



	Day 1 Activities
 Let's Explore Literacy	ONEWORD STORY - You will need 3-5 people for this activity - The story starts with each player, in turn, adding one word to build a story with a beginning, middle, and end. It usually starts with 'Once – upon – a – time'... - The sentence structure must make sense, no random words, and the players are challenged to consider how to include story elements, including the beginning of a story by setting up character(s), setting, and obstacles. The middle of a story, including the character(s) facing their obstacles. And the end, with the character(s) overcoming their obstacles. - Challenge is to maintain a logical flow for the story, however, it is usually quite funny.
 Let's Explore Math	Suppose that there is a startup music company called Sparsify. Right now, their library contains only 8 loyal users and 16 songs, spanning 9 artists and 5 genres in total. - User 1: Likes songs 1, 2, 7, 8, 9; dislikes songs 3, 4, 5, 11, 15 - User 2: Likes songs 2, 4, 7, 8, 13; dislikes song 1 - User 3: Likes songs 6, 10; dislikes songs 8, 9, 11, 13, 14 - User 4: Likes songs 4, 5, 6, 10, 11, 12, 14, 16 - User 5: Likes songs 11, 12, 13, 14, 15; dislikes songs 1, 2, 3, 4, 5 - User 6: Likes all songs except for 7 and 13 - User 7: Doesn't rate any songs - User 8: Like songs 2, 3, 4, 7, 8, 9, 11, 13, 15, 16; dislikes 1, 5, 6, 10, 12, 14 Song 1: Genre 2, features artists 2 Song 2: Genre 2, features artists 3 Song 3: Genre 3, features artists 4 and 7 Song 4: Genre 1, features artists 1 Song 5: Genre 4, features artists 8 Song 6: Genre 4, features artists 8 Song 7: Genre 2, features artists 5 and 6 Song 8: Genre 3, features artists 5 Song 9: Genre 3, features artists 6 Song 10: Genre 1, features artists 1 and 6 Song 11: Genre 1, features artists 2 and 9 Song 12: Genre 1, features artists 9 Song 13: Genre 5, features artists 7 Song 14: Genre 2, features artists 4 Song 15: Genre 5, features artists 3 Song 16: Genre 3, features artists 1, and 4 - Determine if song 6 should be recommended to User 1. (a) If you absolutely had to recommend something to User 7, what would you choose, and why?



	(b) Can you think of other types of data we might be able to collect on User 7? How could we use that to give them recommendations?
 Let's Explore Art and Movement	Movement Calendar 1. Create a list of movements, exercises, dance moves, dunks, swings, balances, clapping (etc.) 2. Once a day select some of the movements and spend 20 minutes engaged in some fun moves!

	Day 2 Activities
 Let's Explore Literacy	Read the first sentence from the book "Jumanji" by Chris Van Allsburg (see below). Read the opening sentence from this book and complete the tasks. See attachment below. You can't judge a book by its cover, but can you judge it by its first sentence? With this simple activity, students will exercise their skills of prediction, research, and creative writing.
 Let's Explore Math	1. What could go wrong in a city if its demand for water can't be met? 2. How can a city ensure that it can meet its demand for water all the time? 3. The graph shows the use of water in Edmonton on two days in February 2010. (a) What is different about the way water was used on Feb. 27 and Feb. 28? (b) Approximate the total water used on Feb. 27 between 12:00 and 16:00. (c) By visual estimate, how does the total water used on Feb. 28 compare to Feb. 27?



	(d) In the graph, the vertical axis begins at 300 ML/min, rather than at 0 ML/min. How do you think the look of the graph would change if its scale went from 0 to 500 ML/min rather than from 300 ML/min? Why do you think it was presented this way? (e) What might be the reason that the use of water was so unusual on February 28?
 Let's Explore Art and Movement	Which image below best represents how you are feeling right now? Why? What title would you give the image? Stems: • The image that best represents my feelings is... because.... • The image of the resonates with me because.... • The title I give it is ...

Literacy Activity: First sentence from a book

"Now remember," Mother said, "your father and I are bringing some guests by after the opera, so please keep the house neat?"

Circle the nouns. Underline the verbs.

How many words in this sentence? _____

How much can you know about this book from the first sentence?



What kind of book do you think it will be (mystery? fantasy?) Why do you think so?

What do you think this book will be about?

Based on the first sentence, would you like to read this book? Why?

Write your own short story, using the first line from Jumanji (written and illustrated by Chris Van Allsburg*) as your beginning. Draw a picture to go with your story.

"Now remember," Mother said, "your father and I are bringing some guests by after the opera, so please keep the house neat?"



Day 3 Activities



Let's Explore Literacy

Media Literacy: Campaign Promise

Watch the short video via link:

<http://www.tv411.org/reading/understanding-what-you-read/video-campaign-promises>

What are the 3 considerations described in this video when critically examining political campaign promises?

Research political campaigns from a recent election (municipal, provincial, or national) and complete this chart:

Candidate	Position for the campaign	Promises	How credible is this promise? Why?

If you are running for a position as the Student Leader Representative for your school, what campaign promises will you make? Create a campaign poster that includes: a picture and at least 3 promises.



Let's Explore Math

A 1,000 km by 600 km rectangular area within international waters must be monitored for tsunamis. Suppose a tsunami detector can monitor a circular area within a radius of 200 km.

Create a 6x10 grid to represent 600kmx1,000km

On the grid, do the following:

- Determine a way to arrange 12 tsunami detectors so that the entire rectangular area is within range of at least one detector.
- What percentage of the rectangular area is within range of exactly one detector?



Let's Explore Art and Movement

Read the article about the artist Morrisseau [here](#)

Look at Anishinaabe artist, Norval Morrisseau's work entitled "Children with Tree of Life."



Fig. 1. Norval Morrisseau (Anishinaabe 1931–2007), *Children with Tree of Life*, ca. 1980–85, acrylic on canvas, 132.7 x 189.2 cm, Gift of Mr. Nicholas John Pustina, Mr. Robert Edward Zelinski, and Mr. Kenny Alwyn Whent, 1985.

Explore the work using guiding questions:

- What objects do you see in the work of art in front of you?
- What is going on in this work of art? Share whatever you see happening, no matter how small.
- Does anything you have noticed in this work of art so far (colours, objects, or events) remind you of something in your own life?
- What ideas and emotions do you think this work of art expresses?
- How does Morrisseau's art foster and express the traditional Anishinaabe value of Respect?
- How can art be seen as a visual metaphor?
- How can an object represent an idea, a concept?
- How do the arts allow a culture to define its identity and communicate it to others?

This artwork is part of the AGH's permanent collection. Use the link to explore more of Morrisseau's works. Click >> [HERE](#)

An extension might be to conduct research about the Indigenous Group of Seven.

Day 4

Activities



No matter how good an offer sounds, it is important to read the fine print and figure out exactly what your costs will be. This way you will know what to expect and you won't get ripped off.

Watch the Fine Print video and complete the Fine Print Lesson activities.



Let's Explore Literacy

[Fine Print Lesson](#)

[Fine Print Video](#)

In this lesson you:

- Read the fine print in different ads
- Analyzed the fine print and decided if the offer was a good deal
- Used math to figure out the true cost of an offer

On your own:

- Look at lots of newspaper ads or online ads.
- Read the fine print in all of them.
- Decide which ones are good deals, and which ones are faking it.

Extension if there's time:

Create an ad for a product of your choice and include fine prints



Let's Explore Math

How does the length of a string affect its sound? When playing a guitar, the guitarist places their fingers higher and lower along the guitar to produce different notes. Similarly, in a grand piano, the length of strings in the piano changes as you go up the keyboard.

What you will observe if you look inside a grand piano, or watch a guitarist's fingers, is that the shorter the string, the higher the note produced. Shorter strings have a higher frequency. The case is similar for wind instruments. We can try the following experiment using two straws, courtesy of Scientific American.

- Cut one of the two drinking straws so that it is half the length of the other straw.
- Take one of the straws and flatten about one inch at one end of the straw. You can use your teeth or pinch it between your fingers or fingernails to flatten it.
- On the same straw, use scissors to make two small, angular cuts, one on each side of the flattened end. This should make the end of the straw be similar to a "V" shape when flattened, but without a pointed tip at the end (the end should have a short, flat, uncut segment left).
- Repeat this with the other straw so that both have small, angular cuts on one end.
- Insert the cut end of the longer straw into your mouth. Position the cuts so they're just inside your lips. Then curve your lips down and inward a little and apply light pressure on the straw with your lips.
- Blow through the straw. You may need to move the straw around slightly to locate the best position for creating your musical note. It might take some practice and repeated tries to produce a constant, single note.
- Now blow through the shorter straw using the same method. Again, you might need to try blowing through the straw a few times to make it produce a constant, single note. You should notice that the shorter straw produces a note that is higher



	than the one produced by the longer straw. In fact, since the short straw is exactly half the length of the long straw, you are producing a note that is twice the frequency - an octave higher! Experiment with different lengths to make different notes. Write the dimensions of the different lengths in a table.
 Let's Explore Art and Movement	NAME, PLACE, ANIMAL, THING – Family Theatre Game 1. Everyone in the family must write down a Name, Place, Animal, and Thing that starts with that letter. (Example: “R” Name, Place, Animal, and Thing Rachel, Rome, Rhino, Rolex) 2. With another person try to carry out an improvised scene that must include the four selected words on the list 3. The goal is to incorporate the 4 words naturally in the scene and have fun!

	Day 5 Activities
 Let's Explore Literacy	Students will identify the main idea and supporting details in the Cloud video segment about a wild horse roundup by distinguishing between relevant and irrelevant ideas. Watch the short video. Cloud the Horse Video Read the transcript of the video. Use 2 different highlighters and highlight main ideas and supporting details. Complete the chart below.
 Let's Explore Math	Using only the digits from 1-9 and standard arithmetic symbols (addition, subtraction, multiplication, division), try to represent the number 100 as many times as you can. Eg. $9 \times 9 + 9 + 6 + 4 = 100$ $9 \times 9 + 9 + 5 + 5 = 100$ $2 \times 9 \times 5 + 9 + 1 = 100$



Let's Explore
Art and
Movement

Listen to the Hamilton Philharmonic Orchestra (HPO) play Vivaldi's The Four Seasons: Spring.

Click on the link >> [HERE](#)



Guiding questions:

What type of music have you been listening to lately?

What experiences have you had with live music?

What images and thoughts come to mind while listening to this peice?

If you were writing the script for a movie using this music, what might the movie be about?

Have you heard this music before and if so, where? What do/did you like most about this music? Least?

Literacy Supplementary activities:

Main Idea and Details Chart

Main Idea:	
Relevant Information:	Irrelevant Information:



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Cloud Video Transcript:

1 The Bureau of Land Management is in charge of managing wild horses on public lands. Their objective is to keep the population small.

2 Along with other bands, Shaman's family with Little Cloud is captured.

3 The chopper flies off in search of more horses... while Little Cloud stands exhausted in the corrals. His gallop over rocky trails has left him stiff and foot sore.

4 Then I see Cloud's family running in the desert.

5 Later, I learned that it took the chopper pilot four tries to bring them all the way in. In all, the band must have run over 30 miles, perhaps far more.

6 Ironically, the band was selected for capture because the new members of Cloud's family are targeted for sale.

7 They're taken from Cloud whose loud protests are ignored.

8 Every horse captured is run through a chute, including Cloud.

9 Blood drawn confirms he is Little Cloud's father. It also establishes the link between the Arrowhead herd and the horses of the Spanish Conquistadors.



10 Horses not to be auctioned off are released.

11 Cloud's brother, Red Raven, his mare, Blue Sioux, and their daughter are released together.

12 Most of Shaman's band is released.

13 Little Cloud's foot and muscle soreness is nearly gone.

14 Of the family bands, only Cloud's little group remains confined because Flint has been seriously injured and can barely walk. Whether he can recover from being run too far, too fast is in doubt.

15 Weeks later the auction of the wild horses begins with Flint's future still in limbo.

16 The sale marks the end of freedom for 46 horses.

17 A few days later, good news! Flint is improved and the vet believes he can recover.

18 So that Flint can receive treatment, he, his mother and sister are separated from a frantic Cloud.

19 Lyle: "There's where we got the drainage. It came right out the top there--the hole where the abscess broke and drained. And here's where we found the abscess, there's a little bit of drainage there."

20 Ginger: "How long do you figure Lyle that will stay on?"

21 Lyle: "Probably where he's out moving a couple of days at the most if that long. Okay, Justin let his foot down now."

22 Without excellent care, Flint might have faced euthanasia... now he has a chance to live free.

23 Cloud's family is finally released.

24 It's a long journey for a lame colt... 18 miles on a rocky trail...

25 through the desert...



26 up the ridges of Sykes...

27 and onto the mountain-top.

28 The horses freed earlier reclaimed the high meadows weeks before. I watch as Red Raven and Blue Sioux groom each other affectionately.

29 On a rocky ridge, I spot Shaman's band. Little Cloud is looking fine.

30 Nearby, a coyote hunts grasshoppers. I'm thrilled to find Flint. He watches the young coyote warily.

31 Flint is still so lame I wonder if he will ever race across the wide meadows again. His very survival depends on his parents for he could never outrun a serious predator.

32 I half expect Cloud to run the coyote off, but he's wise enough to know that a young coyote poses little threat.

33 A month later I search again for horses. On a far hillside I spot Cloud's band.

34 Flint has lived up to his name. He still limps but the tough little colt has survived!