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Does it Belong to Me?

Information for students

- Click on this link to listen to a story by Oliver Jeffers: <https://safeyoutube.net/w/2e68>
- Choose one of the writing prompts below:
 - A: Rewrite or retell the story from the moose's perspective.
 - B: Make a list of the pros and cons of having a moose as a pet.
 - C: Write arguments for or against people keeping pets.
- If you choose B or C as your writing topic *and* you did a point of view activity related to zoos recently, reread what you wrote about zoos. Ask yourself if you are just as convinced by your arguments today as you were then. Use this reflection to guide your work today, challenging yourself to make even stronger arguments.

Materials required

- Device with Internet access
- Paper and writing materials

Information for parents

- If needed, help your child find the link to the video of the book being read aloud.

Suggestions:

- Listen to the story together and discuss the idea of ownership.
- If your child chooses writing prompt B or C, try arguing the other side of the issue, challenging your child's points to help fine tune their work. Emphasize the importance of finding strong evidence for an opinion.



La description physique

Information for students

Utilise des mots de la liste pour écrire des descriptions de chacun de ces personnages.





French as a Second Language





French as a Second Language



Sa bouche	Rond/ronde	Son nœud papillon	Rose/roses
Son nez	Pointu/pointue	Son chapeau	Rouge/rouges
Ses yeux	Mince	Ses gants	Noir/noirs
Ses cheveux	Petit/petite	Son veston	Bleu/bleus
Ses sourcils	Épais/épaisse	Sa chemise	Vert/verts
Son cou	Coloré/colorée	Son poil	Jaune/jaunes
Ses pattes	Magnifique	Sa couronne	Brun/bruns
Ses pieds	Adorable	Son collier	
Sa queue	Long/longue	Son sourire	
Ses joues	Joli/jolie		
Ses oreilles	Bizarre		
Ses ongles	Joyeux/joyeuse		

Materials required

- Une feuille et un crayon.
- Un dictionnaire

Information for parents

- Review the instructions with your child, if necessary.
- Discuss the question together.
- Help your child write complete sentences.
- Your child should write complete sentences using known and familiar words.



Sharing the Same Sandwich

Information for students

- This activity provides an opportunity to practice making sense of operations with fractions.
- Appendix A describes a situation in which two people are asked to share the same sandwich.
 - Using your knowledge of fractions, answer the questions below the diagram.
 - You are encouraged to show your understanding in more than one way; for example: use a model, draw a picture and /or write an expression.
- *Hint:* You should work with a rectangular model to solve this problem. It may be easier to draw equal sized pieces in a rectangle than in a circle.
- This model can be helpful when you add or subtract fractions with uncommon denominators.

Materials required

- Writing materials
- Appendix A: The Sandwich Problem
- Whiteboard or a page protector and dry erase pen (optional)

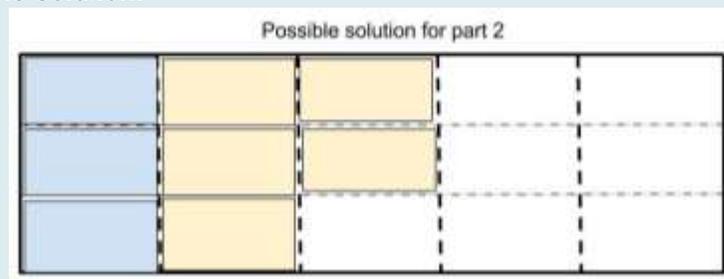


Information for parents

- Read the instructions to your child, if necessary.
- Discuss the questions together and ask them to explain how they found their solution.

Answers:

1. The unit fraction would be fifteenths ($\frac{1}{15}$). To help you child find the fifteenths, suggest that they divide the sandwich up as follows: draw vertical lines to cut the sandwich into fifths in order to find the quantity corresponding to Cheryl's share of the sandwich. Then draw horizontal lines to cut the sandwich into thirds in order to find the quantity corresponding to Derrick's share of the sandwich.
2. By cutting the sandwich both vertically and horizontally, your child should be able to see that $\frac{1}{5}$ is the same as $\frac{3}{15}$ and that $\frac{1}{3}$ is the same as $\frac{5}{15}$. Given that Cheryl and Derrick cannot eat the same piece of sandwich, reorganize Derrick's pieces and make sure they are of a different colour than Cheryl's pieces. Cheryl and Derrick therefore ate $\frac{8}{15}$ of the sandwich together. Below is an example of a drawing of the solution.



3. The mathematical equations that represent this situation are as follows:

$$\frac{1}{3} + \frac{1}{5} = \frac{3}{15} + \frac{5}{15}$$
$$\frac{3}{15} + \frac{5}{15} = \frac{8}{15}$$
$$\frac{1}{3} + \frac{1}{5} = \frac{8}{15}$$



Appendix A: The Sandwich Problem

The rectangle represents a submarine sandwich. Cheryl wants $\frac{1}{5}$ of the sandwich and Derrick wants $\frac{1}{3}$ of the sandwich.



1. What unit fraction can you use to identify Cheryl's share and Derrick's share of the sandwich?
2. Make a drawing of your solution, and determine what part of the whole sandwich Cheryl and Derrick ate together.
3. Use mathematical notation to show how you solved the problem.



Learn About Body Image and Get Moving!

Information for students

Activity 1: My body image

- Watch the following video to learn more about body image:
 - Video: [Why Don't I Like The Way I Look?](#)
- What did you learn in the video? Do you think you have a positive body image of yourself? What can you do to adopt a better attitude about your own body image?
- Discuss what you learned about body image with a member of your family.

Activity 2: Explore poi movements

- Challenge yourself to learn some poi movements. Start with the first lesson. When you can perform the movements well, try the next lesson. Watch the following videos to learn some movements:
 - Poi Lesson 1: Start with five movements
 - Poi Lesson 2: Try with two hands
 - Poi Lesson 3: Ready for more challenge
 - Poi Lesson 4: Try to change direction
- Now, try to create your own movements or choreograph a routine.
- Teach the movements to a member of your family.

Materials required

- Device with Internet access
- Poi* (or materials to create one)



*NOTE: If you do not have poi at home and you want to make a set of poi, please follow the steps to create your own:

- o Document: How to create your own poi

How to make your own poi

You will need:
-a pair of long socks (e.g.: soccer socks)
-a pair of small sock or two tennis balls
-two small elastics



Step #1
Roll each small sock into a ball shape. You can add extra weight inside the sock balls with rice.



Step #2
Push the sock ball down (or a tennis ball) into the toe of the long sock.



Step #3
Add a small elastic to keep the sock ball in place. Pull and stretch out the top of the sock and tie a knot.

Step #4
Repeat for the other sock.



Congratulation!
Now you have your own set of poi!

Source of pictures: Véronique Robides, pedagogical consultant, ETSE

Information for parents

About the activity

Children should:

- learn about body image
- participate in the proposed physical activities

Parents could:

- ask their children questions about what they have learned about body image
- discuss the importance of adopting a positive attitude about body image with their children (visit this website for more information about [How to Talk About Body Image](#) with children)
- try some poi movements with their child



Functions of an Object: Imaginary or Utilitarian?

Information for students

- Learn the difference between imaginary and utilitarian objects. This drama workshop is fun for everyone and gives you the opportunity to showcase your creativity and improvisational skills!
- In order to better understand the difference between the two functions, watch the following video: <https://youtu.be/xHINVUAZkyU>.
- Play along by following the simple steps below:
 - 1 Find any object and at least one partner
 - 2 As stated in the video, make sure the object is harmless
 - 3 Define the object's utilitarian function with a gesture

Now you can start!

- 1 Using only gestures, show an imaginary function for that object. Do this quickly, without thinking too hard. This is improvisation: you are being creative and having fun!
- 2 Once successfully guessed by the other participant(s), pass the same
- 3 object to the next person. If you are out of ideas, don't stall, just pass it on to the next person. Stalling will disrupt the rhythm. Besides, you'll come up with another idea soon.
- 4 Continue until all the participants are out of ideas.
- 5 Find a different utilitarian object and repeat the steps.

REMEMBER: Do not say what the imaginary object is. Just show it!

Materials required

- Device with Internet access for watching an instructional video featuring Mr. Doyon
- Random household objects



Information for parents

- Encourage your child's creativity
- Making sure your child selects harmless objects for this activity.
- Encourage your child to use the proper dramatic vocabulary when differentiating between imaginary functions of an object, utilitarian functions of an object, gestures, rhythm, improvisation and creativity
- Encourage your child by offering to participate in this activity.



Earth Day

Information for students

- Earth Day was on April 22nd. This is a day where people from around the world take action for the environment and to fight climate change. Participants in this global event feel they have a responsibility to do their part to help the earth. Even though you are confined right now and even though the official Earth Day has passed, there are still many things you can do from your home to help the environment.
- Make a table with the title “Actions to help the earth” and three columns. The labels of the columns will be “What kids can do”, “What adults can do” and “What families can do”. You can make this table on a poster, on a computer, on a tablet or on a piece of paper. Use what you have at home.
- Reflect on actions kids can do from home for Earth Day. Write down your ideas under the “What kids can do” column of your table. In the other columns, write down what you think adults can do and what families can do together.
- Call a friend or a family member and have a conversation about your ideas. See if they have any other ideas to add to your table.
- Commit to one action (or more if you’d like) that you will put in place in the coming days to help the planet in honour of Earth Day.
- Ask your parents and your family to commit to an action as well.

Materials required

- Paper and writing material. This could be replaced with a digital tool or a poster and markers.

Information for parents

- This activity will allow your child to name the responsibilities that members of a group (in this case, the global group of students learning from home) may assume.
- You could help your child find examples of actions that can be taken by finding reliable and safe sources.
- You could discuss what a responsibility is and examples of responsibilities you have as a parent and as an adult. You could also discuss other moments where people that are part of a group have common responsibilities (ex: at work, online, in a sports team, at school...).



An Archaeological Dig at Home¹

Information for students

- We study history by analyzing documents, and this provides us with information about how people lived at a certain time in the past.
- As the video [Awesome Archeology](#) (1:02) shows us, archaeologists are people that who look for clues about the past by analyzing documents called artifacts.
- Observe the objects around you. Which of your personal belongings represent your current lifestyle? What might people in the future learn about you from the objects you own and how you use them?

Now turn your attention to the information that an object from the past may reveal.

- Search for an old object (e.g. a toy, a piece of technology or a book) that is unfamiliar to you but might have been important when your parents were children. (If you don't find an object in your home, you can ask your parents to show you a picture of an object on the Internet).
- Using the questions in the appendix, conduct a survey with one of your parents to find out what the object reveals about the past.
- Try to identify ways that society has changed over the years, between the time the object was invented and today.

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, poster board, pencils, etc.)

Information for parents

The study of history is based on information and clues that are uncovered through the analysis of documents or objects. In this activity, your child will identify and analyze a variety of documents (artifacts) that will provide information about the past.

¹ Source: This activity is an adapted translation of a lesson developed by the RÉCIT Univers Social.



Appendix - An Archaeological Dig at Home

What?	What is the function of the object? _____ Is it still functional? _____ Do you have a memory related to this object? _____
Who?	Who is the manufacturer? Who used the object? _____ Was it used by several generations? _____
When?	What year was it produced? _____ Was the object very popular in its time? Why? _____
Where?	Where was it used? _____
Interpretation	
Has the object been replaced by a newer invention? If so, what replaced it? _____	
What is an important change that has taken place in the world between the time this object was invented and today? _____	