




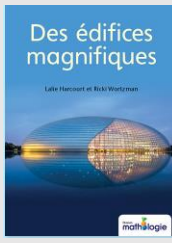



Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p><b>Superhero</b> Design a Superhero!</p> <p>Use the <a href="#">Superhero Planner</a> to develop your character. Create an "All About My Superhero" Poster!</p> 	<p><b>Word Choice</b></p> <p>Read the 2- page short story <a href="#">Racing the Beast</a>.</p> <p>Explain how the words used in the text help the reader imagine the bus as a beast. Use specific details from the text to support your answer.</p> <p>Click <a href="#">here</a> for a <b>word choice activity</b></p>	<p><b>Reading</b></p> <p>Read this non-fiction article <a href="#">Extraordinary Eyes</a> and complete the <a href="#">Fact Finding Mission</a> template.</p> <p>How might having more than 2 eyes be helpful to an animal? Explain.</p> 	<p><b>Financial Literacy</b></p> <p><b>Want Vs. Need</b> What is the difference between a want and a need? Divide items into each category on the <a href="#">Want Vs. Need</a> <b>template</b>.</p> <p>Interview an adult in your home about how they budget for your family's wants and needs.</p> 	<p><b>Journal Reflection</b></p> <p>Reflect on the following quote: "Staying apart doesn't mean we can't stick together." <a href="#">Use the Double Entry Journal Template</a> to record your thoughts.</p> <div style="background-color: #f9e79f; padding: 10px; text-align: center;"> <p>Staying apart doesn't mean we can't stick together.</p> </div>
	French as a Second Language	<p>Play a French board game with a family member to practice answering questions in French.</p> <p>Click image for the game and instructions.</p> 	<p>Watch the 4 mins video <a href="#">"Des boîtes à lunch ... pas ordinaires."</a></p> <p>Click image for activities</p> 	<p>Listen and read the Mathologie <a href="#">book "Des édifices magnifique"</a> then do the online activity.</p> <p>Click image for activity</p> 	<p>Find out your family's preferences by interviewing them using the provided template.</p> <p>Click image for instructions and template</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.

# MY SUPERHERO PLANNER



• Superhero Name:

• Superpower(s):

• Superpower Details (When can they use them? How do they control them?)

• What can destroy their power?

• Character Traits:

Portrait



# Racing the Beast

Somewhere near the bottom of the hill, the beast **growls**. I peer into the swirling morning mist. I can't see anything. But that sound—a rumble so low you feel it. It's coming.

I grab my little brother's hand. "Hurry!" I urge him.

We run. Our backpacks flap against us. Our breath **plumes** in the cold air. Our boots **pound** the gravel. My brother **skids** on a murky puddle. His boot cracks the thin film of ice on the water's surface. He pauses, pokes it with a toe. I nudge him forward. "There's no time!" I insist.



The beast remains hidden in the dense morning fog, but its groan tells us it's close. We **strain** harder. The corner is so far away.

The beast **bursts** through the mist. Blinding eyes, heavy black brow, yellow-orange flanks speckled with mud. It **hurls** itself up the gravel road, gaining ground on us. We'll never make it.

Even my brother knows what's at stake. His little legs **churn** up and down, up and down, as fast as they can go. Our scarves stream behind us like flags. The beast's groan tells us it's close.

Then it lets out a squeal. It sees us! It screeches at the corner and then stops to pant and purr. Waiting.





I turn to my brother. “Come on!”

We run.

The beast stretches before us, almost as long as our house.

Its mouth **springs** open. I hear a buzzing from inside.

I take my brother’s bag. He steps bravely into the beast’s mouth.

It’s my turn. I take a deep breath. Carrying the two bags, I **struggle** to climb aboard. The beast slams its mouth shut behind me.

A throat clears. “Kind of pushing your luck, aren’t you, Julia?”

I look up, still gasping for breath.

A woman in a blue baseball cap **perches** on a green seat. She grips the wheel. “Next time I’m not waiting,” she warns. “It’ll be a long walk to school.”

She releases the lever and wrestles the beast into gear. With a grunt and a roar, the school bus rattles away from the corner and rumbles along to Carley Elementary.



## Word Work Activity – Using Effective Vocabulary



**Instructions:** Re-read Racing The Beast. Locate the vocabulary words that are highlighted in the story. Write the meaning of the word in context with the story.

Vocabulary	Meaning in Context
growls	e.g. the sound of the engine was so loud that you could hear the bus before you could see it coming down the road.
plumes	e.g. They can see their breath rising in the cold air.
pound	
skids	
strain	
bursts	
hurls	
churn	
springs	
struggles	
perches	





# **Fact Finding Mission**



List 3 facts you have learned from your reading.

1.

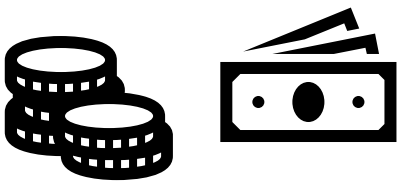
2.

3.

Which fact is most interesting to you? Why?

Which fact is surprising to you? Why?





# Want Vs Need

**Want:** A want is something that you would like, but don't have to have.

**Need:** A need is something that you can't live without.

Decide which of the following are a Want or a Need and write them in the corresponding column: water, allowance, cell phone, videogame, a place to live, bike, breakfast, candy, toothbrush

WANT	NEED





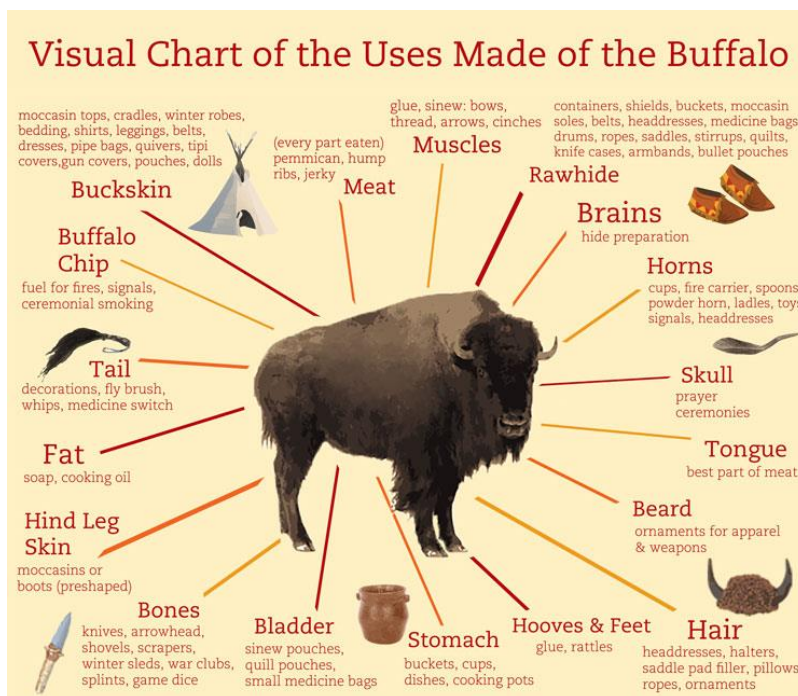


One expression shared by many Indigenous Peoples is “Never take more than what you need.”

It is frustrating to see hunters struggling to distribute what they have harvested or it will go to waste.

Indigenous peoples have always displayed the utmost respect for their game and ensured nothing was wasted and the life of that being was honoured.

Please watch the included video for a better understanding of this.



## [Native Americans Saw Buffalo as More Than Just Food](#)



**Staying apart doesn't mean  
we can't stick together.**



How is the visual presentation of this quote effective for the understanding of its overall message?

## Double-Entry Journal



Idea from Text:

Reaction/Connection:

[www.ReadWriteThink.org](http://www.ReadWriteThink.org)

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# FSL – Activity A

- Click on the board game to get a printable template.
- To play the game you will need 2 dice, the game, and a minimum of 2 players.
- Roll the dice and then find the topic that corresponds to the dice by looking at one die on the vertical line and the other die on the horizontal line. *(See example below)*
- One player asks the other player a question in French related to the topic. The other player answers in French and passes the dice to the next player.
- Continue taking turns for 20 mins or more.



**For example:** If player one rolls a 4 and a 2, player two asks the question:  
« Parle-moi d'une vacances »



PARLER DE MOI						
Lance les dés et pose des questions !						
	1	2	3	4	5	6
1	AGE	SOEUR	LANGUES	MUSIQUE	VILLE	FRANCE
2	FILMS	ANIMAL	AMIS	SPORT	MAISON	ACTEUR
3	ETUDES	FRUITS	NOM	LOISIRS	FREERE	DATE
4	COULEUR	VACANCES	GRANDSON	ECOLE	PAYS	PARENTS
5	VOYAGES	FRANÇAIS	WEEK-END	HEURE	ANNI VERSAIRE	CAFE
6	TELE	MANGER	LIVRES	SAISONS	AMOUR	E-MAIL





## FSL – Activity B

- Would you like to participate in a program like Boîte à lunch? Share your answer in French with an adult. Explain your opinion with details.
- Ask your family if you can help plan a meal and cook it. Be mindful of healthy eating. Look [here for recipe ideas](#).



# Tu préfères quoi ?

Qu'est-ce que tu préfères?

1. Écris tes réponses.
2. Pose les questions à chaque membre de ta famille. N'oublie pas de leur demander pourquoi.

QUESTIONS		MES RÉPONSES	
Les chiens	?	Les chats	?
Le café	?	Le thé	?
Le ketchup	?	La mayonnaise	?
Le jour	?	La nuit	?
L'hiver	?	L'été	?
Le chocolat	?	Le fromage	?
Dormir	?	Manger	?
Les maths	?	Le français	?
Les pizzas	?	Les pâtes	?
Regarder la télé	?	Lire	?
Les chips	?	Les biscuits	?
Jouer un jeu de société	?	Jouer un jeu à l'ordinateur	?
	?		?
	?		?

Source:  
BonjourFLE!



# FSL – Activity E

Use the following sentence prompts to write about an event that you attended or an experience that you had:

- “Ce que je peux voir”
- “Ce que je peux sentir”
- “Ce que je peux goûter”
- “Ce que je peux entendre”
- “Ce que je peux toucher”
- “Ce que je peux ressentir”



Try to use ordinal numbers to organize and present information in order of importance.

- “En premier”
- “deuxièmement”
- “troisièmement”





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

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>