



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

## Learning Opportunities for April 13 – 17

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

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

Every Day:

30 minutes of reading

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

ELA/FILA

Covid-19 -

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

### English Articles:

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

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

**English Version:** [https://www.lesplan.com/sites/default/files/documents/issues/free/COVID\\_CR.pdf](https://www.lesplan.com/sites/default/files/documents/issues/free/COVID_CR.pdf)

### French Articles:

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

3. Faire face à la crise de la COVID-19 (p. 13)

4. Le savais-tu? (graphic article p. 17)

- N'oublier pas de lire les questions avant de lire les articles, de cette façon tu as une idée de ce que tu cherches lorsque tu lis. C'est important de relire ton texte, lire avant et après les mot inconnus, lire les petits mots dans le grand mot, etc. 😊
- Il y a un graphique S-V-A (ce que je sais, ce que je veux savoir, ce que j'ai appris) pour activer tes connaissances avant de commencer ta lecture. (p.4) Après ta lecture tu pourras ajouter ce que tu as appris.
- Il y a également des résumés et des activités que tu pourras entreprendre après ta lecture. (p.5-6)

**French version:**

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

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

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

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

**Math**

**Math facts**

Daily Practice, 10 minutes

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

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

**Recipes – Get cooking Falcons!**

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

Extensions/Modifications:

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

cookies but you need 36).

recipe.

(i.e., what is the better deal Sobeys or Super Store?, No Name vs. Brand Name).

## Game

Play 2-3 times per week

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

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

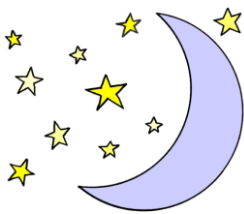
\*\*If you don't have a deck of cards, you can make your own with heavy paper/thin cardboard!

## Science

### Look up Falcons!

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

<https://www.youtube.com/watch?v=f4ZHdzl6ZWg>



Your observations

This next link has a picture and definition of each phase of the moon. It also has a chart for you to track the moon for one month. Print it off or create your own.

<https://www.hpschools.org/cms/lib/NY01913715/Centricity/Domain/117/Moon%20Phases%20Observation%20Sheet.pdf>

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

What's happening in our sky?

<https://www.hpschools.org/cms/lib/NY01913715/Centricity/Domain/117/Moon%20Phases%20Observation%20Sheet.pdf>

Here are some major events in astronomy in 2020.

# MOON Phases



**New Moon** - The Moon's unilluminated side is facing the Earth. The Moon is not visible (except during a solar eclipse).



**Waxing Crescent** - The Moon appears to be partly but less than one-half illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



**First Quarter** - One-half of the Moon appears to be illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



**Waxing Gibbous** - The Moon appears to be more than one-half but not fully illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.



**Full Moon** - The Moon's illuminated side is facing the Earth. The Moon appears to be completely illuminated by direct sunlight.



**Waning Gibbous** - The Moon appears to be more than one-half but not fully illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.



**Last Quarter** - One-half of the Moon appears to be illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.



**Waning Crescent** - The Moon appears to be partly but less than one-half illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is decreasing.

## Social Studies

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

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

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

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

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



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

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


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

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

Have you heard of Sora? It is NB's e-library that offers thousands of e-books and audiobooks FOR FREE! Download the app FOR FREE or access online.

**Steps for Accessing the eLibrary:**

1. Go to <https://soraapp.com>
2. The eLibrary is provincial. So, in the "Find My School" field, type NB.
3. Select **New Brunswick Department of Education and Early Childhood Development**.
4. Use your child's school username and password to sign in.



# When COVID-19 Strikes



The first case of COVID-19 appeared in Wuhan, China in December. The virus quickly spread to other countries. Global emergency! It was only a matter of time before the virus reached Canada.

## In the weeks before

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

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

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

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

Canada's health officials started to prepare for the pandemic. It was important to take action early.



A **pandemic** is a disease that affects almost everyone in a very large area.

"We hope for the best, and prepare for the worst," said one.

## The first wave arrives

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

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

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

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

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

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

## Slowing the spread

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

People were asked to stay home as much as possible. Anyone with COVID-19 symptoms went into isolation. So did anyone who might have been exposed. That included Canada's Prime Minister.

His wife came back from England with COVID-19. So he and his children went into isolation. He worked from home.

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

## Looking ahead

Will these physical distancing measures work?

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

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



In what ways has COVID-19 affected your life? Explain.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Think Before You Read: K-W-L +

Topic:  the COVID-19 virus  how it spreads  how to cope  other: \_\_\_\_\_

What I already *know* or *think I know*...



How I learned these things:

What I *wonder*...



3-5 things I *learned* after reading (sketch or make notes):

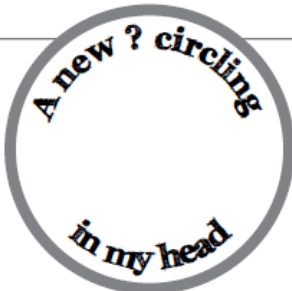


A related website I found on the topic

Title:

Author:

URL:



## When COVID-19 Strikes



### After-Reading Activities

#### Directions:

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

Note: All URLs are posted as links at [www.lesplan.com/en/links](http://www.lesplan.com/en/links)

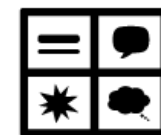
#### Create a Timeline

- Create a timeline showing how COVID-19 spread from Wuhan, China in December to Canada, and then within Canada. Include a title for your timeline, label the events/dates neatly, and add a key image or symbol to represent each event.
- Watch one of the following videos on how to create a timeline:
  - How to Make a Timeline #readalong: <https://www.youtube.com/watch?v=842mEdbuTJs> [1:14]
  - Timelines for kids – A comprehensive overview of timelines for k-6 students: <https://www.youtube.com/watch?v=050HA6QTxjo> [3:26]
- You may wish to try out one of the following interactive online timeline generators:
  - Dipity: <https://www.timetoast.com/timelines/dipity-online-timeline> (You need to create an account)
  - ReadWriteThink: <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html>
  - Time.Graphics: <https://time.graphics/>
- Criteria:** An informative timeline is *accurate, easy to read (neatly labeled, title), and shows how the virus spread.*



#### Design a Comic Strip

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





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

## Pense avant de lire: S-VS-A

Sujet :  le virus de la COVID-19  comment il se propage  
 comment y faire face  autre : \_\_\_\_\_

Ce que je *sais* déjà ou ce que  
je pense que je sais...



Comment j'ai appris ces choses :

Ce que je me *demande*...



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



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

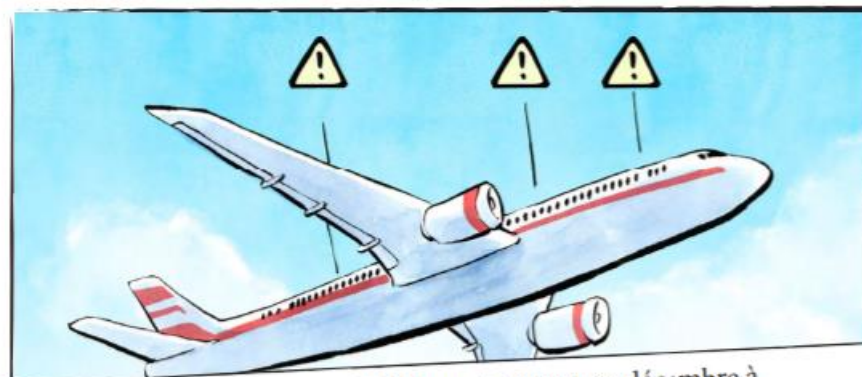
Titre :

Auteur :

URL :



## Lorsque la COVID-19 frappe



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

### Quelques mois plus tôt

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

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

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

Les représentants de la santé du Canada ont commencé à se préparer pour la *pandémie*. Il était important de passer tôt à l'action.

« Nous espérons le meilleur, en nous préparant au pire », a dit l'un d'entre eux.

### La première vague arrive

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

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

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

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

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



