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Where Children Sleep

Information for students

The following photos were taken by James Mollison and can be found in his book, *Where Children Sleep* or on his website: <https://www.jamesmollison.com/where-children-sleep>

Mollison wanted to represent children from around the world and he realized that photos of their bedrooms could tell a lot about their lives, interests, personalities and realities.

- Choose two of the photos from the website, and write a paragraph comparing and contrasting the children's bedrooms.

You may use the following questions:

- 1-Which of the photographs interested or surprised you most? Why?
- 2-What questions did those photos raise for you?
- 3-What can these photos tell you about the lives of the people pictured?
- 4-What do you think they can't tell you?

Adapted from:

<https://learning.blogs.nytimes.com/2011/09/26/what-we-eat-where-we-sleep-documenting-daily-life-to-tell-stories/>

Materials required

- Device with Internet access (optional)
- Writing materials

Information for parents

The best things your child can do are: read every day, write every day and talk every day. You may choose to discuss the photos with your child and share your observations.



BINGO LECTURE

Information for students

Voici un choix d'activités qui comporte des textes à lire, à voir et à entendre.

Tu dois faire un bingo en faisant les activités proposées sur une même ligne verticale, une même ligne horizontale ou une ligne diagonale (voir annexe.)

Au total, tu dois faire un minimum de quatre ou cinq activités pour réussir un bingo. Si tu veux, tu peux faire plus de cinq activités.

Pour chacune des activités, note dans le tableau ce que tu as compris à propos du thème, du message et de l'histoire.

Pour aller plus loin :

Apprécie et réagis aux textes en répondant aux questions suivantes dans le tableau. N'oublie pas de justifier tes réponses en te référant aux textes. Explique « pourquoi » en donnant un exemple.

Exemple de questions :

- Qu'as-tu compris de chacun des textes?
- Quel était le message de l'auteur?
- Qu'as-tu aimé dans le texte?
- Quel texte as-tu préféré? Quel est ton coup de cœur?
- Lequel as-tu le moins aimé?
- Lequel était plus difficile à comprendre?
- Quel texte recommanderais-tu à tes amis?

À partir des réponses aux questions précédentes, présente les textes que tu as lus, vus ou entendus à quelqu'un de ton entourage. Qu'en pense-t-il? Aime-t-il le même texte que toi?

Materials required

- Device with Internet access
- BINGO sheet with links
- Paper and pencil




Information for parents

Help your child find the links.

Read the instructions to your child, if necessary.

Ask your child about what they learned or discovered through the readings.

B	I	N	G	O
<input type="checkbox"/> Lis un texte de ton choix en français à voix haute.	<input type="checkbox"/> Suis la recette pour faire des biscuits: biscuits aux brisures de chocolat	<input type="checkbox"/> Écoute une capsule audio tout en lisant le texte sur : editionsmag riffe	<input type="checkbox"/> Lis une BD à ton choix : BD à lire	<input type="checkbox"/> Lis un texte de ton choix à quelqu'un de ton entourage
<input type="checkbox"/> Écoute la <i>chanson de culture</i> à l'école de 2019 : Nous avons marché	<input type="checkbox"/> Lis un livre en français que tu as chez toi	<input type="checkbox"/> Regarde un épisode de la série : conseil de famille	<input type="checkbox"/> Lis un texte de ton choix à voix haute et enregistre-toi. Écoute-toi pour améliorer ta prononciation.	<input type="checkbox"/> Regarde une capsule vidéo de ton choix sur : Maj de Radio-Canada
<input type="checkbox"/> Lis un article de sport ou regarde un reportage sur : rds	<input type="checkbox"/> Regarde la vidéo sur le site de téléquébec : le slam, c'est quoi	 lire!	<input type="checkbox"/> Écoute la chanson de <i>culture</i> à l'école de 2018 : Le monde est à nous	<input type="checkbox"/> Quel type de lecteur es-tu? Lis et réponds au sondage suivant : type de lecteur
<input type="checkbox"/> Lis le magazine	<input type="checkbox"/> Regarde la version	<input type="checkbox"/> Écoute la	<input type="checkbox"/> Configure ton jeu	<input type="checkbox"/> Regarde une

<p>ne du mois d'avril de : Astérix</p>	<p>d'un film en français (avec les sous-titres en français ou non).</p>	<p>chanson de culture à l'école de 2017 : Plus haut</p>	<p>vidéo en français</p>	<p>capsule vidéo de ton choix su téléqué bec en classe : téléqué bec en classe</p>
<p><input type="checkbox"/> Lis une revue, un magazine ou journal en français.</p>	<p><input type="checkbox"/> Lis une histoire à un enfant de ton entourage : lecture virtuelle CEC</p>	<p><input type="checkbox"/> Regarde une capsule vidéo à ton choix sur : Maj de Radio-Canada</p>	<p><input type="checkbox"/> Regarde la capsule vidéo pour savoir comment devenir : booktubeur</p>	<p><input type="checkbox"/> Lis les règles en français d'un jeu de société que tu as à la maison</p>

Textes lus (écrits) :

Recette de biscuits : <https://www.ricardocuisine.com/recettes/4567-biscuits-moelleux-aux-brisures-de-chocolat>

RDS : <https://www.rds.ca/>

Editionsmagriffe texte pdf: <https://www.editionsmagriffe.ca/m-bibliogriffe-7e-agrave-la-9e-anneacutée--cycle-1-du-secondaire.html>

Magazine Astérix : https://www.asterix.com/wp-content/uploads/2020/04/Magazine_Asterix_Avril_01.pdf

Type de lecteur : <https://www.agol.ca/quiz/>

Sac d'école virtuel CEC : <https://mzonecec.com/application>

BD à lire : <https://www.dargaud.com/Le-Mag/Actualites/Restezchezvous-On-vous-offre-de-la-lecture-gratuite-%21-2-nouvelles-BD>

Textes entendus (audio) :

Editionsmagriffe audio : <https://www.editionsmagriffe.ca/m-bibliogriffe-7e-agrave-la-9e-anneacutée--cycle-1-du-secondaire.html>

Chanson culture à l'école 2017: <https://www.youtube.com/watch?v=aX402Q8Tojw>

Chanson culture à l'école 2018: <https://www.youtube.com/watch?v=ebPGpA4y9ps>

Chanson culture à l'école 2019 : https://www.youtube.com/watch?v=O30Q4_0xMAA

Textes vus (vidéo):

Booktubeur : <http://livre-toi.ca/>

Conseil de famille : <https://zonevideo.telequebec.tv/a-z/519/conseils-de-famille>

Maj de Radio-Canada : https://ici.radio-canada.ca/jeunesse/maj?gclid=CJ6k6-uX_OgCFWMCiAkddUkOKA

TéléQuébec, le slam c'est quoi : <https://enclasse.telequebec.tv/contenu/1590>



Téléquébec en classe : <https://enclasse.telequebec.tv/recherche?a=2>

TABLEAU

Textes choisis	Thématique, message, histoire, ce que j'ai compris du texte.	Appréciation / réaction : ce que j'ai aimé ou non, facile ou difficile Justification : explique pourquoi en donnant un exemple provenant du texte
1-		
2-		
3-		
4-		
5-		



Riddled with Questions

Information for students

This activity is made up of two parts. Both parts can be found in Appendix A.

In Part A, you will use a cypher to solve three riddles. To use the cypher, you must match equivalent algebraic expressions.

In Part B, you will use the riddles from Part A to determine the combination of a lock.

Materials required

- Appendix A
- Pencil

Information for parents

The purpose of this activity is to practice simplifying algebraic expressions, substituting numerical values for variables and carrying out arithmetic operations in the correct order.

This activity can be completed by a Secondary II student.

To review a related topic, students can watch:

<https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:foundation-algebra/x2f8bb11595b61c86:combine-like-terms/v/combining-like-terms>

Solutions can be found in Appendix B.




Appendix A: Prince Aldo's Escape

Part A:

Prince Aldo is being held captive by Riddler, the clever sorcerer. In order to save Prince Aldo from captivity, you must first get past the gatekeeper by solving three riddles that hold the code to unlock the door. In order to solve the riddles, you must simplify each algebraic expression and write the matching letter in the blank above the answer.


Riddle 1: What is it that you cannot hold even for ten minutes, even though it is lighter than a feather?

R 	$4x + 5 - x - 1$	O	$15x - 19x$
H	$-6x + 7x$	T	$x + 10 + 9x + 3$
B	$-5 - 9x + 6$	A	$4x - x$
U	$x + 4 - 9 - 5x$	Y	$-4x - 10x$
E	$-3x - 9 + 15x$	R	$11x - 12x$

$$\frac{\quad}{-14x} \quad \frac{\quad}{-4x} \quad \frac{\quad}{-4x - 5} \quad \frac{\quad}{3x + 4}$$

$$\frac{\quad}{-9x + 1} \quad \frac{\quad}{-x} \quad \frac{\quad}{12x - 9} \quad \frac{\quad}{3x} \quad \frac{\quad}{10x + 13} \quad \frac{\quad}{x}$$

Riddle 2: What gets sharper the more it is used?


A 	$-3(y + 1)$	T	$-2y - (9 - 10y)$
H	$-(6y - 1)$	R	$(5y + 4) - (5y + 3)$
B	$(9y - 21) \div 3$	N	$(-7y - 5) + (4y + 8)$
I	$3(8y - 8)$	E	$(36y + 18) \div 6$

$$\frac{\quad}{8y - 9} \quad \frac{\quad}{-6y + 1} \quad \frac{\quad}{6y + 3}$$

$$\frac{\quad}{3y - 7} \quad \frac{\quad}{1} \quad \frac{\quad}{-3y - 3} \quad \frac{\quad}{24y - 24} \quad \frac{\quad}{-3y + 3}$$



Riddle 3: I have no doors, but I have keys. I have no rooms, but I do have a space that you can enter but never leave. What am I?

Y 	$(z)(z)$	O	$49z \div 7$
E	$-4(z + 1)$	R	$2z(-2z + 3)$
A	$36z \div 6$	K	$(3z)(z)$
D	$(2z)(3z)$	B	$2z(2z + 6)$

A

$3z^2$

$-4z - 4$

z^2

$4z^2 + 12z$

$7z$

$6z$

$-4z^2 + 6z$

$6z^2$

Part B:

The letter **B** in each of the three riddles holds the three numbers that open the combination lock on the gate door.

If $x = -2$, $y = 16$, **and** $z = 3$, determine the numerical value of the letter B in each riddle. This will give you the three numbers to the combination lock to finally free Prince Aldo.

The combination lock numbers are _____, _____, _____



Appendix B: Solutions

Part A

Riddle 1

Y	O	U	R		
_____	_____	_____	_____		
$-14x$	$-4x$	$-4x - 5$	$3x + 4$		
B	R	E	A	T	H
_____	_____	_____	_____	_____	_____
$-9x + 1$	$-x$	$12x - 9$	$3x$	$10x + 13$	x

Riddle 2

T	H	E		
_____	_____	_____		
$8y - 9$	$-6y + 1$	$6y + 3$		
B	R	A	I	N
_____	_____	_____	_____	_____
$3y - 7$	1	$-3y - 3$	$24y - 24$	$-3y + 3$

Riddle 3

A							

K	E	Y	B	O	A	R	D
_____	_____	_____	_____	_____	_____	_____	_____
$3z^2$	$-4z - 4$	z^2	$4z^2 + 12z$	$7z$	$6z$	$-4z^2 + 6z$	$6z^2$

Part B

19 41 72

The combination lock numbers are _____, _____,



Bird Beaks

Information for students

- Plants and animals survive in their environment by adapting. There are two main types of adaptations: physical and behavioural.
 - Physical adaptations refer to the physical features of an organism (e.g. bird beak).
 - Behavioural adaptations are those actions that organisms do in order to survive (e.g. migration).
- Bird beaks are an interesting physical adaptation. This adaptation allows birds to survive in their habitat. From the short, curved, and pointed beak of an owl to the long and very slender beak of a hummingbird, each beak serves a specific purpose.
- In this activity, you will use household items to test how each bird beak has adapted to the specific habitat in which the bird lives.
 - Step 1: Read the procedures in Appendix 1. In your science journal, predict which “beak” (tool) will be the most useful with which “food” item for each of the 5 experiments.
 - Step 2: Collect your materials and do all 5 experiments in Appendix 1. Make sure that you jot down all your findings. (You may choose to use the table found in Appendix 2.)
 - Step 3: Construct a bar graph of the amount of “food” each “beak” (tool) puts into the “bird’s stomach” (cup).
 - Step 4: Now that you have tested all of your “beaks”, check the data you collected against your predictions. Were you correct?
 - Step 5: Which birds have beaks that were like your tools? What do these birds eat? Where do these birds live? Does the data you collected by modelling bird beaks and different types of food make sense? To help investigate further, you may wish to click on the following links: Hinterland, DKfindout, and Backyard Nature.



Materials required

- Straws
- Pliers
- Tweezers
- Toothpick
- Marshmallows
- Thread
- Sewing Needle
- Jujube candy
- 5 cups
- Timer
- Water
- Vase
- Sunflower seeds
- Bowl
- Scissors
- Soil

Information for parents

Children should:

- Make predictions based on their knowledge of birds and the birds' eating habits
- Compare and contrast different types of beaks (1st class lever, 3rd class lever etc.)
- Experiment with different household items to simulate bird beaks
- Collect and record data
- Analyze results to explain their observations

Parent can:

- Provide suggestions to replace items (tools and food items) that are inaccessible
- Allow children to set up the experiments on their own



Appendix 1¹: Materials & Procedure

Materials required

For these experiments, you will need the following items:

- Tools representing the beak: Straw, Pliers, Tweezers, Toothpicks
- 5 Cups representing the bird's stomach (1 per experiment)
- An instrument to be used as a timer (phone, oven timer, watch etc.)
- Water (representing food item), vase
- Marshmallow (representing food item), thread, needle
- Sunflower seeds (representing food item), bowl
- Approximately 1 m of string (representing food item), scissors, bowl, soil
- Candy (e.g. gummy bears, fish candy) (representing food item), bowl, water

Procedure

Experiment 1 – How much water can you get into your “stomach”?

1. Fill a vase with water.
2. Set the timer for 30 seconds.
3. Start the timer. Use the “beak” to get water into the “stomach”.
4. Write down how much water you were able to collect. (You may choose to use the table in Appendix 2.)
5. Repeat steps 2 to 4 for each “beak.”

¹ Activity adapted from “Brilliant Bird Beaks: An Experiment to Understand Animal Adaptations,” *Education.com*, November 28, 2010, <https://www.education.com/science-fair/article/brilliant-bird-beaks/>

**Experiment 2 – How many marshmallows can you get into your “stomach”?**

1. Thread a needle with a long piece of thread. Push the needle through a marshmallow until you have several on the thread. (If you don't have a needle, poke a hole with a toothpick and pass a string/thread through.)
2. Set the timer for 30 seconds.
3. Start the timer. Use the “beak” to pull off as many marshmallows as you can and get them into the “stomach”.
4. Write down how many marshmallows you were able to put in the “stomach”. (You may choose to use the table in Appendix 2.)
5. Repeat steps 2 to 4 for each “beak”.

Experiment 3 – How many seeds can you crack open and put in your “stomach”?

1. Fill a bowl with sunflower seeds.
2. Set the timer for 30 seconds.
3. Start the timer. Use the “beak” to crack a seed and put it in the “stomach”
4. Write down how many seeds you were able to crack and put in the stomach. (You may choose to use the table in Appendix 2.)
5. Repeat steps 2 to 4 for each “beak”.



Experiment 4 – How many pieces of string can you dig up and put in your “stomach”?

1. Fill a bowl with soil.
2. Cut some pieces of string into lengths of 5 cm.
3. Bury the pieces of string in the soil.
4. Set the timer for 30 seconds.
5. Start the timer. Use the “beak” to dig up the strings and put them in the “stomach”.
6. Write down how many pieces of string you were able to dig up and put in the “stomach”. (You may choose to use the table in Appendix 2.)
7. Repeat steps 2 – 6 for each “beak”.

Experiment 5 – How much candy can you put in your “stomach”?

1. Fill a bowl up with water.
2. Float candy (e.g. gummy bears) in the water.
3. Set the timer for 30 seconds.
4. Start the timer. Use the “beak” to put the candy into the “stomach”.
5. Write down how much candy you were able to put in the “stomach”. (You may choose to use the table in Appendix 2.)
6. Repeat steps 2 to 5 for each “beak.”



Appendix 2: Data Collection

Table 1: Tools

	1. Vase with Water	2. Marshmallows	3. Sunflower seed	4. String	5. Candy
Straw					
Pliers					
Tweezers					
Toothpicks					



Learn About Healthy Eating and Get Moving!

Information for students

Activity 1: Learn about the Canada Food Guide

Watch [this video](#) (1 min 51 sec), then explore [the food guide website](#).

Answer these questions:

- What are the three types of food that should make up most of your meals?
- What beverage does the food guide encourage you to choose most often?
- Overall, do half of your meals and snacks consist of fruits and vegetables? Can you think of ways to increase the amount of fruits and vegetables you eat? Check out the recipe section on the food guide website for snack ideas.

Activity 2: Get moving!

- Have you ever heard of Poi or seen it being performed? Watch this video for an introduction to Poi.
- Make your own homemade Poi. This video will teach you three easy methods.
- Try the movements/challenges suggested in the following videos:
 - Video: Challenge 1 – The one-handed wheel
 - Video: Challenge 3 – The one-handed helicopter
 - Playlist: Discover the exciting challenges of the art of poi
- If you have safety goggles, wear them to protect your eyes.

If you are up for practicing your French and want to explore more activity ideas, visit the [Reste actif!](#) website.

Required materials

Depending on the video instructions and the type of Poi you chose to make

Information aux parents

Children should:

- Learn about the Canada Food Guide
- Create a Poi and explore different movements with it

Parents could:

- Discuss the Canada Food Guide with their children
- join their children in learning some Poi techniques



Painter's Tape Art

Information for students

- Sometimes a painting is special for what is not painted.
- Sometimes it is the negative space that truly tells a story or showcases the design.
- In this activity, you will first create your design or picture with painter's tape and then add paint to finish the project.

Materials required

- Watercolour paper or canvas (if available)
- Watercolour paints
- Painter's tape
- Paint brush

Instructions

- Use painter's tape to create a design on watercolour paper or canvas (if available)
- Select any design, but make sure some detail is present
- After the tape has been placed firmly on the paper, you may paint around the tape
- Be creative in mixing colours and creating an interesting array of colours
- Allow paint to dry completely before carefully removing all tape, leaving the design
- Add small shading or details to the design if desired

Information for parents

Ask your child to share their creation with you.

Ask your child to describe their creative process (why they chose the patterns and colours used in the piece).

For more ideas for art using painter's tape, please visit:

<https://www.youtube.com/watch?v=0GQ5Tcboecl>



Challenging Gender Stereotypes (Part 1: Be a Man)

Information for students

- The media has an enormous impact on our interests, behaviors, and aspirations. This week's activity is about challenging stereotypes of masculinity and reflecting on how gender is portrayed in the media.
- Watch the trailer from the film *The Mask you Live In*. If you are interested in watching the complete documentary the link is provided below.
- Write a short reflection on the video. Consider some of the following questions in your reflection: What have you learned? What does it mean to 'be a man'? What are some common stereotypes about boys? What impact can these stereotypes have on romantic relationships? What are some qualities about yourself you are most proud of?

Materials required

- Paper, pen or pencil,
- Device with Internet access
- Short trailer for the film (required) https://www.youtube.com/watch?v=Palna_k8Ne0
- If you are interested in watching the complete documentary: <https://www.youtube.com/watch?v=l1O19B0VSIA>
- If you are interested in learning more about The Representation Project:
- <http://therepresentationproject.org/about-us/>

Information for parents

Please note the documentary may contain images and language of a sexual and/or violent nature.

This activity teaches the importance of challenging gender stereotypes and being confident in our identity.



World on Your Plate

Information for students

- We don't always stop to notice where our food comes from, but behind everything we eat, there is a very large food industry hard at work making sure that there is food in the stores and on our plates. Where does all this food come from?
- In this activity, you will be looking at labels and packaging to find the origin of food items. Everything we eat, from unprocessed fruit, vegetables, meat and fish, to prepared foods such as soups, crackers and cookies, comes from somewhere.
- Look closely at the packaging a food item comes in. You should be able to find the name of the company that produced the food item and where it is from.
- To keep track of where your food comes from, you can use the template provided below or create your own recording method. Feel free to be creative by adding drawings, flags or logos!
- The activity can be done for one or more meals. If you or someone else at home makes a recipe, you can adapt this activity by finding out where all the ingredients come from.
- After you have completed the activity, you will be more aware of where your food comes from and the major role the food industry plays in the economy of certain regions. Ask yourself what you have learned about where your food comes from. You could also try to look up where these places are in Québec, Canada or elsewhere in the world. You could even draw a map and put the items you found on that map to get a visual sense of where your food comes from.
- If possible, share your work with your teacher or your school!

Materials required

- Useful resources, depending on personal preferences and availability:
- device with Internet access for maps (not essential)
- writing and drawing materials (paper, pencils, coloured pencils, etc.)
- food labels from food containers or packaging, stickers on fruit and vegetables)

Information for parents

This activity is suitable for all ages.

Some students may require support in reading the instructions and getting started.