

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p><b>Book Spine Poetry!</b> Grab some books with interesting titles and stack them up to create a tower of poetry! Snap a photo and share your Book Spine Poem with family and friends. Encourage others to create their own. No interesting titles at home? Click <a href="#">here</a> for an alternative task.</p> 	<p><b>Participation Trophies – You be the Judge!</b> Should children get trophies or awards for simply participating in sports? Click on the trophy below for the related learning task.</p> 	<p><b>Advertisements Everywhere!</b> Be on the look out for ads today. Start a log to keep track of all the advertisements you see or hear. You may find them on the tv or radio, in newspapers, magazines, online sites, social media, or even in post offices, gas pumps, along highways - anywhere! Click <a href="#">here</a> for more details. <i>Want to be a critical consumer? Check out this post from <a href="#">MediaSmarts</a></i></p>	<p><b>Inferring from a Job Ad &amp; Financial Literacy</b> Job ads give us hints to the skills, attitudes, and experiences that employers are looking for. Plan for an interview by preparing discussion points to go with the skills &amp; qualifications listed in job ads. Click <a href="#">here</a> for the activity.</p> 	<p><b>A West African Tale</b> Read the short, two-page story <a href="#">The Blind Man and the Hunter</a>. Then go <a href="#">here</a> for the related learning task.</p> 
French as a Second Language	<p>Look out your window or go for a walk in your neighbourhood. Select one growing plant such as a flower or a tree that you can observe. Make a detailed sketch with French labels. <b>Repeat this activity near the end of the week.</b> Include jot notes recording the changes that have taken place over the week.</p>	<p>Click on the link and scroll down to find the 4:47mins video <a href="#">“Bon gras, mauvais gras.”</a> Watch it, then do the activity. Click image for activity</p>  	<p>The grocery store is out of toilet paper, again! Click image for activity</p> 	<p>Budget for your «wants» and «needs!» Click image for activity</p> 	<p>Read the magazine article <a href="#">“Est-ce que les grandes inventions changent la vie?”</a> on pages 11-13. 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.

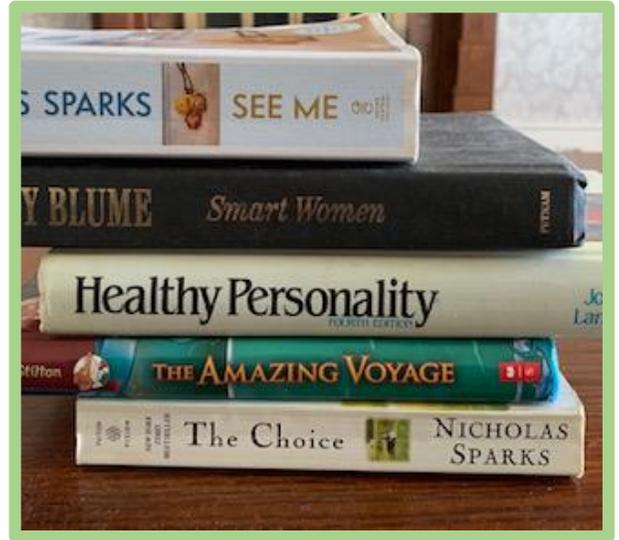


# Book Spine Poetry

## Alternative Task:

No books you like at home? No problem! Simply use the title of books you have read or ones that you find online and fill in the template below with the titles. Here are a few places you could search for book titles:

[Scholastic kids](#), [Scholastic Teens](#)



Fill in the template below with the book titles to create your poem.



1. Make a chart listing the pros (benefits) and cons (disadvantages) of giving trophies for participation in sports.

Pros	Cons

2. Read the text found [here](#). Add to your chart from information you learned from the article.
3. Imagine you are the president of a local sports league in your area. You have to decide whether you will give out trophies to all players who participate in the league or to the winning team only. Prepare a speech to deliver at your next league meeting where you give your decision. Be sure to edit your speech to include persuasive words and to make sure it has transition words to make it flow nicely. You can either write the speech in a good copy or record your speech. Be prepared to justify your decision, as you may be questioned by parents who disagree with your decision.
4. Extension activity: Survey your family and friends. Do they feel everyone should get a trophy or only the winning team(s)? Are you surprised by the results of your survey? Explain.



# Advertisements Everywhere!

1. On a sheet a paper keep a log of all the ads you encounter today. See the example below.

Ad #	What was it advertising?	Type of advertisement	Features of the ad	Target Audience
1	cereal	TV	-catchy phrase/slogan -cute cartoon animals -different fonts and size of fonts -a cute jingle (song)	-children

2. How many ads did you see/hear today? Does that number surprise you?
3. What features do ads have in common? Does the type of advertisement change the features used? Explain your thinking.
4. Which **2 ads** do you feel were the most effective? Explain why you think this.



# Making Inferences from Job Ads

Jessica and Moses are applying for jobs at a busy restaurant in their local shopping mall. There are currently openings for students as greeters and servers in the restaurant. Greeters are the people who welcome guests as they come in and take them to their seats. Servers will take and deliver the orders.

The employer gives hints of the skills and attitudes needed to get the job in the job ad. Some of the job requirements listed in the job ad are found below in the chart.

One way Jessica and Moses might prepare for the interview is to jot down some points that they might use during the interview to show that they have these skills and qualities. They may also consider how to present themselves on the day of the interview.

Fill in the chart with possible things the applicants might **say** during an interview to show their qualifications.

Requirement listed in ad	Possible things to <u>say</u> in interview
Cleanliness	
Outgoing personality	
Punctuality	
An excellent attendance record	
Strong work habits	

- How could a student **show** some of these attributes to the interviewer on the day of the interview? E.g. Punctuality – show up early for the interview.
- Why would cleanliness be an important requirement for a restaurant job?
- If the interviewer tells Jessica and Moses that successful candidates will be contacted between 5 p.m. and 6 p.m. the next day, how should Jessica and Moses arrange their schedules for the next day? What message would it send the potential employer if they could not be reached during those times?
- Financial Literacy:** The ad states that greeters make \$14 per hour while servers make an hourly rate of \$12 plus servers earn tips. At the interview, they were told the following:
  - servers and greeters work 6-hour shifts
  - servers usually serve \$100 worth of food and beverages per hour
  - servers could expect a minimum 10% tip on all food and beverages sales
 Based on this information and the wages mentioned, which job would you recommend that the two take if they are offered both jobs? Explain.
- Optional:** Look at job ads for possible part time employment you would be interested in. Pull out the required skills/experiences and jot down how you could show you meet the criteria.

Source: Ideas taken from **Think Literacy** at <http://edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf>



## TEXT

# The Blind Man and the Hunter: A West African Tale of Learning From Your Mistakes

“The Blind Man and the Hunter” is a story written by Hugh Lupton and first published in the Spring 2000 issue of Teaching Tolerance magazine.

HUGH LUPTON

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Once there was a blind man who lived with his sister in a hut near the forest. Now, this blind man was very clever. Even though his eyes saw nothing, he seemed to know more about the world than people whose eyes were sharp. He would sit outside his hut and talk to passersby. If there were things they wanted to know, he would tell them, and his answers were always the right ones.

People would shake their heads with amazement: “Blind man, how is it that you are so wise?” And the man would smile and say, “Because I see with my ears.”

Well, the blind man’s sister fell in love with a hunter, and they were married. When the wedding feast was finished, the hunter came to live with his new wife. But the hunter had no time at all for her brother, the blind man. “What use,” he would say, “is a man with no eyes?”

Every day the hunter would go into the forest with his traps and spears. And every evening, when the hunter returned to the village, the blind man would say, “Please, tomorrow, let me come with you, hunting in the forest.”

But the hunter would shake his head: “What use is a man with no eyes?”

One evening, the hunter was in a good mood. He had returned home with a fat gazelle. His wife had cooked the meat, and when they’d finished eating, the hunter turned to the blind man and said, “Very well, tomorrow you will come hunting.”

So the next morning they set off into the forest, the hunter with his traps and spears leading the blind man by the hand. Suddenly, the blind man stopped: “Shhhh, there is a lion!”

The hunter looked about; he could see nothing.

“There is a lion,” said the blind man, “but it’s all right; he’s fast asleep. He won’t hurt us.”

They went along the path and there, sure enough, was a great lion fast asleep under a tree. The hunter asked, “How did you know about the lion?”

“Because I see with my ears.”

They continued deep into the forest until they came to a clearing. The hunter set one of his traps and showed the blind man how to set another one. Then the hunter said, “We’ll come back tomorrow and see what we’ve caught.”

[Continue reading](#) 



The next morning they walked into the forest to where the traps had been set. The hunter saw straight away that there was a bird caught in each trap. And he saw that the bird caught in his trap was a little gray one, and the bird in the blind's man trap was a beauty, with feathers of green, crimson and gold.



“We’ve each caught a bird,” he said. “I’ll fetch them out of the traps.”

And what did he do? He gave the blind man the little gray bird, and he kept the beautiful bird for himself. Then they set off for home.

As they walked, the hunter said, “If you’re so clever and see with your ears, then answer me this: Why is there so much anger and hatred in this world?”

And the blind man answered, “Because the world is full of so many people like you — who take what is not theirs.”

And the hunter was filled with shame. He took the little bird from the blind man’s hand and gave him the beautiful one instead. “I’m sorry,” he said.

As they walked, the hunter said, “If you’re so clever, then answer me this: Why is there so much love and kindness in this world?”

And the blind man answered, “Because the world is full of so many people like you — who learn by their mistakes.”

From that day on, if the hunter heard anyone ask, “Blind man, how is it that you are so wise?” he would put his arm around the blind man’s shoulders and say: “Because he sees with his ears ... and hears with his heart.”

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# The Blind Man and the Hunter

## Questions:

1. What message do you think the author was trying to tell us with this story? Explain. Do you think stories are a good way to make us think about how we should act?
2. Who do you think is the intended audience for this story? Why?
3. What does the blind man mean when he says, “I see with my ears”?
4. How has the hunter changed from the beginning of the story to the end.
5. What do you think the hunter means when he says the blind man “hears with his heart”?

## Optional:

Write a story that could be shared with young children to teach a lesson.

# FSL – Activity B



1. Fais une affiche informative sur le sujet de la vidéo.
2. Prends note de ce que tu manges aujourd’hui (et toute la semaine si tu veux) et place les gras dans un tableau comme celui ci-dessous.
3. Réfléchis à ce que tu as mangé. Es-tu content(e) avec tes choix? À ton avis, y a-t-il des changements à faire? Discute avec un adulte.

## Les gras que j’ai mangés cette semaine

Les gras monoinsaturés	Les gras saturés



Grease... Good or Bad?

Sometimes it's more than what meets the eye. I'm often told "That's not good for you" and I miss out on a delicious treat.

Did you know there is a renowned delicacy on the northwest coast that is a grease rendered down from fish? It is the most sought after treat of all First Nations on the coast.

Watch the attached video to learn more.



[Oolichan](#)



# FSL – Activity C



1. À l'aide d'un organisateur graphique de ton choix, décris comment la pénurie de papier de toilette affecte les groupes suivants:



2. Quand tu as fini, parle de ce sujet avec quelques amis/membres de ta famille. Est-ce qu'ils ont des idées à ajouter?

# FSL – Activity D



1- À ton avis, quelle est la différence entre un besoin et un désir? Discute de cette question avec quelqu'un.



2- Est-ce que tu peux nommer des exemples de désirs et de besoins? Explique à quelqu'un pourquoi tu as classé ces exemples comme tels.

3- Maintenant que tu sais qu'un besoin est quelque chose nécessaire à la vie et qu'un désir est plutôt le fait de vouloir quelque chose, utilise les cartes ci-jointes « [désirs et besoins](#) » pour classer les sujets dans un tableau comme celui ci-dessous. Explique ta raison pour le classement dans la colonne « pourquoi? »

Désir	Besoin	Pourquoi?

4- Si tu voulais acheter quelque chose de ta liste « désir » comment pourrais-tu contribuer au budget de famille pour être capable de l'acheter?

Fais un plan et partage ce plan avec un adulte.

5- Fais la dernière activité nommé « Besoin ou désir? » en cliquant ci-dessous.

[Besoin ou désir?](#)

# FSL – Activity E



## Avant de lire:

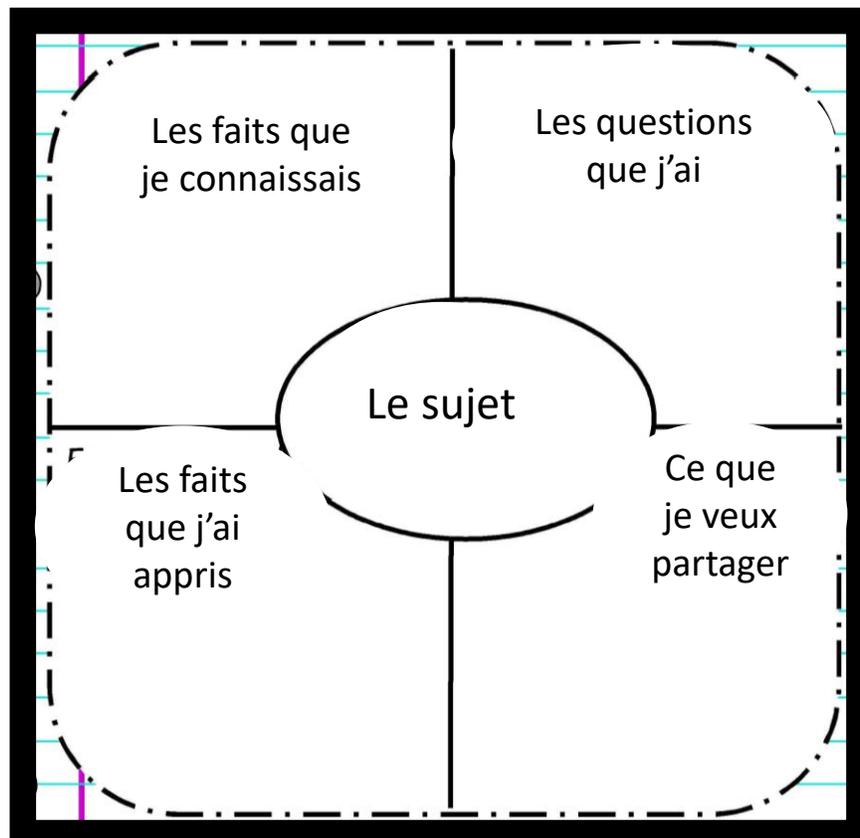
- Réfléchis à cette question: À ton avis, quelles grandes inventions a changé ta vie le plus?
- Fais une prédiction: quelles grandes inventions seront mentionnées dans l'article?

## Pendant la lecture: (pages 10-13)

- Prends note de chaque invention mentionnée.

## Après la lecture:

- Quelle grande invention mentionnée a changé ta vie le plus? Explique comment.
- Utilise le gabarit ci-dessous pour répondre aux questions.
- Partage ton travail avec un adulte. Tu pourrais aussi lui demander quelle invention a changé sa vie – avez-vous la même opinion?





Grades 1 to 8 Overall Expectations in Language	
ORAL COMMUNICATION	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>
READING	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p>3. use knowledge of words and cueing systems to read fluently;</p> <p>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>
WRITING	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>4. 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.</p>
MEDIA LITERACY	<p>1. demonstrate an understanding of a variety of media texts;</p> <p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>4. 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.</p>

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>