

Daily reading has many benefits and is encouraged.

	A	B	C	D	E
English	<p>Sight Word Pathways Practice sight words with this physical activity. Click here:</p> 	<p>Making Words Be creative using letters to create new words! Please see the link below:</p>  <p>Journal</p> 	<p>Technology Around Us How do you use technology in your life? Consider different opinions about using technology in this activity. Click the image:</p> 	<p>Plurals 1 pencil + 1 pencil = 2 pencils Learn more by clicking the picture:</p> 	<p>Barrier Game Can you use words to create a clear picture in a partner's mind? Click the image for an activity.</p> 
French as a Second Language	<p>Practice vocabulary words that have opposite meanings.</p> <p>Click image for activity</p> 	<p>Discover yoga through the eyes of a polar weasel that lives in the far North!</p> <p>Click image to begin your mini-yoga adventure!</p> 	<p>Read the Mathologie book "Neige et Minuit" and do the online activity that follows.</p> <p>Click image for additional activities</p> 	<p>Learn some easy magic tricks with coins!</p> <p>Click image for activity</p> 	<p>It's the weekend, let's create! Turn boring rocks into colourful works of art.</p> <p>Click image for activity</p> 

Literacy Additional Resources

ENGLISH

Grade K - 3 children might want to check out the Scholastic Learn at Home website.

- [Scholastic Learn at Home: Grades PreK-K](#)
- [Scholastic Learn at Home: Grades 1-2](#)
- [Scholastic Learn at Home: Grades 3-5](#)

FRENCH

Here are some additional French resources that are good for Grade 1-3 children to expose them to oral French language on a daily basis.

- [Mini TFO](#)
- [Zone des Petits](#)
- [Tele-Quebec](#)
- [L'Office National du Film du Canada](#)
- [The French Experiment](#)



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.



Activity A – Sight Word Pathways

Activity from <https://sightwords.com/sight-words/games/pathways/>

Goal: To fluently read sight words. Create a pathway to hop, jump or skip around while practicing sight word reading.



Materials:

- Sight words written on index cards or large pieces of paper
- Tape
- A space that can be used as an obstacle course

Write each sight word you have been practicing on a series of index cards or large pieces of paper.

Spread the words out either inside or outside. **Be sure to tape the words down so that your child will not slip and fall on the pieces of paper!** Place the cards under furniture or outdoor objects, over objects, around objects – be as creative as you can so your child will practice many different types of movements (climbing, crawling under, crawling over, etc).

Space the cards out and ask for a particular type of movement to get to the next card (for example, hop, skip, jump).

As your child lands on a card, they need to read it to move to the next card. *If your child struggles with a sight word, please click [here](#) for a procedure to help them to learn the word (this is an online link).*



Continuing with our “The Seven Grandfather Teachings,” this week we will learn about “Respect.”

The Seven Grandfather Teachings

RESPECT
BUFFALO:



The Buffalo is a large animal that equally respects all other beings, small and large.

The Buffalo know they need space to live a healthy life and so do all creatures. Native people believed themselves to be true caretakers of the great herds, and developed a sustainable relationship with the Buffalo resulting in a relationship that was a true expression of respect.





Activity B – Making Words

Activity adapted from Cunningham, Patricia M; Hall, Dorothy P. Making Words for Home or School, Grade 2. Carson-Dellosa Publishing, 2001

Goal:

- 1 - Create words using the letters below. Use your words in sentences.
- 2 – Take a literacy walk. See how many of the words you made can be found in books you have at home.

u	b	n
r	s	

Write the letters above on separate index cards or pieces of paper.

Using just the letters provided above, try and make the following:

How many 2-letter words can you make? Can you find one 2-letter word?

How many 3-letter words can you make? Can you find six 3-letter words?

How many 4-letter words can you make? Can you find two 4-letter words?

Can you make one 5-letter word?

Use all the letters to make the challenge word!

Write one sentence using as many of the words you made as possible.

Challenge: Can you sort the words into groups and tell what they have in common?

For parent eyes only! Here are the words for this week: us/bus/sub/rub/sun/bun/run/runs/buns/burns



Activity C – Technology Around Us

What is technology? Tell someone or write down your ideas to describe technology (this can be called a definition). Can you find examples of technology around you? List as many different kinds of technology as you can see.

Watch the short video to the right. After watching, think about how your idea of technology has changed. What has changed in your definition? Add new ideas to the list of technology that you see around you.



Choose one piece of technology on your list. Think of 2 or 3 reasons why that technology is helpful (the advantages). Try to think of at least one reason that this technology may not be helpful or could cause a problem in our lives (a disadvantage).

Your thoughts and feelings form your **opinion** about technology. When we talk about our opinion, we should always have reasons to support our thinking.

Possible next step: Organize your opinion about technology into a paragraph. Use the paragraph to try and persuade someone to see your point of view. Follow this [link](#) for a graphic organizer to help you to organize your thoughts.



Activity C – Technology Around Us

Use the boxes below to help you to organize your opinion about the piece of technology you chose to write about.

First sentence:

Second sentence:
Write a sentence describing the best reason that you think this technology is helpful.

Third sentence:
Write a sentence describing a second reason why this technology is helpful.

Fourth sentence:
Write a sentence telling why this technology may **not** be helpful.

Last sentence:
Repeat your opinion from the first sentence in a different way. Make it convincing!



Activity D - Plurals

A **singular** noun names one person, place, thing, or idea, while a **plural** noun names more than one person, place, thing, or idea.

- Most singular nouns need an **'s' at the end** to become plural

e.g., duck/ducks, chip/chips

- Nouns that end in s, sh, ch or x need **'es'** to become plural

e.g., mess/messes, dish/dishes, lunch/lunches, fox/foxes

Learn about plurals! Click below.





Activity D - Plurals

- Nouns that end in 'y' follow a rule to become plural:

- ***Change the 'y' to 'i' and add -es.***

e.g., candy/candies, baby/babies

- Some nouns don't follow any rules. We call them ***IRREGULAR*** plurals.

 e.g., goose/geese, fish/fish, mouse/mice, man/men

Learn about irregular plurals! Click below.





Activity D - Plurals

Let's review plurals! Click below.

PLURAL FORMS

Regular = + "s"

Nouns ending in Y = Change "y" to "ies"

Nouns ending in sh, ch, s, x, z = Add "es"

Nouns ending in o = add "s" or "es"

Nouns ending in lf = change "f" to "ves"



THANK YOU!

From your UCDSB
Speech-Language Team
Click right to learn more
about language & literacy!

Children need to learn to read and read to learn.
Literacy – the ability to read and write – enables us to communicate with others and learn about our world. To develop literacy skills, children first need speech and language skills.

Help your child develop strong literacy skills.
Children start to develop literacy skills by looking at words in their environment, including in books, on signs or in logos. Research has shown that one of the best ways you can promote literacy in your child is by *reading together*.

Children with language impairments are
4 to 5 TIMES MORE LIKELY to have reading difficulties while in school.

Up to **30%** of children with speech disorders also have a reading disability.

Speech-language pathologists can help
...your child learn to read and write.

Children with speech or language disorders are more likely to have difficulties with literacy. Follow your child's literacy development by looking out for these milestones:

- 1 YEAR OF AGE:** shows an interest in picture books.
- 2 YEARS OF AGE:** knows to hold books the right way up and turns the pages.
- 3 YEARS OF AGE:** understands that printed words have a function (on menus, lists, signs, etc.).
- 4 YEARS OF AGE:** can think of simple rhymes (e.g., toy and boy).
- 5 YEARS OF AGE:** knows all letters of the alphabet.

SAC Speech-Language & Audiology Canada



Activity E – Barrier Game

Adapted from A Guide to Effective Instruction, Kindergarten to Grade 3, 2003.



Goal: To strengthen oral language (speaking skills) and listening skills.

Partner 1 will create a structure behind a barrier (so partner 2 can't see it). Partner 1 will use descriptive words and location words to describe the structure. Partner 2 will try to create the same structure based on the description of Partner 1.

Note: At the beginning, a parent or older sibling will need to play so that they can model the activity. As your child becomes familiar, this could be a fun game to do with friends or family through video messaging.

Materials:

Two identical sets of Lego blocks or other toys which can be used to create a structure

*Begin with four or five blocks (e.g. red block, yellow block, blue block, green block). You can add blocks as the game becomes familiar.

Positional words:

- on top of
- in between
- beside
- under
- above
- next to
- underneath
- to the left of
- to the right of

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Activity E – Barrier Game

Adapted from [A Guide to Effective Instruction, Kindergarten to Grade 3, 2003.](#)

As you create a structure behind the barrier (so your child can't see it), use specific [position words](#) so that your child can build the same structure while you describe it.

You might say:

Make a tower with the red block, the yellow block and the blue block.

1 - Put the yellow block on the **bottom**.

2 - Put the red block **on top**.

3 - Put the blue block **in between** the red block and the yellow block.

Reveal your structure and compare!

Take turns. Let your child build and describe while you follow their prompts.

Was your child able to follow the positional words to re-create your structure?

- If yes, add in blocks and/or become more detailed.
- If no, review position words. Have your child place blocks as you direct. Try again!

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FSL – Activity A



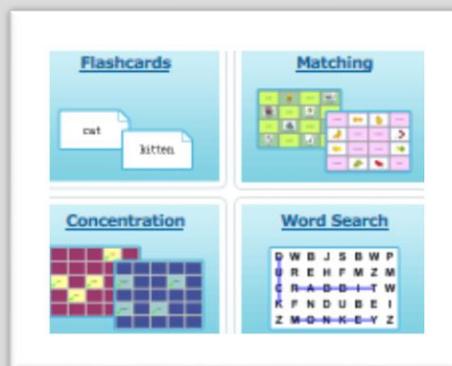
1. Click on the image to watch a video on “Les mots contraires.”



2. Next, play a game to practice your knowledge of French opposite words – also known as antonyms. Click on the image to play the game.



3. Finally, click on the last image to get flashcards, matching and concentration games, and a word search.





FSL – Activity D

- Voulez-vous apprendre quelques tours de magie faciles avec de la monnaie? / *Do you want to learn some easy magic tricks with coins?*
- Cliquez l'image ci-dessous pour regarder une vidéo de TFO et vous allez apprendre à faire quelques tours de magie amusants! / *Click on the image below to watch TFO video and learn how to perform fun magic tricks with coins.*



- Après avoir regardé la vidéo, essayez les tours de magie vous-même! / *After watching the video, try some of these magic tricks yourself!*



FSL – Activity E

INSTRUCTIONS EN FRANÇAIS:

C'est le weekend, on en profite pour créer! Donnez vie à des petits cailloux!

- Vous avez besoin de pinceaux, de la peinture et des cailloux. Cliquez sur l'image ci-dessous pour regarder la vidéo pour avoir des idées sur la façon de peindre vos cailloux.



INSTRUCTIONS IN ENGLISH:

It's the weekend, let's create! Make little stones come to life!

- You will need paintbrushes, paints and stones. Click on the image above to watch the video to get ideas on how to paint your stones.



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>