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All About Me Booklet

Information for students

Most people love to talk about themselves. Why not create a booklet called *All About Me*? In your booklet, you can tell the reader all the things you want them to know about you. Materials required:

- Construction paper or regular paper
- Drawing and writing materials (pencil, crayons, markers) What to do: Create a booklet by folding two pieces of paper in half. This will give you a total of eight pages. You can also fold one page in half to give you a total of four pages.
- Draw a self-portrait on the first page. A self-portrait is a picture of yourself. Include as many details as you can, for example, your favourite clothes and shoes, bandana, earrings, watch, etc.
- On the next pages of your booklet, draw pictures answering the following questions and finishing the following sentences:
  - What is your favourite thing to do? Favourite toy? Favourite animal? Favourite food?
  - I get happy when
  - I get mad when
  - I get excited when

With the help of an older person, write your answers along with your drawing.

Information for parents

- Read the instructions with your child.
- Discuss the questions together.
- Make the booklet with your child.
  - If your child is at a beginning stage of writing, here are some things you can do to help:guide them with pre-filled sentences
  - write for them
  - have them draw the pictures and then tell you all about themselves.
- Here are some examples of pre-filled sentences:My favourite toy is _____.
- _____ are my favourite animals because they make me feel_____.
- I feel _____ (happy, mad, excited) when I _____.
- I love eating _____.

La ferme

Cette semaine on parle des animaux de la ferme.

Information for students

- Écoute la vidéo pour apprendre le nom des animaux de la ferme en français : https://www.youtube.com/watch?v=nGYUGj8UkUA .
- Lis les affiches qu'il y a dans ce plan de travail. Sers-toi des images pour comprendre.
- Cherche dans tes jouets, tes livres, tes jeux tous ceux du thème de la ferme. Utilise les mots de la ferme pour en parler avec papa, maman ou une autre personne.

- Watch the video to learn the names of farm animals in French: https://www.youtube.com/watch?v=nGYUGj8UkUA.
- Read the posters in this lesson. Use the pictures to help you understand the words.
- Gather any of your toys, books or games that have a farm theme. Use the farm words to talk about them with your parents or with someone else.

Materials required

- Device with Internet access
- Printout of the posters included in the lesson

Information for parents

Read the instruction to your child.

- Please print the posters included in this lesson. If you do not have access to a printer, the posters can be read onscreen.
- Encourage your child to gather their farm toys and games. Talk about them in French. You could even talk about a picture from an English book in French!

Matching Representations

Information for students

- Numbers can be represented in many different ways. Can you explain these different representations to your parents? If you don't remember some of the representations, that's OK. There's an explanation of each type of representation in Appendix A.
  - 120-Chart
  - Base-Ten Blocks
  - Number Bonds
  - Number Lines
  - Numerical Expressions (addition and subtraction)
  - Numerals
  - Place-Value Chart
  - Ten-Frames
- For this activity, you will play one of two games you might already know: Memory or Go Fish. Memory can be played alone or with another person. Go Fish can be played with 2 to 4 people. The rules of each game can be found in Appendix B.
- You will be playing the game with a special deck of cards. That deck of cards will show the numbers using the representations listed above.
- You will need to make the deck of cards by cutting out the cards in Appendix C.

Materials required

- Special Deck of Cards (last six pages)
- Scissors
- Glue (optional)
- Cardboard (optional)

Information for parents

- As an emergent reader, your child may need help reading these instructions.
- If you are unfamiliar with any of the number representations, an explanation of each is provided in Appendix A.
- Go over the rules of the game with your child. The rules of both games are in Appendix B.
- Help you child glue the printed sheets in Appendix C to cardboard (e.g. cereal box) and cut out the cards (optional).
- If your child is having difficulty with the activity, remove two of the four representations for each number. You can also ask your child which representation they "like" the most and favour that representation.

Appendix A: Different Representations of Numbers

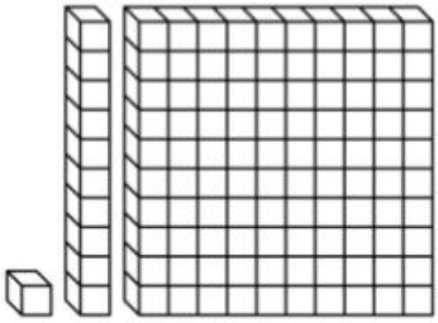
120-chart

A 120-chart is a chart that organizes the numbers 0 to 120 in a way that helps students to see number patterns. It is organized so that all the columns have the same digit in the ones place and all the rows have the same digit in the tens place.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100	101	102	103	104	105	106	107	108	109
110	111	112	113	114	115	116	117	118	119
120									

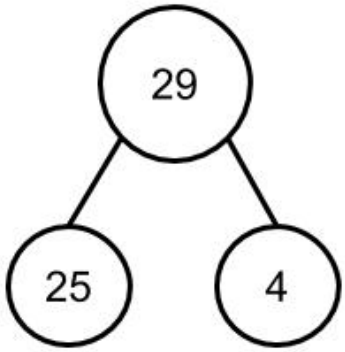
Base-Ten Blocks

Base ten blocks are a mathematical manipulative grouped in multiples of tens. These groupings of tens are used to help students understand place value. In the early grades the small cube is set as 1 unit, making the rod 10 units and the flat 100 units.



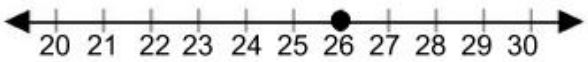
Number Bonds

Number bonds are pairs of numbers that make up a given number. In a number bond, the number in the larger circle is the sum of the numbers in the two smaller circles. Number bonds reflect the part-part-whole relationships of numbers. This is illustrated using a circle and line diagram.



Number Lines

A number line is a picture of a straight line with numbers placed at equal intervals (distances) along its length. It can be extended infinitely in either direction and can be represented both horizontally and vertically. A number line does not need to start at zero. To represent a number on a number line, we generally use a dot.



Numerical Expressions

A numerical expression is a mathematical sentence involving only numbers and one or more operations. Examples of operations are addition, subtraction, multiplication, and division.

17+39

Numerals

A numeral is the symbol or the name that represents a number.

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Place-Value Charts

In our number system, the position or place of an individual digit in a number determines its value. In a place value chart, the different values, for example ones, tens, and hundreds are each represented by a column. The digit written in that column represents how many groups of that value you have.
Becoming familiar with place values is important if students are to develop an understanding of numbers.

Hundreds	Tens	Ones
1	2	3

This place value chart shows that the number 123 contains 1 hundred, 2 tens and 3 ones.

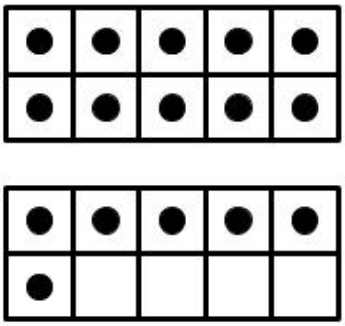
Hundreds	Tens	Ones
	25	9

This place value chart shows that the number 259 contains 25 tens and 9 ones.

Ten-Frames

Ten-Frames are grids of ten boxes, always in a two-by-five arrangement into which counters are placed to illustrate numbers less than or equal to ten. They are therefore very useful devices for developing an understanding of numbers in relation to ten.

Ten-frames help form the basis for understanding place value in the future (example: numbers like 12 are a ten and two ones) as well as develop a strong understanding of numbers.



Together these two ten-frames show the number 16. Some children will see "ten and six more" whereas others will see "fifteen and one more."

Appendix B: Rules of the Game

Game 1: Memory

The objective of the game is to collect the most pairs of cards.

How to play:

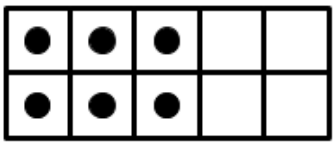
1. Shuffle the cards and lay them on the table, face down, in rows.
2. On each turn, a player turns over any two cards and checks if they match. In the case of our special deck, the cards should represent the same number. The player keeps the cards if they match and turns them back over if they don't.
3. A player who successfully matches a pair of cards gets to keep them and gets another turn.
4. When a player turns over two cards that do not match, those cards are turned face down again (in the same position) and it becomes the next player's turn (if the game has 2 or more players).
5. The trick is to remember which cards are where.
6. The person with the most pairs at the end of the game wins.

Game 2: Go Fish

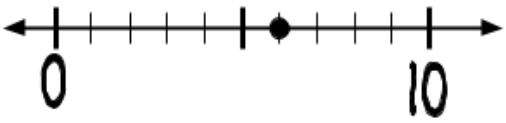
The objective of the game is to collect the most pairs of cards.

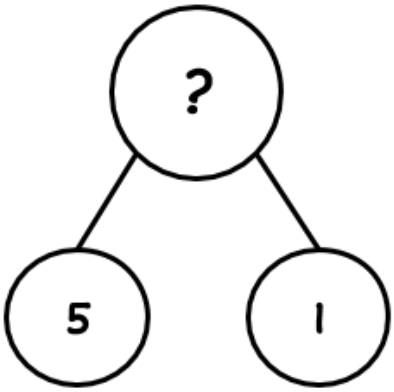
How to play:

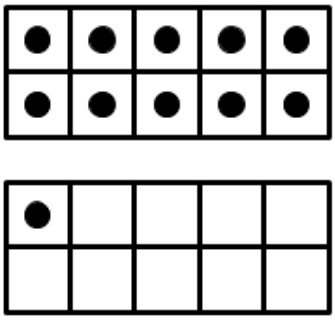
1. Deal 5 cards to each player. (Go fish is played with a group of 2, 3 or 4 people). Players hold their cards so they are able to see them, but no one else can.
2. Jumble the remaining cards face down between the players.
3. Each player checks if they have any pairs in their hand. The player places each pair face up in from of him/her. The player earns a point for each pair.
4. Starting with the youngest player and moving clockwise, the player asks one of their opponents "Do you have a ____"? The card requested should be one the player has in their hand. If the opponent has the card, they must give it to the player who earns a point for making a match. If the opponent does not have the card, they say "Go Fish!"
5. The player must then pick a single card from the jumble of cards placed face down. If they make a pair, they place it down and earn a point.
6. If a player runs out of cards, they pick five from the messed-up pile.
7. The game is won by the person with the most points when all the cards are gone.



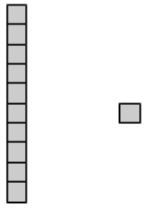
Hundreds	Tens	Ones
0	0	6

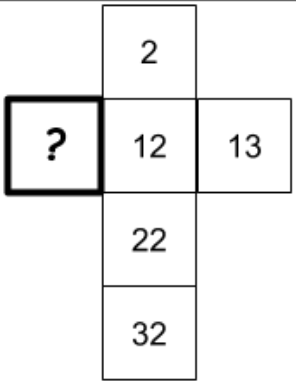


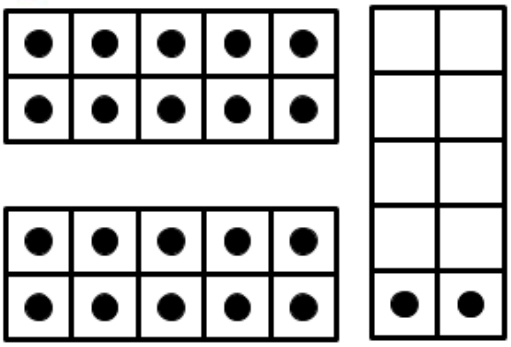




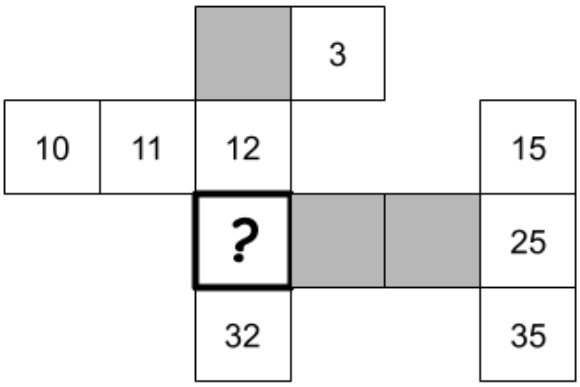
7+4



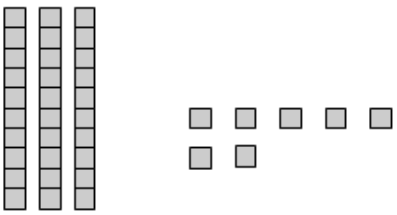


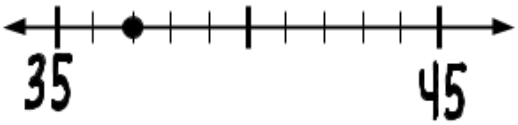


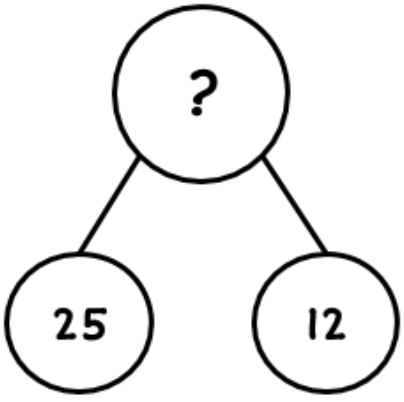
Hundreds	Tens	Ones
0	2	2



15+7







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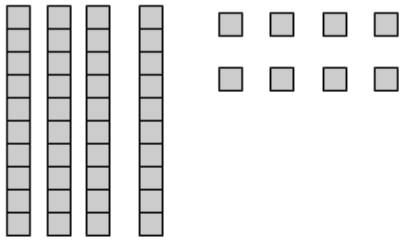
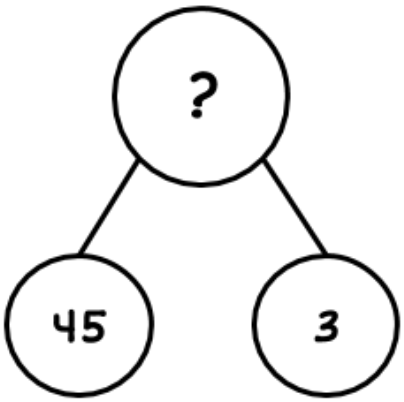
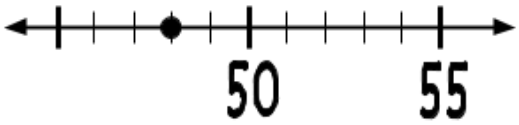
Hundreds	Tens	Ones
0	4	8







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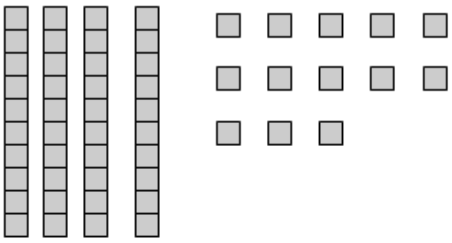
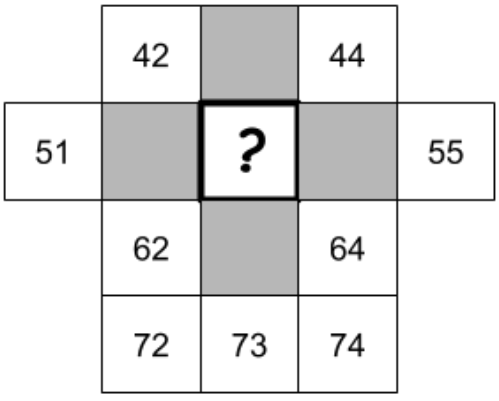
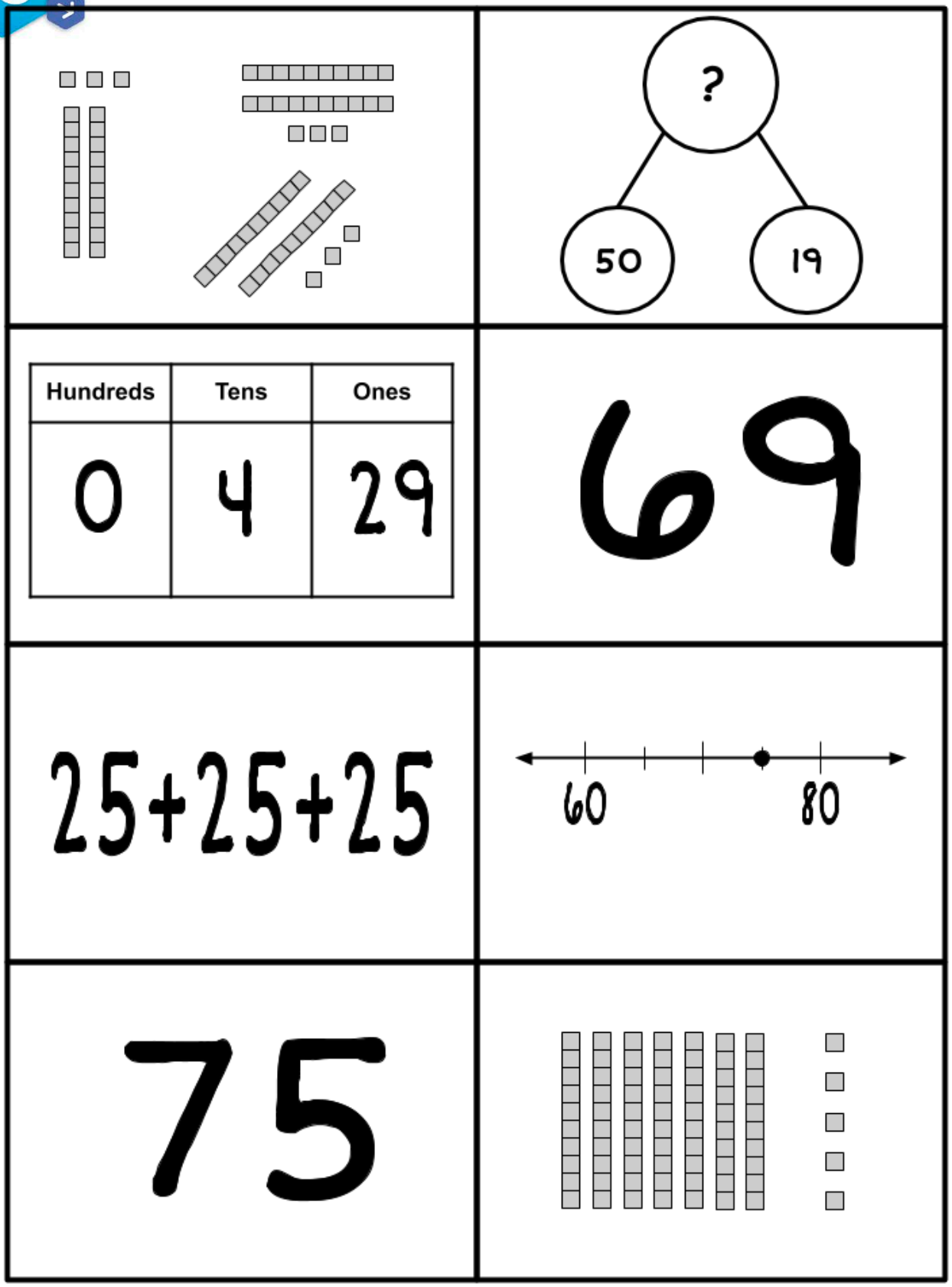




25+28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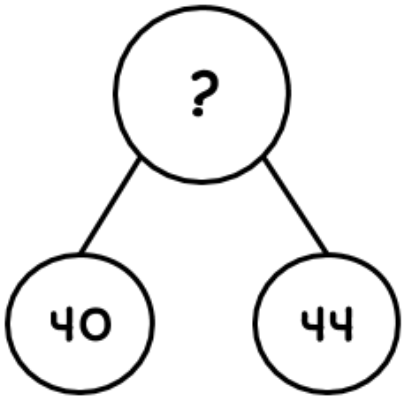
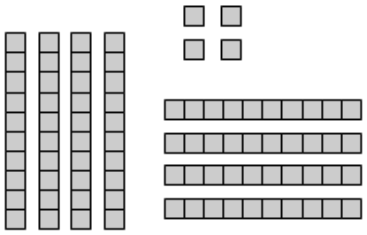
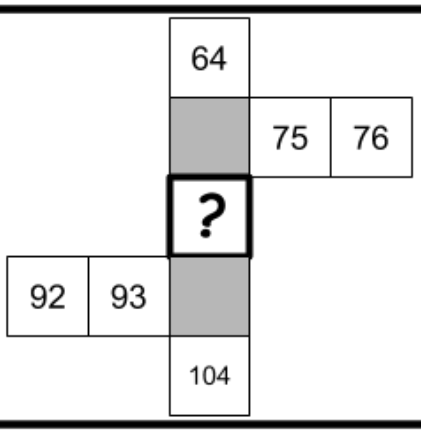
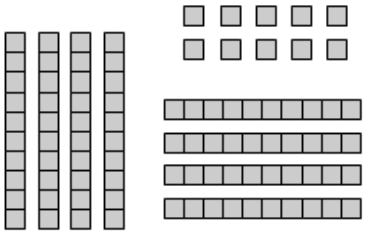
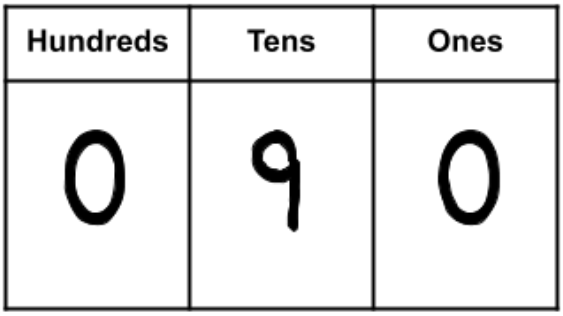
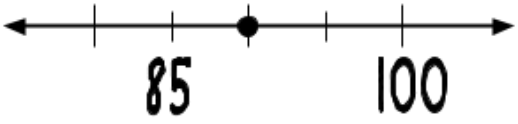
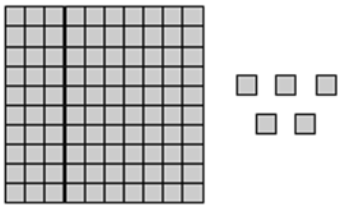
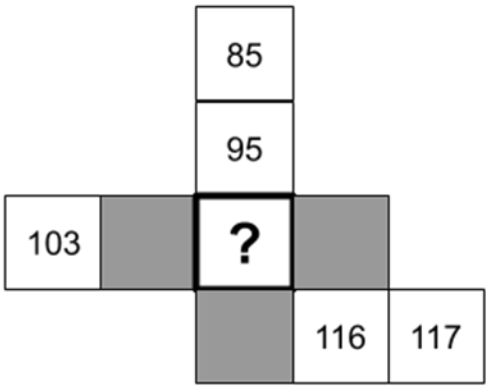
50
19
Hundreds
Tens
Ones
0
4
29
69
25+25+25
60
80
75

84	 ? 40 44
	 64 75 76 ? 92 93 104
	100-10
 Hundreds Tens Ones 0 9 0	 85 100

Hundreds	Tens	Ones
1	0	5





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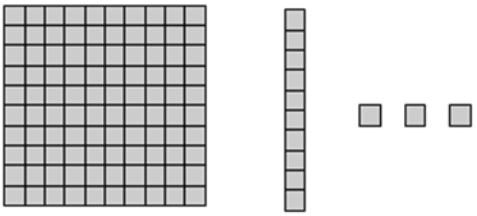

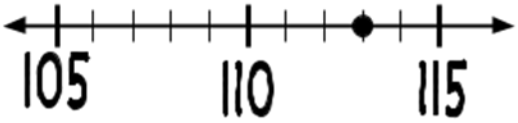

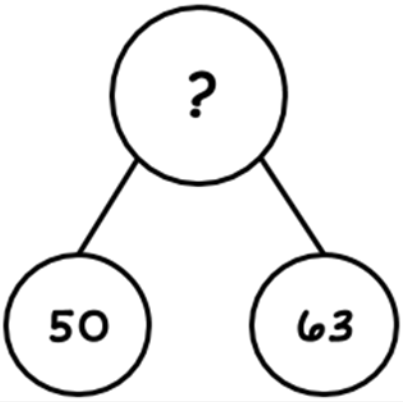

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Feel Your Heartbeat and Get Active!

Information for students

Activity 1: Feel your heartbeat

- Watch the following video to learn about your heart and your heartbeat:
- Video: How to Feel Your Heart Beat
- What did you learn by watching this video? Are you able to feel your heartbeat?
- Discuss what a heartbeat is with a member of your family.

Activity 2: Throw & Catch Practice

- Take on the challenges suggested on the next two pages and in the videos below:
  - Video: Challenge #1
  - Video: Challenge #2
  - Video: Challenge #3
  - Video: Challenge #4
  - Video: Challenge #5
  - Video: Challenge #6
  - Video: Challenge #7
  - Video: Challenge #8
- Which challenge did you find the easiest? Which one the most difficult? Did you feel your heartbeat go faster during the challenges?
- Challenge a member of your family to do the activity with you!

Materials required

- Device with Internet access
- Ball or another object to throw and catch (e.g. teddy bear)

Information for parents

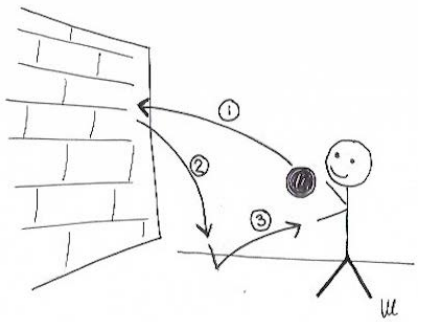
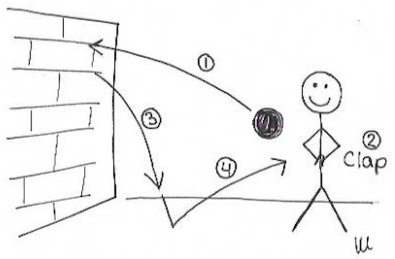
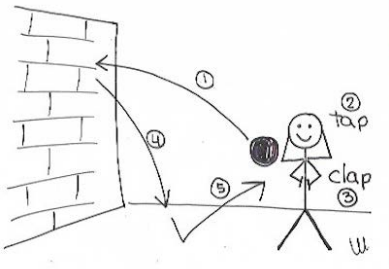
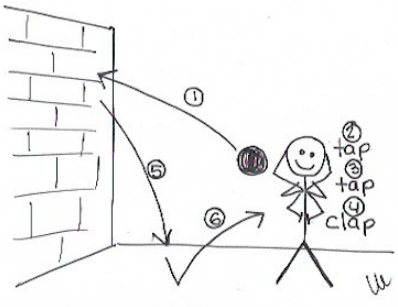
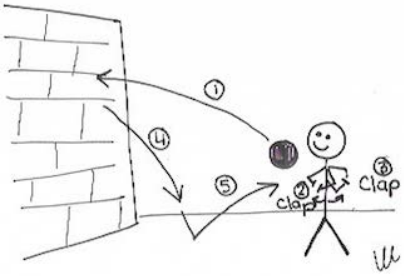
About the activity

Children should:

- learn about their heart and how to feel their heartbeat
- develop their ability to throw and catch an object by carrying out a physical activity

Parents could:

- ask their children questions about what they have learned about their heartbeat
- encourage their children to carry out a physical activity and try it out with them

Suggested challenges**Challenge #1** • Throw the ball against the wall. • Let it bounce once. • Catch it.	
Challenge #2 • Throw the ball against the wall. • Clap your hands once. • Let the ball bounce once. • Catch it.	
Challenge #3 • Throw the ball against the wall. • Tap your head. • Clap your hands once. • Let the ball bounce once. • Catch it.	
Challenge #4 • Throw the ball against the wall. • Tap your head. • Tap your shoulders. • Clap your hands once. • Let the ball bounce once. • Catch it.	
Challenge #5 • Throw the ball against the wall. • Clap your hands in the front. • Clap your hands in the back. • Let the ball bounce once. • Catch it.	

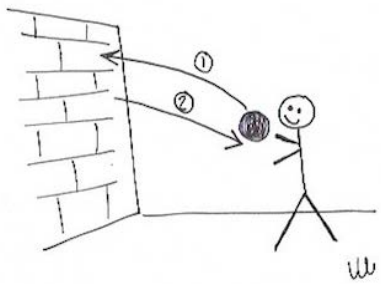
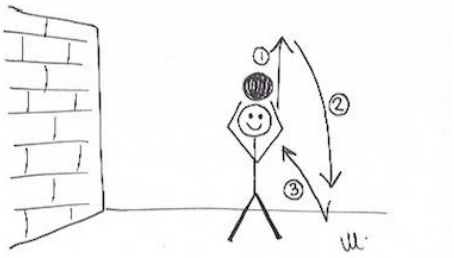
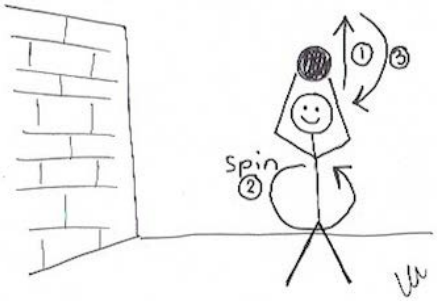
Challenge #6 • Throw the ball against the wall. • Catch it without letting it bounce.	
Challenge #7 • Throw the ball high in the air. • Touch the ground. • Catch it.	
Challenge #8 • Throw the ball high in the air. • Spin around. • Catch it.	

Image Source: Veronique Robidas, Pedagogical Consultant, ETSB

Puffy Paint

Information for students

- Be a scientist and mix shaving cream and white glue. Next, be an artist by adding some color (and maybe glitter), so you can create masterpieces!
- You can use your hands or paint brushes to create pictures.

Directions:

- In a large bowl, mix shaving cream and glue together. Use more shaving cream than glue (approximately a 2 to 1 ratio).
- Separate the mixture into bowls and add a few drops of food coloring. Stir well.
- Using your hands or a paint brush, paint a picture. One possibility is to make a rainbow, like in the picture above.
- The hard part is waiting for your art to dry!
- Once your art is dry, try touching it. Can you see how it is now 2-D? The texture is puffy and fluffy but rubbery!

Materials required

- Shaving cream (the sensitive skin or unscented version is best)
- White glue
- Food colouring
- Paint brushes, or you can finger paint
- Soup bowls (Use one for each color)
- Paper

Information for parents

- This will be messy so cover your work surface! Especially if your child is using their hands to paint.
- Any shaving cream will do, but the sensitive skin or unscented formula will be milder for children.
- You can also try and sculpt something, which lets your child try creating in 3-D.

Planning Your Birthday Celebration

Information for students

- Birthdays are very special days to celebrate with family and friends.
- Think about your next birthday and start planning it now. Ask yourself:
  - Why does my family celebrate my birthday?
  - How does my family celebrate my birthday?
  - How would I plan my own birthday celebration?
- Now, draw a picture of what your birthday celebration would look like if you could plan anything you like. On the back of your drawing, write a sentence about your picture.
- When you are done with your drawing, have fun explaining to your family your imaginary birthday celebration. Have fun: it's your party after all!

Materials required

- Markers, crayons or pencils
- Blank paper

Information for parents

Read the instructions to your child if necessary. Prompt them to recall past birthday celebrations.

Listen as your child describes their imaginary planned party and discuss together.