		
0 + 6	1 + 6	2 + 6	3 + 6	4 + 6	5 + 6	6 + 6	7 + 6	8 + 6	9 + 6		
0 + 7	1 + 7	2 + 7	3 + 7	4 + 7	5 + 7	6 + 7	7 + 7	8 + 7	9 + 7		
0 + 8	1 + 8	2 + 8	3 + 8	4 + 8	5 + 8	6 + 8	7 + 8	8 + 8	9 + 8		
0 + 9	1 + 9	2 + 9	3 + 9	4 + 9	5 + 9	6 + 9	7 + 9	8 + 9	9 + 9		

Multiplication facts to 81

End of grade expectations: Grade 4 and Grade 5											
0 x 0	1 x 0	2 x 0	3 x 0	4 x 0	5 x 0	6 x 0	7 x 0	8 x 0	9 x 0		
0 x 1	1 x 1	2 x 1	3 x 1	4 x 1	5 x 1	6 x 1	7 x 1	8 x 1	9 x 1		
0 x 2	1 x 2	2 x 2	3 x 2	4 x 2	5 x 2	6 x 2	7 x 2	8 x 2	9 x 2		
0 x 3	1 x 3	2 x 3	3 x 3	4 x 3	5 x 3	6 x 3	7 x 3	8 x 3	9 x 3		
0 x 4	1 x 4	2 x 4	3 x 4	4 x 4	5 x 4	6 x 4	7 x 4	8 x 4	9 x 4		
0 x 5	1 x 5	2 x 5	3 x 5	4 x 5	5 x 5	6 x 5	7 x 5	8 x 5	9 x 5		
0 x 6	1 x 6	2 x 6	3 x 6	4 x 6	5 x 6	6 x 6	7 x 6	8 x 6	9 x 6		
0 x 7	1 x 7	2 x 7	3 x 7	4 x 7	5 x 7	6 x 7	7 x 7	8 x 7	9 x 7		
0 x 8	1 x 8	2 x 8	3 x 8	4 x 8	5 x 8	6 x 8	7 x 8	8 x 8	9 x 8		
0 x 9	1 x 9	2 x 9	3 x 9	5 x 9	5 x 9	6 x 9	7 x 9	8 x 9	9 x 9		

At Home Science Learning

Below is a list of all Science topics from the Manitoba Curriculum. Meaningful Science learning can be done through experiments, designing/building/creating and inquiry. One of the most powerful ways to learn is to ask questions and to try and find the answers to your questions. Let your child explore the world around them and ask questions about what they discover.

Grade 1

Characteristics and Needs of Living Things

The Senses

Characteristics of Objects and Materials

Daily and Seasonal Changes

Grade 3

Growth and Changes in Plants

Materials and Structures

Forces That Attract or Repel

Soils in the Environment

Grade 5

Maintaining a Healthy Body

Properties of and Changes in Substances

Forces and Simple Machines

Weather

Grade 2

Growth and Changes in Animals

Properties of Solids, Liquids and Gases

Position and Motion

Air and Water in the Environment

Grade 4

Habitats and Communities

Light

Sound

Rocks, Minerals and Erosion

Grade 6

Diversity of Living Things

Flight

Electricity

Exploring the Solar System

At Home Social Studies Learning

There are 7 categories of Knowledge and Understanding within the Social Studies Curriculum. These include:

- Identity, Culture and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

While at home, take the time to teach your child about their community and culture, and the culture of their extended family. Tell stories about your childhood, your experiences and how things have changed from the past.

As well, talk to your child about citizenship and what it means to be a positive global citizen. Role model treating others with respect, working together to achieve a common goal, accepting differences in opinions, negotiating and taking responsibility for your actions. Asking your child to help out at home and do chores, being a good neighbour and cleaning someone's sidewalk and having a positive attitude are some small examples of citizenship learning.

In addition, many museums around the world have virtual tours of their museums. Take a virtual field trip and learn about our world.

Non-screen activities you can do at home

Pobble

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

25 ideas!



1 How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!

Learning from home is fun!

2 Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

3 Get building! You could build a Lego model, a tower of playing cards or something else!



4 Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

5 Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

6 Hold a photo session. Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

7 Build a reading den. Find somewhere cosy, snuggle up and read your favourite book!

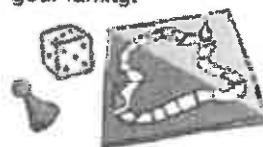


8 Use an old sock to create a puppet. Can you put on a puppet show for someone?



9 Make a list of all the electrical items in each room of your home. Can you come up with any ideas to use less electricity?

10 Design and make a homemade board game and play it with your family.



11 Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?



12 Can you create a story bag? Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 List making! Write a list of things that make you happy, things you're grateful for or things you are good at.



14 Design and make an obstacle course at home or in the garden. How fast can you complete it?



15 Can you invent something new? Perhaps a gadget or something to help people? Draw a picture or write a description.



16 Keep moving! Make up a dance routine to your favourite song.



17 Write a play script. Can you act it out to other people?



18 Read out loud to someone. Remember to read with expression.



19 Write a song or rap about your favourite subject.



20 Get sketching! Find a photograph or picture of a person, place or object and sketch it.



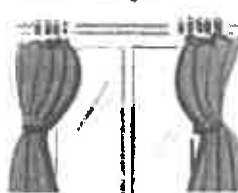
21 Junk modelling! Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

22 Draw a map of your local area and highlight interesting landmarks.



23 Write a postcard to your teacher. Can you tell them what you like most about their class?












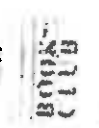








24 Draw a view. Look out of your window and draw what you see.



25 Get reading! What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?



Learner Profile & Approaches to Learning Distance Learning Matrix

Focus: Creativity Task:  Make a gift for someone or a greeting card for a friend/family member/friend.	Focus: Self Management / Cooperation Task:  Find your favorite recipes...do you have the ingredients you need? Work with an adult in your house to do some baking.	Focus: Reflection Task:  Sort through old photographs either that have been printed or are online. Print the ones you find the most special and make a scrapbook of your memories.	Focus: Self Management Task:  Organize your room! Sort through your belongings...what do you still use OR what is important to you? What needs to be thrown away (broken?) and what can you donate to children less fortunate than yourself?	Focus: Creativity / Organization Task:  Make an art gallery at home...it could be of things you already have or it could be a work in progress that you add to over the time you are working from home...
Focus: Communication / Social Task:  Spend time communicating with your friends online...via Skype, Zoom or even the phone.	Focus: Inquirer / Creativity Task:  Create and do a treasure hunt. If you are lucky enough to have a garden you can do it outside but you can also do it in the house! Create an exciting treasure hunt with clues and home-made treasures for your family to find...maybe they can make one for you to do!	Focus: Organization / Creativity Task:  Work with an adult and explore ways to take care of plants. If you live in an apartment, go to your balcony plant some flowers in pots.	Focus: Communication / Virtual Literacy / Reflection Task:  Have a family 'film day' together watching favorite movies. Make a film review or draw a movie poster, of the movie you enjoyed the most!	Focus: Creativity / Risk Taker Task:  Go through your dress ups put on a show for your family. Here is a challenge...have a go at writing a play script and act it out.
Focus: Creativity / Communication Task:  Puppet! Make finger puppets and create your own puppet show. Make a theatre out of a box and get creative.	Focus: Reflection / Communication Task:  Start a family book club. Discuss what your favorite characters and what part you liked best and why.	Focus: Social / Organization / Communication Task:  Picnic time. Have a family picnic indoors, on the balcony or in the garden.	Focus: Creativity Task:  Make potato stamps, stamp paper or even a shirt.	Focus: Inquirer / Risk Taker / Self Management Task:  Adventure time! Go camping in the garden or the living room.
Focus: Creativity / Thinker / Research Task:  Make your own mini-golf course in the living room. Research your ideas first and go through the design cycle of Research - Plan - Create - Reflect - Do	Focus: Thinking / Creativity / Cooperation Task:  Design a game that you can make the next day - Some ideas to keep it simple could be...paper boat race in the bath or homemade snakes using a tennis ball and empty toilet rolls.	Focus: Creativity / Commitment / Research Task:  Have a go at origami. All you need is paper and instructions (which you can find online...check out YouTube!)...What can you make?	Focus: Social / Communication / Self Management Task:  Play board games and card games...think about partnership and how to be a good team player!	Focus: Empathy / Kindness Task:  Choose an activity from your Random Act of Kindness Journal or from the RAK website to do. But...don't forget to share it on the ss.org!



Library Support Services 2020 Digital Resources

Read a book, look for information, explore
and wonder at home or school!

Start:

WSD homepage

(www.winnipegsd.ca)

1. Go to the **WSD homepage**. Scroll all the way down to the bottom (way, way down!)

Visit the WSD online
library

2. Click on **Visit the WSD Online Library**. Here's where you'll find links to all our resources.

Student Resources

3. Click on **Student Resources** on the left side of the page.

Here you will find many online tools that can support students' reading and learning.
Contact Library Support Services for help at wsdlibrary@wsd1.org

Winnipeg School Division
Digital Library



Winnipeg School Division Digital Library: Sora (also called **OverDrive**) has 100s of ebooks and audiobooks children can read or listen to online! Click on Search to choose what interest level of book, and what kind of format. Languages include English, French, Spanish, Tagalog and Ukrainian.

To log in at home or school: username = student number; password = last 4 digits of student number.

TUMBLE
BOOK LIBRARY

Stories, picture books and games in English, French and Spanish. Click on the link and you can open up **TumbleBooks** right away. No login or password from home or school.

WORLD BOOK
Kids

WORLD BOOK
STUDENT

World Book Kids is an easy to search encyclopedia with facts, photos, and videos. **World Book Student** has more text and information.

To log in at home: username = schoolsd; password = student. No login needed at school.

EBSCO Research
Databases

Ebscohost Research contains magazine and newspaper articles to help students research. **Explora Primary – Canada** is a good place to start. Try out **Flipster** too, to read magazines online for children.

To log in at home: username = winnipeg; password = weare#1. Same login needed at school.

Discovery
EDUCATION CANADA

Videos, images, information for students in all grades. Students can print off or download images and view or edit videos for projects. **To log in** from home or school: Gr 4-12: students use their live email name and password. Gr K – 3: live email name; password = 123qwe. (example: username@live.wsd1.org).

UNIVERSITY OF MANITOBA
Faculty Association

Free educational resources for kids

Khan Academy Kids

<https://learn.khanacademy.org>

MIT OpenCourseWare

<https://ocw.mit.edu/index.htm>

Scholastic

www.scholastic.com/learnathome

Possible Daily Schedule

8:00 am	Wake up	<ul style="list-style-type: none"> - Help with preparing a healthy breakfast for you and your family
9:00 am	Morning Yoga/Exercise Time	<ul style="list-style-type: none"> - Move your body to get ready for learning
9:30 am	Academic Time	<ul style="list-style-type: none"> - Math (see suggestions from "At home mathematics learning")
10:00 am	Academic Time	<ul style="list-style-type: none"> - Reading (books, magazines, flyers, online articles) and discuss the text with someone at home
10:30 am	Creative Time	<ul style="list-style-type: none"> - Build some lego, create an art piece, write a song, create your own dance, etc.
12:00 pm	Lunch	<ul style="list-style-type: none"> - Help with preparing a healthy lunch for you and your family
1:00 pm	Academic Time	<ul style="list-style-type: none"> - Writing (create a grocery list, write a letter to someone, write a story, etc.)
1:30 pm	Physical Activity	<ul style="list-style-type: none"> - Go outside for a walk, play at the park or in your backyard
2:00 pm	Learning Project	<ul style="list-style-type: none"> - Ask questions, explore, research, etc.
3:00 pm	Collaboration	<ul style="list-style-type: none"> - Play a board game, do a puzzle, play card games, etc.