



# Learning at Home

Grades K-12

Welcome to the first edition of the New Brunswick Education Supplement! Teachers from across New Brunswick have prepared these materials with your needs in mind. They have identified important knowledge and skills from our school curriculum for students to learn and practice. These pages contain lots of useful information and interesting activities for learners of all ages and grades, including an English Language Arts activity for high school students.

We invite you to explore and enjoy the learning adventure that awaits you! You can start right now by looking on this cover to find books, a vase, and a pet, and to wonder about the painting on the wall.



# Signs of Spring

This collection of activities is intended for younger students (ages 4 to 9). Some activities may require the assistance of an older sibling or adult.

## Preparation

Have children look out a window and identify the signs of spring they can see. Are there buds on the trees? Can they see the signs of new grass? Are there birds that weren't around during the winter? What changes can they see in nature? What kinds of items could we collect from nature if we went outside?

**En français :** Par la fenêtre, je vois...(des branches, des écureuils, des feuilles qui poussent, des oiseaux, etc.)

If you have access to children's books, read a book about the natural world, spring, the seasons, or the environment.

Ask your child: did you notice any items from nature in the books that we could look for on our walk?

**En français :** Je vais regarder pour ... un caillou brun, un animal, une fleur qui commence à pousser, un oiseau qui chante, etc.

## When you're exploring nature, remember to:

### *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.

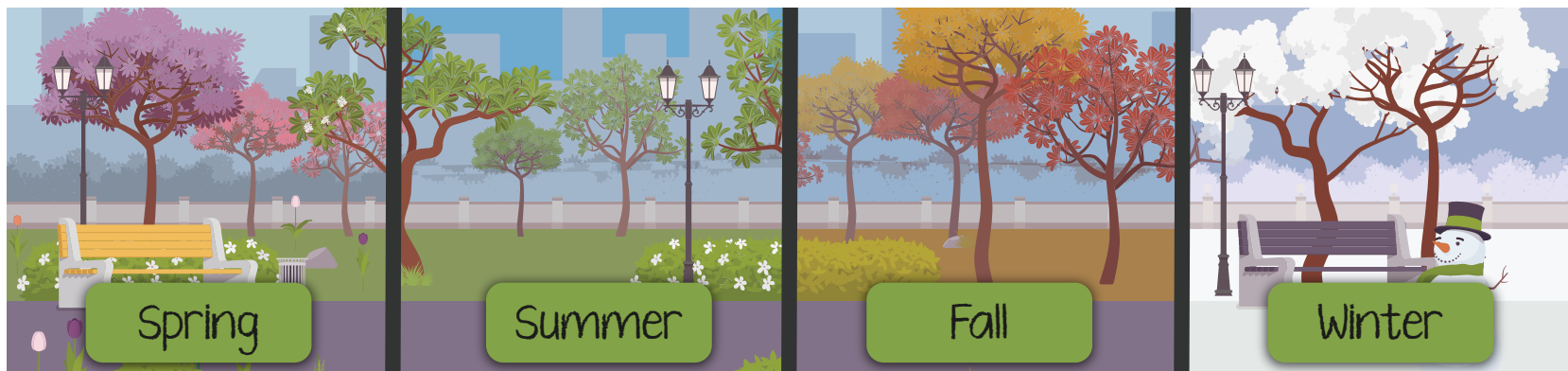
### *Gather with great care*

Only handle plants and animals that you know to be safe.



## The Seasons

In Canada we have four (4) seasons. The four seasons are winter, spring, summer and fall.



The season is now spring. This year, spring in New Brunswick is from March 20<sup>th</sup> until June 20<sup>th</sup>.



### Activity: Take a Walk!

Grab a sturdy bag and go for a walk in nature (your backyard or around your neighbourhood) to collect interesting natural items together. Some examples might include sticks and twigs of different lengths and thickness; strips of bark; stones and pebbles of different sizes and shapes; and various types of leaves, straw, ferns, acorns, seeds, pinecones, feathers, etc.

- Take turns describing what you find interesting about the objects as you place them in the bag. Bring these items back home as they will become the learning tools for the other activities.

**En français :** J'aime cet objet parce qu'il est... beau, gros, de ma couleur préférée, très long, petit, doux, etc.

- Ask: What patterns do we see in nature? What kind of patterns are they?
- Focus on your senses. What can you smell, hear, touch, and see? How might these experiences change when it is summer, winter, or fall?

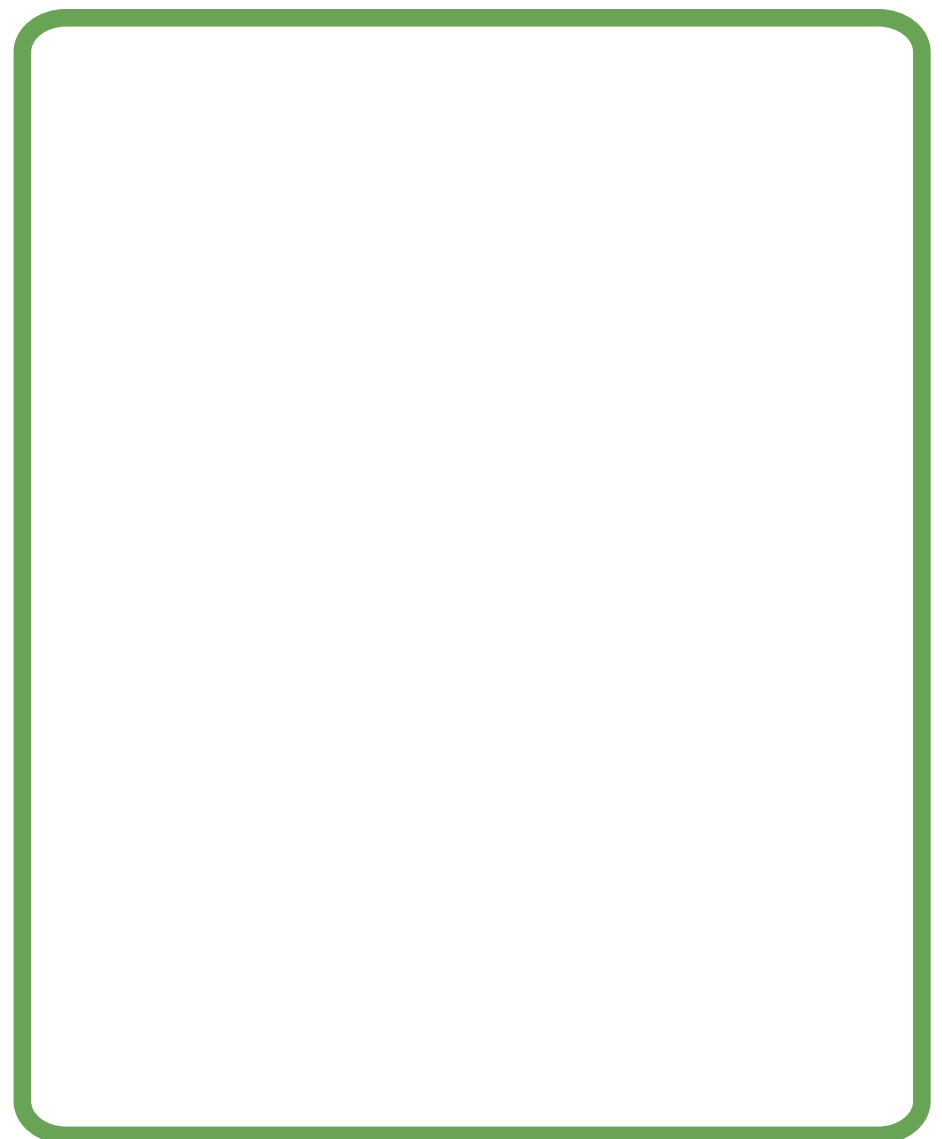
## Activity: Make Patterns!

Use the items collected during the nature walk to create and discuss repeating patterns. A pattern is something (a series or sequence) that repeats the same way every time. The part that repeats is called the core. Make sure the core repeats at least three (3) times.

- Identify the pattern core and describe the pattern rule (AB, ABB, ABC, etc.). If the pattern kept on going, what would come next? How do you know? Take turns making new patterns. Have others identify the core and the pattern rule (how it repeats). Try extending (continuing) the patterns.

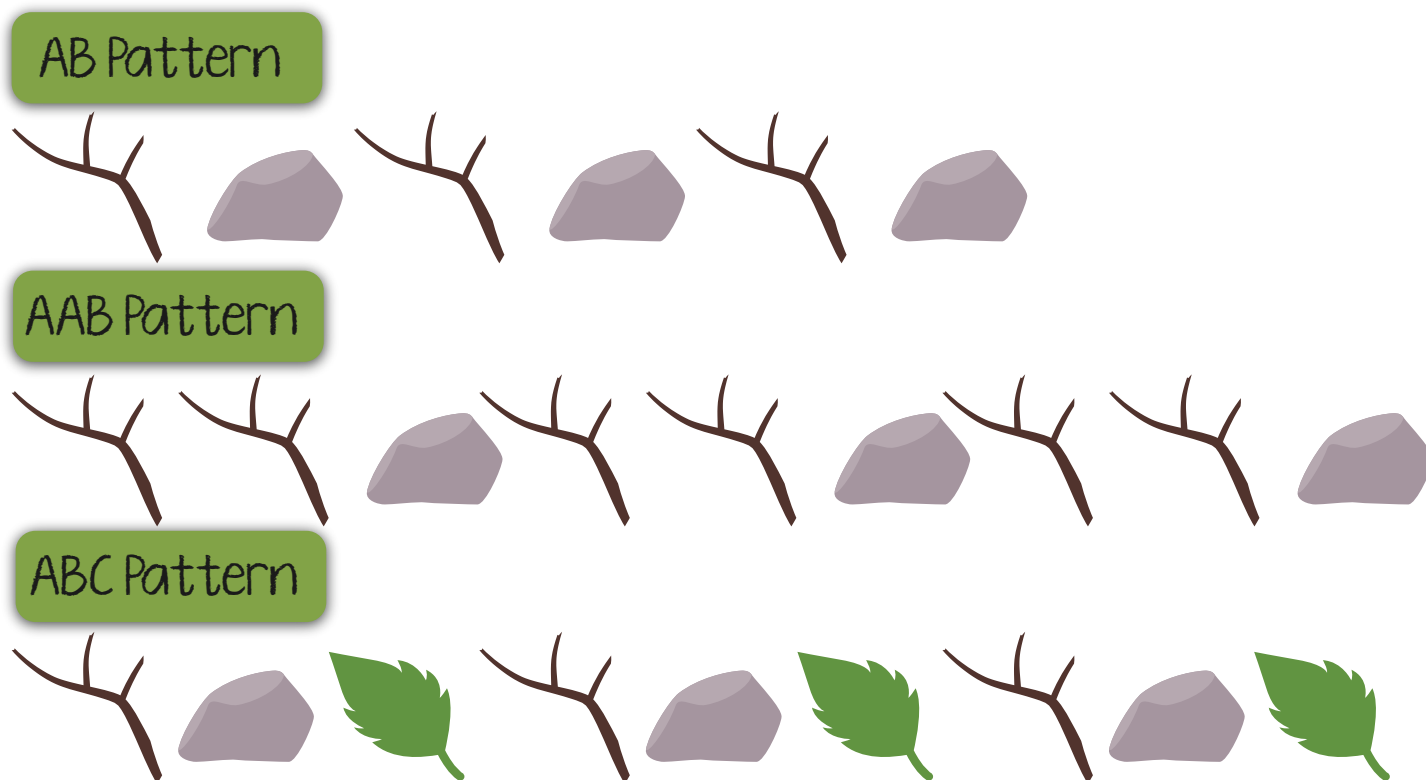
### En français :

- *Ma régularité est ... rouge, brun, vert, rouge, brun, vert, etc.*
  - *Ma régularité est ... long, court, court, long, court, court, etc.*
  - *Ma régularité est ... un son fort, un son doux, un son fort, un son doux, etc.*
- Choose items from the collection to tap out a pattern of sounds. Clap, stomp, or make other noises to create sound patterns. Identify what the pattern rule is and extend it.
  - Identify any patterns you see in the stories you read together.





How many patterns can you make with your objects from nature? Name your objects as you arrange them in patterns. Here are some examples.



### My Pattern 1:

The core of my pattern (the part that repeats) is \_\_\_\_\_

The rule of my pattern (AB, ABB, AAB, ABC...) is \_\_\_\_\_

If my pattern kept going, what would come next? Draw or arrange more objects to continue the pattern.

How would my pattern sound if each object made a different sound (a clap, a stomp, a squeak...)? Try it out!

### My Pattern 2:

The core of my pattern (the part that repeats) is \_\_\_\_\_

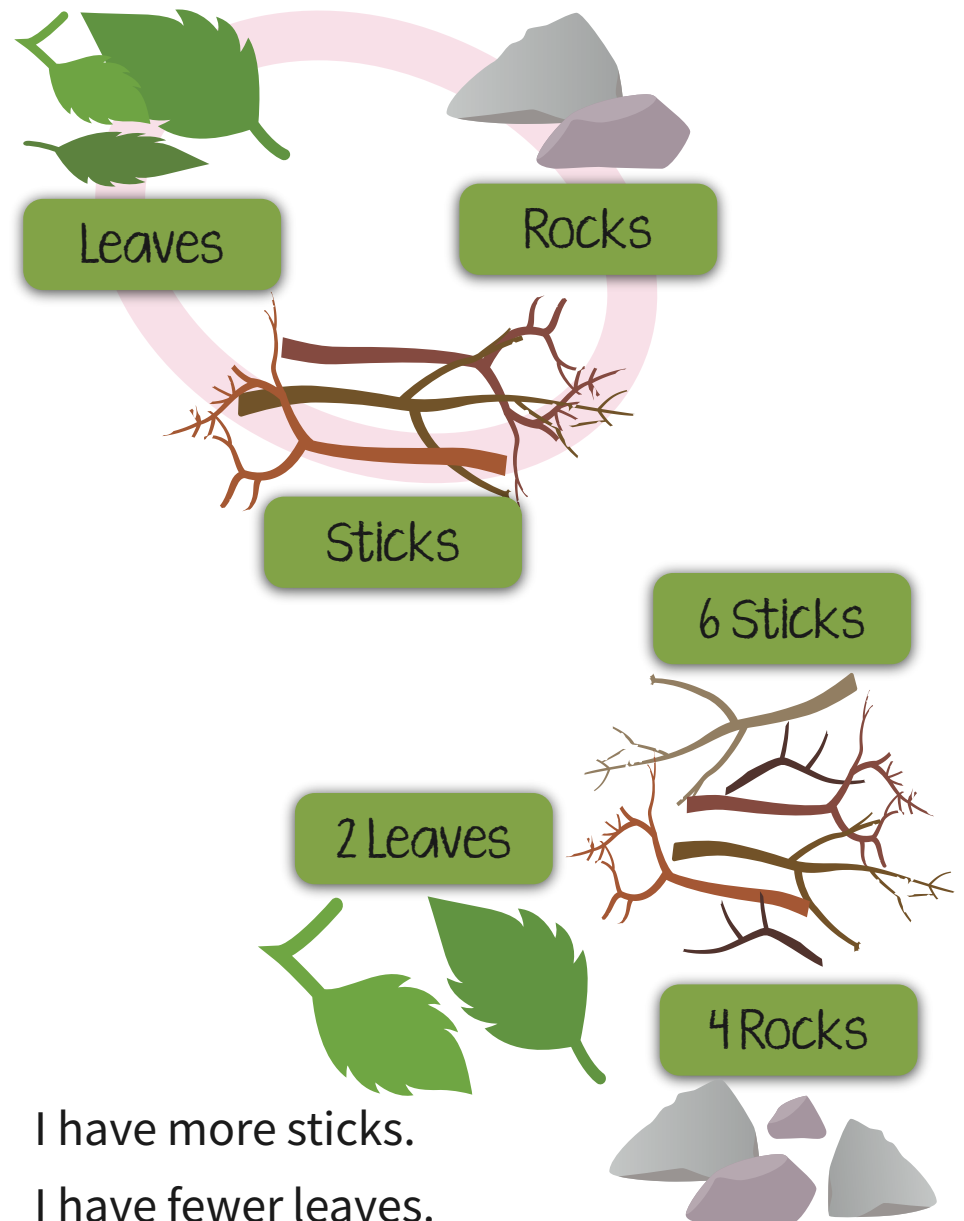
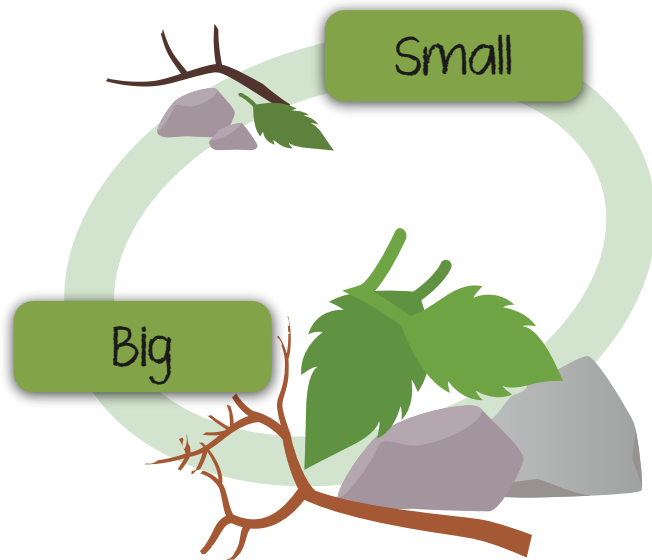
The rule of my pattern (AB, ABB, AAB, ABC...) is \_\_\_\_\_

If my pattern kept going, what would come next? Draw or arrange more objects to continue the pattern.

How would my pattern sound if each object made a different sound (a clap, a stomp, a squeak...)? Try it out!

## Activity: Organize and Count!

Sort the items in your collection in different ways:



**Count** the different items in your collection.

- How many sticks, pebbles, or leaves do you have?
- What do you have the **most** of?
- What do you have the **least** of?
- If you **added** one more item, how many would you have?
- If you **took one item away**, how many would you have?

How many ways can you represent each number? Can you show them in words? Numerals? Pictures? Expressions ( $10+15=25$ )?

Can you build a chart and keep a tally of how many of each item you have?

Make a number poster using your collection. For example, arrange your objects in groups of 10.

I have more sticks.  
I have fewer leaves.

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Arrange parts of your collection in groups of 2s, 5s, and 10s. Try to skip count by 2s, 5s and 10s – or even 20s, 50s or 100s – to tell how many you have.

**En français :** Avec les objets, je fais des groupes de 2, de 5 ou de 10. Je compte par bonds/sauts de 2, 5 ou 10.

Choose a sorting rule to sort your items. For example: living or non-living, shiny or dull, heavy or light.

**En français :** Ma régularité est ... vivant/non-vivant, brillant/mat, etc.

Try ordering your objects by different attributes, such as tallest to shortest, shortest to tallest, heaviest to lightest or lightest to heaviest. What other attributes could you use to order the objects?

**En français :** Je place mes objets du plus petit au plus grand. Je place mes objets du plus lourd au plus léger etc.

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Do you have an odd or an even number of items?

How do you know?

**En français :** J'ai \_\_\_ branches. C'est un nombre pair ou impair parce que ...

Show an addition or subtraction sentence with objects from your collection. Create a story about your addition or subtraction sentence.

For example:  $2 + \_ = 9$ ; "I found two red leaves at the beginning of my nature walk. During my walk I found some more. By the end of my walk I had nine red leaves. How many leaves did I find along the way?"

**En français :** Je trouve deux feuilles rouges au début de ma promenade. Pendant ma promenade, je trouve d'autres feuilles. À la fin, j'ai neuf feuilles rouges. Combien de feuilles ai-je trouvées pendant ma promenade?

Choose two categories of objects. How many more \_\_\_ do you have than \_\_\_? For example, "How many more sticks do we have than pinecones?"

**En français :** J'ai \_\_\_ petits bâtons de plus que de pommes de pin. J'ai \_\_\_ feuilles de plus que de cailloux.

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## Activity: Express Yourself!

Draw a picture of what you observed on your nature walk. Label each object you collected. Call a family member and describe your picture to them.

If you are a French Immersion student, call someone in your class and describe your drawing in French!



Practice reading some of the nature books you found to others. Or tell the story of your nature walk to someone in your family.

At the end of the week, use some of the items from your collection to make artwork of your own.

Write complete sentences about what you saw, felt and experienced during your nature walk.

Check for proper spacing between words and capital letters at the beginning of names, sentences and for the word “I”. Include ending punctuation, such as . ! ?.



Start a scrapbook with objects from nature during each of the four seasons. Describe where you found each object and why it was interesting to you.

Start a journal about springtime where you live. Look out the same windows and/or take a nature walk each day. What changes do you see from day to day?

Can you write some of your journal in French?



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## Activity: Read!

Choose books to read.

- Make predictions about the story before reading and review those predictions after reading.
- Retell the main events of the story.
- Draw connections between the text and your family's own knowledge and experiences.
- Is the book fiction (make believe) or non-fiction (real story)? How do you know?



## More Activities to Try!

- Place all the items found on the nature walk in a bag. Without looking, reach your hands in the bag, select an item, and describe it using touch only. How smooth/rough is it? How hard/soft/bumpy/squishy is it? Next, take the items out of the bag and choose some to describe using your sense of sight (colour, size or texture).
- Choose an animal you saw on your nature walk or might see in spring. Think about how that animal might live during different seasons of the year. How might a squirrel live in the summer, spring, winter and fall?
- Think about what spring might look like in another place on Earth. Do you have a family member who lives somewhere other than New Brunswick? Ask them to describe spring in their location. Compare how spring is the same and different from where you live.



# Stories are for Sharing

This collection of activities is intended for younger students (ages 4 to 9). Some activities may require the assistance of an older sibling or adult.

## Why Do We Share Stories?

People have always shared stories. Even before we had written words, some people told stories using pictures. People from many cultures have shared their stories aloud for thousands of years. Now, many stories are also written down or recorded in other ways, such as with videos, podcasts, movies, or shows.

Although there are many ways to share stories, the purpose is always the same. We tell stories to teach, share information and entertain others. Most importantly, telling stories brings people together.

## Did You Know?

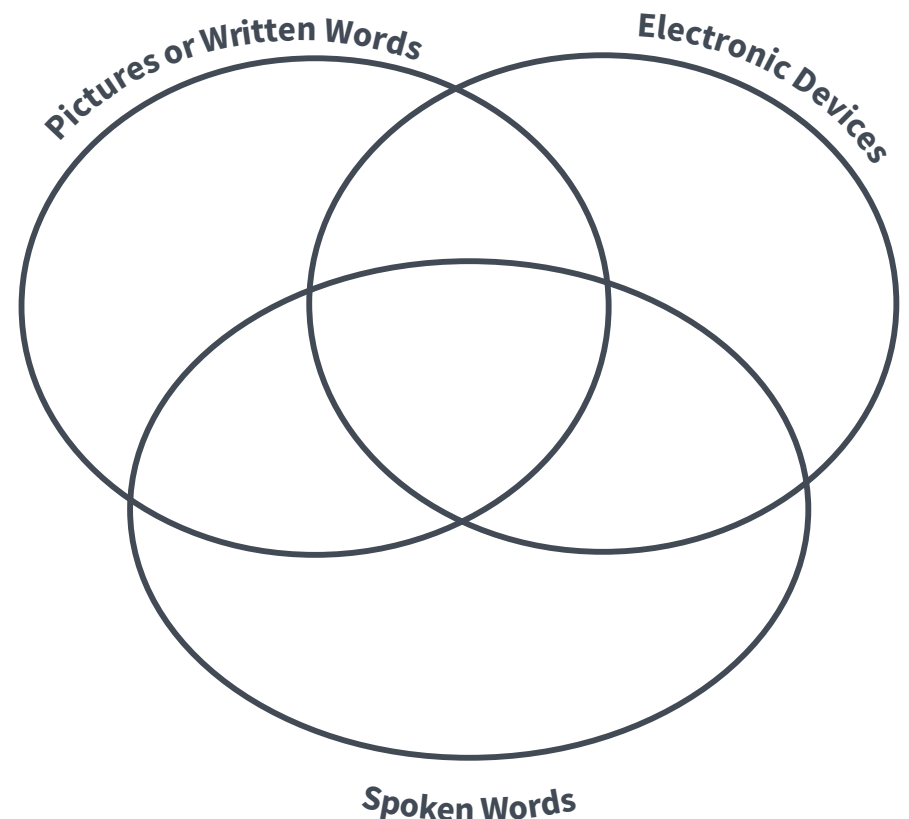
Indigenous people have shared their ancestor's stories aloud for many generations. Many of these stories teach young people about survival and their family's history, values and culture. These stories connect people and help build relationships.

## **WARM-UP!** How are Stories Shared with You?

Stories can be shared in many different ways. Make a list of the ways stories are shared with you. Here's a hint! Think about ways that stories are told:

- with pictures or written words (like in a book).
- with spoken words (like friends sitting in a circle and sharing stories about their day).
- with ways that use electronic devices (like a news story on the radio).

When you have made your list, create a Venn diagram. You can use the one on this page or draw your own. Some of your ideas may belong in more than one circle. That's okay! Put those ideas in the spaces where the circles overlap.



## CHALLENGE! Become a Great Storyteller

Do you accept this challenge? Great! Here are the steps:

1. Choose or create a story.
2. Get to know the story well. Who are the characters? Where does the story happen? What are the main actions in the story?
3. Decide on **at least two different** ways to tell the story.
4. Think about how you can make your presentations interesting for your audience.
5. Practice presenting your story in both ways.
6. Share your work!

There are lots of ideas to help you here and on the next pages. Have fun and be creative!



### Choosing a Story

You can find stories everywhere. Here are some ideas to get you thinking!

- Tell a story about something that has happened to you.
- Tell a story that you have heard around a campfire or the dinner table.
- Ask a family member or friend to tell you a story about something interesting that happened to them.
- Tell your favourite bedtime story.
- Tell a myth or tale.
- Tell a story from a poem or a song.
- Create your own story in any style—funny, scary, or mysterious. It's up to you!
- Pretend that you have a very interesting job and tell a story about your work. For example, you could be:
  - ◆ a weather reporter discussing a record snowfall, earthquake or heatwave.
  - ◆ a sports reporter discussing a nail-biting hockey or lacrosse game.
  - ◆ a zoologist describing a bear waking up from its winter's sleep.
  - ◆ a scientist investigating the best way to kill germs on surfaces.
- Create a story about something you have observed. Gather the information, make a chart, analyse your data, and describe what you found.



## Deciding How to Tell the Story

Remember, you need to pick **two ways** to tell the story. Anything is possible, but here are some ideas.

- Tell the story using only your voice with lots of expression.
- Tell the story in another language, such as French, Wolastoqey, Mi'kmaq, or your native language.
- Write or draw the story on paper.
- Act out your story.
- Tell your story with a dance like many Indigenous Peoples do.
- Perform the story using puppets. You could make your own puppets.
- Tell the story as if you are reporting on your work. For example, you could be a reporter, zoologist or scientist.
- Tell the story with building bricks, such as Lego, or modelling clay.



## Making Your Story Interesting

A storyteller needs to think about how to make a story interesting for the audience. Here are some ways you can bring your story to life.

- Paint, draw or build a set for your story.
- If you are illustrating a story, draw your characters with emotions.
- Wear a costume or make-up.
- Use your face, voice, and body to help the audience see and hear what is happening in your story.
- Make props from things around your house.
- Add sound effects using household items.
- Find the perfect music or song to play in the background to set the tone for your story.
- Make your own musical instruments to play as you tell the story.



## Sharing Your Story

Stories should be shared with an audience. Here are some ways you can share your work.

- Perform the story for a live audience at home.
- Share your spoken story outdoors, for example, around a campfire, on your backyard swing, or sitting in a circle with your family.
- Record your spoken story or news report for a friend or family member to hear.
- Share your written story with a family member.

Ask your audience what they liked about your story and how you could make it even better!



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# Healthy Minds, Healthy Bodies

This collection of activities is intended for students ages 10 to 14.

Feeling connected is a basic human need that is even more important in challenging times like these. The activities in this package are aimed at supporting you to make connections to yourself, to others and to nature. You are encouraged to do activities in a language you are learning (e.g. French or English), or in the language of your choice.

## Introduction

This activity package will help you to explore your connectedness to the world around you and to yourself. First Nations have known about the interconnectedness and interrelatedness of all things for thousands of years. The Seven Sacred Teachings are guiding principles that teach us how we can live in peace and harmony with all things.

Each of these teachings are interconnected and dependent on each other. For example, you can't have wisdom without having honesty, and you can't have respect without also having love. Following these teachings will help you to live your life in balance.



Which of the Seven Sacred Teachings is most important to you? Why?

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# Let's Get Started: Connect with Nature

Take a walk through the woods or through your neighbourhood. Sitting by an open window will work, too! This can be short or long; it's up to you.

- Take a few minutes (or longer if you like) and spend the time in silence.
- Try to clear your mind and think only about the nature around you.
- Try not to control your interaction with the natural world. Listen to birds or notice awakening spring plants. Feel the sun on your face.

Reflect upon this experience by recording your ideas in a journal. You may do this while in nature or when you return home. *Vous pouvez faire le journal en français.*

In your reflection, describe a connection or connections to nature that you experienced, especially if it is new to you. Which of the Seven Sacred Teachings do you connect to the most? Or is it more than one? Why do you connect?

## Moving on to Tic Tac Toe

It's time to play Tic Tac Toe! Select 3 task boxes to complete. Each task should take approximately one hour, but it's ok if it takes longer! Aim for 1 task per day. Remember it's Tic Tac Toe so try to check off a horizontal, vertical or diagonal line.

*Les tâches identifiées avec un astérisque ci-dessous sont offertes en français.*

<b>Listen to Your Heart</b> (page 18)	<b>Connect with Others*</b> (page 19)	<b>Go Fish with a Twist</b> (page 20)
<b>Prepare a Healthy Snack</b> (page 21)	<b>Practice Self-care*</b> (page 21)	<b>Name your Superpower</b> (page 22)
<b>Practice Mindfulness</b> (page 22)	<b>Track your Sleep</b> (page 23)	<b>Create a Time Capsule</b> (page 24)

### 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.

## Listen to Your Heart

Physical activity is important in maintaining a healthy lifestyle. Understanding your body's response to physical activity is important to ensure you do the minimum daily/weekly recommended activities.

To determine how hard you should work, measure and compare your heart rate after you perform each activity.

Your heart rate is the number of times your heart beats per minute. Normal heart rate varies from person to person, but a **normal resting heart rate** is usually about 60 to 100 beats per minute. During rest, your heartbeat will slow down. With exercise, it will beat faster.

**Moderate-intensity** physical activities will cause you to sweat a little and to breathe harder. While doing moderate-intensity activity you should still be able to talk, but not sing along to your favourite song. Your heart rate for this type of activity is usually about 100 to 140 beats per minute.

**Vigorous-intensity** physical activities will cause you to sweat and be out of breath. While doing vigorous activity you shouldn't be able to say more than a few words without pausing for a breath. Your heart rate for this type of activity is usually about 140 to 170 beats per minute.

You can see a few activities in the following chart. Start with these and then add more activities.

Follow these steps to test each activity:

1. Sit quietly and breathe deeply for 1 minute.
2. Take your pulse for 1 minute (or for 15 seconds and multiply it by 4). Record it in your chart.
3. **Do the next activity for 1 minute.**
4. **Take your pulse for 1 minute (or for 15 seconds and multiply it by 4). Record your heart rate in the chart.**
5. **Sit quietly and breathe deeply for 1 minute.**
6. Repeat **Steps 3-5** for each activity listed in your table.
7. Show your results in a bar graph like the one provided.
8. Use your graph to examine which activities were actually moderate and which were vigorous.

## Guidelines

For health benefits, youth aged 12-17 years should accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.

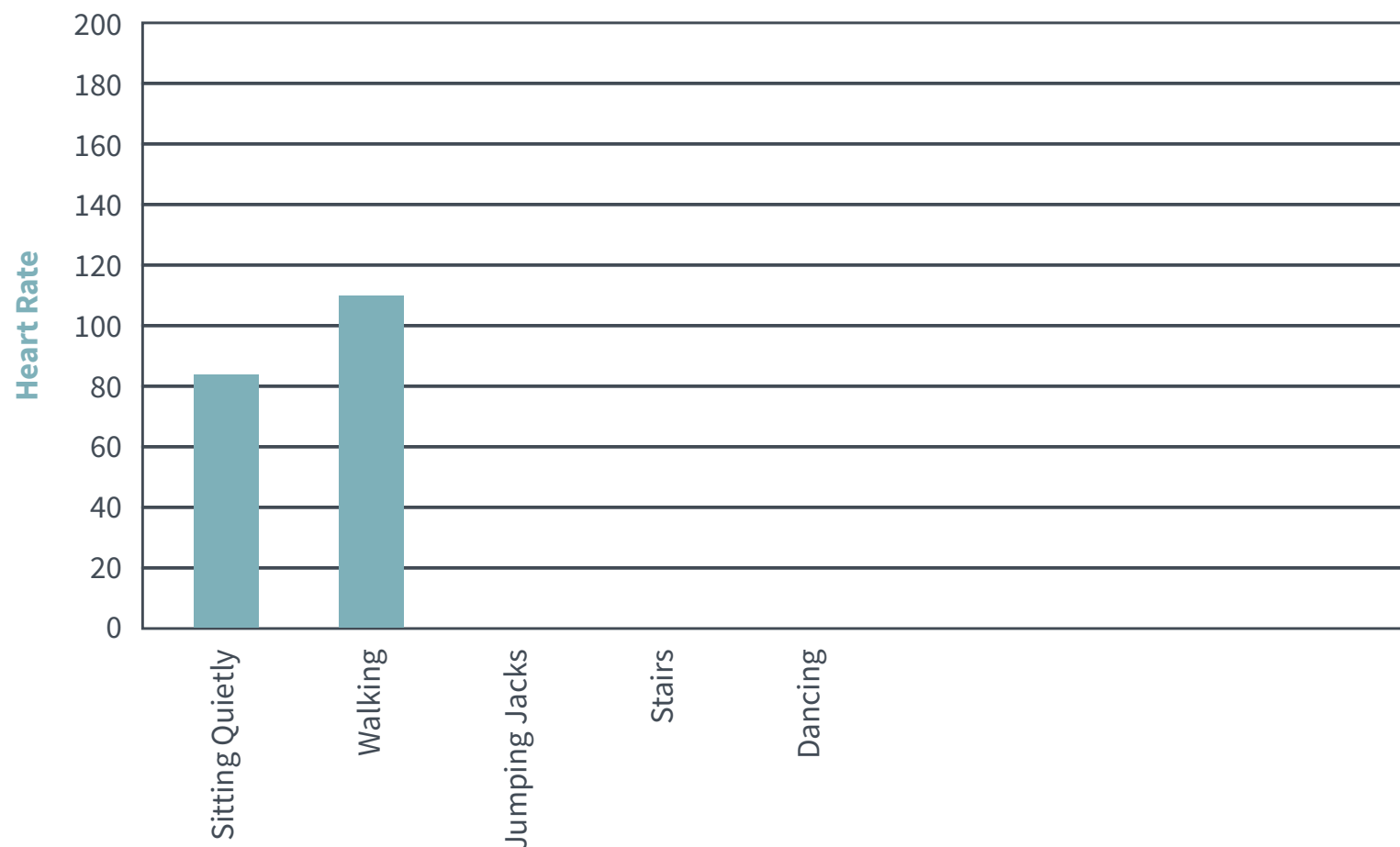


Activities that strengthen muscle and bone at least 3 days per week.

More daily physical activity provides greater health benefits.

Activity (for 1 minute)	Heart Rate (per minute)
<i>Sitting quietly</i>	
<i>Walking</i>	
<i>Jumping Jacks</i>	
<i>Walking up and down the stairs</i>	
<i>Dancing</i>	

## Moderate to Vigorous Intensity Activities



## Connect with Others

Connect to people in the world around you. Try to find activities that can help you make connections to your immediate world: within your home, or in your community.

Example activities are:

- group sing-alongs. In various cities around the world, neighbours are meeting on their balconies to join in song. Could you organize something like this in your house? Neighbourhood?
- working out with others. Could you create a workout session for your whole family?
- writing notes to people in your family or community to say “Hi” or to thank them for kindness they have shown you. You can send the note in the mail.
- calling someone on the phone. This is good for your mental health and theirs!

*Établissez une connexion aux gens du monde qui vous entourent. Essayez de trouver des activités pour vous aider à établir des liens avec votre monde immédiat: dans votre maison, ou dans votre communauté.*

*Exemples d'activités:*

- *chant de groupe. Dans diverses villes du monde, les voisins ont chanté sur leurs balcons. Pourriez-vous organiser quelque chose comme ça dans votre maison? Quartier?*
- *travailler avec les autres. Pourriez-vous créer une séance de yoga pour toute votre famille?*
- *écrivez des messages aux membres de votre famille ou de votre communauté pour leur dire «bonjour» ou «merci». Vous pouvez envoyer la note par la poste.*
- *appeler quelqu'un au téléphone. C'est bon pour votre santé mentale et la leur!*



## Go Fish with a Twist

Having fun and playing games with the people around you are great ways to build stronger relationships and reduce stress. For this activity, you will create your own card game and then play it with your family. This game is for two or more players.

### Create Your Cards

You'll need paper, cardboard, or index cards; markers, pencil crayons, or crayons; and scissors.

1. First, make a list of 20-25 activities (e.g., Jumping Jacks, Quack Like a Duck, Crazy Dancing).
2. Then, design and create two cards for each activity. You will have a total of 40 - 50 cards.
3. Cut out your cards and get ready to play!

### Now Play Go Fish with a Twist

The goal is to collect the most pairs of cards. Start by giving each person five cards and place the remaining cards in a pile.

1. Player 1 asks Player 2 for a card, "Do you have a Jumping Jack?"
2. If there is a match, Player 2 gives Player 1 the Jumping Jack card, everyone gets up and completes the task (i.e. 10 Jumping Jacks), and Player 1 gets another turn.
3. If there is not a match, Player 2 tells Player 1 to "go fish" and Player 1 picks up a card from the pile. Player 1's turn is over, and Player 2 gets to ask for a card from the next player to try to make a pair.
4. Continue playing until someone runs out of cards.
5. Whoever has the most pairs wins.

<b>10 Jumping Jacks</b>	<b>Quack Like a Duck Around the Room</b>	
<b>Sing Twinkle Twinkle</b>	<b>Tell a Joke</b>	
<b>March in Place for 1 Minute</b>	<b>Dance Party for 1 Minute</b>	

## Prepare a Healthy Snack

Sharing a meal or snack with others is an important way to stay connected. For this task, you will prepare a healthy snack each day for a week for yourself or others in your home.

How does your snack plate compare to the Canada's Food Guide plate? How do they compare to the snacks you usually eat?

## Practice Self-care

Self-care means taking time to build a good relationship with yourself by doing things that make you feel happy, calm, and confident about who you are. Practice one self-care idea every day this week by making a happy jar. Write things you love to do on small pieces of paper – one idea per piece. Then, draw one piece per day and do the activity.

*Prendre soin de soi signifie prendre le temps de bâtir une bonne relation avec vous-même. Il est important de faire des choses qui vous rendent heureux, calme et confiant sur qui vous êtes. Pratiquez une idée de soins personnels chaque jour cette semaine en faisant un pot joyeux. Écrivez des choses que vous aimez faire sur de petits morceaux de papier - une idée par pièce. Ensuite, dessinez un morceau par jour et faites l'activité.*

Some ideas:

*eat a meal  
you love*

*set up an online  
get together*

*exercise*

*listen to music  
you enjoy*

*take a nap*

*walk with  
your family*

*give yourself  
quiet time*

*journal*

*call a loved one*

*take three  
deep breaths*



## Name your Superpower

Personal strengths are the characteristics that make up who we are. They are our superpowers! We can use these strengths to reach our goals. Some strengths are:



1. What are you good at? What are your talents, gifts, and special qualities? How do they make your day easier?
2. When do you use your strengths?
3. Use one of your strengths to do something for someone to brighten up their day.
4. How did you feel after you shared your strength with the other person?

## Practice Mindfulness

To practice mindfulness, sit quietly and focus on your breath. Breathe in and notice how the breath enters your body. Where does the breath go? Breathe out and notice how it feels. Continue to breathe in and out for 1-5 minutes. Notice if your mind wanders and if you catch your mind wandering, return your attention to breathing. Try this mindful practice three times today. What do you observe each time?

Other activities that help you practice mindfulness are: drawing, colouring, yoga, raking the lawn, or chewing each bite of a snack twenty times.

**Mindfulness** is a practice that allows you to connect to your feelings. Mindfulness means paying attention, on purpose, to what is happening right now. The goal is to notice how you are feeling or thinking about what is happening without judging it or reacting to it. Mindfulness practice has many benefits. It reduces stress and improves sleep and focus.

## Track Your Sleep

Sleep gives your body a chance to connect and recharge, but your brain stays active. Check out what happens during the two stages of sleep.

Each morning for four days, consider how you slept. Keep a chart of your sleeping habits. Did you sleep well? How many hours did you sleep? Did something disturb your sleep? What were you doing before bedtime and is there a connection to the quality of your sleep?

Review your chart after four days. Calculate your average hours of sleep. The recommended number of hours of sleep for your age group is between 9-11 hours per night. Are you reaching this goal? When do you sleep best? Now that you've tracked your sleep, how can you improve your sleeping habits?

**Non-Rapid Eye Movement Sleep**

**More blood goes to the muscles which restores energy, grows tissue, and repairs muscle.**

**The important hormones needed during puberty for growth and development are released.**

**Rapid Eye Movement Sleep**

**Your brain is active and dreaming occurs.**

**Your body does not move.**

**Your breathing and heart rate are irregular.**

	Day and date	# of hours	Disruptions	Quality of sleep	Right before bed I...
Day 1					
Day 2					
Day 3					
Day 4					
	Average # of hours				

Your conclusions:


## Create a Time Capsule

This is a unique time in history and a great opportunity to record what you're feeling right now. When this passes, and it will, you can look back on this time with the help of your time capsule. Ideas of things to include in your time capsule are:

- a listening journal of the music you listen to throughout your day. What music are you listening to right now? Why did you/do you choose it? How does it make you feel?
- a piece of art that shows how you feel during this time.
- a record of what a usual day looks like for you now. What makes you the happiest throughout the day? What do you look forward to?



*C'est un moment unique dans l'histoire et une excellente occasion d'enregistrer ce que vous ressentez en ce moment. Quand cette période sera finie, vous allez pouvoir garder ce souvenir personnel. Les idées de choses à inclure dans votre capsule historique sont:*

- *un journal d'écoute de la musique que vous écoutez. Quelle musique écoutez-vous maintenant? Pourquoi l'avez-vous choisi ou l'avez-vous choisi? Comment vous sentez-vous?*
- *une œuvre d'art qui montre comment vous vous sentez pendant cette période.*
- *une description d'une journée habituelle pour vous maintenant. Qu'est-ce qui vous rend le plus heureux toute la journée? Qu'attendez-vous avec impatience?*

## And Now for Your Final Reflection

Think back about everything you have completed this week beginning with the nature walk. How did these activities make you feel? Which of the Seven Sacred Teachings do you connect with now? Has anything changed? How do you plan on staying connected with yourself, others and nature?

What kind of reflection will you create?





# Mindfulness

## Maintaining Calm During Times of Uncertainty

In New Brunswick and across the world, we are currently experiencing a time of uncertainty which is particularly unsettling for educators, families and students. Being mindful of our feelings and emotions will help us to distance ourselves from uncertainty and help us to make positive decisions for ourselves and our loved ones.

The STOP strategy<sup>1</sup> is one method that can help you maintain awareness and calm throughout this time.

### The Stop Strategy

#### Stop

Notice when you begin to feel the signs of stress (chest tightening, face becoming warm, forehead creasing). Then, stop and take a pause. Taking cues from your body will help you to disrupt a potentially negative mindset.

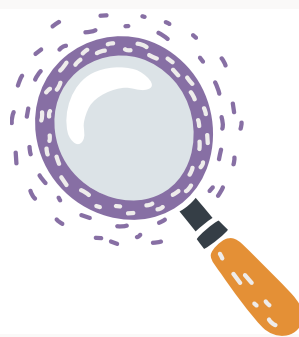


#### Take a Breath

Just take a slow breath. Only focus on that breath. Your brain needs an opportunity to distance itself from the stress. You need a chance to gain clarity. Focus on the air going in and out of your lungs. The 2-3 minutes it takes to breathe and reset your thoughts will allow you the best opportunity to make positive choices.

#### Observe

Once you have allowed your brain an opportunity to become calm, acknowledge what is happening, be it good or bad, inside or outside of you. Just note it. Don't act, yet. Just acknowledge for yourself what you are feeling, seeing, hearing or thinking. Emotions are information. Take a moment to process the information.



#### Proceed

Having briefly checked in with yourself, and allowing yourself a moment to pause, go forward with a more aware and neutral mindset.

## Examples

### Students

You are in Grade 8, your last year of middle school. As someone new to Canada who is still learning English, you have overcome a lot since you've arrived in New Brunswick. You are still working on your language, but people tell you how much you have improved. This year came with a lot more homework and assignments, but you worked hard and did the best you could. You are proud of your progress, but still unsure how this will look in terms of marks. You are worrying and wondering if you did enough to move to the next grade level. Use the STOP strategy now. When you are ready to proceed, you think about the ways you can continue learning every day so that you can show what you know. You consider that you will be able to contact your teacher or principal in the coming weeks to check on where you stand. You decide to wait and act when you can instead of worrying.

### Families

You are now working from home, and your three children (ages 4, 7, and 12) are home with you. Your middle child has identified behavioural challenges, but you know your oldest is great with keeping her busy. You decide to come out from the makeshift office in your bedroom to get a glass of water. You scan the house and the mess is overwhelming. You feel your chest tighten. Use the STOP strategy now. When you are ready to proceed, you decide that the mess will have to wait. You will come up with a solution later to help the kids understand the importance of respecting themselves and the house, by cleaning up as they go.

## References

<sup>1</sup>Goldstein, Elisha Uncovering Happiness: Overcoming Depression with Mindfulness and Self-Compassion: University Press, 2015

# Bonjour!



Je dis :  
« Bonjour! »

1



Ma maman dit :  
« Bonjour! »

2



Mon papa dit :  
« Bonjour! »

3





Mon grand-papa dit :  
« Bonjour! »

4



Ma grand-maman dit :  
« Bonjour! »

5



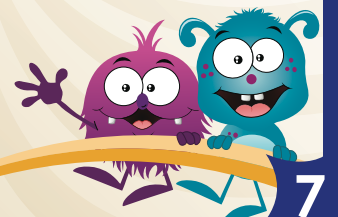
Mes amis disent :  
« Bonjour! »

6



Mon chien dit :  
« Ouaf, Ouaf! »

  
Ministère de l'Éducation et du  
Développement de la petite enfance  
Department of Education and  
Early Childhood Development



7



## Physical Education

# Let's Get Moving!

Use these journal pages for fun daily activities and to record your thoughts.



<b>May 1<sup>st</sup></b> <b>Family Fun Friday</b> Make up a dance. Who has the best dance moves?	My notes and doodles
<b>May 2<sup>nd</sup></b> <b>Softball Saturday</b> Act like a pitcher. Practice your underhand throw using a ball or pair of socks.	
<b>May 3<sup>rd</sup></b> <b>Sunday Special</b> Go for a walk with your family and try to discover something new.	
<b>May 4<sup>th</sup></b> <b>Make it Up Monday</b> Make up a game where you must practice your kicking skills.	
<b>May 5<sup>th</sup></b> <b>Toning Tuesday</b> 5 burpees, 5 push-ups, 5 jumping jacks, 5 lunges and 5 exercises of your own.	
<b>May 6<sup>th</sup></b> <b>Wheelie Wednesday</b> Review road safety and then skateboard, bike or roller blade.	
<b>May 7<sup>th</sup></b> <b>Tossing Thursday</b> Toss a ball or pair of socks at the wall. Can you think of 7 different ways to catch it?	

<p><b>May 8<sup>th</sup></b>  <b>Family Fun Friday</b>  Who in your family can hold a plank for the longest? Side plank?</p>	
<p><b>May 9<sup>th</sup></b>  <b>Skipping Saturday</b>  Go outside and practice your skipping or hopscotch.</p>	
<p><b>May 10<sup>th</sup></b>  <b>Mother's Day</b>  Do something nice for a special person in your life. Clean up your space.</p>	
<p><b>May 11<sup>th</sup></b>  <b>Make it Up Monday</b>  Make up a game where you move like different animals.</p>	
<p><b>May 12<sup>th</sup></b>  <b>Try it Tuesday</b>  Find 5 things to go over, under, around and through.</p>	
<p><b>May 13<sup>th</sup></b>  <b>Wobbly Wednesday</b>  Practice your balance by walking forwards and backwards on a line.</p>	
<p><b>May 14<sup>th</sup></b>  <b>Target Thursday</b>  Set up some toilet paper rolls or items to act as pins. Practice your bowling skills.</p>	
<p><b>May 15<sup>th</sup></b>  <b>Family Fun Friday</b>  Who in your family can do the most push-ups? Crunches? Squats?</p>	





# English Language Arts 122

Students interested in working towards credit in the English Language Arts (ELA) 122 course have several options. One of these options may include the completion of this multi-genre project. Please contact your school administrator or teacher to discuss if this option is best suited for you.

Over the next six weeks, you may choose to complete a multi-genre project. This project may be quite different than other projects that you've done before. This type of project allows you to explore a topic of interest, complete some research, and write and represent your ideas using a variety of genres.

Your multi-genre project should take a full six weeks to complete, so use the "Multi-Genre Project at a Glance" checklist to stay on track. Let's get started!

## What is a Genre?

A genre is a type or category of composition. Compositions in the same genre share a common set of recognizable characteristics. For example, fables usually contain animal characters, tell a short story, and provide a moral at the end.

## What is a Multi-Genre Project?

A multi-genre project is a creative and personal collection of compositions in a variety of genres. While each composition presents a unique perspective or aspect of a topic, the compositions are woven together to create a unified work that the reader can enjoy.

The compositions in a multi-genre project can be informed by research on the topic, and they can incorporate both fact and fiction. For example, a multi-genre project that explores adoption could include a poem written from the perspective of a child in the foster system. The poem would be informed by research, but the character writing the poem would be fictional. As the author, you must decide what content to present and which genres will best communicate your ideas and engage your reader.

## Step 1: Choose an Area of Interest for Your Topic

To begin, choose a general area of interest that you would like to explore. The possibilities are endless, but it's important to choose something that you are truly curious about and that you feel is important.

Remember that you may have to do some initial research in order to explore areas of interest. If you don't have access to technology, one idea is to scan through this flyer supplement, read the newspaper, listen to the radio, watch a news segment or talk to a friend or family member. For example, this flyer contains information on mindfulness and healthy minds and bodies. If you are interested in exploring wellness and/or social and emotional well-being, this would be a great place to start. The possibilities are endless!

### The Multi-Genre Project - at a Glance!

#### Weeks One-Two

- Choose your area of interest for your multi-genre project
- Brainstorm your five interesting questions
- Choose your driving question and write your rationale
- Begin research on your driving question

#### Weeks Three-Four

- Continue research on your driving question
- Plan your five compositions

#### Weeks Five-Six

- Create your five compositions
- Create your introduction and cover page

### Molly's Project

Let's look at an example.

Molly, a grade 12 student, is trying to choose an area of interest for her multi-genre project. She is thinking that she would like to explore the topic of drug addiction. She has a personal interest in this because she has an uncle who is struggling with drug addiction.

Here are some ideas to get you thinking:

- History: the Holocaust, bombing of Hiroshima
- Social movements: feminism, LGBTQ+ rights
- Science: human cloning, pesticides, clear cutting
- Health: vaping, medical assistance in dying, mental illness
- Sports: Sidney Crosby, Hayley Wickenheiser
- Current events: immigration, COVID-19
- Arts: Leonardo da Vinci, the Beatles, Gord Downie
- Historical figures: Rosa Parks, Terry Fox

## What's your topic?

### Step 2: Brainstorming

After you have chosen a general area of interest, it's time to brainstorm some questions! Think of at least five interesting questions related to your chosen area of interest that you might like to explore. These should not be questions that you could answer with a quick internet search. You need to go a little deeper! These should be questions that would require you to do research and come up with your own original answer. Some examples are provided below.

- **Weaker:** What happened after Rosa Parks refused to give up her seat to a white passenger?
- **Stronger:** What if Rosa Parks had not refused to give her seat up to the white passenger?
- **Weaker:** What is human cloning?
- **Stronger:** Should we clone humans?
- **Weaker:** What are the negative effects of vaping?
- **Stronger:** Why do people vape?
- **Weaker:** What is climate change?
- **Stronger:** How can we stop climate change before it's too late?

As you can see, these are interesting questions that do not have just one answer. They are open-ended, meaningful, require research, and appeal to emotions.

#### Molly's Questions

After choosing her general topic of interest, drug addiction, Molly comes up with the following questions that she might like to explore in her project:

1. How could our community prevent drug addiction?
2. Why do treatments for drug addiction seem to be so ineffective?
3. Should schools be doing more to prevent drug addiction?
4. What if there were unlimited resources to help people with drug addiction? Could we eliminate the problem?
5. How does drug addiction impact our community?

## What are your five interesting questions?

### Step 3: Choose Your Driving Question and Rationale

You will not be researching all of your interesting questions. You now need to narrow your focus so that you can explore one aspect of your topic in depth. Consider the five interesting questions that you created and choose the one that you like the best. This will be the driving question that guides your research. As you choose your question, you may want to do some additional research. This research may cause you to revise your driving question and that's okay.

At the end, you should have a driving question that:

- is interesting and meaningful to you.
- requires research.
- is open-ended.
- appeals to emotions.
- does not have one answer.

Once you have chosen your driving question, write an insightful rationale explaining why you chose the question and what you plan to explore. In your answer, explain the connections between your chosen topic and yourself, other literary works, and/or other events happening in the world.



## What is your driving question and rationale?

### Molly's Driving Question and Rationale

After some thought and preliminary research, Molly chooses her driving question: "Why do treatments for drug addiction seem to be so ineffective?" Her rationale is provided below.

This question is very meaningful to me because I have an uncle who is addicted to drugs. Although he has received treatment, he always relapses. I have also seen documentaries and movies in which people and characters struggle and fail to overcome drug addiction. It makes me wonder if there is an effective treatment. I would like to explore the treatments that are available in the province and their success rates. I would also like to research why these treatments do not work for so many people.

As well, last year I read a newspaper article about a mother who had an adult son struggling with drug addiction. She was trying to get him help, but she was having trouble because of the rules about consent. His picture was in the paper and I still see him wandering around the downtown. He seems to still be struggling with addiction. Because of this, I would also like to explore the barriers that keep people from accessing the help that is available.

## Step 4: Research the Answer to Your Driving Question

It's time to start researching. Not sure where to start? Think about what you need to know to answer your driving question. As you research, write down the important points in your own words and think about the information that you want to present to your readers.

Remember to keep track of your sources. It's also important to remember that this is your starting point. As you work on your compositions, you may get other ideas and want to research further.

You are required to use five sources to gather information for your project. Try to use a variety of resources such as books, magazine articles, news stories, interviews, videos, and websites. Do not limit yourself to non-fiction sources. Sources such as poems, movies, novels and short stories can also provide interesting perspectives on your topic. Keep in mind that you can still do a lot of research without access to the internet!

Remember, when using any resource, particularly those from the internet, it is important to examine the source to determine if it is reliable. Some good sources of information include:

- **EBSCO** (a research database of e-journals, magazines and various libraries) If you do not have the login and password, ask your teacher.
- **Ted Talks** (videos on various topics)
- **CBC Docs** (CBC documentaries)
- **Library and Archives of Canada**
- **Poetry Foundation**
- Major news websites

### Molly's Research

Molly considers what she would need to know to answer her driving question, "Why do treatments for drug addiction seem to be so ineffective?" She decides to start with finding out why people relapse. She reads an online article called "Drugs, Brains, and Behavior: The Science of Addiction" on the National Institute on Drug Abuse website. The article explains the science behind addiction and relapse and presents the relapse rates. She also watches a CBC Passionate Eye documentary called "Addiction."

She then decides that she wants to find out about the treatment options and resources available in Canada and her community. She goes to the Government of Canada website and explores the information about substance abuse programs and other available resources.

Molly then thinks that it might be helpful to read something written by someone battling with substance abuse. She finds a book of poems written by people struggling with addiction. She also finds a personal essay in The Globe and Mail called "How I clawed my way back from an opioid addiction." This leads her to a news story in The Globe and Mail with the headline, "Rules on medical consent can make it difficult for parents to help children who are at risk of abusing opioids, mother told inquest."

As Molly researches, she thinks about the information that she wants to include in her project, makes notes, and keeps track of her sources.

### Weeks Three-Four

- Continue research on your driving question
- Plan your five compositions

## Step 5: Plan Your Five Compositions

Now that you've completed some research, it's time to decide which ideas you want to present and which genres you want to use to present them. You will need to decide the genre, five typical features, and approximate length of the compositions. Next, you will have to ask yourself two important questions. What do I plan to create? How do I plan to create unity?

You must create **five compositions in different genres** for this project. Select no more than two per category.

### Three Things to Consider When Completing your Project Plan

#### 1. The Features or Typical Characteristics of Genres

To successfully write in a genre, you need to know its typical characteristics. You will have explored many genres in previous English Language Arts classes and may be quite familiar with a genre's features. If you have to supplement your understanding, you may need to do some research. A great place to begin is by having a look at the Grade 12 Writing Achievement Standards.

#### Genre categories include:

**Transactional:** persuasive, procedural, descriptive (e.g., letter, editorial, review or blog)

**Expressive:** memoir, biography or autobiography, narrative (short story, includes short graphic texts)

**Transactional with a research focus:** research paper (literary essay or explanatory report)

**Lyrical and poetic:** poetry, prose, poems, songs, rap

**Visual/multi-media:** webpage, model, collage, photo essay

Purpose and Framework	Features
<p><b>Persuasive:</b> To discuss and/or debate ideas that develop an argument and convince the reader to agree with the writer's opinion</p> <ul style="list-style-type: none"> <li>introduction provides an overview of the topic and states position or claim (thesis)</li> <li>evidence with supporting statements is drawn from facts and/or personal experience; acknowledges other points of view and counter-arguments</li> <li>conclusion reinforces or summarizes position</li> </ul>	<ul style="list-style-type: none"> <li>persuasive devices</li> <li>informal: first person formal</li> <li>third person</li> </ul>
<p><b>Explanatory:</b> To explain how or why something came to be or how something works</p> <ul style="list-style-type: none"> <li>introduction identifies topic with a statement, question or definition</li> <li>analysis of the process of how or why demonstrates the relationships between the parts and reveals cause-and-effect connections</li> <li>conclusion states unusual features of the phenomenon and/or reiterates the main points</li> </ul>	<ul style="list-style-type: none"> <li>may include figures and tables to enhance written text</li> <li>literary devices to clarify ideas; technical, subject-specific vocabulary</li> </ul>
<p><b>Descriptive Report:</b> To describe a topic or subject</p> <ul style="list-style-type: none"> <li>introduction identifies the topic and provides background that may include a definition or a classification</li> <li>description includes details supported by formal or informal research</li> <li>conclusion summarizes, or restates, key ideas; may include an impersonal evaluative comment</li> </ul>	<ul style="list-style-type: none"> <li>may include figures and tables to enhance written text</li> <li>includes comparisons and contrasts</li> </ul>
<p><b>Memoir:</b> To capture a defining personal memory</p> <ul style="list-style-type: none"> <li>introduction identifies the personal event</li> <li>events are in logical order and capture the subject's feelings and experiences</li> <li>conclusion reinforces why this was a defining personal moment</li> </ul>	<ul style="list-style-type: none"> <li>may include flashbacks, quotes</li> <li>language and literary devices create sensory images</li> </ul>
<p><b>Biography, Historical Recount or Current Event:</b> To provide a factual account of a life, or a current or historical event</p> <ul style="list-style-type: none"> <li>introduction establishes the person or event</li> <li>key events describe people and experiences in chronological order</li> <li>conclusion restates reasons for fame or significance</li> </ul>	<ul style="list-style-type: none"> <li>third-person point of view</li> </ul>
<p><b>Literary Essay:</b> To present the writer's interpretation or analysis of a text</p> <ul style="list-style-type: none"> <li>introduction states a thesis and establishes its subject</li> <li>analysis directly supports the thesis</li> <li>conclusion reinforces the thesis</li> </ul>	<ul style="list-style-type: none"> <li>third-person voice</li> <li>formal tone</li> <li>quotations as proof or evidence</li> </ul>

<p><b>Instructions or Procedures:</b> To tell how to do something</p> <ul style="list-style-type: none"> <li>• purpose is introduced by the title and/or opening statement(s)</li> <li>• subsections may include: materials or ingredients (list materials); method or process (key steps in correct order with sequential details); data; and analysis of results</li> <li>• conclusion: a closing statement or summation</li> </ul>	<ul style="list-style-type: none"> <li>• headings, illustrations, diagrams, photographs, labels</li> <li>• multimedia, technical or domain-specific language</li> <li>• point form or full sentences starting with numbers or sequence words</li> <li>• present tense, often in the imperative form</li> </ul>
<p><b>Narrative:</b> To convey an imaginative or personal experience</p> <ul style="list-style-type: none"> <li>• introduction evokes an emotional response and reveals one or more story elements</li> <li>• plot includes character development and creates the tension that leads to the climax</li> <li>• conclusion generally resolves the conflict and brings closure</li> </ul>	<ul style="list-style-type: none"> <li>• language and literary devices create sensory images;</li> <li>• may include flashbacks;</li> <li>• internal and external dialogue</li> </ul>
<p><b>Poetry:</b> To entertain, express deep meaning, evoke emotion, create images, or introduce a perspective</p> <ul style="list-style-type: none"> <li>• organized according to a specific structure or free verse</li> </ul>	<ul style="list-style-type: none"> <li>• lines usually short and concise;</li> <li>• evocative language; poetic and literary devices;</li> <li>• purposeful use of line breaks and white space</li> </ul>

## 2. Choosing the Right Genre

As you choose the genre for each composition, ask yourself these questions:

- What information do I want to communicate?
- From whose perspective do I want to present the message?
- Which genre will engage my readers?
- Which genre will deliver my message best?

The compositions in your multi-genre project must draw on your research, but they can incorporate both fact and fiction. For example, if you wanted to share a description of Rosa Park’s actions with your readers, you could write a short story from the perspective of someone else who was on the bus when Rosa Parks refused to give up her seat to a white man. The facts of the story would be based on your research, but the character telling the story would be fictional.

## 3. Unifying Your Project

While each composition presents a unique perspective or aspect of your topic, the compositions must be woven together to create a unified work that the reader can follow and enjoy. The goal is to make your composition “hang together.” You can do this any way you like, but here are some ideas:

- Tell a story through your compositions
- Put your compositions in a logical order (chronologically or in the order you want your reader to receive the messages)
- Include a fictional character(s) throughout your compositions
- Repeat some phrases or key words in each composition and/or their titles
- Provide a written explanation from you, as the writer, before or after each piece

### Check out Molly’s Project Plan

Genre	Five Typical Features	Approx. Length	What do you plan to create? How do you plan to create unity?
Transactional Personal letter	<ul style="list-style-type: none"> <li>• Informal tone</li> <li>• Address at the top right</li> <li>• Date on the left just over the greeting</li> <li>• Greeting usually begins with “Dear”</li> <li>• Informal closing such as “Your friend” or “Love” followed by a signature with the writer’s first name</li> </ul>	5–10 paragraphs	<p>This will be a fictional letter from a mother to her daughter, a twenty-year-old addict named Jen. In the letter, the mother will try to convince her daughter to get help for her drug addiction and go to rehab. This will tie in information about the treatments available locally and my research on how rules about consent make it hard for parents to help older children. Before starting this composition, I will also do a little more research about one of the rehabilitation centres available in New Brunswick.</p> <p>I will create unity in my project by putting my compositions in chronological order to tell a story about Jen. Where possible, I will include a date in the compositions.</p>

Lyrical and Poetic  Dramatic monologue (Audio)	<ul style="list-style-type: none"> <li>• A speech given by one character</li> <li>• Speaker expresses his or her thoughts and feelings aloud</li> <li>• Usually reflective and revealing</li> <li>• May be delivered to the audience or another character who does not respond</li> <li>• Can have a formal or informal tone and can be funny or serious</li> </ul>	3–6 minutes	<p>This will be a recorded monologue given by Jen. She will talk about her struggles with drug addiction. At the end of the monologue she will say that she is going to enter a rehabilitation centre. I plan to read some more articles and poems written by addicts to get a better understanding of their perspective.</p> <p>To create unity, the monologue will mention the letter she received from her mother and refer to some specific details from it.</p>
Visual – Multi-Media  PowerPoint presentation (no audio)	<ul style="list-style-type: none"> <li>• Includes a title slide</li> <li>• Graphics that support the message of the slide</li> <li>• Minimal text on screen</li> <li>• Short bulleted points with most information presented verbally</li> <li>• Consistent colour and style used throughout</li> </ul>	8 slides minimum	<p>This will be a PowerPoint presentation that explains the science behind addiction. I will include the script for the presenter in the notes section of each slide.</p> <p>To create unity, the title slide will have the date, a logo for the fictional rehab center, the name of the nurse doing the presentation, and a title indicating that the audience is patients, for example, “Understanding Your Addiction.”</p>
Lyrical and Poetic  Free verse poem	<ul style="list-style-type: none"> <li>• No regular meter</li> <li>• No rhyme scheme</li> <li>• No set line or stanza length</li> <li>• Uses poetic devices, such as metaphors, similes, alliteration, imagery, rhyme, etc.</li> <li>• Evokes emotion</li> </ul>	Minimum 14 lines	<p>This will be a poem written by the nurse at the rehab centre. It will be dated a couple of months after the PowerPoint. It will talk about patients relapsing.</p> <p>To create unity, I will include a name at the bottom of the poem. It will be the name of the nurse who presented the PowerPoint.</p>
Transactional with a Research Focus	<ul style="list-style-type: none"> <li>• Uses five sources (I’ll use the source used to complete the multi-genre unit)</li> <li>• Uses APA or MLA standards</li> <li>• Includes three supported arguments</li> <li>• Uses persuasive language</li> <li>• Uses transitional devices</li> </ul>	Minimum 4-6 pages	<p>Based on my research on the science of addiction, I realized that there are some treatment options that are more effective than others. These treatment options are often too expensive and not covered under insurance. This will be an explanatory essay that explores these treatment options and why they should be covered under Medicare.</p> <p>To create unity, I will reference the PowerPoint I created.</p>

## Step 6: Create Your Five Compositions

Now it’s time to start creating your compositions based on your project plan! This is an exciting part of your multi-genre project. Remember to be creative and to follow the writing process.

### Weeks Five-Six

- Create your five compositions
- Create your introduction and cover page

## The Writing Process

By the end of Grade 12, students performing at appropriate achievement will demonstrate confidence about writing and commitment to their writing goals by employing the writing process as outlined below. Students performing at strong achievement are motivated to produce multiple drafts, are committed to revision, and aspire to create original work. The depth and breadth of the strong writer’s reading life is evident in written work and in their contributions to class discussions and collaborative work.

### Generating: planning and drafting

- select and develop topics for a variety of purposes and audiences
- refine ideas by creating hypotheses, generating questions and conducting research

- choose organization frameworks (graphic organizers, note-making) to manage content, collect ideas and generate new knowledge and perspectives
- draft a cohesive text, making critical choices about what to include or exclude according to purpose and audience

### Reviewing: revising and editing

- clarify, strengthen and refine by adding, deleting, substituting and rearranging text
- request and evaluate constructive criticism
- refine text with literary devices and text features
- attend to fluency, often by reading aloud; adjust sentences, words and phrases
- proofread and use reference and technology tools to support correction process

### Publishing: preparing text for the public

- finish and present using a variety of formats (e.g., written text, short films, web sites) and technology tools
- reference all sources, within and in a bibliography, using a standard framework (e.g., MLA, APA) and available technology

## Step 7: Create Your Introduction and Cover Page

### Write Your Introduction

Once your compositions are complete, write the introduction for your project. Your introduction must include:

- a greeting to the reader.
- any information that will help guide the reader through your project.
- an explanation of why you chose the topic.
- an overview of each of the five compositions. (This can help create unity.)
- an explanation of what you learned from the project.

### Create Your Cover

You're almost done! Create a cover page with your name, date, course, and project title. Be creative and make your cover page reflect your topic.

**Congratulations!** You have completed your multi-genre project. In week one, you chose your area of interest, brainstormed your five interesting questions, chose your driving questions, and began your research. Next, you may have continued researching and planned your five compositions being mindful of creating a coherent and unified multi-genre project. Finally, the fun began when you wrote your five compositions. Be proud of the work you have done!

Paula: March, Friday		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>7</td><td>3</td><td>4</td><td>1</td><td>6</td><td>2</td><td>9</td><td>8</td><td>5</td></tr> <tr><td>6</td><td>8</td><td>5</td><td>4</td><td>7</td><td>3</td><td>9</td><td>7</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>8</td><td>9</td><td>1</td><td>3</td><td>2</td><td>7</td><td>4</td></tr> <tr><td>3</td><td>4</td><td>2</td><td>6</td><td>8</td><td>7</td><td>1</td><td>5</td><td>9</td></tr> <tr><td>1</td><td>9</td><td>7</td><td>2</td><td>5</td><td>4</td><td>8</td><td>3</td><td>6</td></tr> <tr><td>8</td><td>5</td><td>1</td><td>7</td><td>2</td><td>6</td><td>4</td><td>9</td><td>3</td></tr> <tr><td>9</td><td>2</td><td>6</td><td>3</td><td>4</td><td>5</td><td>7</td><td>1</td><td>8</td></tr> <tr><td>4</td><td>7</td><td>3</td><td>8</td><td>1</td><td>9</td><td>5</td><td>6</td><td>2</td></tr> </table>	7	3	4	1	6	2	9	8	5	6	8	5	4	7	3	9	7	2	5	6	8	9	1	3	2	7	4	3	4	2	6	8	7	1	5	9	1	9	7	2	5	4	8	3	6	8	5	1	7	2	6	4	9	3	9	2	6	3	4	5	7	1	8	4	7	3	8	1	9	5	6	2
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Abigail: February, Monday																																																																										
Brenda: December, Wednesday																																																																										
Mary: June, Sunday																																																																										
Tara: July, Saturday																																																																										

**PUZZLE ANSWERS**

A large rectangular area with a dark red border and horizontal ruling lines, resembling a notebook page. The lines are evenly spaced and extend across the width of the page, leaving a small margin at the top and bottom.

A large rectangular area with a dark red border and horizontal ruling lines, resembling a notebook page. The lines are evenly spaced and extend across the width of the page, leaving a small margin at the top and bottom.



The painting on the front page is a silhouette of artwork by Natalie Sappier. It symbolizes greetings, learning together, and community. Very appropriate for this first edition, don't you think?

Natalie Sappier-Samaqani Cocahq (The Water Spirit) is a Wolastoqiyik Indigenous multidisciplinary storyteller from Tobique First Nation, New Brunswick. She began her arts practice as a painter, which has awakened her healing journey. She has since written and composed her first play, *Finding Wolastoq Voice*, that has toured on national stages and she is currently Artist in Residence at the University of New Brunswick.



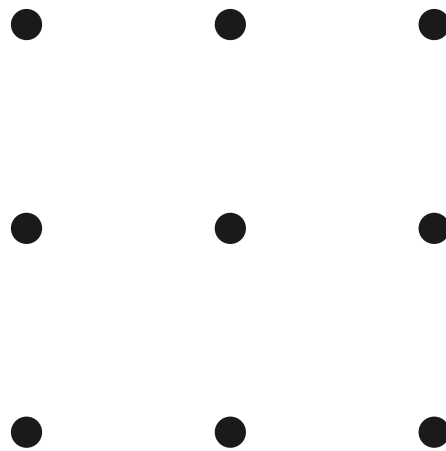
### SUDUKO

Fill in each empty square with a number from 1 to 9. A number cannot appear twice in a column, row, or 3 x 3 block (with heavier borders).

						8		
6	8		4	7			2	
	1	9	5		8	6	4	7
	6		9					4
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		6			5		1	
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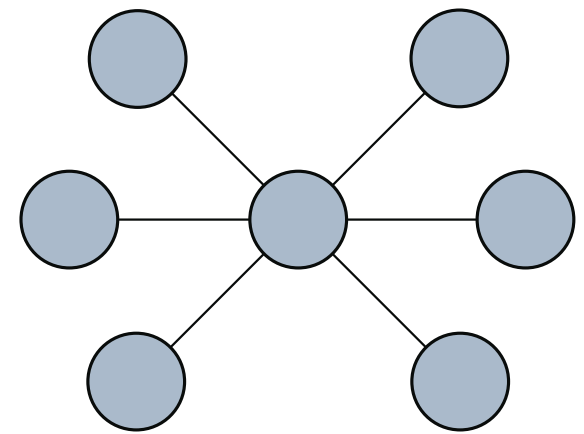
### DON'T LIFT YOUR PENCIL!

Join all 9 dots with 4 straight lines but don't take your pencil off the paper. You can't go over any line twice.



### NUMBER FLOWER

Put the numbers 1 to 7 in each of the circles so that each line adds up to the same number. There's more than one right answer!



### HAPPY BIRTHDAY

Five sisters have birthdays in different months from each other (February, March, June, July and December), and on different days of the week from each other (Sunday, Monday, Wednesday, Friday and Saturday). Using the clues below, determine the month and day of the week for each sister's birthday.

- Paula was born in March but not on Saturday.
- Abigail's birthday was not on Friday or Wednesday.
- The girl whose birthday is on Monday was born earlier in the year than Brenda and Mary.
- Tara wasn't born in February and her birthday was on the weekend.
- Mary was not born in December and her birthday was not on a weekday.
- The girl whose birthday was in June was born on Sunday.
- Tara was born earlier in the year than Brenda, whose birthday wasn't on Friday.
- Mary wasn't born in July.

**ANSWERS ON PAGE 37**

We hope you enjoyed this first edition! If you would like to share any of your creations from the activities in this newspaper, please send them to Kimberly Bauer by email [Kimberly.Bauer@gnb.ca](mailto:Kimberly.Bauer@gnb.ca) or by post to: EECD, 250 King St., Fredericton, NB, E3B 9M9 Attn: Kimberly Bauer

Your creations might be published in future editions. See you next time!

