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A Thousand Words

Information for students

It is said that a picture is worth a thousand words. But is it true that a picture can tell a story just as well, if not better, than a thousand written words? This activity will allow students to consider the story behind every image. Students will select one of their own photographs and write a personal narrative to tell the story behind their photo.

Instructions

1. “Journey” is a wordless picture book written and illustrated by Aaron Becker. Read the story and discuss the following questions with a friend or family member: <https://safeyoutube.net/w/W4AJ>
What is the big idea of the book? How does your experience reading a wordless picture book differ from a picture book with many words?
2. Listen to a TedxYouth talk by Greta Friesen in which she speaks about the true story behind her photos: <https://safeyoutube.net/w/y8AJ>
3. With a friend or family member, look through your old photographs. Whether you are flipping through the pages of a photo album, or clicking and scrolling through a digital album, talk about the memories that the photos bring back. Where did it take place? What was happening? What feelings do the photos bring up?
4. Select the photograph from your photo album that is the most meaningful to you. Consider the story of this photo. What happened before the photo was taken? What happened after the photo was taken? What details or information does the photo not show?
5. You will be writing a personal narrative based on your chosen photograph. Print the personal narrative graphic organizer in the appendix and use it to plan your writing.
6. Write your personal narrative.
7. Proofread and revise your work carefully.
8. Share your work with a friend, or family member.
9. Bonus: With a friend or family member, take a moment to consider, talk about, and enjoy these beautiful photos: <https://www.cbc.ca/kidsnews/post/photo-of-the-day>. Maybe you have been encouraged to capture your own inspiring photographs!

Materials required

- Device with Internet access
- Paper and writing materials
- Print out of the personal narrative graphic organizer

Information for parents

Children could:

- peer conference with a friend
- take photos!

Parents could:

- help navigate online resources, if necessary
- look through some family photos with your child and discuss the stories behind each photo
- engage in a discussion about the book read, as well as the work done
- praise all efforts!

Appendix - A Thousand Words

Name _____

Personal Narrative

My Small Moment Topic

Set the Scene: Provide information the reader will need to understand your story.

<p>Who is in this story with you?</p> <p>When/where does it take place?</p>	<p>Emotions, feelings and reactions you want to share with your reader.</p>	<p>Sensory Details</p> 
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The Hook: Catch your reader's attention with your first sentence.



Beginning

Detail

Detail

Detail

Conclusion: _____

Gardiens avertis

Information for students

Tu as onze ou douze ans et tu aimes les enfants? Tu as déjà suivi ton cours de **Gardiens avertis** ou tu penses le suivre? Tu aimerais avoir un emploi occasionnel pour garder des enfants? Es-tu prêt?

1. Réfléchis aux scénarios suivants et détermine ce que tu ferais si cela t'arrivait :
 - a. En route vers le parc, Mathieu, trois ans, court sur le trottoir. Il tombe et se fait mal au genou. Sa sœur Myriam, huit ans, ne veut pas retourner à la maison.
 - b. Les parents de Tanya, neuf ans, et de Nicolas, deux ans, ont laissé une pizza au congélateur. Tu la mets au four et, cinq minutes avant la fin du temps de cuisson, Nicolas se met à pleurer. Sa couche doit être changée.
 - c. Tu es à la maison des Bélanger et tu gardes les enfants. Tout va bien jusqu'à ce qu'on sonne à la porte.
 - d. Il est 19 h 30 et tu te prépares à mettre au lit Brian et Anthony. Mais où est donc Brian?
 - e. Kiana, huit ans, et son frère Liam, sept ans, regardent la télévision. Tout à coup, Liam veut changer de poste car il n'aime pas l'émission en cours alors que c'est l'émission préférée de Kiana. La dispute commence.
2. Les [ressources suivantes](#) pourraient t'aider à trouver des solutions pour faire face à ces situations.
3. Discute de tes idées avec un adulte.
4. Choisis l'un des scénarios et explique ta réponse par écrit.

Materials required

- Papier et crayon
- Ordinateur avec accès à Internet (facultatif)

Information for parents

Children could:

- reflect on the situations that could occur during a babysitting session
- discuss their ideas with an adult
- write a description of their actions in the chosen situation

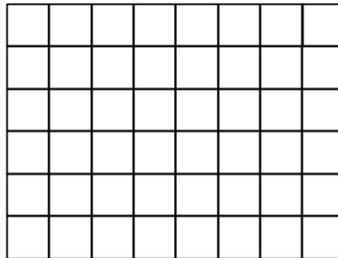
Parents should:

- help their child find solutions to the chosen situation
- help their child to envision what the solution would be
- click here to find out more about the **Gardiens avertis** course: <https://www.croixrouge.ca/cours-et-certificats/description-de-cours/description-des-cours-de-secourisme-a-la-maison/gardiens-avertis>

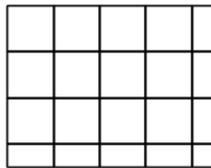
Whole Number Area¹

Information for students

- Consider a rectangle. If the side lengths are whole numbers, then the area is also a whole number. For example, a 5 x 7 rectangle has an area of 35 square units. We can multiply, or we can just count whole squares.



- Can a rectangle have non-whole number side lengths, but with a whole number area? Imagine filling the rectangle with squares: there will be a bunch of cut-off pieces. For example, consider a rectangle that measures 3.5 units by 4.5 units. Of course, it is possible to multiply to find the area, but you can also count the squares.



In the picture, there are 12 whole squares, 7 half squares and 1 quarter square. That gives you a total of 15.75 square units — not a whole number. If all those fractional parts fit together just right, is it possible to have only whole squares with no parts left over?

- Find a rectangle where both side lengths are fractions or decimals, but where the area is a whole number.
 - If you are stuck, start with a rectangle that has one side length that is a whole number, one side length that is a fraction or decimal, and an area that is a whole number.

Materials required

- Pencil, eraser
- Appendix A or grid paper
- Calculator

¹ Adapted from Dan Finkle, “Rectangles with Whole Area and Fractional Sides,” last modified February 20, 2020, <https://mathforlove.com/lesson/rectangles-with-whole-area-and-fractional-sides/>

Information for parents

About the activity

Children could:

- try rectangles with different dimensions that are not whole numbers
- use fractions or decimals to indicate side lengths
- count squares on the grid paper or use multiplication to find the area of each rectangle
- use a calculator to do their multiplications

Parents should:

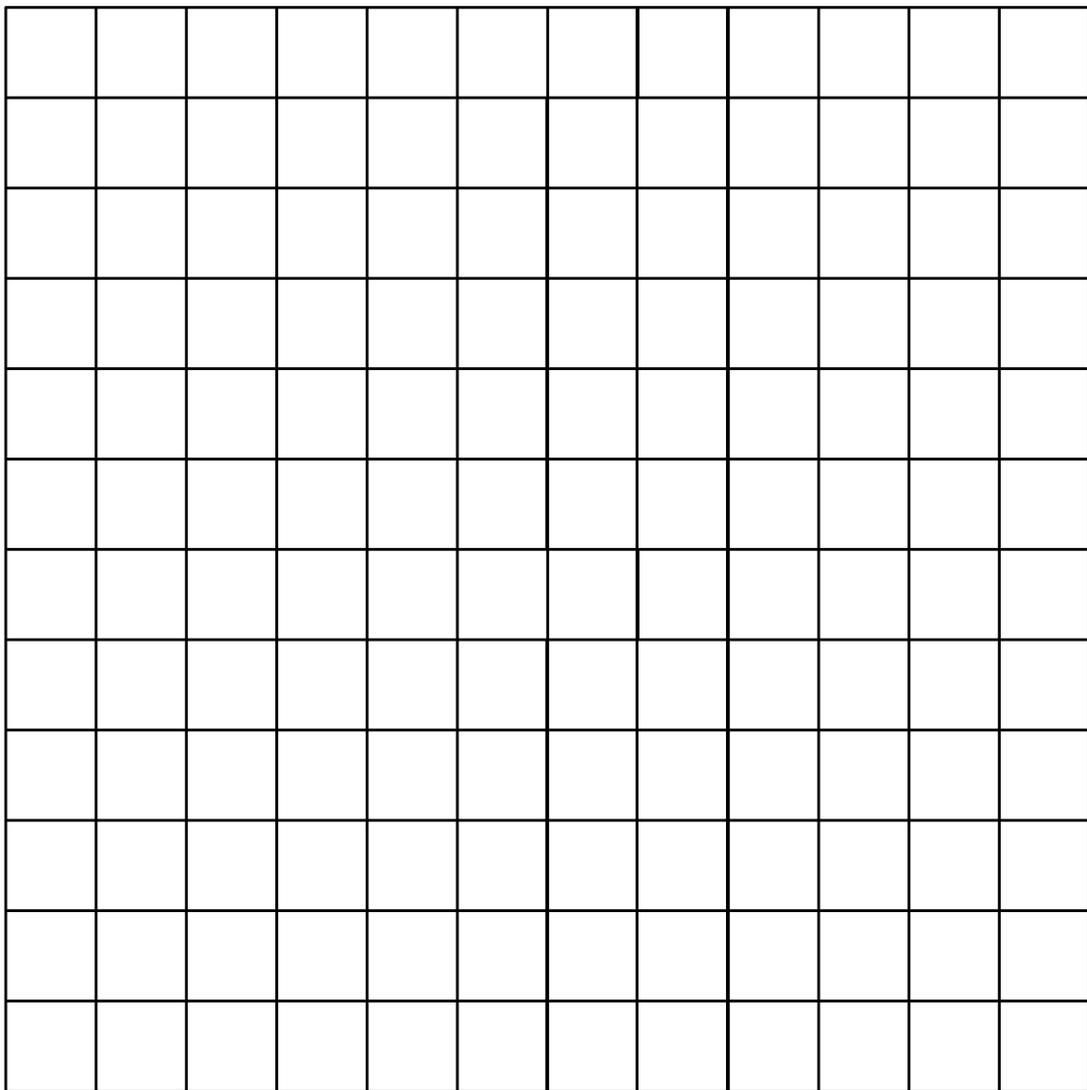
- help their child persevere in their attempts
- help their child look for patterns as they count squares or use multiplication to find the area of each rectangle

Examples of appropriate solutions can be found in Appendix B.

Appendix A: Whole Number Area

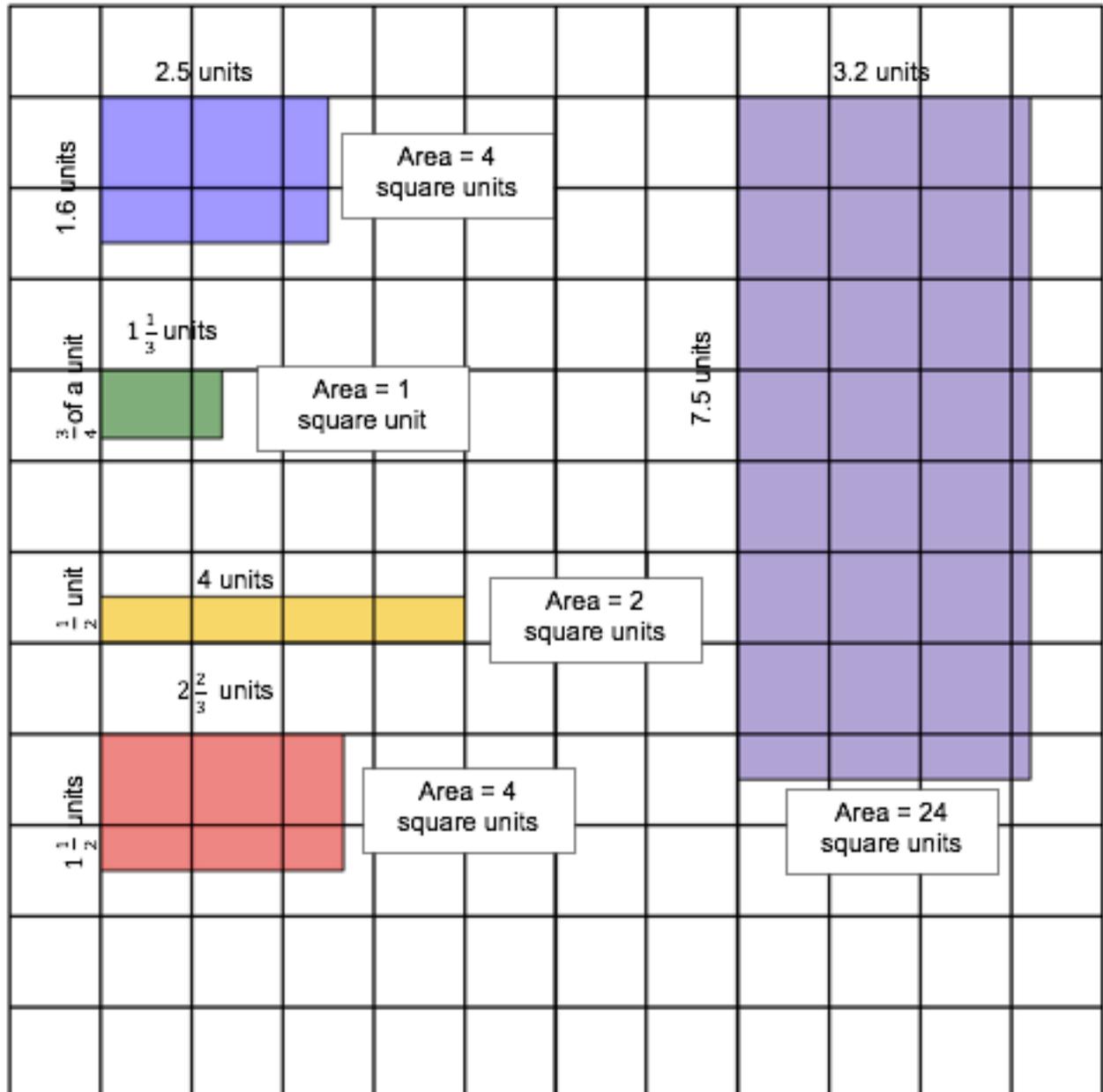
Information for students

- Find a rectangle where both side lengths are fractions or decimals, but where the area is a whole number.
 - If you are stuck, start with a rectangle that has one side length that is a whole number, one side length that is a fraction or decimal, and an area that is a whole number.



Appendix B: Possible Solutions

These are examples of solutions (many other solutions are possible)



Plant Movement

Information for students

If you look at the picture² of the bamboo shoot on the right, you might think that bamboo naturally grows in a spiral, but it does not. So, **why is this bamboo shoot in a spiral and how did it get that way?**

We are going to perform a series of experiments to try to answer the above question.

- Make a list of the different plants growing in your garden. If you don't have a garden, you could make a list of the plants growing in your local park.
- Make a T-chart (pictured on the right) of what the plants have in common and what their differences are.
- Where would your plants grow best? Make a list of the things that help plants grow fast and strong.

Materials required

- Pencil and Paper
- Bean seeds from a local plant store
- 4-6 small flower/seed pots
- A large transparent plastic container
- Device with Internet access (optional)



Example of a T-chart:

Commonalities	Differences

² "Bamboo, Flora, Foliage, Fresh, Freshness, Gray, Green, Growth, Herbal, Herbs" n.d. JPEG, PXFuel.com, <https://www.pxfuel.com/en/free-photo-jrcoi>

Information for parents

About the activity

Children should:

- research the following terms:
 - phototropism
 - hydrotropism
 - geotropism
 - positive or negative tropism

Parents could:

- help their children navigate to the correct websites
- read the questions aloud, if necessary
- discuss the ideas being discovered and experimented with
- watch this brief video explanation: <https://www.youtube.com/watch?v=pCFstSMvAMl>

Appendix A:

Activity 1: The Importance of Light

- Plant 2 or 3 bean seeds in a small pot and leave the pot by a window. Water it regularly.
- Plant 2 or 3 bean seeds in a different small pot and place the pot in a dark box. Water it regularly.
- Plant 2 or 3 bean seeds in a different small pot and place the pot in a box with a small “window” cut out the side. Place the box near a window so that some light can shine into the box.
- Write a hypothesis (a prediction) about how each of the bean plants will grow over the next two weeks.
- After a week or two, note your observations.
 - What do your plants look like?
 - What colour are they, and in what direction did they grow?
- Draw a picture of the plants and explain why each one grew the way it did.

Activity 2: Looking for Water

- Plant 2 or 3 bean seeds in a large transparent plastic container. Make sure to place the beans against the side of the container so that you can observe them as they grow.
- Write a hypothesis (a prediction) of how the roots will grow if you only water the opposite side of the container.
- Water the bean seeds as far away from where you planted them as possible. When you water the seeds, pour enough water to moisten the soil; do not soak it.
- Observe the roots.
 - In what direction did they grow?
 - What colour are they?
- Draw a picture of the roots and explain why they grew the way they did.

Activity 3: Phototropism Box (Optional)

- Watch this video³ with explanations on how to build a phototropism box. <https://www.youtube.com/watch?v=e1uQhcgWBNU>
- Use what you learned about how plants grow in activities 1 and 2 to explain why the bamboo is in a spiral.
- Sketch and explain your answer.

³ Christine Dowal, “Phototropism Box” May, 30, 2020. Video, 1:14, <https://www.youtube.com/watch?v=e1uQhcgWBNU>

Let's Beat the Heat!

Information for students

Activity 1

- The summer can be a fantastic season for getting active!
- We have access to parks, pools, tennis courts and other outdoor areas that can help people stay active.
- Staying active outside can be a lot of fun, but too much time in the heat and the sun can also be dangerous!
- It's very important that we protect ourselves from the sun and the heat.
- Read the web pages below and discuss which strategies you use to stay safe from the sun with a family member.

<https://www.canada.ca/en/health-canada/services/sun-safety.html>

<https://www.canada.ca/en/health-canada/services/sun-safety/sun-safety-basics.html>

<https://www.canada.ca/en/health-canada/services/sun-safety/sunscreens.html#a1>

Activity 2

- Set yourself an attainable goal that you can complete by the end of the summer.
- See Appendix A for more information on how to set a goal.
- No matter what you do this summer, the most important thing is to stay safe and healthy.
- See Appendix B for a checklist on how to keep yourself safe from the sun.

Materials required

- Device with Internet access
- Paper, pen/pencil

Information for parents

About the activity

Children should:

- learn about the importance of wearing sunscreen every day
- learn different strategies to keep themselves safe outdoors during the summer
- set a goal to stay active during the summer

Parents could:

- set goals with their children and help motivate them throughout the summer
- participate in suggested outdoor activities with their children or as a family

Appendix A – Setting Goals

- a) Set yourself a goal to achieve between the end of the school year and the end of the summer. Use the chart below to help guide you to set a S.M.A.R.T goal.

S.M.A.R.T GOALS

S PECIFIC 	Specific means that your goal is detailed and exact. It can answer the questions who, what, where, when, why, and which.
M EASURABLE 	Measurable means you can track your progress and know exactly when your goal is met. It usually involved numbers.
A TTAINABLE 	Attainable means that your goal is a reasonable one. It is not completely out of reach, or too easy for you.
R ELEVANT 	Relevant means that your goal is worthwhile. It is something that is actually important to you right now.
T IMELY 	Timely means that your goal will be accomplished in a set time frame, such as two weeks, three months, or one year.

Example: My goal is to be flexible enough to do the splits.



I will achieve it by stretching my legs every morning. I will write down reminders before bedtime so I remember to stretch in the morning. I will mark down my progress every day.

I will complete my goal in 30 days.

If you choose not to set a goal, you can also challenge yourself to complete certain activities throughout the summer. For inspiration, you can use a 30-day challenge card!

Appendix B – Sun Safety Checklist

a) Here's a quick checklist you can use throughout the summer before you head outside:

**SUMMERTIME
CHECKLIST**

Before going outside today, I will...

- Check the temperature and UV level
- Apply sunscreen 15 minutes before exposure
- Make sure the area I am playing in is safe
- Wear clothing that protects me from the sun (hat, sunglasses, etc.)
- Wear protective gear for my activity (helmet for biking, proper running shoes, etc.)
- Bring a water bottle and stay hydrated!



The illustration at the bottom of the checklist features a sandy beach scene. On the left is a red crab with large eyes and pincers. In the center is a pink starfish with a smiling face. On the right is a blue seashell, a white seashell, and a red starfish.

Celebrate National Indigenous Peoples Day



Information for students

- June 21st is National Indigenous Peoples Day! This is a day to celebrate the unique heritage of Canada's three Indigenous populations: First Nations, Métis and Inuit.
- Read more about National Indigenous Peoples Day here:
<https://www.rcaanc-cirnac.gc.ca/eng/1100100013718/1534874583157>
- June 21st is also the first day of summer, or the summer solstice, when the sun shines for the longest day all year. Many Indigenous communities hold celebrations on or around this day.
- Watch this video of a dance from a powwow held at Manawan, for an example of celebrations held near the summer solstice: https://www.nfb.ca/film/masko_nimiwin_the_bears_dance/
- Read this story called “The Great Festival of Light”, about the importance of the summer solstice, and answer the questions in the “Summer Solstice Sequel”
https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/nIPD_activity_guide_2018_1528380426091_eng.pdf#page=10
- Download and print out the rest of the activity book for more fun puzzles, games and information about Canada's Indigenous Peoples!
https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/nIPD_activity_guide_2018_1528380426091_eng.pdf

Materials required

- Device with Internet access
- Printer
- Paper, writing and coloring materials



Information for parents

About the activity

Parents could:

- help their child find more information about National Indigenous Peoples Day
<https://www.rcaanc-cirnac.gc.ca/eng/1100100013718/1534874583157>
- view the video of the Powwow celebration with their child https://www.nfb.ca/film/masko_nimiwin_the_bears_dance/
- help their child download and print the activity book and accompany their child in the activities as needed
https://www.rcaanc-cirnac.gc.ca/DAM/DAM-CIRNAC-RCAANC/DAM-PPLCOM/STAGING/texte-text/nIPD_activity_guide_2018_1528380426091_eng.pdf

History Revealed Through Art Markings

Information for students

In 100 years, historians may try to interpret text messages with emojis to understand the daily life of present-day Quebecers. Did you know that emojis are only the latest invention in a long history of humans using little visual marks to describe their way of life?

Instructions

View the National Geographic Kids video about how a cave art researcher uncovers the meaning of ancient markings found in caves.

- In the video, we see that symbols can represent complex human emotions and experiences. Stop and think: What symbols might you use to represent aspects of your everyday life?
- Now it's your turn to use your creativity. Create an artistic artifact that will leave a trace of who you are for future historians:
 - Find a rock or other object that you can engrave or paint. (If you prefer, you can use a blank sheet of paper).
 - Draw symbols or other art markings (abstract dots, lines, circles, etc.) that tell a story about aspects of your everyday life.
 - On a separate piece of paper, write a paragraph to express your thoughts. How might your artifact be different if you created it to represent your daily life six months ago? Which symbols would be the same? Which symbols would change?

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing and creative materials (paper, poster board, pencils, coloured pencils, brushes, watercolor paint, etc.)
- Printer

Information for parents

About the activity

This activity invites students to construct a representation of space, time and society by making an artifact that represents aspects of their everyday life.