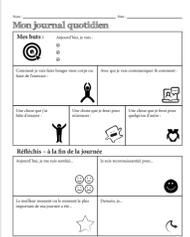


Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p><b>Gratitude Journal</b> There is always something to be thankful for. Set aside 10 - 15 minutes at the end of each day to write, draw, or record 3 things you are grateful for and explain why. These may be big or smaller things, public or personal things. Click <a href="#">here</a> for further instructions.</p> 	<p>Read an owner's manual (for a vehicle, appliance, computer, etc.), either a paper or online version. What important information does an owner's manual include? What features help to make the owner's manual easier to read? Is there anything that is missing that you feel should be added? Why?</p> 	<p>Choose two advertisements (tv, radio, magazine, newspaper, or online ads). Think about the purpose of each ad and who you think the ad is trying to target (audience). What features make these ads of interest to the audience? (Is it the words used, images, claim being made, etc.) Discuss your thoughts with a family member. Do they have other ideas to add?</p>	<p>During these times, there are lots of family members or close friends who we are unable to visit. Write a letter or make a card for a family member/close friend who you haven't been able to visit with in person.</p> 	<p>Read a chapter in a novel or read a short story. Be prepared to share with a family member what happened in the chapter/story in one of these ways: - orally - write a summary - draw pictures or cartoons of the events - prepare a video - create and perform a song</p> <p><b>Resources:</b> <a href="#">Audible Stories</a></p>
French as a Second Language	<p>Read the article <a href="#">"Faire face à la crise COVID-19."</a></p> <p>Click the image for activity.</p> 	<p>Watch the <a href="#">video about David Saint-Jacques</a>, a Canadian astronaut, who speaks about his experience of isolation.</p> <p>Click the image for activity.</p> 	<p>Take a <a href="#">virtual tour of the Keukenhof Garden</a> in the Netherlands.</p> <p>Read <a href="#">this article</a> to learn why Ottawa has an annual Tulip festival. What is the relationship between Canada (Ottawa) and Holland? Tell a friend or family member about it.</p>	<p>Watch the video <a href="#">"Notre Lien Avec la Terre"</a> to learn about Sandra's connection to the land.</p> <p>Click the image for activities.</p> 	<p>Watch the video <a href="#">"Musique!"</a></p> <p>Click the image for activity.</p>  <p><b>Additional activity:</b> - Create a survey about musical preferences and interview 5 or more friends and family members.</p>

Literacy Additional Resources

**ENGLISH**  
For your grade 6 – 9 children, you might want to check out Scholastic Learn at Home: Gr. 6 – 9. They have two full weeks of additional literacy learning ready to go.  
<https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html>

You may also wish to have your child check out the learning at the Gr. 3 – 5 level if that suits their needs or interests better.  
<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

**FRENCH**  
Here are some additional French resources that are good for Grade 7-8 children to expose them to oral French language on a daily basis.  
<https://www.tfo.org/fr/videos/series>  
<https://www.idello.org/fr>  
<https://www.onf.ca/>



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.

# Gratitude Journal

- ❖ Encourage other members in your family to do this, as well.
- ❖ At the end of the week, reflect on what you wrote.
  - What are some benefits of keeping a gratitude journal?
  - Is this something you might continue?
  - Would you change your journal in any way?





We have many reasons to be thankful. We are very fortunate to be able to live the lives we do. The Haudenosaunee believe that all things were given “Original Instructions” so that we could all live in peace and harmony together. Watch these videos for a better understanding of this.

[Haudenosaunee Thanksgiving Address](#)

[Words Before All Else: Greetings to the Natural World](#)



# FSL – Monday Activity

- Click on the image of the “journal quotidien” below to get a template to set some mental health goals for the day and then reflect back on them in the evening.

Nom : \_\_\_\_\_ Date : \_\_\_\_\_

## Mon journal quotidien

<b>Mes buts :</b> 		Aujourd'hui, je vais :	
		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
Comment je vais faire bouger mon corps ou faire de l'exercice :		Avec qui je vais communiquer & comment :	
			
Une chose que j'ai hâte d'essayer :	Une chose que je ferai pour m'amuser :	Une chose que je ferai pour quelqu'un d'autre :	
			

## Réfléchis – à la fin de la journée

Aujourd'hui, je me suis senti(e)...	Je suis reconnaissant(e) pour...
	
Le meilleur moment ou le moment le plus important de ma journée a été...	Demain, je...
	



# FSL – Tuesday Activity

- After hearing what this Canadian had to say about how to best deal with isolation, create your own motivational video (30 seconds) on the 5 best ways to overcome the challenges of self-isolation.
- Show your video to a family member.





## Nos liens avec l'eau

Activité 3

### Consignes :

Regardez la vidéo commentée par Sandra Indian intitulée *Notre lien avec le territoire*, puis répondez aux questions suivantes par des phrases complètes.

1. Pourquoi les femmes sont-elles considérées comme les gardiennes de l'eau ?

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2. Que signifie Onigaming ? Pourquoi ce nom est-il approprié pour désigner cette communauté ?

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3. Quels sont les deux lacs qui entourent la communauté d'Onigaming ? De quelle façon ces lacs sont-ils utilisés ?

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4. Pourquoi est-il important d'honorer et protéger l'eau ?

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# Mes liens avec l'eau

Activité 4

## Consignes :

Regardez autour de vous puis déterminez de quelles étendues d'eau vous dépendez.

Ensuite, songez de quelles façons vous pouvez honorer l'eau.

## Questions-clés

- Quelles sont les étendues d'eau qui vous entourent ?
- Comment l'eau subvient-elle à vos besoins ?
- Comment pouvez-vous honorer l'eau qui vous entoure ?

<b>L'océan</b>	<p>L'océan le plus proche de moi est _____.</p> <p>Cet océan m'apporte _____</p> <p>Je peux me montrer reconnaissant envers les océans en _____</p>
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<b>Le lac</b>	<p>Le lac le plus proche de moi est _____.</p> <p>Ce lac m'apporte _____</p> <p>Je peux me montrer reconnaissant envers les lacs en _____</p>
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<b>La rivière</b>	<p>La rivière la plus proche de moi est _____.</p> <p>Cette rivière m'apporte _____</p> <p>Je peux me montrer reconnaissant envers les rivières en _____</p>
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<b>L'étang</b>	<p>L'étang le plus proche de moi est _____.</p> <p>Cet étang m'apporte _____</p> <p>Je peux me montrer reconnaissant envers les étangs en _____</p>
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<b>La chute</b>	<p>La chute la plus proche de moi est _____.</p> <p>Cette chute m'apporte _____</p> <p>Je peux me montrer reconnaissant envers les chutes en _____</p>
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## Grade 7-8 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"> <li>listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</li> <li>use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li> <li>reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</li> </ol>
READING	<ol style="list-style-type: none"> <li>read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</li> <li>recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</li> <li>use knowledge of words and cueing systems to read fluently;</li> <li>reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</li> </ol>
WRITING	<ol style="list-style-type: none"> <li>generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li>draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</li> <li>use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</li> <li>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.</li> </ol>
MEDIA LITERACY	<ol style="list-style-type: none"> <li>demonstrate an understanding of a variety of media texts;</li> <li>identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li>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.</li> </ol>
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>