










Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>Victoria Day</p> 	 <p>What is Victoria Day? Click on the image to find a learning activity around Victoria Day.</p>	<p><b>Chance of a Life Time!</b> Imagine being called up at the last minute to play a game with a professional sports team, to sing with a famous singer on stage, or to be on a tv show? How would you be feeling? Read the article <a href="#">here</a> about a person called up to do just that! Complete the learning activity <a href="#">here</a>.</p>	<p><b>Figurative Language 1</b> Explore a few things writers use to make their writing more exciting and easier for us to imagine. Click <a href="#">here</a> for some examples and the task. Can you find examples of these figures of speech as you read, watch tv, listen to music, or in conversations?</p>	<p><b>Figurative Language 2</b> Can you find examples of Figures of Speech as you read?  Read <a href="#">The Roach</a>. Can you find one metaphor, two similes, and three examples of onomatopoeia.  Then click <a href="#">here</a> to practice a strategy for understanding new vocabulary.</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 "Manger ensemble!" from the <i>Musée de la civilisation</i>. It is a virtual exhibit about our food heritage.</p> <p>Click image for activity</p>  	<p>Explore <i>la Francophonie</i> in the world through short videos of children who share their stories.</p> <p>Watch three videos and compare your life to theirs using Venn Diagrams.</p> <p><a href="#">-Alisa de la Belgique</a> <a href="#">-Pipo d'Haïti</a> <a href="#">-Tara du Canada</a></p>  <p>Click image for activity</p> 	<p>Read a book today. This is a 38-page book titled "<a href="#">Un vrai canadien</a>."</p> <p>Click image for activity</p> 	<p>Imagine your life in 10 years. Play the following games to practice <i>le futur simple</i>.</p> <p><a href="#">Game #1</a> <a href="#">Game #2</a></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.



1. **Fill in the first column** on the chart below **with what you know about Victoria Day.** Don't worry if you don't know that much. You will be learning!
2. After you have the first column filled with what you know. **Complete the second column listing what you wonder about/want to know or learn about Victoria Day.** These are likely in the form of questions. E.g. Is it always the same day each year?
3. Do some **research about Victoria Day.**
4. After your research, **complete the final column filling in what you learned.** Hopefully, you were able to answer all your questions and even include more information.
5. Share your learning with your family. You probably learned things that your family members don't know!

What I know	What I want to know	What I learned

# Zamboni Driver Subs as NHL Goalie, Becomes a Hockey Hero



February 23, 2020 8:43 pm by [Joyce Grant](#)



By Michael Burn

On Saturday, something very unusual happened during an NHL hockey game.

The Toronto Maple Leafs were playing the Carolina Hurricanes when the Hurricanes' starting goalie, James Reimer, had to leave the game due to injury. Shortly after that, their back-up goalie, Petr Mrazek, was also knocked out of the game after he collided with a Leafs player.

The only option Carolina had was to bring in an 'emergency goalie.'

They brought in 42-year-old David Ayres, who occasionally practices with the Leafs and the Toronto Marlies (an American Hockey League team).

Ayres' full-time job is driving the Zamboni for the Toronto Marlies. (A Zamboni is a vehicle that is driven around an ice rink to make the ice smooth.)

Ayres has been the emergency goalie-in-waiting at Scotiabank Arena for the past three seasons, but he had never before been brought into an NHL game.

The stakes were high for both teams, who were fighting for a playoff spot with only a month to go, so every point mattered. Carolina had been winning the game at that point, by a score of 4 to 1, and bringing in an amateur goalie halfway through the game could spell disaster.

As he took the ice at about the halfway point of the second period, it was obvious that Ayres was not a seasoned, professional goalie. However, what was so amazing was the reaction of the Hurricane players when he made his way onto the ice. They went over to him and tapped him on the goalie pads, with big smiles on their faces, giving him words of encouragement. One of them told him not to worry how many goals he let in—just to have fun.

The first two shots on his net went in and the score became 4 to 3. It looked like the game was going to be lopsided for the Leafs. However, Carolina made it through the rest of the second period and during the intermission, Ayres reassured the Hurricanes players that he wouldn't let them down.

In the third period, the Hurricanes started to push back, scoring another two goals, blocking shots and working together to shut down or reduce the number of chances the Leafs had to shoot on net.

Ayres helped the team win the game by making eight saves in the third period. With less than a second to go in the game, a Leafs player shot a puck at Carolina's net, which Ayres caught in his glove.

Carolina won, 6 to 3, over the Toronto Maple Leafs. Ayres was named first star of the game. Even the Leafs fans were rooting for him and gave him a standing ovation.

The goalie stick Ayres used in the game will be put on display in the Hockey Hall of Fame.

Source: <https://teachingkidsnews.com/2020/02/23/zamboni-driver-sub-as-nhl-goalie-becomes-a-hockey-hero/>



## Zamboni Driver Subs as NHL Goalie, Becomes a Hockey Hero

Write your answers in complete sentences on a sheet of paper.

1. What events lead to David Ayres being called up to play for the Carolina Hurricanes?
2. When Ayres, who was not used to playing in the NHL, was brought in to play in this important game, this could have really discouraged the Carolina players. What actions did the Carolina players do that showed they were not discouraged and that they supported their new goalie? How do you think their actions affected Ayres? Explain.
3. How can this story make all of us feel better? What message might we take from this story?
4. If you were asked to interview Ayres after the game, what are 3 questions you would ask him?

\*\*If you wish to hear an interview with David Ayres, you can find one [here](#).

# Figurative Language



Figurative language is when you use a word or phrase that does not have its normal everyday, literal meaning. Writers can use figurative language to make their work more interesting or more dramatic than literal language which simply states facts.

It makes readers or listeners use their imagination to get a clearer understanding. You will find this used in all kinds of text – poems, stories, songs. You will even hear actors using them.

We are going to learn 3 Figures of Speech → Similes, Metaphors, and Onomatopoeia

## Similes

- Compare two different things using the words “like” or “as”.

Examples:

- **Mary was as light as a feather.**
- **Her skin was white like fresh snow.**

Notice these sentences let you imagine much more clearly than if they just said: Mary was light. Her skin was white.

- **The glue was as sticky as syrup.**
- **John can run like the wind.**

## Metaphors

- Compares two different things  
- It does not use “like” or “as”

Examples:

- **Her home was a prison.**

We know her home has the characteristics of a prison. You might imagine that she can't leave or feels trapped inside.

- **My father is a rock.**

The father is being compared to a rock. He has some of the qualities. We imagine he is strong.

- **The dog took off, a rocket shooting across the lawn.**

The dog is being compared to a rocket.

## Onomatopoeia

- a word which imitates the natural sounds of a thing. It creates a sound effect that mimics the thing described. It makes the description more interesting.

Examples: **Honk! Boom, hiss, crackle.** The engine **whirred.**


### Task

1. On a sheet of paper, write three examples of each figure of speech above.
2. Listen and look for examples of similes, metaphors, and onomatopoeia today, and for the next week, as you read, watch tv, listen to music, or in conversations. Write down what you can find. Maybe ask a family member to help you notice!



## Vocabulary Strategy – Understanding words using context clues

### Instructions:

Re-read the first section of [The Roach](#) up to the first  on the top of the second page.

Locate the vocabulary words: **infested, lurked, mission, sickening, and skittering**. Figure out the meaning of the word using the context as a clue. That means don't use a dictionary or google to see what the word means. Try to figure out the meaning from what is included in your text. **You need to read the sentences before and after the word to figure this out.** Then complete the chart with what you think the meaning of each word is based on the context of what you read.

Vocabulary Word	What I think the meaning is...
infested	
lurked	
mission	
sickening	
skittering	



# FSL – Activity B

- *Manger ensemble!* is a virtual exhibit about our food heritage. 10 families tell us about a festive meal that is meaningful to them. Around their tables, you'll come to learn more about Québec's contemporary multiethnic society and Canada's Francophonie, as each family presents its culinary heritage.
- Watch the following videos and complete the chart while you listen. *\*Each video is about 2mins in length and you can add French subtitles to help understand the different accents.*

La vidéo	Les questions
<a href="#">Souper entre amis - Québec</a>	D'où viennent les recettes? Donne au moins 3 pays. Que pense-t-elle de l'idée de manger ensemble?
<a href="#">Fête d'enfant - Québec</a>	Qu'est-ce que les enfants aident à cuisiner pour l'anniversaire de Mathieu? Que pense-t-elle de l'idée de manger ensemble?
<a href="#">Le ramadan de la famille Boudi - Montréal</a>	À quelle heure mangent-ils pendant le ramadan? Que pensent-ils de l'idée de manger ensemble?
<a href="#">Festival du voyageur - Manitoba</a>	Qu'est-ce que le festival du voyageur honore? Que pense-t-il de l'idée de manger ensemble?
<a href="#">Mukushan - Mashteuiatsh</a>	C'est quoi un <i>mukushan</i> ? Que pense-t-elle de l'idée de manger ensemble?





It's all about the food!!

We gather, we eat, we laugh, we cry.

All civilization originated where the food was found.

Watch the attached video to see how food is celebrated in some Indigenous cultures.

## [Traditional Foods Conference](#)



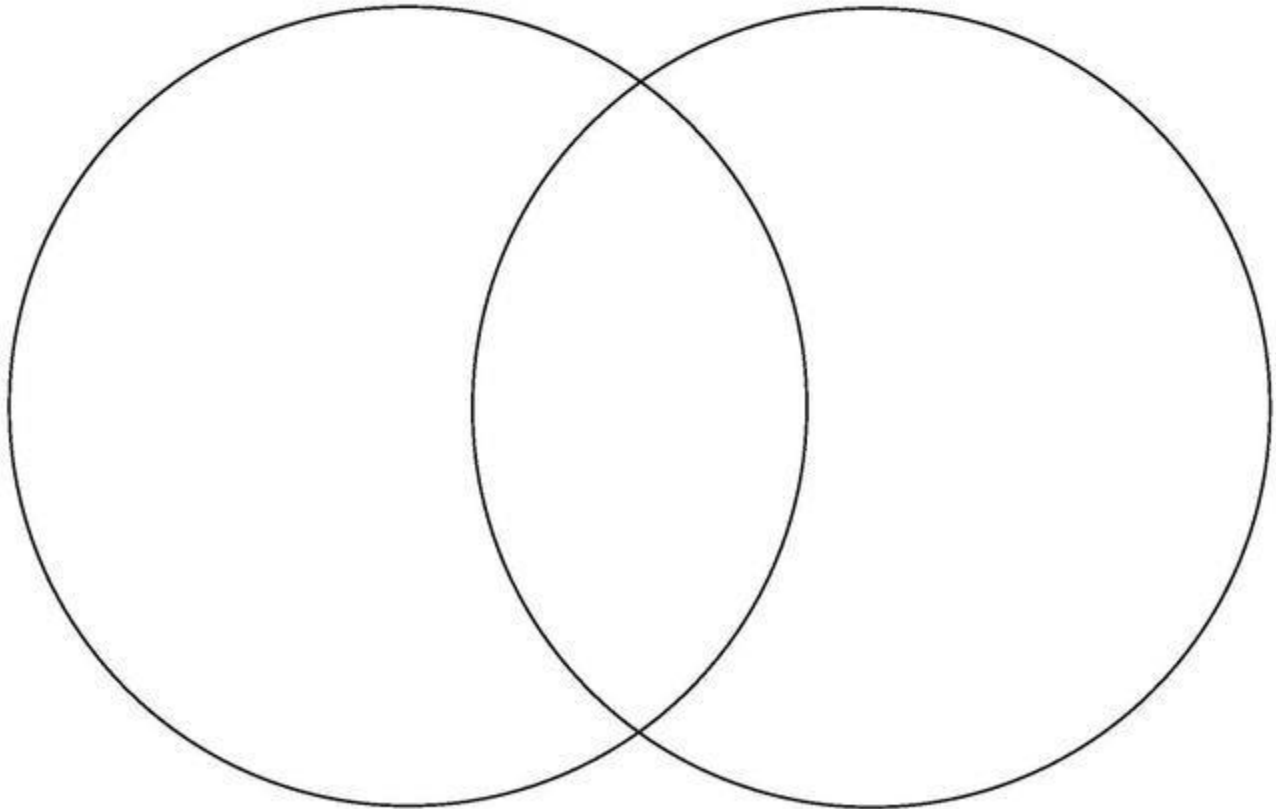
# FSL – Activity C



- Compare and contrast your life to the life of Alisa, Pipo, and Tara by creating a VENN diagram for each video.  
\*Therefore, you will have 3 VENN diagrams.
- Afterwards, write a paragraph about who you have most in common with. Does this surprise you – yes, no and why?
- Share your work with an adult to explain what you have learned today.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Venn Diagram





# FSL – Activity D



## Pre-Reading Activity – Making predictions

- Read the title of the book and look at the cover. Make predictions about what you think the story will be about.

## During-Reading Activity – Pause and reflect

- After each chapter, pause and reflect on what you have read. Jot down a few notes of the key ideas and characters.

## Post-Reading Activity – Play a game

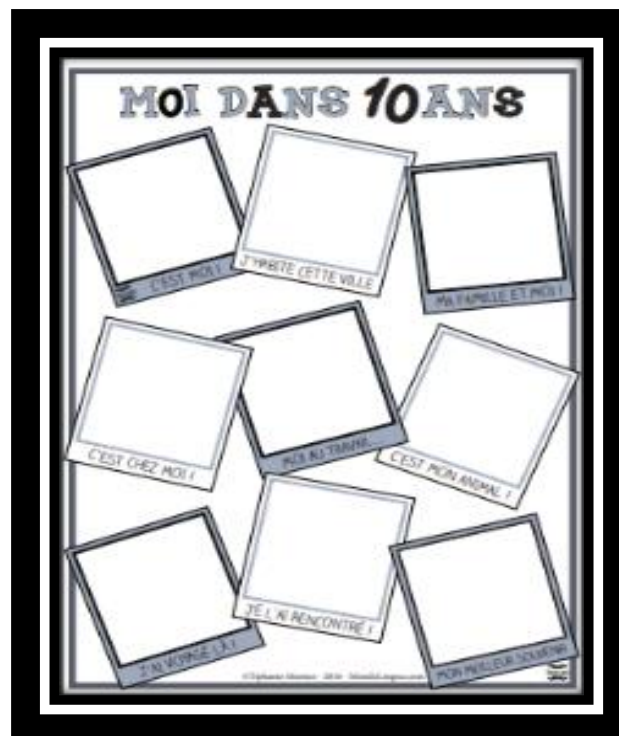
- Use the following board game to get you talking about the story. Click on the game to get a printable version.





# FSL – Activity E

- Click on the image below to get a printable template.
- Imagine your future and draw or glue images in the photo frames according to the caption of each photo.
- Next you can interact with a member of your family or friend by asking and answering the following questions:
  - Comment tu seras dans 10 ans ?
  - Comment sera ta famille ?
  - Est-ce que tu auras des enfants ?
  - Quel métier tu feras ?
  - Est-ce que tu auras un animal ?
  - Tu habiteras où ?
  - Tu voyageras où ?
  - Tu rencontreras qui ?



Source:  
[fle.mondolingo.com](http://fle.mondolingo.com)



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>