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# Dear Future Me

## Information for students

In the future, what do think you will want to remember about yourself at this time in your life? There is something really exciting about getting a glimpse of who we were at certain points in time. Writing a letter to your future self is one way to achieve this.

## Instructions

1. Figure out what year you will be graduating from high school (ask an adult if you need help)
2. Brainstorm what you would like to remember. Sketch drawings or write key words to begin. Possibilities include:
  - your likes and dislikes such as favourite and least favourite foods, favourite singer or athlete
  - your hobbies and the activities and sports you enjoy
  - the kind of music and books you enjoy
  - how you have been spending your time at home since the middle of March
  - things in your future you're excited or nervous about
  - goals that you've set for yourself that you'd like to have achieved by the time you graduate
3. Organize your ideas and write a rough draft
4. Revise your letter. Are all of your ideas clear? Does everything make sense?
5. If possible, ask a family member to revise it as well. Have them ask you at least three questions about the content and consider using the answers you provide to add to your writing
6. Edit your letter. Reread it once to check for correct use of capitals. Reread a second time to check for punctuation
7. Reread one more time to check for spelling errors. Challenge yourself to identify at least 5 words that you can either look up in a dictionary or ask someone to check for you
8. Make a good copy that you can be proud of and that you will look forward to finding in the future
9. Put it into an envelope and label it with the date you want to open it.
10. Ask an adult to help you find a very safe place to hide it in. Write down the location on a calendar to remind yourself so you can find it in the future.

## Materials required

- Writing materials



## 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 their child wrote, “My favorite hobby is dancing.” a question to ask might be, “What styles of dance do you enjoy?” or “Do you dance for pleasure or competitively?”. Their child should then add these details to their letter
- coach their child to correct mistakes by asking questions, such as, “You sound pretty excited about that. What kind of punctuation could you use at the end of that sentence?”

view *The Powerful Effects of Drawing on Learning* from Edutopia (2:18 min):

<https://safeyoutube.net/w/lfqH>



# La ligue Mikado

## Information for students

Écoute le livre audio *La ligue Mikado* et puis remplis la fiche de lecture.

## Instructions

- Prends connaissance de la fiche en annexe et note l'intention de lecture.
- Rends-toi sur le site de [Radio-Canada](#).
- Lis le résumé de l'histoire et remplis la section de pré-écoute.
- Écoute *La ligue Mikado* de François Gravel au moins deux fois.
- Après chaque écoute, remplis la section appropriée du document.

## Materials required

- Une connexion au site internet de Radio-Canada
- Une copie numérique ou imprimée de l'annexe pour noter les réponses.

## Information for parents

Children should:

- work on their comprehension skills by retelling the story to someone who has not read it
- go further and invent new rules to a game they like

Parents could:

- encourage their child to talk about what they read
- ask clarifying questions or ask their child about their reaction to that story



# Annexe : La ligue Mikado

Voici une fiche de lecture à remplir en écoutant l'histoire de François Gravel.

L'intention d'écoute : Expliquer pourquoi la ligue Mikado a été créée.

Avant l'écoute : Lis le résumé de l'histoire sur le site de Radio-Canada.	
As-tu déjà lu des livres de François Gravel? Fais la liste de ceux que tu as lus ci-dessous. C'est possible que tu n'en connaisses aucun, ce n'est pas grave.	Cette histoire parle de hockey. En quelques phrases, que connais-tu de ce sport ?
Première écoute	
Donne quelques informations sur Simon, le personnage principal.	Raconte l'histoire. Parle du début, du milieu et de la fin de l'histoire.



Deuxième écoute

Il y a des éléments sonores dans ce livre audio (voix d'enfants, bruits de bâtons, ...). Quels effets ont ces éléments sur l'histoire? Comment t'aident-ils à comprendre l'histoire? Est-ce que les éléments ajoutent ou changent quelque chose à la narration?

Après l'écoute.

L'intention d'écoute était **d'expliquer la création de la ligue Mikado**. Utilise l'espace ci-dessous pour expliquer en phrases complètes pourquoi la ligue Mikado a été créée.

Pour aller plus loin...

Quel est le message de François Gravel? Qu'essaie-t-il de nous faire comprendre dans cette histoire ?



# Rectangular Robots

## Information for students

- Use the grid paper provided in Appendix A to make 6 rectangles
- You will use all 6 rectangles to build a robot
  - 1 rectangle for the head
  - 1 rectangle for the body
  - 2 rectangles for the legs
  - 2 rectangles for the arms
- Your rectangles must meet the following criteria:
  - all 6 rectangles must have a perimeter of 24 units
  - no two rectangles can have the same dimensions
- Once you have all 6 rectangles, complete the *Robot Instruction Manual* in Appendix B so that other people can create your robot
- Cut out the rectangles and glue them onto a piece of construction paper
- Don't forget to decorate your robot!

## Materials required

- Appendix A - Grid Paper
- Appendix B - *Robot Instruction Manual* provided
- Markers or colouring pencils
- Construction paper

## Information for parents

### About the activity

Children could:

- use several copies of the grid paper to explore how to make 6 different rectangles with a perimeter of 24 units

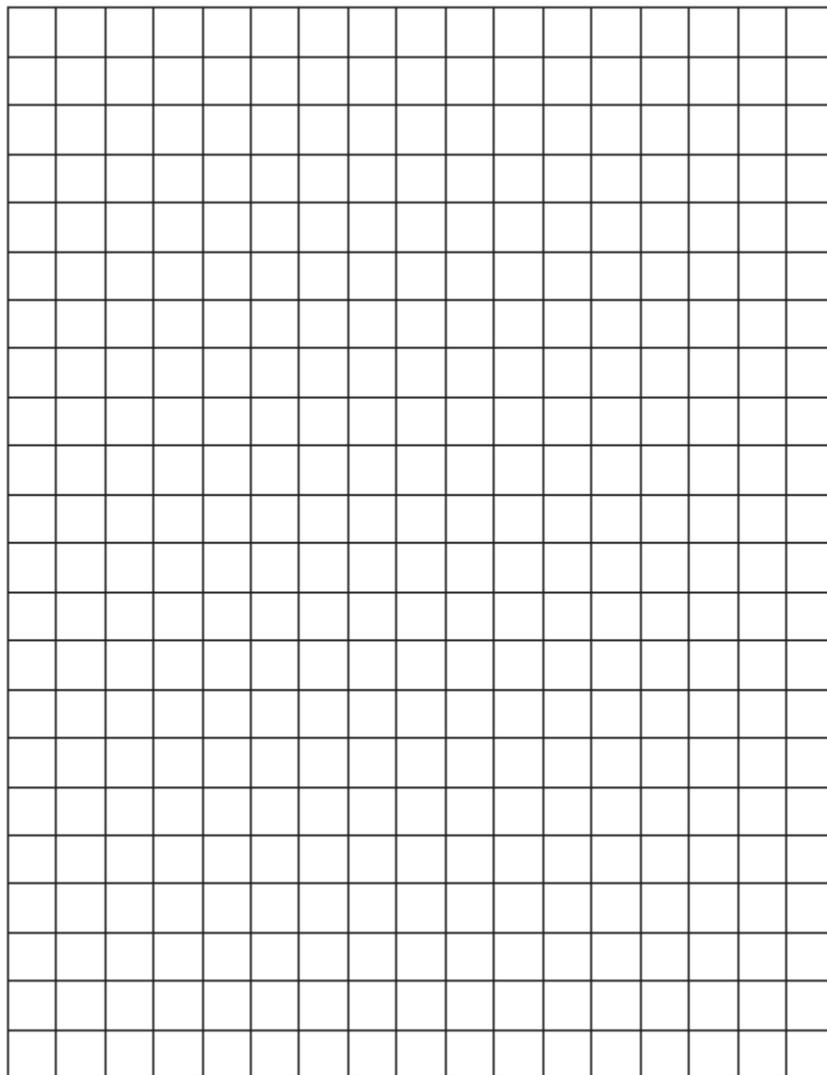
Parents should:

- read the instructions to their child
- ask their child to show how they found the area for each rectangle
- note that squares **are** rectangles with four equal sides



# Appendix A – Grid Paper

Information for students





# Appendix B – Robot Instruction Manual

Robot Instruction Manual			
	Robot's Body Part	Rectangle's Dimensions in Units	Rectangle's Area in Square Units
1			
2			
3			
4			
5			
6			



# Learning about the Moon

## Information for students

The Moon, like the Sun, appears to travel in the sky. We will look at how the rotation of our planet might cause the apparent motion of the Sun and Moon. We will also model the Moon's phases. Finally, we will explore lunar and solar eclipses.

Essential question: How can a spinning top<sup>1</sup> help us to understand how the Moon looks and moves?

## Materials required

- Paper and pencil
- A small ball
- A stick or ruler
- A flashlight
- An office chair that can turn
- A device with Internet access (optional)



## Information for parents

### About the activity

Children should:

- research the topic online or in an encyclopedia; this video may be helpful: <https://www.youtube.com/watch?v=yXe0yxzYkjo>
- Share their drawing and explanations on social media using the hashtag #ScienceAtHomeQC-grade4

Parents could:

- discuss the questions with their child
- help them build or set up the activities; these resources may be helpful for Activity 3 in Appendix A
  - <https://www.youtube.com/watch?v=wz01pTvuMa0>
  - <https://www.nasa.gov/centers/jpl/education/moonphases-20100913.html>
- help their child do online or offline research
- help their child to navigate to the correct website

<sup>1</sup> InspiredImages, Spinning Top Toy Top Spin Play Fun Wood Game, 2016, JPEG, Pixabay.com, <https://pixabay.com/photos/spinning-top-toy-top-spin-play-1312052/>



# Appendix A: Lunar Activities

## Activity 1: Lunar Observations

Observe the Moon<sup>2</sup> twice a week for a month at the same time each day. Record where you saw it in the sky (North, East, West or South) and draw a picture of what it looked like.

- The moon changes the way it appears over time. These changes go through a cycle. A cycle is a series of regular changes that always repeat in the same order.
- The moon goes through different changes called phases. Sketch the following Moon phases:
  - New Moon
  - First quarter
  - Last quarter
  - Full Moon



Can you sketch and name the phases of the moon that are between each phase listed above?

## Activity 2: Motion of the Sun and Moon

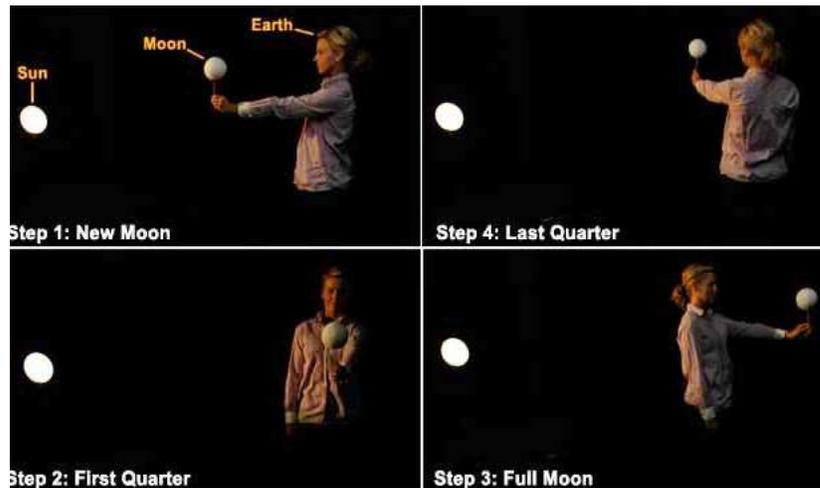
- Sit in an office chair that can spin. Ask an adult to give you a gentle push so that you start turning. You will notice that the walls of the room and other objects that were not moving now look like they are going around you.
- How can you use this experience to explain why the Sun and Moon appear to be moving in the sky?
- Draw a picture of what you think is happening and explain your reasoning. Is the Sun actually moving?

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<sup>2</sup> Image attribution: PictureJan, Moon Full Moon Luna Night, 2019, JPEG, Pixabay.com, Image from: [https://cdn.pixabay.com/photo/2019/08/19/05/32/moon-4415465\\_960\\_720.jpg](https://cdn.pixabay.com/photo/2019/08/19/05/32/moon-4415465_960_720.jpg)



### Activity 3: Phases of the Moon<sup>3</sup>



- The phases of the Moon are related to how much of the moon gets lit up by the sunlight. The picture above shows someone modelling the phases of the moon with a Styrofoam ball on a stick and a flashlight. How does model how the light from the sun and the shape of the moon we see in the sky?
- Ask someone to hold a flashlight. The flashlight will represent the sun. Hold the Styrofoam ball at arm's length and rotate slowly. Draw and explain what you see as the ball moves away from the flashlight and then back towards the flashlight.
- Solar and lunar eclipses happen when either the Moon or the Sun is blocked by the Earth. How can you use the Phases of the Moon activity to model a lunar or solar eclipse? Draw what you think is happening and explain.

### Activity 4: Programming Solar and Lunar Eclipses (Optional)

Model the phases of the Moon as well as solar and lunar eclipses by using computer code. Use this partially completed Scratch program to explain to an adult you know how each can work:

<https://scratch.mit.edu/projects/307251047>

<sup>3</sup> Image attribution: National Aeronautics and Space Administration (NASA), Moon Phases Demonstration, PNG, Nasa.gov, <https://www.nasa.gov/centers/jpl/education/moonphases-20100913.html>



# Learn About Relaxation and Get Moving!

## Information for students

### Activity 1: What is relaxation?

1. Learn about relaxation and ask yourself questions such as:
  - Why is relaxation good for your body?
  - What types of activities can you do to relax?
2. Do the relaxation activity in the following video: <https://safeYouTube.net/w/CZzG>
3. How do you feel after this relaxation activity? Try to identify a specific emotion.
  - Were you calm, happy, nervous or excited?
4. After what type of event or emotion would a relaxation activity feel good? For example:
  - When you feel strong emotions, such as anger or frustration?
  - Before you do homework to increase your concentration?
  - After getting into an argument with a sibling or parent?

Remember that if you can identify your strong emotions before an argument happens, you can use a relaxation activity to manage your emotions and avoid a conflict.

### Activity 2: Time to juggle

1. Watch the following video: <https://safeYouTube.net/w/S8zG>
  - How did the movements of the juggler meet the beat of the drums? Think of some specific examples.
2. Find two light objects, such as scarves, and try out different tricks and movements you can do with them.
  - Which tricks are easier?
  - Which tricks are harder?
3. What is the name of the skill in which you continuously toss and catch objects in the air?  
That's right, it's called "juggling!"
4. Do the juggling activity in the following video: <https://safeYouTube.net/w/1zzG>
  - If you have never juggled before, practise with two scarves while watching the video from the beginning to the 4:22 minute mark
5. Find out what the word "practise" means. To learn how to juggle, you need to "practise."

## Materials required

- Device with Internet access
- Light objects to juggle with (e.g. scarves)



## Information for parents

### About the activity

Children should:

- be able to explain the benefits of relaxation and the meaning of the word “practise” in their own words
- try out different ways to relax and juggle

Parents could:

- ask their children about the benefits of relaxation (e.g. it helps identify and manage emotions, it helps the body to recover after physical activity) and the meaning of the word “practise” and how it can be applied in the context of juggling and other physical activities (e.g. you must “practise” to improve)
- carry out the activity with their children, or alternate between supervision and independent play



# Under the 3D Rainbow

## Information for students

The warm weather is finally here! Hooray! You're probably thinking about all sorts of activities to fully take advantage of the upcoming summer months. Why not plan them under your own 3D rainbow?

- **Instructions (an image of the 3D rainbow is available below)**
  - Cut out a strip of construction paper in each of the following colours: red, orange, yellow, green, blue, purple.
  - Choose any sheet of paper for your background.
  - Cut out a large sun from yellow construction paper.
  - Cut out a large cloud from white construction paper.
  - Using adhesive tape, stick the strips of coloured paper on one end of the background paper. Stick down the other end of the strips by making an arc.
  - Stick your sun on one end of the arc and the cloud on the other.
  - Under the rainbow, draw yourself playing all of the fun summer games that you're planning to enjoy.

## Materials required

- Coloured construction paper
- Adhesive tape
- Scissors
- Coloured pencils or markers

## Information for parents

### About the activity

This activity is great for getting children to feel excited about this summer, especially if they're feeling gloomy or anxious from the lockdown. Planning fun activities can generate optimism and more feelings of hope.

Children should:

- Make a list of activities for themselves and a list of activities they would like to plan for the family.

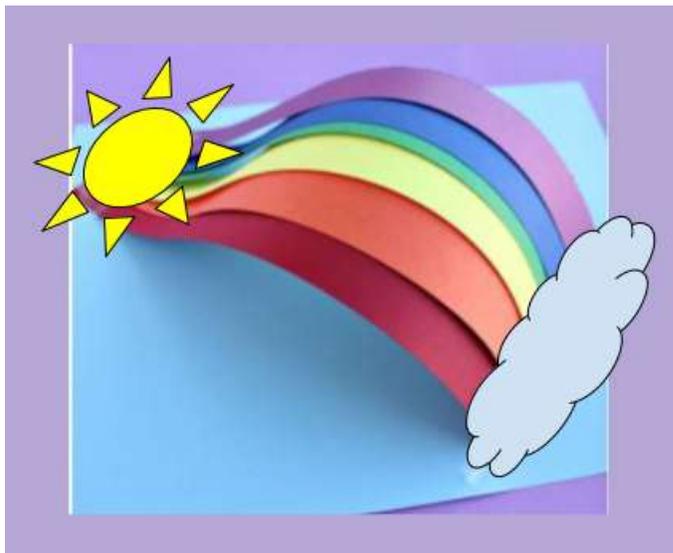
Parents should:

- Encourage their child to be creative while thinking of ways to enjoy the outdoors despite the restrictions.



## Appendix: Under the 3D Rainbow

- Example of a 3D model of a rainbow





# The Story of a Boat

## Information for students

Imagine you live on an immense boat and suddenly someone notices a hole! *The Story of a Boat* is a short, sweet tale that allows us to think about ethical issues such as fairness, problem-solving and co-operation.

- Read the text in the Appendix, *The Story of a Boat*, or have someone read it to you.
- Write answers to or discuss the following questions with someone in your home.
  - In the story, the person closest to the hole was blamed for making the hole. Do you think that was fair?
  - In the story, the author uses an immense boat as the setting. What do you think the boat might represent? (Reminder: authors sometimes use metaphors to help explain what they mean, for example, the stars are sparkling diamonds, the lawn is a green carpet, the clouds are balls of cotton.)
  - Once the hole is discovered, someone asks, “Who made this hole?” Do you think this was an appropriate question to ask? Can you think of another question that might have been more helpful?
  - The more attention the hole was given, the bigger the hole became. Why do you think that is?
  - At first they were looking to blame somebody for the problem. Finally, they decided to focus on fixing the problem. How did co-operating and working together change the way they saw and felt about each other?
  - What do you think the author means by the statement, “We are family”? Is everyone on the boat actually part of the same family?

## Materials required

- Writing materials if you choose to write your answers

## Information for parents

### About the activity

Children could:

- Write their responses before discussing their ideas

Parents should:

- Read the story in order to have a discussion with their child
- Allow their child to share their ideas first, then build upon their ideas gently, while guiding and prompting towards deeper meaning in the story.



## Appendix – The Story of a Boat

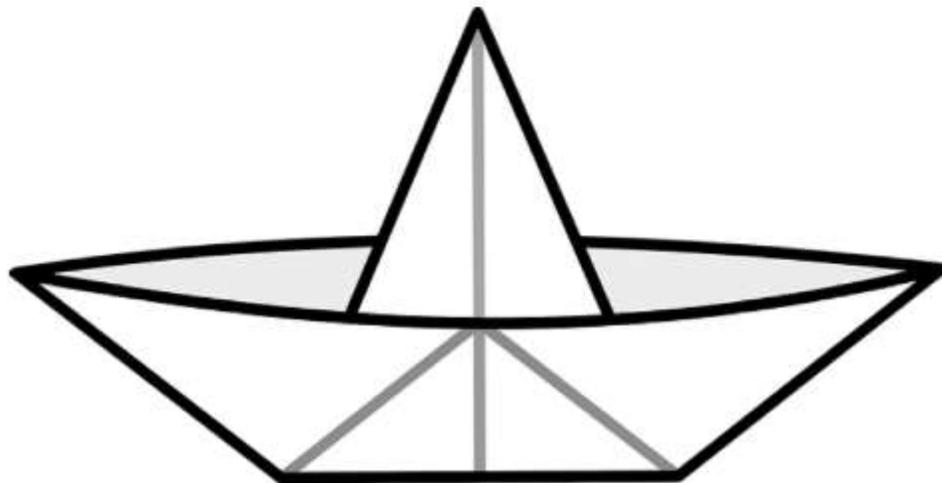
# THE STORY OF A BOAT



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Royalty-free images Pixabay.com

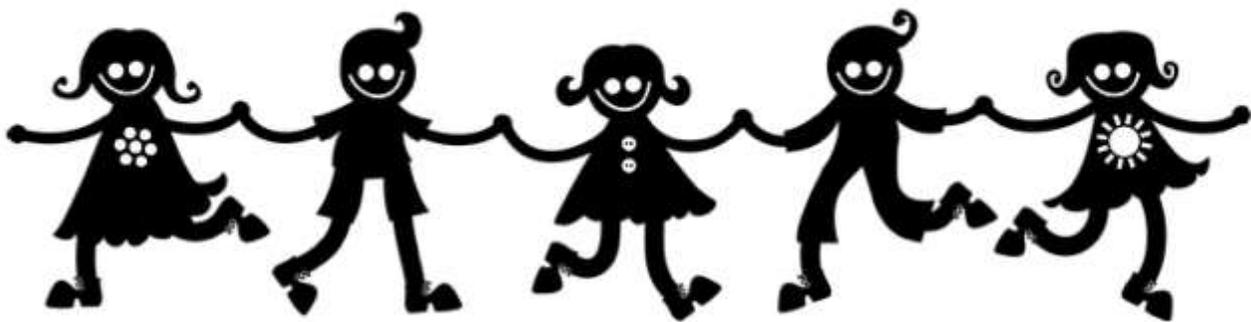


Once there was a very big boat. Think of the biggest boat that you can – a colossal ship. And then make it ten times bigger than that boat. And after that, make it another ten times bigger. It was a really, really big boat.





Many people could fit in it, and they chose different parts of it to live on. The boat was fine, and they were happy on it.





One day, a little boy noticed a hole at the bottom of the boat.



**“Look! There’s a hole in the boat!”**

People gathered around to look at the hole.

Who made  
this hole?

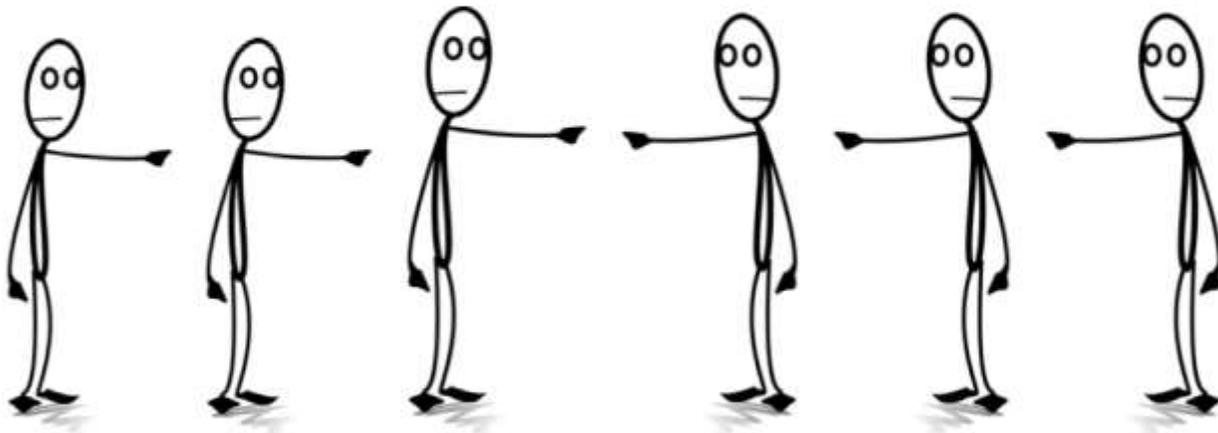
We are going  
to sink.





They looked around and saw which people were closest to the hole.

**“It was them,” they pointed.**



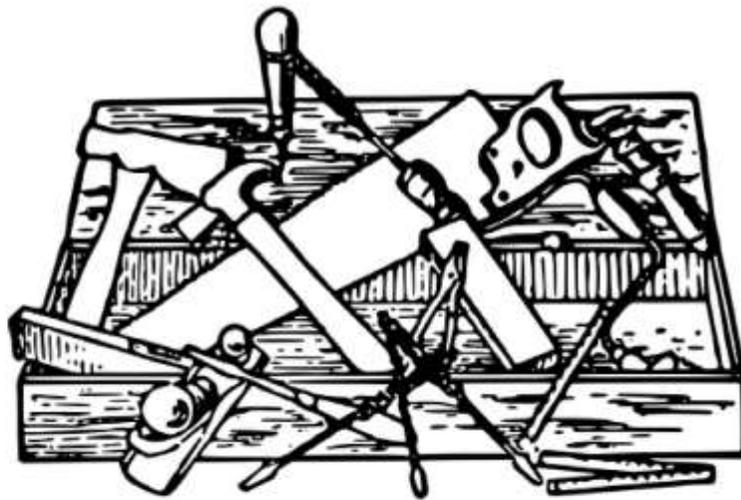
Meanwhile, the hole got bigger.

The more attention the hole got, the bigger it got.



Finally, someone said, “It doesn’t matter who made the hole. There is a hole. Now we had better fix it. Otherwise we will all sink.”

So they set about working together to fix the hole.



For the very first time, all the people in the boat cooperated to fix something together. They realized that they were all in the same boat, literally.

Once the hole was fixed, they looked at each other with new eyes. They smiled. They crossed over from one side of the boat to the other to shake hands.



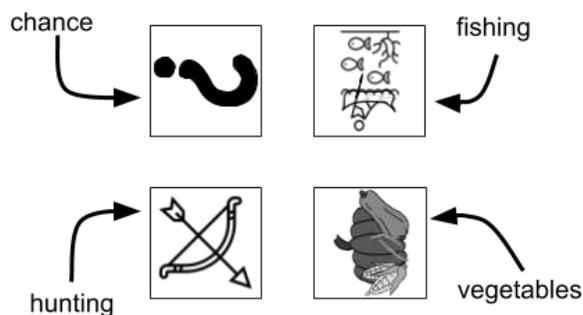


# Iroquois Way of Life Game

## Information for students

The goal of the game is to get your Iroquois village ready for the winter.

- Setup:
  - Print the gameboard and the game cards in the attached document.
    - If desired, glue the gameboard and cards to pieces of cardboard from a cereal box or to some construction paper for added durability.
      - If you like, glue the different types of cards (Agriculture, Hunting, Fishing and Chance) to pieces of construction paper, using a different colour for each category. This will make it easier to sort the cards into piles.
    - Cut the game cards out.
  - Place the **clear land**, **turn the soil**, and **plant crops** cards to one side and have one player look after handing them out as needed.
  - Place the **vegetable** cards on the appropriate square in the centre of the board.
  - Shuffle each of the other types of cards and place them on the matching square in the centre.



- Place a counter for each player on the **REST** square, in the corner to the player's right.
- The game
- You are trying to collect the food that you will need for the winter before the snow falls.
- To get ready, you must
  - complete a harvest and dry the vegetables (produce) so they will not rot
  - catch and dry some fish
  - hunt and store some meat
- In addition, everyone playing is part of your village. Rather than let another member of the village starve, you would share your food. This means that it is important to work together to ensure that everyone is prepared before the snow falls, or everyone will be hungry.



### Geography, History and Citizenship

- To play
  - On your turn, roll the die and move around the board.
  - To collect your meat

- Land on a **go hunting**  square:
  - Pick a card from the Hunting pile in the middle of the board.
    - If you are successful, place your meat on the appropriate square of your Food Stored for Winter area. 
    - If you are unlucky, return the card to the bottom of the pile.

- To collect your fish

- Land on a **go fishing**  square:
  - Pick a card from the Fishing pile in the middle of the board.
  - If you are successful, place your fish on the **smoke fish** square of your Food Stored for Winter area. Your fish is not safe from spoilage until it has been properly dried. 
  - If you are unlucky, return the card to the bottom of the pile.

- Land on a **dry produce** or **smoke fish**  square:
  - If you have a fish on the **smoke fish** square, move it onto the square for fish stored for the winter. 
  - This fish is now dried and safe from spoilage.

- To complete your harvest

- You must clear trees from the land, turn the soil, and plant crops in order to harvest vegetables. Since you cannot plant before the land is cleared, these cards must be collected in order.

- First you must land on the **clear land** square. If you do:
  - collect a matching card from the player who is handing these out
  - Next you must turn the soil to prepare the ground. Land on: 

- and if you  have a in your possession,  collect a

- Next you must plant your crops. Land on: 
  - and if you  have  a  and a  in your possession,  collect a 



## Geography, History and Citizenship

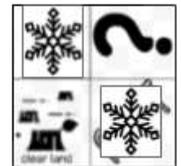
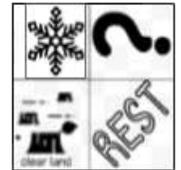
- Note: If you already have a **clear land** card and you land on this square again, you can begin preparing a second patch of ground for planting. In order to collect a second **turn the soil** card, you must already have a second **clear the land** card, and so on.
- Once you have collected all three cards, you have cleared the land, turned the soil, and planted the crops.
  - On your next turn, instead of rolling the die, trade your three cards for a vegetable card from the pile in the centre of the board.
  - Place this card on the **dry produce** (sun) square of your winter storage area on the board. Your vegetables are not safe from spoilage until they have been properly dried. 
- Land on a **dry produce** or **smoke fish**  square:
  - If you have vegetables on the **dry produce** square, move your vegetable card onto the square for vegetables stored for the winter. 
  - These vegetables are now dried and safe from spoilage.
  - Note: If you have vegetables drying and fish smoking, you may only choose to move one card each time you land on this square. Since it takes much longer to grow vegetables than to catch fish, it is a good strategy to protect your vegetables first.
- Other situations
  - You already have a card in a square in your winter storage area and you collect another one (e.g. you already have meat and you go hunting and get another **meat** card).
    - Place the extra card on the **barter** square of your winter storage area.
  - If you land on the **barter** square of the board, you can choose to make a trade with another player who also has an item in their barter area and wishes to trade.
    - Remember that everyone needs to get ready, so try to be helpful to the other members of your village when you can.
  - You land on the **spoilage** square. 
    - You will lose a card in the top row of your winter storage area, which are the foods that have not yet been dried or smoked to preserve them for winter.
    - You will lose only one card each time you land on this square. Give up cards in the following order:
      - If you have a card in your barter square, give up this one; you don't need it.
      - If you have no barter card, give up your fish card; it isn't hard to replace.
      - If you have no barter card and no fish card, give up your harvest card (vegetables). This is tough because it will take a long time before you get another harvest.
      - If you have no cards in your top row, the spoilage does not affect you, and play continues with the next person.



## Geography, History and Citizenship



- You land on chance.
    - Pick a card from the chance pile in the middle.
      - If you get **go fishing**, pick a card from the fishing pile to try to get a fish.
      - If you have enough wood and can take another turn, roll again.
      - If you can paddle your canoe to any square, move your counter and follow the actions for the square that you have chosen.
      - If you turn over a snowflake, then winter is one step closer.
        - Place the first 4 snowflakes inside the 4 corners of the game. These snowflakes show that winter is approaching, but do not affect the game.
        - Place the next 4 snowflakes on the 4 corners on top of the **REST** squares.
  - You land on one of the corner squares
    - If the corner still says to rest, take no action this turn and roll the die as usual next turn.
    - If there is a snowflake on the corner, it is getting cold and there are fewer daylight hours. It is also getting more difficult to gather food. Take no action this turn and skip your next turn.
  - Once you have filled the bottom row of your winter storage area, you are prepared for the winter. In this case, keep playing and give the food you gather to other players to make sure that everyone is ready when winter comes.
- Winning and losing
    - If all the players have filled the bottom row of their winter storage area with dried vegetables, smoked fish and meat, then everyone is ready for winter and the village has won the game.
    - If all four **REST** corners are covered by snowflakes, winter has come. If this happens before everyone is ready, the village has lost the game. Try again!



### Materials required

Useful resources, depending on personal preferences and availability:

- A counter for each player (a coin, a button, a nice stone, etc.)
- One die
- Printer
- Scissors
- Cardboard and construction paper (optional)



## Information for parents

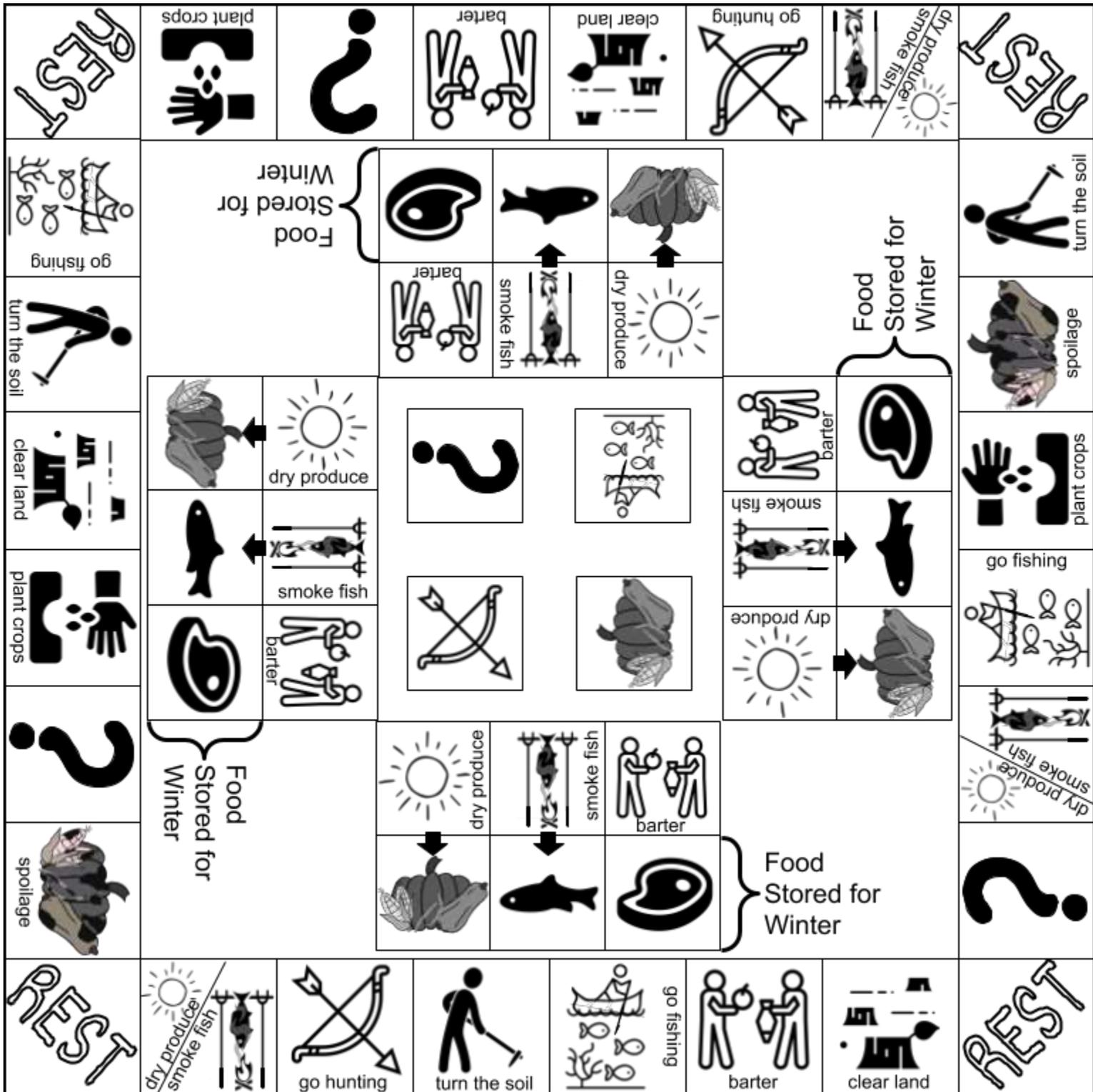
### About the activity

Children could:

- play this game alone. Since it is cooperative, a child could choose to play more than one player to try to get a village ready for the winter.

Parents should:

- help their child to organize the printing and cutting out of the many game pieces
- go over the rules of the game to be sure their child understands how it is played.

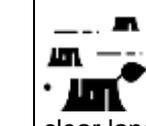




Game images:

“[damage](#)” icon by Flatart, “[Barter System](#)” icon by Massupa Kaewgahya, “[Fishing](#)” icon by Made, “[Canoe](#)” icon by faisalovers, “[Canoe](#)” by Andrejs Kirma, “[tilling](#)” icon by Krisada, “[Archery](#)” icon by Eucalyp, “[sun](#)” icon by Tatyana, “[smoked fish](#)” icon by Vectors Market, “[Campfire](#)” icon by DinosoftLab, “[Smoke](#)” icon by Bohdan Burmich, “[pumpkin](#)” icon by BomSymbols, “[Squash](#)” icon by Jellycons, “[beans](#)” icon by anooonyme, “[Corn](#)” icon by faisalovers, “[seeds](#)” icon by Adrien Coquet, “[Fish](#)” icon by Baboon designs, “[Meat](#)” icon by Loki Ba, “[Wood](#)” icon by Ben Davis, “[abstract geometric snowflake](#)” icon by ProSymbols from [the Noun Project](#)

Agriculture Cards

 clear land	 clear land	 clear land	 clear land	 clear land	 clear land	 clear land	 clear land
 turn the soil	 turn the soil	 turn the soil	 turn the soil	 turn the soil	 turn the soil	 turn the soil	 turn the soil
 plant crops	 plant crops	 plant crops	 plant crops	 plant crops	 plant crops	 plant crops	 plant crops
							

Fishing Cards

 Fish	 Fish	 Fish	 Fish	 Fish	 Fish	 Fish	 Fish
 No fish	 No fish	 No fish	 No fish	 No fish	 No fish	 No fish	 No fish
today	today	today	today	today	today	today	today



Hunting Cards

 Meat	 Meat	 Meat	 Meat	 Meat	 Meat	 Meat	 Meat
 Nothing today	 Nothing today	 Nothing today	 Nothing today	 Nothing today	 Nothing today	 Nothing today	 Nothing today

Chance Cards

 go fishing	 go fishing	 go fishing	 go fishing				
 Paddle to the square of your choice	 Paddle to the square of your choice	 Paddle to the square of your choice	 Paddle to the square of your choice	 Paddle to the square of your choice			
 Plenty of cut firewood, take another turn	 Plenty of cut firewood, take another turn	 Plenty of cut firewood, take another turn	 Plenty of cut firewood, take another turn	 Plenty of cut firewood, take another turn			