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Writer's Notebook: Non-Fiction Content

Information for students

This is your last week of instruction. Congratulations, you did it! By now, you surely have loads of new writing ideas in your notebooks and some great beginnings. Today we will be looking at three different ways to add content to your non-fiction writing. As you learn about each strategy below, you will try it out using the focused non-fiction writing that you started last week. Make sure to take some time over the summer to keep writing in your notebook. Your brain may not be a muscle but it still benefits from workouts. Like a muscle, the more you exercise it, the stronger it gets! As always, please remember that skillful writers are also skillful readers. Writers look to reading to inspire and guide them. Make sure to read for 30 to 45 minutes each day. The more you read, the better you get!

Instructions

Read about the three different ways that non-fiction authors build content into their writing. As you read about each strategy, you will look at some examples from real non-fiction texts, then try the strategy out yourself. By the end, you should have a great piece of non-fiction writing you can share with your family and teacher.

Strategy 1: Rich Descriptions

- Authors use rich descriptions to help the reader visualize and understand information. Adding descriptions helps make the picture clearer for the reader. One great way to add rich descriptions is to think of your 5 senses (sight, smell, sound, touch, taste) – but be careful! You don't want to talk about all five senses at once; try choosing the best one or two that fit with what you're writing about.
- Look at appendix 1 to see examples of rich descriptions. Next, turn to your focused non-fiction writing introduction that you started last week. Add to one of your introductions with a rich description of your topic. This can be as long or as short as you like.

Strategy 2: Numbers and Comparisons

- Try thinking of some of the questions your reader might have about your topic. Can you use some numbers to help the reader understand your topic? What about making a comparison between two things to help the reader understand?
- Look at appendix 2 to see examples of numbers and comparisons. Turn back to your writing and add a number or comparison. You could even try adding both!

Strategy 3: Diagrams and Labels

- Diagrams and labels help your reader understand your topic by seeing a visual element. These visual elements should help to illustrate the information you are writing about.
- Look at appendix 3 to see examples of diagrams and labels. Turn back to your writing and add a diagram with labels.

Read over your writing out loud and make changes when things don't sound right.

English Language Arts

Congratulations! You've got a great piece of non-fiction writing started. You can keep working on this piece or start a new one!

Materials required

- A notebook or lined paper
- Pen or pencil

Information for parents

Children should:

- take 20-30 minutes each day to write in their writer's notebook
- take 30 to 45 minutes each day to read
- continue reading and writing in their writer's notebooks throughout the summer

Parents could:

- read the instructions to your child if necessary
- ensure your child understands the task
- invite your child to share their writing with you
- encourage your child to read and write throughout the summer

Appendix 1 - Rich descriptions

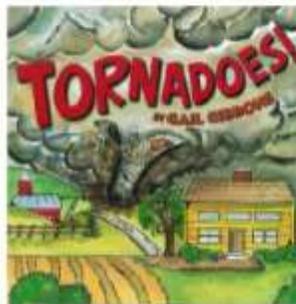
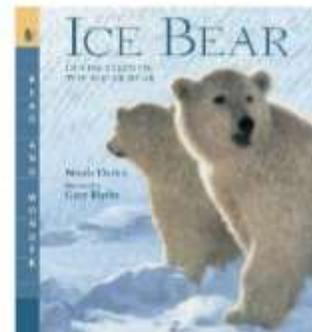


One day a strange man arrived in Camille's town. He had a straw hat, a yellow beard, and quick brown eyes.

-From Van Gogh and the Sunflowers by Laurence Anholt

It has a double coat: one of fat, four fingers deep, and one fur, which has an extra trick for beating cold. Its hairs aren't really white, but hollow, filled with air to stop the warmth escaping, and underneath, the skin is black to soak up the heat.

-From Ice Bear by Nicola Davies

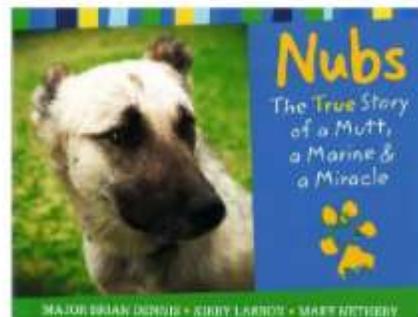


It is raining hard; the winds are strong. The sky is dark. Suddenly a twisting column of moist air reaches down from a cloud and touches the ground. It makes a loud, roaring sound. It is a tornado!

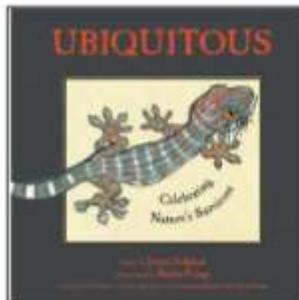
-From Tornadoes by Gail Gibbons

Outside a border fort in the desert of Western Iraq, a small thin dog watched and waited. His ears had been cut off to make him a dog of war.

-From Nubs by Major Brian Dennis



Appendix 2 - Numbers and comparisons



Excerpt about bacteria:

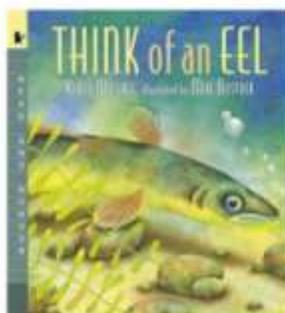
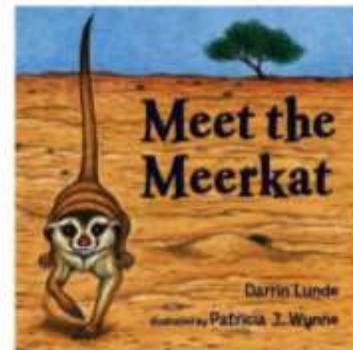
They are tiny (thousands could fit in this sentence's period) and they are everywhere.

-From Ubiquitous by Joyce Sidman

Little Meerkat, what do you look like?

I am long and thin.
I have a pointy face.
I am the size of a squirrel.

-from Meet the Meerkat by Darrin Lunde



Think of an eel.
He swims like a fish.
He slides like a snake.

-From Think of an Eel by Karen Wallace

A little brown bat can eat about 600 bugs an hour. That's like you eating 20 pizzas a night!

-From Amazing Bats by Seymour Simon



Appendix 3 - Diagrams and labels

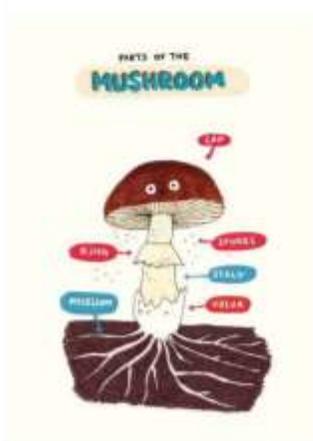


Diagram from Surprising Sharks by Nicola Davis

Labels from Tiny Creatures – The World of Microbes by Nicola Davis



Diagram from The Mushroom Fan Club by Elise Gravel



Gardiens avertis

Information for students

Tu as onze ou douze ans et tu aimes les enfants? Tu as déjà suivi ton cours de **Gardiens avertis** ou tu penses le suivre? Tu aimerais avoir un emploi occasionnel pour garder des enfants? Es-tu prêt?

1. Réfléchis aux scénarios suivants et détermine ce que tu ferais si cela t'arrivait :
 - a. En route vers le parc, Mathieu, trois ans, court sur le trottoir. Il tombe et se fait mal au genou. Sa sœur Myriam, huit ans, ne veut pas retourner à la maison.
 - b. Les parents de Tanya, neuf ans, et de Nicolas, deux ans, ont laissé une pizza au congélateur. Tu la mets au four et, cinq minutes avant la fin du temps de cuisson, Nicolas se met à pleurer. Sa couche doit être changée.
 - c. Tu es à la maison des Bélanger et tu gardes les enfants. Tout va bien jusqu'à ce qu'on sonne à la porte.
 - d. Il est 19 h 30 et tu te prépares à mettre au lit Brian et Anthony. Mais où est donc Brian?
 - e. Kiana, huit ans, et son frère Liam, sept ans, regardent la télévision. Tout à coup, Liam veut changer de poste car il n'aime pas l'émission en cours alors que c'est l'émission préférée de Kiana. La dispute commence.
2. Les [ressources suivantes](#) pourraient t'aider à trouver des solutions pour faire face à ces situations.
3. Discute de tes idées avec un adulte.
4. Choisis l'un des scénarios et explique ta réponse par écrit.

Materials required

- Papier et crayon
- Ordinateur avec accès à Internet (facultatif)

Information for parents

Children could:

- reflect on the situations that could occur during a babysitting session
- discuss their ideas with an adult
- write a description of their actions in the chosen situation

Parents should:

- help their child find solutions to the chosen situation
- help their child to envision what the solution would be
- click here to find out more about the **Gardiens avertis** course: <https://www.croixrouge.ca/cours-et-certificats/description-de-cours/description-des-cours-de-secourisme-a-la-maison/gardiens-avertis>

Understanding Fractions

Information for students

- The following two activities will help strengthen your understanding of fractions.
- In the first activity (Appendix A), you will see how well you understand the concept of fractions. In the second activity (Appendix B), you will use fraction strips to explore equivalent fractions.
 - Read the instructions for each activity carefully.
 - The questions will help you gain a deeper understanding of fractions. Answer the questions in the order given.

Materials required

- Appendix A: Activity 1 Understanding Fractions
- Appendix B: Activity 2 Equivalent Fractions
- Appendix C: Fraction Strips
- Writing materials
- Scissors

Information for parents

About the activity

Children could:

- ask for help reading the problems
- require assistance printing the fraction strips
- require assistance in one or both activities
- get assistance from friends, siblings, parents or teachers
- click here to practice with [Interactive Fraction Bars](#)

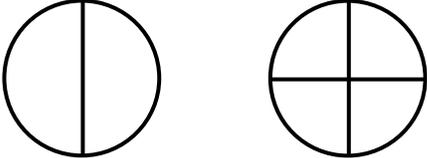
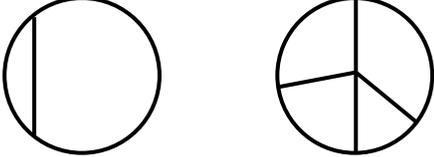
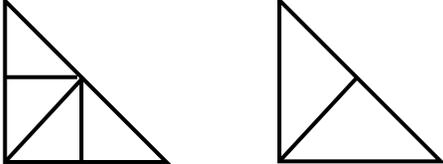
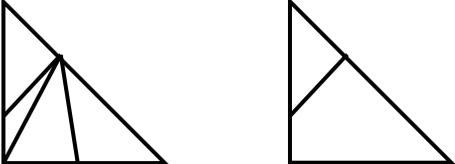
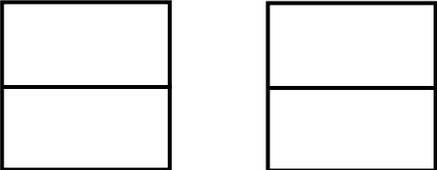
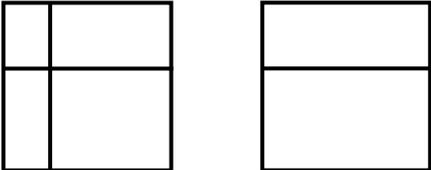
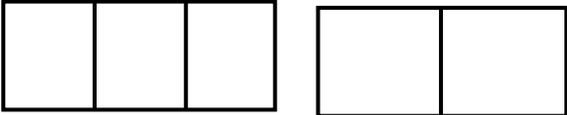
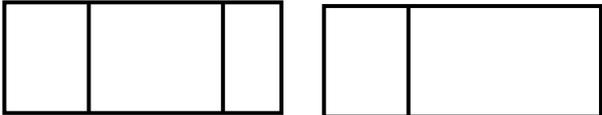
Parents should:

- be prepared to print the material needed
- read the activities, if required
- use the answers in Appendix D to provide guidance and point their child in the right direction
- allow collaborative work between individuals
- encourage their child to persevere
- reinforce the notion that hard work leads to success and cultivate a [growth mindset](#)

Appendix A – Activity 1 Understanding Fractions

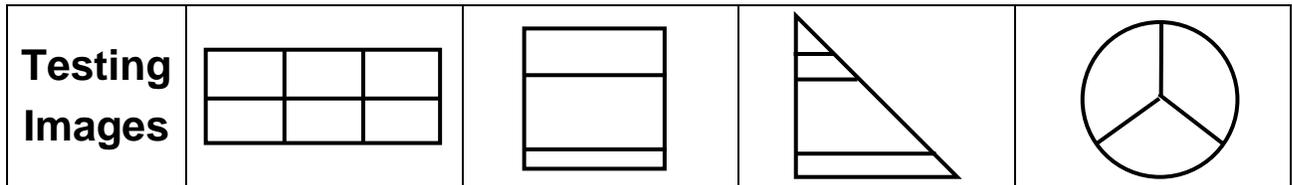
Instructions for Students:

- Below are two columns, a YES column and a NO column, which contain geometric shapes.
- There is something about the images in the YES column that is different from the images in the NO column. What is it? What do the images in the YES column have in common that makes them different from the images in the NO column?
- Take a guess and write it down.

YES	NO
	
	
	
	

Mathematics

- Now look at the images in the Testing Row just below. Which of these do you think should be in the YES column?



- Both the rectangle and the circle go in the YES column. (See why in Appendix D).
- Conclusion:
 - An object is divided into **fractions** only when it is divided into _____ parts.
(unequal/ equal)

Appendix B – Activity 2 Equivalent Fractions

Instructions for Students:

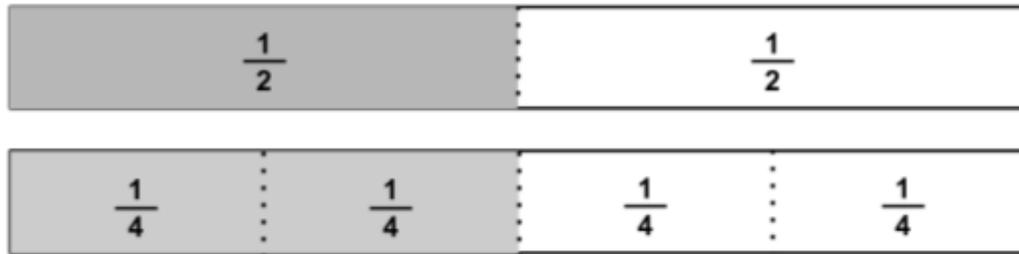
For this activity, you will need to print Appendix C. If you cannot print it, take two regular pieces of paper and draw the strips as shown in Appendix C. Remember that all strips are of the same length. Make sure to write the fractions that appear in each section of each strip.

Observe the pattern that exists from one strip to the next.

- What happens to the denominator as you go down the page? The denominator gets _____
(bigger, smaller)
- What happens to the size of the entire strip of paper as you go down the page?
The strips of paper _____
(get longer/get smaller/stay the same length)
- What happens to the size of each section in each strip as you go down the page?
The sections _____.
(get longer/get smaller/stay the same length)
- Complete the following sentence: As the size of the denominator _____ the size of the sections _____.
(increases, decreases) (increases, decreases)
- The _____ the denominator, the _____ the size of the section.
(bigger, smaller) (bigger, smaller)

We will now look at **equivalent fractions**. To help you understand, carefully cut out the 10 fraction strips in Appendix C. You will then have 10 fraction strips: 1 whole, and 1 each with sections labelled $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$ and $\frac{1}{10}$.

Here is an example: Using the strips, show how many $\frac{1}{4}$ strips are needed to make a half. This will allow you to see the corresponding equivalent fraction. The grey portions are of the same length.



The answer: $\frac{1}{2} = \frac{2}{4}$

You may choose to fold or cut the fraction strips along the dotted lines to help you answer the questions. Use the strips in whatever way makes it easier for you to understand.

- Use the strips to find the following equivalent fractions.

a) $\frac{1}{2} = \frac{\quad}{4}$

b) $\frac{2}{4} = \frac{\quad}{6}$

c) $\frac{3}{6} = \frac{\quad}{8}$

d) $\frac{4}{8} = \frac{\quad}{10}$

e) $\frac{1}{3} = \frac{\quad}{6}$

f) $\frac{2}{6} = \frac{\quad}{9}$

g) $\frac{1}{4} = \frac{\quad}{8}$

h) $\frac{1}{5} = \frac{\quad}{10}$

i) $\frac{2}{3} = \frac{\quad}{6}$

j) $\frac{3}{4} = \frac{\quad}{8}$

k) $\frac{2}{5} = \frac{\quad}{10}$

l) $\frac{3}{5} = \frac{\quad}{10}$

Consider your answers above when answering the following questions.

- How many fractions equivalent to $\frac{1}{2}$ did you find? _____
 What are they? _____
 What is the relationship between the numerator and the denominator for each of these equivalent fractions? _____
- How many fractions equivalent to $\frac{1}{3}$ did you find? _____
 What are they? _____
 What is the relationship between the numerator and the denominator for each of these equivalent fractions? _____
- How many fractions equivalent to $\frac{1}{4}$ did you find? _____
 What are they? _____
 What is the relationship between the numerator and the denominator for each of these equivalent fractions? _____

- As you went about finding equivalent fractions for $1/2$, $1/3$, and $1/4$, you found fewer and fewer examples. Why?

- Could you have found more examples if you had been given more strips, like for $1/12$, $1/14$, $1/15$, etc?

Bonus Section!! You'll see more of this next year!

Addition and subtraction of fractions work in a similar way and require fractions with a particular relationship between them. Can you identify what is needed to be able to add or subtract fractions?

$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5} \qquad \frac{3}{7} + \frac{2}{7} = \frac{5}{7} \qquad \frac{6}{8} - \frac{2}{8} = \frac{4}{8} \qquad \frac{4}{10} + \frac{5}{10} - \frac{3}{10} = \frac{6}{10}$$

What happens to the numerators? _____

What happens to the denominators? _____

Multiplication with fractions also follows a particular pattern. Can you see what happens when you multiply fractions **by a whole number**? Use the fraction strips to make sense of this.

$$4 \times \frac{1}{5} = \frac{4}{5} \qquad 3 \times \frac{2}{7} = \frac{6}{7} \qquad 2 \times \frac{2}{8} = \frac{4}{8} \qquad 5 \times \frac{2}{10} = \frac{10}{10}$$

What happens to the numerator? _____

What happens to the denominator? _____

Appendix C – Fractions Strips

1 whole									
$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$			
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$	
$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$	
$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$	
$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$	

Appendix D – Solutions

Solution – Activity 1 Understanding Fractions

The shapes in the YES column are evenly divided. Don't forget the notion of “equal sharing” when dealing with fractions. All the images in the NO column are divided into the same number of parts as the images in the YES column, but the parts are not equal in size. When referring to the images in the left column and how they are divided, we could say, for example, that the first circle is divided into two halves. The corresponding circle in the right column is divided into two parts, but not two halves. In the same way, the other figures in the YES column are divided into halves, quarters or thirds. The corresponding images in the right column are divided into two, three or four parts, but not into fractions.

An object is divided into **fractions** only when it is divided into **equal** parts.

Solution – Activity 2 Fraction Strips

- The denominator gets **bigger**.
- The strips of paper stay the same length.
- The sections get smaller ($\frac{1}{4}$ of the length of the strip is smaller than $\frac{1}{2}$ of the length of the strip)
- As the size of the denominator **increases** the size of the sections **decreases**.
- The **bigger** the denominator, the **smaller** the size of the section. OR
- The **smaller** the denominator, the **bigger** the size of the section. OR
- Use the strips to find the following equivalent fractions.

a) $\frac{1}{2} = \frac{2}{4}$

b) $\frac{2}{4} = \frac{3}{6}$

c) $\frac{3}{6} = \frac{4}{8}$

d) $\frac{4}{8} = \frac{5}{10}$

e) $\frac{1}{3} = \frac{2}{6}$

f) $\frac{2}{6} = \frac{3}{9}$

g) $\frac{1}{4} = \frac{2}{8}$

h) $\frac{1}{5} = \frac{2}{10}$

i) $\frac{2}{3} = \frac{4}{6}$

j) $\frac{3}{4} = \frac{6}{8}$

k) $\frac{2}{5} = \frac{4}{10}$

l) $\frac{3}{5} = \frac{6}{10}$

Consider your answers above when answering the following questions.

- How many fractions equivalent to $\frac{1}{2}$ did you find? 4.
What are they? $\frac{2}{4}$, $\frac{3}{6}$, $\frac{4}{8}$, $\frac{5}{10}$
What is the relationship between the numerator and the denominator for each of these equivalent fractions? The numerator is half the value of the denominator.

- How many fractions equivalent to $\frac{1}{3}$ did you find? 2.
What are they? $\frac{2}{6}$, $\frac{3}{9}$
What is the relationship between the numerator and the denominator for each of these equivalent fractions? The numerator is a third of the value of the denominator.
- How many fractions equivalent to $\frac{1}{4}$ did you find? 1.
What are they? $\frac{2}{8}$
What is the relationship between the numerator and the denominator for each of these equivalent fractions? The numerator is a quarter of the value of the denominator.
- As you went about finding equivalent fractions for $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$, you found fewer and fewer examples. Why? The fraction strips provided stop at tenths.
- Could you have found more examples if you had been given more strips, like for $\frac{1}{12}$, $\frac{1}{14}$, $\frac{1}{15}$, etc? Yes. With $\frac{1}{12}$, I could have found that another fraction equivalent to $\frac{1}{4}$ is $\frac{3}{12}$. With $\frac{1}{14}$, another fraction equivalent to $\frac{3}{7}$ is $\frac{6}{14}$, etc. Multiple answers are possible.

Solution - BONUS SECTION

Addition and subtraction of fractions work in a similar way and require fractions with a particular relationship between them. Can you identify what is needed to be able to add or subtract fractions?

$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5} \qquad \frac{3}{7} + \frac{2}{7} = \frac{5}{7} \qquad \frac{6}{8} - \frac{2}{8} = \frac{4}{8} \qquad \frac{4}{10} + \frac{5}{10} - \frac{3}{10} = \frac{6}{10}$$

What happens to the numerators? The numerators are added together.

What happens to the denominators? The denominators don't change.

Multiplication with fractions also follows a particular pattern. Can you see what happens when you multiply fractions **by a whole number**? Use the fraction strips to make sense of this.

$$4 \times \frac{1}{5} = \frac{4}{5} \qquad 3 \times \frac{2}{7} = \frac{6}{7} \qquad 2 \times \frac{2}{8} = \frac{4}{8} \qquad 5 \times \frac{2}{10} = \frac{10}{10}$$

What happens to the numerator? It gets multiplied by the whole number.

What happens to the denominator? It doesn't change.

This could also be seen in the following way:

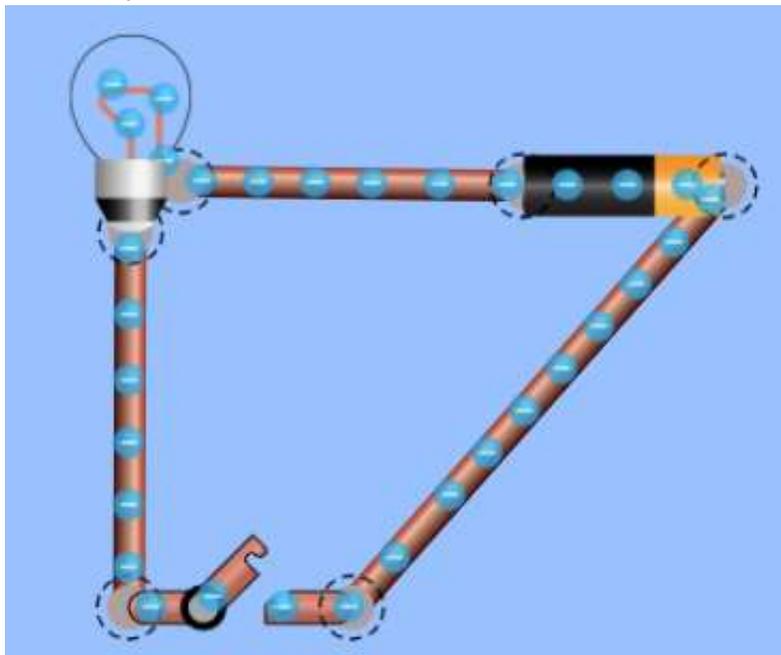
$$4 \times \frac{1}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{4}{5}$$

Electrical Circuits

Information for students

Before you begin investigating **electrical circuits**, take a moment to answer the questions below using paper and a pencil.

- *What do you know about electricity?*
- *How does electricity make a light bulb glow?*
- *Can you name the components in the model below¹? There are 4.*



Materials required

- Paper
- Pencil
- Device with Internet access
- Lab sheet: Appendix C

¹ Image designed using University of Colorado, Boulder. « PhET Interactive Simulations: Circuit Construction Kit” June 5, 2020, PNG, http://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_en.html

Information for parents

Children should:

- continue their investigation by learning about **series** and **parallel** circuits [here](#)

Parents could:

- assist their child with Appendix B and C, if they require additional explanations
- ask their child to answer the following:
 - What is an electrical circuit?
 - What are the 4 components of an electrical circuit?
 - What is the difference between an insulator and a conductor?
 - What is the difference between a complete and an incomplete circuit?

Appendix A: What Is an Electrical Circuit?

Information for students

- **Electric current** is the flow of an electric charge (electrons) moving in one direction along a path.
- An **electrical circuit** is a group of components that are connected. They allow the electrons to flow. The 4 parts that make up a circuit are:
 - **Energy Source:** provides the electrons (e.g. a battery or a power plant like Hydro Quebec)
 - **Electrical Device** (or output device): The object that uses the electrons (e.g. light bulb, iPad, hair dryer, oven)
 - **Switch:** a component that opens and closes a circuit so that you can control when you need the electrons to flow.
 - **Pathway:** a material that connects all the parts of an electric circuit so that the electrons can travel (e.g. wire).
- Watch this video: [What is an Electrical Circuit?](#)

Reflect on this:

Have you ever gotten a shock when you touched a door knob or someone else? This shock is from static electricity. Sometimes, when you touch a doorknob, the electrons move from your body to the knob. That movement causes a shock.



Touching a wire full of constantly moving electrons can be dangerous. What has been done to wires to reduce the risk of electrons escaping from their path and entering our hands?

- **Electrical conductor:** a material that allows electricity to flow through it (e.g. metal).
- **Electrical insulator:** a material that does not allow electricity to flow through it (e.g. rubber, plastic)
- **Complete circuit:** when the electric current flows through all the parts of the circuit because ALL components are connected.
- **Incomplete circuit:** when the electric current CANNOT flow because the circuit is disconnected somewhere. There is a gap in the circuit.

²*Pxfuel*, "Blue Green Red Coated Wires Tip Exposed Cable Current Voltage" n.d. JPEG, <https://www.pxfuel.com/en/free-photo-ezeaa> accessed on June 5, 2020.

Appendix B: Build an Electrical Circuit

Information for students

If you were in school, you would most likely have the opportunity to build your own circuit, test different hypotheses, experiment with conductors and insulators, and so on. Though you are not in the classroom, you can still experiment with circuits—virtually.

Instructions

1. Visit the PhET Circuit Construction Kit: DC [here](#).
2. Use the worksheet found on the next page (Appendix C) to complete the lab.

Appendix C: Electrical Circuit Lab Sheet

DIRECTIONS: Using the PhET Circuit Construction Kit (link), follow the instructions and answer the questions.

Once you are on the PhET Circuit Construction Kit page, click on INTRO to enter.

Important How To's

To **build** your circuit, drag each component onto the blue screen.

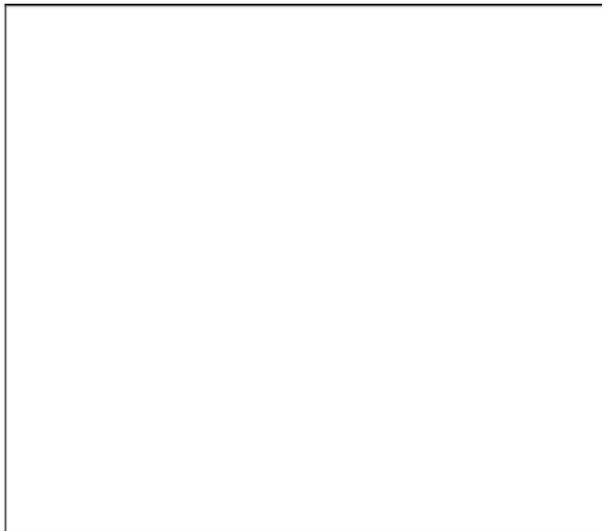
To **delete** a component: click on it (it will be highlighted), then hit backspace.

To **disconnect** two components: click once where they are connected, and a pair of scissors will appear. Click on the scissors.

Part A: Construct an electrical circuit

1. Construct an electrical circuit.
 - 2 wires
 - 1 bulb
 - 1 battery

Draw a model of the circuit you created online in the rectangle below.



2. Click on the battery.

Can you make the light bulb brighter? (Hint: increase the battery's voltage.)

How does this affect the electrons? _____

Remove the light bulb and connect the two wires. What happens?

Science and Technology

This is called a **short circuit. If there is no output device, then the current can become very powerful and burn the components (wires and battery). This is a dangerous situation.

3. Add the light bulb back!
4. Add a switch to the circuit. You may need to use an extra wire.

Draw the circuit you created online in the rectangle below.



5. Turn the light bulb ON and OFF by clicking on the switch.
 1. When the light bulb is OFF, is the circuit open or closed? _____
 2. When the light bulb is ON, is the circuit closed or open? _____

Now, you should have a working circuit with 4 components: an output device (bulb), a switch, a source of electrons (battery) and a pathway (wires).

Part B: Create a Circuit Tester

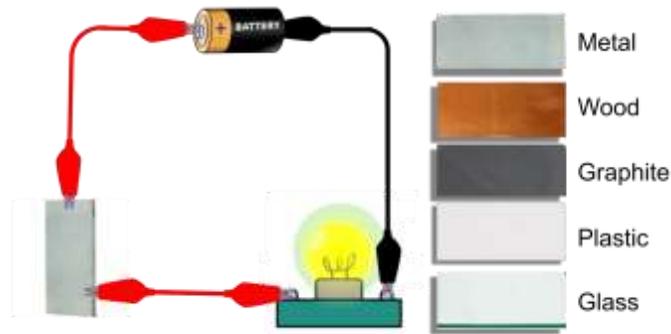
Let's test some insulators and conductors. Remember, a conductor allows electrons to flow through it and an insulator blocks electrons.

Remove the switch.

1. Connect an item from the list on the LEFT side to the wires in order to create a circuit. You may need an extra wire.
2. See if your item allows electrons to pass through it or if it blocks the electrons.

If the electrons are blocked, will the light bulb turn on? _____

Science and Technology



Cheryl Cantin “Conductors and Insulators” June 5, 2020, PNG, personal collection.

Test each item. Put a check in the column depending if your item is an insulator or conductor.

Item	Insulator	Conductor
Dollar Bill		
Coin		
Paper Clip		
Eraser		
Pencil		

Let's Beat the Heat!

Information for students

Activity 1

- The summer can be a fantastic season for getting active!
- We have access to parks, pools, tennis courts and other outdoor areas that can help people stay active.
- Staying active outside can be a lot of fun, but too much time in the heat and the sun can also be dangerous!
- It's very important that we protect ourselves from the sun and the heat.
- Read the web pages below and discuss which strategies you use to stay safe from the sun with a family member.

<https://www.canada.ca/en/health-canada/services/sun-safety.html>

<https://www.canada.ca/en/health-canada/services/sun-safety/sun-safety-basics.html>

<https://www.canada.ca/en/health-canada/services/sun-safety/sunscreens.html#a1>

Activity 2

- Set yourself an attainable goal that you can complete by the end of the summer.
- See Appendix A for more information on how to set a goal.
- No matter what you do this summer, the most important thing is to stay safe and healthy.
- See Appendix B for a checklist on how to keep yourself safe from the sun.

Materials required

- Device with Internet access
- Paper, pen/pencil

Information for parents

About the activity

Children should:

- learn about the importance of wearing sunscreen every day
- learn different strategies to keep themselves safe outdoors during the summer
- set a goal to stay active during the summer

Parents could:

- set goals with their children and help motivate them throughout the summer
- participate in suggested outdoor activities with their children or as a family

Appendix A – Setting Goals

1. Set yourself a goal to achieve between the end of the school year and the end of the summer. Use the chart below to help guide you to set a S.M.A.R.T goal.

S.M.A.R.T GOALS

<p>SPECIFIC </p>	<p>Specific means that your goal is detailed and exact. It can answer the questions who, what, where, when, why, and which.</p>
<p>MEASURABLE </p>	<p>Measurable means you can track your progress and know exactly when your goal is met. It usually involved numbers.</p>
<p>ATTAINABLE </p>	<p>Attainable means that your goal is a reasonable one. It is not completely out of reach, or too easy for you.</p>
<p>RELEVANT </p>	<p>Relevant means that your goal is worthwhile. It is something that is actually important to you right now.</p>
<p>TIMELY </p>	<p>Timely means that your goal will be accomplished in a set time frame, such as two weeks, three months, or one year.</p>

Example: My goal is to be flexible enough to do the splits.



I will achieve it by stretching my legs every morning. I will write down reminders before bedtime so I remember to stretch in the morning. I will mark down my progress every day. I will complete my goal in 30 days.

If you choose not to set a goal, you can also challenge yourself to complete certain activities throughout the summer. For inspiration, you can use a 30-day challenge card!

Appendix B – Sun Safety Checklist

1. Here's a quick checklist you can use throughout the summer before you head outside:

**SUMMERTIME
CHECKLIST**

Before going outside today, I will...

- Check the temperature and UV level
- Apply sunscreen 15 minutes before exposure
- Make sure the area I am playing in is safe
- Wear clothing that protects me from the sun (hat, sunglasses, etc.)
- Wear protective gear for my activity (helmet for biking, proper running shoes, etc.)
- Bring a water bottle and stay hydrated!



Foil Sculpture Shadow Art

Information for students

This project combines the art form of sculpture with nature. The sun creates shadows and we will use this natural phenomenon to create an interesting piece of art. The process involves two parts. Both parts can be done in one day or you can choose to do them on separate days, but note that part two requires a sunny day. It is possible to do this project by using a lamp instead of the sun, but being able to work on your art outside is much more fun!

You can make this project for yourself or you might consider giving it as a Father's Day gift to a special male role model in your life. Knowing your audience will help you decide how to pose your figure.

Refer to the appendix for step-by-step images.

- **Part One: Sculpting a tin foil figure**

- Tear a piece of aluminum foil off the roll, about as long as the length from your elbow to your fingertip.
- On one of the long edges, use a pencil to mark the centre. You can use a ruler, but this does not have to be exact. If you do not have a ruler you can find the approximate centre by eye.
- Draw a line down 5 inches (or about the length of your hand). Use a ruler or other straight, rigid object to draw the line.
- Turn the foil around to the other side and now you will make two similar lines to divide this section in three equal parts. Draw two lines, each 5 inches long (refer to image A).
- With the foil in that position, visualize the centre section as the figure's head. The two sections on either side will become the arms. The two bottom sections will become the legs. The middle will become the torso, or body, of your figure.
- Using scissors, cut along each line. If you do not have scissors, carefully tear along the lines (refer to image B). This does not have to be perfect because you will be pinching the foil.
- Begin sculpting by gently folding, squishing, and pinching the centre foil section to make the head. Work slowly but do not worry if you tear it. Like clay, foil is very forgiving.
- Next, pinch, fold and squish the foil to mold the arms (refer to image C). Again, work slowly with the foil, but if you accidentally break a piece off, you can add more foil.
- Use the same process to create each leg (refer to image D). If you feel that the arms are too long compared to the legs, you can cut or fold them to a more appropriate size.
- Pinch and squish to form the torso in the centre (refer to image E).
- You now have a figure that is malleable. That means it is bendable and can be shaped into various positions.
- Decide what position you would like your figure to be in. Think about your audience. Is this project a gift or for yourself? What are the interests and hobbies of the recipient? Try to create a figure that represents one of those hobbies. Perhaps you will position the figure ready to hit a home run, swinging a golf club, hammering a nail, mixing cookie dough, or sitting with a book. Bend your figure to create the desired pose. It may help to actually get in the position yourself, to see how your arms and legs look.

- Bend the bottom of the legs to create feet, and tape the feet to the cardboard. If you do not have tape, add more foil around the feet, creating a solid base to stand on its own.
- If you want to add props to your figure, such as a cut-out baseball bat or a book, you can do that with the extra cardboard. Tape it in position on the figure or bend the foil to hold it in place (refer to image F).
- **Part Two: Creating a silhouette shadow**

This phase requires a sunny day. It can also be done indoors with a table lamp or other light source to replace the sun.

 - With your figure posed and secure on the edge of the cardboard, take it outside in the sun. Early morning or early evening will create the best results as the shadow will be longer.
 - Move it around to notice the shadow it creates on your cardboard. Place it in such a way to ensure the complete shadow is on the cardboard. Make sure it is on a flat, stable surface like a sidewalk, driveway or patio table. Use your pencil to trace around the shadow of the silhouette (refer to image G).
 - You can continue to work outdoors or work indoors to colour inside the shadow with a black marker. You have captured a permanent shadow of your figure! (Refer to image H)

Materials required

- Aluminum foil
- Pencil
- Square of cardboard (such as one side of a cereal box)
- Black marker (or crayon or coloured pencil)
- Small pieces of cardboard from the cereal box, for props (optional)
- Tape*
- Scissors*
- Ruler*

*If you do not have these items, the instructions include ideas for working without them.

Information for parents

About the activity

Children could:

- repeat the process to create many figures in different positions, representing different hobbies
- watch Meliksah Soy Turk, an artist, sculpt foil into a T-Rex
<https://www.youtube.com/watch?v=n8DUdnVgavQ>
- do a Google search to view images of *aluminum foil sculptures*

Parents could:

- read the instructions to your child, if necessary

Appendix: Foil Sculpture Shadow Art

Images



Celebrate National Indigenous Peoples Day

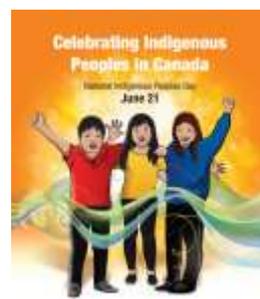


Information for students

- June 21st is National Indigenous Peoples Day! This is a day to celebrate the unique heritage of Canada's three Indigenous populations: First Nations, Métis and Inuit.
- It is also the first day of summer, or the summer solstice, when the sun shines for the longest day all year. Many Indigenous communities hold celebrations on or around this day.
- Watch this video of a dance from a powwow held at Manawan, for an example of celebrations held near the summer solstice: https://www.nfb.ca/film/masko_nimiwin_the_bears_dance/
- Read this story called "The Great Festival of Light", about the importance of the summer solstice, and answer the questions in the "Summer Solstice Sequel"
https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/nIPD_activity_guide_2018_1528380426091_eng.pdf#page=10
- Download and print out the rest of the activity book for more fun puzzles, games and information about Canada's Indigenous Peoples!
https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/nIPD_activity_guide_2018_1528380426091_eng.pdf

Materials required

- Device with Internet access
- Printer
- Paper, writing and colouring materials



Information for parents

About the activity

Parents could:

- help their child find more information about National Indigenous Peoples Day
<https://www.rcaanc-cirnac.gc.ca/eng/1100100013718/1534874583157>
- view the video of the powwow celebration with their child
https://www.nfb.ca/film/masko_nimiwin_the_bears_dance/
- help their child download and print the activity book and accompany their child in the activities as needed
https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/nIPD_activity_guide_2018_1528380426091_eng.pdf

Extra! Extra! Read All About It!

Information for students

Learn about the history of the *Quebec Gazette* and other types of media by doing the activity in the Appendix.

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, pencil, etc.)



Source: <https://publicdomainvectors.org/en/free-clipart/Newspaper-vector-icon/75638.html>

Information for parents

About the activity

Children could:

- discover other symbols used to represent forms of communication

Parents should:

- read the instructions to their child, if necessary
- be available throughout the activity to answer questions, drawing upon their own experiences

Appendix – Extra! Extra! Read All About It!

The Quebec Gazette

- On June 21, 1764, the first issue of the Quebec Gazette was published by William Brown and Thomas Gilmore.
- It was the first newspaper published in North America and is still published today, under the name Quebec Chronicle-Telegraph.
- The newspaper is almost 256 years old!
- Originally published in both French and English, it is now produced in English only.



Source: <https://hosted.learnquebec.ca/societies/societies/lower-canada-around-1820/the-quebec-gazette/>

Activity

Where do you get the news?

1. In the table below, are symbols of additional sources where you can get the news.

Please label them.

 <p>Source: https://commons.wikimedia.org/wiki/File:Podcasts_(iOS).svg</p>	 <p>Source: https://freessvg.org/vintage-radio-vector-image</p>	 <p>Source: https://commons.wikimedia.org/wiki/File:News.svg</p>
 <p>Source: https://freessvg.org/hotel-with-internet-in-rooms-vector-sign</p>	 <p>Source: http://www.publicdomainfiles.com/show_file.php?id=13942794017560</p>	 <p>Source: https://pixabay.com/illustrations/logo-twitter-social-media-3491390/</p>

2. Where else can you get the news from?

- _____
- _____
- _____

Geography, History and Citizenship Education

3. Refer to the news sources that you labelled in Task 1 and place them in chronological order in the table below. Then add the year that you think each one was invented. Justify and compare your answers with those of family and friends.

	1	2	3	4	5	6
Source where you can get the news						
Year						

4. Which of these are your preferred sources for following the news, and why?
