

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	Kindergarten
Main Subjects:	English Language Arts, Mathematics, Visual Arts
Title:	RESOURCES FOR PARENTS OF FRENCH IMMERSION STUDENTS
Theme:	Mini-lessons
Duration:	10 days
Materials:	5-6 storybooks The following materials would be helpful, but in most cases can be substituted with what you have available: Paper (white copier paper, construction paper), markers, crayons, or pencil crayons, glue sticks, watercolour paints
Short Description:	Mini-lessons covering different subject areas, offered by Louis Riel School Division.

Original concept created by: Louis Riel School Division Learning from Home School

APPENDIX (PRINTABLE SUPPORT MATERIALS ATTACHED)

Kindergarten / Maternelle

Learning from Home Package / Trousse d'apprentissage-chez-soi

You will need:

5-6 storybooks

The following materials would be helpful, but in most cases can be substituted with what you have available:

Paper (white copier paper, construction paper)

Markers, crayons, or pencil crayons

Gluesticks

Watercolour paints

Kindergarten LFH Learning Package (French Immersion)

At the direction of Manitoba Education, the Louis Riel School Division has planned for students in Kindergarten-Grade 8 to temporarily learn from home from January 4th- January 18th. While the Restricted Level (Orange) is in effect under the Manitoba Pandemic Response System, temporary remote learning options may be provided to Kindergarten to Grade 8 Students who can be supported while learning from home. In doing so our goals are to:

- Continue to engage children in achieving essential learning outcomes while learning from home.
- Address continuity of learning in response to higher levels of absenteeism due to concerns about safety as a result of COVID-19.
- Ensure children who are at home on a temporary basis maintain a connection to their school community while learning from home.

Students in Kindergarten- Grade 6 will receive a learning package developed by the division along with each student's school community. They will be provided with a daily schedule and learning opportunities focused on essential learning outcomes and emphasizing literacy and numeracy. In addition to the print package provided, students, parents, and guardians will have access to online invitations to learning. These will be accessible via the LRSD homepage. At the end of the period of temporary learning from home, students are invited to share their work with their classroom teacher. Teachers will acknowledge the learning and provide feedback to students in a timely manner.

Staff members from the student's school community will be in regular contact during the temporary learning from home period to ensure each student understands the learning tasks and to answer any questions and to nurture well-being.

Parents and guardians are encouraged to establish a learning space for their child and to maintain a regular schedule to maximize engagement and capitalize on learning:

- regular bedtime, wake-up and mealtimes
- getting dressed and ready for school (even though they are at home)
- time for learning
- time for breaks
- daily physical activity
- daily communication with friends and family

Setting up a home learning space to work can help children focus. If possible, the space should include:

- a quiet atmosphere
- good lighting
- a desk or table at a comfortable height for your child
- a storage basket or bin to keep supplies (paper, pens, pencils, markers, books, etc.)
- access to a computer/tablet or other smart device, if possible

Parents and guardians of French Immersion students may not be able to read or speak French. For this reason, this package is presented in English with optional French resources that you may find helpful. If you are unable to support learning *en français*, please proceed in English.



	Kindergarten / Maternelle
	Daily Schedule
9:00	Getting bodies and brains ready for learning
9:15	Literacy
9:45	Let's Create (art/dance/drama)
10:15	Snack and tumble book/video/board game/time to play Conversation prompts: What do you hope to try/learn/do today? What are you wondering about? Let's talk about what happened in the story. What was your favourite activity today and why?
10:30	Numeracy
11:00	Choice time/Family Reading (Tips in the Resources Section)
11:30	End of School Day



Day 1

Begin your day with an activity to get your brain and body ready for learning.

Put on some relaxing music and doodle with someone.

French Tip: A pared-down vocabulary is used in FI Kindergarten. The verb “dessiner/draw” is used rather than “doodle/griffonner”.

Literacy

Select a book to read together. Take a book walk (see instructions, p. 38-39). Flip through the pages prior to reading. Talk about what the story might be about.

Read the story and discuss what happened in the beginning, middle and the end.

Create an accordion book (see instructions, p. 39-41) and draw a picture from the beginning, middle and end of the story. Ask your child to tell you about the sequence of events.

French Tip: It is perfectly fine to select a book in English or another language.

French Vocabulary:
Beginning = *Début*
Middle = *Milieu*
End = *Fin*

Let's Create!

Choose an art activity from the menu in the “Let's Create” section at the end of the package (p. 42-45).

Snack and Break Time

Numeracy

Patterns

Select small items for your child to use to create patterns. These items should not be too big. Ensure you have at least four different items (either by colour or shape or size for example) and that you have at least four of each. So, you would need four yellow, four green etc. with a total of 16 for example. All items should be off to one side of the table. As your child works, items will be moved in front of them.

We will be creating repeating patterns (= *des régularités*). The core of the pattern is the part that repeats. Have your child identify the core (= *la base*) each time a new pattern is created. Patterns of varying elements should be explored, i.e., shapes, colours, size, category (dinosaur, farm animals etc.).



Pattern
Régularité



Core
Base

Choice Time/Family Reading

See Optional Resources, p. 21-41.



Day 2

Begin your day with an activity to get your brain and body ready for learning.

The Heartbeat Exercise

Ask your child to stand up and either jump up and down (= *sauter*) or do jumping jacks (= *faire des sauts en étoile*) for one minute. At the end of that minute, have them place their hand on their heart and pay attention to how their heartbeat and their breathing feels. You can even get them to count along with their heartbeats!

French Tip: Have them count their heartbeats (= *battements de coeur*) en français.

Literacy

Select a book to read together. Take a book walk, flipping through the pages prior to reading. Talk about what the story might be about. Read the story and discuss what happened in the beginning, middle and the end. Talk about one of the characters in the story. What does the character look like, what is special or unique about the character? (= *À quoi ressemble ton personnage ? A-t-il quelque chose de spécial ?*)

Draw a picture of the main character and using whatever materials you have on hand, create a frame around your picture (= *créer un beau cadre pour ton dessin*).

Let's Create!

Choose an art activity from the menu in the "Let's Create" section at the end of the package (p. 42-45).

Snack and Break Time

Practice mindfulness today by having a 'slow motion' snack (= *le goûter au ralenti*). Enjoy your snack together in slow motion while taking notice of the taste (= *le goût*). Take one bite, chew it slowly and talk about the taste. Continue to do this until you have finished your snack.

Numeracy

Shape Walk (Materials: yourself, pictures of different shapes)

What to do:

Draw shapes on a piece of paper — a triangle, circle, square, rectangle, oval, and diamond.

Look at the shape drawings with your child.

Play follow the leader! Walk in the outline of a shape and let your child follow you. Narrate what you're doing: When you turn a corner to make a square, for example, you might say "Sharp turn coming!"

Ask your child to match the shape that he/she walked with the drawing of the shape.

For an additional challenge, draw a shape with your finger on your child's back. Can he /she identify the shape?

Go outside for a walk and see how many different shapes you can identify in nature. Take pictures of what you see or draw pictures of the objects in nature.

French Tip: A lot of math terms are very similar in French and English because they have the same Latin or Greek root.

triangle = *triangle*
circle = *cercle*
square = *carré*
rectangle = *rectangle*
oval = *ovale*
diamond = *losange*

Choice Time/Family Reading

See Optional Resources, p. 21-41.



Day 3

Begin your day with an activity to get your brain and body ready for learning.

Listen to some music and talk about all of the different instruments that you hear. Can you make a different movement for every instrument that you hear?

Literacy

Select a book to read together. Take a book walk, flipping through the pages prior to reading. Talk about what the story might be about. Read the story and discuss what happened in the beginning, middle and the end. Pause throughout the book to ask specific questions about what has taken place in the story so far (= *Qu'est-ce qui se passe dans l'histoire ?*) and what might happen next (= *Que penses-tu va arriver ?*).

Use paper bags (= *des sacs en papier*), socks (= *bas*) or whatever material you have on hand to make puppets (= *marionnettes*) of the main characters and reenact the story together.

Let's Create!

Choose an art activity from the menu in the "Let's Create" section at the end of the package (p. 42-45).

Snack and Break Time

Numeracy

Patterns/Shapes/Mindfulness

Mandalas (This topic will take 4 days.)

A mandala (= *un mandala*) is a geometric figure representing the universe.

Mandala, Day 1 – Nature walk and item collection.



Mandala created by Ethan Creighton.

This is an opportunity to be creative and explore nature as a family. You may also choose to use materials you have available indoors.

Children should use this opportunity to count and sort objects.

Step 1: They will plan the design (can draw a picture first).

Choice Time/Family Reading

See Optional Resources, p. 21-41.



Day 4

Begin your day with an activity to get your brain and body ready for learning.

Muscle Relaxation Exercise

Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing.

Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release.

Continue moving up the body for more relaxation.

Literacy

Your child can pick their favourite book at home to read together. Afterwards, you can discuss why this is their favourite book (= *Pourquoi ce livre est-il ton préféré ?*). You can ask them about some connections to their own lives/other stories/television programs etc. Prompting question – what does this book remind you of? (= *Ça te fait penser à quoi ce livre ?*)

Think about one of the connections that you made. Can you write your own story about that?

If time permits, you may wish to complete another activity (see Optional Resources, p. 21-41).

Let's Create!

Choose an art activity from the menu in the “Let's Create” section at the end of the package (p. 42-45).

Snack and Break Time

Numeracy

Mandala, Day 2: Counting and Sorting

Sort the objects into groups. What sorting rules will you choose?

- Colour (= *la couleur*)
- Shape (= *la forme*)
- Size (= *la grandeur*)
- Texture (= *la texture*)

Step 2: Estimate the number of objects needed for every part of the mandala. The children may not end up using all the items. Their counted items will not likely be their final quantities used in the mandala; it depends on the design.

French Tip: Encourage your child to count the items *en français*.

Choice Time/Family Reading

See Optional Resources, p. 21-41.



Day 5

Begin your day with an activity to get your brain and body ready for learning.

The Five Senses Worksheet

Use this Five Senses Exercise as a simple, versatile way to evoke a mindful state wherever you are. The goal of this exercise is to practice being aware in the present moment throughout the day whenever formal mindfulness practice such as meditation or a body scan might not be practical.

It is simply a guide to help you or your client become attuned to the **five senses**.

Notice five things that you can see.

Cast your eyes around and bring your attention to five things you might not normally notice. Choose something you wouldn't ordinarily pay attention to, like a shadow or a small crack in the concrete.



Notice four things that you can feel.

Bring your awareness to four things you are currently feeling, like the texture of your pants, the feeling of the breeze on your skin, or the smooth surface of a table you are resting your hands on.



Notice two things that you can smell.

Tune your senses into smells you might usually gloss over, whether they're pleasant or unpleasant. Perhaps the breeze is carrying the scent of pine trees if you're outside, or the smell of cafe from the sidewalk.



Notice one thing that you can taste.

Focus on one thing you can taste right now, in this moment. You can take a sip of coffee, savor some chocolate, eat something, notice the current taste in your mouth, or even open it to search the air for a taste.



French Tip: You may wish to encourage your child to use French verbs to describe each action or the terms for the body parts associated with each sense.

I see = *je vois*

I feel = *je ressens*

I hear = *j'entends*

I smell = *je sens*

I taste = *je goûte*

eyes = *les yeux*

hands = *les mains*

ears = *les oreilles*

nose = *le nez*

mouth = *la bouche*

Literacy

Go on a word hunt around the house together. Have your child write down all the words they see. They may notice writing on food packages, wall art, books, and receipts. If time permits, you may wish to complete another activity (see Optional Resources, p. 21-41).

French Tip: Canadian packaging is bilingual. Help your child to find familiar French words.



Let's Create!

Choose an art activity from the menu in the "Let's Create" section at the end of the package (p. 42-45).

Snack and Break Time

Numeracy

Mandala, Day 3

If you have not already done so, draw a picture of the design you are going to create. Looking at your picture, estimate how many of each object you will need to make your design. Record your estimates on the chart below.

Step 3: Create, adjust and chart the number of objects used and compare this to their estimated quantities.

Item	Estimate	Quantity

Choice Time/Family Reading

See Optional Resources, p. 21-41.



Day 6

Begin your day with an activity to get your brain and body ready for learning.

Dance Freeze

Put on some music. Everyone dances while the music plays. When the music stops, each person must freeze immediately and hold that position until the music begins again.

Literacy (Materials: Magazine with lots of pictures, paper, and a pencil)

Practice Beginning Letter Sounds Scavenger Hunt Game

The object of the game is to find something on the page that begins with each letter of the alphabet. List the letters A-Z on a piece of paper (or choose as many letters of the alphabet as you want). Look at the picture and try to find an object that starts with the first letter sound of each letter of the alphabet. The adult can help the student to write down the word. If time permits, you may wish to complete another activity (see Optional Resources, p. 21-41).

French Tip: Encourage your child to use both French and English vocabulary. For example, they could place a dog (= *un chien*) under both C & D.

Let's Create!

Choose an art activity from the menu in the "Let's Create" section at the end of the package (p. 42-45).

Snack and Break Time

Numeracy

Mandala, Day 4

Create your mandala by looking at your design and using your collected objects. As you make your mandala record the number of each item that you use on your chart.

Choice Time/Family Reading

See Optional Resources, p. 21-41.



Day 7

Begin your day with an activity to get your brain and body ready for learning.

Animal Charades

An active classroom game geared toward younger children is animal charades, also known as "What kind of animal are you?" at the PE Central website. This activity encourages students to use their imaginations as well as their bodies by trying to move like certain animals. This game can be played several different ways. You may enjoy putting on music and moving like different animals as a group or selecting one student to act out an animal while the rest of the students try to guess.

<https://howtoadult.com/physical-activities-toddlers-child-care-centers-3829.html>

French Tip:
Encourage your child to name the animal *en français*. Look it up if you don't know it.

Literacy

Make some pudding together. Read the recipe together and have your child notice the words that they know. If you don't have pudding mix you could use something else like yogurt. Use enough for snack and to put in a large Ziplock bag so that when you lay it flat, and squeeze out the air, it fills up the space in the bag and lays flat on the table.

Sing the alphabet together and have your child trace the letters on the bag with their finger.

If you do not want to use a food item, you could do this activity outside and trace letters in the snow. Add a bit of food colouring to the snow for a special effect!

If time permits, you may wish to complete another activity (see Optional Resources, p. 21-41).

Let's Create!

Choose an art activity from the menu in the "Let's Create" section at the end of the package (p. 42-45).

French Tip:
Encourage your child to say the letter names in both English and *en français*. There are many videos on YouTube that model the correct pronunciation.

Snack and Break Time



Numeracy

Let's measure

- Scarf (= *un foulard*)
- Piece of white paper and a pencil

Draw a line in the middle of your paper. Make a + sign on one side of the paper and a – sign on the other side.

+	–

Take your scarf and go around your house to find items that are longer than your scarf (= *plus long que ton foulard*); draw these items in the “+” column of the table. Find other items that are shorter than your scarf (= *plus court que ton foulard*); draw these items in the “–” column.

Choice Time/Family Reading

See Optional Resources, p. 21-41.

French Tip: The measuring lesson gives students an excellent opportunity to apply a useful structure, comparisons. To say “longer” in French, you say “more long”. This works with almost any adjective:

shorter = *plus court, plus courte*
taller = *plus grand, plus grande*
colder = *plus froid, plus froide*
hotter = *plus chaud, plus chaude*



Day 8

Begin your day with an activity to get your brain and body ready for learning.

Play *Mirror, Mirror*.

Identify the adult or child as the “leader”. Stand facing each other. The leader positions his/her body and asks the other person to mimic that position. For instance, the leader may put one hand on their head and one hand on their belly. The other person tries to match the action. See if you can trick your partner!

Literacy

Letter bag - Put a piece of fruit in the bag (pick a bag that you cannot see through) and tell your child the beginning sound of the fruit. Have your child guess the fruit in the bag. Next, your child can put a piece of fruit in the bag and tell you the beginning sound of the fruit. You can guess the fruit. If you don't have any fruit, play the game with other small objects you can find in the house. If time permits, you may wish to complete another activity (see Optional Resources, p. 21-41).

French Tip: Encourage your child to use both French vocabulary they know related to body parts. You may wish to look up unfamiliar terms—this a great way to model learning a second language.

French Tip: This game can also be played using French words.

Let's Create!

Choose an art activity from the menu in the “Let's Create” section at the end of the package (p. 42-45).

Snack and Break Time

Numeracy

Build a Snowflake with Shapes

Source: <https://alittlepinchofperfect.com/build-a-snowflake-winter-shape-math-activity-and-free-template/>

Templates recreated by R. Plouffe-Hingley

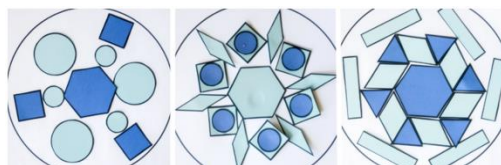
Required Materials

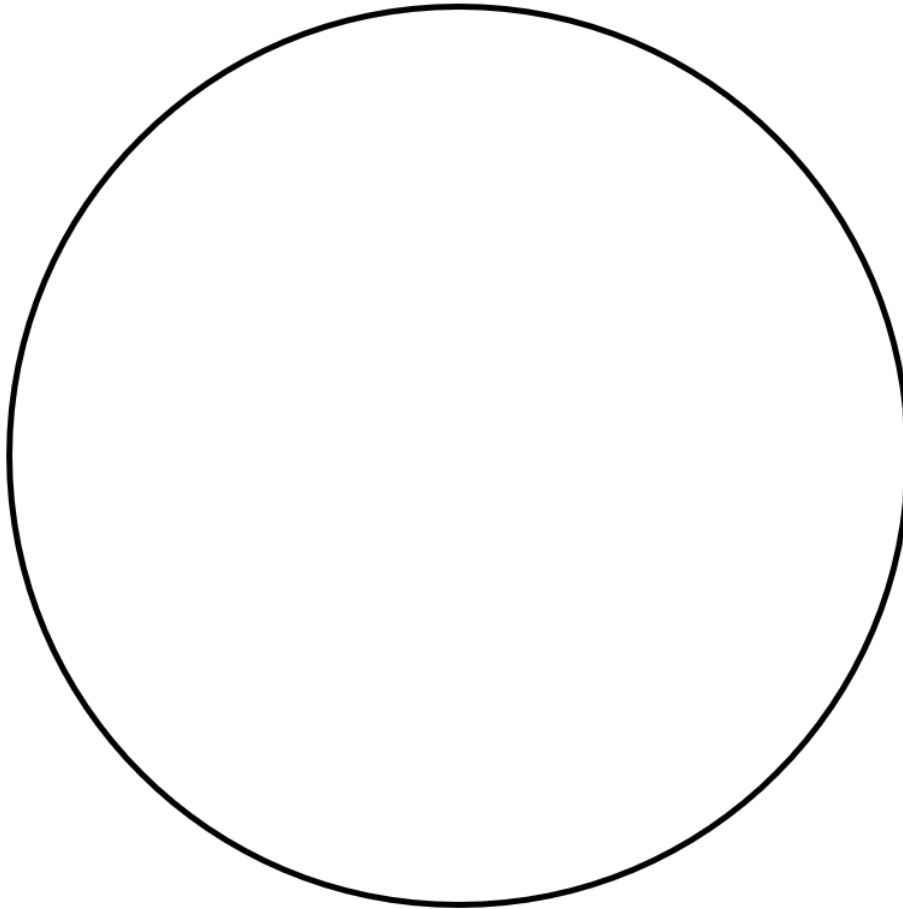
Scissors
Glue

Printable pages

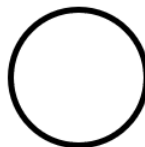
Instructions

Students can cut out different shapes to design a snowflake in the centre of the large circle. They can count how many of each shape they used to make their unique snowflake design.





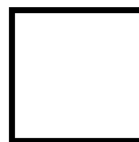
Triangle



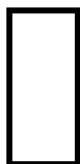
Circle



Diamond



Square



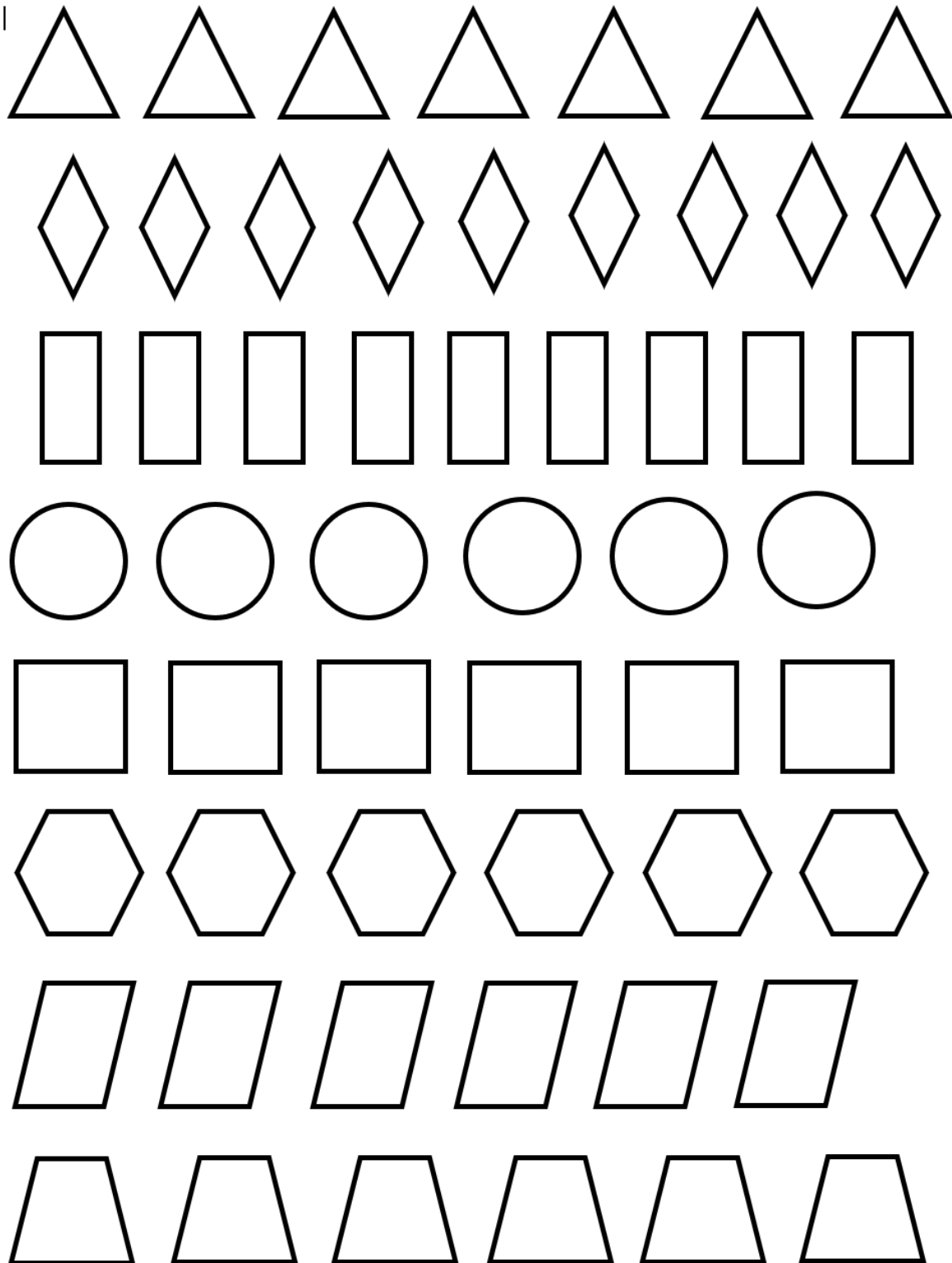
Rectangle



Hexagon

French Vocabulary:
triangle = *triangle*
circle = *cercle*
diamond = *losange*
square = *carré*
rectangle = *rectangle*
hexagon = *hexagone*





Choice Time/Family Reading
See Optional Resources, p. 21-41.



Day 9

Begin your day with an activity to get your brain and body ready for learning.

Gather your family together to see who can do the best animal impressions. Try to make the sounds of the animals and imitate their movements:

- a. Dog (= un chien)
- b. Monkey (= un singe)
- c. Elephant (= un éléphant)
- d. Lion (= un lion)
- e. Snake (= un serpent)

<https://howtoadult.com/physical-activities-toddlers-child-care-centers-3829.html>

Literacy

Rhyme shares – Have your child select an item to place in a bag. This should be an item that is special to them. Then, have your child find a word to rhyme with that item. They can present the rhyming word to another family member and have them guess the item in the bag that rhymes with that word. The hint will be that this item is special to them. If time permits, you may wish to complete another activity (see Optional Resources, p. 21-41).

Let's Create!

Choose an art activity from the menu in the “Let’s Create” section at the end of the package (p. 42-45).

Snack and Break Time



Numeracy

Mitten Roll and Colour

Source: <https://littlezizzers.blogspot.com/2018/12/16-literacy-and-math-activities-for.html>

Templates recreated by R. Plouffe-Hingley

Required Materials

Printable mitten page

Two dice

Crayons

This can be done alone or with a partner.

Instructions

Roll the dice and count the dots. Each time a new number is rolled, colour the mitten (= *la mitaine*) with the corresponding number. Partners can take turns filling in the mittens. This activity ends will all mittens are coloured.

Example:



If you roll two



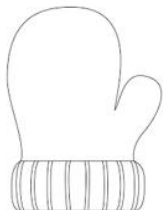
2

Colour the "2" mitten.

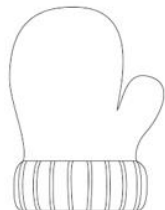
French Tip: Encourage your child to count *en français*.



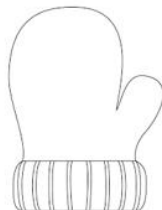
Mitten Roll and Colour



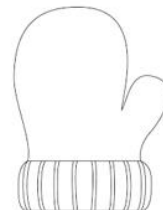
2



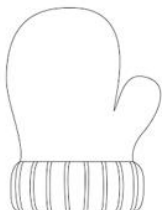
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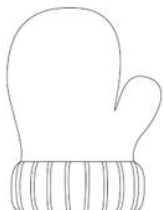
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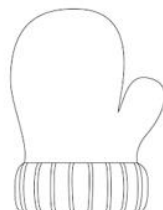
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6



7



8



9



10



11



12



Choice Time/Family Reading

See Optional Resources, p. 21-41.



Day 10

Begin your day with an activity to get your brain and body ready for learning.

Toss a Ball up in the air BUT you don't actually have a ball. Pretend you are throwing a baseball up in the air and catching it. How does it feel in your hand? How heavy is it? Try it with the following:

- Basketball (= *un basketball*)
- Ping pong ball (= *une balle de ping-pong*)
- Balloon (= *un ballon*)
- Beach ball (= *un ballon de plage*)

<https://howtoadult.com/physical-activities-toddlers-child-care-centers-3829.html>

Literacy

Have your child reflect on the last nine days of activities and pick their favourite learning experience. They can repeat that activity today. If time permits, you may wish to complete another activity (see Optional Resources, p. 21-41).

Let's Create!

Choose an art activity from the menu in the "Let's Create" section at the end of the package (p. 42-45).

Snack and Break Time

Numeracy

Penguin Counting!

Source: <https://funlearningforkids.com/editable-penguin-board-game/>

Templates recreated by R. Plouffe-Hingley

Required Materials

Printable Penguin Counting Board Game

One die/ six sided cube

Small objects to be used as game pieces (Cheerios, dimes, paperclips)

Players begin on the start circle.

Instructions

The youngest player will start and roll the die and count the dots on top. The player will move their game piece to the corresponding square on the game board. For example, if the player rolls a 4, they would move their game piece to the nearest 4 on the board.

Game play continues until one player reaches the end of the board.

French Tip: Encourage your child to count *en français*.





Choice Time/Family Reading
See Optional Resources, p. 21-41.



Optional Resources

If you have access to the internet and to a device at home, you may enjoy the following activities:

There are many choices to pick from in the Bookmates' activities. Set aside some time with your child prior to beginning to make selections.

Days 1 & 2



BOOKMATES' LOVE, LAUGH, LEARN: Literacy Resources



The Invisible String by Patrice Karst

With possible anxiety around the pandemic, this bestselling picture book introduces little ones to the concept of an invisible link between people, even when they're separated. In the story, a mom explains to her children that there is a "very special string made of love" that connects them. "When you're at school and you miss me, your love travels all the way along the string until I feel a tug on my heart," Karst writes. The story continues with explaining how far the string reaches — to a submarine captain in the ocean or a dancer in France. Also relevant to the idea of social distancing and quarantine, when we have to maintain physical separation from others we love.



If you don't have the book at home, copy and paste this link to have the author read it to you: <https://www.youtube.com/watch?v=n5w3dfVFxcw>

Whether or not you read the book, try these activities that will support your child's learning!

Staying Connected With Invisible String Activity

Materials needed: paper, white crayon, paint



1. Using a white crayon on white paper, press down hard while you color and draw squiggly lines. Try to keep your crayon on the paper the whole time.
2. Now, using any color you want, paint over what you just colored and let's see what happens.

While your child is engaged in this activity help them make connections:

- Point out how even though your child is drawing on the paper, you can't see the "invisible string." Just like the love we have for our family and our friends is always there connecting us, we just can't see it.
- Draw attention to how the string shows up when your child paints over it. Just like the colors show the invisible string, your love for each other shows the invisible string that connect you.



One Grey Elephant Balancing

One grey elephant balancing (one child becomes the first elephant pretending to balance on an invisible string going around and around room)

Step-by-step on a piece of string.

Thought it was such a wonderful stunt.

That he called for another elephant (a sibling or parent may join)

Two grey elephants balancing.

Step-by-step on a piece of string.

Thought it was such a wonderful stunt.

That they called for another elephant.

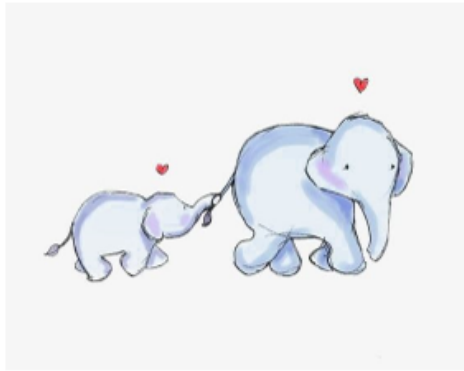
Continue until all of the family members are balancing on the string.

(Number) grey elephants balancing.

Step-by-step on a piece of string.

All of a sudden the piece of string broke.

And down came all the 'ele-folk'.



Need a laugh? Try these jokes with your child:

What happened when the 2 strings raced one another?

Answer: It ended in a tie!

How does a cow become invisible?

Answer: By dressing in camooflage!



Days 3, 4 and 5



BOOKMATES'

LOVE, LAUGH, LEARN: Weekly Literacy Resources



The Little Mouse, The Red Ripe Strawberry and The Big Hungry Bear

Authors: Don & Audrey Wood



If you don't have the book at home, copy and paste this link to hear the author read the book to you: <https://www.youtube.com/watch?v=apvgbUckC-k>

After reading the book, you can try some of the following activities which build on concepts from the book and create fun early learning experiences.

Mouse Mask

Materials needed:

- 1 paper plate per mask
- Pipe cleaners
- Yarn or string
- Markers, crayons or pencil crayons
- Stapler or tape



1. Cut paper plate in half.
2. On one half of the paper plate, use a hole punch to start two holes for eyes. Use scissors to make eye holes bigger.
3. Using hole punch, make holes on each side of mask. Tie one length of string through each hole. These will be used to tie the mask around your young reader's head.
4. Cut other half of paper plate in half (these two pieces will each be 1/4 of original plate).
5. Staple or tape each ear to the top of the mask.
6. Use crayons, markers or pencil crayons to color the mask.
7. Staple or tape two pipe cleaners to the bottom of the face piece to form whiskers. If you don't have pipe cleaners, strips of cut construction paper can be used instead.
8. Using a marker or crayon, draw a nose on the mask.



GET ACTIVE!!!

Games:

1. Keep it Away from the Big Hungry Bear

Decorate a red balloon like a strawberry (or use any object e.g. ball, pillow and pretend it's a strawberry). Have someone be the "mouse" and someone be the "bear". The mouse takes the "strawberry" and tries to run away from the bear. When the bear tags the mouse he becomes the mouse, holds the strawberry and runs away from the bear.

2. Hide the Strawberry

Using felt or paper, cut out some strawberry shapes in different sizes (e.g. big, small, wide, skinny, green, red, long, short. You could use a mouse puppe and say, "Mouse is going to hide all these lovely strawberries from the big hungry bear! Which one should he hide first? How about the smallest strawberry? Which one is smallest?" Go through all the berries, using as many good describing words as you can. For the green one, talk about ripe and unripe!

Rhymes & Songs

Under a Tree

Under a tree (clap, clap)
Behind a house (clap, clap)
There lived a teeny (clap, clap)
Tiny mouse (clap, clap)
She loved to dance (clap, clap)
She loved to tap (clap, clap)
But most of all (clap, clap)
She loved to clap (clap, clap)
She clapped all night (clap, clap)
She clapped all day (clap, clap)
She clapped to frighten (clap, clap)
The BEAR away (clap, clap).



Three Brown Bears

(Tune: Three Blind Mice)

Three brown bears,
Three brown bears,
See all their beds,
See all their chairs,
The daddy cooked in
A big brown pot,
The mommy's porridge
Was much too hot
The baby bear always cried a lot,
Three brown bears.



Five Little Bears

One little bear wondering what to do
Along came another then there were two!
Two little bears climbing up a tree
Along came another then there were three!
Three little bears ate an apple core
Along came another then there were four!
Four little honey bears found honey in a hive
Along came another then there were five! ...

...Five little bears heard a loud roar
One ran away then there were four!
Four little bears climbing up a tree
One slid down then there were three!
Three little bears deciding what to do
One fell asleep then there were two!
Two little bears having lots of fun
One went home then there was one!
One little bear feeling all alone
Ran to his mother then there were none!



Five red strawberries

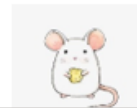


Five red strawberries, sweet to the core,
Bear came and ate one and then there were four,
Four red strawberries, growing near a tree,
Bear came and ate one and then there were three.
Three red strawberries for you and you and you.
Bear came and ate one and then there were two...

...Two red strawberries, sitting in the sun.
Bear came and ate one and then there was one.
One red strawberry, left all alone.
Bear came and ate it and then there was none.

Need a laugh? Try this joke with your child:

What do mice do when they are home?
Answer: Mousework!





Rhymers Will Be Readers!

"Rhymers will be readers; it's that simple."

Experts in literacy and development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they are usually among the best readers by the time they're eight.

From songs, children learn words, sentences, rhythm, rhyme and repetition, all of which they'll find later in the books they read."

Mem Fox, 2001, Reading Magic



Did you know:

- A baby can learn some of the actions to a rhyme as early as four months old
- Rhymes can be playful or be calming
- Rhymes and songs help you and your child to bond
- Rhyming together is learning together

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Bookmates Inc is a
non-profit
organization focused
on the development,
training and delivery
of family literacy and
learning programs



Days 6, 7 and 8

Bookmates



LOVE, LAUGH, LEARN: Weekly Literacy Resources

The Paper Bag Princess by Robert Munsch



This is a classic children's book that tells the story of Elizabeth, an independent, strong princess who outsmarts a dragon and rescues a Prince.

If you don't have the book at home, copy and paste this link to have Robert Munsch read the book to you:

https://www.youtube.com/watch?time_continue=1&v=t1TYZ5xGJRM&feature=emb_logo

Whether or not you read the book, try these activities that will support your child's learning:

Make Your Own Fire Breathing Dragon

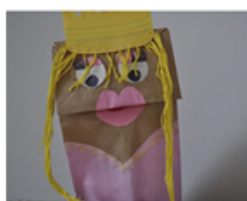
Materials needed: toilet paper roll, green paint, markers or paper, tissue paper, glue or tape (Optional: pompoms and googly eyes)

Paint or colour the toilet paper roll green, or cover it with green paper. Tear or cut the tissue paper into long strips and then glue or tape to the inside of the toilet paper roll at one end. You can draw eyes, nose, mouth and any other decorations on, or glue pompoms or googly eyes into place. Blow through the tube and watch the "fire" move with each breath!



Paper Bag Puppets

Materials needed: Paper bags, markers, Optional: paint, scissors, glue, yarn, gems, material pieces, stickers, bingo dabbers, any kind of art materials you can use for decorating!



Allow your child to create whatever they want out of the paper bag. You can show them how you can put your hand inside and tuck it into the fold to "talk". Perhaps your child will create a princess, a prince or a dragon and re-tell the story they have just heard, or maybe they will be inspired to create their own character. See if you can get them to tell a story using their puppet as a prompt. This is great for vocabulary building,

story sequencing, and creative play!



GET ACTIVE!!!

- Pretend you are the dragon and see how many times you can run around "the world" (the living room, the yard, the house etc.)
- Everyone picks a character and then acts out the story. This story has lots of

SING TOGETHER!

- Play "freeze tag" where one person is the Princess and another is the Dragon. Everyone else is a Prince. When the game starts the Princess must run around and tag the Princes. If a Prince is tagged, they are "frozen" (must stay in one place and position) until the Dragon comes along to dance and free them to run again.

SING TOGETHER



All Around the Great Big World

(Tune: Pop Goes the Weasel)

All around the great big world,
The Princess chased the dragon,
The dragon thought it was all in fun,
ROAR went the dragon!





I'm a Little Princess

(Tune: I'm a Little Teapot)

I'm a little princess, here is my crown,
Here are my slippers and here is my gown.
If the dragon finds me, I won't be shy,
I'll wave and wave and wave good-bye!

Need a laugh? Try this joke with your child:

What do you get when you kiss a dragon?
Answer: Burnt lips!



Literacy Tip of the week:
The Importance of Sharing Stories

Children love hearing stories, whether it's about your day, a memory, or reading from a book. Storytelling is a great way to spend time with your child and it offers a lot of benefits for the entire family.

5 Benefits of Sharing Stories with Your Children

1. **Develop vocabulary** – Many words found in stories may not be commonly used in day to day life or conversations.
2. **Learn about the world** - Young children may not always be aware that there is a world that exists beyond their home, street, neighbourhood or city. Try and include stories from different cultures to give your child a broader understanding of the world.
3. **Build attachment** – Snuggling up and sharing stories creates parent-child attachment and bonding that allows a child to feel safe, secure and loved.
4. **Share your family's culture** - Telling your children stories from your childhood and about various activities and celebrations from your past will make them more familiar with their own family culture.
5. **Help to make sense of difficult concepts** - Difficult situations can often end up leaving children feeling confused. Stories about various characters facing difficult situations can help them understand these concepts better. Try and tell stories that teach children that hard times are a part of life as much as happiness and fun times are. The right stories can help your child become well-equipped to face life and various situations.



Make Your Own Book:



This week's book: A Paper Bag Book

Materials needed: paper bags, markers or crayons, hole punch, yarn

Take 2 or 3 paper bags and lay them on top of one another, alternating top to bottom. Punch holes along one side and weave yarn through to create a binding. *Note, it can be difficult to punch through multiple bags so you might want to hole punch one at a time.

Decorate the pages as you like – tell your own story about a paper bag princess! Notice that you will have “lift the flap” options where the bottoms of the bags overlap, as well as openings at the top of the bags. Be creative!



Days 9 and 10

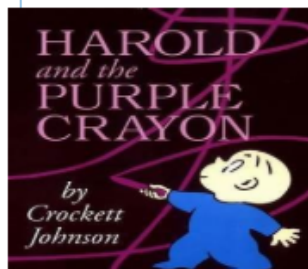


BOOKMATES'



LOVE, LAUGH, LEARN: Weekly Literacy Resources

Harold and the Purple Crayon by Crockett Johnson



Another timeless classic, shared with many generations since it was written in 1955. Young Harold and his oversized purple crayon show us just how far your imagination can take you!

If you don't have the book at home, copy and paste this link to have the book read to you:

<https://youtu.be/TbnSPgGFMnI>

Whether or not you read the book, try these activities that will support your child's learning about the power of imagination!

Ziploc Painting

Materials needed: large Ziploc bag, paint, painter's or masking tape, large piece of paper, Q-tips (optional)

1. Scoop some paint or pudding into your Ziploc bag and seal the bag with as little air left inside as possible. Let your child choose which colour they would like or they could even mix colours to learn about how colours can change when you put 2 or more together!



2. Lay the bag on top of the white paper on a flat surface. Tape down all the edges. Painter's tape won't damage any wooden or painted surfaces.

3. Encourage your child to draw their own adventure using a Q-tip, their fingers or other soft objects (to avoid tearing the bag). You can also help them practice writing words from the book or their names!



Yarn Art

Materials needed: yarn, scissors, liquid glue, paper bowl or plate, paper



Pour the glue into the paper bowl or plate. Cut off a long piece of yarn- if children are particularly inspired by Harold, you could use purple yarn, but let them choose the colour(s) they would like to use. Put the yarn into the glue and get it all wet. Place the yarn onto the paper and create as many designs or pictures as you like. Or create your own story, just like Harold did!

Options: If you place the yarn and glue on wax paper, the yarn will peel right off when it is dry and be a "sculpture". You can also use sticky paper like mac tac and avoid using the glue.

GET ACTIVE!!!

- Use chalk or chalk paint outside on the driveway or sidewalk. Create your own drawings using simple lines as the starting point and follow your adventures just like Harold!
- Go on a neighbourhood scavenger hunt and see how many purple objects you can find (or any other identified colour)
- When Harold couldn't find his way home, he climbed up higher to get a better view. See if you can find hills etc. to climb and discuss whether things look different from above.

SING TOGETHER!





Find the Purple

(Tune: Do You Know the Muffin Man?)

Can you find the pur-ple, the pur-ple, the pur-ple?

Can you find the pur-ple

The pur-ple crayon?

*Repeat with a different colour

(Put a bunch of different coloured crayons out in a pile. Have your child try to find the crayon that matches the one you are singing about.)

Purple-icious Song

(Tune: My Bonnie Lies Over the Ocean)



Sometimes I eat purple eggplant.

Sometimes I eat purple grapes.

Sometime I eat purple jelly

From a purple plate.

Chorus:

Purple, purple,

Purple is fun to eat, eat, eat.

Purple, purple,

Purple is really a treat.

One thing always happens

And this is important to know

Whenever I eat something purple,

I burp-le right down to my toes. Burrrp!

Literacy Tip of the week: Read, Read, Read with Your Child.



Need a laugh? Try these jokes with your child:

Why did the crayon cry?
Answer: He was feeling blue.

If you throw a blue stone into the Red River what will it become?
Answer: Wet

Make Your Own Book:

This week's book: A Colour Book

Materials needed: paper, markers or crayons, loose parts of different colours and textures

Make a book about colours to reinforce colour recognition. Use material swatches, felt, foam, stickers, cut out pictures from magazines or flyers, items from nature and anything else you can find around your home. Colours are one of the first concepts a child learns.



Simply take the pieces of paper and cut them down to the size you would like the book to be. Each page can be assigned a specific colour. Your child can glue, tape or stick on all the things of that particular colour on that page. You can then hole punch the pages and bind them with yarn, tape, or simply staple the pages together.



Option: Collect paint colour samples from your local paint store. Use those as the base pages for your book! You can use binder rings to create a "flip book"

Tip: Ask your child to say the colour as they pick it out or glue it on to the page. Printing the colour names in colour is a great visual cue. Point to the word as you identify the colour. Over time this will reinforce the idea that letters (and words) have meaning.

Bookmates resources are shared with permission and are created by:

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Bookmates Inc is a
non-profit
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training and delivery
of family literacy and
learning programs



Other Options:

Literacy and Math Activities: [abcya.com](https://www.abcya.com/)

<https://www.abcya.com/>

Literacy:

Click on the 'K' bubble
Then click on - Alphabet Bubble

Or/and

Click on the 'K' bubble
Then go to – Talk to Me Alphabet
Then, select Keyboard layout and Audio – letter sounds
Then you click on the letters and the program produces the letter sounds
Your child to attempt the letter sounds prior to clicking the audio

Click on the 'K' bubble
Then click on – Alphabats Rhyming Words or Syllables

Click on the 'K' bubble
Then go to - Alphabet Bubble
or
Alphabet Order

Math:

Click on the 'K' bubble
Then scroll down to – Kindergarten Math Games
Then, select Fuzz Bugs – Counting, Sorting & Comparing



Click on the 'K' bubble

Then scroll down to – Kindergarten Math Games

Then, select Counting Fish

Click on the 'K' bubble

Then click on Fun with the Fridge and practice letters, numbers and shapes

Or

Scroll down to Kindergarten Math Games

Click 100 Snowballs

Click on the 'K' bubble

Then scroll down to – Kindergarten Math Games

Then, select Number Bingo – numbers 10-20 or 20-30 and pick the middle grid



Kindergarten Learning from Home Package Resources

Tips for Family Reading

1. Invite your child to read with you every day!
2. Too many words in the book? Take a picture walk. You can make up your own story together!
3. Have fun and enjoy your time together. When reading aloud use different voices for the characters.
4. Talk about the details in the pictures. Ask what they think will happen on the next page?
5. Have your child retell the story-it helps them to understand the meaning of the words.
6. It's ok to read your child's favourite book over and over, repetition is great for word recognition.
7. Make connections between things in the story and the child's life.

How to do a 'Book Walk'

For the younger grades, a picture walk is a tool that teaches emerging readers to use pictures as clues to understand the meaning of a story and guess at unfamiliar words.

Here's how it works: First show the children the cover and read the title. Ask them what they think the story will be about, based only on what they see. Then slowly flip through the book, page by page (or by picking several key pages in advance) without reading a single word. Ask them questions about each picture they see. "What is going on here?" "Who is this?" "Why does the character look so excited?" "When is this story taking place?" "How do you think the story is going to end?"

French Vocabulary:

What is going on here? *Qu'est-ce qui se passe ici ?*

Who is this? *Qui est-ce ?*

Why does the character look so excited? *Pourquoi a-t-il l'air si excité ?*

When is this story taking place? *Quand se passe cette histoire ?*

How do you think the story is going to end?

Comment penses-tu que l'histoire va finir ?

Ask plenty of questions that will engage the kids' imaginations and encourage their active participation.

Remember when you ask questions your responses should be vague so that don't give away your knowledge of the storyline. Good responses leave open the possibility of many "correct" answers, and include follow up questions to encourage the children to think about the reason they gave an answer, for example: "That's very possible!" "Are you sure about that?" "How can you tell she is feeling _____?"

Once you're done with the "picture walk" and have started the actual read-aloud session, short discussions while you're reading can be very beneficial to the children because they reinforce the critical thinking that you fueled by stimulating their curiosity during the "picture walk."

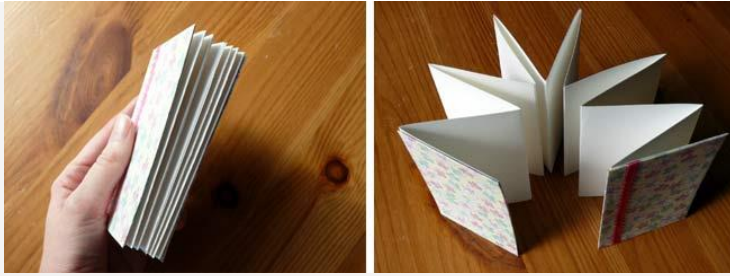
Some good topics for discussion include: 1) Testing their storyline hypotheses ("Do you still think the story is going to end like that? Why or why not?"), 2) Appraising characters' actions ("Was it a good idea for the character to do that? How would you have solved that problem?") 3) Examining cause-and-effect relationships ("So now that you know what really happened, why do you think the character looks so excited?").

Kids will be excited to find that outcomes they have predicted are correct or they will be surprised to find that the plot has taken some unexpected turns. The picture walk can serve as a great tool to stir interest in both the story and in the read-aloud session. Not only can it encourage the children's participation in group discussion, but it can also improve their comprehension of the story. Providing them with a tantalizing glimpse of visual story elements should help stir their imaginations and help them weave an intellectual frame of reference for better organizing and evaluating what they hear as you read the actual story.



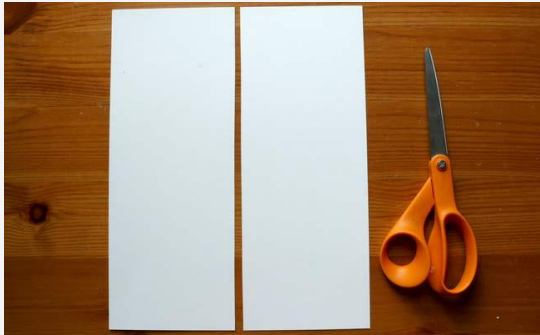
Foldable Books (Materials: paper, stapler, markers/pencil crayons/crayons)

Accordion Books (Materials: paper, scissors, glue, art supplies)

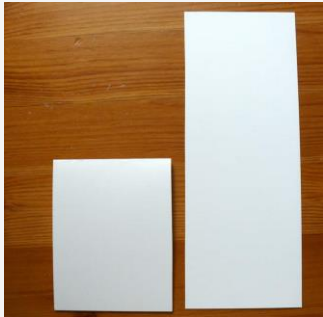


What to Do:

Step 1: Cut a piece of white cardstock in half lengthwise to make two long, skinny rectangles.

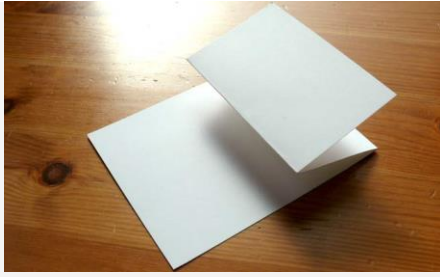


Step 2: Fold the paper in half widthwise.

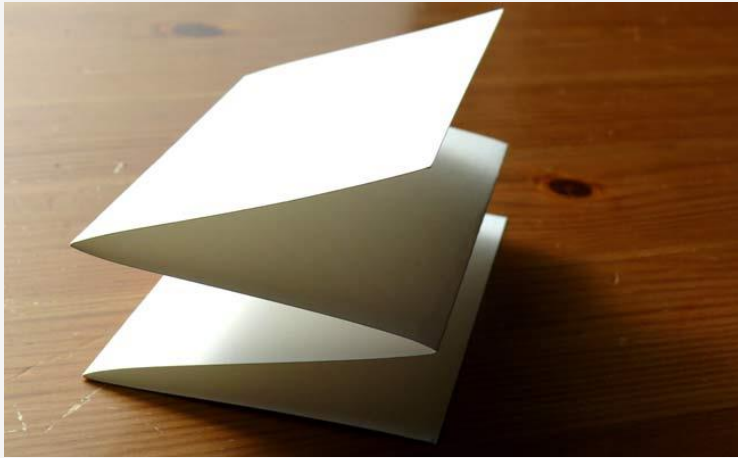


Step 3: Fold the top flap in half again, aligning the bottom edge to the top crease.





Step 4: Flip the paper over and do the same to the other side. Your paper should resemble a W when finished.



Step 5: Make as many as you need and glue the ends together to create a longer accordion.





Creating a [foldable book](#).



Let's Create – Art Choices

1. Melting Crayon Art



Supplies:

- broken crayon bits
- paper or poster board for a “canvas”
- hair dryer

Instructions:

Step 1: Cover your work space in newspaper or a dropcloth

Step 2: Grate, smash or shave crayon bits into smaller pieces. The smaller the piece, the more easily it will melt

Step 3: sprinkle the broken crayon pieces onto the “canvas”. There are no rules to how much or little you sprinkle. Mix the colours together, keep them separate, sprinkle all over the page or leave blank space. You are the artist!

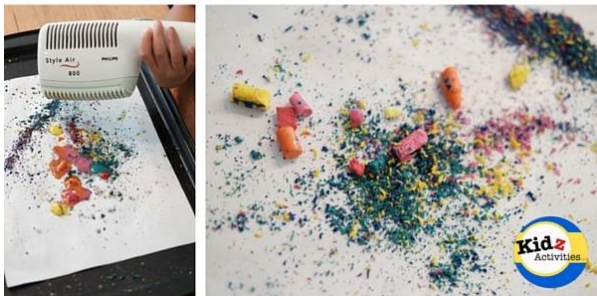
Step 4: Turn your hair dryer on to a low setting. Holding the dryer at least a foot above the “canvas” to start (so the small bits of crayon don’t get blown away) begin to melt the crayon. Once the crayon begins to soften, you can hold it closer to melt the crayon more quickly.

Step 5: Optional. If you hold the dryer a bit to the side, it will make the melting crayon spread out in interesting shapes.

Step 6: Continue melting until you have achieved a look that you find pleasing.

2. Connecting Music and Art

Listen to music together and dance. Then, your child can draw a picture afterwards while the music continues to play.



3. DIY puffy paint

<https://artfulparent.com/salt-puffy-paint/>



Ingredients: The paint is simply a mix of equal parts salt, flour, and water with a bit of tempera paint added for colour.

How to: You can apply it with a squeeze bottle or an icing bag, and because of the viscosity of the paint, it stays raised, like frosting. Hence the “puffy paint” even though it’s not actually puffy to the touch. Once the paint dries, it’s hard and crystalline because of the salt.

What’s cool is that the colours stay separate rather than mix. You could squeeze out a puddle of yellow salt paint, then add drops of blue on top and those drops of blue would hold their shape and colour and separateness until dried.

Everyone seems to love using this kind of paint! From youngest toddlers just getting the joy of squeezing a bottle and watching the paint come out to older kids and even adults.



4. Make your own playdough!

<https://www.iheartnaptime.net/play-dough-recipe/>



Playdough (= *la pâte à modeler*) ingredients:

- 2 cups all-purpose flour
- 3/4 cup salt
- 4 teaspoons cream of tartar
- 2 cups lukewarm water
- 2 Tablespoons of vegetable oil (coconut oil works too)
- Food colouring, optional
- Quart sized bags

Instructions:

1. Stir together the flour, salt and cream of tartar in a large pot.
2. Add the water and oil. If you're only making one colour, add in the colour now as well.
3. Cook over medium heat, stirring constantly. Continue stirring until the dough has thickened and begins to form into a ball.
4. Remove from heat and then place inside a gallon sized bag or onto wax paper.
5. Allow to cool slightly and then knead until smooth.
6. If are making multiple colours, divide the ball of dough up into as many smaller balls as the number of colours you want. Put each small ball of dough into a Ziploc bag. Add about 5 drops of food colouring to each bag. Zip the bag up. Squish and knead the food colouring into the dough. By mixing the colour into the dough in the bag, you don't get food colouring all over your hands!
7. If you want, you can add glitter to your dough in the bag as well.
8. When you are not having fun with your playdough, keep it in a Ziploc bag with all the air squeezed out of it. Your playdough should keep for up to 3 months.



5. Ice Suncatchers

<http://twigandtoadstool.blogspot.com/2014/01/ice-rainbow-sun-catchers.html>



Supplies: round foil cake tins

Bits of nature (branches, berries, leaves, fruit slices, whole spices, etc)

Food Colouring (optional)

String



How to:

Step 1: Measure how much water will fit into your cake tins. Pour the water into a food colouring safe container like a glass measuring cup.

Step 2: Place the natural objects that you found into the tins

Step 3: Add food colouring to a container of water (optional)

Step 4: Pour water back into the cake tin over the natural objects

Step 5: loop a string with the ends into the cake tin. This will be used to hang your suncatcher

Step 6: put the cake tin somewhere to freeze. Once it is frozen, hand it outside so you can enjoy its beauty! As the ice melts, the natural objects will become more exposed and the birds and squirrels will have a tasty treat!

