

Daily reading has many benefits and is encouraged.

| | A | B | C | D | E |
|-----------------------------|--|--|---|---|---|
| English | <p>Victoria Day</p>  | <p>Hopscotch Sight words Click the picture for details:</p>  <p>Journal</p>  | <p>Word Detective Have your child be a word detective. Walk around the house trying to find as many words as possible. Pick 10 of the words and create a story to retell to a parent or family member.</p>  | <p>Asking Questions As readers are thinking about the text, they ask questions to help them to more deeply understand what they are reading. Click here for an activity:</p>  | <p>Making Words Be creative using letters to create new words! Please see the link below:</p>  |
| French as a Second Language | <p>Fête de la Reine</p>  | <p>Listen, sing along and dance to “Five a Day Disco - Disco en français”</p>  | <p>Read the Mathologie book “Le cahier souvenir!” and do the online activity that follows.</p> <p>Click image for additional activities</p>  | <p>Create a “Spring Concentration Game.”</p> <p>Click image for activity</p>  | <p>Discover yoga through the eyes of a caribou that lives in the far North!</p> <p>Click image to begin your mini-yoga adventure!</p>  |

Literacy Additional Resources

ENGLISH

Grade K - 3 children might want to check out the Scholastic Learn at Home website. They have two full weeks of additional literacy learning ready to go.

- [Scholastic Learn at Home: Grades PreK-K](#)
- [Scholastic Learn at Home: Grades 1-2](#)
- [Scholastic Learn at Home: Grades 3-5](#)

FRENCH

Here are some additional French resources that are good for Grade 1-3 children to expose them to oral French language on a daily basis.

- [Mini TFO](#)
- [Zone des Petits](#)
- [Tele-Quebec](#)
- [L'Office National du Film du Canada](#)
- [The French Experiment](#)



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.



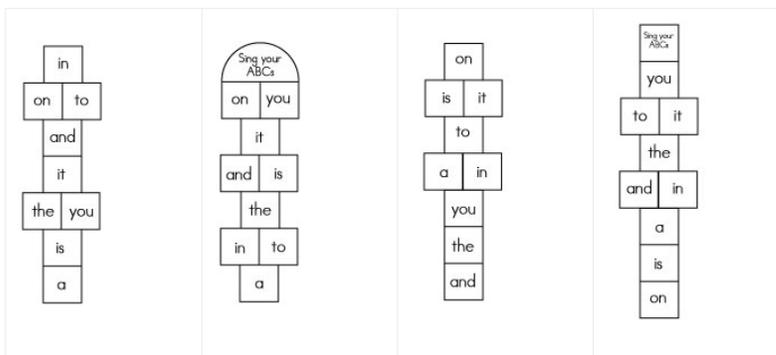
Activity B – Sight Word Hopscotch

Activity from <https://www.sightwordgame.com/sightwordgames/hopscotch/>

Make Sight Word Hopscotch

All that is required for this fun game is a few sight words and sidewalk chalk. Using chalk, create a hopscotch pattern. Below please find four common patterns. On rainy days, consider using masking tape on a floor and write each sight word on a piece of tape or index card – just make sure your child does not slip on the index card while playing the game.

Sight Word Hopscotch Patterns



Play Sight Word Hopscotch

The youngest player goes first and begins by tossing his marker, e.g., a pebble or beanbag, into the first square. The marker must land in the square without touching the lines. If the marker does not land in the first square, his turn is over. If the marker lands in the first square, he must hop over the first square and then continue hopping through the hopscotch pattern saying each sight word as he lands on that square. When he gets to the last square, he must turn around and hop back saying each sight word again. He must pick up his marker without touching the first square and then complete the course by hopping on it. If he successfully completed the course, he would proceed to the next square by tossing his stone to the second square and continue hopping as stated above. He must do this for each square.

A player must hop on one foot on the single squares and straddle the double squares. If a player does not hop with the proper foot, hops on the lines or loses balance while picking up her marker, her turn is over. She would begin her next turn on that square. The first player to complete the course wins the game. For younger players, consider adding a neutral square, e.g., home and allow players to rest at the end of the course. While resting they can recite the alphabet.

Click [here](#) for sidewalk chalk recipe that you can try at home!



Activity B – Sight Word Hopscotch

Activity from <https://www.sightwordgame.com/sightwordgames/hopscotch/>

If you have no sidewalk chalk at home, try out this recipe!



Author: Amy Clark

<https://www.momadvice.com/post/homemade-sidewalk-chalk-paint-recipe>



As discussed last week, we will continue to learn and practice “The Seven Grandfather Teachings” in our everyday life.

Today we will learn about wisdom.

The Seven Grandfather Teachings

WISDOM - BEAVER:



The building of a community is entirely dependent on gifts given to each member of the community by the creator and how these gifts are used.

The Beaver's example of using his sharp teeth for cutting trees and branches to build his dams and lodges expresses this Teaching. If he did not use his teeth, the teeth would continue to grow until they became useless, making it impossible for him to sustain himself and he will pass on to the spirit world. The same can be said for human beings.

Our spirit will grow weak when not being fulfilled. When we express ourselves through our spirit, these gifts contribute to the development of a peaceful and healthy community.





Activity D – Asking Questions

Taken from <https://www.csi-literacy.com/blogs/blog/reading-strategies-asking-questions>

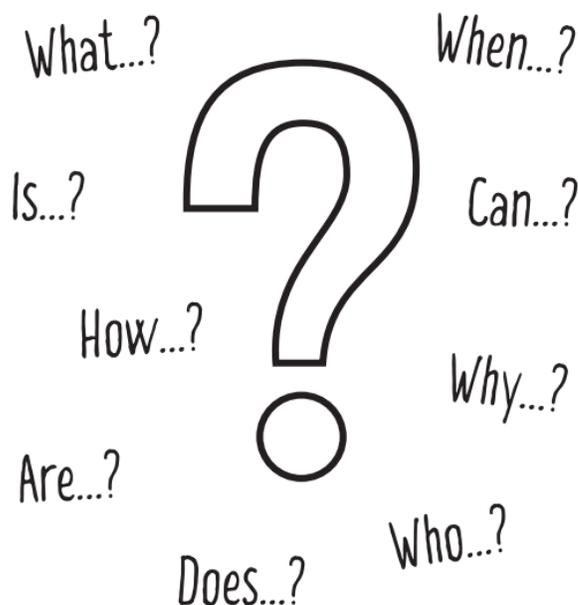
Good readers ask questions before reading a text, during reading and after reading. When readers ask questions, they are engaging with the text. Questions encourage making connections to a text and to the topic we are learning about. Most importantly, when we encourage children to ask questions, we are inspiring our student’s curiosity! Questions encourage readers to think DEEPLY about a text.

Follow the link [here](#) to access a book to read about mosquitoes!

Before reading, ask your child to look at the cover and think about:

- What do they know about mosquitoes?
- What do they wonder?
- What do they think they will learn about mosquitoes?

You may wish to use a chart like this one and encourage your child to record their thinking:



| <u>K</u> now <small>What I think I know</small> | <u>W</u> onder <small>What I want to know</small> | <u>L</u> earn <small>What I learned</small> |
|--|--|--|
| | | |



Activity D – Asking Questions

To access the book, please follow these steps:

1 – Click on this image for the link to access the Scholastic website:



*The instructions below apply to when you have accessed the website from the above link. The pictures below are for instruction only. They are not links.

2 – Once on the Scholastic website, choose Book Flix:



3 – The book is in the Animals and Nature category. Choose this image on the website:



4 – Here is the book. Click the cover page to read it!





Activity E – Making Words

Activity adapted from Cunningham, Patricia M; Hall, Dorothy P. Making Words for Home or School, Grade 2. Carson-Dellosa Publishing, 2001

Write the letters below on separate index cards or pieces of paper.

Goal – Create words using the letters below. Use your words in sentences.

| | | |
|---|---|---|
| i | h | C |
| t | S | W |

Using just the letters provided above, try and make the following:

How many 2-letter words can you make? Can you find two 2-letter words?

How many 3-letter words can you make? Can you find two 3-letter word?

How many 4-letter words can you make? Can you find four 4-letter words?

Can you make a 5-letter word? Can you make a 6-letter word?

Use all the letters to make the challenge word!

Write one sentence using as many of the words you made as possible.

Challenge: Can you sort the words into groups and tell what they have in common?

For parent eyes only! Here are the words for this week: is/it/sit/hit/hits/this/with/itch/witch/switch



FSL – Activity D



Instructions: “Jeu de concentration printemps”!

1. Divisez une feuille de papier en 16 petits carrés en pliant la page.
2. Choisissez 8 carrés sur la page et dessinez 8 images du printemps. Coloriez-les en utilisant des crayons de couleurs ou des marqueurs.
3. Sur les 8 carrés qui restent, écrivez les mots du printemps qui correspondent aux 8 images du printemps.
4. Découpez toutes les cartes et coloriez le verso des cartes la même couleur.
5. Mélangez les cartes et tournez-les à l’envers sur la table devant vous.
6. Jouez seul(e) ou avec un(e) partenaire. Choisissez deux cartes, tournez-les et essayez de trouver la paire. Si vous jouez avec un(e) partenaire, c’est la personne qui fait le plus de paires qui gagne.

*Click [here](#) for English translation.

Mots de printemps: / Spring Words:

Pâques - Easter
oiseaux - birds
fleurs - flowers
lapin - rabbit
Panier - basket
tulipes - tulips
chocolat - chocolate
mère - mother
poussins - chicks
oeufs - eggs
mouton - sheep
lis - lily

poule - hen
canard - duck
chapeau - hat
jonquille - daffodil
printemps - spring
renard - fox
pluie - rain
caneton - duckling
légumes - vegetables
amour - love
bonheur – happiness
papillon - butterfly



FSL – Activity D (English Translation)

English Instructions: “Create a Spring Concentration Game!”

1. Divide a piece of paper into 16 small squares by folding the page.
2. Choose 8 squares on the page and draw 8 spring pictures. Colour them using pencil crayons or markers.
3. On the 8 squares left, write the spring words that correspond with each picture.
4. Cut out each picture and colour the back of each card the same colour.
5. Shuffle the cards and place them facedown on the table in front of you.
6. Play by yourself or with a partner. Choose two cards, turn them over and try to make a match. If you are playing with a partner, it is the person who makes the most matches that wins.



| 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> |