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Bats and Birds: Accepting Differences

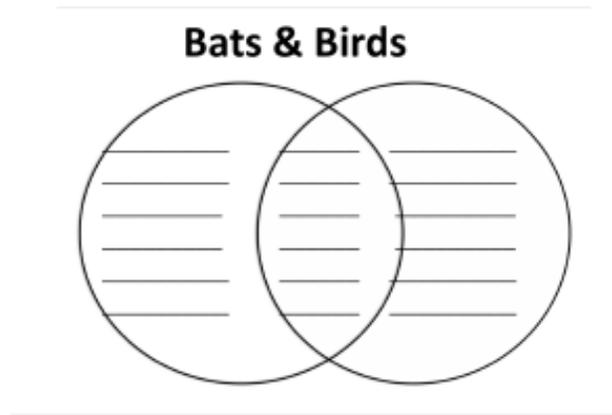
Information for students

This activity involves learning about accepting differences through listening to a story about bats and birds.

1. Click on the link to watch and listen to a reading of the picture book *Stellaluna* by Janell Cannon <https://safeyoutube.net/w/FSkl>
2. When *Stellaluna* ends up in the birds' nest, she finds out that she is different from the baby birds. However, she also realizes that bats and birds are similar in many ways.

Your task is to collect information about bats and birds from the book.

- Draw a Venn diagram like the one below on a piece of paper.
- Write down the information about bats and birds that you learned from the story. Anything you learn about birds that is not like bats should be added to the right side of the diagram under "Birds." Anything unique to bats should go on the left side under "Bats." Anything that you can think of that is similar between bats and birds should go in the middle, the part where the two circles overlap.



Can you think of any similarities or differences between bats and birds that are not mentioned in *Stellaluna*? (see the appendix for more differences.)

Materials required

- Device with access to the Internet
- Writing materials

Information for parents

About the activity

Students are asked to watch and listen to the book *Stellaluna*, by Janell Cannon. This is a wonderful fictional story that includes a lot of great information. Students sometimes find it challenging to notice facts in books and this is a fun way for them to practice.

Parents could:

- discuss and make sure your child understands the idea of similarities and differences
- talk to them about the book *Stellaluna*, and ask them to share what they have learned with you about birds and bats
- help their child understand how to use the Venn diagram. Start it together and then let your child continue on their own to help the child feel confident as they work

Appendix: Bats and Birds

Read about some other differences between bats and birds.

Birds

- Birds are not mammals. They lay eggs instead of giving birth. A baby bird hatches from an egg.
- Baby birds eat bugs and worms from their mother's mouths.
- Birds have feathers.
- Birds have internal ears.
- Birds rely on their eyesight to fly around. They sometimes fly into glass windows because they can't see the glass, just a reflection.

For even more information about birds, see <https://kids.britannica.com/kids/article/bird/352857>.

Bats

- Bats are mammals. They give birth to their babies.
- Baby bats drink their mother's milk in the beginning of their lives.
- Bats have fur.
- Bats have external ears.
- Bats rely on sound waves to get around. They do not often fly into glass windows.

For even more information about bats, see <https://askabiologist.asu.edu/explore/bats>.

Le jardinage

Consignes à l'élève

Cette semaine le thème est le jardinage.

1. Lis l'histoire [Tibou jardine](#). Tu peux demander à une grande personne de l'imprimer pour toi. Colorie les mots que tu connais.
2. Écoute la vidéo d'[Émilie et les fleurs en pot](#).
3. Chante et danse dans le Jardin des merveilles : <https://safeyoutube.net/w/QWCH>.
4. Lis la phrase dans l'annexe et fais un dessin pour l'illustrer.

Information for students

This week the theme is gardening.

1. Read the story [Tibou jardine](#). You could ask someone to print it for you. Colour the words you know.
1. Watch the video [Émilie et les fleurs en pot](#).
2. Sing and dance in the Jardin des merveilles: <https://safeyoutube.net/w/QWCH>
3. Read the sentence in the appendix and draw a picture to illustrate it.

Materials required

- Device with Internet access
- Printer if possible
- Pencil crayons or markers

Information for parents

Children should:

- read Tibou's gardening story aloud to their parents
- listen to the song and dance and sing along with the characters

Parents could:

- help their child with the reading.
- encourage their child to pursue their interest in gardening and invite them to plant seeds to grow vegetables or perhaps a flower in a pot, as Émilie does. The joy of gardening can be as simple as having a little plant to care for or planning one's own flower bed. If the child is new to taking care of a plant, cactus and succulent plants are easy to care of.

Annexe : Je lis et je dessine

Read the sentence and draw a picture.

Le garçon arrose sa petite plante verte dans le pot rouge.

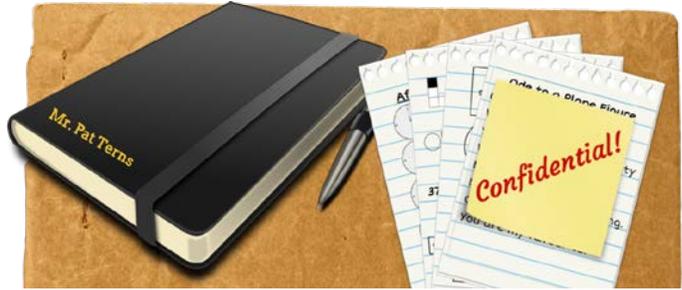


Mr. Terns is Missing: a Breakout Game

Information for students

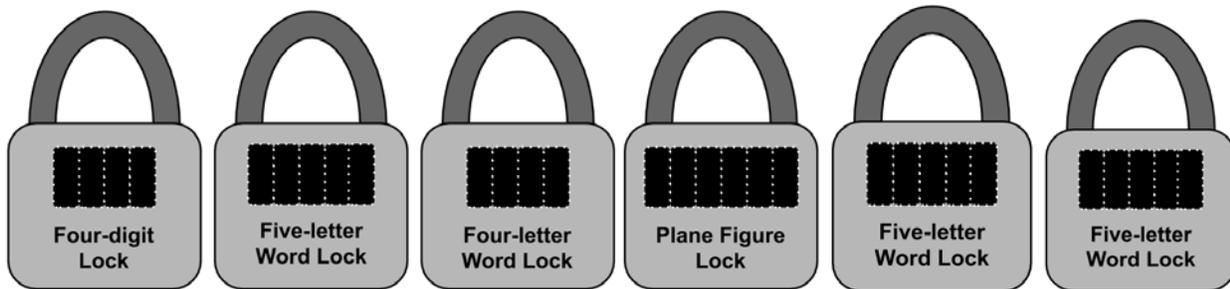
Your favourite math teacher, Mr. Terns, is missing.

Today a strange package was delivered to your house. It contained a notebook with Mr. Terns' name stamped on the front. This is the notebook he carries everywhere and in which he writes down interesting things he notices. Inside the cover is a bunch of papers that have been ripped out of another notebook. There is a sticky note on the ripped pages marking them as confidential.



Something must have happened to Mr. Terns for him to send this to you! The ripped papers must be clues to help you unravel the mystery.

This won't be easy. You will need to type in the correct word or number code for each of the locks shown below.



If you can solve them all, hopefully you can find Mr. Terns!

Instructions:

- Print your own copy of the ripped pages from Appendix A.
- Read each clue carefully, and take note of anything unusual about it. Try to understand what math idea it might be suggesting.
- The pages on the right often contain shapes or labels that you can cut out so that you can move them around and rearrange them.
- There are six locks. Each puzzle will lead you to a number code or a word that will open one of the locks.
- You can check your answers as you work by putting the codes into the form at bit.ly/MrTernsMissing or by asking a parent.

Good Luck!

Materials required

- Printed copy of the ripped pages (Appendix A)
- Scissors (optional)
- Pencil (optional)
- A device connected to the internet to use the [online form to check your solution](#) (optional)

Information for parents

About the activity

Children could:

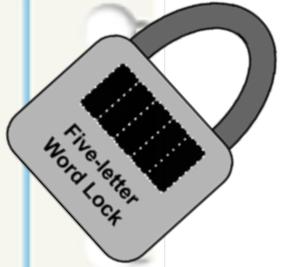
- Cut out and manipulate items on the pages. It is easier to compare, order, etc. when you can move pieces around.
- Follow the [provided link \(bit.ly/MrTernsMissing\)](http://bit.ly/MrTernsMissing) and type their answers into the form to check and see if they have correctly solved the clues.
- Ask a parent to [check the answers](#) instead to see if they are all correct.

As a parent, you should:

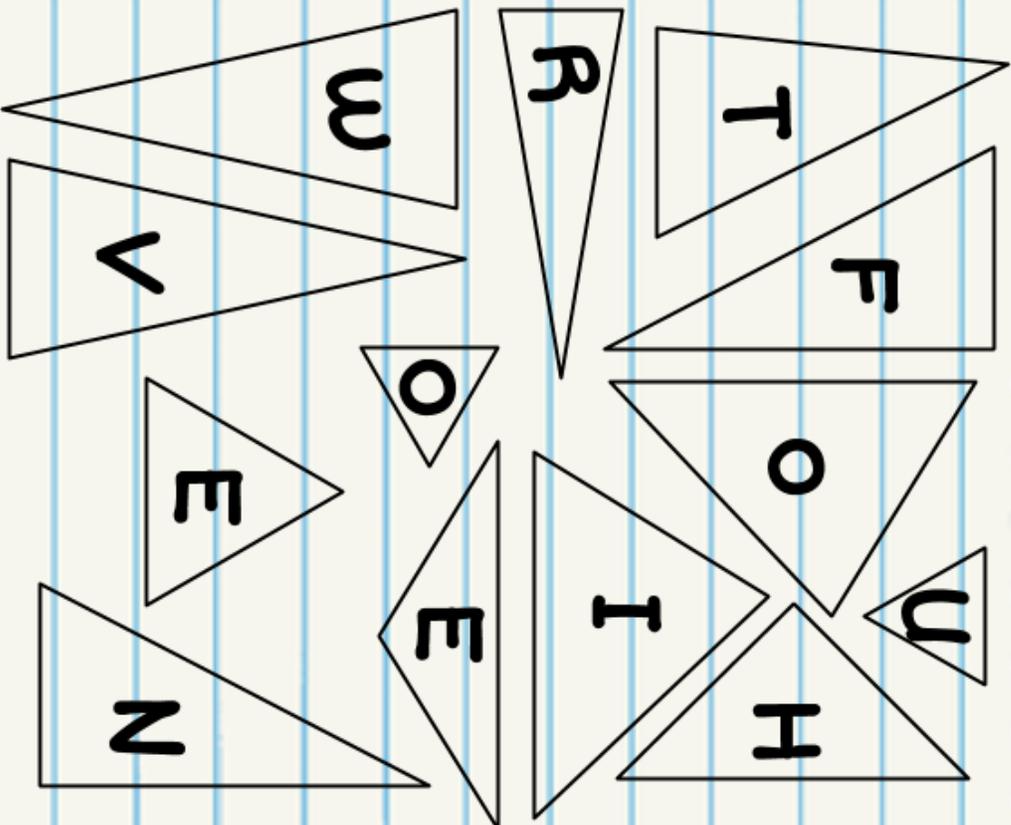
- Help your child print the pages in Appendix A and read the instructions.
- Know that a Breakout is based on the concept of an escape room.
 - There will be puzzles to solve that will lead to words or codes that are the passwords to unlock a series of locks.
 - Instructions may be cryptic or non-existent.
 - The fun is in trying different ideas until a solution can be found.
 - Once all the locks are open, you have “broken out” or solved the game.
 - This particular game has no time limit.
- Discuss the format with your child.
 - Before beginning, they should understand that the expectation is not to know how to solve everything right away, and there might be some frustration if a particular clue is eluding them. Make sure they know that sticking with it, even if they take a break and come back, is key.
- Help your child take a step back from a challenging clue and look for something that they might have missed.
 - This could include encouraging your child to cut out and manipulate the pieces instead of trying to do everything in their head.
- Consider not looking at the answers yourself and playing along with your child. Set an example to show how you can stick with a problem, try different things and not give up, even when you don't immediately understand.
- Celebrate each lock that is unlocked along the way.
 - Encourage your child to explain how they solved the clue that opened the lock.
- Help your child choose whether they will check their answers in the online form or ask you to check [this link \(bit.ly/MrTernsMissingAnswer\)](http://bit.ly/MrTernsMissingAnswer) for the answers.
 - Note that the form collects no personal information, and you do not even have to submit it after you have received the solution.
 - If you are playing along with your child, the online form is recommended because you can see that an answer is incorrect without seeing the correct answer.

Appendix A – Ripped Pages from Mr. Tern’s Notebook





Last month, I designed myself a new logo with **congruent triangles**. I ordered new business cards, but I must **cancel** the order. **Each** person I have shown it to has suggested that I choose **other** shapes. I need to think this **out**.



Ode to a Plane Figure

Cunning closed line,

With no silly curves.

You straight-sided beauty

With four equal sides.

Not rigidly upright,

But with a playful leaning.

Of all the plane figures,

You are my favourite!



square

triangle

circle

rectangle

hexabubble

flag

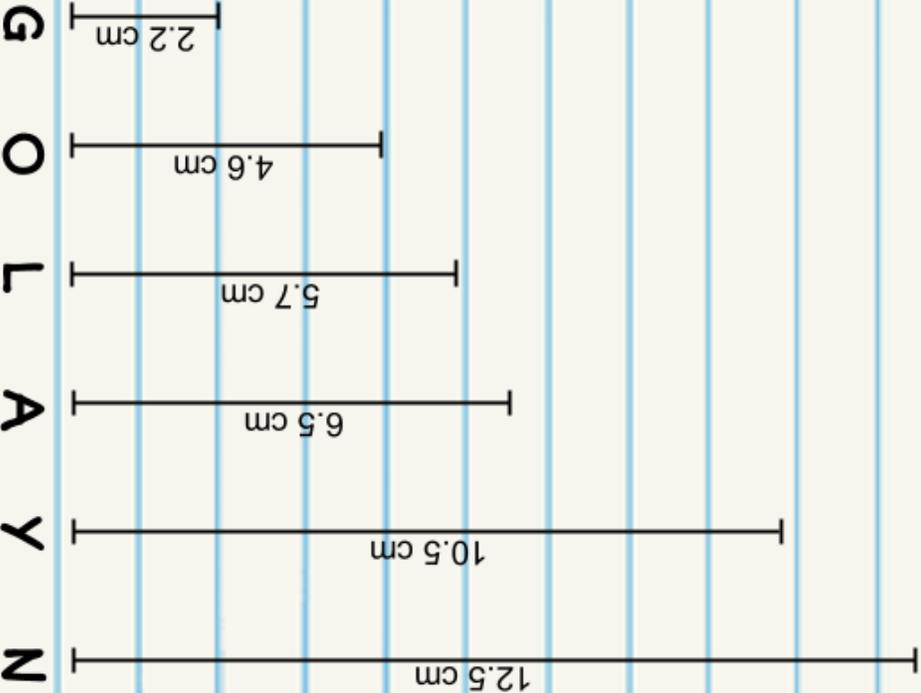
rhombus

pentagon

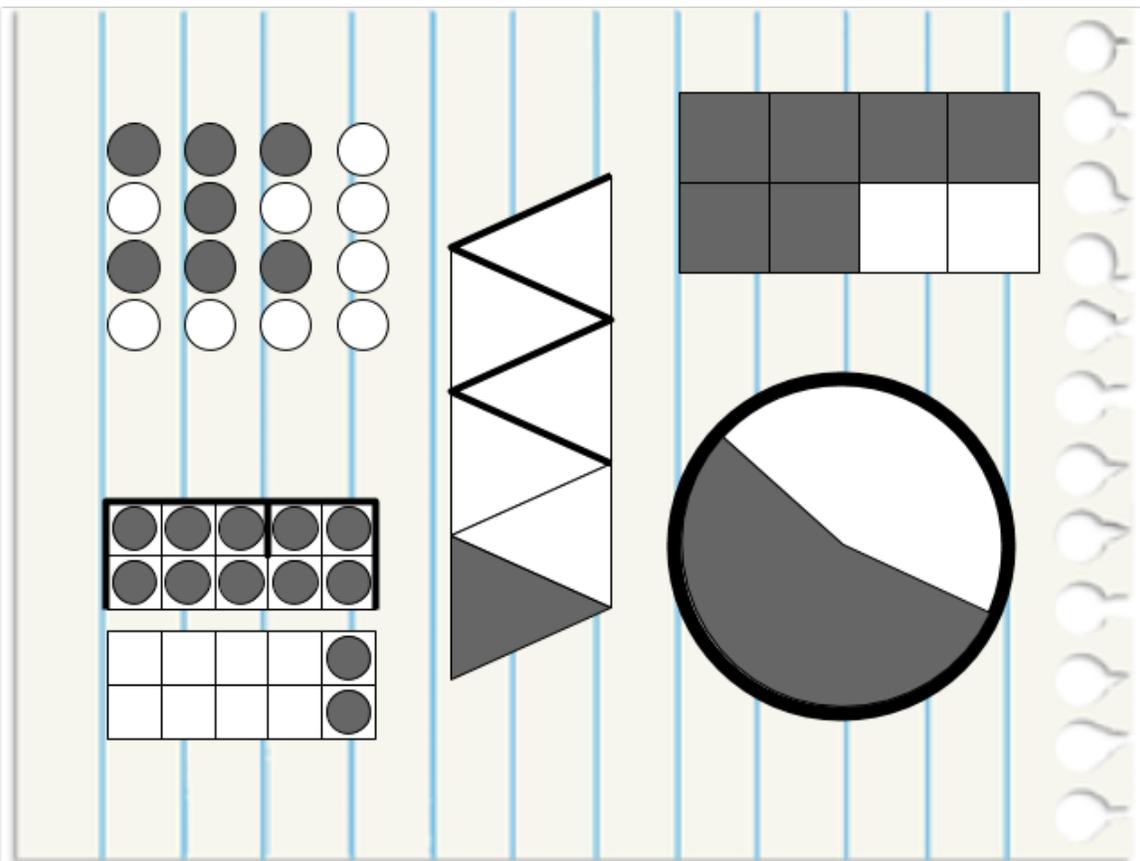
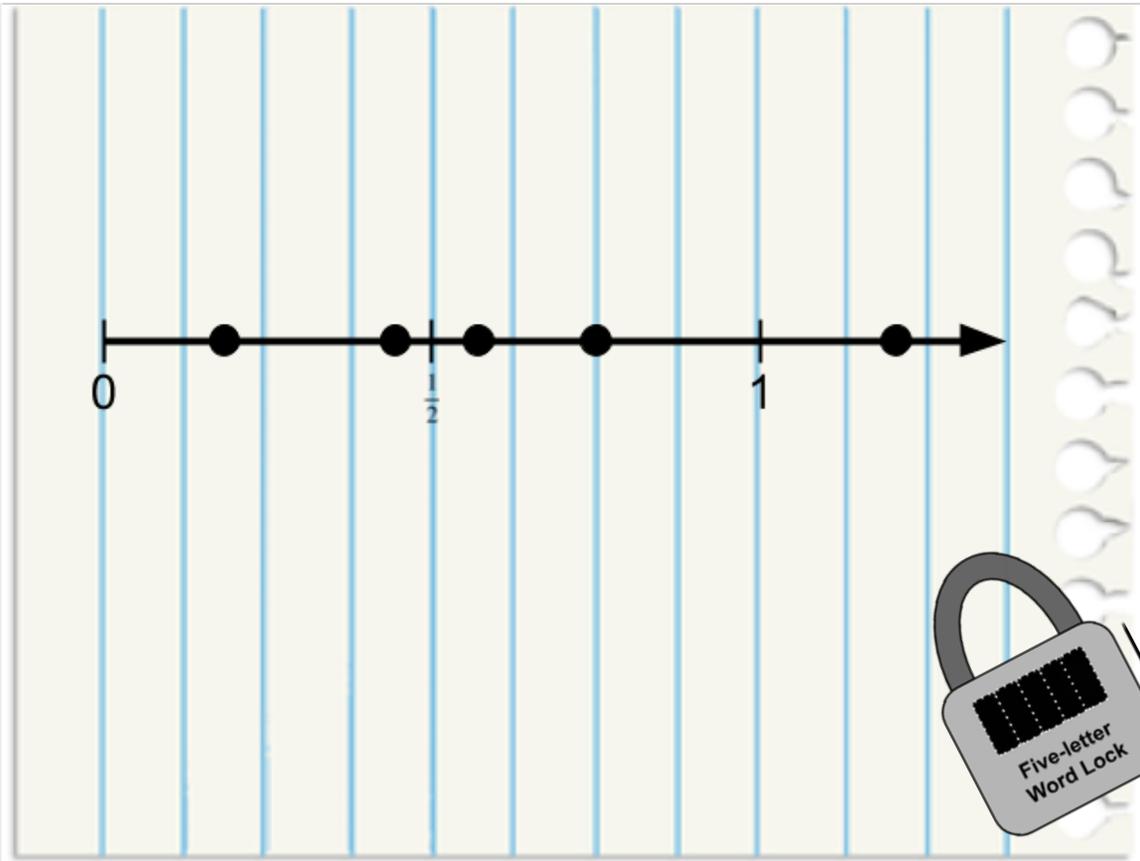
Some days, I don't feel like I measure up to other people's expectations, so I focus on measuring up to my own.

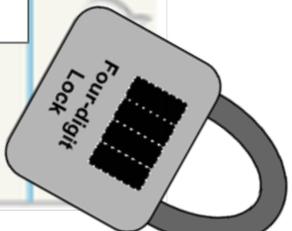

$$\underline{57} \text{ mm} + \underline{\quad} = \underline{\quad} - \underline{22} \text{ mm}$$

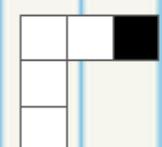
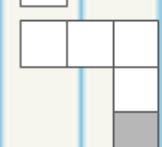
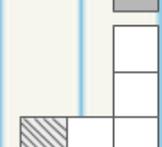
Y
A
L
O
G



Letter	Height (cm)
Y	10.5
A	6.5
L	5.7
O	4.6
G	2.2



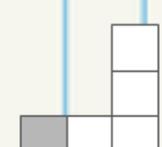
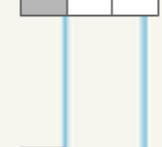
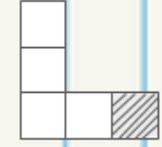


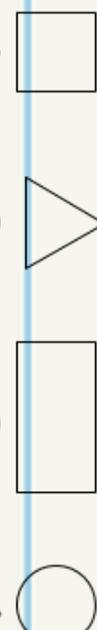


37, 32, 33, 28, 29, 24, 25, ?



1 2 3



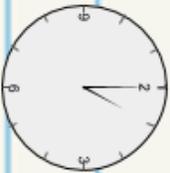
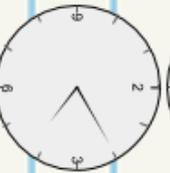
1 2 3 4

18 19 20 21

1 2 3 4



Afternoon Schedule

	Go for a walk
	Read a book
	Mow the Lawn
	Have a snack
	Take a nap



1:00	1:10	1:20
H	P	O
1:30	2:00	2:20
G	E	B
2:15	2:30	2:50
M	D	U
3:10	3:15	3:25
Y	F	R
3:50	4:05	4:10
N	A	S
4:25	10:15	12:05
I	T	L

Learn About the Stages of Physical Activity and Get Moving!

Information for students

Activity 1: Stages of physical activity

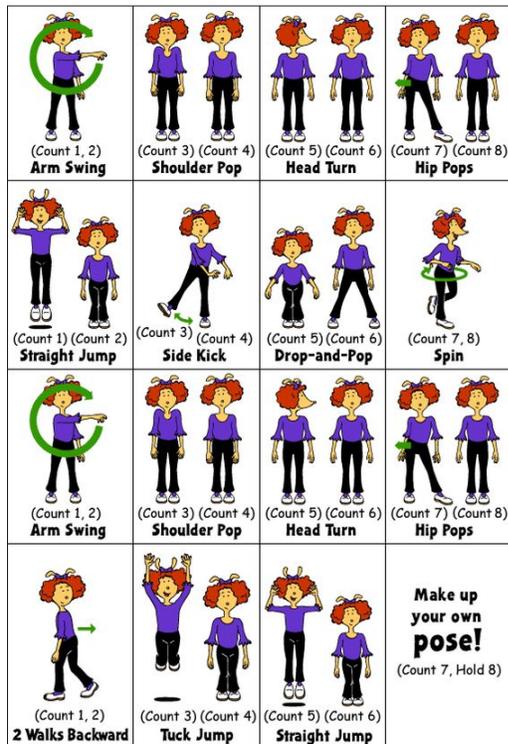
1. Think about some important parts of physical activity. For example:
 - Warm-up
 - Activity
 - Cool-down
2. Find out why it is important to do a warm-up and a cool-down exercise (e.g. to prevent injury, to stretch your muscles).
3. Write down or think of two warm-up exercises. For example:
 - Running, high knees
 - Jumping jacks
 - Jumping rope
4. Write down or think of two cool-down exercises. For examples:
Balance poses from last week



Activity 2: Warm-up, dance, cool-down

1. Choose two warm-up exercises from the previous activity and do each one for 30 seconds, twice.
2. Select one of the following physical activities (10-15 minutes):
 - Practise the dance sequence on the picture below.
 - Practise the choreography in [this dance video](#).
 - Choose a physical activity of your own.

Physical Education and Health



- Choose three cool-down exercises from the previous activity and do each for 30 seconds, twice.
- Did your physical activity session feel different with a warm-up and a cool-down exercise? What felt different? For example, did your body feel more awake when you started dancing?

Materials required

- Electronic device

Information for parents

About the activity

Children should:

- learn about the different stages in a physical activity session (warm-up, physical activity, cool-down) and find out why warm up and cool-down exercises are important
- Try out different ways to warm-up, dance, and stretch

Parents could:

- ask their children about why warming up and cooling down before and after physical activity sessions is important (e.g. to prevent injury, to stretch muscles)
- do the activity with their children or alternate between support and autonomy

Point of View Practice

Information for students

- Part of drama is acting: pretending to be someone or something else. This may be a character in a play, an object or even another version of yourself. When we act, we really have to think critically about what the character we are playing may be thinking, feeling, doing and saying from their point of view. Though it can be tricky, it is always great practice to put yourself in someone else's shoes. It can help us empathize with and understand other people, and it also allows us to think critically about how we might react in a similar situation.
- We are familiar with the story of Little Red Riding Hood. (If you aren't, ask someone at home or research it on the internet with an adult). Think about what you know about the story. What was Little Red Riding Hood doing, thinking and feeling?
- After you've thought and/or talked about what you know, watch this video: https://www.youtube.com/watch?v=WG3_gnKSDh4
- How was the video different from the original story? What do you think **you** would do if you were in the shoes of Little Red Riding Hood? What do you think your brother/sister/mother/grandfather/ friend would do?
- Choose a favourite fairy tale or short story. Choose a character from that story and imagine you were them. How would you act or react if you were in their situation? Would it be very different from their response? Would you respond similarly? Why do you think that is?
- If you can, talk to someone in your house about it and explain your thinking. You can also draw a picture or create a comic or story about it.
- Act it out! Play the part of the character from a different point of view. Really try to think about what you would be doing, thinking and feeling if you were that character. How would your voice sound? How would you move? What would you say?
- You can take it a step further by making props, costumes and a set.

Materials required

- Device with Internet access to watch the video
- Paper and drawing/writing materials (optional)

Information for parents

- Discuss new vocabulary such as “empathy,” “point of view,” “set” and “props”
- Discuss ideas with students if and when necessary