







Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	Invisible Ink Write a simple sentence using your sight words. Use invisible ink to trick your readers! Click the link for a recipe: 	The Seasons The seasons are part of the natural dynamic process of change and the circle of life. We are all affected by the change in seasons. Read about First Nations' perspectives on the change in seasons and think about how seasons affect you. 	What is a Sentence? A sentence is a group of words that express a complete thought or idea. Learn more at the link below:  <i>What do you want to find out about writing? Try DK Find Out!</i>	Stretchy Sentences Watch a short video, then get creative stretching your ideas to make more interesting sentences. Click below:  Journal Continued from previous weeks 	Blending Syllables We can listen to syllables and put them together into a word. This is called blending . Click below for an activity: 
	Discover yoga through the eyes of a snowy owl that lives in the far North! Click image to begin your mini-yoga adventure! 	Read the Mathologie book " L'atelier du tailleur " and do the online activity that follows. Click image for additional activities 	Origami Anyone? Watch and listen to the following TFO Idélo videos and learn how to make an origami plane, penguin, whale and/or crab. Click image to access videos 	Let's Talk! Find someone with whom you can speak French with today. Choose a theme from the selection and invent a conversation. You must include the 4 words listed in your theme. Click image for activity 	Listen and sing along to the Gregg LeRock song "Mon sac à dos" ! Then play a game. Click image for activity 

Literacy Additional Resources

ENGLISH

Grade K - 3 children might want to check out the Scholastic Learn at Home website.

- [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.



National Research Council Canada

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Make invisible ink

Invisible ink is used to write messages that are **undetectable** to the naked eye. Discover your inner “secret agent” by creating and revealing your own hidden messages in this fun and simple chemistry experiment.

Materials


- Baking soda
- Water
- Bowl
- Spoon
- Toothpick, cotton swab, paintbrush or other tool for writing
- White paper
- Purple grape juice

Instructions

1. Add equal parts baking soda and water to bowl; stir with spoon. Make sure the baking soda dissolves well so as not to be too powdery.
2. Dip toothpick, cotton swab or other writing tool into the “ink”; write a message on the paper.
3. Allow the ink to dry completely until it is invisible.
4. Paint over the paper with purple grape juice to reveal your message.

What just happened?

This is a classic example of an acid-base chemical reaction. The acid in the grape juice is neutralized by the baking soda (the base), producing a colour change on the paper to reveal your message.



Write a secret message to a family member or friend. Try to use the sight words you have been practicing in your message!



Science.gc.ca

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Activity B – The Seasons

Activity adapted from

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_eng.pdf



AGES 4 TO 7

Curriculum

For First Nations, seasons embodied the cyclical nature of life: birth, youth, adulthood and death. Seasons meant changes in lifestyle, food, social activities, religious and spiritual practices and economic pursuits. Many First Nations noted the changes in their lives that were influenced by the seasons by naming the months of the year after major events occurring during these periods. It was important for their survival that they observe and keep track of these changes.

SPRING

For First Nations, spring was a time of birth and renewal. The land was freed from winter, snow disappeared, and river, lake and sea ice gradually melted. In spring, various First Nations communities were able to hunt birds like geese and ducks, and large game animals, such as caribou, that migrated from southern locations to more northern environments to bear their young. These annual animal and fowl migrations provided vital food supplies. As plants, trees and herbs began to renew themselves after the winter cold, many First Nations harvested and gathered roots, new leaves, plants and bark for food and medicine. Many First Nations still do so today.

SUMMER

Summer was an important season for hunting and gathering food. First Nations harvested wild grasses, along with various berries, edible roots and herbs.

For First Nations, the summer was a time of considerable activity. Many communities hunted large game animals for food, and as important sources of domestic and economic products. Hides produced clothing and footwear, ropes and babiche (lacing) for snowshoes. Animal horns were made into spoons and hand tools. Hair from animal skin served as stuffing in dolls, and balls for games. Sinew was used to make strings and thongs. First Nations used bones for scrapers, knives, spoons and ladles. They used hooves for ceremonies and dances.

Many communities had a variety of techniques to catch large quantities of freshwater fish during the summer. Using nets, elaborate weirs and spears, First Nations caught quantities of fish that they usually dried in the sun for future consumption. One technique was to use a torch suspended from the bow of a canoe to attract fish and then spear them.

Summer was also a time for collecting and harvesting. First Nations gathered and stored tree bark, tree roots, wild berries, nuts, fruit, edible plants and roots, herbs, mosses, shells, feathers and down. They also collected fungi and some ingredients for medicines and cures. Summer was also the time for games, entertainment and social gatherings.

Many of these activities continue today.

the seasons

Activity B – The Seasons



Activity adapted from

https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/ach_lr_ks_clsrs_learningcircle_lc47_1316538044949_eng.pdf

AUTUMN

Economic pursuits continued into the fall. Many First Nations moved to traditional sites and constructed dwellings to withstand the increasingly cold winds. They also still collected foodstuffs at this time. As days grew shorter, hunting and fishing activities waned and caches of dried meat and fish became more and more important. Many First Nations stored food in earth cellars that were either deep enough to resist freezing or sufficiently insulated to protect the food from the freezing cold.



WINTER

Snow is and was an integral part of life for First Nations. First Nations people developed techniques for travelling on snow and using snow in many different ways.

Snowshoes, toboggans and sleds were effective methods for snow travel invented and developed by First Nations and Inuit. Some First Nations constructed temporary Quinzees by piling snow into a large mound, allowing it to set and then scooping out a chamber big enough for one or several people. These structures provided insulation against extreme outdoor temperatures.

Cold temperatures, heavy snowfalls and blizzards in the East, the Prairies and in the North, and long periods of uninterrupted heavy rains on the West Coast, threatened the survival of many First Nations families and communities. Long periods of darkness confined people to their dwellings, and increased the need for heating fuel. High-calorie foods were vital to ensure people produced enough body heat to withstand the cold winter temperatures. Despite winter's hardships, this was also the time for some forms of socializing and entertainment. This was the time for stories.

Of course, fresh food could still be found during the winter months. Some First Nations hunters used snowshoes to hunt large game animals such as caribou, deer and moose. Certain First Nations caught fish using nets or artificial lures that were lowered into the water through holes in the ice. In some parts of the country First Nations hunted winter birds such as ptarmigan, grouse and large owls, and smaller animals such as rabbits, beaver and lynx.

Activity B – The Seasons



Activity adapted from
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A Tree's Feelings

Good readers make connections when they are able to put themselves into the shoes of another person (or, in this case, living thing). Imagine how a tree might feel in the following scenarios. If possible, go outside and stand under or near a tree. Use your body to act out the feelings. Say describing words (adjectives) to tell how you think the tree would feel in each of these situations:

- a gentle spring breeze
- a violent autumn windstorm
- pelting rain
- a summer forest fire
- having bare limbs in the winter
- a squirrel running up its trunk
- a bird nesting in its branches
- a person climbing it
- someone cutting it down



Food Gathering

During the spring and summer, people gathered food including berries, plants and edible roots to preserve for the winter. First Nations gathered berries such as strawberries, huckleberries, salmonberries, blackberries, raspberries, saskatoon berries and blueberries.

- 1 - What are some of your favourite foods?
- 2 - List your favourite foods by the **season** in which they appear.
- 3 - Are there specific recipes which your family makes only in one season and not in others? Add those to your list.

****How can you organize your thinking so that it is easy for someone reading your work to understand your list and recipes?***



Parts of a Sentence

Activity C – What is a Sentence?

- A sentence is a group of words that express a complete thought or idea.
- A complete sentence has a subject (who or what) and a verb (action word or what is happening).
- A sentence has spaces between each word.
- A sentence begins with a CAPITAL letter.
- A sentence ends with a punctuation mark (. ? !).





Activity C – What is a Sentence?

Sentence Types

There are different types of sentences for telling, asking or declaring things.

- A sentence that tells something is called a **declarative**. e.g., Today is Saturday.
- A sentence that asks something is called an **interrogative**. e.g., Where is the library?
- A sentence that makes a command or tells us what to do is called an **imperative** sentence. e.g., Stand up.
- A sentence that shows powerful or strong feelings is called an **exclamatory** sentence. e.g., I'm so happy!

The Four Types of Sentences Song





Activity C – What is a Sentence?

PUNCTUATION

Punctuation refers to marks we use in writing to separate sentences or their parts or to help with meaning.

- We use a period . at the end of a declarative or imperative sentence.
- We use a question mark ? at the end of an interrogative sentence.
- We use an exclamation mark to show strong emotions or to add emphasis to exclamatory sentences!
- We use a comma , to show a pause or to list things in our sentences.

Learn about punctuation! Click below.



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.

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 when in school.

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

Speech-language pathologists can help

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:

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.

SAC Speech-Language & Audiology Centre

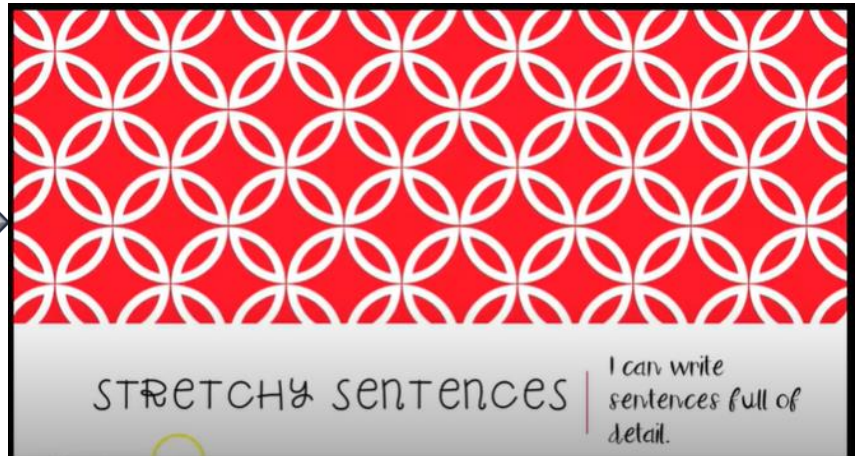


Activity D – Stretchy Sentences

Goal: I can write sentences full of detail.

Watch this video to learn how to turn plain sentences into stretchy sentences!

**Note: the author of the video asks students to send a seesaw to their teacher. Please ignore this request.*



Now it is your turn! Follow the prompts below:

Who?

Start with a subject. Then add in a detail (an adjective) to create a picture in your reader's mind about your subject.

Is doing what?

Where?

Give some information about where your subject is.

Why?

Now write your completed **SUPER** sentence!



Activity D – Understanding Syllables

Words are made up of parts. Syllables are word parts.



- ✓ Words can have 1, 2, 3 or even more syllables.
- ✓ Every syllable has a vowel.
- ✓ Syllables are like beats in a word.

What is a syllable? Let's move and learn!

Click the image.





Activity D – Understanding Syllables



Let's segment syllables!

Click the image.

Syllables are word parts that we can play with or manipulate.

- ✓ We can clap or tap out beats in a word. This is called ***segmenting***.
- ✓ How many syllables does your name have? Clap or tap it out.
- ✓ How many syllables do these words have?

*dog, doll, turtle, baby, elephant,
banana, motorcycle, hippopotamus*





Activity E – Blending Syllables

Syllables are word parts that we can play with or manipulate.

- We can listen to syllables and put them together into a word. This is called ***blending***.
- Have someone in your family say words syllable by syllable in a robot voice. See if you can blend the syllables together to figure out the word!

Let's blend syllables!





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

Today, we will learn about “Love.”

The Seven Grandfather Teachings

LOVE - EAGLE:



To receive unconditional love is to know the Creator. Before you were born the Creator was the first to give you unconditional love. The Creator is considered the Father of all children, and the giver of all life.

To express love of yourself is to acknowledge Love of the Creator; it is known that it is hard to share Love with others if you cannot Love yourself. The Eagle was chosen by the Creator to share this Teaching, as the Eagle can fly the highest out of all the beings and has the greatest true sight in bringing pure vision to the seeker.

The Eagle seeks the greatest and most powerful medicine as Love can also be the most elusive of all the Teachings.






Activity E – Blending Syllables

Try these at home!




HAVE FUN COUNTING SYLLABLES!



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- 5 YEARS OF AGE:** knows all letters of the alphabet.

SAC Speech-Language & Audiology Canada



Origami mes amis!



- Regardez et écoutez les vidéos TFO Idélo et apprenez à faire un avion, un pingouin, une baleine et/ou un crabe en origami. / *Watch and listen to the following TFO Idélo videos and learn how to make an origami plane, penguin, whale and/or crab.*

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



un avion



un pingouin



une baleine



un crabe



FSL – Activity D



Instructions en français On parle!

- Trouve quelqu'un qui peut parler français avec toi aujourd'hui.
- Choisis un ou plusieurs des thèmes ci-dessous.
- Invente une conversation et assure-toi d'utiliser les 4-5 mots de la liste.

English Translation of Instructions Let's Talk!

- Find someone who can speak French with you today.
- Choose one or several of the themes from below.
- Invent a conversation and be sure to include the 4-5 words listed.

Thème 1 – Les sports

- membre d'une équipe
- un match de soccer
- au parc
- le jeudi
- jouer au soccer

Thème 2 – Le cinéma

- un film
- avec un copain
- le 10 septembre
- au cinéma

Thème 3 – La musique

- jouer du/de la _____
- facile/difficile
- leçons
- le weekend
- le professeur

Thème 4 – Les animaux

- un chien/une chienne
- faire une promenade
- le matin
- Il/Elle s'appelle...

Thème 5 – L'amitié

- au restaurant
- le samedi à 4 heures
- avec les amis
- pour célébrer l'anniversaire de...

Thème 6 – La technologie

- explorer l'internet
- le site Google
- un virus
- les jeux vidéo

FSL – Activity E



Jouez le jeu « Mon sac à dos » / Play the game « Mon sac à dos »

1. First, read the rules in French then either tell someone how to play or write an English translation (if needed).
2. Second, collect the required material to play:
 - un dé
 - des jetons
 - le jeu (make one or click to print the one below)

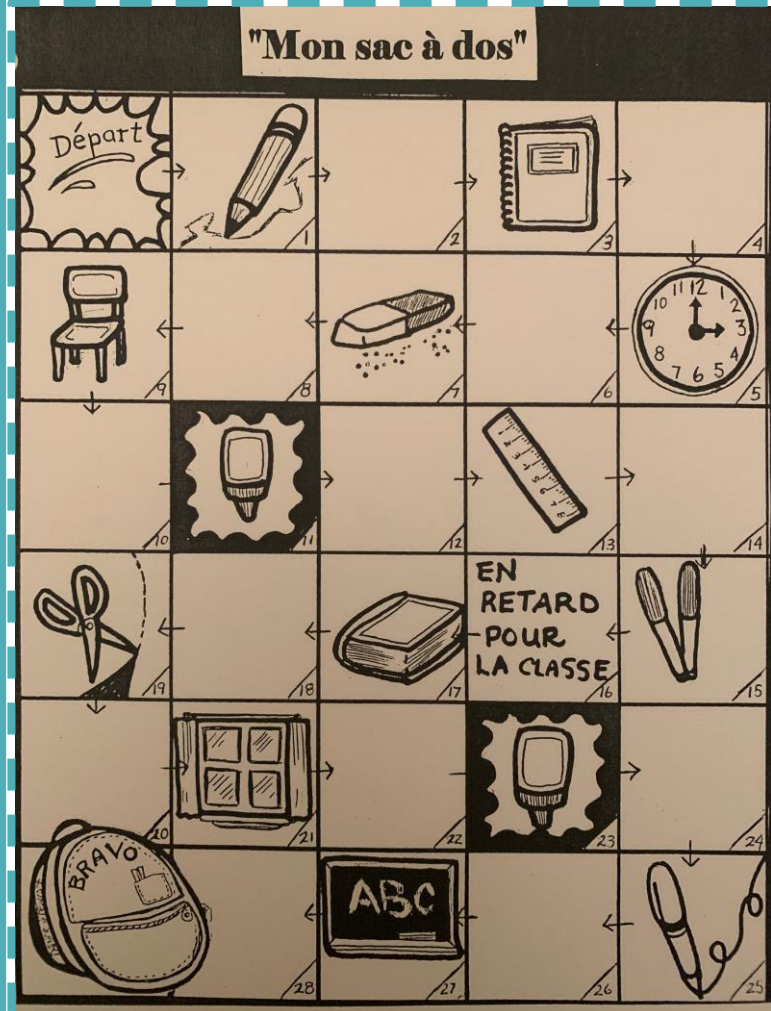
Règles du jeu – « Mon sac à dos »

1. Pose ton jeton sur « départ ».
2. Lance le dé.
3. Si tu poses ton jeton sur une case avec une image, il faut nommer l'objet en français.
4. Pour entrer dans le sac à dos, tu dois obtenir le nombre exacte.
5. Si tu poses ton jeton sur une case déjà occupée, tu retournes au « départ ».

Attention!

- Si tu poses ton jeton sur le « 11 » ou le « 23 » (la colle), tu manques deux tours.
- Si tu poses ton jeton sur le « 16 » (en retard pour la classe), tu recules deux cases.

Bonne chance!



[Click here to access an English translation of the rules of the game.](#)



FSL – Activity E

English Translation

“My Backpack”, Game Rules:

1. Place your token on “start”.
2. Throw the dice.
3. If you land on a box with a picture in it, you must say what the picture is in French.
4. To enter into the backpack , you must roll the exact number.
5. If you land on a square that is already occupied, return to “start”.

Warning!

- If you land on “11” or “23” (glue), miss two turns.
- If you land on “16” (You’re late for class!), go back two boxes.

Good Luck!



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>