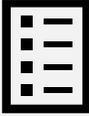


Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>Teacher for the Day</p> <p>To celebrate Education Week, create a lesson plan to teach a skill, interest or talent to someone else in your family. Use the Planner Template to organize your ideas.</p>  	<p>Radio Advertisement</p> <p>Write and record a 20 second radio advertisement that encourages people to move to your city, town or neighbourhood. See the Radio Advertisement Tips sheet for more info.</p> 	<p>Reading Activity</p> <p>Choose a story book. Record yourself reading it aloud or read it to someone. Change your voice to reflect the characters' point of view and enhance the story plot.</p>  <ol style="list-style-type: none"> How does changing your tone of voice help character development? What helps you identify the important ideas while you are reading? 	<p>Making Connections</p> <p>Choose a story or article to read. As readers, It's important to make connections to ourselves, other texts and the world. Use the Making Connections organizer to organize your ideas.</p> 	<p>Reflective Journal Entry</p> <p>Your Education Reflection</p> <p>What do you enjoy most about school?</p> <p>What subjects are the most interesting to you? Why?</p> 
French as a Second Language	<p>Semaine de la santé mentale</p> <p>To acknowledge mental health week click on the image for a family activity to promote self-esteem.</p> 	<p>Watch the video "Buffet pour baleines."</p> <p>Click image for activity.</p> 	<p>Listen and read the story "L'Oiseau et la baleine."</p> <p>Click image for activity.</p> 	<p>Practice speaking about yourself with a timer set for 1 full minute.</p> <p>Click image for activity.</p> 	<p>Play a game of <i>Simon Says</i> using these French cards.</p> <p>Click image for French cards.</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.

Lesson Planner



Learning Goal: (What do you want your student to learn?)

Materials: (What materials will you need for your lesson?)

Procedures: (Outline the steps you will take to teach your lesson.)

Summary: (Write any notes here about your lesson (e.g. how long did it take, any changes you would make, was your student successful, etc.).)





Many of your teachers believe it is a gift to have the opportunity to do what we do.

Cultures refer to individuals tasked with sharing knowledge differently; knowledge keepers, elders, senators.

Watch the video attached below for some hints on how and why you might share with others.

[Learning from our Elders - Storytelling](#)





Radio Advertisement Tips

Consider the following tips when creating your Radio Ad

- **Target Audience:** (person you want to hear this message)
- **Opening Attention Grabber:** you only have seconds to catch their attention! Make is unforgettable!
- **Information:** Think of at least 2 unique and positive qualities to encourage people to re-locate to your city/town/neighbourhood. You could include information on parks, sports, shopping, annual activities, etc.
- **Articulation and Pace:** Make sure your voice is clear and you are pronouncing each word, so your audience can hear what you are saying.
- **Music:** Consider adding a jingle (a song used in a commercial). You can use a familiar tune and create your own lyrics.



Making Connections

• **Text-to-Self connections:**

- o What does this text remind you of?
- o Can you relate to the characters in the text?
- o Does anything in this text remind you of anything in your own life?

• **Text-to-Text connections:**

- o What does this remind you of in another text you have read?
- o How is this text similar to other things you have read?
- o How is this text different from other things you have read?

• **Text-to-World connections:**

- o What does this remind you of in the real world?
- o How are events in this text similar to things that happen in the real world?
- o How are events in this text different from things that happen in the real world?

Passage or Quote from Text	Explain the connection you made to yourself, another text, or the real world.	What kind of connection did you make?
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		<input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World
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		<input type="checkbox"/> Text-to-Self <input type="checkbox"/> Text-to-Text <input type="checkbox"/> Text-to-World



FSL – Monday Activity

Semaine de la santé mentale de l'ACSM
#ParlerPourVrai
4 au 10 mai 2020



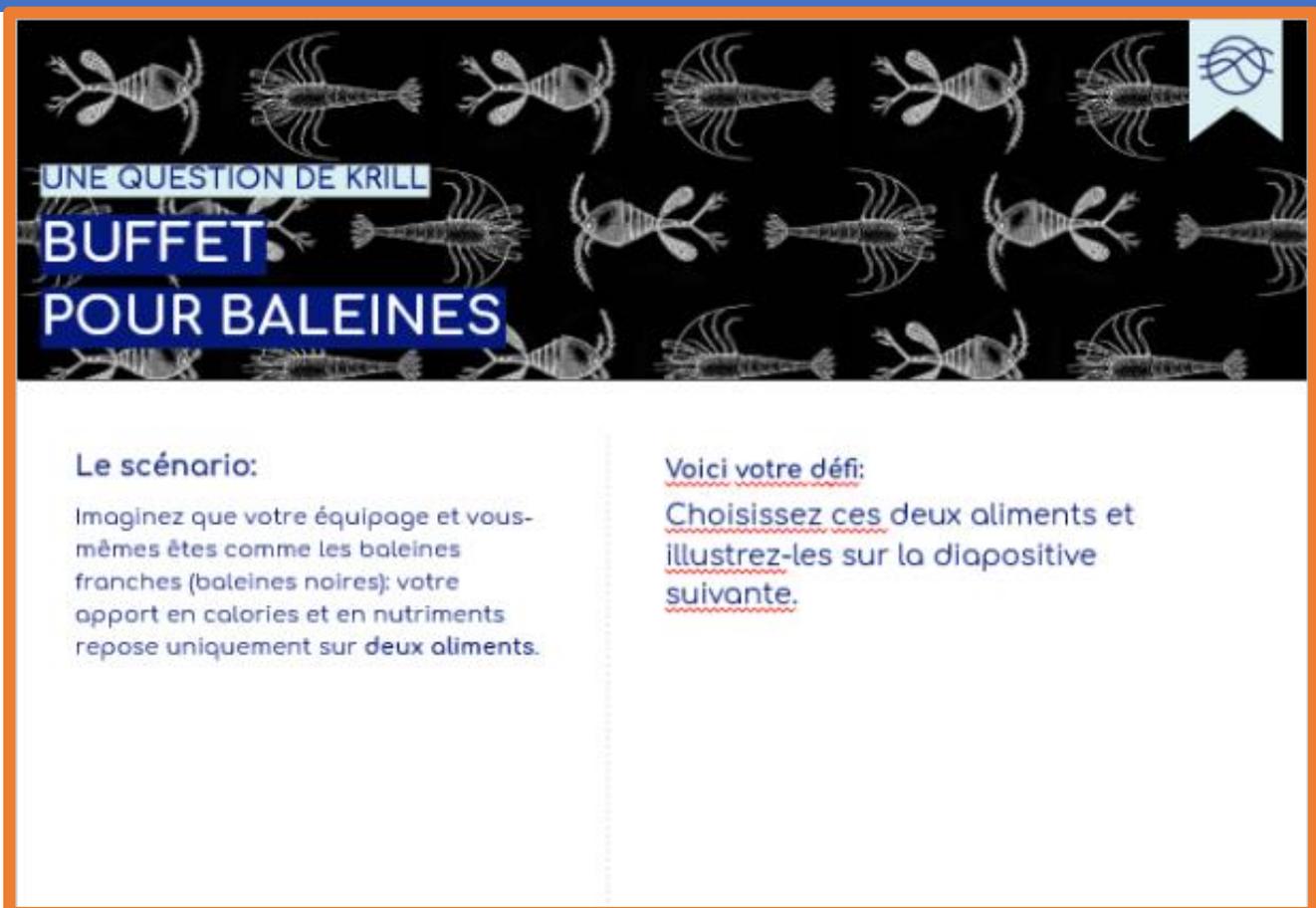
Warm Fuzzy Hands Activity for the Family!

- You will need a blank paper and something to write with for each member of the family who is participating in the activity.
- Draw your hand on your piece of paper and write your name on the top of the paper.
- Everyone takes a turn to answer the following 4 questions on the other hands.
 - Qu'admirez-vous de cette personne? (*What do you admire about this person?*)
 - Pourquoi la personne est-elle importante pour toi? (*Why are they important to you?*)
 - Comment est-ce que cette personne vous aide? (*How do they help you?*)
 - Quels sont leurs talents / Que fait cette personne de biens? (*What are they good at?*)
- Post the hands on the fridge or a place where you can see them.



FSL – Tuesday Activity

- Imagine that you are like the whales and can only eat two food items.
 - What would those two items be?
 - What is the food chain related to those two items?
 - Compare your food chain to that of the whales – which is more sustainable*? (**sustainability means using natural resources in a way that we could keep doing for a long time and providing for the best for people and the environment both now and in the future*)
- Click on the image below to access a PowerPoint Template.
 - Save the PowerPoint so that you can edit it to add your own information.
 - When you have completed your PowerPoint, share it with a family member.



**UNE QUESTION DE KRILL
BUFFET
POUR BALEINES**

Le scénario:
Imaginez que votre équipage et vous-mêmes êtes comme les baleines franches (baleines noires); votre apport en calories et en nutriments repose uniquement sur **deux aliments**.

Voici votre défi:
Choisissez ces deux aliments et illustrez-les sur la diapositive suivante.



FSL – Wednesday Activity



In the story, both animals describe the location of their happiest place to be.

- Draw two pictures to depict these two places. Add a title for each picture.
- Draw a third picture to depict your own happiest place to be. Add a title.
- Show your pictures to a family member and explain each to them.



FSL – Thursday Activity



Take some time to jot down answers to some of the questions below then talk about yourself. See if you can talk for 1 minute. Put a timer on and practice.

- Keep practicing. Go back and answer more questions if you are not speaking for the entire 1 minute.
- Once you are ready, present yourself to a family member or friend.

Objectif : se présenter, parler de soi. (1 minute)

Vous vous appelez comment ?

Votre nom, comment ça s'écrit ?

Parlez-moi de votre famille. Vous avez des frères et sœurs ? Ils habitent où ?

Qu'est-ce qu'ils font ?

Quelle est votre nationalité ?

Quelle est votre ville d'origine ? Parlez-moi de votre appartement / de votre maison.

Parlez-moi d'une journée habituelle. Vous vous levez à quelle heure ? Qu'est-ce que vous mangez pour le petit déjeuner ? Vous rentrez à quelle heure ?

Qu'est-ce que vous faites le soir ?

Qu'est-ce que vous faites le week-end ?

Vous aimez le sport ? Quel sport est-ce que vous faites ?



Grade 4-6 Literacy (Menu) 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>