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# Crafting Voice

## Information for students

What is “voice” in writing? The voice in a piece of writing is the personality behind it. The author's voice refers to a writer's style which makes their writing unique. A character's voice is the speech and thought patterns of characters in a narrative. Through this activity, you will examine voice in a story and then practice crafting voice in your own writing.

## Instructions

1. First, listen to one teacher’s explanation of voice in writing: <https://safeyoutube.net/w/arCH>
2. Now, listen to a reading of Anthony Browne’s *Voices in the Park*: <https://safeyoutube.net/w/XwCH>
3. Consider the voices presented in the book and, on a sheet of looseleaf, write answers to the following questions:
  - Who is the character behind each voice (who does the voice belong to)?
  - How would you describe each personality (which traits would you attribute to each character)?
  - What evidence is there that supports your description of each character (consider what they say and what they do)?
4. With a friend or family member, discuss the four voices from Browne’s book. Talk about your thoughts on each character based on their dialogue and actions.
5. It is now time to practice crafting voice in your own writing. Your task is to write a first-person narrative. The objective is to develop a voice that expresses your main character’s energy and personality throughout an ordinary day. To make things interesting, your character cannot be human. Select the main character for your first-person narrative from one of the following:



## English Language Arts

- Print the graphic organizer (see the appendix) and use it to help you develop your character's voice and plan your writing.
- Proofread and revise your work carefully.
- Share your work with a friend, or family member. Can they hear the character's voice? Ask them to describe the character's personality.

### Materials required

- Device with Internet access:
- Paper and writing materials
- Print out of the graphic organizer (found in the appendix)

### Information for parents

Children should:

- take notes when watching the first video of the teacher explaining the concept of voice in writing
- peer conference with a friend

Parents could:

- help navigate online resources, if necessary
- engage in a discussion about the book read, as well as the work done
- praise all your child's efforts

# Appendix: Crafting Voice

## Narrative Plan

Character

What would an ordinary day for this character be like?

What personality traits would you attribute to this character?

What emotions would this character experience throughout the day?

Beginning

Middle

End

# Il n’y a pas de comparaison

## Information for students

Dans cette activité, tu vas créer une carte pour ton père pour souligner la **fête des pères** qui aura lieu le 21 juin 2020. Bien sûr, si tu préfères, tu peux créer une carte pour ton beau-père, ton grand-père ou pour une autre personne dans ta vie qui représente un père pour toi.

Pour chaque phrase de ta carte, tu vas faire une **comparaison**.

- Choisis cinq qualités et compare la personne choisie à quelque chose (un personnage d’un livre ou de l’histoire, un superhéros, un animal, un objet etc.) pour chacune des qualités choisies. Tu vas écrire (au moins) cinq comparaisons.
- Termine ta carte avec une phrase qui exprime ton sentiment d’amour et d’appréciation.
- Signe ton nom.

Voici quelques exemples :

- ★ Papa, tu es plus **FORT** qu’un **OURS** (animal fort).
- ★ Tu es plus **CÂLIN** qu’un **OURSON** (animal doux).
- ★ Tu es plus **RAPIDE** qu’un **ÉCLAIR**.
- ★ Tu es plus **RUSÉ** qu’un **RENARD**.
- ★ Tu es plus **INGÉNIEUX** qu’**IRONMAN**.
- En annexe, tu trouveras un modèle à suivre et une liste de qualités parmi lesquelles tu peux choisir.
- Complète ensuite ta lettre avec des dessins ou des images pour rendre ta carte plus attrayante.

## FLS immersion

- Ton défi est d’utiliser des verbes différents pour chaque phrase au lieu de toujours dire : « *Papa, tu es...* ». Tu peux être plus précis en utilisant par exemple : *Papa, tu **cours** plus vite que...*

## Materials required

- Paper, pencil, pencil crayons or if preferred, a computer to download images

## Information for parents

Children could:

- use toy figurines instead of drawing a picture or adding an image

Parents could:

- discuss which qualities correspond to the child’s father or father figure and help them find a metaphor (e.g. person, superhero, animal, object)

# Annexe : Il n’y a pas de comparaison !

Voici un exemple pour FLS de base :

 **Papa...**



Tu es plus fort qu’un OURS



Tu es plus \_\_\_\_\_

Image  
Dessin  
Photo

Tu es plus \_\_\_\_\_

Image  
Dessin  
Photo

Tu es plus \_\_\_\_\_

Image  
Dessin  
Photo

Tu es plus \_\_\_\_\_

Image  
Dessin  
Photo

**Papa\*** tu es mon superhéros préféré xoxo

*(Signature)* \_\_\_\_\_

Voici un exemple pour FLS immersion :

 **P**apa...



Tu es plus fort qu'un OURS



Tu es plus \_\_\_\_\_

Image  
Dessin  
Photo

Tu cours \_\_\_\_\_

Image  
Dessin  
Photo

Tu \_\_\_\_\_

Image  
Dessin  
Photo

Tu \_\_\_\_\_

Image  
Dessin  
Photo

**P**apa, tu es mon superhéros préféré xoxo

*(Signature)* \_\_\_\_\_

# LISTE DE QUALITÉS : à traduire si nécessaire

Français	Anglais
Fort	
Brave	
Intelligent	
Rapide	
Merveilleux	
Courageux	
Brillant	
Drôle	
Prévenant	
Câlin	
Beau	
Dynamique	
Gentil	
Aimant	
Souriant	
Patient	
Sensible	
Attentionné	
Créatif	
Sage	
Curieux	
Parfait	
Amusant	
Affectueux	
Protecteur	
Inventif	



# Factors and Multiples Puzzle<sup>1</sup>

## Information for students

Have you solved a puzzle today? Turns out puzzles are great for health and happiness.

This puzzle can be played with a pencil and paper OR with the cut-outs provided in Appendix A. The cards may take a moment to cut out, but they allow you to try more possibilities easily.

**Step 1 Heading Cards:** Cut out the 10 heading cards (ex. prime numbers), and put one in each of the 10 rectangular spaces around the playing board.

**Step 2 Number Cards:** Cut out the 25 number cards. Then place each one in a different square on the playing board so that the number satisfies both the condition given by the heading card for that row and the condition given by the other heading card for that column.

### Questions

- How many number cards can you place on the board that satisfy all the conditions?
- Is it possible to fill all the squares at once?

**Prime Number:** A number greater than 1 that cannot be made by multiplying two smaller numbers together. In other words, it is a number that cannot be divided by any other number other than itself and 1, without a remainder.

**Triangular Numbers:** A series of numbers (1, 3, 6, 10, 15, etc.) that is made by adding up the natural numbers in order. Example:  $1+2=3$ ,  $1+2+3=6$ ,  $1+2+3+4=10$ . The numbers 3, 6 and 10 are triangular numbers.

## Materials required

- Cut-outs in Appendix A OR
- Pencil/eraser and paper (if you make your own game board).

## Information for parents

### About the activity

Parents should:

- help out if their child is uncertain of the meaning of one of the heading cards

<sup>1</sup> Adapted from: University of Cambridge -- the Millennium Mathematics Project “*Factors and Multiples Puzzle*” (n.d.), <https://nrich.maths.org/factorpuzzle> accessed on May 29, 2020

# Appendix A – Factors & Multiples Game Board

Is it possible to fill all the squares at once?



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# Appendix B: Factors & Multiples Game Cards

## Heading Cards

PRIME NUMBERS	FACTORS OF 60	EVEN NUMBERS
NUMBERS MORE THAN 20	MULTIPLES OF 3	ODD NUMBERS
NUMBERS LESS THAN 20	MULTIPLES OF 5	TRIANGULAR NUMBERS
	SQUARE NUMBERS	

## Number Cards

1	2	3	4	5
<u>6</u>	7	<u>9</u>	10	11
12	15	16	18	20
21	23	24	25	30
35	36	45	55	60

# Evaporation: A Stage of the Water Cycle

## Information for students

### Where does the water go?

- Have you ever wondered what happens to water when it evaporates? According to the Encyclopaedia Britannica, [evaporation](#) is the process by which an element changes from its liquid state to its gaseous state.
- In this activity, you will brainstorm what you know about water (Appendix A) and do an experiment (Appendix B) in which you will be able to observe the slow process of evaporation.
- Click on this video [link](#) to review the stages of the water cycle, which is also known as the hydrologic cycle or H<sub>2</sub>O cycle.



*Photo credit Sara Iatauro, 2020, Personal Library*

### Materials required:

- three (3) paper towels
- water
- clothes pins
- a place to hang your wet paper towel (for example, over a railing outside)

## Information for parents

### About the activity

Children should:

- organize and set up their paper towel experiment with the help of their parents

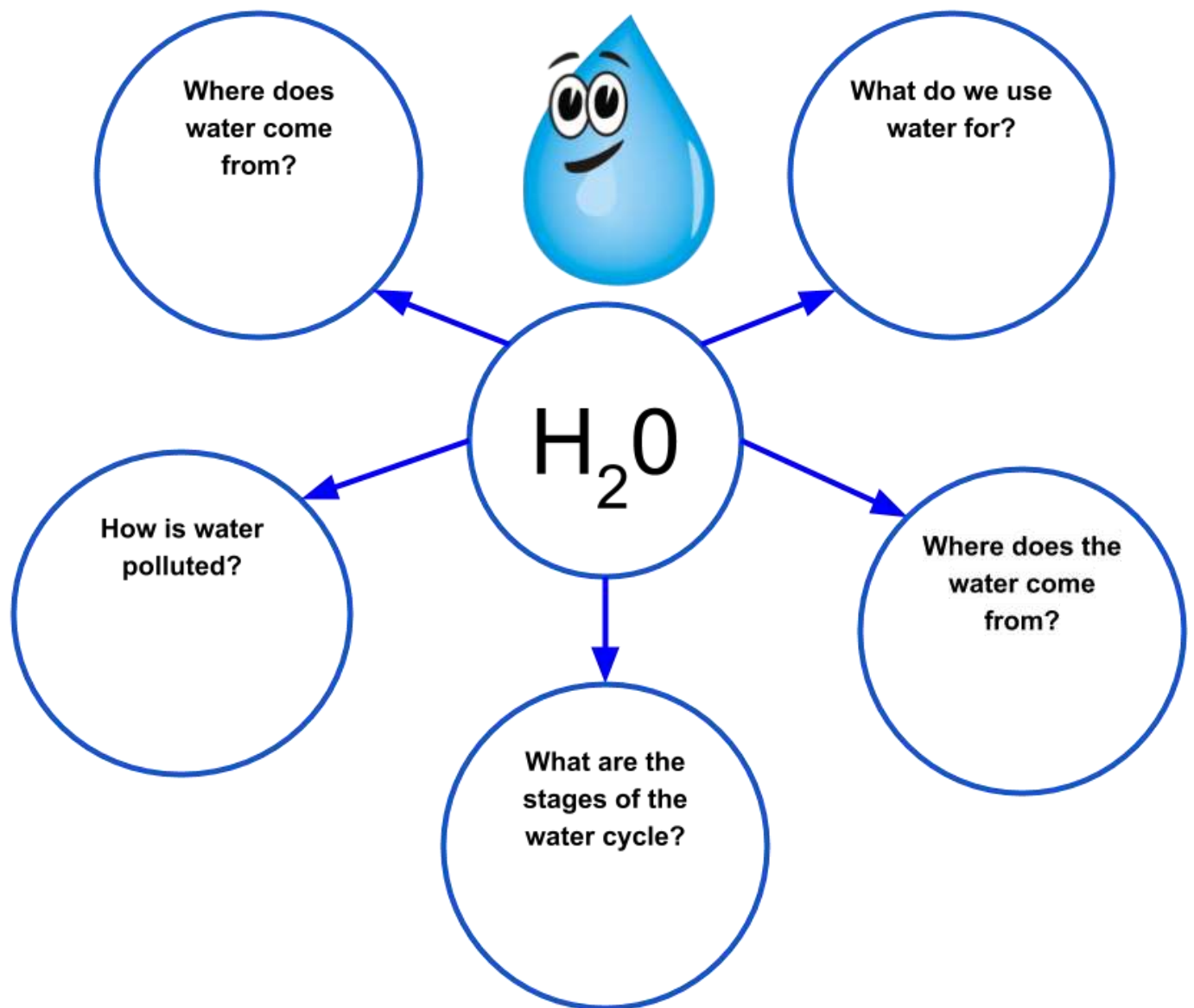
Parents should:

- help their children to brainstorm and write down their ideas to the guiding questions in the brainstorming chart on what they know about water and the water cycle

# Appendix A: Brainstorming Activity

## Instructions:

- What do you know about water?
- After watching this [video](#), use this **brainstorming chart** to share your thoughts by reflecting on these guiding questions.



## Appendix B: Experiment

### Instructions:

Richard has taken a bath. Because he was in a hurry, he dried himself off with a bath towel and threw his wet towel on the bathroom floor. The follow morning, his towel was still on the bathroom floor, and was still quite wet. When Richard’s mom saw his towel, she asked him, “Why is your towel still wet from last night’s shower?”

### Explain why Richard’s towel is still wet:

### Let’s experiment with a paper towel!

### Materials required:

- 3 paper towels
- Some water
- Clothes pins
- A place to hang your wet paper towel (for example, a railing outside)

### Procedure:

1. Soak the three paper towels in water
2. Gently squeeze the excess water from the paper towels so that they do not drip
3. Then hang one paper towel on a clothes line or on a railing to let it dry. We will call this paper towel “Towel 1.”
4. Lay the second paper towel on a table. We will call this paper towel “Towel 2.” *(Be careful to check with an adult that the wet towel won’t damage the surface.)*
5. Finally, take the last paper towel, scrunch it into a ball and place it in a bowl. We will call this paper towel “Towel 3.”
6. After 10, 30, 50 and 60 minutes, check to see how humid the towels are. Use the scale provided below to record the humidity.
7. Record the results in the table below.

Science and Technology

<b>Humidity Scale</b>	<b>Very humid</b>	<b>Moderately humid</b>	<b>Almost dry</b>	<b>Dry</b>
	4	3	2	1

<b>Paper Towels</b>	<b>10 minutes</b>	<b>30 minutes</b>	<b>50 minutes</b>	<b>60 minutes</b>	<b>How many minutes or hours until the paper towels were fully dry?</b>
Towel 1					
Towel 2					
Towel 3					

**Analysis:**

1. What have you concluded from this experiment?

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2. Explain the differences you observed. Did the location of the paper towels make a difference?

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3. How would your findings help answer the question asked by Richard’s mom?

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# Heart Rate

## Information for students

### Activity 1

- Have you ever noticed that your heart beats faster or slower depending on what type of activity you do? Try to think of times when your heart was beating faster (e.g. running, swimming, activities during your physical education classes) or slower (e.g. reading, playing cards).
- Do you know why our hearts beat faster and slower? Check out [this video](#) to find out!
- After watching the video, you've learned not only how and why our hearts beat, but also how to take your pulse.
- Now take your own pulse! Sit on the floor or on a chair, relax and find your pulse. Your pulse can be found easily on your wrist or on your neck right underneath your ear.



- Set a timer for 30 seconds. When the timer starts, count each heartbeat you feel. Once the timer is up, double that number. For example, if you felt your heartbeat 30 times, double your number and you will get 60 BPM (beats per minute). This number is your resting heart rate. For example:

$$\begin{array}{r} 30 \\ + 30 \\ \hline 60 \end{array}$$

### Activity 2

- Let's try to find out what type of activities make our hearts beat fastest!
- Follow the instructions in Appendix A.

### Materials required

- Device with Internet access (for the video)
- Paper, pen/pencil
- Timer

## Information for parents

### About the activity

Children should:

- learn about the heart, its main functions and how to take their own pulse
- learn to feel the difference between a faster and slower heart rate




Parents could:

- participate in the activities with their children and take their own pulse
- discuss how different physical activities can alter our heart rates
- continue learning by choosing other physical activities followed by taking the heart rate




# Appendix A

## Measure your heart rate with different activities

Make sure you are in a safe space with enough room to move for the activities. You should also take a small break in between each exercise so you can recover and get back to your resting heart rate. If you are feeling too tired or unwell, you do not need to complete the chart. Do as much as you can! Perform each exercise for 30 seconds. Then, take your pulse like we practised in the first activity. Don't forget to double your number!

Exercise	BPM
<p data-bbox="154 766 544 808">Walking around your house</p> 	<p data-bbox="787 766 1079 808">___ beats per minute</p>
<p data-bbox="154 1066 365 1108">Jumping Jacks</p> 	<p data-bbox="787 1066 1079 1108">___ beats per minute</p>
<p data-bbox="154 1396 316 1438">High Knees</p>  <p data-bbox="479 1606 560 1627">twinkl.com</p>	<p data-bbox="787 1396 1079 1438">___ beats per minute</p>

Physical and Health Education

<p><b>Mountain Climbers</b></p>  <p>twinkl.com</p>	<p>___ beats per minute</p>
<p><b>Arm Circles</b></p>  <p>twinkl.com</p>	<p>___ beats per minute</p>
<p><b>Toe Touches</b></p> 	<p>___ beats per minute</p>

**Which exercise got your heart beating fastest? Write down your answers from highest BPM to lowest BPM**

	___ beats per minute
	___ beats per minute
	___ beats per minute
	___ beats per minute
	___ beats per minute
	___ beats per minute

**Think of other activities you can try to lower or raise your BPM!**

# Situating a Community on a Map

## Information for students

A map is a geographical representation of a location. What type of information can you get from a map? What do maps help us to understand about our community or our world?

## Instructions:

**Task: Situate** your city on a map using different scales. You can use a paper map or an online tool such as Google Maps.

- Locate your city on a world map or a globe. If you are using Google Maps, click on the globe icon above the zoom button '+' to enable the globe view.
- Locate your city on a map of your province. If you are using Google Maps, zoom in and locate your neighbourhood.
- How does your city when viewed on the world map compare to your city when viewed on the provincial map? What information can we better understand on a provincial map compared to a world map?
- Now draw a map or build a model to represent your bedroom or classroom using the materials of your choice. What information about your location is important to communicate on your map or model? What are some important features to include on your map or model to help the viewer interpret it correctly?

## Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing and creative materials (paper, cardboard, pencils, mini building blocks, etc.)
- Printer equipment

## Information for parents

### About the activity

This activity invites students to develop their familiarity with mapping by using and creating their own maps.