

Let's Get Exploring! Ici On Explore!

Grades K–2

The activities in this package will help children learn by exploring their own neighbourhoods with their grownups. Each activity provides a new opportunity to make walking around your neighbourhood, exploring your own backyard, or staying at home continue to be interesting and educational for your child.

Les activités suivantes invitent votre enfant à explorer leur communauté en effectuant des promenades avec un adulte, et aussi en explorant leur cour et leur maison.

This activity package is paired with the story *I Spy*, an original story written and illustrated by our friends at Anglophone School District-West. The story introduces the type of activities a little girl and her mother do together during a period of physical distancing. Try taking turns reading the story out loud with your child before trying the activities from the story yourselves.

Il y a un livre en français qui accompagne les activités. Le livre "Je vois" nous présente une petite fille et sa maman et ce qu'elles font pendant cette période de distancement physique.

Lisez le livre ensemble avant de faire les activités.

I Spy is presented in both English and 14 additional languages commonly used in New Brunswick homes to help our newcomer families while they continue to learn at home. Select the story in the language of your choice from the dropdown menu at the [Learning at Home: Resources for Families](#) site.

Le livre "Je vois" se trouve dans le site [Learning at Home Resources for Families](#).

To complete the activities, you might need pencils, pens, crayons, a notebook, pencil crayons, a way to watch videos or read articles online, other items typically found in many households, and your own imagination! You can complete these activities without the Internet if you wish.

Pour faire les activités, vous aurez besoin d'un crayon, d'un stylo, des crayons de couleurs, un cahier, une façon de voir des vidéos et lire des revues en ligne, des choses qu'on retrouve dans la maison et votre IMAGINATION! La connection au réseau Internet n'est pas nécessaire.



Activities

With your family, take turns reading the story *I Spy* out loud in the language you choose.

The story is about me—Mona—and my Mom. *Cette histoire est à propos de moi - Mona et de ma maman.*





Did it look like I had fun with my Mom? Would you like to do some of the same things with **your** grownup? *Est-ce que tu penses que j'ai eu du plaisir avec maman? Est-ce que tu veux faire la même chose avec ta famille?*




You can try some of these activities in and around your home. Have fun! *Essaie les activités autour de chez toi! Amuse-toi bien!*



Grownups: Some instructions are written for you to explain to your child, and some are written for them to read out loud to you. *Il y a des directives pour les grands et pour les petits.*

- When you see , encourage your child to read the instructions themselves. *Quand tu vois  encourage l'enfant de lire les directives.*
- When you see , read and explain the instructions to your child. *Quand tu vois  lis et explique les directives.*

 When you're exploring nature, remember:

- **Leave no trace of your visit:** Make no damage; leave no litter.
- **Be a respectful observer:** Watch and listen, but don't do anything that might harm the plants and animals or prevent them from living their lives uninterrupted.
- **Gather with great care:** Only handle plants and animals that you know to be safe.



Let's Go for a Walk!

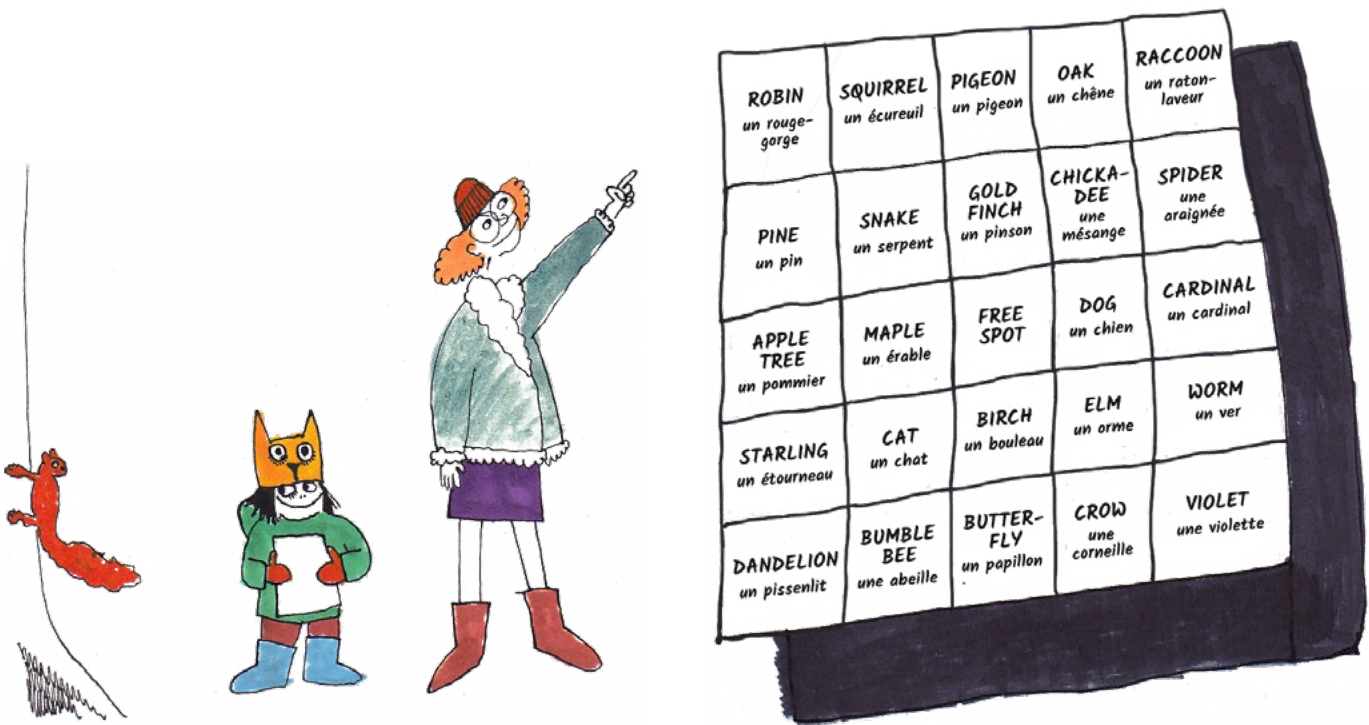


🧑 When Mona goes on a walk with her mom, they fill in a bingo card with things that they saw on their walk together. Do you want to play, too?

Lorsque Mona prend une marche avec sa maman, elles remplissent une carte de bingo avec les choses qu'elles ont vu durant la marche. Est-ce que tu veux jouer?

Can you draw Mona's card on your own piece of paper? Ask your grownup to take you on a walk in your neighbourhood. Try to get a complete line of 5 squares. Your line can be in any direction!

Fais une carte comme ceci! Place les mots en français sur ta carte. Essaie de trouver les choses sur ta carte et fait une ligne de 5 pour gagner!




🧑 Here are some more things you can use for your bingo squares. With new words, you can play every day! *Voici d'autres choses que tu peux mettre sur ta carte bingo. Tu peux jouer tous les jours!*


different types or colours of cars (*différentes couleurs d'autos*)

different animals, like robins, cats, or dogs (*différents animaux comme le rouge-gorge, le chat, le chien*)


different types of trees, like maple or pine (*différentes sortes arbres comme l'érable et le pin*)

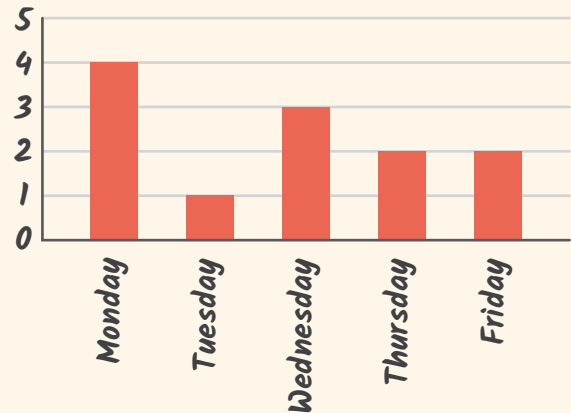
different types of street signs, like stop signs or speed limits (*différentes enseignes comme un panneau d'arrêt et la limite de vitesse*)


 Here are some more ways you can make your walks fun! *On s'amuse aussi, comme ceci!*

 Count things while you are on your walk. You can make a tally mark each time you see a red car or a dog being walked. Do you know how to count tally marks in groups of 5? *Compte les choses que tu vois pendant ta marche. Fais une petite ligne qui correspond à ce que tu vois. Par exemple : une voiture = une ligne; un chien = une ligne. Faire des groupes de 5 lignes.*





 Encourage your child to record their totals in bar graphs to show how many of each item that they saw. The graph can show how the total amounts change day-by-day. *Encouragez votre enfant à inscrire le total dans un diagramme à bandes.*



 What did you see when you were on your walk? Write a list of the things that you saw. *Qu'est-ce que tu as vu pendant ta marche? Fais une liste des choses.*



 When you go on your walk, use your senses to see, hear, or feel things around you. Can you hear birds singing? Or dogs barking? Can you feel the sun on your face, or the wind in your hair? Write about your walk. Be sure to include some of the things you saw, heard or felt! *Quand tu marches, essaie d'utiliser tes sens. Regarde, écoute, touche les choses autour de toi. Entends-tu les oiseaux? Les chiens? Est-ce que tu ressens le soleil sur ton visage, le vent dans tes cheveux? Écris ce que tu as fait durant ta marche.*


 You can help your child make their own clipboards that they can bring on their walks. *Fais une écritoire. Tu as besoin:*

Supplies:

- cardboard, cut to size, from cereal boxes, shoe boxes, etc. (*carton coupé sur mesure*)
- binder clips (*une pince à dessin*)
- decorative paper or artwork (*optional*) (*papier décoratif*)


Directions (Marche à suivre):

1. If your cardboard is thin, you might want to glue two pieces together. Weigh them down and let the glue dry. (*Colle deux cartons ensemble.*)
2. Decorate your clipboard or leave it plain. Be creative! (*Décors ton écritoire. Sois créatif.*)
3. Attach some paper with a binder clip. (*Place le papier sous la pince.*)
4. You are done! (*Tu as terminé!*)

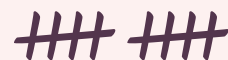
 When you counted things on your walk, did you count street signs? If you have already counted street signs, great! If you have not, you can count signs on your next walk. Draw the different signs you see. *Quand tu marches, est-ce que tu comptes les panneaux? Si oui, BRAVO! Si non, la prochaine fois compte les!*

Do you know what they all mean? Ask your grownup if you do not. *Qu'est-ce que les panneaux représentent? Demande à un adulte.*




 How often are you on the move? Have you ever wondered how far you and your family travel just by moving around your home? Count how often you go into your kitchen, your bedroom, your backyard, or other places you go each day. You can use tally marks to practice counting by 5s. *Bouges-tu souvent? Ta famille marche beaucoup dans ta maison. Compte combien de fois que tu vas dans la cuisine, dans la chambre, dans la cour. Est-ce que tu peux faire un diagramme en bâtons pour compter par 5?*

Measure the total distance in steps. *Mesure la distance en pas.*



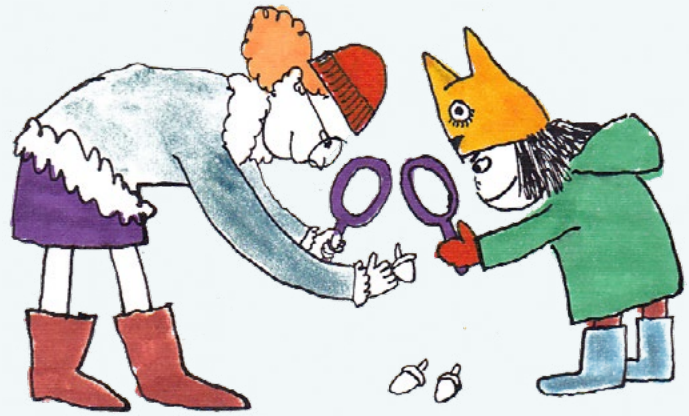
Challenge! Use a watch to observe and record how long you move during the day. You should time yourself when you walk inside. You should also time yourself when you go outside on walks with your grownup. Your grownup can help you time your movement with a watch or a phone. *Défi! Utilise une montre pour noter les mouvements que tu fais pendant la journée. Demande à un adulte pour de l'aide.*

 Exploring is so exciting! Do you ever see interesting things when you explore? You can collect fun things while you explore and play! What will you collect? Feathers, shells, or seed pods? Something else? *C'est excitant d'explorer! Tu peux faire des collections de différentes choses comme des plumes, des coquillages ou des graines.*

Go on a hunt with your grownup for things to collect, either indoors or outdoors. Count all the things you find. How many different ways can you count? Try to group them by 2s, 5s or 10s. *Avec un adulte, trouves des choses que tu peux collectionner. Compte toutes les choses. Fais des groupes de 2, 5 ou 10.*

Next, make a chart to sort your things. *Ensuite, fais un graphique.*

Think about...



size (la taille)	colour (la couleur)	shape (la forme)
------------------	---------------------	------------------


Draw the different collections. Share your collection with a friend. *Dessine les collections. Partage ta collection avec tes amis.*



How did you sort your things? *(Comment as-tu trié les objets?)*

How many different ways can you sort your collection? *(Combien de différentes façons peux-tu trier ta collection?)*

What can you see if you look closely at something in your collection? Would you see more with your eyes or with a magnifying glass? What do you notice? What do you wonder? *(Regarde bien ta collection. Tu peux utiliser une loupe pour mieux voir. Qu'est-ce que tu vois? Qu'est-ce que tu te demandes?)*

 French Second Language learners can share their collections in French!

rond	grand/petit	j'ai collectionné
------	-------------	-------------------

Let's Get Moving!

👤 Do you know why Mona and her mom go on an 'I Spy' walk in their community every morning, rain or shine? *Sais-tu pourquoi Mona et sa maman vont marcher tous les matins, beau temps, mauvais temps?*

It is important to stay healthy. We need to make sure we get outside for fresh air and exercise every day. *Il est important de rester en bonne santé. On a besoin de l'air frais et de l'exercice tous les jours!*



When you walk with your grownup, you are staying healthy, just like me. Here are some other ways you can stay active and fit! *Quand tu marches, tu restes en santé comme moi. Voici d'autres façons que tu peux rester actif et en bonne santé!*

Movements—Les mouvements

👤 How many words can you name to describe how your body can move? Here are some hints: “fast,” “low,” and “sideways.” *Voici des mots pour décrire le corps qui bouge : vite, lentement, de gauche à droite, de droite à gauche, par en avant, par en arrière, en sautant, en rampant.*

Do you have a long list of words? Good! Now do each one! Can you move fast? Can you move low? Can you move sideways? Does it look funny to move sideways? *Fais chaque mouvement dans la liste. Peux-tu bouger vite? Peux-tu bouger lentement? De côté? Est-ce que c'est amusant de bouger de côté?*

Write down or record in a video how it felt to move in all of these different ways. Here are some ways you can think about how you moved. *Écris ou fais un vidéo des mouvements. Penses-y bien!*


Were you comfortable moving each way? *Est-ce que c'est confortable de bouger comme ça?*

How do some of these movements make you stronger? Faster? *Est-ce que ces mouvements peuvent te rendre fort ou rapide?*

Which movements can be put together into a sequence? *Est-ce que je peux mettre les mouvements en suite?*

What activities could these movements help you with? *Est-ce que ces mouvements peuvent t'aider à faire certaines activités? Lesquelles?*




 Do you like to dance? Here is new way you can do it! With your grownup, play some music. While you hear the music, do one of the movements from before. When the music stops, freeze! When your grownup starts the music again, try a different movement from before. *Est-ce que tu aimes danser? Voici ce que tu peux faire! Demande à un adulte de faire jouer de la musique. Quand la musique joue, fais un des mouvements dans l'activité. Quand la musique arrête, gèles. Quand la musique recommence, fais un autre mouvement.*



Beans!!!—Les fèves!!!


 **Beans!!!** is a simple movement game you can play with your child at home, outside, or really anywhere. It is a great way to explore different gross motor skills. *Voici d'autres façons de faire bouger nos enfants!*


Heartbeat—Le pouls!


 What happens to me when I move? *Qu'est-ce qui se passe quand je bouge?*


Measure and compare your heartbeat by counting the number of beats **before** and **after** you exercise. You can feel your heartbeat (pulse) by placing two fingers on your wrist. Move your fingers around your wrist until you feel a beat. If you don't feel it, that's OK. Keep trying! *Mesure et compare ton battement de coeur avant et après tes exercices. Pour trouver ton battement de coeur, mets deux doigts sur ton poignet.*

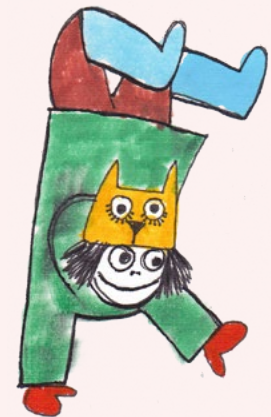


 First, you will need to measure your heartbeat before you do the exercise. Ask your grownup to time you for 30 seconds while you count your heartbeats. Can you count in French? *Compte ton battement de coeur avant tes exercices. Demande à un adulte de t'aider et de mettre une minuterie pour 30 secondes.*

 Then, do an exercise for 30 seconds. You can run, skip, do jumping jacks, or do another exercise. *Fais tes exercices pour 30 secondes.*

 Then count your heartbeats again for 30 seconds. *Après, compte tes battements de coeur pour 30 secondes.*

 Write your answers down in a chart like this. *Écris tes réponses!*



Before Exercise	Exercise	After Exercise	Time of Day
15 beats	10 jumping jacks	20 beats	morning




What do I notice?
Qu'est-ce que je remarque?

How is my pulse different after doing the exercises?
Est-ce que mon pouls est différent après mes exercices?

Did anything else change with my body when I moved quickly?
Est-ce qu'il y a d'autres choses qui changent quand je bouge vite?

Yoga

 You can try practicing yoga at home with your child. Yoga is a great way to combine physical and mental wellness! Here are some great online resources for giving yoga a try at home. *Voici des ressources pour faire du YOGA avec vos enfants!*

[Cosmic Kids Yoga](#)

[Yoga for Kids by Storyhive](#)

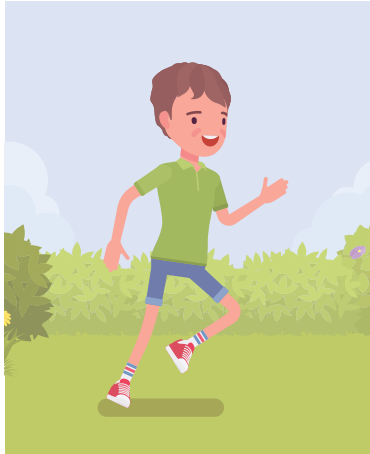
[Yoga For Kids by Smile and Learn](#)

[ABC Yoga for Kids](#)



Move Naturally

Go outside and look around! *Regarde autour de toi!*



What do you see? *Qu'est-ce que tu vois?*



How do things move? *Comment est-ce que les choses bougent?*



Here is a list of things you might see and how they move! *Voici un liste de choses que tu peux voir et leurs mouvements.*

Birds fly! *L'oiseau vole!*



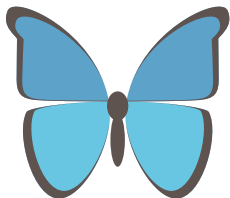
Squirrels scurry! *L'écureuil avance très vite!*



Clouds float! *Les nuages flottent!*



Butterflies flutter! *Le papillon palpite!*



Bugs crawl! *Les bestioles rampent!*



A tree sways! *Un arbre balance!*



Let's have fun!

Pretend to be the things you see and **move like them** for a count of 20. You can count by 1s, 2s, or 5s! Can you move like them for a count of 50?

Let's Move Things!

👤 When Mona goes on a walk with her mom, she looks at different types of animals, birds, and trees. Do you know who else is interested in those things? That's right! **Scientists** are interested in those things! *Quand Mona prend une marche avec sa maman, elle regarde différentes choses. Les SCIENTIFIQUES sont aussi intéressés par ces choses!*

When I notice the first robin of spring, I am doing **science**!
Quand je remarque le premier rouge-gorge du printemps, je fais de la science!



Here are some more ways you can do science like Mona. These activities are all about movement. No, they are not about moving your body. These activities are about moving **things**! *Toi aussi tu peux faire de la science comme Mona! Voici des activités pour faire bouger des choses!*

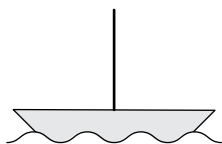
Let's Move a Sailboat! Déplaçons un voilier

👤 Scientists design and test! A **design** is when you think about how you will make something before you make it. **Lego instructions** are a good example of a design. Could you write your own? *Les scientifiques font des plans et des essais! Quand tu veux faire quelque chose et tu penses à comment le faire, c'est un plan. Les directives de Legos sont un exemple des plans.*

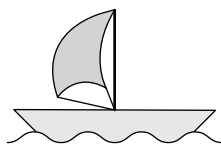
Challenge: Do you think you can design a toy sailboat that will really work? Good for you! You can make your toy sailboat with materials in your home. What does a sailboat need to do? *Fais un plan pour un voilier qui va vraiment flotter. Utilise des choses de la maison. Qu'est-ce qu'un voilier doit faire?*



It has to float.
(Il doit flotter.)



It has to stay upright.
(Il doit rester droit.)




It has to have a sail that can catch the wind!
(Il doit avoir une voile pour attraper le vent.)



It has to be made of something that won't get ruined by the water.
(Il doit être fait de matériaux que l'eau ne peut pas détruire.)

 If you and your child need more ideas for designing and building a sailboat, YouTube has a lot of instructions for DIY toy sailboats. *Si vous avez besoin d'idées, allez voir YouTube!* We like [this one!](#)

 Now, put your sailboat in a tub of water. This is the first test of your design. Will it float? Will it stay upright? Work on your sailboat until it can do everything it needs to do. *Place ton voilier dans ta baignoire. Est-ce qu'il flotte? Est-ce qu'il reste droit? Ceci c'est ton premier essai! Si ton voilier ne flotte pas, continue tes essais!*

When your design works, you are ready to test how it moves best. Blow on the sail to move your boat. Try moving **closer** and **farther** away from the sail as you blow. *Quand ton voilier flotte, essaie de voir comment il flotte le mieux.*

Does my boat move **faster** if I blow closer to the sail? *Est-ce que le voilier bouge plus vite si je souffle près de la voile?*


What did I notice?
Qu'est-ce que je remarque?

What do I think?
Qu'est-ce que je pense?

Does my boat move **farther** if I blow closer to the sail? *Est-ce que le voilier bouge plus loin si je souffle près de la voile?*




Let's Move Things with a Fan!


 Scientists predict and test! A prediction is when you make your very best guess about what will happen in the future. A **weather forecast** is a good example of a prediction. *Les scientifiques font des prédictions et des essais! Ils peuvent prédire la météo.*

Challenge: Do you think you can make a paper fan that will really work? Penses-tu que tu peux faire un éventail en papier qui fonctionne bien. Good for you! You can make your paper fan with materials in your home. *Utilise des matériaux que tu as déjà à la maison. What does a paper fan need to do? Que doit faire un éventail en papier?*

It has to move air. It can catch the air **in folds**, or it can catch the air by being a **big surface area**. *Il doit faire bouger l'air.*

It has to have a handle or a place to hold it. You need a way to hold it to **move it back and forth!**

 If you and your child need more ideas for designing and building a fan, YouTube has a lot of instructions for DIY fans. We like [this one!](#) You can also help your child use an electric fan safely for this experiment. *Si tu aimerais d'autres idées, visites le site Internet suivant.*

 Pick some items to try to move with your fan. You can pick a straw, a pencil, a cotton ball, a pebble, a block, a spoon, or anything else you have in your home. Can you predict how far each will move just from the air from your fan? Which items move the farthest? Remember that scientists aren't "right" or "wrong." Scientists get "expected" or "unexpected" results! *Choisis des objets que tu peux faire bouger avec ton éventail. Tu peux choisir une paille, un coton ouaté, un caillou, un bloc, une cuillère ou un autre objet que tu as dans ta maison. Peux-tu prédire la distance de déplacement de ton objet? Quels objets bougent plus loin?*

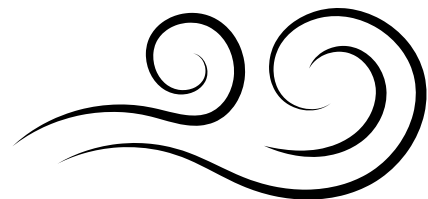
Record what you notice when the fan blows on you. Do you feel cooler or warmer? *Est-ce que tu as plus chaud ou froid?*

Let's Watch Wind Moving Things Outside!

 Scientists observe and record data:

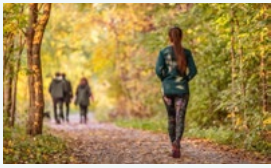
- **Data** is the information you learn from testing and observing. Can you think of any data Mona learned on her walks? She counted how many robins she saw. Her tally is a type of data. Can you think of any data you learned? That's right! You might have learned how your heartbeat changed after exercise, how far you could blow your sailboat, and how far you could move things with air from a fan. These are all examples of data! *Lorsque nous observons et effectuons des essais, il est possible de collectionner des **données**. Quelles données ont été enregistrées par Mona? Elle a compté les rouges-gorges qu'elle a observé pendant sa promenade à pied. Y a-t-il d'autres exemples de données?*
- **Observing** is watching with patience to see what you can learn. *Parfois, il faut être très patient lors de la période d'observations.*

Let's start observing. We will start by observing movement outside. Remember that when air moves outside, it is called "**wind**." *Observons ensemble! Tu peux observer l'air qui bouge à l'extérieur de la maison. C'est ce qu'on appelle du **vent**.*



Look outside. What do you see moving? Can you make a list of the things that are moving? Do you see....
Regarde à l'extérieur. Que vois-tu qui bouge? Peux-tu faire une liste de choses qui bougent? Vois-tu...

People *les gens*



Cars *les autos*



Trees *les arbres*



Leaves *les feuilles*



Signs *les panneaux*



Flags *les drapeaux*



Animals *les animaux*

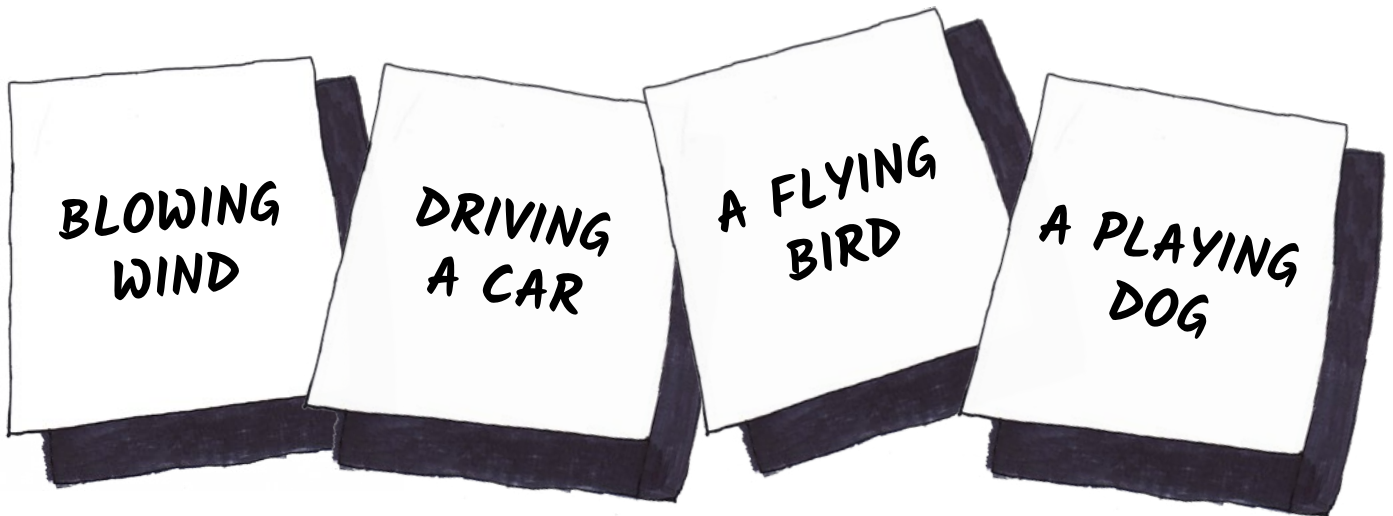


How would you **sort** the moving things? *Comment vas-tu trier les choses qui bougent?*


How do you know it is windy without going outside? (branches moving, leaves blowing, or scarves and hair blowing) *Comment sais-tu si il fait du vent dehors? (les branches bougent, les feuilles s'envolent ou les foulards et les cheveux s'envolent)*

Use your list of moving things, and write or draw each one on a card. **Play a game of charades** with your family and act out the moving things.

Utilise ta liste de choses qui bougent et écris (ou dessines) chaque chose sur une carte. Joue un jeu de devinette avec ta famille. Utilise des gestes pour faire deviner les objets.



Let's Move Things with Water!


 Scientists observe and record data! Les scientifiques notent leurs données. You can think like a scientist to see how water causes something called **erosion**. Does your grownup know about **erosion**? *Tu peux penser comme un scientifique pour observer comment l'eau peut faire de l'érosion. Est-ce que ton adulte connaît ce qu'est l'érosion?*

You can create a mini landscape to observe and record the effects of erosion. You will need some things from around your home to design and make your mini landscape. *Fabrique une scène pour observer et noter les effets de l'érosion. Tu auras besoin de plusieurs choses que tu as autour de ta maison pour fabriquer ta scène.*

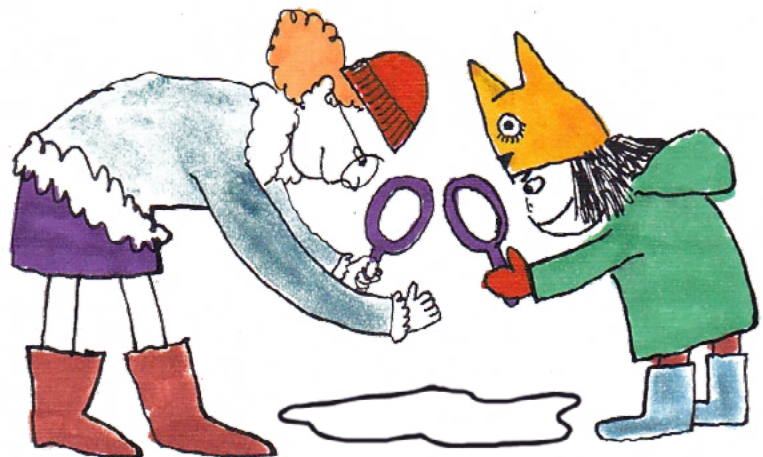
You can make your mini landscape look any way you want. Do you want hills? *Veux-tu des montagnes?* Do you want a rock wall? *Veux-tu un mur de roches?* Do you want to put sticks in the ground to look like real trees? *Veux-tu placer des brindilles dans le sol pour créer des arbres?* Be creative! *Sois créatif!* What do you think will happen when you let water drip from your cup into your mini landscape? *Que se passera-t-il lorsque l'eau coule dans ton paysage?* Make **predictions**! *Fais des prédictions!* Then, **observe and record** how the water moves through your landscape. *Ensuite, observe et enrégistre comment l'eau bouge dans ton paysage.* **Erosion** is how water carries some soil away with it as it runs through a landscape. How did it change your landscape? *Comment l'eau a-t-il modifié ton paysage?*

 You and your child can [watch this video](#) to see how it's done!


Let's Move Water! Déplaçons l'eau!

 Scientists observe and record! Do you ever see puddles when you walk with your grownup? *As-tu déjà vu des flaques d'eau lorsque tu marches avec un adulte?* One day, drop a pebble in the middle of a puddle. *Laisse tomber un caillou au centre d'une flaque d'eau.* Can you **observe** how the ripples move? *Peux-tu observer comment l'eau bouge?* Can you **record** what you see on a piece of paper? *Peux-tu écrire ou dessiner ce que tu vois?*

How do the ripples move if you drop your pebble closer to the edge of the puddle? *Comment l'eau bouge lorsque le caillou tombe près du bord de la flaque d'eau?* Do you think the ripples will be different? *Penses-tu que l'eau bougera de façon différente?*



Let's Think about Currents! Pensons aux courants!

 Scientists observe and record data! The movement of water in a river is called a **current**. *Le mouvement de l'eau dans une rivière s'appelle un **courant**.* Can you think how you can see the current in a river? *Comment peux-tu voir le courant d'une rivière?*



rapids
des rapides


floating objects
des objets flottants

waves
des vagues

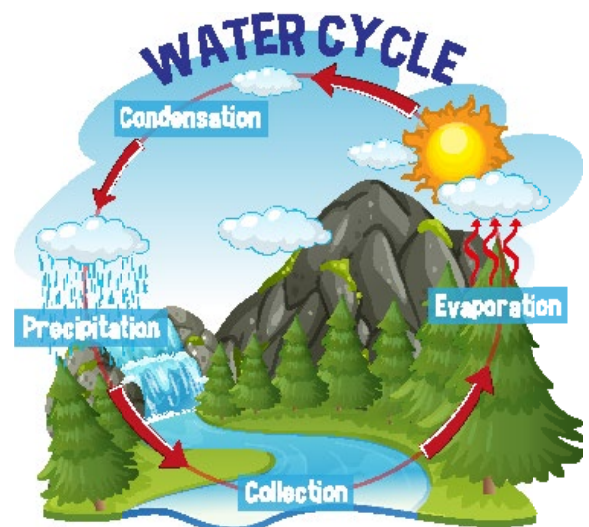
ripples
des ondulations

Can you think of something else?
Est-ce que tu peux penser à autres choses?

Let's Think about the Water Cycle! Pensons au cycle de l'eau!

 Scientists design and test! Did you know that all of the water on Earth is part of the water cycle? *Est-ce que tu savais que l'eau sur la Terre fait partie d'un cycle d'eau?* The water cycle is how water moves throughout the world:

1. Water falls to the earth as precipitation. **Precipitation** is usually rain or snow. *L'eau tombe sous forme de **précipitations**.*
2. Water collects in the oceans. *L'eau s'accumule dans les océans.* You can see water running in ditches and streams to go to rivers. The currents in all of the rivers in the whole world flow into the oceans.
3. Water in the oceans evaporates into the sky. *L'eau des océans s'évapore dans le ciel.* **Evaporation** is when water turns into vapour and floats away into the air. *L'évaporation a lieu lorsque l'eau se transforme en vapeur et flotte dans le ciel.* Think about a wet towel that



you hang up after you take a bath. *Pense à une serviette mouillée que tu accroches après ton bain.* Does it stay wet forever and ever? *Est-ce qu'elle restera mouillée pour toujours?* No! Over time, the water in the towel evaporates into the air in your bathroom. *Non! Éventuellement, l'eau va évaporer dans l'air de la salle de bain.* Did you know that you can see water vapour in the sky? *Savais-tu que tu peux voir les vapeurs d'eau dans le ciel?* Water vapour is stored in the clouds! *Les vapeurs d'eau sont stockés dans les nuages!*


4. Water condenses into precipitation. Condensation is when the water vapour in the sky becomes too heavy to float. The clouds become heavy and dark. Rain or snow falls from the sky. *La condensation a lieu lorsque les nuages deviennent trop lourds. Les nuages deviennent lourds et foncés. La pluie et la neige tombe du ciel.*

Do you think you can design and make your very own version of the water cycle? *Peux-tu créer ton propre cycle d'eau?* Look at this one in a bag. What would you need to add to a sandwich bag to make your own? *Que dois-tu ajouter à un sac de sandwich pour faire ton cycle d'eau?* Give it a try! *Vas-y!*

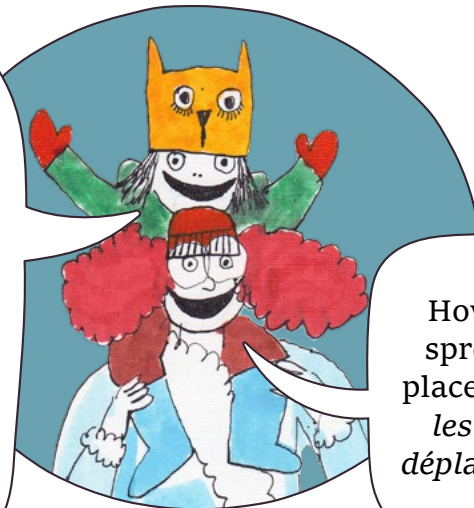


You can make a poster of ways to save (**conserve**) water. Show it to your family! *Tu peux créer une affiche qui démontre comment on peut conserver l'eau. Montre ton affiche à ta famille!*

Let's Think about Seeds! Pensons aux graines!

 Scientists research topics when they are curious! What are you curious about? *Les scientifiques font des recherches lorsqu'ils sont curieux. Es-tu curieux au sujet de quelque chose?*

Here is a topic you can think about. Does this question make you curious to know the answer? *Voici un sujet pour te faire réfléchir. Est-ce que tu es curieux de connaître la réponse?*



How do seeds spread to new places? *Comment les graines se déplacent-elles?*

Animals and Birds! (*Les animaux et les oiseaux*)

Some seeds get eaten by animals and birds. The animals and birds then spread these seeds to new places in their poop. Ewww! *Des graines se font mangées par des animaux et des oiseaux. Les animaux et les oiseaux font disperser les graines dans leur crottes. Eww!*



Wind (Le vent)

Some seeds have the best shapes for blowing in the wind. This spreads these seeds to new places. *Certaines graines ont une excellente forme pour se faire envoler par le vent. Cela fait disperser les graines aux nouveaux endroits.*

Examples:

Have you ever blown on dandelion seeds? *As-tu déjà soufflé sur les graines de pissenlit?*



Have you ever tossed maple keys into the air?



Hitchhiker Seeds (Les grains)

Some seeds have little hooks that get caught on your clothes. This spreads these seeds to new places.




Example: Have you ever had burdocks on your sneakers?



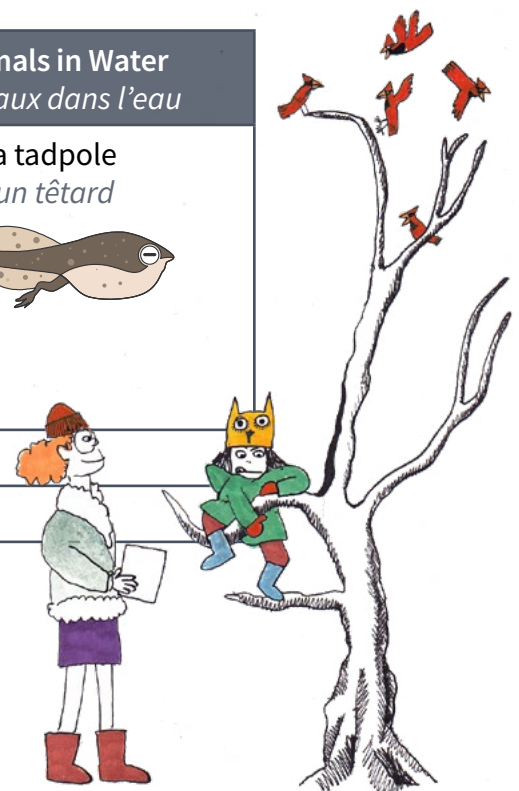
Let's Think about How Animals Move! Pensons aux mouvements des animaux!

Scientists sort and record data! *Les scientifiques séparent et enregistrent de l'information.*

Make a chart of animals that move in the air, on the ground, and in water. Some animals may be in more than one category. We gave you examples to get you started. *Fais un tableau qui regroupe des animaux qui se déplacent dans l'air, au sol et dans l'eau. Certains animaux peuvent être placés dans plus d'une catégorie. Voici quelques exemples...*

Animals in the Air <i>Animaux dans l'air</i>	Animals on the Ground <i>Animaux au sol</i>	Animals in Water <i>Animaux dans l'eau</i>
a robin <i>un rouge-gorge</i> 	a raccoon <i>un raton-laveur</i> 	a tadpole <i>un têtard</i> 

Challenge! Do you think you could move like these animals? Can your grownup guess what animal you are pretending to be? *Défi! Penses-tu que tu peux bouger comme des animaux? Est-ce qu'un adulte peut deviner l'animal que tu imites?*



Let's Do Some Art! Fabriquons un chef d'oeuvre!

👤 Every day Mona goes on an 'I Spy' walk with her mom, she cannot wait to draw and share pictures of the things she sees, counts, and collects!
Après de sa promenade à pied avec sa maman, Mona retourne à la maison pour dessiner et partager les images des choses qu'elle voit, compte et collectionne!

Here are some ways you can do art just like Mona! *Voici quelques façons de faire de l'art comme Mona!*



Sidewalk Silhouettes—Des silhouettes sur le trottoir

👤 Pose yourself, a family member or a stuffie on the sidewalk and trace them with chalk! If you pose yourself, you will need a family member to trace your outline. Do you know what a **silhouette** is? It's what you get when you draw or trace the shape of a person. *Place toi-même, un membre de ta famille, ou un nounours sur le trottoir, et trace-le avec de la craie! Sais-tu ce qu'une silhouette? C'est quand l'on trace la forme d'une personne.*

Use more chalk to fill in the silhouette you made. Try to create different action poses. You can give each pose a different title. You can share a picture of your sidewalk silhouette. Ask your grownup for permission. *Utilise plus de craie pour remplir la silhouette que tu as fait. Essaie de nouveau avec différentes positions ou gestes. Tu peux donner un titre à chaque silhouette. Partage, une photo de ton art, mais n'oublie pas de demander la permission à ton adulte.*




Natural Art—art naturel


👤 Did you know that you could make natural art with the things you collected when you explored with your grownup? Use the things in your collection to create natural art on a lawn or sidewalk. Can you make a house? An animal? A vehicle? Can your grownup guess what you made? Can you make a pretty design? *Savais-tu que tu peux faire de l'art naturel avec les objets que tu as ramassé lors de ta marche? Utilise ces objets pour créer de l'art naturel sur le gazon ou le trottoir. Peux-tu faire une maison? Un animal? Une voiture? Est-ce que ton adulte peut deviner ce que tu as fait? Peux-tu faire un beau motif?*




Make a Community Poster for Your Window

 Make a poster with a positive message for people in your community. Put it up in your window to share your positive thoughts! *Fais une affiche avec un message positif pour les gens de ta communauté. Place-la dans ta fenêtre pour partager tes pensées positives.*

Heartbeat and Movement!

 If you have the Internet, listen to “[Dancers Only](#)” by Northern Cree with your child. *Si tu as accès à Internet, écoute la chanson “Dancers Only”, du groupe Northern Cree.*

 This song is called “Dancers Only” by Northern Cree. Northern Cree is an Indigenous powwow and Round Dance drum and singing group. All of the people in the group are from [Treaty 6 territory](#). *Cette chanson s’appelle “Dancers Only”, de Northern Cree. Northern Cree est un groupe autochtone qui visite des powwows partager leurs chansons et danses traditionnelles. Tous les gens du groupe viennent du territoire de la Traité no. 6.*

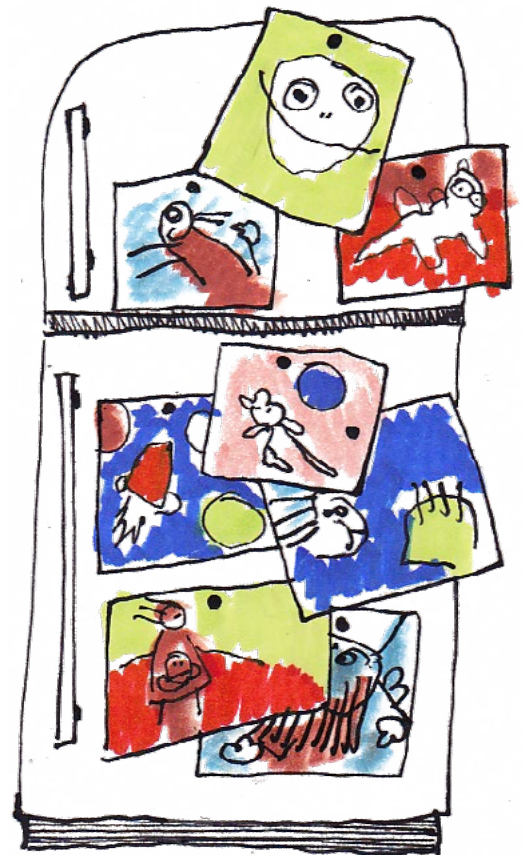
In this song, you will hear chanting and drumming. **Chanting** a special type of singing. Can you figure out why some singing is chanting and why some singing is not chanting? That’s right! When singers chant, they repeat the same words over and over! *Dans la chanson, tu vas entendre des chants et des tambourinements. Les chants sont des répétitions des mêmes mots, ce qui est différent des chansons typiques.*

What does the drumming sound like? When you are in your mommy’s belly, the first sound you hear is her **heartbeat**. The sound that the drum makes represents Mother Earth’s heartbeat. Our heart beats differently depending on what we are doing. It can beat slow, fast or really fast! If you put your hand over your heart, you can feel the speed of your heartbeat. *Qu’est-ce un tambourinement? Quand tu étais dans le ventre de ta mère, le premier son que tu as entendu était le battement de son cœur. Le tambour dans les chansons autochtones représente le battement du cœur de la Terre. Nos cœurs battent différemment selon ce qu’on fait. Il peut être lent, vite, ou très rapide! Si tu places ta main par dessus de ton cœur, tu peux ressentir son battement.*

Can you keep the beat? Practice keeping the beat by stomping your foot or using your hand to beat on a homemade drum. You can turn an empty bucket upside-down to make a drum! *Peux-tu garder le rythme d’un battement? Pratique en tapant ton pied ou avec un tambour fait-maison. Un vieux seau peut faire l’affaire!*

What other parts of your body want to move to this music? Practice moving different parts of your body to the music such as nodding your head to the beat or jumping to the beat. *Quelles autres parties du corps peux-tu bouger en écoutant la musique? Pratique en bougeant différentes parties de ton corps, en hochant la tête, ou en sautant sur place.*


How does the music make you feel? What songs usually make your body want to move? What is it about those songs that makes you want to move your body to the beat? *Comment te sens-tu en écoutant la musique? Quels types de chansons te font bouger? Qu’est-ce qu’il y a avec ces chansons qui te font bouger?*



Let's Count! Comptons!

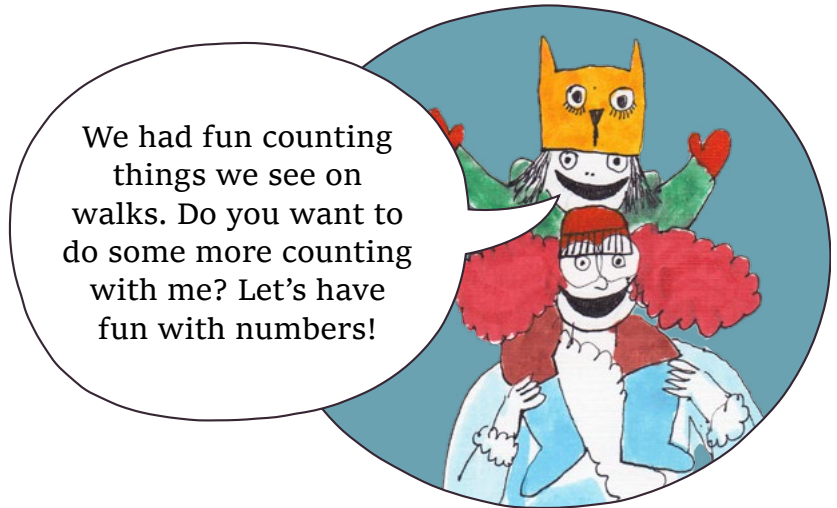
Here are some activities you can do to practice using numbers—just like Mona!

Win It in a Minute!

 Can you win it in a minute? How long is a minute? Is it enough time to complete the following challenges? *Peux-tu gagner dans une minute? Comment longue est une minute? Est-ce assez de temps pour gagner?*


Grab some family members and dare them to challenge you! *Amusez-vous bien!*


All challenges need you to keep time. Remember, a minute has 60 seconds, so if you can't find a timer, you can always count to 60 forwards or backwards.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Noodle Mania!


 You will need a few simple things to do this challenge with your child: uncooked spaghetti noodles (one for each player) and straight, tube-shaped noodles such as penne or rigatoni

 How many noodles can you string on a spaghetti strand?


In this challenge, you must hold the spaghetti at one end in your mouth and try to put as many noodles on the spaghetti as you can in a minute! Can you do it without using your hands?

Count your noodles and compare. Who had more? How many more did the winner have?

Number Line Challenge!

 For this activity with your child, you will need a timer and 6 dice.


In this challenge, you have 1 minute to roll your dice into a straight: 1,2,3,4,5, and 6. You can roll as few or as many dice as you wish each time you roll during your minute. For example, if you roll 1,2, and 3, you can set those aside and continue rolling for 4,5, and 6. If you have a Yahtzee! game in your home, you can play that together to extend this activity.

 What is the sum of 1,2,3,4,5, and 6? Tell someone how you found the **sum**!

For an added challenge, add even more dice!



Face the Cookie!

 For this activity with your child, you will need a cookie or a cracker such as an Oreo or a Ritz for each player.

In this challenge, each player has one minute to move the cookie from their forehead to their mouth—without using their hands! If it drops, they may pick it up and return it to their forehead to try again. The winner is the player who eats the cookie within the minute.

Your child should record each player's time for this challenge in case more than one player gets the cookie to their mouth. The player who uses the least amount of time to complete the challenge is the winner!



Can you place all the times of all the players in order from shortest to longest? Who came in first? Second?

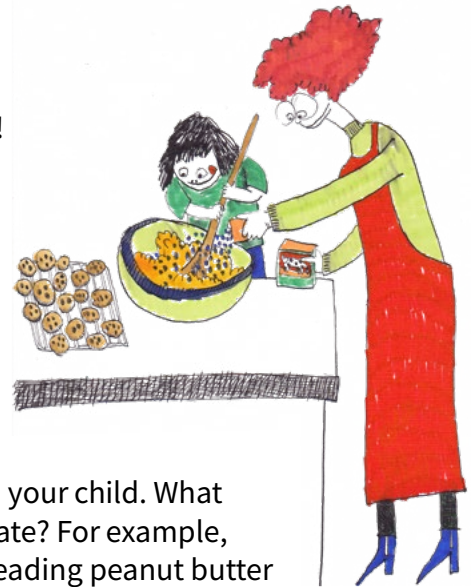


Let's Eat Well!

👤 After going on her 'I Spy' walk with her mom, Mona gets really hungry! Do you get hungry, too, after you go exploring with your grownup?

Mona loves to bake with her mom. They like to make cookies together. Cookies are a fun treat.

Here are some activities you can do with your grownup to learn more about eating well and making fun treats, too!



Snazzy Snacks



👤 Get creative in the kitchen with your child. What healthy snazzy snacks can you create? For example, you can make ants on a log by spreading peanut butter on a piece of celery and topping the peanut butter with raisins.

Have your child draw and label pictures of the creations to make a recipe book of their own to record all of the different snazzy snacks you make!

Mystery Box


👤 Prepare a mystery box for you and your child. You can use a small box or a two-litre milk carton covered with a paper or cloth bag. Cut a hole large enough to allow a child's hand inside the box without allowing them to see the contents. Place a single vegetable, fruit or other food item in the box. A blindfold will help keep your child from accidentally seeing the food. Ask your child to identify the food by smell and touch. Use the new [Canada's Food Guide](#) to explain the food group to which it belongs. Explain as well why foods in that group belong together. Your child can then draw a picture or print the word of another food in that food group. Let your child put something in the food box for you to guess what it is. Encourage your child to say or print the name of the food in other languages if they can!



Food Group Shuffle!

👤 Make pictures of different types of food with your child. You can cut out pictures from magazines or flyers, or you can draw your own. Label different parts of a room with each food group from the new [Canada's Food Guide](#). Include areas for foods outside of the new food groups. Include mixed dishes. Play music while your child walks, marches or shuffles around the room holding one of the pictures. When you shut off the music, your child must go to the labelled with the appropriate food group/category as fast as they can. Ask your child to explain why they chose that area. Pick new pictures, change the categories, and play again!

One of These Doesn't Belong

 Make pictures of different types of food with your child. You can cut out pictures from magazines or flyers, or you can draw your own. Review the three food groups from the new [Canada's Food Guide](#) and the foods that belong in each. These are the “everyday” foods that should be eaten each day for good health.


Explain to your child that less healthy choices or “sometimes” foods are high in calories, fat, sugar or salt. These are **treats**.


Line up four pictures of foods, three of which are from the same food group. Ask your child to pick the food that is not from the same group as the other three foods. They should then name the food group to which the other three foods belong. They could also make groups of four pictures for you to solve!

<p>cherries</p> 	<p>kale</p> 	<p>parsnips</p> 	<p>pretzel</p> 
---	---	--	--

Track My Eating!



 Use pencils or crayons to make a list of what you eat during the day. Try to keep making your list for a whole school week! Then, create a tally chart or a graph to show all the foods you have eaten and which food groups or categories the foods belong to. Ask your grownup if you need to review the food groups.

 We got some of these activities about healthy eating from the Ontario Public Health Association (OPHA). They have [a useful PDF guide online for teaching healthy eating to children in Grades 1–8](#) if you would like some more ideas!

You can access the full *Canada Food Guide* [in English](#) and [in other languages](#).



Source: food-guide.canada.ca/en/

Let's Practice Mindfulness! Pratiquons la pleine conscience!

👤 Mona and her mom take care of themselves every day by walking around their neighbourhood together. They look for ways to learn about the world by watching, counting, drawing, and playing games.

Mona et sa maman prennent soins d'elles-mêmes en prenant une marche chaque jour. Elles apprennent au sujet du monde en observant, comptant, dessinant, et jouant.

Another way to take of yourself is making sure that you feel OK. You and your grownup can practice something called "mindfulness" together to help make sure you feel OK. **Mindfulness** means two things.

It means thinking about your feelings, so you know how you are. It also means doing things that will help you to feel OK. *Une autre manière de prendre soins de soi-même est de s'assurer qu'on est "ok". Tu peux pratiquer la pleine conscience pour prendre soins de toi. La pleine conscience veut dire deux choses: penser et réfléchir sur comment tu te sens, et agir pour que tu vas te sentir bien.*

Here are some ways you can practice mindfulness. *Voici quelques façons que tu peux pratiquer la pleine conscience.*

You can explore these links and resources to help your child practice mindfulness at home:
Tu peux explorer ces liens et ces ressources pour pratiquer la pleine conscience chez-toi :



[A List of Mindfulness Activities](#)

from Karen Young

[Mindfulness Activities and Exercises for Children](#)

from Positive Psychology




Make Connections!

👤 Is there someone special you have not seen in a while? Is it a friend? Is it a grandparent? *Est-ce qu'il y a une personne avec qui tu n'as pas visité depuis un bout? Un ami? Un grand-parent?*


With your grownup, you can use a telephone, a video chat, a message, or a letter in the mail to stay in touch with the people who are special to you. Staying connected helps us to feel more like ourselves, wherever we are and wherever our special people are. They will feel better when they hear from you, too! *Avec un adulte, tu peux utiliser le téléphone, faire une vidéo-conférence, envoyer un texto, ou une lettre par le poste pour rester en contact avec les personnes qui sont pour toi spéciales. Rester en contact nous aide à sentir comme nous-mêmes, peu importe où nous sommes.*

Explore Sound and Colour

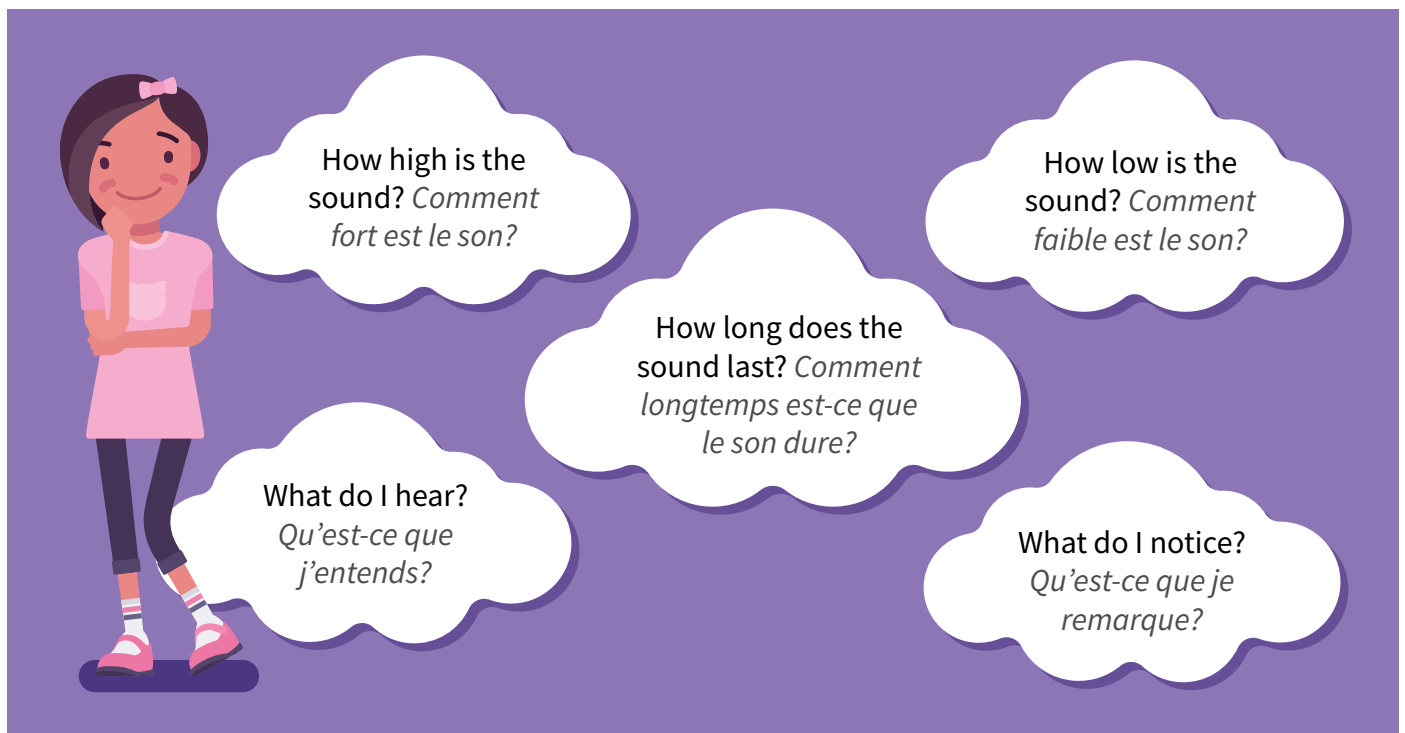
 Find a quiet space to set up some paper and your favourite colouring things. Choose some gentle music to listen to. Let the music inspire your colour choice and movement. Don't plan what you are going to put on the paper! Let your crayons, pencil crayons, or markers move with the music. Change colours as often as you like. When the music is over, take a moment to think about what you drew. What does it remind you of? How does it make you feel? Try again with another piece of music and different colours! *Trouve un endroit calme et place-y des matériaux pour dessiner. Fais jouer de la musique douce. Laisse-toi te faire inspirer par la musique, et dessine. Fais bouger tes crayons et feutres avec le rythme, change de couleur autant que tu voudrais, et quand la musique termine, réfléchis à ce que tu as dessiné. A quoi penses-tu? Comment te sens-tu? Essaie de nouveau avec une nouvelle chanson.*



Explore Sound and Vibration

 Find objects that ring when they are struck and something to strike them with. They should be things that will not break because **strike** means hit. What will you pick? Ask your grownup for help picking things. Here are some examples that would work: a wind-chime, a pot, a pan, a metal mixing bowl, or a toy bell. *Trouve des objets qui sonnent quand on les frappe. Il faut trouver des objets qui ne vont pas briser. Que choisirais-tu? Par exemple, un carillon, une poêle, un pot, un bol en métal, une cloche.)*

Here comes the fun part! Strike the object, and listen to the sound until it completely disappears. Do this with different objects and try to notice the differences. *Maintenant, on s'amuse! Frappe un objet avec un bâton, et écoute le son qui se produit jusqu'à ce que le son disparaisse complètement. Répète avec les autres objets, et note les différences.*

A purple background featuring a cartoon girl on the left with her hand to her chin, appearing to be in deep thought. To her right are five white thought bubbles with black outlines, each containing a question in English and French. The questions explore the characteristics of sound: volume (high/low), duration (how long it lasts), and perception (what is heard/noticed).

How high is the sound? *Comment fort est le son?*


How low is the sound? *Comment faible est le son?*

How long does the sound last? *Comment longtemps est-ce que le son dure?*

What do I hear? *Qu'est-ce que j'entends?*

What do I notice? *Qu'est-ce que je remarque?*

Let's Do Indoor Scavenger Hunts

 You can still do educational scavenger hunts with your child when the weather is poor or when your family has already played 'I Spy' in your neighbourhood a lot.

You can have your child search for...

colours	letters or words	numbers	riddles
	(on packages, keyboards, in books, or on newspapers or fliers!)	(on packages, remote controls, in books, or on newspapers or fliers!)	(solve the riddle and then find the answers!)

Here are two examples of riddles you can use with your child for a fun indoor scavenger hunt!

- What has to be broken before you can use it? (An egg!)
- What starts with the sound for the letter “-t,” is hot and is something you drink? (Tea!)

