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Birds of a Feather

Information for students

This week students are going to learn to observe closely and use descriptive language.

You will read a book by Susan Edwards Richmond about the annual Great Backyard Bird Count. You will then find out how to identify birds by their colours and calls. You can also try drawing and describing birds.

- Click on the link to watch and listen to Susan Edwards Richmond read her book, *Bird Count*: <https://youtu.be/clBxjtr7TCk>
- Explore these websites:
 - To help you identify birds in your area using their colours, see the *Oiseaux du Québec* website: <https://www.oiseauxparlacoaleur.com/index.html>
 - To help you match birds with their calls and other sounds they make: <https://www.youtube.com/watch?v=z-ZmieT6YQg>
 - To learn more about the activity that Ava, in the book *Bird Count*, participates in: Great Backyard Bird Count <https://gbbc.birdcount.org/>
- Go outside, either by going into your yard, to a park or just sitting on your balcony. Sit quietly and watch birds as they look for food, build nests and call out to one another.
- Use a sketchbook or notepad to note the number and types of birds you see. Observe closely to see different colours, beak shapes, flight patterns and more.
- The *Oiseaux du Québec* site describes what birds look like very well. Read some of the language and then try to create your own page or pages for a bird observation guide. Use the appendix.

Materials required

- Device with Internet access
- Paper and pencil, preferably a notebook
- Drawing materials
- Binoculars (optional)





Information for parents

Children should:

- read *Bird Count* by Susan Edwards Richmond and discuss the different types of birds in the book.
- explore the Great Backyard Bird Count website and learn about the annual bird count conducted by amateur scientists each February.
- watch and listen to the bird sounds video.
- read the descriptions of birds on the website *Oiseaux du Québec* in English and French.
- identify birds in your local area.
- observe, describe and draw local birds.

Parents could:

- help your child navigate each website.
- help children set up an observation area in the backyard, on the balcony or in a local park.
- discuss descriptions and sounds made by birds with your child.
- consider volunteering to count birds with your child during the Great Backyard Bird Count which will be held in February 2021.



Appendix – Birds of a Feather

Bird Observation Guide

by: _____ (amateur ornithologist)

Date observed: _____

Place observed: _____

Overall size: _____

Beak colour, shape and size: _____

Eye colour: _____ Colour of legs and feet: _____

Colours and patterns of the feathers on head: _____ tail: _____

wings: _____ and breast: _____

Any crests or unusual features: _____

Sound: Use your own words to describe the call. Use words like 'caw, caw' or put imaginary words to the song like 'Sweet, Sweet Ca-na-da':

Quick Reference: Size & Shape


Ruby-crowned Kinglet
Length: 4.25 in
Wingspan: 6.75 - 7.5 in


House Sparrow
Length: 5.5 - 6.5 in
Wingspan: 9.5 - 10 in


European Starling
Length: 8.5 in
Wingspan: 15.5 in


Ring-billed Gull
Length: 18-19 in
Wingspan: 48 in


Red-tailed Hawk
Length: 19 - 25 in
Wingspan: 46 - 58 in



English Language Arts

Behaviour: What is the bird doing? Is it feeding in flight or searching in the leaves?



Make a quick sketch here or on a separate sheet of paper. You can fill in details later.



To extend this activity: If you are really interested in bird watching, you can visit the [Audubon](http://Audubon.org) website. John James Audubon was an American naturalist who created an incredible book called *Birds of America* using life sized drawings of birds. The book was published over 200 years ago and is considered a pioneer in wildlife illustration. Modern day books and field guides are available online. There are also many bird watching organizations in Quebec to discover.

Happy birding!

Illustration: Song Sparrow by JJ Audubon
Illustrations available free from Audubon.org



Qui suis-je ?

Information for students

Dans cette activité, tu vas jouer un jeu de devinette et écrire ta propre devinette. Une devinette est un jeu d'indices pour faire deviner une réponse.

- Lis chaque devinette.
- Écris ta réponse dans la bulle.

#1 Je suis dans la cuisine.
Je suis souvent rectangulaire.
On m'utilise pour réchauffer des plats.
Qui suis-je ?

Réponse :

#2 Je suis un véhicule à deux roues.
Je n'ai pas de moteur.
On me fait avancer en pédalant.
Qui suis-je ?

Réponse :

#3 J'ai un museau pointu.
Je suis un mammifère carnivore.
Mon pelage est roux.
On m'utilise dans l'expression : Je suis rusé comme un ...
Qui suis-je ?

Réponse :

Écris ta propre devinette.

Ta devinette fera découvrir :

-
- Un animal
-
-
- Une personne
-
-
- Un objet



Écris 3 indices. (Utilise la première personne du singulier « Je »)

1 _____

2 _____

3 _____

Ajoute ta question.

Qui suis-je ?

N'oublie pas ta réponse.

Materials required

- Du papier
- Un crayon

Information for parents

Parents should:

- read the instructions with your child, if necessary.
- discuss the questions together.
- read the riddles with your child, if necessary.
- help your child find the answers to the riddles.
- help your child write complete sentences using known words.



Make the Product¹

Information for students

This activity will help you improve your ability to combine factors in different ways, while allowing you to practice multiplication.

Instructions

- Use the game board provided in Appendix A to find a path to reach a product of 12, 18, 24, 36, 48 or 64.
- You can move only horizontally (side to side) and vertically (up and down). You cannot move diagonally.
- One option for playing the game would be to find all the paths that will result in a product of 12 before finding paths that will result in a product of 18.

Materials required

- Appendix A: Game Board for Make the Product
- Writing materials and paper (optional)

Information for parents

About the activity

Children could:

- Explain their solutions by describing the different paths, the different factors and the path or solution that involves using the fewest number of factors.
- Show their understanding of the operation in another way by drawing a picture or creating a story problem that represents the path followed to make the product.
- Keep track of the paths they use to reach a product by recording their paths and products on a piece of paper or a white board.

Parents should:

- Encourage students to talk about their strategies.
- Provide a calculator so that students can check their own path to determine if it makes sense. The calculator can also be used to determine a new path by trial and error. In this case, it is strongly recommended that children record their paths on a piece of paper or a whiteboard.

¹ Patsy Kanter and Steven Leinwand, *Developing Numerical Fluency* (Portsmouth: Heinemann, 2018), 125.



Appendix A: Game Board for Make the Product

Information for students

- Use the game board below to find a path to reach a product of 12, 18, 24, 36, 48 or 64.
- You can move only horizontally and vertically (not diagonally).
- Example: Start at the 2 in the upper right corner, move down to 2 and then left to 3 to create the path $2 \times 2 \times 3 = 12$.

1	2	1	2
2	4	3	2
2	4	3	2
1	2	1	2

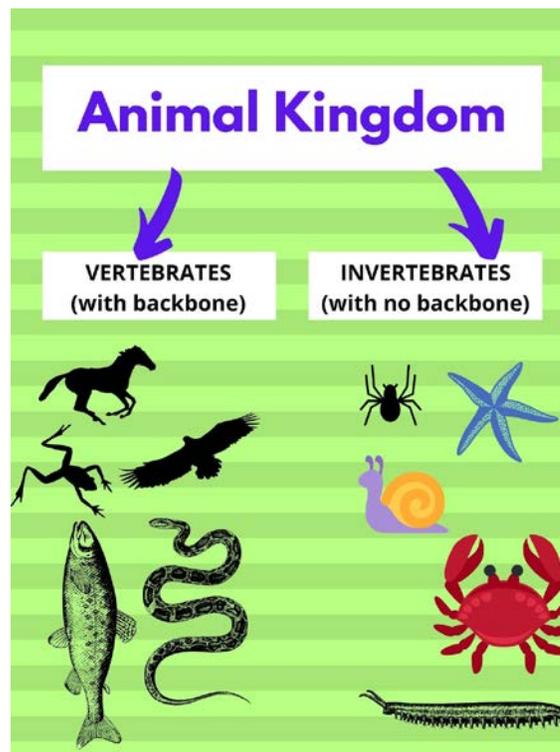


Animal Classification

Information for students

Over 250 years ago, a scientist named Carl Linnaeus decided to create a system that would organize all living things on Earth. His classification system has helped scientists organize all the animals and plants you see as well as those that are microscopic (you need a microscope to see them).

- All living things are organized in 6 groups called kingdoms. This week, we are going to focus on one of them: the **animal kingdom**.
- There are many, many different kinds of animals. Using a classification system, all the animals are put into different categories based on their characteristics and behaviour.
- The animal kingdom is divided into 2 groups: vertebrates and invertebrates.
 - “**Vertebrate**” means “having a backbone.” Humans are vertebrates, just like dogs, goldfish, and blue jays.
 - If an animal does not have a backbone, it belongs in the **invertebrate** or no-backbone category.

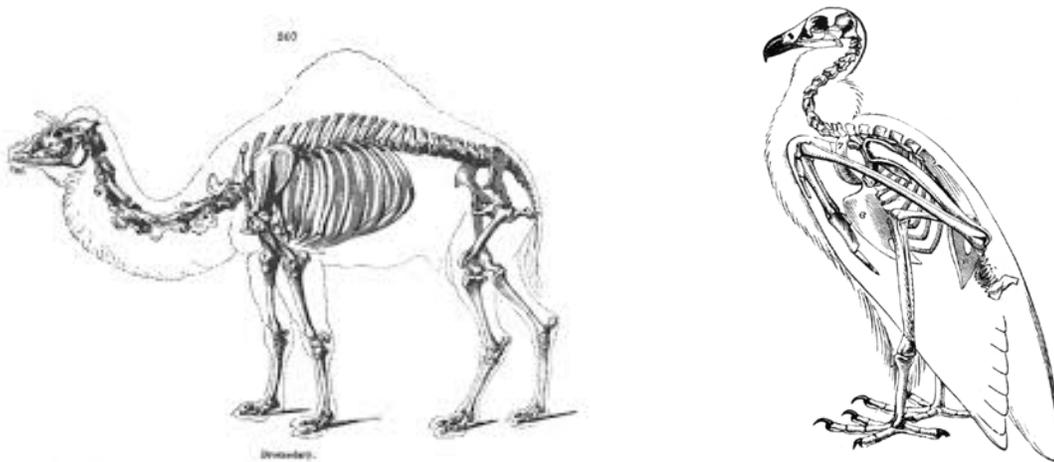




Science and Technology

- Find your vertebrae! Bend your body forward. Move your hand and touch the middle of your back. Your vertebrae run from the base of your head all the way to the bottom of your back. *Can you find them?*

Can you spot the camel's vertebrae²? How about the vulture's vertebrae³?



- The vertebrate group is divided into 5 main groups called **classes**. After all, even though they both have vertebrae, camels and vultures have many differences. These five classes are: mammals, fish, birds, reptiles, and amphibians.
- In the activity “What’s my Class?” found in Appendix A, you will try to group different animals together to determine their class.
- **Warm-blooded:** refers to animals that are able to keep their body temperature the same no matter what the temperature is around them.
- **Cold-blooded:** refers to an animals whose body temperature gets hotter or colder based on the temperature of the air. For example, when lizards are too hot, they need to find shade quickly to cool down. If they are cold, they need to find a heat source quickly to warm up.

Watch this video for more information on [Animal Classification](#)

² Richard Owen, *Camel Skeleton – On the Anatomy of Vertebrates (1866)*, 2011, JPEG, 222 KB, Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Camel_Skeleton_-_Richard_Owen_-_On_the_Anatomy_of_Vertebrates_\(1866\).jpg](https://commons.wikimedia.org/wiki/File:Camel_Skeleton_-_Richard_Owen_-_On_the_Anatomy_of_Vertebrates_(1866).jpg)

³ 304641, n.d., GIF, 96.16 KB, Cliparts.co, <http://cliparts.co/clipart/304641>



Summary:

- All living things are organized using a system of classification.
- There are 6 kingdoms of living things.
- One of the kingdoms is called the animal kingdom.
- The animal kingdom is divided into two groups: the vertebrates and the invertebrates.
- “Vertebrate” means “having a backbone.”
- Vertebrates are divided into 5 main classes: mammals, fish, birds, reptiles, and amphibians.
- Animals in a class have similar characteristics.
- Warm-blooded animals are able to keep their body temperature the same, and cold-blooded animals are not able to.

Materials required

- Paper
- Pencil
- Glue stick
- Scissors

Information for parents

About the activity

Children should:

- continue their learning by playing an online game called [Sortify](#)
- use books or the Internet to complete the activity found in the Appendix

Parents could:

- ask their child the following questions:
 - In the animal kingdom, what are the two main groups? *Vertebrates and Invertebrates*
 - What are the 5 main classes in the vertebrate group? *Mammals, Birds, Reptiles, Fish and Amphibians.*
 - What can you tell me about mammals? Fish? Amphibians? Reptiles? Birds? *See chart above.*
 - What is the difference between warm-blooded animals and cold-blooded animals? *Warm-blooded animals can keep their body temperature the same no matter what the temperature is around them. The opposite is true for cold-blooded animals.*
- help their child check the answers using Appendix C.



Appendix A – What is my Class?

Information for students

Below is a list of 10 animals that belong to the vertebrate group. Each class has 2 animals that have characteristics in common. Which animals belong together?

Cat

Salmon

Blue jay

Frog

Python

Giraffe

Tuna

Eagle

Turtle

Toad

Class 1	Class 2	Class 3	Class 4	Class 5
1. Giraffe	1.	1.	1.	1.
2. Cat	2.	2.	2.	2.



Science and Technology

Your chart is missing **class names**. What do you think the name of the class with toads and frogs would be? *What about the class with eagles and blue jays?*

If an animal...		Class Name
<ul style="list-style-type: none"> • Has feathers • Lays eggs • Is warm-blooded 	Then, it is a...	
<ul style="list-style-type: none"> • Has fur or hair • Feeds their babies with milk • Has lungs • Is warm-blooded 	Then, it is a....	
<ul style="list-style-type: none"> • Lays eggs • Starts its life in the water, then develops lungs to live on land • Is cold-blooded 	Then, it is an...	
<ul style="list-style-type: none"> • Lays eggs • Has skin covered in scales • Is cold-blooded 	Then, it is a...	
<ul style="list-style-type: none"> • Lays eggs • Lives in water • Has fins and gills • Is cold-blooded 	Then, it is a...	

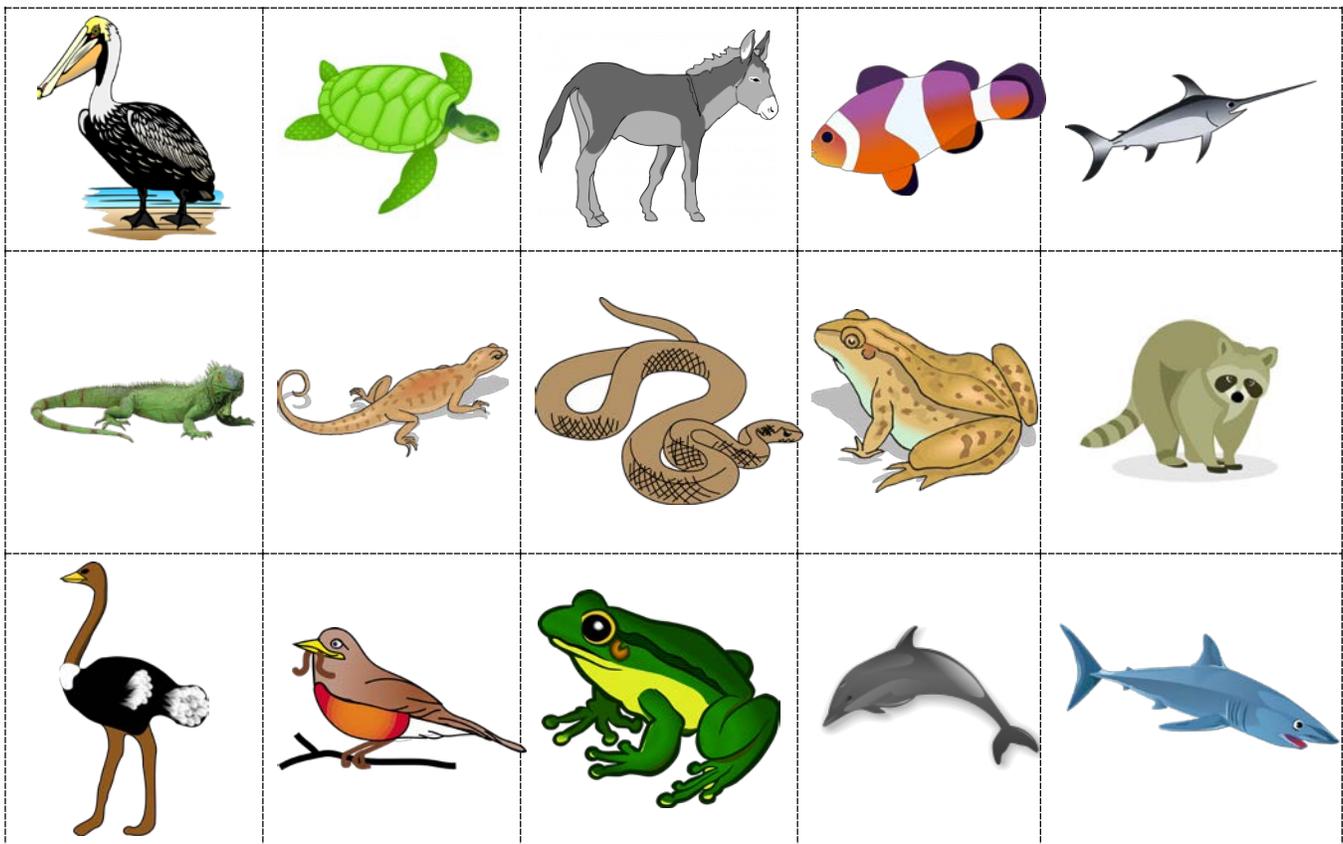


Appendix B – Classifying Vertebrates

Instructions: Cut the pictures of the animals (next page) and place them into their correct class in the **grey boxes** below. In the **white boxes**, draw two more animals that belong to that class..

VERTEBRATES

CLASSES				
MAMMALS	FISH	BIRDS	REPTILES	AMPHIBIANS

Image Sources⁴

⁴ Pelican Bird Vector Image, 2014, SVG, 0.06 MB, Public Domain Vectors, <https://publicdomainvectors.org/en/free-clipart/Pelican-bird-vector-image/10738.html>
Green Sea Turtle Vector Clip Art, 2015, SVG, 0.11 MB, Public Domain Vectors, <https://publicdomainvectors.org/en/free-clipart/Green-sea-turtle-vector-clip-art/31512.html>
Donkey-clipart-vertebrate #940894, n.d, PNG, WebStockReview, <https://webstockreview.net/pict/getfirst>
Acaladolopes, clown-fish-coral-underwater-nemo-4033036, 2019, PNG, Pixabay, <https://pixabay.com/vectors/clown-fish-coral-underwater-nemo-4033036/>
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Ciker-Free-Vector-Images, 46181, 2012., PNG, Pixabay, <https://pixabay.com/vectors/brown-shadow-away-salamander-46181/>
Ciker-Free-Vector-Images, 46157, 2012, PNG, Pixabay, <https://pixabay.com/vectors/snake-brown-reptile-slithering-46157/>
Ciker-Free-Vector-Images, 46396, 2012, PNG, Pixabay, <https://pixabay.com/vectors/frog-amphibian-tropical-rainforest-46396/>
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OpenClipart-Vectors, 1295172, 2016, PNG, Pixabay <https://pixabay.com/vectors/amphibian-animal-frog-nature-1295172/>
Dennis CommonsWiki, Dolphin.svg, 2005, PNG, Wikimedia Commons, <https://commons.wikimedia.org/wiki/File:Dolphin.svg>
Wildchief, Blue Shark, 2012, PNG, PublicDomainFiles.com, http://www.publicdomainfiles.com/show_file.php?id=13533865216285



Appendix C – Solutions

Class 1	Class 2	Class 3	Class 4	Class 5
1. Giraffe	1. Tuna	1. Eagle	1. Turtle	1. Frog
2. Cat	2. Salmon	2. Blue jay	2. Python	2. Toad

If an animal...		Class Name
<ul style="list-style-type: none">• Has feathers• Lays eggs• Is warm-blooded	Then, it is a...	BIRD
<ul style="list-style-type: none">• Has fur or hair• Feeds their babies with milk• Has lungs• Is warm-blooded	Then, it is a....	MAMMAL
<ul style="list-style-type: none">• Lays eggs• Starts its life in the water, then develops lungs to live on land• Is cold-blooded	Then, it is an...	AMPHIBIAN
<ul style="list-style-type: none">• Lays eggs• Has skin covered in scales• Is cold-blooded	Then, it is a...	REPTILE
<ul style="list-style-type: none">• Lays eggs• Lives in water• Has fins and gills• Is cold-blooded	Then, it is a...	FISH



Think About the Sports You Like and Get Moving!

Information for students

Note: Click [here](#) to view the activities below in a Google Slide format.

Activity 1: To each their own!

Watch [this video](#).

What are your favourite physical activities and sports? Do you prefer activities that you carry out alone, or in a team? Why?

Activity 2: The kata Heian Shodan

Watch the beginning of [this video](#) to get an idea of how Heian Shodan karate is practised.

Look at [this image](#) to see the individual movements in a Heian Shodan sequence.

Try some of the movements. Can you put some together to create your own sequence?

After practising the movements in the image, watch the video again and see if you can follow along for some sequences.

Materials required

- None

Information for parents

About the activity

Children should:

- learn about different types of physical activities
- carry out a kata activity

Parents could:

- ask their children questions about the types of physical activities they prefer
- carry out the activities with their children, or alternate between supervision and independent play, depending on the activity



Make Your Mark: Painting with Natural Paintbrushes

Information for students

A few weeks ago, you tried out creating found object art just like Andy Goldsworthy. Today, you will again be going out into nature to collect various materials. However, this time you will be using what you find to paint. What can you find outdoors to use as a paintbrush? Pretty much anything!

What does it mean to “make your mark”? This can mean a variety of things, but when thinking about it in terms of visual art, it refers to how the paint is being applied to your page. Think about different ways paint can be applied: thick versus thin lines, dark versus light, dots, patterns, textures, etc. Now imagine all the possible ways you can use nature to help create those marks!

The marks an artist uses can reflect the kind of mood they want their art to convey. Feeling moody or angry? Maybe you want to go with thick, dark, and intentional strokes. Feeling sleepy and content? Maybe wavy or muted marks are more your style.

Let's get started! Head outside and pick a few different kinds of plants. Make sure to grab several so you can tie them together to create a paint brush. Some ideas might be twigs, blades of grass, clovers, a small branch with a new bud, tree bark, feathers, flowers, pinecones, etc.

- Remember to do this with an adult. Some things in nature can contain poisonous or dangerous parts. It is important to be very careful when collecting items and to carefully wash your hands afterwards.

Once you have found your material, use small pieces of string to tie them together to create your paintbrushes. If they aren't very long, you can tie them to the end of a twig or popsicle stick.

Use your natural paint brushes to experiment with various ways of making marks on a paper by dipping them into paint and dragging, tapping, rolling, or scraping them across a page. Think about the feelings you wish to convey and have fun challenging yourself to create an original painting with your very own original tools.

Materials required

Please list and describe the materials required

- Objects found in nature
- 5-6 short pieces of string
- Scissors
- Paint
- Paper



Information for parents

Help your child gather necessary materials and ensure they are aware of what items in nature they are allowed to use.

Read the instructions to your child, if necessary.

Discuss the kinds of markings your child was able to make. Invite them to discuss what kind of mood the various markings create in their art. Ask them which natural paintbrush was their favorite and why.



Sketching a Religion

*Information for students

All religious traditions have a variety of ways to express their beliefs, like using objects and symbols. In this activity, you will research the objects and symbols linked to a religion and draw sketches of them. These sketches will be used in next week's Ethics and Religious Culture activity.

Choose a religion that interests you from this list: Christianity, Judaism, Islam, Buddhism, Sikhism, Native Spirituality, Hinduism or any other religion you would like to explore.

Find reliable sources of information to learn more about the objects and symbols related to the religion you chose. There are many ways for you to find information: you can use your personal experience, you can look on the Internet, you can use a book or you can even contact someone you know (like a relative, a friend or a spiritual guide). You may want to ask an adult for help.

Use white pieces of paper or a sketchbook to write down 1 or 2 sentences about each object and symbol you find interesting.

Draw a sketch for each object or symbol. You don't need to be an artist to sketch. A sketch is something you draw quickly and that does not have to be perfect. You want to focus on the details, the shapes, the lines and the colours you see.

Keep this information and these sketched safe until next week. You will need them for the next activity.

Materials required

- Sheets of paper or a sketchbook
- Pencil or crayons

Information for parents

About the activity

Parents should:

- Support their child in finding reliable sources of information
- Discuss how different religious objects and symbols often use shapes, colours and lines to help celebrants understand a visual message linked to a belief or tradition
- Help their child keep this week's work in a safe place until next week

* This is the first part to a two-week activity.



Going to Town

Information for students

What can you learn about a city by visiting it? In this activity, you will read about a young boy's visit to Montréal in 1745. Fill in the chart below based on what you have learned from his visit.

Instructions

- Read the text Going to town online or print a copy of it.
- Fill in the chart in the Appendix to establish the facts about this town.
- Find as much information as you can in the text.

Materials required

- Useful resources, depending on personal preferences and availability:
- Device with Internet access
- Writing materials (paper, pencil, etc.)
- Printer

Information for parents

About the activity

The aim of this activity is the development of historical thinking and the acquisition of a method of establishing historical knowledge. The ability to perceive the organization of a society in its territory is essential because it makes it possible to recognize and interpret changes over time and to compare the organization of societies and of territories. (MEES QEP, page 186).



Appendix

- Fill in the chart below based on what you have learned about life in Montréal in 1745.

Homes	Food	Transportation
Tools and weapons	Tasks	Children's lives
Government	Beliefs	Trade and commerce

- Based on the information above, what aspects of life have changed since 1745?

- What aspects of life have remained the same?