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Dans le noir!

Information for students

Chaque jour, tu fais une multitude d'activités, du moment où tu te lèves jusqu'au moment où tu te couches.

- Prépare une feuille de papier avec deux colonnes.
- Fais la liste de toutes tes routines dans la colonne de gauche de ta feuille (maximum 10).
- Imagine maintenant que tout ton quartier manque d'électricité. La panne dure 24 heures. Que vas-tu faire dans le noir, sans tous les appareils électriques que tu as l'habitude d'utiliser ? Et sans Internet ! Pour t'inspirer, regarde cette vidéo.
- Dans la colonne de droite de ta feuille, écris comment la panne d'électricité va affecter chacune de tes routines habituelles. Prévois des solutions alternatives.
- Réfléchis à ce que ta famille devrait avoir pour faire face à une panne d'électricité qui durerait plus longtemps. Pour savoir si tu as pensé à tout, clique ici.
- Savais-tu qu'au Québec, il y a déjà eu une panne d'électricité qui a duré plusieurs semaines ? Pour en savoir plus, clique ici.
- Imagine une panne d'électricité qui durerait pendant toute la semaine de relâche ! Si tu en as envie, regarde la web-série « La panne » qui met en vedette des jeunes de ton âge.

Materials required

- Papier, crayon
- Ordinateur avec accès à Internet (facultatif)

Information for parents

About the activity

Children will:

- Write out a list of their daily activities
- Imagine and write down how these routines would be affected by a power shortage
- Write down alternative solutions
- Determine what an emergency survival kit should include

Parents can:

- Help their child realize how much they rely on electricity

- Start putting together an emergency survival kit with their child to be used in the event of an extended power shortage

Museum Heist

Information for students

Please read each section carefully. If you have not seen some of these math concepts in your class this year, still give it a try. Maybe you will be able to figure it out anyway!

Materials required

- Scrap paper to do calculations
- Standard 8.5 x 11 sheets of scrap paper to fold
- Calculator is optional
- Building or stacking blocks (optional)

Information for parents

About the activity

Parents should:

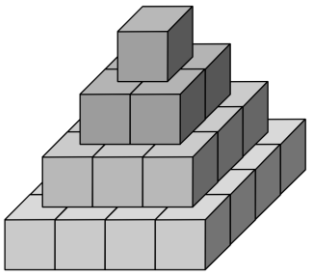
- Make sure the students understand the task and encourage them to persevere.
- For more information on paper folding, refer to this wonderful video explanation: https://www.facebook.com/GuinnessWorldRecords/videos/most-times-to-fold-a-piece-of-paper/535270866969395/

Appendix A – Museum Heist

The museum's curator needs to increase the security on 3 of the 4 most valuable artifacts in the museum. The curator heard that there might be a burglar attempting to break in!

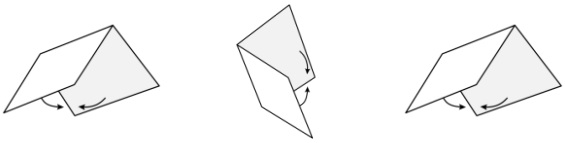
Determine the value of each artifact so that the museum's curator knows which 3 of the 4 artifacts need increased security.

Artifact #1 - Mayan Block Tower[1]



The top 4 levels of this tower are shown, but there are many more levels! The bottom level of the tower has 225 cubes. Each block in the tower is worth $30.

Artifact #2 - Babylonian Folded Paper[2]



Fold 1 Fold 2 Fold 3

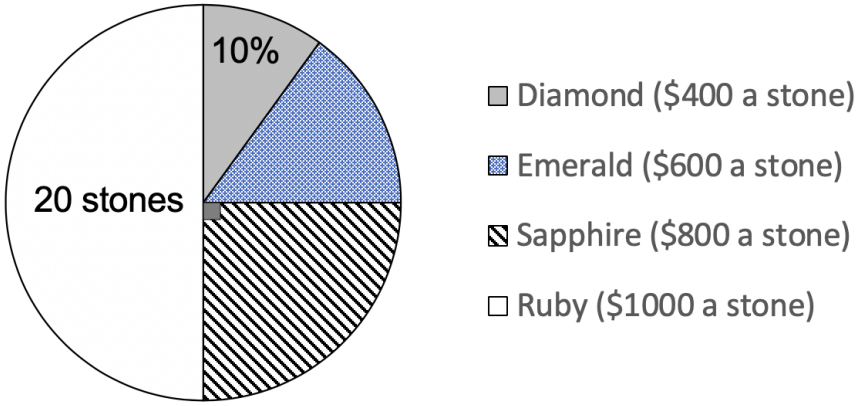
[1] *Cube Tower 07 PNG Icon (#54922)*, Iconspng.com, October 19, 2017, PNG, https://www.iconspng.com/image/54922/cube-tower-07

[2] Fred the Oyster, *Origami Valley-fold.svg*, Wikimedia Commons, October 28, 2014, JPEG, https://www.pinclipart.com/pindetail/xmbTho_exciting-valley-fold-pli-valle-pli-montagne-clipart/

The paper on display has been folded one more time than the typical number of folds that can be done at home. It was folded in half, over and over again, until it could not be folded anymore. The value of this artifact is $4000/per fold. (You might have to try it yourself. Refer to the video in the Information for parents section if these instructions are unclear).

Artifact #3 - European Box of Royal Stones

A box of royal stones containing diamond, emerald, sapphire and ruby stones is on display. A circle graph shows the amounts of each type of stone and each stone's value. There are 40 stones in total.



Artifact #4 - African Picture Frame

This ancient frame[3] was found in South Africa. Information about the valuable frame is shown below.

- The height of the frame is 12 decimetres
- The area of the frame is 96 square decimetres
- The cost of the frame is $120 per centimetre.

Which 3 artifacts are the most valuable and need increased security?

[3] *Simple Decorative Frame*, Publicdomainvectors.org, May 8, 2017, SVG, https://publicdomainvectors.org/en/free-clipart/Simple-decorative-frame/59928.html

Appendix B – Solutions

Answer Key:

Artifact 1

Row	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
#	1	4	9	16	25	36	49	64	81	100	121	144	169	196	225

1240 blocks in total

Total value is $37 200

Artifact 2

Responses may vary:

6 folds is $24 000

7 folds is $28 000

8 folds is $32 000

9 folds is $3 600 (unlikely to occur at home)

Artifact **3**

20 rubies x $1 000 = $20 000

10 sapphires x $800 = $8 000

6 emeralds x $600 = $3 600

4 diamonds x $400 = $1 600

Total = $33 200

Artifact **4**

Width = 8 dm

Perimeter = 8 dm + 8 dm + 12 dm + 12 dm = 40 dm

= 400 cm

400 cm x $120 per cm = 48 000.

Final Answer:

The 3 most valuable artifacts that need increased security are artifact #1, #3 and #4 (the Mayan block tower, the European box of royal stones and the African picture frame).

Classification of Rocks and Minerals

Information for students

Use the following resources to answer the questions in Appendix A.

- One Geology Kids
- Rocks and Minerals
- Sedimentary Rocks
- Metamorphic Rocks
- Igneous Rocks

Materials required

- Appendix A: Classification of Rocks and Minerals Worksheet
- Device with Internet access.

Information for parents

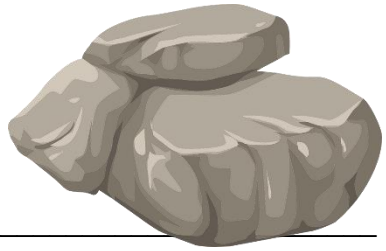
- Read the instructions with your child, if necessary.
- Discuss the questions together in Appendix A.
- Discuss the best strategies to complete Appendix A using the resources provided.

Appendix A: Classification of Rocks and Minerals Worksheet

Information for students

After reviewing the website “One Geology Kids,” answer the following questions:

1. An egg is to a cake as a __ __ __ __ __ __ __ is to a rock.
2. Name the three different classifications of rocks:
   - A. _____
   - B. _____
   - C. _____



3. Describe your understanding of a sedimentary rock.

_____

_____

_____

4. Sedimentary rocks can be formed in which three areas?
   - A. _____
   - B. _____
   - C. _____
5. Is a gemstone a mineral or a rock?

_____

_____

_____

6. What is the most famous, most expensive, and hardest gemstone in the world? What element is it made of?

_____

_____

_____

7. Given the description below, identify which type of rock this is (Igneous, Metamorphic, or Sedimentary):

This type of rock is formed from the remains of other rocks that have been compacted over time to create a new rock.

_____

This type of rock is the oldest.

_____

This type of rock is the most common on Earth's surface.

_____

This type of rock is usually glassy.

_____

A rock formed from the cooling and solidification of molten lava from a volcano or crack in the Earth's crust.

_____

Rocks that have been created, through extreme pressure and heat, from other rocks.

The original shape of the rock has been changed due to pressure and heat.

_____

8. Rocks really are the stuff of stars. What does this mean?

_____

_____

_____

9. Why does granite have large crystals?

_____

_____

_____

10. What type of rock is:

- Sandstone _____
- Granite _____
- Marble _____
- Limestone _____
- Slate _____

The Importance of Being Hydrated

Information for students

Activity 1: The importance of hydration

- Watch the following video to learn about the importance of being hydrated:
  - Video: Benefits of Water
- What did you learn from the video? Why is it important to be hydrated? Do you think you drink enough water every day? If not, what can you do to make sure you drink more?
- Discuss what you learned about hydration with a member of your family.

Activity 2: Fun fitness challenge

- Try the exercises in the following video:
  - Video: 7 Minute Family and Kids Workout
- If necessary, adapt the movements to your abilities.

Materials required

- None

Information for parents

About the activity

Children could:

- learn about the importance of being hydrated
- try the suggested workout

Parents should:

- ask their children questions about what they have learned about hydration
- support their children by doing the workout with them or help them be more autonomous during the activity

Part I: Creating a Dramatic Character

Part II: Blocking and Direction of Gaze

Information for students

Part I: Learn practical techniques for creating and performing your own original dramatic character. In your first online drama lesson, your instructor, Mr. Doyon will show you how to build a believable character with body expressions including attitude, gestures, mimicry, movement and rhythm.

Part II: Learn advanced techniques for improved dramatic communication. Try directing your character in a performance space. It's similar to choreography or coding,

Instructions

1. Watch the first video: https://youtu.be/VrwW9xn7zeQ

2. Create and interpret your dramatic character(s).

3. Using an attitude, gestures, mimicry and a clear movement plan, rehearse in front of a mirror or in front of someone you feel may provide constructive feedback.

4. Use the glossary (See the "Materials required" section) and answer the following questions.

    a) What did you like most about this activity?
    b) What did you find challenging?
    c) How did you (or will you) overcome that challenge?
    d) Which character did you enjoy interpreting most? Please describe the character and explain why you enjoyed it.
    e) How did this activity make you feel?
    f) Will you be ready for the next lesson?

5. Watch the second video: https://youtu.be/tBJtRqQmgH4

6. Perform (in character) the following series of simple blocking journeys (A to B) in a performance space (See the stage performance diagram and the tips in the "Materials required" section):

    a) From stage-left (SL) to stage-right (SR)
    b) From up-stage (US) to down-stage (DS)
    c) From up-stage-right (USR) to center-stage (CS)
    d) From up-stage-left (USL) to down-stage-stage-right (DSR)
    e) From down-stage-center (DSC) to up-stage-left (USL)

7. Repeat the exercise, this time while trying to direct your gaze in the directions given below.

- For option 1: Point A is SR and point B is SL
- For option 2: Point A is SL and point B is SR
- For option 3: Point A is SR and point B is SR
- For option 4: Point A is SL and point B is SL
- For option 5: Point A is SR to SL and point B is SL to SR

8. Design a blocking journey using 2 to 5 place markers.
9. Memorize it.
10. While in character, perform your complex blocking journey in the performance space.
    - Examples of place markers: chairs, props, a piece of tape on the floor, an area on the floor where a spotlight lights up.
11. Repeat step 10 while integrating a clear direction of gaze.
12. Using the glossary (See the “Materials required” section), answer the following questions.

    a) What did you like most about this activity?
    b) What did you find challenging?
    c) How did you (or will you) overcome these challenges?
    d) How did you manage to stay in character throughout?
    e) How can this lesson help you become a better performer?
    f) Did you use any of the techniques (tricks) presented in the video on direction of gaze? Which ones?
    g) How is blocking a journey similar to coding, using a GPS or a dance choreography?
    h) How did this activity make you feel?

Materials required

- Device with Internet access for watching drama instructor Mr. Doyon’s 2 videos.
- Some space to move around.
- Appendices on subject-specific vocabulary, stage performance diagram and tips.

Information for parents

This is a drama activity.

Theatre is a study of human behaviour throughout world history. Drama is a branch of theatre used as an educational tool that guides the student toward developing into a sensible and reasonable creative dult.

These two specific lessons are geared toward understanding the complexities and privileges of interpreting a personal invention. It is in many ways about empathy and critical thinking.

Parents should :

- give the children some space to work and some privacy when requested.
- encourage the student, and **could** offer, without insisting, periodic feedback.

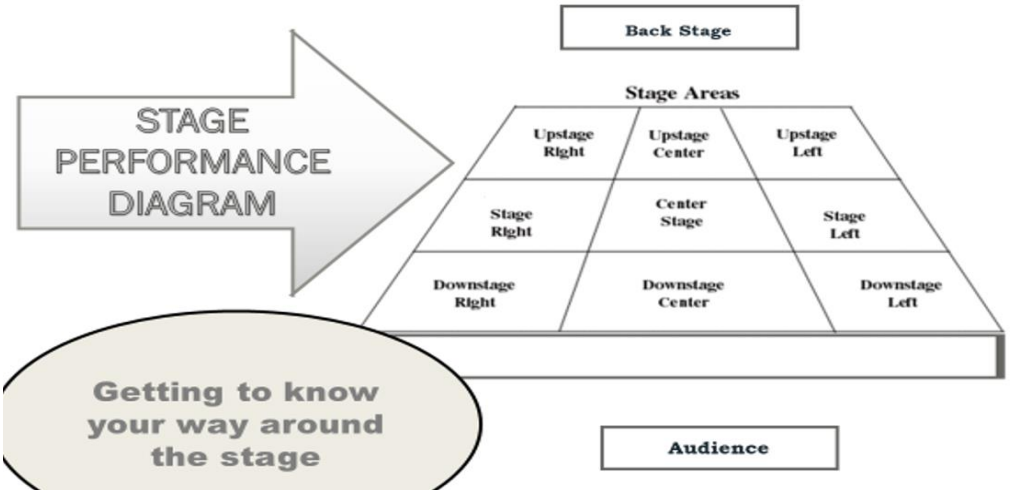
Once the activity is finished, the children could share their artistic choices, challenges and successes. Parents could encourage the student to do so.

Please ensure that the subject-specific vocabulary is used during your conversation.

Appendix

Drama VOCABULARY

Actor: A person who is interpreting the role of a dramatic character.
Actress: The feminine term for actor.
Attitude: The physical and emotional way a character holds their body throughout a performance
Blocking: A plan of the dramatic character's journey in a performance space. Ordinarily designed by a stage director, blocking is carefully thought out to create visual harmony and/or coherence.
Direction of gaze: The direction in which a dramatic character shows the audience where he or she is looking. Controlled by the actor, it is typically intended to maintain coherence and audience engagement.
Dramatic character: An invented person that can be interpreted by an actor or actress.
Fluid (movement): Flowing, rounded movements that may be perceived as elegant. Like a ballerina.
Gesture: A passing action performed with the body (usually head or arms) that communicates a message. A gesture can be accompanied by words or sounds but, can also stand on its own.
Heavy (movement): Opposite of light movement. Movement with a downward physical energy. It has nothing to do with body size.
Light (movement): Opposite of heavy movement. Movement with an upward physical energy. It has nothing to do with body size.
Interpret: Giving life to a dramatic character in space.
Invent: To create or build a dramatic character by considering how the character will communicate with other dramatic characters and audience.
Mimicry: A non-verbal dramatic gesture combined with a feeling expressed with a facial expression intended to be communicated.
Movement: A character's journey around the performance space. It can include mimicry and gestures.
Quick (movement): Opposite of slow movement. Generally, taking less time to travel.
Slow (movement): Opposite of quick movement. Generally, taking more time to travel.
Staccato (movement): Well-defined, angular movements that may be perceived as mechanical. Like a soldier or a robot.



Tips:

Before starting each journey, always take a moment on point A to direct your gaze toward the audience.

- Before moving, direct your gaze toward the direction you selected above.
- While travelling, keep directing your gaze toward point B.
- End each simple journey by returning the direction of your gaze toward the audience once you are standing still.

Preparing for High School: What Will Be Different? What Will Be the Same?

Information for students

Next year you'll be starting a whole new chapter of your life: high school! To some students, this might be an exciting and welcoming change. Others may feel a little worried and unprepared. This activity will give you an opportunity to prepare for what is to come in September.

- On a piece of paper, write Similarities on one side and Differences on the other. Then, list all the things you can think of that make elementary and high school the same and different. Consider the physical buildings, daily routine, subjects, projects, exams, extra-curricular activities, social life, etc.
- Think about the following:
  - What are the main differences?
  - Are these differences exciting or stressful?
  - What are some things you can do to prepare and relieve any stress?
  - Who can you reach out to for support while you adapt to your new school?

Materials required

- Paper, pen or pencil (required)
- Device with Internet access (recommended)

Information for parents

About the activity

Children could:

- If possible, research the high school they plan on attending. Go to their website or social media page. This might help them prepare for their new school and find out more about how it is the same and different from their elementary school.

Parents should:

- Talk about the main differences between elementary and high school with their child. With their child, visit the website of their future high school and get them excited about some of the programs and activities offered there. Use some of the above recommended questions to help with the discussion.
- High school is still months away, but these are important conversations to have throughout the summer that can help prepare their child for their new chapter.

Environment and Community

Information for students

Human beings have been interacting with their environment since the beginning of time. For example, for centuries people have cut down forests to build neighbourhoods in their community and this may have affected the environment where they live.

Instructions

- Consider the territorial characteristics of your local community. Notice the following features:
  - The climate (temperature and precipitation)
  - The vegetation (evergreens, bushes, deciduous trees, etc.)
  - If applicable, the natural resources (forests, wildlife, ore, oil, etc.)
- Ask yourself the following question: How does the local environment impact my community? (For example, what activities does it allow the population to do? What challenges might it create?)
- Now take a different perspective. Ask yourself the following question: How do people in my community impact the local environment? (For example, how do transportation choices affect the climate? How might the use of technology affect the environment, in both negative and positive ways?)
- Consider a historical perspective. Ask yourself the following question: How have human interactions with the environment changed in my community over time? Compare interactions today with possible interactions from 100 years ago.
- Complete the table in the Appendix to record your thoughts.

Materials required

Useful resources, depending on personal preferences and availability:

- Device with Internet access
- Writing materials (paper, cardboard, pencils, etc.)
- Printer

Information for parents

About the activity

- Your child could do research on the Internet to build their background knowledge on the topic.
- Read the instructions with your child and review how to complete the table in the Appendix.

Appendix – Environment and Community

Information for students

Complete the following table to describe the interactions between your community and your **local** environment.

Characteristics of the environment	Impact of my community on the environment	Impact of the environment on my community
Climate		
Vegetation		
Natural resources		
Historical perspective		
How have human interactions with the environment changed in my community over time? Compare interactions in the present with interactions 100 years ago.		