



Table of Contents

A Tale of Two Beasts	2
Poésie des saisons !	3
Cube Patterns	5
Appendix – Cube Patterns	6
Constellation Projection.....	7
Think About the Sports You Like and Get Moving!	9



A Tale of Two Beasts

Information for students

- Go to <https://safeYouTube.net/w/JQ0B> (7:11 minutes) to find the read-aloud of the book A Tale of Two Beasts. Click on CC to see the subtitles.
- Listen and read along to part one of the story. Pause after part one. What do you think part two will be about? Continue listening and reading to find out.
- Think about how the two parts of the story are similar and different. Make a Venn diagram to record your observations.



- Why are the stories different when the same events are happening? Keep this in mind as you write your own story of something that happened to you, and then write the story again from someone else's perspective.
- Read both versions to your family. Discuss which version is most accurate.

Material required

- Device with Internet access
- Paper
- Writing and drawing materials

Information for parents

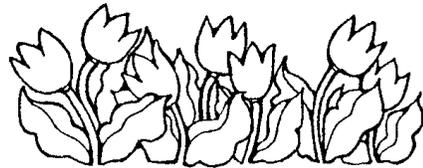
- Help your child follow the link to the video of the book being read aloud.
- Review the instructions with your child, if necessary



Poésie des saisons !

Information for students

Poésie des saisons et le haïku



- Le haïku est un poème qui vient du Japon. Le haïku est un poème très court qui parle souvent de la nature, d'une saison ou d'un moment de beauté ou d'émerveillement.
- Un haïku compte seulement trois (3) lignes. La première ligne compte cinq (5) syllabes, la deuxième ligne, sept (7), et la troisième ligne, cinq (5) syllabes. Un haïku a donc seulement dix-sept (17) syllabes en tout !
- Qu'est-ce qu'une syllabe? Les syllabes sont les différents sons qui constituent un mot. Chaque syllabe représente un battement (a beat.)
 - Exemple : Dis le mot 'escargot.' Le mot e/scar/got comporte trois (3) « battements » donc trois (3) syllabes.
- Comment compter les syllabes ? Place ta main sous ton menton et dis le mot. Chaque fois que ton menton frappe ta main, c'est une syllabe !
- Voici un exemple de poème haïku :
 - Petit escargot (5 syllabes)
 - Glisse sur le gazon vert (7 syllabes)
 - Le printemps est là ! (5 syllabes)

Écrire un haïku

- Remplis ce tableau avec des mots ou de courtes phrases pour chacune des saisons.
- Ensuite, choisis une saison et compose un ou plusieurs haïkus.
- Partage tes haïkus avec les membres de ton entourage.

	Printemps	Été	Automne	Hiver
Couleur			brun, jaune, rouge	
Fruit/légume			pomme	
Mois				
Activité				Glisser sur mon toboggan
Animal				
Temps qu'il fait	Journée de pluie			
Célébrations		Bonne Fête Canada		



French as a Second Language

Pour aller plus loin :

- Écris au moins un haïku pour chacun des saisons.
- Écris tes haïkus sur du beau papier et illustre-les.
- Un haïku peut aussi parler d'autres sujets. Tu peux choisir une personne ou un objet préféré. Tu pourrais même écrire sur ton chien ou ton chat. Amuse-toi bien !

Materials required

- Crayon et papier
- Crayons à colorier

Information for parents

About the activity

Children should:

- jot down words that come to mind when they think of a particular season
- find the words and phrases in French and write them in the chart

Parents could:

- help their child think of French words that come to mind when thinking about each season
- go for a walk in the neighborhood with their child and help them take note of things they see, smell, and hear and other observations they make



Cube Patterns

Information for students

- The image in the Appendix shows the first four figures in a pattern.
- Below the pattern, there are three statements about this pattern. Two statements will be true, and one will be a lie.
- Find the rule that explains how this pattern grows.
- Use your rule to test which of the statements are true and which one is a lie.
- Once you have tested and identified the rule for this pattern, predict how many cubes would be used to build the 100th figure in the pattern.
- You can use a calculator for this problem.

Materials required

- Calculator
- Building or stacking blocks (optional)

Information for parents

About the activity

Children could:

- Continue the pattern and find the number of cubes needed for the 5th, 6th, and 7th figures to find the rule.
- Use a calculator to test whether the rule works for many figures in the sequence.

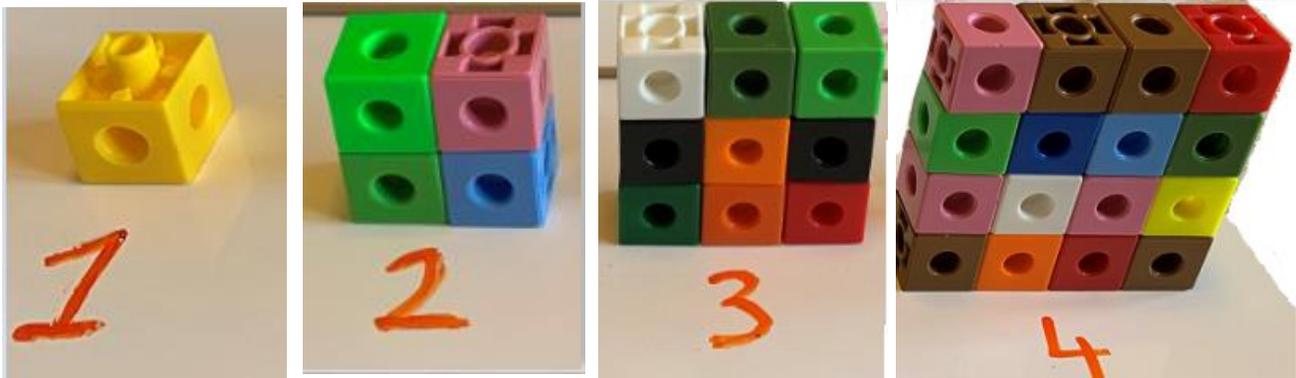
Parents should:

- Read the instructions to their child.
- Provide a calculator.
- If parents have building or stacking blocks at home, they should encourage their child to build the pattern.
- Solution: Every figure in the pattern represents a number squared (a number multiplied by itself). To find out how many cubes are needed for a particular figure, multiply the number representing the figure's place in the sequence by itself. For example, the 25th figure would be determined by multiplying 25×25 , which corresponds to 625 cubes.



Appendix – Cube Patterns

Information for students



Which of the three statements are true and which is a lie?

Circle the true statements, and draw a line through the statement that is a lie.

The number of cubes needed for the 5th figure is 50.	True or a Lie
The number of cubes needed for the 10th figure is 100.	True or a Lie
The number of cubes needed for the 20th figure is 400.	True or a Lie
The number of cubes needed for the 100th figure is _____.	

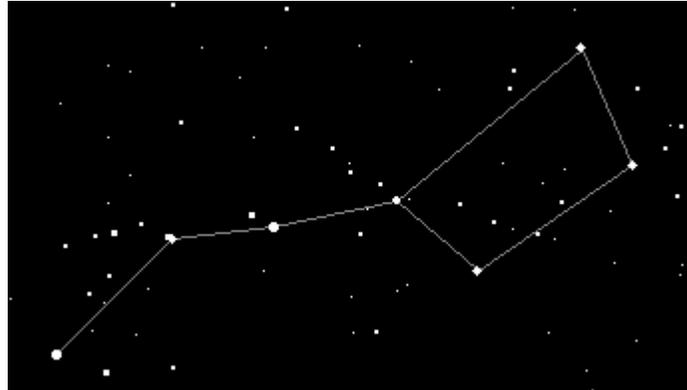


Constellation Projection

Information for students

Have you ever noticed that stars form patterns in the sky? They can also form different shapes.

For example, the famous Big Dipper, pictured¹ below, looks like a giant saucepan!



Can you try and recreate these starry patterns in your own home?

- Instructions
 - Cut and tape a piece of black construction paper at one end of the toilet paper roll.
 - You can either wait for nightfall to look at the stars (when there is a clear sky with few or no clouds) or simply do a quick search on the Internet for different [constellations](#).
 - Once you have chosen or observed a constellation, use a toothpick to punch tiny holes in the construction paper that match the pattern of stars that form the constellation.
 - Choose a dark room in your home, place the flashlight at the opposite end of the toilet paper roll (where there's no construction paper), and project the constellation on the wall or ceiling.
 - Repeat the process for other constellations.

Materials required

- Empty toilet paper roll
- Black construction paper
- 1 Toothpick
- Adhesive tape
- Scissors
- Flashlight

¹ Worldtraveller, *Hubble Deep Field in Ursa Major, 2005*, GIF, 2 KB, https://commons.wikimedia.org/wiki/File:Hubble_Deep_Field_in_Ursa_Major.gif



Information for parents

About the activity

Constellations are terrific for learning about a variety of related topics. For example, many constellations are associated with mythology and help us learn about ancient cultures. This [LINK](#) can be a helpful starting point.

Children should:

- Create a map of the sky to track the various constellations.

Parents can:

- Offer assistance to punch the little holes in the construction paper.



Think About the Sports You Like and Get Moving!

Information for students

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

- Activity 1: To each their own!
 - Watch [this video](#).
 - What are your favourite physical activities and sports? Do you prefer activities that you carry out alone, or in a team? Why?
- Activity 2: The kata Heian Shodan
 - Watch the beginning of [this video](#) to get an idea of how Heian Shodan karate is practised.
 - Look at [this image](#) to see the individual movements in a Heian Shodan sequence.
 - Try some of the movements. Can you put some together to create your own sequence?
 - After practising the movements in the image, watch the video again and see if you can follow along for some sequences.

Materials required

- None

Information for parents

About the activity

Children should:

- learn about different types of physical activities
- carry out a kata activity

Parents could:

- ask their children questions about the types of physical activities they prefer
- carry out the activities with their children, or alternate between supervision and independent play, depending on the activity