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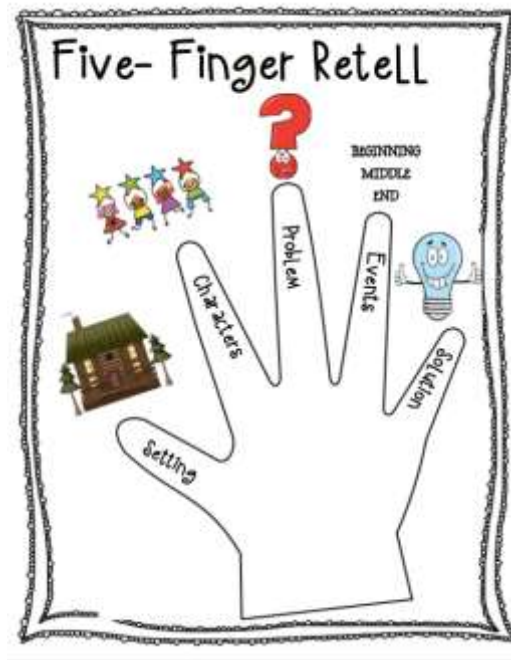
# Retell a Story: Part 2

## Information for students

You are going to retell a story by drawing and writing it using the five-finger retell method. (Reminder: Last week we practiced retelling stories verbally by watching *The Mitten* by Jan Brett)

Remember that when we retell a story, we have to make sure we can tell:

- Where the story takes place, for example, in a laundromat, park, or pool (Setting - thumb)
- Who the main characters of the story are, for example a dog, baby, ant, or bird (Characters - index finger)
- What the problem of the story is, for example, someone loses a shoe, friend moves away or there's a fight. (Problem - middle finger)
- What the main events are (Events - ring finger):
  - What happens in the beginning of the story? Ex: They go to the store
  - What happens in the middle of the story? Ex: They lose what they buy at the store
  - What happens at the end of the story? Ex: They find what they lost
- How the problem is solved (Solution - pinkie)





## Instructions

- Listen to [Knuffle Bunny](#) by Mo Willems two or three times. If you prefer, you can read your favourite book out loud instead
- Answer the following questions. Don't forget to use the five-finger retell method
  1. Where does the story take place (at home, in the forest, at a park)?
  2. Who is the main character?
  3. What was the problem?
  4. 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 at the end of the story?
  5. What was the solution? (Was the problem solved?)

## Materials required

- Device with Internet access or child's favourite picture book
- Paper (see template on last page for guidelines)

## Information for parents

Children could:

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

Parents should:

- read the instructions with your child
- discuss the questions together
- discuss the five-finger method for retelling a story and have your child draw and/or write what happened. See the handout below for a guide to drawing
- help their 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 draw and/or write the story in order

### Note to parents:

Retelling a story:

- is an excellent way to ensure 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



### Five-Finger Retell Drawing

**Beginning of the Story** (Which main characters appear in the beginning of the story and where are they?)

A large, empty rectangular box with a black border, intended for drawing the beginning of the story.

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**Middle of the Story** (Which characters appear in the middle of the story? Where are they? What is the problem?)

A large, empty rectangular box with a black border, intended for drawing the middle of the story.

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**End of the Story** (Which characters are present at the end of the story? Where are they? How is the problem solved?)

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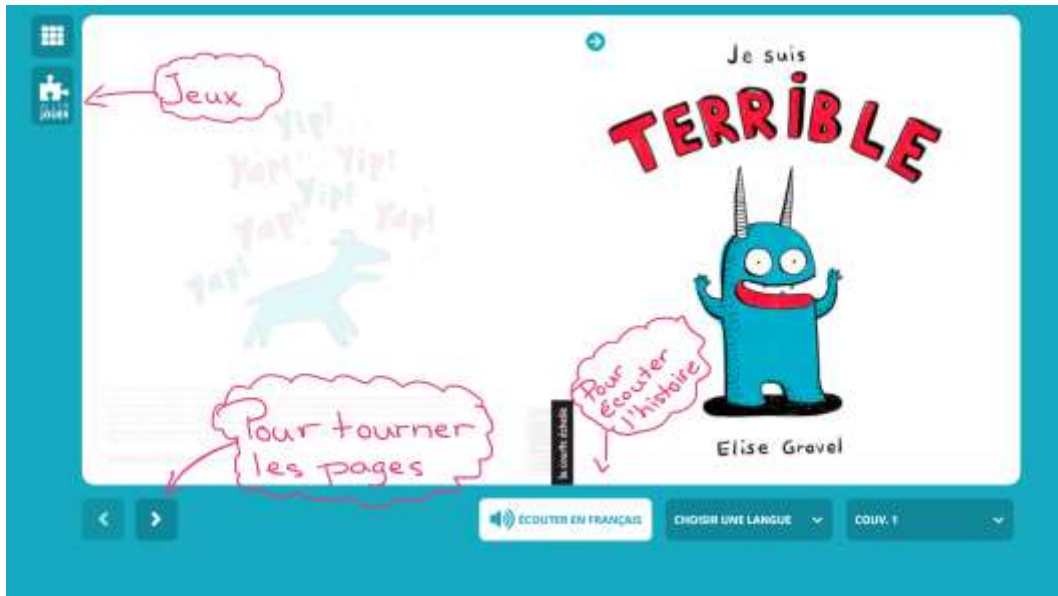
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References: Knuffle Bunny by Mo Willems Safe YouTube:  
<https://safeyoutube.net/w/nA2Ghttps://creationsbykelsey.wordpress.com/2015/02/25/five-finger-retell-poster-worksheet/>



# Je suis terrible!

## Consignes à l'élève



Voici une petite activité de lecture en trois étapes :

1. Lis/écoute l'histoire [Je suis terrible](#) d'Elise Gravel
2. Explore les quatre (4) jeux différents
3. Dessine ton monstre en utilisant le modèle (Annexe : « Gabarit monstre ») et les instructions suivantes:
  - Ajoute un nez, une bouche et des yeux.
  - Ajoute des cheveux et des oreilles.
  - Ajoute quelque chose de spécial à ton monstre.

Pour aller plus loin

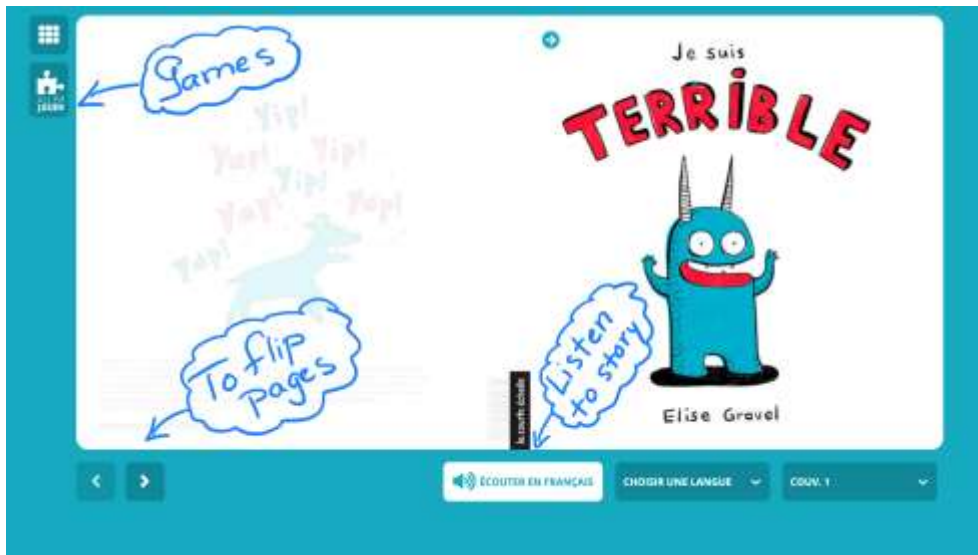
Utilise l'annexe « Décris ton monstre » pour présenter ton monstre.

## Matériel requis

- Appareil numérique ou ordinateur avec accès Internet
- Copie papier de l'annexe : Gabarit monstre
- Copie papier de l'annexe : Décris ton monstre (pour aller plus loin)
- Matériel d'écriture et de dessin



## Information for students



This is a little reading activity and you have three things to do:

1. Read/listen to Elise Gravel's story [Je suis terrible](#)
2. Explore the four (4) different games
3. Draw your monster using the template (Appendix 1: "Gabarit monstre") and the following instructions:
  - Add a nose, mouth and eyes
  - Add hair and ears
  - Add something special to your monster

To go further

Use the "Décris ton monstre" (Appendix 2) to present your monster.

## Materials required

- Digital device or computer with Internet access
- Printed copy of Appendix 1: Gabarit monstre
- Printed copy of Appendix 2: Décris ton monstre (to go further)
- Writing and drawing materials



## Information for parents

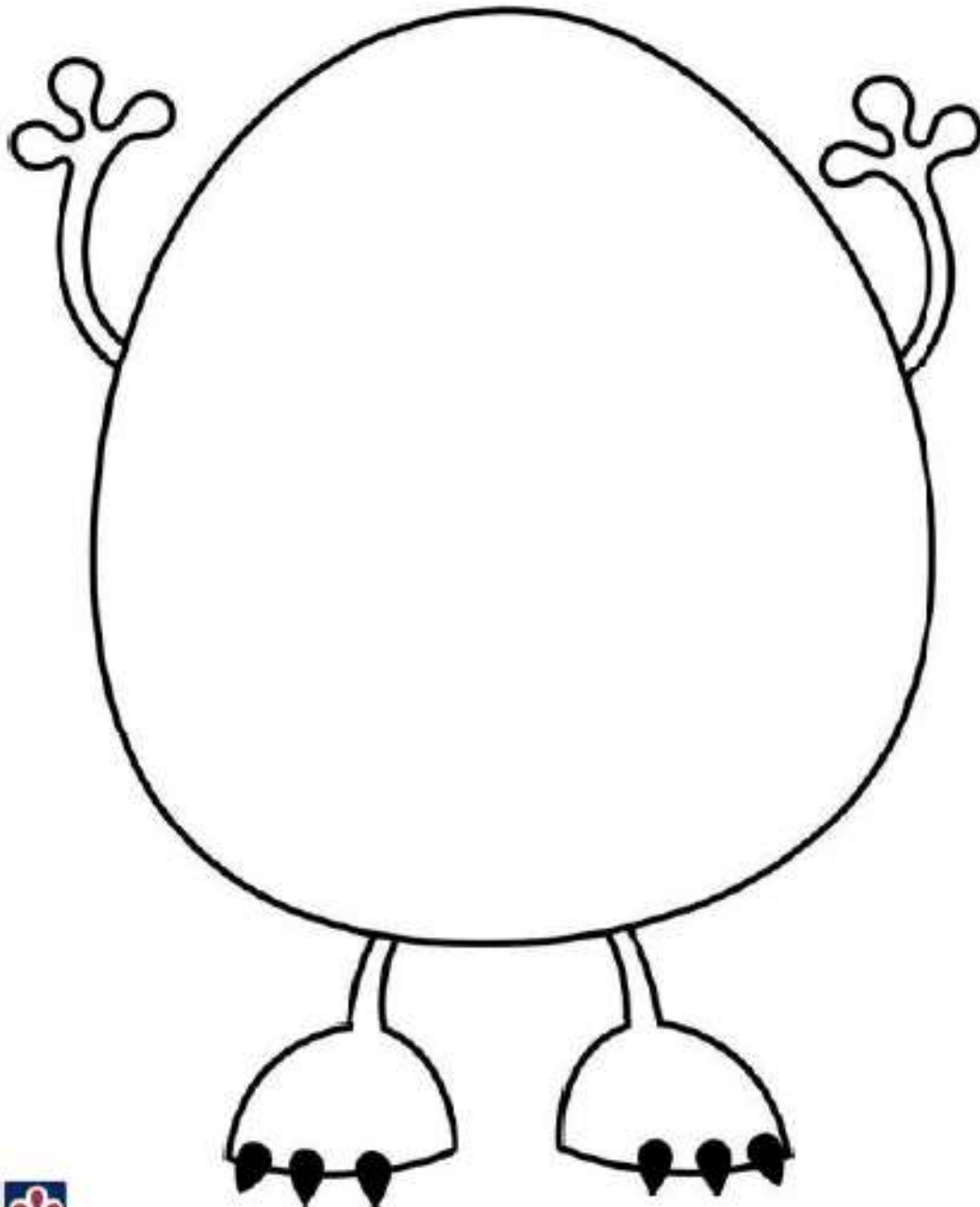
Parents should:

- help their child access and use the digital platform (please look at the picture above to know how to flip pages and listen to the book)
- print Appendix 1 “Gabarit monstre” so their child can draw and color their monster
- print Appendix 2 “Décris ton monstre” (to go further) so their child can write a description of their monster





# Annexe 1: Gabarit monstre





# Annexe 2: Décris ton monstre



Son nom :

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Son âge :

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Sa couleur :

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Ses yeux :

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Sa tête :

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Autres informations :

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Ce qu'il ou elle aime :

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Ce qu'il ou elle **n'aime pas** :

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# Graphing out the Window<sup>1</sup>





## Information for students

- Look out the window and choose something you can count (trees, cars, flowers, windows, etc.)
- Think of a way to categorize what you chose (type of tree, colour of the car, etc.)
- Use a tally chart to count how many items you see in each category
- Create a bar graph to show what you can see out your window
- Remember to give your graph a title and to label the axes

## Materials required

- Pencil, paper, coloured pencils
- Blank tally chart (Appendix A)
- Blank bar graph (Appendix B)

Example of a Tally Chart

Colour of the Cars that Drove By in 30 minutes	
Colour	Tally
Red Car 	
Blue Car 	
Black Car 	
White Car 	

## Information for parents

### About the activity

Children could:

- create multiple graphs for different things they see out the window

Parents should:

- help their child choose something countable and help them determine how they can categorize that item

<sup>1</sup> Adapted from: Stanford Graduate School of Education. "What's Going On Outside Your Window? (K-12) [video]" n.d. <https://www.youcubed.org/resources/whats-going-on-outside-your-window-k-12-video/> accessed on May 21, 2020.



# Appendix A – Tally Chart

## Information for students

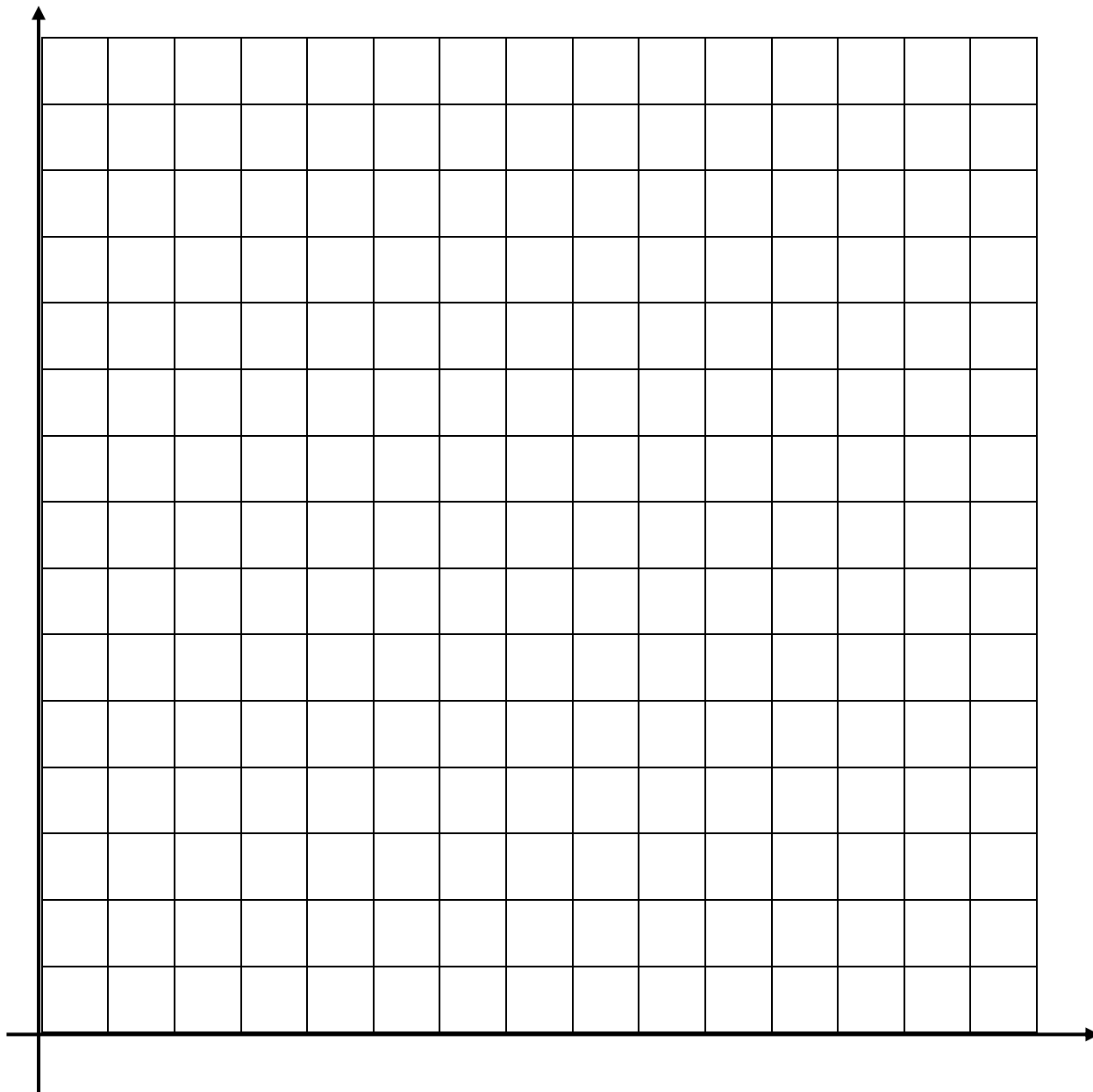
- Look out the window and choose something you can count (trees, cars, flowers, windows, etc.)
- Think of a way to categorize what you chose (type of tree, colour of the car, etc.)
- Use a tally chart to count how many items you see in each category
- Create a bar graph to show what you can see out your window
- Remember to give your graph a title and to label the axes

Tally Chart:

<b>Title of Chart:</b>	
<b>Category:</b>	<b>Tally</b>



# Appendix B – Bar Graph





# Learn About Healthy Habits and Get Moving!

## Information for students

Activity 1: What is a healthy habit?

- Watch the following video: <https://safeYouTube.net/w/f6nG>
- What does “being healthy” mean to you?
- Think about moments in which your body felt good and you felt happy. When were these moments? What were you doing or had been doing?
- Below are some examples of healthy and unhealthy habits. Try to identify which habits are healthy and which habits are unhealthy: <https://docs.google.com/presentation/d/1ui5mpfamkEwA6e2uJClQqgHaJHhZxmT6Zxke5QRQCVY/edit?usp=sharing>
  - Playing tennis
  - Smoking a cigarette
  - Meditating
  - Playing on your phone for 3 hours in a row
  - Having a poor back posture
  - Eating while being on your phone
  - Eating green veggies
  - Doing yoga
  - Getting very angry or aggressive with your siblings or parents



Activity 2: Time to improve your balance

1. Find a light object that you can balance on your body, such as a bean bag or a teddy bear
  2. Place the object on your head and try to keep it there for 15 seconds
  3. Now try moving around with that object on your head
  4. Try balancing the object on different parts of your body, such as your neck, hand, foot or arm
  5. Under these instructions, you can find other examples of balancing poses that you can practise. Try holding the poses for 15 seconds
  6. Why is balance important for your everyday life? A good balance is important in all sports and also prevents injury
- Can you think of other activities that you could do to improve your balance? Some examples:
    - Ride your bike
    - Hop on one foot
    - Do jumps and land on one or two feet



## Physical Education and Health



Boat Pose



Prayer Pose



Shoulder Stand



### Materials required

- Device with Internet access
- Object to balance on the body (e.g. bean bag)

## Information for parents

### About the activity

Children should:

- be able to explain, in their own words, the concept of healthy habits and the importance of having good balance in everyday life
- try out different ways of improving their balance

Parents could:

- support their children by asking them questions about healthy and unhealthy lifestyle habits (using the examples above or other examples)
- ask their children questions about balance, such as how it prevents injury (e.g. ability to land after jumping or falling), and how you can improve your own balance (e.g. practise different balancing or yoga poses, or carry out other activities that require balancing skills, such as biking)
- carry out the activity with their children, or alternate between supervision and independent play



# Flip Your Flops

## Information for students

- The warm weather is finally here! That means that in the coming days and weeks, some of us will be trading in our long sleeves for t-shirts, pants for shorts and rubber boots for flip flops
- It is always a fun and earth-friendly idea to try to upcycle and reuse things we already have before buying replacements
- Like in previous activities, you will be using materials you can upcycle and find around the house. You are going to transform old flip flops into a new and personalized pair (or make your own). Are your old flip flops too small? Not to worry, use your transformed pair as hanging summer art, towel hooks or even a summer sign. Don't have a pair of flip flops? Get an adult to help you cut out a flip flop shape from cardboard and make your own!
- Take a few minutes to explore various ideas on the internet with an adult. Google image search terms that are helpful are "DIY flip flops" and "flip flop crafts."
- Once you feel inspired and have an idea of the type of flip flops you would like to create, search your home for the appropriate materials. Some examples of materials are:
  - Yarn or ribbon
  - Craft jewels or gems
  - Twine or jute
  - Non-toxic paint or markers
  - Craft flowers or bows
  - Fabric strips (old t-shirts are great)
  - Beads and buttons
  - Googly eyes or sequins
  - Fake greenery and flowers
  - Small figurines or unused toy pieces (blocks, game pieces, etc.)
  - Hooks (if you are making wall art)
- Once you have all of your materials, try to place them onto the flip flops in the way you would like them arranged. If you are making something to add (ex. a braided rope strap), be sure to measure and cut materials with the help of an adult
- Put your flip flops together!

If you are hoping to adhere anything onto your flip flops, you may need strong glue or hot glue. Please be sure to do this with the help of an adult.

## Materials required

- Device with Internet access
- Craft materials and strong glue or hot glue (see above)
- Flip flops or cardboard to make flip flop cut-outs





## Information for parents

- help the student to search for examples online
- help the student to cut and glue if necessary