

Table of Contents

The Skunk.....	2
Appendix 1: Story Organizer	3
Appendix 2: Storyboard.....	4
Cool ou pas cool	5
The Property Game.....	6
Appendix A – The Different Sets in the Property Game.....	8
Appendix B – My Combinations	10
Relationships Between Living Things	11
Appendix A: Check You Understanding	12
Appendix B - Answers	14
Jump Your Way to Gratitude	16
Functions of an Object: Imaginary or Utilitarian?	17
A Three Sisters Garden.....	19
It’s My Turn	21
Appendix – It’s My Turn.....	22

The Skunk

Information for students

What would be the worst animal that could follow you home?



This week you are going to read the story *The Skunk* by Mac Barnett. It's a simple, humorous story about a skunk that follows a man everywhere. Then you are going to watch an interview with the author to see how he came up with his idea. Lastly, you are going to write your own story.

Instructions

1. First, listen to and read the story here : <https://safeyoutube.net/w/IBUH>
2. Watch an interview with Mac Barnett here : <https://safeyoutube.net/w/PHUH>
3. Brainstorm a list of crazy creatures that could follow you home and choose one to write about.
4. Plan a story or a comic that tells a story.
5. Write (and/or draw) your story.

Materials required

- Device with Internet access
- Paper and pen or pencil for the brainstorming activity and writing the final draft
- Printout of the story organizer (appendix 1)
- Printout of the storyboard (appendix 2)

Information for parents

Children should:

- imagine why the skunk followed the man in the first place
- notice the similarities between the skunk and the man
- brainstorm a list of creatures that could follow them home
- create their own tale of an animal that followed them home and what resulted, either as a written story or a comic

Parents could:

- discuss the book with their child. This is an interesting tale with no traditional, satisfying or cuddly ending. Perhaps ask why that might be, or what that makes your child think about
- help their child to connect this book to other stories or movies where we never find out the true reason for something such as *Jumanji* or *I Want My Hat Back*

Appendix 1: Story Organizer

Use this organizer to plan your story.

First: What animal did you choose to write about?
Is it a he or she?
What does it look like?
How does it behave?
Does it make you scared or smile?



Do you want to play with me?

Draw your animal here.

Now think about what **problems** or what **fun things** might happen if this animal were to follow you home.

Write an interesting opening line:

What happens in.....

The beginning

The middle

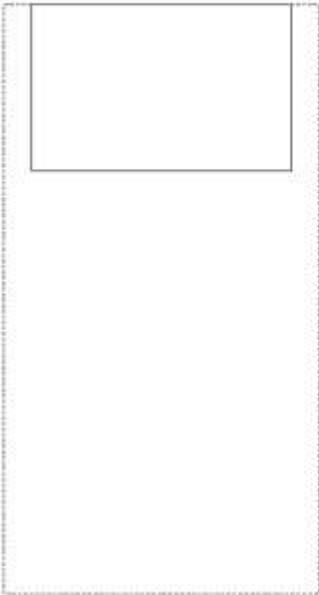
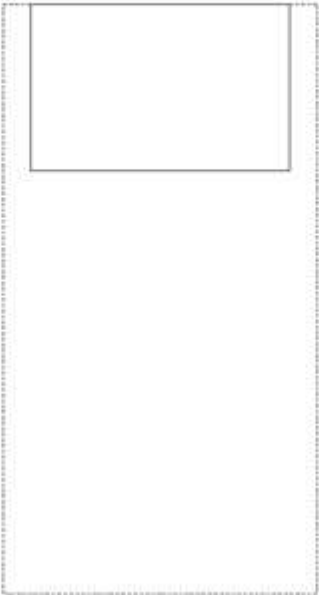
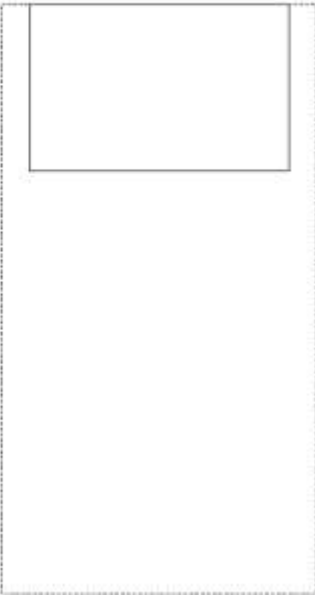
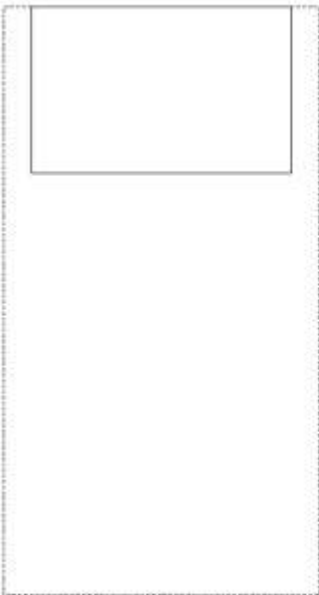
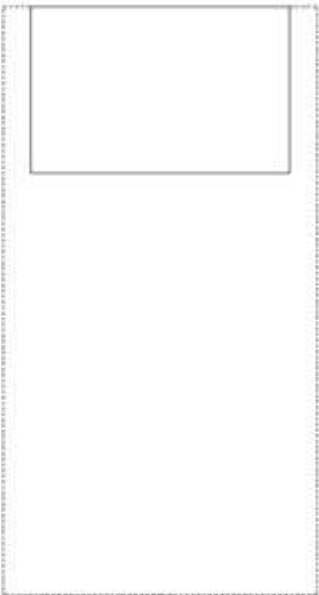
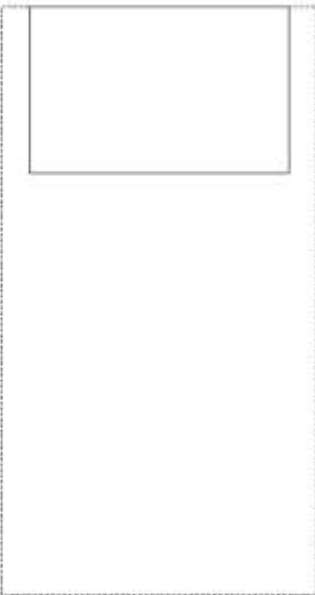
The end . . . is it satisfying and cuddly, or does it leave the reader wondering?

End line:

Now go forth and write a great story!



Appendix 2: Storyboard

Cool ou pas cool

Information for students

Miguel est un Manitobain. Il vit une situation désagréable mais prend sa vie en main pour la changer.

Instructions

1. Prépare une feuille avec deux colonnes : Cool et Pas Cool.
2. Écoute [la vidéo de Miguel](#). La vidéo commence à 17.52 minutes jusqu'à 20.53 minutes.
3. Sur ta feuille, prends des notes pendant que tu regardes la vidéo sur ce qui est cool ou pas cool chez Miguel.
4. Écoute la vidéo plusieurs fois au besoin.
5. À ton tour, fais la liste de ce qui est cool ou pas cool dans ta vie présentement.
6. Partage cette liste avec quelqu'un de ton entourage.

Pour aller plus loin

Choisis un élément de ta liste et élabore pourquoi tu dis que cet élément est cool ou pas cool. Justifie ta réponse avec des exemples, des explications ou une anecdote.

Materials required

- Une connexion au site internet de [Curio](#)
- Du papier et une trousse à crayons

Information for parents

Parents could:

- encourage their child to justify their thinking
- ask clarifying questions

The Property Game

Information for students

There is a well-known property game in which players go around a square game board buying and selling properties, paying rent or utilities and buying and selling houses and hotels.

- In this game, there are 40 possible landing spaces as you move around the entire game board.
- There are sets of properties on the game board that are colour coded. There is also a set of railroad properties and a set of utility (electricity and water) properties.
- A set of properties, or several sets of properties, represent a fraction of the total number of spaces on the game board. For example, the combination of the **Railroad Properties + Red Properties + Yellow Properties** represents $\frac{1}{4}$ of the spaces on the game board.
- In this activity, you must combine the different property sets included on the game board so that they represent $\frac{1}{10}$, $\frac{2}{5}$ and $\frac{1}{2}$ of the spaces on the game board.
- In Appendix A, you will find a picture of the game board as well as a table that lists the different sets of properties and the number of spaces for each set.
- You cannot use a set more than once.
- In the *My Combinations* table provided in Appendix B, show how you combined the sets to represent $\frac{1}{10}$, $\frac{2}{5}$ and $\frac{1}{2}$ of the spaces on the game board.
- To help you identify $\frac{1}{10}$, $\frac{2}{5}$ and $\frac{1}{2}$ of the spaces on game board, use objects such as tokens, buttons or post-it notes to represent all 40 spaces on the game board.
- Be prepared to prove that you have used all the spaces on the game board.
- What other fractions can be represented?
- How many different combinations (sets) of properties can you find that will give you $\frac{1}{10}$, $\frac{2}{5}$ and $\frac{1}{2}$ of the spaces on the game board?

Materials required

- Appendix A: The Different Sets in the Property Game
- Appendix B: My Combinations
- Manipulatives (tokens, buttons, post-it notes etc...) to represent the spaces on the game board
- Pencil

Information for parents

About the activity

Children could:

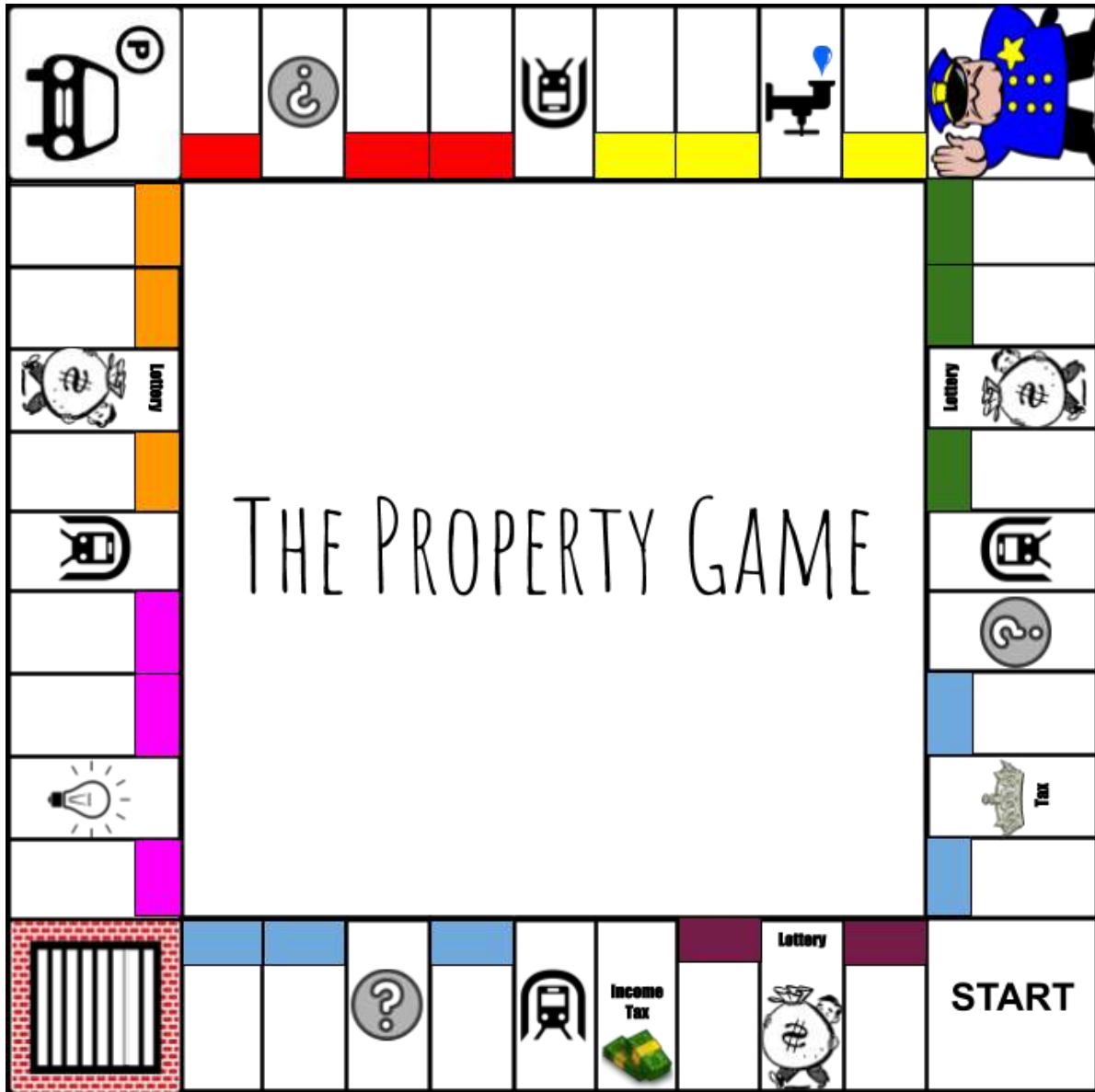
- use a manipulative to represent the 40 spaces on the game board
- use the manipulative to explore ways to divide up the sets to identify $\frac{1}{10}$, $\frac{2}{5}$ and $\frac{1}{2}$ of the spaces on the game board

Parents should:

- read the instructions to their child
- ask their child to explain how the combination of these fractions represents all of the spaces on the game board

Appendix A – The Different Sets in the Property Game

The Game Board



The Sets of Properties

The Property Game: Sets of Properties			
Name of Set	Number of Spaces for the Set	Name of Set	Number of Spaces for the Set
Start	1	Light Blue Properties	3
Maroon Properties	2	Question Marks	3
Lottery	3	Jail House	1
Taxes	2	Pink Properties	3
Railroad Properties	4	Utility Properties (Electricity & Water)	2
Orange Properties	3	Free Parking	1
Red Properties	3	Yellow Properties	3
Go to Jail	1	Green Properties	3
Dark Blue Properties	2	Total	40

Appendix B – My Combinations

My Combinations	
To show $\frac{1}{10}$ of the spaces on the game board, I combined . . .	
To show $\frac{2}{5}$ of the spaces on the game board, I combined . . .	
To show $\frac{1}{2}$ of the spaces on the game board, I combined . . .	

Relationships Between Living Things

Information for students

- Visit the following websites to learn about the relationships between living things:
 - [Biological Interaction](#)
 - [Relationships between Organisms with Examples](#)
 - [What is a Habitat?](#)
- Answer the questions in Appendix A.

Materials required

- Appendix A: Check Your Understanding
- Device with Internet Access
- Pen or Pencil

Information for parents

About the activity

Children should:

- watch the recommended resources or research ideas like relationships between living organisms, interactions between living organisms and habitats and ecosystems

Parents could:

- use Appendix B to check their child's answers to the questions in Appendix A

Appendix A: Check You Understanding

Information for students

Answer the following questions:

1. Can an organism be autonomous? Explain.
2. What type of relationship exists between the cat and the bird in the video?
3. Describe an interaction involving a predator plant and a prey animal.
4. Describe an interaction involving a predator animal and a prey plant.
5. What type of relationship exists between a mosquito and you when it sucks blood from your arm?
6. What type of relationship exists between the bird and the cow in the video? Explain this type of interaction.
7. How does the oxpecker benefit the zebra?

Science and Technology

8. Recap: What are the three main types of relationships between organisms?

P _____ *R* _____ *S* _____ *T* _____ *S* _____

U _____ *U* _____ *L* _____ *S* _____

R _____ *D* _____ *T* _____ *O* _____

9. What is a Habitat?

10. Take a look at these three different types of bears. Can you name each type of bear?



Which one is your favourite? Why?

11. Which of the three different bear habitats do you like best? In which one would you be the most comfortable? In which one would you find the most food? Draw a picture to describe this place.

Appendix B - Answers

1. Can an organism be autonomous? Explain.

In an ecosystem, none of the organisms are autonomous. An organism does not live separately from its surroundings. It is part of its environment, which is filled with many living and non-living elements. The organism interacts with these elements to get things it requires to live such as air to breath (non-living element) and food to eat (living element).

2. What type of relationship exists between the cat and the bird in the video?

Predatory or Predation

3. Describe an interaction involving a predator plant and a prey animal.

Venus flytrap and insect

4. Describe an interaction involving a predator animal and a prey plant.

Cow and blade of grass

5. What type of relationship exists between a mosquito and you when it sucks blood from your arm?

Parasitism

6. What type of relationship exists between the bird and the cow in the video? Explain this type of interaction.

Mutualism

7. How does the oxpecker benefit the zebra?

It makes a noise in the presence of danger. This alerts the zebra, who is able to get away in time.

8. Recap: What are the three main types of relationships between organisms?

P A R A S I T I S M

M U T U A L I S M

P R E D A T I O N

9. What is a Habitat?

A habitat is a place where a plant or an animal lives. A habitat will have characteristics about it that are the same throughout the whole area.

Science and Technology

10. Take a look at these three different types of bears. Can you name each type of bear?¹²³



Polar Bear

Panda

Grizzly Bear

Which one is your favourite? Why?

Answers can vary here

11. Which of the three different bear habitats do you like best? In which one would you be the most comfortable? In which one would you find the most food? Draw a picture to describe this place.

Answers can vary here.

¹ Image from : Alan Wilson, « Polar Bear – Alaska (cropped).jpg, » 2007, JPEG, Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Polar_Bear_-_Alaska_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Polar_Bear_-_Alaska_(cropped).jpg)

² J.Patrick Fisher, « Grosser Panda.JPG, » 2009, JPEG, Wikimedia Commons, https://commons.wikimedia.org/wiki/File:Grosser_Panda.JPG

³ Tony Hisgett, « Grizzly Bear 6 (7974494414).jpg » 2012, JPEG, Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Grizzly_Bear_6_\(7974494414\).jpg](https://commons.wikimedia.org/wiki/File:Grizzly_Bear_6_(7974494414).jpg)

Jump Your Way to Gratitude

Information for students

Activity 1: The importance of gratitude

- watch the following video to learn about the gratitude practice:
 - Video: [Gratitude Affirmations Practice](#)
- discuss what you learned about gratitude with a member of your family.
- reflection idea: You could make a graffiti design on a piece of paper to illustrate your gratitude. You can choose a few words that represent your gratitude and design them on the paper in bright, bold letters
- look at [this activity page by PHE Canada.](#)

Activity 2: Kneel jump

- watch the following video and attempt the “Kneel Jump:”
 - Video: [Arctic Winter Games: Kneel jump requires strength, dexterity, flexibility](#)
- look at [this activity page by PHE Canada](#)
- give it a try!

Materials required

- Measuring tape

Information for parents

About the activity

Children should:

- learn about the importance of gratitude
- try the Kneel Jump

Parents could:

- ask their children about what they have learned about gratitude
- support their children by engaging with them in any way they can in the Kneel Jump

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 your 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 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.
3. Continue until all the participants are out of ideas.
4. 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 the video
- Random household objects
- Drama vocabulary to express appreciation, choices and process.

Actor: A person who is interpreting the role of a dramatic character.

Actress: The feminine term for actor.

Attitude: The physical and emotional way a character holds their body throughout a performance.

Direction of gaze: the direction in which a dramatic character shows the audience where he or she is looking. Controlled by the actor, it is typically intended to maintain coherence and audience engagement.

Dramatic character: An invented person that can be interpreted by an actor or actress.

Gesture: A passing action performed with the body (usually head and/or arms) that says something. A gesture can be accompanied by words or sounds but, can also stand on its own.

Interpret: Giving life to a dramatic character.

Imaginary function: Pretending an object is something else. For example: using a tennis racket for a guitar.

Utilitarian function: Using an object for what it was intended to do. For example: using scissors to cut out paper.

Information for parents

About the activity

The purpose of this activity is to allow the participant to be a quick, creative thinker and to have fun and laugh.

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 dramatic vocabulary when differentiating between imaginary functions of an object, utilitarian functions of an object, gestures, rhythm, improvisation and creativity
- offer to be a participant in this activity

A Three Sisters Garden



Information for students

Have you ever heard of a Three Sisters Garden? It is a planting style based on an Iroquois legend. Corn, beans and squash have been cultivated in North America for thousands of years. Together, they help keep the soil and people healthy.

- read about how they work together here:
<https://indspire.ca/wp-content/uploads/2017/12/The-Story-of-The-Three-Sisters.pdf>
- think about the way the three sisters work together in a real life garden. What does each plant do for the other two?
- the corn provides a stalk for the beans to grow up on
- the beans gather nitrogen from the air and place it in the soil, providing nutrients
- the squash leaves provide shade, preventing weeds, and the prickly leaves keep raccoons and other animals away
- draw a picture of a Three Sisters Garden, showing how the sisters help and support one another. You could also show how they help the human family over the winter

Materials required

- Device with internet access
- Paper
- Drawing materials

Information for parents

About the activity

Children could:

- read the Iroquois legend of the Three Sisters and study the illustrations
- make the connection between the legend and the benefits of planting of corn, squash and beans together
- draw the legend illustrating the value of mutual help

Parents should:

- read the Iroquois legend of the Three Sisters with their child
- help their child understand the connection between the story and the plants
- help their child understand the benefits of mutual help in the plant world, and in the human world
- extension: Help their child search online for other Iroquois or Indigenous legends that relate to nature, e.g. why the owl has large eyes, how the raccoon got its mask, etc.

It's My Turn

Information for students

- analyze an artifact and explore different signs and symbols used to communicate by completing the activity in the Appendix

Materials required

Useful resources, depending on personal preferences and availability:

- Writing materials (paper, pencil, etc.)

Information for parents

About the activity

Children could:

- discover other symbols used as tools of communication

Parents should:

- be available throughout the activity to answer questions, drawing upon their own experiences

Appendix – It's My Turn

Activity

Part A

Take a look at the picture to your right and answer the following questions:



Source: Wikipedia <https://de.wikipedia.org/wiki/Datei:Redestab.JPG>

5. What materials were used to make this object?

6. What do you think it is?

7. Who do you think used it?

8. What do you think the object is used for? _____

The object in the picture is a talking stick. It comes from the First Nations and other Indigenous peoples. The talking stick was used during important discussions with a lot of people. Whoever was holding the talking stick had the right to speak. Some Indigenous groups would use a feather instead of a stick. Both objects would be made out of materials found in nature.

Geography, History and Citizenship Education

Part B

What are some things that you do to show that you would like to speak?



Has it changed now that you are learning from home? Why or why not?

Another example
of a talking stick
Source: Audain Museum
[https://www.flickr.com/photos/
quinet/32062153077](https://www.flickr.com/photos/quinet/32062153077)

What are some things that you can do to show that you are a good listener?

Do you think talking sticks or talking feathers can be used in your class or with your family? Why or why not?
