DISTANCED LEARNING ACTIVITIES

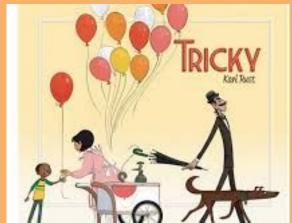
From Mrs. Ripley

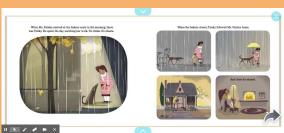
For May 25-29th (or whenever you like)

Please make a copy and share in "anyone with the link can view" settings.

Thank you!

STORY TIME WITH MRS. STIRLING (K-4)





In this story Tricky learns that it's better to be KIND.

Can you think of a way to brighten someone's day?

What act of kindness can you do?

Maybe you can make a poster or sign to thank a front line worker. Who would you thank?









THE BOOK OF AWESOME - DINNER TIME DISCUSSIONS



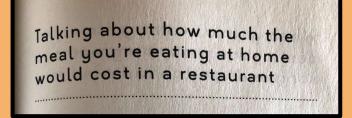
This page was taken from <u>The Book of Awesome</u> by Neil Pasricha. Each page has a short phrase at the top describing an everyday situation that is simply AWESOME.

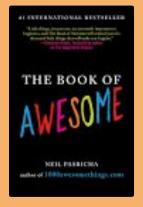
This page made me think about dinner table discussions and how more of us are slowing down during these times times of isolation at home, having longer family meal time together.

Other families might have front line workers and may not have as much time to be together for meals.

This week you will be challenged to help cook a meal for your family. It can be any meal of the day.

See the next slide for more details.







AWESOME IS EVERYWHERE - COOKING/WRITING TASK (GR. 2-8)

Select a new recipe to cook at home with your family (look in cookbooks or online, Pinterest is GREAT for recipes, see below for suggestions)

Help your family **plan the meal**, search your pantry, freezer and fridge for necessary ingredients and then make a grocery list of anything else you need to pick up the next time your family heads out for essentials.

Be involved in the whole process.

Help wash, prepare and cook the meal.

Help set the table, serve the meal and also clean up afterwards.

Need recipe ideas?

Check these out:











DINNER TIME DISCUSSION



During the meal ask your family the following questions:

If you were to order your meal at a restaurant how much would the menu item be? What local (Alliston, Angus or Barrie) restaurant would serve this meal?

PREWRITING: Once the meal is over jot down some notes about how the whole process made you feel.

Were there parts of it that your enjoyed more than others?

Did your meal turn out the way you thought it would?

Would you change anything or add different ingredients next time?

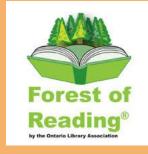
What did your family say as a response to your restaurant questions?

Writing Task: The day after your meal, turn your prewriting jot notes into a recount of the event.

Try not to list every single detail step by step, rather recount how you felt about each step. How did the meal planning, the food preparations, the cooking, the discussion at the table, the clean up go? Please attach a copy of the recipe so that we can all see what you made and get ideas for our next at home meal.

FOREST OF READING 2020 WINNING BOOKS

The votes have been calculated and the winning books determined.



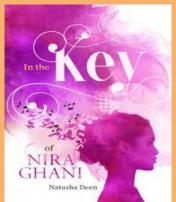
Thank you again to all who participated and also to our staff readers.

Here are your winning books in each category...

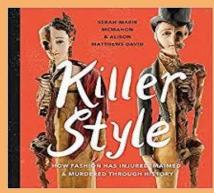


Silver Birch





Red Maple



Yellow Cedar

Silver Birch Express

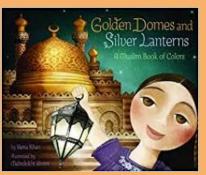
RAMADAN RESOURCES TO EXPLORE THIS WEEK: (GR. 2)

Look at your chart from last week. Review the questions you are searching for before you begin.

After you watch each video record any answers you learned in your chart.



The Foods of Ramadan Video of a night market Link



Golden Domes and Silver Lanterns Read Aloud Story Link



experience of Ramadan through the eyes of one boy. In Arabic with English subtitles.

<u>Link</u>

We are handing in our charts this week.

Covid-19 & Ramadan - Compare & Contrast Gr. 2

This week we will focus on how Covid-19 has affected Ramadan celebrations.

Just like how our birthday celebrations have changed during this pandemic, other celebrations have had to change too.

Watch the video and then fill out the Venn Diagram attached comparing how muslims celebrated before Covid-19 and how they have had to adapt.

Link - Video and BBC article

Link to Venn Diagram:



HEALTH GRADE 3 & 4 - REFUSAL TECHNIQUES

We are learning about peer pressure and how to say no to harmful substances and activities.

- 1. Read the **Peer Pressure Tips Poster** (attached below)
- think about how you can use these tips to say no
- 2. Watch this video about peer pressure:
 https://safeYouTube.net/w/WduD
- 3. Watch this video on "Saying No to Drugs":

https://safeYouTube.net/w/lOtD

-note this video is from the U.S. and they say that drinking alcohol is illegal for people under 21, but here in Canada the age is 19.

4. Complete the **"Exploring Refusal Techniques"** situation activity. Which of the techniques from the poster and videos will you use to say no?

STAND UP TO PEER PRESSURE

- #1 Just Say NO, NOPE, or NAH
- #2 LEAVE the scene and say, "See you later!"
- #3 MAKE UP AN EXCUSE like "Yikes, I just remembered I have to (do something, talk to, be at such and such place)!
 Gotta run! "
- #4 USE HUMOR like" If my parents ever found out they would lock me in my room for like thirty years and I'd be forced to eat only raw broccoli and stale toast."
- #5 CHANGE THE SUBJECT like"Oh, hey! I almost forgot to tell you about......!"
- #6 SUGGEST A BETTER IDEA like"Let's go check out...........
 instead!"

AND REMEMBER TO ALWAYS LISTEN TO YOUR INNER-GUIDING VOICE THAT REMINDS YOU TO TAKE GOOD, KIND CARE OF VALUABLE, IMPORTANT YOU!

Name:	Date:
Explori	ng Refusal Techniques
Sarah's best Friend a at Amanda's house, Amanda and Sarah a should do. She doesr	Amanda invites her over to her house. While Sarah w Amanda asked Sarah if she wanted to try a sip of v are only 13 years old Sarah was not sure what she rit want Amanda to think that she is uncool but she ortable with having the wine. What should Sarah do?

Name:	Date:	
Explori	ng Refusal Te <mark>ch</mark> niq	ues
school, pulls out a pa	our Friends at the park. Tony, an older stude ick of cigarettes out of his pocket. He says t yone takes one but you don't want to, but y is to like you. Your Friends are saying, "Come u." What should you do?	that they

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3

HEALTH SKITS - GR. 3 & 4 - SUBSTANCES & TOBACCO

- **Gr. 3** pretend that one of your peers is pressuring you to take some prescription pills they found in their mom's medicine cabinet. What would you do?
- **Gr. 4** pretend that one of your peers is pressuring you to try their older sister's vape pen. What would you do?

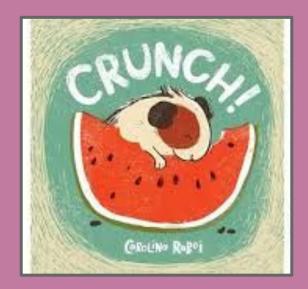
Record a short video skit of you using the following refusal techniques to turn down peer pressure influences to use a harmful substance. You can have another family member act as the peer who is pressuring you.

Use all 3 techniques in your skit:

- 1. Firmly say no and give a reason why it's not a healthy/safe choice.
- 2. Change the subject/avoid the topic
- 3. Suggest a different healthy activity or option.

STORY TIME WITH MRS. STIRLING (K-4)





Click <u>here</u> to listen to the story.

If you liked this story you might also enjoy this nonfiction book all about pet hamsters:



Click <u>HERE</u> to open the nonfiction book and also enjoy the linked activities.

MINDFULNESS & MEDITATION

(K-4)

Meditation Story: "Rainbow Garden"
To access the voice recording from Mrs.
Stirling click here. (4 mins long)



Note: Before you being you might want to review what types of flowers these are in order to help your child visualize them.



ROSE









Sunflower

Buttercup

Lavender

Lotus

MINDFULNESS & MEDITATION (5-8)



Mindful Minute Meditation: "Body Scan"

This meditation exercise is best practised laying down in a quiet place with your eyes closed.

The recording is 5 mins long.

When you are ready to begin click **HERE**.

STEAM - FAIRY/DINO GARDENS (K-2)



Click HERE to watch Stella and her brother Sam build a Fairy Garden.

Build your own mini garden.

It can be a Fairy Garden like the one Sam built or you could build a Dinosaur Garden!

It can be an indoor or an outdoor garden.

Share a picture of your design with your teacher and also email one to jstirling@scdsb.on.ca

Suggested Materials:

- ☐ Container: tub, flower pot, frisbee, bowl, basket
- ☐ Ground cover: sand, potting soil, stones, wood chips, marbles, moss
- ☐ Mini house: lego, doll toy, box, bark sticks, container, toilet paper roll, milk cartoon
- ☐ Mini Furniture: sticks, small toys, acorns, stones, toys,
- ☐ Plants or Flowers: real, plastic, weeds, seeds to grow
- Mini Signs: "Welcome Fairies", "Fairy Garden" "Danger Dinosaurs"





STEAM ACTIVITY (GR. 2-8)

Homemade Compass

I can also share this activity with you in PDF form if you would like, just let me know.

A Moment of Intention #33



20 Minute Activity For Everyone

Homemade Compass

The compass was invented nearly 2000 years ago, following the discovery of naturally magnetized minerals. The first records of early compass use came from China, using the compass to align buildings and city structures as well as to look for rare gems and fertile farmland. Approximately 1000 years after the compass was invented, it became the main tool of navigation around the globe, which is still used today. Though the compass is an ancient tool, using household objects, we can make our own, following the same process as our ancestors.

Click the video link below to learn the steps to creating your own homemade compass.



https://www.youtube.com/watch?v=QiSp6pGe0w0

Up until the invention of the compass, humans used local landmarks and the stars to navigate. This made it very difficult to travel to far or unknown destinations. After the compass became the main tool for navigation, we were soon able to make much larger journeys such as the first transoceanic voyages and the circumnavigation of the globe. Though our understanding and advancement of how to use compasses has evolved significantly over the past hundred years, it is still the main navigational tool for marine and air travel.

How Does A Compass Work?

A compass works by detecting the Earth's natural magnetic fields. The Earth has an iron core that is part liquid and part solid crystal due to gravitational pressure. It is believed that movement in the liquid outer core is what produces the Earth's magnetic field. Like all magnetic fields, the Earth's ha two main poles, a north and a south pole. This is how a compass' magnetic needle will always align with either the north or south pole, providing direction.

Reflection Questions:

- How did making your own homemade compass make you feel?
- Did you feel more connected to the past when making your compass? Why?
- What other questions do you have now that you've learned about the Earth's magnetic field?
- What other modern tools do you think have historic importance?

Materials Needed:

- A Needle
- A Common Magnet (Any fridge magnet will work)
- A Piece of Cork
- Water
- A Non-Metallic Bowl
- Optional: Compass to test your homemade compass

DIGITAL ESCAPE ROOMS (GR. 4-ADULT) ESCAPEROOM

- -take anywhere between 15-60 mins to complete
- -several basic puzzles
- -usually require basic math skills
- -might want a calculator, paper and pencil nearby
- -could be used as an option extra or a Fun Friday kind of activity

Escape the Sphinx Escape from Wonderland

Cinderella escapes Escape from the Hydra Base

The Minotaur's Labyrinth Spy Apprentice Digital Escape Room

Escape from the Star Killer Base Space explorer Digital Escape Room

Pete The Cat and the Birthday Mystery Escape the Fairy Tale



TEACHER RESOURCE - BIBLIOVIDEO

There's now a YouTube channel dedicated to Canadian children's books, called Bibliovideo

For more info check out this **LINK**.

Canadian picture book videos in English and French

The content includes author interviews, read-alongs, how-to demos from illustrators, publishers' trailers and book reviews.

RAMADAN RESOURCES TO EXPLORE THIS WEEK: (GR. 2 SOCIAL STUDIES)

Look at your chart from last week. Review the questions you are searching for before you begin.

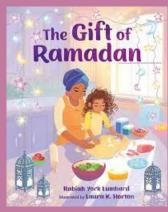
After you watch each video record any answers you learned in your chart.



Ramadan Moon Song Youtube Link



Website news article to read.
Link



Read aloud of The Gift of Ramadan Link

Next week I will share more videos to watch and we will record more answers in our charts.

You do not need to hand anything in this week.

GRADE 3 HEALTH - SUBSTANCE ABUSE

- 1. Read the information sheet about alcohol.
- 2. Read the information sheet about tobacco and nicotine
- 3. Complete the Google Doc. chart by listing the products these drugs are found in and their harmful effects on the body.

Name: ______ Date: _____

Alcohol

Alcohol is a commonly used drug. Alcohol is found in beer, wine and spirits. In Ontario, people under the age of 19 cannot purchase alcohol. However, since this drug is legal it is sometimes used by people who are under the age of 19.

Alcohol changes a persons' perceptions, emotions and senses. It is a liquid that is drunk and it is widely used by people on a regular basis.

Alcohol makes people feel aware and more awake at First. Then it can make people feel relaxed and even sometimes a bit sleepy.

Although this drug is not illegal for those to consume who over the age of 19, high doses of alcohol can cause serious harm to an individual and those who are around the

individual who is drinking. Some effects of too much alcohol can include confusion, depression, short-term memory loss and slow reaction times. It can even cause alcohol poisoning.

People will often drink alcohol when they are around others because it can make them feel good, help them deal with life or handle stress.

If too much alcohol is consumed regularly, a persons body might require more alcohol in order to achieve the same level of feelings experienced in the beginning.

ame:______ Date:____

Tobacco & Nicotine

A legal drug that is highly addictive is tobacco. The most common use of tobacco is through smoking cigarettes. So why is tobacco addicting? There is a chemical in tobacco called nicotine.

This chemical is quickly absorbed into the bloodstream and is highly addictive. The high addictiveness of tobacco makes it extremely difficult to quit.

Unlike caffeine, tobacco can only be bought and used, legally, by individuals over the age of 19 in Ontario. However, some teenagers begin to use tobacco even before this age limit.

Some people use tobacco because they think it helps them to calm their nerves or because they see other people doing it.

Nicotine can physically affect the body. Some examples of the physical effects of nicotine include rapid heartbeat, increased blood pressure and shortness of breath Long term effects of the use of nicotine include an increased risk for lung diseases, heart disease and stroke.

When people try to stop smoking they experience withdrawal symptoms. Among these symptoms are anxiety, anger, restlessness and insomnia.

GRADE 3 SUBSTANCE ABUSE - CHART

	What products are they found in? (try to list 3 for each)	How do these drugs harm the body? (try to list 3 effects)
Alcohol		
Tobacco		

GRADE 4 HEALTH

- SMOKING & TOBACCO

- 1.Read the two "Clear the Air" scenarios (problems). Select one to answer the questions at the bottom for.
- 2. Explain what you would do in that situation in 1-3 sentences.
- 3. Write a paragraph about the dangers of either second hand smoke or e-cigarettes (depending on which problem you choose). I expect at least 3-5 sentences in your paragraph.

Worksheet 3

Nan

Clear the Air

Tobacco and related products can seriously harm your health. That's true even for people who don't use tobacco themselves. The smoke from lit cigarettes or cigars contains dangerous chemicals. Breathing in secondhand smoke can increase your risk of illnesses such as bronchitis and pneumonia. E-cigarettes often contain the dangerous drug nicotine, which is addictive.

Check out the situations below. On separate paper, write a paragraph explaining how you would respond if you were in the situation. Think about what you could do and say to help you and the people around you stay safe. Be sure to include facts in your answer.

Scenario 1: Helen and Kim are going to the movies with Helen's older sister, Emily, and her boyfriend. When they pull up, Kim notices that Emily is smoking.

Helen: "Hop in! We're going to be late."

Kim: "Um..."

Helen: "What's the matter? My sister's boyfriend is a really good driver."



Is it a good idea for Kim to ride in the car? Explain what you would do or say if you were her.

Write a paragraph about the dangers of secondhand smoke to others in the car. Scenario 2: Ryan is at the mall with his older brother, Dylan, and his brother's friends from high school. They are talking about e-cigarettes.

Friend: "I heard e-cigarettes are not bad for you."

Dylan: "Yeah, they aren't dangerous like real cigarettes."

Ryan: "But, Dylan, isn't smoking bad?" Dylan: "There's no tobacco smoke, so

it's not a big deal."



What should Ryan say to his brother? Write a paragraph explaining the dangers of e-cigarettes to Dylan and his friends.

PREVIOUS WEEK'S RESOURCE SHARING

READING WITHOUT WALLS CHALLENGE

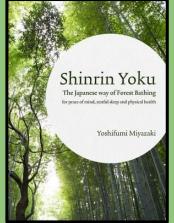
We all know how important it is to read every day, right? Maybe you already have a favourite spot to cozy up and read in your house. Well I'd like to challenge you to change that up a little and find a new spot to read...

Outside in NATURE.



Check out my video for more information.









Email a picture of yourself "Reading Without Walls" to jstirling@scdsb.on.ca

Those that choose to participate in this optional challenge will also be practising the act of "Shinrin-Yoku" Japanese Forest Bathing. Forest Bathing is the action of connecting with nature and surrounding yourself with the energy of the natural world. It brings us closer to the present moment, helping us unplug from technology, destress and relax. For more information on Shinrin-Yoku click HERE to watch a short video.

STORY TIME WITH MRS. STIRLING (K-4)



Click here to listen to the story.

Before Reading:

Discuss- What do trees give us? -can you think of at least 3 things?

During Reading: Think about all the gifts the tree is giving to the boy. What does the boy give to the tree?

After Reading: Discuss - What can you give to others? What special gifts do you have that you can share? What are you good at? How can you use that gift to help others?



MINDFULNESS & MEDITATION (K-3

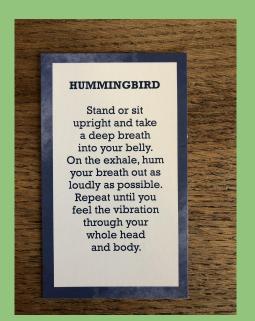
Mindful Minute: Tense and Release

To access the voice recording from Mrs. Stirling click <u>HERE</u>. (2mins long)





More ideas to try



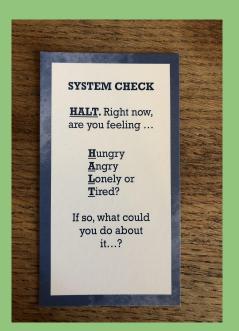


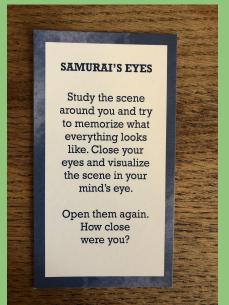
MINDFULNESS & MEDITATION (4-8)

Mindful Minute Meditation: "Feel Your Feet" To access the voice recording click <u>HERE</u>.



Try these Activities too...







STEAM CHALLENGE



Paper Plate Pinball Challenge

Materials:

- -Paper plates (The ones with high edges work best.)
- -Scissors
- -Construction paper
- -Tape
- -Marbles
- -Optional: pipe cleaners, and/or straws

Please send any videos or pictures of your finished products to jstirling@scdsb.on.ca







Task: Challenge students to create arches, ramps, lanes, twist and turns for the marble to go through. Have them test their work along the way (by trying to roll their marble through the obstacles) to see what works and what they will need to change/improve.

CHANGE MAKERS - CHOICE BOARD (GR. 4-8)



First, click on the link to the left to watch a video about changemaker Greta Thunberg.

Next, explore at least one other changemaker from the grid below.

Then, write or record a response to share using the reflection questions below.

- -What matters most to the changemaker?
- -How did they make a change?
- -How can you make a positive change in your community?





Discover the local #changethenow initiative.



Learn about some of the changemakers behind Pink Shirt Day.



Listen to a podcast about a changemaker on Rebel Girls.



Watch Autumn Peltier, Chief Water Commissioner for Anishinabek Nation address the United Nations.



Learn about Kenyan changemaker Wangari Maathai.

RAMADAN INQUIRY - RESEARCH CHART

Questions
I will use to guide my research

Answers found through my research. (in my own words)

RESOURCES FOR MS. MILLAR'S CLASS INQUIRY

CBC Kids - Ramadan *	Link Article about Ramadan (2-8)
Articles about Ramadan on Newsela	<u>Link</u> Note - Articles are not all from this year so dates might not be current. The dates for Ramadan change each year based on the lunar calendar. (2-8)
Ramadan Moon *	Link - YouTube Read aloud of the book Ramadan Moon (K-4)
Ramadan Moon (Song) *	Youtube Link (K-3)
Anything is Possible *	<u>Link</u> - experience of Ramadan through the eyes of one boy. In Arabic with English subtitles. (gr. 2-8)
The Gift of Ramadan	<u>Link</u> - Read aloud of The Gift of Ramadan (K-3)
Kids Explain Ramadan	<u>Link</u> - Kids explain their Ramadan experiences/traditions. (K-6)
Golden Domes and Silver Lanterns	<u>Link</u> - Read aloud for (K-3)
Covid-19 & Ramadan *	<u>Link</u> - Video and BBC article (Gr. 2-8)
My First Ramadan Read Aloud *	<u>Link</u> - Video read aloud (K-3)
Kids Teach About Islam and Ramadan *	<u>Link</u> - Video explaining the celebration (Gr. 2-8)
The Foods of Ramadan *	<u>Link</u> - video of a night market and Ramadan foods (<i>G</i> r. 2-8)

GRADE 3 HEALTH - SUBSTANCE ABUSE



Legal and Illegal Drugs

A drug is something other than food that is taken into the body and changes the way you think, act, or feel. Examples of drugs include alcohol, caffeine, nicotine and medications

Drugs can be separated into legal and illegal drugs. Legal drugs are known as over-the-counter drugs and prescription drugs. Examples of these kinds of drugs include alcohol, nicotine, and caffeine. Illegal drugs are drugs that are not prescribed by a licensed medical professional and the use of these drugs are forbidden by the law.

Both prescription drugs and nonprescription drugs are examples of legal drugs. Prescription drugs are medications that only a doctor can order. Examples include inhalers and antibiotics

Non-prescription drugs are available without a prescription. Examples include cough syrup, Tylenol, ciagnettes and alcohol.

Questions to Consider:

- I. Why are some drugs legal and other drugs are illegal?
- What would you like to know about legal and illegal drugs?

available to individuals without a prescription. These drugs are not assigned to a specific person and can be bought at grocery stores, Some examples of over-the-

Exploring Legal Drugs

Date:

Legal drugs are known as overthe-counter drugs and prescription drugs. Examples of these kinds of drugs include alcohol, nicotine, and

caffeine

Legal drugs are allowed to be taken by individuals. These drugs are either prescribed by a physician or are available over-the-counter. Legal drugs are taken to treat health conditions or to ease pain symptoms.

Over-the-counter drugs are department stores or drug stores. counter drugs include cold and flu medicines and allergy medications.

Over-the-counter drugs or nonprescription medications are safe when individuals follow the directions on the label Each label is required to have information related the medicinal and nonmedicinal ingredients, use of the drug, warnings or cautions, directions and dosage

Prescription drugs follow the

same rules as over-the-counter drugs, except prescription drugs must be prescribed by a physician. Prescription drugs are taken only when a physician prescribes them, for a specific person and for a specific reason. These drugs are bought from drug stores or pharmacies where a speciallytrained person, called a pharmacist, prepares them.

Date:

Exploring Legal Drugs

Sometimes prescribed drugs are misused or abused by people. Substance misuse means either an intentional or unintentional use of a substance that causes a problem. Substance abuse is the intentional use of any substance for moodaltering purposes (e.g., to feel better)

There are some safety rules that need to be followed whenever taking prescription, and even overthe-counter substances Children should only take medication from a trusted adult. You should also take only the amount of medicine your doctor or a grown-up you trust says to take. You should never share your medicine with another person and you should also never take another person's medicine.

Date:

Exploring Illegal Drugs

Illeaal drugs are drugs that are not prescribed by a licensed medical professional and the use of these drugs are forbidden by the law. These drugs are not prescribed by a doctor and cannot about their problems. be bought at a drugstore. They are only made available by people who sell them on the street (known as drug dealers).

The abuse of Ileaal drugs is serious because these drugs can damage the brain, heart, and other important organs. While under the influence of drugs, it becomes difficult to think clearly and make good decisions.

Why Do People Use Illegal Drugs? People might use illegal drugs to experiment or to try and fit in with a group of Friends.

Some drugs make people feel like they are escaping the real world for a while. Other illegal drugs might make someone who is sad or upset feel better and forget

However, drugs do not solve problems Instead the abuse of illegal drugs can cause other problems Someone who uses illegal drugs can become dependent or addicted to the drug. This means that without this drug, the person cannot function well.

Once someone is addicted to drugs it is very hard to stop but it is not impossible.

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Worksheet 1

O Pre-Assessment

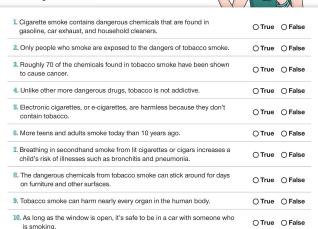
O Post-Assessment

STUDENT INFORMATION Name:

Grade:

What Do You Know **About the Dangers** of Tobacco?

Take the guiz below to find out how much you know about the dangers of tobacco.



How Did You Do?

- 8-10 correct: Congratulations! You know the facts about the dangers of tobacco.
- 4-7 correct: You've got a good grasp of the dangers of tobacco.
- 0-3 correct: You've got a good start. Do some research and also ask adults questions to learn more about the dangers of tobacco.

GRADE 4 HEALTH

FOREST OF READING - VOTING UPDATE



The deadline for all Forest of Reading votes is **June 1st**, seeing as we won't be back at school before then we will hold our vote online.

Next week I will share a **Google Form** for students to cast their vote.

This week's assignment is simply for students to post about what book they are currently reading (with a few specific details). I've posted the assignment in the Forest of Reading Google Classrooms.

I've signed us up for a FREE Lightbox subscription.

Basically like an interactive textbook.

PERFECT for FLEX subjects!

To access it simply copy and paste this link:

https://bit.ly/2yhS7k

LIGHTBOX - TEACHER RESOURCE SHARING (K-8)

What does Lightbox include? -multimedia educational space where students can explore e-books, audio books, videos, interactive maps, slideshows, and even take online guizzes.

- -printable PDF's for teachers (for paper packages)
- -different levels of text (K-2) (3-5) (6-8)
- -Math units
- -Science units
- -Social Studies units
- -Character Ed. units



PREVIOUS WEEK'S SHARING

STORY TIME WITH MRS. STIRLING (K-4)



SURB

We all know the story of Humpty Dumpty right? If you need a refresher see the video link below.

This is the story about what happens after his fall.
Humpty has a battle with mental heath and his fears.
Find out what happens and how he puts himself back together.



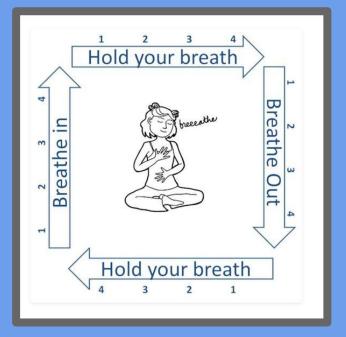


Maybe you could write your own ending to Humpty Dumpty.
What else could have happened after the fall?

MINDFULNESS & MEDITATION

 $(K-\S)$

Print out this picture or draw a simple square of your own on a piece of paper and then play this video.

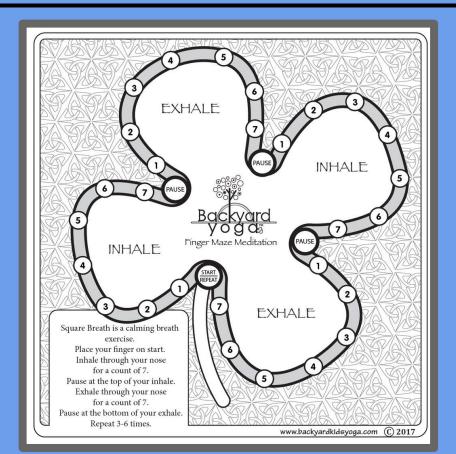






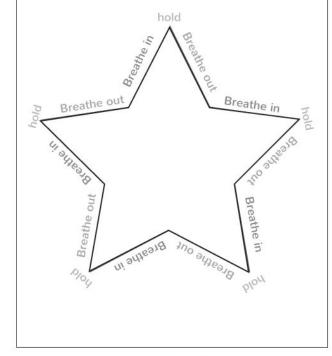


MORE BREATH WORK SHAPES TO TRY



STAR BREATHING

Start at any "breathe in" side, hold your breath at the point, then breathe out. Keep going until you've gone around the whole star.



Copyright © 2018 Janine Halloran, Coping Skills for Kids Workbook. All rights reserved.

MINDFUL MINUTE - MORE ADVANCED (GR. 5-ADULT)

Settle into a comfortable place where you can relax and focus.

Consider which room you will meditate in. You can meditate anywhere but it helps to have a special place full of relaxing items. Think of the 5 senses when creating your space.

Will you be in sitting/laying down in a chair or on the floor?

Will there be pillow and blankets? A yoga mat?

Will you have candles, essential oils, soft music?

Will you dim the lights or close the blinds?

Once you are in your comfortable meditation space play this voice recording by clicking **HERE**.



SUN PRINTS - STEAM (K-6)

- 1.Place a dark piece of paper outside on a flat surface in the sun.
- 2. Add found objects from nature like leaves, small toys, Lego or other household items and arrange them on the paper.
- 3. Leave out in the sun for 2-6 hours. Then take your items off the paper and check out your "Sun Print"
- -Try this with different colours of paper to see what works best.







Check out this <u>video</u> for more instructions and examples.

MEDIA CHALLENGE - WORDS OF KINDNESS PROJECT (GR. 2-8)









We've seen rocks, ribbons, yard signs, pictures in windows etc. The question is what can we create to spread kindness, appreciation and joy right now?

What will you create and where will you display it?

To access the assignment details click **HERE**.

TOS READING CHALLENGE

Our Tos "READ WITHOUT WALLS"

Challenge will go live next week

Monday, May 4th

I will send you more info ASAP.



In the meantime if you would like to get in on the staff challenge please send me your picture of yourself (with or without family members and pets) reading in nature by:

Thursday, April 30th.

May the 4th be with you for this challenge!

GR. 2 SOCIAL STUDIES - RAMADAN INQUIRY

Questioning Assignment - Ramadan

Before we start learning about the upcoming Ramadan celebrations I'd like you to **create 3 questions** about this holiday to help guide our learning. (Try not to ask your family for any details and please don't do any research online yet, this will come later).

Just like we did for our Easter Interview Assignment, use the attached Q chart, taking one of the questions words from the left and combining it in a sentence with one of the connecting words along the top. Try to use 3 different question words if you can. Think of all the ways you celebrated Easter to help you come up with your questions about how Ramadan is celebrated.





Submitting your work:

You can write your 3 questions on a piece of paper and take a picture, type your questions in a Google Doc. or even have someone in your family record a video of you saying your questions.

I will select some of the questions the class comes up with to help us in our next inquiry assignment.

MORE RAMADAN RESOURCES

CBC Kids - Ramadan *	Link Article about Ramadan (2-8)
Articles about Ramadan on Newsela	Link Note - Articles are not all from this year so dates might not be current. The dates for Ramadan change each year based on the lunar calendar. (2-8)
Ramadan Moon *	Link - YouTube Read aloud of the book Ramadan Moon (K-4)
Ramadan Moon (Song) *	Youtube Link (K-3)
Anything is Possible *	<u>Link</u> - experience of Ramadan through the eyes of one boy. In Arabic with English subtitles. (gr. 2-8)
The Gift of Ramadan	<u>Link</u> - Read aloud of The Gift of Ramadan (K-3)
Kids Explain Ramadan	<u>Link</u> - Kids explain their Ramadan experiences/traditions. (K-6)
Golden Domes and Silver Lanterns	<u>Link</u> - Read aloud for (K-3)
Covid-19 & Ramadan *	<u>Link</u> - Video and BBC article (Gr. 2-8)
My First Ramadan Read Aloud *	<u>Link</u> - Video read aloud (K-3)
Kids Teach About Islam and Ramadan *	<u>Link</u> - Video explaining the celebration (Gr. 2-8)
The Foods of Ramadan *	<u>Link</u> - video of a night market and Ramadan foods (Gr. 2-8)



* Indicates my favourite resources

GRADE 3 HEALTH - SUBSTANCE ABUSE



Watch the following Video: https://safeYouTube.net/w/z5x7 How do addictions work?

- 1. In your own words explain why people become addicted to something.
- 2. What kind of substance (besides caffeine and energy drinks) might someone become addicted to? List 3 things.



GRADE 4 HEALTH

Bonus Worksheet 2 / Reproducible

Beyond Cigarettes

When you think about the dangers of tobacco, you may think only of products like cigarettes that are smoked. But there are nonsmoking products that also have dangers. Study the table below to learn more about these products. Then answer the questions that follow.

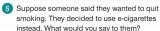
PRODUCT WHAT IS IT? WHAT ARE THE DANGERS? Electronic E-cigarettes are battery-Many people think e-cigarettes are cigarette, or operated devices. They do not harmless because they don't burn e-cigarette contain tobacco. Instead they tobacco. But most e-cigarettes have a cartridge filled with a contain the same addictive chemical liquid that contains nicotine. as cigarettes, which is nicotine. flavorings, and other chemicals. Plus, tests of some e-cigarettes When used, e-cigarettes turn have shown that they possess toxic the liquid into a vapor that chemicals like formaldehyde, a is inhaled. Nicotine from the substance that can cause cancer vapor is absorbed into the body in animals. The liquid inside through the lungs. The sale e-cigarettes can be poisonous if and production of e-cigarettes someone drinks or touches it. Many are not as strictly controlled as adult smokers use e-cigarettes to tobacco cigarettes. Most states try to quit smoking. But many adult ban the sale of e-cigarettes to smokers who use e-cigarettes still people under 18. smoke tobacco cigarettes. Smokeless Smokeless tobacco is made Smokeless tobacco has many of tobacco (includes of treated tobacco leaves. the same health risks as cigarettes. chewing tobacco, Most people chew on the People who use these products snuff, or dip) leaves or place them between can become addicted to nicotine. their cheeks and their gums. Smokeless tobacco also contains Nicotine from the tobacco is toxic chemicals that can damage absorbed into the body through tissues in the mouth and throat. tissues in the mouth. People may develop gum disease. tooth decay, or cancer of the mouth

Name:

QUESTIONS: (Write your answers on separate paper.)

- Which of the products in the table contain nicotine?
- 2 Why might some people think e-cigarettes are harmless?
- What are two ways e-cigarettes are similar to tobacco cigarettes?
- 4 What are two dangers of chewing tobacco?

and throat.



THE DANGERS OF SECONDHAND SMOKE

About half of children between the ages of 3 and 18 are regularly exposed to secondhand smoke. They may be exposed in homes or in places like restaurants where smoking is not yet banned. Exposure to the chemicals in secondhand smoke can be particularly dangerous for children, whose lungs are still developing.

- Secondhand smoke is the smoke that comes off
 a lit cigarette, pipe, or cigar or that is exhaled by
 a smoker.
- Tobacco smoke contains more than 7,000 chemicals, including toxic ingredients found in pesticides and car exhaust. Roughly 70 of the chemicals in tobacco smoke are believed to cause cancer.



- Children who are regularly exposed to secondhand smoke have a greater risk of ear infections, respiratory problems, and illnesses, such as bronchitis and pneumonia. Secondhand smoke can increase the frequency and severity of attacks in children with asthma.
- Chemicals from tobacco smoke can stick to surfaces days after someone smokes. This is called "thirdhand smoke."

E-CIGARETTES: A GROWING CONCERN

While smoking has decreased among youth in recent years, the use of products such as e-cigarettes is on the rise in middle and high school students. Many people mistakenly think these products are safe because they don't contain tobacco. Here are some facts you should know:

- Like tobacco cigarettes, electronic cigarettes, or e-cigarettes, contain nicotine. This chemical is highly addictive, especially in young people whose brains are still developing.
- → The liquid inside e-cigarettes is poisonous. Drinking or touching it can be toxic.
- Tests on e-cigarettes have shown that some contain toxic chemicals, including formaldehyde—a chemical that is believed to cause cancer.
- While no data has been collected yet, many experts fear that using e-cigarettes will drive teens to turn to tobacco-containing products.
- → E-cigarettes are not currently regulated by the U.S. Food and Drug Administration (FDA) but most states ban the sale to people under the age of 18.
- The packaging of e-cigarettes is often targeted toward children, with tie-ins to celebrities, sports, and music and with sweet, candy-like flavors.

REASONS TO OUIT

If you smoke, here are some reminders of the reasons to stop.

- Secondhand smoke puts your children at risk. Smoking in the other room or opening a window is not enough to protect your children from the dangerous chemicals in tobacco smoke.
- Your actions affect the behavior of your children. Children who grow up in homes where people smoke are more likely to smoke and to become heavier smokers at a younger age.
- Using tobacco puts you at risk for serious disease. That's bad news for your children, too. The good news is that studies show that your body starts healing as soon as you stop smoking. After 15 years of not smoking, your risk of coronary heart disease is the same as that of a nonsmoker.



Quit Smoking Resources:

→ 1-800-QUIT-NOW → smokefree.gov Karey and Robyn
this has already
been scheduled as
an assignment in
your Google
Classrooms.

CVS THP.indd 2 9/28/15 12:19 PM

FOREST OF READING ASSIGNMENT - OPTIONAL



The Week 4 Assignment has been posted in the Forest of Reading Google Classrooms.

The due date is Friday by 8:00 pm.

This week students are to select 2 different Forest of Reading books and compare them using a Venn Diagram.

PREVIOUS WEEK'S SHARING

STORY TIME WITH MRS. STIRLING (K-3)

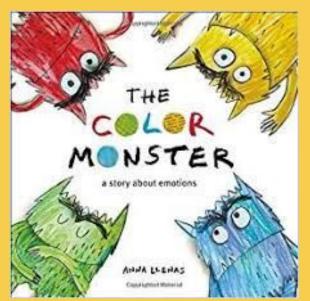
Colour Monster

- A story about mixed up emotions









EMOTION SORTING

What do the following emotions look like? Draw pictures and write words to help describe how each feeling looks and sounds to you. What colours will you use to draw pictures in each jar?



Worry

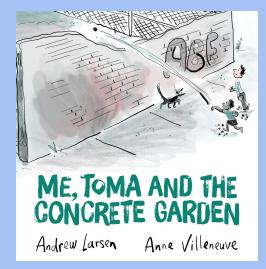


Loneliness



Excitement

BLUE SPRUCE - AUTHOR READ ALOUD (K-4)



Click on the Blue Spruce book to learn how to make a "dirt ball" with author Andrew Larsen and listen to him read Me, Toma and the Concrete Garden.



Click on the Book Flix picture to find 2 more books about planting seeds.

Username: simcodsb

Password: simc7729

MINDFULNESS & MEDITATION

 $(K-\S)$

Need a brain break? Try one of these:

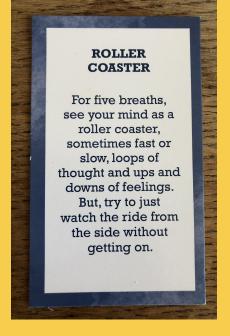
<u>Colouful Bubbles Meditation</u> Voice Recording (gr. 2-8)

<u>Thunder Drum Meditation</u>
Voice Recording (gr. 2-8)

Sunset on the Beach Meditation Voice Recording (gr. 2-8)







POETRY TIME WITH MRS. STIRLING



I've recorded myself reading the following poems:

- "Tiniest Man in the Washing Machine" K-4
- "Inspector Dogbone Gets His Man" 4-8
- "When People Ask How I'm Doing" Grade 5-8 by Rudy Francisco
- "Capacity" by Rudy Francisco Grade 5-8
- "Yes" by Rudy Francisco Grade 5-8

COVID-19 METAPHORS & SIMILES (GR. 4-8)



1. Dr. Teresa Tam's Simile:

"Coming down from this epidemic curve will be like making our way down a mountain in the darkness".

What do you think is the meaning behind her poetic words?

What is she saying we must actually do?

You can watch a video of her news briefing by clicking HERE.

Some journalists are saying, "We are at war with COVID-19. We need to fight it like a war."

Why is this Covid-19 battle being called a war? How should we fight it?

MORE POETRY RESOURCES:

Introduction to Poetic Elements & Forms Video (2:54)(Gr.2-6)

Check out these Sample poems by Shel Silverstein: (K & Primary)

https://www.harpercollins.com/childrens/shel-silverstein-poems/

Sample Poems by Naomi Shihab Nye: (grades 6-8)

https://poets.org/poem/kindness

MEDIA (3-8)

Look at the Covid-19 posters below and answer the following questions:

- What is the purpose/why was this piece of media created? -Remember P.I.E. (to persuade, inform or entertain) -also fully explain your answer with an "I know because..."
- What techniques have the creators used to capture your attention as the viewer?



Note to teachers:

You can find more posters here:

http://www.slotsartstudio.com/corona-virus-posters/

Some are bilingual too so French Teachers you might be able to incorporate these in your distanced learning activities too.



Inspired by Second World War efforts, a Canadian artist created posters to help prevent the spread of COVID-19. (Michael Slotwinski). CC BY-SA



Earth Day is Wednesday - Facts about plastic





CHECK OUT THESE GREAT SITES FOR EARTH DAY WEEK!



CONNECTED NORTH AT HOME

VISIT 2005, MUSEUMS, STORYTELLERS. THIS WEEK VISIT <u>Trash Free No Debris</u> at 4:30 p.m. Monday, April 20th, <u>Polar Bears at Risk</u> at 11:30 a.m. on Tuesday, April 21st, <u>Earth Day Art</u> at 1:30 p.m. on Wednesday, April 22nd and many more!

• NATGEO@HOME

TAKE YOUR KIDS ON SAFARI DURING EARTH WEEK!

EARTH RANGERS WEBSITE

TONS OF FUN EARTH WEEK ACTIVITIES - ALL FREE FOR FAMILIES!

HEALTH (GR. 3)

Substance Abuse

Energy Drinks

Watch the <u>Video</u> then read the information on the poster.

List 5 negative effect of drinking too many energy drinks.



HEALTH (GR. 4)

Tobacco and the Body

Read the information provided in the attached picture and submit your answers to the following questions:

- 1. What chemical makes it difficult to stop smoking once a person has started? Explain how this works.
- 2. Name at least 3 effects of breathing tobacco smoke.
- 3. Explain why children who are around tobacco smoke may get sick when breathing it in.

Worksheet 2

Tobacco and the Body

Tobacco contains many chemicals that can harm the human body. Nicotine is found in all tobacco products, including cigarettes and chewing tobacco, as well as in electronic cigarettes. This chemical travels through the bloodstream to all parts of the body and is addictive. In addition, the smoke from a lit cigarette or cigar contains more than 7,000 chemicals. Study the diagram below to see the effects on the body.

Ears: Children who are exposed to secondhand smoke have more ear infections. Germs get into the pocket of air behind the eardrum. That causes fluid to build up in the pocket, which leads to pain.

Lungs: The chemicals in smoke enter the pathways in the lungs where oxygen from the air is absorbed into the body. The poisonous chemicals damage the lungs' cilia-fine hairs that help remove dirt from the air. The damage can make it more difficult to breathe and cause a permanent cough. Children who breathe in smoke are more likely to get illnesses such as pneumonia and bronchitis. The chemicals can also damage cells in the lungs and cause cancer.



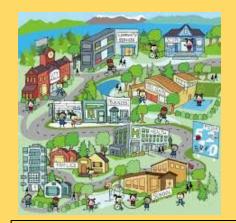
Brain: Nicotine can reach the brain within seconds after a person smokes or uses tobacco. The chemical changes the way signals in the brain are processed. It can make people feel more alert or feel a sense of pleasure. But nicotine is addictive. When the effects of nicotine wear off, people feel a strong need to get more. That's why it can be very difficult to stop smoking once you start.

Tongue: Your tongue is covered in taste buds. These cells detect the flavors in food. Using tobacco products can damage the taste buds. People who smoke may not be able to taste as well as nonsmokers. Exposure to the chemicals from the use of other tobacco products can also cause cancer of the tongue and mouth.

Blood and Heart: Chemicals in tobacco smoke can change the way your blood flows. They also damage the vessels that carry blood through your body. These changes can cause your heart to beat harder and faster. That can increase a person's risk of a heart attack.

Use the information in the diagram to answer the following questions. (Write your answers on separate paper.)

- 1. What chemical makes it difficult to stop smoking once a person has started? Explain how.
- 2. Name at least three effects of breathing in tobacco smoke.
- 3. Explain why children who are around tobacco smoke may get sick with breathing illnesses.



Junior/Intermediate extensions:

Draw a map of a whole floor of your home using a proper scale (use grid paper or technology if you have it).

Write a description of the different types of land use you see in your neighbourhood.

Map the Neighbourhood (Gr. 2-8)

Draw a bird's eye map of your neighbourhood.

- Make a list of the things in your neighbourhood to include on your map (e.g. houses, apartments, stores, schools, parks, churches, roads, sidewalks, etc.)
- Draw a detailed map of the neighbourhood by identifying and drawing where different things are located in your neighbourhood.
- Include a title and legend.
- Colour your map using appropriate colours.





Celebrating Heroes Letter Assignment (gr. 5-8)

I've adapted this assignment from www.readwritethink.org to have more of a front line essential service worker approach to heroes.

There are online links included to prewriting/brainstorming graphic organizers and even an online letter generator.

Feel free to use, modify and adapt for your own use:

Celebrating Heroes Letter Assignment



Kids Help Phone



Whenever you need to talk, we're open.



Text 686868



KidsHelpPhone.ca



Call 1-800-668-6868







FOREST OF READING ASSIGNMENT - OPTIONAL



The due date is Friday.

This week students have been asked to select their favourite Forest of Reading novel and write a **6 word book review**. It's challenging to fit an entire summary/review into 6 words, so I'm looking forward to seeing their creative responses.

I will be giving feedback on all submitted assignments.

PREVIOUS WEEK'S SHARING

-see the following slides for activities I've shared along the way.

STORY TIME WITH MRS. STIRLING

Rock Monster Read Aloud Video: (K-4)





Check out my challenge on the next slide...

ROCK MONSTER CHALLENGE:

I've placed a few rock monsters out on the streets of Everett and Lisle. If you are out for a walk you can try to spot them and think about their message.

Just remember: stay at least 2 metres away from other people who are not in your family and please do not touch the rocks.

Maybe you can make rock monsters of your own and put them somewhere in your community for other people to see. If you do make your own Rock Monsters please

email a picture of them to jstirling@scdsb.on.ca







I didn't have any red paint. Can someone please make a red rock monster?

STORY TIME WITH MRS. STIRLING

Perfect by Max Amato (K-3)



Remember Distance learning does not have to be perfect, we just have to try our best to do something in a new way.



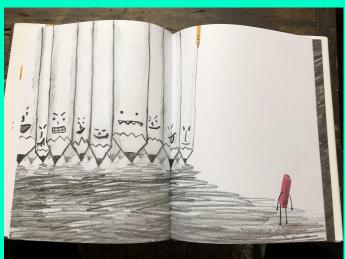


Check out the challenge activity on the next slide...

PERFECT - WRITING CHALLENGE TASK

You be the author: Add what you think the both pencil and the eraser would be saying on each page.





STEAM ACTIVITIES: (K-3)



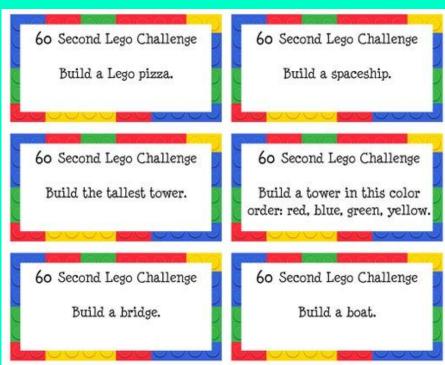
60 Second Lego Challenge
Build a robot.

60 Second Lego Challenge
Build something that flies.

60 Second Lego Challenge
Build a house.

60 Second Lego Challenge
Build a car.

Feel free to make these timed challenges or allow for as much time as the child would like to spend building.



STEAM/MINDFULNESS CREATE A ZEN GARDEN (K-8)

- Fill a shoebox, bowl, box or tray with sand or dirt of some kind.
- Place pebbles, rocks, and other found objects around.
- Use a twig, fork, paintbrush or pencil to draw patterns in the sand.

Share a picture of you using your zen garden with Mrs. Stirling: jstirling@scds.on.ca







Click <u>HERE</u> to watch a video of a zen garden in use.

Japanese zen gardens are dry landscape gardens that don't use plants that require water. They mostly include rocks and sand. The sand is raked to imitate water ripples. They promote a sense of peace and creating the patterns is a meditative exercise.

MINDFULNESS & MEDITATION

Need a brain break? Try one of these:

Brain Tickle Mindfulness Activity

(K-8)

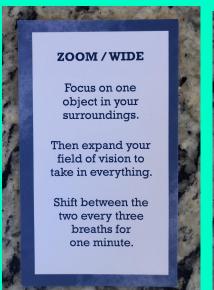




GRATITUDE MANTRA

Bring to mind something you are grateful for. Silently repeat this while holding the image in your mind.

How do you feel?



MOVING STILLNESS

Take a minute and try to move every muscle in every part of your body at once while holding just one finger perfectly still.

KIND WISHES

Make a kind wish for someone you care about...

One for yourself...

One for someone you don't really know...

And one for someone who bothers you...

Which activity was your favourite?

GR. 2 SOCIAL STUDIES (10-20 MINS)

Birthday Celebrations:

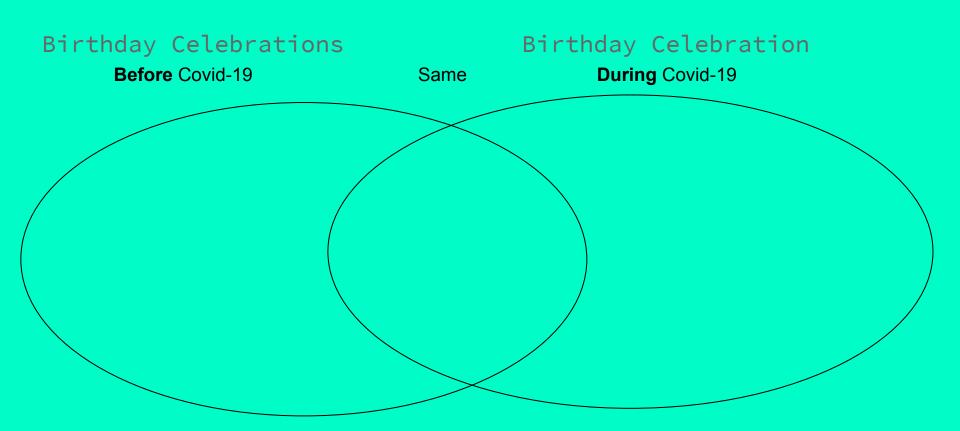
Due to Covid19 and Social Distancing birthday celebrations have changed. Use a **T-chart** or a **Venn Diagram** to list how our celebrations can still be the same and how they are different. Try to list at least **2 things that are different** and **2 things that are the same**. You can list extra if you like.

This activity should take about **10 mins** to complete. You can do it on the computer or you can do it on a piece of paper and then take a picture to send.



Birthday Celebrations During Covid19	
SAME	Different

VENN DIAGRAM OPTION:



VIRUSES INQUIRY ASSIGNMENT (GR. 5-8)



Note some of the articles included in this assignment have very mature/serious/upsetting content.

Please preread them first to make sure they are appropriate for your students (especially those teaching grades 5 & 6).

Access the Inquiry Project here:

<u>This Has Happened Before! - A Virus Inquiry</u>

(feel free to modify as you see fit, just please make a copy first)

Note: this is a large assignment which could be done over an entire week or possibly longer.

FOREST OF READING UPDATE

This is an update for teachers who have students in the program.



The Week 2 Assignment has been posted in the Forest of Reading Google Classrooms.

The due date is Friday by 12:00 noon.

This week students are asked to complete a Padlet check-in response. I will be commenting on all responses. 5-10 mins total.

We may have to do an online vote in June.

TUMBLEBOOKS MATH RESOURCE

For those of you who may need the username and password for Tumble Math, here they are:

Username: tumble2020

Password: A3b5c6

Apparently there may be a few issues with the direct link I sent out last week.

PREVIOUS WEEK'S SHARING

-see the following slides for activities I've shared along the way.

STEAM - WEEK 1 & 2 (K-3)

Access Week 1 & 2 STEAM Activity Slide Deck by clicking <u>HERE</u>.

Activities Include:

- 1. Wind Catcher/Wind Chime
- 2. Easter Egg or Easter Bunny
- 3. Spring Has Sprung
- 4. Musical Instrument Engineering
- 5. Paper Plane Challenge
- 6. Not a Box Challenge
- 7. Marble Run/Maze Challenge

WHAT IN THE WORLD - SOCIAL STUDIES/LITERACY (GR. 3-8)

What in the World and The Canadian Reader are cross curricular current events resources that incorporate literacy & social studies. We usually have to subscribe for just under \$200 each a year.

These FREE sample issues includes:

- -Age appropriate nonfiction articles about current events these are all about Covid
- -Comprehension questions
- -Inferencing activities
- -Mapping activities
- -Infographics and much more

Check out the documents below divided by age group:

What in the World Level 1 (grade 5 and up)

What in the World Level 2 (grade 8 & up)

The Canadian Reader (grade 3 & up) -might be able to adapt for grade 2

COVIDI9 MEDIA/HEALTH ASSIGNMENT (GR. 2-8)

To access the Covid19 Poster/Flyer or PSA Video Assignment Click HERE.