

Instructions: Choose from the options below. Enjoy as many or as few as you have time for.

| | A | B | C | D | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Math | <p><u>Estimation</u></p> | <p><u>How Many?</u></p> | <p><u>Making Six</u></p> <table border="1"> <tr> <th>Number Rolled</th> <th>Counters</th> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> | Number Rolled | Counters | 3 | | | | <p><u>Which Cup?</u></p> | <p><u>Same but Different</u></p> | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p><u>Which One Doesn't Belong?</u></p> | <p><u>Sleep Study</u></p> <table border="1"> <thead> <tr> <th>Day</th> <th>Hours of Sleep</th> <th>Mood</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> | Day | Hours of Sleep | Mood | | | | | | | | | | | | | | | | | | | <p><u>What Shapes Do You See? Who Am I?</u></p> | <p><u>Scavenger Hunt</u></p> <table border="1"> <thead> <tr> <th>Item</th> <th>Tally</th> </tr> </thead> <tbody> <tr> <td>A storm drain</td> <td> </td> </tr> <tr> <td>A body of water</td> <td> </td> </tr> <tr> <td>Something blue or green</td> <td> </td> </tr> </tbody> </table> | Item | Tally | A storm drain | | A body of water | | Something blue or green | | <p><u>Bead a Story</u></p> <table border="1"> <tr> <td>My Story: I went fishing with my Grandpa. We were out a long time and only caught a fish at the very very end.</td> <td>Main parts of my story: Me Grandpa Waves Fish</td> <td>Colour Bead: Green Orange White and Dark Blue Red</td> </tr> </table> | My Story: I went fishing with my Grandpa. We were out a long time and only caught a fish at the very very end. | Main parts of my story: Me Grandpa Waves Fish | Colour Bead: Green Orange White and Dark Blue Red |
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| Literacy | <p>Sharing Our Stories Learn with two young Dene-Cree-Nakota Sioux girls as they experience a powwow with their aunty. Click the image:</p> | <p>Acts of Kindness How does it feel when someone is kind to you? How does it feel when you are kind to someone else? Read a story below:</p> | <p>Create a Game After reading and/or listening to Let's Play Waltes!, collect natural materials to create your own game. Click the image:</p> | <p>What Will You Do for the Water? What can you and your family do everyday to act in a good way towards our water? Read the story below:</p> | <p>Think of a favourite memory or story that you may want to share through your beads. Click the image for a math and literacy activity:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Visit a powwow with Charlie to learn about this traditional Indigenous celebration.</p> <p>Click image for activity</p> | <p>Learn about Mohawk language and the Three Sisters.</p> <p>Click image for activity</p> | <p>Learn about a traditional Mi'kmaq game by listening and reading the Mathologie book «Jouons au Waltes.»</p> <p>Click image for activity</p> | <p>Did you know that some plants have healing powers? Try this « Super Power Plants » activity developed by a Métis, Cree artist in Ottawa.</p> <p>Click image for activity</p> | <p>Learn about the art form of beading that many Métis, Inuit, and First Nations people use to adorn clothing and other items</p> <p>Click image for activity</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Math

Literacy

French as a Second Language



Please click on this Icon, wherever you see it, to access Indigenous content.

Choice Board Background Information:

- ✓ Choice boards were created to provide flexibility in learning at home;
- ✓ Boards were planned for divisions: K-3, 4-6, 7-8 for open, individualized learning;
- ✓ Planned with recognition that parents may currently hold various roles at home;
- ✓ Designed to enhance the materials provided by the Ministry;
- ✓ Experiential learning focus with accessible materials at home;
- ✓ Low/No tech options;
- ✓ Accessible on mobile devices;
- ✓ Honouring relationships with Indigenous people.

Choice Boards- Parents Can:

- ✓ Choose as many or as few learning opportunities as desired;
- ✓ Follow the days of the week or be flexible in using the choice boards;
- ✓ Be confident that the learning is based in curriculum;
- ✓ Engage other children in the home in common experiential learning (i.e. baking, reading, playing math games, being active together);
- ✓ Click on the links provided for further learning and sample questions to ask;
 - ✓ Have fun!



Explanatory Notes: LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS



Choice Board Activities Provide:

- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
- ✓ French learning opportunities;
- ✓ Health and Physical Well-Being ;
- ✓ Opportunities to foster connections within the household;
- ✓ Focus on conversation and thinking;
- ✓ Learning through Indigenous world views.

Choice Boards- Teachers Can:

- ✓ Create classroom-based choice boards for students while they are learning at home;
- ✓ Incorporate ideas from the choice boards into teaching practices, daily and weekly planning;
- ✓ Explore and incorporate new resources into classroom learning;
- ✓ Engage students and families in virtually sharing learning with one another;
- ✓ Expand on activities in order to provide individualized learning opportunities;
- ✓ Incorporate other UCDSB resources (i.e. Math Tool, VLC, links) to extend student learning.



Sharing Our Stories Partager nos histoires

[Read and listen here.](#)
[Lis et écoute ici.](#)

A note from Melissa Purcell, author of Sharing Our Stories:

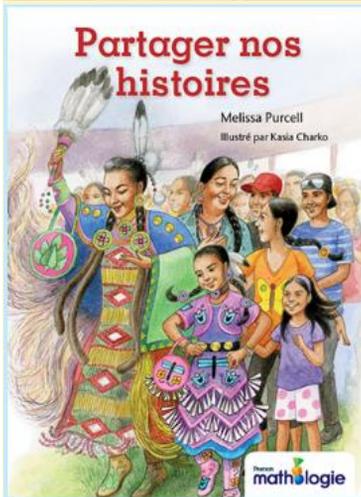
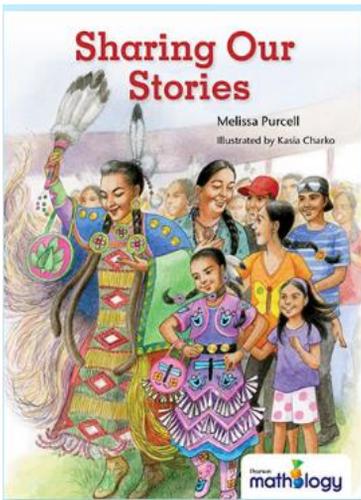
Sharing Our Stories is about two young Dene-Cree-Nakota Sioux girls, Sarah and Madeline, experiencing a powwow in central Alberta with their aunty. Aunty teaches the girls about the songs, dances, and regalia (dancers' outfits are referred to as regalia *not* costumes) while they spend time at the powwow. Powwows are an important celebration of culture, and a place to meet new people, make new friends, and visit with family. Directly teaching students about the following key ideas will increase understanding and awareness of the cultural connections throughout the story.

Key Idea: *The importance of cultural symbols and identity*

Throughout the story, Sarah and Madeline see different types of regalia at the powwow. Stories can be shared through the symbols, designs, colour and materials used on a dancer's regalia. The stories can represent people, family, and communities.

Key Idea: *The importance of family and Elders*

Drums are used in many important ceremonies. The drumbeat is the "heartbeat" of the powwow. The dancers' movements match the beat of the drum; some songs have a fast drumbeat and some have a slow drumbeat. Some dancers tell stories through the movements they make while dancing. Most dancers learn about the importance of drums, songs, and dances from family and Elders. The learning can begin at any age, requires lots of practice, and continues over a person's lifetime. Songs and dances are passed on through oral history and experiential learning.



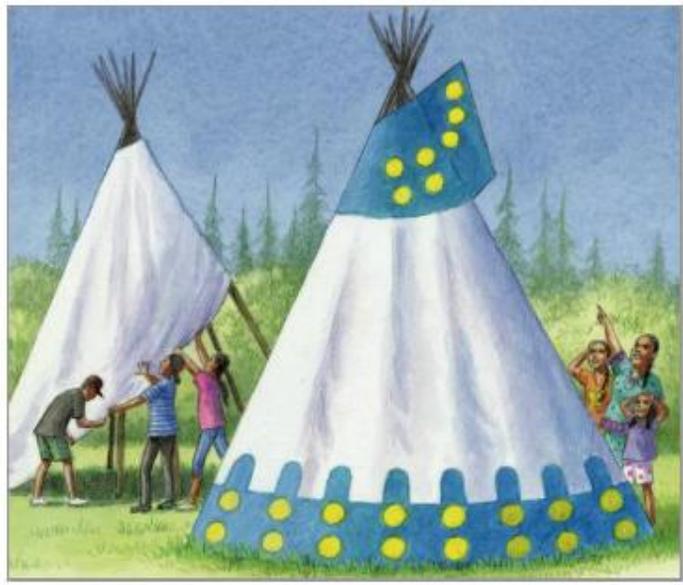
Click here for
Math
Activities

Click here for
Literacy
Activities

Sharing Our Stories Activities



Estimation



- Did you know the design on this teepee represents the earth and the sky?
- What might the yellow circles represent?
- About how many circles decorate this teepee? How do you know?

Which One Doesn't Belong?



The drum is very important in Indigenous cultures. When played, it represents the heartbeat of Mother Earth. At a powwow the starting drum song is a way to get every person's heart beating together.

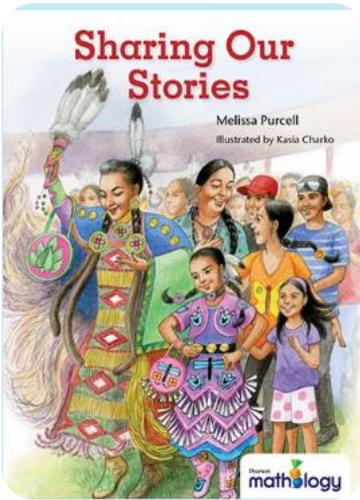
- Which drum doesn't belong?
- How do you know?
- Your friend picked a different drum, which one might they have picked? What might their reasoning be?

- What shapes do you see on the drums?



Sharing Our Stories

[Read and listen to the story by clicking on the picture.](#)



After reading and listening to Sharing Our Stories, retell the story in your own words by sequencing the pictures in the order of the events as they happened in the story.

*If you have a printer, you may wish to print out this page and this page, cut out the event strips and order them. Or, you can order the pictures online and discuss what was happening in each picture.

Beginning

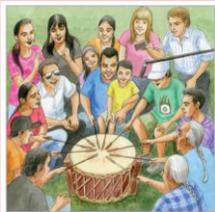
Order these pictures from the beginning of the story.



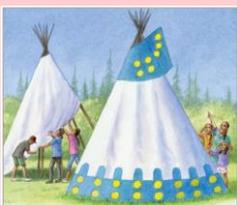
There are many different types of powwow dances. Dancers wear different outfits, or regalia, for each style of dance. Each dancer's regalia has its own story that is unique to the dancer.



We are at a powwow with Aunty this weekend. At powwows, we listen to drumming and singing, and we watch dancers. We meet old friends, make new friends, and share stories. Stories are often shared and passed on to others by important people in families and communities. Music, movement, colours, and designs can all be used to share stories.

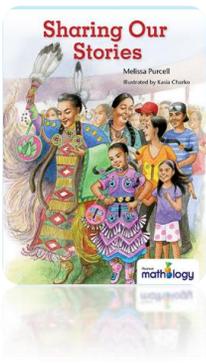


The powwow singers sit around their drums. The singers visit with each other and learn new songs while they wait for their turn. They sing in different Indigenous languages. They share stories through their songs.



Some teepees have designs on the teepee covers and some don't. The designs tell a unique story. "A long time ago, women were responsible for putting up the teepees," says Aunty. "They had the teachings of the teepees and still do. Can you see shapes on this teepee that represent the earth and sky?"





Sharing Our Stories

[Read and listen to the story by clicking on the picture.](#)



Middle

Order these pictures from the middle of the story.



The Master of Ceremonies calls the jingle dress dancers to the arbour. Aunty shares a story of the jingle dress and tells how this dance is a healing dance.

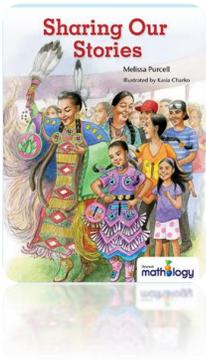


The men's traditional dancers are next. They share stories about bravery, honour, and connection to the land. What the dancers wear, what they hold in their hands, and how they move all help to tell their story.



Here come the fancy shawl dancers. I love their high kicks and quick footwork. I love how their shawls sway and swirl to the beat of the drum as they spin in circles.





Sharing Our Stories

[Read and listen to the story by clicking on the picture.](#)

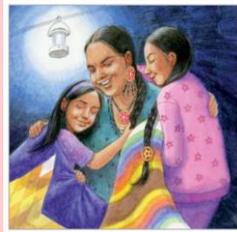


End

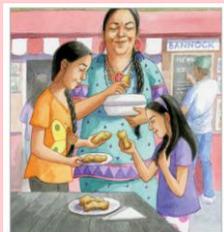
Order these pictures from the end of the story.



I look at all the beads that dancers can buy for their regalia. "Aunty, would you teach me how to bead?" I ask. "Yes, of course!" Aunty says. "Beading takes time and patience, and learning to bead takes practice. A lot of work goes into choosing the right colours and creating a design. Some beading projects take days or even months to finish."



Inside our tent, Aunty shares a surprise. She decided to buy both blankets because they are the perfect gifts... for us! "Thank you, Aunty!" We are thankful for the gifts and for the stories we have learned today.



We love fried bannock with cinnamon and sugar. Aunty buys pieces for us to eat right away, and extra pieces for a late-night snack.



Visitez un pow-wow avec Charlie! */ Visit a Powwow with Charlie!*

L'importance des pow-wow.

Charlie participe à un pow-wow de la Première Nation à Lac Curve, Ontario. Un pow-wow est une célébration dans laquelle les peuples de diverses nations indigènes se réunissent dans le but de chanter, danser, manger la nourriture traditionnelle, acheter/vendre de l'art et honorer les traditions de leurs ancêtres. C'est amusant, sacré et social. Ces importantes célébrations culturelles sont l'occasion de nombreuses rencontres et permettent de se faire de nouveaux amis et de visiter auprès des membres de sa famille.

English translation – The Importance of Powwows.

Charlie participates in a First Nations Powwow in Curve Lake, Ontario. A powwow is a celebration in which people from diverse indigenous nations gather for the purpose of singing, dancing, eating traditional food, buying/selling art and honouring the traditions of their ancestors. It is fun, sacred and social. Powwows are an important celebration of culture, and a place to meet new people, make new friends, and visit with family.

Click the Mini TFO image below for 12 powwow videos (all videos are approx. 1 minute in duration.)



After watching some of the videos, click the image below for activities.



FSL – Activity A

Continued...

[Click here for an English translation](#)



Heure de réflexion!

Idée-clé : L'importance des symboles culturels et identitaires

Dans les vidéos il y a différents types de regalia (d'habits traditionnels). Les symboles, les motifs, les couleurs et les matériaux utilisés par les danseurs ont tous des histoires à raconter et se rapportent aux familles, aux bandes et aux nations.

Voici quelques questions permettant d'orienter la discussion avec ton enfant:

1. Y a-t-il des symboles, des motifs ou des couleurs qui peuvent te représenter ou représenter ta famille ou ta communauté ?
2. Si tu pouvais faire une carte de ta maison, de ton terrain ou de ton voisinage, quels matériaux et quels symboles utiliserais-tu pour décrire ton milieu de vie ?
3. Il faut du temps et de la patience pour apprendre l'artisanat avec des billes et des perles. As-tu déjà appris des choses qui t'ont demandé beaucoup de patience ?

Idée-clé : L'importance de la famille et des Aînés

On utilise souvent des tambours dans les cérémonies. Les tambours font entendre les « battements du cœur » des pow-wows. Les danseurs suivent le rythme des différents chants, parfois rapide et parfois lent et les mouvements de certaines danses évoquent des récits. La plupart des danseurs ont appris à chanter, à danser et à jouer du tambour dans leur famille et avec les Aînés. L'apprentissage peut commencer à tout âge, demande beaucoup de patience et se poursuit tout au long de la vie. Les danses et les chants sont transmis d'une génération à l'autre par l'enseignement oral et la pratique.

Voici quelques questions permettant d'orienter la discussion avec ton enfant:

1. Qu'avez-vous appris de votre famille ou de vos amis?
2. Plusieurs chansons sont chantées dans différentes langues autochtones. Où avez-vous déjà entendu ou appris une autre langue ?
3. Connaissez-vous des langues autochtones dans notre communauté ?
4. Où et comment pouvez-vous apprendre une autre langue ?
5. Comment les chansons et les danses peuvent-elles aider à mieux comprendre une culture et une langue?

FSL – Activity A

Continued...

English translation



Time to Reflect!

Key Idea: The importance of cultural symbols and identity

In the videos there are different types of regalia at the powwow. Stories can be shared through the symbols, designs, colours, and materials used on a dancer's regalia. The stories can represent people, family, and communities.

Guiding Questions you may ask your child:

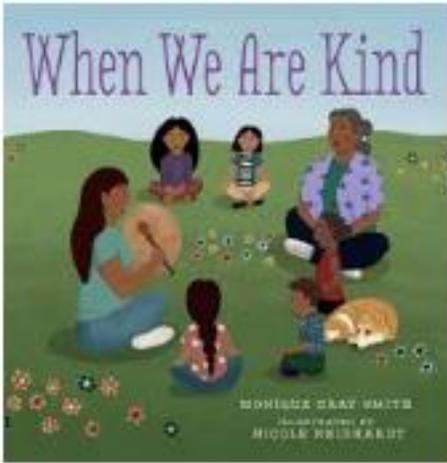
1. What symbols, designs, or colours represent you, your family, or community?
2. If you could make a map of your house and backyard, or your neighbourhood, what materials and symbols would you use to tell others about your place?
3. Learning to bead takes patience. What have you learned that took lots of patience?

Key Idea: The importance of family and Elders

Drums are used in many important ceremonies. The drumbeat is the “heartbeat” of the powwow. The dancers' movements match the beat of the drum; some songs have a fast drumbeat and some have a slow drumbeat. Some dancers tell stories through the movements they make while dancing. Most dancers learn about the importance of drums, songs, and dances from family and Elders. The learning can begin at any age, requires lots of practice, and continues over a person's lifetime. Songs and dances are passed on through oral history and experiential learning.

Guiding Questions you may ask your child:

1. What have you learned from your family or friends?
2. Many of the songs are in the language of the singer's home community. Where have you heard or learned another language?
3. What Indigenous languages might be in our community?
4. Where or how can you learn another language?
5. How can song and dance increase understanding of culture and language?



When We Are Kind

[Listen to the story by clicking on the picture.](#)

“When We Are Kind celebrates simple acts of everyday kindness and encourages children to explore how they feel when they initiate and receive acts of kindness in their lives.”

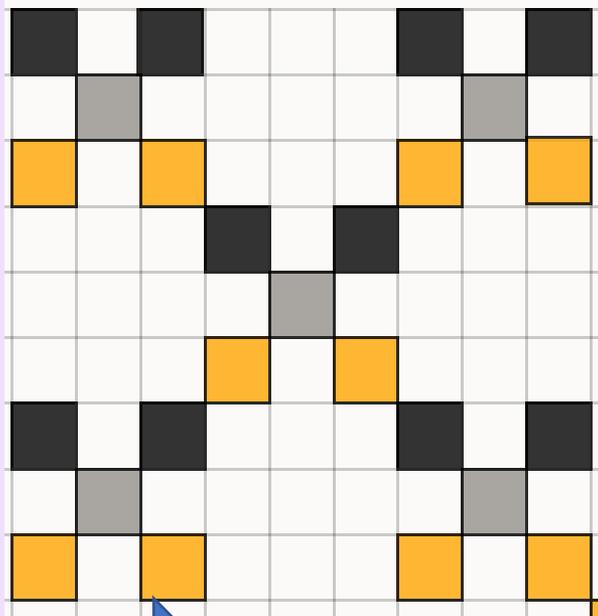
Monique Gray Smith

“When we are kind, we remember that we are all related.”

Students at one of our UCDSB Schools, Naismith Memorial Public School, in Almonte, created a kindness quilt, which has their pledges on how they are going to be kind, hanging in the front entrance way.

Below is a diagram of one of the pieced quilt blocks.

- About how many little coloured squares are there?
- How could you count them? By 1's? By 2's? By 5's?



[Go to Literacy Activity](#)

[Go to Next Math Activity](#)

When We Are Kind Activities



Talking About the Math

“I am kind when I take care of myself and get a good night’s sleep.”

Create a graph showing how much sleep you get each night and your mood each day.

| Day | Hours of Sleep | Mood |
|-----|----------------|-------|
| | | 😊😊😐😞😞 |
| | | 😊😊😐😞😞 |
| | | 😊😊😐😞😞 |
| | | 😊😊😐😞😞 |
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What does your graph tell you?



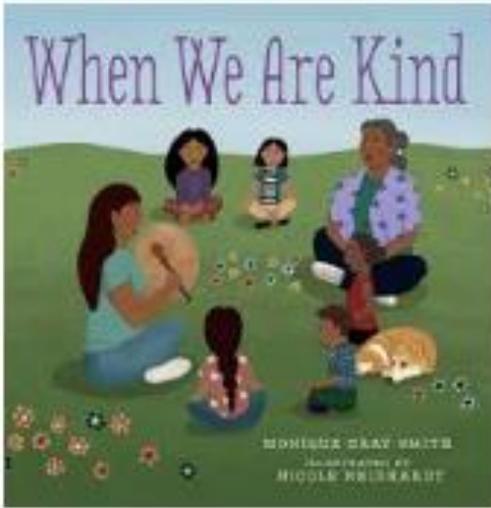
When We Are Kind

[Listen to the story by clicking on the picture](#)

The author, Monique Gray Smith, reads two of her books on the attached video. The first book is *My Heart Fills With Happiness*, and the second book, starting at 13:56 is *When We Are Kind*. Both are wonderful stories of kindness towards ourselves and each other.

“When We Are Kind celebrates simple acts of everyday kindness and encourages children to explore how they feel when they initiate and receive acts of kindness in their lives.”

Monique Gray Smith



Listen to the story, [When We Are Kind](#), read by the author Monique Gray Smith.

- How do you feel when someone is kind to you? Do you feel cared about? Does it make you feel happy? Can you think of a time when someone did something kind for you?
- How do you feel when you are kind to someone? When you show caring to others by being kind to them, it makes that person feel happy and it makes you feel happy too.

You have been at home with your family members for quite some time. Can you think of a random act of kindness that you could perform to make someone in your family feel happy? A random act of kindness is something you do that your family member doesn't expect you to do.

Here are some ideas:

- Write a note to a family member telling them why they are special to you or something you find special about them.
- Choose a helping act: Can you help a family member with a chore without being asked to? Can you bring a family member a snack while they are working?
- Can you make a craft to give to a family member to thank them for something they did to help you or take care of you?



Let's learn about Mohawk language and the Three Sisters!

1. Read the lyrics and click to listen to the Mohawk song “They Call Them the Three Sisters” / On les appelle les trois soeurs.”

They Call Them The Three Sisters

Ratina'tónhkwa

Ne áhsen niktatá:ken'okón:'a
(They call them the Three Sisters)

Ó:nenhste yontátyats
(Her name is Corn)
Teyethinonhwerá:tons
(We give thanks to her)

Ohsahè:ta yontátyats
(Her name is Beans)
Teyethinonhwerá:tons
(We give thanks to her)

Onon'ónhsera yontátyats
(Her name is Squash)
Teyethinonhwerá:tons
(We give thanks to her)

Yotíhsén:na ne thí:ken
(That is their name)
Teyethinonhwerá:tons
(We give thanks to them)

Ratina'tónhkwa
Ne áhsen niktatá:ken'okón:'a
(They call them the Three Sisters)

© T4H-N4MÉCUT4E

Continue on
next page

FSL – Activity B Continued...

Click on the word « Mohawk » in games #3 and #4 for QR Codes to hear the pronunciation. *Note: You need a google account to access the QR codes.



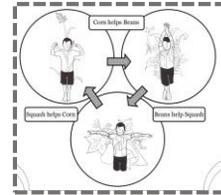
Let's learn about Mohawk language and the Three Sisters!

2. Read the story “La légende des trois sœurs.”



3. If you have enough people, play Three Sisters “Tésta’n” tag in French and in [Mohawk](#)!

Click image for instructions

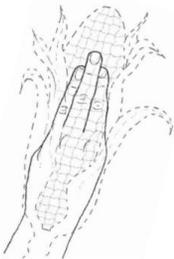


4. Play the “Kayenawà:ses” Corn, Beans, Squash Hand Game! – It is the same hand game as *rock, paper, scissors*. Have your child play it in French and in [Mohawk](#)!

Click image for instructions



The hand gestures



maïs
Ó:nenhste



haricots
Ohsahè:ta



courage
Onon'ónhsera



Let's Play Waltes! / Jouons au waltes!



Read / Listen to the story [here](#).

Lis et écoute [ici](#).

A note from Kyla Bernard, author of Let's Play Waltes!

https://schmedia.pearsoncanada.ca/mlb/PL/mlb_letsplaywaltes_athome.pdf

In this story, Callie, a young Mi'kmaq girl from the Eskasoni First Nation, learns about the ancient Mi'kmaq game - Waltes. In Waltes, players score points depending on how dice land in a bowl. Asking guiding questions will encourage children to discuss their own cultural heritage, which helps them connect to the text. These questions may encourage children to ask their elders about cultural traditions.

Key Idea: *The Mi'kmaq use natural resources from the environment*

The Mi'kmaq have depended on natural resources for food, shelter, and play for thousands of years. Waltes uses natural equipment made by-hand. Wooden sticks are used for counting; the dice can be made from bones or antlers; and the Waltes bowl is made of maple or birch burl. The 6 dice each have a painted (decorated) face.

Key Idea: *Learning cultural traditions from elders*



In the story, Callie's grandfather teaches her a game he played when he was a child. Waltes is a traditional game that has been played for centuries. This photo (page 3), shows Mi'kmaq children playing Waltes in 1936. The Mi'kmaq have many traditions that are passed down from one generation to another; for example, making quilts like the one shown (page 8).

Let's Play Waltes! simplifies the Waltes scoring system. A real Waltes game has different phases and can go on for a very long time. Traditionally there are 55 sticks: 51 regular sticks and 4 special sticks (shown on the cover). The 3 sticks with notches on one side are called the "old women" (worth 5 points each), while the "old man" has notches on both sides (worth 10 points).



Click here for
Math
Activities

Click here for
Literacy
Activities
(English)

Click here for
Literacy
Activities
(French)



Let's Play Waltes!

Activities Continued



Talking About the Math: Making Six



In this game, making the number six is an important concept. What different ways can you make the number six?

Roll a die, colour the number of counters to match your number rolled. Write how many more coloured counters you need to make six. How did you know? Did you have to count? How did you count? Or did you just know? Write the addition statement to go with your image.

| Number Rolled | Counters | Addition Sentence |
|---------------|----------|-------------------|
| 3 | | $3 + 3 = 6$ |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Change it up: Start with six counters and remove the number rolled? How many are remaining? How do you know? What would the subtraction sentence be to go with your dice roll?

[Go to Next Math Activity](#)



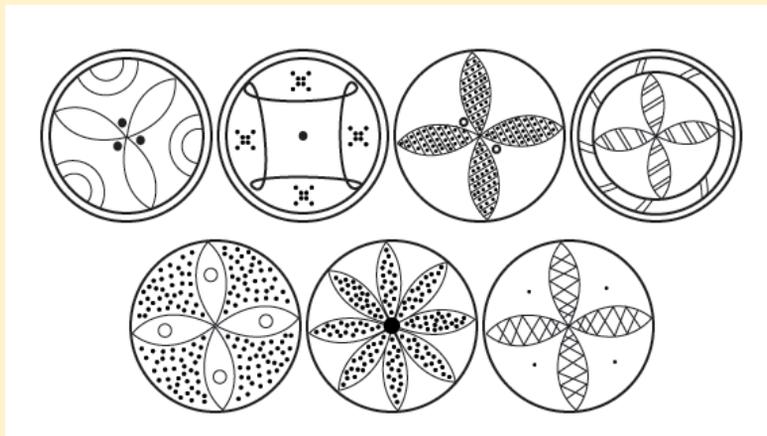
Let's Play Waltes!

Activities



Math Activity: Who Am I?

Shapes are used in creating symbols and decorations. What shapes do you see on these Waltes dice? Can you describe the shapes?



Can you name the shape that belongs with each clue?

| | |
|---|--|
| <p>I am a flat shape. I have no vertices (points). Who am I?</p> | <p>I have 3 sides and 3 vertices? Who am I?</p> |
| <p>I am a solid that can roll. I have no corners and no flat sides. Who am I? How do you know?</p> | <p>I have 4 sides. I have 4 vertices. I have 2 pairs of sides that are equal length. Who am I?</p> |
| <p>I have 1 flat side that has no vertices. I come to a point. Some birthday party hats look like me. Who am I?</p> | <p>I am a 3D solid. I have 6 sides. All my sides are the same size. You might recognize me best if I had dots. Who am I?</p> |



Let's Play Waltes! Activities Continued



Literacy

Key Idea: *The Mi'kmaq use natural resources from the environment*

Key Idea: *Learning cultural traditions from elders*

Create a Game Using Natural Resources

With your family, explore your neighborhood or backyard for interesting items from nature. You might collect stones, pine cones, twigs, flowers, leaves, seed pods – anything you find interesting!

Use the items you collected to create a game!
Think of:

- ✓ What You Need
- ✓ What You Do
- ✓ How You Score
- ✓ How many people will play?
- ✓ How will you use the items from nature?
- ✓ How will the players know the game is over?





Jouons au waltes! Activities Continued



FSL: Activity C

1. First read [the author's note](#) to learn about the cultural context for the book.
2. Have a discussion with your child about the two key ideas that are explored in the book.

Idée-Clé #1: Les peuples Mi'kmaqs utilisent les ressources naturelles de leur environnement.

1. Connais-tu le bouleau ou l'érable? As-tu déjà vu ces arbres dans la forêt? Décris-les. (*Do you know what birch and maple trees are? Have you ever seen these in a forest? Describe them.*)
2. Est-ce que tu as déjà joué un jeu en utilisant des ressources naturelles? Décris ce jeu. (*Have you ever played a game that uses natural resources? Describe this game.*)

Idée-Clé #2: Apprendre les traditions culturelles des aînés.

1. Est-ce que tu joues à un jeu traditionnel? Lesquels? (*Do you play any traditional games? Which ones?*)
2. Quelles autres activités traditionnelles connais-tu? Qui t'enseigne ces traditions? (*What other traditional activities do you know? Who teaches you these traditions?*)

3. Click on the image of the book at the top of the page to listen and read the story.
4. Finally, do the "Jouer au waltes" activity below taken from the [parent guide](#).

Activité - Jouer au waltes :

Il vous faudra une assiette ou un bol, 6 jetons ou pièces de monnaie (les deux faces doivent être différentes) et au moins 20 bâtonnets. Suivez les instructions données à la page 16 du livret pour jouer à deux. Vous pouvez jouer à trois en désignant un pointeur qui sera responsable des bâtonnets. Jouez à tour de rôle jusqu'à ce que tous les bâtonnets soient distribués. Le joueur qui a le plus de bâtonnets à la fin gagne la partie.

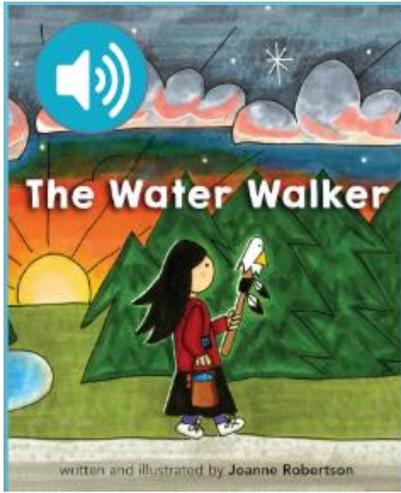
English Translation:

Play Waltes: Get a plate or bowl, 6 Waltes dice (e.g., counters with different sides or coins), and at least 20 counting sticks. Use the instructions from page 16 to play head-to-head as in the story. Or, for a three-player version, give all the counting sticks to a scorekeeper. Players take turns, and the scorekeeper determines whether points will be given based on how the dice land. Play until all the sticks are gone. The player with more sticks at the end wins.

The Water Walker – Math and Literacy



Activities adapted from [Choice Boards Created by SCDSB](#)



Listen

Listen and follow along as the author and illustrator, Joanne Robertson, reads her book *The Water Walker*.

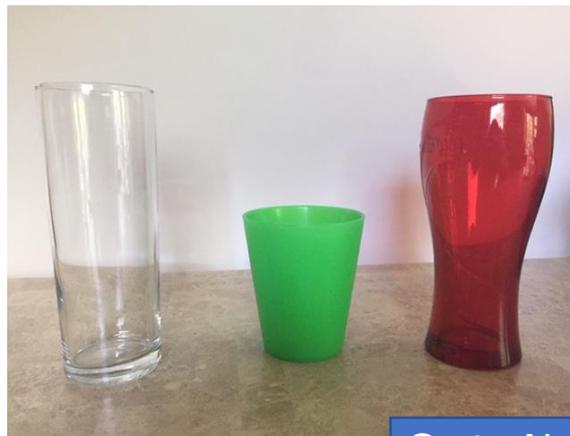
“The story is about a determined Ojibwe Grandmother (Nokomis) and her great love for Nibi (water). Nokomis walks to raise awareness of our need to protect Nibi for future generations, and for all life on the planet.”

Talking About the Math: Which Cup?

The story above tells about what Nokomis did to help raise awareness and protect the water. Most of us in the Upper Canada District School Board are lucky that we have clean water to eat, drink, and bathe with. On a hot day, we might turn on the sprinkler, fill water balloons, fill a pool to swim, or just enjoy a refreshing glass of water from the tap.

You're visiting your grandparent and they offer you a cup of water. They ask you how thirsty you are and provide three options for cups.

Which cup would you choose if you were very thirsty? Why would you pick that cup? Which cup would you choose if it was just before bed and you wanted a sip of water? Why?



[Go to Next Math Activity](#)

The Water Walker *continued*

Activities adapted from [Choice Boards Created by SCDSB](#)



Activity: Water Scavenger Hunt

As Nokomis was out walking for Nibi, she remembered and thanked Mother Earth for all that she has given to us. To protect the water we must protect all living things. What might you see on a water walk? What do all these items have to do with water?

| Item | Tally | Frequency |
|--|-------|-----------|
| A storm drain | | |
| A body of water | | |
| Something blue or green | | |
| Something wet or damp | | |
| A hill | | |
| An animal | | |
| Something that is okay to throw in the water | | |
| Something that is on land but belongs on water | | |
| Something that floats | | |

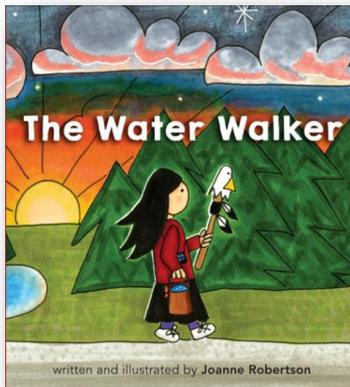
The Water Walker



Activity adapted from The Water Walker Teacher Guide, written by Laura Horton, Second Story Press,
<http://static1.squarespace.com/static/5783b41337c581c34c808812/t/5bd1dce99140b788ed6774a3/1540480234156/The+Water+Walker+Teaching+Guide.pdf>

About the book:

Nokomis Josephine Mandamin responds to a call to action and a dream requesting help for Nibi (water). Water is in danger from pollution, wastage, and humans forgetting that we cannot survive without it. In response, Nokomis and her kwewok niichiis (women friends) decide to bring attention to this danger to the water and become Water Walkers. They lift a copper pail of water, walk thousands of kilometers, and sing and pray for every stream, river, and lake they pass. Nokomis hopes her actions will get people to act in a good way for the Water. She asks everyone, "What will you do for the water?"



Click the image to listen to The Water Walker read by author and illustrator Joanne Robertson.

Before reading, examine the cover of the book.

Who is on the cover?

What do you think she is doing?

What do you notice?

After listening to the story, go back to the graphics at the 1 minute, 50 second point (1:50) of the video. Pause the video here so you can examine and talk about the pictures.

- How is the water being treated badly in these images?
- What do you see?
- How do you feel about what you see?

What will YOU do for the water?
What can you and your family do every day to act in a good way for the water? Draw a picture showing an action you will take to protect the water.

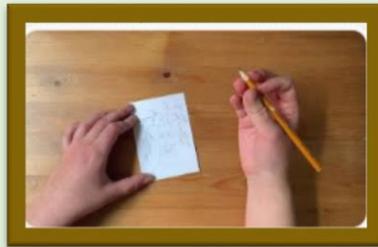
At the 6:25 part of the video we learn how to say Ojibway words. Practice with the author as she teaches us words in the Ojibway language.



La création d'une plante superhéro!

La Galerie d'Art d'Ottawa aimerait faire partie de votre plan d'éducation à la maison. Cette vidéo vous présentera, étape par étape, l'atelier des « Cartes à collectionner de plantes superhéros » qui a été développé par Jaime Koebel (Métisse, Crie), une artiste de la région d'Ottawa. / *The OAG would like to be part of your home education plan. This video will take you step by step through the superhero plant trading card workshop which was developed by Jaime Koebel (Métisse, Cree), an artist from the Ottawa area.*

Click the image to watch the video



Click on image below for Super Power Plants activity worksheet (only available in French).



We Can Bead!

Nadine McSpaden



We Can Bead! / On Sait Perler!

Read / Listen to the story [here](#).

Lis et écoute [ici](#).



Note from Nadine McSpaden, author of We Can Bead!

https://schmedia.pearsoncanada.ca/mlb/PL/mlb_wecanbead_athome.pdf

Beading is a form of art that is valued by Indigenous peoples in Canada. It is a skill that many Métis, Inuit, and First Nations peoples use to adorn clothing (other items too). In this story, a young boy learns about patterns and beading from an adult. They both make use of beads made of natural and manufactured materials.

This story incorporates two key ideas that relate directly to Indigenous culture. Teaching about these ideas will help children understand the cultural connections and will provide background knowledge.

Key Idea: *The importance of teaching and sharing skills through observation and doing*

A long-held tradition in Indigenous families and communities is for adults to pass on their knowledge and skills to children. Adults encourage children to observe and participate in activities alongside adults who have specific skills. This book illustrates how an older woman – who might be either a family or community member – passes along her knowledge of beading and supports a young boy as he takes steps to learn the skill.

Key Idea: *Materials for traditional artwork change over time*

In the past, Indigenous peoples used only materials from their environment in their art. Over time, synthetic and manufactured materials became available. Skilled artisans began to use a larger variety of materials in their art. In this book, there are examples of beads made from both natural and manufactured materials.

Click here for
Math
Activities

Click here for
Literacy
Activities
(English)

Click here for
Literacy
Activities
(French)



We Can Bead! Activities



Talking About the Math: Same but Different

How are these two images the same? How are they different?



[Go to Next Math Activity](#)



We Can Bead! Math and Literacy Activity



Game / Activity



We learned in the story that beads play an important role in many Indigenous cultures. We can also learn by listening to our knowledge keepers. The picture to the right, shows a UCDSB kindergarten class learning from our cultural advisor, Dianne Sedor. Beads were traditionally made out of materials one would find in the natural environment. Beads are often assigned meaning and representations. They are sometimes used to tell stories, used as binding agreements, and used for protection. Beading has meaning, and as a person beads they put a bit of themselves into the work.

Knowing that beads have meaning and beading can tell stories, your task is to create a story bracelet with a pattern that repeats. Use the template on the next page.

1. Come up with a story you want to share. It could be a favourite memory.
2. Identify the main parts of your story, and assign a bead colour to represent each.
3. Colour the [template here](#) to show your story in the order it happens.
4. Colour two more repeats of the story on the beading template.
5. Can you identify your type of bead pattern? For example: the beaded bracelet has an ABABAB pattern.
6. If you have beads, bead your story bracelet.



| My Story: | Main parts of my story | Colour Bead |
|--|------------------------|---------------------|
| I went fishing with my Grandpa. We were out a long time and only caught a fish at the very very end. | Me | Green |
| | Grandpa | Orange |
| | Waves | White and Dark Blue |
| | Fish | Red |



For more information on Wampum belts, the original story beading, click [here](#).



On sait perler! Activities Continued



FSL: Activity E

1. First read [the author's note](#) to learn about the cultural context for the book.
2. Have a discussion with your child about the two key ideas that are explored in the book.

Idée-Clé #1: L'importance de l'enseignement et de la transmission du savoir par l'observation et la pratique.

1. Regarde la page titre. Selon toi, quels sont les liens entre la femme âgée et le jeune garçon? (*Look at the title page. In your opinion, what is the relationship between the older woman and the young boy?*)
2. Comment penses-tu que cette femme a appris à fabriquer des colliers de perles? (*How do you think this woman learned to make beaded necklaces?*)
3. Est-ce que quelqu'un t'a déjà appris à faire quelque chose? Comment te l'a-t-il montrée? (*Has someone ever taught you how to do something? How did they show you?*)
4. Y a-t-il quelque chose que tu sais faire et que tu pourrais enseigner à une autre personne? (*Is there something that you know how to do that you could teach to someone else?*)

Idée-Clé #2: Les matériaux dans les arts traditionnels changent au fil du temps.

1. Pense à des matériaux naturels que tu peux trouver dans notre environnement. Lesquels pourraient servir à la fabrication des colliers? (*Think of natural materials that you can find in our environment. Which ones could be used to make a necklace?*)
2. Quelles autres activités traditionnelles connais-tu? Qui t'enseigne ces traditions? (*What other traditional activities do you know? Who teaches you these traditions?*)

3. Click on the image of the book at the top of the page to listen and read the story.
4. Finally, try the "Qu'est-ce qui n'en fait pas partie? / *What Does Not Belong?*" activity from the [parent guide](#).

Kindergarten Program Connections

Note: Highlighted expectations are addressed throughout this menu.



Belonging and Contributing (BC)

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
3. identify and use social skills in play and other contexts
4. demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts
5. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms
25. demonstrate a sense of identity and a positive self-image
26. develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being
27. recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination
28. demonstrate an awareness of their surroundings
29. demonstrate an understanding of the natural world and the need to care for and respect the environment
30. demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musician through engagements in the arts
31. demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts

Self Regulation and Well-Being (SRWB)

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
2. demonstrate independence, self regulation, and a willingness to take responsibility in learning and other endeavours
3. identify and use social skills in play and other contexts
4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
6. demonstrate an awareness of their own health and well-being
7. participate actively and regularly in a variety of activities that require the application of movement concepts
8. develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms

Demonstrating Literacy and Mathematics Behaviours (DLMB)

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
10. demonstrate literacy behaviours that enable beginning writers to communicate with others
11. demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators
12. demonstrate an understanding and critical awareness of media texts
14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings
15. demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships
16. measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning
17. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects, through investigation
18. recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next
19. collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts
20. apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other context
21. express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms

Problem Solving and Innovating (PSI)

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
6. demonstrate an awareness of their own health and well-being
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
10. demonstrate literacy behaviours that enable beginning writers to communicate with others
13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)
14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings
20. apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other context
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms
23. use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts
24. use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)