

SECONDARY 2
Week of April 6th 2020

Poetry – Spoken Word

Information for students

Watch [Asha Christensen at TEDxKids@SMU 2012](#)

Use the following prompts to help you think about the talk:

- I noticed . . . I wonder . . . I was reminded of . . . I think . . . I'm surprised that . . . I'd like to know . . . I realized . . . If I were . . . If _____, then. . . I'm not sure . . . Although it seems . . . This part makes me think that . . . This makes me feel that . . . The speaker is suggesting that . . . I notice ___ about the language in the talk.
- Discuss the Ted Talk with a family member or send it to a friend and talk about it together. How does spoken word poetry help us connect?
- Feeling isolated right now? Blank page syndrome? Sometimes writing about it is the best medicine. Pick up a pencil, just like Asha Christensen did and write your story. It doesn't have to be more than a page.
- Ask a friend online to do the same activity and share your stories. Do they have anything in common? What's different?
- Take it to the next level: Practice your piece as a spoken word performance. Share your piece/performance with your family or friends.

Materials required

- Link: <https://www.youtube.com/watch?v=rtnEnEqjk0E>
- Paper, pen, phone, tablet or computer.

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 2 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 could have 25 spaces. There could be no “free” spaces.

Appendix - Sequences of operations

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

Appendix – 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 could include at least six steps.
 - It could 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.

Staying hydrated

Information for students

- Look at the document on hydration.
- During supper time, discuss what you learned about hydration with your family. You can also call a friend to talk about your new discoveries.

Materials required

- The document [What would happen if you didn't drink water](#)

Information for parents

Activity details

In this activity, children will practise:

- To discover the benefits of staying hydrated.

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.
- Did you drink water to stay hydrated?
- Talk to a friend or family member about what you accomplished during 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 think about 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

Cultural imprints on the territory

Information for students

Spark your interest in learning:

- Look for cultural landmarks (cultural references) in your area:
 - Make a list of institutions, organizations, monuments, etc., that are cultural in nature (places of worship, city hall, a statue, library, museum, performing arts centre, a farmers' association, etc.).
 - If possible, walk, cycle or drive by one of the cultural landmarks on your list, to look at the site and buildings or other structures.
- Choose two cultural landmarks (buildings or monuments) on your list and talk to family and friends about them in order to answer the following questions:
 - Has the purpose of this cultural landmark changed over time?
 - Has it undergone restoration?
 - Are there any conservation issues surrounding this landmark?
 - What could be done to help preserve it for future generations?
 - Is the landmark located on an appropriate site? Would there have been a more suitable site in your area, taking into account the advantages and disadvantages of the territory?
- Use your available resources or ask an adult to help you do research to find out more about the cultural landmarks in your area.

Take it to the next level:

- Do the [*Des empreintes en territoire urbain*](#) activity developed by Équipe Culture-éducation. (In French)

Materials required

Useful resources, depending on personal preferences and availability:

writing materials (paper, poster board, pencils, etc.)

printer

device with Internet access

Information for parents

Activity details

In class, students consider *territory* in terms of its economic, social, political, territorial and cultural aspects. By studying geography, students enrich their world view, notably by creating cultural references for themselves.

Constructing a concept

Information for students

Spark your interest in learning:

- Construct the concept SCIENCE:
 - Write down any ideas you may have about the concept science, either on paper or using a computer.
 - Write your own definition of science based on its characteristics.
 - Use your available resources or ask an adult to help you look back in history to find examples of things that science has made possible.
 - Add counter-examples showing possible consequences that a lack or misunderstanding of scientific knowledge might have had.
 - Make a diagram or concept map illustrating the concept science from a historical perspective.
- For an example of how to construct a concept, visit the following web page on the RÉCIT social sciences site: La construction de concepts
<https://www.recitus.qc.ca/technologie/publication/concept> . (In French)

Take it to the next level:

- Construct the concept humanism by doing the Construction du concept d'humanisme 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

device with Internet access

Information for parents

Activity details

Students usually already have a certain sense of the meaning of a historical 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.