

## **Table of Contents**

The Hula Hoopin’ Queen.....	2
Tes livres préférés !.....	3
Measurement Fun!.....	5
.....	6
.....	6
.....	6
Test your personal measurements!.....	7
What Plants Need to Grow.....	9
Learn About Perspiration and Get Moving!.....	13
Drum Making.....	15
Going Back to School.....	16
Appendix - Going Back to School.....	18
Appendix - Sketch-to-Stretch.....	19
Appendix - Sketch-to-Stretch.....	20
Historic Moments.....	21

# The Hula Hoopin' Queen

## Information for students

- What does it mean to be the king or the queen of something? What would you like to be the best at? Are you a cook, a musician, an athlete, a comedian or do you have another talent? What is something that you are good at or something that you love to do? Note some of your thoughts down in a journal or notebook.
- If you have access to the Internet, read the The Hula Hoopin' Queen at <https://safeyoutube.net/w/O1kA> (13:17 minutes). Click on CC to activate the subtitles so you can read along.
- Write about a time when you tried to be the king or queen of something or make up a story from your imagination. Tell the story from a first-person point of view so your audience believes it is about you. This means using “I” instead of “he” or “she” in your story. For example: “I was walking” or “I tried cooking.”
- Add drawings or pictures to your story.
- Read your story to your family and ask them if they think the story is true or made up. If your family is busy, record yourself reading your story and share it with them later.

## Material required

- Paper, writing and drawing materials
- Optional: device with Internet access

## Information for parents

- Read the instructions with your child, if necessary.
- Discuss the questions together.
- If you have access to the Internet, help your child find the link to the video of the book being read aloud.

# Tes livres préférés !

## Information for students

- Choisis tes six livres préférés.
- Numérote tes livres de 1 à 6.  
Exemple :
  - Livre 1 Le loup qui voulait changer de couleur
  - Livre 2 Sors de mon livre!
  - Livre 3 Frisson l'écureuil fait du camping etc
- Trouve un dé. Chaque numéro sur le dé représente une question différente à propos de chaque livre.
  1. Quel est le personnage principal du livre ?
  2. Quand se passe l'histoire ?
  3. Où se passe l'histoire ?
  4. Quel est le problème dans le livre ?
  5. Quelle est la solution ?
  6. Quelle est ton appréciation (1 à 10) de ce livre et pourquoi ?
- Lance le dé.
- Regarde le numéro et réponds à la question associée. Exemple : Tu commences avec le livre #1. Tu lances le dé et il tombe sur le numéro 6. Ta réponse : Je donne un 10 sur 10 pour ce livre. J'aime l'histoire parce que les illustrations sont amusantes !



**Pour aller plus loin :** Joue le jeu jusqu'à ce que tu aies répondu aux six questions pour les six livres.

## Materials required

- Une feuille et un crayon.
- Tes six livres préférés.
- Un dé.

## Information for parents

- Read the instructions with your child, if necessary. Help them choose six of their favourite books.
- Help your child number the books from 1 to 6.
- Discuss the question that each number on the die represents.
- Help your child write complete sentences using known words.
- Share the love of reading and the love of books with your child!

# Measurement Fun!

## Information for students

- Find a part of your body that is about the length of a cm, dm and m.
- Describe these measurements.
- Use them to estimate the measure of the objects listed on page 3 or pick your own objects.
- Measure the objects again, using a ruler or measuring tape.
- Compare your estimates to the actual measurements.
- Now that you have practiced with these personal measurements, use them to go on a measurement scavenger hunt! Find objects around the house that fit the descriptions. Challenge someone at home and see who can complete the hunt first!
- The goal is to explore and understand the size of the different units.

## Materials required

- Handout
- Measuring tape or ruler
- Pencil
- Objects to be measured

## Information for parents

### Activity details

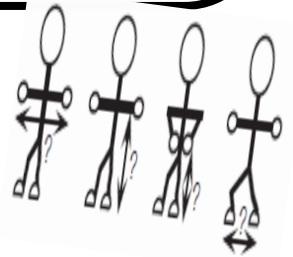
- The goal is to explore and understand the size of the different units.
- For this activity, parents can print the handouts for their child.
- Help your child take the actual measurements. Making sure they know how to use the ruler or measuring tape.
- Challenge your child with the scavenger hunt

# PERSONAL MEASUREMENTS



Find a part of your hand that could be used to **estimate the length of one centimetre**. Describe your “personal centimetre”.

Find a part of your body that could be used to **estimate the length one metre**. Describe your “personal metre”.



Find a part of your hand that could be used to **estimate the length of one decimetre**. Describe your “personal decimetre”.

# MEASURE UP!

## Test your personal measurements!

Using the appropriate “personal measurement,” estimate the length of the following objects. Then use a ruler or measuring tape to take the actual measurements of the objects and see how close you are.

### Estimate Using My Personal Measurement

Object	Estimate (using “personal measurement”)
The height of a book	
The length of a table	
The length of a couch	
The length of a window	
Object of your choice: _____	

### Actual Measurement

Object	Actual Measurement
The height of a book	
The length of a table	
The length of a couch	
The length of a window	
Object of your choice: _____	



# METRIC SCAVENGER HUNT

Find an object that matches each statement.

**Statement**

**Object**

Something taller than 150 cm.

---

Something that measures 1 m long.

---

An object that is 10 cm long.

---

An object as tall as you.

---

An object less than 10 mm long.

---

An object that is half a metre long.

---

An object that is 40 mm long.

---

An object as wide as your hand.

---

Something longer than 4 metres.

---



# What Plants Need to Grow

## Information for students

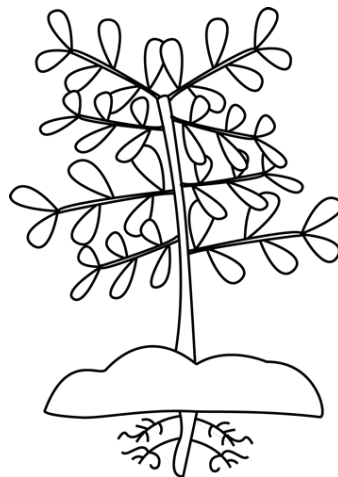
- For this part of the lesson, you will need paper and a pencil to answer the questions below.
- On a piece of paper, draw two columns. Title the left column My Needs and the right column My Wants.
- For the My Needs column, write down all the things you believe you need to survive. In the other column, write down the things you want but do not really need to survive.
  - 1. What is the difference between the Needs column and the Wants column?
  - 2. If you asked another person to do the same activity, which column would you have the most in common? Explain.
- Now, let's think of other types of living things...plants.
  - 3. What do plants need to survive?
  - 4. Do they need the same things that you need to survive? Explain.
- Did you guess correctly? Plants need 5 things to survive: air, light, water, nutrients, and space.
- As you can see, you do have some needs in common with plants. You may find this very surprising. However, keep in mind that both plants and animals (that includes you!) are living things.

## Materials required

- Paper
- Pencil
- Scissors
- Glue stick
- Electronic device with Internet access (optional)



- LIGHT: Plants use light to make their own food (sugar). They collect light through their leaves and stems.
- AIR: Plants also use air to make their food. They collect air through their leaves and stems.
- WATER: Water helps plants make food. It also moves nutrients to all the different parts of plants. The roots of plants collect water.
- NUTRIENTS: Nutrients (minerals) are important for plants to grow and be healthy. Plants usually get their nutrients from the soil (dirt). However, some plants do not grow in soil. Some grow in water, some on trees and some on rocks. Nutrients enter the plants through the roots and then travel through the plants.
- SPACE: Plants need space to grow and be healthy. If plants do not have the right amount of space, they might not get enough sunlight, water, or nutrients.



- Which parts of the plant catch sunlight and air?
- Which part of the plant collects water and nutrients?
- What would happen to the plant if its roots were destroyed? Would it survive?

## Summary

- All living things have needs.
- Plants and animals (including people) have some similar needs.
- Plants have needs that must be met in order for them to grow and survive.
- Plants need sunlight, water, nutrients, air, and space.
- Each plant part has a specific job that helps the plant.

What happens to trees in the fall when they lose all their leaves and, therefore, cannot collect sunlight or air? Let's find out [here!](#)

We know that many animals love to eat plants, but are there plants that love to eat animals?

Let's find out [here!](#)

## Reinforcement Activity

- See Appendix below.

## Information for parents

- Your child may need help with the following:
  - Reading the information and questions
  - Using an electronic device to access videos (optional)
  - Printing the worksheet
  - Gathering materials for the activity
- Discussing the questions with your child will help them to develop their ability to communicate using scientific language.

"Free Clip Art Library." Free Clip Art - Clip Art Collection - Download Clipart on Clipart Library, [clipart-library.com/](http://clipart-library.com/)

# Appendix

Directions: Cut out the pictures and paste them into the correct columns based on the needs of plants and animals. Remember, you are an animal, too!

**Plants**

**Animals**



SPACE

# Learn About Perspiration and Get Moving!

## Information for students

### Activity 1: All about perspiration

- Watch the following video to learn about body temperature and perspiration:
  - Video: [Why do we sweat?](#)
- What did you learn about body temperature? Why are you sweaty after you exercise? Which hormone is produced during physical activity?
- Discuss this function of the body with a member of your family.

### Activity 2: Skills course

- Create a skills course using objects that you have at home. Get inspired by the following example:
  - Document: [Activity 2: Skills Course with a Ball](#)

**Activity 2: Skills Course with a Ball**

Using supplies available at your home (e.g. chalk, tape, chair, table, empty plastic bottles, books, etc.), create a skills course with a ball. Try your skills course with different variations (e.g. with your feet, backward, etc.) Challenge a member of your family. Here is an example 🏆.

**START**  
Take the ball with both hands and do cross-steps until the red circle

Dribble the ball 20 times with my right hand + 20 times with my left hand

Dribble on the go with the dominant hand bypassing the green cones

Dribble with my non-dominant hand bypassing the black cones

Go around an obstacle by dribbling the ball

10 turns on the left side + 10 turns on the right side

Dribble the ball moving backwards

Spin the ball on a finger or throw-catch 10 times in a row

Hop to the red circle

**Congratulations! You did it!**

Run and jump over obstacles while holding the ball

© 2020 Conçois Hébert par Diane Archambault, Carl Ampleman, Joël Bouchard, Yves Lacombe, Mathieu Moriel et Édith Montpetit. Translated by @Robidas.

- Did you get sweaty when completing the skills course? What can you change about your skills course to make it more challenging and to get more active?
- Try to create another skills course with different movements
- Challenge a member of your family to try it out with you!

### Materials required

- Device with Internet access
- Various objects available at home (e.g. ball, chalk, chairs)

## Information for parents

### About the activity

Children should:

- learn about body temperature and perspiration during physical activity
- develop their coordination
- carry out a physical activity

Parents could:

- ask their children questions about what they have learned about body temperature and perspiration
- complete the skills courses created by their children

# Drum Making

## Information for students

- In this activity, you will learn how to make a drum using things that you can find around the house.
- Once you have made your drum, you will be able to create your own rhythms and patterns.

## Materials required

- Plastic container (yogurt, cottage cheese, etc.).
- Round balloon (the size of your balloon will depend on the size of your plastic container)
- Rubber bands or hair elastics
- Scissors
- Paper, glue, glitter, markers for decorating your drum
- Chopsticks or pencils for your drumsticks

## Instructions

1. Make sure that your plastic container is clean and dry.
2. Using scissors, cut off the mouthpiece of your balloon. Make sure that you only cut the mouth piece and not the body of the balloon.
3. Stretch the balloon on the pot and secure it with your rubber bands. It is suggested that you start by stretching it over one side of the pot and carefully stretch it over the entire top of the pot.
4. Stretch your rubber bands onto the pot in order to keep the balloon in place on top of the drum.
5. Play your drum using lightweight wooden sticks (pencils or chopsticks)!

## Information for parents

- You may need to read the instructions to your child.
- Please help your child cut the mouth piece of the balloon (see step 2).
- You may need to help your child stretch the balloon over the top of the container.
- For more arts activities, please see The 30 Days of Art!

[https://www.learnquebec.ca/documents/20181/76679/art30\\_long\\_everything.pdf/d9d8c25d-fa09-45ba-85cc-25ad02a9a780](https://www.learnquebec.ca/documents/20181/76679/art30_long_everything.pdf/d9d8c25d-fa09-45ba-85cc-25ad02a9a780)

# Going Back to School

## Information for students

- How do you feel about going back to school? If you're not going back to school, how do you feel about staying home knowing that some of your classmates are returning? 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, but they also understand that some families will choose to keep their children at home.
- For those going to school, here are some of the safety measures that will be put in place:
- Classrooms will be limited to 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, or not, 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 struggling to accept the family decision. Either way, our responsibility in a family and in a society is to do our best to co-operate and help to make things run as smoothly as possible.
- 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." Then, fold the paper in half and write at the top of the left-hand column "Benefits" and at the top of the right-hand column "Challenges."
- 2. Write down all of the thoughts and feelings that come to mind for both sides.
- 3. Now think of how others might be feeling (a close friend, a sibling, a parent, a teacher) and write those thoughts and feelings down, too.
- 4. Now that you have come up with quite a few different perspectives, it's time to do a Sketch-to-Stretch. A Sketch-to-Stretch allows you to show your thinking using pictures (sketches), words and sentences. Whether you're going back to school or not, you may be thinking about how that will look in what is being called the "new normal." Fold a blank piece of paper in half or use the activity sheet provided. In one section, create a Sketch-to-Stretch to illustrate how you imagine the classroom will be. In the other section, create a Sketch-to-Stretch to illustrate how



## Ethics and Religious Culture

you imagine playing outside will be. If your family has decided that you're not going back to school for the moment, sketch how you imagine it will be when you eventually return.

- 5. Finally, talk about your list of benefits and challenges, and explain your Sketch-to-Stretch to a classmate or family member. As you share, remind yourself not to judge your thoughts and feelings, nor the thoughts and feelings of your partner. We're all going through this together, in our own way. Talking about it with respect and empathy will help make it easier, one day at a time.

### Materials required

- Pencil, copybook or paper, colouring pencils or other colouring materials
- Optional: use the activity sheets provided

### Information for parents

- Read the instructions to your child, if necessary.
- Discuss the questions together.

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

## Brainstorming Sheet

<b>Benefits</b>	<b>Challenges</b>

# Appendix - Sketch-to-Stretch

In my classroom:

# Appendix - Sketch-to-Stretch

In my schoolyard:

# Historic Moments<sup>1</sup>

## Information for students

- Our experience of time can vary. Depending on the context, some events seem to take place over a short period of time, while others seem to take place over a longer period. In some cases, time might seem to slow down because of the importance of the events that are occurring. Some moments will stay in our memories, while others will be forgotten. This experience occurs in all societies and in each one of our lives.
- Think about important moments in your life or in the life of your family.

**Now turn your attention** to different ways of representing time.

- Regardless of the format (timeline, ribbon, artwork), representations of time are important for the study of history. They present key historical events in the order in which they occurred. They thus show the evolution of a society, and mark changes and continuity.
- With your parents' help, choose some events from your life (or your family's life).
- Now, do the activity [My life in a timeline](#). Situate your events on a timeline. Add photos to personalize your timeline. Discuss the events with a family member. For example, which events represent a significant change?

## Materials required

- Useful resources, depending on personal preferences and availability:
- Device with Internet connection
- Writing materials (paper, cardboard, pencils, etc.).
- Printer

## Information for parents

Situating events in time helps students to establish the duration of historical events and facilitates the establishment of elements of change and continuity. In the classroom, students identify moments in time in order to characterize the societies and territories studied and to facilitate the passage between familiar time spaces (the present) and unfamiliar time spaces (1820, 1905, 1980). In order to do this, students learn how to construct and interpret timelines.

---

<sup>1</sup> Source: This activity is an adapted translation of a lesson developed by RÉCIT Univers Social.