



## Table of Contents

<b>English Language Arts</b> .....	<b>1</b>
Going on a Bear Hunt.....	1
Appendix – Going on a Bear Hunt.....	3
<b>French as a Second Language</b> .....	<b>4</b>
Le chat et le chien.....	4
The Cat and the Dog.....	5
<b>Mathematics</b> .....	<b>7</b>
Let’s Go to the Market.....	7
Appendix A – Shopping Information.....	8
Appendix B – Supermarket Flyer .....	9
<b>Physical Education and Health</b> .....	<b>10</b>
Learn About the Foods That Give Us Energy and Get Moving!.....	10
<b>Arts</b> .....	<b>12</b>
Coffee Filter Art.....	12



# Going on a Bear Hunt

## Information for students

Have you heard of an “onomatopoeia”? It is pronounced like this: aa·nuh·maa·tuh·pee·uh.

Onomatopoeia refers to a word that sounds like the noise it describes. For example, say the word “boom” out loud. It sounds like the noise it describes, doesn’t it?

More examples are words like “splash,” “crash,” “crunch” and “meow.” Can you think of other examples? Ask an adult for help.

1. You are going to read a story. First, read and discuss these questions with an adult or a friend.
  - Have you ever gone searching for something in a park or forest? Were you prepared for your search? Did you feel scared on your adventure? Imagine going on a bear hunt! What would you bring with you?
2. Click on the link to listen to the story *Bear Hunt* by Michael Rosen. Try and follow the moves the author performs. Can you find examples of onomatopoeic words in the story?  
<https://safeYouTube.net/w/R9kJ>
3. Write a list of all the examples of onomatopoeia that you found in the story on a piece of paper or in a notebook.
4. Think about the adventure the family went on. Can you count how many different places they went to? Rewatch the video as many times as you need.
5. Using the worksheet in the appendix or a blank piece of paper, write and draw your own adventure. What would you hunt? Where would you go? You’ll need to write about three different places. Don’t forget to use onomatopoeia! Maybe your grass will go “whoosh” or you’ll run really fast and “zoom”!

## Materials required

- Blank paper or notebook
- Copy of the worksheet attached in the appendix
- Pen or pencil
- Device with Internet access
- Crayons or coloured pencils



## Going on a Bear Hunt (cont.)

### Information for parents

Children should:

- practice thinking and using onomatopoeic words
- practice sequencing of stories and write their own

Parents could:

- talk about onomatopoeic words with their child; use examples of onomatopoeia
- help their child follow the link; help their child access the worksheet in the appendix



## Appendix – Going on a Bear Hunt

### Going on a \_\_\_\_\_ Hunt

Complete the rest of the story by writing the three places you would go on your hunt. Don't forget to use onomatopoeic words. Draw a picture in each box too!

Going on a \_\_\_\_\_ hunt. We're going to catch a big one. What a beautiful day! We're not scared. Uh-oh!...



Going on a \_\_\_\_\_ hunt. We're going to catch a big one. What a beautiful day! We're not scared. Uh-oh!...



Going on a \_\_\_\_\_ hunt. We're going to catch a big one. What a beautiful day! We're not scared. Uh-oh!...



# Le chat et le chien

## Consignes pour l'élève

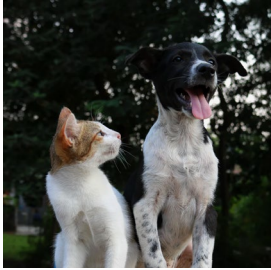


Photo par Anusha Barwa (unsplash.com)

### Réponds aux questions suivantes :

1. Que se passe-t-il dans cette photo?
2. Le chat et le chien sont-ils amis?
3. Comment s'appellent-ils?
4. Comment se sont-ils rencontrés?
5. Jouent-ils ensemble?
6. Sont-ils voisins ou vivent-ils dans la même maison?

Invente une histoire sur le chat et le chien. Raconte-la à un membre de ta famille.

### Pour aller plus loin

Fais des dessins qui accompagnent ton histoire. Peux-tu te filmer en train de raconter l'histoire?

### Matériel requis

- Papier
- Crayons de couleur
- Crayon à mine
- Appareil pour enregistrer



# The Cat and the Dog

## Information for students



Photo par Anusha Barwa (unsplash.com)

### Look at the picture and answer the following questions:

1. What do you think is happening in this picture?
2. Are the cat and the dog friends?
3. What are their names?
4. How do you think they met?
5. Do they play together?
6. Are they neighbours or do they live in the same house?

Make up a story about the cat and the dog! Tell your story to a family member.

### To go further

Draw pictures to go along with your story. Can you record yourself telling the story?

### Materials required

- Paper
- Pencil crayons
- Pencil
- A device to record yourself



# The Cat and the Dog (cont.)

## Information for parents

For this activity, children are asked to make up a story based on the picture of the cat and the dog.

Parents should:

- prompt their child for added details
- ask their child to tell the story about the cat and the dog
- ask their child to draw pictures of their story; each picture will help prompt more details
- film their child telling the story



# Let's Go to the Market

## Information for students

- The goal of **Let's Go to the Market** is to use the information from the supermarket flyer (Appendix B) and create your own shopping list.
- Your final shopping list cannot go over the budget of 50 dollars, and you must follow the instructions on the next page.

## Materials required

- Appendix A: Shopping Information
- Appendix B: Supermarket Flyer
- Writing materials (pencil and eraser)

## Information for parents

### About the activity

Children could:

- read the instructions
- show all their work on scrap paper
- use addition and/or subtraction to find their answer

Parents should:

- print the Supermarket Flyer (Appendix B)
- read the instructions with their child
- check the result of the required operation each time
- allow their children to use paper and pencil to do their calculations





# Appendix A – Shopping Information

## Information for students

Using the information below and the supermarket flyer, create your supermarket shopping list.

Your final shopping list cannot go over the budget of 50 dollars.

- You are allowed to spend 50 dollars.
- You must buy more fruits than vegetables.
- The number of protein items must be less than the number of grains.
- If you have money left over, you can choose something from the dairy products category.

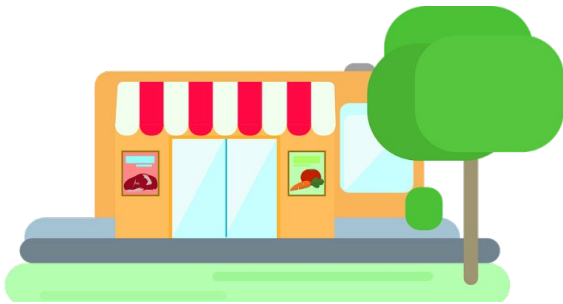


Image: Pixabay.com



# Appendix B – Supermarket Flyer

## Supermarket Flyer

Fruits		
Bananas: <b>3 dollars</b> 	Bag of Apples: <b>8 dollars</b> 	Bag of Pears: <b>7 dollars</b> 
Vegetables		
Broccoli: <b>4 dollars</b> 	Bag of Carrots: <b>6 dollars</b> 	Bag of Corn: <b>5 dollars</b> 
Dairy Products		
Cheese: <b>10 dollars</b> 	Milkshake: <b>3 dollars</b> 	Milk (2 L): <b>7 dollars</b> 
Protein		
Ribs: <b>15 dollars</b> 	Drumsticks: <b>9 dollars</b> 	Eggs: <b>4 dollars</b> 
Grain		
Bag of Croissants: <b>5 dollars</b> 	Bread: <b>4 dollars</b> 	Pancakes: <b>6 dollars</b> 

All Images: Pixabay.com



# Learn About the Foods That Give Us Energy and Get Moving!

## Information for students

### Activity 1: Foods that gives us energy

1. Watch this video: <https://safeYouTube.net/w/OpqG>
1. What types of carbohydrates do you eat to give you energy for physical activities?
2. What section of the plate below represents the carbohydrates the video talked about?
3. What are some other healthy foods you eat? You can write them down, draw them, or eat them!
4. How do you feel after eating these healthy foods? Find out why they are important! For example, they:
  - help you concentrate and learn
  - strengthen your bones and muscles
  - help all important parts of your body, such as your heart, your eyes, and your brain



### Activity 2: Let's learn how to juggle

1. Find two scarves or other light objects that you can throw and catch easily.
2. Watch the following video and learn how to juggle: <https://safeYouTube.net/w/ILqG>.
3. Now that you have practised with scarves, try throwing a small ball in the air and catch it with the same hand.
4. Find a second small ball and practise juggling with two small balls, as you did with the scarves.

### Materials required

- Device with Internet access
- 2 light objects (e.g. scarves)
- 2 small balls



# Learn About the Foods That Give Us Energy and Get Moving! (cont.)

## Information for parents

### About the activity

Children should:

- learn about foods and their benefits, such as why they are important when doing physical activity
- try out different ways of juggling with two objects

Parents could:

- ask their children about the types of food that are important for physical activity and why eating a variety of healthy foods is important for their body
- do the activity with their children, or alternate between support and autonomy



# Coffee Filter Art

## Information for students

### Instructions

- Flatten the coffee filters overnight under heavy books.
- Cover the table you will be working on to protect it.
- Colour the coffee filters with markers. Make whatever fun design you like.
- Spray the filter with the water bottle and watch the colours blend together.
- Experiment to see how the colours change when you add more or less water.
- Let it dry.

You can hang your filter in the window, like stained glass, or you can cut the paper and use it to create other art projects. See some fun art projects you can make here:

<https://www.busykidshappymom.org/coffee-filter-art/>

### Materials required

- Coffee filters
- Washable markers
- Water or spray bottle with water
- Paint brush (optional)
- Newspaper or similar table covering



# Coffee Filter Art (cont.)

## Information for parents

### About the activity

Children could:

- press the filters in books overnight and help to prepare the table
- choose to use monochromatic colours (many shades of the same colour)
- drop water onto coffee filter instead of spraying for a different effect
- choose to hang the art in a window to create a stained glass effect or to use the paper to create new art projects or to wrap gifts, write a note to a friend, etc.

Parents could:

- read the instructions to their child
- discuss the vocabulary words: blend, filter, flatten
- assist their child with assembling the materials
- assist their child with clean-up