

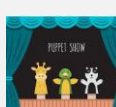



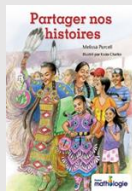





Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>Sight Word Tic-Tac-Toe</p> <p>Find a sibling, parent or family member to play tic-tac-toe. Click the image for details!</p>  <p>Find a list of sight words here.</p>	<p>Journal Writing</p> <p>Write about a time when you made someone laugh. What did you do? How did you feel seeing him or her smile? Use words and pictures. A journal could be written by hand, typed or your child may record themselves speaking their journal entry on a device.</p> 	<p>Puppet Show</p> <p>Choose a favourite book at home or online (click here for Literacy Place Shared eReading or BookFlix online stories). After reading the story together, your child might want to create puppets for the main characters. Click on the photo for ideas.</p> 	<p>Art with Nature</p> <p>Be creative, be resourceful and repurpose natural materials in this writing/art activity. Click on the picture:</p>  	<p>Be a Designer</p> <p>Take a look at the package of one of your favourite foods. Any package will work. Which parts of the packaging make this food appealing to buy? The colours? The pictures? Click the image for next steps:</p> 
	French as a Second Language	<p>“Mathologie”</p> <p>Read the book “Partager nos histoires” and do the online activity that follows.</p> <p>Click the image for activities.</p> 	<p>“Spectacle de marionnettes”</p> <p>Create a puppet show.</p> <p>Click the image for instructions.</p> 	<p>“Qui suis-je?”</p> <p>Play the game <i>Who Am I?</i></p> <p>Click the image for instructions and sample questions.</p> 	<p>“Bec magique”</p> <p>Create a <i>Magic Beak!!</i> A Fun way to practice colours, numbers (1-10), adjectives and asking questions in French.</p> <p>Click the image for instructions.</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](#)

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.

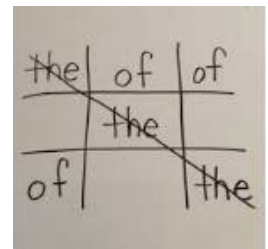
Activity A – Sight Word Tic-Tac-Toe

- Find a family member to play with!
- Draw a tic-tac-toe board.
- Player one chooses a sight word from the list. This word takes the place of the X in the tic-tac-toe game.
- Player two chooses a different sight word from the list. This word takes the place of the O in the tic-tac-toe game.
- When it is player one's turn, he or she chooses a box on the tic-tac-toe board and writes the sight word he/she has chosen in the box.

Challenge each other to say the word, spell the word, then write the word each time! Before long, those words will become words that students know automatically as soon as they see the word – this is the learning goal for sight words!

- When it is player two's turn, he or she chooses a box on the tic-tac-toe board and writes the sight word he/she has chosen in the box.
- Continue the game, writing, saying and spelling the sight word until someone gets 3 in a row!
- Choose a new sight word and start again!

Revisit this game until all the sight words on the list are read automatically by your child when seen in print!



Challenge!!



Activity A - Sight Word Tic-Tac-Toe

Choose from the sight words below for your tic-tac-toe board:

https://www.sightwords.com/pdfs/word_lists/dolch_group.pdf



Please use words from the grade level list which are most appropriate for your child's learning level. The grade levels are suggestions.

PRE-KINDERGARTEN

a	find	is	not	three
and	for	it	one	to
away	funny	jump	play	two
big	go	little	red	up
blue	help	look	run	we
can	here	make	said	where
come	I	me	see	yellow
down	in	my	the	you

KINDERGARTEN

all	do	no	she	well
am	eat	now	so	went
are	four	on	soon	what
at	get	our	that	white
ate	good	out	there	who
be	have	please	they	will
black	he	pretty	this	with
brown	into	ran	too	yes
but	like	ride	under	
came	must	saw	want	
did	new	say	was	

Grade 1, Grade 2 and Grade 3 word lists continue [here](#).



Activity A - Sight Word Tic-Tac-Toe

Choose from the sight words below for your tic-tac-toe board:

https://www.sightwords.com/pdfs/word_lists/dolch_group.pdf

FIRST GRADE

after	fly	how	open	then
again	from	just	over	think
an	give	know	put	walk
any	going	let	round	were
as	had	live	some	when
ask	has	may	stop	
by	her	of	take	
could	him	old	thank	
every	his	once	them	

SECOND GRADE

always	does	made	tell	why
around	don't	many	their	wish
because	fast	off	these	work
been	first	or	those	would
before	five	pull	upon	write
best	found	read	us	your
both	gave	right	use	
buy	goes	sing	very	
call	green	sit	wash	
cold	its	sleep	which	

THIRD GRADE

about	eight	if	only	ten
better	fall	keep	own	today
bring	far	kind	pick	together
carry	full	laugh	seven	try
clean	got	light	shall	warm
cut	grow	long	show	
done	hold	much	six	
draw	hot	myself	small	
drink	hurt	never	start	



Activity C – Puppet Show

Puppets can be as simple or complicated as your time, resources and creativity allow!

1 - Your child may wish to draw large pictures of the main characters, attach a stick and use this as a puppet.



Photos retrieved from:

https://angrychicken.typepad.com/angry_chicken/2010/07/a-little-play.html

2 - Paper bags can be used to create puppets.

Here is a tutorial if you wish:

<https://www.wikihow.com/Make-a-Paper-Bag-Puppet>



Encourage your child to be dramatic in retelling the story using the puppets. The goal is to retell the story with a beginning, middle and end and with enough drama to entertain family members!

Recording and sharing with family members outside of the home is an option!



Activity D – Art and Writing with Natural Materials

Option 1:

Take a walk around your neighborhood or back yard.

Collect interesting, dried out plants, foliage and any other natural material – the more texture the better!

You may wish to find some twigs or branches to be the handle of your brush.

Attach the stems of the plants to the twigs or branches using tape or string to create a paintbrush.

Grab a bucket of water and a flat surface such as a fence, driveway or walkway – or paint and paper, if those materials are available to you, – and challenge your child to write familiar words (sight words are a good option!) and draw pictures and shapes. It may be difficult to be precise, but the practice will be beneficial!

If the outdoors is not an option, use the paint brush (with water) in your shower!

Option 2:

Search in your home for items with interesting textures and which would make a unique paintbrush. Follow the procedure above to use your brush.



Activity E – Be a Designer



Use your own creative ideas to redesign the package of your favourite food to make it more appealing to your parent or older sibling. Use the packaging you create to persuade someone to want to eat your favourite food.

Steps to think about:

- Can you change the size of the writing, the style of the writing or the colour of the writing?
- Which information on the package do you feel should stand out? How will you design it so that this information is what people see first?
- Which picture will you put on the package to persuade people to buy this product?
- Create your design and present it to someone at home!



FSL – Tuesday Activity

- Create a puppet show “spectacle de marionnettes” using your own puppets at home or the ones provided below. Click on each image to get a printable version.
- You can create your own dialogue or use the provided [“Dialogue - Les marionnettes.”](#)
- For vocabulary support, click on the titles below:
 - [Les vêtements](#) (clothing)
 - [Les couleurs](#) (colours)



FSL – Wednesday Activity



This game is played like 20 questions. The mystery person answers only “oui” or “non”. Whoever guesses the identity of the mystery person is next.

Sample Questions:

- Est-ce tu es un homme/garçon? (Are you a man/boy?)
- Est-ce que tu es une femme/fille? (Are you a woman/girl?)
- Est-ce que tu es athlète? (Are you an athlete?)
- Est-ce que tu es politicien? (Are you a politician?)
- Est-ce que tu es chanteur/chanteuse? (Are you a singer?)
- Est-ce que tu es acteur/actrice? (Are you an actor/actress?)
- Est-ce que tu es un animal? (Are you an animal?)
- Est-ce que tu chantes la musique rock/reggae/country? (Do you sing rock/reggae/country music?)
- Est-ce que tu as les cheveux blonds/bruns/noirs..? (Do you have blond/brown/black...hair?)
- Est-ce que tu es petit(e)/grand(e)? (Are you small/big?)
- Est-ce que tu es vivant(e)? (Are you living?)
- Est-ce que tu es un super hero? (Are you a super hero?)



FSL – Thursday Activity

- Create a “**Bec magique**” (Magic Beak)!! A Fun way to practice colours, numbers (1-10), adjectives and asking questions in French.
- Click on the image below to view the instructions.



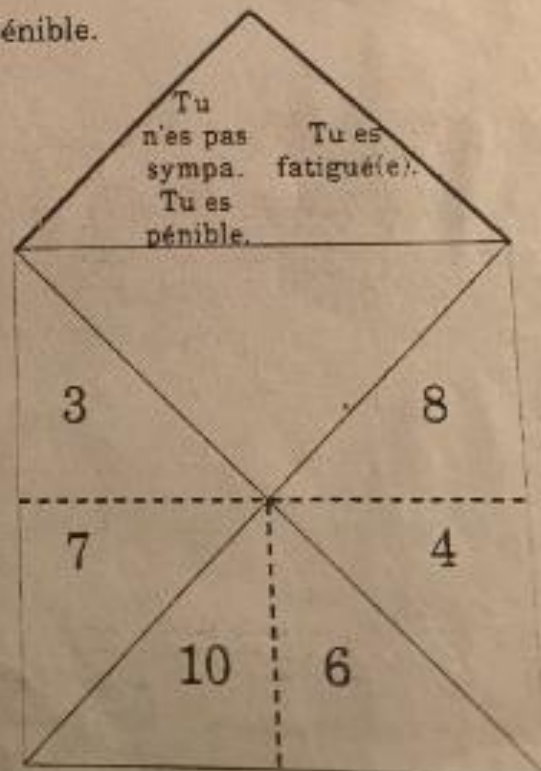
Bec magique

1. Start with a square piece of white paper (at least 8.5" X 8.5").
2. Fold the piece of paper in half and then in half again to make a small square.
3. Open up the page. The centre of your paper is now marked by the fold lines.
4. Fold each of the four corners of the square into the centre.
5. Turn the folded paper over, and once again fold each of the four corners of the square into the centre.
6. Turn the folded paper over.
7. On each of the four small outside squares, students write the name of a colour and colour the square to match.
8. On each of the 8 inside triangles, students write a number from 1 to 10.
9. Students open up each of the double triangles, and write a sentence using adjectives on each of the 8 inside triangles.

Exemples: Tu es fatigué(e).

Tu n'es pas sympa. Tu es pénible.

bleu	rouge
orange	vert





Seeing this activity reminded me of an Inuit story that teaches us a lesson in a funny way.

Watch the video and then talk about what lesson it might teach young children.

[The Owl and the Raven: An Inuit Legend](#)



Grade 1-3 Literacy (Menu E) 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>