

ELEMENTARY – GRADE 6
Week of April 27, 2020

Zoo: Exploring Opinions

Information for students

- Anthony Browne is a children’s author and illustrator who loves to include surprising details in his books.
- Listen to the read-aloud of the book *Zoo* by Anthony Browne at <https://youtu.be/T07u0AggVsg> and consider the big ideas presented.
- Use the attached graphic organizer for opinion writing to help you get your thoughts down on paper.
- Write your opinion about zoos. Are you for or against them? Do you think zoos should be abolished, or are they good for entertainment and conservation of endangered animals?

Materials required

- Device with Internet access
- Paper, writing and drawing materials
- Graphic organizer from Scholastic.com to help with opinion writing (https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/oreo_writing_planner_colored_blue_1.pdf)

Information for parents

- Watch the video of the book *Zoo* by Anthony Browne being read out loud with your child.
- Discuss the book with your child. What big ideas could the author be sharing about families, zoos or society?
- Give your child verbal examples of stating an opinion and backing it up with reasonable arguments and facts.
- Discuss the arguments for and against zoos with your child.
- Student should pick a side and write their opinion piece on this issue using one or two arguments to back up their opinion. (Note that they do not have to agree with this position to write a quality opinion piece.)

Pourquoi on est accros aux écrans?

Consigne à l'élève

- Clique sur le lien suivant <https://squat.telequebec.tv/videos/10508> pour visionner la vidéo "Pourquoi on est accros aux écrans?"
- Visionne la vidéo. N'oublie pas que tu peux activer les sous-titres et réécouter la vidéo quelques fois pour mieux comprendre.
- Es-tu d'accord avec ce qui est présenté dans cette vidéo? Pourquoi? Et toi, es-tu accro aux écrans? Parles-en à quelqu'un, écris un court texte ou réponds aux questions de l'annexe.

Tu veux aller plus loin?

Crée une vidéo pour exprimer ton opinion !

Matériel requis

- Appareil électronique.
- Internet.
- Feuille mobile ou annexe.
- Crayon.

Information for parents

This activity will help your child complete the following Missions FLS: "Je regarde une vidéo, un film ou une émission en français" and "Je parle en français avec un membre de ma famille."

About this activity

During this activity, children should:

- understand a written text as well as the listening component
- summarize what they understand in writing
- express and justify their opinion

Parents could:

- prompt children to express themselves in French

Annexe

Pourquoi on est accros aux écrans?



Photo : Capture d'écran, plateforme Squat de Télé-Québec

Pourquoi l'animateur dit-il que les écrans, c'est comme un sac de chips?

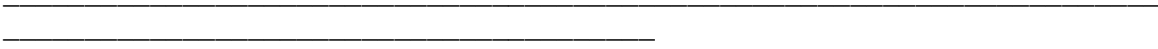
Es-tu d'accord avec ce qui est présenté dans cette vidéo? Pourquoi?

Explique en citant quelques exemples :

- 1.

- 2.

Et toi, es-tu accro aux écrans?



Les oiseaux du Québec

Cette semaine tu découvriras les oiseaux du Québec. Tu apprendras quelques anecdotes à leur sujet, mais surtout les noms des oiseaux du Québec en français.

Consigne à l'élève

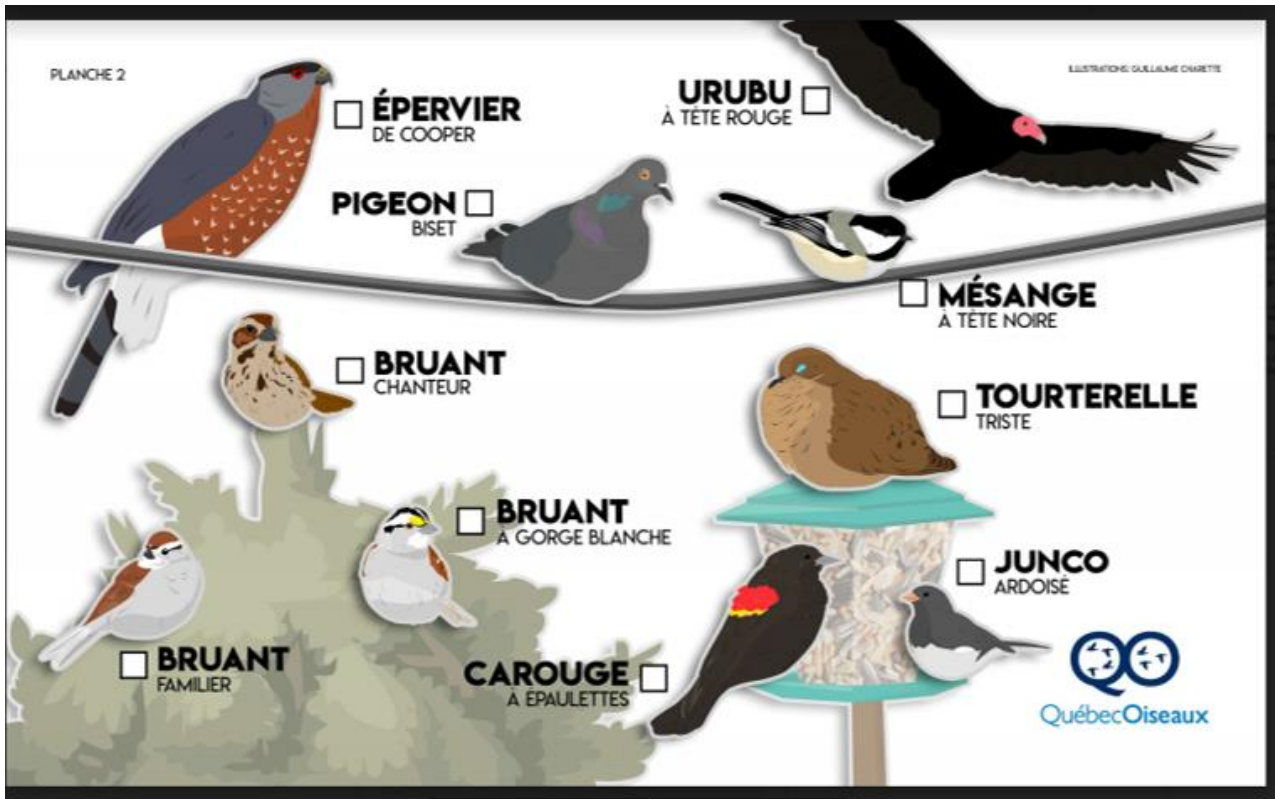
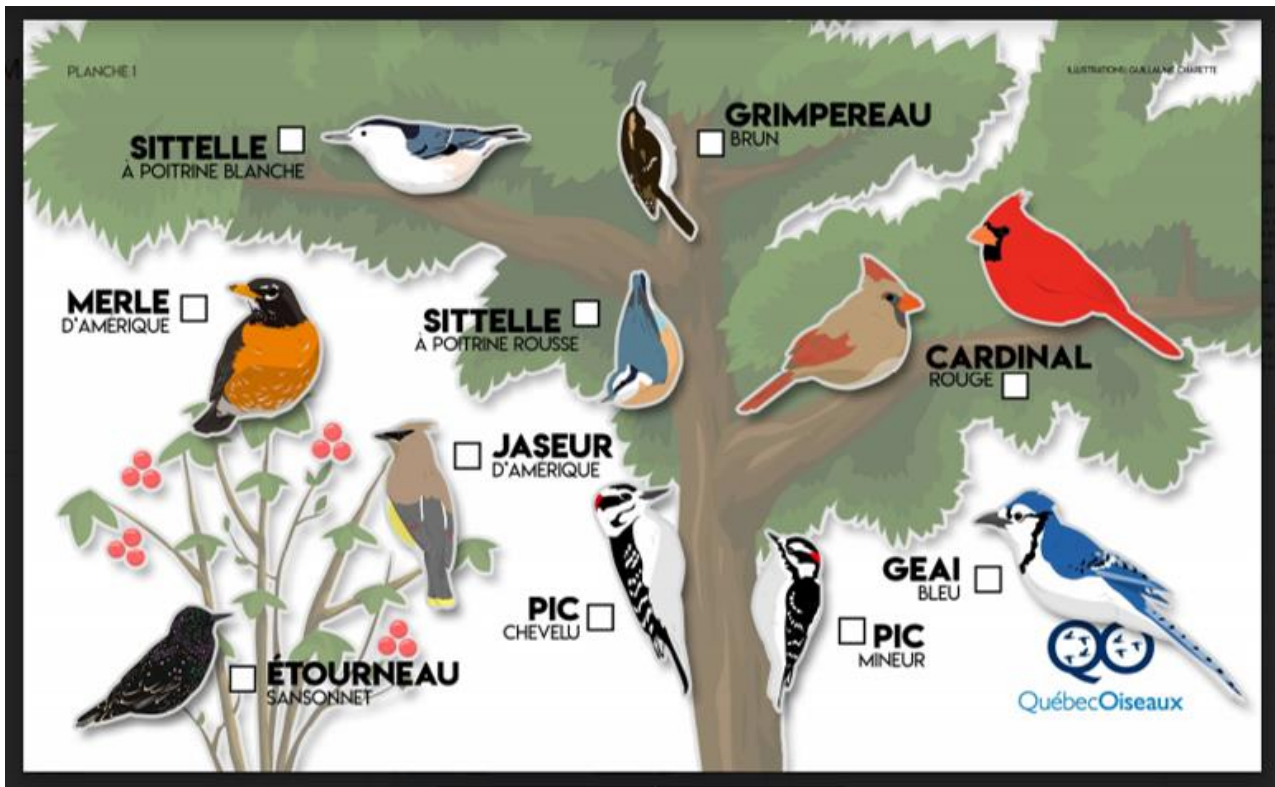
- D'abord, regarde les planches d'observation.
- Lis les descriptions en surlignant ce qui te surprend ou t'amuse.
- Commence un carnet d'observation des oiseaux. Prends quelques minutes chaque jour pour observer les oiseaux autour de chez toi. Note le nom de ceux que tu vois, la date et la place de ton observation. Apporte les planches illustrées avec toi pour mieux identifier les oiseaux que tu verras.
- Partage tes observations avec tes amis ou ta famille.
- Je t'invite à visiter le site <https://quebecoiseaux.org/index.php/fr/>. Tu y trouveras tout le programme d'observation des oiseaux à la maison, des images à colorier, d'autres illustrations pour identification et bien plus.

Materials required

- Device with printer and internet access
- Notebook

Information for parents

- If possible, print the illustrations included.
- Read the instructions to your child, if necessary.
- Enjoy bird watching with your child.





COVID-19
DES OISEAUX À LA MAISON

PLANCHE 1

Cardinal rouge

Le mâle n'a pas besoin de présentation. La femelle lui ressemble beaucoup avec sa huppe, mais avec un plumage plus terne. Son chant puissant ressemble parfois à un système d'alarme. Oiseau présent toute l'année au Québec.

Étourneau sansonnet

Même Mozart appréciait ce fantastique chanteur : il en a possédé un durant trois ans. Imitateur talentueux. Introduit d'Europe en 1890 par un amateur de Shakespeare qui en a lâché une centaine dans Central Park. Consomme parfois du suif.

Geai bleu

Bien qu'il préfère les milieux plus forestiers, on peut l'observer en banlieue, surtout si vous avez des mangeoires. Fait partie de la même famille que la corneille et le corbeau : les corvidés. Possède un vaste répertoire de cris et imite parfois la Buse à queue rousse. Adore les arachides en écales.

Grimpereau brun

Ce petit oiseau se confond parfaitement avec l'écorce des gros arbres qu'il arpente à la recherche d'insectes. Il est plus souvent repéré par son cri très aigu qui rivalise avec les ultrasons!

Jaseur d'Amérique

Oiseau jaunâtre caractérisé par son masque noir et sa huppe. Cherchez-le dans les arbres fruitiers. Il se nourrit presque exclusivement de fruits : sorbiers, amélanchiers et pommiers font son bonheur.

Merle d'Amérique

Qui vous réveille aux petites heures du matin? Eh oui, c'est le merle, faussement appelé rouge-gorge par plusieurs. Très bon chanteur comme les autres membres de sa famille (les grives). La femelle est plus pâle que le mâle. Très territorial envers ses voisins merles. Vous pourrez bientôt l'observer transporter des brindilles pour construire son nid dans un arbuste, sur la gouttière ou sur un rebord du cabanon.

Pic mineur et Pic chevelu

Deux oiseaux qui se ressemblent beaucoup. Dans les deux cas, le mâle arbore une tache rouge derrière la tête. Le Pic chevelu est plus massif, et son bec est plus grand et proportionnellement plus long. En ville et en banlieue, le Pic mineur est habituellement le plus commun. Les deux adorent le suif.

Sittelle à poitrine blanche

Très rare au nord de la ville de Québec. Remarquez le noir sur sa tête et la poitrine toute blanche. Un peu de roux, mais seulement sous la queue. On l'observe habituellement sur les troncs des arbres, souvent la tête vers le bas. Son cri est un « Hein-hein-hein » nasillard. Fréquente les mangeoires.

Sittelle à poitrine rousse

Reconnaissable à sa poitrine rousse et à son bandeau noir (gris chez la femelle). Commune au Québec, mais s'observe toujours à proximité de conifères. Son cri est un « Hein-hein-hein » encore plus nasillard que sa cousine à poitrine blanche. Fréquente les mangeoires.

PLANCHE 2



Bruant à gorge blanche

Le célèbre « Frédéric ». Oiseau forestier. En ville, on l'aperçoit surtout pendant sa migration. On le reconnaît aux lignes blanches et noires sur le dessus de sa tête et à sa gorge blanche. Deux formes existent : à bandeaux blancs et à bandeaux chamois. Granivore (consomme surtout des grains), se nourrit au sol.

Bruant chanteur

Porte bien son nom : peut chanter de mars à octobre selon les régions. À première vue, il peut passer pour un moineau, mais notez les rayures et la tache foncée au milieu de la poitrine. Se dissimule souvent dans les arbustes et les haies. Granivore, se nourrit au sol.

Bruant familier

Très commun en ville et dans les milieux ouverts en général. Se perche souvent à la cime des conifères pour émettre son chant, un long trille assez sec qui peut ressembler à une sonnerie de téléphone. Petite calotte rousse et ligne noire sur les yeux.

Carouge à épaulettes

Reconnaissable à ses épaulettes rouges lorsqu'il pousse son retentissant « Oncle Henri! ». Très territorial. Niche dans les marais à quenouilles. Bec plus conique que celui du quiscale.

Épervier de Cooper

De plus en plus nombreux au Québec, c'est l'oiseau de proie le plus commun en ville et en banlieue dans le sud de la province. Grand prédateur de petits oiseaux. Peut être confondu avec l'Épervier brun, qui est plus petit, mais aussi plus rare.

Junco ardoisé

Aperçu plus souvent à l'automne et au printemps. Gris ardoise sauf le ventre qui est très blanc. Lorsqu'il s'envole, notez les plumes blanches de part et d'autre de sa queue. Granivore, se nourrit au sol.

Mésange à tête noire

Une de nos espèces les plus communes aux mangeoires. Dès la fin de février, son sifflement doux, sur deux ou trois notes descendantes, annonce le retour du printemps. Si vous installez une nouvelle mangeoire, elle sera probablement la première à la trouver!

Pigeon biset

L'oiseau de ville le plus connu, et probablement le plus mal aimé! Pourtant, nos villes seraient beaucoup moins animées sans lui. Une des très rares espèces qui peuvent se reproduire toute l'année. L'œsophage du mâle et de la femelle sécrète du « lait de pigeon » pour nourrir les jeunes.

Tourterelle triste

Son chant mélancolique se fait souvent entendre le soir. Reconnaissable par sa petite tête et sa longue queue se terminant en pointe. Fréquente les mangeoires en plateau ou se nourrit au sol.

Urubu à tête rouge

De plus en plus nombreux au Québec; s'observe maintenant même en ville. Charognard. Notre seul rapace qui ne possède pas de serres. Tête dépourvue de plumes. En vol, ailes en forme de « V » et vol plané un peu « chambranlant ».

Source: <https://quebecoiseaux.org/index.php/fr/>

Two Truths and Two Lies

Information for students

The broken-line graph in Appendix A shows the distance that Amelie biked on Sunday. She went for a long bike ride and took breaks along the way.

There are four statements about the broken-line graph. Two of the statements are true, and two of the statements are false.

Using the information shown in the broken-line graph, determine which statements are true and which statements are false.

Once you find the statements that are false, re-write those statements so that they become true.

Four Statements:

| | |
|--|---------------|
| Amelie took 3 breaks during her bike ride, and her longest break lasted 15 minutes. | TRUE FALSE |
| Between her first and second break, Amelie rode her bike for 20 km. | TRUE FALSE |
| Amelie rode her bike for a total of 2 hours and 20 minutes, which does not include her breaks. | TRUE FALSE |
| After her last break, Amelie rode 28 km in 30 minutes. | TRUE FALSE |

Materials required

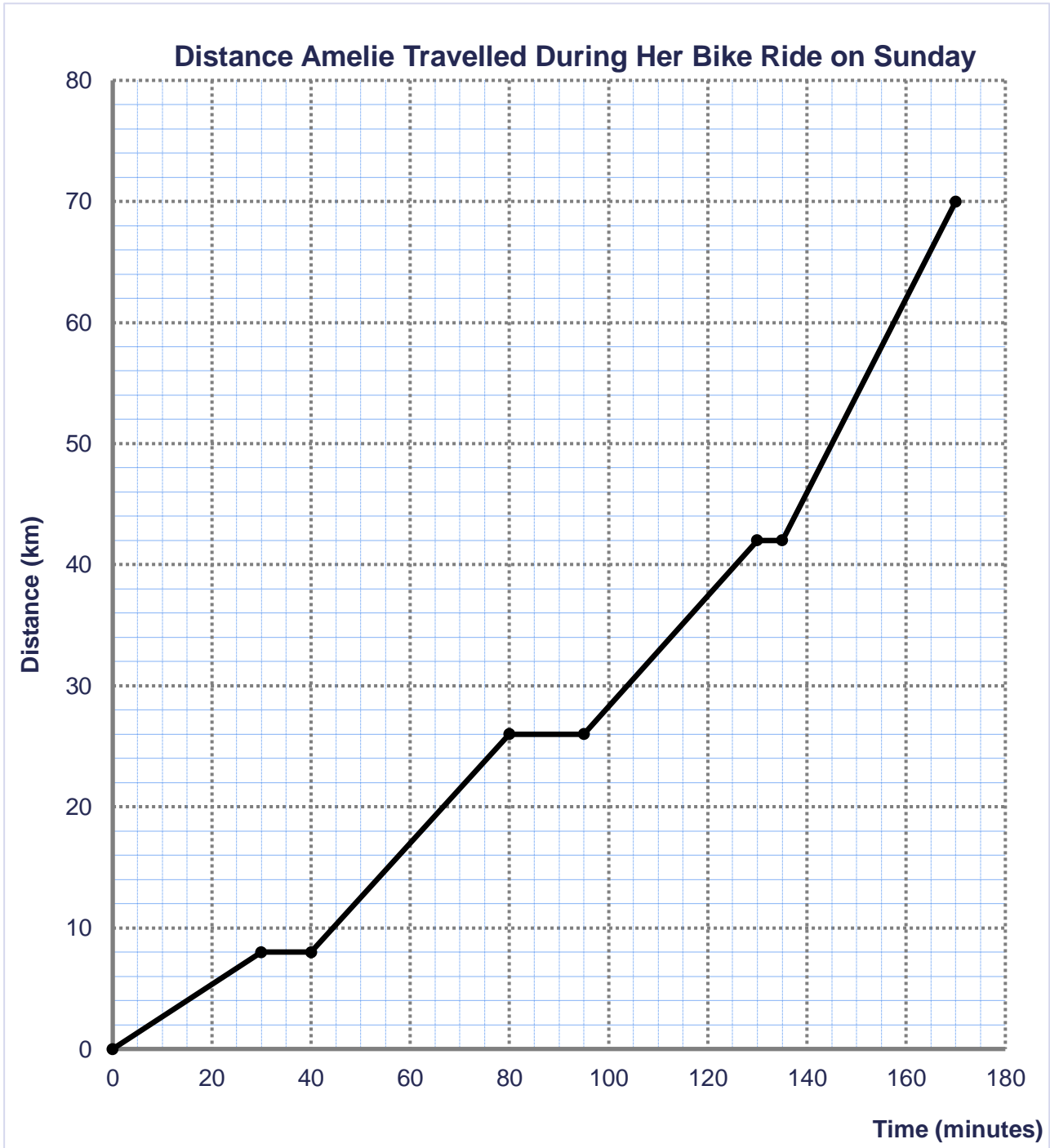
- Paper and pencil

Information for parents

- Read the instructions to your child, if necessary, and explain to them what they must do. The solutions for the activity can be found in Appendix B.

- Extension Activity: When your child is done, they can use the same broken-line graph to write four new statements, making two of the statements true and two of the statements false. They can share their statements with a family member to test them out.

Appendix A: Broken-Line Graph for Amelie’s Bike ride



Appendix B: Solutions

| | |
|--|-----------------------------|
| Amelie took 3 breaks during her bike ride, and her longest break lasted 15 minutes. | TRUE FALSE |
| Between her first and second break, Amelie rode her bike for 20 18 km. | TRUE FALSE |
| Amelie rode her bike for a total of 2 hours and 20 minutes, which does not include her breaks. | TRUE FALSE |
| After her last break, Amelie rode 28 km in 30 35 minutes. | TRUE FALSE |

The Importance of Plants

Materials required

- One piece of paper, a pencil, and a green colouring pencil (or marker)
- Materials for the investigation (see below)
- Device with Internet access (optional)

Information for students

Ask yourself:

- Are plants important to human life? Explain.
- How do animals (that includes you!) get the energy they need to grow?
- Do plants and animals get energy in the same way?

Did you know?

- Photosynthesis is the process through which plants make their own food (called glucose)
- During photosynthesis, plants absorb carbon dioxide, water, and sunlight. With these ingredients, they make a sugar called glucose and oxygen:

carbon dioxide + water + sunlight → glucose + oxygen

- Video: Photosynthesis: Blinded by the Light

Based on the information above, answer these questions:

- Can photosynthesis occur all day long (24 hours)? Explain.
- Can you explain why plants are essential to human life? (Use the photosynthesis equation above to give your explanation) (Hint: There are two reasons.)
- Photosynthesis most resembles which type of change in matter? Explain.
- A rusting bicycle
- Melting chocolate
- Adding sugar to water

Time to Investigate

Materials required:

- A large glass bowl or large glass jar
- Lukewarm water
- A leaf from a plant (Please ask your parent's permission before you remove a leaf from an indoor or outdoor plant.) Very important: You must pick the leaf from a living plant.
- A very small weight (pebble, dime, etc.)

STEPS:

1. Fill a large glass bowl (or glass jar) with lukewarm water.
2. Go outside to find a leaf or take one from an indoor plant. Remember to ask an adult first. Your leaf must come from a *living* plant.
3. Place the leaf in the container of water.
4. Put a small rock (or coin) on top of the leaf to fully submerge it in the water.
 - a. Observe what happens. Use your paper and pencils to draw what you see. Write the title “**BEFORE**” on this drawing.
 - b. Write down what you think will happen. This will be your *hypothesis*.
5. Place the bowl outside in the sun or in a sunny area inside your home. Leave the bowl in the sunny area for at least two hours.
6. Return after two hours and observe both the leaf and the sides of the bowl where the bowl touches the water.
 - a. Observe and draw what you see. Write the title “**AFTER**” on the drawing.
 - b. *What do you notice on the leaf? At the sides of the bowl?*
 - c. *Using the information you were given at the beginning, can you explain how this happened?*
 - d. Think of what a forest can offer all living things. *Why is deforestation a concern for all of us?*

Information for parents

Your child MAY need help with the following:

- Reading the questions and information
- Gathering materials for the experiment
- Finding and cutting a leaf

Discussing the questions with your child will help them to develop their ability to communicate using scientific language and to explain a point of view or hypothesis.

Learn About the Components of Physical Fitness and Get Moving!

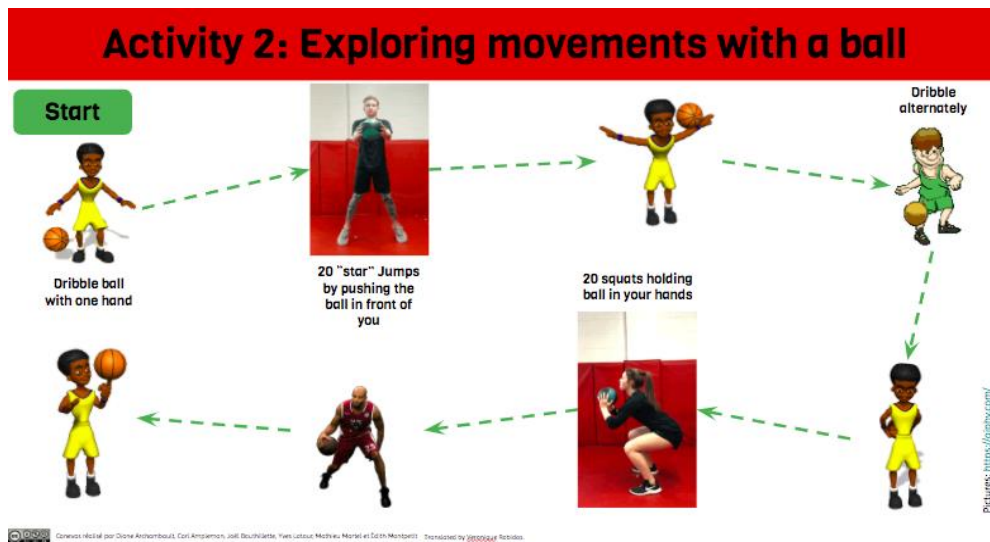
Information for students

Activity 1:

- Look at the following document and/or video to learn about the components of physical fitness:
- Document: Components of physical fitness
- Video: The 5 Components of Health-Related Fitness
- What did you learn about physical fitness by watching the video? What can you do to improve your own fitness? Can you name or show some movements that explain the various components of physical fitness?
- Discuss what you learned about physical fitness with a member of your family.

Activity 2:

- Try out the workout suggested in the following document:
 - [Activity 2: Exploring movements with a ball](#)



- Invite a member of your family to do the workout with you.
- Associate each movement you did with a component of physical fitness.

Materials required

- Device with Internet access (for Activity 1)
- Ball (for Activity 2)

Information for parents

About the activity

Children should:

- learn about the essential components of physical fitness and how to improve their own fitness
- carry out physical activities related to the components they learned about

Parents could:

- ask questions about what their child has learned about the components of physical fitness
- discuss the importance physical fitness with their child
- participate in the workout together with their child

Blocking and Direction of Gaze

Information for students

- This lesson is about learning techniques for optimal dramatic communication. After learning practical techniques on how to invent and interpret a dramatic character with body expressions, get ready to direct your character in a performance space. You'll see that it's like choreography or even coding!

Materials required

- Device with Internet access for watching drama instructor Mr. Doyon's course
In English: <https://youtu.be/VaMNa4eVbxQ>
En français: <https://youtu.be/RYJXkZIBRBU>
- More pages to complete for your actors' journal:
<https://drive.google.com/file/d/1g-glCqyb5wKHj2DyHrmRUpa63cGMD327/view?usp=sharing>
- Some space to move around

Information for parents

- Give your child some space to work and some privacy when requested.
- Encourage your child and offer, without insisting, periodic feedback on the process. Feel free to join if your child requests.
 - The video is offered in both French and English. It is highly recommended to watch both versions, especially if your child is significantly weaker in one of languages. Seeing the physical communication helps clarify the meaning. The video can be watched as often as necessary.
- Once the activity is finished, encourage your child to share their artistic choices, challenges and successes. Please ensure that the subject-specific vocabulary is used during your conversation. You can find the vocabulary in the video and in the PDF.
- If the student has not completed the first activity, use the following resources:
 - In English: <https://youtu.be/VrwW9xn7zeQ>
 - En français: https://youtu.be/KUd_A9dyNU0
 - Journal:
<https://drive.google.com/file/d/1UrJpafS1L4R6TBCi48aGL6lclTQ3hl/view?usp=sharing>

Special Days



Information for students

Find a calendar in your house. Does it mention all the celebrations for April and May found on this list: <https://drive.google.com/open?id=1t43MHI3soBzAMxR5eVF0JnvbrbTdAceo?>

Add the ones that are missing to your calendar. Take special note of the ones you don't know much about!

You could also print out this blank calendar and add in all the special days found on the list for April and May: <https://drive.google.com/a/emsb.qc.ca/file/d/1Dh2yCgfw1FwU-deTbPVw392ggUjJDE0b/view?usp=sharing>.

Add in other days that are special to you as well.

Decorate the special days with symbols or drawings!

Materials required

- Device with Internet access
- Printer (optional)
- Paper, writing and drawing materials

Information for parents

- Visit the following web page for a more complete list of celebrations: <https://www.mcgill.ca/importantdates/holy-days-0>

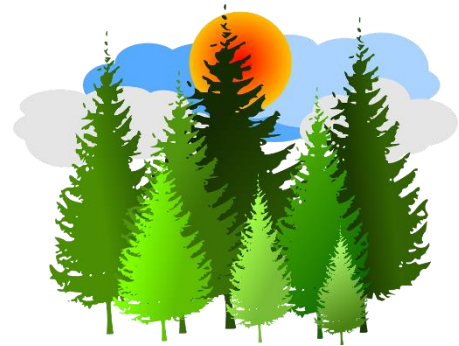
Ask your child if they are familiar with any of the other celebrations

Natural Resources - Forests

Information for students

Part A – Benefits of Trees and Forests

- 1) Did you know that forests cover almost one third of the Earth's land? They provide many things, including wood, paper, and fresh air. What other types of things can trees provide to a community? Use the table below to help you. Hint: Think of all the parts of a tree!



| Food | Products | Recreational Activities | Environmental Benefits |
|------|----------|-------------------------|------------------------|
| | | | |
| | | | |
| | | | |

- 2) What can be done to help sustain this natural resource? Identify three possibilities:

| |
|--|
| |
| |
| |

Part B – The Forest Industry at the Beginning of the 20th Century

The forest industry has played a major part of Quebec’s history for over 200 years! In the early 20th century, logs would be floated downriver from the forests to sawmills and pulp mills. The people who guided the logs worked in teams and were called log drivers. Watch the National Film Board video, [The Log Driver’s Waltz](#), to see them in action.

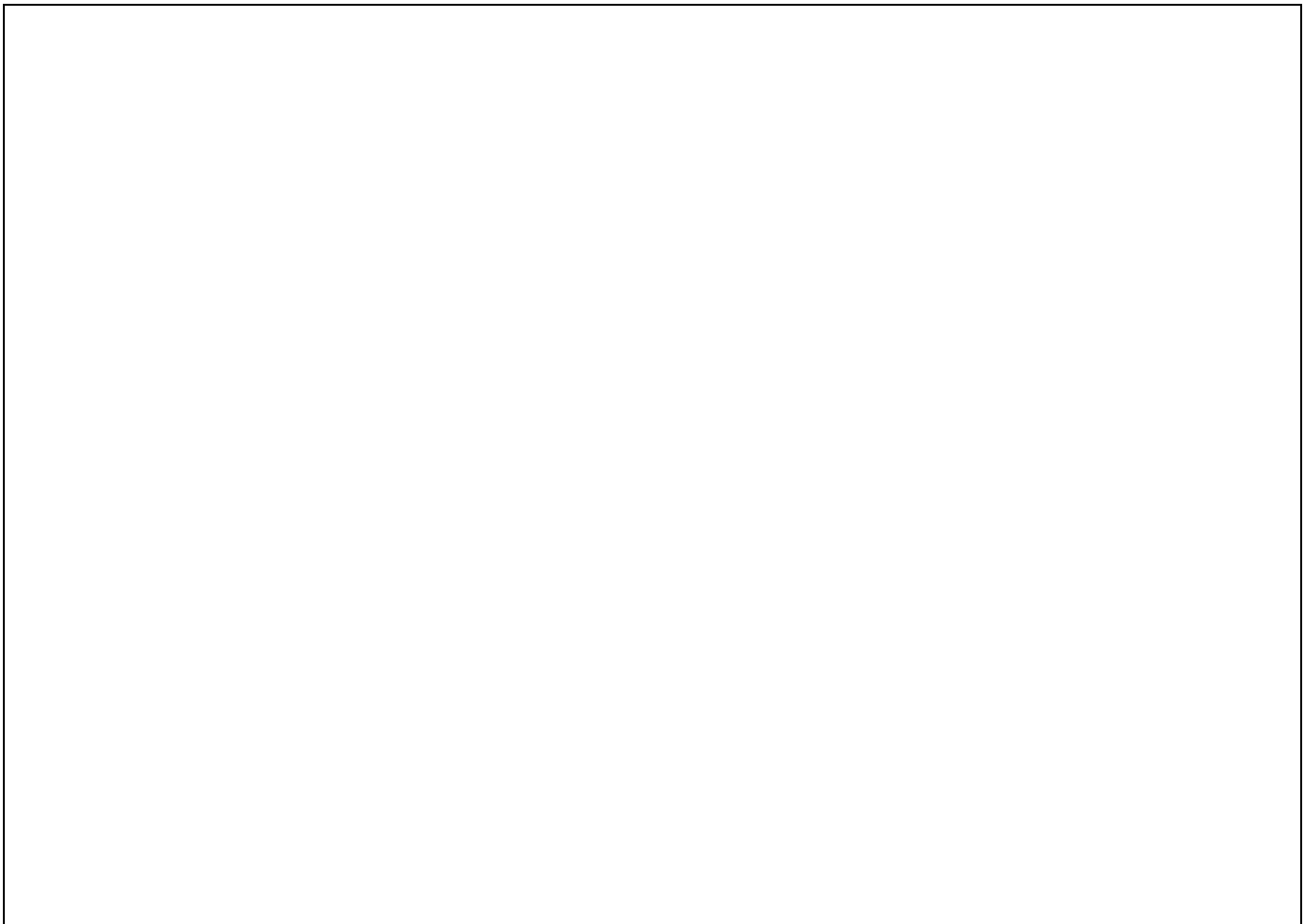
1) What skills would a log driver need to stay standing? (Use the video and song lyrics as clues.)

a. _____

b. _____

c. _____

2) Draw a picture of a log driver guiding logs and include a caption describing what they’re doing:



Materials required

Useful resources, depending on personal preferences and availability:

- device with Internet access
- writing and drawing materials (paper, pencil, etc.)

Information for parents

- Read the instructions to your child, if necessary.
- Have a discussion with your child to help brainstorm ideas in Part A.
- Encourage your child to talk about their picture with you after they've completed the activity.