

Getting Started with At-Home Learning

We recognize that this is a very stressful time and that every family's current situation is unique. We understand that it might be difficult for your child to complete the weekly programming in its entirety. This is okay! At this time, you need to do what is right for your family and if that means picking and choosing activities from our guide, you have our blessing. We also understand that some families are wanting a daily routine, filled with lots of academics. We hope you find that our guide offers this and gives you opportunities for extending your child's learning.

In these unprecedented times, there is no right or wrong way to approach this. Alberta Education has recommended that Grade 1 students complete an average of 5 hours of academic programming per week. Furthermore, it has been suggested that the focus of this programming should be in the areas of literacy and numeracy. Please use this information as your lens as you proceed.

We are here to guide and support you on your home learning journey. Please do not hesitate to contact us if you have any questions.

Basic Weekly Structure

Every Friday, you will receive a weekly schedule that will give you a basic outline for the following week. Then each day of the week, you will receive a more detailed plan and will have access to the assignments for that day on Seesaw Class. You will be able to access PDF versions of the assignments on the microsite.

To help organize your at-home programming, we have decided to adopt the following weekly schedule:

- **Math Monday:** There will be a math lesson with some practice activities.
- **Tranquil Tuesday:** There will be an activity that gets you outdoors or encourages mindfulness.
- **Writing Wednesday:** There will be a writing activity.
- **Thinking Thursday:** There will be a science, technology, engineering, and math (STEM) challenge.
- **Fun Friday:** There will be a fun activity that you can complete as a family.

In addition to the activities listed above, you are encouraged to complete the following activities on a daily basis (NOTE: You can complete the daily activities in any order):

- **Read to Self:** Your child should read independently for 15-20 minutes. It is beneficial to provide your child with some books that are at their level for this activity. Read to Self can include Raz Kids. Go to: <https://www.raz-kids.com/>. Our teacher's username is twatson41. The student password is the rocket ship.
- **Home Reading:** Continue with your home reading activities. Aim for 15 minutes a day. Encourage and support your child as they read to you. Try to read books that are at your child's level. Don't forget to practice your sight words, too! *Note for Mrs. Watson's class: I won't be formally testing Rainbow Words*

while we are not in school. Once your child can independently, and confidently, read all of the words at their level, move on to the next level. See if you can make it through all of the levels by the end of the year!

- **Close Read:** A close read is when you study the same book daily for a period of time, and each day you focus on a different part or aspect of the book. This method helps children to develop a deeper understanding of the text and allows them to practice a variety of skills in a meaningful context. We will be providing you with a new close read each week, and will follow the outline below:
 - **Monday** – Activate prior knowledge and read for enjoyment
 - **Tuesday** – Vocabulary
 - **Wednesday** – Comprehension
 - **Thursday** – Story Elements
 - **Friday** – Fun activity or thematic craft
- **Word Work:** On Mondays, Wednesdays, and Fridays, you will complete a phonemic awareness exercise. On Tuesdays and Thursdays you will learn about a Secret Story.
 - **Phonemic Awareness:** The ability to identify and manipulate sounds in spoken words. Phonemic awareness is critical to reading and spelling success. Examples of phonemic awareness skills include rhyming, syllables, and identifying initial sounds.
 - **Secret Stories:** A phonics program that uses fun stories to help “explain” why letters get together and make the many different sounds that they do. Some of these stories will be a review for students in Mrs. Hegland’s class.
- **Problem of the Day:** This is a daily math word problem. Please use the following routine:
 - Have your child read the word problem to you.
 - Get them to explain how they will solve the problem.
 - Ask your child to draw a picture to show the problem.
 - Ask your child to write a number sentence.

Example: Bob had 6 cupcakes. He ate 2 cupcakes. How many cupcakes does he have left?



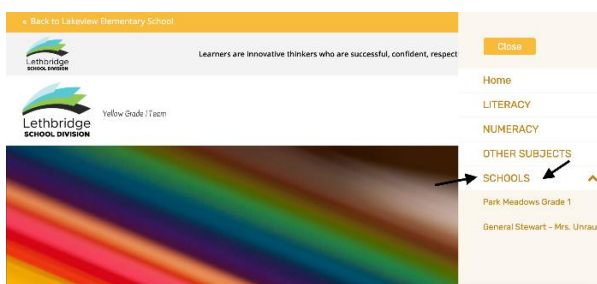
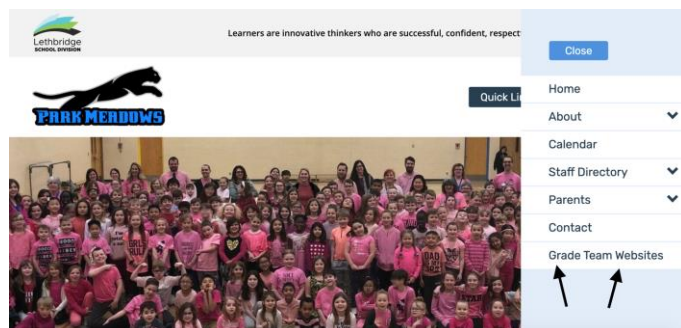
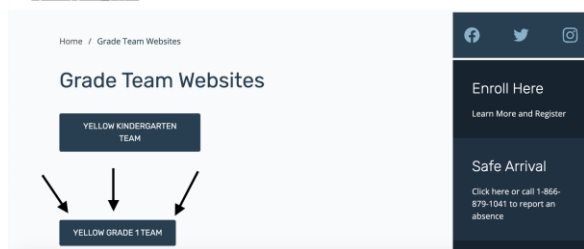
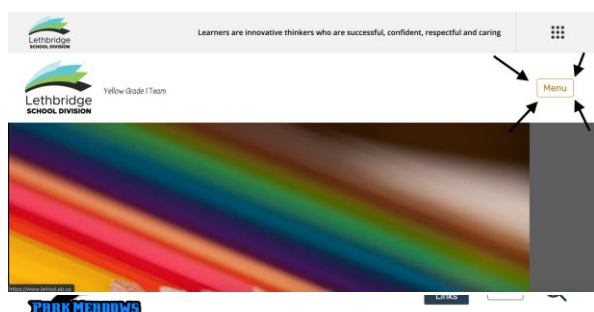
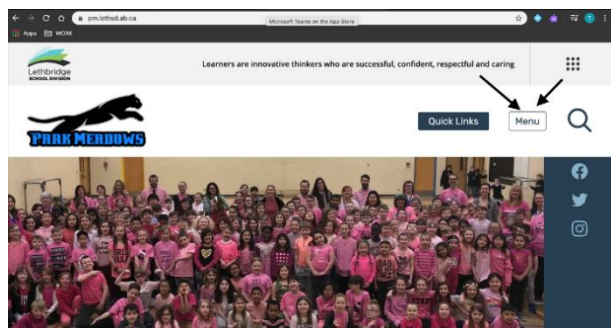
$$6 - 2 = 4$$

Technology Platforms

We will be using the following platforms to deliver at-home programming for your child:

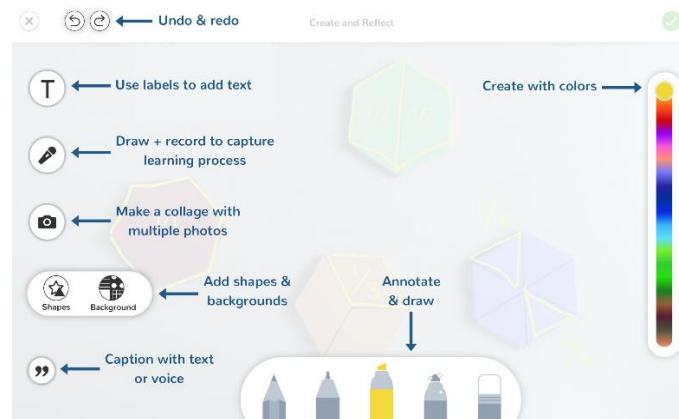
- **Microsite:** The microsite is a website to support you with at-home learning. It will house all of the information that you need in order to follow the weekly programming that we will be providing for you.

To access the microsite, visit the Park Meadows School homepage (<https://pm.lethsd.ab.ca/>). Click on the tab that reads Grade Team Websites (this may be under Menu, depending on the device you are using). Then click on Yellow Grade 1 Team. From here, click on Menu, then schools, and scroll down to Park Meadows.



- **Seesaw:** In order to fully participate through Seesaw, you will need both the Seesaw Family app and the Seesaw Class app. You can also access both of these through the internet at <https://web.seesaw.me/>. Most of you are already signed up for Seesaw Family. If you are not, you can sign up using the invite (email or text) that was sent to you by your child's teacher. In order to sign up for Seesaw Class, you will need the unique home learning code that was provided by your teacher. Please reach out if you require any assistance to get set up on Seesaw.
 - **Seesaw Family:** Parents will use Seesaw Family to receive whole group announcements from the Grade 1 team, and to communicate one-on-one with your child's teacher. Parents can also view their child's journal through this app. The inbox feature on Seesaw Family is the best way to contact your child's teacher.
 - **Seesaw Class:** Students will use Seesaw Class to complete activities that have been assigned to them. They will use a variety of tools to demonstrate their learning and will submit their

assignments for the Grade 1 team to review and provide feedback. See the image below for Seesaw tool information.



Seesaw Activities and PDFs

For most activities, we will be giving families two options for completing assignments.

- **Seesaw Class:** Your child can complete a digital version of the assignment.
- **PDF:** When possible, we will provide you with a PDF version of the activity. You may print the PDF to complete the activity or you can view the PDF and complete the activity in a notebook or on a loose-leaf piece of paper.

Math Manipulatives

Some of the math activities will use manipulatives, such as dice, spinners, or counters.

- **Dice:** If you have dice at home, that's great! However, it's not a problem if you don't. You can find digital dice online or get creative and use playing cards, make your own dice out of paper (use a cube template), or make your own number cards and place them in a container for your child to randomly pull them out.
- **Spinners:** You can sometimes find digital spinners online or you can make a simple spinner by using a pencil and a paperclip.





- **Counters:** You can use anything you have around the house for counters. Some ideas include buttons, LEGO, Cheerios, or even little balls of tinfoil. Be creative!

Writing Tools

In Grade 1, we typically write on dotted line paper. On the microsite, you will be able to find a writing paper PDF that has dotted lines. You are not required to download and print this file, but you can if you think it would be helpful for your child.

There is also the following writing checklist available as a PDF. Again, you are not required to print it, but if you choose to, you may want to place it in a page protector so that you can use it over and over with a whiteboard marker. This checklist will give you a good idea of some of the skills we are looking for at this point of the year in writing.

	I re-read my writing and it makes sense.	
<u>I</u> he cat is black.	I used an uppercase at the beginning of every sentence.	
My <u>b</u> rother's name <u>i</u> s <u>R</u> yan.	I used lowercase letters, except at the beginning of sentences and for names.	
I like watermelon <u>.</u>	I used periods at the end of each sentence.	
	I used finger spaces.	
<u>The</u> bunny <u>can</u> <u>jump</u> high.	I spelled sight words correctly.	

Questions

We cannot say this enough, if you have any questions, we are happy to help! Please reach out through Seesaw or email.