

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>Victoria Day</p>  <p>Who is Queen Victoria and why do we celebrate her birthday? Check out: 10 Facts About Queen Victoria</p>	<p>Reading Activity</p> <p>Read the 3-page article: How Much Food Do You Waste? Complete the Retelling Factual Text Information template to express your thoughts. Consider why food waste might be different between different countries.</p> 	<p>Writing Activity</p> <p>Watch this interview with David Ayres, an emergency goal tender, who played in one game in the NHL.</p> <ol style="list-style-type: none"> 1. What is the interview about? 2. Which questions are the most effective? Why? <p>Create your own interview! Who would you interview and what questions would you ask? See Interview Questions for planning!</p> 	<p>Financial Literacy</p> <p>What is something you would like to save for? Design a plan to save for this special item. See Tips for Saving Money for ideas and the Financial Goal Planning Template to start saving!</p> 	<p>Journal Reflection</p> <p>If you could take back one thing you have said, what would it be and why? To whom did you say it?</p> 
French as a Second Language	<p>Fête de la Reine</p> 	<p>For International Museum Day, you will take a virtual tour of the exhibit "Tradition vivante: le potlatch sur la côte nord-ouest" to learn about potlatch ceremonies.</p>  <p>Click image for activity</p> 	<p>Listen to the song "L'oiseau et l'enfant" by Kids United.</p> <p>Click image for activity</p> 	<p>Imagine yourself in 2026!</p> <ul style="list-style-type: none"> -Review the futur proche verb tense. -Play these online games to practice le <i>futur proche</i>. <p>Game #1 Game #2</p> <p>Click image for activity</p> 	<p>Read the article « Des chiens au travail – sept jours sur sept! » (pages 14-16).</p> <p>Click image for activity</p> 

Literacy Additional Resources

ENGLISH

For your grade 3 – 5 children, you might want to check out Scholastic Learn at Home: Gr. 3 – 5. They have two full weeks of additional literacy learning ready to go.

<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

For grade 6 children, you might want to check out the link for Gr. 6 – 9.

<https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html>

FRENCH

Here are some additional French resources that are good for Grade 4-6 children to expose them to oral French language on a daily basis.

<https://www.tfo.org/fr/mini-tfo>

<https://ici.radio-canada.ca/jeunesse/prescolaire>

<https://www.telequebec.tv/jeunesse-famille>

<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.



How Much Food Do You Waste?

 teachingkidsnews.com/2018/04/09/how-much-food-do-you-waste/

By Monique Conrod



If all the food that's thrown away in three American cities could be saved, it would provide 68 million meals for people who don't have enough to eat, according to a recent study.

A team of researchers in the United States spent a week looking through the garbage bags of 1,151 people living in Denver, New York and Nashville. The researchers wanted to know what kind of food was being thrown away, how much there was, and why it was being tossed.

By asking these questions, the researchers hoped to find ways to reduce the amount of food we throw away, and to give some of that food to people who need it.

The researchers found that, in the cities they surveyed, more than a kilogram of edible food per person is wasted each week. (Edible food is food you can eat. It doesn't include things like apple cores, egg shells, or bones from meat.) Fruits and vegetables were the most common edible foods found in the trash, followed by food leftover from meals. Eggs, bread and milk were also commonly thrown out.

The people taking part in the survey gave several reasons for throwing edible food away. Most said the food was spoiled. Some said they weren't interested in eating leftovers. A few said the food had passed the "Best Before" date printed on the label.



Some people composted their food garbage. (Composting is a way of turning rotting food into fertilizer for soil.) But more than half of the food waste ended up in the regular trash and was sent to a dump or landfill. When food rots in landfills, it produces methane, a gas that contributes to global warming.

While using food waste to make compost is better than throwing it in a landfill, the survey found that people who composted their waste didn't feel as bad about throwing food away. They actually threw away more food than families who didn't compost.

When food is wasted – by families, restaurants or grocery stores – we are also wasting all of the resources that go into producing that food. That means we are wasting water, land, energy and labour, as well as the fuel needed to transport food.

In Canada, about \$31 billion worth of food ends up in landfills or composters each year. That works out to about \$31 per week, or \$1,600 per year, that each household spends on food that is wasted. About 45% of Canadians compost their food waste, but not all communities have composting programs, so the rest ends up in landfills.

A lot of food is wasted before it even reaches the grocery store. Some food spoils or is damaged while it is being transported from the farm to the stores. Fruits and vegetables that have bruises or that don't look attractive enough don't even get put onto the shelves because most people won't buy them. Grocery stores, restaurants and institutions like hospitals also waste a large amount of food. The researchers suggest that grocery stores should donate any food that is still okay to eat to food banks or homeless shelters, instead of throwing it away. Prepared meals from hospitals or restaurants could also be donated to shelters.



Some people have come up with creative ways to reduce food waste:

- Ubifood is an app that lets bakeries, cafes and restaurants in Montreal upload photos of food they have left at the end of the day. Customers can buy the food online at reduced prices, then pick it up at the restaurant.
- Loblaws grocery chain sells small or oddly shaped fruits and vegetables under the brand name “Naturally Imperfect.” The items taste just as good as more attractive produce, but cost about 30% less.
- Food rescue organizations help to redistribute surplus food to people who need it. For example, Second Harvest collects discarded food all along the delivery chain, from farmers to retailers, and passes it on to food banks, shelters, children’s breakfast programs and others. Rock and Wrap It Up! collects leftover prepared food from places like sports arenas, concert halls and movie studios, and gives it to local programs that feed people in need.



Retelling Factual Text Information

Name: _____

Date: _____

Title: _____

Author: _____

Topic: _____



Page	The article says...	I wonder ... 



Interview Questions

Who ?	What?
Where?	When?
Why?	How?



Tips for Saving Money



- Open up a student bank account (without monthly charges)
- Save your birthday money instead of spending it right away
- Save any other money you might receive as a gift or from an allowance
- Have a yard sale of your toys and other items that you don't use anymore
- Keep track of how much money you have and keep it all in one place
- Play the game Money Metropolis\$ on the Practical Money Skills Website!





Financial Goal Setting

Item I would like to save for:

Cost of item (including taxes):

Steps I will take to reach my financial goal :

1. _____

2. _____

3. _____

4. _____

Two things that will help me reach my financial goal are:

1. _____

2. _____



1. Read the introduction.
2. Click on the videos in the chart below and answer the questions.
3. Reflect on the following questions:
 - What did you find interesting?
 - What did you learn?
 - Which of your family traditions does it remind you of?
4. Share what you have learned about potlatch ceremonies and the Kwakwaka'wakw community with a member of your family.

Introduction:

Many believe that a rich and powerful person is someone who owns a lot. The Kwakwaka'wakw, on the other hand, believe that the rich and powerful are those who give the most away. Since time immemorial, the Kwakwaka'wakw have hosted potlatch ceremonies, and potlatching continues to play a central and unifying role in community life today.

La vidéo	Les questions
Potlatch signifie donner	1) Le potlatch a été donné au peuple Kwakwaka'wakw pour exprimer quoi? 2) Pourquoi chantent-ils des chants de deuil?
Pourquoi nous organisons des potlatches	1) Pourquoi les Kwakwaka'wakw organisent-ils des potlatches? Choisis parmi les choix ici: <ul style="list-style-type: none"> • Donner un nom aux enfants • Sculpture d'un nouveau canot • Transfert de droits et de privilèges • Récolte de nourriture • Nouvelle maison cérémonielle • Mariage • Deuil des morts

***Note: Be sure to click on DV to get French subtitles**



FSL – Activity D



Imagine yourself in 2026!

- Click on the image to download a printable template or draw your own.
- Follow the instructions. When you are finished, share your photo and story with an adult.

The image shows a printable activity template for a drawing and writing exercise. It is enclosed in a blue border. At the top left, there is a camera icon. To its right, the title 'UNE PHOTO DE MOI' is written in a bold, sans-serif font. Below the title, there are two numbered instructions in French: '1. Dessine ton auto-portrait selon la légende de la photo.' and '2. Écris l'histoire de ta photo en utilisant le futur proche.' In the center of the page is a large, tilted rectangular frame representing a photo. At the bottom of this frame, the text 'MOI EN 2026 !' is written. Below the photo frame, there are several horizontal lines for writing a story.



FSL – Activity E



- Make a KWL chart (SVA en français) like the one below.
 - * (KWL = Know/Want to know/Learned)
 - *(SVA = Savoir/Vouloir savoir/Appris)
- Before reading the article look at the title and pictures and predict what you think the article will be about.
- Fill out the first and second column of your SVA chart.
- Read the article « Des chiens au travail – sept jours sur sept! » on pages 14-16.
- Fill out the third column of your SVA chart.
- Tell an adult about what you read and about what you learned.

Nom: _____ Titre de l'article: _____
 Sujet: _____

S	V	A
Ce que je sais déjà...	Ce que je veux savoir...	Ce que j'ai appris...



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>