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# Earth Day!

## Information for students

- Watch and listen to the short story *Charlie and Lola: We Are Extremely Very Good Recyclers* by Lauren Child. Click on the following link: <https://safeYouTube.net/w/3748> (6 min 19 sec). You may have to cut and paste the link into your browser.
- After watching the read-aloud, talk to a parent about how Charlie and Lola learn to reduce their garbage by recycling.
- What else can we do to reduce the amount of garbage we throw away?
- With a parent's help, read this poster and list of things you can do to help the Earth: <https://aamboceanservice.blob.core.windows.net/oceanservice-prod/ocean/earthday-infographic.pdf>
- Make a list of three ways you want to help the Earth. Illustrate each one and put it on your fridge to remind you and your family to help the Earth!

## Materials required

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

## Information for parents

- Read over the instructions for the activity and talk about them with your child.
- Help your child find the link to the video of the book being read aloud.
- Watch the short video with your child and invite them to discuss what Charlie and Lola do to help the Earth.
- Help your child read and discuss the suggestions for helping the Earth on the National Ocean Service's poster.
- Encourage your child (with your help) to pick three things your family can do to help the Earth. Post your child's work on the fridge and get them involved in helping the Earth.



# Mon super-héros

## Information for students

- Crée un super-héros et décris-le (voir la banque de mots en annexe).
  - Quel est le nom de ton super-héros ou de ta super-héroïne?
    - Son nom est \_\_\_\_\_.
  - Quels sont ses pouvoirs?
    - Ses pouvoirs sont \_\_\_\_\_.
  - Qu'est-ce que ton personnage porte?
    - Il/Elle porte \_\_\_\_\_.
- Maintenant, dessine ton super-héros ou ta super-héroïne.
- Invent a superhero and describe them by answering the questions above in complete sentences in French. (Look at the word bank in the appendix to help you)
- Now, draw a picture of your superhero.

## Materials required

- Une feuille
- Un crayon de plomb
- Des crayons de couleur

## Information for parents

- Your child will create and draw a superhero and describe them by writing short, complete sentences in French.
- You can help your child write complete sentences in French and ask them questions about their superhero.
- You can help your child read the words from the word bank.



## Annexe – Banque de mots

Vous trouverez ci-dessous une banque de mots que vos enfants peuvent utiliser pour écrire leurs phrases. You can use the words in the word bank below to write your sentences.

### Super pouvoirs

- Vol
- Invisibilité
- Super vitesse
- Super force
- Super apprentissage
- Compréhension de toutes les langues
- Super ouïe
- Changement de taille
- Super intelligence
- Vision de la chaleur
- Téléportation

### Costumes, vêtements, accessoires

- Un masque
- Une cape
- Des bottes
- Des gants
- Une ceinture
- Des collants
- Un costume
- Une épée
- Un bouclier
- Un lasso
- Un bracelet



# Emoji Puzzles

## Information for students

- To reveal the *Mystery Emoji* (Appendix A):
  - Do the addition or subtraction shown in each square.
  - Using the table at the top of the page, colour in the square with the colour that matches the answer to the question.
- To create your own *Magic Emoji Math Puzzle* (Appendix B):
  - On scrap paper, draw your emoji in a 6 by 6 square like the one in Appendix B.
  - Make a table of colours like the one at the top of the page in Appendix A. Decide how many colours your emoji will have. Each box in the 6 by 6 square must be 1 colour.
  - Write an addition or subtraction in each box in the 6 by 6 square in Appendix B. Make sure the answer matches a colour in your emoji. If you want, you can even write a multiplication or division in a box. For example, your table of colours could say “Answers from 0 to 4 = red”, “Answers from 5 to 10 = yellow” and “Answers from 11 to 15 = black”.
  - Give your magic emoji puzzle a name and then give it to someone else.

## Materials required

- Appendix A and Appendix B
- Pencil crayons or wax crayons: white, yellow, black, blue and other colours
- Pencil and paper to show your work

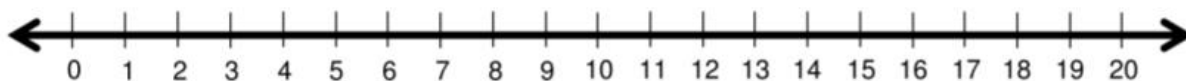
## Information for parents

### Details about the activity

For this activity, parents can print the appendices for their child.

The goal of the activity is for your child to practice addition and subtraction of 1-digit and 2-digit numbers.

If your child is struggling with the operations, provide them with small objects (e.g. building blocks, pieces of cereal, coins) that give them a more concrete way of performing the operation. A number line like the one below can also be helpful.






# Appendix A: Mystery Emoji

Colour in the squares with the colour that matches the answer to each question.

	Answers from 0 to 5 White		Answers from 6 to 10 Yellow			Answers from 11 to 15 Black			Answers from 16 to 25 Blue				
$5 - 0$	$6 - 4$	$3 + 2$	$1 + 4$	$10 + 4$	$3 + 12$	$6 + 6$	$10 + 4$	$9 + 6$	$3 + 12$	$12 - 8$	$1 + 3$	$20 - 16$	$8 - 8$
$9 - 8$	$6 - 2$	$8 + 7$	$9 + 5$	$5 + 5$	$3 + 7$	$7 + 3$	$6 + 2$	$2 + 4$	$8 - 2$	$9 + 6$	$7 + 7$	$3 + 1$	$1 + 4$
$15 - 12$	$6 + 6$	$4 + 2$	$7 - 1$	$12 - 6$	$22 - 15$	$8 - 2$	$9 - 1$	$3 + 7$	$8 + 2$	$3 + 3$	$9 + 1$	$6 + 5$	$5 + 0$
$8 - 6$	$6 + 5$	$7 + 2$	$3 + 5$	$4 + 6$	$6 + 3$	$10 - 4$	$14 - 8$	$14 - 6$	$20 - 10$	$17 - 11$	$10 - 4$	$3 + 8$	$2 + 2$
$7 + 6$	$15 - 0$	$7 + 8$	$25 - 10$	$18 - 6$	$8 + 6$	$7 + 8$	$16 - 3$	$22 - 10$	$18 - 7$	$8 + 6$	$14 - 3$	$9 + 6$	$7 + 7$
$35 - 20$	$8 + 2$	$16 - 3$	$8 + 9$	$45 - 25$	$9 + 4$	$19 - 5$	$16 - 4$	$9 + 16$	$4 + 12$	$30 - 18$	$50 - 39$	$5 + 3$	$17 - 2$
$10 + 5$	$7 - 1$	$11 - 0$	$8 + 8$	$19 - 5$	$22 - 8$	$4 + 6$	$10 + 4$	$10 + 7$	$9 + 5$	$6 + 9$	$10 + 5$	$16 - 9$	$28 - 18$
$4 + 8$	$10 - 3$	$8 + 6$	$9 + 5$	$10 + 5$	$7 + 3$	$4 + 4$	$2 + 6$	$8 + 7$	$7 + 8$	$8 + 6$	$16 - 8$	$12 - 6$	$8 + 6$
$10 + 5$	$16 - 8$	$3 + 3$	$4 + 3$	$16 - 7$	$17 - 8$	$18 - 8$	$6 + 4$	$9 + 1$	$2 + 6$	$4 + 6$	$3 + 7$	$16 - 10$	$7 + 8$
$4 - 4$	$9 + 6$	$11 - 4$	$6 + 4$	$14 - 7$	$14 - 8$	$5 + 5$	$16 - 8$	$5 + 5$	$7 + 7$	$4 + 6$	$5 + 3$	$6 + 9$	$4 + 1$
$3 + 2$	$9 + 5$	$9 - 3$	$11 - 5$	$4 + 5$	$5 + 5$	$9 + 5$	$3 + 10$	$9 + 6$	$28 - 22$	$41 - 35$	$19 - 12$	$6 + 8$	$9 - 4$
$9 - 4$	$7 - 2$	$10 + 5$	$16 - 6$	$5 + 2$	$5 + 5$	$4 + 6$	$9 - 3$	$3 + 3$	$4 + 4$	$8 - 2$	$9 + 5$	$6 - 1$	$4 + 0$



3 +1	4 -2	10 -5	19 -8	18 -5	12 -3	14 -7	16 -8	15 -9	17 -6	18 -5	3 +1	12 -9	15 -12
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# Appendix B: Magic Emoji Math Puzzle

- Step 1: On scrap paper, draw your emoji in a 6 by 6 square like the one below.
- Step 2: Make a table of colours like the one at the top of the page in Appendix A. Decide how many colours your emoji will have.
  - Each box in the 6 by 6 square must be 1 colour.
- Step 3: Write an addition or subtraction in each box in the 6 by 6 square below. Make sure the answer matches a colour in your emoji. If you want, you can even write a multiplication or division in a box. For example, your table of colours could say “Answers from 0 to 4 = red”, “Answers from 5 to 10 = yellow” and “Answers from 11 to 15 = black”.
- Step 4: Give your magic emoji puzzle a name and then give it to someone else.






# Feel Your Heartbeat and Get Active!

## Information for students

### Activity 1: Feel your heartbeat

- Watch the following video to learn about your heart and your heartbeat:
  - Video: How to Feel Your Heart Beat
- What did you learn by watching this video? Are you able to feel your heartbeat?
- Discuss what a heartbeat is with a member of your family.

### Activity 2: Throw & Catch Practice

- Take on the challenges suggested on the next two pages and in the videos below:
  - Video: Challenge #1
  - Video: Challenge #2
  - Video: Challenge #3
  - Video: Challenge #4
  - Video: Challenge #5
  - Video: Challenge #6
  - Video: Challenge #7
  - Video: Challenge #8
- Which challenge did you find the easiest? Which one the most difficult? Did you feel your heartbeat go faster during the challenges?
- Challenge a member of your family to do the activity with you!

## Materials required

- Device with Internet access
- Ball or another object to throw and catch (e.g. teddy bear)



## Information for parents

### About the activity

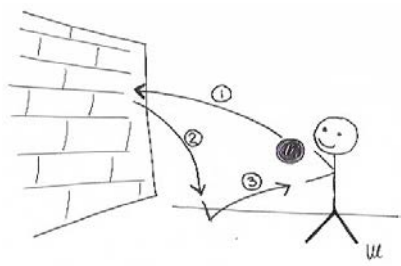
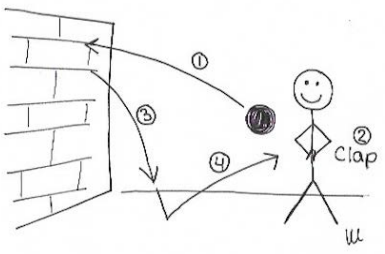
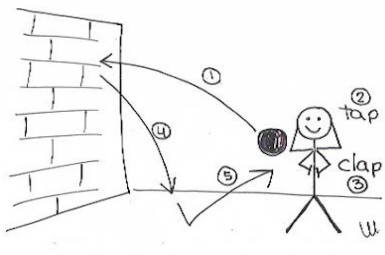
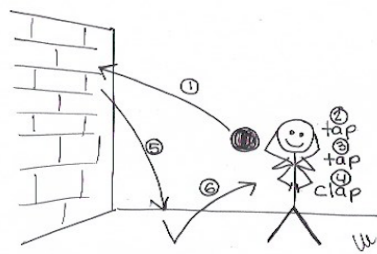
Children should:

- learn about their heart and how to feel their heartbeat
- develop their ability to throw and catch an object by carrying out a physical activity

Parents could:

- ask their children questions about what they have learned about their heartbeat
- encourage their children to carry out a physical activity and try it out with them

### Suggested challenges

<p>Challenge #1</p> <ul style="list-style-type: none"><li>• Throw the ball against the wall.</li><li>• Let it bounce once.</li><li>• Catch it.</li></ul>	
<p>Challenge #2</p> <ul style="list-style-type: none"><li>• Throw the ball against the wall.</li><li>• Clap your hands once.</li><li>• Let the ball bounce once.</li><li>• Catch it.</li></ul>	
<p>Challenge #3</p> <ul style="list-style-type: none"><li>• Throw the ball against the wall.</li><li>• Tap your head.</li><li>• Clap your hands once.</li><li>• Let the ball bounce once.</li><li>• Catch it.</li></ul>	
<p>Challenge #4</p> <ul style="list-style-type: none"><li>• Throw the ball against the wall.</li><li>• Tap your head.</li><li>• Tap your shoulders.</li><li>• Clap your hands once.</li><li>• Let the ball bounce once.</li></ul>	



<ul style="list-style-type: none"> <li>• Catch it.</li> </ul>	
<p>Challenge #5</p> <ul style="list-style-type: none"> <li>• Throw the ball against the wall.</li> <li>• Clap your hands in the front.</li> <li>• Clap your hands in the back.</li> <li>• Let the ball bounce once.</li> <li>• Catch it.</li> </ul>	
<p>Challenge #6</p> <ul style="list-style-type: none"> <li>• Throw the ball against the wall.</li> <li>• Catch it without letting it bounce.</li> </ul>	
<p>Challenge #7</p> <ul style="list-style-type: none"> <li>• Throw the ball high in the air.</li> <li>• Touch the ground.</li> <li>• Catch it.</li> </ul>	
<p>Challenge #8</p> <ul style="list-style-type: none"> <li>• Throw the ball high in the air.</li> <li>• Spin around.</li> <li>• Catch it.</li> </ul>	

Image Source: Veronique Robidas, Pedagogical Consultant, ETSB



# Action Painting

## Information for students

- While most artists use brushes to create strokes of paint on canvas or paper, some artists use different types of objects to paint. Similarly, while most artists stand or sit at a table or easel when painting, some like to move around their work.
- Watch the animated short, “Art with Mati & Dada – Jackson Pollock.”
- With the help of an adult, gather random items around your house or yard that may make different and interesting painting instruments. Here are a few examples:
  - String or yarn
  - Utensils
  - Sticks or yard scraps
  - Rolled up scrap paper
  - Tissue paper
  - Recycled items like bottles and lids
- Select a few paint colours you would like to use.
- Make a drop cloth by laying out newspaper, cardboard or anything that can stand to get a little messy down on a hard surface or floor (preferably outside). When painting, be sure that all excess paint lands on the drop cloth and not the surface behind it.
- Lay down paper or canvas on top of your drop cloth.
- With supervision, dip your chosen objects, one at a time, into a paint colour. While standing or walking around your canvas, use your paint objects in fun and unique ways to fill your canvas (drip, fling, swipe, drag etc.).
- Allow your painting to dry before moving it off drop cloth.

## Materials required

- Device with internet access for watching the video
- 2 or more colours of washable paint
- Newspaper or cardboard for protective drop cloth
- Paper or canvas
- Random objects that can get paint on them



## Information for parents

- Help the student find the link to the video
- Assist the student in gathering appropriate objects and painting tools
- Help the student to ensure paint lands only where intended



# Reaching Out and Saying Hello

## Information for students

- Most people have been asked to stay inside their homes so that they do not get sick with the coronavirus. By staying inside their homes, they are not able to spend time in person with the people they care about. How do you think this makes them feel?
- If people they cared about reached out to them and wrote them a letter, drew them a picture, or made them a card, how do you think that would make them feel?
- Sometimes in life, difficult things happen. The support and love of our family and friends helps make the difficult times a little easier and helps to bring a smile to our faces. You don't always have to be in the same room as someone to give support.
- Pick a friend, family member, or neighbour and write them a letter or card.
- Suggested topics for the letter: Asking how they are doing, asking about their day, writing a poem, drawing a picture, talking about your day, sharing a recipe, etc.

## Materials required

- Paper, writing and drawing materials
- Envelope with a stamp
- Optional: Computer if the letter is typed or emailed
- Optional: Stickers, photographs, magazines to cut out, and other supplies to add pizzazz!

## Information for parents

- For students with varying writing abilities, drawing, cutting out pictures from a magazine, including photographs, or sending a video are possible adaptations.
- The following website contains a sample friendly letter, a checklist of the elements of a friendly letter, and an editing checklist:  
<https://k12.thoughtfullearning.com/teachersguide/write-away-teachers-guide-table-contents/17-writing-friendly-letters-and-emails>