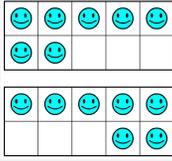
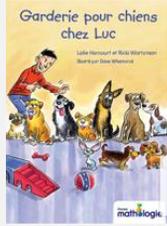


**Instructions:** Choose from the options below. Enjoy as many or as few as you have time for.

	Monday	Tuesday	Wednesday	Thursday	Friday
Math		<p><a href="#">How Many? / Combien?</a></p> 	<p><a href="#">Coin Sort</a></p> 	<p><a href="#">Identifying Shapes</a></p> 	<p><a href="#">Acorns for Wilaiya</a></p> 
<p>Click on the link above each picture for question prompts for your child.</p>					
Literacy	Easter Monday	<p>Read or listen to a poem with your child. As you read, and reread, use expression and encourage your child to join you in familiar parts. Have your child act out part or all of the poem. Dress up and be creative! Record your child to share with family members. Click the image for poems:</p> 	<p>Scroll through your device's photo stream or choose a photograph from around the house. Ask your child to tell the story of what happened in the photo (retell the event). To extend the learning, draw a picture of what happened before the photo was taken.</p> 	<p>Your child might look through family cookbooks or online recipes (click <a href="#">here</a> or click <a href="#">here</a>). Encourage your child to choose a recipe which they would like to make. Ask your child to persuade you with two reasons why they should be allowed to make this recipe.</p> 	<p>Listen to <a href="#">What's the Weather Like Today</a> with your child. Go outside and notice the weather. Come back inside and draw a picture. Support your child to write down 3 words, which describe the day.</p>
French as a Second Language		<p>Listen to French alphabet song "<a href="#">L'alphabet en français</a>" and read the <a href="#">French alphabet books</a>.</p> <p>Click the image for the activities:</p> 	<p>Read the book "<a href="#">Mon visage</a>"</p> <p>Click on the image for the activities:</p> 	<p>Sing the song "<a href="#">Qu'est-ce qu'il y a dans le sac à dos</a>" (to the tune of <i>London Bridges</i>.)</p> <p>Click on the image for activities:</p> 	<p>Listen and Read the Mathologie book and do the online activity.</p>  <p>Click <a href="#">here</a> for additional activities.</p>



Please click on this icon, wherever you see it, to access Indigenous content.



It's all about the food. People come together over a good meal. Many Indigenous Peoples don't start "getting down to business" until guests are fed.

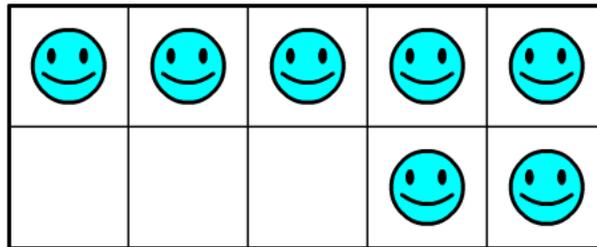
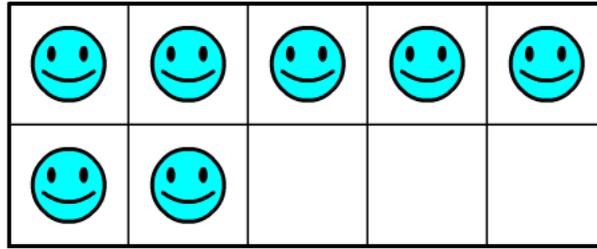
Here's a cute story about a young girl cooking with her grandmother with a little help from their friends.

### [Awâsis and the World-Famous Bannock](#)



Return Home

# How many? Combien?



[Image source: https://mathbeforebed.com/2017/05/08/circle-frames/](https://mathbeforebed.com/2017/05/08/circle-frames/)

## Questions à poser:

- Combien de cercles vois-tu?
- Comment as-tu compté les cercles?
- Est-ce qu'il existe une meilleure façon de résoudre ce problème?
- Si on remplissait le premier cadre de dix, combien de cercles seraient dans le deuxième cadre de dix?
- Peux-tu penser à une phrase mathématique pour expliquer ce problème?

## Questions to ask:

- How many circle faces are there?
- How did you count them?
- How could you make this problem easier to solve?
- If you filled the first ten frame how many would be left in the second ten frame?
- Can you tell me an addition sentence that goes with this problem?



# Coin Sort

## Instructions:

Grab a handful of change

Have your child sort the change

Count the number of coins in each group

## Questions to ask?

- How did you count the coins?
- What numbers do you see?
- Can you count them in another way?

## Questions à poser:

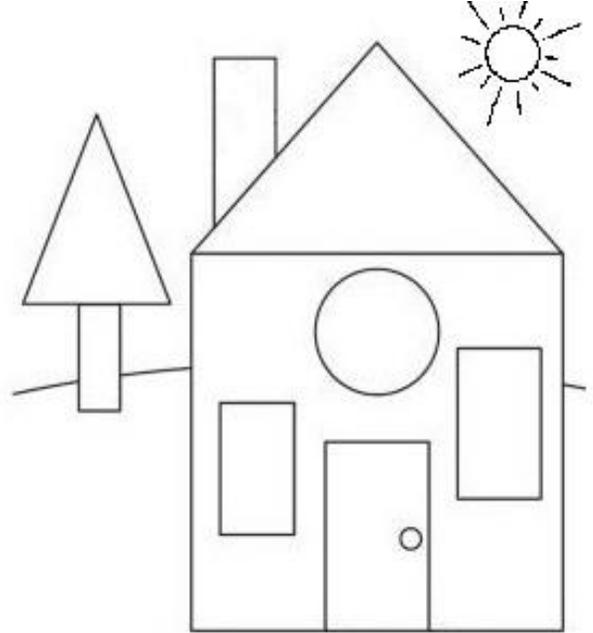
- Comment as-tu compté les pièces de monnaie?
- Comment sont-elles regroupées?
- Peux-tu les compter d'une autre façon?



Note: if you don't have any change, you anything else you have around the house, ie. Legos, cars, beads, buttons...



Circle	Cercle
Triangle	Triangle
Square	Carré
Rectangle	Rectangle



There are  \_\_\_\_\_ in the picture

Il y a  \_\_\_\_\_ dans l'image



## Identifying Shapes / Identifier les formes

Directions:

Using the digits 1 to 6, at most once each time, fill in boxes and identify a shape in the blank to make as many of the following statements true as you can.

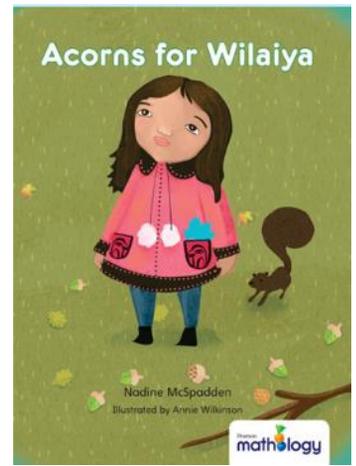
En utilisant les chiffres 1 à 6, une fois chaque seulement, remplissez les cases et identifiez une forme dans le blanc pour rendre autant de déclarations suivantes vraies que possible.

# Acorns for Wilaiya

Listen / Read the book [English](#) [French](#)

**As you read the story**, enjoy counting different objects and living things on the various pages. Look for differences within a group (e.g., acorns with caps and without, different colours of leaves). After you read, use simple objects such as buttons or bread tags, to play your own acorn game. Can you count the objects in both English and French?

**Hop It Out:** Use chalk to make a number line showing 0 to 10 on the sidewalk or driveway. Have your child count forward and backward while hopping or stepping between numbers



## A note from Nadine McSpadden, Author of *Acorns for Wilaiya*

The story is about Wilaiya, a child from a Coast Salish family, includes two key ideas that relate directly to Indigenous cultures.



**Key Idea:** *The importance of understanding our interconnectedness with land and nature*

The story is intentionally set outdoors because it is a natural way to learn about the land and nature. Traditionally, Indigenous peoples lived off the land. They were always very aware of seasonal changes, as these changes told them when they needed to hunt, fish, collect berries, Harvest cedar and collect medicines. Their survival depended on this awareness. In this story, Wilaiya learns that nature tells us things if we pay attention.

### Guiding Questions:

- What does Wilaiya notice that tells her it is fall?  
What would you see in the early spring?
- What do you or your family collect in the summer (from gardens, trees, etc.)?
- Why do you think it's important to take care of the natural world around us?

**Key Idea:** *The importance of family and elders*

The grandmother is an important figure in this story. She demonstrates how Indigenous people value their families and their elders. Traditionally, children spend a great deal of time with members of their extended family. In a sense, these family members were their teachers, perhaps teaching them skills such as weaving or fishing.

Elders are teachers too. They are Knowledge Keepers. In this story, Grandma shares her knowledge about the interconnectedness of nature by reminding Wilaiya that all things in nature have a purpose. Wilaiya learns the important lesson that, while it is okay to collect the acorns, she must leave them behind when she goes home. Acorns are food for squirrels and other animals. Those that are not eaten may grow into trees. Those that remain will return to the land and feed the soil.

### Guiding Questions:

- What does Grandma teach Wilaiya about collecting acorns?  
Why can't Wilaiya take just one acorn?
- Who in your family taught you something?
- Who do you think might have taught Grandma about acorns?



# FSL – Tuesday Activities

- [Listen](#) to the pronunciation of each letter and words that begin with each letter.
- Try a letter hunt with your child at home. Try to find things in your home that begin with the letter Aa.
- Write out the letters with some shaving cream or hair gel.

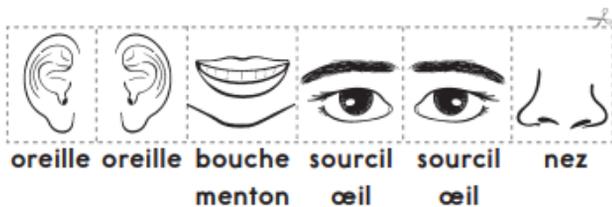


# FSL – Wednesday Activities

- The photographs in this book encourage picture-to-text connections, as well as opportunities to discuss the ways in which people are alike and different.
- Use the image of the face below to have your child cut and paste the images in the correct location onto the face.
- Use the second image and ask your child to cut and paste the words that begin with the same sound as “bouche.”

Nom \_\_\_\_\_

Reading A-Z



Compétence : Vocabulaire

Mon visage - Niveau A + 3

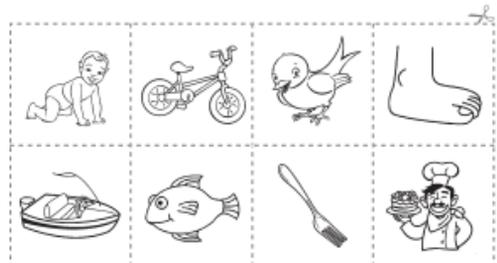
Nom \_\_\_\_\_

Reading A-Z

Bb



bouche



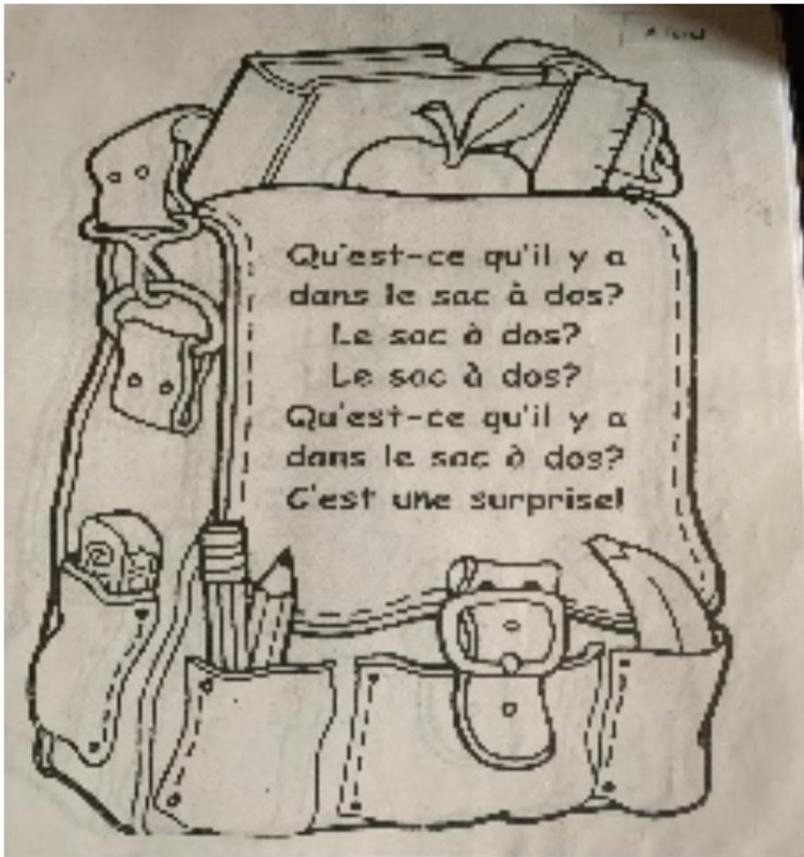
Mon visage - Niveau A + 2

Compétence : Conscience Bb



# FSL – Thursday Activities

- Give your child a backpack with 5 items in it (i.e., une calculatrice (a calculator), un crayon (a pencil), une gomme (an eraser), une règle (a ruler), un stylo (a pen))
- Child takes an item out of their their backpack (i.e., une calculatrice) and says, “Dans mon sac à dos il y a une calculatrice”.
- Using the lyrics in the picture below, sing “Qu’est-ce qu’il y a dans le sac à dos » to the tune of « London Bridges » again and child removes another item from their backpack and says, “Dans mon sac à dos il y a un(e) \_\_\_\_\_.”
- \*Repeat the above (5 times) until child has revealed all the items in backpack.
- **Option:** Have your child describe items in their backpack by using French numbers and colours (i.e., “Dans mon sac à dos il y a **deux** calculatrices **bleues**”).



Click on the pictures to see a larger version:



# FSL – Friday Activities

**Before reading:** *read the title and discuss the cover.*

- Ask your child:
  - What is a dog daycare?
  - What do dogs do at a daycare?
  - What does a worker at a dog daycare do?
  - What do you think will happen in this story?

**During reading:** *Encourage your child to...*

- Use their hand to count the dogs and objects.
- Say how many dogs are missing when Luc realizes he has less than 10 -identify which dogs are missing
- Make predictions about what will happen next in the story.

**After reading:** *Ask your child to...*

- Answer Luc's last question.
- Answer « how many dogs are there? »
- Explain why it was difficult for Luc to count the dogs.
- Do the online activity that follows the story.

