

SECONDARY 1
Week of April 6th 2020

Scrapbook/Notebook

Information for students

- Design a special scrapbook to keep a record of these very unusual days. Someday, you will share stories with your children and grandchildren about living through this time. These days will be recorded in history books, and this scrapbook will be your own personal history.
- Take a duo-tang, journal, notebook or make a homemade booklet with paper and construction paper. Decorate it using any materials you have, for example pencils, markers, pictures from flyers or magazines. Or, create a digital scrapbook. Use your imagination so that your personality shines through. Include things that are important to you. Write your name in an interesting way.
- In the scrapbook, keep a record of things you are doing. Express yourself using words, drawings, diagrams, collage, or anything else that tells your story.
- For today, start by describing what your day looks like. How is it different now? What is the best part of being at home? What do you miss the most? Do you wear pajamas all day?
- Try to add something every day. You might want to write about something funny that happened, or maybe write about something more serious. If you are watching movies, write movie reviews. Plan a book talk if you have read something you liked. Write a poem. Draw a cartoon. Use your creativity to make something that represents you!

Materials required

Use a duo-tang, journal, notebook or construction paper. You will also need pencils, markers, pictures from flyers or magazines, etc. You can do this digitally if you prefer and if you have access to a device.

Information for parents

Activity details

In this activity, children will practise:

- The best things your child can do are: **Read every day. Write every day. Talk every day.**

Parents could :

- Above all, this activity is designed to be simple! We hope it will appeal to your child whatever their grade level.

Prendre soin des proches éloignés

Information for students

- Ne pas voir nos proches durant un long moment représente un gros défi, surtout si on habite seul. Pense à une personne qui aimerait recevoir de tes nouvelles. Tu peux l'appeler ou lui écrire.
- Donne-lui d'abord de tes nouvelles, puis suggère-lui quelque chose à faire pour se désennuyer : une liste de chansons à écouter, un film à regarder, une télésérie à visionner, un livre à lire...
- Relis ton message en portant une attention particulière à l'accord du verbe avec le sujet.
- Envoie-lui ton message!

Materials required

- Papier, crayon, enveloppe et timbre, si tu écris ton message de façon manuscrite.

Information aux parents

À propos de l'activité

Votre enfant s'exercera à :

- Développer le vocabulaire lié à la situation actuelle.
- Structurer ses idées pour donner des nouvelles à un proche

Vous pourriez :

- Lui poser des questions sur ce qu'il compte écrire pour l'aider à faire émerger les idées.
- Si vous en êtes capable, l'aider à se relire pour apporter des modifications pertinentes.

Bingo with sequences of operations

Information for students

- In the spaces on the bingo card, write the numbers from 1 to 25 in any order.
- Perform the sequence of operations that has been picked out at random and find its result on your bingo card. Write an X in that space or colour it in.

Materials required

The bingo card, the sequences of operations and their results (see Appendix)

Information for parents

Activity details

In this activity, students will be playing a game of bingo that involves performing sequences of operations with numbers. This activity can be carried out with Secondary 1 and Secondary II students.

Students can play this game with friends, over the telephone or online (e.g. FaceTime or Messenger). An adult will print the sequences of operations, cut them out and put them in an envelope. The adult will then pick each sequence of operations out of the envelope at random and read it out to all the students. The students perform each sequence of operations, find the result on their bingo card, and colour in the corresponding space or mark it with an “X”. The first person to fill up all the spaces in a horizontal, vertical or diagonal line wins the first part of the game. The game can then continue until someone fills up their entire bingo card.

If possible, make several copies of this bingo card or ask the students to draw it on a sheet of paper (table with 5 columns and 5 rows). Each card should have 25 spaces. There should be no “free” spaces.

Appendix - Sequences of operations

Sequences of Operations (to be cut out)	Results
$2 \times (4 \times 2 - 6) + 3$	$2 \times (4 \times 2 - 6) + 3 = 7$
$2^4 + 15 \div 5 - 3 \times 3 - 5$	$2^4 + 15 \div 5 - 3 \times 3 - 5 = 5$
$(12 - 8) \times (20 \div 5)$	$(12 - 8) \times (20 \div 5) = 16$
$11 + 3^2 - (8 + 2 \times 4)$	$11 + 3^2 - (8 + 2 \times 4) = 4$
$4^0 \times (7 + 5) \div (9 - 3)$	$4^0 \times (7 + 5) \div (9 - 3) = 2$
$5 \times (11 - 6) - 14$	$5 \times (11 - 6) - 14 = 11$
$4 + 5^2 - 10 - 9$	$4 + 5^2 - 10 - 9 = 10$
$6 - (16 \div 4) + 2 \times 8$	$6 - (16 \div 4) + 2 \times 8 = 18$
$7^1 \times (7 - 4) + 18 \div 9$	$7^1 \times (7 - 4) + 18 \div 9 = 23$
$(6 \times 4) - (3 \times 3) + (2 \times 1)$	$(6 \times 4) - (3 \times 3) + (2 \times 1) = 17$
$6 \div (45 \div 15) + (7 \times 3) - 8$	$6 \div (45 \div 15) + (7 \times 3) - 8 = 15$
$2 \times 2 \times 3 \times 2 - 4 \times 5 \div 2^1$	$2 \times 2 \times 3 \times 2 - 4 \times 5 \div 2^1 = 14$
$(4^2 - 2^3) + (3^3 - 3 \times 5) - 8$	$(4^2 - 2^3) + (3^3 - 3 \times 5) - 8 = 12$
$3 \times (21 \div 3 + 3) - 5 \times 2$	$3 \times (21 \div 3 + 3) - 5 \times 2 = 20$
$3^3 - 5^2 + 6^0$	$3^3 - 5^2 + 6^0 = 3$
$(15 - 3) \div (32 \div 8) + 2 \times 3$	$(15 - 3) \div (32 \div 8) + 2 \times 3 = 9$
$4 \times 9^0 \times (6 + 3) \div (12 - 3) + 4$	$4 \times 9^0 \times (6 + 3) \div (12 - 3) + 4 = 8$
$4^2 + (15 - 2 \times 5)$	$4^2 + (15 - 2 \times 5) = 21$
$22 - 4^2 + 13 - 6$	$22 - 4^2 + 13 - 6 = 13$
$6 \times 5 - (2^2 + 2 \times 2)$	$6 \times 5 - (2^2 + 2 \times 2) = 22$
$(7 \times 5 - 2 \times 13) + 6^2 - 26$	$(7 \times 5 - 2 \times 13) + 6^2 - 26 = 19$
$12 - (36 \div 6 + 2) - 3^1$	$12 - (36 \div 6 + 2) - 3^1 = 1$
$4 \times (14 \div 2 + 4) - 2^2 \times 5$	$4 \times (14 \div 2 + 4) - 2^2 \times 5 = 24$
$7 \times 3 - (5 \times 3) + 8 - 2^3$	$7 \times 3 - (5 \times 3) + 8 - 2^3 = 6$
$(3 \times 6 - 13) \times (2 + 15 \div 5)$	$(3 \times 6 - 13) \times (2 + 15 \div 5) = 25$

Annexe – Bingo Card

B	I	N	G	O

Instructions:

- In the spaces on the bingo card, write the numbers from 1 to 25 in any order.
- Perform the sequence of operations that is read out and find its result on your bingo card. Write an X in that space or colour it in.
- Continue playing until you fill up all the spaces in a horizontal, vertical or diagonal line.
- Challenge: You can continue playing to try and fill up the whole bingo card.

Rube Goldberg Machines

Information for students

Rube Goldberg machines are circuits made up of practically anything in which a marble can be set in motion. The marble is placed at a starting point and keeps moving until the goal is achieved. This series of actions is explained by the concept of cause and effect.

In this activity, the challenge is to build your own Rube Goldberg machine, while following specific guidelines.

- Take a look at the first machine shown in this [video](#).
- Design and build your own machine by following the guidelines below:
 - It should include at least six steps.
 - It should be made up of at least one of the following simple machines: wheel, inclined plane, lever, pulley.

You can make a video of your Rube Goldberg machine in action and share it with your friends.

Materials required

Various household objects that are safe to use, as well as recyclable materials.

- For more information (in French) about simple machines, see: [Alloprof: Les types de machines simples](#)
- Take a look at this unusual machine: [The cake server](#)

Information for parents

Activity details

Students can try doing this activity on their own. Different versions of this activity, of varying levels of complexity, can be carried out at all grade levels. If anyone else in the house is studying science, why not have them all work as a team?

In this activity, children will practise:

- make simple machines using simple materials, accurately predict the consequences of an action, analyze the causes of errors and make the necessary corrections

Parents could:

- help their children find an appropriate workspace and materials that can be used for the activity

This activity was adapted from the EnScience pour la réussite project from the Instance régionale de concertation de la Capitale-Nationale.

Getting ready to relax

Information for students

- Look at the PDF document on relaxation.
- Find a relaxation technique you like and try it out.

Materials required

- The PDF document [Relaxation for better stress management](#)

Information for parents

Activity details

In this activity, children will practise:

- To discover different relaxation techniques

Make a plan, get moving, take a moment to reflect

Information for students

- Plan three physical activities¹ you will carry out this week.
- Carry out the physical activities you planned.
- Discuss with a family member how the planning process impacted your physical activities.

Materials required

- Depending on the activity.

Information for parents

Activity details

In the context of the current pandemic, the physical and social environment in which physical activities or active play are carried out must comply with the most recent guidelines issued by the Direction de la santé publique or by any other relevant authority.

In this activity, children will practise:

- To carefully plan physical activities and reflect on the planning process afterward.

¹ Make sure that you have the materials required for an activity before you add it to your schedule.

Unavailable

Unavailable

Constructing a concept

Information for students

Spark your interest in learning:

- Construct the concept RESOURCE:
 - Write down any ideas you may have about the concept *resource*, either on paper or using a computer.
 - Write your own definition of *resource* based on its characteristics.
 - Use your available resources or ask an adult to help you find examples of resources particular to a given region.
 - Add counter-examples showing the effect of scarcity or depletion of resources.
 - Make a diagram or concept map illustrating the concept *resource* from a geographical perspective.
- For an example of how to construct a concept, visit the following web page on the RÉCIT social sciences website: *La construction de concepts*
<https://www.recitus.qc.ca/technologie/publication/concept>. (In French)

Take it to the next level:

- Construct the concept *exploitation of forests* by doing the [concept d'exploitation forestière](#) activity on the RÉCIT social sciences website. (In French)

Materials required

Useful resources, depending on personal preferences and availability:

- writing materials (paper, poster board, pencils, etc.)
- printer
- electronic device with Internet access

Information for parents

Activity details

Students usually already have a certain sense of the meaning of a geographical concept. The conceptualization process carried out in class is aimed at enabling students to work through the stages from initial idea—sometimes vague, sometimes false—to formal concept, complete with defining characteristics and examples.

The Roman Empire

Information for students

Spark your interest in learning:

- Make a list of things you know about the Roman Empire. If necessary, get your friends or family to help you complete the list, which could include events, buildings, everyday objects, etc.
- For each item on the list, use your available resources or ask an adult to help you identify whether:
 - the item dates from ancient times (c. 3500 BCE to 476 CE)
 - the item represents a historical fact or event
- Create a montage of images showing cultural references from the Roman imperial period.

Take it to the next level:

- Read the “L’influence de la culture romaine” page on the Alloprof website: <http://www.alloprof.qc.ca/BV/pages/h1430.aspx>. (In French)
- Do the exercices on “L’influence de la culture romaine,” available at the bottom of the web page (In French).

Materials required

Useful resources, depending on personal preferences and availability:

- writing materials (paper, poster board, pencils, etc.)
- printer
- electronic device with Internet access

Information for parents

Activity details

In class, students consider society in terms of its economic, political, social, territorial and cultural aspects. By studying history, students enrich their world view and their understanding of the past, notably by creating cultural references that relate to heritage.