



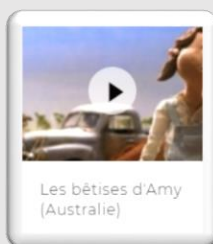



Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	Pandemic Pick-Me-Up Playlist Create a list of 8 - 10 songs that you think would make a good playlist to encourage people and keep their spirits up during their time at home. Explain why you included each song on the list. 	Game Time! Play a board game or card game with a family member. Write a review of the game. Be sure to consider: -who the game might appeal to -what you liked/didn't like about the game and explain why -how the game might be improved/changed	The Truth About Tech Read the 2-page article The Truth About Tech.  Click here to find an activity to go with the reading.	Evaluating your snacks! Read Can You Pass Our Snack Pop Quiz? Jot down 3 things that you learned while reading this article and 2 things you still wonder about. Click here for an activity where you will evaluate your own favourite snacks. 	National Health and Fitness Day Help make Canada the Fittest Nation on Earth! Saturday, June 6, 2020 is National Health and Fitness Day. Brainstorm ideas of what you and your family could do on June 6 th to support this initiative! Discuss with your family and create a plan. Click on the image below for more details of this learning task. 
	Create your own "Are you Smarter than a 7 th or 8 th Grader?" game. Click image for activity 	Click image for activity before watching the video  Les bêtises d'Amy (Australia) Watch an Australian tale called " Les bêtises d'Amy. " <i>*You will need a free account to access this video.</i>	Imagine that you are caught in a famous work of art. How did you get there, and what do you do now? Tell someone the back story and continue the narrative. Click image to choose your famous work of art 	Imagine you can have any animal in the world as a pet. Write a letter to your parents explaining why they should let you get this animal. Think about costs and housing as well as the benefits you will get from having it.	Lets take a look at a famous children's story, The Little Pigs , from different points of view. Click image for activity 

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.



I'm continually being told to turn down my music. It makes me feel good. It can reflect any mood I'm feeling: happy, sad, energetic, angry...

Music is a big part of our lives. Sometimes it helps define who we are.

Métis Rhythms

The Truth About Tech

teachingkidsnews.com/2018/02/25/the-truth-about-tech/



By Monique Conrod



Some of the people who created many popular apps are telling kids to put their phones away—at least, a bit more often.

The Center for Humane Technology is made up of people who used to work for big tech companies like Google, Facebook and Twitter. Now they want kids to stop using those apps and websites so much.

In early February the Center, along with Common Sense Media, launched an awareness campaign called the Truth About Tech. Its goal is to teach students, parents and teachers about the dangers of spending too much time on smart phones and tablets.

According to studies about kids and technology, more than 95 per cent of elementary school-aged children spend at least part of every day using a computer, smart phone or tablet. About 78 per cent of teens check their phones every hour, and more than half of them sleep with their phones in case they get a call or message during the night.

The Center for Humane Technology says that the apps and websites we use every day are deliberately designed to keep us chatting, playing or watching online as much as possible. That includes social media like Snapchat, Instagram, Facebook and Twitter, websites like YouTube, and online games.

Experts say that many people have become addicted to their mobile devices and the apps they use on them. (In this case, being addicted means you keep doing something, even when you know it's bad for you. For example, some people keep playing video games or checking messages, even when they know they should be sleeping or doing homework.)



Some of the physical problems that are caused by using phones or computers too much include headaches, eyestrain, neck pain, and trouble sleeping. Sitting around for too many hours while using these devices can also cause people to gain weight and become less physically fit. Spending too much time online also affects how we feel. Many people become anxious or depressed after using social media because they feel they aren't having as much fun as their friends are. Students who spend a lot of time online may have a harder time paying attention in school and concentrating on their work. They may also find it harder to make friends "in real life." Children and teenagers are more likely to have these problems because their brains, bodies and social skills are still developing.

The Center for Humane Technology says that big tech companies encourage people to use technology the same way tobacco companies once encouraged people to smoke cigarettes. The tech companies talk only about the good aspects of their products and don't mention the harmful side effects.

One goal of the Truth About Tech campaign is to make sure that kids understand how technology affects them so they can make better decisions about how and when they use it.

The people behind the campaign also want governments and the tech companies themselves to take steps to protect children. They say that, when the leaders of the big technology companies are designing tech tools for kids, they should think about what they would want for their own children.



The Truth About Tech



Think

As critical readers, we need to consider whose point of view articles are written from. We can't just take them as the truth. There are often different ways to look at issues.

Do

This article identifies the point of view of the Center for Humane Technology. They believe that children and teenagers are using technology too often and this is causing harmful side effects.

Different groups of people have different ideas or perspectives based on their beliefs and experiences. Select another point of view (e.g. that of a student who uses a lot of technology, a technology company, a parent etc.) and explain what their point of view might be regarding technology use.

Brainstorm your ideas first, then write a paragraph or two to explain this point of view. How is this point of view similar and/or different from the point of view given in the article?

What did you find hard about this task? What was easy? Explain.

Be sure to share your ideas with a family member and get their perspective!

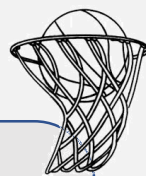


Evaluating your snacks!

- Choose 3 of your favourite snack foods. Use the information on how to read a snack label provided in the article to help you evaluate your labels. Rank your 3 snack foods from most healthy to least healthy. Explain your rankings.

Snack #1	Snack #2	Snack #3
Rank _____	Rank _____	Rank _____
Explanation of ranking based on food label.	Explanation of ranking based on food label.	Explanation of ranking based on food label.

- Are you surprised by any of your findings from the labels? Explain.



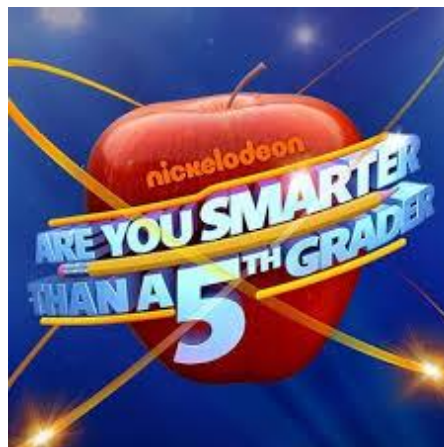
National Health and Fitness Day

1. Help make Canada the Fittest Nation on Earth! Saturday, June 6, 2020 is National Health and Fitness Day. During the COVID-19 pandemic it is harder to remain active. **Brainstorm ideas of what you and your family could do on June 6th. Discuss with your family. Will you try to do something together or will you do your own individual activities? Make a plan.**
2. **Take a photo or draw a picture of what you did on June 6th to support Canada's National Health and Fitness Day initiative. Write a paragraph to go with your photo explaining what you did and how it made you feel. Do you feel there is value in having these special days? Explain.**



Crée ton propre jeu-questionnaire “Êtes-vous plus intelligent(e) qu’un élève en 7^e ou 8^e année?”

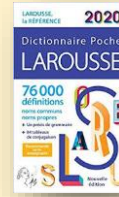
- Pense à 10 questions auxquelles tu penses que tous les élèves de ton âge seraient en mesure de répondre correctement. *(Par exemple, pense au curriculum de 7^e et 8^e année, à la culture pop, aux médias sociaux, aux événements communautaires pour adolescents, aux danses Tik Tok, etc...)*
- Quand tu es prêt(e) pose les 10 questions à des personnes qui ne sont pas de ton âge.
- Tu peux ensuite les éduquer sur toutes les questions qu’ils n’ont pas bien répondues.
- Qui a gagné ton défi? Qu’est-ce que tu leur donneras comme prix?





Avant de visionner le conte

- Qu'est-ce que c'est "une bêtise"?
Clique le dictionnaire pour la définition.
- Qu'est-ce que tu sais de l'Australie? Dis-le a quelqu'un.
- Le titre du conte australien est "Les bêtises d'Amy." Fais une prédiction de l'histoire.
- Donne une définition des mots de vocabulaire suivant.

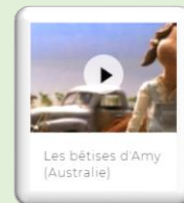


Vocabulaire

- | | |
|------------------|-------------------------|
| -un collier | -Italie |
| -la sécheresse | -sec |
| -un sceau | -une catastrophe |
| -un puit | -bête |
| -le climat | -éternellement |
| -une perle | -une banque |
| -un ragoût | -un banquier |
| -fichu | -précieux |
| -une belle-maman | -enclos |
| -merveilleux | -une goutte |
| -ordinaire | -le bétail |
| -un esprit | -une pluie torrentielle |

Pendant le visionnement du conte

Clique l'icône de la vidéo pour visionner et écouter le conte.



- Prends note des personnages principaux, des événements importants, du problème, et de la résolution.

Après le visionnement du conte

- Crée une bande dessinée pour redire l'histoire.
- Utilise les mots de vocabulaire pour t'aider avec les captions.

FSL – Activity C

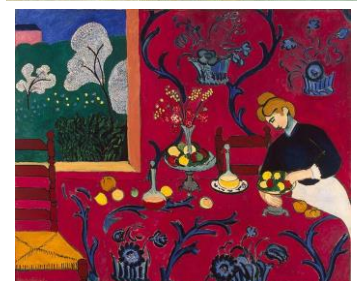
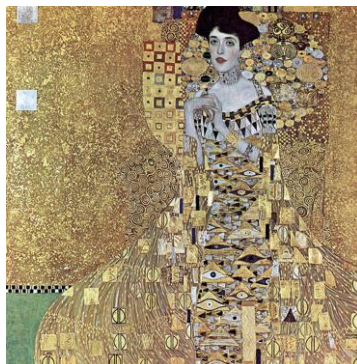
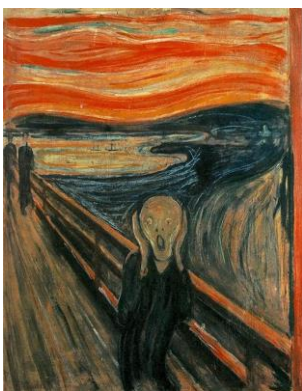


Le scénario

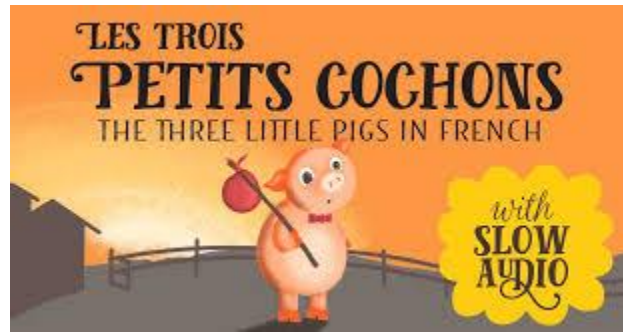
Tu es pris(e) dans une célèbre œuvre d'art. Comment y es-tu arrivé(e) et que fais-tu maintenant? Raconte l'histoire à quelqu'un et continue le récit.



- Clique sur l'icône Powerpoint pour voir le diapositif d'œuvres célèbres.
- Choisis une œuvre d'art du diapositif PowerPoint et raconte ton histoire.



FSL – Activity E



1. Prends un moment pour essayer de te souvenir de l'histoire « Les trois petits cochons. » Demande à quelqu'un de faire la même chose.
2. Maintenant parlez ensemble pour comparer vos histoires. *(Ou s'il n'y a personne avec qui parler, clique sur l'image de l'histoire ci-dessus pour écouter une version de l'histoire)* Sont-elles pareilles? Comment différent-elles.
3. L'histoire est racontée de quel point de vue?
4. Comment l'histoire serait-elle différente si elle était racontée du point de vue du Loup? Parle avec quelqu'un pour partager et comparer vos idées.
5. Quelle autre histoire pourrais-tu raconter d'un autre point de vue? Écris l'histoire en style télégraphique *(point form)* et raconte-la à quelqu'un sans leur donner le titre. Est-ce qu'elle peut bien deviner le titre de ton histoire et de quel point de vue tu l'as racontée?

Grades 1 to 8 Overall Expectations in Language	
ORAL COMMUNICATION	<ol style="list-style-type: none"> 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 3. 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"> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently; 4. 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"> 1. generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 4. 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"> 1. demonstrate an understanding of a variety of media texts; 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; 4. 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>