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| **Tuesday Home Learning Schedule** |
| **Morning Meeting** |
| 1. Listen to and sing [Bonjour, Bonjour!](https://www.bing.com/videos/search?q=bonjour+les+amis+comment+ca+va&ru=%2fvideos%2fsearch%3fq%3dbonjour%2bles%2bamis%2bcomment%2bca%2bva%26FORM%3dHDRSC4&view=detail&mid=6D16C4A7F6EF3D17E5C06D16C4A7F6EF3D17E5C0&&FORM=VDRVSR) 2. Click on and watch this video [Comment ça va? Les sentiments!](https://www.bing.com/videos/search?q=bonjour+les+amis+comment+ca+va&&view=detail&mid=301CB751BD8D55E37BCA301CB751BD8D55E37BCA&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dbonjour%2Bles%2Bamis%2Bcomment%2Bca%2Bva%26FORM%3DHDRSC4) 3. Listen to and sing [French Alphabet RAP](https://www.bing.com/videos/search?q=alphabet+rap+french&view=detail&mid=09160C74593D84D0542909160C74593D84D05429&FORM=VIRE) and [L'alphabet en Français](https://www.bing.com/videos/search?q=alphabet+rap+french&&view=detail&mid=6474CDEDF0D46EF9DAED6474CDEDF0D46EF9DAED&&FORM=VDRVRV) 4. Listen to and sing [Les jours de la semaine](https://www.bing.com/videos/search?q=alain+le+lait+months+of+the+year&&view=detail&mid=C34EAFA23BC75265BAC4C34EAFA23BC75265BAC4&&FORM=VDRVRV) and [Les mois de l'année](https://www.bing.com/videos/search?q=alain+le+lait+months+of+the+year&view=detail&mid=82768A5A3FB1A65C410082768A5A3FB1A65C4100&FORM=VIRE) 5. Listen to the story about [Ève Escargot](https://youtu.be/bIfNdleAJ-U) 6. Listen to, sing, and do the action for our sound of the week [Chanson - Ève Escargot](https://youtu.be/jhUuQF7oxCA) 7. Your child can continue working on their message of the week (click here 🡪 <#message>). This usually takes us the entire week to complete. We read and reread the message all week long. Then, each day, we focus on one of the items below. If you child is finished, they can move on to the next subject activity in our schedule. 8. Highlight the words of the week 9. Highlight the words that contain the sound of the week (è) 10. Print the words of the week 11. Print three words that contain the sound of the week.   Les mots de la semaine (words of the week) :  **avoir, midi, dehors, aujourd’hui, besoin** |

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| **Literacy** |
| Daily Five (cinq au quotidien) – Please ask your child to do five 10-minute rotations. That is, after 10 minutes of working on one activity, ask them to “rotate” and do the next activity for 10 minutes, and so on, and so on. We do this in class so they should understand.   1. Sound Work (études de son): please ask your child to complete the sound of the week (è) <#worksheet> from their home-learning packet (or further down in this document). Refer to the <#answer> key to check for understanding; 2. Read to Self (lecture à soi): login to [Boukili](https://app.boukili.ca/profils/) and read or listen to books. Our class code is **80l3f9** (eight, zero, el, three, ef, nine) if needed; 3. Writing (écriture): please ask your child to draw a picture and write a sentence to go with it. I would like them to write about their family: “Dans ma famille, il y a cinq personnes et un chien”; 4. Listening Center (centre d’écoute): ask your child to choose (scroll down) a video to from [Mini TFO](https://www.tfo.org/en/mini-tfo/videos). IF the episode is longer than 10 minutes, they may listen until the end, or stop after 10 minutes (up to you!); 5. Game (jeu): login to [Boom Cards](https://wow.boomlearning.com/signin/student) using their NEW password. Please let me know if you did not receive a message from me yesterday containing your child’s new password. |
| **Recess: wash hands, eat a healthy snack, and play outside for 20 minutes** |

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| **Math** |
| Warm-up: Listen to [Nombres 1-100](https://youtu.be/DnrTrbJ6mYs) or [Chanson: Compter jusqu'à 100](https://www.youtube.com/watch?v=NmCize5EwbU)  Daily Four (quatre au quotidien) – Please ask your child to do four 15-minute rotations. That is, after 15 minutes of working on one activity, ask them to “rotate” and do the next activity for 15 minutes, and so on, and so on. We do this in class so they should understand.   1. Zorbit’s: ask your child to login to [Zorbit's Math Adventure](https://play.zorbitsmath.com/). Please let me know if you did not receive a message from me yesterday containing your child’s login information. If you do not have access to Zorbit’s at home, please ask your child to try choosing a game from [Cool Math Games](https://www.coolmathgames.com/); 2. Number of the day worksheet (nombre du jour): Choose the next number of the day (worksheet from your child’s home-learning packet; 3. Game (jeu): play a card game or board game with you, a sibling or friend; 4. Representing numbers: Have your child make two columns: one for pair (even) and one for impair (odd). Have your child look in magazine, flyers, newspapers, catalogues, books, anywhere with print… And find numbers to add to their lists. Ask them to list all the numbers they find that are even numbers under the pair column and all the numbers they find under the impair column. Challenge them to find 15 for each column. |
| **Lunch: wash hands and eat a healthy lunch** |
| **Physical Education** |
| Check out [Mrs. Dickson’s Teacher Page](http://nelsonrural.nbed.nb.ca/teacher/mrs-dickson) for great Phys. Ed. lessons |

**Message de la semaine**

**Les mots de la semaine :** avoir, midi, dehors, aujourd’hui, besoin

**Son de la semaine** : « è »

Bonjour les amis !

Aujourd'hui je vais faire le ménage dehors pour ramasser toutes les feuilles qui sont tombées des arbres. Mais avant ça, pour avoir assez d'énergie, j'ai besoin de manger un petit-déjeuner qui est bon pour la santé. Je pense qu'il sera très beau après-midi. Peut-être que je vais aller rendre visite à mon frère et sa famille. Qu'est-ce que tu vas faire aujourd'hui ?

Écrits les cinq mots de la semaine :

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trouve et écrits trois mots qui fait le son de la semaine (è) :

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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