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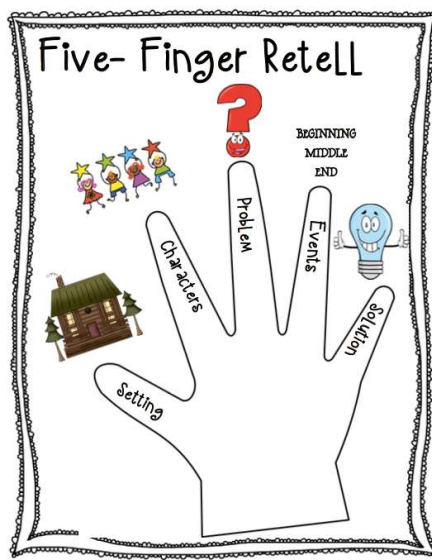


Retell a Story: Part 1

Information for students

We are going to practice retelling a story out loud. When we retell a story, we have to give details to make the story interesting. Let's use the five-finger retell method to help us retell a story (see below).

1. **We can use our thumb to tell the setting:** Where does the story take place? (laundromat, park, pool)
2. **We can use our index finger to tell the characters:** Who are the main characters of the story (dog, baby, ant, bird)
3. **We can use our middle finger to tell the problem:** What is the problem of the story? (lost a shoe, friend moved away, a fight)
4. **We can use our ring finger to tell the events:**
 - o What happened at the beginning of the story? (they went to the store)
 - o What happened in the middle of the story? (they lost what they bought at the store)
 - o What happened at the end of the story? (they found what they lost at the store)
5. **We can use our pinkie to tell the solution:** How was the problem solved?



There is a larger version of the five-finger retell image on the last page

Instructions

- Listen to [The Mitten](#) (or read your favourite book aloud) 2 or 3 times.
- Answer the following questions:
 - o Where does the story take place? (at home, in the forest, at a park)
 - o Who is the main character (the grandma, the boy, the animals, the mitten)



English Language Arts

- What was the problem? (What happened to the boy's mitten?)
- What happened at the beginning of the story? (what did you see and hear at the start of the story)
- What happened in the middle of the story? (what happened to the mitten? the Mitten when the animals tried to get into it).
- What happened at the end of the story?
- What was the solution? (was the problem solved?)
- Retell the story that you just heard to your parents, siblings or out loud for anyone to hear. Remember the five fingers.
- Do you feel that you are able to tell the story in order?

Materials required

- Device with internet access
- Your favourite picture book

Information for parents

Children should:

- choose to watch the [video](#) suggested or choose their favourite book.

Parents could:

- read the instructions with your child
- discuss the five-finger strategy for retelling a story
- discuss the questions together
- help your child follow the video or read the story of their favourite picture book 2-3 times (reading or viewing the story 2-3 times allows your child to organize their thoughts around the story)
- have your child retell the story (in order) to you.

Note to parents:

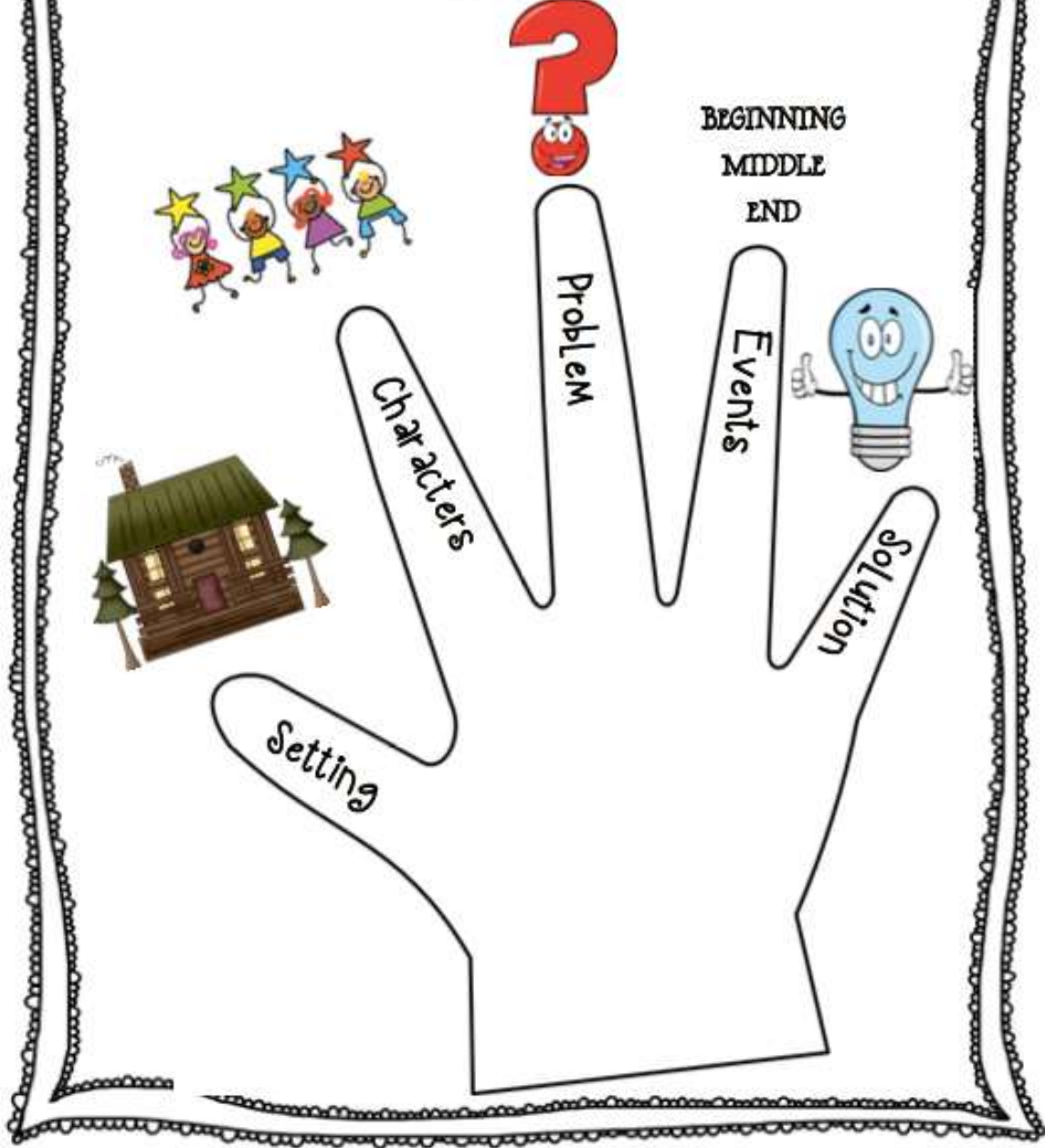
Retelling a story:

- is an excellent way to ensure our children have properly understood what they have read
- allows your child to use their imagination
- builds vocabulary
- helps your child organize their thoughts in an orderly fashion

There will be a part 2 to this activity in next week's activity kit.



Five-Finger Retell



For more information, click here:

<https://creationsbykelsey.wordpress.com/2015/02/25/five-finger-retell-poster-worksheet/>



Un rêve

Consignes à l'élève

À quoi as-tu rêvé la nuit dernière?

- Fais un dessin qui illustre ton rêve. Ajoute quelques mots ou de courtes phrases pour expliquer ce qui s'est passé dans ton rêve.
- Raconte ton rêve à une personne de ta famille. Tu peux aussi appeler un(e) ami(e) pour lui raconter ton rêve. Quel est le rêve de ton ami(e)?
- Parle à plusieurs personnes et demande-leur à quoi ils ont rêvé. Fais une liste de ces rêves. Peux-tu les classer? Fais un graphique ou un tableau pour illustrer combien de personnes ont fait de beaux rêves, ont fait des cauchemars (mauvais rêves) ou combien ne se souviennent pas de leurs rêves.

Information for students

What did you dream about last night?

- Draw a picture of your dream. Add a few words or short sentences to explain what happened in your dream.
- Tell a member of your family about your dream. You might also want to call a friend to tell them about your dream. Ask your friend about their dream.
- Talk to as many people as possible and ask them about their dreams. Make a list of all the dreams you heard about. Can you categorize them? Draw a graph or a table to illustrate how many people had pleasant dreams, how many had nightmares or how many had no recollection of their dreams.

Matériel requis

- Papier, crayon, crayons de couleur, dictionnaire
- Téléphone

Materials required

- Paper, pencil, pencil crayons, dictionary
- Telephone



Information for parents

Children should:

- write a few words and simple sentences
- explain their dream
- collect information about dreams people told them
- gather results of their quest and graph the information

Parents could:

- help their children read and understand the instructions
- help their children write full sentences
- help their children gather the results of their “dream survey”



Domino Games for Comparing Place Values

Information for students

In this activity, you will play three games with dominoes.

The explanations for each game are in Appendix A. Each explanation will also have illustrations. In some illustrations, you will see two sets of dominoes: a grey set and a white set.

Some games require 2 sets of dominoes. If you don't have a set of dominoes, you can make a set by printing out Appendix B and cutting out the dominoes.

Materials required

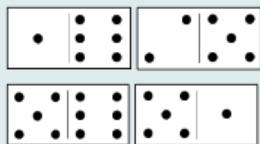
- Two sets of dominoes
 - Check your dominoes to be sure that each set is complete. A complete set has 28 dominoes.
 - If you do not have two complete sets of dominoes at home, you can print the dominoes from Appendix B.
- Place Value Line Up game board printed from Appendix C or drawn by hand on a piece of paper

Information for parents

About the activity

Children could play the following games:

- Place Value Face Off Extension:
 - Children could record the numbers flipped on a whiteboard or on paper



$$\begin{array}{l} \underline{1}6 < \underline{2}5 \\ \textcircled{5}\underline{6} > \textcircled{5}\underline{1} \end{array}$$

- They can underline the digit that tells them which number is greater.
- They can indicate that the tens are equal by circling the tens digits.
- Place Value Face Off Extension:

- Play a game in which least is the winner.

Parents should:

- Help their child make two sets of dominoes from the printable sheet in Appendix B (if needed).
 - Consider printing on two different coloured papers or shading one page lightly with coloured pencils so that you can tell the sets apart.
 - Glue the page onto some thin cardboard (like a cereal box) and then cut the dominoes apart. This will help the dominoes last through several games.
- Review with their child how the dominoes can make 2-digit numbers to be sure they understand. It should be clear to their child that changing the orientation of the domino changes the number.

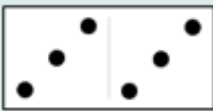


- 1 ten and 5 ones make 15



- 5 tens and 1 one make 51

- The exception to this are the double-ended dominoes, which can make only one number regardless of orientation.



3 tens and 3 ones make 33

- Encourage your child to compare numbers out loud and to explain how they know one number is greater than another.



- “25 is greater than 16 because 2 tens is greater than 1 ten.”



- “56 is greater than 51. Both have 5 tens, but 6 ones is greater than 1 one.”

- Help their child to consider the number of dominoes available between two numbers.
 - How likely is it that they can pull a number between 26 and 63 out of a pile?
 - quite likely, there are lots of possibilities
 - How likely is it that they can pull a number between 26 and 36 out of a pile?
 - less likely because the only possibilities are 30, 31, 32, 33, 34, 35
 - How likely is it that they can pull a number between 26 and 30 out of a pile?
 - impossible, there are no possible dominoes for this
- Print the Place Value Line Up game board from Appendix C, or make one by drawing it on paper.

- Help their child develop a strategy for where to place their dominoes on the number line in the Place Value Line Up game, so that they stand a good chance of being able to draw numbers to complete their line.



Appendix A – Domino Games for Comparing Place Values

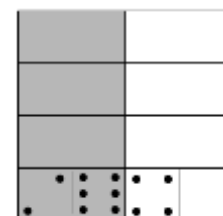
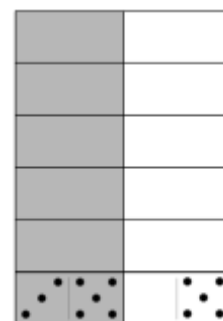
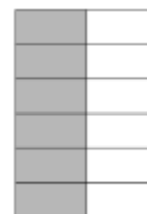
Information for students

In this activity, you will play three games with dominoes.

For games that require 2 sets of dominoes, the illustrations will show a grey set and a white set.

Game 1: Place Value Face Off¹

- Flip all the dominoes face down and line them up in side-by-side columns without looking at them.
 - In the image, we see the grey dominoes (player 1) on the left and the white dominoes (player 2) on the right.
- Each player flips over the bottom domino in their column.
 - Be sure to flip the bottom of each domino and not its left or right side so that you don't change the place values.
- Each player's domino represents a two-digit number.
 - Each player reads their number.
 - Grey has 3 tens and 5 ones, which is 35.
 - White has no tens and 5 ones, which is 5.
 - Decide together which number is greater.
 - 35 is greater than 5.
- The person with the greater number collects both dominoes.
 - In this example, Grey collects both dominoes.
- Continue up the columns until all the dominoes have been collected.
 - Another round might look like this:
 - Grey has 2 tens and 6 ones, which is 26.
 - White has 4 tens and no ones, which is 40.
 - 40 is greater than 26.
 - White wins this round and collects both dominoes.
- The winner is the person with the most dominoes.

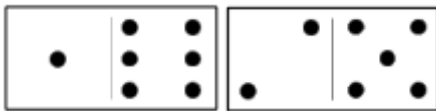


¹ Box Cars Education, "Place Value Face Off," YouTube Video, 9:42, May 5, 2020, <https://youtu.be/cZWSJ8sQeQ0>. Accessed May 15, 2020.

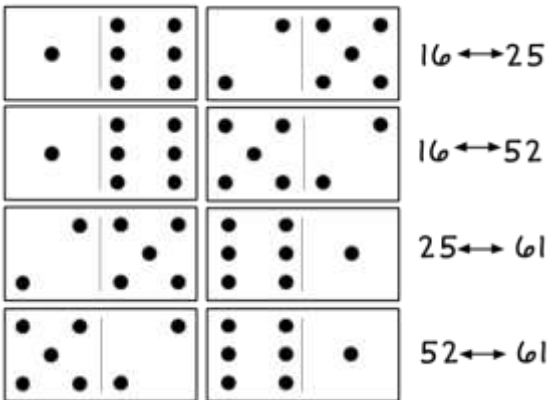


Game 2: Sandwiches

- This game can be played against a partner to see who can score the most points, or it can be played alone to try and beat your own score.
- Each player flips over their dominoes onto a draw pile.
- Each player picks 2 dominoes from the draw pile. These are the bread of the sandwich.
 - Your goal is to arrange the bread so that the numbers are as far apart as possible. If I draw:



My choices are:



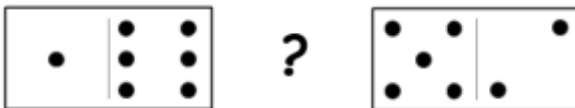
16 and 25 are close together and so are 52 and 61.

I will choose one of the other two combinations. Let's try 16 and 52.

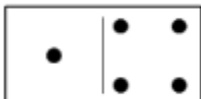
- Once each player has made a decision, they will place the “bread” dominoes on the table.



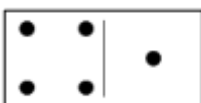
- Each player now draws a new domino from their draw pile. This is the meat of the sandwich.
 - The players check to see whether the “meat” domino can make a number that fits between their two pieces of bread.



- If I draw:



14 will not fit in my sandwich; it is less than 16, but I can flip the



domino over, and 41 does fit in my sandwich. I score 1 point!



- If instead, I had picked up:



6 will not fit in my sandwich; it is less than 16. If I flip it over,



60 is greater than 52 and still does not fit in my sandwich. I would not score any points for this round.

- Put all three dominoes to one side, and mark down you point if you scored one.
- Continue playing until you have used all the dominoes.

Game 3: Place Value Line Up²

- This game is best played against a partner, but you can also play on your own to practice.
- Use just one set of shared dominoes for both players. Flip the dominoes over into a draw pile.
- Take turns.
 - Take a domino from the draw pile.
 - Decide which number you would like it to be (which way will you turn the domino?).
 - Decide where to place your domino on your number line.
- Once a domino is placed, it cannot be moved.
- Continue taking turns and placing dominoes on the number line.
- If you draw a domino that does not fit any of your remaining spots, place it in the discard and lose your turn.
- The winner is the first person to place 5 dominoes on their number line.

² Box Cars Education, "Place Value Line Up," YouTube Video, 7:45, May 5, 2020, <https://youtu.be/W0areIMKG7E>. Accessed May 15, 2020.



Appendix B – Domino Set for Domino Games



Appendix C – Domino Set for Domino Games

Place Value Line Up game board

Player 1

--	--	--	--	--

Player 1 Discards:

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Player 2

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Player 2 Discards:

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Mixed Media: Use What You Have!

Information for students

- Artists use all sorts of different materials and supplies to create their pieces: paint, markers, crayons, clay, wood etc. Each of these is called a “medium.”
- Some artists like to combine various media or mediums together to make one piece of art.
- Watch the video, “Violet’s Art” https://www.youtube.com/watch?v=neumSh_hVs
- With the help of an adult, go on a hunt to gather different types of mediums that could be used for making art. Some examples are:
 - Crayons / markers / pencil crayons / pastels
 - Paint / paintbrushes
 - Stamps and stamp pad
 - Glue (hot glue if possible - *Adult supervision required)
 - Sparkles / glitter
 - Stickers
 - Magazine or picture cut-outs
 - Small objects like buttons, sequins, gems, leaves
 - Photos / scrap fabric / scraps of patterned paper
 - String / ribbon / yarn
 - Anything else you can find that can be adhered (attached) to your “canvas”
- Find or create a canvas. You can use a small canvas you already have, cardstock, cardboard, which you can paint beforehand if possible, or anything else that will hold up to glue.
- If you are gluing objects to your mixed media art canvas, try arranging the objects beforehand. This will help you to decide where and how everything will fit onto the surface.
- Once you’ve decided what you are using and where things will go, start creating!
- A great idea, as Violet said, is to create your art to represent you and how you are feeling.
- If possible, frame and hang your art work to admire!

Materials required

- Glue – Hot glue works best for some materials
 - **If using hot glue, ONLY do so with the help and supervision of an adult**
- Canvas, cardboard, cardstock or paper
- Different art media / mediums (described above)



Information for parents

- Help student to gather media / art mediums
- If available, help student to use hot glue