



Table of Contents

| | |
|--|----|
| How-To Guide..... | 2 |
| Mon jeu de société préféré..... | 3 |
| Prime Climb | 4 |
| Learn about Skeletal System and Get Moving!..... | 6 |
| Tape Art..... | 8 |
| Is Your Glass Half Full or Is Your Glass Half Empty? | 10 |
| An Archaeological Dig at Home..... | 11 |



How-To Guide

Information for students

- Being at home with nowhere to go is a wonderful opportunity to learn a new skill. What is something that you know how to do and that you can teach someone else?
- Look at some examples of how-to guides for kids. Be a detective and notice all the features that the guides have.
- You can find examples of guides around your home (instructions from a board game, recipe book, etc.)
- Click on this link to find instructions for making a paper airplane: <https://safeyoutube.net/w/UX48>
- Click here for an example of instructions for making cute and easy animal sandwiches.
- Think about a skill that you have. Brainstorm several possible ideas. Perhaps you know how to make a paper airplane, bake a special treat, or do a special move in a videogame.
- Create a step-by-step guide to help a friend learn to do one of your skills. Make sure to write down all the different steps involved. Where possible, include a picture or a drawing to support each step.
- Prepare a draft copy of your instructions and show it to a friend, a sibling or a parent. Ask for feedback to ensure that your instructions are clear and easy to follow. Make any necessary revisions.
- Prepare a final version of your instructions. It could be in writing or you could produce a video where you explain the different steps.
- Share your instructions with a friend. Ask them to take a picture of themselves following your instructions and learning a new skill!

Materials required

- Device with Internet access (optional)
 - Paper, writing and drawing materials
 - Device for filming a video (optional)
- English Language Arts

Information for parents

- In this activity, students will have the opportunity to engage in a variety of literacy experiences (writing a procedure and discussing ideas with others).
- Please review the instructions with your child, if necessary.
- Should you not have access to technology or the Internet, simply refer to examples of instructions that you might find in your home (for example a recipe or instructions for a board game).



Mon jeu de société préféré

Information for students

- Dessine ton jeu de société préféré ou inventes-en un.
- Écris les consignes et les règles à suivre pour bien jouer au jeu.
- Explique aux membres de ta famille, en français, comment jouer au jeu.
- Amusez-vous en famille!

Materials required

- Du papier.
- Un crayon de ton choix.
- Ton jeu de société préféré (si tu ne veux pas en inventer un).

Information for parents

This activity will help your child complete the following [Missions FLS](#): “Je parle à ma famille et mes amis en français”, “Je joue à un jeu de société en français” and “J’explique en français à mes parents comment jouer à mon jeu préféré”.

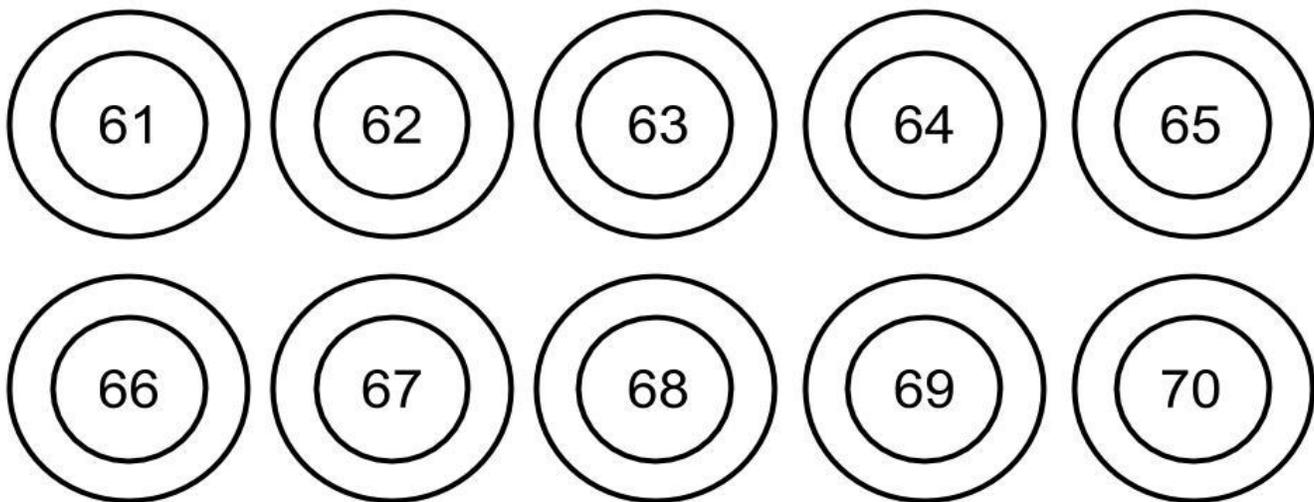
- Your child will write a short “How to” text in French explaining how to play their favourite game.
- Your child will draw their favourite game or one they have chosen to invent.
- You can prompt your child to speak in French by asking them questions.
- You can help your child write complete sentences in French.



Prime Climb¹

Information for students

- The chart in Appendix A features the numbers from one (1) to sixty (60). Can you figure out what the different colours represent?
- What will the next row of numbers (61 – 70) look like?
- Can you draw them in the circles provided below?



Materials required

- Appendix A
- Coloured pencils or markers: orange, green, blue, purple and red

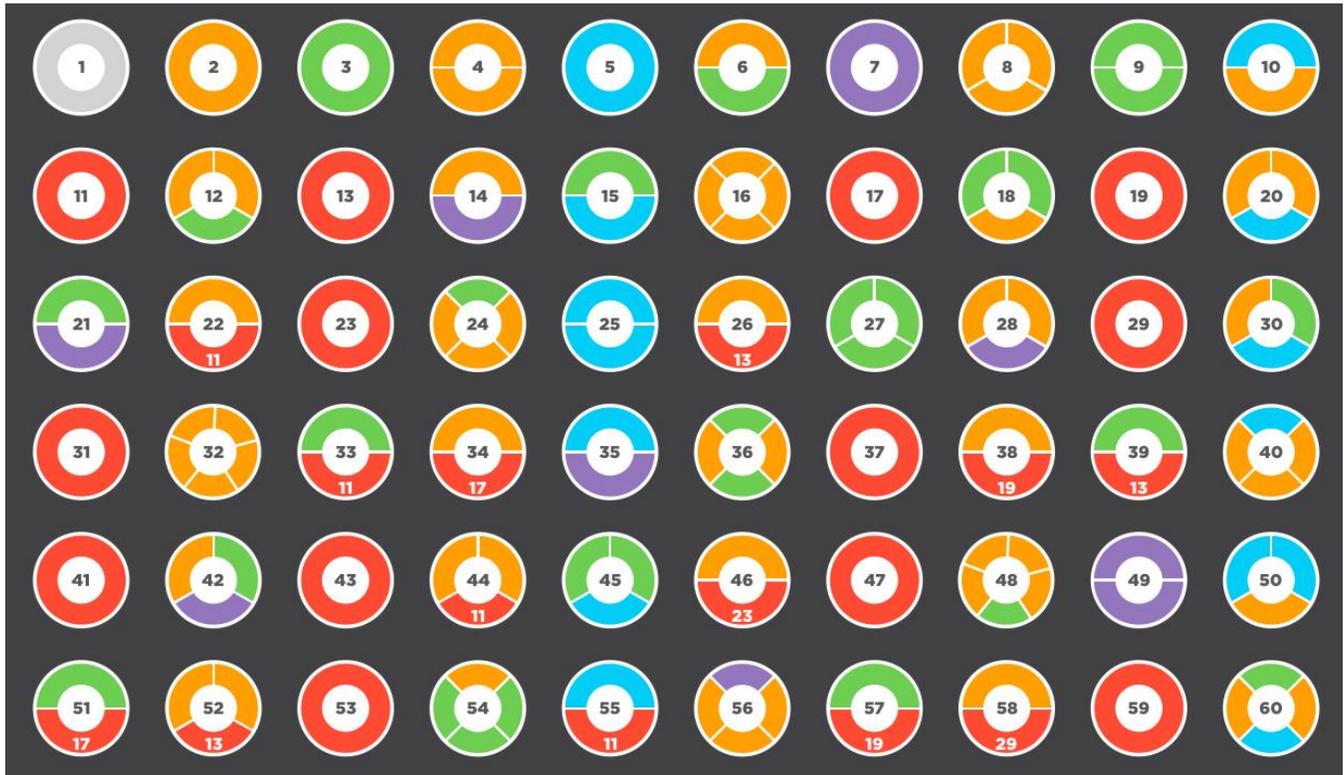
Information for parents

- The purpose of this activity is to help your child develop an understanding of numbers and familiarity with multiplication facts.
- If your child is struggling to find a pattern, suggest that they examine fifteen (15) in the chart in Appendix A.

¹ Dan Finkel, "Prime Club Color Chart," last modified December 5, 2019.



Appendix A: Prime Climb Chart (1-60)





Learn about Skeletal System and Get Moving!

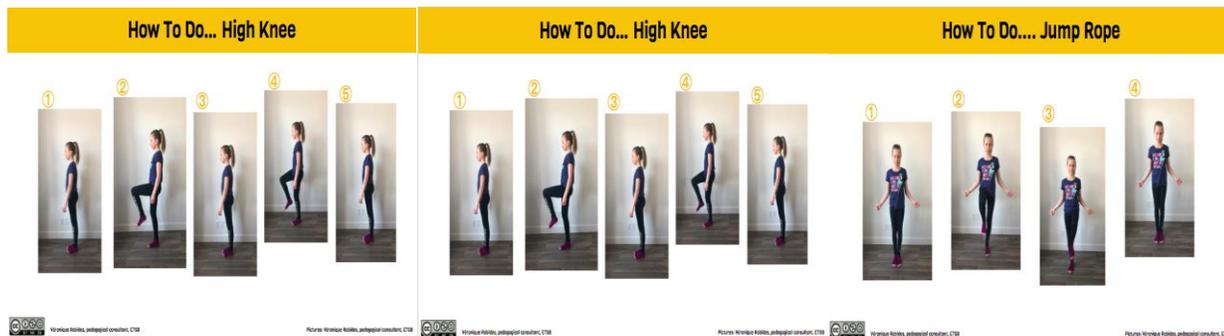
Information for students

Activity 1: The skeletal system

- Watch the following video to learn about the bones in your body:
 - Video: Skeletal System
- What did you learn about the skeletal system? Can you explain why we have bones in our body? Can you name some of the bones in your body?
- Discuss what you learned about the skeletal system with a member of your family.

Activity 2: Step training

- Start with a warm-up. Do some jumping jacks, high knees and jump rope for 3 minutes. Look the following video and/or document to learn how to do those warm-up exercises:
 - Video: How to do... Jumping Jack, High Knee and Jump Rope
 - Document: How to do... Jumping Jack High Knee and Jump Rope





Physical Education and Health

- Now you are ready to try the suggested workouts:
 - Document: Activity 2: Step Workout

Activity 2: Step Workout

On a step (stair, block or any solid object), try a series of 8 movements.

- Duration for each movement: ± 15 seconds each leg.
- Break: ± 15 seconds between each movement
- Do this series 2 or 3 times.

Source: Véronique Robides, pedagogical consultant, CTSB

- Feel like doing more? Try out the workout in the following video:
 - Video: Mr. Petrelis' 5th grade - Step Aerobics
- Invite a member of your family to do the workout with you.
- Explain what your favourite part of the workout was.

Materials required

- Device with Internet access
- A step (optional)

Information for parents

About the activity

Children should:

- learn about the skeletal system and be able to name some bones in the human body
- take part in a physical activity

Parents could:

- ask their children questions about what they have learned about the skeletal system
- participate in the workout with their children



ARTS

Tape Art

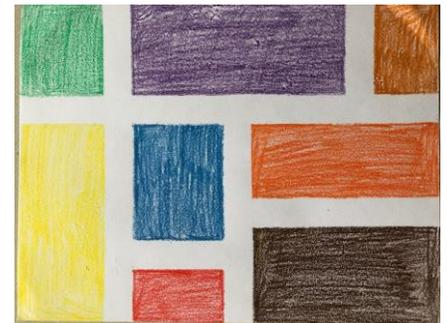
Information for students

- Tape art is a form of abstract art that creates a stained-glass effect. It became popular with urban artists in the 1960s.
- Place pieces of tape across your paper to create an abstract design. Some pieces can be long, and some can be short. The lines of tape can be placed vertically and horizontally or diagonally, or you may use a combination of all three.

Colour in each section with different colours. You can reuse the same colour on your piece but try to avoid having two sections of the same colour side by side. If you are using paint, allow the paint to dry before peeling off the tape.

- Slowly peel off the tape from the paper, trying not to tear the page.

This can be a fun art project to do outside with chalk. Your artwork may bring some cheer to your neighbours. On the driveway or pavement, you can use masking tape or stickier tape like hockey, electrical, or duct tape. To avoid wasting too much chalk, colour in only part of each section, and then blend the chalk with your hand or an old rag to spread the colour evenly within each section.



Materials required

- Paper
- Any colouring material of your choice, such as crayons, markers, coloured pencils, pastels, paint, etc.
- Tape (Masking tape and painter's tape work best, since they are the easiest to remove from paper, but any kind of tape can be used. If you have very sticky tape, it may tear the paper when you peel it off. ²To make the tape less sticky, you can first stick the piece of tape to your pants or shirt. It will pick up some of the lint and be less sticky. Then place it on your paper.)

² Fussell, M. (October 31, 2017). How to Prevent Artist's Tape from Damaging Your Paper. Retrieved from <https://thevirtualinstructor.com/blog/how-to-prevent-artists-tape-from-damaging-your-paper>



Information for parents

- Read the instructions with your child and help your child select the tape.
- Help your child slowly peel off the tape, if necessary.



Is Your Glass Half Full or Is Your Glass Half Empty?

Information for Students

Have you ever heard of the saying “Some people see the glass as half full, and some people see the same glass as half empty”? The truth is that both are right. It’s all about your perspective on life! If you see the glass as half full, it means you see the good in things even when life gets challenging. If you see the glass as half empty, it means you view life’s challenges as difficult or unfair. Seeing the good in any situation is not always easy, but it is very powerful. Seeing the good will help you to learn from your experiences, to keep moving forward, and to never give up on your dreams!

Activity

- Record one good thing that has happened to you each day this week, including the weekend.
- By end of week, look over your list and choose three of your most proud/fun/uplifting moments.
- Write down three to five sentences describing each one and your reasons for choosing them.
- Consider how you felt about your past week before and after writing about your top three moments. Were your thoughts about the week negative, neutral or positive? Was your glass half empty or half full? Discuss your point of view with your parents.

Materials required

- Pencil, eraser, notebook or paper.

Information for parents

- Read the instructions to your child.
- Discuss the questions together.
- Reflect with your child at the end of the week.



An Archaeological Dig at Home³

Information for students

- We study history by analyzing documents, and this provides us with information about how people lived at a certain time in the past.
 - As the video *[Awesome Archeology](#)* (1:02) shows us, archaeologists are people that who look for clues about the past by analyzing documents called artifacts.
- Observe the objects around you. Which of your personal belongings represent your current lifestyle? What might people in the future learn about you from the objects you own and how you use them?

Now turn your attention to the information that an object from the past may reveal.

- Search for an old object (e.g. a toy, a piece of technology or a book) that is unfamiliar to you but might have been important when your parents were children. (If you don't find an object in your home, you can ask your parents to show you a picture of an object on the Internet).
- Using the questions in the appendix, conduct a survey with one of your parents to find out what the object reveals about the past.
- Try to identify ways that society has changed over the years, between the time the object was invented and today.

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, poster board, pencils, etc.)

Information for parents

The study of history is based on information and clues that are uncovered through the analysis of documents or objects. In this activity, your child will identify and analyze a variety of documents (artifacts) that will provide information about the past.

³ Source: This activity is an adapted translation of a lesson developed by the RÉCIT Univers Social.



Appendix - An Archaeological Dig at Home



| | |
|---|---|
| What? | What is the function of the object? _____ Is it still functional? _____ Do you have a memory related to this object? _____ |
| Who? | Who is the manufacturer? Who used the object? _____ Was it used by several generations? _____ |
| When? | What year was it produced? _____ Was the object very popular in its time? Why? _____ |
| Where? | Where was it used? _____ |
| Interpretation | |
| Has the object been replaced by a newer invention? If so, what replaced it? _____ | |
| What is an important change that has taken place in the world between the time this object was invented and today? _____ | |