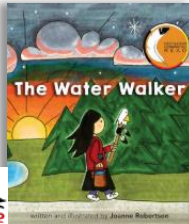










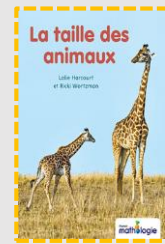



Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	What Will You Do for the Water? What can you and your family do everyday to show respect and care towards our water? Click the image below:  	Sound Awareness Being aware that spoken words can be broken down into individual sounds or <i>phonemes</i> is critical to the development of reading and writing. Learn more at the link below: 	Inuksuit What do you know about Inukshuks (Inuksuit), which are part of the Inuit culture in the Arctic? Click the link below for an activity:  	Visit an Australian Zoo! Learn with a zookeeper as he gives us a tour of the animals at a zoo in Australia! Click the image:  	Skeletons: Inside and Out Work with a scientist from Science North to learn the difference between an endoskeleton and exoskeleton. Click the image: 
	Watch the TFO video "Des outils de pêche des Premières Nations" and learn about the kinds of tools used for fishing by Indigenous peoples. Click image for activity  	Let's go on a virtual field trip to the Monterey Bay Aquarium! Click image for activity 	Let's take a look at some young new Canadians as they prepare to take part in a celebration specific to the country they or their parents are from. Click image for activity 	Read the Mathologie book " La taille des animaux " and do the online activity that follows. Click image for additional activities 	Discover yoga through the eyes of a black swan that lives in Australia! Click image to begin your min-yoga adventure 

Literacy Additional Resources

ENGLISH

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

- [Scholastic Learn at Home: Grades PreK-K](#)
- [Scholastic Learn at Home: Grades 1-2](#)
- [Scholastic Learn at Home: Grades 3-5](#)

FRENCH

Here are some additional French resources that are good for Grade 1-3 children to expose them to oral French language on a daily basis.

- [Mini TFO](#)
- [Zone des Petits](#)
- [Tele-Quebec](#)
- [L'Office National du Film du Canada](#)
- [The French Experiment](#)



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

Choice Board Background Information:

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

Choice Boards- Parents Can:

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

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



Choice Board Activities Provide:

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

Choice Boards- Teachers Can:

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

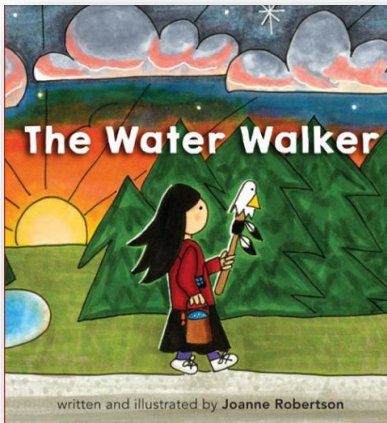


Activity A – What Will You Do For the Water? The Water Walker

Activity adapted from The Water Walker Teacher Guide, written by Laura Horton, Second Story Press,
<http://static1.squarespace.com/static/5783b41337c581c34c808812/t/5bd1dce99140b788ed6774a3/1540480234156/The+Water+Walker+Teaching+Guide.pdf>

About the book:

Nokomis Josephine Mandamin responds to a call to action and a dream requesting help for Nibi (water). Water is in danger from pollution, wastage, and humans forgetting that we cannot survive without it. In response, Nokomis and her kwewok niichiis (women friends) decide to bring attention to this danger to the water and become Water Walkers. They lift a copper pail of water, walk thousands of kilometers, and sing and pray for every stream, river, and lake they pass. Nokomis hopes her actions will get people to act in a good way for the Water. She asks everyone, "What will you do for the water?"



Click the image to listen to The Water Walker read by author and illustrator Joanne Robertson.

Before reading, examine the cover of the book.

Who is on the cover?

What do you think she is doing?

What do you notice?

After listening to the story, go back to the graphics at the 1 minute, 50 second point (1:50) of the video. Pause the video here so you can examine and talk about the pictures.

- How is the water being treated badly in these images?
- What do you see?
- How do you feel about what you see?

What will YOU do for the water?
What can you and your family do every day to act in a good way for the water? Draw a picture showing an action you will take to protect the water.

At the 6:25 part of the video we learn how to say Ojibway words. Practice with the author as she teaches us words in the Ojibway language.



Activity B – Sound Awareness

Being aware that spoken words can be broken down into individual sounds or **phonemes** is critical to the development of reading and writing.

- All good readers are skilled in **sound** (or **phonemic awareness**), so developing these skills can improve reading and spelling.
- Phonemic awareness has to do with the **sounds in spoken words** but not directly to do with letters (e.g., How many **sounds** do you hear in the word 'boy'? Answer = 2 /b/ and /oy/).

Letters vs. sounds...
what's the difference?
Click the image.





Activity B – Sound Awareness

Substituting sounds

When you can identify sounds in words, you can make new words by picking a sound to change in a word. This is called substituting sounds.

- Say “hat”.
- You can change **beginning** sounds. Change /h/ to /m/ → mat
- You can change **ending** sounds.
- Change /t/ to /p/ → map
- You can change **middle** sounds. Change /a/ to /o/ → mop



Read to make new words? Click above





Activity B – Sound Awareness

Deleting sounds

We can also play with words by taking away a part. This is called deletion. We can delete a sound in a word.

- Say “hat”.
- Take away the **beginning** sound
/h/ → /at/
- You can delete **ending** sounds too.
- Say hat but don’t say /t/ → /ha/
- **Middle** sounds are harder to delete if they are vowels. Try deleting /a/ in hat → /ht/



[Watch and learn how to delete sounds! Click above.](#)





Activity B – Sound Awareness





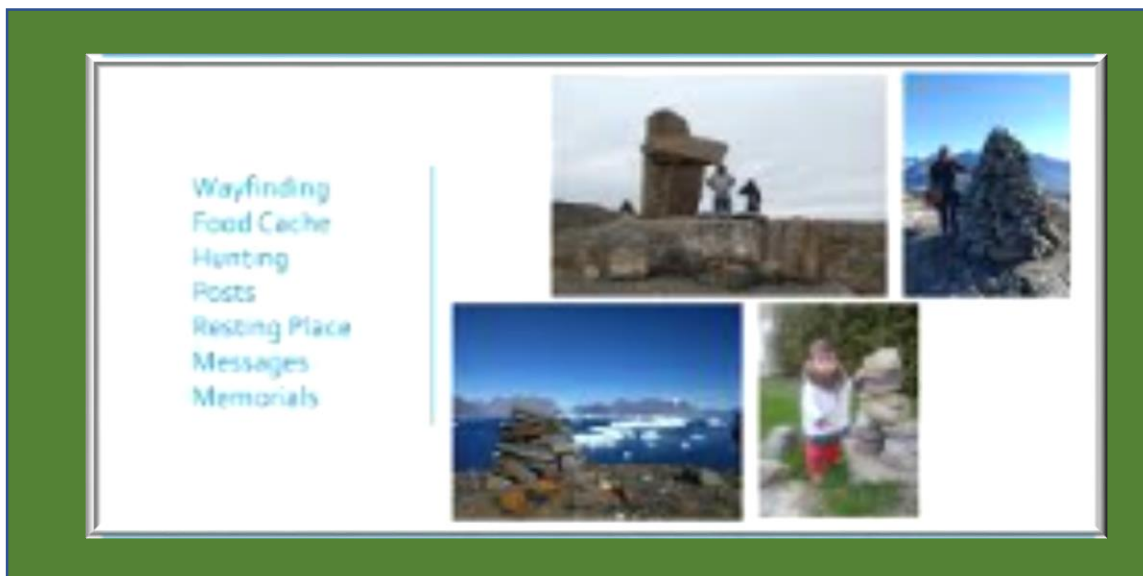
Activity C - Inuksuit

What do you know about Inukshuks (Inuksuit)? Brainstorm some of your ideas and add them to the **Know-~~Want~~ to Know-What I Learned** (K-W-L) chart below. Once you have *activated your schema* (this means to think about what you already know), watch the video below, created for UCDSB by Cultural Advisor Heidi Langille.



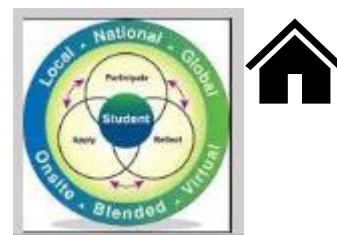
What I Know	What I Want to Know	What I Learned

Click below for the video.



- ✓ Add new your new learning and ideas from the video to the *What I Learned* column of the chart.
- ✓ Choose one of the resources listed at the end of the video to learn more about Inukshuks (Inuksuit).
- ✓ Add your new learning and ideas from this resource to your K-W-L chart.
- ✓ Share what you have learned!

Activity D – Visit an Australian Zoo



You are going to go on a virtual field trip to the Australia Zoo! At this zoo, you will see animals which come from Australia and Africa.

Before you go, think for a moment about what you already know about animals from Australia and Africa. Which animals come from Australia? Which animals come from Africa? Fill out the **K**now and **W**ant to Know columns of the K-W-L chart you see below.

Animals that come from Australia and Africa		
What I K now	What I W ant to Know	What I L earned

As you are watching and learning a little bit about each of the animals, notice which ones stand out to you. Think about the following questions:

- Why do you think you are feeling drawn to a particular animal?
- What about that animal is most interesting to you?
- Is it something about its' physical characteristics? How it moves?
- Did you see something in the personality of the animal which was interesting to you?
- *Which animal would you like to learn more about?*



Activity D – Visit an Australian Zoo



Participate



Watch the virtual tour here:





Activity D – Visit an Australian Zoo



Reflect

If you had to summarize your learning from today in a couple of sentences, what would you include? Was there a part of the video that made you curious to learn more?



What did you learn about your interests today? Did you feel connection and interest with an animal that you weren't expecting to be interested in? Do you think you may be interested in working with animals?

What could you do now to learn more about the animal that you are most interested in? Think of next steps. You will complete your next steps on the next page.





Activity D – Visit an Australian Zoo



Apply

Research your animal. Write down 3 facts about it.

Create a poster to share the new learning you have done about your animal with someone. Make your poster interesting using colours and words.



Share your poster with a family member or friend.

Find out more about jobs that will allow you to work with animals when you are older. What job could you have?



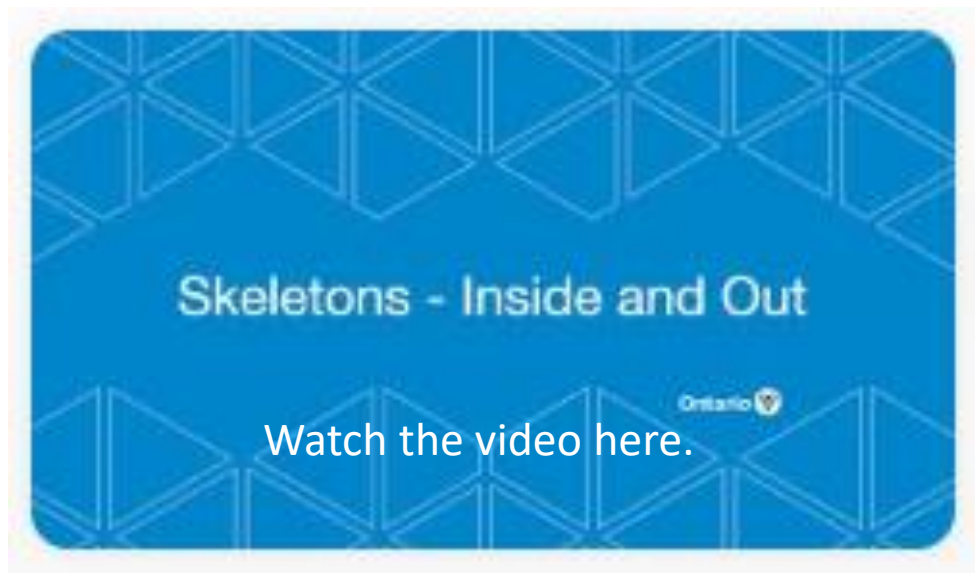
Activity E – Skeletons: Inside and Out

Activity from <https://www.sciencenorth.ca/grade-2>

Learning Goal: students will explore the difference between an endoskeleton and an exoskeleton, as well as why some animals have one over the other. Students will have the chance to build their own exoskeleton.

Materials:

Scissors
Scrap paper
Tape
Pen or pencil
String – Optional
White craft glue



Explore new vocabulary while practicing your writing wearing the exoskeleton you made:

- 1 - Write down three (3) new words you learned in the video.
- 2 - Write a definition for each word.



FSL – Activity A

Prédire

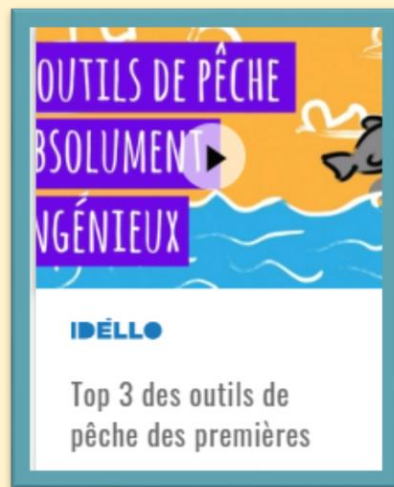
Avant la canne à pêche, comment pouvait-on attraper des poissons? Quels anciens outils de pêche penses-tu ont été utilisés par les premières nations du Canada? Fais une prédiction.

English translation: Before the fishing rod, how could we catch fish? What ancient fishing tools do you think were used by Canada's First Nations? Make a prediction.

Regarde et dessine

1. Maintenant, regarde la vidéo TFO “Vraiment top!” pour apprendre le top 3 des anciens outils de pêche utilisés par les premières nations du Canada. *Note: you will need to create a free account to access the videos.

English translation: Now watch the TFO video “Vraiment top!” to learn the top 3 ancient fishing tools used by Canada's First Nations.



2. Dessine une image des 3 outils utilisés pour la pêche dans la vidéo et explique en français comment ils ont été utilisés à un adulte.

English translation: Draw a picture of the 3 tools used for fishing in the video and explain in French how they were used to an adult.

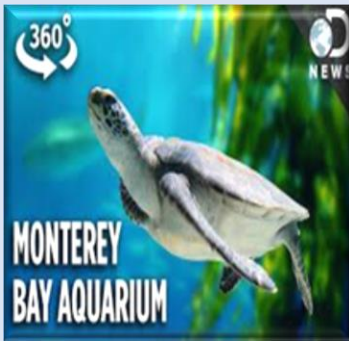


Excursion virtuelle! / Virtual Field Trip!

Allons faire une excursion virtuelle de l'aquarium de Monterey Bay pour regarder les animaux de mer sur un vidéo-cam en direct!

English translation: Let's go on a virtual field trip to the Monterey Bay Aquarium to watch live cams of sea animals!

Click in the image to view the live cams – select as many as you'd like and enjoy your visit! **Hint: the sea otters and penguins are usually the most entertaining.**



Peux-tu te voir travailler avec des animaux à l'avenir? Quels types de compétences sont nécessaires pour travailler dans un aquarium?

English translation: Can you see yourself working with animals in the future? What kind of skills are needed to work in an aquarium?

1. Maintenant, clique sur l'image pour regarder les loutres se nourrir et jouer!

English translation: Now, click on the image to observe the sea otters eating and playing!



2. Clique sur l'image pour obtenir une activité imprimable de marionnette loutre de mer!

English translation: Click on the image to get a printable lunch bag sea otter puppet activity!



FSL – Activity B

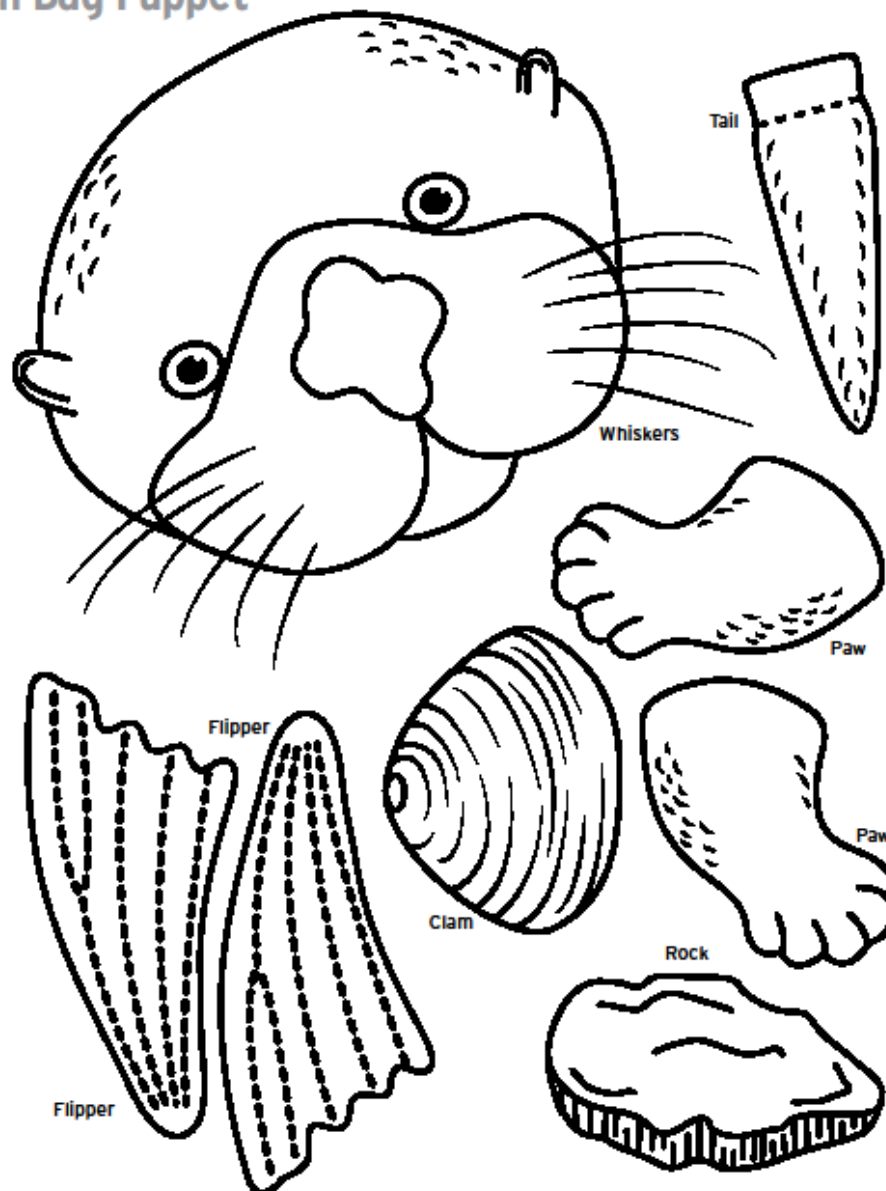
Continued...



Instructions:

1. Colore les parties du corps de la loutre.
2. Découpe les morceaux.
3. Colle la tête au fond du sac à lunch. Utilise du fil ou des cure-pipes pour faire des moustaches.
4. Colle ensuite la queue sur le bord intérieur du sac et le reste sur l'extérieur.

Sea Otter Lunch Bag Puppet



Make up a story about sea otters and act it out using this puppet.

Instructions

1. Color the otter's body parts. Cut out the pieces.
2. Glue head to the bottom of the lunch bag. Use yarn or pipe cleaners to make whiskers. Then glue the tail to the inside edge of the bag and the rest to the outside.



Click to download



FSL – Activity C



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

Découvre la série Idélo «On fête ensemble!» où les jeunes néo-Canadiens sont présentés alors qu'ils se préparent à participer à une célébration spécifique au pays dont ils ou leurs parents sont originaires.

English translation: Discover the Idélo series “On fête ensemble!” where young new Canadians are featured as they prepare to take part in a celebration specific to the country they or their parents are from.

1. Clique sur l'image pour choisir plusieurs vidéos que tu souhaites regarder. / Click on the image to select several videos that you would like to watch.



During this virtual field trip activity, you will not only be participating in the learning, but you will be reflecting on what you have learned and applying this learning to your own personal journey.

Click [here for English translation](#) of the questions below.

Participe

1. Quels sont les aspects culturels que tu as appris au cours de cette excursion virtuelle?
2. Qu'est-ce que tu as appris qui était intéressant?

Réfléchis

1. En quoi les célébrations/traditions dans les vidéos diffèrent-elles ou se comparent-elles à celles de ta famille?
2. Si tu voulais amener un camarade de classe qui a récemment déménagé au Canada pour vivre quelque chose de typiquement canadien, où les emmènerais-tu?
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? Est-ce que tu aimerais apprendre davantage de tes camarades de classe de leurs traditions et célébrations?
2. Que veux-tu retenir de cette expérience?

Experiential
Learning



FSL – Activity C

English translation:



Participate

1. What are the cultural aspects that you learned during this virtual field trip?
2. What did you learn that was interesting?

Reflect

1. How are the celebrations/traditions in the videos you watched similar or different than those in your family?
2. If you wanted to bring a classmate who has recently moved to Canada to experience something typically Canadian, where would you take them?
3. If you had to summarize your learning of each excursion (video) in a few sentences, what would you include?

Apply

1. How is today's experience linked to your life and your future goals? Would you like to learn more from your classmate about their traditions and celebrations?
2. What do you want to remember from this experience?



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>