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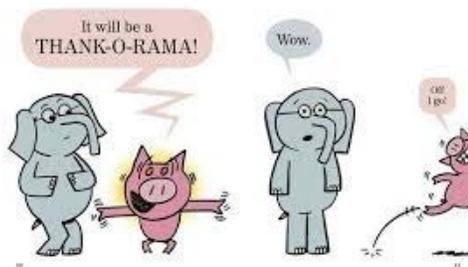
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# Being Thankful

## Information for students

This activity involves listening to a fun book and then doing some thinking, some writing and some thanking!

- Watch and listen to a reading of the picture book *The Thank You Book*, by Mo Willems: <https://safeyoutube.net/w/vdLJ>
- Piggie is thankful for many things. Make a list of the things that he is thankful for.
- Is there anyone he forgets to thank?
- What are you thankful for? Can you think of anyone who you sometimes forget to thank?
- Pick one person who you would like to thank. Can you write them a thank you card?
- Draw a picture on your card and include a speech bubble like Mo Willems does in *The Thank You Book*. A speech bubble is a shape drawn beside a character with the words they are saying written inside.



Can you think of anyone else that you could thank? Why not write them a thank you card too?

If you want to try drawing Piggie along with Mo Willems, get some paper and a pencil or marker, and watch this short video: <https://safeyoutube.net/w/GgLJ>

## Materials required

- A device with Internet access
- Writing materials

## Information for parents

Children should:

- watch and listen to the book *The Thank You Book*, by Mo Willems. This is a playful story that reminds kids that it's important to be thankful

Parents could:

- watch the video of the book with your child. We all forget sometimes how important it is to be thankful, especially during harder times or during a crisis. Ask your child what they are thankful for and share the things for which you're thankful

# La Fête des pères

Cette semaine on se prépare à célébrer la Fête des pères.

- Click on the link to listen to and read the story *Ce que papa m'a dit* <https://safeyoutube.net/w/9p9J>
- Read and choose a message for Father's Day. You will find the messages in the appendix.
- Watch this how-to video for a different Father's Day card: <https://safeyoutube.net/w/vr9J>
- Make a Father's Day card for your dad, granddad, stepdad or any adult who fills that role in your life.

## Materials required

- Device with Internet connection
- Construction paper, glue, scissors

## Information for parents

**About the activity:** We are getting ready to celebrate Father's Day.

Children could:

- make a Father's Day card in French

Parents could:

- encourage their child to make a card for their father, grandfather, step father or any adult who fills that role in their life

# Annexe : Messages pour la Fête des pères

Read the three messages and choose your favourite for your dad, stepdad or any adult who fills that role in your life. You could memorize it or copy it into a Father's Day card for him.

## Messages doux pour mon papa

**Aujourd'hui, quelqu'un pense très fort à toi... Encore plus que tu ne le crois ! Bonne fête papa.**

**Ce sont des papas comme toi qui font des enfants heureux comme moi !  
Bonne fête des pères !**

**Tu es le meilleur papa, je t'adore !**

Sources:

<http://cybermag.cybercartes.com/9-textes-pour-dire-bonne-fete-papa/>

<http://www.modele-texte.fr/fete-des-peres-texte-court.php>

# Matching Representations: Take 2

## 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.
  - Place-Value Chart
  - Hundreds Chart
  - Number Lines
  - Numerals
  - Base-Ten Blocks
  - Numerical Expressions (addition and subtraction)
  - Number bonds
- Cut out the cards and mix them up. Spread them out on a flat surface, and practice matching two representations of the same number.
- Use your cards to play Memory or Go Fish!

## Materials required

- Appendix A: Representations of Numbers
- Appendix B: Card Game Rules
- Appendix C: Deck of Cards
- Scissors
- Glue (optional)
- Cardboard (optional)

## Information for parents

### About the activity

Children could:

- review the different representations of numbers
- practice matching different representations of the same number
- glue the printed sheets in Appendix C to cardboard (e.g. cereal box) to make the cards more durable (optional)
- cut out the cards

Parents should:

- review the different representations of numbers in Appendix A with their child. If there is a representation that their child did not see in class, they should help them use what they already know about number representations to understand the new representation, using the examples on the cards
- go over the rules of the games with their child. The rules for both games can be found in Appendix B. (Note that memory can be played alone as a practice exercise, or against an opponent.)
- help their child read the instructions, if necessary
- remove some of the cards from the deck to begin with, if they see that their child is struggling to make matches. Before putting the whole deck together, parents could remove one pair of cards corresponding to each range of 100 (e.g. 186, 264, 358, 426,...) or have their child play with only the numbers 107-513 at first, then only the numbers 564-953. Parents can also ask their child which representation they “like” the most and focus on that representation

# Appendix A – Representations of Numbers

## Hundreds Chart

A hundreds chart is a 10 by 10 grid with the numbers one to one hundred printed in the squares. The numbers in the squares can also be printed with different intervals of 100, from 400 to 500 for example.

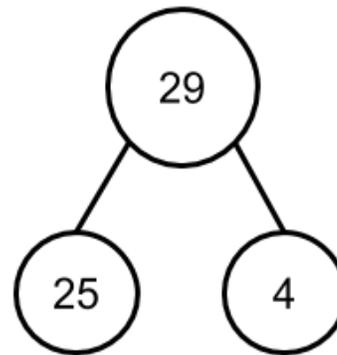
A hundreds chart is organized in a way that helps students to see number patterns. It is organized so that all the columns have the same digit in the ones place and all the rows have the same digit in the tens place.

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									

400	401	402	403	404	405	406	407	408	409
410	411	412	413	414	415	416	417	418	419
420	421	422	423	424	425	426	427	428	429
430	431	432	433	434	435	436	437	438	439
440	441	442	443	444	445	446	447	448	449
450	451	452	453	454	455	456	457	458	459
460	461	462	463	464	465	466	467	468	469
470	471	472	473	474	475	476	477	478	479
480	481	482	483	484	485	486	487	488	489
490	491	492	493	494	495	496	497	498	499

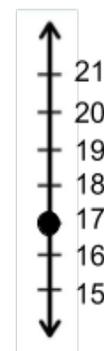
## Number Bonds

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.

12

## 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

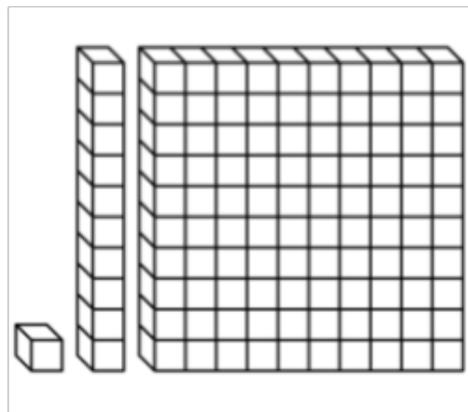
*This place value chart shows that the number 123 contains 1 hundred, 2 tens and 3 ones.*

Hundreds	Tens	Ones
	25	9

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

## 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.



# Appendix B – Card Game Rules

## 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 tries to make a match. In the case of this special deck, a match is two cards that represent the same number.
  - a. If the cards are a match, the player gets to keep them and gets another turn.
  - b. If the cards do not match, once all the players have had a chance to see them, they are turned face down again in their original positions. It is then the next player's turn.
3. The person with the most pairs at the end of the game wins. To find lots of pairs, try to remember which cards are where.

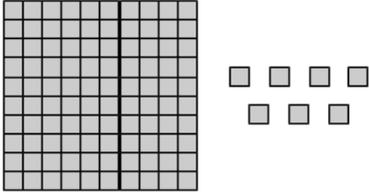
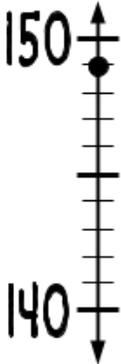
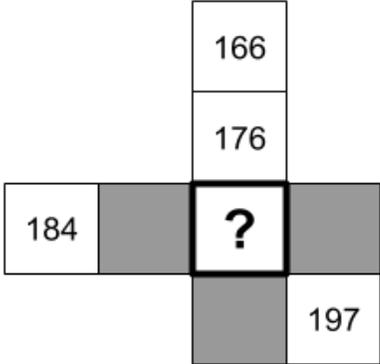
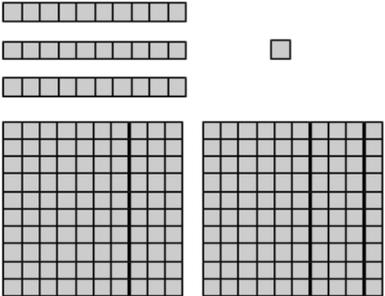
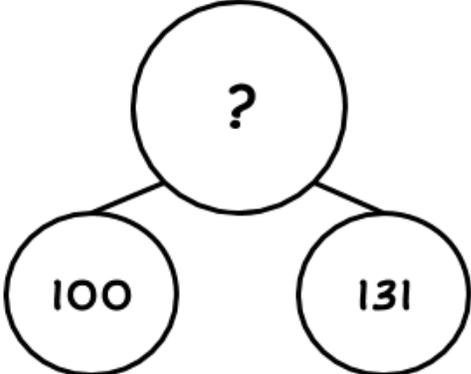
## Game 2: Go Fish!

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

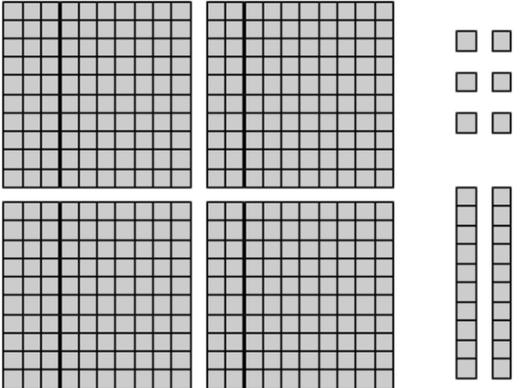
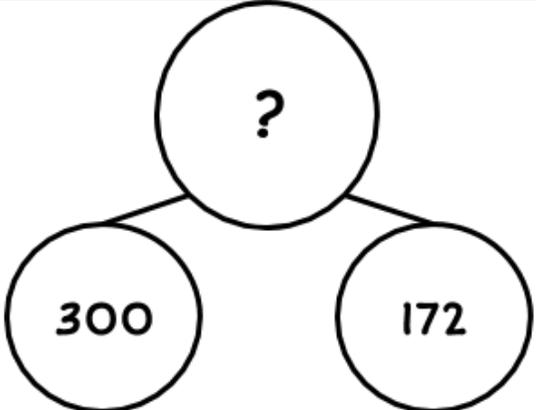
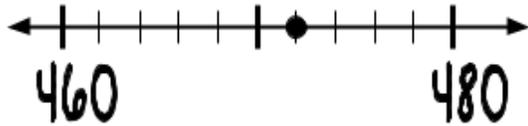
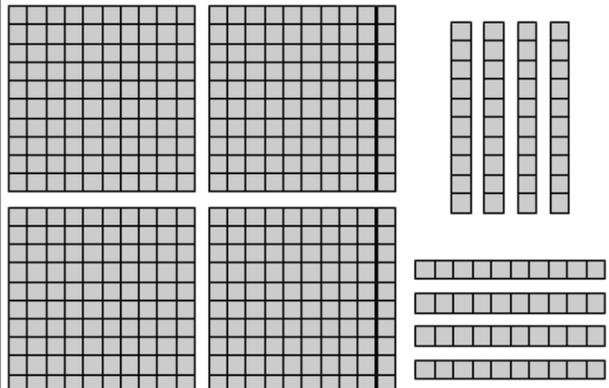
### How to play:

1. Mix up all the cards and 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. Place the remaining cards in a pile face down between the players.
3. Each player checks if they have any pairs in their hand. Players place pairs face up in front of themselves. Players earn a point for each pair.
4. The youngest player goes first, asking one of their opponents "Do you have a \_\_\_\_?" The card requested should be one the player has in their hand.
  - a. If the opponent has the card, they must give it to the player.
    - The player places the pair face up on the table and earns a point for making a match.
  - b. If the opponent does not have the card, they say "Go Fish!"
    - The player must then pick a single card from the deck. If they make a pair, they place it on the table and earn a point.
5. A player who makes a match (from another player or by fishing) takes another turn. When a player does not make a match, the turn passes to the next player in a clockwise rotation.
6. If a player runs out of cards, they pick five from the deck.
7. The game is won by the person with the most points when all the cards are gone.

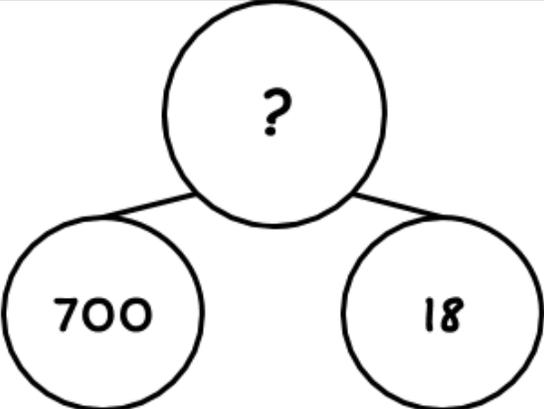
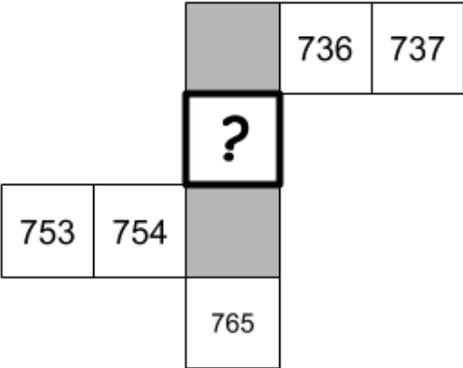
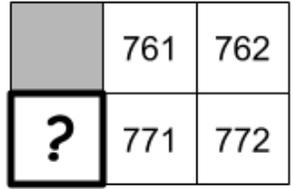
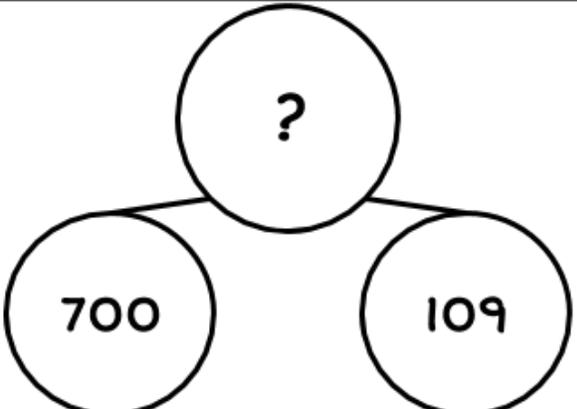
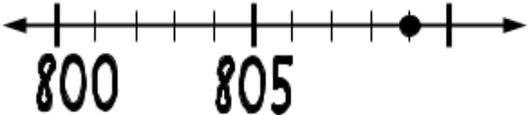
# Appendix C – Deck of Cards

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1	0	7					
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Hundreds	Tens	Ones					
0	18	6					
							

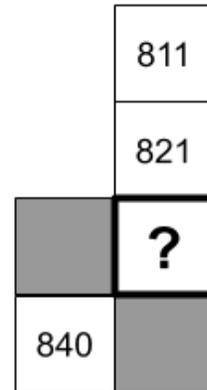
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2	0	64											
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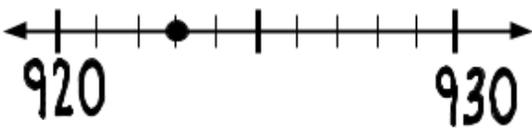
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Hundreds	Tens	Ones					
7	1	8					
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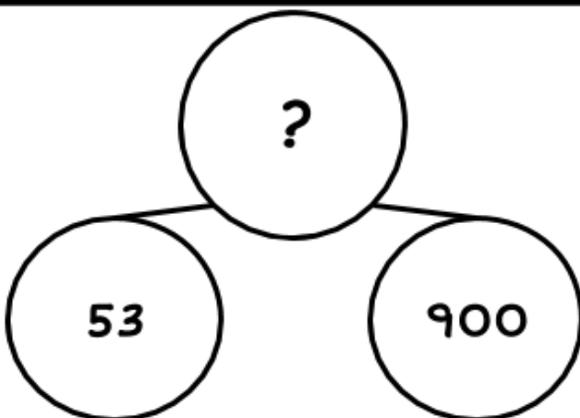
# 831



Hundreds	Tens	Ones
8	6	0



$$900 + 23$$



# 953

# Learn About the Foods That Give Us Energy and Get Moving!

## Information for students

### Activity 1: Foods that gives us energy

1. Watch this video: <https://safeYouTube.net/w/OpqG>
2. What types of carbohydrates do you eat to give you energy for physical activities?
3. What section of the plate below represents the carbohydrates the video talked about?
4. What are some other healthy foods you eat? You can write them down, draw them, or eat them!
5. How do you feel after eating these healthy foods? Find out why they are important! For example, they:
  - help you concentrate and learn
  - strengthen your bones and muscles
  - help all important parts of your body, such as your heart, your eyes, and your brain



### Activity 2: Let's learn how to juggle

1. Find two scarves or other light objects that you can throw and catch easily.
2. Watch the following video and learn how to start juggling: <https://safeYouTube.net/w/LqG>
3. Now that you have practised with scarves, try throwing a small ball in the air and catch it with the same hand.
4. Find a second small ball and practise juggling with two small balls, as you did with the scarves.

### Materials required

- Device with Internet access
- 2 light objects (e.g. scarves)
- 2 small balls

## Information for parents

### About the activity

Children should:

- learn about foods and their benefits, such as why they are important when doing physical activity
- try out different ways of how to juggle with two objects

Parents could:

- ask their children about the types of food that are important for physical activity and why eating a variety of healthy foods is important for their body
- do the activity with their children, or alternate between support and autonomy

# Summer Bucket List

## Information for students

- A bucket list is a list of things you would like to do before or during a certain time.
- Watch this video: <https://youtu.be/iQ0wupJqfAI>. Research other kids' bucket list items for inspiration.
- On a piece of scrap paper, compile a list of things you hope to do this summer: your “Summer Bucket List.” Some examples are:
  - Build a giant sandcastle.
  - Have a bike race with a family member.
  - Go to the beach and jump over waves.
  - Paint a self-portrait.
  - Write a funny comic book.
  - Start a collection (stones, stickers, photos, etc.).
  - Host a yard-game tournament with your family.
  - Organize your books or toys.
  - Learn a new game.
  - Start or participate in a book club with family and friends.
  - Have a backyard picnic.
  - Play in the rain.
  - Fly a kite.
  - Make a fort.
  - Make mud pies.
  - Start a garden or plant flowers.
- Once you have a list, either draw a large bucket or use the template provided. Inside the outline, put all of your bucket list items. Make it bright and colourful, like the summer. You can use pictures, photos, magazine clipping, drawings, sketches and words to illustrate your ideas.

## Materials required

- Device with Internet access to watch the video and research bucket list ideas
- Paper or bucket printout
- Writing and drawing materials

## Information for parents

- Help the student to access the video and research the ideas of others.
- Discuss the possibilities and restrictions with the student.

