

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>National Volunteer Week</p> <p>Make a daily plan to volunteer around your house. Ask an adult how you can be helpful to them. Write your goals down and post them on the fridge!</p>	<p>World Creativity & Innovation Day</p> <p>Read this non-fiction article (or watch the video) about how engineers use forces and motion to design extreme rollercoasters.</p>  <p>Your Turn! How would you design an amusement park ride?</p>	<p>Earth Day Activity</p> <p>Plan a special uplifting message that you would like to share for Earth Day. Create a poster that could be posted in your window for others to see. Your message could also be written on your driveway in chalk (if allowed).. Click HERE for a video entitled Earth Revolution.</p>  	<p>O Canada</p>  <p>Click to see some of our Canadian Symbols.</p> <ol style="list-style-type: none"> 1. What do these symbols imply about our country? 2. Why are certain features / symbols more significant to some groups than others? 	<p>Weekly Journal Entry (either written or recorded)</p> <p>Reflect on your volunteer goals from Monday.</p> <ol style="list-style-type: none"> 1. Why is it important to volunteer? 2. Do you know someone who volunteers? Where do they volunteer? How is it helpful?
French as a Second Language	<p>National Volunteer Week</p> <p>Click on the image for activities.</p> 	<p>Watch the 5mins Video to find out why a glass bottle of water breaks in the freezer.</p> <p>Click on the image for activities:</p> 	<p>Spring Scavenger Hunt</p> 	<p>Tell a story using pictures. Click on the image for instructions.</p> 	<p>Listen and read the Mathologie book then try the online game.</p>  <p>Click here for additional activities.</p>

Literacy Additional Resources

ENGLISH

For your grade 3 – 5 children, you might want to check out Scholastic Learn at Home: Gr. 3 – 5. They have two full weeks of additional literacy learning ready to go.

<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.

FSL – Monday Activities

- For National Volunteer Week, read the following volunteering suggestions.
- Choose 3 that you would like to do this week.
- Add 2 of your own ideas into the chart and complete those as well.

La semaine du bénévolat

Idées

Oui, je choisis de faire ceci
ou Non, je ne le fais pas?

Promenez-vous dans le quartier avec un sac à ordures et ramassez les ordures sur le bord de la route.

Offrez de ratisser les feuilles, de ramasser des bâtons ou de nettoyer la cour d'un voisin.

Le bénévolat peut être aussi simple que de faire sourire les gens. Dessinez des images ou écrivez des petites notes à livrer à vos voisins.

Triez vos vieux jouets avec lesquels vous ne jouez plus et donnez-les à un groupe caritatif local ou un voisin.

Offrez de promener le chien d'un voisin.



FSL – Wednesday Activity

- Try the Spring Scavenger Hunt below (only do this activity if you can get outside while still maintaining physical distance from people that do not live with you.)



Utilisez vos sens pour trouver autant d'objets que possible...

Écrivez l'objet et/ou prenez une photo/faites un dessin

Trouve quelque chose qui fait un bruit de craquement.

Trouve quelque chose qui est long.

Trouve quelque chose qui sent bon.

Trouve quelque chose d'humide.

Trouve quelque chose de rugueux.

Trouve quelque chose qui sent mauvais.

Trouve quelque chose de lisse.

Trouve quelque chose de circulaire.

Trouve quelque chose de doux.

Trouve quelque chose qui est bruyant.

Trouve quelque chose qui fleurit.

Trouve 3 de la même chose.

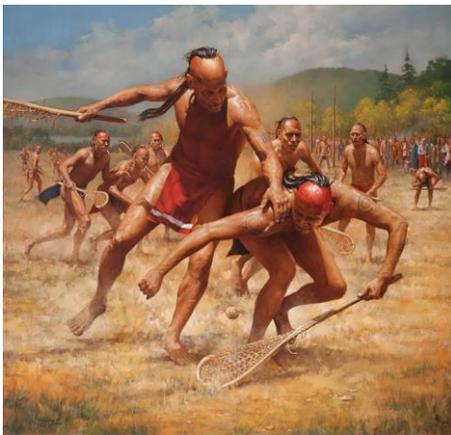


FSL – Thursday Activity

- Think about one of your favourite outings with family, friends, or peers.
- Create a photo essay with French captions to retell this outing. **Use 5-8 photos.** *If you cannot find photos you can draw pictures or find images that could represent the outing.
- Find a French family member or friend and show them the pictures while you speak to them about the photos.
- Tell what you liked about the day and why you chose each photo.



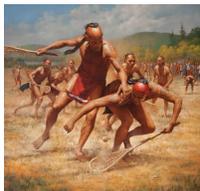
CANADIAN SYMBOLS





Often, items become symbolic of specific peoples. Below are a few which are easily recognizable as being Indigenous, but their origins are not always understood.

Please click on the link below each image to better understand their importance within their respective cultures.



[The Story of Lacrosse](#)



[Dreamcatcher](#)



[Inukshuk](#)



[Métis Sash](#)





Happy “Earth Day!”

[Ta'Kaiya Blaney "Earth Revolution"](#)

[Learning How to Care For Mother Earth...](#)



Grade 4-6 Literacy (Menu D) Highlighted Curriculum Expectations Considered in this Week's Choice Board

Grades 1 to 8 Overall Expectations in Language	
ORAL COMMUNICATION	<ol style="list-style-type: none"> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 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"> read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; use knowledge of words and cueing systems to read fluently; 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"> generate, gather, and organize ideas and information to write for an intended purpose and audience; draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 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"> demonstrate an understanding of a variety of media texts; identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; 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>