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# Exploring Similarities and Differences with Elephant and Piggie

## Information for students

Exploring characters is important in stories. Every author creates characters with different personalities on purpose. If we listen and read closely, we can always describe the characters that the author created. The description will include both their physical traits and their personality.

Do you know about *Elephant and Piggie*? What are they like? If you did not know, they are characters in a book series created by the author Mo Willems.

1. Click the link to listen to the story *Watch Me Throw the Ball*, by Mo Willems: <https://safeYouTube.net/w/3D4H>
2. Which character did you like more? Why did you choose that character? Which character can you relate to? Discuss these questions with an adult or a friend.
3. On a piece of paper or in a notebook, make three columns. At the top of the page, write “Gerald (Elephant)” on the left side, “Piggie (Pig)” on the right side, and write “Both” in the middle. On Gerald’s side, describe all the things about Gerald (what he looks like, what he likes to do, how he acts in the story, and if he seems good or bad). On Piggie’s side, describe Piggie (what does Piggie look like, what does Piggie like to do, how Piggie acts in the story, and does Piggie seem good or bad).
4. Once you have filled out both sides, try to find things that Gerald and Piggie have in common (how are they the same) and write it in the middle.
5. What does your page look like? Do Gerald and Piggie have things in common? Or are they mostly different? What makes them such good friends? Do you have a friendship like these two? Talk about these questions with an adult or a friend.
6. Look at the appendix. There is a blank *Elephant and Piggie* page for you to complete. Think about what you know about these characters (what they are like, how they act) and try to write a new page for Mo Willems. Do not forget to colour the page when you are finished!

## Materials required

- Blank paper or notebook
- Copy of the worksheet attached in the appendix
- Pen or pencil
- Device with Internet access
- Crayons or coloured pencils

## Information for parents

Children should:

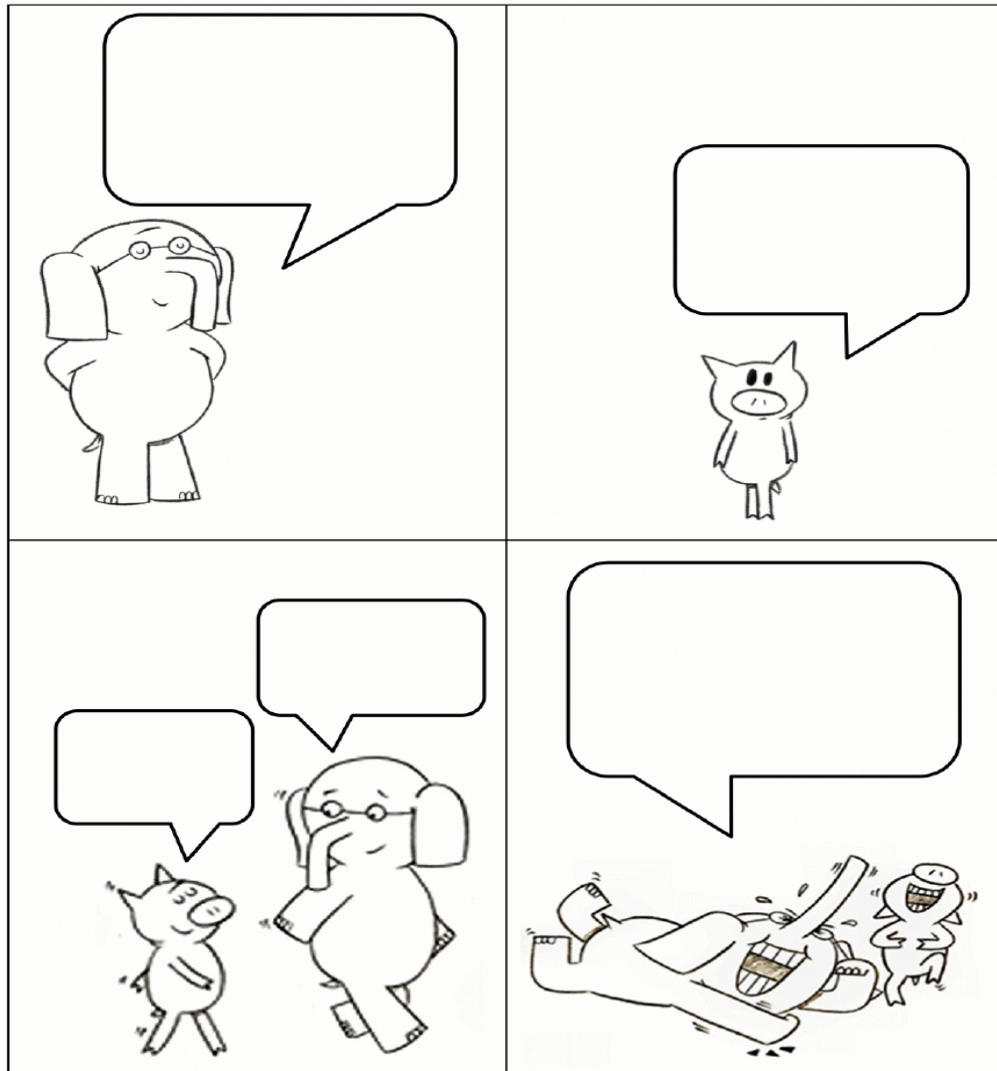
- practice thinking about character traits
- go beyond what a character looks like and pick out aspects of personality

Parents could:

- talk about character traits with their child
- help their child develop new, richer vocabulary words to describe characters. Instead of words like nice, bad, or mean, encourage the use of words like jealous, annoyed, helpful etc
- help their child follow the link to the video
- print the worksheet in the appendix

# Appendix: Elephant and Piggie Story Sheet

**Color and Create Your Own Story with Elephant and Piggie from Mo Willems**



# Ma maison de rêve

## Consignes pour l'élève

À quoi ressemble la maison de tes rêves ? Je sais que la mienne a une énorme cuisine, une piscine intérieure et une salle de cinéma !

À quoi ressemble la tienne ? Combien de chambres à coucher compte-t-elle ? Y a-t-il une piscine ?

**Dessine la maison de tes rêves.** Ajoute des détails !

Réponds à ces questions avant de dessiner :

1. Combien d'étages y a-t-il dans ta maison de rêve ? \_\_\_\_\_
2. Quelles couleurs aimes-tu ? \_\_\_\_\_
3. Combien de chambres y a-t-il ? \_\_\_\_\_
4. Combien de toilettes y a-t-il ? \_\_\_\_\_
5. Y a-t-il d'autres choses particulières dans ta maison ?  
\_\_\_\_\_

Voici une banque de mots pour t'aider avec ton dessin :

- cuisine
- chambre à coucher
- salon
- piscine
- cinéma maison
- arrière-cour
- salle de bain
- télévision

## Matériel requis

- Papier
- Crayons de couleur
- Crayon à mine

## Information for students

What does your dream house look like? I know that mine has an enormous kitchen, an indoor pool and a home theatre!

What about yours? How many bedrooms does it have? Is there a pool?

**Draw your dream home.** Add details!

**French as a Second Language**

Answer these questions before you start drawing:

1. How many floors are there in your dream house? \_\_\_\_\_
2. What colours do you love? \_\_\_\_\_
3. How many bedrooms are there? \_\_\_\_\_
4. How many bathrooms are there? \_\_\_\_\_
5. Are there any other special things in your home?  
\_\_\_\_\_

Here are some keywords to help you remember what to draw:

- kitchen
- bedroom
- living room
- pool
- home theatre
- backyard
- bathroom
- television

**Materials required**

- Paper
- Pencil crayons
- Pencil

**Information for parents**

Children could:

- draw their dream home

Parents could:

- help their child read the instructions
- ask their children to label every room (cuisine, salon, etc.). The French vocabulary words are listed above
- tell their child what their own dream home would look like

# Sorting Solids

## Information for students

For each of the pictures shown in the appendix, say which solid it is most like:

- sphere, cone, cube, cylinder, prism, pyramid

Cut out the pictures, and sort them into three piles:

- solids that only slide (have only flat surfaces)
- solids that only roll (have only curved surfaces)
- solids that slide and roll (have flat and curved surfaces)

## Materials required

- Pencil
- Scissors

## Information for parents

### About the activity

Children could:

- find other household items and identify which solid they are most like
- try rolling and sliding various objects to explore flat and curved surfaces

Parents should:










- help their child understand the difference between a flat and a curved surface

# Appendix A – Sorting Solids




## Information for students

For each of the pictures shown in the table below, check the box that best describes the shape of the object:

- a sphere, a cone, a cube, a cylinder, a prism, a pyramid

Object	Picture	Sphere	Cone	Cube	Cylinder	Prism	Pyramid
Tent		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer Ball		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Party Hat		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyptian Pyramid		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vegetable Can		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juice Box		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Globe		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocks		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Traffic Cone		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bucket		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Box		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cut out the pictures below, and sort them into three piles:

- solids that only **slide** (have only flat surfaces)
- solids that only **roll** (have only curved surfaces)
- solids that **slide and roll** (have flat and curved surfaces)



## Appendix B – Solutions

Object	Picture	Sphere	Cone	Cube	Cylinder	Prism	Pyramid
Tent		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Soccer Ball		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Party Hat		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Egyptian Pyramid		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vegetable Can		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juice Box		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Globe		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocks		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traffic Cone		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bucket		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Box		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Mathematics

Solids that only <b>slide</b> (have only flat surfaces)	Solids that only <b>roll</b> (have only curved surfaces)	Solids that <b>slide and roll</b> (have flat and curved surfaces)
<ul style="list-style-type: none"> <li>• Tent<sup>1</sup></li> <li>• Egyptian Pyramid<sup>2</sup></li> <li>• Juice Box<sup>3</sup></li> <li>• Blocks<sup>4</sup></li> <li>• Die<sup>5</sup></li> <li>• Box<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Soccer Ball<sup>7</sup></li> <li>• Globe<sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Party Hat<sup>9</sup></li> <li>• Traffic Cone<sup>10</sup></li> <li>• Vegetable Can<sup>11</sup></li> <li>• Bucket<sup>12</sup></li> </ul>

*Image references:*

<sup>1</sup> OpenClipart-Vectors, "Tipi Tent Teepee Indian Native Aboriginal," December 29, 2014, PNG, Pixabay.com, <https://pixabay.com/vectors/tipi-tent-tepee-teepee-indian-575912/>

<sup>2</sup> Jpgibert, "Meuble héraldique pyramide.svg" January 3, 2020, PNG, [https://commons.wikimedia.org/wiki/File:Meuble\\_h%C3%A9raldique\\_Pyramide.svg](https://commons.wikimedia.org/wiki/File:Meuble_h%C3%A9raldique_Pyramide.svg)

<sup>3</sup> Gerald\_G, "Illustration of a Juice Box," n.d., PNG, FreeStockPhotos.biz, <http://www.freestockphotos.biz/stockphoto/17490>

<sup>4</sup> OpenClipart, "ABC Blocks Vector Image," April 13, 2014, SVG, PublicDomainVectors.org, <https://publicdomainvectors.org/en/free-clipart/ABC-blocks-vector-image/8860.html>

<sup>5</sup> OpenClipart, "Six Sided Dice Too," November 19, 2019, SVG, FreeSVG.org, <https://freesvg.org/six-sided-dice-too>

<sup>6</sup> Clker-Free-Vector-Images, "Box Carboard Box Carton Open," April 5, 2014, PNG, Pixabay.com, <https://pixabay.com/vectors/box-cardboard-carton-open-295029/>

<sup>7</sup> Pumbaa80, "Soccer Ball.svg," November 25, 2006, SVG, Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Soccer\\_ball.svg](https://commons.wikimedia.org/wiki/File:Soccer_ball.svg)

<sup>8</sup> Karen Arnold, "Globe Clipart Illustration," n.d. PNG, PublicDomainPictures.net, <https://www.publicdomainpictures.net/en/view-image.php?image=159735&picture=globe-clipart-illustration>

<sup>9</sup> Dawn Hudson, "Celebration Party Hats," n.d., JPEG, PublicDomainPictures.net, <https://www.publicdomainpictures.net/en/Dawview-image.php?image=70763&picture=celebration-party-hats>

<sup>10</sup> Clker-Free-Vector-Images, "Traffic Cone Safety Cone Road Cone Highway Cone," April 13, 2012, PNG, Pixabay.com, <https://pixabay.com/vectors/traffic-cone-safety-cone-road-cone-31883/>

<sup>11</sup> OpenClipart, "Food Cans," June 17, 2016, PNG, FreeSVG.org, <https://freesvg.org/food-cans>

<sup>12</sup> OPenClipart, "Sand Pail Vector Image," May 28, 2014, PNG, FreeSVG.org, <https://freesvg.org/sand-pail-vector-image>

# Learn About the Stages of Physical Activity and Get Moving!

## Information for students

### Activity 1: Stages of physical activity

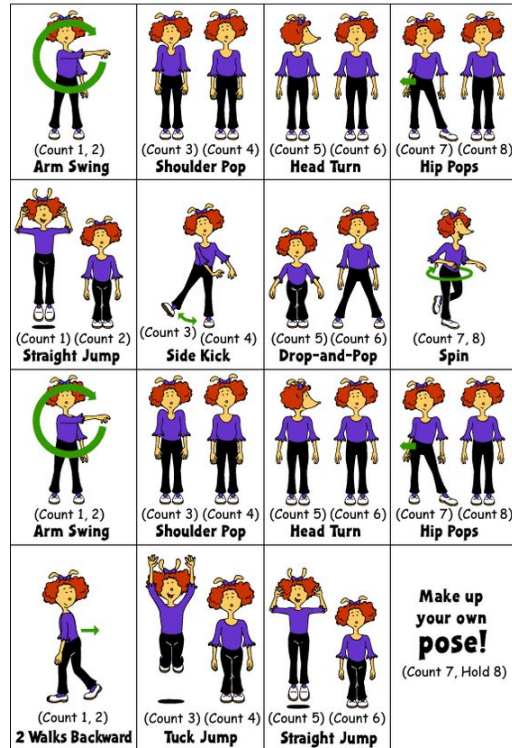
1. Think about some important parts of physical activity. For example:
  - warm-up
  - activity
  - cool-down
2. Find out why it is important to do a warm-up and a cool-down exercise (e.g. to prevent injury, to stretch your muscles).
3. Write down or think of two warm-up exercises. For example:
  - running, high knees
  - jumping jacks
  - jumping rope
4. Write down or think of two cool-down exercises. For examples:
  - balance poses from last week



### Activity 2: Warm-up, dance, cool-down

1. Choose two warm-up exercises from the previous activity and do each one for 30 seconds, twice.
2. Select one of the following physical activities (10-15 minutes):
  - Practise the dance sequence on the picture below.
  - Practise the choreography in [this dance video](#).
  - Choose a physical activity of your own.

## Physical Education and Health



- Choose three cool-down exercises from the previous activity and do each for 30 seconds, twice.
- Did your physical activity session feel different with a warm-up and a cool-down exercise? What felt different? For example, did your body feel more awake when you started dancing?

### Materials required

- Electronic device

## Information for parents

### About the activity

Children should:

- learn about the different stages in a physical activity session (warm-up, physical activity, cool-down) and find out why warm up and cool-down exercises are important
- Try out different ways to warm-up, dance, and stretch

Parents could:

- ask their children about why warming up and cooling down before and after physical activity sessions is important (e.g. to prevent injury, to stretch muscles)
- do the activity with their children or alternate between support and autonomy

# Cherry Blossom Finger Painting

## Information for students

In this activity, you will use your breath and fingers to create a beautiful spring landscape. Cherry blossoms are flowers that are pollinated by bees and become cherries! You might want to include a bee or two in your painting.

## Instructions

- This project has 2 steps. The first step will be to paint the background. You will have to let it dry before you paint the tree trunk and cherry blossoms. The thicker the paint, the longer it will take to dry.
- Paint the background for your cherry tree. Mix white and blue paint together to get a shade of blue that you like. Imagine the paper is divided into three equal parts and paint the top two parts blue like the sky. You might want to add some clouds.
- Paint the grassy area. Mix the green and white paint together to make a shade of green that you like. Remember the top and bottom parts do not have to be perfectly straight or equal since the landscape seldom is. You can make rolling hills and slopes in the grass.
- Take some brown paint and add some water to it. Put some paint on your brush and drop it onto the bottom of the page where you want the tree trunk to start.
- Take the straw and get close to the table. Blow through the straw to move the paint on the paper up toward the sky. Keep adding paint to create branches and direct the paint by moving the straw to the right or left.
- While the brown paint dries, take the red and white paint and mix different shades of pink. You will want to have two, three, or four different shades with some that are darker and some that are lighter.
- Dip your finger into the paint and start making flowers all over the branches. Cover all the branches until you are happy with the tree.
- Don't forget to sign your masterpiece!

## Materials required

- Thick white paper for painting
- Paint brush
- Paper plate
- Straw
- Paint in the following colours: red, white, blue, green, brown, yellow (optional)

## Information for parents

### About the activity

Children could:

- choose to use only one shade of pink for the blossoms
- choose to paint bumblebees or other insects or birds
- paint more than one tree in the picture
- choose to use the end of a paintbrush or a cotton swab to add the dots of paint

Parents could:

- read the instructions to their child
- discuss the vocabulary words: pollinate, landscape, shade, blossom, breath
- assist their child with assembling the materials
- assist their child with blowing the paint through a straw
- assist their child with cleanup

# Appendix: Cherry Blossom Finger Painting

## Information for students

Here is an example of a cherry blossom finger painting:





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



### Part 2 – Day 2

#### Information for students

Were you able to identify a culture in your family? What customs and traditions did you find? What country do they represent?

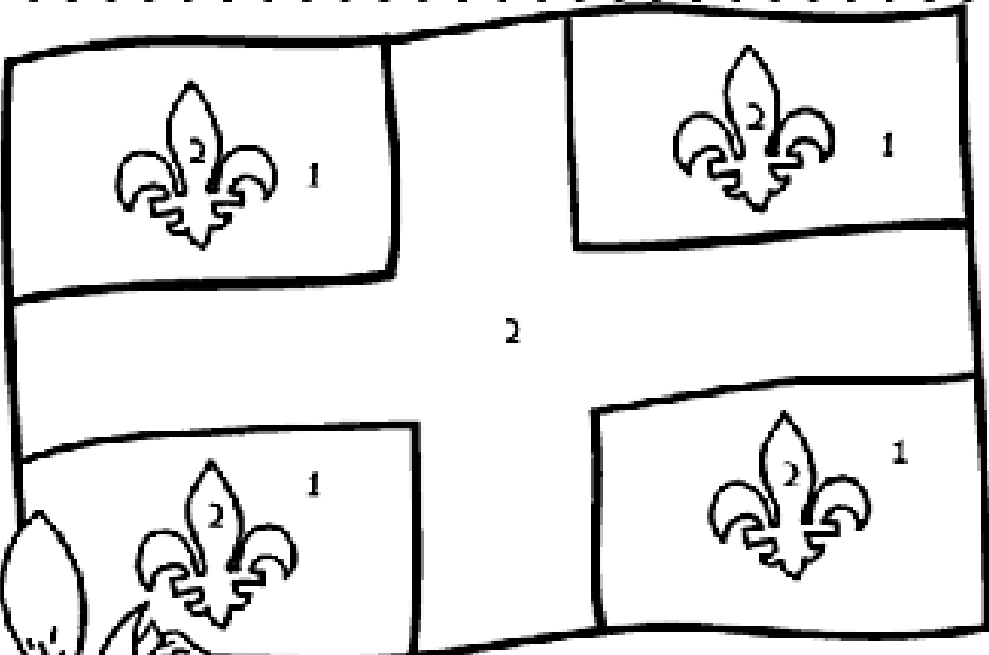
Think about how everyone's identity shapes the way they see and interact with the world. For example, if you're biracial, or if you were born in one province and now live in a different province, you're part of two different worlds.

Share the results of the first part of this activity that you did last week. Maybe you can make a Venn diagram based on each other's findings with the family member or friend who did the activity with you, or plot on a large map the origins of each family. Using the self-portrait and bubbles from Part 1, try to draw on the back of a piece of paper something about the country or countries your family is from, based on what you talked about with them. Ask an adult for help to search the Internet for the flag or pictures of that country. Maybe you could print them out and colour them, like in the example below. Or, maybe you could find an artifact that represents your culture.


#### Materials required

- Information pages (attached)
- Crayons or markers
- Song *It's a Small World* (attached)
- Globe (optional)
- Device with Internet access


Canadian Provincial Fact Sheet



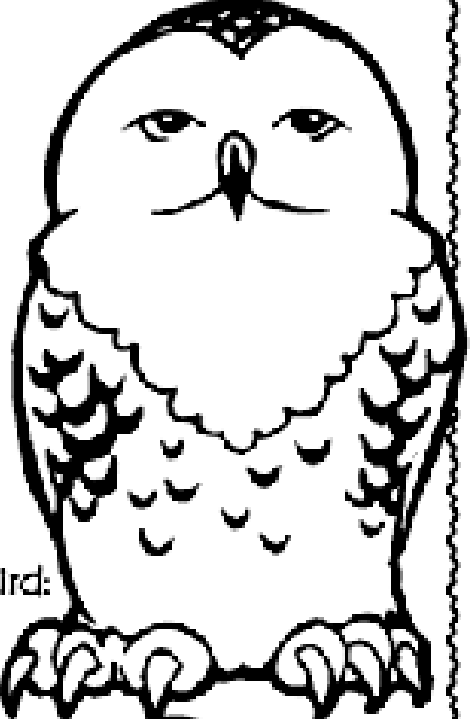
Provincial Flag: 1-blue, 2-white



Provincial Flower:  
**Blue Flag**



Provincial Capital:  
Quebec City



Provincial Bird:  
Snowy Owl

# QUEBEC

## Ethics and Religious Culture

What did you discover today? Did you notice any similarities with your friend? What kind of differences did you notice? How do these differences affect us? Don't forget the song *It's a Small World*.

**Extended activity:** Choose a culture from the pictures on the following page that is different from yours, but that you would like to learn more about. Share your finding, and compare and contrast with your own.



[Link to illustration](#)

## Information for parents

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

Help your child to understand similarities and differences, whether as a province or country.

Use a map of Canada or of the world, an excellent teaching tool, even for this age

## **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.

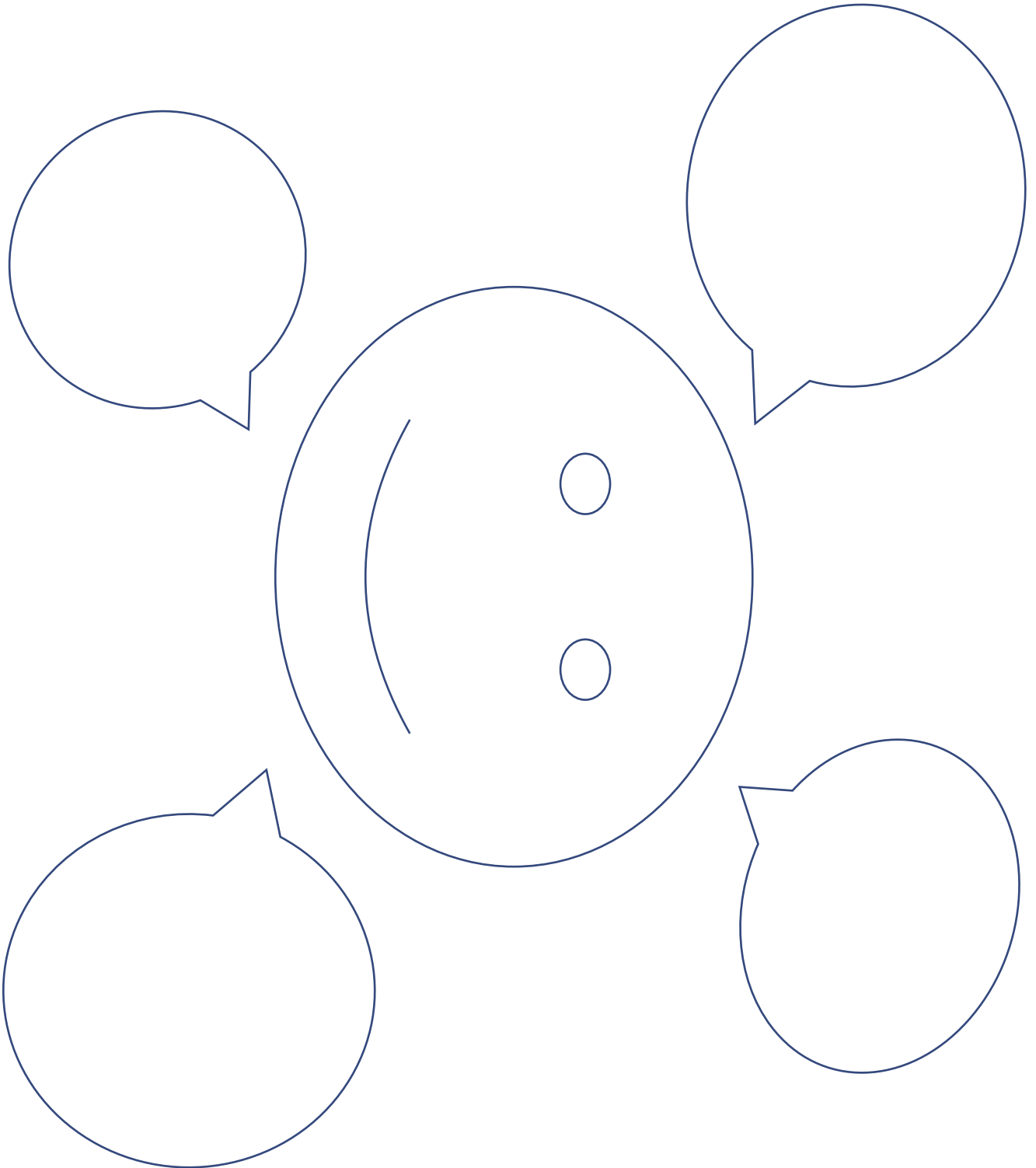
It's a small world after all,  
It's a small world after all,  
It's a small world after all,  
It's a small, small world.

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**

