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Gingerbread Boy: Sequencing

Information for students

Do you know what the word "sequencing" means? Sequencing is another word for putting things in order.

1. Have you ever heard the *Gingerbread Boy* story? Do you remember all the things that happen in the story? Try and make a list of all the parts of the story that you remember by writing them down on a piece of paper or in your notebook.
 - If you don't remember the story or if you have never heard it, click on the URL to listen and watch the *Gingerbread Boy*: <https://safeYouTube.net/w/VPUF>
 - Talk with a family member. What part was most exciting? The beginning? The middle? The end?
2. Look at the worksheet provided. You will need some scissors and glue for this part. The story on the worksheet is all mixed up and you need to put the story back together so it makes sense again. Cut it out and glue it on a blank piece of paper.
3. Once you have put the story back together, think of your own story. Was there ever a time you did not listen to your parents? What did you do? Practice retelling your story with a beginning, middle, and an end. Write your story down. Remember to use capital letters to start a sentence, and a period to end it.

Materials required

- Blank paper, notebook
- A printed copy of the worksheet (appendix)
- Pen or pencil
- Device with Internet access
- A printer
- Scissors
- Glue



Information for parents

Children should:

- practice thinking of the order of events in stories and how they make sense.
- practice writing their own story with a beginning, middle and an end

Parents could:

- talk about the events in the story.
- explain how having events in sequence makes stories effective
- help their child follow the link



Appendix: Gingerbread Boy

The Gingerbread Boy



Cut the sentences apart. Put the sentences in the correct order by gluing them onto a blank piece of paper.

The Gingerbread Boy ran on and on. He ran away from a cow and a horse! No one could catch him!

The Gingerbread Boy jumped out of the oven! He ran out the door and down the road!

A fox was by the river. He said "I will take you across the river. Jump on my back." The Gingerbread boy listened.

Once upon a time there was an old couple who could not have children. One day the old woman made a gingerbread boy out of dough. She put him in the oven to bake.

The Gingerbread Boy came to a river. Uh-oh! He had to go across the river to get away.

The old woman and the old man ran after the Gingerbread Boy. Sadly, they did not catch him.

The fox went deeper and deeper into the water. He convinced Gingerbread Boy to get on his head, and then his nose. He tried to gobble the boy up! Luckily, Gingerbread Boy got away!



Les fleurs du printemps

Consignes à l'élève

1. Écoute la capsule suivante sur les fleurs du printemps : <https://enclasse.telequebec.tv/contenu/1736>.
2. Sors dehors, trouve une fleur et observe-la.
3. Dessine la fleur.
4. Identifie ses différentes parties à l'aide des mots clés dans l'annexe.
5. Tu veux aller plus loin ? Écris deux ou trois phrases pour décrire ta fleur à l'aide des débuts de phrases dans l'annexe.

Matériel requis

- Un appareil électronique avec accès à l'internet
- Du papier
- Un crayon à la mine
- Des crayons de couleur

Information for students

1. Watch this short video about spring flowers: <https://enclasse.telequebec.tv/contenu/1736>
2. Go outside, find a flower and study it.
3. Draw your flower.
4. Identify its different parts by using the keywords in the appendix.
5. Do you want to take it further? Write 2 or 3 sentences to describe your flower using the sentence starters in the appendix.

Material required

- A device with Internet access
- Paper
- A pencil
- Coloured pencils or crayons

Information for parents

Children should:

- choose a flower to study
- draw and identify the different parts of the flower
- write complete sentences in French to describe the flower

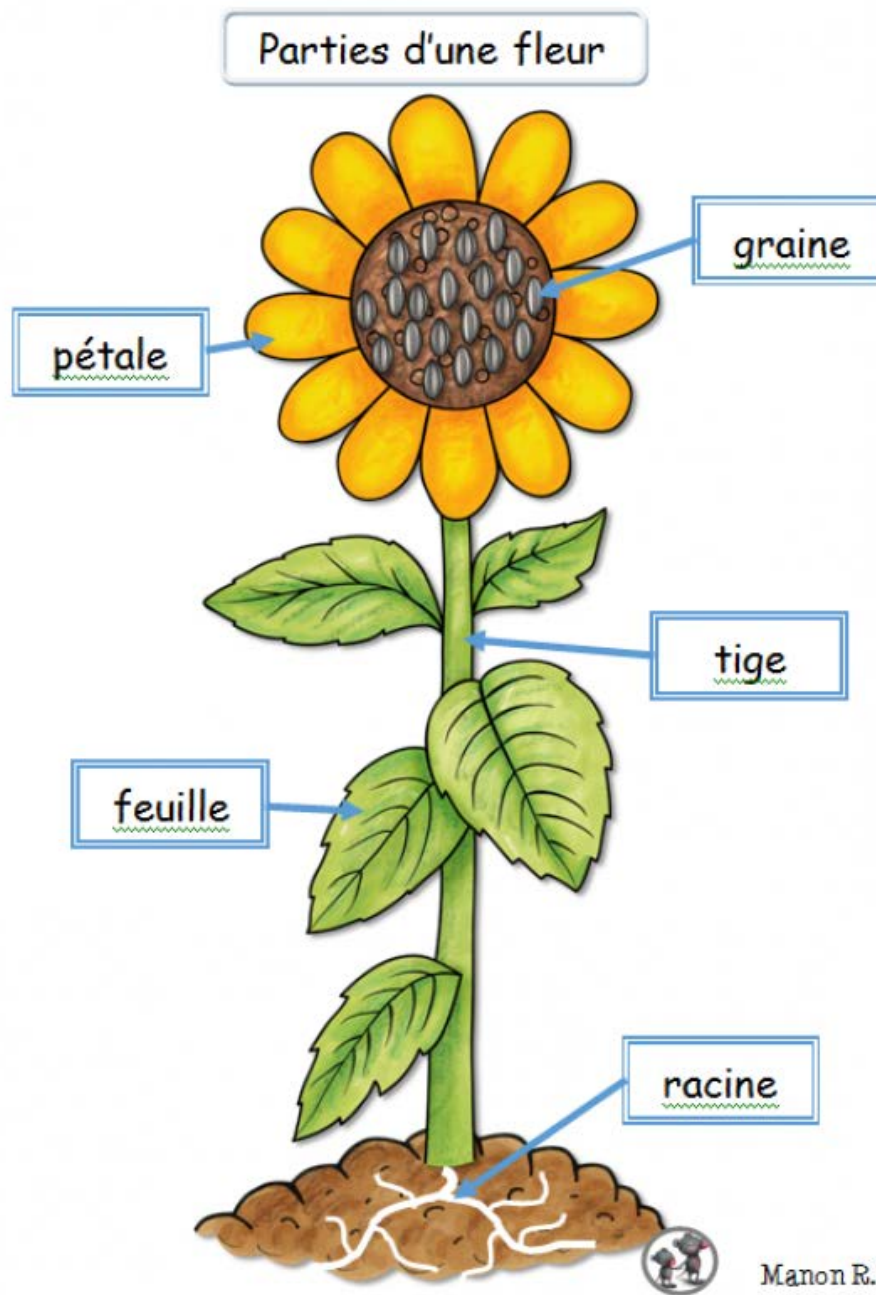
Parents could:

- help their child choose a flower
- help their child identify the different parts of the flower
- ask their child prompting questions to spark discussion in French
- help their child write complete sentences in French



Annexe : Les fleurs du printemps

Les parties d'une fleur : les pétales, les graines, la tige, les feuilles, les racines





Débuts de phrase :

Essaie de compléter chaque phrase pour décrire ta fleur.

Ma fleur est _____

Ma fleur a _____

Elle est _____

Elle a _____

Je l'ai trouvée _____

J'ai vu _____

Je l'aime parce que _____



Word Builders - Math Edition

Information for students

What happens when you combine English and Mathematics? Word builders happens!

In this activity, you will use base-10 rods to create letters or words. Each rod used is worth 10 points.

Possible Questions to Explore. Can you create...

The first letter in your name? How much is it worth?

The first letter of a friend's or your parent's name?
How much is it worth?

Letters worth 20 points?

Letters worth 30 points?

Letters worth 40 points?

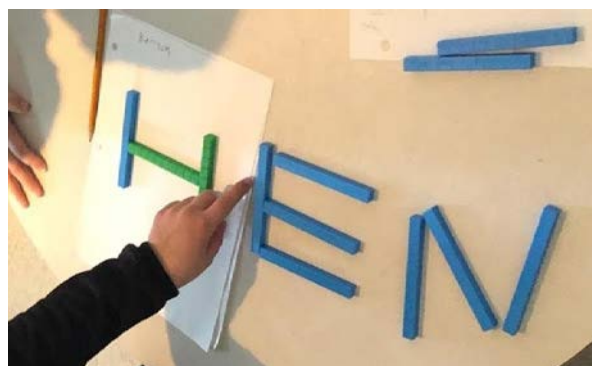
Letters worth 50 points?

A word that is worth 100 points?!

Your first name? How does it compare to your last name?

Two different words worth the same number of points?

Two words that have a difference of 30 points?



Materials required

- Pencil and scrap paper
- Base-10 rods, a template provided in Appendix A

Note: Base-10 rods can be replaced with twigs, Popsicle sticks, crayons, pens, pipe cleaners, utensils, toothpicks, cut-out 10 cm strips of paper or anything else that will serve the purpose. A minimum of 10 items is recommended.

Information for parents

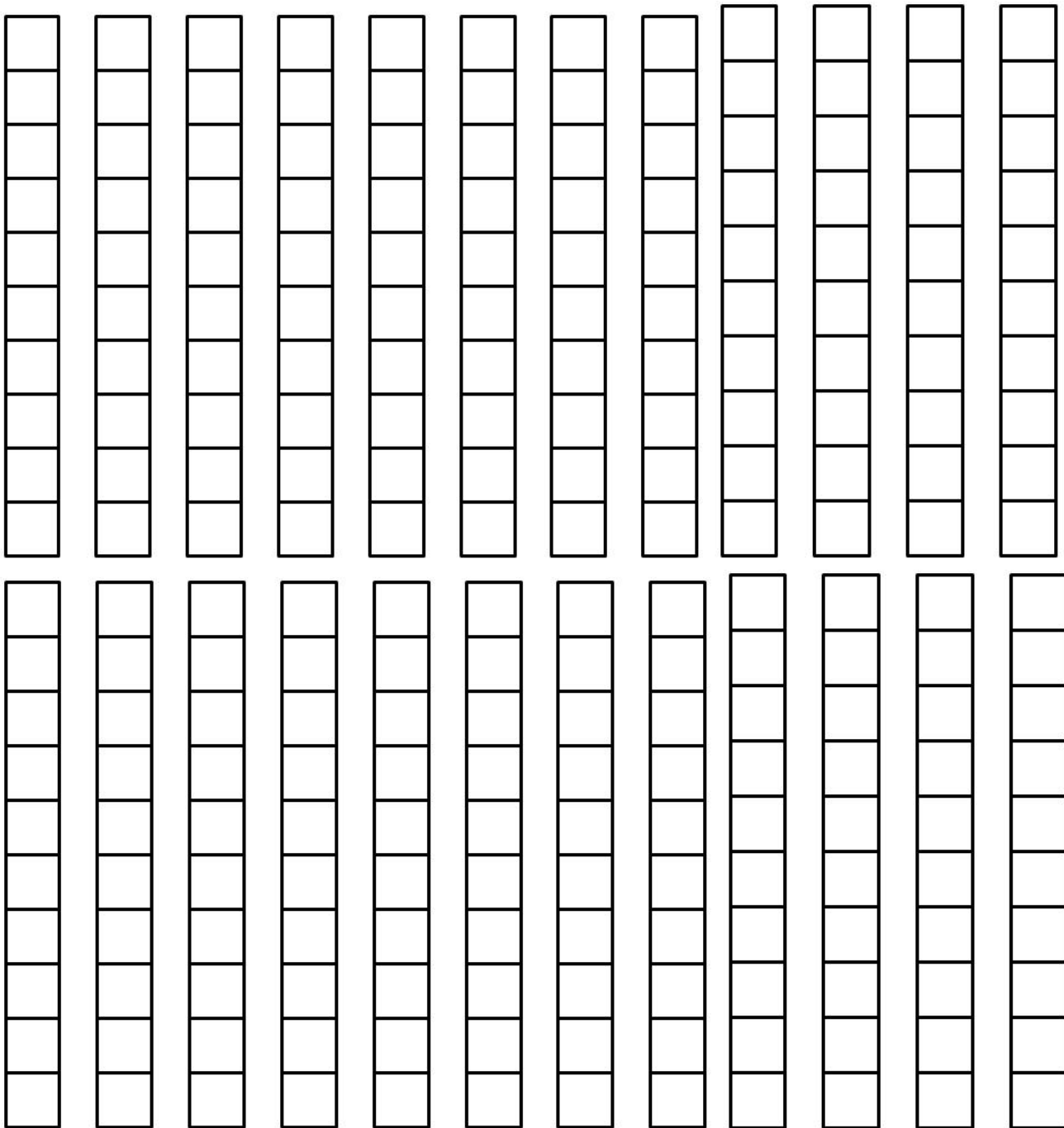
About the activity

Parents should:

- help their children find possible materials to use and read the instructions with them
- make suggestions for different letters, build one and show an example of counting by 10's
- change the values of each ten rod so that they are worth 2, 3, or 5, for example, in order to practice skip counting with other numbers as a possible extension. The different objects used could also be worth a different number of points



Appendix A – Template for Base-10 Rods





Learn About Healthy Habits and Get Moving!

Information for students

Activity 1: What is a healthy habit?

- Watch the following video: <https://safeYouTube.net/w/f6nG>
- What does “being healthy” mean to you?
- Think about moments in which your body felt good and you felt happy. When were these moments? What were you doing or had been doing?
- Below are some examples of healthy and unhealthy habits. Try to identify which habits are healthy and which habits are unhealthy: <https://docs.google.com/presentation/d/1ui5mpfamkEwA6e2uJClQggHaJHhZxmT6Zxke5QRQCVY/edit?usp=sharing>
 - playing tennis
 - smoking a cigarette
 - meditating
 - playing on your phone for 3 hours in a row
 - having a poor back posture
 - eating while being on your phone
 - eating green veggies
 - doing yoga
 - getting very angry or aggressive with your siblings or parents



Activity 2: Time to improve your balance

1. Find a light object that you can balance on your body, such as a bean bag or a teddy bear
2. Place the object on your head and try to keep it there for 15 seconds
3. Now try moving around with that object on your head
4. Try balancing the object on different parts of your body, such as your neck, hand, foot or arm
5. Under these instructions, you can find other examples of balancing poses that you can practise. Try holding the poses for 15 seconds
6. Why is balance important for your everyday life? A good balance is important in all sports and also prevents injury
 - Can you think of other activities that you could do to improve your balance? Some examples:
 - ✓ ride your bike
 - ✓ hop on one foot
 - ✓ do jumps and land on one or two feet

Physical Education and Health



Boat Pose



Prayer Pose



Shoulder Stand

**Materials required**

- Device with Internet access
- Object to balance on the body (e.g. bean bag)

Information for parents**About the activity****Children should:**

- be able to explain, in their own words, the concept of healthy habits and the importance of having good balance in everyday life
- try out different ways of improving their balance

Parents could:

- support their children by asking them questions about healthy and unhealthy lifestyle habits (using the examples above or other examples)
- ask their children questions about balance, such as how it prevents injury (e.g. ability to land after jumping or falling), and how you can improve your own balance (e.g. practise different balancing or yoga poses, or carry out other activities that require balancing skills, such as biking)
- carry out the activity with their children, or alternate between supervision and independent play



Patterns in the City

Information for students

Did you know that paintings and drawings of mountains, fields, and oceans are called landscapes, and that paintings and drawings of buildings, towers, and roads are called cityscapes? In this lesson you will create a cityscape that shows all the patterns in the windows of buildings.

Instructions

- Take a piece of white paper. This will be the background where you will glue your buildings. You can decide to place your paper horizontally and make your cityscape in landscape (wide) format or place your paper vertically and make it in portrait (tall) format.
- Next, take the black construction paper and use a pencil and ruler to create the shapes of buildings. Try to make the sides straight using the ruler. You won't draw anything inside the building, so this is just the outline of the building. You can make them tall, short, narrow or wide. They can have pointed or flat roofs: it's up to you! Try to make all the buildings different. Just make sure they are not taller than the large white background paper.
- Cut out each of your buildings and glue them side by side onto the white background. Make sure to glue them very close together so very little white paper shows between each building.
- Next, add windows to your buildings. Take the second piece of white paper. From it cut small squares or rectangles. These shapes will be glued onto the buildings so make them as small as you need for them to fit.
- Without using glue, arrange the windows on the first building in rows and columns. Rows are lines that go from side to side. Columns are lines that go up and down. If your buildings are in the shape of squares or rectangles, you should have the same number of windows in each row. If you have a pointed roof, you will have to adjust each row of windows.
- You can change the pattern in each building of your cityscape. Change the size of the windows and change the number of windows for each row.
- Don't forget to sign your masterpiece!

Materials required

- Black construction paper, several sheets
- White printing paper, two sheets
- Scissors
- Glue
- Pencil or white coloured pencil
- Ruler

Information for parents

About the activity

Children could:

- choose to use coloured paper for the background or use a different colour of paper for each of the buildings.
- choose to use yellow paper to create windows that resemble lights
- choose to decorate the background

Parents should:

- assist the child with assembling the materials
- assist the child with creating rows and columns
- discuss the concepts of rows and columns
- discuss the terms horizontal, vertical, landscape, portrait, rows, and columns



Appendix: Patterns in the City

Information for students

Here are some step-by-step images of the process for this activity:



Here are some other examples:





It's a Small World After All (Part 1 of 2)



Part 1– Day 1

Information for students

Do you know what a culture is? Do you have one or more cultures in your family? Let's look at Canada (or Québec) and see what customs and cultures we can find, even in our own classroom. But first, we need to know who we are.

- Listen to the song *It's a Small World*, following along with the printout. Ask yourself:
 - what does it mean to you? Talk about the meaning with a family member
 - look at the words. Why is it a small world when it's clearly so big?
 - what makes us the same?
 - what makes us different?

Now, draw a picture of yourself on a piece of paper. Print your name at the top and draw 4 bubbles around your image. In each bubble, write or draw something that defines who you are. You can talk about it first with a family member or friend, and ask for help with words or descriptive pictures. Do this again a couple of times. What are some of the special things that make you *you*?

Have your family member do the activity, too, then share your work. Can you make a Venn diagram of your similarities?



Ethics and Religious Culture

Extended activity:

What country does your family come from? Where is it? Use a globe or the Internet to find the country.

Materials required

- Colouring page (attached)
- Crayons or markers
- Song *It's a Small World*. (attached)
- Globe (optional)
- Device with Internet access (optional)
- Venn diagram (attached)

Information for parents

Help your child to define culture and to self-identify. What makes us special and unique?

Help your child to understand similarities and differences, whether within the province or the country.



It's a Small World

It's a world of laughter, a world of tears,
It's a world of hopes and a world of fears,
There's so much that we share, that it's time we're aware,
It's a small world after all

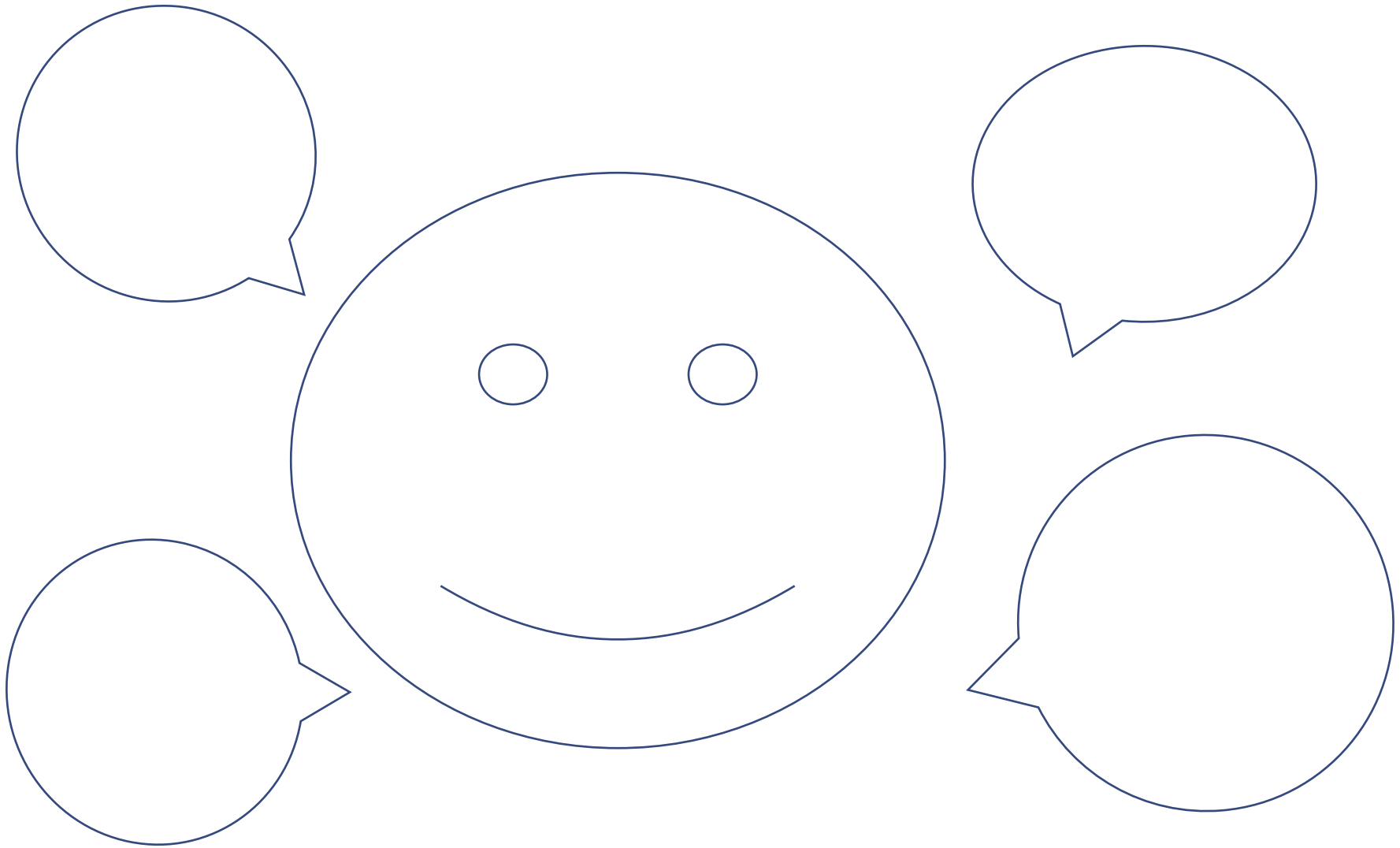
It's a small world after all,
It's a small world after all,
It's a small world after all,
It's a small, small world

There is just one moon and one golden sun,
And a smile means friendship to everyone,
Though the mountains divide, and the oceans are wide,
It's a small world after all

It's a small world after all,
It's a small world after all,
It's a small world after all,
It's a small, small world,

It's a small world after all,
It's a small world after all,
It's a small world after all,
It's a small world after all,

Ethics and Religious Culture





Venn diagram

