**First Grade Daily Home Learning Grid – Wednesday March 18, 2020**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **BIBLE** | **Lesson Objective** | **Activities** | **Links** | **Resources** |
| **Wednesday**  **March 18** | To understand the Bible story and learn how to care for others. | **Caring For Others (Lesson 23)**  Watch the story and talk about it as a family.  **Jesus heals the paralyzed man:** <https://www.youtube.com/watch?v=mfxTCr34mZI>  In student book, complete page 89. Match the picture with the speech bubble. | Youtube video | Access to internet  Screen  Bible student book  Pencil  Crayons |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LITERACY** | **Lesson Objective** | **Activities** | **Links** | **Resources** |
| **Wednesday**  **March 18** | To draft an opinion. | It’s said that every leprechaun has a pot of gold that he hides deep in the Irish countryside. According to legend, the leprechaun must give this treasure away to anyone who captures him. But this little fellow won’t let his treasure slip away easily. The story goes that the sneaky leprechaun can fool a person into looking away for an instant. And just like that, he vanishes into his forest home and takes his treasure with him.  **“Is there gold at the end of the rainbow?”** Write your first draft to answer the question above. Remember to use OREO (opinion, reason, example, opinion), just like we have in class. | More information on leprechauns can be found: <https://www.cbc.ca/kidscbc2/the-feed/the-legend-of-the-leprechaun> | Access to internet  Paper/composition book to write in  Pencil  Eraser  Colored pencils |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MATH** | **Lesson Objective** | **Activities** | **Links** | **Resources** |
| **Wednesday**  **March 18** | To tell the time to o’clock using an analog clock.  To identify different types of clocks – analog and digital – as instruments to measure time. | Prior Knowledge: Children made their own clocks last week and understand the parts of a clock.  Point out the difference between an analog clock and a digital clock. Go on a clock hunt around your house. How many clocks/watches can you find?  **Recap with your child:**  How many seconds in a minute?  How many minutes in an hour?  Identify the long and short hands on your clock.  When the long hand is pointing to 12, we say it is \_\_\_\_\_\_\_?  Today we are focusing on analaog clocks. Use the plastic clock to practise showing different o’clock times. For example, adult to call out an o’clock time and child to move the clock arms to show the correct time.  Complete “Silly Clocks” page in Telling The Time booklet. | Have a look at these videos to help: <https://www.youtube.com/watch?v=MaVgBjVh4b8> and <https://www.youtube.com/watch?v=Pht7dTlM0VA> | Plastic analog clock  “Silly clocks” page  Pencil  Eraser |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCIENCE** | **Lesson Objective** | **Activities** | **Links** | **Resources** |
| **Week 1** | To investigate, understand and record that objects may vibrate and produce sounds. | Prior Knowledge: We have already investigated three types of motion (circular, back and forth, and straight).  Take your child for a ‘listening walk’. Identify sounds around you. Ask your child:  Where is the sound coming from? What is making the sound?  **What vibrates to cause sounds?**  Identify and draw things that make loud and soft sounds. Answer the question, “Which sounds do your ears like best and why?” | Definition:  Sound travels by vibrations, which are back and forth or up and down motions. The faster an item vibrates, the higher the pitch of sound. The thinner an object is, the faster it will vibrate and the higher the pitch will be. | Science activity sheet  Pencil  Eraser |