












Daily reading has many benefits and is encouraged.

	A	B	C	D	E
	Prefix Fun	Media Literacy	Reading Activity	Data/Financial Literacy	Journal Reflection
English	<p>A prefix is a word part that is added to the beginning of a base or root word. Click here and here for more prefix learning!</p>  <p>Parents/Guardians: for information on Reading Development click on the image below</p>  <p>LANGUAGE AND LITERACY SKILLS Speech-language pathologists can help.</p>	<p>Create a brochure for a new waterpark in your area! Click on the image for an example of a brochure.</p>  <p>Once you are ready to plan, use the Waterpark Brochure Checklist to make sure you have included all of the important criteria for an effective brochure.</p>	<p>Read the article Would You Take A Trip to Space? by clicking on the image below:</p>  <p>Complete the Pros and Cons Template. Discuss this controversial issue with a family member to find out their opinion on this debate. Have them read the article too!</p>	<p>Read the Infographic How are Canadians Spending Online? from 2018.</p>  <p>Complete the Fact Finding Mission Template to reflect on the data.</p> <p>What data could you represent in an infographic?</p>	<p>Would you rather live in in a city or in a small town? Complete the Compare and Contrast Template to organize your ideas. Write a paragraph to share your thoughts.</p> 
French as a Second Language	<p>Watch two episodes from the series "CINQ" to learn 5 facts about a topic.</p> <p>Click image for activity *Note: you will need to create a free account to access the videos</p> 	<p>Talk with a family member or friend about what your dream job would be. Why do you think this would be the perfect job. If possible, interview a person who currently does this job.</p>	<p>Test your knowledge on the COVID-19 virus by trying this online quiz.</p>  <p>Then read the following article.</p>  <p>Have a conversation with someone about what you have learned.</p>	<p>Look at the pictures and select the one that most represents how you feel. Write a paragraph describing the picture and why you chose it.</p> <p>Click image for activity</p> 	<p>Have you ever wondered if eating carrots really helps your eyesight or if chocolate is actually dangerous for dogs? Are these myths of reality?</p> <p>Click image for activity</p> 

Literacy Additional Resources

ENGLISH

For your grade 3 – 5 children, you might want to check out Scholastic Learn at Home: Gr. 3 – 5.

<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.



PREFIXES

A **prefix** is a word part that is added to the beginning of a **base** or **root** word. Below are examples of prefixes in words and their meaning.

- un → untidy (means not tidy)
- over → overjoyed (means excessive joy)
- dis → disagree (means not agreeable)
- in → incorrect (means not correct)
- im → impolite (means not polite)
- non → nonsense (means does not make sense)

Learn about prefixes!
Click below.





PREFIXES

Learn more about prefixes! Click below.

By knowing what the prefix means, you can figure out the meaning of the word.

- The prefix “over” means “above” or “excessive”. Can you figure out the meaning of these words:
overripe, overboard, overdo?
- The prefix “un” means “not”. Can you figure out the meaning of these words:
unknown, unfair
unseen





The First Nations, Métis and Inuit of Canada and elsewhere have been referred to by many monikers: Indian, Native, Aboriginal, Indigenous...

None of these are terms that we have chosen for ourselves. These are classifications non-indigenous people have placed upon us in an attempt to simplify who we are. We have our own names for our own peoples. We are all different and it is frustrating to be continually painted with the same brush.

There are many reasons why particular “politically correct” titles have been changed. “Aboriginal” is one of these terms. The main reason for this has to do with the general connotation of the prefix “ab”.

Take a look at this site which is meant for the learner to understand prefixes

[Why do Indigenous Peoples not like the term Aboriginal?](#)

Can you see how most words that begin with the prefix “ab” have a common theme? Now do you understand why peoples might not want to be referred to in such a context?



LANGUAGE AND LITERACY SKILLS

Speech-language pathologists can help.

Click here for more information



THANK YOU!

From your UCDSB
Speech-Language Team
Click right to learn more
about language & literacy!

Children need to learn to read **and read to learn.**

Literacy – the ability to read and write – enables us to communicate with others and learn about our world. To develop literacy skills, children first need speech and language skills.

Children with speech or language disorders are more likely to have difficulties with literacy. Follow your child's literacy development by looking out for these milestones:

Help your child develop strong literacy skills.



Children start to develop literacy skills by looking at words in their environment, including in books, on signs or in logos. Research has shown that one of the best ways you can promote literacy in your child is by **reading together**.

Children with language impairments are

4 to 5

TIMES MORE LIKELY
to have reading difficulties
while in school.



Up to **30%** of children with
speech disorders also have
a reading disability.

- 1 YEAR OF AGE:**
shows an interest in
picture books.
- 2 YEARS OF AGE:**
knows to hold books
the right way up and
turns the pages.
- 3 YEARS OF AGE:**
understands that printed
words have a function (on
menus, lists, signs, etc.).
- 4 YEARS OF AGE:**
can think of simple
rhymes (e.g., toy and boy).
- 5 YEARS OF AGE:**
knows all letters of
the alphabet.

Speech-language pathologists can help
your child learn to read and write.

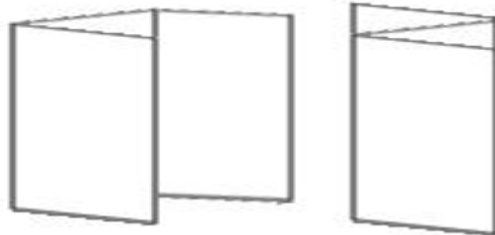


Speech-Language &
Audiology Canada
Partnership for Communication



Features of a Brochure

Layout: A brochure has 6 panels (3 on the front and 3 on the back) with information on each of them. When folded in thirds it creates a brochure.



Message: A brochure is used to advertise a product, business, etc. or also as a public service announcement (medical clinic, health unit)

Design Features: Each of the 6 panels have important information. Different sized font, visuals and colour are used to catch the readers' eyes.

See an example of a brochure for a sightseeing tour business below:





Waterpark Brochure Checklist

DESIGN FEATURES & CONTENT

6 Panels

Bold Print

Different Sized Fonts

Titles and Sub-titles

Maps and Diagrams

Colourful



Contact Information – telephone, website, email

Address of Water Park

Hours and Days of Operation

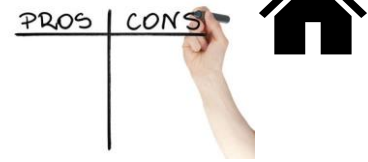
Pricing

Special Attractions

Special Days with Discounts i.e. Tuesdays are half-price



Details - lockers, change rooms, store, restaurant, baby change area, etc.

Pros and Cons Organizer



QUESTION: Are space vacations a good idea? Why?

Complete the chart below. List all of the Pros (the positives) and Cons (the negatives) of the problem statement. Use ideas from the text to support your thoughts.

 PROS	CONS 

Text to Self Reflection: _____



HOW ARE CANADIANS SPENDING ONLINE?

84%

OF CANADIANS SHOPPED ONLINE IN 2018...



BUY

...SPENDING ON AVERAGE

\$2,554

Canadians that shopped online

88% 15 to 24 years old

94% 25 to 44 years old

83% 45 to 64 years old

64% 65 years and over

Use of peer-to-peer services among online shoppers

24%

used ride services, such as Uber and Lyft, to get around town



17%

used accommodation services, such as Airbnb and Flipkey

Top goods and services purchased among online shoppers:



58% Clothing, jewellery or accessories



50% Travel arrangements



46% Tickets for entertainment events



35% Video downloads and streaming subscriptions



34% Music downloads and streaming subscriptions

Did you know?



54%

of Canadians used their smartphone to make an online purchase

Online shoppers pay for the goods and services in many ways:



Electronic bank transfer

22%



Online payment services

39%



Virtual wallet

8%



Reward points or redemption programs

16%

Among Canadians who didn't shop online:

22% worried about security or privacy concerns, **21%** had a lack of confidence, knowledge, skills or training on how to order online, and **21%** simply felt they need to see, hold or try the product before purchasing.



Source: Canadian Internet Use Survey, 2018.

Note: Data presented are for individuals aged 15 and over living in the Canadian provinces who have used the Internet in the past three months.

Catalogue number: 11-627-M | ISBN: 978-0-660-32401-2

©Her Majesty the Queen in Right of Canada, as represented by the Minister of Industry, 2019



HOW ARE CANADIANS SPENDING ONLINE?



Fact Finding Mission



List 3 facts you have learned from the infographic.

1.

2.

3.

Which fact is most interesting to you? Why?

How do you think the 2020 infographic for on-line spending will compare to 2018? Why?

What do you think the future will be like for on-line shopping for Canadians?





Compare and Contrast Chart

Small Town Living

Item #1 _____

City Living

Item #2 _____

How are they alike?

How are they different?

www.ReadWriteThink.org

© 2011 IRA/NCTE. All rights reserved. ReadWriteThink.org materials may be reproduced for educational purposes.



Cina

FSL – Activity A

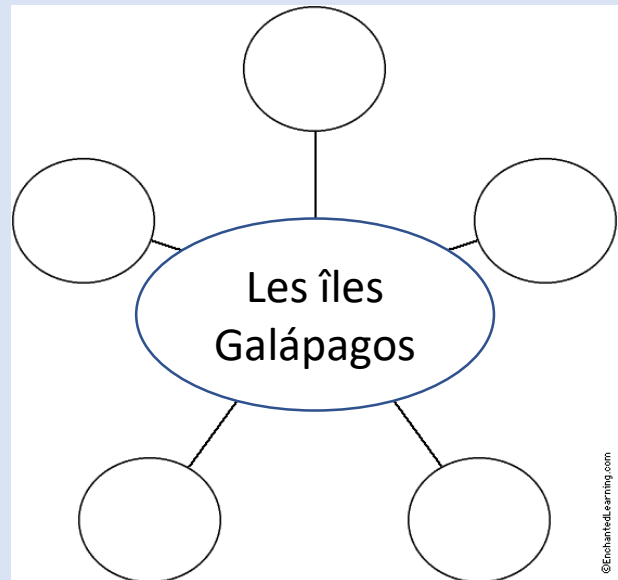
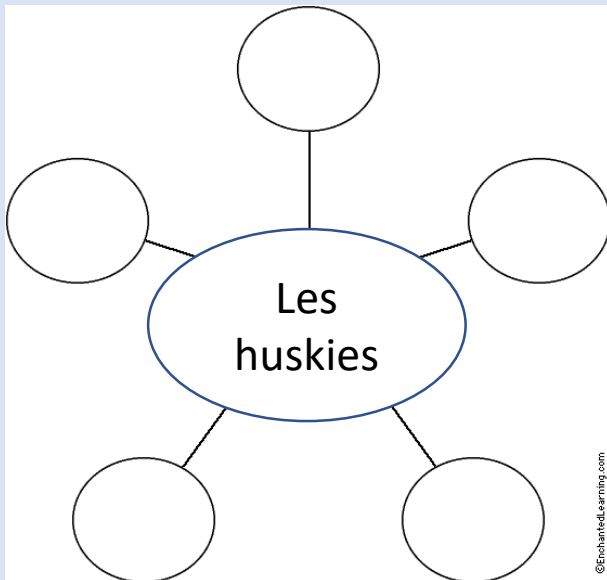
*Note: you will need to create a free account to access the videos



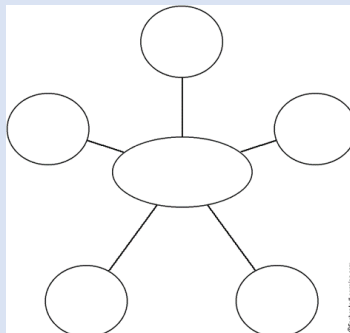
- Regarde les deux vidéos.



- Pour chacun, prends note des 5 faits que tu entends dans un gabarit comme celui-ci-dessous. Écris-les dans tes propres mots.



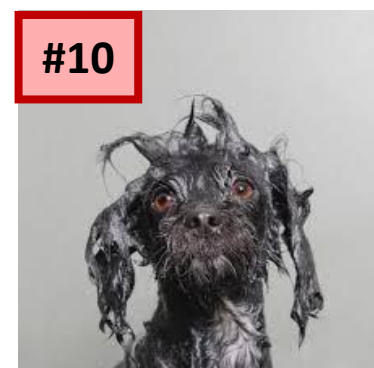
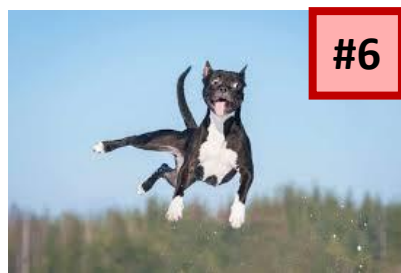
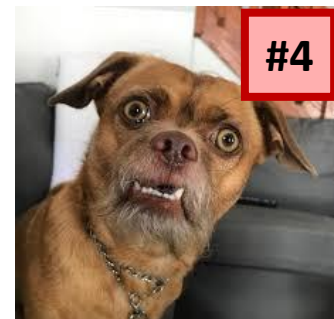
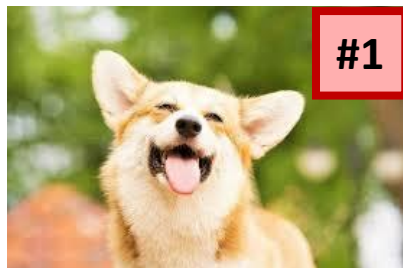
- Fais ta propre vidéo de 5 faits sur quelque chose que tu connais beaucoup. Partage ta vidéo avec un adulte.





Comment te sens-tu selon la vie d'un chien?

- Regarde les images des chiens.
- Choisis le numéro qui répond à la question et ensuite explique ton choix en écrivant un paragraphe.
- Partage ton travail avec un adulte en lui parlant de ce que tu as écrit.



FSL – Activity E



1. Lis les déclarations suivantes et écris si tu penses qu'elles sont un mythe ou une réalité.

Déclarations	Mythe ou Réalité?
Manger des carottes est bon pour les yeux.	
Le sucre excite les enfants.	
Le chocolat est toxique aux chiens.	
On utilise seulement 10% de notre cerveau	

Un mythe est une histoire qui n'est pas basée sur la réalité. Il s'agit le plus souvent de très anciens récits ou croyances qui ont été transmis depuis longtemps.

Une réalité est ce qui est réel, ce qui existe effectivement.

2. Regarde les 4 vidéos suivantes pour vérifier tes réponses. Écris ce que tu as appris dans le tableau.
3. Partage ce que tu as appris avec un adulte.

Vidéos : *Note you will need to create a free account to access the videos.

Mythe ou Réalité?

Les faits que j'ai appris aux sujets

Les carottes:



Le sucre:



Chocolat et chien:



10% cerveau:





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>