







Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p><b>Descriptive Writing</b> Go for a short walk and then write/dictate a descriptive paragraph of what you experienced. As you walk, use your senses to develop your ideas using this <a href="#">template</a>. What do you hear, smell, touch and see? Try to add as much detail as you can to allow your audience to have the same experience that you had. Check out the tips for writing your paragraph on the template.</p>	<p><b>Pros &amp; Cons of Zoos</b> Read the article <a href="#">The Future of Zoos</a> found <a href="#">here</a>. As you read, jot down points that support the benefits of zoos AND points that show the negative aspects of zoos. Add other ideas from other research or your own knowledge. Read over your points. Which side do you agree with? Why? Ask a family for their views on this debate.</p>	<p><b>Be Persuasive – Convince us!</b> Did you know rereading is an important strategy to improve understanding? Good readers reread all the time! Reread the article <a href="#">The Future of Zoos</a> found <a href="#">here</a>. Or read it for a first time if you haven't read it yet! Then click <a href="#">here</a> to find a fun, persuasive writing activity.</p> <p><i>Extend your work: take a <a href="#">virtual field trip</a> to the zoo.</i></p>	<p><b>Cereal, Cereal, Cereal!</b> There is healthy cereal, adult cereal, cereal aimed at children, hot cereal, cold cereal – ALL KINDS OF CEREAL!! What makes people decide? Look at a cereal box you have at home. Click on the image of the cereal boxes for the learning task. No cereal box? No worries! Go to the activity for options.</p>  	<p><b>Read or Write – The Choice Is Yours!</b> Curl up with a good book, magazine, or article and read for 30 minutes. Give a family member a short, oral summary of what you read.</p> <p><b>OR</b></p> <p>Grab a pen, some paper and write! Maybe it's a journal entry, a letter, or an email to a friend. Perhaps you could write a story or a poem to share with a sibling or family member.</p>
French as a Second Language	<p><b>Semaine de la santé mentale</b> Do some journal writing to set some goals for yourself this week.</p> <p>Click the image for prompts.</p> 	<p><b>Monologue</b> Click on the image to see the speaking activity.</p> 	<p>Read « <a href="#">La gratitude avant toute chose</a> », answer the questions, and complete the « journal de gratitude. »</p>	<p>Tell a story using a photograph as a prompt.</p> <p>Click image for activity.</p> 	<p>Watch <a href="#">this video</a> to learn about Banff, Canada.</p> <p>Click image for activity.</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.



# Descriptive Writing Task



Good writers use their senses to add lots of details to their writing which allows the reader to VISUALIZE or get a picture in their mind of what is being described.



## As you walk, jot down points.

Be sure to include **adjectives** to add to your description. For example, “I saw a small, yellow-breasted bird high up in a tree” is more descriptive than “I saw a bird.”

I see:

I hear:

I feel:

I smell:

## Paragraph Tips!

- Your paragraph needs an introductory sentence. E.g. Today I went for a walk on my property.
- Your paragraph should include 4 – 8 sentences in the body of your paragraph (**at least one sentence for each sense – see, hear feel, touch**).
- Your paragraph should include a closing sentence.
- Use **adjectives** to give a more detailed description.
- Vary sentence type and length.
- Try to add transition words (e.g. also, as well, in addition) to help your writing flow.
- Reread your paragraph to edit for spelling, punctuation, to add transitions, or to add more interesting or descriptive words.
- **SHARE** your descriptive writing with a family member when finished.



# Persuasive Writing Task

If you reread the text for a second time, did you find out new information that you didn't notice on your first reading? Do you think this strategy of rereading helped you understand the article better? Explain.

Think about the changes zoos have made over the past few decades and the debate over whether zoos benefit animals. Now imagine you were just put in charge of a zoo in your city or town. It's up to you to decide: Do you keep the zoo open or close the zoo? Which would you decide?

Write a letter or prepare a speech to members of your community explaining your decision. Be sure to use facts and details mentioned in the article to support your choice. You can add other details from your own experience or from other research, too. Make sure you use persuasive words or phrases to **convince** the reader/audience that you are making the truly best choice for your community. For example, you may want to use: without a doubt, clearly, it is obvious, I'm sure you'll agree, etc.

Ideas taken from <https://junior.scholastic.com/issues/2018-19/051319/the-future-of-zoos.html#910L>







**Grab a cereal box you have at your house.  
If you don't have a cereal box, you could use  
another packaged food item.**

1. On a sheet of paper make a chart like the one shown on this page. List what you notice is included on the cereal box. Be sure to look at all six sides. Notice the information given, the images, and the type and size of fonts used. Are there any games, contests, or coupons?

What I notice	Why I think this is included

2. When you are done listing what you notice, jot down why you think each item was included on the box.

3. Who do you think the target audience is for this cereal? Be sure to consider things like age/hobbies/interests. Why do you think that? Write down your answer below your chart.

\*For students needing accommodations, this activity could be scribed or done orally.





Standing out and being noticed are not always values we encourage. They do, at times, serve a purpose.

Watch the attached video for a better understanding of this within some indigenous cultures.

## [Pow-wow Dancing Styles and Meanings](#)



# FSL – Monday Activity

## Écrivez dans un journal intime:

- Comment vous sentez-vous aujourd'hui?
- Qu'est-ce que vous avez hâte de faire aujourd'hui / cette semaine?
- Quel objectif souhaitez-vous atteindre cette semaine? De quelles mesures concrètes avez-vous besoin pour atteindre cet objectif?
- Quel est le point culminant de votre week-end?
- Comment vous sentez-vous / que pensez-vous de notre situation actuelle?

**Semaine de la santé mentale** de l'ACSM

# #ParlerPourVrai

4 au 10 mai 2020



# FSL – Tuesday Activity

Today you will practice speaking in monologue for a 2-minute period of time.

Choose one of the topics from below:

- Take a few minutes to jot down some notes of what you'd like to say.
- Grab a phone or timer to set a 2-minute countdown.
- When ready, start the timer and begin speaking on the topic for the entire 2 minutes.
- Go back and jot down more ideas in your notes if you had difficulty speaking for the entire 2 minutes.
- Keep practicing!
- When you are ready, present your monologue to a family member or friend.

**EX.2 SUJET 1. Pays**

Décrivez votre pays. Qu'est-ce que vous aimez dans votre pays ? Y a-t-il des choses que vous n'aimez pas ?

 Découper selon les pointillés

**EX.2 SUJET 2. Famille**

Décrivez votre famille. Avec qui vivez-vous ? Faites-vous souvent des fêtes de famille ? À quelle(s) occasion(s) ?

 Découper selon les pointillés

**EX.2 SUJET 3. Vêtements**

Où achetez-vous vos vêtements en général ? Avec qui ? Quel type de vêtements aimez-vous porter ? Pourquoi ?

 Découper selon les pointillés





# FSL – Thursday Activity



- Look at the photographs below.
- Choose one as a writing prompt. (*Click on it to view it in bigger format*)
- Then write what happened before, during, and after this picture was taken.
- Tell someone your story when you are finished.





FSL – Thursday Activity





FSL – Thursday Activity







FSL – Thursday Activity





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FSL – Thursday Activity





## Grade 7-8 Literacy (Menu F) 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>