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Write Your Own Picture Book

Information for students

- Make up a story that can be told with words and pictures. Consider your audience. Will you write something for young children or for people your own age?
- If you have access to presentation-making software like PowerPoint or Google Slides, create a digital book, with a slide for each page of your story. Add images, animation, and sound effects.
- If you prefer, you can create your book with paper and drawing materials.
- When your book is finished, record yourself reading the story, either directly within the slide show, or as a separate recording.
- Share your picture book with your family. If possible, share your story with friends using video chat or another method that is approved by your parents.

Material required

- Device with presentation-making software or applications
- Paper, writing and drawing materials

Information for parents

- Read the instructions with your child.
- Help them use presentation-making software, if necessary.

Jouons un jeu !

Consignes à l'élève

Dans cette activité, tu vas écrire la marche à suivre pour jouer à ton jeu préféré. (Voir le gabarit ci-dessous)

Étape 1 Nom du jeu et liste de matériel : Écris le nom du jeu et la liste de tous les objets dont tu as besoin pour jouer.

Exemples : cartes, dés, ballon, pions.

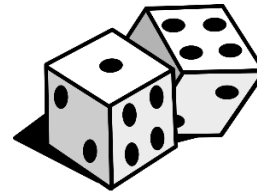
Étape 2 Nombre de joueurs : Écris le nombre de joueurs nécessaires (minimum et maximum.)

Exemples : de deux à quatre joueurs, de six à dix joueurs.

Étape 3 Le but du jeu : Écris une phrase qui explique comment gagner le jeu.

Exemples : Le gagnant est celui qui n'a plus de cartes.

Étape 4 Le déroulement du jeu : Explique les différentes étapes du jeu.



Marche à suivre

Nom du jeu :

Matériel :

Nombre de joueurs :

But du jeu :

Déroulement du jeu :



Matériel requis

- Une feuille et un crayon.

Information for parents

- Read the instructions with your child, if necessary.
- Discuss the questions together.
- Help your child write complete sentences using known words.

Exploring Perimeter and Area¹

Information for students

- Understanding perimeter and area will help you solve problems.
- This task requires you to be flexible in your thinking and creative with your solutions.
- Step 1: Look at the figure in Appendix A. Use the area of a single square to help you determine the perimeter of the entire figure.
- Step 2: Find a way of rearranging the same number of squares (21) to create a figure:
 - with the same perimeter
 - with a perimeter less than 120 units
 - with a perimeter greater than 120 units
- *Hint:* If you know that the area of a square is 25 square units, what are the dimensions, in units, of each side of the square?

Materials required

- Writing materials
- Appendix A: Exploration of Perimeter and Area
- Graph paper (Appendix B) or dot paper to recreate the figure (optional)
- 21 cut out squares or manipulatives (optional)

Information for parents

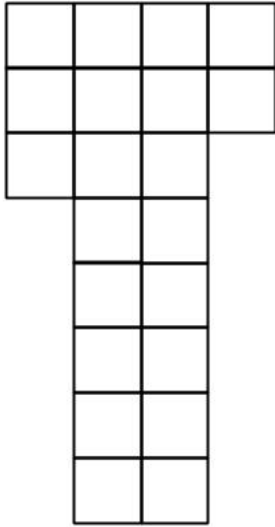
- Read the instructions to your child, if necessary
- A sheet of graph paper is provided in Appendix B to help your child organize their work.
- Discuss possible strategies and/or have your child explain how they went about finding the solution.

Solutions:

- The perimeter of the original figure is 120 units.
- Possible solutions to *Step 2* are shown below. There are other correct solutions.

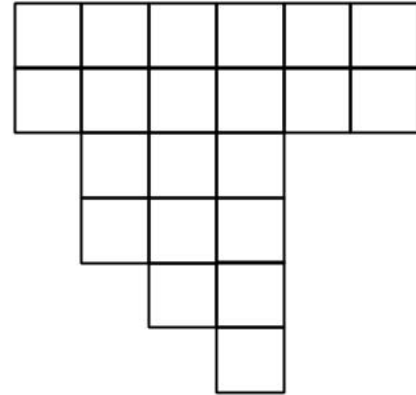
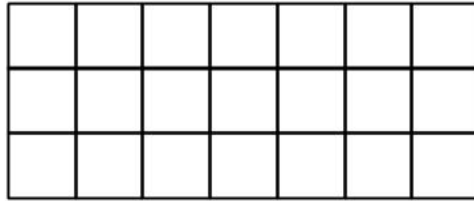
¹ Steve Ingrassia and Molly Rawding, “Problems to Ponder,” *Mathematics Learning and Teaching*, K12 113, no. 3 (2020): 254.

Mathematics



Perimeter = 120 units
(possible solution)

Perimeter less than 120 units
(possible solution)

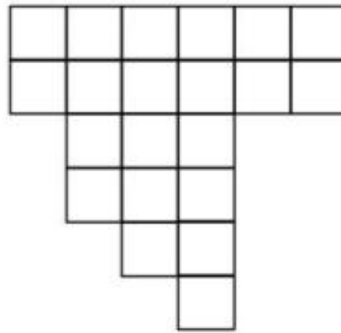


Perimeter greater than 120 units
(possible solution)

Appendix A

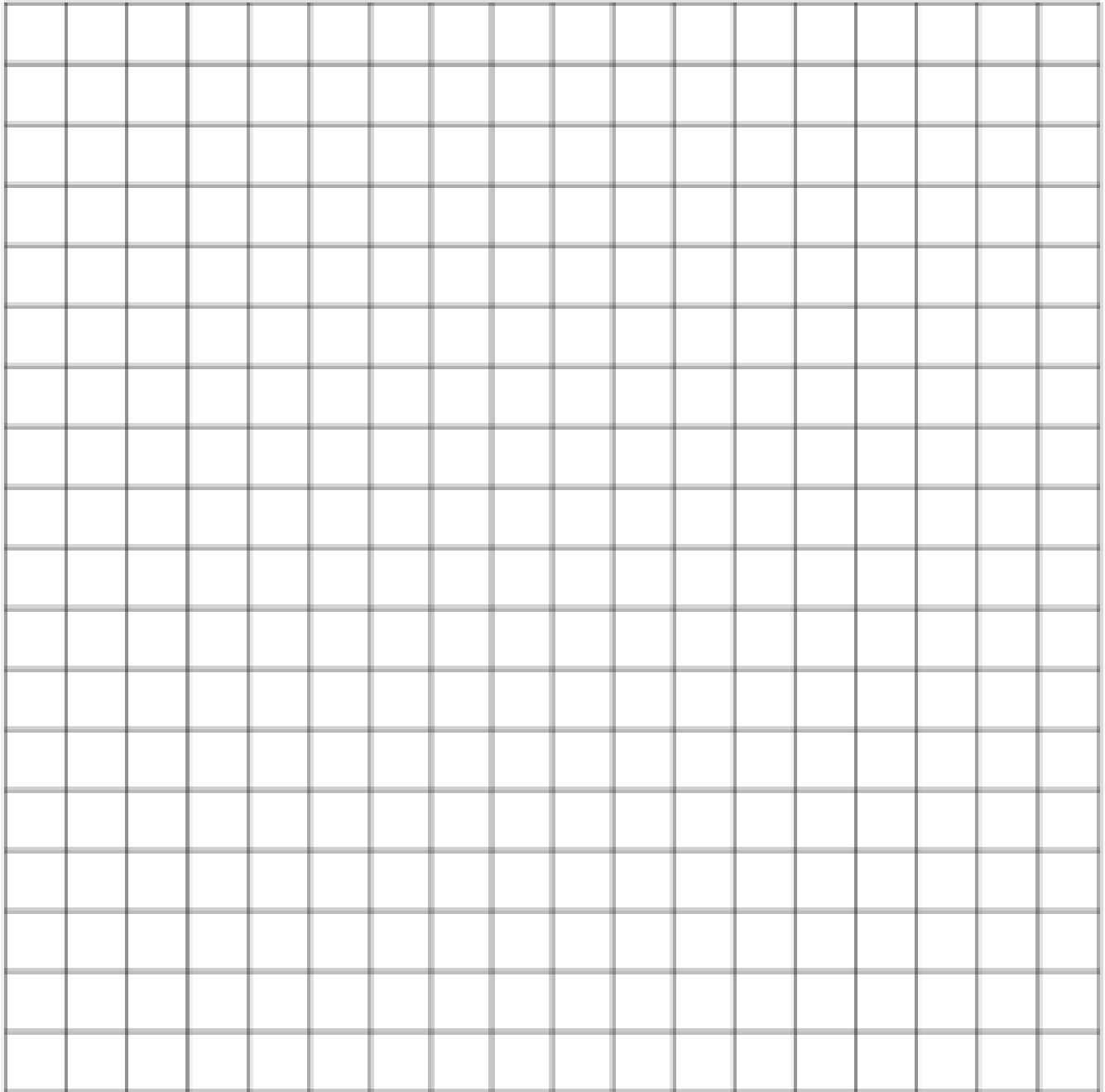
Exploration of Perimeter and Area

The area of each square is 25 square units. What is the perimeter of this figure?



- How can you rearrange the squares to create another figure in which there is no space between the sides of the squares and the squares form rows and columns such that:
 - the perimeter is the same?
 - the perimeter less than 120 units?
 - the perimeter greater than 120 units?

Appendix B



Paper and Plastic Parachutes

Information for students

Using the materials listed below, design and build two parachutes: one out of plastic and one out of paper. Fill them with the same mass (for example, 5 identical coins) and see how long it takes each parachute to drift to the ground from a height of 6 or 7 feet. What worked with your parachutes? How could you improve them? Which material worked better? Write your answers to these questions in a journal or on a sheet of paper.

Materials required

- Paper, writing, and drawing materials.
- Paper parachute:
 - Masking tape.
 - Sheets of paper (Taped together or cut into whatever shape fits your design).
 - String.
 - Paper cup or bottle cap.
- Plastic parachute:
 - Masking tape.
 - Plastic bag (Cut into whatever shape fits your design).
 - String.
 - Paper cup or bottle cap.

Information for parents

- You can discuss terms like surface area, weight, and mass in exploring why the different parachutes fell at the speed they did.
- If you have Internet access, you can look up examples online or watch this video for a simple how-to: <https://www.youtube.com/watch?v=UE98Un7AWQ0>
- Possible extension: try other materials for parachutes such as coffee filters or cloth after the initial experiment. Have the students record and reflect on the differences between the two parachutes.

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

Paper Hearts

Information for students

You will use simple construction paper (or whatever paper you have available) to make paper hearts. You can hang them on their own or make several different sizes and create a mobile.

Start by placing 6 sheets of paper in a pile (if this is too thick, cut 3 at a time).

Cut out 6 strips of paper, all the same length and width. Use a ruler to draw a line if you need to.

Repeat this to create 6 more strips of the same length and width. You will need 12 strips altogether.

Once you have all of your strips of paper cut out, spread them slightly so that you can see all of the colours. Next, cut the bottom part of the strip away to create various lengths of paper. Do this with one stack of six papers, then repeat with the other stack.

Beginning with the smallest strip, fold it over to form a teardrop shape. Then fold the next size over it and so on until you have all of the 6 strips folded over one another in growing size.

Staple the bottom together (If you do not have a stapler, you can glue each piece, just be sure to hold it long enough for the glue to stick).

Repeat with both sets of 6 strips to create the two sides of the heart.

If you want to hang it, glue a piece of sting, ribbon, or yarn down the middle before gluing it together. Use clothespins to hold it together while it dries.

If you want to make a mobile, repeat the steps using a different size of paper and glue it to the same ribbon or string.



Materials required

- Various different types of paper (newspaper, wrapping paper, loose-leaf, old book pages, etc.)

Information for parents

Support your child however they need

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 cooperate 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're 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 Brinatto, 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.

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:

Historic Moments²

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.

² Source: This activity is an adapted translation of a lesson developed by RÉCIT Univers Social.

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.