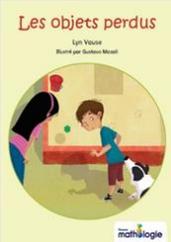


Daily reading has many benefits and is encouraged.

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>Volunteer Week</p> <p>Volunteers donate their time to help others in some way. They demonstrate the character traits of kindness and empathy. Ask your child to reflect on someone in the family who has showed kindness to them. They may write a thank you card to that person. Be sure that your child is specific in giving thanks.</p>	<p>Creativity and Innovation Day</p> <p>What if...?</p> <p>Inspire creativity today by asking "What if?" questions to your child (and let your child ask you!). Click here for ideas.</p> <p>Have fun, be creative and encourage silliness!</p> 	<p>Earth Day</p> <p>Today is a day to focus our thoughts on how grateful we are for our planet Earth. Click here to watch a video called "Going Green."</p> <p>Click the image below for an activity to show our care for Earth.</p> 	<p>Your family may want to go on an alphabet scavenger hunt in your yard or inside your home. Click on the image for more details!</p> 	<p>Being a volunteer or helper makes those around us feel happy. Use words and pictures to inspire and motivate your neighbors during the next week. Click the image for ideas to get you started!</p> 
French as a Second Language	<p>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 in French and/or draw a picture and post them on the fridge!</p>	<p>Read the Mathologie book "Les objets perdus" and do the online activity that follows.</p> <p>Click on the image for activities.</p> 	<p>Create a bizarre animal.</p> <p>Click on the image below for instructions.</p> 	<p>Read the Mathologie book "Qu'est-ce que tu préfères?" and do the online activity that follows.</p> <p>Click on the image for activities.</p> 	<p>Discover yoga through the eyes of a curious baby lion who lives in the Savanna!</p> <p>Click on the image below to begin your Mini Yoga adventure!</p>  <p><i>Note : You will need to create a free account to access this video.</i></p>

Literacy Additional Resources

ENGLISH

Grade K - 3 children might want to check out the Scholastic Learn at Home website. They have two full weeks of additional literacy learning ready to go.

- [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.

Tuesday – What if...?

- What if you were no bigger than your thumb?
- What if robins could talk? What stories would they tell?
- What if you had wings?
- What if your house was made of gingerbread?
- What if your stuffed animals could talk? What would they say?
- What if you could eat anything you wanted for a week? What would you eat?
- Think of your own “What If?” questions. The sillier, the better!

Have a **conversation** about each question – encourage fun and silliness! Perhaps your child might connect with a family member outside the home via technology to share in the discussion.

Your child might **draw a picture** and **write a short story** to represent one of your “What if?” conversations.





Wednesday – Earth Day

- Your child might think of three things they learned from the “Going Green” video. Encourage them to tell someone what they learned.
- Ask (and perhaps help) your child to trace one of their hands. Cut out the tracing.
- On each finger, your child could write one way he or she can help the Earth. You might ask these questions and prompt: “What new ideas did you find in the video? Use the words from the video to help you to write your ideas.”
- Display your Earth Day hand on the refrigerator for your family to see and discuss throughout the week!





Thursday – Alphabet Scavenger Hunt

- You might do this orally or in writing. A template is included for those who wish to use it to write the words or draw pictures. Please click [here](#).
- Look around your house and/or your backyard (outdoor space) for items which begin with each letter of the alphabet. Your child might take a photo, draw a picture OR write the word on the list. Perhaps an adult or older sibling could support your child with the spelling for each word, if they choose to write.
- As an optional next step, create an alphabet book by writing the word for each letter and drawing a picture. Share with a family member!



ALPHABET

Scavenger hunt

a _____ n _____

b _____ o _____

c _____ p _____

d _____ q _____

e _____ r _____

f _____ s _____

g _____ t _____

h _____ u _____

i _____ v _____

j _____ w _____

k _____ x _____

l _____ y _____

m _____ z _____



Friday – Be a helper!

You may wish to draw pictures to hang in your window with words which inspire (help) people to feel happy. Examples could be:



You may wish to use chalk to make pictures or messages on your driveway or pathway to make people smile as they walk by. (Please remember to practise social distancing while you draw.) Examples could be:



You may wish to draw funny pictures of animals or people to hang in your window which will make people laugh! Use your imagination – how silly can you be?



FSL – Wednesday Activity

- Choose 2 animals, for example, a giraffe and a horse.
- Combine the two animals to create a very strange new animal.
- Draw it.
- Give your animal a name, for example, “Voici un giraval”.
- Write a description of your animal following the template below.
- Share your bizarre animal with a French family member or friend. Show them the picture and tell them about. You can use your written paragraph to help you.

Mon animal bizarre!!!

Voici mon animal bizarre. Il s'appelle _____ (*nom*).

Il est un _____ (*animal #1*) et un _____ (*animal #2*).

Il est _____ (*couleurs*).

Il est _____ (*adjectifs*).

Il mange _____ (*nourriture*).

Il habite _____ (*lieu*).

Il bouge _____ (*description de comment il bouge*).

Il aime _____.

Il n'aime pas _____.



Grades 1-3 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>