

Sherbrooke Elementary School



Sustained Service Delivery Plan

Supporting Learning During Sporadic or Sustained School Absence

2019 - 2020

Introduction

We, the staff at SES, believe first and foremost in protecting the health and welfare of our students. With this in mind, our first recommendation to all students absent from school due to illness is that they rest and do all that is required to return to health.

1-Day Absences

Students missing school for periods of one day can collect missing required work when they return to school the following day. The general expectation is that this work be completed as soon as possible within a week of the child's return to school.

Sustained Absences

In the event of sustained absences due to illness, once your child has adequately recuperated and if you deem your child well enough, the following provides recommendations by level for activities that can help keep your child's basic skills active and growing during sustained absence from school.

These recommendations can also be applied in other instances of authorized sustained absence from school.

The SES school web-site will be maintained as a primary means of communication in circumstances where students cannot attend school. Important information and updates to parents will be provided through our web-site to the utmost of our capacity.

<http://www.etsb.qc.ca/sherbrooke/>

Recommended Kindergarten Learning Activities

Please read with your child every day. Alternate days, 1 day reading a French book and 1 day reading an English book.

- Things to discuss: Beginning, middle and ending of the story.
- Questions that could be asked:
 - o What was the story about?
 - o Can you tell me the story?
 - o Who were the characters in the story?
 - o How did the story make you feel?
- Draw a picture about your favourite part of the story.



Play Games with Rhyming: coat/boat, say/play

Play Games and Talk About Letters: Beginning sounds / ending sounds.

Watch television or videos in the second language 1 hour per day.

Colour and create crafts.

Number recognition in both French and English. Practice counting, identifying, ordering and printing the numbers 1 to 10 before the Christmas holidays and 1 to 20 after the Christmas holidays.

Sorting objects by colour or amount i.e.:

- blue with blue, green with green
- big with big, small with small
- shapes (circle, squares)
- cars with cars
- crayons with crayons.



Play board games. This works on waiting your turn, how to follow rules, social interactions, rolling dice and helping with counting. i.e. Candy Land.

Here are some web sites where material can be found to work on with your child.

www.geocities.com/prescolaire

www.kindercorner.com/themes_and_units.html

www.tlsbooks.com/kindergartenworksheets.htm

<http://dltk-kids.com>

www.creaction.qc.ca

www.starfall.com

Recommended Grade One Learning Activities



Language Arts



- Write in a journal every day.
- Read word lists in homework duotang (ziplock bag)

- Read books to your child in English (library books are free at bibliotheque Eva Senecal , corner of Marquette and Belvedere)
- Play card games/board games in English to reinforce oral language skills.

Websites for reading and writing practice: starfall.com
 literactive.com storyplace.org
 www.readwritethink.org/materials/picturematch/



Math

- Review numbers 1 to 100.
- Practise telling the time (hour and half-hour)
- Practise addition and subtraction facts to 20.

Websites for math practice: ixlmath.com (20 questions per day for free)
 bobsedulinks.com aaamath.com www.eduplace.com/parents/mw/



Science/Social Studies



- Keep a daily calendar for the weather.
- Learn about family members (i.e. Make a family tree)
- Look at family photos and discuss important family events
- Learn birth date, phone number and address



French

Lexibul

- Lecture à la maison (niveau de lecture approprié pour l'enfant)
- Assurez-vous de la compréhension du texte en posant des questions.
- Faire illustrer le début, milieu et la fin de l'histoire et écrire des phrases pour chaque partie.
- Étudier les mots de vocabulaire vus en classe selon le plan de travail du mois. Écrire des petites phrases en employant les mots de vocabulaire.

Sites web intéressants :

http://www.lasouris-web.org/primaire/signets_1.html

<http://www.alloprof.qc.ca/>

<http://www.learnalberta.ca/content/flbla/index.html>

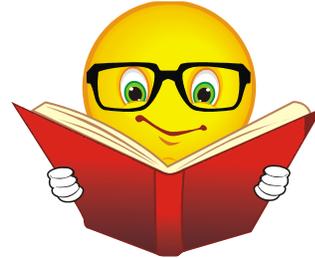
<https://www.samamuse.ca/index.html>

Recommended Grade 2 Learning Activities

Language Arts:

Please read with your child every day for 10 - 15 minutes. Ask your child comprehension questions:

- What is the story about?
- What happened in the story?
- How does the story end?
- What did you like about the story?



Review power words from homework binder.

Write in your daily writing journal.

Math:

Review 5-minute Math sheet daily from homework binder.

Review addition and subtraction up to 20 with homemade flash cards.

Continue to work on Math packs that have been sent home.

Play card games such as match game, addition, gold fish or old maid

Practice counting forwards and backwards to 100.

Practice skip counting by 2's, 5's and 10's.



Epearl <http://epearl.etsb.qc.ca>

Use epearl daily to record reading and writing. Your child's username and password is taped to the inside cover of the homework duotang.



French

- Lecture à la maison (niveau de lecture approprié pour l'enfant)
- Assurez-vous de la compréhension du texte en posant des questions.
- Faire illustrer le début, milieu et la fin de l'histoire et écrire des phrases pour chaque partie.
- Étudier les mots de vocabulaire vus en classe selon le plan de travail du mois. Écrire des petites phrases en employant les mots de vocabulaire.

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Recommended Cycle 2 (Grades 3 & 4) Learning Activities

English Language Arts: Students are asked to read for 30 minutes daily. The model we are hoping for is that of shared reading. Thus the parents should oversee reading and prepare three to five key comprehension questions for allowing students to work on the following concepts:

Prediction: Often model the question during out-loud reading by pausing and asking, "What do you think will happen and why?"

Inference questions: For example, "Why do you think Emily was so upset?" Your child will need to justify his or her answer by referring to a specific occurrence within said text.

Retelling: The child is asked to retell the main events in order to hone his or her sequencing skills and for the parent to verify that this text is the appropriate level.

Summary: They may be asked to write a brief summary of important key events no longer than 5-8 sentences.

Shared Reading should also be a celebration of language and oral expression. Model effective oral reading to captivate your audience, in this case parent and child.

Making connections to one's own life or other texts further prepares the student in acquiring the necessary tools for RESPONSE TO LITERATURE.

Creative Writing: Have your child write a daily journal focussing on showing rather than simply telling. Juicy colourful usage of verbs, adjectives and adverbs will hone their skills further.

Note: Should a child wish to write their own creative story by all means do so, be sure that it has a beginning, middle, and ending.

Mathematics: Simple revision of basic facts such as addition, subtraction, multiplication and division at their present level. Math drill sheets can be found on numerous websites.

<http://www.gamequarium.com/index.htm>

<http://www.softschools.com/math/games/>



Problem solving is also a key strategy by which students can use mathematics daily in their own personal setting. For example: You and your child are going grocery shopping. Allow your child to choose the items, knowing that he/she only has a limited budget to work with and specific essential items to buy to feed the family. Remember that there is no one single way to solve these problems. However, the means by which we do this is tied to the skills of mathematics. (See annex, possible math sites.)

Social Studies: Reinforcing the students' knowledge of their existing environments is key here. A child may be asked to draw a map to the library, giving directions/instructions to a set location - including a legend and key, or simply drawing a family tree. (A better sense of self within their family community.)

Idea: To annotate current events that are happening in their city/town/community. Do this in such a way that they report back to their class peers. Evidently these events should be pertinent to other members of our classroom community.

Science: Keep in mind that through media and news much can be learned. Have the child keep an informed journal about certain technological changes that may have an impact on our lives.

Ethics: Have your child complete an ethics journal each day. Below find possible ethical questions that your child can write about daily.

1. You find a twenty dollar bill on the ground in the library. Do you bring it to the librarian or put it in your pocket?

2. You see someone who is dressed differently due to their religion. Do you laugh at them or do you start a conversation?

3. Your neighbour, a boy from high school, has asked you to join his crowd and go out writing graffiti for fun. He says that everyone is doing it. Do you follow the crowd? Why or why not?

Cycle 2 - Français

- Lecture d'un livre (maison ou bibliothèque) adapté au niveau de votre enfant.
- Assurez-vous de sa compréhension du texte en lui posant des questions au sujet de l'histoire.
- Assurez-vous de sa compréhension des mots en lui demandant de chercher la définition dans un dictionnaire.
- Faire composer des phrases avec des mots du livre.
- Faire chercher dans le texte :
 - *des noms communs
 - *des noms propres
 - *des verbes conjugués
 - *des verbes à l'infinitif
 - *des adjectifs
- Faire conjuguer quelques verbes.
- Faire illustrer une partie de l'histoire et lui demander de commenter son dessin à l'oral et/ou à l'écrit.
- Tenir un journal quotidien



RÉFÉRENCES INTERNET POUR LE FRANÇAIS AU 2E CYCLE:

NOTE AUX PARENTS: Les sites suivants comportent parfois des niveaux variés de difficultés.

www.swarthmore.edu/Humanities/gmoskos1/interexercice/inter2.htm

<http://fog.ccsf.cc.ca.us/%7Ecreitan/grammar.htm>

www.pommemarina.com/accueil.php

<http://classedece1.free.fr/ecran/menu.html>

<http://cycle2.free.fr/cadrefrancais.htm>

www.yvandemers.com/jeux/francais/nature/nature.htm

Recommended Cycle 3 Learning Activities Cycle 3:

Cycle 3 Language Arts: Pick 1 choice from reading, 1 from writing and 1 from word play

Reading:

- Read for 30 - 45 minutes every day.
- Read for 15 minutes and reflect on your reading by writing a summary, a connection to the story, a cartoon version of the chapters, etc.

Writing:

- Write a summary about an amazing movie that you watched recently.
- Write a creative story.
- Write a new ending to a known story.
- Keep a journal of your adventures. (Email your entries to your teacher).
- Write a newspaper article on what you are doing or what's happening in your community.

Word Play:

- Play word games such as Scrabble, Hangman or Headbands.
- Build a Language Arts board game. Your board game should centre around a theme. Remember, within your board game, you'll need to include the rules and all materials.

Interesting Language Arts links:

- <http://www.shared-visions.com/explore/english/parts.html>
- <http://www.funbrain.com/grammar/index.html>

Cycle 3: Math

- Practice multiplication and division facts.

- Ask a parent/guardian to invent a word problem relevant to something found inside the house. (Eg: calculating the liters of juice for a party, calculating the cost of a family trip, calculating the elapsed time in a typical day, etc.)
- Invent word problems and quiz your family members.
- Play a math game that you learned in class.
- Build a Math board game that can be played in class.
- Update your memory aid, if you have one.
- Make a math video, explaining a math concept.

Interesting Math links:

- <http://www.coolmath4kids.com/>
- <https://www.aaamath.com/>
- <https://www.funbrain.com/math-zone>

Cycle 3: Science

- Learn and understand the Scientific Method in a given experiment:
 - Question
 - Purpose
 - Hypothesis
 - Variables
 - Procedure
 - Observations
 - Conclusion
- Study various foundations of architectural structures: triangles, rectangles, cantilever.
- Refer to various phenomenons in nature.
- Demonstrate an understanding of solubility using various liquids and solids and control specific variables.
- Code using Scratch and Micro:bits
- Grow a garden of plants and flowers and study different species of various vegetation.

Cycle 3 Univers social

- Faire une recherche sur l'un des sujets suivants: Louis Pasteur, les frères Wright, Henry Ford, l'invention de la bicyclette, le début du hockey, la découverte du pétrole, le premier cinéma. Les élèves peuvent présenter leur recherche en utilisant le moyen de leur choix (exemples: affiches, vidéo, *Google slides*, ...).
- Visiter le site: <http://primaire.recitus.qc.ca/>

Cycle 3 Français:

- Lire 20-30 minutes et écrire un court résumé.
- Inventer une courte histoire.
- Pratiquer diverses notions sur le site: www.ortholud.com
- Regarder un film en français et le commenter.
- Jouer à des jeux de vocabulaire (Scrabble, Boggle, Tabou, bonhomme pendu, ...)

Visiter les sites suivants: www.radiocanada.ca (zone jeunesse) OU www.alloprof.qc.ca