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What Is Beautiful?

Information for students

- Think about and discuss these questions with a family member: What is beauty? What things do you find to be beautiful? Do you think your ideas are the same as other people's ideas of what is beautiful?
- If you have internet access, read along with the video of the book *Rot, the Cutest in the World!* which you can find at <https://safeyoutube.net/w/5nkA> (5:40 minutes).
- Look around you, look out your window and look into your imagination. What do you see that is cute or beautiful?
- Write a list of 6 to 10 things that you think are beautiful. Take a few pieces of paper and draw a picture of each beautiful object on your list. Write the name of each object underneath each drawing and explain why you chose it for your book.
- Put your pages together into a booklet of beautiful or cute things, with one thing on each page. Make a cute cover page. You can also cut and glue pictures of things you find beautiful from magazines or pamphlets into your booklet with the help of an adult. If you know how, you can also make a digital book with words and images on your computer or on another device.
- Share your booklet with your family. Ask them what they think is beautiful or cute. Does everyone agree on what they find to be beautiful?

Material required

- paper, writing and drawing materials
- optional: device with Internet access, device with software or application to make a digital book
- optional: magazines, pamphlets, clip art

Information for parents

- Read the instructions with your child.
- Discuss the questions together.
- Help your child cut out pictures from magazines if necessary.
- If you have Internet access, help your child find the link to the video of the book being read aloud. If your child is creating a digital book, provide help as needed.

Exprimer ses goûts

Consignes à l'élève

- Regarde une revue ou une circulaire avec un membre de ta famille.

En regardant les images, exprime tes goûts ou tes préférences.

- Utilise des phrases comme :
 - J'aime
 - Je trouve ça
 - Je n'aime pas
 - Je n'ai jamais goûté à
 - Je préfère

Information for students

- Look at a magazine or flyer with a member of your family.

While you look at the images, say what you like or what you prefer.

- Use sentences such as:
 - I like
 - I find that
 - I don't like
 - I've never tasted
 - I prefer

Matériel requis

- Magazines ou circulaires
 - Cherche des circulaires en ligne, au besoin.

Material required

- Magazines or flyers
- Online flyers, if necessary

Information for parents

- Discuss what you like or what you prefer about the images with your child.
- Help your child explain why they like or dislike certain things.

Fraction Cards

Information for students

- Print two copies of the Fraction Cards provided in Appendix A.
- Glue the sheets of paper onto cardboard (or construction paper), if possible, and cut out all the cards.
- There are a total of 14 Fraction Cards.
- Put the two blank cards to the side.
- Shuffle the other cards, and spread them out on a table face down.
- Flip a card. Colour in the number of objects that represent $\frac{1}{2}$ of the stickers on that card.
- Flip another card to try to find the second card with the same number of objects. If the card you chose does not have the correct number of stickers, return it to the pile face down. Keep flipping cards one at a time until you have found the matching card.
- When you find the matching card, colour in the number of stickers that represent $\frac{1}{4}$ of the stickers on that card. Put that pair of cards to the side.
- Once you have found the $\frac{1}{2}$ and $\frac{1}{4}$ for each pair of cards, place each pair of cards in numerical order, starting with the cards that have the fewest number of objects.
- What do you notice about the number of stickers shown on each card?
- Hint: Look for a pattern.
- Based on your observations, use the blank cards to draw the number of stickers that should be on the next pair of cards in the set.
- How many stickers would you need? Can you colour in $\frac{1}{2}$ of those stickers? Can you colour in $\frac{1}{4}$ of those stickers?

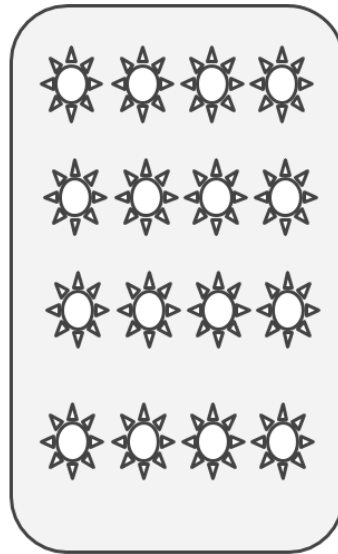
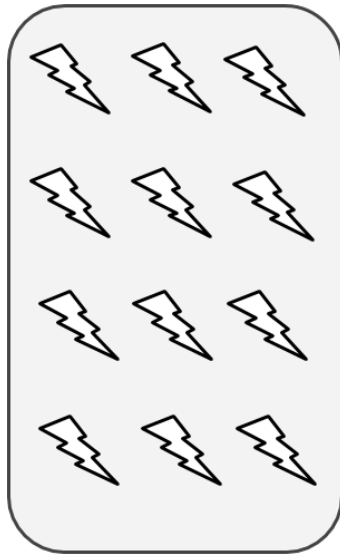
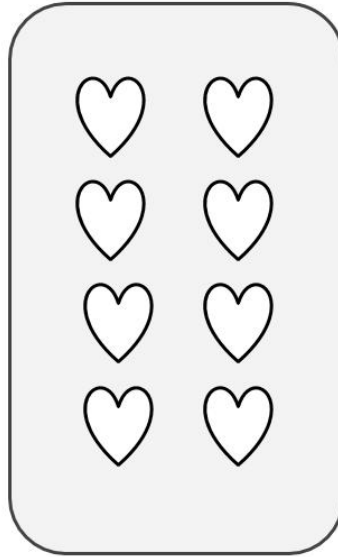
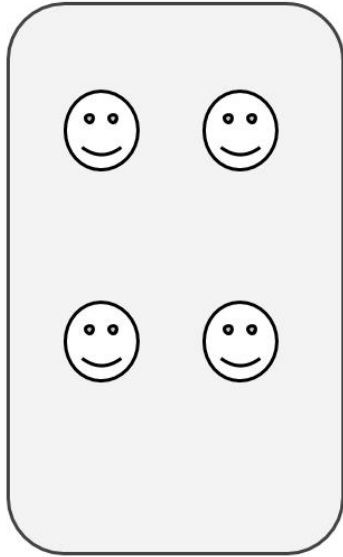
Materials required

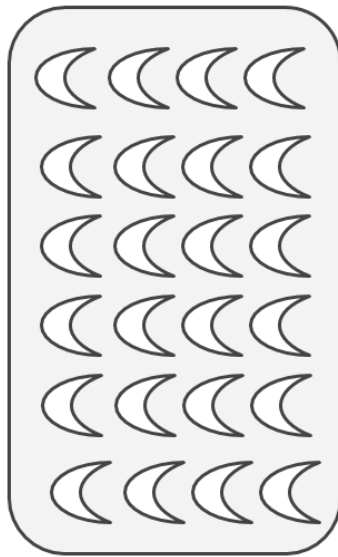
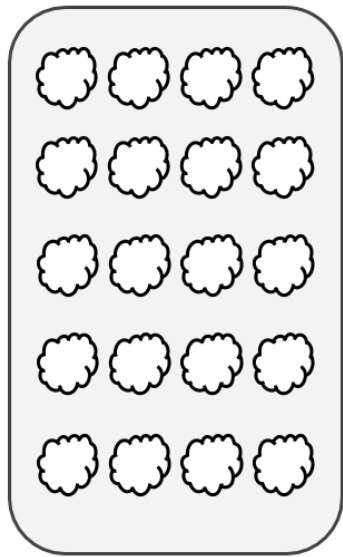
- Colouring pencils and the set of *Fraction Cards* provided in the Appendix.

Information for parents

- Read the instructions to your child.
- Print two sets of the *Fraction Cards* provided in Appendix A.
- Ask your child to explain what they did to determine how many objects to colour in on each card to show $\frac{1}{2}$ and $\frac{1}{4}$ of the stickers.
- Ask your child to explain what they did to determine the number of stickers to include on the next pairs of cards in the series (28 stickers).
- Extension activity: Ask your child to put an asterisk on any of the cards that include a set of stickers that could be represented in halves, fourths and thirds.

Appendix A: Fraction Cards





Blocking and Direction of Gaze

Information for students

This is a follow-up to a character creation activity.

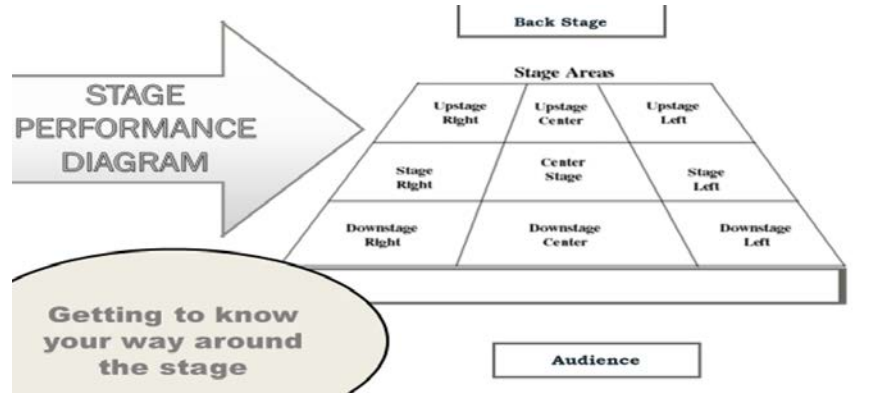
Video for this class:

In English: <https://youtu.be/tBJtRqQmgH4>

In French: <https://youtu.be/RYJXkZIBRBu>

In this activity, you will take your dramatic character on a series of simple blocking journeys (from point A to point B) while practicing using the direction of your gaze. Make sure to maintain the attitude of your dramatic character throughout your blocking.

- 1. Watch the video.
- 2. Read through this entire document with an adult.
- 3. Read it again.
- 4. Perform (in character) a series of simple blocking journeys (A to B) in a performance space. The following diagram will help you find yourself in the performance space:



The simple blocking journeys that you can try are:

- 1. From stage left (SL) to stage right (SR)
- 2. From stage right (SR) to stage left (SL)
- 3. From upstage left (USL) to centre stage (CS)
- 4. From upstage right (USR) to downstage left (DSL)
- 5. Repeat the exercise, this time while trying to direct your gaze in the directions given below.
 - For option 1: Point A is SR and point B is SL
 - For option 2: Point A is SL and point B is SR
 - For option 3: Point A is SR and point B is SR
 - For option 4: Point A is SL and point B is SL

Before starting each journey, always take a moment on point A to direct your gaze toward the audience.

Before moving, direct your gaze toward the direction you selected from the chart below.

While travelling, direct your gaze toward your destination, point B.

End each journey by returning your direction of gaze toward the audience

Repeat the exercise as many times as you like and with as many characters as you can invent. Each character must have an attitude.

Use the drama vocabulary (see below) when you complete the following Appreciation questions. Answering questions will help you remember new knowledge.

- a)What did you like most about this activity?
- b)What did you find challenging?
- c)How did you (or will you) overcome that challenge?
- d)If you performed the activities using different dramatic characters, which character did you enjoy interpreting most? Please say why and describe the dramatic character (example: attitude, mimicry, movement...).
- e)How did this activity make you feel?
- f)Does this activity remind you of anything you've ever done? Please explain.

Drama Vocabulary

- **Actor:** A person who is interpreting the role of a dramatic character.
- **Actress:** The feminine term for actor.
- **Attitude:** The physical and emotional way a character holds his or her body throughout a performance.
- **Blocking:** A plan of the dramatic character's journey in a performance space. Ordinarily designed by a stage director, blocking is carefully sought out to create visual harmony and coherence.
- **Direction of Gaze:** the direction in which a dramatic character shows the audience where he or she is looking. Controlled by the actor, it is typically intended to maintain audience engagement in the action.
- **Dramatic character:** An invented person that can be interpreted by an actor or actress.
- **Gesture:** A passing action performed with the body (usually head and/or arms) that says something. A gesture can be accompanied by words or sounds but, can also stand on its own.
- **Interpret:** Giving life to a dramatic character.
- **Invent:** Is to create or build a dramatic character by considering how she or he will communicate with other dramatic characters and audience.

Materials required

- Device with Internet access for watching drama instructor Mr. Doyon's course.
- Some space to move around

Information for parents

- Give your child some space to work and some privacy when requested.
- Encourage your child and offer, without insisting, periodic feedback on the process. Feel free to join if your child requests.
- The video is offered in both French and English. It is highly recommended to watch both versions, especially if your child is significantly weaker in one of the languages. Seeing the physical communication helps clarify the meaning. The video can be watched as often as necessary.
- Once the activity is finished, encourage your child to share their artistic choices, challenges and successes. Please ensure that the subject-specific vocabulary is used during your conversation.
- If your child has not completed the first activity, use the following resources:
 - In English: <https://youtu.be/VrwW9xn7zeQ>
 - En français: https://youtu.be/KUd_A9dyNU0
 - Journal:
https://drive.google.com/file/d/1oA_a5qrQjXxloLd9M9AliyST0anpLBWb/view?usp=sharing

Going Back to School

Information for students

How do you feel about going back to school? Maybe you're excited, nervous, happy or scared. Maybe you're feeling all of those feelings and it's confusing. We've never lived through anything like this as a society before. All of our emotions are normal, even if they are surprising to us. Both Minister of Education and Higher Education Jean-François Roberge and Premier François Legault said the well-being of children is one of the reasons they are planning to reopen schools. They feel it's important that kids get to see their friends and their teachers again. Here are some of the safety measures that will be put in place:

- Classrooms will be limited to about 15 students to help keep the 2-metre physical distance.
- Bus drivers will be protected behind Plexiglas, and there will be a policy of one child per seat on school buses.
- Recess time might alternate throughout the school day to make sure there are fewer children outside at once.

Activity

The decision to return to school may not be up to you. It's a family decision after all. It's possible that you're happy about the choice being made, but it's also possible that you're feeling anxious or confused. It's OK to feel different emotions about this new change—or maybe it won't be a change for you at all! It's also OK to talk about your emotions. Talking about your emotions will help you feel better and be able to follow the new routine. We don't always have a choice about what happens, but we can control how we deal with our emotions.

- 1-Take a few minutes to think about how you're feeling. Use the activity sheet or take a piece of paper and write at the top "Going Back to School" or "Not Going Back to School."
- 2-Write or draw all of the thoughts and feelings that come to mind.
- 3-**BONUS activity:** Now think of how others might be feeling (a close friend, a sibling, a parent) and write or draw those thoughts and feelings, too.
- 4-Now that you have come up with thoughts and feelings, it's time to draw a picture on a new piece of paper. Fold a blank piece of paper in half. In one section, draw how you imagine the classroom will be, whenever you return. In the other section, draw how you imagine playing outside will be.
- 5-Finally, talk about your feelings and explain your drawings to a family member. As you share, remind yourself not to judge your thoughts and feelings. We're all going through this together, in our own way. Talking about it respectfully and while listening to others will help make it easier, one day at a time.

Materials required

- Pencil, eraser, copy book or loose leaf paper, colouring pencils
- Optional: use the activity sheet provided

Information for parents

Read the instructions to your child, if necessary.

Discuss the questions together.

Differentiation

For students who need additional help naming their emotions, here is a chart that lists emotion vocabulary words from the UC Santa Barbara childrens' centre:

<https://childrenscenter.sa.ucsb.edu/CMSMedia/Documents/ParentSupport/FeelingWords.pdf>

Connections to the ERC program include:

- carefully reflect on aspects of certain social realities and subjects such as justice, happiness, laws and rules
- organize their ideas and express them with respect and conviction

Additional resources:

- The article "[That Discomfort You're Feeling Is Grief](#)," written by Scott Berinato, Senior Editor at *Harvard Business Review*, may help support the conversation and address the emotions you may all be feeling as a family:. Here is an excerpt:

There is something powerful about naming this as grief. It helps us feel what's inside of us. So many have told me in the past week, "I'm telling my coworkers I'm having a hard time," or "I cried last night." When you name it, you feel it and it moves through you. Emotions need motion. It's important we acknowledge what we go through. One unfortunate byproduct of the self-help movement is we're the first generation to have feelings about our feelings. We tell ourselves things like, *I feel sad, but I shouldn't feel that; other people have it worse*. We can—we should—stop at the first feeling. *I feel sad. Let me go for five minutes to feel sad*. Your work is to feel your sadness and fear and anger whether or not someone else is feeling something. Fighting it doesn't help because your body is producing the feeling. If we allow the feelings to happen, they'll happen in an orderly way, and it empowers us. Then we're not victims.

Appendix - Going Back to School

<i>I feel...</i>	<i>My friend/sibling might feel...</i>

Draw

In my classroom:

Appendix - Draw

In my schoolyard: