

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p><b>Self-Care 101</b></p> <p>Taking care of ourselves is so important. Read the article found <a href="#">here</a> to find strategies to increase your wellness. Then click on the image for the learning task to go with this reading.</p>  <p>For more self-care tips &amp; activities, click <a href="#">here</a></p>	<p><b>Character Traits 1</b></p> <p>What exactly are character traits? We all have them. Click on the image below for an activity on character traits.</p> 	<p><b>Character Traits 2</b></p> <p>Today we continue looking at character traits by finding some traits of characters in movies. Click on the image for today's learning task.</p>  <p>Looking for a free, online movie? Check out our listing of <a href="#">'Movies &amp; Docs'</a></p>	<p><b>"I AM" Poem</b></p> <p>Today you will think about YOU! Your characteristics, wants, worries, and wishes will all be considered as you develop your own "I AM" Poem. Click on the image below for further instructions.</p>  <p>Discover more poetry <a href="#">here</a></p>	<p><b>Cereal Box Design</b></p> <p>You have been hired to design a new back panel for a cereal box. You need to make sure what you create is both <b>educational</b> and <b>entertaining</b>. Consider your target audience – is it for children or adults? Click on the image for further details of this learning task.</p> 
French as a Second Language	<p>Interview up to 6 friends and family members about what they did this weekend.</p> <p>First, play a few online games to review the passé composé verb tense.</p> <p><a href="#">Game #1</a> and <a href="#">Game #2</a></p> <p>Next, use <a href="#">this template</a> to begin your interviews.</p>	<p>A caricature is a picture that can have a complimentary or insulting message.</p>  <p>Take a look at a caricature and see if you can understand its intended message.</p> <p><b>Click image for activity.</b></p> 	<p>Watch the 9mins video <a href="#">"Un lait d'avenir?"</a> and take notes using the template provided.</p> <p><b>Click image for activity and template.</b></p> 	<p>Look at the pictures and select the one that most represents how you feel. Write a paragraph describing the picture and why you chose it.</p> <p><b>Click image for activity.</b></p> 	<p>Think about what your ideal vacation would be then ask everyone in your family to do the same. Make a poster to compare the results.</p> <p><b>Click image for instructions and template.</b></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.



- There were some great suggestions/strategies for personal wellness given in the article. Think of which ones you already do in your day. Set a self-care goal to add a few ideas mentioned to your daily routine. Write your goal on the fridge or somewhere visible to remind yourself.
- Look back at the article.
  - How is this text set up to help the reader read and understand better? What elements did the author use to help readers?
  - Who is the intended audience of this article? How do you know?
  - If you were writing this article, are there any features you would add or change? Why?



# Character Traits 1



## What Are Character Traits?

Think about your friends, family members, or characters off the tv. Don't think about what they look like but think about their actions (what they do) and think about what they say. How would you describe them to others? Are they funny? Generous? Stubborn? Write down the words you would use to describe them.

These descriptive adjectives that we use to describe someone's personality are what we call their **character traits**. These words are used to describe what kind of people they are based on what they do and say. Some character traits are considered negative (e.g. bossy) while others are considered positive or good characteristics (e.g. kind). You can identify character traits in everyone, even in characters you see in movies, TV shows, and books!

1. On a sheet of paper, list as many character traits as you can think of. Decide which ones would be considered positive or good character traits to have and which ones would be considered negative or bad. Are some hard to decide? Why? Show your list to a family member and see if they can think of other character traits to add to your list.
2. READ the sample paragraph below which describes a **character trait** of a person and gives **evidence to support** the character trait.

My mom is very generous. Firstly, she volunteers her time to help many organizations. She is on the Women's Institute, the Lion's Club, and she volunteers at the local secondhand clothing store. As well, my mom showed generosity when she made face masks to give to her family, friends, and healthcare workers during the pandemic. She purchased the material, made the masks, and delivered them in the community. In addition, she regularly gives money to the Food Bank, the church, and to other charities. As you can see, my mother is a truly generous person.

- Find the opening sentence and the closing sentence. Put a star on the character trait mentioned.
  - Highlight or underline the sentences that give evidence that she is generous.
  - Find and circle all the transition words that help to make the paragraph flow better. ( e.g. Firstly) How many did you find?
3. **Your turn:** Using the model as a guide, write a paragraph about a person or character who has one of the character traits you listed in Question 1 above.  
Be sure to include:
    - a. An opening sentence
    - b. A minimum of 3 sentences explaining 3 things the person has done or said to show they have that characteristic
    - c. A closing sentence
    - d. **Tip:** use transition words (e.g. first, also, in addition, secondly) to make your writing flow.



# Character Traits 2



## Inferring Character Traits

Watch a movie. Choose **one character**, and as you watch the movie, notice how they act and what they say. You can also think about what the other characters say about the character you selected. Identify **2 character traits** of your character (e.g. intelligent, sneaky, or kind.) For each trait, jot down things they do or say that proves the character has this trait. You should be able to find **2-3 pieces** of evidence **for each** character trait.

Character: \_\_\_\_\_

Character Trait	Proof What did the character do or say? What did others say about the character?
_____	-  -  -
_____	-  -  -



Read over the model for an “I Am” Poem and the example listed below.

Create your own “I Am” Poem by following the details given in the model. Share your poem with a family member.



# Writing an "I Am" Poem

## MODEL

### FIRST STANZA

I am (2 special characteristics you have)  
I wonder (something of curiosity)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem repeated)

### SECOND STANZA

I pretend (something you actually pretend to do)  
I feel (a feeling about something imaginary)  
I touch (an imaginary touch)  
I worry (something that bothers you)  
I cry (something that makes you sad)  
I am (the first line of the poem repeated)

### THIRD STANZA

I understand (something that is true)  
I say (something you believe in)  
I dream (something you dream about)  
I try (something you really make an effort about)  
I hope (something you actually hope for)  
I am (the first line of the poem repeated)

## EXAMPLE

I am polite and kind  
I wonder about my kids' future  
I hear a unicorn's cry  
I see Atlantis  
I want to do it all over again  
I am polite and kind

I pretend I am a princess  
I feel an angel's wings  
I touch a summer's cloud  
I worry about violence  
I cry for my Gram  
I am polite and kind

I understand your love for me  
I say children are our future  
I dream for a quiet day  
I try to do my best  
I hope the success of my children  
I am polite and kind.



# Cereal Box Design



- Take out a cereal box you have. Look at what's on the back of the box. Suppose you have been hired to design a new back panel of this cereal box. You need to make sure what you create is both **educational** and **entertaining**. Consider your target audience of this cereal – is it for children or adults?
- Do a rough design for **two** possible back panels. You can use whatever you wish - paper, colouring tools, cardboard, construction paper or even design it digitally on a computer.
- Reflect on your two designs. Which do you think is better? Why? Ask **at least 2 other people** which one they think is the best design and why. Be sure to tell them your audience and criteria (educational & entertainment). After taking into consideration the feedback from the other people and your own reflection, choose the one design that is best and make the necessary changes to incorporate the ideas of the other people. Revise your design. Glue or tape it on the back of the box and let others enjoy reading and interacting with your new design!



# La semaine dernière

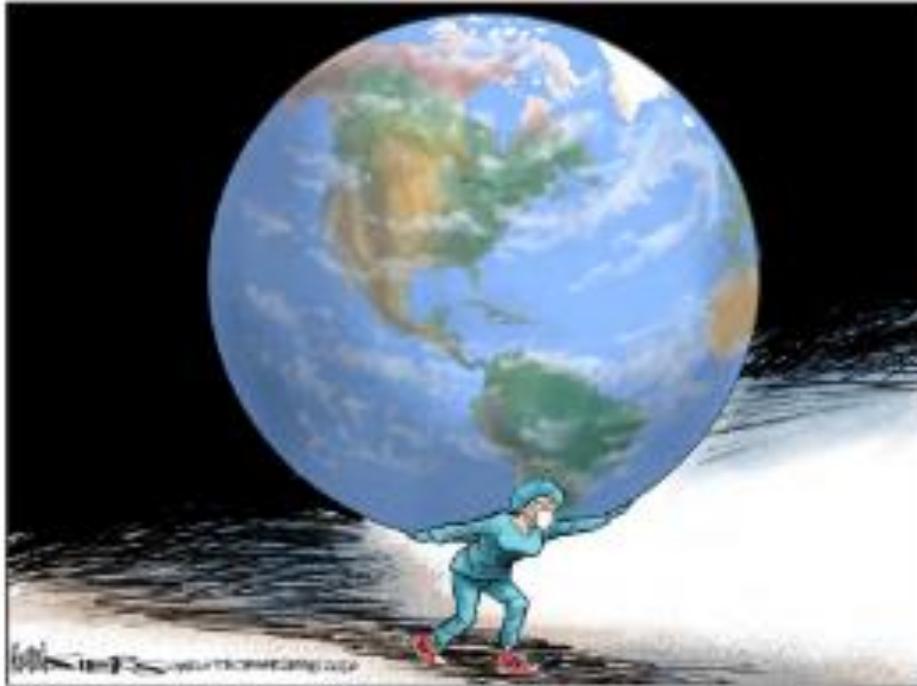
Qu'est-ce que tes ami(e)s ont fait la semaine dernière?

1. Écris les participes passés des verbes et ensuite pose les questions à tes ami(e)s au passé composé. Utilise [www.leconjugueur.com](http://www.leconjugueur.com) pour vérifier tes réponses. \*\*\*Tu as 3 tirets pour créer tes propres questions!
2. Coche la case si ton ami(e) a fait cette activité.

	P.P. ?	AMI 1	AMI 2	AMI 3	AMI 4	AMI 5	AMI 6
voir un film		<input type="checkbox"/>					
aller au restaurant		<input type="checkbox"/>					
boire du lait		<input type="checkbox"/>					
voir la mer		<input type="checkbox"/>					
courir		<input type="checkbox"/>					
chanter		<input type="checkbox"/>					
écrire un email		<input type="checkbox"/>					
recevoir une lettre		<input type="checkbox"/>					
manger des pâtes		<input type="checkbox"/>					
faire un cauchemar		<input type="checkbox"/>					
rire aux éclats		<input type="checkbox"/>					
faire le ménage		<input type="checkbox"/>					
pleurer		<input type="checkbox"/>					
se reposer		<input type="checkbox"/>					
bien dormir		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					
		<input type="checkbox"/>					

Source:  
BonjourFLE!





## FSL – Activity B

Examine la caricature et son titre, puis répons aux questions suivantes:

1. Que sais-tu déjà sur les travailleurs de la santé et la pandémie de COVID-19?
2. Décris ce que tu vois dans la caricature.
3. Selon toi, que peut vouloir dire le caricaturiste au sujet des travailleurs de la santé et de la pandémie? Donne des explications.
4. Pour quelles raisons es-tu d'accord avec la perspective du caricaturiste? **OU** Pour quelles raisons n'es-tu pas d'accord?





Caricatures most certainly can be hurtful.

There continues to be heated debate over the use of “caricatures” of Indigenous Peoples as sports team mascots.

The main argument is that they “Honour” the people they are meant to represent. But... if many of these people you are attempting to honour find it offensive and disrespectful, should it even be a debate?

## [Proud To Be \(Mascots\)](#)



# FSL – Activity C

- Use the template to take notes on what you are learning from the video.
- Use your notes to explain to someone where A2 milk comes from, what its health benefits are, and where it is produced.
- Give your opinion on the topic with explanations.

Le sujet:	La source:
Les faits	Le vocabulaire clé
Les personnes	Les événements
Des citations importantes	Les choses que j'ai apprises



# FSL –Activity D

## Comment te sens-tu selon la vie d'un chat?

- Regarde les images des chats.
- Choisis le numéro qui répond à la question et ensuite explique ton choix en écrivant un paragraphe.
- Partage ton travail avec un adulte en lui parlant de ce que tu as écrit.



# Mes vacances idéales

- Réponds au questionnaire en cochant tes réponses.
- Ensuite pose les mêmes questions à chaque membre de ta famille.
- Fais une affiche pour comparer les résultats.

## • Avec qui ?

- |  |   |
|--|---|
| <input type="checkbox"/> Avec mes amis   | <input type="checkbox"/> Avec mes camarades de classe |
| <input type="checkbox"/> Avec ma famille | <input type="checkbox"/> Avec mes grands-parents      |
| <input type="checkbox"/> Seule           | <input type="checkbox"/> Avec mon chien/chat          |
| <input type="checkbox"/> Autre: _____    |   |

## • Destination ?

- |  |                                       |  |
|--|---------------------------------------|--|
| <input type="checkbox"/> À la mer      | <input type="checkbox"/> À l'étranger | <input type="checkbox"/> Chez mes grands-parents |
| <input type="checkbox"/> À la montagne | <input type="checkbox"/> Chez moi     | <input type="checkbox"/> Chez de amis (es)       |
| <input type="checkbox"/> À la campagne | <input type="checkbox"/> En ville     | <input type="checkbox"/> Autre: _____            |

## • Moyens de transport ?

- |                                     |                                 |                                       |
|-------------------------------------|---------------------------------|---------------------------------------|
| <input type="checkbox"/> En voiture | <input type="checkbox"/> À vélo | <input type="checkbox"/> À moto       |
| <input type="checkbox"/> En train   | <input type="checkbox"/> À pied | <input type="checkbox"/> En bateau    |
| <input type="checkbox"/> En avion   | <input type="checkbox"/> En bus | <input type="checkbox"/> Autre: _____ |

## • Durée ?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Quelques jours | <input type="checkbox"/> Un mois       | <input type="checkbox"/> Quelques années |
| <input type="checkbox"/> Une semaine    | <input type="checkbox"/> Quelques mois | <input type="checkbox"/> Toute la vie    |
| <input type="checkbox"/> Deux semaines  | <input type="checkbox"/> Un an         | <input type="checkbox"/> Autre: _____    |

## • Activités ?

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Dormir          | <input type="checkbox"/> Étudier le français | <input type="checkbox"/> Regarder la télévision |
| <input type="checkbox"/> Faire du sport  | <input type="checkbox"/> Nager               | <input type="checkbox"/> Écouter de la musique  |
| <input type="checkbox"/> Lire des livres | <input type="checkbox"/> Se reposer          | <input type="checkbox"/> Prendre des photos     |
| <input type="checkbox"/> Aller au cinéma | <input type="checkbox"/> Ne rien faire       | <input type="checkbox"/> Autre: _____           |

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