

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>National Volunteer Week Activity</p>  <p>Read the quote above and write a paragraph describing what you think this means. Be sure to give examples to support your ideas. Click on the image to get more activities.</p>	<p>World Creativity and Innovation Day</p> <p>There are many everyday inventions that make our lives easier (e.g. pull-top tabs on cans, remote controls for the tv etc.) Your turn: Be creative/innovative and think of a new invention to make life easier. Click here for more details of the task.</p>	<p>Earth Day</p> <p>Think about things you and your family could do to help the Earth. Decide on what you will commit to doing and post it on the fridge as a reminder. Encourage others in your family to join in.</p>  	<p>It's normal to have disagreements with people at times. Read the article here to learn tips on how to fight fair. Click on the image to find a related task.</p>  	<p>There are many people and groups who are working hard to help others in the community during this pandemic. Think of a person or group who you feel deserve our thanks. Jot down your thoughts and create a thank you letter, a social media post, or a poster that shows your appreciation. Share your work with a family member. Why did you choose the format you did to create your thank you message?</p>
French as a Second Language	<p>National Volunteer Week Activity</p> <p>Make a daily plan to volunteer around your house or in your neighborhood. Ask an adult how you can be helpful to them. Write your goals down in French and post them on the fridge!</p>	<p>Listen and watch the 4mins video about La Péninsule Acadienne.</p> <p>Click on image for activities.</p> 	<p>Earth Day</p> <p>Click on the image for activities.</p> 	<p>Create a short video about an important issue faced by a First Nation, Métis, or Inuit community. Choose your audience and make the video age appropriate (parents, younger children, siblings).</p> <p>Resources for research:</p> <ul style="list-style-type: none"> -8 key issues -issues ignored in debate 	<p>Journal Writing</p> <p>Click image for prompt:</p> 

Literacy Additional Resources

ENGLISH

For your grade 6 – 9 children, you might want to check out Scholastic Learn at Home: Gr. 6 – 9. They have two full weeks of additional literacy learning ready to go.

<https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html>

You may also wish to have your child check out the learning at the Gr. 3 – 5 level if that suits their needs or interests better.

<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

FRENCH

Here are some additional French resources that are good for Grade 7-8 children to expose them to oral French language on a daily basis.

<https://www.tfo.org/fr/videos/series>

<https://www.idello.org/fr>

<https://www.onf.ca/>



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

Choice Board Background Information:

- ✓ Choice boards were created to provide flexibility in learning at home;
- ✓ Boards were planned for divisions: K-3, 4-6, 7-8 for open, individualized learning;
- ✓ Planned with recognition that parents may currently hold various roles at home;
- ✓ Designed to enhance the materials provided by the Ministry;
- ✓ Experiential learning focus with accessible materials at home;
- ✓ Low/No tech options;
- ✓ Accessible on mobile devices.

Choice Boards- Parents Can:

- ✓ Choose as many or as few learning opportunities as desired;
- ✓ Follow the days of the week or be flexible in using the choice boards;
- ✓ Be confident that the learning is based in curriculum;
- ✓ Engage other children in the home in common experiential learning (i.e. baking, reading, playing, math games, being active together);
- ✓ Click on the links provided for further learning and sample questions to ask;
- ✓ Have fun!



Explanatory Notes: LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS

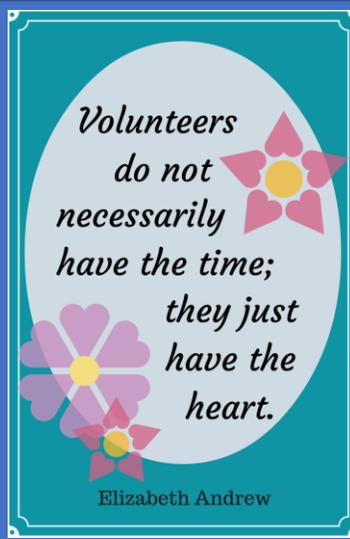


Choice Board Activities Provide:

- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
- ✓ French learning opportunities;
- ✓ Health and Physical Well-Being ;
- ✓ Opportunities to foster connections within the household;
- ✓ Focus on conversation and thinking.

Choice Boards- Teachers Can:

- ✓ Create classroom-based choice boards for students while they are learning at home;
- ✓ Incorporate ideas from the choice boards into teaching practices, daily and weekly planning;
- ✓ Explore and incorporate new resources into classroom learning;
- ✓ Engage students and families in virtually sharing learning with one another;
- ✓ Expand on activities in order to provide individualized learning opportunities;
- ✓ Incorporate other UCDSB resources (i.e. Math Tool, VLC, links) to extend student learning.



Other Activities

- Make a daily plan to volunteer around the house. Ask an adult how you can be helpful to them. Write your goals down and post them on the fridge.
- Make a list of places in your community that rely on volunteers. Add other volunteering ideas that you think would assist people or groups in your community. Put a star beside the ones you might be interested in helping out with in the future.





TASK

1. Think of simple products, machines, or devices in your life. Make a list of everyday inventions that make life easier for you. (e.g. screw-off bottles, remote controls for TV's etc.)
2. Think about your life at home, work, school, etc. What are some problems you would like to solve to make life easier?
3. Think of an **invention** that could make to solve one of these problems or make life easier.
4. Draw a picture of your invention and give it a name.
5. Make a 1 minute video or live commercial for your invention and share with your family.





Task

Reflect on the last argument you had with a friend or family member.

Did they fight fair?

Did you?

Write a script for what you both could have done differently.

Task taken from Scholastic's website [here](#)



FSL – Wednesday Activity

- Click on the image below and play each of the 5 games.
- Tell a family member about what each game teaches you.
- Set 2-3 goals for things you can do to help the environment.
- Write these goals and post them on the fridge. Convince your family to join you this week in following your goals.



 **Joue et explore!**
Essaie ces jeux et ces activités.

 Remue-méninges science climat

 Mes actions climat

 Impacts climatiques au Canada

 Mon superhéros Énergie

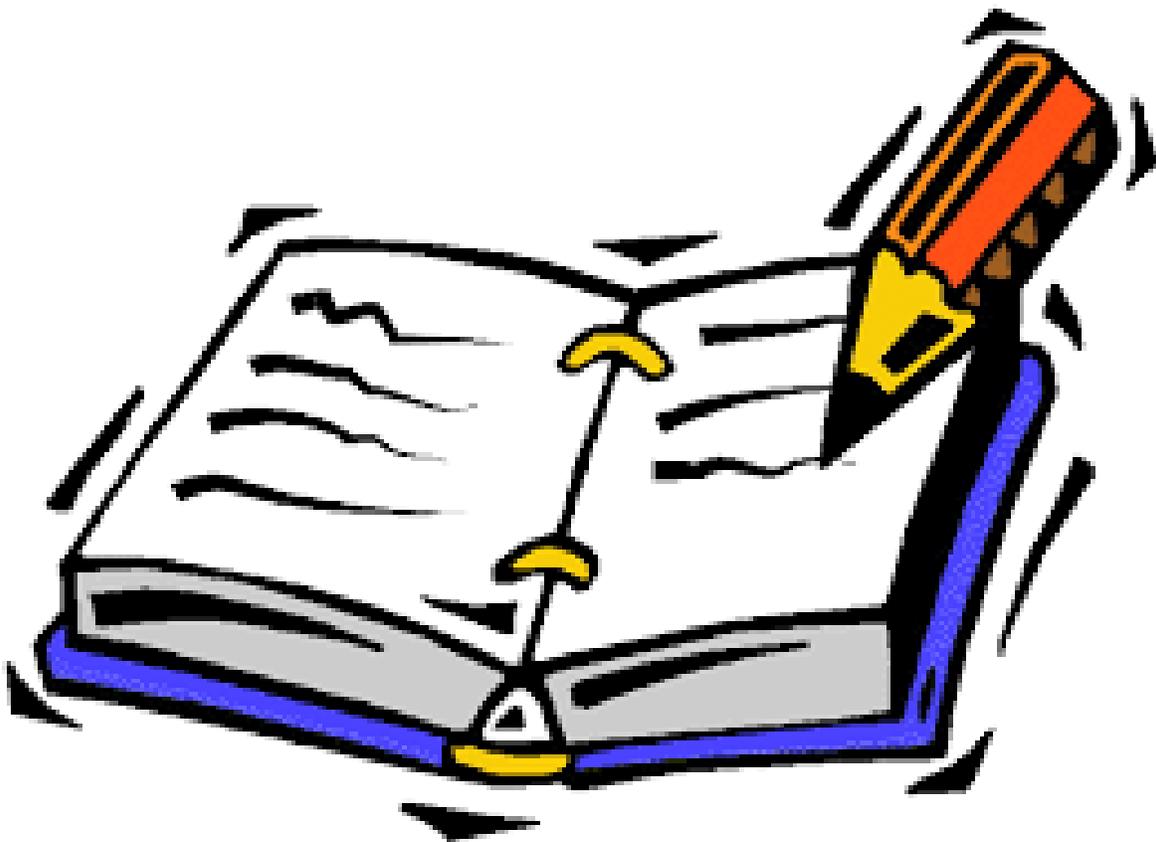
 Plastiques & Océans



FSL – Friday Activity

Reflect on your volunteer goals from Monday.

- Why is it important to volunteer?
- Ask a family member what it meant to them to have you help?
What was most helpful?
- What did you enjoy doing the most? How did it make you feel to help?
- What do volunteers do at your school to help students and staff?





One of the first “agreements” between European Settlers and First Nations Peoples was the “Two Row Wampum” or “[Guswentha.](#)”

Each agreed that they possessed their own Cultures, Beliefs and Laws and that in moving forward together they would not interfere with each other.

Indigenous Peoples had their own way of doing things prior to having new systems imposed upon them.

One practice that has recently garnered attention within mainstream society is that of Restorative Justice.

Please watch the video below for further understanding.

[A New Story of Justice...](#)



Return Home

Grade 7-8 Literacy (Menu C) Highlighted Curriculum Expectations Considered in this Week's Choice Board

Grades 1 to 8 Overall Expectations in Language	
ORAL COMMUNICATION	<ol style="list-style-type: none"> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
READING	<ol style="list-style-type: none"> read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; use knowledge of words and cueing systems to read fluently; reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
WRITING	<ol style="list-style-type: none"> generate, gather, and organize ideas and information to write for an intended purpose and audience; draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
MEDIA LITERACY	<ol style="list-style-type: none"> demonstrate an understanding of a variety of media texts; identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Grades 1 to 8 Overall Expectations in French as a Second Language - Immersion	
LISTENING	<p>A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies.</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities</p>
SPEAKING	<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- d grade-appropriate language suited to the purpose and audience.</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences.</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>
READING	<p>C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies.</p> <p>C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
WRITING	<p>D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively.</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively.</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

