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There's a Lion in My Cornflakes

Information for students

- Imagine the mayhem if you could collect coupons from your cereal boxes, send them away and receive a lion in exchange!
- View the read-aloud of the story *There's a Lion in My Cornflakes* by Michelle Robinson at <https://safeYouTube.net/w/qP48>
- Which wild animal would you save and exchange coupons for?
- Imagine what would happen when the animal arrived at your door. Write and illustrate a story or journal entry about this (maximum 5 or 6 pages.) How would you react? How would your parents and other family members react? What would they say or do? How would you feed your new pet? Where would it sleep and go to the bathroom? What activities would you and your new pet do together?
- Share your story with your family.

Materials required

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

Information for parents

- Read the instructions with your child and help them follow the link to the video of the book being read aloud.
- Watch the story together and discuss how silly it is.
- Help your child choose a wild animal to write about.



Une phrase ÉLASTIQUE!

Information for students

- Une phrase commence par une majuscule et se termine par un point.
- Une phrase est une suite ordonnée de mots qui a un sens.
- Une phrase de base est simple et précise. Voici un exemple : Le chat dort.
- Une phrase à laquelle tu ajoutes des détails peut s'étirer comme un élastique. Il suffit de répondre à certaines questions lorsque tu écris. Ta phrase sera beaucoup plus intéressante.

Pour t'aider à **étirer** une phrase, tu peux répondre aux questions :

Quand ? Comment ? Avec qui ? Où ? Pourquoi ?

Regarde cet exemple : Je cuisine un pain. (Phrase de base)

Ce matin, je cuisine un pain. (**Quand**)

Ce matin, je cuisine un **délicieux** pain **aux bananes**. (**Comment**)

Ce matin, je cuisine un délicieux pain aux bananes **avec ma sœur**. (**Avec qui**)

Voici une liste de phrases que tu peux essayer **d'étirer** comme un élastique. Écris tes phrases sur une feuille de papier comme dans l'exemple ci-haut.

- Je mange.
- Mon chien dort.
- Les amis marchent.
- Je lis un livre.
- Mon cousin joue.
- Pour aller plus loin : Fais une compétition pour voir qui peut écrire ou dire la phrase la plus longue.

Matériel requis

- Feuille de papier, crayon
- Dictionnaire



Information for parents

About this activity

Your child will:

- Write various sentences by adding details using prompts (*quand, comment, avec qui, où et pourquoi*)
- Practise expanding sentences orally or in written form
- Answer what, how, with who, where, why, when writing a sentence in French

You could:

- Try playing this game orally
- Encourage your child to add details when writing a sentence



I Spy¹...

Information for students

- Have you ever wondered how many Olympic gold medals different Olympic medalists have won?
- The *Olympic Gold Medalists* graph and table in Appendix A provide this information for some of the most well-known Olympic athletes.
- Look at the graph and the table. What do you notice?
- Is the graph accurate?
- Find the mistakes in the graph and draw a new graph, with no mistakes, using the data provided in the *Olympic Gold Medalists* table.
- You can use the blank graph provided in Appendix B, or create your own graph.

Materials required

- Colouring pencils and a ruler to complete the blank graph provided in Appendix B.

Information for parents

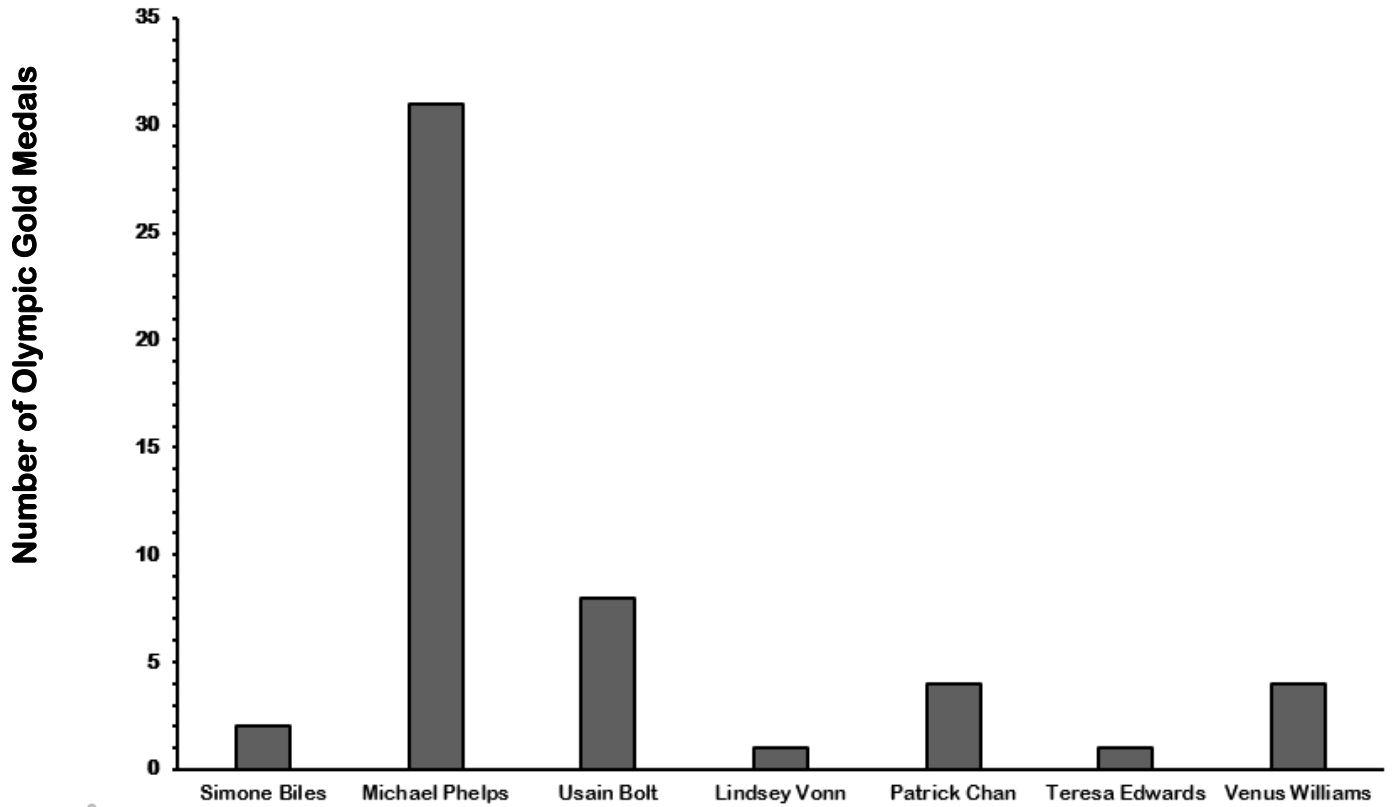
- Read the instructions to your child.
- Print the graphs and table provided in the appendices.
- Ask your child to explain how they were able to find the mistakes.
- Extension activity: In addition to drawing a graph without mistakes, your child can use the data provided in the *Olympic Gold Medalists* table to create their own graph with different mistakes.
- The solutions are provided in Appendix C.

¹ Jo Boaler, Jen Munson and Cathy Williams, *Mindset Mathematics, Grade 3* (San Francisco: Jossey-Bass Publications, 2018), 36-40.



Appendix A - Olympic Gold Medalists Graph and Table

Olympic Gold Medalists





Olympic Gold Medalist	Number of Olympic Gold Medals
Simone Biles	4
Michael Phelps	28
Usain Bolt	8
Lindsey Vonn	1
Patrick Chan	1
Teresa Edwards	4
Venus Williams	4



Appendix B - Blank Olympic Gold Medalists Graph

Olympic Gold Medalists





Appendix C - Solutions

- The graph indicates that Simone Biles has fewer gold medals than the number shown in the table.
- The graph indicates that Michael Phelps has more gold medals than the number shown in the table.
- The graph indicates that Patrick Chan won the number of gold medals Teresa Edwards won (or more gold medals).
- The graph indicates that Teresa Edwards won the number of gold medals Patrick Chan won (or fewer gold medals).



States of Matter

Information for students

- QUESTIONS:
 - How are a book, water and air the same? How are they different?
 - Compare a crayon in a glass with juice in a glass. How are they different?
 - When you blow up a balloon for a party, what are you putting inside it to make it bigger?
- Matter is all around us...a book, a glass of water, a flower, the air we breathe, etc. It makes up everything!
- Learn more about the states of matter by reading the information in Appendix A.
- For some hands-on learning and fun, try the activities Appendix B.

Materials required

- Paper
- Pencil
- Other materials depending on the chosen activity (see Appendix below).

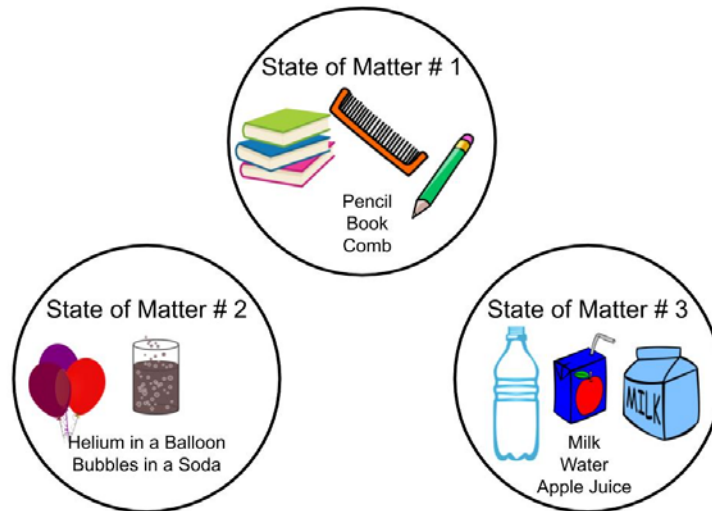
Information for parents

- **Key terms:** matter, states, solid, liquid, gas, mass and volume.
- Your child will need assistance with the activities found in the Appendices.
- Discussing the questions with your child will help them to develop their ability to **communicate** using scientific language and to **explain** a point of view or hypothesis.



Appendix A: What is Matter Anyway?

- Matter is divided into 3 forms. These forms are called **states**.
- Can you name the three states? If you do not know the name of the three states, look for what the objects in each circle have in common.

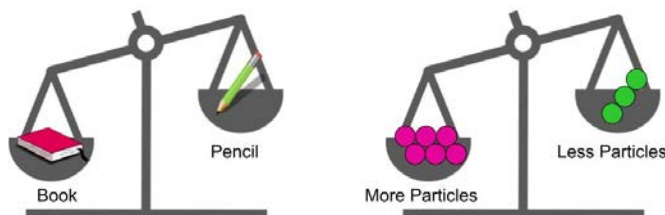


- Did you figure out that the 3 states of matter are **solids, liquids, and gases**?
- All matter is made up of “stuff” called **particles** and all matter **takes up space**.

Let’s use an example of a book and a crayon on a table. The book is made up of particles and takes up space on the table. The crayon also is made up of particles and takes up space on the table.



- The amount of “stuff” or particles that makes up the book is called **MASS**.
A book is made up of more particles than a crayon. Therefore, the book has more mass than the crayon.





- VOLUME is the name for the amount of space taken up by matter.
 - You cannot put the crayon in the same spot as the book. You can put it on top, to the side, or underneath it, but not in the same exact spot as the book. This is because the book takes up space.
 - When you fill a cup with water, the gas (air) that it is in the cup escapes because it is pushed out by the water particles.
 - No one can stand in the exact same spot you are in. You would have to move first. That is because you are made up of matter and take up space too!
 - Each object takes up an amount of space that we can measure. This measurement is an object's VOLUME.

Summary:

- **Matter is all around you.**
- **Matter is anything that has mass (particles) and volume (takes up space).**
- **There are 3 states of matter: solids, liquids, and gases.**

You can learn more about matter by watching this video (optional).

Let's compare the 3 states of matter:

	SOLIDS	LIQUIDS	GASES
Has mass (particles)?	YES	YES	YES
Has volume (takes up space)?	YES	YES	YES
Has a shape?	<i>A definite shape (a book or a crayon)</i>	Can take the shape of the container (water in a bottle)	Can take the shape of the container (air in a balloon)



Check your understanding!

States of Matter Sort

- 1-Take a piece of paper and draw 3 columns.
- 2-Label the first column SOLIDS, the second column LIQUIDS, and the third column GASES.
- 3-Draw each of the items in the list below in the column that matches the state of the item. For example, you would draw a picture of a book in the SOLIDS column.

List of items:

- | | | |
|--|-----------|------------|
| • Book | • Pencil | • A cup |
| • Helium (<i>inside a balloon</i>) | • Air | • Oxygen |
| • Orange juice | • Honey | • Marble |
| • Carbon dioxide (<i>what you breathe out</i>) | • Shampoo | • Ice cube |

Now, go around your home. Challenge yourself to see how many more things you can add to your columns in only 2 minutes. You do not need to draw them. Writing the words is fine.



Appendix B: Matter in Action!

Activity 1: Jumping Raisins

Materials:

- Raisins
- Club soda or another transparent soda
- Medium-sized glass

Steps:

Before you begin your experiment, **answer the questions below on a sheet of paper.**

- Make a hypothesis (a guess) as to what will happen when you mix raisins with soda
 - 1-Put 6 raisins inside a medium-sized glass
 - 2-Fill the glass with club soda
 - 3-Observe.

Answer the following questions on a sheet of paper.

- What states of matter do you see inside the glass?
- What is the solid? The liquid? The gas?
- Why do the raisins rise to the top?
- Why do they drop?



Activity 2: Bursting Baggie

Important: This experiment is fun, but it can be a little messy. Therefore, it should be done outside or in the kitchen sink (or bathtub) with adult supervision.

Materials:

- A resealable sandwich bag
- Warm water
- White vinegar
- Baking soda
- Paper towel or facial tissue

Steps

Before you begin your experiment, answer the two questions below on a sheet of paper.

- What states of matter are vinegar and baking soda?
- Make a hypothesis (a guess) as to what will happen when you add vinegar and baking soda to the plastic bag.
- 1-Tear a 10 cm by 10 cm piece of paper towel or tissue.
- 2-Measure 1½ teaspoons of baking soda and place it in the middle of the paper towel square.
- 3-Fold the sides so that you no longer see the baking soda.
- 4-Add ¼ cup of warm water to the bag.
- 5-Add ½ cup of vinegar to the bag.
- 6-Close the bag more than halfway, leaving it open just enough to slip in the baking soda packet.
- 7-Slip it through the opening and QUICKLY close the plastic bag.
- 8-Place the bag on the ground outside or in the sink (or bathtub) and step back.
- 9-Observe what happens!

Answer the following questions on a sheet of paper.

- What did you see happen?
- Was something created when the vinegar and baking soda mixed?
- What state of matter is it?

Try a BONUS question!

- If you used a larger plastic bag, would you have to change the amount of baking soda, vinegar and water for it to burst? Explain.
- If you want, try again, but this time use cold water instead of warm water. What do you notice?
- Many cake recipes call for baking soda to be used. Can you think of a reason why?



Learn about Skeletal System and Get Moving!

Information for students

Activity 1: The skeletal system

- Watch the following video to learn about the bones in your body:
- Video: Skeletal System
- What did you learn about the skeletal system? Can you explain why we have bones in our body? Can you name some of the bones in your body?
- Discuss what you learned about the skeletal system with a member of your family.

Activity 2: Step training

- Start with a warm-up. Do some jumping jacks, high knees and jump rope for 3 minutes. Look the following video and/or document to learn how to do those warm-up exercises:
 - Video: How to do... Jumping Jack, High Knee and Jump Rope
 - Document: How to do... Jumping Jack High Knee and Jump Rope



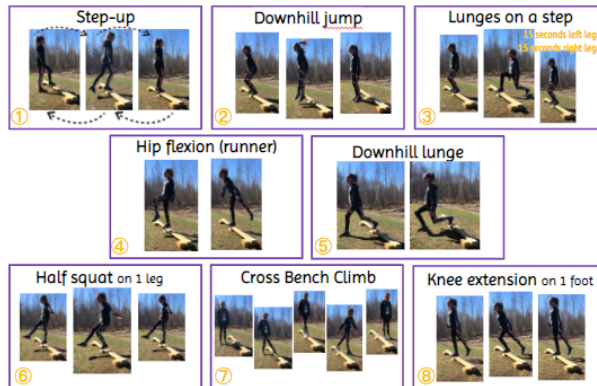
- Now you are ready to try the suggested workouts:
 - Document: Activity 2: Step Workout



Activity 2: Step Workout

On a step (stair, block or any solid object), try a series of 8 movements.

- Duration for each movement: \pm 15 seconds each leg.
- Break: \pm 15 seconds between each movement
- Do this series 2 or 3 times.



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Source: Véronique Robides, pedagogical consultant, ETSP

- Feel like doing more? Try out the workout in the following video:
- Video: [Mr. Petrelis' 5th grade - Step Aerobics](#)
- Invite a member of your family to do the workout with you.
- Explain what your favourite part of the workout was.

Materials required

- Device with Internet access
- A step (optional)

Information for parents

Children should:

- learn about the skeletal system and be able to name some bones in the human body
- take part in a physical activity

Parents could:

- ask their children questions about what they have learned about the skeletal system
- participate in the workout with their children



ARTS

Tape Art

Information for students

- Tape art is a form of abstract art that creates a stained-glass effect. It became popular with urban artists in the 1960s.
- Place pieces of tape across your paper to create an abstract design. Some pieces can be long, and some can be short. The lines of tape can be placed vertically and horizontally or diagonally, or you may use a combination of all three.

Colour in each section with different colours. You can reuse the same colour on your piece but try to avoid having two sections of the same colour side by side. If you are using paint, allow the paint to dry before peeling off the tape.

- Slowly peel off the tape from the paper, trying not to tear the page.

This can be a fun art project to do outside with chalk. Your artwork may bring some cheer to your neighbours. On the driveway or pavement, you can use masking tape or stickier tape like hockey, electrical, or duct tape. To avoid wasting too much chalk, colour in only part of each section, and then blend the chalk with your hand or an old rag to spread the colour evenly within each section.



Materials required

- Paper
- Any colouring material of your choice, such as crayons, markers, coloured pencils, pastels, paint, etc.
- Tape (Masking tape and painter's tape work best, since they are the easiest to remove from paper, but any kind of tape can be used. If you have very sticky tape, it may tear the paper when you peel it off. ²To make the tape less sticky, you can first stick the piece of tape to your pants or shirt. It will pick up some of the lint and be less sticky. Then place it on your paper.)

² Fussell, M. (October 31, 2017). How to Prevent Artist's Tape from Damaging Your Paper. Retrieved from <https://thevirtualinstructor.com/blog/how-to-prevent-artists-tape-from-damaging-your-paper>



Information for parents

- Read the instructions with your child and help your child select the tape.
- Help your child slowly peel off the tape, if necessary.



Is Your Glass Half Full or Is Your Glass Half Empty?

Information for Students

Have you ever heard of the saying “Some people see the glass as half full, and some people see the same glass as half empty”? The truth is that both are right. It’s all about your perspective on life! If you see the glass as half full, it means you see the good in things even when life gets challenging. If you see the glass as half empty, it means you view life’s challenges as difficult or unfair. Seeing the good in any situation is not always easy, but it is very powerful. Seeing the good will help you to learn from your experiences, to keep moving forward, and to never give up on your dreams!

Activity

- Record one good thing that has happened to you each day this week, including the weekend.
- By end of week, look over your list and choose three of your most proud/fun/uplifting moments.
- Write down three to five sentences describing each one and your reasons for choosing them.
- Consider how you felt about your past week before and after writing about your top three moments. Were your thoughts about the week negative, neutral or positive? Was your glass half empty or half full? Discuss your point of view with your parents.

Materials required

- Pencil, eraser, notebook or paper.

Information for parents

- Read the instructions to your child.
- Discuss the questions together.
- Reflect with your child at the end of the week.



An Archaeological Dig at Home³

Information for students

- We study history by analyzing documents, and this provides us with information about how people lived at a certain time in the past.
 - As the video [Awesome Archeology](#) (1:02) shows us, archaeologists are people that who look for clues about the past by analyzing documents called artifacts.
- Observe the objects around you. Which of your personal belongings represent your current lifestyle? What might people in the future learn about you from the objects you own and how you use them?

Now turn your attention to the information that an object from the past may reveal.

- Search for an old object (e.g. a toy, a piece of technology or a book) that is unfamiliar to you but might have been important when your parents were children. (If you don't find an object in your home, you can ask your parents to show you a picture of an object on the Internet).
- Using the questions in the appendix, conduct a survey with one of your parents to find out what the object reveals about the past.
- Try to identify ways that society has changed over the years, between the time the object was invented and today.

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, poster board, pencils, etc.)

Information for parents

The study of history is based on information and clues that are uncovered through the analysis of documents or objects. In this activity, your child will identify and analyze a variety of documents (artifacts) that will provide information about the past.

³ Source: This activity is an adapted translation of a lesson developed by the RÉCIT Univers Social.



Appendix - An Archaeological Dig at Home

What?	What is the function of the object? _____ Is it still functional? _____ Do you have a memory related to this object? _____
Who?	Who is the manufacturer? Who used the object? _____ Was it used by several generations? _____
When?	What year was it produced? _____ Was the object very popular in its time? Why? _____
Where?	Where was it used? _____
Interpretation	
Has the object been replaced by a newer invention? If so, what replaced it? _____	
What is an important change that has taken place in the world between the time this object was invented and today? _____	