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Voice Your Opinion

Information for students

Most people have opinions on various topics. It is important to know how to be able to express opinions orally and in writing.

What is an opinion? What does it mean to have an opinion? An opinion is basically your thoughts or your beliefs about something. For example, if you say that blue is the best colour, that is your opinion.

Today you will discuss the four seasons and then practice writing a few sentences about your favourite season and why you like it.

Instructions

- Do you know the four seasons? Think about this question for a minute and then write the name of each season down in a notebook or on a piece of paper.
 - Click here to listen to and watch the “Seasons Song”: <https://safeYouTube.net/w/ZJhD>
 - Talk with a family member. What season seems to be the best? What sorts of activities can you do during each season?
- Now that you have had a conversation about the seasons, it is time to pick your favourite season and share your opinion. When you share your opinion, you should think of why it is your favourite and prepare to give a reason.
- Look at the worksheet provided or get out your own sheet of paper. When we write about opinions, we can think of an OREO. It’s like the cookie but it’s not a cookie!

This is what OREO stands for:

O = Opinion. Write your opinion.

R = Reason. Give a reason why it is your favourite.

E = Explain. Explain your reason with an example or details.

O = Opinion. Write your opinion again.

- Now you can write a few sentences about your favourite seasons and explain why you like it. Here is an example: *My favourite season is winter. Winter is my favourite season because I love outdoor activities. My family loves to go skiing, snowboarding, and we always build snowmen outside together. Winter is the best!*

It is your turn to write about your favourite season. You could also add drawings to your composition.

Materials required

- Paper or notebook **or** copy of the worksheet attached in the appendix
- Pencil, coloured pencils
- Device with Internet access



Information for parents

Children could:

- refresh their knowledge of the different seasons and associated activities
- practice sharing opinions aloud and in written form using the attached worksheet or in a notebook

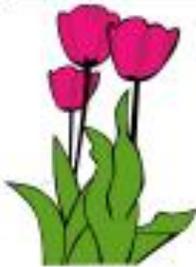
Parents should:

- help their child read the instructions
- talk about seasons and encourage child to share their opinion and explain their reasoning
- help their access the video



Appendix: Voice your Opinion

Opinion (say what season you like best)
Reason (give a reason why it's your favourite)
Explain (give more detail why you chose that reason and why your opinion is the best)
Opinion (make sure you say your opinion one more time)



What is Your Favourite Season?



Sentence Starter Ideas

- *I think...
- *I feel...
- *My favourite season is...
- *In my opinion...

Opinion: _____

Reason: _____

Explain reason: _____

Opinion: _____



Check to make sure that you

- Used a capital letter to start a sentence.
- Used a period at the end of your sentences.





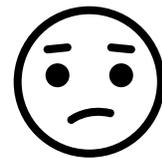
English Language Arts Challenge- Story Response

This week’s kit focuses on voicing your opinion. I’d like your opinion on one of my favorite stories: ***This is Not My Hat*** by Jon Klassen.

Please watch the story here: <https://www.youtube.com/watch?v=3wLdNUabNp0>

Challenge: Let me know what you think of this story!

1) Did you enjoy this story ? Color an emoji :



2) Draw the characters from the story. Circle your favorite character. Explain to someone why this character is your favorite.

3) Draw and write 1 sentence about how you think that the big fish got his hat back.



Les cailloux

Consignes pour l'élève

Savais-tu que le mot « caillou » veut dire « petite roche » ? Cette semaine je te propose une histoire de grenouilles et de cailloux.

- Cliquer sur le lien pour écouter Grand-maman lire une histoire à Passepartout :

<https://coucou.telequebec.tv/contes/47690/passe-partout/chloe-et-le-mystere-des-cailloux>

Information for students

Did you know that the French word “caillou” means “pebble?” This week, we suggest that you watch a video that tells you a story about “grenouilles” (frogs) and “cailloux” (pebbles).

- Click on the following link to listen to Passepartout’s grandmother tell her a story:

<https://coucou.telequebec.tv/contes/47690/passe-partout/chloe-et-le-mystere-des-cailloux>

Matériel requis

- Appareil avec accès à Internet

Materials required

- Device with Internet connection

Information for parents

Children should:

- search for “cailloux” (pebbles)
- paint or colour their favorite pebble using crayons
- start a pebble collection

Parents could:

- help their children describe their pebble using adjectives such as “petit,” “gros,” “noir,” “gris,” “rose,” “rouge,” etc.
- encourage their children to make an art project using pebbles
- encourage their children to learn more about pebbles or frogs



Keeping the Order

Information for students

With a partner, take a regular deck of cards and follow the instructions below to learn how to play this game. You're playing against your partner, and the object of the game is to get rid of your cards.

• Instructions

- Remove the jokers from the deck
- Aces have a value of one (1), jacks have a value of eleven (11), queens have a value of twelve (12) and kings have a value of thirteen (13)
- Take the 5's from the deck and lay them out on the table
- Deal the rest of the cards out to the players
- One at a time, each player can place a card above or below the 5, but they must follow the suit and must be in order. For example, a player can place a 4 of hearts below the 5 of hearts or place a 6 of hearts above the 5 of hearts. If, for example, a player places the 6 of hearts, then the next player can place the 7 of hearts and so on
- Players can play any suit they want when it's their turn
- The first player to get rid of all their cards wins

Materials required

- Deck of cards

Information for parents

About the activity

This activity is great to reinforce the simple concept of “bigger than” and “smaller than.” You can quiz your child during the game by asking them what would come before or after a card. You can also ask them what would be the next number if we added 3 more cards above or three more cards below a given card. This allows them to practice mental calculation.

Children could:

- create their own deck with larger numbers by simply using white paper and cutting it up into regular-sized cards

Parents should:

- encourage their child to use their creativity and come up with their own variation of this game



Math Weekly Challenge Learning about TIME!

***** **Note: Ms.Hindle's class did not start this unit.** *****

Grade 1 is challenged to learn about the different parts of a clock and the meaning of different concepts related to time:

- What is AM & PM
- What is a second, a minute and hour?
- How many hours in a day?

View the following link: https://www.youtube.com/watch?v=PJ7LBQo_t58

Interactive activity online:

1) The Analog Clock <https://www.splashlearn.com/student/dashboard/grades/first-grade#!/playlist>

2) AM& PM <https://www.splashlearn.com/student/dashboard/grades/second-grade#!/playlist>

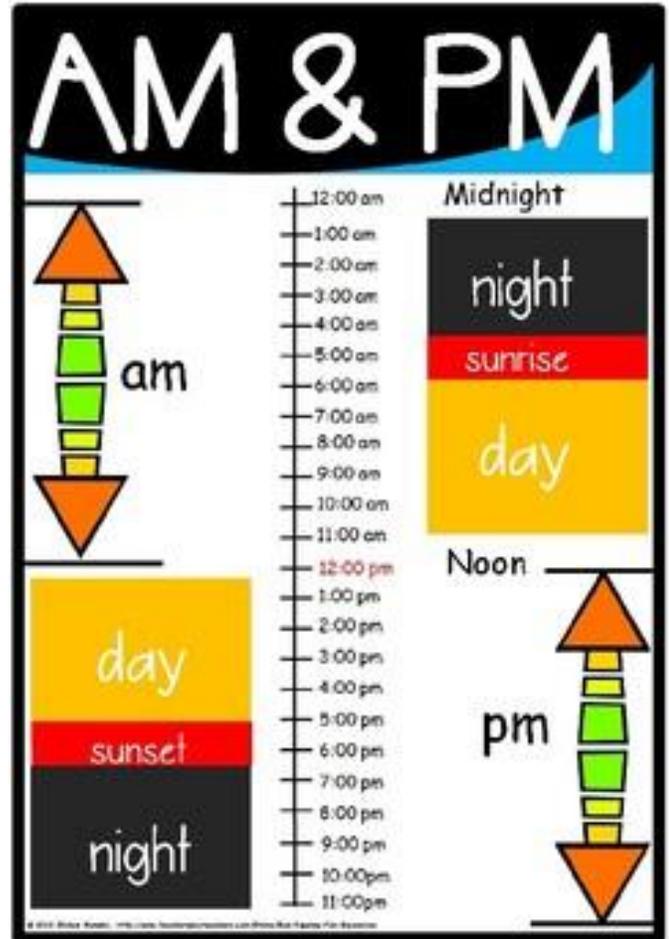
*** You are encouraged to complete the pages related to TIME in your math workbooks!

PARTS OF A CLOCK



60 SECONDS = 1 MINUTE
60 MINUTES = 1 HOUR





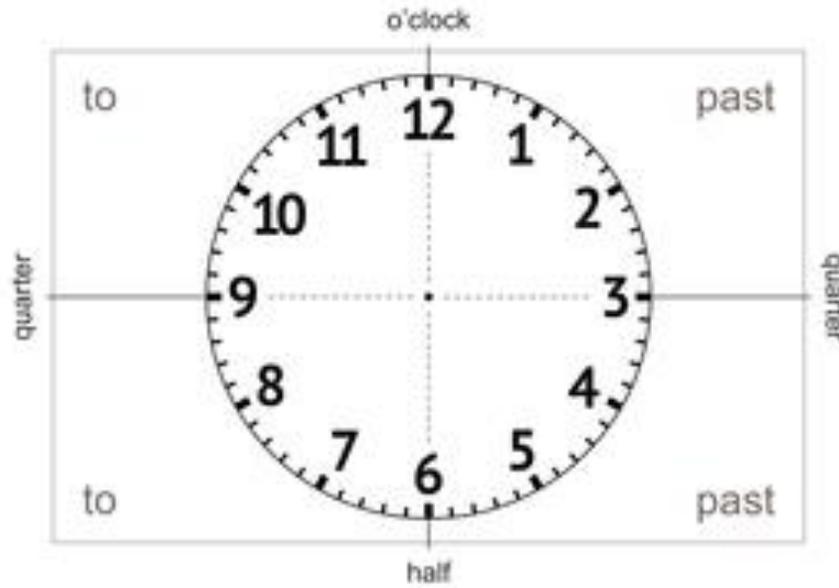
Grade 2 is challenged to understand the grade 1 challenge, and to understand how to read time. What does a quarter to, a quarter past and half past mean? View the following links:

- 1) <https://www.youtube.com/watch?v=NlxkrxkIXKU>
- 2) <https://www.youtube.com/watch?v=IQP6BpS8afU>

Interactive activity online:

- 1) Tell time to Quarter Hours <https://www.splashlearn.com/student/dashboard/grades/second-grade#!/playlist>
- 2) Tell time to 5 Minutes <https://www.splashlearn.com/student/dashboard/grades/second-grade#!/playlist>
- 3) Tell Time to the Hour <https://www.splashlearn.com/student/dashboard/grades/first-grade#!/playlist>
- 4) Tell Time to the Half Hour <https://www.splashlearn.com/student/dashboard/grades/first-grade#!/playlist>

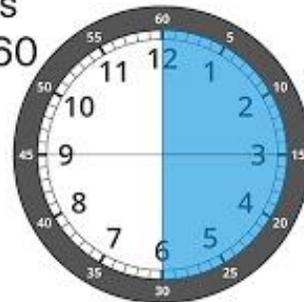
*** You are encouraged to complete the pages related to TIME in your math workbooks!



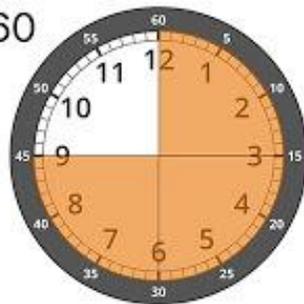
15 minutes
 $1/4 = 15/60$



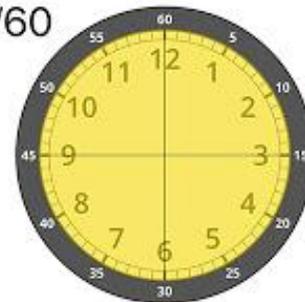
30 minutes
 $2/4 = 30/60$



45 minutes
 $3/4 = 45/60$



60 minutes
 $4/4 = 60/60$





Silhouette Collections

Information for students

Silhouettes are the dark outlines of objects and are like shadows. A collection is a group of objects that have something in common. This activity will have you create silhouettes, or outlines, of everyday objects in a collection.

- See the appendix for examples
- Gather several items (5-10) that are part of a collection. If you need an idea, try thinking about your favourite toys, objects around the kitchen, tools that mom or dad have, school supplies that you have at home, etc.
- Place the objects on the paper. Make sure you have enough room to trace around each of them.
- With a pencil, trace around each of the objects.
- With the ruler, draw lines from the outline of the objects to the edge of the paper, and between the objects, making large sections all over the paper.
- Go over the outlines and straight lines with the black marker.
- Colour in the large spaces of paper, leaving the outlines of the objects white, or colour them in black.

Materials required

- Large white paper
- Pencil
- Black marker
- Coloured pencils or markers
- Objects to trace
- Ruler or other object to draw a straight line



Information for parents

About the activity

Children should:

- create a collection of similar items (spoons of different sizes, dinosaur figurines, etc.)
- colour the blocks in monochromatic style (multiple shades of the same colour)
- use a black background and colour the silhouettes bright, bold colours

Parents could:

- assist their child in assembling the items for the collection
- assist their child in tracing the items (hold the item still while child traces)



Appendix: Silhouette Collections

Information for students

- Here are some images showing the step-by-step directions for the project:





At a Distance



Information for students

What does *social distancing* mean, and why do we have to do it? Why are we heroes if we stay apart?

Talk about what this pandemic is all about, which you have probably already done. But do you know why we need to stay apart?

Ask an adult to take a spray bottle, turn sideways and put the bottle to one side of their face with the nozzle pointing outward. Ask them to pretend to cough or sneeze while pulling the trigger on the spray bottle at the same time. Do you see the water droplets? Where do they go?

Now you try. Cover your mouth with your hand (even though we're supposed to sneeze and cough into our elbow now). Did your hand get wet? Explain how there are now germs, even good ones, on your hand. What would happen if you now touched the door handle to open a door? Would the germs transfer onto the door handle? Now what if someone else touched the door handle and then rubbed their eyes or used their hands to put food into their mouth?

This is why we wash our hands so frequently, to keep ourselves and others safe. If everyone does their part, we help stop the spread of the bad germs.

Can you make a poster to remind others to keep a distance and wash their hands, and show the importance of covering your mouth when you sneeze or cough?



Ethics and Religious Culture

Here is another way to explain it.

Talk about what happens when you're riding in the car and a police car, ambulance or firetruck comes up behind you. What do we do? Why do we pull over and stop?

We are doing the same thing now. We are **pulling over** (physically distancing at home) and **stopping** to get out of the way, so that emergency care workers can address the emergency (COVID-19).

**Materials required**

- Spray bottle with a little water
- Paper tissues
- Paper / poster board
- Markers / crayons / paint
- Device with Internet access

Information for parents:

This is a difficult concept for young children. This video is useful for explaining the science behind the why we are socially (actually, physically) distancing: [How to Explain Social Distancing to Kids.](#)

If your child has returned to school, talk about how they are keeping themselves and others safe. Here is another good child-friendly explanation: [Time to Come in, Bear: A Children's Story About Social Distancing.](#)

