



Div. 3 Student Bear Power

Week 1 : Parent/Guardian Guide

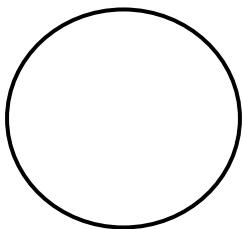
Remember: Always do your best.

Depending on the reading ability of your child, your child may read the instructions, read the instructions with your help, or you may read the instructions to your child. The goal is to work towards your child being able to read and follow the instructions given. And please remember **Praise your child often for the work they are doing.** These are not easy times. The only thing to expect is that your child is trying their best. Your child is on a unique learning journey.

Check In : This section is done every day as the first activity prior to getting into formal school work. It is an opportunity to allow your child time to get in tune with themselves to express how they are feeling. It is also a chance for children to learn vocabulary related to emotions.

How are you feeling today?: Your child can say one word to express their current feeling (happy, sad, upset, confused, excited, playful, frustrated, etc.). Your child can say the word to you or someone who is close by.

In the circle, draw a face that matches this feeling or emotion: You may draw a circle on some paper where your child can draw a picture of the emotion or feeling they stated. Then you can ask your child, "Do you want to say something about how you are feeling?" They can say more to you or, if they wish, they can write something down on the paper beside the face they just drew. You only need to accept the expression your child offers. You do not need to comment, though you can reflect back what they said by paraphrasing to ensure you understand what they said and that you heard what they said.



What do you want to say about how you are feeling today?

What did you eat for breakfast?: Your child can tell you what they had or they can draw and colour a picture what they ate on some paper. (Extension: If you would like to, you can then ask your child what part of the breakfast was fruit, a vegetable, a grain or a protein.)

Calendar : This is done every day to practice how a calendar works, the days of the week, weather observations and how numbers are used in everyday life. Your child can point to the calendar section that answers each question, and say the answer. (Extension: If you would like, you can write the answers for each question, and then write the date in the order of year.month.day [numbers] or Month day, year [month as a word, day and year as numbers].)

What is the month?

What is the day?

What is the year?

What day was yesterday?

What day is today?

What day is tomorrow?

What is the weather today?

How many days of school is today? (March 12, 2020 – our last day was 127)

Write 4 or 5 equations for this number.

Writing Practice: Children need to practice physically writing letters to perfect the fine coordination of their hand work and develop muscles in their hands. They will always need to write something at some point, even though computers and keyboarding are used more these days.

Read this poem. This is a first reading of this poem. Help your child to read it if they need support.

Trace 1 section or stanza per day. There is the title and four stanzas. You can show your child that each section of the poem is a stanza. Ask your child, "How many stanzas are in this poem?" (Answer: 4) Your child can trace over the letters as accurately as possible. All children are at a different level of development, so whatever your child is doing is fine. Encourage "do your best", "take your time", "follow the lines of each letter". Please point out to your child that there is a space between each word. Ask your child, "Why is there a space between each word?" Answer: "So we know where a word begins and a word ends." (Extension: If you would like, have your child copy the poem accurately once every day. Perhaps a stanza at a time over the course of the day.)

See the Bug

See the bug

On the rug.

I will give

His leg a tug.

See him run.

See him go.

He did not like it.

No! No!

See him hop

On the mop.

See him hide

To make me stop.

I will stop.

I will not tug.

You are safe

Little bug.

Reading Practice This part is for children to get better at reading and to increase their ability to build capacity for your child to read for longer sustained time of reading. Some children may need more help with reading than others. Shared reading or reading to your child is just fine, too. Over the coming weeks, we will try to ensure your child has reading material at their reading level.

-Practice reading the poem with expression every day. Encourage attention to explanation marks and periods.

-Read a book for 15 minutes every day. This can be a physical book or a book on the internet. We will have access to recommended internet books on Deroche's School Website soon. Your child may read on their own quietly for 5 minutes or 15 minutes or even longer. (Extension: Build up quiet reading time from where Your child is with a 1 minute increase each week.)

-Do a journal entry daily. Draw a picture for each day.

(Gr 1 – 1 sentence, Gr 2 – 2 sentences.) : Your child can write about anything they want

Your child can use a piece of paper to write a few sentences and to draw and colour a picture relating to what they wrote about. We are not concerned with spelling of bigger words. Children are encouraged to sound out the word and write what they think the letters are. Once your child has written the sentence, you can go over it together and proof read it for spelling, capital letters and punctuation.

Many great links are being added almost daily to our school site. Including Mrs. MacMillan & baby Malia's YouTube story time!

Here's the link: <https://deroche.mpsd.ca/Pages/default.aspx#/=>

Math Practice : This week's lesson is about how the number 2 works. You can count with your child, with the eventual goal being a child will be able to do this on their own. Remember, they are learning.

Count by 2's from 0 to 100.

0 2 4

Make up 2 or more equations per day where you add 2 more to the number.

Example: $40 + 2 = 42$ $15 + 2 = 17$: (Extension: If you have some small things, -- like lego, coins, sticks, stones -- for each equation your child makes, they can create a picture of the equation by grouping the items. Your child can do as many equations as they would like.)

_____ + 2 = _____ _____ + 2 = _____ _____ + 2 = _____

_____ + 2 = _____ _____ + 2 = _____ _____ + 2 = _____

_____ + 2 = _____ _____ + 2 = _____ _____ + 2 = _____

_____ + 2 = _____ _____ + 2 = _____ _____ + 2 = _____

Make up 2 or more equations per day where you subtract 2 less from a number.

Example: $40 - 2 = 38$ $15 - 2 = 13$: (Extension: If you have some small things, -- like lego, coins, sticks, stones – for each equation your child makes, they can create a picture of the equation by grouping the items. Your child can do as many equations as they would like.)

____ - 2 = ____ ____ - 2 = ____ ____ - 2 = ____

____ - 2 = ____ ____ - 2 = ____ ____ - 2 = ____

____ - 2 = ____ ____ - 2 = ____ ____ - 2 = ____

____ - 2 = ____ ____ - 2 = ____ ____ - 2 = ____

Outdoor Education lesson here:

<https://deroche.mpsd.ca/E-Learning/Outdoor%20Ed/Pages/default.aspx#/=>

Music lesson here:

<https://deroche.mpsd.ca/E-Learning/Music/Pages/default.aspx#/=>

IMPORTANT REMINDER:

Children can work at school work for about 10 to 15 minutes at one time. Be sure your child gets at least a 10 minute break every 10 to 15 minutes.

(Extension: Your child can colour this picture and answer the questions below. This can be placed on the fridge or in their room and they can practice reading it any time they want.)

Name:



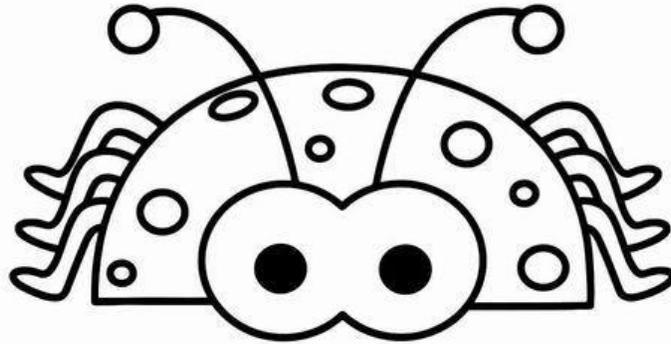
See the Bug

See the bug
On the rug.
I will give
His leg a tug.

See him run.
See him go.
He did not like it.
No! No!

See him hop
On the mop.
See him hide
To make me stop.

I will stop.
I will not tug.
You are safe
Little bug.



Questions

1. Where is the bug at the beginning?
 (A) on the rug
 (B) on his leg
2. What happened to make the bug run?
 (A) he was hugged
 (B) his leg was tugged
3. Why do you think the author stopped?
 (A) he wanted the bug to be safe
 (B) he couldn't see the bug