




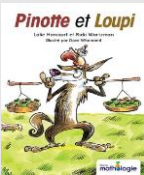
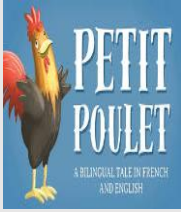
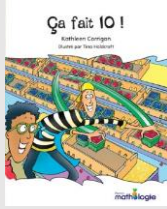



Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>Sight Word Sensory Bags</p> <p>Practice sight words in a fun, interactive activity. Click here:</p> 	<p>Journal Writing</p> <p>Which five words describe your child's personality? Ask him or her to make a list of <i>five words</i> that describe who they are. Write a journal entry about why you chose each of the five words. Give examples which show how each of those words describe you. A journal could be written by hand, typed or your child may record themselves speaking their journal entry on a device.</p> 	<p>Cheery Chains</p> <p>Is there a particular topic which your child loves to talk about or read about? Encourage this interest using cheery chains. Click the image for details:</p> 	<p>Making Connections</p> <p>When we read a book, we often say, "That reminds me of..." and we think of a time in our own life to help us to understand and connect with our book. Click the image for an activity:</p>  <p><i>Looking for a good book? Check out Literacy Place Shared eReading!</i></p>	<p>Advertisement for Favourite Restaurant</p> <p>Which is your favourite restaurant? Make a poster to advertise this restaurant to your family. Try to convince your family to take you there (when restaurants re-open!). Include what you think makes this restaurant great! Is it the food? Is there a play area? Include details using pictures and describing words.</p>
French as a Second Language	<p>Discover yoga through the eyes of a kangaroo that lives in Australia.</p> <p>Click image to begin your mini-yoga adventure.</p> 	<p>Read the Mathologie book "Pinotte et Loupi" and do the online activity that follows.</p> <p>Click image for additional activities.</p> 	<p>Listen and read <i>The French Experiment</i> story "Petit Poulet."</p> <p>Click image for activity.</p> 	<p>Read the Mathologie book "Ça fait 10!" and do the online activity that follows.</p> <p>Click image for "before, during, and post reading" activities.</p> 	<p>Write a cinquain poem. A cinquain is a short poem of five lines.</p> <p>Click 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](#)



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.

Activity A - Sight Word Sensory Bags

Activity adapted from: <https://handsonaswegrow.com/i-spy-sensory-bag/>

Materials needed:

large baggie

cardstock/cardboard/piece of paper

rice/tiny pasta/sand/other material to put into the bag

Goal:
read sight words
automatically

Directions for this activity:

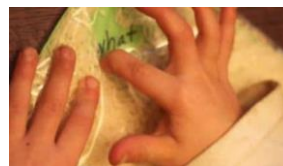
Cut a piece of paper or cardstock to fit into a freezer size baggie (or use the size of baggie which is available to you).

Choose and write down six to nine of the sight words from the list provided [here](#) or [here](#). Leave space between the words on the page.

Insert the paper with the sight words into the baggie.

Pour enough rice or sand or other easily moved material into the bag to cover the list of sight words. Seal the bag tightly.

Encourage your child to use their fingers (fine-motor skills) to move the materials around in the bag to reveal the sight words one at a time.



As a sight word is found, your child might do one of the following, depending on their unique needs:

- 1- use their finger to trace the word on the page through the baggie;
- 2- check the word off on a checklist (which a parent created and left out of the bag); or,
- 3- write the words on a piece of paper as they find them.



Activity A – Sight Word Sensory Bags

Choose words from the list below to add to your sight word card.

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	



Activity A – Sight Word Sensory Bags

Choose words from the list below to add to your sight word card.

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

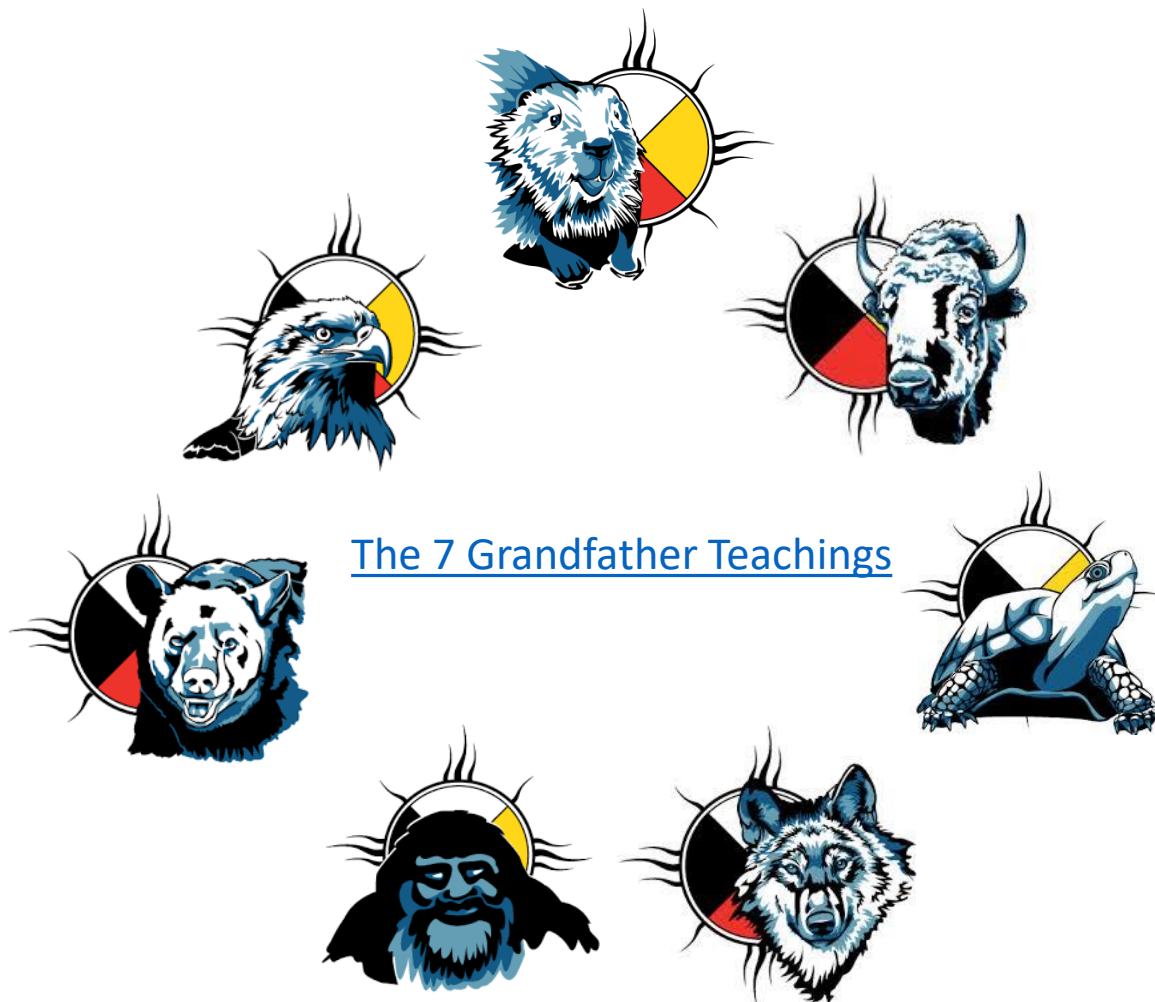
about	eight	if	only	ten
better	fall	keep	own	today
bring	far	kind	pick	together
carry	full	laugh	seven	try
clean	got	light	shall	warm
cut	grow	long	show	
done	hold	much	six	
draw	hot	myself	small	
drink	hurt	never	start	





We always want to be the best that we can be. It matters what other people think about us.

The “Seven Grandfather Teachings” remind us of how we strive to be better. Watch the attached video and talk to an adult about how we can do this in our lives.





Activity C – Cheery Chains

What topic does your child love to talk about?

Examples could include:

- spring animals
- farm animals
- pets
- a game
- a movie

Brainstorm with your child a list of words associated with this topic. Write these words down on paper strips. Work with your child on hearing and identifying the beginning sound in each word as you write them. If your child shows interest, they may draw a picture with the words.

Connect the words into chains and encourage your child to try and read the words on the chains.








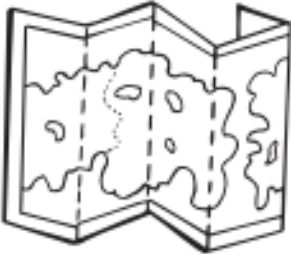



Activity D – Making Connections

Tic-Tac-Connect

Title: _____

Author: _____

As you read, try to notice connections to three of the areas on the tic-tac-toe board. Write a sentence about each connection. See if you can complete a tic-tac-toe!

<p>My Life</p> 	<p>A Book</p> 	<p>Story Character</p> 
<p>What I Know</p> 	<p>Friend</p> 	<p>Place</p> 
<p>My Thinking</p> 	<p>News</p> 	<p>Family</p> 

http://www2.scholastic.com/content/collateral_resources/pdf/d/DLC_Tic-Tac-Connect.pdf



FSL – Wednesday Activity

Make a book report by following the instructions below.

- For parents: Click [here for an English translated version](#).



Faire un compte-rendu sur le livre.	
Page 1: Livre	Dessine ou colle une photo de la couverture et inclus le titre du livre et le nom de l'auteur.
Page 2: Personnage et Lieu	Décris ton personnage préféré. Décris l'endroit principal où se passe l'histoire.
Page 3: Problème et Solution	Quel est le problème principal de l'histoire? Comment le problème est-il résolu?
Page 4: Idée Principale, Intrigue et Publicité	Décris l'idée principale, le thème ou la morale de l'histoire. Raconte l'histoire en quelques phrases. Écris un court texte publicitaire pour nous "vendre" ton livre.
Page 5: Mes Notes	SURPRISE – Ce qui m'a surpris(e) le plus dans cette histoire, c'est... RECOMMANDATIONS – Je recommande ce livre à _____ parce que... VOCABULAIRE – Dans cette histoire, j'ai appris ce nouveau mot: _____. Il veut dire: _____.
Page 6: Impressions Personnelles	ÉMOTIONS - Quelles émotions as-tu ressenties en lisant ce livre? LIENS - À quoi ce livre t'a-t-il fait penser? ÉVALUATION - Je donne (1, 2, 3, 4 ou 5) étoiles à ce livre! ★★★★★



English Translation of Instructions for FSL Wednesday Activity

Make a book report.

	English Translation
Page 1: Livre / Book	Draw or paste a picture of the cover and include the title of the book and the author.
Page 2: Personnage et Lieu / Character and Setting	Describe your favourite character. Describe where the story takes place.
Page 3: Problème et Solution / Problem and Solution	What is the main problem in the story? How is the problem resolved?
Page 4: Idée Principale, Intrigue et Publicité / Main Idea, Plot and Advertisement	Describe the main idea, the theme or moral of the story. Retell the story in a few sentences. Write a short advertisement text to “sell” us your book.
Page 5: Mes Notes / My Notes	SURPRISE: What surprised me the most in this story is... RECOMMENDATIONS: I recommend this book to _____ because... VOCABULARY: In this story, I learned this new word: _____. It means: _____.
Page 6: Impressions Personnelles / Personal Impressions	EMOTIONS: What emotions did you feel when you read this book? CONNECTIONS: What did this book make you think about? EVALUATION: I give (1, 2, 3, 4 or 5) stars to this book! ★★★★★



FSL – Thursday Activities

Pré-lecture / Pre-Reading

Lire le titre et discuter la couverture. / Read the title and discuss the cover.

Ask your child for example:

1. Quels fruits voyez-vous sur la couverture ? / What fruits do you see on the cover? Quel est votre petit fruit préféré ? / What is your favourite small fruit?
2. Qui aime les framboises? / Who likes raspberries? Qui aime les bleuets? / Who likes blueberries?
3. Regardez la boîte que Scott remplit. Combien y a-t-il de paniers de framboises et de bleuets? / Look at the box that Scott is filling. How many baskets of raspberries and blueberries does he have?
4. Chaque boîte contient 10 paniers. Combien d'autres paniers peuvent entrer dans la boîte? / Each box contains 10 baskets. How many other baskets can go in the box?

Pendant lecture / During Reading

- Regarde le début, la fin des mots et la ponctuation. / Look at the initial/ending sounds of the words and the punctuation.
- Trouve les mots qui riment. / Find words that rhyme.
- Quelle est la structure qui se répète dans ce livre? / What is the pattern that repeats in this book?
- Trouve 3 nouveaux mots dans le livre. / Find 3 new words in the book.

Post-lecture / Post-reading

- Quelle est ta partie préférée du livre et pourquoi? / What was your favourite part of the book and why?
- De quelle partie tu te souviens? / What do you remember about the book?
- Qu'est-ce qui est arrivé au début, au milieu et à la fin du livre? / What happened at the beginning? The middle? And the end of the book?
- Peux-tu penser à une histoire semblable? / Can you think of a similar story?
- Pense à une autre fin pour le livre. / How would you change the ending of the book?
- Est-ce que le livre était facile, difficile ou très difficile à comprendre? / Was the book easy, difficult or very difficult to understand?



FSL – Friday Activity



Write a cinquain poem. A cinquain is a short poem of five lines. Follow the instructions to create your own.

- La première ligne présente le sujet. / The first line introduces the subject.
- La deuxième ligne donne deux descriptions du sujet. / The second line gives two words that describe the subject.
- La troisième ligne décrit trois actions du sujet. / The third line describes three actions of the subject.
- La quatrième ligne exprime quatre sentiments envers le sujet. / The fourth line expresses four feelings towards the subject.
- La cinquième ligne offre un mot pour remplacer le sujet. / The fifth line gives another word to replace the subject.

Exemple d'un poème de cinquain	Example of a cinquain poem
Une colline Grande, verte Se lève, monte, disparaît Enthousiaste, fatiguée, triste, seule Une montagne	A hill Large, green Rises, climbs, disappears Enthusiastic, tired, sad, alone A mountain



Grade 1-3 Literacy (Menu) 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>