




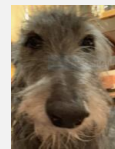


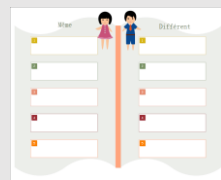



Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>SING IT! Sing a favourite song that gives a positive message. Record it and share with friends and family by phone, text or video chat to help them start their week off on a positive note</p>   <p>Interested in writing your own lyrics? Click on the Treble Clef:</p> 	<p>READ...find a novel, magazine, newspaper article, website, etc. that is of interest to you and read for 15-30 minutes. Share the highlights of what you read with someone else. Use the Retell, Relate, Reflect graphic organizer to organize your ideas to share.</p> 	<p>Descriptive Writing Go for a walk and then write/dictate a descriptive paragraph of what you experienced. Focus on your senses: what do you hear, smell, touch and see. Try to add as much detail as you can to allow your audience to have the same experience that you had. Click HERE for more details.</p>	<p>Dog Detectives Read the story Dog Detectives and complete the Reciprocal Teaching Framework to organize your thoughts.</p>  <p>Can you think of another way that dogs could use their sense of smell to help humans?</p> 	<p>Weekly Journal Entry (either written or recorded) Questions to reflect on:</p> <ol style="list-style-type: none"> How can music affect you emotionally? What other areas of the arts do you enjoy? Why? 
French as a Second Language	<p>Use this reference to do a bit of research to learn about the Métis people of Canada.</p> <p>Then listen to the following 3 songs. Can you identify their significance to Métis communities?</p> <p>"À la claire fontaine" "C'est l'aviron" "V'là l'bon vent"</p>	<p>Take a look at Canada's Guide Alimentaire.</p> <p>Then watch the video "L'assiette bien manger"</p> <p>Click image for activity.</p> 	<p>Create a television commercial for a healthy food product.</p> <p>To consider:</p> <ul style="list-style-type: none"> -Who is your target audience? -What is your main message? -Do you have a catchy phrase or jingle? -Keep it short (30-60 seconds). 	<p>Watch the video of Hughes talking about his life and bedroom in Rwanda.</p> <p>Click image for activity.</p> 	<p>Find a cozy corner and read a French book today. Click the icon and change the language to Français for free French books.</p>  <p>After reading activity: Draw 3 pictures and write a caption for each to represent the beginning, middle, and end of your story.</p>

Literacy Additional Resources

ENGLISH

For your grade 3 – 5 children, you might want to check out Scholastic Learn at Home: Gr. 3 – 5. They have two full weeks of additional literacy learning ready to go.

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

For grade 6 children, you might want to check out the link for Gr. 6 – 9.

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

FRENCH

Here are some additional French resources that are good for Grade 4-6 children to expose them to oral French language on a daily basis.

<https://www.tfo.org/fr/mini-tfo>

<https://ici.radio-canada.ca/jeunesse/prescolaire>

<https://www.telequebec.tv/jeunesse-famille>

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

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

<https://www.thefrenchexperiment.com/stories>



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.

Retell, Relate, Reflect

Retell

This story is about...

Relate

This reminds me of...

Reflect

I wonder if...



DESCRIPTIVE PARAGRAPH

using your senses

A descriptive paragraph has at least 4-6 sentences.

Sentence 1 – Topic Sentence – introduces your paragraph and is related to all the other sentences in the paragraph.

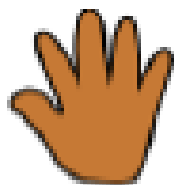
Sentence 2 - Detail 1



Sentence 3 – Detail 2



Sentence 4 – Detail 3



Sentence 5 – Detail 4



Sentence 6 – Closing Sentence. Restate the topic of the paragraph in a different way.

Good Writers use their senses to add a lot of detail to their writing so the reader can visualize what the paragraph is describing.

Describe what you see

Describe what you hear

Describe what you feel

Describe what you smell



Reciprocal Teaching Framework

Reciprocal Teaching

Name: _____

Date: _____

Book title: _____

Predict. Before you begin to read your book, look at the title and pictures.
Scan the pages for information. Predict what this book will be about.

List the main ideas from the text you have read today.

1. _____

2. _____

3. _____

Think of a question that each of your main ideas will answer.

1. _____

2. _____

3. _____





We learned earlier that we are thankful to the birds who bring joy to the world through their song. Singing lifts our spirits and brings us strength.

Inuit women often used song to entertain and challenge one another when their husbands were away harvesting food.

Watch the attached video to see how this was done with “Throat Singing.”

[Samantha and Cailyn the Throat Singers](#)



FSL – Tuesday Activity

- Show the difference between “*une assiette bien manger*” and one that would not be meeting Canada’s health guidelines. Do the following meals:
 - Breakfast (*le petit déjeuner*)
 - Lunch (*le déjeuner*)
 - Dinner (*le dîner*)
 - Snacks (*les collations*)
- Draw pictures of your “*assiettes*” and label the food items in French.
- Share these with family members and/or friends.



FSL – Thursday Activity

- After watching Hughes talk about his bedroom and his life in Rwanda, use the image below to jot down all of the things that are the same and different between you and Hughes.
- What did you learn about what life is like in Rwanda?
- Share these with family members and/or friends.

Même

Différent

1

2

3

4

5

1

2

3

4

5



Grade 4-6 Literacy (Menu E) 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- and 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>