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When Pigasso Met Mootisse

Information for students

- What talents do you have? Are you competitive when you meet other people who have the same talents as you? Record your thoughts in a journal or notebook or discuss your ideas with someone in your family.
- If you have Internet access, listen to and read along with the book *When Pigasso Met Mootisse* at <https://safeYouTube.net/w/OtkA> (6:55 minutes). Click on CC to activate the subtitles.
- Think about competition. How can competition challenge us and make us better? What are the dangers of competition? Make a chart listing both the positive and negative aspects of competition.
- Use ideas from your chart to guide you as you write a story about competition. Your story can be true, realistic or creative like *When Pigasso Met Mootisse*. Write in a genre you like to read, like a cartoon or a picture book.
- Share your work with your family. If they are busy, record yourself reading your story and share it with them later.
- Do the character names remind you of artists you have heard of? Do you know Picasso or Matisse?

Learn more about Henri Matisse here: <https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse>.

Learn more about Pablo Picasso here: <https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso>.

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 Internet access, help your child follow the links to the video of the book being read aloud and the additional resources.

5 à 7 d'écriture

Consignes à l'élève

- Regarde les images présentées dans l'annexe.
- Écris cinq à sept phrases descriptives à propos de chaque image. Tu peux parler du contexte, des personnages ou de ce qui te touche.
- Tu peux lire ton texte à un membre de ta famille.

Matériel requis

- Les images dans l'annexe
- Du papier
- Un crayon à la mine

Information for parents

Your child will write a short descriptive text in French.

Your child will read their text to a family member.

You can ask your child questions to encourage them to write in French.

You can help your child write complete sentences in French.

Appendix

Photo par Edi Libedinsky (unsplash.com) Photo par Anusha Barwa (unsplash.com) Photo par Tim Gouw (unsplash.com)



3-Season Challenge

Information for students

Appendix A has three 3 such challenges. Each challenge is a puzzle for you to solve.

Read the instructions for each puzzle carefully.

Use a pencil and scrap paper to try to solve each one. You might have to try many times to get a solution that makes sense.

Can you become a 3-season master? Good luck!

Materials required

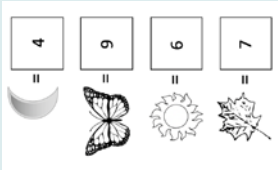
- Appendix A: 3-Season Challenge
- A pencil, an eraser and scrap paper
- Optional: adding chart

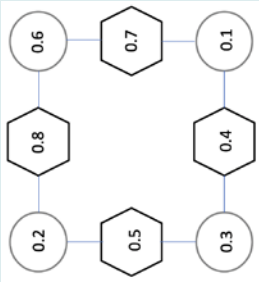
Information for parents

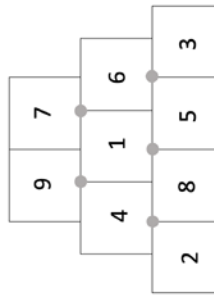
Before starting, make sure your child reads the instructions carefully and understands what they are supposed to do.

Talk with your child about the strategies they are using to try to solve the puzzle, and make sure they check their answers. Help them persevere and encourage them to keep trying.

Examples of a solution for each challenge appear below:

1. 

2. 

















3. 





Appendix A: 3-Season Challenge¹

Challenge 1: Nature in the Spring

Each image is worth a different value from 1 to 10. The total of each column is worked out already.

What is the value of each image?

			
			
			
			
= 24	= 26	= 30	= 24

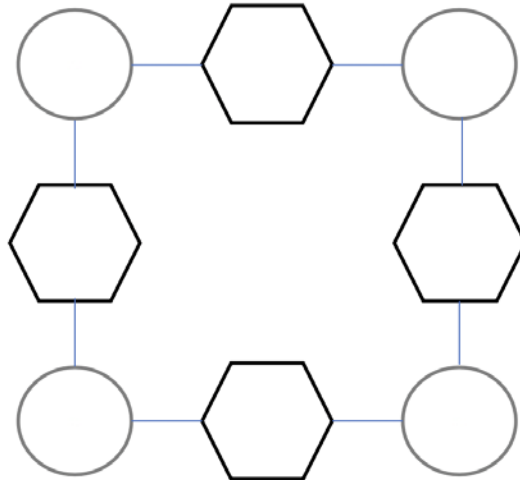
	=	<input type="text"/>
	=	<input type="text"/>
	=	<input type="text"/>
	=	<input type="text"/>

¹ Images taken from: <https://publicdomainvectors.org/>

Challenge 2: Stones in the Summer

Below are 4 hexagonal and 4 circular stones.

Write the decimal numbers 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7 and 0.8 to fill all the stones. Make sure that the number in each hexagon is equal to the sum of the two numbers in the circles on either side of that hexagon.

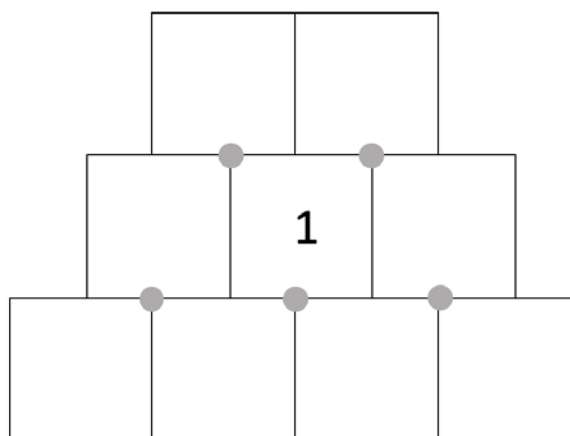


Challenge 3: Snow Blocks in the Winter

Someone has made a tower using 9 snow blocks. Maybe to build an igloo?

Write the digits 2, 3, 4, 5, 6, 7, 8 and 9 to fill each of the empty blocks.

The sum (addition) of the numbers in the three blocks around each grey circle must always equal 14.



Animal Adaptations

Information for students

- Essential question: **Why do tigers have stripes?**
- Animals have adapted to their environments over a long period of time. Do some research on the following concepts:
 - Camouflage². Draw an example of camouflage used by an animal.
 - Echolocation. Draw an example of echolocation used by an animal.
 - Mimicry. Draw an example of mimicry used by an animal.
- What 3 things surprised you the most while you were doing your research? Explain.
- Camouflage Activity³⁴:
 - Cut out an animal shape from one of the pieces of construction paper.
 - Use liquid paper or coloured marking pens to make a random pattern of dots on the animal cut-out and the second piece of construction paper.
 - The second piece of paper will be the background for the animal cut-out.
 - Observe the animal cut-out on and off the background. What do you notice? Explain.



² Image from: *Two orange-and-white tigers on ground*, n.d., JPEG, 2.87 MB, <https://www.piqsels.com/en/public-domain-photo-sgflx>.

³ Activity Inspired by: "Disappearing Act," *The Exploratorium*. Accessed April 29, 2020, <https://www.exploratorium.edu/snacks/disappearing-act>

⁴ Image from: n.d., JPEG, The Exploratorium, San Francisco, <https://www.exploratorium.edu/snacks/disappearing-act>

Echolocation Activity⁵ (inspired by <https://www.exploratorium.edu/snacks/designer-ears>:

- Use paper to make large ears for yourself
- With your eyes closed and your new paper ears, try to guess where someone is in your house as they make noises.
- Make ears of different shapes and sizes and find the ones that work best.
- Observe this animal's mimicry adaptation: <https://thumbs.gfycat.com/ChubbySpeedyCicada-mobile.mp4> (optional)
 - What do you notice about it? Explain.
 - Why do you think this animal has adapted this way?
 - Where do you think this animal might live? Explain what makes you think that.
- Make a list of other animals that you know and their adaptations. Give yourself one point for every animal and adaptation on your list. What is your score?
- Adaptations develop very slowly to help animals survive in their environment. However, animals do not develop just any adaptation. For example, pigs would not grow wings. What adaptations do you think polar bears would develop if our planet slowly warmed up and the Arctic melted? Draw and explain what one of these new polar bears would look like and how it might behave.
- Using the information you got from your research, can you answer the essential question: **Why do tigers have stripes?**



Materials required

- Paper, writing and drawing materials
- Scissors
- Tape
- Two pieces of dark blue, black or green construction paper
- Liquid paper or coloured marking pens
- Construction paper or regular paper
- Device with Internet access

⁵ Activity Inspired by: "Designer Ears," *The Exploratorium*. Accessed April 29, 2020, <https://www.exploratorium.edu/snacks/designer-ears>

Information for parents

- Read the instructions to your child, if necessary.
- Discuss the questions together
- Help your child cut, glue or colour if necessary.
- Help your child find the link to the video.
- Brief video explanation: <https://www.youtube.com/watch?v=60z63mce2Xc>
(optional)

Learn About Good Posture and Get Active!

Information for students

Activity 1: Good posture

- Watch the following video to learn more about the impact of posture on your body:
 - Video: [The benefits of good posture](#)
- What did you learn by watching the video? Why is it important to have good posture? Do you think you have good posture? If not, what can you do to improve your posture?
- Discuss what you learned about posture with a member of your family.

Activity 2: Chair-based workout

- Watch the following video to learn some exercises:
 - Video: [10 Minute Chair-Based Workout](#)
- When can you do these kinds of exercises? Which muscles are being developed to maintain a good posture?
- Try to create your own exercise or choreograph an exercise routine.
- Teach the exercises you created to a member of your family.

Materials required

- Device with Internet access
- A chair

Information for parents

About the activity

Children should:

- learn about the impact posture can have on their body
- carry out the suggested physical activities

Parents could:

- ask their children questions about what they have learned about posture
- try out some exercises with their children

Giacometti's Foil Figures

Information for students

Alberto Giacometti was an artist from Switzerland. He liked to paint, draw and sculpt.

He was born in 1901 and died in 1966.

He is most famous for his tall, thin figures made of bronze, which is a kind of metal.

You can learn more about Giacometti and view some of his work on the website of the Museum of Modern Art (MOMA) at <https://www.moma.org/artists/2141>, or look at the pictures included below.

Start by drawing very simple stick figures, like those in the examples at the end of the instructions. Try drawing stick figures running, with arms in the air, bent over forward or backward, or in your favourite sports pose, etc. Use your imagination!

Steps to make foil figures:

- Gather materials and supplies (see below)
- To make the body, take 2 pipe cleaners and twist them around each other several times at their centres. Continue twisting one end together, creating a Y shape. The twisted end will be the body, the other two ends will be the legs.
- Take a piece of aluminum foil that measures about 8x8 inches, and crumple it into a ball. This will be the head.
- To create the arms and secure the head, wrap another pipe cleaner over the foil ball and twist it tightly to secure it. The end will become the arms.
- Take the head and arms and twist the arms around the body pipe cleaners to connect the two pieces together.
- Take a 2x2 inch piece of foil and cover the foil ball head.
- Take a large piece of aluminum foil and cut it into 1-inch strips. You can cut more as you need it.
- Take two small amounts of clay or dough and form feet for your figure. Insert the pipe cleaner legs into the feet. This will help weigh down your figure and help it to stand up once it's done.
- Take one strip of foil and starting at the foot, wind the strip around the foot, and gradually up the leg of your figure, overlapping the foil strip as you go. You do not want to see the pipe cleaner through the foil.
- Once the first strip is finished, continue with a new strip of foil. Continue adding strips following steps 9 and 10 until all of the pipe cleaner is covered in foil.
- Now you can pose your figure and put it on display. You might want to create several figures to make a collection or tell a story.

Materials required

- Device with Internet access
- Paper, writing and drawing materials
- Pipe cleaners
- Aluminum foil
- Clay or dough
- Scissors

Information for parents

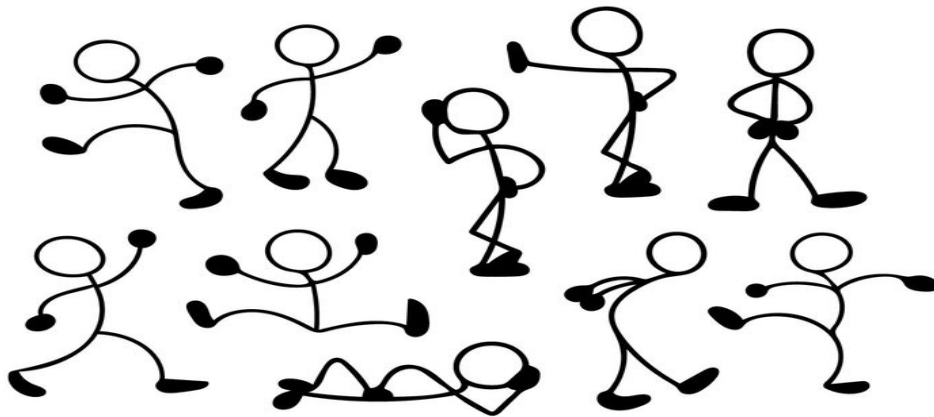
Assist your child with finding the materials and website to learn background information about the artist.

Examples:

Giacometti's bronze figures:



Stick figure drawings:



designed by vexels

Step-by-Step How-to Photos

Step 2.



Step 3.



Step 4. Step 6.



Steps 9 & 10



Step 11.



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 are you feeling 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 are 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.

- 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."
- Write down all of the thoughts and feelings that come to mind for both sides.
- 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.
- 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 you imagine playing outside will be. If your family has decided you are not going back to school for the moment, sketch how you imagine it will be when you eventually return.

Ethics and Religious Culture

- 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, copy book 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 from:

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

<i>Benefits</i>	<i>Challenges</i>

Appendix - Sketch-to-Stretch

In my classroom:

Appendix - Sketch-to-Stretch

In my schoolyard:

Map It Out!

Information for students

- Maps are essential tools that help us navigate places, both large and small. For example, there are maps of the entire world, but also maps of the rooms in a building. As you've probably already learned, most maps include a "scale," "symbols," a "legend or key" and often a "compass rose."
- Explore the various pictures, articles and videos regarding maps on the National Geographic website: <https://www.nationalgeographic.org/education/map-skills-elementary-students/>.
- Watch this video to review the common elements of maps: <https://www.youtube.com/watch?v=vJtQBJEpc10>.
- Examine different maps if you can: paper maps, pages of an atlas or even online maps.
- Create your own map! This can be a map of your bedroom, a floor of your house, or even your backyard. Try to include as many of the following elements on your map as possible:
 - Title
 - Scale
 - Key/legend, symbols and grid
 - Compass rose
- Here are a few more videos about maps and their parts. You may find it useful to review them before beginning your own map:
 - Scales: <https://www.youtube.com/watch?v=hyEb12jpQbw&t=5s>
 - REMEMBER: We use **centimetres and kilometres**, not inches and miles.
 - Map title, symbols and grid: <https://www.youtube.com/watch?v=7Bt1UgwEUIQ&t=4s>
 - Key/legend: <https://www.youtube.com/watch?v=oBzRq04rliY>
 - Compass rose: <https://www.youtube.com/watch?v=FdSr0SzGZ2Y&t=3s>

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access for maps (not essential)
- Writing and drawing materials (paper, pencils, coloured pencils, etc.)
- Ruler or device for measuring space and calculating scale (you can use footsteps if necessary)

Information for parents

Help your child to choose the appropriate unit of measure.

Help your child to calculate the appropriate scale.