

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>Acts of Kindness How does it feel when someone is kind to you? How does it feel when you are kind to someone else? Read a story below:</p> 	<p>Reading Our Land Depending on where we live, we often use road signs and street names to guide us. What if we were to look at our natural environment to help us to map our way around? Learn more here:</p> 	<p>Thanksgiving Address Creator's gifts are all around us every moment of every day. The Haudenosaunee People say the Thanksgiving Address each day to acknowledge Creator for these gifts. Click the image:</p> 	<p>Back to Batoche The <i>Back to Batoche</i> festival commemorates events and traditions in Métis History and celebrates Métis culture. Read the story to learn more about this Métis festival.</p> 	<p>Sharing Our Stories Learn with two young Dene-Cree-Nakota Sioux girls as they experience a powwow with their aunty. Click the image:</p> 
French as a Second Language	<p>Watch the National Screen Institute video "Traditional Healing." Click image for activity</p> 	<p>Read the Mathologie book « La grande course de traîneaux à chiens » to learn how dogsledding is important to Inuit traditional knowledge. Click image for activity</p> 	<p>Read the Mathologie book "Mare en danger!" to learn about some important Anishinabek teachings. Click image for activity</p> 	<p>Read the Mathologie book "Retour à Batoche" to learn about a Métis cultural festival. Click image for activity</p> 	<p>Watch the TFO video "Festival des arts Métis." Click image for activity</p> 

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;
- ✓ 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!



UPPER CANADA
District School Board

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



Creating Futures,
Leading and
Learning for All

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.



When We Are Kind

[Listen to the story by clicking on the picture](#)

The author, Monique Gray Smith, reads two of her books on the attached video. The first book is [My Heart Fills With Happiness](#), and the second book, starting at 13:56 is [When We Are Kind](#). Both are wonderful stories of kindness towards ourselves and each other.

“When We Are Kind celebrates simple acts of everyday kindness and encourages children to explore how they feel when they initiate and receive acts of kindness in their lives.”

Monique Gray Smith

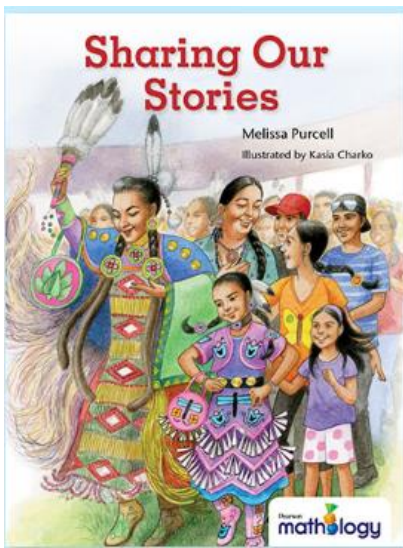
Listen to the story, [When We Are Kind](#), read by the author Monique Gray Smith.

- How do you feel when someone is kind to you? Do you feel cared about? Does it make you feel happy? Can you think of a time when someone did something kind for you?
- How do you feel when you are kind to someone? When you show caring to others by being kind to them, it makes that person feel happy and it makes you feel happy too.

You have been at home with your family members for quite some time. Can you think of a random act of kindness that you could perform to make someone in your family feel happy? A random act of kindness is something you do that your family member doesn't expect you to do.

Here are some ideas:

- Write a note to a family member telling them why they are special to you or something you find special about them.
- Choose a helping act: Can you help a family member with a chore without being asked to? Can you bring a family member a snack while they are working?
- Can you make a craft to give to a family member to thank them for something they did to help you or take care of you?



Sharing Our Stories

[Read and listen to the story by clicking on the picture.](#)

After reading and listening to Sharing Our Stories, retell the story in your own words by sequencing the pictures in the order of the events as they happened in the story. Write or say what happened at each event.

*If you have a printer, you may wish to print out this page and the next two pages, cut out the event strips and order them. Or, you can order the pictures online and discuss what was happening in each picture.

Beginning

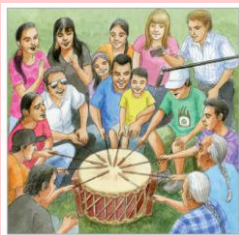
Order these pictures from the beginning of the story.



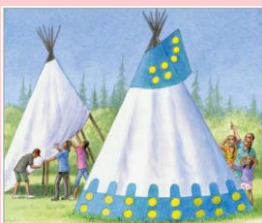
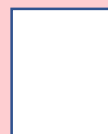
There are many different types of powwow dances. Dancers wear different outfits, or regalia, for each style of dance. Each dancer's regalia has its own story that is unique to the dancer.



We are at a powwow with Auntie this weekend. At powwows, we listen to drumming and singing, and we watch dancers. We meet old friends, make new friends, and share stories. Stories are often shared and passed on to others by important people in families and communities. Music, movement, colours, and designs can all be used to share stories.



The powwow singers sit around their drums. The singers visit with each other and learn new songs while they wait for their turn. They sing in different Indigenous languages. They share stories through their songs.

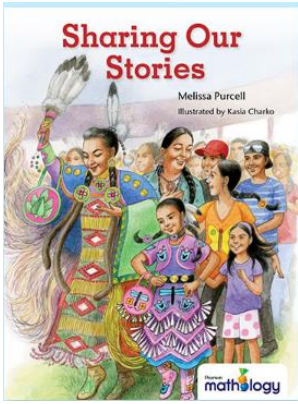


Some teepees have designs on the teepee covers and some don't. The designs tell a unique story. "A long time ago, women were responsible for putting up the teepees," says Auntie. "They had the teachings of the teepees and still do. Can you see shapes on this teepee that represent the earth and sky?"





Sharing Our Stories.



Middle

Order these pictures from the middle of the story.



The Master of Ceremonies calls the jingle dress dancers to the arbour. Aunty shares a story of the jingle dress and tells how this dance is a healing dance.

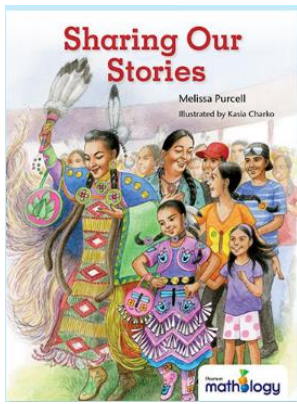


The men's traditional dancers are next. They share stories about bravery, honour, and connection to the land. What the dancers wear, what they hold in their hands, and how they move all help to tell their story.



Here come the fancy shawl dancers. I love their high kicks and quick footwork. I love how their shawls sway and swirl to the beat of the drum as they spin in circles.

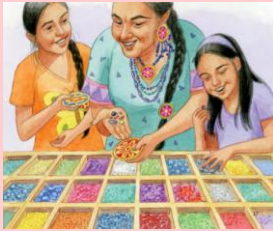




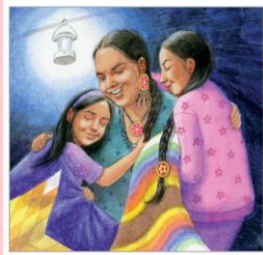
Sharing Our Stories

End

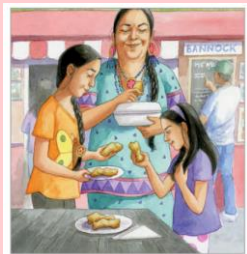
Order these pictures from the end of the story.



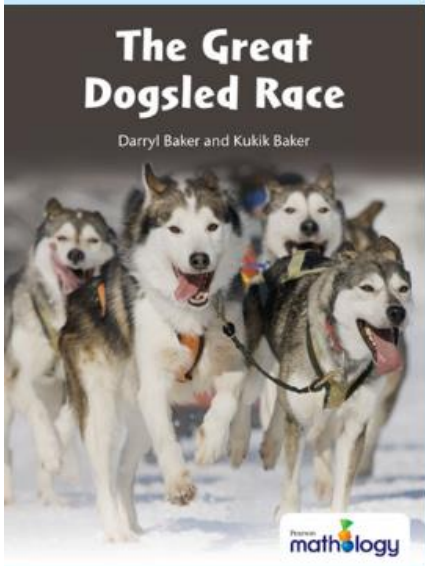
I look at all the beads that dancers can buy for their regalia. "Aunty, would you teach me how to bead?" I ask. "Yes, of course!" Aunty says. "Beading takes time and patience, and learning to bead takes practice. A lot of work goes into choosing the right colours and creating a design. Some beading projects take days or even months to finish."



Inside our tent, Aunty shares a surprise. She decided to buy both blankets because they are the perfect gifts... for us! "Thank you, Aunty!" We are thankful for the gifts and for the stories we have learned today.



We love fried bannock with cinnamon and sugar. Aunty buys pieces for us to eat right away, and extra pieces for a late-night snack.



The Great Dog Sled Race

[Listen / Read the Story by Clicking on the Picture](#)

A Note from Margaret Joyce, a Friend of Kukik and Darryl Baker,
Authors of The Great Dogsled Race

This story is about Natalie, an Inuit child living in Arvrat, Nunavut. Dogsledding is not unique to Inuit, but dogsledding goes back for thousands of years in Inuit history. It will be helpful for a better understanding of the

story to appreciate how dogsledding is connected to Inuit Qaujimajatuqangit [Cow-ye-ma-ya-two-can-git], which is Inuit traditional knowledge.

Key Idea: *It is important to treat animals with respect*

Inuit children are taught about the important connection between humans and animals. In dogsledding specifically, a trust must be established between the dogs and their master, and it is key that they develop a relationship in which the master can tell when a dog is trying to communicate something. A well-trained dog team can get a hunter home, even if the hunter is lost in a snowstorm and unable to see where to go.

Key Idea: *It is important to get out on the land and learn to read the land*

Inuit teach their children about having respect for the land, and of the importance of learning to recognize distinctive landmarks. The Elders know it is crucial to survival that children be raised by getting out on the land and learning to read it. On the tundra, there are very few markers to indicate where a person is. In winter, blizzards can occur that make it difficult to see, and there are often seemingly endless kilometres of white, with few markers to indicate one's location.

In the same way that children do, dogs also need to learn to read the land.

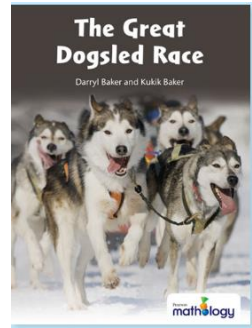
Click here for
English Literacy
activity

Click here to
return to
French activity



The Great Dog Sled Race – Literacy Activity

Key Idea: It is important to get out on the land and learn to read the land.



Goal: Create a set of directions to a specific location using only natural landmarks to guide the way.

Here is an example:

1. Start at the X. Walk past the clump of flowers on your left.
2. Walk past the pond on the right.
3. Continue past the pond to the clump of three trees.
4. Circle the middle tree and walk back towards the pond.
5. At the pond, turn left and walk past the clump of three trees towards the brick wall.

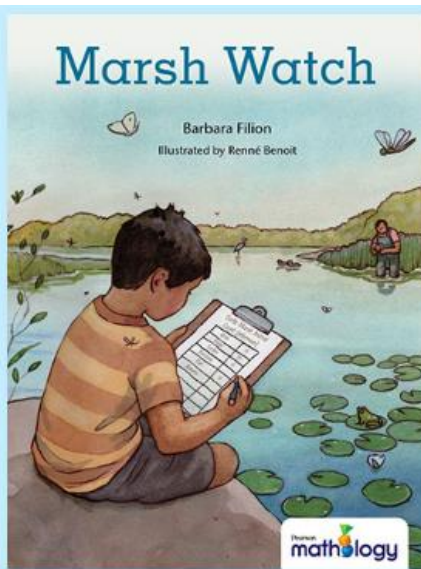


Now it is your turn!

- ☐ Choose a location as your destination, for example, a corner store, the pathway down the road, a bike path.
- ☐ Ask your parents or older sibling to go with you on a walk to the destination you have chosen. Take a clipboard and piece of paper to record your observations.
- ☐ As you walk, note the natural landmarks which you could use to guide someone to get to your destination. Notice special trees, unique plants, rocks, anything that stands out as a marker. You may wish to stop and draw out the path as you walk.
- ☐ When you get home, make a good copy of your directions. Colour and clearly show the natural landmarks and use arrows to show direction.
- ☐ Challenge a sibling to follow your directions to the destination.

Click the image to learn more about Inuit culture, games and music from Cultural Advisor Heidi Langille who is joined by family and friends.





Marsh Watch

[Listen / Read the Story by Clicking on the Picture](#)

A note from Barbara Filion, author of Marsh Watch:

Josh and his family and many of the other characters in the story belong to the Anishinabek Nation of Ontario. With his family's help and support, Josh sets out to protect a marsh that is in danger of being filled for new houses. Woven into the story are important Anishinabek teachings.

Two key ideas in this book relate directly to Indigenous cultures. Some teaching about these ideas will help children understand cultural connections and will provide background knowledge.

Key Idea: *The importance of the interconnectedness of people and the land*

The Earth provides for us and cares for us; it gives us everything we need to survive. We have a responsibility to protect and care for it in return. The health of Mother Earth affects our health.

In the book, we learn of many reasons why the marsh is important. It is home to a web of interdependent species. People go to observe and learn from their animal relatives. They also go to collect special medicinal plants that only grow in a marsh environment. Strongly-rooted Indigenous teachings include the responsibility of humans to care for and protect Mother Earth, to treat her with respect, and to honour her for everything she provides us and all life forms.

Key Idea: *The importance of community, storytelling and oral tradition in Indigenous cultures*

Throughout the book, members of the Anishinabek community get together to discuss important issues and to share stories. Josh and his family talk together and share ideas about Josh's project.

The telling and retelling of stories, with meaning and messages, is an important tradition within Indigenous cultures. Within this book, there are several references to turtles, including the Anishinabek creation story that Ms. Taylor recounts at the community centre. The story tells how a small and humble muskrat succeeds in finding soil deep in the flood waters; and how turtle offers its back to carry the soil, thereby creating Turtle Island (North America) for humans to live on.

Click here for
English Literacy
activity

Click here to
return to
French activity



Marsh Watch Literacy Activity – Thanksgiving Address



THE GANO:NYOK

The Haudenosaunee give thanks daily, not just once a year. They give thanks for all things, from the water and sun to the insects and animals. Their thanksgiving address, called the Gano:nyok (ga-NYO-nyok), is a very important part of ceremonial and social gatherings. All social and ceremonial gatherings start and end with the Gano:nyok, which is sometimes called “the words that come before all else.” The Gano:nyok serves as a reminder to appreciate and acknowledge all things. The words express thanks for fellow human beings, Mother Earth, the moon, stars, sun, water, air, winds, animals, and more.

Key Idea: *The importance of the interconnectedness of people and the land*

As part of both the Math and French activity today, we read Marsh Watch, and “we learned about how the Earth provides for us and cares for us; it gives us everything we need to survive. We have a responsibility to protect and care for it in return. The health of Mother Earth affects our health.” (quoted from the author’s note) In this activity, we learn about the Thanksgiving address.

Listen in as Whatweni-neh - Freida Jacques, Turtle Clan, shares her knowledge about the Haudenosaunee Thanksgiving Address with Kateri - Riley Thornton, Snipe Clan. Click the image.



Read a Thanksgiving
Address created by
Kristi Talbot, Cultural
Advisor, Fort Erie

Click here

Referenced from “Relationship to Natural World.” *Haudenosaunee Guide for Educators*, National Museum of the American Indian Education Office, Washington, D.C., 2009.

<https://americanindian.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf>

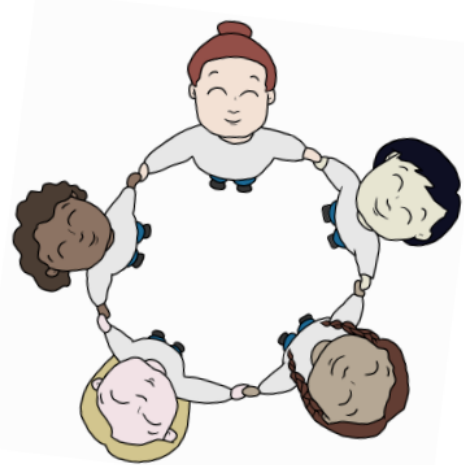


Marsh Watch Literacy Activity – Thanksgiving Address by Kristi Talbot, Cultural Advisor, Fort Erie

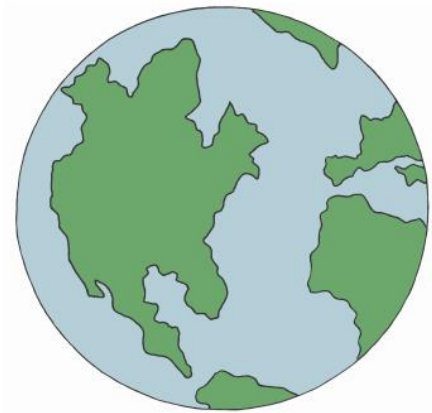


Please note:

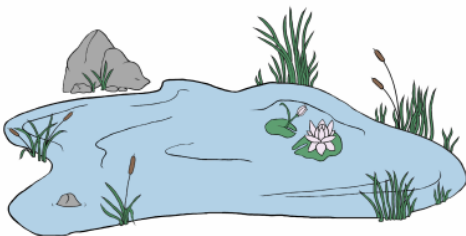
This is one version of the Thanksgiving Address that has been modified for the purpose of learning the Mohawk language. Many other versions of the Thanksgiving Address include more specific details, thus are much lengthier.



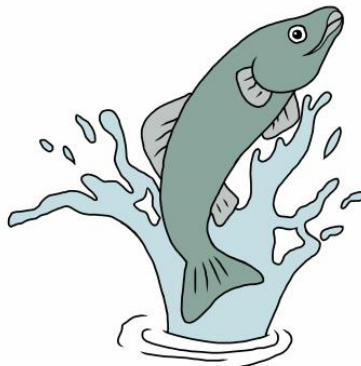
**Teyethinonhwerá:tons ne
onkwe'shón:'a.**
We give thanks to the people.



**Teyethinonhwerá:tons ne
yethi'nihsténha onhwéntsya.**
We give thanks to our
mother the earth.



**Teyethinonhwerá:tons ne
kahnekarónnyon.**
We give thanks to the water.



**Teyethinonhwerá:tons ne
kentsyon'shón:'a.**
We give thanks to the fish.



**Teyethinonhwerá:tons ne
ohonte'shón:'a.**
We give thanks to the grasses.



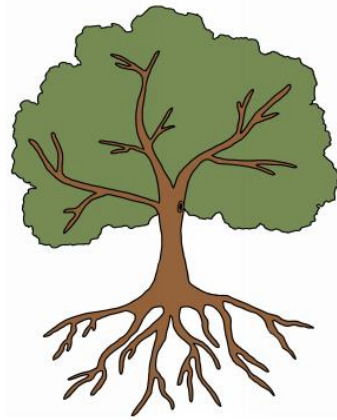


Marsh Watch Literacy Activity – Thanksgiving Address by Kristi Talbot, Cultural Advisor, Fort Erie



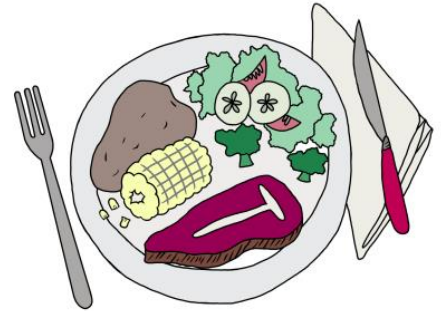
**Teyethinonhwerá:tons ne
ononhkwa'shón:'a.**

We give thanks to the medicines.



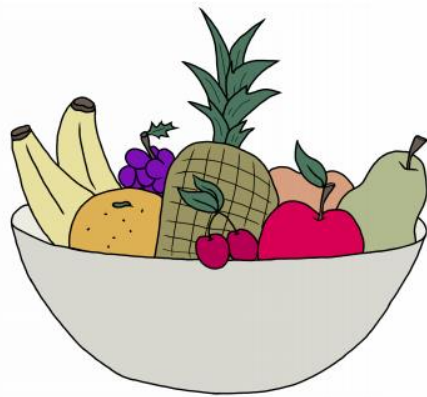
**Teyethinonhwerá:tons ne
ohtera'shón:'a.**

We give thanks to the roots.



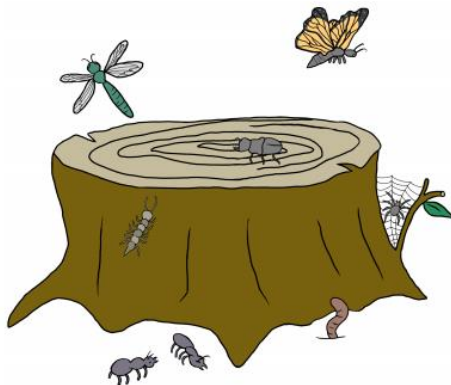
**Teyethinonhwerá:tons ne
tyonnhéhkwen.**

We give thanks to the sustainers being
food.



**Teyethinonhwerá:tons ne
kahik'shón:'a.**

We give thanks to the fruit.



**Teyethinonhwerá:tons ne
otsi'nonwa'shón:'a.**

We give thanks to the insects.



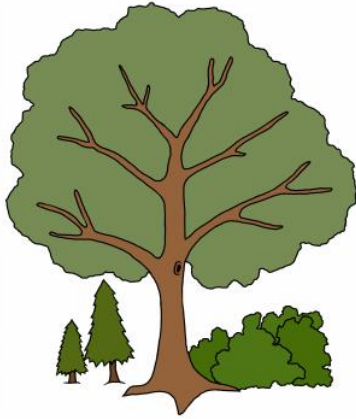
**Teyethinonhwerá:tons ne
kontíryo.**

We give thanks to the wild animals.

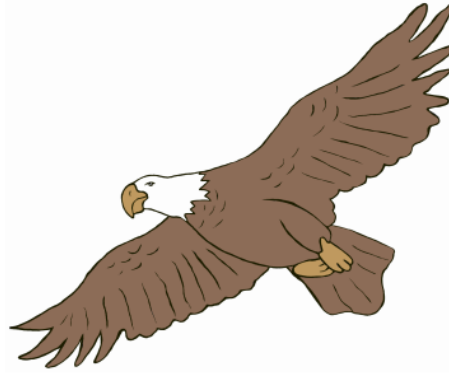




Marsh Watch Literacy Activity – Thanksgiving Address by Kristi Talbot, Cultural Advisor, Fort Erie



**Teyethinonhwerá:tons ne
karonta'okón:'a.**
We give thanks to the trees.



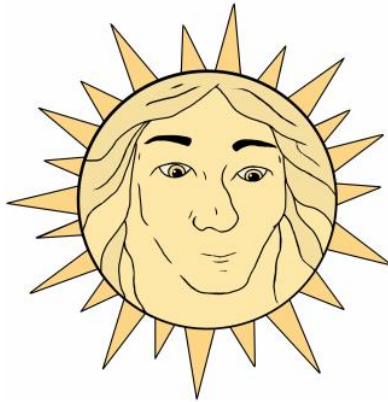
**Teyethinonhwerá:tons ne
otsi'ten'okón:'a.**
We give thanks to the birds.



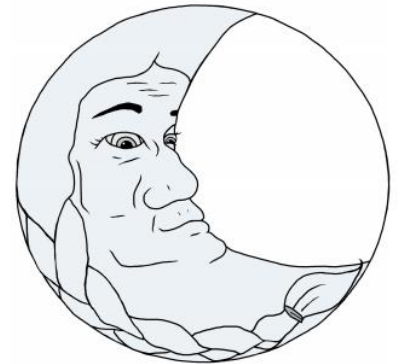
**Teyethinonhwerá:tons ne
yethihsot'ó:kon ratiwé:ras.**
We give thanks to our grandfathers, the
thunderers.



**Teyethinonhwerá:tons ne
kayé:ri nikawerà:ke.**
We give thanks to the four winds.



**Tetshitewanonhwerá:tons ne
shonkwa'tsí:'a entyenékha karáhkwa.**
We give thanks to our elder brother the sun.



**Teyethinonhwerá:tons ne yethihsótha
ahsonthennékha karáhkwa.**
We give thanks to our grandmother the moon.





Marsh Watch Literacy Activity – Thanksgiving Address by Kristi Talbot, Cultural Advisor, Fort Erie



**Teyethinonhwerá:tons ne
yotsihstohkwarónnyon**
We give thanks to the stars.



**Teyethinonhwerá:tons ne
kayé:ri niyonkwè:take.**
We give thanks to the four beings.



**Tetshitewanonhwerá:tons ne
Shonkwaya'tison.**
We give thanks to our creator.

Creator's gifts are all around us every moment of every day.

We say the Thanksgiving Address each day to acknowledge Creator for these gifts and to remind ourselves to be thankful for the deep connection we all share.

Use this book of daily checklists to journal the times throughout your day that you notice and appreciate Creator's gifts.

Check off the corresponding box each time you cross paths with a part of Creation that has helped you on this day.

Think about how it has helped you, or why you appreciate it in that moment.

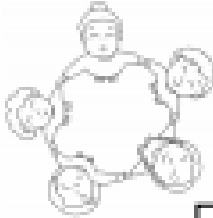



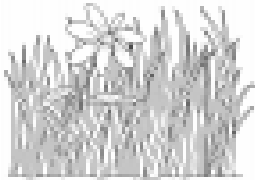

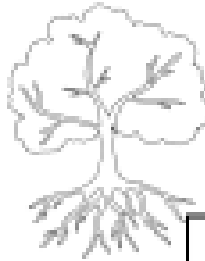




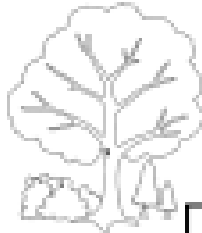
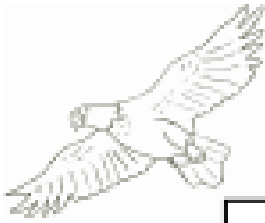
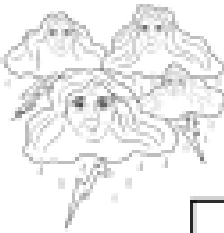

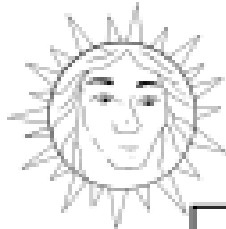

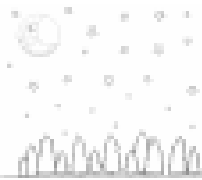
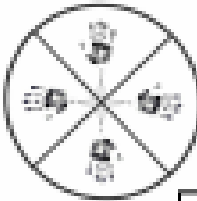

This book is meant as a tool to encourage self reflection and awareness of the blessings we encounter every day.

Practise this daily for a stronger sense of spiritual connection.





Marsh Watch Literacy Activity – Thanksgiving Address

Creator's Gifts Daily Checklist			
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>



Back to Batoche

[Listen / Read the Story by Clicking on the Picture](#)



A Note from Tanya C. Leary, Author of Back to Batoche

This story follows Raine and Ryan, two Métis children from Saskatoon, as they spend a day at a Métis cultural festival. This story includes ideas that highlight aspects of Métis culture. Exposure to these key ideas will help children understand the cultural connections and provide background information.

Key Idea: *Cultural symbols and language are important*

The Métis flag appears several times throughout the book. To many Métis people, the infinity symbol represents the everlasting joining of two cultures – European and First Nations. The language of the Métis people is *Michif* (mi'-chif), which sounds like Cree and French mixed together. The first word in this book is *Taanishi* (tawn'-shay), which means "Hello" in Michif. Incorporating visual symbols and using their language are examples of how people show pride in their culture.

Key Idea: *Cultural events and activities are important*

The *Back to Batoche* festival commemorates events and traditions in Métis History and celebrates Métis culture. Some of the festival activities, such as the fiddle music, the dancing, and the cooking of bannock, are traditional. They have a long history within Métis culture, yet are still enjoyed in the present day. In the distant past, there was sometimes only flour available for food. Bannock is made mainly from flour and water, and so has become a traditional food for Indigenous people. Also, the ingredients were easy to transport and lasted a long time. Empty burlap flour bags were used for many purposes, such as clothing and towels. In the story, the sack racers use burlap flour sacks – another tradition based in Métis history. Such events and activities help to keep a culture's history alive and meaningful generation after generation. The most important aspect of *Back to Batoche* is the coming together of family and friends year after year to celebrate Métis culture.

Click here for
English Literacy
activity

Click here to
return to
French activity

Back to Batoche

Activity adapted from *Métis Nation of Ontario / Programs / Métis of Ontario*. Metis Nation of Ontario, www.metisnation.org/programs-and-services/education-training/education-information/education-kits/.



Key Idea: *Cultural events and activities are important*

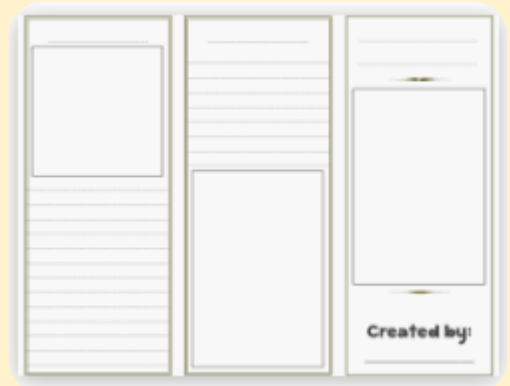
Goal: Create a poster or brochure to advertise the “Back to Batoche” Métis celebration or event.

Think:
What is unique
about a Métis
celebration?

1. Read the story, Back to Batoche.
2. As you read, list the events which make this festival special.
3. After reading, create a brochure or poster to advertise this event.

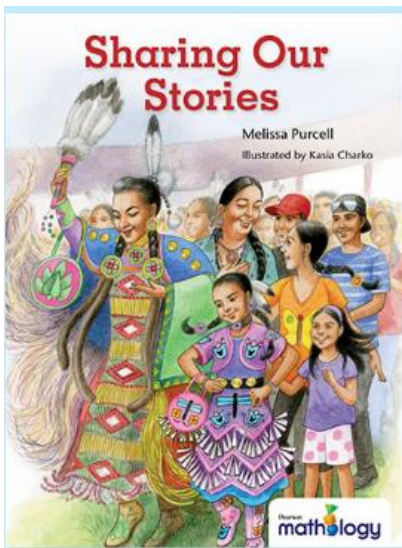


- ✓ Draw pictures of the different events.
- ✓ Include a short description of the event.
- ✓ Include colours and details which will make people excited to attend the event.
- ✓ Use powerful describing words.



To help us to learn more about **Métis culture and music**, **Cultural Advisors, Nicholas, Conlin and Donton Delbaere-Sawchuk** are sharing **Metis Music** in this video. Click the image.





Sharing Our Stories

[Listen / Read the Story by Clicking on the Picture](#)

A note from Melissa Purcell, author of Sharing Our Stories:

Sharing Our Stories is about two young Dene-Cree-Nakota Sioux girls, Sarah and Madeline, experiencing a powwow in central Alberta with their aunty. Aunty teaches the girls about the songs, dances, and regalia (dancers' outfits are

referred to as regalia, not costumes) while they spend time at the powwow.

Powwows are an important celebration of culture, and a place to meet new people, make new friends, and visit with family. Directly teaching students about the following key ideas will increase understanding and awareness of the cultural connections throughout the story.

Key Idea: *The importance of cultural symbols and identity*

Throughout the story, Sarah and Madeline see different types of regalia at the powwow. Stories can be shared through the symbols, designs, colour and materials used on a dancer's regalia. The stories can represent people, family and communities.

Key Idea: *The importance of family and Elders*

Drums are used in many important ceremonies. The drumbeat is the "heartbeat" of the powwow. The dancers' movements match the beat of the drum; some songs have a fast drumbeat and some have a slow drumbeat. Some dancers tell stories through the movements they make while dancing. Most dancers learn about the importance of drums, songs, and dances from family and Elders. The learning can begin at any age, requires lots of practice, and continues over a person's lifetime. Songs and dances are passed on through oral history and experiential learning.

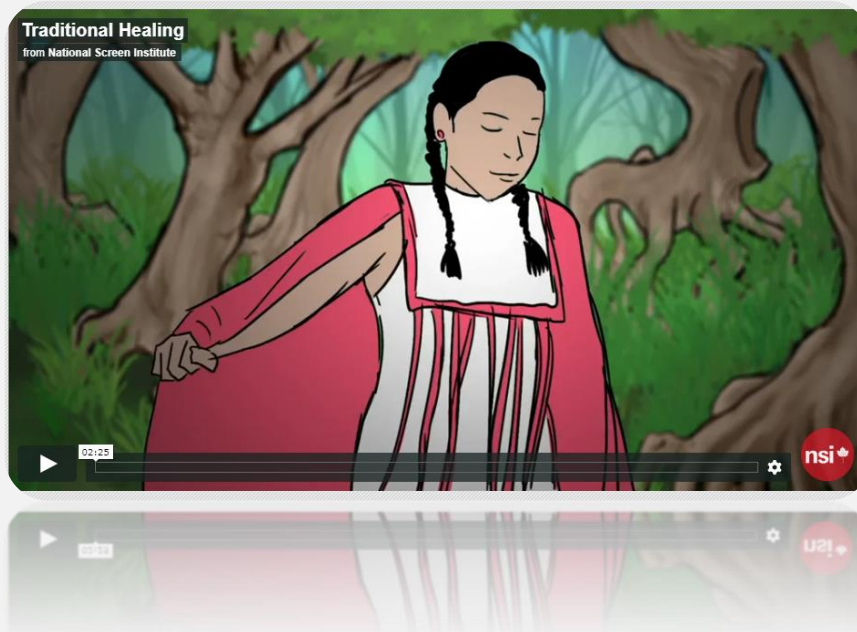
Click for [link](#) to
Literacy Activity



FSL – Activity A

- Regarde la vidéo du National Screen Institute «Traditional Healing». Dans ce court métrage, une jeune femme danse dans une forêt dévastée. Puis un miracle se produit.

English Translation: Watch the National Screen Institute video “Traditional Healing.” In this short film, a young woman dances in a devastated forest. Then a miracle occurs.



Questions de réflexion! (Click [here for English Translation and answers/teachings](#))

1. Quel miracle s’est produit quand la fille dansait?
2. Quel genre de danse est-elle en train de danser?
3. Quelles autres danses de pow-wow sont à guérir?
4. Comment nos actions et nos paroles peuvent-elles protéger notre terre mère et l’aider à guérir pour les générations futures?



FSL – Activity A

English Translation of Reflection Question (and answers/teachings)

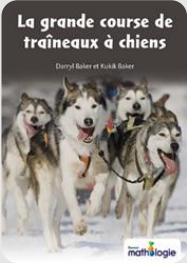
1. What miracle occurred when the girl danced?
2. What kind of dance is she dancing?
3. What other powwow dances are to heal?
4. How can our actions and our words protect our Mother Earth and help her heal for future generations?

ANSWERS/TEACHINGS

1. Le terrain a vu le jour. (The Land came to life.)
2. La danse de châle, représente la vie et le changement. Ça raconte une histoire de papillon qui sort du cocon. (The Shawl Dance represents life and change. It tells a story of a butterfly emerging from a cocoon.)
3. Une robe à franges. (Jingle Dress) – Option to read a [Mathologie story about Calla's jingle dress](#).
4. Tout est pris et utilisé en sachant que nous ne prenons que ce dont nous avons besoin et nous devons faire preuve d'une grande prudence et être conscients de la manière dont nous en prenons et combien nous en prenons pour que les générations futures en aient. Ces connaissances peuvent être partagées avec d'autres personnes et être transmises de génération en génération. (Everything is taken and used with the understanding that we take only what we need, and we must use great care and be aware of how we take and how much of it so that future generations will have enough. This knowledge can be shared with other people and be passed down from generation to generation.)



FSL – Activity B

1. First, read [the author's note](#) to learn about the cultural context for the book.
 2. Next, click the image to listen and read the book.
- 
3. Have a discussion with your child about the two key ideas that are explored in the book. For English translation of the questions, [click here](#).

Idée-Clé #1: Il est important de traiter les animaux avec respect.

1. Quelles sont les différences entre la façon d'élever un chien qui sera un animal de compagnie à la maison et la façon d'élever un chien de traîneau ?
2. Pourquoi est-il important de bien contrôler la nourriture et l'eau que l'on donne aux chiens de traîneaux ?
3. Comment les chiens de traîneaux peuvent-ils apprendre à connaître leur environnement ?

Idée-Clé #2: Il est important de parcourir le territoire et d'apprendre à le reconnaître.

1. Qu'est-ce que Natalie apprend en collectant des données sur les accumulations de neige ?
2. Pourquoi est-ce important de connaître les formes du terrain et les caractéristiques du paysage dans le trajet d'une course de traîneaux à chiens ?
3. Quels objets le père de Natalie apporte-t-il en traîneau que les anciens chasseurs inuits n'avaient pas à leur disposition ?

FSL – Activity C



1. First, read [the author's note](#) to learn about the cultural context for the book.
2. Next, click the image to listen and read the book.



3. Have a discussion with your child about the two key ideas that are explored in the book. For English translation of the questions, [click here](#).

Idée-Clé #1: L'importance de reconnaître le lien entre la Terre et les humains .

1. Pour quelles raisons Jean et d'autres membres de sa communauté tiennent-ils à protéger la mare ? Pourquoi est-ce si important pour eux ?
2. À quoi pense l'oncle Joseph quand il dit à Jean que « plusieurs espèces d'animaux vivent près d'une mare » ?
3. Peux-tu décrire quelques moyens de protéger et de prendre soin de la Terre et de toutes les créatures vivantes ?

Idée-Clé #2: Il est important de parcourir le territoire et d'apprendre à le reconnaître.

1. Comment la famille de Jean et toute la communauté participent-elles au projet de Jean pour protéger la mare ?
2. Comment sais-tu que la tortue est un animal important dans la culture anishinabe ? Combien de références à la tortue peux-tu trouver dans cette histoire ?
3. Pense à une de tes histoires préférées. Pourquoi as-tu tant aimé cette histoire ? Qui te l'a racontée ? Cette histoire t'a-t-elle appris quelque chose ?

4. Have your child do a survey to discover which animals people prefer. Ask your child to ask as many people as possible and to use tally marks like they do in the book. Click [here for a survey template](#).



FSL – Activity C

Continued

Sondage sur notre animal préféré

Nom : _____

Question du sondage : _____

Animal	Marques de pointage

FSL – Activity D



1. First, read [the author's note](#) to learn about the cultural context for the book.
2. Next, click the image to listen and read the book.



3. Have a discussion with your child about the two key ideas that are explored in the book. For English translation of the questions, [click here](#).

Idée-Clé #1: La langue et les symboles culturels sont importants

1. Où aperçoit-on le symbole de l'infinité dans ce livret ? Que ressent Marc quand il porte son épinglette ?
2. Quel est ton origine culturelle ? As-tu des symboles culturels qui font partie de ta vie, que ce soit dans la langue, la musique, l'alimentation ou la façon de se vêtir ?
3. Connais-tu quelqu'un qui parle une langue différente de la tienne ? Comment peux-tu en apprendre davantage sur sa culture ?

Idée-Clé #2: Les activités et les événements culturels sont importants.

1. Dans cette histoire, quelles activités appartiennent aux traditions des Métis ou des peuples autochtones ? [\(click here for answers\)](#)
2. Connais-tu ou comment peux-tu apprendre d'autres événements qui célèbrent les cultures autochtones au Canada ? [\(click here for answers\)](#)
3. Y a-t-il d'autres activités ou événements culturels auxquels tu as déjà participé ou dont tu as déjà entendu parler ?

4. Play the game « Le jeu de puces . » [\(click here for instructions\)](#)

FSL – Activity D

Answers to guiding questions and game instructions

[Click here to
return to
French activity](#)



Answers to questions in « Idée-clé #2 »

1. Dans cette histoire, quelles activités appartiennent aux traditions des Métis ou des peuples autochtones ?

ANSWER: (fabrication de colliers de perles, concours de violon, port de ceintures fléchées, jigüe, cuisson de banique, courses en sacs de patates)

2. Connais-tu ou comment peux-tu apprendre d'autres événements qui célèbrent les cultures autochtones au Canada ?

ANSWER: (pow-wow, Potlatch, Journée nationale des Autochtones)



« Jeu de puces » INSTRUCTIONS:

- Vous lancez à tour de rôle de petits objets en visant une tasse placée sur le plancher.
- Une « puce » qui atterrit dans la tasse vaut 10 points et 5 points si elle touche la tasse sans y pénétrer.
- Gardez le compte de votre pointage et faites régulièrement des pauses pour comparer vos nombres de points.
- Demandez à votre enfant de prédire qui gagnera et quelle sera la différence de points.
- Au cours de la partie, demandez-lui de temps à autre lequel de vous deux est en avance.

ENGLISH INSTRUCTIONS:

- Play tiddlywinks with your child.
- A tiddlywink in the cup gets 10 points, and one that hits the cup but doesn't go in gets 5 points.
- Keep a running record of points and pause every so often to compare total scores.
- Invite your child to predict the winner and figure out how many more points the leader has.
- As the game progresses, ask your child if the leader changes.

FSL – Activity E

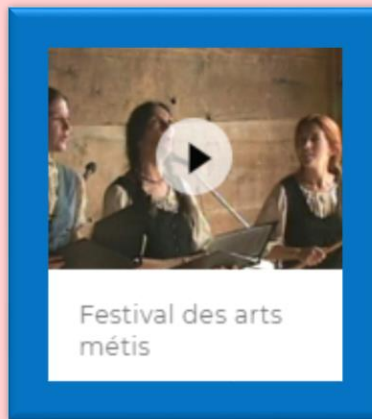


*Note: you will need to create a free account to access this video.

Watch the TFO video “Festival des arts métis”

Introduction: Notre Fouine va rencontrer le peuple métis. Montana Marie, sa nouvelle amie, va emmener BB à travers le Festival d’arts métis où elle pourra entendre des violoneux talentueux et des légendes mystérieuses. Leur talent de violoneux est né d’un heureux mélange de la culture amérindienne et européenne, française et écossaise. Notre Fouine va aussi apprendre à faire un capteur de rêves et va admirer la fabrication des magnifiques ceintures fléchées.

ENGLISH TRANSLATION: Our Weasel will meet the Métis people. Montana Marie, her new friend, is going to take BB through the Métis Arts Festival where she can hear talented fiddlers and mysterious legends. Their fiddling talent was born out of a happy blend of Native American, European, French and Scottish culture. Our weasel will also learn how to make a dream catcher and will admire the manufacture of the magnificent arrow belts.



Click on each image to discover more about Métis culture!



Make use of the colourful
Métis Sash bookmark



Enjoy the Métis Way of Life
Colouring and Story Book.



Nine bilingual flashcards
depicting significant items
within Métis culture.



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>