

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

Grades:	Grade 1, Grade 2
Main Subjects:	English Language Arts, <i>Français arts langagiers</i> , Mathematics, Science, Social Studies, Outdoor Learning, Visual Arts
Title:	RESOURCES FOR PARENTS OF FRENCH IMMERSION STUDENTS
Theme:	Mini-lessons
Duration:	10 days
Materials:	Paper (white copier paper, construction paper), markers, crayons, or pencil crayons, pencil, eraser, scissors, 8-10 storybooks, dice, deck of cards, whiteboard marker The following materials would be helpful, but in most cases can be substituted with what you have available: glue sticks, watercolour paints, craft supplies
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)

Grades 1 & 2 / 1^{re} & 2^e années

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

You will need:

Paper (white copier paper, construction paper)

Markers, crayons, or pencil crayons

Pencil, Eraser, Scissors

8-10 storybooks

Dice, deck of cards

Whiteboard marker

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

Glue sticks

Watercolour paints

Craft supplies



Grade 1 & 2 LFH Learning Package/Trousse d'apprentissage-chez-soi 1^{re} & 2^e années

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



Suggested Daily Schedule

9:00	Getting our Bodies and Brains Ready for Learning	p. 5-6
9:15	Language/Langues French Immersion students should read in both English & French.	p. 7-25
10:15	Recess Break/Snack/Outdoor Play	
10:30	Math/Mathés	p. 26-46
11:30	Lunch/Outdoor Play/Quiet Time	
12:30	Science/Sciences de la nature	p. 47-49
1:30	Social Studies	p. 50-51
2:15	Recess Break/Snack/Outdoor Play	
2:30	Art/Arts visuels	p. 57-60
3:00	Éducation en plein air / Outdoor Learning	p. 52-56

Sections

1. Getting our Bodies and Brains Ready for Learning
2. Language / Langues (français et anglais Grade 2)
3. Math / Mathés
4. Science / Sciences de la nature
5. Social Studies / Sciences humaines
6. Art / Arts visuels
7. Éducation en plein air / Outdoor Learning



Getting our Bodies and Brains Ready for Learning

1. Put on some relaxing music and doodle with someone.
2. The Heartbeat Exercise
Ask your child to stand up and either jump up and down or do jumping jacks 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!
3. Listen to some music and talk about all the different instruments that you hear. Can you make a different movement for every instrument that you hear?
4. 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.
- 5.

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 three things that you can hear.

Try to tune in to the sounds of your surroundings. What can you hear in the background? This might be a bird singing, the low hum of the refrigerator, or the faint sounds of traffic from a nearby road.



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 coffee 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.



6. 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.

7.

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.

8. 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!

9. 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:

- Dog
- Monkey
- Elephant
- Lion
- Snake

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


10. 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
- Ping pong ball
- Balloon
- Beach ball

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



Language / Langues (français et anglais Grade 2)

1.1 Make a Word Splash of Winter Words	
Required Materials	pencil, eraser, pencil crayons or crayons, scissors template on the next page
Instructions	<p>Make a Word Splash of Winter Words</p> <p>See the example of a word splash of shape words </p>
Criteria	Remembering sounds and spelling patterns will help you spell words correctly: long vowel sounds, short vowel sounds, word in a word, break words into chunks, ask yourself if the word looks right, compound words (two shorter words put together to make a compound word), etc.



1.2 Create New Words

Required Materials	pencil, eraser, book of your choice
Instructions	<p>Choose a word from the book you are reading that has at least 10 letters. See how many new words you can create using the letters from that word.</p> <p>Write them on the bottom of this page.</p> <p>How many can you create?</p>

1.2 Syllable Clapping

Required Materials	pencil, eraser
Instructions	<p>Clap out the number of syllables in your classmates' names and place a check mark in the correct column or use the winter words from your word splash. Use the sheet on the next page.</p>



Syllable Clapping Chart

[illegible]

1.2 Mon journal / My journal	
Required Materials	pencil, eraser, journal scribbler or white lined paper
Instructions	<p>Keep a simple journal <i>en français</i>. In this journal, you can record the date, the weather, and write one or two sentences on your own <i>en français</i> (emotions, activities you're doing on that day, etc.).</p> <p>Write in your journal 2x a week.</p>
Criteria	<p>J'écris un titre.</p> <p>J'écris la date.</p> <p>J'utilisé une lettre majuscule au début de ma phrase et pour les noms des personnes et des places.</p> <p>J'utilise la ponctuation. . ? ! ,</p> <p>Mes lettres sont bien formées.</p> <p>Il y a un espace entre les mots.</p> <p>Les mots sont épelés correctement.</p>



1.3 Scrabble

Required Materials	Gameboard on the next page pencil, eraser OR sheet protector or large plastic freezer bag erasable markers
Instructions	Play a game of Scrabble <i>en français</i> with a sibling or a parent. Use words from your winter word splash or any other words that you know and try to use them in a complete sentence. For example: froid / Il fait froid.



Scrabble









1.4 Roule la boule / Roll the Snowball	
Required Materials	<p>gameboard on the next page</p> <p>pencil, eraser, pencil crayons, crayons or markers, small objects for game pawns, die</p>
Instructions	<p>In each box, draw a picture of winter items (clothing, sports equipment, toys). Then, with a sibling or parent, take turns rolling the die and count the number of spaces you get to move. When you land on a square, use the word for that picture in a complete sentence. For example: <i>Je porte un foulard bleu.</i> Try also using game vocabulary like : <i>C'est mon tour, c'est ton tour, Zut!, j'ai roulé 6..., J'ai gagné! J'ai perdu!</i></p>



Roule la boule / Roll the snowball de neige!

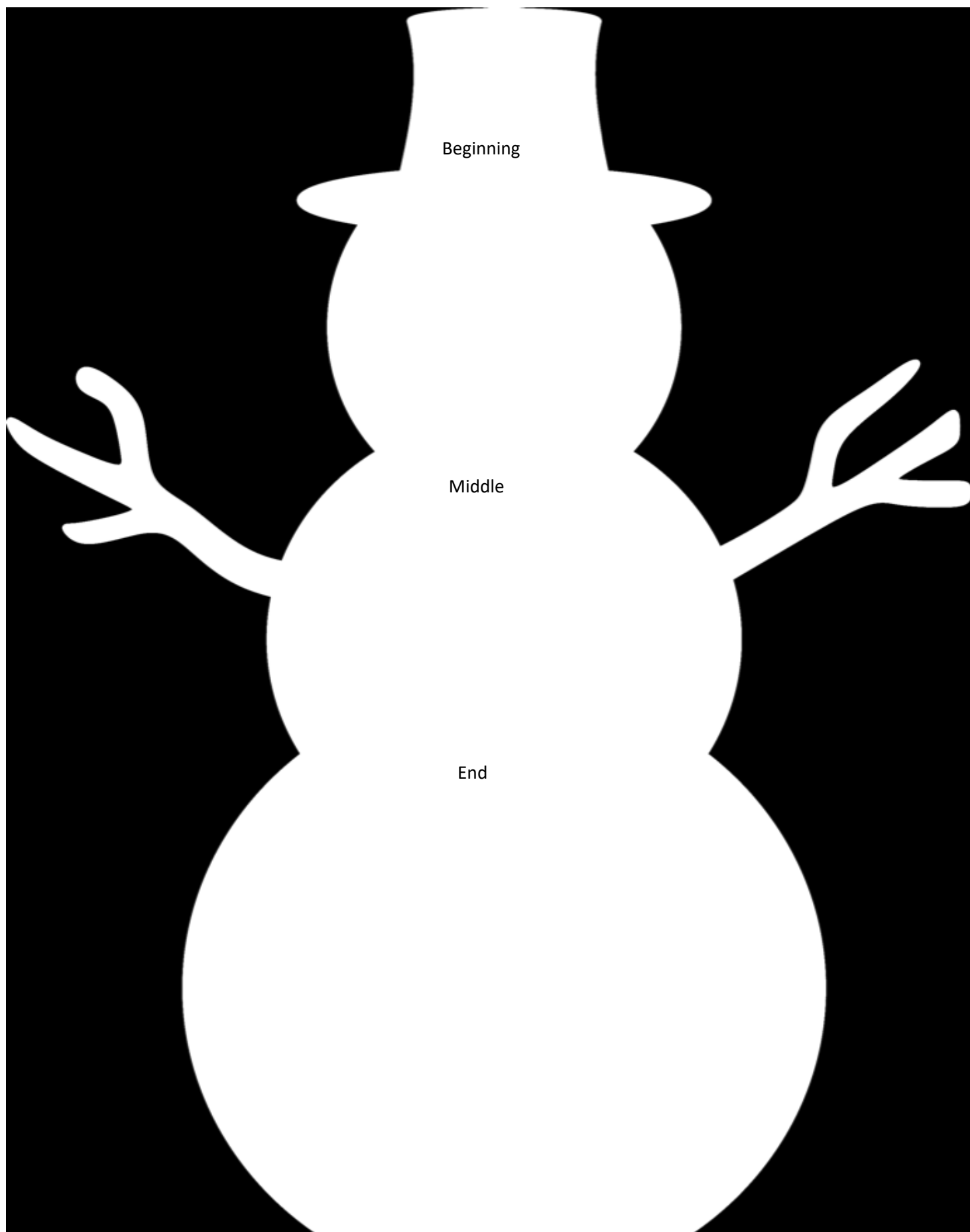


			Finish Arrivée ! 
Move ahead 1 space Avance 1 case 			Back Up 2 spaces Reculer 2 cases 
Start Départ 			



1.5 Snowman Reading Response	
Required Materials	pencil, eraser, pencil crayons or crayons, scissors template on the next page
Instructions	<p>After reading a book of your choice, show your understanding of beginning, middle and end by describing each part in the snowman. Use words such as in the beginning, then, next, in the middle of the story, later, finally to demonstrate beginning, middle and end.</p> <p>Students can then add details such as eyes, a scarf, a nose and add some colour to their snowman.</p>
Criteria	<p>Use upper-case and lower-case letters appropriately.</p> <p>Use spaces between words.</p> <p>Spell most words correctly.</p> <p>Write sentences with interesting details.</p> <p>Edit your work for capitalization at the beginning of sentences and for people's names, for punctuation (periods, question marks, exclamation marks) and to make sure there are no missing words.</p>





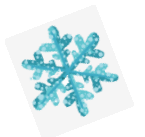
Beginning

Middle

End

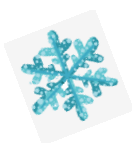
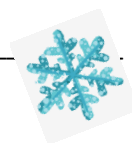
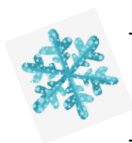
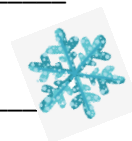
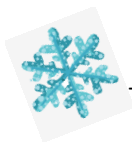
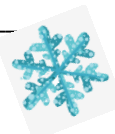
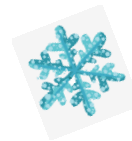
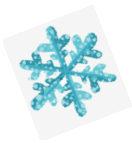
1.6 Once Upon a Wintery Time	
Required Materials	pencil, eraser, pencil crayons or crayons, scissors template on the next page
Instructions	<p>Use your winter words to write a short story. Give your story a unique title. Add details to make it interesting.</p> <p>Brainstorm:</p> <ul style="list-style-type: none"> ○ Where does the story take place? ○ Who is in the story? ○ What are they doing? ○ Is there a problem to solve? ○ How does the problem get solved? ○ How is everyone at the end? <p>Illustrate your story on the reverse side of the text.</p>
Criteria	<p>Use upper-case and lower-case letters appropriately.</p> <p>Use spaces between words.</p> <p>Spell most words correctly.</p> <p>Write sentences with interesting details.</p> <p>Edit your work for capitalization at the beginning of sentences and for people's names, for punctuation (periods, question marks, exclamation marks) and to make sure there are no missing words.</p>





1.7 A Fun Winter Day	
Required Materials	pencil, eraser, pencil crayons or crayons, scissors template on the next page
Instructions	<p>Imagine you spend a frosty winter day with your favorite book character (Olaf, Elsa, Frosty, Rudolph, etc.).</p> <p>Who would it be?</p> <p>How would you spend the day? What would you do?</p> <p>What would you need to pack in your backpack for your adventure?</p> <p>Write about the day.</p> <p>Use words such as <i>in the morning, then, later, after lunch, in the afternoon, before supper, in the evening.</i></p> <p>Share how you feel during the day. What will you always remember from that day?</p>
Criteria	<p>Use upper-case and lower-case letters appropriately.</p> <p>Use spaces between words.</p> <p>Spell most words correctly.</p> <p>Write sentences with interesting details.</p> <p>Edit your work for capitalization at the beginning of sentences and for people's names, for punctuation (periods, question marks, exclamation marks) and to make sure there are no missing words.</p>





1.8 Mon bonhomme de neige / How to Build a Snowman

Required Materials	sticky snow warm winter clothing rocks, a scarf, a hat, sticks, other objects to make your snowman unique
Instructions	<p>Use the following words as you describe the steps to building a snowman:</p> <p>First then next after that finally</p> <p>En français</p> <p>Students are encouraged to build a snowman and then to record themselves as they introduce their snowman:</p> <ul style="list-style-type: none">▪ Je parle en phrases complètes.▪ Je présente mon bonhomme de neige avec Voici ...▪ J'utilise il ou elle.▪ Je dis son âge.▪ Je dis ce que mon bonhomme de neige aime.▪ Je dis si mon bonhomme de neige est calme, énergique, drôle ou amical.



1.9 Have Fun Reading: Choice Board	
Required Materials	<ul style="list-style-type: none"> • Have Fun Reading: Choice Board • Paper
Instructions	<ul style="list-style-type: none"> • Choose a learning activity. • Complete it on a paper. • Write the name of the book that you are using for the activity. • Highlight the activity when you are done. • Do an activity each day. • Keep track. • Be proud of yourself!

Have Fun Reading Choice Board

<p>Get Cozy!</p> <p>Make a cozy fort with blankets, and then use a flashlight to read a book.</p>	<p>Draw It!</p> <p>Draw your favourite part of the story. Write a sentence (or a word) about your favourite part.</p>	<p>Listen</p> <p>Use your listening ears as someone in your house reads to you.</p>
<p>Act it Out!</p> <p>Pretend to be a character from a story you just read. Invite a family member or friend to act out the story with you.</p>	<p>Recommend a Book</p> <p>Think of your favourite book. Draw a picture or write a sentence about why you enjoyed it. Share the book with a friend or family member.</p>	<p>Make a Prediction</p> <p>Take a few minutes to look at the front cover and first few pages of your book. Draw or write a prediction (your best guess) about what will happen in the story.</p>
<p>Fiction</p> <p>Where does the story take place?</p> <p>Who are the characters? How are they important to the story?</p> <p>What is the problem? What do the characters do to solve it?</p>	<p>Nonfiction</p> <p>What is on the front and back cover of the book?</p> <p>What is this book about?</p> <p>What facts have you learned?</p> <p>How do the pictures help tell about this topic?</p>	<p>Imagine</p> <p>If you were to change the ending of the story how would you change what happened at the end of the book?</p>

Adapted from Education.com



1.10 How to Make My Favourite Pizza

Required Materials	<ul style="list-style-type: none">• How to make my favourite pizza recording sheet• pencil
Instructions	<ul style="list-style-type: none">• Start with a list of ingredients• Write the directions using the words: first next, then, finally• Write the name of the book that you are using for the activity• There you have it! Yummy pizza and yummy pizza directions!

How to Make My Favourite Pizza



Word Bank: dough salami sausage sauce tomato bacon cheese
 onion basil pepperoni pineapple spinach mushrooms
 peppers chicken olives garlic

My list of ingredients:

Directions:



1.11 January Writing Prompts	
Required Materials	<ul style="list-style-type: none"> January Writing Prompts sheet Paper/highlighter/learning tools
Instructions	<ul style="list-style-type: none"> Choose a writing activity each day. Highlight the activity when you are done. If you miss a day, don't worry, come back and finish later. Build a collection of your writing prompts activities. Read them to a family member. Be proud of yourself!

January Writing Prompts

If you could live in a TV show, which one would it be? Why? What character would you play?	Describe the perfect ice cream sundae.	Have you ever been in an airplane? Does the idea of flying make you nervous or excited?	If you could have your own YouTube channel what would it be about?	If you could live somewhere else other than Winnipeg, where would you live? Why?
Convince your parents to let you get a new pet.	Write a paragraph telling some of the fun things you and your best friend like to do together.	Using your five senses describe your favourite season.	Would you rather be super strong or superfast? What would you do with your superpower?	What is your family's favourite restaurant? Write about one of the menu items you like best.
What are 3 things you like to do on the weekend?	You've decided to join the circus! What performer will you become and why?	If you could take a trip anywhere in the world, where would you go? Why?	What is your favourite book? Why?	Describe how you would build the best snowman ever!



1.12 How to? (Do something or make something)	
Required Materials	<ul style="list-style-type: none">• How to sheet• Learning tools (pencil/paper, etc.)
Instructions	<ul style="list-style-type: none">• Choose an idea to write the directions for.• Use the words: first, next, then, and last• Read your writing to a family member.• Be proud of yourself!

1.12

How to _____

First _____

Next _____

Then _____

Last _____

By _____



Math / Mathés

2.1 Le brouillage des bonhommes de neige / Snowman Scramble	
Required Materials	2 dice gameboard on the next page
Instructions	Roll 2 die. Determine the greater number. Subtract the smaller number. Move that many spaces. If they are the same, you do not move. First one to 120 wins!

Le brouillage des bonhommes de



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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

EAI EDUCATION #506430

120 Chart



2.2 Let's make patterns and sort - winter outerwear/Classification et séquences

Required Materials	<ul style="list-style-type: none">• Toques *tuques• Mittens *mitaines• Scarves *foulards• Boots *bottes
Instructions	<p>Place everything in a large pile in the center where everyone can see it.</p> <p>How can you sort the objects?" Some suggestions include sorting by: colour (couleur), size (grandeur), shape (forme).</p> <p>How can you make a repeating pattern (une séquence)?</p> <p>Name the pattern you created</p> <p>ex. Mitten, toque, mitten toque, mitten, toque (AB pattern)</p> <p>ex. Boot, boot, scarf, boot, boot, scarf (AAB pattern)</p>



2.3 Let's measure - Plus long – plus court		
Required Materials	<ul style="list-style-type: none"> • Scarf • Piece of white paper and a pencil 	*foulard *papier *crayon
Instructions	<p>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.</p> <p>Take your scarf and go around your house to find items that are longer than your scarf (plus long que ton foulard) and items that are shorter than your scarf (plus court que ton foulard). Draw all the items you measured on your paper.</p>	

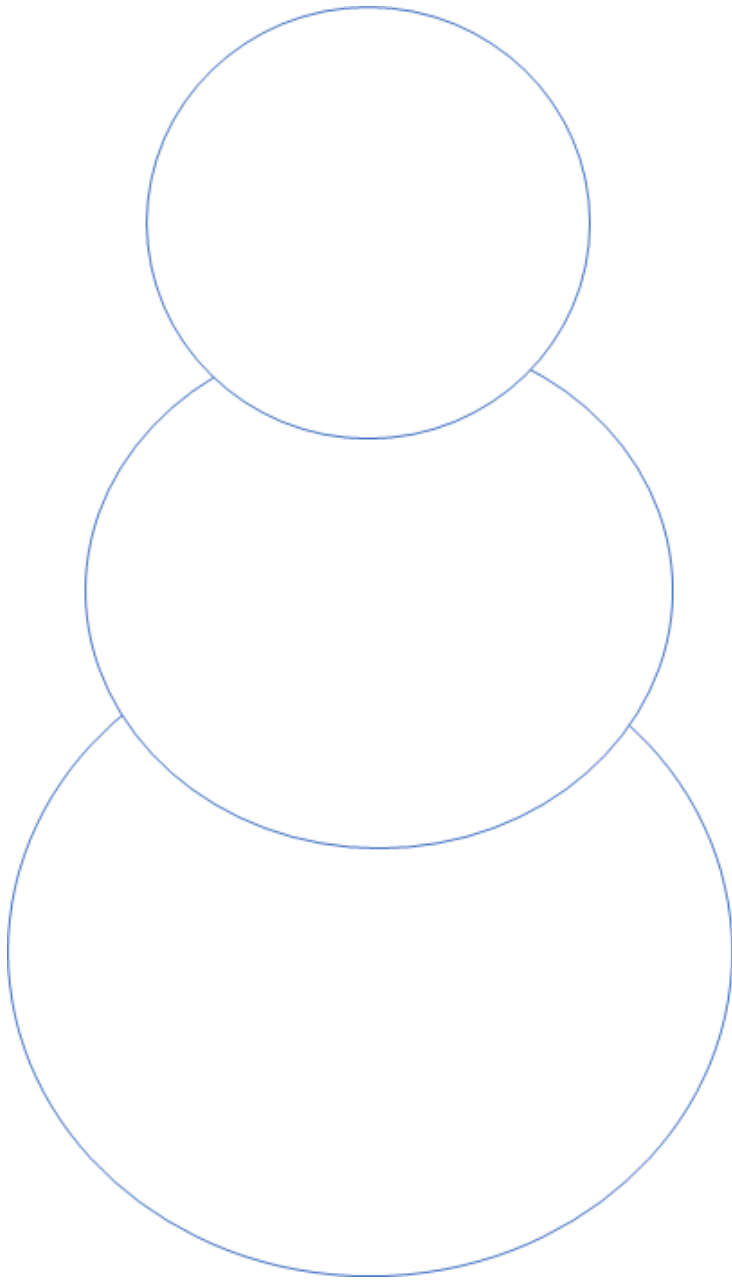


2.4 Let's make ice cream / Faisons de la crème glacée		
Required Materials	125 ml milk (1/2 cup)	*lait
	15 ml sugar (1 tbsp)	*sucre
	10 ml cocoa (2 tsp)	*cacao
Instructions	<p>Put above 3 items into a small baggie and seal well.</p> <p>Take a large baggie, fill it with snow and add 125 ml salt (1/2 cup).</p> <p>Place small baggie inside the large baggie which is filled with snow and salt and seal large baggie well.</p> <p>Shake for 6 minutes until most of the snow has melted and small bag contents have solidified.</p> <p>*You might want to wear mittens during the shaking.</p> <p>Bon appétit!</p>	



2.5 - Snowman Glyphe de bonhomme de neige	
Required Materials	<ul style="list-style-type: none"> • Crayons *crayons de cire/bois • Snowman outline *bonhomme de neige
Instructions	<p>If you like snow – draw a toque</p> <p>If you do not like snow – draw a hat</p> <p>Draw blue eyes if you prefer hot chocolate</p> <p>Draw green eyes if you prefer chocolate milk</p> <p>Draw a long carrot nose if you like to play in the snow</p> <p>Draw a short carrot nose if you do not like to play in the snow</p> <p>Draw a dotted mouth if you have built a snowman</p> <p>Draw a curved mouth if you have never built a snowman</p> <p>If you are 6 years old – draw 2 branch arms reaching up</p> <p>If you are 7 years old – draw 2 branch arms straight out to the side</p> <p>If you are 8 years old – draw 2 branch arms reaching down</p> <p>Draw a scarf if you prefer winter</p> <p>Draw a tie if you prefer summer</p> <p>Draw 1 button for each member in your family</p> <p>Decorate the background with your favourite winter things</p>





2.6 More or Less

Required Materials

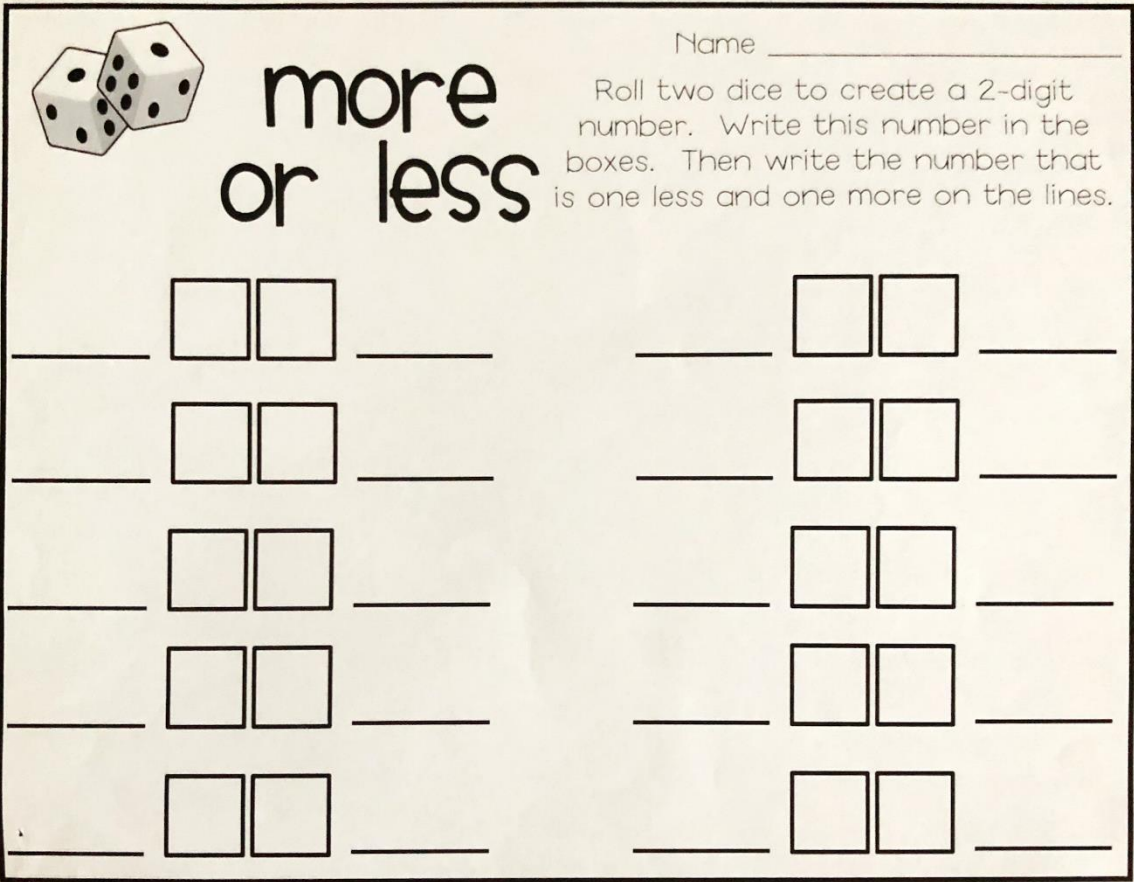
- 2 dice
- Gameboard attached

Instructions

Roll 2 dice to create a 2-digit number.

Write this number in the boxes.

Then write the number that is one less and one more on the lines.



The gameboard is titled "more or less" in a large, stylized font. To the left of the title is an illustration of two dice. To the right of the title is a line for the player's name, labeled "Name". Below the title and name line is a set of instructions: "Roll two dice to create a 2-digit number. Write this number in the boxes. Then write the number that is one less and one more on the lines." The gameboard features two columns of five rows each. Each row contains two empty boxes for a 2-digit number, followed by a blank line for the number one less, and another blank line for the number one more.

more or less

Name _____

Roll two dice to create a 2-digit number. Write this number in the boxes. Then write the number that is one less and one more on the lines.

_____	<input type="text"/>	<input type="text"/>	_____	_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____	_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____	_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____	_____	<input type="text"/>	<input type="text"/>	_____
_____	<input type="text"/>	<input type="text"/>	_____	_____	<input type="text"/>	<input type="text"/>	_____



2.7 Connect Four Addition	
Required Materials	<ul style="list-style-type: none"> • 2 dice • Gameboard attached
Instructions	<p>Roll 2 dice.</p> <p>Add the numbers.</p> <p>Cover the sum with your markers.</p> <p>First player to get 4 in a row wins.</p>



Connect Four!

Addition

8	2	7	11	3	9	6
4	10	5	12	9	2	11
7	3	8	10	5	8	4
9	11	4	2	6	12	9
6	10	7	5	3	8	9
10	7	2	11	6	3	12

How To Play:

1. Roll two dice
2. Add the numbers
3. Cover the sum with your marker.
4. First player to get 4 in a row wins!

© lucky to be in first 20H



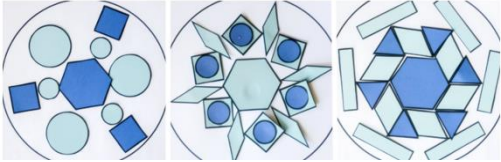
2.8 Go Fish 10	
Required Materials	Deck of cards
Instructions	<p>Lay out 20 cards on the table (leave out face cards or change them to equal 0, while aces equal 1).</p> <p>Kids remove sets of cards that add up to 10, ultimately trying to remove all the cards from the table.</p>



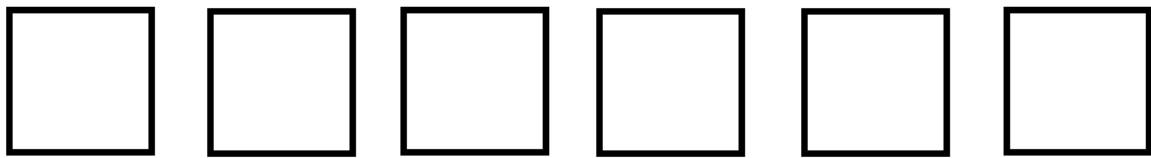
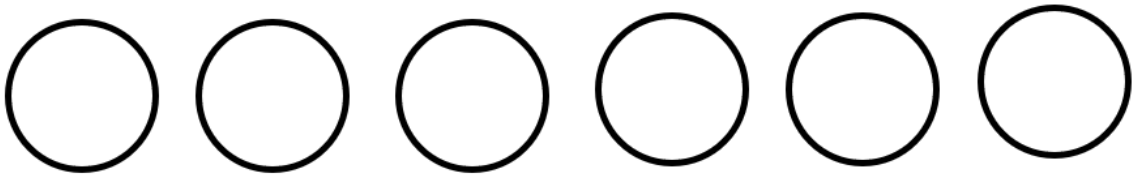
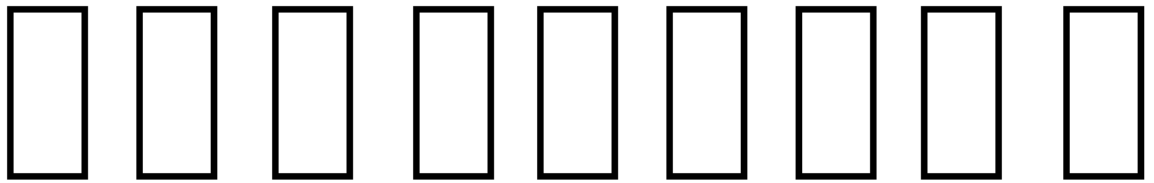
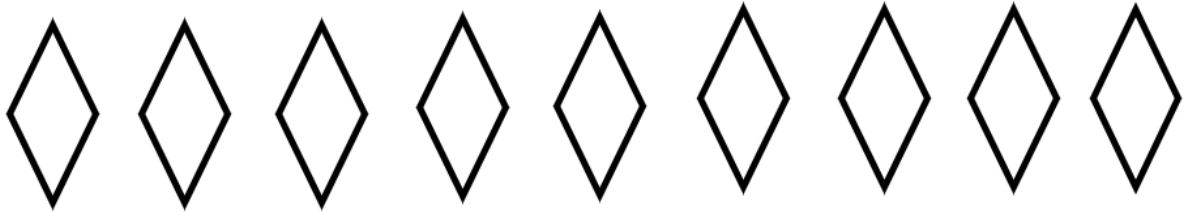
2.9 Build a Snowflake with Shapes

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	<p>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.</p> 







2.10 Mitten Roll and Colour

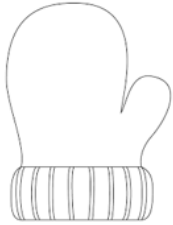
Source: <https://littlezizzers.blogspot.com/2018/12/16-literacy-and-math-activities-for.html>

Templates recreated by R. Plouffe-Hingley

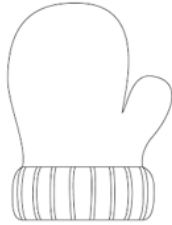
Required Materials	Printable mitten page Two dice Crayons
Instructions	<p>This can be done alone or with a partner.</p> <p>Roll the dice and count the dots. Each time a new number is rolled, colour the mitten with the corresponding number.</p> <p>Partners can take turns filling in the mittens. This activity ends when all mittens are coloured.</p> <p>Example:</p> <div><p>If you roll two</p><p>2</p><p>Colour the "2" mitten.</p></div>



Mitten Roll and Colour



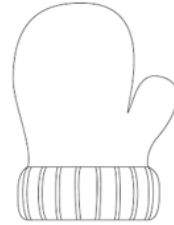
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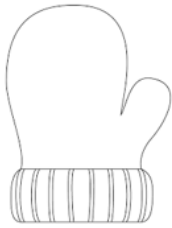
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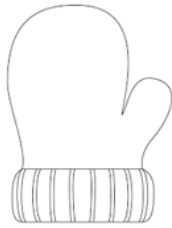
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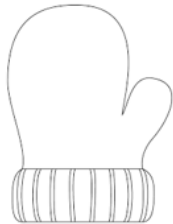
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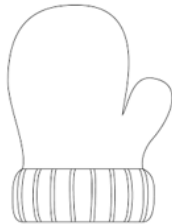
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9



10



11



12



2.11 Melting Snow Subtraction Game

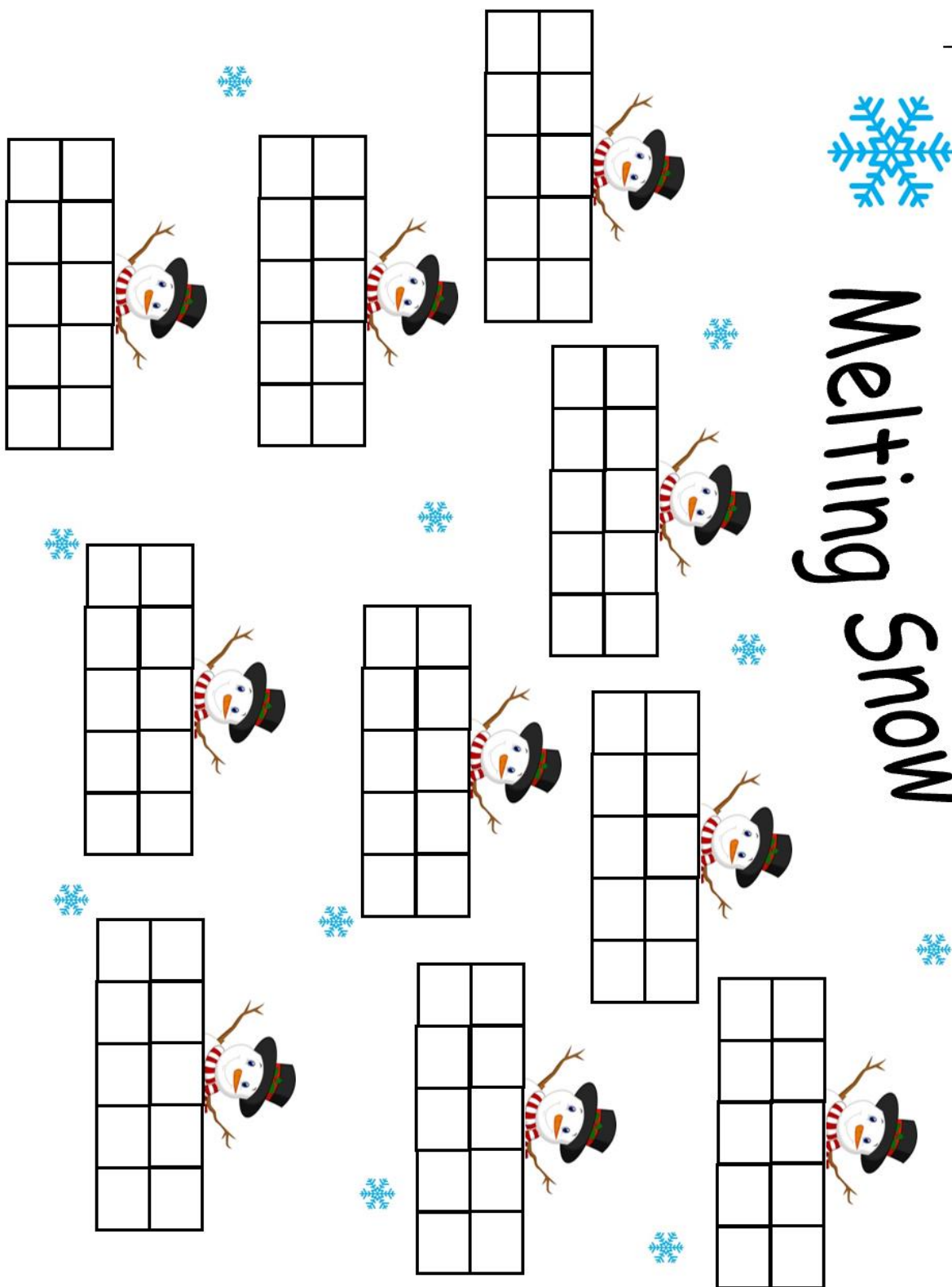
Source: <https://thekindergartenconnection.com/snow-subtraction-printable-winter-math-center/>

Templates recreated by R. Plouffe-Hingley

Required Materials	Melting Snow Subtraction question cards cut into squares Melting Snow Ten Frames page Plastic sheet cover Whiteboard Marker
Instructions	<p>Place the ten frames page into the plastic page protector. This will allow this page to be reused.</p> <p>Students pick a card and first fill in the ten frame using the whiteboard marker with the first number to show how many.</p> <p>They then wipe off the amount of the second number to show how many are taken away.</p> <p>They can then visually see how many dots are left in their ten frame!</p> <p>They keep pulling cards and solving in this way until all of the equations have been solved and are represented in their ten frames on the recording sheet.</p>



Melting Snow



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



2.12 Snowman Make 10

Source: <https://frompond.blogspot.com/2013/12/6th-and-7th-days-of-christmas-blog-hop.html?m=1>
Templates recreated by R. Plouffe-Hingley

Required Materials	One die/six-sided cube Snowman Makes Ten Printable Cotton balls or other “snowballs” to cover numbers
Instructions	<p>The student will roll the die and count the dots.</p> <p>They will think about how many MORE are needed to make ten and cover both numbers with a “snowball” (cotton ball).</p> <p>For example, if a 6 is rolled, the student would cover the 6 and the 4.</p> <p>The activity continues until all but the 10 is covered. The final number is covered to finish the task.</p>



Snowman Makes Ten



January Calendar	
Required Materials	<ul style="list-style-type: none"> • January calendar • Learning tools
Instructions	<ul style="list-style-type: none"> • January 1st is on Friday; mark it on your calendar • Write all the dates until January 31 • Draw a picture of the weather on each day • As each date passes cross it out • Make it a pattern • Share you January calendar with your family!

January Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Find Your Snowman's Name:

Use the first letter of your name to find your Snowman's first name.
Then use the month you were born to find your Snowman's last Name.



First Name:

A: Twinkle
B: Mr. Freeze
C: Jack Frost
D: Frosty
E: Arctic
F: Winter
G: Festive
H: Flurry
I: Mistletoe
J: Snowball

K: Fluffy
L: Candy
M: Polar
N: Jingle
O: Blizzard
P: Snowflake
Q: Star
R: Gingerbread
S: Tinsel
T: Chilly



U: Icy
V: Festive
W: Nutcracker
X: Holiday
Y: Holly
Z: Twinkle



Last Name:



January: Button-Nose
February: Winter-Man
March: Snow-Day
April: Cold-Nose
May: Lost-Gloves
June: Jingle-Shorts

July: Sugarplum-Fairy
August: Numb-Toes
September: Frozen-Pants
October: Jolly-Drawers
November: Cozy-Fire
December: Hot-Cocoa



<https://coffeeandcarpool.com/fun-simple-snowman-project-free-printables/>



Sciences / Sciences de la nature

3.1. Who Hibernates?	
Required Materials	<ul style="list-style-type: none">• Who Hibernates sheet• Learning tools
Instructions	<ul style="list-style-type: none">• Read each question• Think of animals that answer the question• Draw pictures

Who Hibernates?

Draw and list 2 animals that hibernate and 2 that don't.

A _____ hibernates.	But a _____ Doesn't hibernate.
A _____ hibernates.	But a _____ doesn't hibernate.



3.2 Hibernation et migration

Required Materials



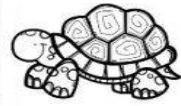

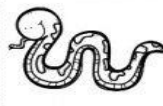
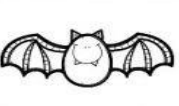




Scissors, glue

Instructions

Cut the animal pictures and glue them into the correct column to show how they prepare for the cold winter.

Explain your choices to an adult *en français*.

Nom: _____

Que font les animaux l'hiver?			
Les animaux réagissent de différentes façons au froid. Certains animaux hibernent et d'autres migrent. Découpe et place les animaux dans la bonne colonne.			
Hibernation 	Migration 		
			
			

Mme Marie-Julie



3.3 Diagramme de Venn / Venn Diagram

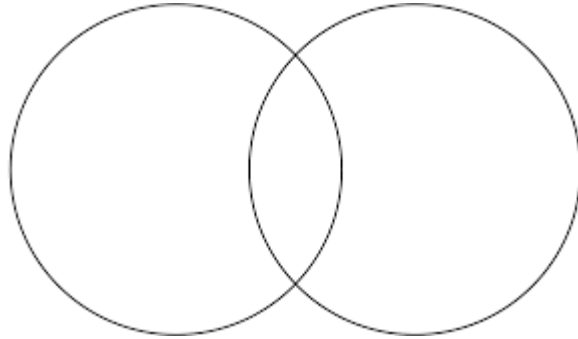
Required
Materials

paper, pencil, eraser

Instructions

Draw two circles that intersect.

This diagram will help you compare two things.



See the example below:



Use a Venn diagram to compare two animals and how they prepare for winter.

Explain les similarités et les différences to a parent or older sibling *en français*.



Social Studies

4.1 Citizenship Comic Strip	
Required Materials	pencil, eraser, the comic strip on the next page
Instructions	<p>How can you be a good citizen in the winter? (shovel for a neighbour, help a younger person on skates, help a little brother or sister create a snowman, protect the environment for animals, keep the sidewalk in front of your house clear of snow, put trash in the trash, use recycling bins for recyclables, sort winter clothes that no longer fit you and donate them to someone who can use them, stay off ponds and rivers, follow safety rules if you snowmobile, dress appropriately for the weather and remind others to do the same).</p> <p>Choose your six favorite ways to demonstrate good citizenship in the winter and illustrate them in the squares on the next page.</p> <p>Write a sentence to describe the action.</p>





My Citizenship Comic Strip



Éducation en plein air / Outdoor Learning

5.1 Colours, Patterns and Shapes All Around Us	
Required Materials	pastels, crayons, pencil crayons, water colours or other, construction paper
Instructions	<p>On a walk outside, students notice and describe colours, patterns and shapes all around us by using language such as:</p> <p><i>Je vois :</i> <i>du bleu, du rouge, du blanc, de l'orange ... / un rectangle, un cercle, un carré, un triangle, un hexagone, un losange ... / une auto rouge, une maison verte, un nuage blanc ou gris, une bicyclette orange, des feuilles vertes, un chien ...</i></p> <p><i>Qu'est-ce que tu vois? (to ask a sibling or parent)</i></p> <p><i>Je sens:</i> <i>l'air, la pluie, la ferme, le BBQ, les autos, le parfum, le gazon ...</i></p> <p><i>Qu'est-ce que tu sens? (to ask a sibling or parent)</i></p> <p><i>Je suis :</i> <i>excité(e), triste, mélancolique, nerveux(se), heureux(se)</i></p> <p><i>Est-ce que tu es...? (to ask a sibling or parent)</i> <i>excité(e), triste, mélancolique, nerveux(se), heureux(se)</i></p> <p><i>Why is there an extra E after excité? If it is referring to a female person, it is written with the extra E at the end or SE.</i></p>



	<p>Students then use pastels, crayons, pencil crayons, water colours or other on construction paper to represent what they see, smell and feel.</p> <p>Extension activity: students present their drawings to a sibling or parent and use the structures that were practiced when they were on their walk outside, <i>en français</i>.</p>
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5.2 La musique et les sons	
Required Materials	pencil, eraser, the comic strip on the next page
Instructions	<p>Students create sound effects for:</p> <ul style="list-style-type: none"> ▪ different kinds of wind we hear in January ▪ the sound of a snowplow ▪ the sound of skates on ice ▪ the sound of a shovel on cement <p>OR</p> <p>Students listen to French music while performing another task outside; this exposes students to Francophone culture while they work on something else in the great outdoors (story time with a parent, paint in the snow, shovel, create an igloo safely, etc.).</p>




5.3 La course d'obstacles dans la neige	
Required Materials	food colouring in the snow (if you choose to use it), a level area, instructions on the following pages
Instructions	<p>The most important thing is to keep safety in mind as you set up the obstacle course on a safe, level surface. Students many find it fun to time themselves and try to beat their best time. Siblings can engage in friendly competition.</p> <p>There is no right or wrong way to participate in this activity. It is for fun and for students to communicate in French.</p> <p>French language for parent / grand-parent / trusted adult to use:</p> <p>Départ Start La fin! Finish! Bravo! Good for you! Vas-y! Go, go, go!</p> <p>See the next page for obstacle course instructions.</p>


The following are the instructions for each event on the obstacle course (you will find the flashcards on the following pages that you can print or reproduce with chalk).

Départ - Student is ready to begin


Saute sur deux pieds  – 10 bonds (ten bounces) et compte tes bonds.





Arrête  – Je me présente (introduce yourself) *en français*


Marche par en arrière  – 10 pas et compte par en arrière en français 10-9-8 ... (ten steps backwards)


Tourne 3x  et dit quel est ton animal préféré.


Arrête  – Dit ton âge *en français* (tell your age)

Marche en grands pas  – 10 grands pas (ten large steps or lunges) et compte par bonds de 10 *en français*.


Tape ton pied droit 8x (right foot)  et compte par bonds de 5 en français jusqu'à 40.

Tape ton pied gauche 8x (left foot)  *et continue de compter par bonds de 5 en français de 40 à 80.*

Arrête  – Décrit quel temps fait-il (describe the weather) *en français*.

Fait une danse pour vingt secondes  et nomme autant d'animaux (name as many animals) que possible *en français*.



Claque des doigts 10x  et compte par bonds de deux (skip count by 2) commençant à 7 *en français*.

Debout sur un pied  – J’aime ... *en français*.

Marche comme un crabe  - 10 pas (ten steps) et explique J’aime l’hiver parce que ... *en français*.

Debout sur l’autre pied (other foot)  - Je n’aime pas ... *en français*

Arrête  – Quelle est la date *en français*?

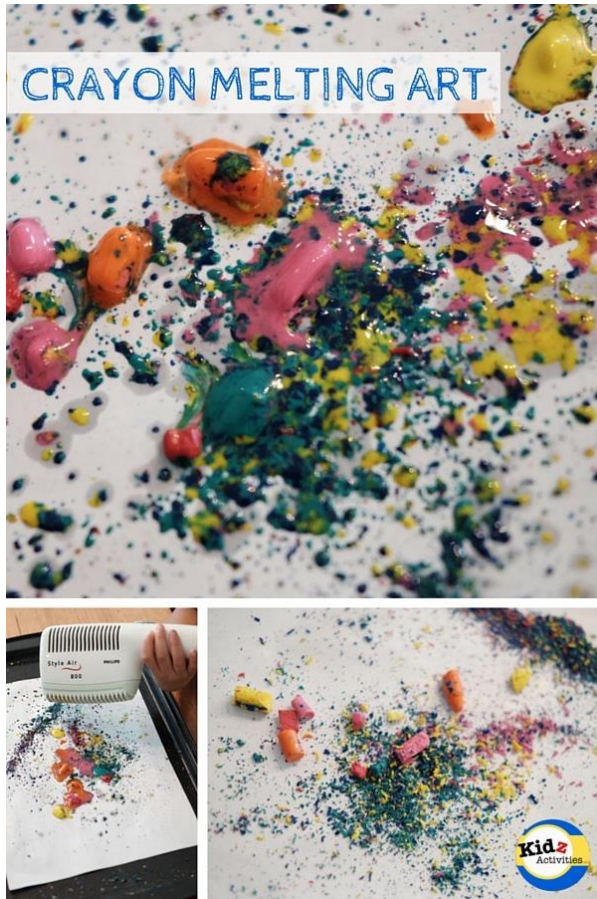
Un grand saut!  Et annonce « Je suis capable! »

La fin! – Student has made it to the finish line!



Additional Art Resources

1. Melting Crayon Art



Supplies:

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

Instructions:

Step 1: Cover your workspace in newspaper or a drop cloth

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 colors 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 color.

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 colors 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 color 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 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 coloring, 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 color, add in the color 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 colors, divide the ball of dough up into as many smaller balls as the number of colors you want. Put each small ball of dough into a Ziploc bag. Add about 5 drops of food coloring to each bag. Zip the bag up. Squish and knead the food coloring into the dough. By mixing the color into the dough in the bag, you don't get food coloring 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 Coloring (optional)

String



How to:

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

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

Step 3: Add food coloring 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!

