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Dear Teacher

Information for students

We have made it to the last week of lessons from the Ministère de l'Éducation. What better way to wrap things up than with a letter of appreciation for your teacher?

Instructions

1. Think about what you'd like to say to your teacher. One way to start is to draw little sketches or to write short descriptions of memories from this year. Some possibilities might include:
 - What did you like best about your teacher? Some examples are their sense of humor, the way they let you tell jokes at the end of the day, the way they greeted you at the door first thing in the morning or the way they took the time to make sure you understood something new. Maybe they played music throughout the day, or let you take brain-breaks, or maybe they let you eat your snack even if it wasn't snack time.
 - Events that took place earlier this year that you appreciated, such as a field trip or a visit from a theatre company.
 - A story they read to the class that really stuck with you. Make sure to explain why you liked it so much.
 - What you've appreciated since your teacher has been connecting with you online (if they've been able to do so).
 - Things in your future you're excited about or nervous about.
 - What you miss most about being in their class. This could be a nice conclusion, especially if you repeat one of the special things you really liked about your teacher.
2. Organize your ideas and write a rough draft of your letter.
3. Revise your letter. Are all of your ideas clear? Does everything you wrote make sense?
4. If possible, ask a family member to revise it as well. Have them ask you at least three questions about what you wrote and use the answers you provide to improve your writing.
5. Edit your letter. Reread it once to check for capitals. Reread it a second time to check for correct punctuation. Reread it one more time to check for correct spelling. Challenge yourself to identify at least 5 words that you can either look up in a dictionary or ask someone to check for you.
6. Make a good copy: something you can be proud of and that you will look forward to sending to your teacher. If mailing the letter is not an easy option, take a photo of it and send it as an attachment in an email. Another option is to type your letter and send it by email.

Materials required

- Writing materials
- Device with Internet access (optional)

Information for parents

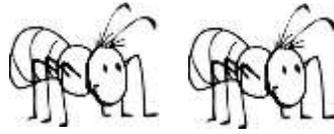
Children should:

- look for examples of letters in the local newspaper to use as models for their own

Parents could:

- read their child's letter and offer constructive feedback as part of the revision process. For example, if the child wrote, "I like when you play music in class", a question to ask might be, "What kind of music did you enjoy most?"
- coach their child to correct mistakes when editing by asking questions, such as, "You sound pretty excited about that. What kind of punctuation could you use at the end of that sentence?"

Les fourmis



Information for students

C'est le printemps et beaucoup d'insectes sont occupés à leur travail. As-tu déjà vu une fourmi? Selon toi, la fourmi est-elle importante pour nous? Nomme d'autres insectes que l'on voit partout. De quelles couleurs sont les fourmis? As-tu déjà vu un nid de fourmis? Tu trouveras les réponses à toutes ces questions en lisant le texte.

Instructions

1. Lis le texte Les fourmis qui est en annexe 1.
2. Réponds aux questions en annexe 2 à l'aide du texte. Écris tes réponses sur une feuille de papier.

Pour aller plus loin, complète le diagramme de Venn (annexe 2) avec le plus d'informations et de détails possibles.

Materials required

- Crayon et papier
- Crayons à colorier

Information for parents

Children could:

- read the text in Appendix 1
- answer the questions after reading the appendix
- observe ants at work outside
- make a Venn diagram: Find the commonalities (middle part where circles overlap) and the differences between bees and ants. Read last week's text about bees

Parents should:

- read with their child
- have a discussion about insects (life cycles, their effect on the environment)
- help their child complete the Venn diagram

Annexe 1: Les fourmis

Information for students

- Lis le texte.
- Remplis le diagramme de Venn.



Les fourmis

La fourmi est un insecte. Son corps a trois parties : la tête, le thorax et l'abdomen. La fourmi a six pattes. Ses petites antennes l'aident à trouver de la nourriture et à communiquer sans faire de bruit. Sa bouche s'appelle une mandibule. La fourmi noire est la fourmi que tu retrouves le plus souvent dans ton jardin.

Le nid de la fourmi est une fourmilière. Un groupe de fourmis s'appelle une colonie. Dans la colonie, il y a des milliers de fourmis. Chaque fourmi a son rôle dans le groupe. Il y a les nourricières, les ouvrières et les soldats. La colonie a un chef, c'est la reine.

Connais-tu le cycle de vie de la fourmi? La reine pond un œuf qui se développe et devient une larve. La larve grandit et devient une nymphe. La nymphe grandit aussi et devient une fourmi ouvrière ou une princesse. Les princesses quittent le nid et vont commencer d'autres fourmilières plus loin.

Les fourmis sont importantes pour notre environnement. Elles rendent de précieux services aux jardiniers. Elles rendent la terre de nos jardins riche car elles recyclent les déchets des plantes et des animaux.

Annexe 2: Les fourmis

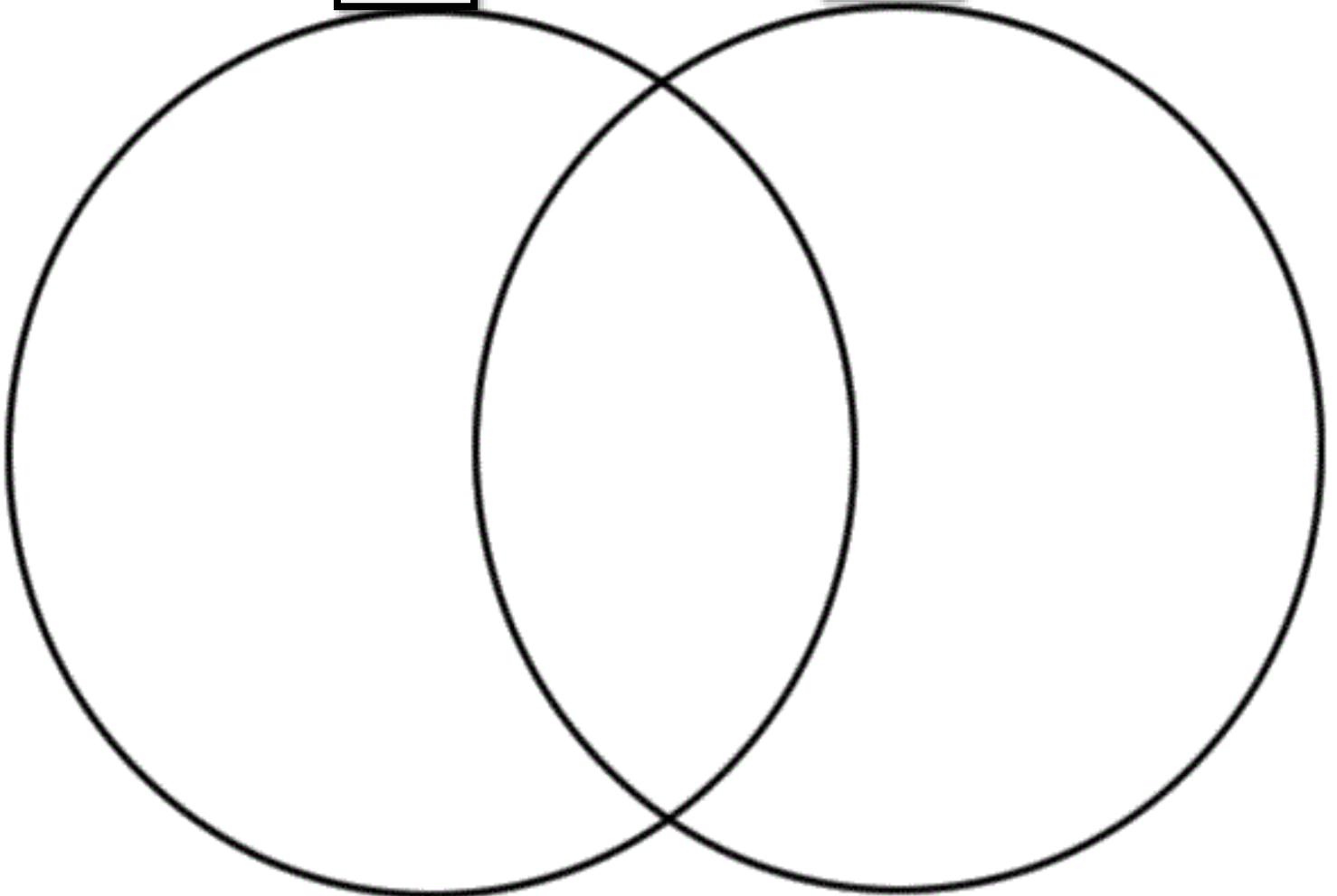
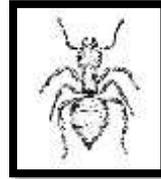
1. Peux-tu écrire les trois parties du corps d'une fourmi? _____, _____, _____.
2. Que font les antennes des fourmis (deux choses)? _____, _____.
3. Comment s'appelle la bouche d'une fourmi? _____.
4. Comment s'appelle le nid d'une fourmi? _____.
5. Dis-moi pourquoi les fourmis sont utiles. _____.

Remplis le diagramme avec ce que tu sais des deux familles !

Abeilles



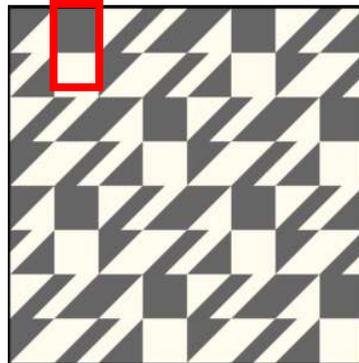
Fourmis



I Spy¹

Information for students

- I Spy is a guessing game where one of the players picks an object within sight and other players attempt to guess what the object is.
- This activity is similar and can be done alone or with a partner.
- Look at the geometric piece of art in the Appendix. What do you notice?
- Can you find a polygon that represents $\frac{1}{2}$? Remember that a polygon is a closed plane figure with at least 3 straight sides.
- How many polygons do you think you can find in the art piece that represent $\frac{1}{2}$?
- If playing alone, use a marker to show all possible polygons in the art piece that represent $\frac{1}{2}$, as illustrated below.



- If playing with a partner, take turns finding polygons that represent $\frac{1}{2}$ until both players agree that no more polygons that represent $\frac{1}{2}$ can be found. Each player should use a different colour marker. The player that finds the most polygons wins.

Materials required

- Image provided in the Appendix
- Markers to trace the polygons that represent $\frac{1}{2}$

¹ Jo Boaler, Jen Munson, and Cathy Williams, “I Spy $\frac{1}{2}$,” included in *Mindset Mathematics, Grade 3* (San Francisco: John Wiley & Sons, 2018) 154-159.

Information for parents

About the activity

Children could:

- try to find polygons that represent other fractions, such as $\frac{1}{3}$ or $\frac{1}{4}$

Parents should:

- read the instructions to their child
- ask their child to explain their strategy for highlighting shapes that represent $\frac{1}{2}$

Appendix – I Spy



Standing up for Inclusion

Information for students

Activity 1: Why everyone should be included!

- Watch the following video to learn about the importance of inclusion:
 - Video: [Inclusion for Everyone](#)
- What do you think inclusion is? How does it affect you and others around you? How can you best practise inclusion?
- Discuss the importance of inclusion with a member of your family.
- Read [this activity page](#) by PHE Canada.

Activity 2: The sit-to-stand challenge

- Watch the following video:
 - Video: [The sit-to-stand test](#)
- Attempt the sit-to-stand challenge yourself! How did you do? Can you do it without using your hands? What could you do to improve?

Materials required

- Device with Internet access

Information for parents

About the activity

Children should:

- think about how they can best practise inclusion
- try out the sit-to-stand challenge

Parents could:

- ask their children about what they have learned about inclusion
- explain to their children that inclusion is showing acceptance, support, and compassion to all individuals regardless of background, identity, or ability, and that inclusion promotes feelings of safety and trust in a barrier-free environment
- do the sit-to-stand challenge together with their children

Foley Artist Wanted: Sound Creation for a Short Film

Information for students

A foley artist is a person who re-creates sounds for film in post-production to enrich audio quality. They basically substitute sounds that cannot properly be recorded on set with objects, instruments and voices. In their studios, they have viewing screens to see the assigned film, props, and recording equipment to record while they watch the film.

We are looking for someone to create foley sounds for a short film (1:11). Can you help?

Instructions

1. To learn more, watch a series of videos explaining the basics of foley sound production:
 - o <https://youtu.be/elcOxmCBr3U>
 - o <https://youtu.be/l2WCrXc7J-I>
 - o <https://youtu.be/3EjP0VSgfZQ>
2. Watch the assigned short film and take your time to rewind and rewatch the different sections:
 - o <https://youtu.be/u6m4k-50OBc>

Before actually creating foley sounds, consider the following elements:

A) Sound effects: Imagine what sounds could accompany what you see during the film. It should be sound representations of the actions, and emotions.

B) Expressive elements of the story: The nature of the featured characters, the characteristics of the story. It should be sound representations of the storyline, the character's attitude, and you may want to consider creating sounds and noises related to emotions. Think about sounds for:

- o The beginning, middle and ending of the story
- o The setting: location, weather, season, time of day
- o Relationships between characters

Consider all the aspects above as well as the mood (the ambiance) of the story.

- o Use objects found in and around your house (paper and fabric, wood and metal instruments, brushes, etc), musical instruments that already exist or that you made yourself, and your voice to express emotions or actions.
 - o Use different means of production (hitting, shaking, rubbing, blowing, etc.).
 - o Uses different quality of sounds (crisp, resonant, coarse, smooth).
3. Present your creation to your family members.

4. Explain your creative process by using the appropriate music and drama vocabulary.
 - How you came up with your ideas
 - How the sounds were produced
 - What went well
 - What you found challenging

Materials required

- Device with Internet access to view above videos (especially the assigned silent film)
- Device to record your foley sounds
- Random instruments, household objects, voices, to produce foley sounds
- List of music and drama vocabulary
 - Foley artist
 - Foley sounds
 - Sound effects
 - Sound representations
 - Actions
 - Emotions
 - Characters
 - Characteristics of the story
 - Attitude
 - Voice
 - Means of production
 - Quality of sounds

Information for parents

About the activity

The purpose of this activity is to allow the participant to be a creative thinker and to be observant.

Parents should:

- encourage the student to be creative and imaginative
- make sure the student selects harmless objects for this activity
- encourage the student to use the proper musical and dramatic vocabulary when describing his or her creative process

This Summer Will Be Different

Information for students

We have made it to the last week of lessons from the Ministère. With summer vacation around the corner, you are surely wondering what this summer will be like for you, your friends and your family. As of May 31, it has been announced that public parks and pools will open but with guidelines about requirements like keeping the play structures clean. It's our social responsibility to pay attention to the signs that will be posted at the parks and the pools and to respect the guidelines. Each of us needs to be thoughtful with our choices to keep ourselves and others safe over the summer.

This summer will surely be different from what we're used to. It's important to talk about the things that you will miss, and how that makes you feel. Voicing your feelings is healthy. That said, our words have an impact on our well-being, as well as those around us. One way to keep the balance is to give yourself a time limit on how long you will let yourself talk about the negative aspects of quarantine. Once you've released those thoughts and feelings, change your focus. Take time to think about what kind of activities you can participate in safely. Sketch them out and discuss with an adult about how you can make the best of this summer. As you have this discussion, remind yourself to be grateful for all that you can do.

Instructions

- If you receive the free local newspaper, look through it to see if you can find any information about whether parks or summer camps are opening in your community.
- Think about what you're hoping you can do this summer. One way to do this is to draw little sketches or write key words.
- Circle the activities that you are quite certain you will be able to do. Challenge yourself to find as many activities as possible. You might decide to turn this into a list that you can post in your room or on the fridge. When you're feeling bored, you'll be able to look at this list to find something of interest.
- Once you've come up with at least 10 activities that you can do this summer, talk to an adult about your list. Take a few minutes at first to speak about the things you are going to miss (the activities you weren't able to circle on your list) and then focus on what you will be able to do.
- Be sure to conclude your conversation on a positive note! Talk about how you know following the guidelines will help keep everyone safe and remind yourself to be grateful for all that you can do.

Materials required

- Writing materials to sketch ideas and/or make a list

Information for parents

About the activity

Children should:

- look for information in the local newspaper to see what parks and pools are opening and to learn about the specific guidelines in place

Parents could:

- discuss the summer plans for the family with their child. Let their child know which of the activities on their list will be possible. Where appropriate, explain why or why not
- reinforce the guidelines in place to ensure the safety of everyone
- consider discussing the meaning of the quote:

United we stand, divided we fall.

- Aesop