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# Making Connections

## Information for students

Making connections helps us become better readers. It is important to draw on prior knowledge and experiences to connect with the text. Students are thinking when they are connecting, which makes them more engaged in the reading experience.

## Instructions

- Connections can be based on our lives (text-to-self), another text read (text-to-text), or the world around us (text-to-world). Watch this video to get a better understanding of the different types of connections we can make when we read: <https://safeyoutube.net/w/HJQE>
- Listen to a reading of Mem Fox’s *Wilfred Gordon McDonald Partridge* by clicking here: <https://safeyoutube.net/w/DLQE>
  - With a friend or family member, talk about your memories. Which of your memories makes you laugh? Which memories make you cry? What is your favourite memory?
  - Think about all of the items that Wilfred takes to his friend Miss Nancy. Wilfred chooses these things because they hold special memories for him. Miss Nancy is able to connect with each of the items. Think about how you also connect to the items. Do the items remind you of a personal experience? Do the items remind you of another book you have read? Do the items remind you of something that happened in another part of the world? Use the *Wilfred Gordon McDonald Partridge: Making Connections* handout (see Appendix 1) to keep track of your thinking
  - Discuss your connections with a friend or family member. What connections do they have to these items?
- Continue to practice making connections while you read, listen to music, or even watch a show or movie. You can use the *Reading Strategies: Making Connections* handout (see Appendix 2) to help you keep track of your thinking. Let’s practice now! Watch this short animated film: <https://www.literacyshed.com/adventures-are-the-pits.html> and use the *Reading Strategies: Making Connections* handout to make connections

## Materials required

- Device with Internet access
- Paper and writing materials
- Print-out of *Wilfred Gordon McDonald Partridge: Making Connections* handout (Appendix 1)
- Print-out of *Reading Strategies: Making Connections* handout (Appendix 2)



## Information for parents

Children should:

- print out extra copies of the *Reading Strategies: Making Connections* handout (Appendix 2) to use with other texts

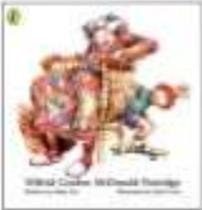
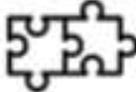
Parents could:

- help navigate online resources, if necessary
- engage in a discussion about the book read as well as the connections they have to the book
- praise all their children's efforts!



# Appendix 1 – Making Connections

Wilfred Gordon McDonald Partridge: Making Connections

  <p>This reminds me of ...</p>	
	
	



# Appendix 2 – Making Connections

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading Strategies: Making Connections

### Making Connections

Good readers relate what they read to other experiences and knowledge.

There are three types of connections:

- Text-to-Self -- connections between the text and the reader's life and experiences
- Text-to-Text -- connections between the text and other books, movies, songs, articles
- Text-to-World -- connections between the text and events in the real world and history

**Directions:** Record the connection you made while reading. Be sure to include the page or paragraph number.

Types of Connections	Connections I made
<p><b>Text-to-Self</b> </p> <p>This reminds me of when I ... I can connect to the book because ... I connected to this when ...</p>	
<p><b>Text-to-Text</b> </p> <p>This reminds me of another book I read because ... This part makes me think of ... This is similar to ...</p>	
<p><b>Text-to-World</b> </p> <p>This makes me think about ... This part makes me remember ... This is like ...</p>	



# Mon mouton mange mes marguerites

## Information for students

C'est le temps de pratiquer ta prononciation et ta fluidité en français. Tu vas jouer avec les virelangues.

Un virelangue est une phrase ou un petit groupe de phrases rigolotes. Quelques fois, la phrase est difficile à prononcer, d'autres phrases contiennent des mots qui sont faciles à répéter. C'est surtout amusant lorsque tu répètes la même phrase rapidement ou plus d'une fois!

## Instructions

- Comme première étape, lis chacune les phrases lentement.
- Exerce-toi ensuite à lire les phrases rapidement. Puis, répète rapidement chaque phrase deux ou trois fois.
- Finalement, remplis le tableau en classant chacune des phrases près du son vedette (son répété).

## Pour aller plus loin

Invente un virelangue avec un son « vedette ». Assure-toi d'avoir un son qui se répète dans ta phrase. Regarde bien le titre de cette activité ; cela t'aidera. Le son vedette dans le titre est le M.

## Materials required

- Crayon et papier
- Ciseaux et colle (optionnel)

## Information for parents

Children could:

- practise reading tongue twisters, slowly at first and then faster and faster
- repeat the tongue twisters as many times as possible to improve their fluency
- determine the "son vedette" (dominant sound) in each sentence and fill out the chart
- create a tongue twister of their own with a different dominant sound

Parents should:

- challenge their children and themselves to say the French tongue twisters
- help their children create tongue twisters with similar sounds
- see who can say the tongue twisters the fastest and the greatest number of times
- pay as much attention to the speed as to the clear pronunciation of each tongue twister
- encourage their children to have fun



# Appendix – Mon mouton mange mes marguerites

## Information for students

1. Lis chaque phrase ci-dessous à haute voix lentement.
2. Relis chacune des phrases de plus en plus rapidement en répétant chacune des phrases plusieurs fois.
3. Remplis le tableau ci-dessous.
4. Invente un virelangue facile et un virelangue plus difficile avec le son de ton choix.
5. Partage cette activité avec un ami, un parent ou un proche !
  - La robe rouge de Rosalie est ruinée.
  - Son chat chante une chanson.
  - Papier, panier, piano.
  - Dix dodus dindons dansent.
  - Une belle boule bleue brille.
  - Fruits frais, fruits frits. Fruits frais, fruits crus.
  - Lily lit son livre dans son lit.
  - Six saucisses salées, six saucisses sèches.
  - Trois trésors, trente trains.
  - Kangourou, koala, kiwi.





### French as a Second Language

Tableau: Écris chacun des vire langues à côté du son « vedette » que tu entends.

<i>Sons vedettes</i>	<i>Virelangues</i>
D	
L	
CH	
K	
R	
F	
TR	
P	
B	
S	
<i>Ton son vedette :</i>	
<i>Ton son vedette :</i>	



# Can you make it<sup>1</sup>?

## Information for students

- For this activity, you will try to write ten number sentences, where each of the numbers 1 through 10 is the answer
- For each number sentence, you will need to use exactly four numbers. The same number can be used more than once, if necessary
- You can always use addition. However, you can also use multiplication if you include only whole numbers in your number sentence
- The four numbers you must use are **1, 1.5, 2.5 and 3**
- Using four different colours, one for each number, explore how to combine the numbers using the grid paper provided in Appendix B
- How many numbers can you make? Complete the *Can you make it* table in Appendix A to show whether you can make each of the numbers 1 through 10 with these four numbers (Yes or No), and which numbers you used to make each number

## Materials required

- Grid paper provided in Appendix B
- Four markers or colouring pencils, all different colours

## Information for parents

### About the activity

Children could:

- use several copies of the grid paper to explore how to make each of the numbers using four numbers
- continue this activity and explore how to make the numbers 11 through 20
- continue this activity and explore whether more than one combination is possible

Parents should

- read the instructions to their child
- ask their child whether it is possible to find more than one combination of four numbers that can make each of the numbers 1 through 10

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<sup>1</sup> Jo Boaler, Jen Munson, and Cathy Williams, “Can you make it,” included in *Mindset Mathematics, Grade 4* (San Francisco: John Wiley & Sons, 2017) 240-244.

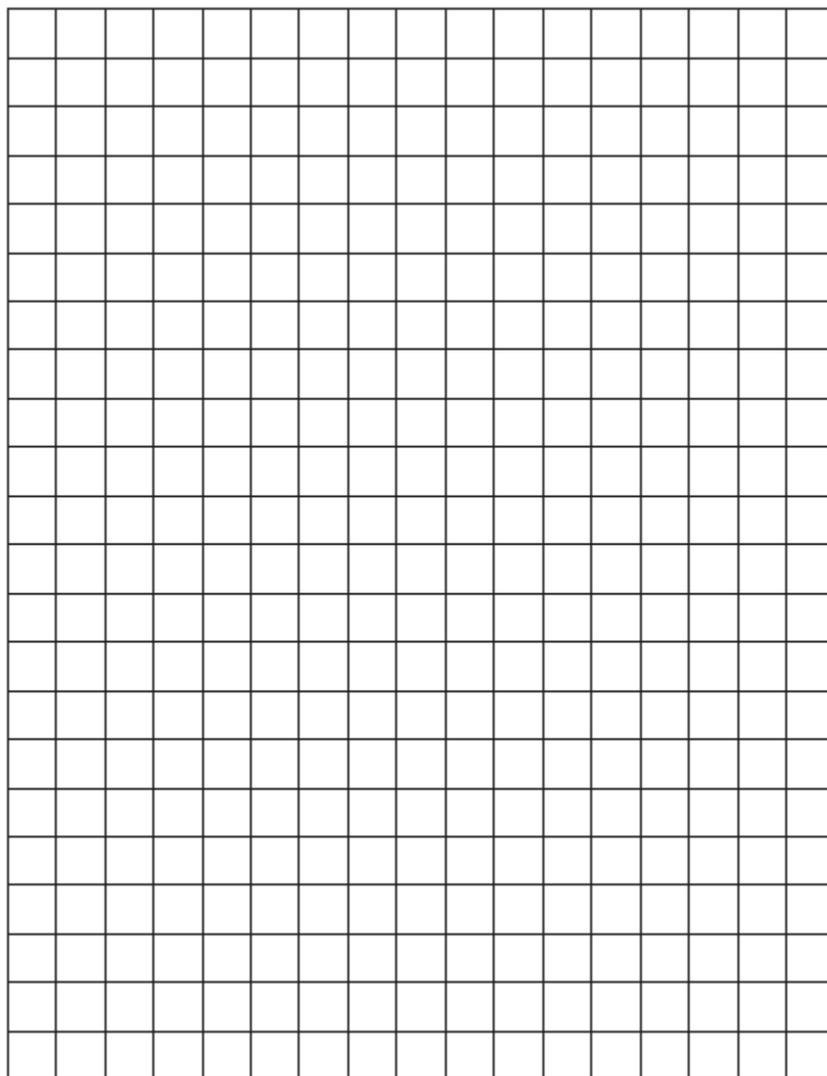


## Appendix A – *Can you make it* Table

Can you make it?		
	Yes or No	My Equation
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



## Appendix B – *Can you make it:* Grid Paper





# THE LIFE CYCLE OF A PLANT

## Information for students

- Our world is full of plants. Most plants have certain parts in common, such as roots and leaves. There is great diversity in the plant kingdom!
- Humans in every culture use plants for food and to make different products (for example: paper, cloth, lumber, firewood, medicine, cosmetics, paint, gum, some plastics)
- Because plants are so important to our lives, we should help them grow and take care of them. To make sure that house and garden plants grow well, we have to give them enough water, light, space and attention. When we help plants, we help our environment and also ourselves

In this activity, you will grow a plant that will produce food for you and your family. You will start by planting kidney beans. If you give the beans proper care, they will start to grow (this is called germination) after one week.

## Materials required

- A few kidney beans (any type)
- One clear glass or transparent resealable bag
- One kitchen paper towel
- Water
- A small space with plenty of sunlight (for example: near a window or on a window sill)

## Information for parents

### About the activity

This activity will help children learn about the different parts of a plant and how these parts function to help the plant grow. Children should be made aware of the importance of plants in general and how plants grow almost everywhere on Earth. You can discuss this when you go for a walk.

Children should:

- plant seeds to observe a plant's life cycle and to see how it produces food

Parents could:

- point out to their children how important plants are to our health and wellbeing when they are in the backyard or during a walk



# Appendix A – Grow a Kidney Bean Plant

## Information for students

This is a three-step experiment to begin indoors. Once the beans start to grow and you see the leaves, you can plant them outside in the ground, in your garden, in your backyard or in a pot on your balcony.

1) Use the clear glass or transparent resealable bag for your bean experiment.



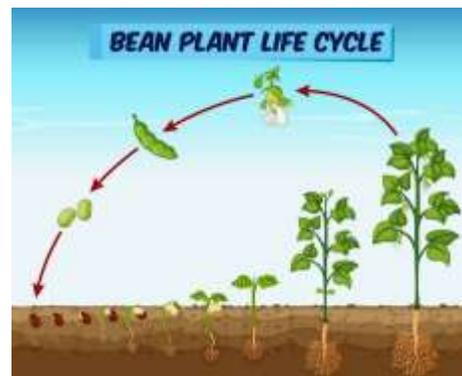
2) Line it with the kitchen paper towel. Then tuck your kidney bean between the clear glass or transparent resealable bag and the paper towel. If possible, use several beans, in case some do not germinate.



3) Pour enough water in the glass or bag to wet the kitchen paper towel. This will keep the seeds moist. Careful: you do not want the beans to swim in water. They should be held by the paper towel against the side of the glass or bag.



Observation: The kidney beans will start to germinate in a few days. Make sure that the towel stays moist by adding a little water to it when it begins to dry out.



Attribution<sup>2</sup>

<sup>2</sup> “Diagram showing bean plant life cycle,” n.d. JPEG, Vecteezy, <https://www.vecteezy.com/vector-art/370175-diagram-showing-bean-plant-life-cycle>



# Create a Collage

## Information for students

- Every day is a good day to create!
- In this activity, you will create a collage with materials found around the house

## Instructions

- Find a spot to work where you can spread out your art-making materials
- Place your piece of sturdy cardboard in the centre of your workspace
- (Optional: Draw a picture or colour your cardboard with markers or coloured pencils.)
- One at a time, add the different pieces of yarn, string, fabric, coloured paper, tin foil, etc. to your background. You can try to use the different patterns and textures to create a picture or you can keep it abstract!
- Keep rearranging the materials until you like how it looks
- Once you have it just the way you want it, glue each item to the cardboard!

## Materials required

- Piece of sturdy cardboard
- Pieces of yarn, string, fabric, coloured paper, tin foil, etc.
- Glue

## Information for parents

- Help your child find interesting items for their collage
- If necessary, please read the instructions to your child
- Once complete, ask your child to describe their collage and tell why they chose the items they did

For more Arts Activities, please see The 30 Days of Art!

[https://www.learnquebec.ca/documents/20181/76679/art30\\_long\\_everything.pdf/d9d8c25d-fa09-45ba-85cc-25ad02a9a780](https://www.learnquebec.ca/documents/20181/76679/art30_long_everything.pdf/d9d8c25d-fa09-45ba-85cc-25ad02a9a780)



# A Day in the Life of a Mohawk Child... 500 Years Ago

## Information for students

What can you learn from a child? In this activity, you will read about a young boy's day in 1500. Fill in the chart in the Appendix, describing everything you have learned about his day.

### Instructions:

- Read the text [A Day in the Life of a Mohawk Child](#) online, or print a copy of it
- Fill in the chart in the Appendix to establish the facts about the areas in an Iroquois village
- Find as much information as you can in the text

## Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, pencil, etc.)
- Printer

## Information for parents

The aim of this activity is to promote the development of historical thinking and acquisition of the method of establishing historical knowledge. The ability to perceive the organization of a society in its territory is essential because it makes it possible to recognize and interpret changes over time or to compare the organization of societies and of territories (Québec Education Program, Elementary, page 186).



# Appendix – A Day in the Life of a Mohawk Child, 500 Years Ago

## Information for students

1. Fill in the chart based on what you've learned about each of these areas of life in an Iroquois village in 1500.

<b>Homes</b>	<b>Food</b>	<b>Beliefs</b>
<b>Tools</b>	<b>Tasks</b>	<b>Children's lives</b>

2. Based on the information above, what areas of our life today are different from life in 1500?

3. Even though time has passed, how has our life remained the same?