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# Octicorn

## Information for students

In this activity, you will use your imagination to create an animal that is a combination of two other animals.

### Instructions

1. Watch and listen to a read-aloud of the picture book *Octicorn*: <https://safeyoutube.net/w/KKpH>
2. What is special about Octicorn? What is Octicorn very good at?
3. Are there any things that Octicorn finds difficult? Why is it hard to be Octicorn sometimes?
4. Now it's your turn to create something. Pick any two animals and create one animal by combining them. What two animals will you choose?
5. Draw a picture of your special animal and write a detailed description of what it looks like.
6. What special things can your animal do? What things would it be really good at? Are there any things that it might find difficult? Make a list of all its special qualities and abilities.
7. There exist some very strange animals in the real world that seem to be a combination of other animals. Watch this short video to learn about the platypus, an animal that seems like it was created by combining a duck and a beaver: <https://safeyoutube.net/w/UOpH>
8. To see some other real, but very strange, animals, watch this video: <https://safeyoutube.net/w/USpH>

### Materials required

- device with access to the Internet
- writing materials

## Information for parents

Students are asked to watch and listen to the story *Octicorn*. They will then do two things: The first will be to think about and make a list of all the special things that Octicorn can do, as well as write down any things that Octicorn finds difficult. Then, they are asked to create an imaginary animal that is a combination of two (or more) other animals. They should write a detailed description of their animal and draw a picture of it.

Parents could:

- ask a few questions about the book, such as if their child liked it and why. It is always helpful for students if they get the chance to talk about books they have read or listened to. It would also be helpful to chat about creating an imaginary animal. It's fun for students to hear what imaginary animals their parents can create



# Je joue, tu joues, il joue, elle joue !

## Information for students

Aujourd'hui, tu travailles les pronoms et les verbes. Le pronom est un petit mot qui remplace un nom. Les pronoms que tu utilises pour faire ce travail sont : JE, TU, IL et ELLE. Tu dois aussi utiliser des verbes différents : être, avoir, manger, jouer, colorier et planter. Tu travailles toujours au présent.

## Instructions

1. Comme première étape, prépare ta roue des pronoms qui est en annexe.
2. Fais tourner un trombone (comme une flèche) au centre de ta roue pour savoir quel pronom utiliser pour compléter la phrase. Fais tourner la flèche à chaque numéro et complète la phrase avec le pronom que tu as choisi.

## Pour aller plus loin

Compose une nouvelle phrase avec chacun des pronoms pour tous les verbes : être, avoir, manger, jouer, colorier et planter.

## Materials required

- crayon et papier
- ciseaux et trombone

## Information for parents

Children should:

- prepare the pronoun wheel with a paper clip in the middle to use as a spinner
- look at the appendix to learn the proper verb endings for each of the verbs
- write the sentence with the pronoun indicated by the spinner
- write sentences of their own for each pronoun and each verb

Parents could:

- review the verb ending chart with the child
- help the child see similarities in -ER verb endings
- create a larger pronoun wheel



# Appendix : Je joue, tu joues, il joue, elle joue!

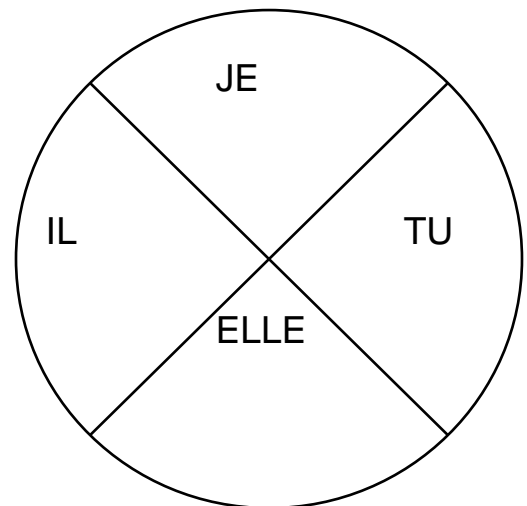
## Information for students

**EXEMPLE :** (Chanter) la chanson *Baby Shark* !

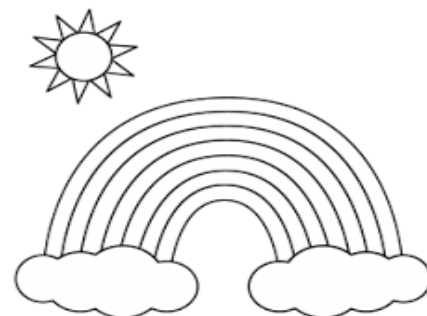
Imagine que tu fais tourner la flèche et qu'elle s'arrête sur le pronom TU. Tu dois écrire la phrase avec le pronom TU donc : TU CHANTES la chanson Baby Shark !



- (Être) malade.
- (Être) en colère.
- (Être) drôle.
- (Avoir) 8 ans (ou 9 !).
- (Avoir) peur des araignées.
- (Avoir) faim.
- (Manger) de la crème glacée.
- (Jouer) au soccer.
- (Colorier) un arc-en-ciel.
- (Planter) des fleurs.



| ÊTRE     | AVOIR  | MANGER     | JOUER     | COLORIER     | PLANTER     |
|----------|--------|------------|-----------|--------------|-------------|
| Je suis  | J'ai   | Je mange   | Je joue   | Je colorie   | Je plante   |
| Tu es    | Tu as  | Tu manges  | Tu joues  | Tu colories  | Tu plantes  |
| Il est   | Il a   | Il mange   | Il joue   | Il colorie   | Il plante   |
| Elle est | Elle a | Elle mange | Elle joue | Elle colorie | Elle plante |





# Band Formations<sup>1</sup>

## Information for students

Ali, the band director, is working on organizing her 24 musicians to march in a parade. She must find all the ways they can march and then decide which formation is the best. The musicians must always be organized in rows, with the same number of musicians in each row.

## Instructions

- determine how many possible arrangements Ali could make
- find, record and represent all the possible arrangements
- represent your arrangements by using your group of 24 'little things' as well as the grid paper provided in Appendix A and/ or by drawing the arrangements yourself
- what do you notice about the arrangements? Share your thinking with a friend or adult
- extension: What formations would be possible if she had 36 musicians in her band?

## Materials required

- 24 'little things' (examples could be: paper clips, raisins, building blocks of the same size, nickels, etc.)
- paper to record possible arrangements
- writing materials

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<sup>1</sup> Adapted from: Beth McCord Korbett, Rich Mathematical Tasks, Grade 3, (Thousand Oaks: Corwin Press, 2019).



## Information for parents

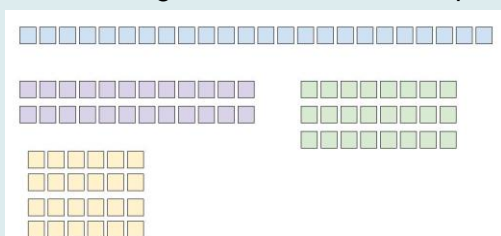
### About the activity

Children could:

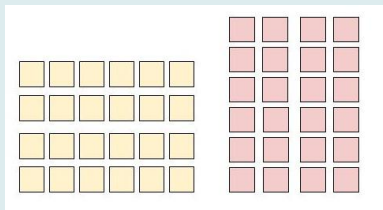
- explain their thinking to justify each possible arrangement and the one they would recommend

Parents should:

- read through the instructions with the child, if necessary
- help their child find 24 'little things'
- print the grid paper in Appendix A so their child can draw their arrangements, if necessary
- encourage their child to find all possible formations. Possible formations are shown below:

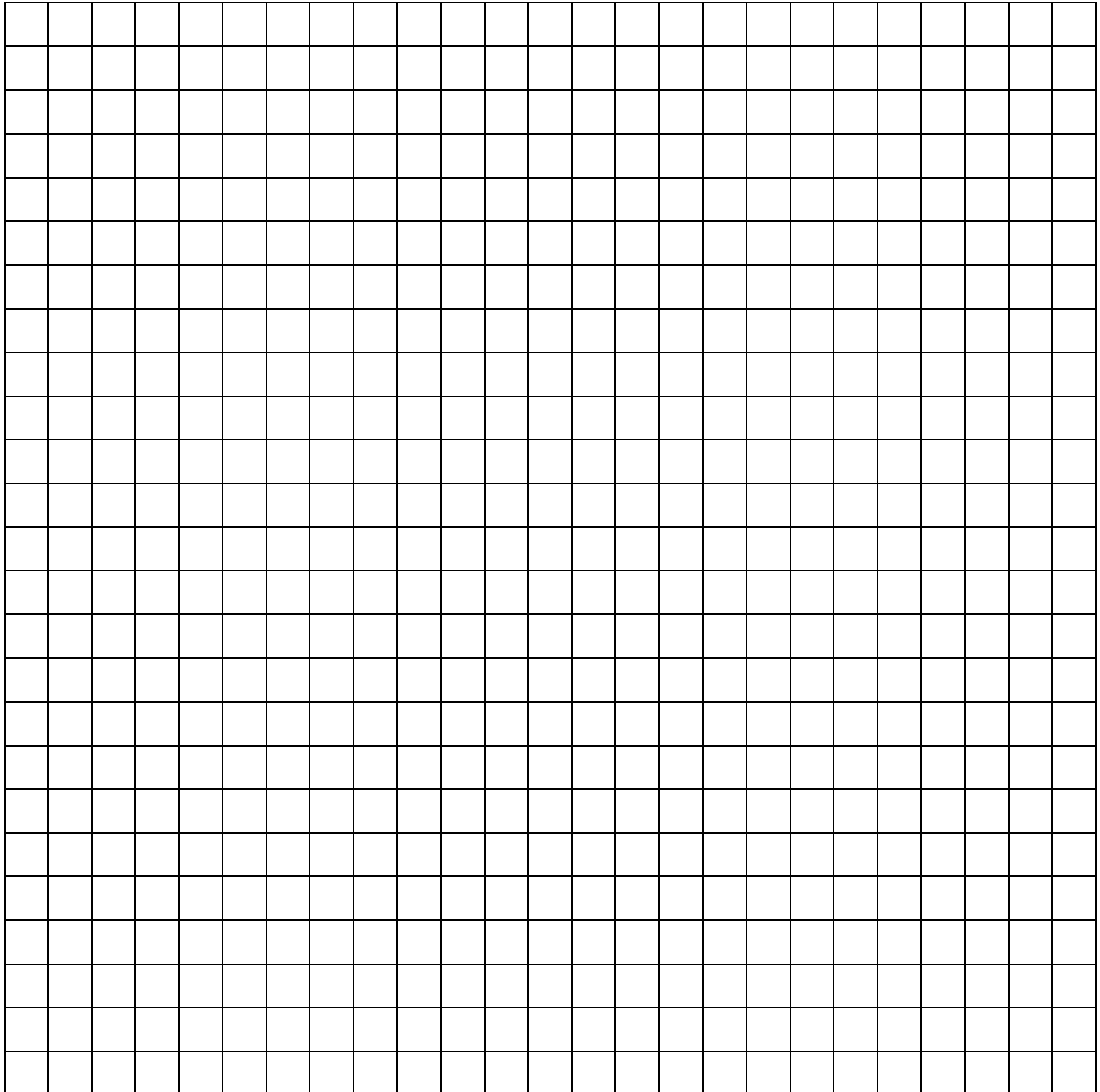


- discuss with your child how these solutions show the commutative property. The commutative property of multiplication says that the order of the factors (numbers being multiplied) does not affect the value of the product. For example, 6 rows of 4 musicians or 4 rows of 6 musicians still give you a total of 24 musicians (see below)





# Appendix A – Band Formations





# Learn About Relaxation and Get Moving!

## Information for students

### Activity 1: What is relaxation?

1. Learn about relaxation and ask yourself questions such as:
  - Why is relaxation good for your body?
  - What types of activities can you do to relax?
2. Do the relaxation activity in the following video: <https://safeYouTube.net/w/CZzG>
3. How do you feel after this relaxation activity? Try to identify a specific emotion.
  - Were you calm, happy, nervous or excited?
4. After what type of event or emotion would a relaxation activity feel good? For example:
  - when you feel strong emotions, such as anger or frustration?
  - before you do homework to increase your concentration?
  - after getting into an argument with a sibling or parent?

Remember that if you can identify your strong emotions before an argument happens, you can use a relaxation activity to manage your emotions and avoid a conflict.

### Activity 2: Time to juggle

1. Watch the following video: <https://safeYouTube.net/w/S8zG>
  - How did the movements of the juggler meet the beat of the drums? Think of some specific examples
2. Find two light objects, such as scarves, and try out different tricks and movements you can do with them
  - Which tricks are easier?
  - Which tricks are harder?
3. What is the name of the skill in which you continuously toss and catch objects in the air? That's right, it's called "juggling!"
4. Do the juggling activity in the following video: <https://safeYouTube.net/w/1zzG>
  - If you have never juggled before, practise with two scarves while watching the video from the beginning to the 4:22 minute mark
5. Find out what the word "practise" means. To learn how to juggle, you need to "practise."

## Materials required

- device with Internet access
- light objects to juggle with (e.g. scarves)



## Information for parents

### About the activity

Children should:

- be able to explain the benefits of relaxation and the meaning of the word “practise” in their own words
- try out different ways to relax and juggle

Parents could:

- ask their children about the benefits of relaxation (e.g. it helps identify and manage emotions, it helps the body to recover after physical activity) and the meaning of the word “practise” and how it can be applied in the context of juggling and other physical activities (e.g. you must “practise” to improve)
- carry out the activity with their children, or alternate between supervision and independent play



# The Story of a Boat

## Information for students

Imagine you live on an immense boat and suddenly someone notices a hole! *The Story of a Boat* is a short, sweet tale that allows us to think about ethical issues such as fairness, problem-solving and co-operation.

- read the text in the Appendix, The Story of a Boat, or have someone read it to you
- think about the following questions. Either write your answers down or discuss them with someone in your home
  - In the story, the person closest to the hole was blamed for making the hole. Do you think that was fair?
  - At first they were looking to blame somebody for the problem. Finally, they decided to focus on fixing the problem. How did co-operating and working together change the way they saw and felt about each other?
  - What do you think the author means by the statement, "We are family"? Is everyone on the boat actually part of the same family?

## Materials required

- writing materials if you choose to write your answers

## Information for parents

### About the activity

Children could:

- write their responses before discussing their ideas

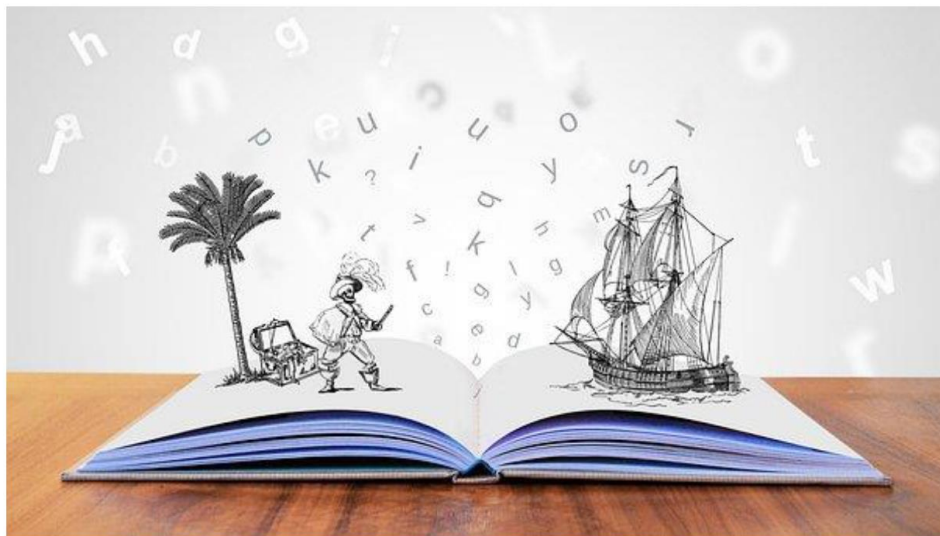
Parents should:

- read the story in order to have a discussion with their child
- allow their child to share their ideas first, then build upon their ideas gently, while guiding and prompting towards deeper meaning in the story



## Appendix – The Story of a Boat

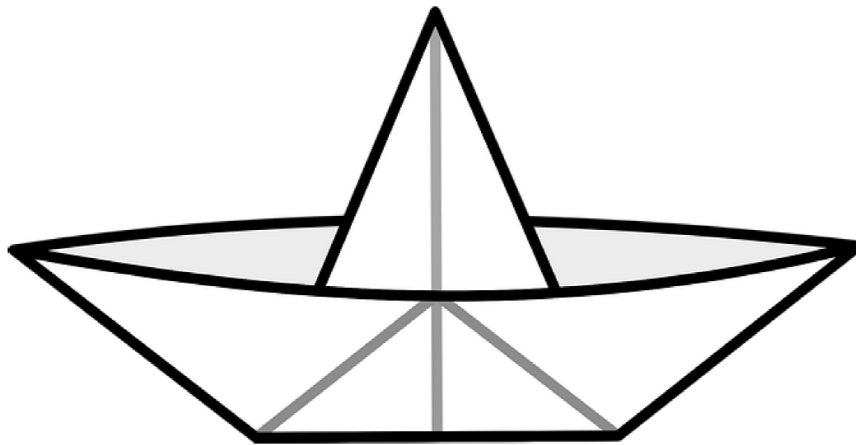
# THE STORY OF A BOAT



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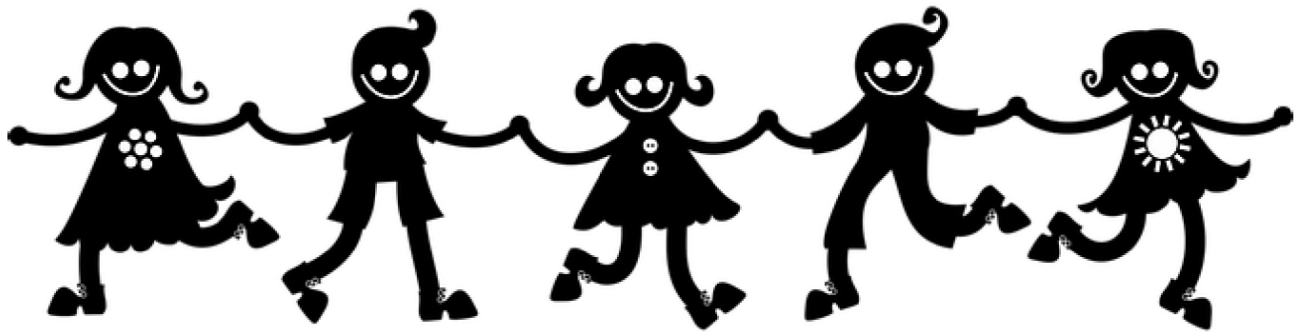


Once there was a very big boat. Think of the biggest boat that you can – a colossal ship. And then make it ten times bigger than that boat. And after that, make it another ten times bigger. It was a really, really big boat.





Many people could fit in it, and they chose different parts of it to live on. The boat was fine, and they were happy on it.





One day, a little boy noticed a hole at the bottom of the boat.



**“Look! There’s a hole in the boat!”**



People gathered around to look at the hole.

Who made this hole?

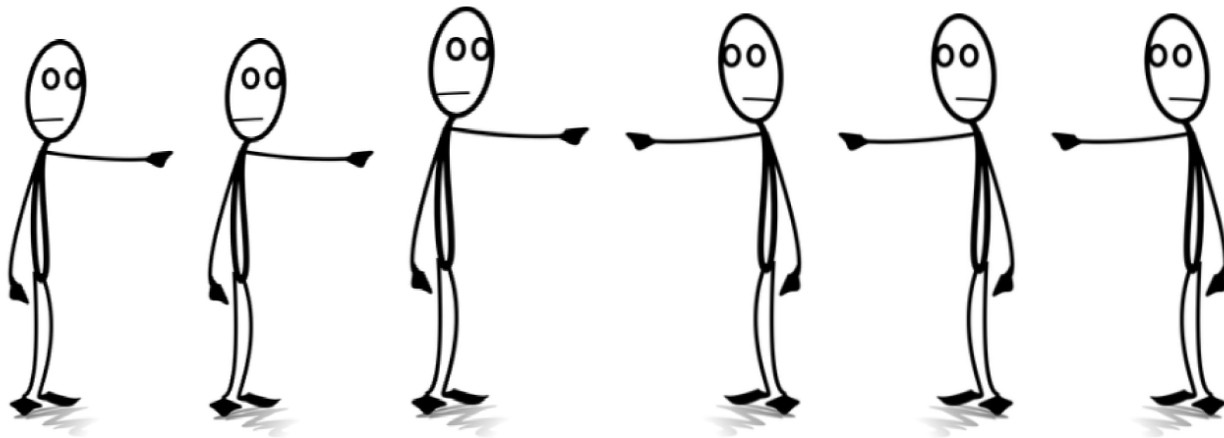
We are going to sink.





They looked around and saw which people were closest to the hole.

**“It was them,” they pointed.**



Meanwhile, the hole got bigger.

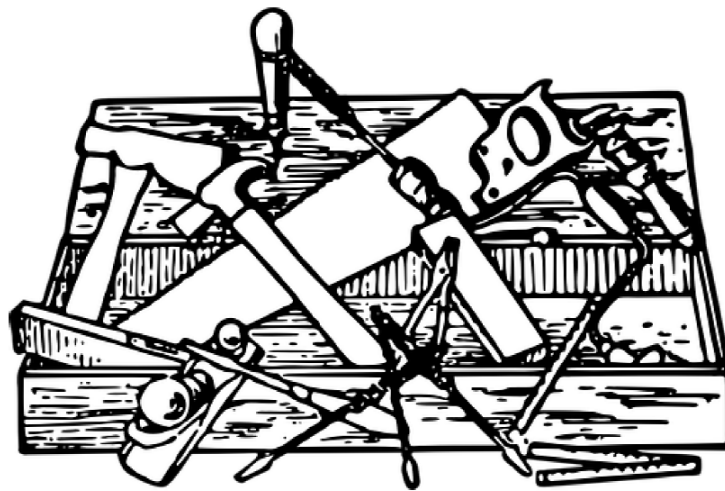
The more attention the hole got, the bigger it got.





Finally, someone said, “It doesn’t matter who made the hole. There is a hole. Now we had better fix it. Otherwise we will all sink.”

So they set about working together to fix the hole.



For the very first time, all the people in the boat cooperated to fix something together. They realized that they were all in the same boat, literally.

Once the hole was fixed, they looked at each other with new eyes. They smiled. They crossed over from one side of the boat to the other to shake hands.

