















Daily reading has many benefits and is encouraged.

	A	B	C	D	E
	Suffix Fun	Inuit Writing Article	Experiential Learning	Infographic Reading	Self Reflection
English	<p>A suffix is a word part that is added to the end of a base or root word. Click here and here for more suffix learning!</p> <p>Parents/Guardians: for information on Reading Development click on the image below.</p> 	<p>Read the Article Inuit Adopt New Writing System.</p>  <p>Click on the image below for a follow-up activity.</p> 	<p>Experience a virtual field trip to space! Click on the image to begin:</p>  <p>Complete the Reflection Activity and the Application Activity</p> 	<p>Read the infographic Sports For Fun and Fitness. Click on the image for an oral activity.</p>  <p>What are your plans to stay active this summer?</p> 	<p>Read the chart What Do Good Readers Do? Use the Double-Entry Journal to reflect on your reading skills. Choose one area that you feel you need to improve on. Then choose a text and practice the suggestions given.</p> 
French as a Second Language	<p>Cats and dogs are some of the most common household pets. Try this quiz to see how well you know these faithful companions.</p> <p>Click image for activity</p> 	<p>Let's go to the Biodôme in Montreal and get an inside view of how they keep the animals healthy!</p> <p>Click image for activity</p> 	<p>It's time to start thinking about summer activities! Read a poster with suggested ideas then create your own.</p> <p>Click image for activity</p> 	<p>Let's take a virtual field trip to different parts of Canada! Imagine you are there and write postcards to your family and friends about what you have learned from the experience.</p>  <p>Click image for activity</p> 	<p>Just One Word! Make a list of your classmates and teachers – then add one word/compliment that you think best describes them.</p> <p>Click image for activity</p> 

Literacy Additional Resources

ENGLISH

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

<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

For grade 6 children, you might want to check out the link for Gr. 6 – 9.

<https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html>

FRENCH

Here are some additional French resources that are good for Grade 4-6 children to expose them to oral French language on a daily basis.

<https://www.tfo.org/fr/mini-tfo>

<https://ici.radio-canada.ca/jeunesse/prescolaire>

<https://www.telequebec.tv/jeunesse-famille>

<https://www.idello.org/fr>

<https://www.onf.ca/>

<https://www.thefrenchexperiment.com/stories>



Please click on this icon, wherever you see it, to access Indigenous content.

Choice Board Background Information:

- ✓ Choice boards were created to provide flexibility in learning at home;
- ✓ Boards were planned for divisions: K-3, 4-6, 7-8 for open, individualized learning;
- ✓ Planned with recognition that parents may currently hold various roles at home;
- ✓ Designed to enhance the materials provided by the Ministry;
- ✓ Experiential learning focus with accessible materials at home;
- ✓ Low/No tech options;
- ✓ Accessible on mobile devices.

Choice Boards- Parents Can:

- ✓ Choose as many or as few learning opportunities as desired;
- ✓ Follow the days of the week or be flexible in using the choice boards;
- ✓ Be confident that the learning is based in curriculum;
- ✓ Engage other children in the home in common experiential learning (i.e. baking, reading, playing math games, being active together);
- ✓ Click on the links provided for further learning and sample questions to ask;
- ✓ Have fun!

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



Choice Board Activities Provide:

- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
- ✓ French learning opportunities;
- ✓ Health and Physical Well-Being ;
- ✓ Opportunities to foster connections within the household;
- ✓ Focus on conversation and thinking.

Choice Boards- Teachers Can:

- ✓ Create classroom-based choice boards for students while they are learning at home;
- ✓ Incorporate ideas from the choice boards into teaching practices, daily and weekly planning;
- ✓ Explore and incorporate new resources into classroom learning;
- ✓ Engage students and families in virtually sharing learning with one another;
- ✓ Expand on activities in order to provide individualized learning opportunities;
- ✓ Incorporate other UCDSB resources (i.e. Math Tool, VLC, links) to extend student learning.

SUFFIXES

A **suffix** is a word part that is added to the end of a base or root word. Below are examples of suffixes in words and their meaning.

- **-ful** → joyful (full of joy)
- **-less** → keyless (means without a key)
- **-er** → driver (means one who drives)
- **-ly** → easily (means done with ease)
- **-ed** → walked (means the walking happened already)



Learn about suffixes!
Click below.



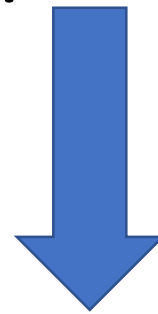


SUFFIXES

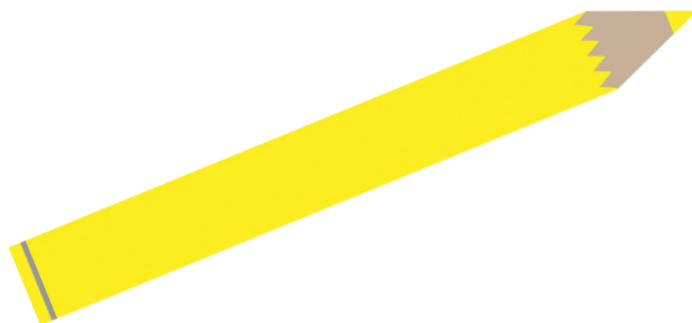


By knowing what the suffix means, you can figure out the meaning of the word.

Learn more about suffixes! Click below.



- The suffix “-less” means “without”. Can you figure out the meaning of these words: fearless, careless, endless?
- The suffix “-able” means “able to”. Can you figure out the meaning of these words: lovable, breakable, fillable?





LANGUAGE AND LITERACY SKILLS

Speech-language pathologists can help.

[Click here for more information](#)



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 while in school.



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

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.

THANK YOU!

From your UCDSB
Speech-Language Team

**Click right to learn more
about language & literacy!**



Inuit Writing System

There are pros and cons (good things and bad things) about having a new written language. Before the adoption of Inuktitut Qaliujaaqpait, many people could not communicate with each other as easily. However, some people will have to learn a new way of writing. What other pros and cons can you think of? Complete the chart below:



PROS	CONS

Text to Self Reflection: _____

Experience the Canadian Space Agency!



Learning Goal: I am learning the impact that space exploration has on society and the environment.

Step by Step Instructions:

1. Click on the image to watch Canadian Astronaut David Saint-Jacques introduce the Mission



2. Log in by clicking on the box - **I want to try the game without an account.** Click on “**I am not a robot**” and then click on **Sign Up.**



3. Create your avatar.

4. Participate in at least 4 missions (**Training, Living in Space, Robotics, Science and Spacecraft**) and complete at least one path per mission.



Training



Science



Living in Space



Spacecraft



Robotics

ACTIVITY: As you experience each of the missions, keep a journal of the learning that stands out to you. What questions do you have? What are you feeling during these experiences?



Reflect

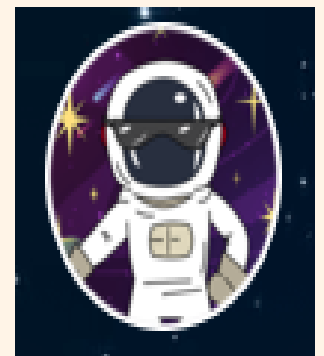


If you had to summarize your learning from today in a couple of sentences, what would you include? Was there a highlight of your day or a learning moment that made you see life differently?



What did you learn about yourself today? Did you realize anything about your character today that surprises you? Anything that you'd like to explore further?

Do you have the skills that are required to be a Canadian Astronaut?





Application



What connection did you make with the Canadian Space Agency?

What do you want to remember about this experience?



How does today's experience relate to your life and your future goals?

Describe what you learned about yourself based on the experience.

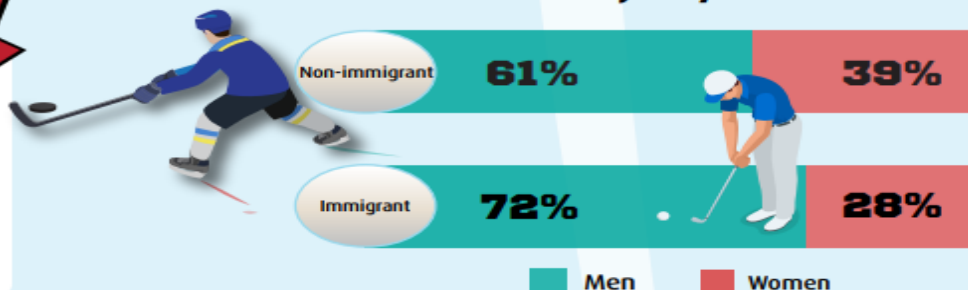


SPORTS FOR FUN AND FITNESS

Overall,
27%

of all Canadians aged 15 and older regularly participated in sports in 2016.

Among those who did participate in sports, the majority were men.



In 2016, the 5 most popular sports in Canada were:

1.



Ice hockey

2.



Golf

3.



Soccer

4.



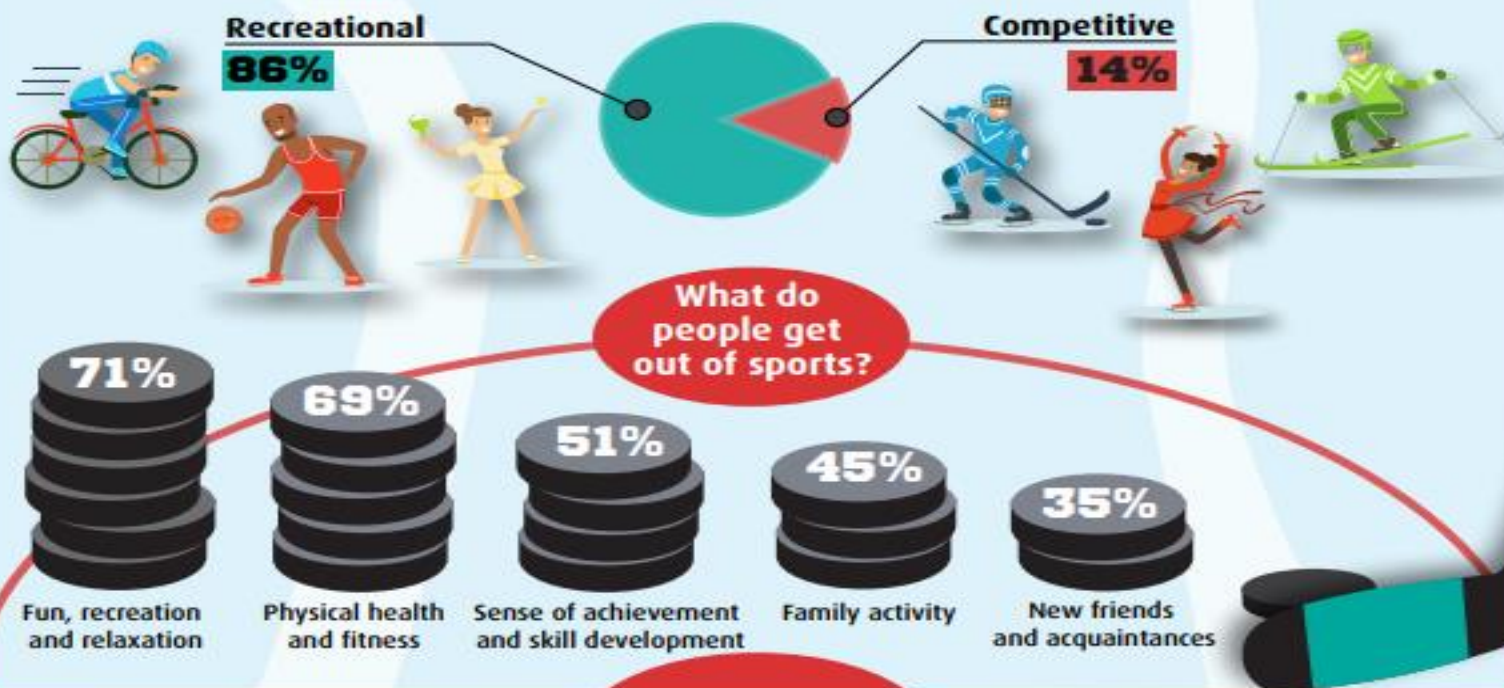
Running

5.



Basketball

Most Canadians who regularly participated in sports did so recreationally.



Note: These data are for all respondents aged 15 and older who reported regularly participating in sports in the 12 months preceding the survey.
Source: General Social Survey (Canadians at Work and Home), 2016.

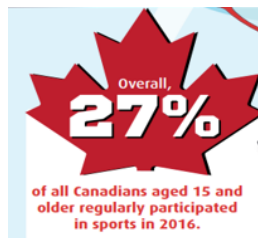
Catalogue number: 11-627-M
ISBN: 978-0-660-30850-0



What is an Infographic? An Infographic is a visual representation of information or data presented in a clear way.

Discuss these questions with someone in your home.....




1. What are the top 3 reasons for exercising?
2. What are your favourite sports? Why?
3. Only 27% of all Canadians 15 yrs. old and older regularly participated in sports in 2016. Are you surprised by this? Explain.

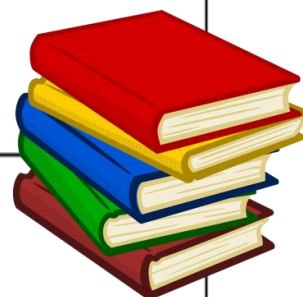


4. Make a family plan for exercising this summer! Enjoy and stay active!!



What Do Good Readers Do?

Activate Prior Knowledge 	<ul style="list-style-type: none">• make connections before, during, and after reading• check that what they read sounds 'right'• fit the text into their own experiences• relate to the text
Determine the Most Important Ideas	<ul style="list-style-type: none">• don't get distracted• see the 'big picture'• use clues such as headings, bold text
Ask Questions... 	<ul style="list-style-type: none">• ...before, during, and after reading, of themselves, the author, and the text
Visualize and Create Sensory Images 	<ul style="list-style-type: none">• create and share mental images of the text
Infer	<ul style="list-style-type: none">• use prior knowledge to draw conclusions about the text, the author, or a character• laugh at the funny parts
Synthesize	<ul style="list-style-type: none">• retell a story• sort through the ideas in a text to understand it• reflect on the meaning of a text in connection with their own experiences
Use Fix-up Strategies	<ul style="list-style-type: none">• monitor, reread, review what they have read• ask a classmate• check one source of information against another



(Based on Keene and Zimmerman, 1997, pp. 22-23)



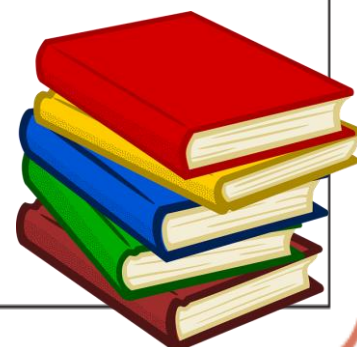
What Do Good Readers Do?

Double-Entry Journal

readwritethink
International
Reading
Association
NCTE

Idea from Text:

Reaction/Connection:



www.ReadWriteThink.org

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FSL – Activity A

Les chats et les chiens sont parmi les animaux domestiques les plus courants. Essaie ce quiz pour voir à quel point tu connais ces fidèles compagnons.



Mia est un robot conçu pour garder les chiens et les chats lorsque leur maître s'absente de la maison. Lis l'article « Mia en action » et regarde la publicité qui est incluse dans l'article.



Selon toi, est-ce que Mia, le robot, est une bonne idée? Prévois-tu des problèmes? Quelles sont les autres façons de prendre soin des animaux pendant les vacances? Discute de ce sujet avec quelqu'un.



FSL – Activity B

Biodôme

Introduction à la vidéo:

Quand il est question de la santé des animaux, nos assistants vétérinaires n'hésitent pas à se mouiller. Au Biodôme de Montréal, Aurélia et Dr Seb rencontrent Dre Emiko, qui s'occupe d'un poisson pendant que Vincent lui prête main-forte pour s'occuper d'un manchot. Clifford découvre la grenouille des bois, et Margot se rend au cinéma pour voir *Film d'eau*. Assez parlé de liquide, car Dr Seb reçoit la visite d'un chat qui a toujours soif!

Regarde la vidéo et réponds aux questions qui suivent.



Les questions:

Le manchot	Nomme 2 façons de s'assurer que l'animal se sent en sécurité pendant la visite.
La minute à Margot	Qu'est-ce que le canard dit à la femme dans le film?
Clifford et la grenouille des bois	Pourquoi n'est-elle pas verte? Qu'est-ce qu'elle peut faire en hiver? Qu'est-ce qu'elle mange?
Le poisson	Il a quelle âge? Pourquoi est-il en quarantaine? Nomme 2 façons de s'assurer que l'animal se sent en sécurité pendant la visite.
La chatte	Pourquoi a-t-elle soif?



FSL – Activity C

Clique sur l'image ci-dessous pour voir le poster
« Vive les grandes vacances – 50 idées pour
s'amuser tout l'été! » Lis-le et coche ou prends
note des activités que tu aimerais faire.



Ensuite, ajoute tes propres idées. Fais un
calendrier ou un poster avec toutes les activités
que tu aimerais faire et partage-les avec ta
famille.

Mets ton calendrier ou poster sur le
réfrigérateur pour te rappeler quand tu n'es
pas sûr de ce que tu as envie de faire.

FSL – Activity D

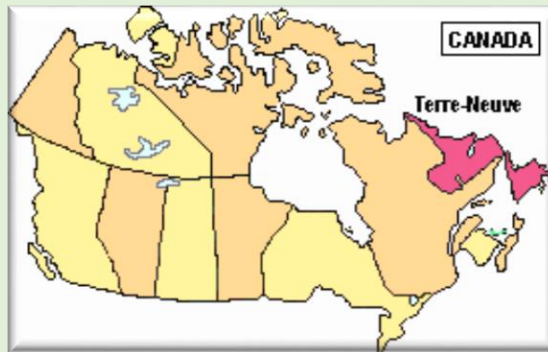


Prenons une excursion virtuelle au Canada – de l'est à l'ouest!

Au cours de cette activité d'excursion virtuelle, tu participeras non seulement à l'apprentissage, mais tu réfléchiras à ce que tu as appris et appliqueras cet apprentissage à ton propre parcours personnel.

Visitons la Terre-Neuve!

Clique sur l'image pour voir ton excursion à la French Shore.



Visitons l'Alberta!

Clique sur l'image pour voir ton excursion au Parc National de Banff



**Continue l'activité sur
la prochaine page**

FSL – Activity D Continued...



Experiential
Learning



Participe

1. Quels sont les aspects culturels que tu as appris au cours de cette excursion virtuelle? Certains d'entre eux t'ont-ils surpris?
2. Qu'est-ce que tu as appris qui était intéressant?

Réfléchis

1. En quoi la vie et la culture chez toi diffèrent-elles ou se comparent-elles à celles de Terre-Neuve et l'Alberta?
2. Si tu devais créer une excursion virtuelle sur la région où tu habites, que mettrais-tu en évidence?
3. Si tu devais résumer ton apprentissage de chaque excursion en quelques phrases, qu'est-ce que tu inclurais?

Applique

1. Comment l'expérience d'aujourd'hui est-elle liée à ta vie et à tes objectifs futurs?
2. Que veux-tu retenir de cette expérience?
3. Imagine que tu as visité les régions la French Shore et le Parc National de Banff et écris des cartes postales à ta famille et à tes ami(e)s pour leur dire de ce que tu as appris et de tes expériences.

***Option d'écrire des courriels, un blogue, un journal intime, ou même de créer des messages oraux au lieu des cartes postales.**



Juste un mot!

Fais une liste de tes camarades de classe et de tes professeurs - puis ajoute un mot / compliment qui, selon toi, les décrit le mieux.

Partage ta liste, si possible, avec eux!

Voici un exemple de comment organiser ta liste:

NAME _____

Just **ONE** Word!

Choose ONE word that you feel **BEST** describes each of your classmates and your teacher.

Zaina _____	J.P. _____
Joel _____	Joshua _____
Angela _____	Alec _____
Kate _____	Jenna _____
Logan _____	Artian _____
Lucas _____	Rylie _____
Avery E _____	Rhyan _____
Kyra _____	Avery W. _____
Kennedy _____	Zoe _____
Mrs. McGown _____	Aidan _____

Which **ONE** word do you think your classmates will choose for **YOU**?



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>