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Chester's Way

Information for students

- Think about these questions: Who are your best friends? How are you alike and how are you different?
- Read and listen to *Chester's Way* by going to <https://safeYouTube.net/w/5d1B> (10:16 minutes). Click on **CC** to view the subtitles.
- After reading and listening, make an illustrated list of costumes that go together, for groups of two friends and groups of three friends. Challenge: Find a costume idea for a group of four friends.
- Draw and write about what you look forward to doing with your friends once you are allowed to play together again.
- Write a new ending to the story that tells what you think will happen now that Victor has arrived. Think of a new title for the story and create a book cover.
- Share your work with your family.

Material required

- Paper, writing and drawing materials
- Device with Internet access

Information for parents

- Read the instructions with your child.
- Discuss the questions together.
- Help your child follow the link to the video of the book being read aloud.



Le robot

Consignes aux élèves

- Cache un objet dans la maison.
- Choisis un point de départ, quelque part dans la maison, loin de l'endroit où tu as caché l'objet.
- Sur une feuille de papier, écris le chemin que « ton robot » devra suivre pour retrouver l'objet caché. Utilise des mots comme « avance », « tourne à droite », « recule de deux pas », « regarde vers le bas », etc. Prépare des instructions détaillées.
- Demande à un membre de ta famille d'être ton robot. Demande-lui de se placer au point de départ.
- Lis les instructions à ton robot, étape par étape. Guide ton robot pour qu'il retrouve l'objet caché.

Instructions for students

- Hide an object in the house.
- Choose a starting point, somewhere in the house, far from where you have hidden the object.
- On a piece of paper, write down the directions that “your robot” will have to follow to find the hidden object. Use words (in French) such as “go forward,” “turn right,” “take two steps back,” “look down,” etc. Prepare detailed instructions.
- Ask a member of your family to be your robot. Ask this person to stand at the designated starting point.
- Read the directions aloud to your robot, step by step. Guide your robot toward the hidden object.

Matériel requis

- Papier, crayon, objet à cacher.

Materials required

- Paper, pencil, object to be hidden



Information for parents

Your child will practise:

- writing down directions
- giving directions verbally in French to their “robot”

Parents can:

- help your child read and understand the instructions
- help your child to write down the instructions, step by step
- play the role of the robot!

Additional Information from Mme Caroline

If it can help your child to visualise the directions, or provide a more significant learning experience, your child (and you, sibling, etc.) can create a map and turn it into a fun treasure hunt that you can do together. This will allow to:

- Easily visualise the directions if done before the object search or to review the directions learned during the activity.
- Provide interactive fun together as a family.

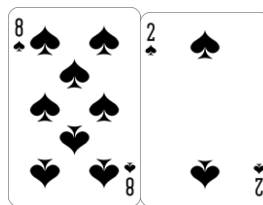
If the weather is nice and space permits, you can even do part of the treasure hunt outside.



Around and Around¹

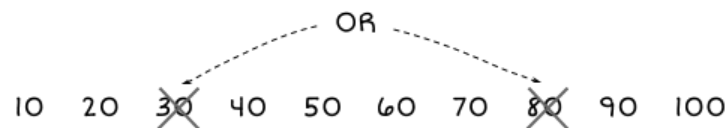
Information for students

- Playing with a partner
 - Each partner will need their own copy of the game board found in Appendix A.
 - Shuffle the cards, and place the deck between the players.
 - On your turn, flip over the top 2 cards from the deck.
 - Using the two cards, create a two-digit number. Example:



can be 28 or 82.

- Round the number to the nearest 10. In the example, 28 is rounded to 30, or 82 is rounded to 80.
- Once you have decided on your number, cross it off on your game board.

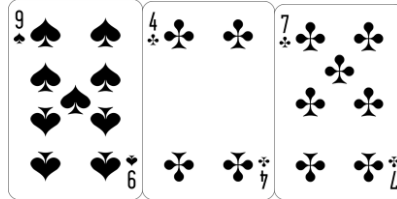


- If your number has already been crossed off, you miss that turn.
 - The first player to cross off all their numbers wins.
- Playing by yourself
 - Take your turn as you would if playing with a partner.
 - If your number has already been crossed off, you get a strike. If you get three strikes, you are out. Try again!
 - Can you cross off all the numbers without getting any strikes?

¹ Joanne Currah, Jane Felling and Cheryl MacDonald, *All Hands on Deck: Math Games Using Cards and Dice* (Edmonton: Box Cars and One-Eyed Jacks, 2010), 112, 118.



- For a bigger challenge, play **Rounding Off Big Time**
 - The game board for Rounding Off Big Time can be found in Appendix B.
 - On your turn, flip over the top 3 cards from the deck.
 - Create a three-digit number. For example,



could be
479, 497,
749, 794,
947 or 974

- Round the number to the nearest hundred.
- Write your chosen number on your game board opposite the number it is rounded to.

100	<u>135</u>	600	<u>589</u>
200	<u>238</u>	700	<u>749</u>
300	<u>311</u>	800	<u>768</u>
400	<u>387</u>	900	<u> </u>
500	<u>463</u>	1000	<u>482</u>

- Using the game board above, if a player now turns over a 3, 5, 6, the player misses that turn because all the possible combinations with those digits are already filled.
 - The first player to complete their game board wins.
 - When playing by yourself, count a strike when you must miss a turn. If you get three strikes, you are out.

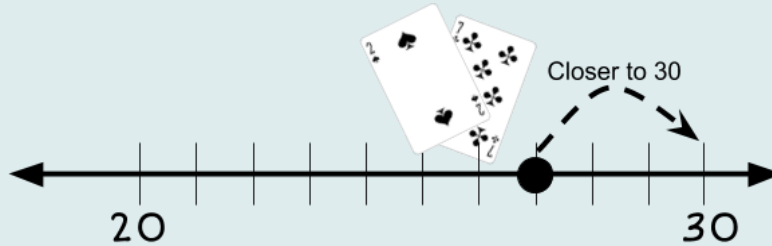
Materials required

- Cards Ace to 9 (remove 10's and face cards). Aces will represent 1's
- Game board (Appendix A or Appendix B)
- Pencil



Information for parents

- If you wish, you can print the game boards found in the appendices. Ideas to reduce printing include:
 - placing the printed board in a plastic sleeve and using a dry erase marker
 - writing the numbers (10, 20, 30, ... ,100 or 100, 200, 300, ... , 1000) on a chalkboard or whiteboard
 - writing the numbers on a piece of paper
- Your child will be working on rounding numbers and place values.
 - Help them think about their strategy by explaining how and why they selected the order in which to place the digits. e.g. "I already had a number for 300, but I needed one for 400. I used a big number for the tens digit so it would round up from 387 and fill the 400 space."
 - If your child is accustomed to using a number line, a place value chart, or other manipulative to help them make sense of place values and rounding, please encourage them to continue doing so during this game.
 - For example, a child might also plot their number on a number line to see which "tens number" it is closer to



- Cards can be placed in a place value chart as the child considers the possible choices.

Hundreds	Tens	Ones

- When your child is ready, encourage them to try the more challenging Rounding Off Big Time game.
- You can use the blank number lines to write the numbers from 1 ten to another (ex. 50-60) as a visual tool to help your child visualize the closest ten, if needed.
- If your child is having difficulty, use the enclosed hundreds chart to help your child visualize the placement of each number. After some practice, have them try without it.



Appendix A: Game Board for Around and Around

10 20 30 40 50 60 70 80 90 100

10 20 30 40 50 60 70 80 90 100

10 20 30 40 50 60 70 80 90 100

10 20 30 40 50 60 70 80 90 100



Appendix B: Game Board for Rounding Off Big Time

100 _____ 600 _____

200 _____ 700 _____

300 _____ 800 _____

400 _____ 900 _____

500 _____ 1000 _____

100 _____ 600 _____

200 _____ 700 _____

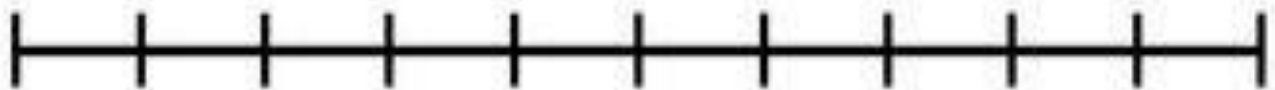
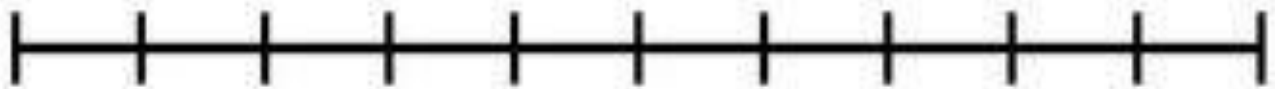
300 _____ 800 _____

400 _____ 900 _____

500 _____ 1000 _____



Appendix C: Blank Number Lines and Hundreds Chart Tools





1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Learn About Healthy Snacking and Get Moving!

Information for students

Note: [Click here](#) to view the activities below in Google Slide format.

Activity 1: Yummy, snack time!

Watch [this video introduction about healthy eating](#) (2 minutes and 3 seconds) and [this video from Canada's Food Guide on health snacking](#) (32 seconds).

What do your snacks look like? What is your favourite snack? Did you get any snack ideas from the videos that you would like to try?

Look at the following document for another snack idea: [No bake toasted oat granola bars](#)

Activity 2: Skipping rope

You will carry out some jump rope tricks!

Watch [this video](#) to go over some basics.

Look at the images on [the "Skipping rope" slide](#) to get some ideas for different tricks to try.

Can you learn enough tricks to create a routine? Show the routine to someone in your family!

Materials required

- A skipping rope

Information for parents

About the activity

Children should:

- learn about healthy snacking
- experiment with different ways to jump rope

Parents could:

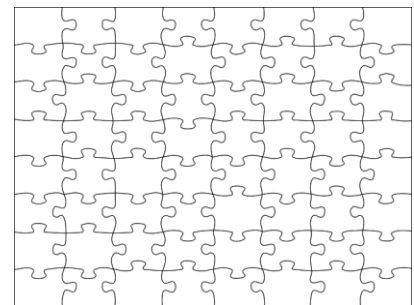
- ask their children questions about what they learned about snacks
- carry out the activity with their children, or alternate between supervision and independent play



Puzzling Art

Information for students

- Many people, especially during this unusual time, spend their leisure time doing jigsaw puzzles. Puzzles are a great way to relax and spend time with the people you love!
- Puzzles help us use and strengthen our problem-solving skills and are also thought to improve our memories and even make us feel happier.
- Puzzles have can have a variety of pictures or images on them. Some have scenic landscapes, famous works of art and even abstract pictures.
- You can make your very own jigsaw puzzle at home. The best part about making your own puzzle is that you can use any mediums or techniques that you would like.
- First, start with a piece of paper, cardstock or light cardboard measuring 8x10 inches or larger. The thicker the paper the better it will be for completing the puzzle again and again.
- Using a black marker or other dark drawing tool, outline the shapes of your puzzle pieces, ensuring they will be easy enough to cut out. You don't want to make the edges or inserts too narrow. See the example to the right.
- Start with 9-12 pieces. If you really want a challenge, increase the number of pieces to 20-24. If you want your pieces to be evenly spaced, you can fold your paper in thirds or quarters in order to create a straight line to use as a guide.
- Once you've outlined the pieces, use your pencil to lightly sketch a drawing, covering the whole paper. Once you are happy with your sketch, use marker, pencil crayon, crayons or even paints to colour in your drawing.
- For an extra challenge, create a collage by cutting out pictures from magazines and gluing them, slightly overlapped, onto the puzzle background before outlining your puzzle pieces. The different themes and pictures will make putting your puzzle together more of a challenge.
- After your puzzle is dry, carefully (with the help of an adult) cut out the puzzle pieces.
- Keep them in a special box or container and challenge yourself and your family to complete it.



Materials required

- Paper, cardstock or light cardboard
- Pencil and drawing/colouring/painting materials (magazines and glue optional)
- Safety scissors



Information for parents

Help student gather appropriate materials.

If safety scissors are not available, help student cut out the puzzle pieces.



Being Yourself

Information for students

It's good to feel comfortable with who you are, much better than trying to be someone you are not just to please others. Kids often receive messages that they need to behave a certain way or like certain things based on their gender, instead of how they really feel. That is called gender stereotyping.

Elise Gravel has created books and posters telling kids to forget those messages and be who they really are! Look at this one called *Artsy Boys and Smelly Girls*:

<http://elisegravel.com/wp-content/uploads/2017/07/artsyboys.pdf>

How do you feel today? Draw a picture of yourself showing how you feel. What other ways can people be?

Materials required

- Device with Internet access
- Paper, drawing materials

Information for parents

About the activity

Children could:

- Read the picture book
- Discuss their own feelings, based on the pictures
- Draw themselves using some of the words provided, or using their own examples

Parents should:

- Read the book along with their child
- Help their child to identify and express their own feelings
- Encourage discussion of the images in the book
- Encourage their child to think of other ways people can *be*, regardless of gender

Additional Information from Mme Caroline

Following the viewing of the video, your child could draw himself/herself doing an activity that they love and that makes them happy which may transcend gender stereotypes. As an example, it could be a girl who loves playing football or a boy who loves picking flowers and making bouquets.

Appendix – Being Yourself

Information for students

You can also see other works by Elise Gravel on her website: <http://elisegravel.com/en/boutique/>

- Posters about feelings:
 - <http://elisegravel.com/wp-content/uploads/2018/01/Boys.png>
 - <http://elisegravel.com/wp-content/uploads/2018/01/girls.png>
- Colouring pages:

<http://elisegravel.com/wp-content/uploads/2018/05/everybody-2.jpg>