

Friendly - Accountable - Leaders - Cooperative - Organized - Nurturing - Successful

# Learning Opportunities for April 13 – 17

Do your best to work on these learning opportunities for 2 hours each day. Focus on life skills, physical activity, mental well-being, and social connections as well. Stay healthy, stay safe!

This week focus on setting routines for doing schoolwork. Think about the best space in your house that will allow you to concentrate, and set it up with paper, notebooks, pencils, pens and books. If you can't keep these in a dedicated space, find an empty basket or bin to keep the items in for quick access when you need them. Perhaps decide what time of the day you will complete your schoolwork. Take brain breaks, have a physical activity break, and talk about what you're doing with friends!

## Every Day:

30 minutes of reading

30 minutes of physical activity (See the Physical Activity Calendar for ideas!)

### **ELA/FILA**

#### Covid-19 -

In the resources listed below, there are articles and questions/activities to do with COVID-19 (English and French).

## **English Articles:**

- 1. When COVID-19 Strikes (p. 7)
- 2. Understanding How COVID-19 Spreads (p. 10)
- 3. Coping With The COVID-19 Crisis (p. 13)
- 4. Did You Know (graphic article p. 17)
  - Remember, it is always a good idea to read the questions <u>before</u> reading the article, so you know what information you are looking for. Re-read, sound out unfamiliar words, use context clues, and make connections whenever you can.

There is a graphic organizer on p. 4 that you can think about and complete before reading the articles. It will help get you thinking about what you know, what you may still be wondering about, and then, what new knowledge you learned. P. 5-6 are summaries and activities you can do once you read the articles.

English Version: https://www.lesplan.com/sites/default/files/documents/issues/free/COVID CR.pdf

#### **French Articles:**

- 1. Lorsque la COVID-19 frappe (p. 7)
- 2. Comprendre comment la COVID-19 se propage (p. 10)

- 3. Faire face à la crise de la COVID-19 (p. 13)
- 4. Le savais-tu? (graphic article p. 17)
  - N'oublier pas de lire les questions avant de lire les articles, de cette facon tu as une idée de ce que tu cherches lorsque tu lis. C'est important de relire ton texte, lire avant et après les mot inconnus, lire les petits mots dans le grand mot, etc. ①
  - Il y a un graphique S-V-A (ce que je sais, ce que je veux savoir, ce que j'ai appris) pour activer tes connaissances avant de commencer ta lecture. (p.4) Après ta lecture tu pourras ajouter ce que tu as appris.
  - Il y a également des résumés et des activités que tu pourras entreprendre après ta lecture. (p.5-6)

### **French version:**

https://www.lesplan.com/sites/default/files/documents/issues/free/COVID-19\_NN.pdf

NOTE: At the end of this document is one of the articles from the above websites if you are unable to access the links.

Want a challenge? Check out the French resource: Le Monde en Marche!

https://www.lesplan.com/sites/default/files/documents/issues/free/Covid-19\_LMM\_Niv.1.pdf

#### Math

#### Math facts

Daily Practice, 10 minutes

Make cue cards with multiplications from  $1 \times 1$  to  $12 \times 12$  on the front of the cards. On the back of the cards, write the answers. Use these to practice multiplication skills!

- For a challenge, you can time yourself and see how many you can get right in a certain amount of time and set a goal to see your improvement!

### Recipes – Get cooking Falcons!

<u>Description:</u> Students are to find recipes (3-4) and modify them to suit the needs of their families (ex- maybe they want to make 24 cookies instead of 12, or 6 cookies instead of 12). Recipes can be ones you actually use, or ones you think are cool. It could even be based off what you actually eat that day!

## **Extensions/Modifications:**

Grade 6	Grade 7	Grade 8
a) Find recipes and adjust them based on different factors (i.e., recipe calls for 3 eggs and you only have 2, recipe makes 12	<ul> <li>a) Same as grade 6.</li> <li>b) Figure out how much the ingredients cost and calculate how much it would cost to make the</li> </ul>	<ul><li>a) Same as grade 7.</li><li>b) Same as grade 7.</li><li>c) Compare prices of food among different flyers/grocery stores</li></ul>

cookies but you need 36).
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#### Game

## Play 2-3 times per week

Rapid Fire Card (Multiplication) - With a partner, divide the deck of cards into half. Each partner has 26 cards, and the cards must remain in a stack face down. On the count of 3, each partner flips over the top card of the deck. The first partner to correctly multiply the two wins the cards.

- a. In the event of a tie, each partner receives one of the cards.
- b. If you do not have a partner, you can play the game yourself, simply flip over a card from each stack and time yourself. See if you can beat your best time.
- c. The game can also be modified to play using addition or subtraction.

\*\*If you don't have a deck of cards, you can make your own with heavy paper/thin cardboard!

## Science

## Look up Falcons!

Check out this short video explaining the phases of the moon.

https://www.yout ube.com/watch?v =f4ZHdzl6ZWg



Your observations

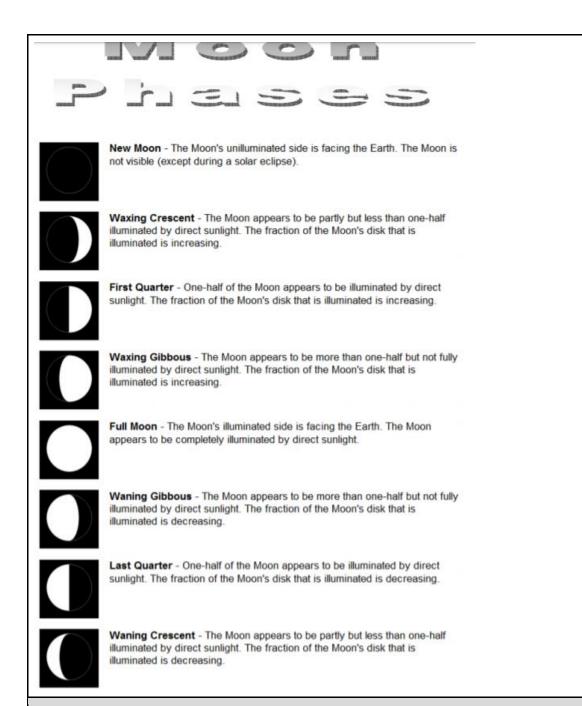
This next link has a picture and definition of each phase of the moon. It also has a chart for you to track the moon for one month. Print it off or create your own. <a href="https://www.hpschools.org/cms/lib/NY01913">https://www.hpschools.org/cms/lib/NY01913</a> 715/Centricity/Domain/117/Moon%20Phases %20Observation%20Sheet.pdf

\*\*The phases of the moon are also below

What's happening in our sky?

https://www.hpschools.org/cms/lib/NY01913 715/Centricity/Domain/117/Moon%20Phases %20Observation%20Sheet.pdf

Here are some major events in astronomy in 2020.



#### Social Studies

### Check out what Prime Minister Justin Trudeau has to say to these kids.

Visit the following link, and then complete the questions below.

https://www.cbc.ca/kidsnews/post/watch-justin-trudeau-answers-kids-questions-about-the-coronavirus

What questions would you ask our Prime Minister if you had the chance?

- 1. Did you learn any new information from this video? What did you learn?
- 2. How are you and your family doing with your new reality? How can we all work together to keep well and stay connected?
- 3. What does a regular day look like at your house? What are three, new activities you could try while you're at home?

#### Other Activities

## Mental Well-being/Art:

Try the Zentangle Method of drawing! While doing a zentangle, you can relax, focus, expand your imagination, be creative, and have fun! Grab either a thin marker or pen and small piece of thick paper.

Step 1 – Gratitude and Appreciation: Get comfortable, take a few breaths, and feel gratitude and appreciation.

Step 2 – Corner Dots: Place a light dot in each corner, about a pens width from the edges.

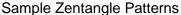
Step 3 – Border: Connect these dots with a light pencil line, straight or curvy, to create a 'square' border.

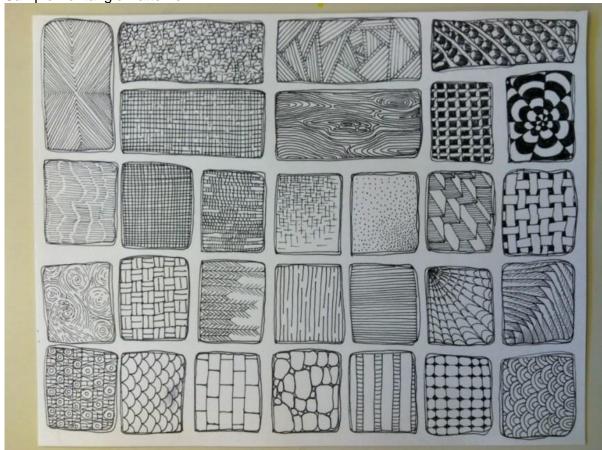
Step 4 – String: Inside the border, draw light pencil lines to make a 'string.' The string separates your tile into sections that you draw your tangles in. A string can be any shape – it can touch edges of the border now and again, or a series of grid lines separating the tile.

Step 5 – Tangle; A tangle is a sequence of simple strokes that make a pattern. Draw your tangles in pen inside the pencil string borders. Tangle your tangles – don't worry about what it is going to look like. Focus on each stroke of the pen as you make it. There is no up or down to a Zentangle – so rotate your tile as you go.

Step 6 – Relax: Completing a Zentangle is all about relaxation, focus, and creativity.

Visit: https://zentangle.com/pages/get-started for more information





Other Links:

Khanacademy.org OR Khan Academy App for devices

This is an excellent resource for mathematics, as well as higher level sciences. It includes free expert created lessons with quizzes that have a 'game' format where you can earn points.

Interested in science? Check out https://www.nasa.gov/nasa-at-home-for-kids-and-families

Check out the Florenceville Middle Home and School page for weekly challenges to get our Falcons interacting!

Check out the Brilliant Labs Facebook Page for daily Science, Technology, Engineering and Math challenges!



# When COVID-19 Strikes



The first case of COVID-19 appeared in Wuhan, China in December.

The virus quickly spread to other countries. Global emergency!

It was only a matter of time before the virus reached Canada.

A pandemic is

a disease that affects

### In the weeks before

Public health officials in Canada watched how other countries battled this new virus. They watched as the number of cases exploded.

Fortunately most cases were mild. But one in six people became seriously ill.

Hospitals couldn't handle all the really ill people. Doctors and nurses were overwhelmed. Health workers were getting sick too.

How could we stop that from happening here in Canada? How could we be ready for the expected tsunami of COVID-19 cases?

Canada's health officials started to prepare for the pandemic. It was important to take action early. "We hope for the best, and prepare for the worst," said one.

### The first wave arrives

The first Canadian cases occurred in people who had been outside the country. They became infected with the virus and brought it home.

So Canada closed its borders. Anyone entering the country had to self-isolate for two weeks.

That way, if it turned out they were sick, they wouldn't pass on the disease to others.

almost everyone in a very large area.

That helped, but not enough. Some infected people slipped through. They may not have even known they were sick. They were able to infect others before they showed symptoms themselves.

It was impossible for public health officials to track down everyone who might have been infected. It was impossible to isolate them all before they infected others.

Meanwhile, the number of Canadian COVID-19 cases was rising. First in B.C., then Ontario, then Quebec... and then all across the country. By the end of March, there were 9700 cases from coast to coast.

## Slowing the spread

It was time for stronger measures. Public health officials told people to keep physically distant from each other. That way the virus couldn't spread as easily. They ordered a halt to all gatherings. Community centres, schools, and restaurants were closed.

People were asked to stay home as much as possible. Anyone with COVID-19 symptoms went into isolation. So did anyone who might have been exposed. That included Canada's Prime Minister. His wife came back from England with COVID-19. So he and his children went into isolation. He worked from home.

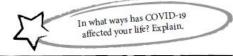
"Each one of us can make choices that help the people around us," said the Prime Minister.

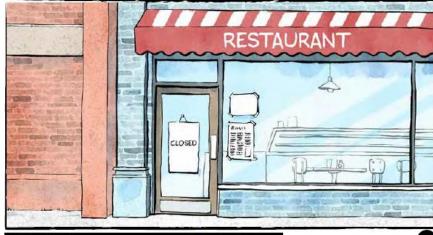
## Looking ahead

Will these physical distancing measures work?

It will be a few weeks before Canadians find out. Officials warn that the number of cases will keep rising for a while. That's because we are still seeing people who were infected before the distancing measures kicked in testing positive for the virus now. But soon, we should start to see fewer cases.

That's the plan. So public health officials are holding their breath. Hoping for the best. Preparing for the worst.





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Think Before You Read: K-W-L + Topic: ☐ the COVID-19 virus ☐ how it spreads ☐ how to cope ☐ other: \_ What I already know or think I know... What I wonder... How I learned these things: 3-5 things I learned after reading (sketch or make notes): A related website I found on the topic Title: Author: URL: on my hea

The Canadian Reader

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# When COVID-19 Strikes

## After-Reading Activities

#### Directions:

Choose one of the following activities to complete after reading the article. Use the information in the article to help you be successful.

Note: All URLs are posted as links at www.lesplan.com/en/links

#### Create a Timeline

- Create a timeline showing how COVID-19 spread from Wuhan, China in December to Canada, and then within Canada. Include a title for your timeline, label the events/dates neatly, and add a key image or symbol to represent each event.
- ☐ Watch one of the following videos on how to create a timeline:
  - How to Make a Timeline #readalong: https://www.youtube.com/watch?v=842mEdbuTJs [1:14]
  - Timelines for kids A comprehensive overview of timelines for k-6 students: https://www.youtube.com/watch?v=o5oHA6QTxjo [3:26]
- ☐ You may wish to try out one of the following interactive online timeline generators:
  - Dipity: https://www.timetoast.com/timelines/dipity-online-timeline (You need to create an account)
  - ReadWriteThink:

http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html

- Time.Graphics: https://time.graphics/
- Criteria: An informative timeline is accurate, easy to read (neatly labeled, title), and shows how the virus spread.

## Design a Comic Strip

☐ Create a short comic strip showing how a character you create is staying safe and healthy during the COVID-19 pandemic, and how your character is hopeful about the choices people are taking to slow the spread of the virus.



- Here is a link to several sets of comic strip templates that you can download from DonnaYoung.org: http://donnayoung.org/art/comics.htm
- ☐ If you prefer to create a comic strip where you are the star, download Comic Life (free from the App Store or Google Play); it allows you to use pictures in your photo gallery to create your comic strip: https://comic-life.en.softonic.com/mac
- □ Criteria: An educational comic strip includes accurate information about COVID-19, clearly shows what the character is doing to stay safe and healthy, and shows how he/she is feeling and thinking.

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Nom : \_\_\_\_\_ Date : \_\_\_\_\_

# Pense avant de lire: S-VS-A

Sujet: ☐ le virus de la COVID-19 ☐ commer

☐ comment il se propage

☐ comment y faire face

Ce que je sais déjà ou ce que

je pense que je sais...



Ce que je me demande...



Comment j'ai appris ces choses :

3 à 5 choses que j'ai *apprises* après la lecture (fais un dessin ou prends des notes)



Un site web que j'ai trouvé en lien avec ce sujet

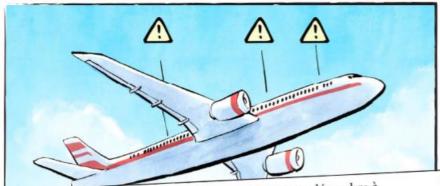
Titre:

Auteur:

URL:



# Lorsque la COVID-19 frappe



Le premier cas de COVID-19 est apparu en décembre à Wuhan, en Chine. Le virus s'est propagé rapidement à d'autres pays. Urgence mondiale! Ce n'était qu'une question de temps avant que le virus atteigne le Canada.

## Quelques mois plus tôt

Les responsables de la santé publique au Canada ont observé comment les autres pays luttaient contre ce nouveau virus. Ils ont vu le nombre de cas exploser.

Heureusement, la plupart des cas étaient légers. Mais une personne sur six tombait gravement malade. Les hôpitaux ne pouvaient plus aider toutes les personnes qui étaient très malades. Les docteurs et les infirmières étaient débordés. Les travailleurs de la santé tombaient aussi malades.

Comment pouvait-on éviter que ceci se produise ici au Canada? Comment pouvait-on se préparer au tsunami à venir de cas de COVID-19?

Les représentants de la santé du Canada ont commencé à se préparer pour la *pandémie*. Il était important de passer tôt à l'action. « Nous espérons le meilleur, en nous préparant au pire », a dit l'un d'entre eux.

## La première vague arrive

Les premiers cas canadiens sont survenus chez des gens qui étaient allés à l'extérieur du pays. Ils ont été infectés du virus et l'ont ramené chez eux.

Alors le Canada a fermé ses frontières. Tous ceux qui entraient au pays devaient s'auto-isoler pendant deux semaines. De cette façon, s'ils devenaient malades, ils ne transmettraient pas la maladie à d'autres.

Une pandémie est une maladie qui affecte presque tout le monde dans une zone très vaste.

Ceci a aidé, mais pas assez.
Certaines personnes infectées
ont glissé entre les mailles. Elles
ne savaient peut-être même pas
qu'elles étaient malades. Elles ont
pu infecter d'autres personnes avant
d'avoir elles-mêmes des symptômes.

Il était impossible pour les responsables de la santé publique de retrouver tous ceux qui auraient pu

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être infectés. Il était impossible de tous les isoler avant qu'ils n'infectent d'autres personnes.

Pendant ce temps, le nombre de cas canadiens de COVID-19 augmentait. D'abord en Colombie-Britannique, puis en Ontario, puis au Québec... et ensuite dans tout le pays. À la fin du mois de mars, on comptait 9 700 cas d'un océan à l'autre.

## Ralentir la propagation

Il était temps de prendre des mesures plus fermes. Les responsables de la santé publique ont dit aux gens de se tenir physiquement à distance les uns des autres. De cette façon, le virus ne pourrait pas se répandre aussi facilement. Ils ont ordonné l'arrêt de tout rassemblement. Les centres communautaires, les écoles et les restaurants ont fermés.

On a demandé aux gens de rester chez eux autant que possible. Toute personne présentant des symptômes de la COVID-19 s'est mise en isolement. De même que tous ceux qui auraient pu être exposés. Cela incluait le premier ministre du Canada. Sa femme était revenue d'Angleterre avec la COVID-19. Alors lui et ses enfants se sont isolés. Il travaillait à la maison.

« Chacun de nous peut faire des choix qui aident les gens autour de nous », a dit le premier ministre.

## Regarder vers l'avenir

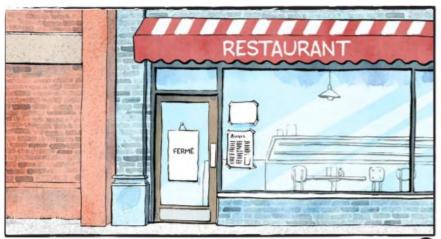
Ces mesures de distanciation physique fonctionneront-elles?

Cela prendra quelques semaines aux Canadiens pour le savoir. Les responsables nous avertissent que le nombre de cas continuera à augmenter pendant un certain temps.

Ceci parce que nous voyons encore des personnes qui étaient infectées avant que les mesures de distanciation sociale soient mises en place et qui sont maintenant testées positives au virus. Mais bientôt, nous devrions commencer à voir moins de cas.

C'est le plan. Les responsables de la santé publique retiennent leur souffle. Ils espèrent que tout ira pour le mieux. Ils se préparent au pire.





Nos Nouvelles

# Lorsque la COVID-19 frappe

## Activités d'après lecture

#### Instructions:

Choisis une des activités suivantes à compléter après avoir lu le reportage. Utilise les renseignements tirés du reportage pour t'aider à réussir.

Nota: Toutes les URL sont fournies sous forme de liens à http://lesplan.com/fr/liens

### Crée une ligne du temps

- ☐ Crée une ligne du temps pour montrer comment la COVID-19 s'est propagée depuis décembre de Wuhan, en Chine, jusqu'au Canada, puis, à l'intérieur du Canada. Inclus un titre pour ta ligne du temps, indique clairement les événements/ dates et ajoute une image clé ou un symbole pour représenter chaque événement.
- □ Visionne une des vidéos suivantes sur la façon de créer une ligne du temps: http://www.alloprof.qc.ca/BV/Pages/h1278.aspx [fais défiler l'écran jusqu'à la vidéo]

https://www.youtube.com/watch?v=1SfYKoYolJI

- ☐ Tu voudras peut-être essayer un de ces générateurs de lignes du temps suivants :
  - · Visme : https://www.visme.co/fr/frise-chronologique/
  - · Time.Graphics : https://time.graphics/fr/
  - Office Timeline : https://www.officetimeline.com/fr/telecharger
- Critère: Une ligne du temps informative est précise, facile à lire (les indications sont claires, elle possède un titre) et montre comment le virus s'est propagé.

#### Fais une bande dessinée

- ☐ Crée une courte bande dessinée qui montre comment un personnage que tu crées reste en sécurité et en santé pendant la pandémie de COVID-19 et qui montre comment ton personnage garde espoir envers les choix que prennent les gens pour ralentir la propagation du virus.
- ☐ Tu trouveras ici une séries de modèles de planches de bandes dessinées que tu peux télécharger : http://donnayoung.org/art/comics.htm [le site est en anglais mais les planches ne comportent aucun mot]
- □ Si tu préfères créer une bande dessinée où tu es la vedette, télécharge Comic Life (gratuit au App Store ou à Google Play); cette application te permet d'utiliser des photos de ta collection de photos pour créer ta bande dessinée: https://apps.apple.com/ca/app/comic-life-3//d89u37804671=fr
- Critères: Une bande dessinée éducative inclut des renseignements exacts sur la COVID-19, montre clairement ce que fait le personnage pour rester en sécurité et en santé et montre comment il se sent et ce qu'il pense.

