Here Comes the Garbage Barge

Information for students

* Do you know how much garbage humans produce? The average American creates about two kilograms of garbage every day. Do you think this is the same in Québec?
* Go to <https://youtu.be/Xb3bXKAkeek> (11:06 minutes) to find the read-aloud of the book *Here Comes the Garbage Barge*.
* Enjoy the read-aloud.
* Think about what garbage you create from the time you wake up to the time you go to sleep. Make a list of all the garbage created by you and your family. Think about what you can do to reduce, reuse and recycle and write down some ideas to share with your family.
* What happens to the garbage in your area? Where does it go after it is thrown in the trash? Write a real or imaginary account of what happens to your garbage. Be as creative or as informative as you like! Add illustrations to bring your work to life.
* The garbage on the barge became very stinky. Think about this as you write a poem about garbage. Be sure to use many descriptive words to help your readers see and smell as they read. Remember that poems do not have to rhyme! Share your poem with your family live, over video chat or record yourself to play later.

Materials required

Device with Internet access, paper, writing and drawing materials

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| Information for parents  Help your child find the link to the video of the book being read aloud.  Review the instructions with your child, if necessary. |

Mon chez-moi

Consigne à l’élève

Écoute cette petite vidéo.

Dessine ton chez-toi actuellement.

Décris-le à une personne qui habite avec toi.

Matériel requis

« Chez moi », vidéo (5 minutes)  [TFO](https://www.tfo.org/fr/mini-tfo/personnage/cest-quoi-lidee/101588870/chez-moi)

Feuille et crayons de couleur

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| Information aux parents  À propos de l’activité  Votre enfant s’exercera à :   * Visionner une vidéo en français. * Comprendre le concept du « chez-moi ».   Vous pourriez :   * Écouter l’émission avec elle ou lui. * L’aider à trouver les mots qui décrivent l’endroit où il habite. |

Identifying lifestyle habits

Information for students

* Watch the video.
* Identify your daily lifestyle habits.

Materials required

* The [video about good lifestyle habits](https://www.youtube.com/watch?v=WtCY8BeTfLU)

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| Information for parents  À propos de l’activité  This activity allows children to verbalize the behaviour associated with certain lifestyle habits.  Children should:   * be curious about lifestyle habits * reflect on whether their own lifestyle habits have a positive or negative impact on their well-being * Tell your parents about your own lifestyle habits.   Parents could:   * support their children’s learning: ask them questions, provide examples of proper daily lifestyle habits, and have the children group these habits into categories * read out the government’s [health recommendations for everyone](https://www.quebec.ca/en/health/health-issues/a-z/2019-coronavirus/instructions-directives/#c47702): you must wash your hands often with soap under warm running water for at least 20 seconds * ask their children about their own daily lifestyle habits |

Get moving

Information for students

* Carry out a physical activity of your choice or engage in active play.
* Wash your hands at the end of the activity.

Materials required

* Depending on the activity.[[1]](#footnote-1)

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| Information for parents  À propos de l’activité  In the context of the current pandemic, the physical and social environment in which physical activities or active play are carried out must comply with the most recent guidelines issued by the Direction de la santé publique or by any other relevant authority.  This activity allows children to realize that they are being active during physical activities or active play.  Children should:   * carry out a physical activity of their choice or engage in active play * wash their hands at the end of the activity   Parents could:   * help their children learn by asking questions about their experience * carry out the activity with their children, or alternate between supervision and independent play, depending on the activity |

1. Based on the materials available at home. [↑](#footnote-ref-1)