

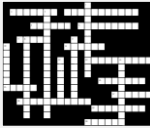








Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>Letter Writing Activity</p> <p>Imagine that you are the leader of a team that is exploring an exciting location. Write a detailed letter to someone back home describing your team's experiences. Click on the image for more information.</p>  	<p>Vocabulary Activity</p> <p>Click here for a photo prompt. Brainstorm as many words to describe what you could possibly see, hear and feel. Choose 5- 10 of your vocabulary words and display them in a crossword puzzle format. Click on the image for an online crossword puzzle maker.</p> 	<p>Reading Activity</p> <p>Read the 2-page article The Truth About Tech.</p> <p>Click on the image below to complete the activities related to this article.</p> 	<p>Comic Book Fun!</p> <p>Re-create a familiar story in comic-book form. The point of a comic is to show rather than tell. You can change any part of the story that you want to make it your own! Have fun with your drawings too; put as much detail and colour in as you can! Click here for a template or click on the image for an on-line version.</p> 	<p>Journal Reflection</p> <p>Read the article: New Study Links Teens, Music And Overall Happiness by Jeanette Bicknell.</p>  <p>Choose various songs to listen to. Write words, sentences and draw images as you listen to your chosen pieces.</p>
	French as a Second Language	<p>Create your own "Are you Smarter than a 5th Grader?" game.</p> <p>Click image for activity</p> 	<p>Why do people meditate? Have you ever tried meditation? Find a cozy spot to do today's activity.</p> <p>Click image for activity</p> 	<p>Describe a pet that you have or would like to have. How and when did you / will you get the pet? Write an interesting story about you and your new pet.</p>	<p>See if you can guess the animals by reading the <i>Who Am I?</i> descriptions, then make your own and quiz your friends or family.</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 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/>
<https://www.thefrenchexperiment.com/stories>

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.



Friendly Letter Information

Dear _____,

Monday, June 1, 2020.

This is an example of how to set up a friendly letter. Every paragraph is indented with 5 spaces. This paragraph is an introduction to what your letter will be mainly about. This is where you will explain that you are a Team Leader on an adventure. Include your location, team members and the purpose of your mission. The paragraphs are divided up by main ideas / topics.

This paragraph is going to be about your 1st exciting experience as a team leader. Remember that your family is not with you so you will need to include a lot of detail so they can visualize what you are experiencing. Always indent every paragraph.

This paragraph could be about your 2nd exciting experience. Be sure to include a lot of details for your audience. Remember that paragraphs are at least 3-5 sentences.

This paragraph could be about your 3rd exciting experience or maybe something that has been of special interest to you. Be sure to include a lot of details for your audience. Remember that paragraphs are at least 3-5 sentences.

Use this paragraph to sum up your mission and to also include any other important information that they might want / need to hear. You could include information about what you are doing next on your adventure and when you might be returning home. Don't forget to tell them how much you miss them.

Sincerely,



“The leader of the pack.”

The Inuit survived such a vast wilderness by being mobile and innovative. Whether travelling by sea via kayak, or land via dogsled, they had to navigate great distances to source out the necessities for life.

Imagine travelling for days across snow and ice without street signs or even trees or other landmarks to guide you.

Now that’s an adventure!

[Qimutsiq \(Dog Sledding\)](#)



The Truth About Tech

teachingkidsnews.com/2018/02/25/the-truth-about-tech/

By Monique Conrod



Some of the people who created many popular apps are telling kids to put their phones away—at least, a bit more often.

The Center for Humane Technology is made up of people who used to work for big tech companies like Google, Facebook and Twitter. Now they want kids to stop using those apps and websites so much.

In early February the Center, along with Common Sense Media, launched an awareness campaign called the Truth About Tech. Its goal is to teach students, parents and teachers about the dangers of spending too much time on smart phones and tablets.

According to studies about kids and technology, more than 95 per cent of elementary school-aged children spend at least part of every day using a computer, smart phone or tablet. About 78 per cent of teens check their phones every hour, and more than half of them sleep with their phones in case they get a call or message during the night.

The Center for Humane Technology says that the apps and websites we use every day are deliberately designed to keep us chatting, playing or watching online as much as possible. That includes social media like Snapchat, Instagram, Facebook and Twitter, websites like YouTube, and online games.

Experts say that many people have become addicted to their mobile devices and the apps they use on them. (In this case, being addicted means you keep doing something, even when you know it's bad for you. For example, some people keep playing video games or checking messages, even when they know they should be sleeping or doing homework.)



Some of the physical problems that are caused by using phones or computers too much include headaches, eyestrain, neck pain, and trouble sleeping. Sitting around for too many hours while using these devices can also cause people to gain weight and become less physically fit. Spending too much time online also affects how we feel. Many people become anxious or depressed after using social media because they feel they aren't having as much fun as their friends are. Students who spend a lot of time online may have a harder time paying attention in school and concentrating on their work. They may also find it harder to make friends "in real life." Children and teenagers are more likely to have these problems because their brains, bodies and social skills are still developing.

The Center for Humane Technology says that big tech companies encourage people to use technology the same way tobacco companies once encouraged people to smoke cigarettes. The tech companies talk only about the good aspects of their products and don't mention the harmful side effects.

One goal of the Truth About Tech campaign is to make sure that kids understand how technology affects them so they can make better decisions about how and when they use it.

The people behind the campaign also want governments and the tech companies themselves to take steps to protect children. They say that, when the leaders of the big technology companies are designing tech tools for kids, they should think about what they would want for their own children.



Double-Entry Journal

Idea from Text:

Reaction/Connection:

www.ReadWriteThink.org

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In your opinion, at what age should children have their own phones? How much time should they be allowed to use their phones each day? Discuss your opinion with an adult in your home.



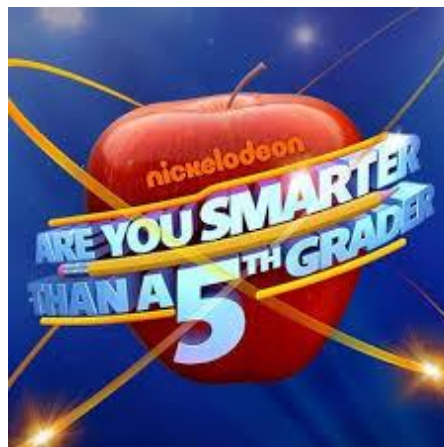


www.PrintablePaper.net



Crée ton propre jeu-questionnaire “Êtes-vous plus intelligent(e) qu’un élève en 4^e, 5^e ou 6^e année?”

- Pense à 10 questions auxquelles tu penses que tous les élèves de ton âge seraient en mesure de répondre correctement. *(Par exemple, pense au curriculum de 4e, 5e et 6e année, à la culture pop, aux médias sociaux, aux événements communautaires pour adolescents, aux danses Tik Tok, etc...)*
- Quand tu es prêt(e) pose les 10 questions à des personnes qui ne sont pas de ton âge.
- Tu peux ensuite les éduquer sur toutes les questions qu’ils n’ont pas bien répondues.
- Qui a gagné ton défi? Qu’est-ce que tu leur donneras comme prix?





FSL – Activity B

Prends un moment pour réfléchir aux cinq questions suivantes:

1. Comment te sens-tu aujourd’hui?
2. As-tu des soucis (*worries*)?
3. Comment se sent ton corps?
4. Est-ce que tu peux t’endormir facilement?
5. Est-ce que quelque chose te dérange (*bothering you*)?

Maintenant, clique sur l’image pour suivre une méditation d’environ 6 minutes. Trouve un endroit confortable et sûr pour regarder cette vidéo.



Après la méditation, réfléchis et réponds aux questions suivantes:

1. Comment te sens-tu après avoir fait une méditation?
2. Est-ce qu’il y a des changements?
3. Est-ce que tu recommanderais la méditation aux autres? Explique pourquoi.

Partage ton expérience avec un adulte.

FSL – Activity D



Peux-tu trouver les animaux décrits dans les devinettes « Qui suis-je » ci-dessous?

1. Qui suis-je ?

Je suis moyen. J'ai quatre pattes. J'ai une longue queue. Je ronronne.
Je suis.....

2. Qui suis-je ?

Je mange des noisettes. Je suis sauvage. Je suis roux. Je vis dans la forêt.
Je suis.....

3. Qui suis-je ?

Je mange des poules et je suis roux.
Je suis.....

4. Qui suis-je ?

Je mange de la viande et j'ai une crinière.
Je suis.....

5. Qui suis-je ?

J'ai des rayures noires. J'ai quatre pattes. J'ai deux oreilles. J'ai un museau. Je ressemble à un cheval.
Je suis.....

6. Qui suis-je ?

Je mange des feuilles, je suis grande, j'ai des taches marrons.
Je suis.....

7. Qui suis-je ?

Je vis dans l'eau, je mange de la viande, je suis dangereux. Je suis vert.
Je suis.....

8. Qui suis-je ?

Je vis dans le jardin. Je vais sur les fleurs. J'étais une chenille.
Je suis.....

9. Qui suis-je ?

Je vis dans l'eau. Je mange des granulés.
Je suis.....

10. Qui suis-je ?

Je suis un animal. Je peux grimper dans les arbres et je vis dans la forêt.
Je suis.....

Clique ici pour vérifier tes réponses!



FSL – Activity D ...continued

Les réponses:

1. Le chat
2. L'écureuil
3. Le renard
4. Le lion
5. Le zèbre
6. La giraffe
7. Le crocodile
8. Le papillon
9. Le poisson rouge
10. Le singe

Clique sur l'image pour retourner aux devinettes.



Maintenant, écris tes propres descriptions « Qui suis-je » en utilisant un différent thème et pose les devinettes à tes amis et/ou ta famille.

Idées pour thème:

- Les occupations
- Des choses autour de la maison
- Des choses qu'on peut trouver dehors
- Les fruits et légumes
- Les mets préférés
- Les desserts
- Des symboles canadiens
- Les animaux de la ferme
- Des films
- Des personnes fameuses
- Des groupes de musique
- Des chefs de pays
- Un mélange de thèmes
- Autre: _____



Clique sur l'image pour voir l'infographie intitulée *ACTIVITÉ PHYSIQUE des enfants et des jeunes au Canada (2017)* de Statistique Canada.



Réfléchis et réponds aux questions suivantes pour ensuite avoir une conversation avec quelqu'un à ce sujet.

- 1) Quelles informations clés ont été affichées dans cette infographie?
- 2) Est-ce qu'il y a des faits qui t'ont surpris ou qui ont changé ton opinion à ce sujet?
- 3) À ton avis, quel est le but de cette infographie?
- 4) Pour qui l'infographie serait-elle faite?
- 5) Comment l'auteur a-t-il utilisé des graphiques pour partager le message?
- 6) Est-ce une source fiable d'informations? (*fiable = reliable*)
- 7) Quels sont les avantages et les inconvénients de ce style d'écriture?
- 8) Quelles questions as-tu sur le sujet?



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>