







Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	Personification Posters & Poems! Learn about personification and have fun bringing objects to life by creating a personification poster and writing a personification poem! Click on the image to go to the fun activity. 	Create a New Fast Food Will it be a delicious, silly creation or will it be the new health craze? Click on the image for the related task. 	Can Kids With Passion Bring Change? Click here to complete an Anticipation Guide , a pre-reading strategy, before you go to the next task. After completing the first part of the Anticipation Guide, go here to read a two-page article and find the rest of the learning activity.	Information in Infographics! Read the Infographic How are Canadians Spending Online? from 2018. Complete the template to reflect on the information presented. 	Get cozy and read! Curl up with a good book, magazine, or article and read for 30 minutes. List 5 words that were interesting or new. Draw simple sketches to show what two of the new/interesting words mean. 
	Journal Writing Read the Infographic How are Canadians Spending Online? from 2018. Complete the template to reflect on the information presented. 	French as a Second Language Have you ever thought about where daily items come from and the environmental impact of each? 	Journal Writing How has having people stay at home impacted air quality around the world? Have a conversation with an adult about this after you have written your initial ideas. Then go back and add the new ideas from the conversation.	Journal Writing How has having people stay at home impacted air quality around the world? Have a conversation with an adult about this after you have written your initial ideas. Then go back and add the new ideas from the conversation.	Journal Writing How has having people stay at home impacted air quality around the world? Have a conversation with an adult about this after you have written your initial ideas. Then go back and add the new ideas from the conversation.

Literacy Additional Resources

ENGLISH

For your grade 6 – 9 children, you might want to check out Scholastic Learn at Home: Gr. 6 – 9.

<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.



Personification Fun!

Personification is a figure of speech where **human qualities are given to animals, objects, or ideas.**

E.g. The moon smiled down on us.

(The moon is the object and the human quality it is given is “smiled”. Moons can’t smile. People can.)

The cupcake begged me to eat it.

(The object is the cupcake and the human quality it is given is “begged.”)

Your turn:

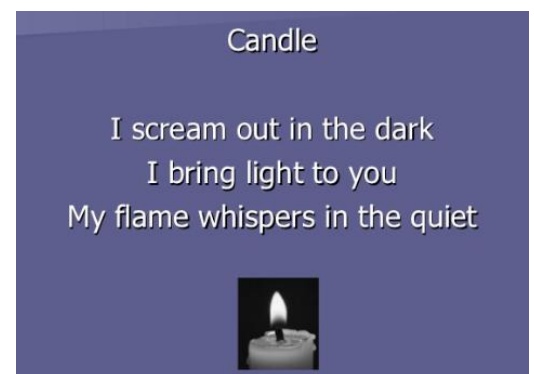
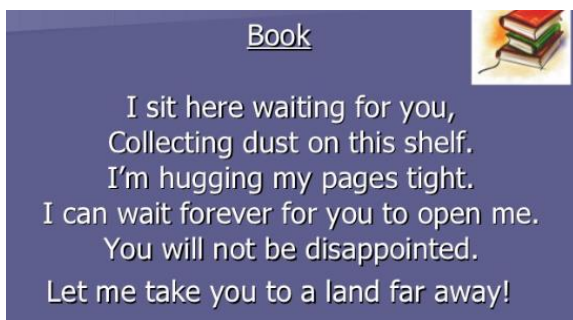
1. **Make a Personification Poster.** Think of an object. Think of some human actions you might give to the object (e.g. sings, laughs, ran, coughed etc.) Write a sentence with a personification. Make a poster to illustrate your personification. See samples below. Here are some objects you might want to use: kettle, clouds, tv, bike or car.



Consider what lettering, colours, and images you will use to reinforce the intended message.



2. **Create a Personification Poem.** Pick a topic from below and write a personification poem. Use the object as your title. Don't use the object in the poem. Include at least two examples of personification. Topics: train, vacuum, flower, dog, pencil, banana, tree, cat, monkey, tv, leaf, or use your own idea! See below for two examples.



3. **Be sure to share your posters and poems with your family. Be on the look out for personification in everyday life, other poems, stories, songs, or on the tv.**



Personification - the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.

We like to bestow human qualities upon inanimate and non-human entities in our stories and language. But what about the other way around? The Haudenosaunee remind us to look upon the animals to regain purpose and to remember how to carry ourselves when we lose our way. The Northwest Coast first nations proudly claim that the animals are kin and that our characteristics are derived from them.

Watch the attached sentimental video and consider, does the Totem reflect the boy, or does the boy reflect the totem?

Totem



New Fast Food



1. Brainstorm what your new fast food item will be. You could have fun inventing something silly like Bacon Cheddar Cheeseburger Donuts **OR** create a new **HEALTHY** fast food item that could be offered.
2. Create an advertisement for your new fast food creation. Your ad could be a poster, radio, or TV ad. Consider your audience. Think about why you decided on the type of ad you chose? Be persuasive in your ad. Share your work with family members and see if they would order this item!



Anticipation Guide

- ★ Read the statements below and consider if you agree or disagree with each statement. Circle your answer in the left hand “Before Reading” column. Do not worry if you don’t know the answer. This is just to get you thinking about your ideas - in some cases there is not even a right or wrong answer. An anticipation guide is often used when the material is new or unknown and it gets you thinking about ideas and making connections.

Before Reading	Statement	After Reading
Agree / Disagree	Kids can make a difference in the world when they are passionate about a cause.	Agree / Disagree
Agree / Disagree	You need to be at least 18 years old if you want to take the government to court.	Agree / Disagree
Agree / Disagree	Greenhouse gases cause temperatures to rise and add to climate change.	Agree / Disagree
Agree / Disagree	Renewable energy products include fossil fuels, coal, and natural gas.	Agree / Disagree
Agree / Disagree	Wind and solar energy are better for the environment.	Agree / Disagree
Agree / Disagree	The government needs to consider the effects of their actions and policies on future generations.	Agree / Disagree
Agree / Disagree	Governments should consult with all ages (including youth) about their new policies.	Agree / Disagree
Agree / Disagree	Children and youth under 18 do not have rights under Canada’s Charter of Rights and Freedoms.	Agree / Disagree



Kids Take Ontario Government to Court over Climate Change Plan

January 19, 2020 8:56 pm by [Monique Conrod](#)



Photo: Emily Chan, Ecojustice

Seven young people in Ontario are taking the provincial government to court over its plan for fighting climate change.

The young climate activists range in age from 12 to 24 years old. They include students, artists, community workers and entrepreneurs who live in different parts of the province. Three are members of First Nations. The youngest in the group, Sophia Mathur, was the first student in Canada to join the Fridays for Future strikes started by Swedish climate activist Greta Thunberg.

They are working with an organization called Ecojustice, which helps people fight to protect the environment, and Stockwoods LLP, a law firm in Toronto.

The young people say the province's climate action plan will not do enough to fight global warming. They are asking the Ontario Superior Court of Justice to order the government to take stronger action.

In 2016, the Ontario government developed a climate action plan that would help lower the amount of greenhouse gases the province produces. (Greenhouse gases cause temperatures to rise, adding to global warming and climate change.)

But in 2018, the people of Ontario elected a new government, led by Premier Doug Ford. The new government cancelled more than 700 programs the previous government had created to reduce greenhouse gases.



The cancelled programs included renewable energy projects like wind and solar power; more money for cleaner public transit; programs to help more people buy electric cars; and rules that required businesses to lower the amount of greenhouse gases they produce.

Then the new government created its own climate action plan. But this plan allows the province to produce higher amounts of greenhouse gases, which means it won't do as much to fight climate change.

The young climate activists are asking the court to declare that the new, weaker plan violates the rights of Ontario's youth and future generations.

Their argument, which they put forward on Nov. 29, 2019, is based on Canada's Charter of Rights and Freedoms. The Charter guarantees certain rights to all Canadians. Lawyers for the young people say two of these rights are being violated by the Ontario government.

The first is the right to "life, liberty and security." The lawyers say this includes the right to a stable and sustainable environment, but the government's climate plan doesn't do enough to protect the environment.

Without stronger action, the activists say, climate change will have dangerous effects on the environment. This includes more wildfires and floods; more insects, like ticks and mosquitos, that spread diseases; poor air quality that can make people sick; and melting ice in Canada's north which will lead to other environmental problems.

The second right that is being violated is the right of all Canadians to "equal protection under the law." The lawyers say that young people and future generations will suffer the most from the effects of climate change. This means they are not being given equal protection by the Ontario government.

The climate activists are asking the court to order the government to set new, lower limits for greenhouse gases produced in the province, and to create a new climate action plan which will make sure Ontario meets those limits.

Young people around the world are taking their governments to court over climate action. Lawsuits have been filed in the United States, Colombia, Norway, Belgium, the Netherlands, India and Pakistan. In October, 15 other young Canadians filed a similar claim against the federal government.

Source: <https://teachingkidsnews.com/2020/01/19/kids-take-ontario-government-to-court-over-climate-change-plan/>



After reading :

1. Go back to your Anticipation Guide. Complete the right-hand column to say if you agree or disagree with the statements after reading the article. Did any of your answers change? Are there some you still are not sure about? You might want to ask a family member to give their thoughts before and after reading too and have a discussion. Are there things you both agree with? Items where you disagree?
2. Consider whose point of view is given in the article. Whose point of view is missing?
3. We are not sure how the lawsuit will go. What do you think will happen? Will the youth or the government win? Explain your thoughts.



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.

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Do you find it easy to read and understand information presented in an infographic? If yes, what elements make it easy? If no, what makes an infographic hard to understand?

List some statistics that surprised you. Explain why you were surprised. If you weren't surprised by any data, explain why the data was as expected.

HOW ARE CANADIANS SPENDING ONLINE?

List 3 words or terms from the infographic that were new to you and find their meanings. Can you figure out the meaning of any of the words from the context of the text? If not, research or ask a family member what the words mean.

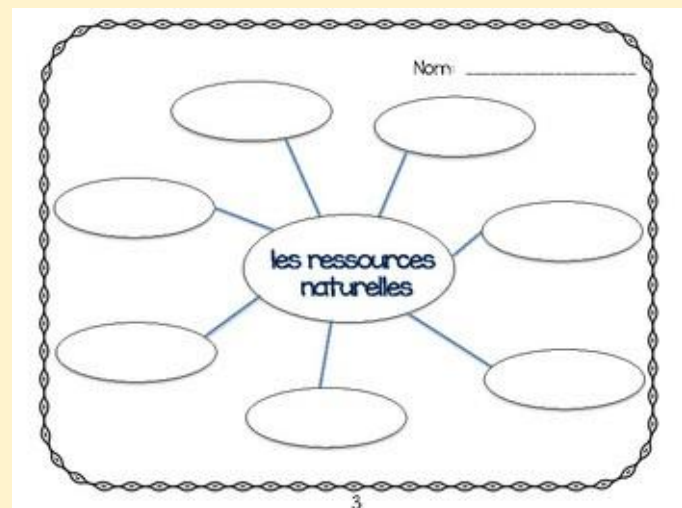
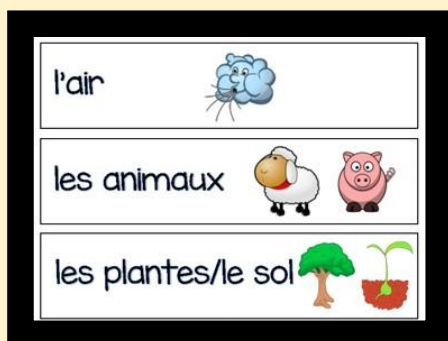
This infographic is from 2018. How do you think the 2020 infographic for online spending will compare to the 2018 one? Do you think the social isolation we have experienced will have an effect? What will be the same and what will be different?

FSL – Activity A



As-tu déjà pensé à la provenance des objets du quotidien et à l'impact environnemental de chacun?

1. Voici quelques exemples de ressources naturelles. Utilise le gabarit ci-dessous pour noter autres ressources naturelles.



2. Fais une liste de chaque article que tu utilises tout au long de la journée. À côté de chaque article, indique les ressources naturelles qui composent chaque produit. Lorsque tu compile ta liste, quelle tendance vois-tu?
3. Discute avec un adulte de tes découvertes.

FSL – Activity B



Est-ce que tu aimes la musique? Est-ce que tu écoutes la musique francophone?

Voici trois artistes francophones populaires aujourd'hui.

1. Écoute leur chanson et ensuite remplis le tableau suivant.
2. Après, choisis l'artiste que tu préfères et fais un peu de recherche pour créer une biographie. Partage ton travail avec quelqu'un qui aime la musique!

Chanson	Quel est ton opinion? Tu l'aimes - oui ou non? Explique pourquoi.	À quoi la chanson te fait penser? Fais une comparaison aux chansons populaires que tu connais.	À ton avis, quel est le message de la chanson?
<p>Stromae: « Alors on danse! »</p> 			
<p>ZAZ: « Paris sera toujours Paris »</p> 			
<p>Cœur de Pirate: « Mistral gagnant »</p> 			



« Osez le français ! » est une web série humoristique pour apprendre à déjouer les nombreux pièges de la langue française.

- En environ 2 mins, on apprend à écrire les nombres, accorder les adjectifs de couleur, différencier l'auxiliaire être de l'auxiliaire avoir, orthographier les noms composés, mettre ou ne pas mettre un trait d'union, etc...

1. Clique sur l'image pour accéder le site web.



2. Il y a 8 épisodes de 1-2mins. Choisis les sujets dont tu as besoin d'améliorer et regarde-les. Est-ce que les explications t'aident à bien comprendre la règle?

Explique.

3. Crée ta propre vidéo humoristique pour enseigner l'un des pièges de la langue française qui te tient à cœur.

4. Partage ton travail avec un adulte et demande-lui s'il a bien compris.



« Les expressions imagées d'Archibald » est une collection de *TV5MONDE*. Le héros, Archibald, fait le tour des contrées francophones et tente de nous faire comprendre les expressions courantes, typiques dans chaque région.



1. Clique sur l'image pour te rendre au site web.
2. Il y a 7 différentes régions – choisis la région qui t'intéresse le plus. Ouvre-le en plein écran.
3. Lis les expressions, les images, et les définitions.
 - Est-ce que les images t'aident à comprendre l'expression?
 - Y a-t-il des expressions que tu connais déjà? Lesquelles?
 - Y a-t-il des expressions que tu ne peux pas comprendre? Que peux-tu faire pour mieux les comprendre?
4. Choisis une autre région pour voir s'il y a des expressions semblables – même définition mais différentes expressions!
5. Trouve quelqu'un avec qui tu peux partager ces expressions. Voici quelques idées pour en faire un jeu:
 - Faites un jeu de mémoire et jouez.
 - Écrivez les expressions sur des cartes et prenez chacun un tour pour piger une carte et essayer de l'utiliser en conversation.
 - Faites de nouvelles images pour chacune des expressions.
 - Jouez au charade avec les expressions.



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>