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# House Rules

## Information for students

This week we are going to have fun with rules! You will have a chance to think about characters, rules, consequences and choices. You will then make up some rules of your own and choose how to end an adventure.

## Instructions

1. Click on the link to read and listen to Mac Barnett's book, *Rules Of The House*, online: <https://safeyoutube.net/w/yO5J>
2. This is the story of Ian and Jenny and their summer vacation. Notice how breaking rules can have positive and negative consequences.
3. Compare the characters Ian and Jenny from the story using the Character Comparison worksheet (appendix 1.)
4. Read and think about rules, consequences and choices using the Let's Talk Rules! worksheet (appendix 2.)
5. Help Bones finish his travels in an interactive story where **you** make the choices.
6. Play a round of Consequences, a very old game where you complete hilarious stories line by line.

## Materials required

- Printout of the two appendices
- Scholastic website: <http://www.scholastic.com/dogslife/bonetravels.htm>
- Consequences game: <http://www.papq.com/show?1TXW>



## Information for parents

Children should:

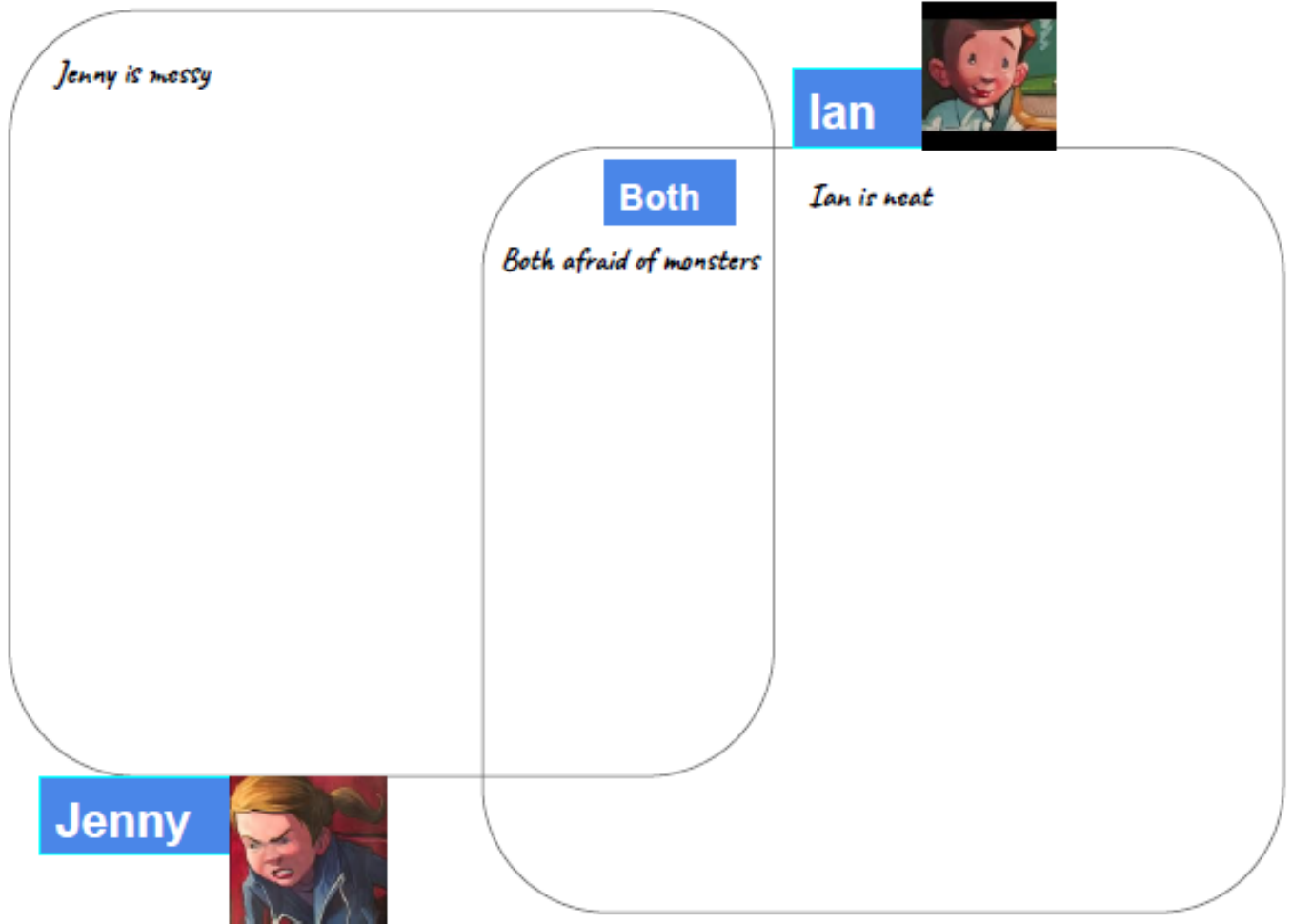
- read a story involving rules and breaking rules
- compare the characters Jenny and Ian, and how they differ when it comes to following rules
- think a little deeper about rules, consequences and choices before having fun re-writing the rules for kids
- read the Scholastic story about Bones the dog and make choices as to how the story will end

Parents could:

- enjoy the story with their child and discuss rules in general. (You may want to share childhood rules you did or did not agree with.)
- participate in the "Top Five Rules" activity and create your own version
- discuss in more depth the notion that we all make thousands of choices daily using our internal rules

# Appendix 1 - Character Comparison

Ian and Jenny had very different characters. Use the following venn diagram to compare them.



Why do you think Ian went back to help Jenny even though she sometimes pinches him?

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Which character are you most like? Explain why.

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# Appendix 2 - Let's talk rules!

## Let's Talk Rules!

Ian and Jenny discovered some pretty frightening consequences though breaking rules. Not all consequences are bad though, Ian and Jenny's relationship was strengthened by breaking rules and dealing with the monsters.



Try to think up one positive and one negative consequence for each of the following rules:

**Rule: Brush Your Teeth Twice A Day.**

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

**Rule: Eat Your Vegetables.**

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

**Rule: Clean Your Room.**

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

We make hundreds of choices every day based on our own 'inside' rules. Now its your turn to make the rules! Think about what your top five rules for being a kid would be. Would you decide that kids need adventure, or that kids should read great books? Its up to you...

## My Top Five For Being A Kid



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Une bonne limonade

## Information for students

Avec le temps chaud qui arrive, une bonne limonade est toujours appréciée. Dans cette activité, tu expliqueras à quelqu'un comment fabriquer un sous-verre original pour sa limonade!

## Instructions

1. Sur le site des [Débrouillards](#), tu trouveras une recette de limonade et des instructions pour fabriquer un protecteur anti-bibittes pour mettre sur ton verre.
2. Lis les explications du protecteur anti-bibittes.
3. Inspire-toi des explications pour créer un sous-verre original avec du matériel de bricolage.
4. Explique comment créer le sous-verre.
  - Écris les étapes pour créer ton sous-verre.
  - Utilise des verbes au présent avec TU.
  - Utilise le terme français pour ton matériel de bricolage.
  - Sois précis en utilisant des prépositions (en haut, à gauche, par-dessus, etc.).
  - Utilise des adjectifs pour préciser ton idée.
5. Partage tes étapes avec quelqu'un de ton entourage pour voir s'il peut réaliser son propre sous-verre.

## Materials required

- La recette de limonade sur le site des [Débrouillards](#)
- Du matériel de bricolage
- Un crayon et un papier pour écrire les étapes

## Information for parents

Parents should:

- help their child find the right terms in French.
- encourage their child to be precise so someone else can make the craft effectively.

# Elapsed Time

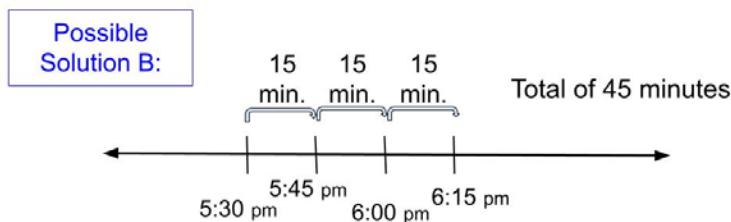
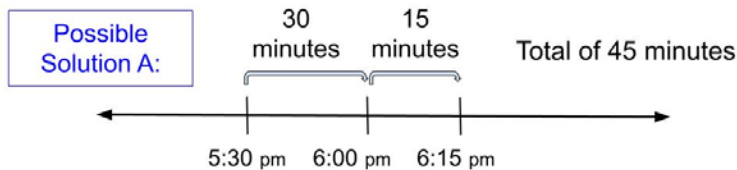
## Information for students

Elapsed time is the amount of time that passes between the beginning and the end of an event. Understanding how to determine and keep track of elapsed time is an important mathematical idea that we use every day. You have probably worked with elapsed time in some of your problem-solving questions.

Open number lines can help you determine the amount of elapsed time. You do not have to divide an open number line into equal parts to help you keep track of time. On an open number line, we try to make different-sized jumps to represent different amounts of time. The nice thing about open number lines is that you can make as many or as few jumps as you are comfortable with. In the example below, two possible solutions have been included, but other solutions would also be possible.

Example: Naomi went for a run from 5:30 pm to 6:15 pm. How long was Naomi's run?

Possible Solutions:



## Instructions

- Read the question provided in Appendix A. You can use an open number line (Appendix B) to help you determine the amount of elapsed time. If you would prefer to do this in another way (ex.: calculate the elapsed time using an analogue clock), that would be fine too.
- Determine the total number of hours and minutes Marcus spent doing volunteer work for the week.
- Explain how you were able to determine your answer for the question “Did Marcus do enough hours of volunteer work to reach his goal?”

## Materials required

- Appendix A: Summer Volunteer Hours
- Appendix B: Open Number Lines and Analogue Clocks or a piece of paper
- Writing tools

## Information for parents

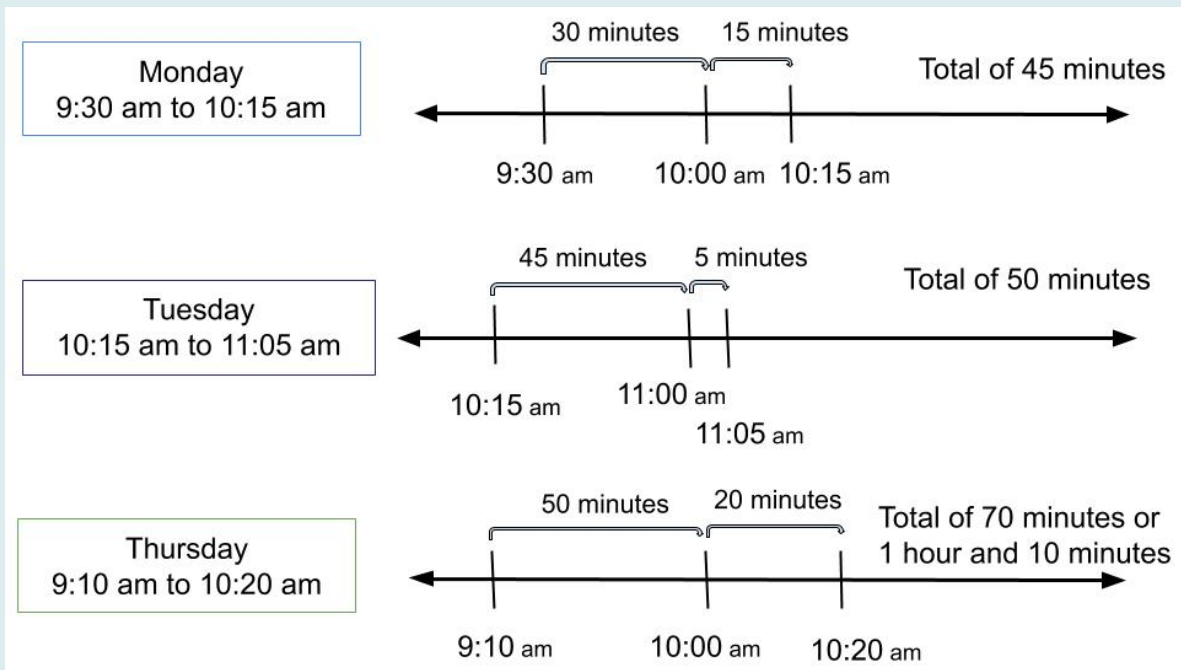
### About the activity

Children could:

- use the open number lines (Appendix B) to help them determine how much time Marcus spent doing volunteer work each day and for the week
- talk about their strategies with a parent, peer or teacher
- find more than one way to represent their answers

Parents should:

- read over the instructions and the task, if necessary
- encourage their child to think about how they will keep track of the total number of minutes Marcus spent doing volunteer work
- encourage their child to convert their answer into hours and minutes if they have calculated the total number of minutes
- encourage their child to use more than one representation to show their thinking; students who can use different models to show their work have a deeper understanding of the concepts
- look over their child's work and discuss the possible solutions provided below





**Total number of hours Marcus spent doing volunteer work this week**

$$\begin{array}{r} 45 \text{ minutes} \\ 50 \text{ minutes} \\ 70 \text{ minutes} \\ + 15 \text{ minutes} \\ \hline 180 \text{ minutes} \end{array} \qquad 180 \text{ minutes} = 3 \text{ hours}$$

Marcus did 3 hours of volunteer work this week. He did 1 more hour than his goal for the week.

# Appendix A – Summer Volunteer Hours

## Information for students

- Use the strategy of your choice to determine how many hours and minutes Marcus spent doing volunteer work.

### Summer Volunteer Hours

Marcus is doing volunteer work at a summer camp. He plans to do at least two hours of volunteer work each week.

On Monday, he started at 9:30 am and finished at 10:15 am.

On Tuesday, he started at 10:15 am and finished at 11:05 am.

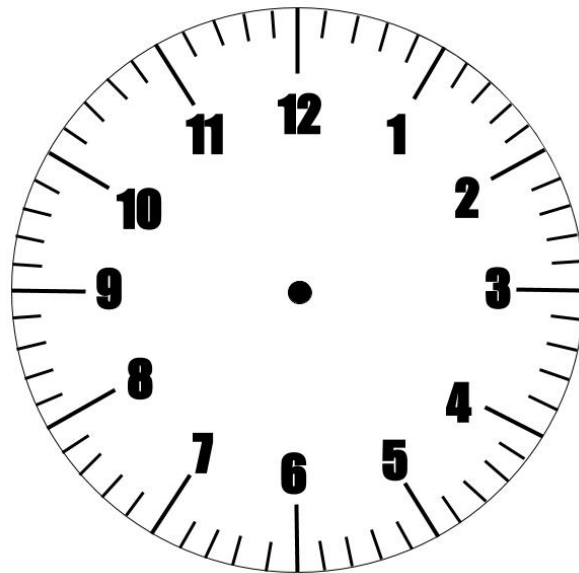
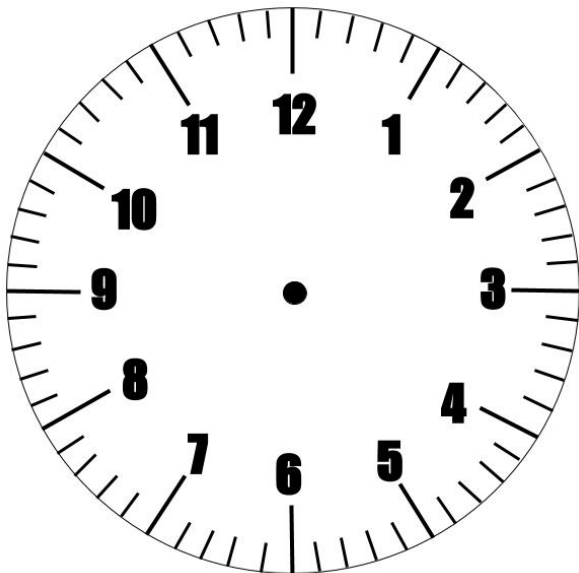
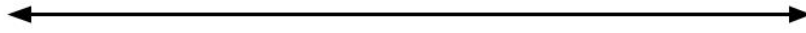
On Wednesday, he had to visit his grandmother, so he was not able to go to the camp.

On Thursday, he started at 9:10 am and finished at 10:20 am.

On Friday, he was able to help for only 15 minutes because he had something else he had to do.

- How much time has he spent doing volunteer work this week?
- Did he meet his goal?
- How will you show your thinking?

# Appendix B – Open Number Lines and Analogue Clocks



# Race Car Ramp

## Information for students

- A force is a push or a pull that can change the movement of objects.
- A common force is gravity. Gravity is what causes an object to fall to the ground when we drop or throw it. In 1687, Sir Isaac Newton was the first scientist to write a theory about why objects fall. The idea first hit him when he was sitting under an apple tree and one of the apples fell from the tree and hit him on the head.
- Another common force is friction. Friction is a force that acts between objects that are touching one another. It slows or stops movement between the two objects that are touching.

For this activity, you will be designing and building a ramp for a toy car. You can use any household materials to build and support your ramp, and it can be any design you like.

## Materials required

- Building material (e.g. plastic building blocks, cardboard, wood planks, cookie sheets)
- Toy car (or any round object, such as a ball or a marble)
- Measuring tape
- Plastic building blocks (optional)

## Information for parents

### About the activity

Children should:

- when redesigning their ramp, increase the height of the ramp, the length of the ramp or choose a new building material

Parents could:

- help their child with the construction of their ramp, if necessary
- be mindful that their child could confuse friction with a lack of gravity when explaining why the car stops rolling
- remind their child that the car stops because of the friction between the floor and the toy

# Appendix A: Race Car Ramp

For this activity, you will be designing and building a ramp for a toy car. You can use any household materials to build and support your ramp, and it can be any design you like.

## Instructions

- Choose your materials and design your ramp. Once you have a design, collect the materials you need to build your ramp and begin construction. You may need to ask your parents for help with cutting.
- Roll your toy car down the ramp and measure how far it travels from the end of the ramp.
- Record the distance in the table in Appendix B.
- Repeat four (4) more times [for a total of five (5) rolls], recording the distance in the table each time.
- Now, redesign your ramp so that the car travels a longer distance from the end of the ramp. Build your redesigned ramp and test it to see if the car travels a longer distance. If the car does not travel farther, think about why it didn't and redesign and test again.

## Questions

- What causes the toy car to roll down the ramp?
- Why does the car stop rolling?
- Why did your redesigned ramp make the car roll a longer distance?
- If you made your ramp out of plastic building blocks, would the car roll a longer or shorter distance? Why or why not? If you have plastic building blocks, you can test your idea.

# Appendix B: Race Car Ramp Record

## Information for students

Record the distance your toy car travelled from the end of your ramp to where it stopped.

Roll Number	Distance
Roll #1	
Roll #2	
Roll #3	
Roll #4	
Roll #5	

# Standing up for Inclusion

## Information for students

### Activity 1: Why everyone should be included!

- Watch the following video to learn about the importance of inclusion:
  - Video: [Inclusion for Everyone](#)
- What do you think inclusion is? How does it affect you and others around you? How can you best practise inclusion?
- Discuss the importance of inclusion with a member of your family.
- Read [this activity page](#) by PHE Canada .

### Activity 2: The sit-to-stand challenge

- Watch the following video:
  - Video: [The sit-to-stand test](#)
- Attempt the sit-to-stand challenge yourself! How did you do? Can you do it without using your hands? What could you do to improve?

## Materials required

- Device with Internet access

## Information for parents

### About the activity

Children should:

- think about how they can best practise inclusion
- try out the sit-to-stand challenge

Parents could:

- ask their children about what they have learned about inclusion
- explain to their children that inclusion is showing acceptance, support, and compassion to all individuals regardless of background, identity, or ability, and that inclusion promotes feelings of safety and trust in a barrier-free environment
- do the sit-to-stand challenge together with their children

# Foley Artist Wanted: Sound Creation for a Short Film

## Information for students

A foley artist is a person who re-creates sounds for film in post-production to enrich audio quality. They basically substitute sounds that cannot properly be recorded on set with objects, instruments and voices. In their studios, they have viewing screens to see the assigned film, props, and recording equipment to record while they watch the film.

We are looking for someone to create foley sounds for a short film (1:11). Can you help?

## Instructions

1. To learn more, watch a series of videos explaining the basics of foley sound production:
  - o <https://youtu.be/elcOxmCBr3U>
  - o <https://youtu.be/l2WCrXc7J-l>
  - o <https://youtu.be/3EjP0VSgfZQ>
2. Watch the assigned short film and take your time to rewind and rewatch the different sections:
  - o <https://youtu.be/u6m4k-50OBc>

Before actually creating foley sounds, consider the following elements:

- **Sound effects:** Imagine what sounds could accompany what you see during the film. It should be sound representations of the actions, and emotions.
- **Expressive elements of the story:** The nature of the featured characters, the characteristics of the story. It should be sound representations of the storyline, the character's attitude, and you may want to consider creating sounds and noises related to emotions. Think about sounds for:
  - o The beginning, middle and ending of the story
  - o The setting: location, weather, season, time of day
  - o Relationships between characters

Consider all the aspects above as well as the mood (the ambiance) of the story.

- o Use objects found in and around your house (paper and fabric, wood and metal instruments, brushes, etc), musical instruments that already exist or that you made yourself, and your voice to express emotions or actions
  - o Use different means of production (hitting, shaking, rubbing, blowing, etc.)
  - o Uses different quality of sounds (crisp, resonant, coarse, smooth)
3. Present your creation to your family members



4. Explain your creative process by using the appropriate music and drama vocabulary
  - How you came up with your ideas
  - How the sounds were produced
  - What went well
  - What you found challenging

### Materials required

- Device with Internet access to view above videos (especially the assigned silent film)
- Device to record your foley sounds
- Random instruments, household objects, voices, to produce foley sounds
- List of music and drama vocabulary
  - Foley artist
  - Foley sounds
  - Sound effects
  - Sound representations
  - Actions
  - Emotions
  - Characters
  - Characteristics of the story
  - Attitude
  - Voice
  - Means of production
  - Quality of sounds

## Information for parents

### About the activity

The purpose of this activity is to allow the participant to be a creative thinker and to be observant.

Parents should:

- encourage the student to be creative and imaginative
- make sure the student selects harmless objects for this activity
- encourage the student to use the proper musical and dramatic vocabulary when describing his or her creative process

# The Bear Facts

## Information for students

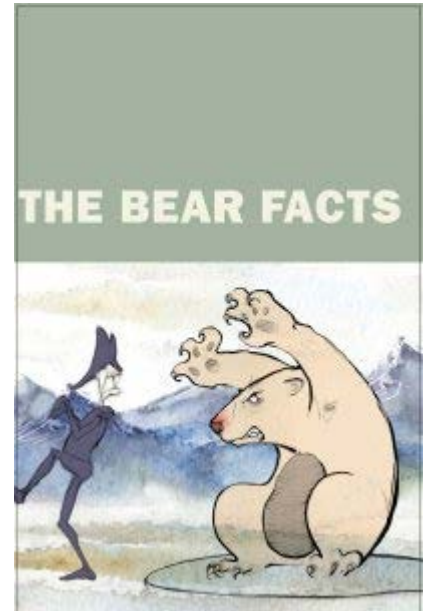
What happens when an explorer arrives in a new land?

- Watch the NFB and Inuit Broadcasting Corporation video, Nunavut Animation Lab: [The Bear Facts](https://www.nfb.ca/film/nunavut_animation_lab_the_bear_facts/) by Jonathan Wright. See what happens when an explorer arrives in the Arctic and then complete the activity in the Appendix.

## Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing and drawing materials (Paper, pencil, coloured pencils, etc.)



Source:  
[https://www.nfb.ca/film/nunavut\\_animation\\_lab\\_the\\_bear\\_facts/](https://www.nfb.ca/film/nunavut_animation_lab_the_bear_facts/)

## Information for parents

### About the activity

Children could:

- add drawings to describe the characters in Question 3
- add drawings to describe possible resources in Question 7

Parents should:

- read the instructions to their child, if necessary
- have a discussion with their child to help brainstorm ideas

# Appendix – The Bear Facts

## Activity

1. How can you tell that the story takes place in the Arctic?

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2. Who are the characters in the story?

- ---
- ---

3. Which character represents the Europeans and which character represents the Inuit? What clues are provided in the story? Share your answers in the table below:

Character	Represents	Clue(s)
	Europeans	
	Inuit	

4. What do you think the red flag(s) mean? What do they represent?

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5. What was the purpose of the bear in the story? Why did the Inuit hunter use it?

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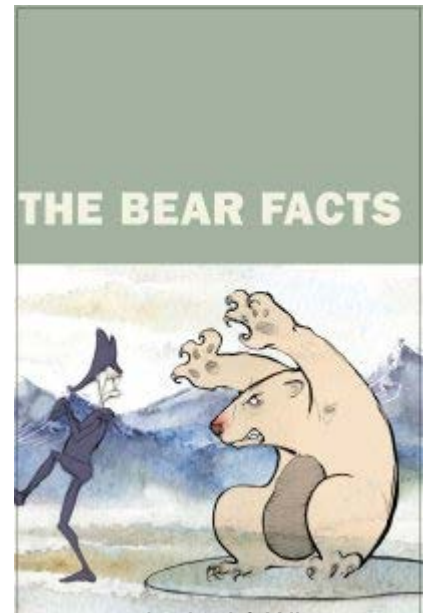
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6. Does this story remind you of anything that you've studied in the past?

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**Geography, History and Citizenship Education**

7. Imagine you've arrived in the Arctic. Which resources in your immediate surroundings would you use in your daily life? What would you use for shelter, food and clothing? Complete the table below:

Purpose	Resource
Shelter	
Food	
Clothing	