

ELEMENTARY – GRADE 2
Week of April 27, 2020

Carla's Sandwich

Information for students

- Think about foods you have tried. What foods do you like? What foods do you not like? Make a list on a piece of paper or in a notebook of your favourite foods and the ones you dislike the most.
- Watch and listen to the read-along of Carla's Sandwich at <https://www.storylineonline.net/books/carlas-sandwich/>
How did it make you feel to see how Carla's classmates were treating her? Were they nice to her? What made Buster change? Have you ever tried a new food that surprised you? Have a conversation with a family member about these questions.
- Call a family member or friend and tell them what happened in this story. Explain how Carla's sandwiches mixed many different foods. Ask your family member or friend what kind of silly sandwich they would create.
- In a journal or notebook, write down three new sandwich ideas. Try to be as creative as possible.
- Draw pictures of what you think your sandwiches would look like.
- Share your writing and pictures with someone at your home. If you are brave enough and have the ingredients, try to create one of the sandwiches with the help of a grown up.

Materials required

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

Information for parents

- Help your child find the link to the video of the book being read aloud.
- Read the instructions with your child, if necessary.
- Discuss the questions together.
- Help them make a silly sandwich.

Lis et dessine

Consigne à l'élève

Lis chacune des consignes avant de commencer ton dessin.

1. Prends une feuille blanche et place-la à l'horizontale.
2. En bas à droite, dessine une maison.
3. Sur la maison, dessine quatre fenêtres rectangulaires. Colorie chacune d'une couleur différente.
4. Dessine une porte et colorie-la en orange.
5. Dessine une cheminée et de la fumée qui en sort.
6. À gauche de la maison, dessine deux pommiers et colorie-les.
7. En haut à gauche, dessine trois oiseaux.
8. En haut à droite, dessine un soleil et des nuages.
9. Colorie le tout.

Student Instructions :

Read every step before starting your drawing.

1. Take out a piece of paper and place it horizontally.
2. At the bottom right hand side, draw a house.
3. Draw 4 rectangular windows in the house. Colour each one a different colour.
4. Draw a door and colour it orange.
5. Draw a chimney with smoke coming out of it.
6. To the left of the house, draw two apple trees and colour them.
7. At the top left corner, draw 3 birds.
8. At the top right corner, draw a sun and clouds.
9. Colour the rest of your picture.

Matériel requis

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

Materials required

- A piece of paper
- A pencil
- Colouring pencils

Information For Parents

Link to FSL Adventures: This activity will help your child participate in the following adventure: “J’écoute Dessinatruc et je suis les consignes pour faire un dessin.”

Here is the link <http://dessinatruc.radio-canada.ca/> It is necessary to download the application to your device.

About the activity

During this activity, your child will:

- Read simple sentences in French.
- Follow instructions in French.
- Draw

You can:

- Help your child read the instructions and the sentences in French.
- Ask your child to tell you what he/she drew in French.

Jean dit, Jean lit!

Consigne à l'élève

- Cette activité te permet de pratiquer la lecture de petites phrases.
- Découpe les phrases et place-les dans un bol.
- Pige une phrase, lis-la et exécute l'action.
- Tu peux créer tes propres phrases pour varier le jeu.

Information for students

- This activity lets you practise reading short sentences.
- Cut out the sentences in the Appendix and place the slips of paper in a bowl.
- Pick out one slip of paper, read the sentence and do what it says.
- You can make up your own sentences to vary the game.

Matériel requis

- Ciseaux pour couper les phrases
- Bol pour piger les phrases

Materials required

- Scissors for cutting out the sentences
- Bowl for the slips of paper

Information for parents

- Help your child read and understand the sentences.
- Create new sentences with your child to expand the game.

Annexes, phrases à découper

Trouve un objet vert.

Trouve un objet rond.

Trouve un objet doux.

Trouve un objet bleu.

Trouve un objet rugueux.

Trouve un objet plat.

Pince ton nez.

Saute trois fois sur place.

Tape des mains.

Tourne sur toi-même.

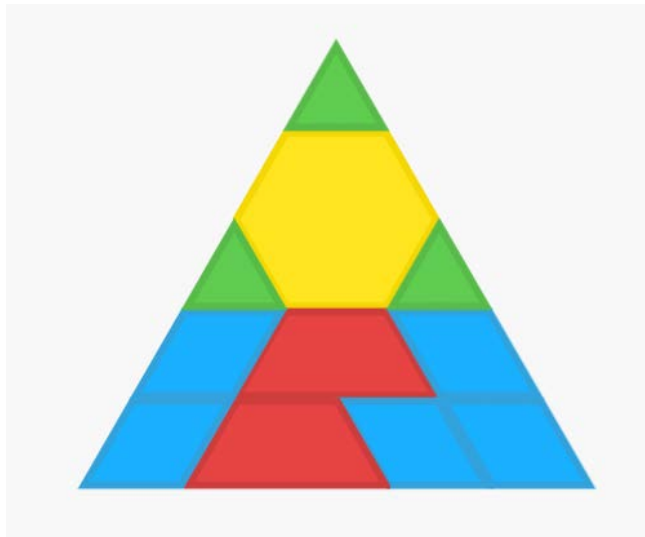
Lève le bras droit.

Touche derrière ta tête.

Build My Shape

Information for students

- Pattern blocks are wooden or plastic geometric blocks. Blocks that have the same shape have the same colour.
- For this activity, you will start by making your own pattern blocks. Print the Pattern Blocks provided in Appendix A.
- Glue the entire sheet onto a piece of construction paper.
- Cut out all the shapes.
- What can you build with the pattern blocks?
- This triangle was made with 11 pattern blocks!



- Use the *Build My Shape* recording sheet in Appendix B to build different 4-sided and 3-sided shapes.
- Sometimes you will use the same pattern block to build your shape. Sometimes you will use different pattern blocks to build your shape. Whenever you use different pattern blocks, you will need to include at least 2 different pattern blocks in your shape.
- Draw and colour in your shape to show how you combined the pattern blocks to build your shape.

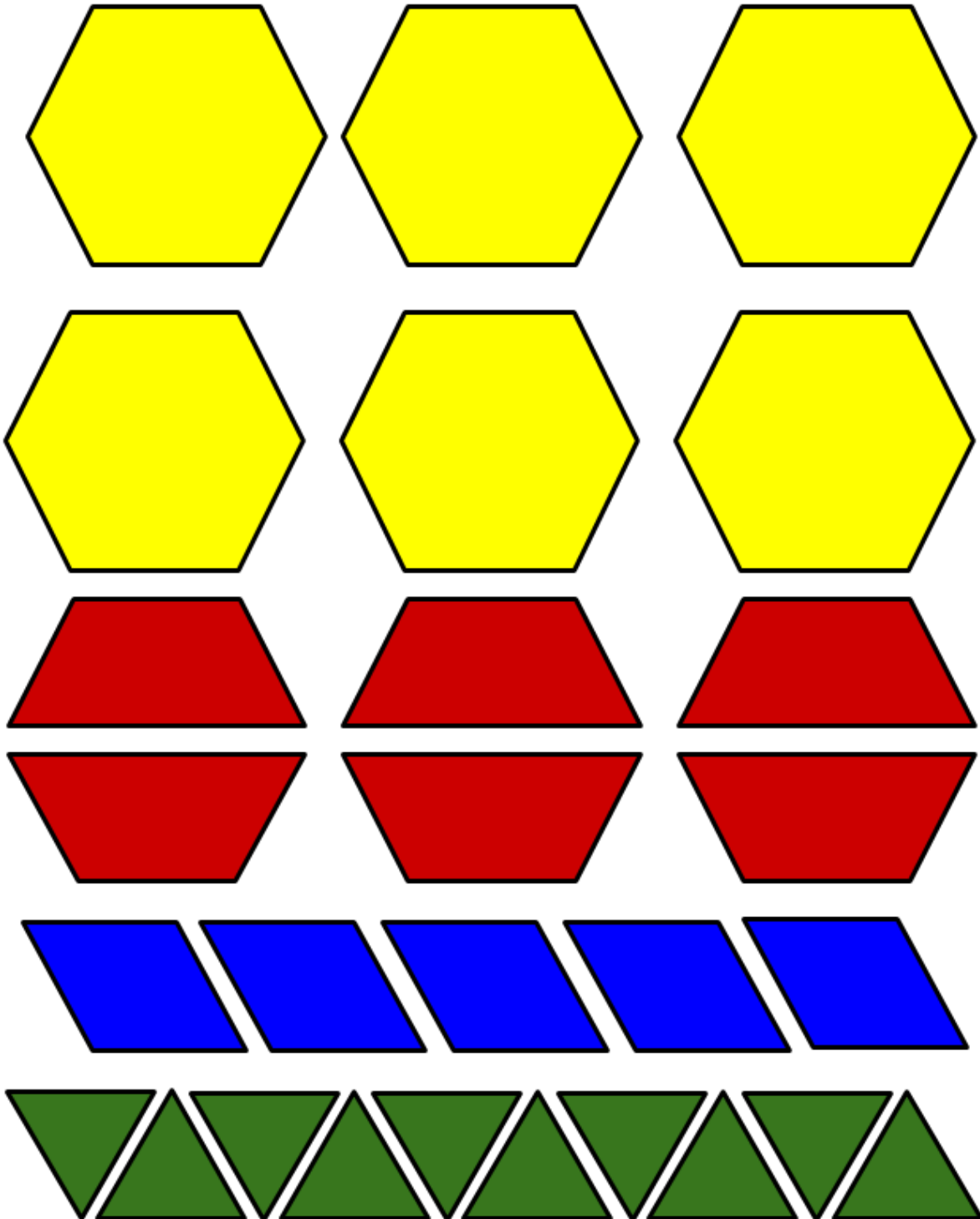
Materials required

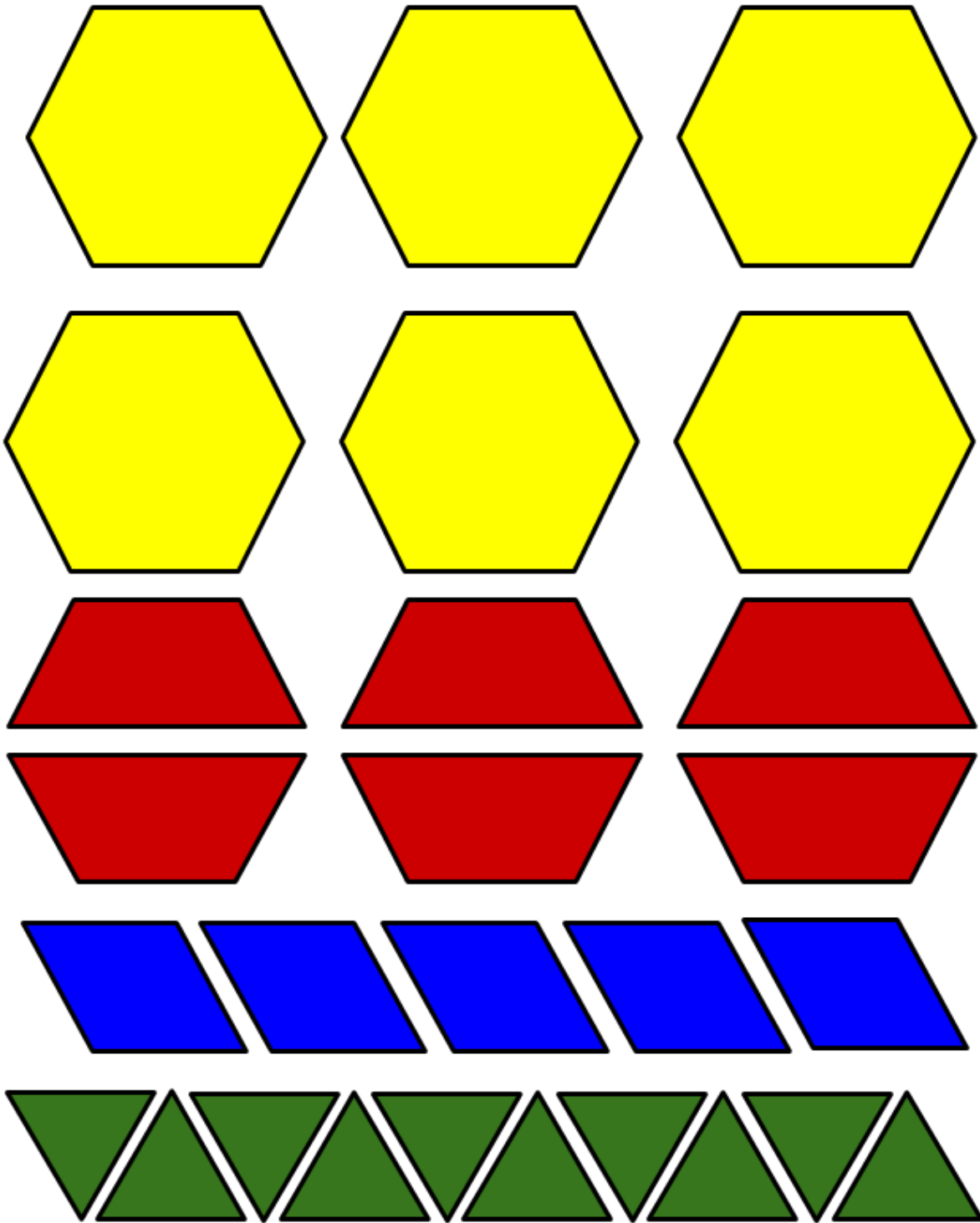
- Construction paper, scissors and glue to make the pattern blocks. If you do not have construction paper, you can use any piece of cardboard available (taken from a box of tissue paper, cereal box, box of cookies etc...).
- Colouring pencils to draw and colour in shapes. If possible, use yellow, green, red and blue to match the colours of the pattern blocks.

Information for parents

- Read the instructions to your child.
- Print the pattern blocks and the recording sheet provided in the Appendices.
- Ask your child to explain how they combined the pattern blocks to build the different shapes.
- Ask your child whether any of the shapes could have more than one combination of pattern blocks.

Appendix A: Pattern Block Set Template





Appendix B: Build My Shape Recording Sheet

| Use . . . | Build a Shape with This Many Sides | Draw the Shape You Built |
|---|------------------------------------|--------------------------|
| <ul style="list-style-type: none"> • 3 blocks • Use the same pattern block. | 4 | |
| <ul style="list-style-type: none"> • 4 blocks • Use the same pattern block. | 3 | |
| <ul style="list-style-type: none"> • 2 blocks • Use different pattern blocks. | 4 | |
| <ul style="list-style-type: none"> • 2 blocks • Use different pattern blocks. | 3 | |
| <ul style="list-style-type: none"> • 3 blocks • Use different pattern blocks. | 4 | |
| <ul style="list-style-type: none"> • 4 blocks • Use different pattern blocks. | 3 | |
| <ul style="list-style-type: none"> • Any number of blocks | 3 | |

| | | |
|--|---|--|
| <ul style="list-style-type: none">• Any number of blocks | 4 | |
|--|---|--|

Learn About Nutrition and Get Moving!

Information for students

Activity 1:

- Look at the following website and/or video to learn about healthy breakfasts:
 - Website: [Make healthy meals with the Eat Well Plate](#)
 - Video: [Eat Well Plate: Healthy Breakfasts](#)
- What did you have for breakfast this morning? Was it a healthy breakfast? What could you have added to make it even healthier?
- Discuss what you learned about healthy breakfasts with a member of your family.

Activity 2:

- Try out the routine suggested in the following document:
 - [Activity 2: Exploring postures](#)

Activity 2: Exploring postures

Try to maintain your posture for 20 seconds before you move on to the next one. Notice which supports you use from your body for each posture (eg: 1 support = 1 foot or 2 supports = 1 foot and 1 hand). Try it again or invent a new pathway of postures and have fun!

Legend of supports
(foot, hand, elbow, knee, etc.)

Start 2 supports

A 1 support

B 2 supports

C 2 supports

D 1 support

Finish 2 supports

E 2 supports

Congratulations! you did it! Now, try it again or invent a new one, with more than two supports.

Inspired by: SAE "Je prépare ma routine" de Yves Patvin. La bande sportive É.P.S. Pictures: © bandesportive.com

- Find ways to move from one posture to another, using various ways to move around, depending on the number of supports.
- Try to maintain your posture for 20 seconds before you move to the next one.
- Invite a member of your family to try out the routine with you.

Materials required

- Device with Internet access (for Activity 1)

Information for parents

About the activity

Children should:

- be able to tell the difference between a healthy breakfast and one that is not
- have fun by engaging in physical activities

Parents could:

- ask questions about what their child has learned about healthy breakfasts
- try out some postures together with their child

Creating a Dramatic Character

Information for students

- Learn practical techniques for creating and performing your own original dramatic character. In your first online drama lesson, your instructor Mr. Doyon will show you how to build a believable character with body expressions: attitude, gestures and more!

Materials required

- Device with Internet access for watching an instructional video featuring Mr. Doyon

In English: <https://youtu.be/VrwW9xn7zeQ>

En français: https://youtu.be/KUd_A9dyNU0

- A pen or pencil to complete the first pages of your actors' journal:
https://drive.google.com/file/d/1oA_a5qrQjXxloLd9M9AliyST0anpLBWb/view?usp=sharing
- Some space to move around and your body

Information for parents

- Encourage your child to invent - not copy - a dramatic character.
- Give your child some space to work and some privacy during the character creation process.
- Encourage your child and offer, without insisting, periodic feedback on the process.

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 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. You can find the vocabulary in the video and in the PDF.

My Ideal Pet

Information for students

- If you could own any pet in the world, what would it be? A dog? A cat? A giraffe? An elephant? A dinosaur? Imagine what you would need to do to take care of this pet. What would it need from you? Would you need to feed it or brush it? Would it need to go on walks every day? Would you have to keep it in a cage or a tank?
- Draw a picture of your ideal pet. Don't forget to include where it will live in your picture. For example, you cannot keep a pet tiger in a fish tank!
- Once you have drawn your picture, draw or write a little about the things your pet will need you to do to care for it. You can look at the questions below to help you think about it.

Materials required

- Paper, writing and drawing materials

Information for parents

- Read the instructions to your child, if necessary.
- Help them read and/or write their answers if they need support.
- If they need it, help them research their pet online or in books.

Some questions to help you think about your ideal pet:

- What kind of food will your pet need to eat?
- Where will your pet sleep?
- Where will your pet stay when you go to school?
- Does your pet need to be groomed (for example: fur brushed, bathed, teeth brushed?)?
- How will you make sure your pet feels happy?
- Will you play with it?
- What kind of toys or games do you think it will like?

