

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	Kindness Watch the powerful video of Monique Gray-Smith as she reads her book When We Are Kind . Listen carefully to the teachings.  Complete the Kindness Activity here:  What will your ripple effect be on this world?	Algonquin Music The Wind Song, The Travelling Song, Wichita Do Ya and The Frog Song as sung by Danka Brewer are all music of the Algonquin people. Listen here to learn about their meaning, respect of nature and of people. Click here to learn more about the Anishinabe Way of Life and then click on the icon for a follow-up activity. 	Not My Girl Listen to the book Not My Girl . 10 year old Olemaun/Margaret returns from the residential school she attended. See the difficulty she faces when she tries to find her place at home. Click on the image for a reflective follow-up activity. Need help with Character Traits ? Click Here ! 	Inuit Culture The Inuit culture has very unique traditions, music and games. Click on the image to learn about Inuit culture.  Throat Singing is a traditional game played by Inuit women. See here for more info. View photos to help inspire you for this activity.	Metis Music and dance are very important during community gatherings of the Metis. Click on the image to hear traditional Metis fiddle music.  The Metis greatly value their communities and family. Read here the importance of community. Click here for a follow-up activity.
	Listen and read the Mathologie book "Une robe pour Calla." The characters in this book belong to the Nehiyawak First Nation. Click image for activity 	How much does food cost in the Northern parts of Canada? Find out what an Inuit community pays for the same items your family might buy. Click image for activity 	Listen and read the Mathologie book "L'île aux Chèvres." This is an island that is situated near Eskasoni where Canada's largest Mi'kmaq community is established. Click image for activity 	Listen to and reflect on a Métis French song called « La Grenouillère ».  Click image for activity 	Learn about Turtle Island by playing a game and exploring this Government of Canada website. 

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;
- ✓ Honouring relationships with Indigenous people.

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!

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;
- ✓ Learning through Indigenous world views.

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.



Explanatory Notes: LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS





Retell, Relate, Reflect

Retell the teachings of **When We are Kind** by Monique Gray-Smith in your own words.

Be careful
how you
are talking
to yourself
because you
are listening.

~Lisa M. Hayes

Relate

This reminds me of.....

A SINGLE ACT OF
Kindness
THROWS OUT ROOTS
IN ALL DIRECTIONS,
AND THE ROOTS SPRING
UP AND MAKE NEW TREES.

- AMELIA EARHART

Reflect

What will your ripple effect be on this world?

Be kind to
every kind. Not
just mankind.

-Anthony Douglas Williams

veganposters.com

Write your own personal inspirational quote:



The Anishinaabe Way of Life

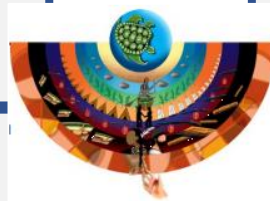
These statements are a few ways to describe how Anishinaabe people live. These teachings could also be called the Anishinaabe ways of knowing or Anishinaabe Gikeedaasiwin (knowledge). As you read them, think of how these beliefs affect you personally. On the next page reflect on the meanings of these statements as it relates to your own life. (Adapted from www.thealgonquinway.ca.)

Keep your mind and body well.

Rise and fall with the sun. The Anishinaabe believe we should follow the rhythms of nature.

Treat Earth and all living things with respect.

Earth is our Mother; care for her. The Anishinaabe see nature and all living things as important and equal.



Invest in things that don't directly benefit you.

Practice random acts of kindness. The Anishinaabe believe if it doesn't harm you, and is good for others and the world, do it.

Take full responsibility for your actions.

We are and will be judged by how we live. The Anishinaabe believe it is our responsibility to walk the True Path on our Earthwalk.



The Anishinabe Way of Life Activity

Double-Entry Journal



Idea from Text:

Reaction/Connection:

What are Character Traits?



Think about your friends, family members, or characters off the T.V. Don't think about what they look like but I think about their actions (what they do) and think about what they say. How would you describe them to others? Are they funny? Generous? Stubborn? **Write down the words (adjectives) you would use to describe them.**

These descriptive adjectives that we use to describe someone's personality is what we call their **character traits**. **These words are used describe what kind of people they are based on what they do and say.** Some character traits are considered negative (e.g. bossy) while others are considered positive or good characteristics (e.g. kind). You can identify character traits in everyone. Even characters you see in movies, TV shows and books!

1. On a sheet of paper, list as many character traits as you can think of. Describe which ones would be considered positive or good character traits to have and which ones would be considered negative or bad. Are some hard to decide? Why? Show your list to a family member and see if they can think of other character traits to add to the list.
2. Read the sample paragraph below which describes a character train of a person and gives evidence to support the character trait.

My mom is very generous. Firstly she volunteers her time to help organizations. She is on the Women's Institute, The Lion's Club, and she volunteers at the local secondhand clothing store. As well, my mom showed generosity when she made face masks to give to her family, friends and healthcare workers during the pandemic. She purchased the material, made the masks and delivered them in the community. In addition, she regularly gives money to the Food Bank, the church, and to other charities. As you can see, my mother is a truly generous person.

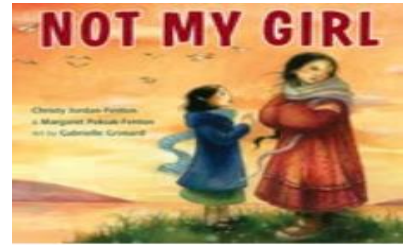
TASK

Find the opening sentence and the closing sentence. Put a start on the character train mentioned.

Highlight or **underline** sentences that give evidence that she is generous

NEXT – Now you are ready to complete the next activity on Character Traits.





Book Title:

Author: _____

Character Traits

Identify at least 2 character traits for Olemaun. Give at least two specific examples from the text to support these traits. **Remember, what a character says and the way they act often give evidence to their character.**

Trait One: _____

Evidence: _____

Trait Two: _____

Evidence: _____

What problems did Residential School children face when they returned home?

Throat Singing Information



Singing lifts our spirits and brings us strength.

Inuit women often used song to entertain and challenge one another when their husbands were away harvesting food.

Throat Singing is an oral tradition that is usually sung as a game between two Inuit females. It is a fun game rather than a serious competition.

The two women stand face to face and are very close to each other.

The Leader's job is to set the **rhythm**, **pace** and the **sound**.

The other participant follows the Leader about a half a second behind .

The whole point of the game is to make your partner laugh. Whoever laughs or messes up loses the competition. The winner goes on to the next round until an overall winner is declared!

How the sounds are chosen: The sounds that are made for throat singing are often tied to nature or are a part of Inuit life. The sounds usually come from animals, tools and nature. For example:

The Cleaning is the sound that is made when a dog sled is flipped over to ice it to make it smoother (it is being cleaned)

The Wind mimics (copies) the sound of the wind.

Poor Little Dog was created by a girl in Quebec. She would sing it to her puppy in hopes that it would grow up to become the leader of the dog sled.

Click on the image to hear Lynda Brown and Heidi Langille sing.





Choosing your Nature Sound

Often the sounds that the singers make during the Throat Singing are inspired by nature. See the images below to see the landscape of the Inuit.



Descriptive Word Activity

Consider the images using your **sense of sound**. What sounds can you hear in the pictures? What silent parts of the picture have an emotional sound quality (e.g., what kind of sound could represent ice forming)?



MÉTIS COMMUNITY GATHERING

The Métis people value their communities and are devoted to their families. The communities of the Métis people are at the core of their historical beginnings and key to the survival of their culture. The first generations of Métis did not belong to the First Nations or the European culture, and they struggled to define their own values, beliefs, customs and identity as a people. As the number of mixed ancestry people increased, they began to marry amongst themselves, and their families developed strong ties with each other. Generations of families created communities which contributed to their Métis cultural identity and distinct Indigenous societies and a Nation.

The Métis Community is the most important part of the Métis Nation. It is where the sharing of culture happens, and where the language is spoken. The Métis community is where the children are taught the Métis way of life and where the elders are consulted. The sharing of culture takes place within the families and is the most important way to culturally socialize each generation of Métis people.

The Métis Community Gathering is a celebration of the Métis way of life. Socializing is very important to the Métis people and involves family and community events that are inclusive to children and elders. Métis Gatherings are boisterous by nature and people take great pride and joy in sharing their stories, food, dancing, music and artistic expression. Important cultural symbols are evident at Community Gatherings such as flags, sashes, and traditional clothing. At these important social functions family connections and histories are discussed and shared, and new members and relatives are welcomed to the community.

Today the Métis Community Gatherings continue to be an important and familiar part of Métis culture and are vital to sustaining future generations of Métis people and their Aboriginal way of life.

(Excerpt from: Metis Cross-curricular Unit Metis Nation British Columbia www.mnbc.ca)

wisdom

Shared

"To Métis people, the words *community* and *family* are almost interchangeable. Métis people view not only their relations as family, but friends, neighbours and workmates can all be a part of what a Métis person considers part of the family. In Métis culture, children are not solely the responsibility of their parents. The whole community traditionally shares in the task of raising the next generation. Elders, grandparents, aunts, uncles, trusted friends, leaders and other community members all have their vital role to play in shaping the future of our Nation."

– Métis Family Services
in Kainai Board of Education et al. 2005, p. 127



Metis Activity: Compare and Contrast the Metis community gatherings with your own. How are they the same and how are they different? Use the **Compare and Contrast Chart** below to organize your thoughts.



Compare and Contrast Chart

readwritethink
National
Reading
Association NCTE

Item #1 _____

Item #2 _____

How are they alike?

How are they different?

www.ReadWriteThink.org

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- Les personnages de cette histoire appartiennent à la Première nation Nehiyawak (les Cris des Plaines). Les Cris (Nehiyaw) forment une des plus grandes Premières nations en Amérique du Nord et comprennent plusieurs groupes distincts.
- Cette histoire met de l'avant deux idées-clés en lien direct avec les cultures autochtones:
 - *L'importance de la famille, des Anciens et de la communauté*
 - *Les traditions et les célébrations ont un sens profond*
- En lisant l'histoire, réfléchis aux questions suivantes:

Questions de réflexion sur
« *L'importance de la famille, des Anciens et de la communauté* ».

1. Comment la grand-mère de Calla lui explique-t-elle l'origine de la danse de la robe à franges?
2. Comment la grand-mère de Calla lui apprend-elle à fabriquer une robe à franges?
3. Dans ta famille, quelles sont les personnes qui prennent soin de toi et qui t'enseignent des choses? Fais une liste de ces personnes.

Questions de réflexion sur « *Les traditions et les célébrations ont un sens profond* ».

1. Quels sont les éléments décoratifs et les emblèmes portés par Calla? Qu'y a-t-il de spécial dans chacun de ces éléments?
2. Si tu n'as jamais assisté à un pow-wow, comment imagines-tu ce qui s'y passe? Si tu as déjà assisté à un pow-wow, qu'est-ce que tu as vu et qu'as-tu fait?
3. As-tu déjà participé à une célébration ou à un événement qui regroupait toute ta communauté? Peux-tu le décrire?

Clique sur l'image pour lire et écouter l'histoire.



FSL – Activity B



- Aimerais-tu vivre en milieu isolé et demeurer au centre du monde? Adamie Philie est Inuit et il est né et habite Kangiqsujaq, « la grande baie ». Où est Kangiqsujaq? Trouve-le sur [Google Maps](https://www.google.com/maps).
- Fais un tableau comme celui-ci-dessous. Demande à tes parents le cout des produits et remplis la colonne « Le prix où j'habite ».
- Ensuite, clique [ici pour voir un diapositif](#) des mêmes produits et leur prix dans un magasin à Kangiqsujaq. – Remplis la troisième colonne de ton tableau.

Le produit	Le prix où j'habite	Le prix dans la communauté Inuit (Kangiqsujaq)
Une boîte de cérééal Froot Loops		
Nescafé – le café instantané		
Un pot de Kraft Cheez Whiz		
Du beurre salé		
Du papier de toilettes (24-30 rouleaux)		
Du savon pour la machine lave-vaisselle		
12 cannettes de A&W Root beer		

Questions de réflexion après avoir fini le tableau:

- Pourquoi y a-t-il une différence de prix à ton avis? Fais une liste de raison.
- Quand tu as fini, montre ce tableau et partage ta liste avec tes parents. Demande-leur s'ils connaissent d'autres raisons pour cette différence.
- Comment te sens-tu après avoir appris cette information? Écris tes pensées dans un journal intime ou parles-en avec quelqu'un.



INTRODUCTION

- L'île aux Chèvres située près d'Eskasoni, où est établie la plus grande communauté mi'kmaq au Canada (en Nouvelle-Écosse).
- Dans cette histoire, nous y retrouvons Maya, qui apprécie la nature et les changements qu'elle observe dans les saisons et la température lorsque le temps passe. Les peuples autochtones vivaient en pleine nature depuis des milliers d'années, ce qui les incite à créer des liens solide avec la Terre.
- Cette histoire met de l'avant deux idées-clés en lien direct avec les cultures autochtones:
 - *Il est important de créer des liens avec la nature et notre mère, la Terre.*
 - *Ce que nous pouvons apprendre de nos Aînés*
- En lisant l'histoire, réfléchis aux questions suivantes:

Questions de réflexion sur « *Il est important de créer des liens avec la nature et notre mère, la Terre* ».

1. Quels sont les changements que Maya observe dans la nature à l'arrivée du printemps?
2. Qu'est-ce que Maya découvre à propos des criquets et sur leur rapport avec la nature?
3. Dans ta famille, est-ce que vous cultivez des plantes, des fleurs, ou des légumes durant l'été?

Questions de réflexion sur « *Ce que nous pouvons apprendre de nos Aînés* ».

1. De quelle façon Maya s'intéresse-t-elle à l'eau sur l'île aux Chèvres?
2. Pourquoi est-il important d'étudier la terre et notre environnement?
3. Connais-tu un endroit où tu peux observer les changements dans la nature avec ta famille?
4. Qui a pu enseigner à Maya l'importance d'observer la nature?

Clique sur l'image pour lire et écouter l'histoire.



Activité supplémentaire:

Fais une version personnelle d'un [calendrier lunaire](#) en indiquant les dates et les événements qui ont de l'importance pour toi.

FSL – Activity D



Écoute la chanson une première fois sans lire les paroles et sans savoir le contexte. AUDIO

0:00 / 2:15

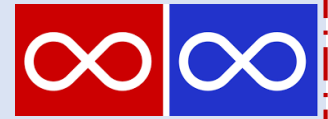


Maintenant écoute la chanson une deuxième fois [en lisant les paroles.](#)

En quoi est-ce différent d'écouter la chanson comparativement à lire les paroles? Quelle information la chanson livre-t-elle qui n'est pas présente dans les paroles?

À ton avis, quelles sont les éléments clés de la chanson? Quelles questions soulève-t-elle?

Clique ici pour lire le [FSL – Activity D Continued...](#)
contexte historique de la chanson.



Écris une réflexion dans ton journal intime:

La chanson raconte-t-elle toute l'histoire de la bataille Seven Oaks? Elle est écrite par un témoin oculaire (*eye witness*). Qu'aurait-elle dit sur la bataille si elle était écrite par ces autres personnes?

- Une femme métisse
- Un colon européen
- Une personne qui aurait entendu parler de la bataille par quelqu'un d'autre

Discute avec un camarade ou un adulte:

La chanson décrit les événements de la bataille Seven Oaks? En tant qu'élément de preuve historique est-elle plus fiable (*reliable*) ou moins fiable qu'un document écrit?

FSL – Activity D

Continued...



Le contexte historique de la chanson:

- Cette chanson est l'une des premières expressions de l'identité métisse. Elle a été composée par Pierre Falcon pour souligner la victoire des populations métisses (aussi appelées les « Bois-Brûlés ») dans la bataille de Seven Oaks, en 1816. Cette version a été chantée par Joseph Gaspard Jeannotte, en 1957.
- La Nation métisse est née des interactions entre des individus des Premières Nations et de l'Europe qui pratiquaient le commerce de la fourrure. La culture métisse, y compris la langue (le michif), est issue d'influences autochtones et européennes.
- Les populations métisses se sont opposées aux revendications de la Compagnie de la Baie d'Hudson concernant la Terre de Rupert, lesquelles perturbaient leurs pratiques de chasse et leurs échanges commerciaux. Entre 1811 et 1816, les hostilités se sont accrues entre les colons européens et la communauté métisse de la vallée de la rivière Rouge. Cela a mené à la bataille de Seven Oaks, qui s'est conclue par une victoire métisse.

Clique ici pour retourner
à la page précédente.





Clique sur l'image pour accéder le site web du gouvernement du Canada pour jouer au jeu « l'Île de la Tortue. »



Instructions

- Tu peux jouer le jeu en ligne sur le site web ou [Imprime les jeux-questionnaires](#)
- Chaque article sur l'Île de la Tortue comporte une description qui t'aidera à répondre aux questions. Clique sur le nom de l'article (p. ex. sirop d'érable) pour lire la description.
- Tu peux également [imprimer les descriptions](#) séparément
- **Les réponses se trouvent sur le site web ou tu peux les télécharger ici: [Téléchargez le PDF des réponses](#)**

Après avoir joué à l'Île de la Tortue, tu connais maintenant 20 articles et pratiques associés aux cultures des Premières Nations, des Métis et des Inuit, et tu as une connaissance sur l'importance de chacun de ces éléments.

Maintenant fais des recherches sur un des thèmes suivants et illustre tes découvertes sur une affiche :

- Les séances de purification
- Les cérémonies de la suerie
- Les pratiques traditionnelles de chasse et de pêche
- La roue médicinale

Ton affiche doit représenter

- a) les diverses composantes de la pratique ou de l'élément choisi et
- b) son importance pour le groupe culturel concerné



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>