

Learning at Home

Grades K-12

Welcome to the third edition of **Learning at Home**! 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.

We invite you to explore and enjoy the learning adventure that awaits you!

Let's Grow Together!

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.



Your Challenge!

Spring is here, and it's time to get ready to plant our gardens! Your challenge is **planning your perfect garden**. The activities here will help you make your plan and teach you more about gardening. Do you have to plant your garden for real? That's up to you and your family. Still, planning and learning about gardening will be fun to do!

You will see French words here and there in the descriptions of the activities. You can try doing some of the activities in French! It's up to you! *C'est à toi!*



Warm-Up: Remember What You Already Know!

Think about what you already know about gardens:

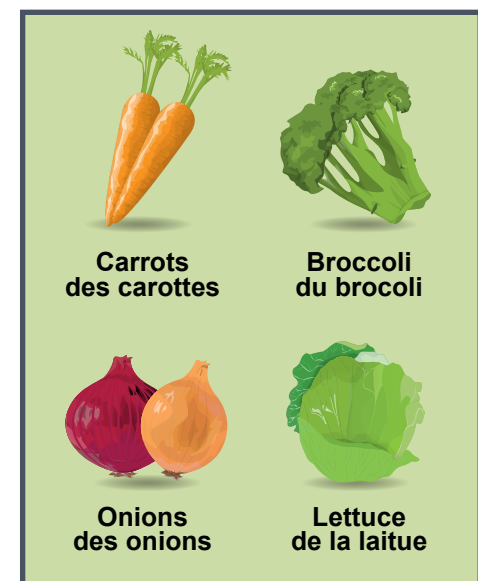
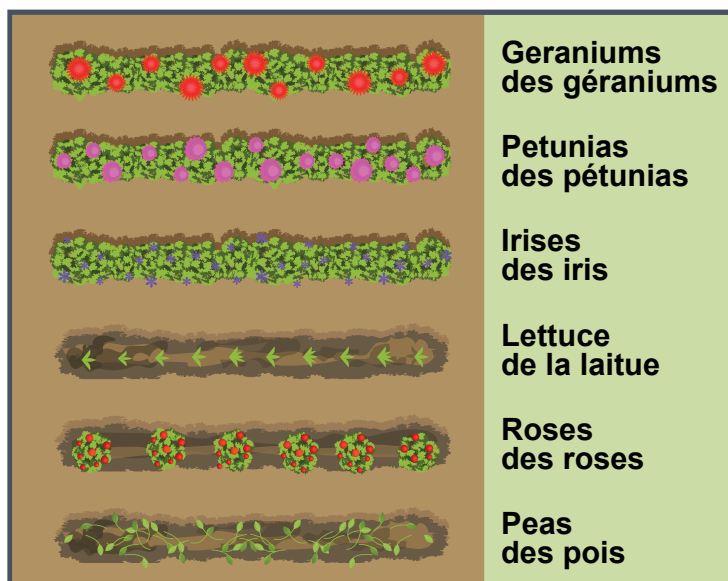
- Have you ever had a garden?
- Would you like to have a garden?
- What are your favourite foods from the garden?
- When do people usually plant a garden?
- When do people usually harvest the fruit and vegetables from a garden?



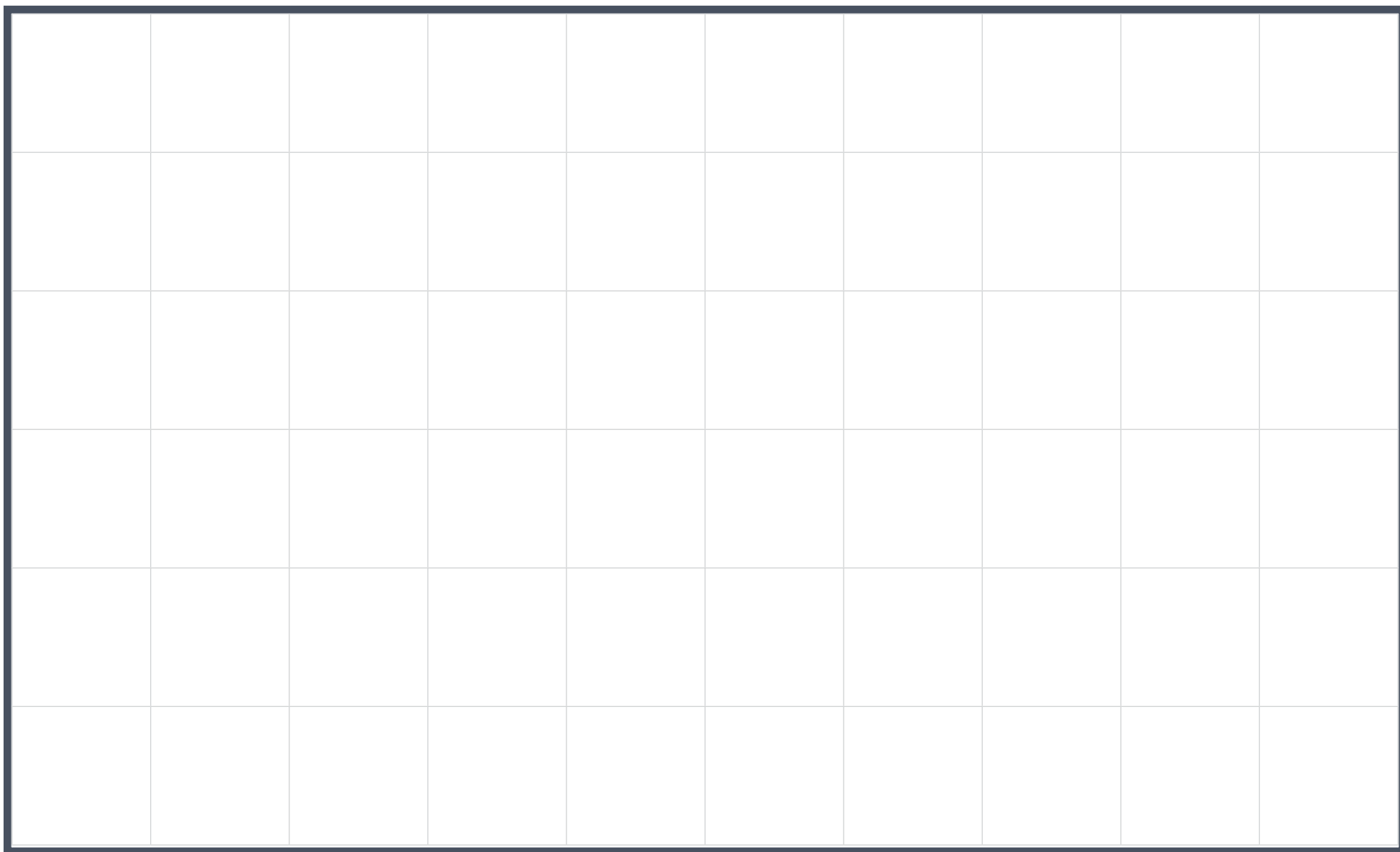
Activity: Imagine Your Perfect Garden!

Let's start planning our garden! Here are some things you should include in your plans for your garden:

- Will your garden be indoor, outdoor or on a balcony?
- How big or small will it be? What will its area be? How long will its sides be?
- What shape will you choose?
- What type of plants do you want to grow? Will you grow flowers, vegetables, or both? (Will you grow hundreds of delicious Brussels sprouts? Yummy!)
- How many types of vegetables will you grow? How many types of flowers will you grow?
- How will you keep animals out of your garden? Will you have a scarecrow or a fence?



When you are ready, you can start drawing your garden! Add colour and label the parts of your garden. When you are done, share your plans for your garden with a parent, sibling, friend, or grandparent. Do you know anyone who is good at gardening or farming?



French Helper

Dans mon potager de légumes...
/ In my vegetable garden...

Dans mon jardin de fleurs... / In
my flower garden...

Voici mon jardin. / This is my
garden.

Il y a... / There is...

un jardin en pleine terre / an
inground garden

un potager de balcon / a patio
garden

le jardinage en pots / container
gardening

à côté de / beside

en avant / in front

en arrière / behind

environ / around

un rang / a row

un pot / a pot

des concombres / cucumbers

des haricots / green beans

des pommes de terre / potatoes

des tomates / tomatoes

des betteraves / beets

des citrouilles / pumpkins

un tournesol / a sunflower

un géranium / a geranium

une marguerite / a daisy

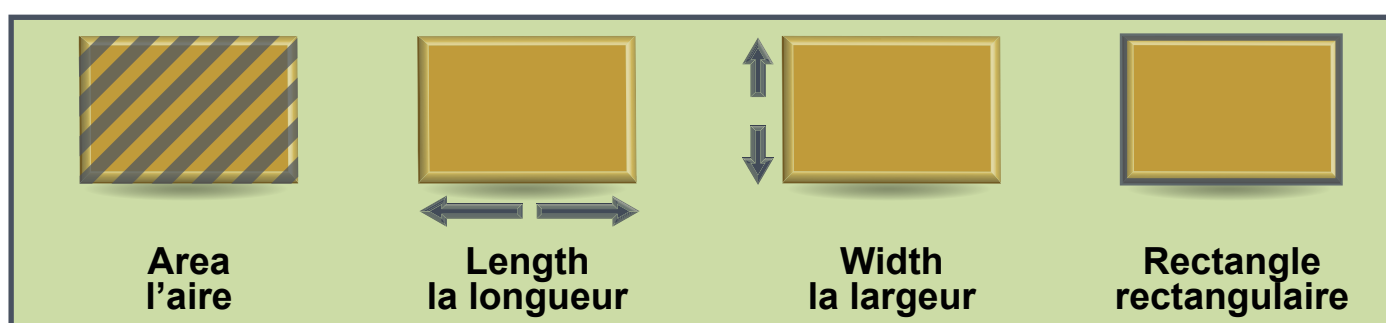
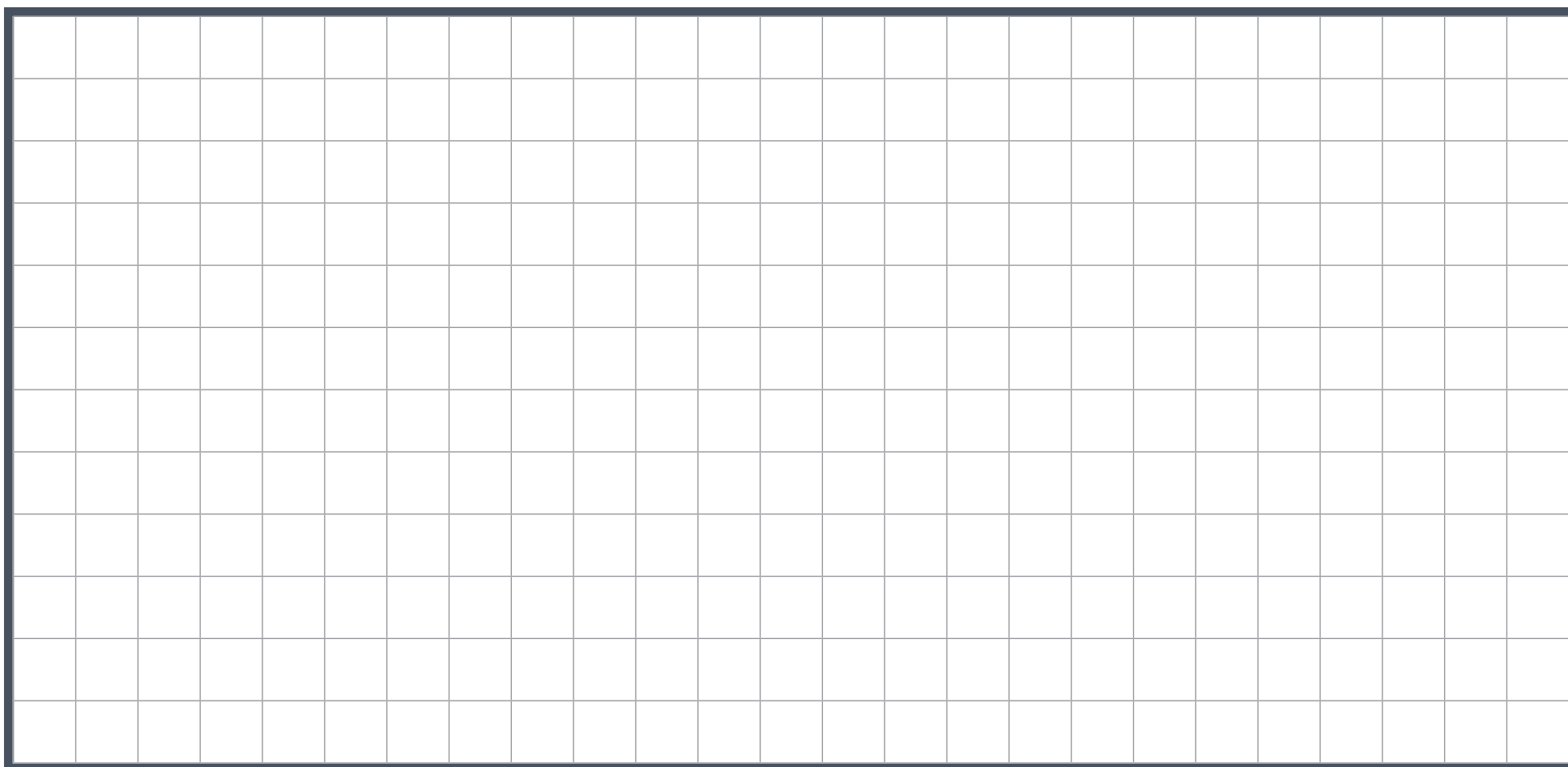
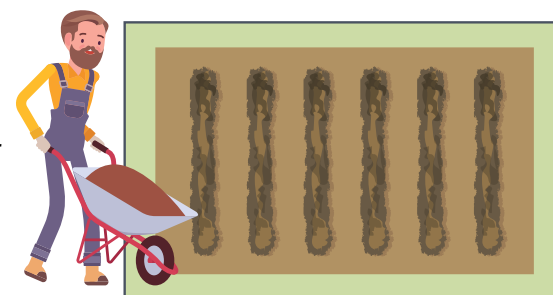
Activity: Plan Mr. Baker's Garden!

Imagine that you have a fancy job as a garden planner! Mr. Baker wants to have a garden in his back yard, but he does not know how to plan it. He calls you to plan his garden for him. Can you do the job?

He has purchased 36 metres of fencing to use as an outline for his garden. The problem is that he does not know how wide and long to make his garden! You will investigate this problem and then write a letter to Mr. Baker describing the different options for the dimensions of his garden. Your letter should contain both written explanations and diagrams to make sure he understands his options. **Bonus:** Mr. Baker speaks both English and French. You can write your letter in either language!

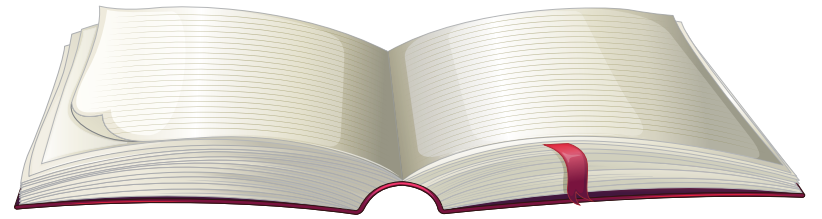
Before you write your letter on the next page, find all of the possible dimensions for Mr. Baker's garden given the amount of fencing he has. You should know something else. Mr. Baker wants a rectangular garden. He just **hates** squares and circles, and don't even get him started about triangles! Draw a picture to represent each possible solution and find the answers to these questions:

1. What is the smallest garden that can be created that uses all of his fencing? (Remember to use your math skills to find the **area** in metres squared [m^2].)
2. What is the largest garden that can be created that uses all of his fencing?
3. Which set of dimensions will you recommend in your letter? Why?



Activity: Do a Field Journal!

Scientists use **field journals** to record important facts about things that they see outside when they are exploring the world around them! Scientists record things like what the weather is like from day-to-day, what plants and animals look like, and how plants and animals grow and change over time.



You can write your own field journal to keep track of something you can see (observe) in your own household or from your own window. What time does the sun come up? How hot is it outside? What types of birds can you see from your window? Make sure you include drawings in your field journal, and make sure you include the date for all of the things you see! That way, you can see how these things **change over time**.

If you do plant seeds to get your perfect garden started, you can track their growth and development in your own field journal! You can use a ruler or really anything to measure your plants as they grow. It can be a centimetre (cm), it can be your thumbnail, or it can be something totally different. You decide! Just use the same **unit of measurement** each time you write your observation down. (My pencil is 9 thumbnails tall!)

French Helper

Je vois / I see	par terre / on the ground	le matin / morning
Je remarque / I notice	semblable / similar	l'après-midi / afternoon
J'observe / I observe	différent / different	le soir / evening
Voici mon dessin / Here is my drawing	plus petit que / smaller than	une plante / a plant
dehors / outside	plus grand que / taller than	un arbre / a tree
dans la cour / in the yard	plus gros que / bigger than	un animal / an animal
sur le gazon / on the lawn	le vent / wind	un insect / an insect
	aujourd'hui / today	un oiseau / a bird

Activity: Water Your Garden!

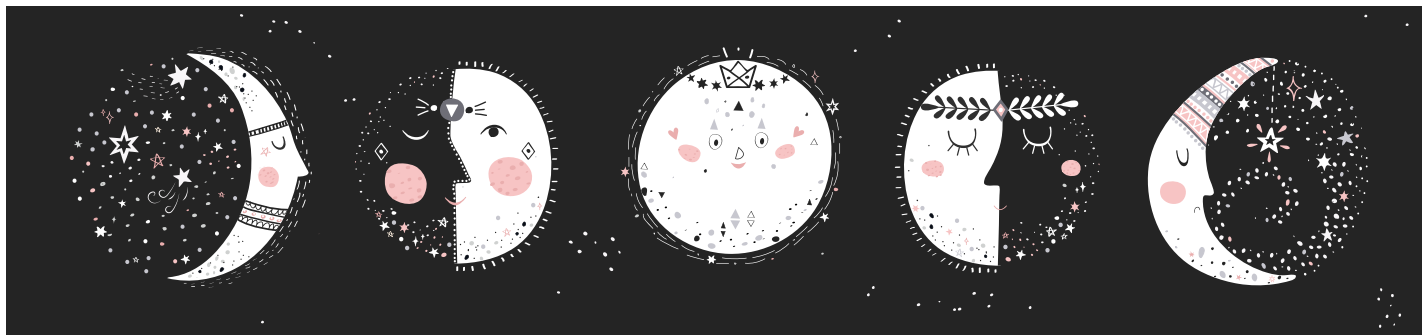
You have a garden in your yard, but the garden hose will not reach it. You need to think of another way to water it. You will have to look in your recycling bin to see what new containers you could use to carry the water. What size are the containers? If your garden needs 25 litres of water each day, how many times will you need to fill the container to get the water to the garden?



				
I need J'ai besoin de	Water de l'eau	Container un contenant	Volume le volume	Capacity la capacité



Activity: Map the Moon!



Do **you** know why the moon has phases? The moon travels around (or orbits) the Earth. As it travels, more or less sunlight reaches it. We can always see the whole moon: it's just that the Sun can only light up parts of it depending on where the Sun, the moon, and the Earth all are in space.

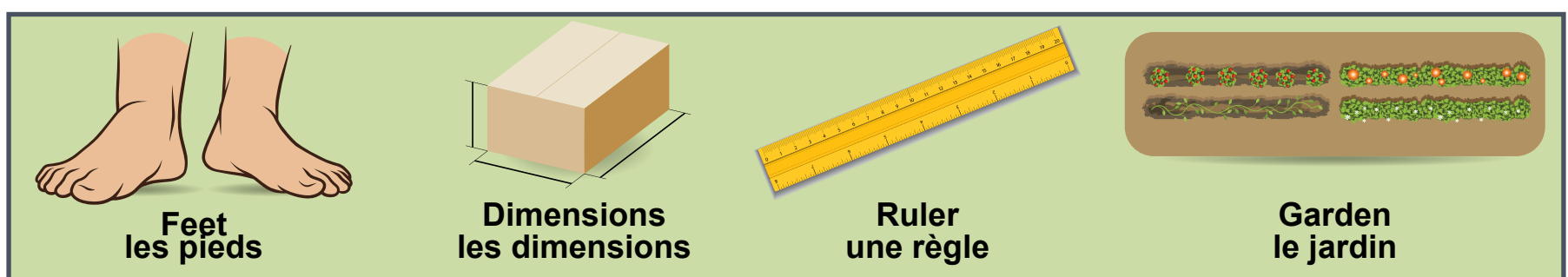
Farmers and gardeners pay **a lot of** attention to the weather and the seasons. They have to know when it is safe to plant their seeds and seedlings outside. One way to measure time is by watching the phases of the moon as we can see more or less of it during its 28-day cycle. Did you notice that “moon” and “month” start with the same letters? That is no accident. People have always used the moon to help to measure time.

Draw your own representation of the moon phases, and then give each of them a name! Use your imagination, and then explain why you gave them the names that you picked. (I think I'll call one Winky!)



Activity: Measure Without Rulers!

If you do not have anything at home to measure with, how else could you measure the dimensions of your garden? You can use **nonstandard measurements** to measure its sides. For example, you can use the length of your foot, the length of your brother or sister lying down, or even the length of a skipping rope. Whatever you use to measure, don't leave any spaces between the nonstandard items when you measure with them, and don't mix different nonstandard measurements. For example, my pencil is 9 thumbnails long. That works. But I can't say that my pencil is 2 thumbnails and one cell phone long.



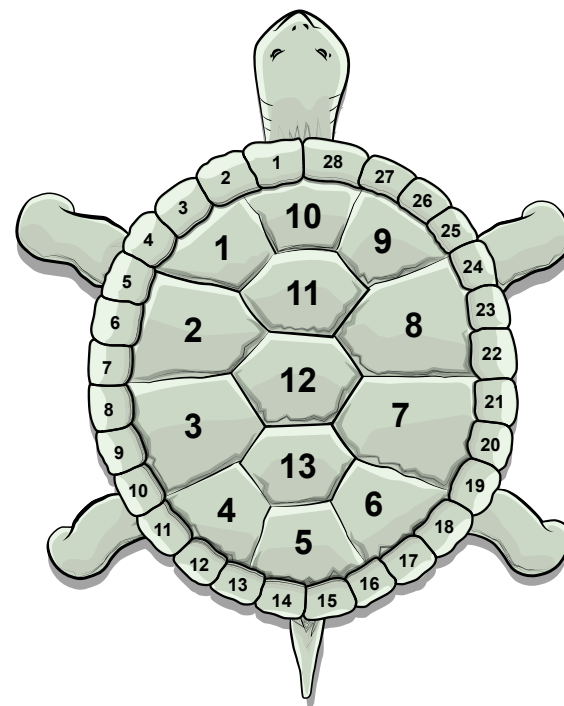
Activity: Create!

For generations, many Indigenous Peoples have measured the year by a lunar cycle of 13 full moons, which are visible every 28 days, over the course of the 365 days that make up a year. The names of the 13 moons describe different aspects of nature depending on the time of year. The names vary from Nation to Nation, and from region to region, because of the diversity of the natural landscape and languages across regions.

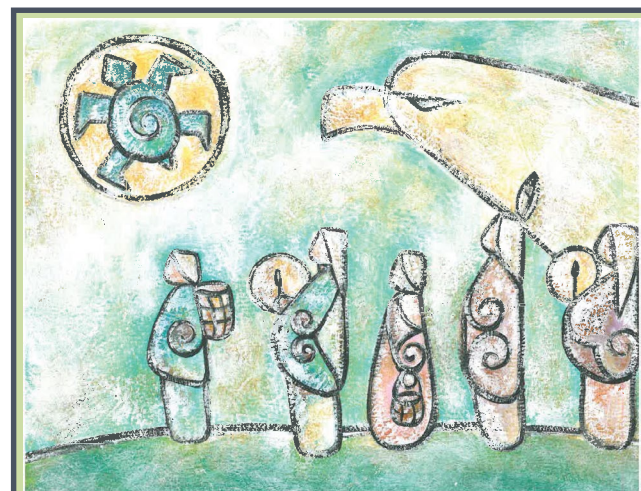
Do you want to see something cool? This picture of a turtle shows the way many Indigenous Peoples have drawn their calendar! They see the 13 middle parts of the shell as the 13 moons of the year, and the 28 smaller parts on the outside of the shell are the number of days in each of the 13 lunar cycles of the year.

$$13 \times 28 = ?$$

Draw your own turtle with 13 moons and 28 segments. Are the moons and segments approximately the same size? Did you use anything to help you measure the sizes of the moons and segments on the turtle's back?



Here are some words you can learn from the Wolastoqey Nation!



turtle: cihkonagc ("jeek-knock-kch")



moon: nipawset ("ne-baw-sek")

Activity: Seeing Changes Over Time!

Gardening and farming are very important to life, especially in New Brunswick. Do you know how farming and gardening have changed over time? You can ask a family member, a family friend or a neighbour all about it. You just need your parents' permission to do an interview over the phone.

You will have to think about your questions first before you do your interview. You can use your questions to discover how farming/gardening practices, tools, technology and even crops have changed over time. When you have your answers, be creative about presenting your findings. You can draw a picture, write a newsletter article, create a short video, or prepare a pamphlet.



Did you know that during each of the World Wars, Canadians were encouraged to grow some of their own food to help the war efforts? This poster is from World War I.



My Interview Questions

French Helper

le jardinage / gardening

l'agriculture / farming

une ferme / a farm

une serre / a greenhouse

un changement / a change

les pratiques agricoles / agricultural practices

l'arrosage / watering

les utilisations technologiques / the technological uses

le sol / the earth, the ground, the dirt

biologique / organic

semmer / to sow

planter / to plant

cultiver / to cultivate

récolter / to harvest

améliorer / to improve

comme / as

différent de / different than

semblable à / similar to

parce que / because

plus / more

moins / less

auparavant / before

maintenant / now

aujourd'hui / today

Activity: Move!

You can measure gardens, and you can measure time. Think for a moment now. How can you measure the ways your body moves or functions?

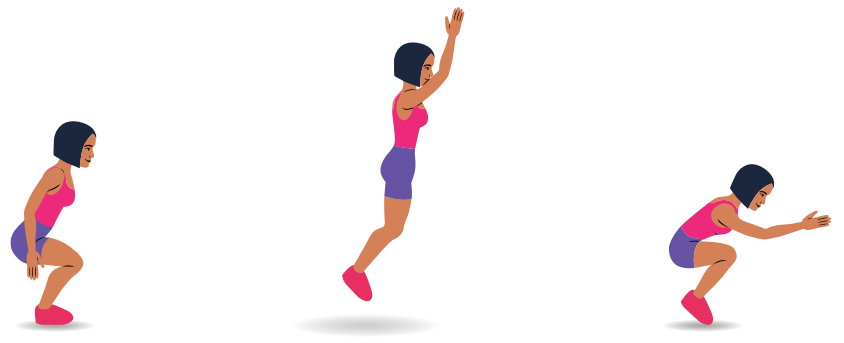
- I can measure how far I can jump. That's **distance**!
- I can measure how fast I can run. That's **speed**!
- I can measure how fast my heart goes when I move. That's **heart rate**!
- I can even measure how tall I'm getting. That's **height**!

Let's do a challenge together. Make sure that you're doing this in a good place to jump and to land, some place where you won't get hurt and where you won't break anything fragile. We're going to do a standing long jump challenge. You just need something to be the base (or starting point) to jump from. It could be a pillow, a tile, a rock, a stick, or really anything you have. You just have to be able to stand beside it and to measure starting from it! Follow these steps:


1. Bend your knees.
2. Swing your arms back to start.
3. Then, swing your arms forward as you jump as far as you can go.

The first part of you to hit the ground/floor marks how far you got. Measure the distance! Try repeating the jump with little changes to see whether they help or hurt your distance. Can you go farther if you jump off of one foot or two? Can you jump farther on different surfaces like grass or your driveway? Record your distances from each type of jump and see which one was best.


How far did you make it? Could you jump as far as your mom or dad is tall? Which unit of measure was best for your distance? (Think about centimetres, millimetres, feet, and metres.)




Jump Description	Distance
on grass, 1 foot	80 cm




Jump
sauter



Far
loin




Backward
en arrière




Forward
vers l'avant

Activity: Make Music!


What plants are you going to plant in your garden? Create a rhythm chant or body percussion that uses all the names of the different plants. Start with long rhythms, and gradually move to shorter rhythms. Now, do the opposite! Ask family members to help you to perform what you create. Here is an example of how to transform words to rhythms.




squaasssh




straw-ber-ry




corn corn



yel-low-bean



pump-kin



wa-ter-mel-on



Bees!

Do you know how pollinators help our gardens grow? Pollinators like bees spread pollen from flower to flower and plant to plant. When they do that, they help the plants to produce seeds! Without pollinators, many plants and trees would struggle to survive. The flowers we plant in gardens can help to make sure that pollinators like visiting our yards and balconies.

Activity: Plant!

Well, we have nothing else to talk about to get ready to grow this spring. Nothing.

Nothing at all.

Except plants!

If you want to plant your gardens now, you can get seeds and planters from around your household to get started. When you eat uncooked fruits and vegetables, see whether you can find the seeds in them. The seeds are easier to see in some fruits and vegetables than others. It's easy to find seeds in peppers, squashes, and pumpkins. Some of the vegetables we eat can be started from ones grown last year, like potatoes.

When you have your seeds, an old egg carton makes for a great planting tray. You can put a seed in each of the holes for the eggs. When it comes time to plant the seedlings in a bigger pot or outside, you can plant that part of the egg carton, too. What a great way of re-using something to make it new again! Good luck planting! Let's grow together!



Seedling





A River Runs Through It

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

Introduction

Most communities in New Brunswick are built along or close to a river. Each river is a water system and an ecosystem combined, offering benefits and sometimes challenges to the diversity of living organisms within its reaches. These activities will provide you with opportunities to investigate and learn about rivers in New Brunswick.

River Roundup


Let's start by looking at the parts of a river as it moves from its source to its destination: a lake or ocean. Can you identify the parts of a river? Match the words with the number labels on the image. You may consult the glossary below and on the next page.


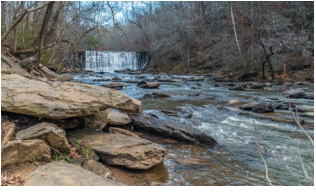







Tributary	Meander
Mouth	Source
Confluence	Delta
Floodplain	Downstream

1	
2	
3	
4	
5	
6	
7	
8	

River Vocabulary Glossary

Word	Definition	Picture	Additional Languages			
			<i>From Left to Right: Mi'kmaw, Wolastoqey, French, Arabic, Russian, Somali, Spanish, Chinese, German and Vietnamese</i>			
confluence	The joining of two rivers		niktue'k	astuwicuwon	confluence de la rivière	رهنلا عاقتلا
			слияние реки	isku-haynta webiga	confluencia fluvial	河汇合
			Zusammenfluss des Flusses	ngã ba sông		

Word	Definition	Picture	Additional Languages			
			<i>From Left to Right: Mi'kmaw, Wolastoqey, French, Arabic, Russian, Somali, Spanish, Chinese, German and Vietnamese</i>			
delta	A big muddy area where some rivers meet the ocean		keskapekiaq	elomocokek	delta du fleuve	دلتا رن
			дельта реки	wabiga delta	rio delta	三角洲
			Flussdelta	sông ngòi		
downstream	The direction that the water flows, downhill towards the ocean		rapkitk	rapkiye	en aval	بصملا
			вниз по течению	gunta hoose	río abajo	下游的
			Stromabwärts	hạ lưu		
floodplain	The flat area around a river that can get flooded when the water gets too high		elemra'q	kempek	plaine inondable	فيضيفلا لومسلا
			пойма	daadad	llanura de inundación	泛滥平原
			Auen	vùng lũ		
meander	A curve in the river		milewomkitk	amonicuwon	méandre de la rivière	رنلا جرع
			река меандр	maro wabiga	meandro del río	河曲
			Fluss Mäander	uốn khúc sông		
mouth	The end of a river where it meets the ocean, another river or a lake		wekopa'q	nutecuwon	embouchure de la rivière	رنلا عبنم
			устье реки	afka wabiga	la boca del río	河口
			Flussmündung	cửa sông		
source	Where the river begins		wejtk	maciyapekon	la source	ردصم
			источник	isha	fuelle	资源
			Ursprung	nguồn		
tributary	A small river or stream that joins a big river		piskuitk	nutecuwon	affluent	دفارلا
			данник	taliye	afluente	支流
			Nebenfluss	phụ lưu		



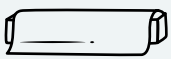




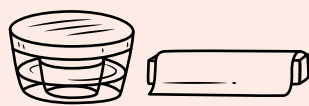



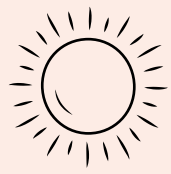





Going Fishing

Fishing licenses go on sale in New Brunswick in April. An adult fishing license costs \$26.45. There are 85 000 adults living in New Brunswick and approximately 30 000 of them will purchase fishing licenses this year. Estimate how much money this will generate for revenue for the province.

My Estimate

A Water Cycle Experiment

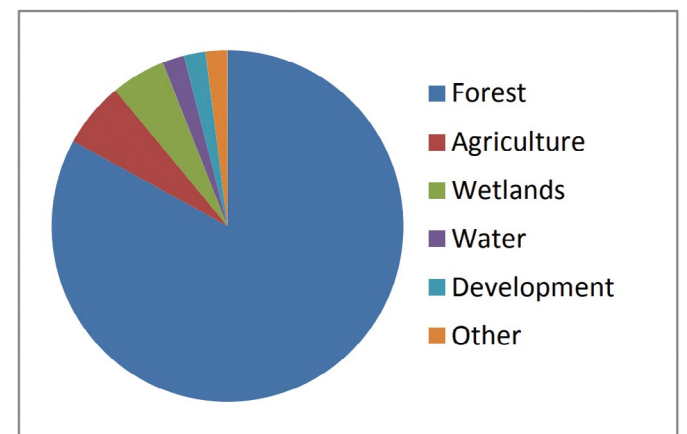
Rivers are **freshwater** systems whose main source of water is precipitation (rain and snow) from the atmosphere. Fresh water contains less salt than ocean water. Why? Try to create your own water cycle by performing the experiment below.

You will need:	Steps:			What do you see?		
 big and small bowls  salt  plastic wrap  rock/weight  tape	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1</p>  Mix warm water and salt in a big bowl. </div> <div style="text-align: center;"> <p>2</p>  Put a small bowl inside the big bowl. </div> <div style="text-align: center;"> <p>3</p>  Put plastic wrap over the big bowl. </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>4</p>  Tape plastic to the bowl. </div> <div style="text-align: center;"> <p>5</p>  Put a rock on top of the bowl. </div> <div style="text-align: center;"> <p>6</p>  Put the bowl in a window for 3 days. </div> </div>			<p>The sun will warm the water in the bowl. Look at the bowl each day for 3 days. Taste the water in the small bowl.</p> <div style="display: flex; justify-content: space-around;">    </div>		
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>What do you see?</p>  </div> <div style="text-align: center;"> <p>What do you taste?</p>  </div> <div style="text-align: center;"> <p>What do you feel?</p>  </div> </div>					

Using the Land

1. Approximately what percent of the Saint John River Basin is dedicated to each of the land uses found in the chart shown at the far right? Fill in the table with your estimates.
2. What types of land use could fit in the **Other** category?
3. Since **Forest** is the largest percentage of land use, what industries could this include?

Land use in the Saint John River Basin (NB)	%
Forest	
Agriculture	
Wetlands	
Water	
Development	
Other	



Information from [UNB/Canadian Rivers Institute](https://www.unb.ca/canadian_rivers_institute/)

How Deep? How Wide?

The main stem of the Saint John River upstream of Edmundston averages 50 m wide and 2 m deep. At Fredericton, the river’s average width is 750 m while its depth is 3 m.

1. What is the difference in the average width of the Saint John River above Edmundston and at Fredericton?
2. What is the difference in the average depth of the Saint John River above Edmundston and at Fredericton?
3. Give five possible widths of the Saint John River upstream of Edmundston if the average is 50 m wide.
4. Give five possible depths of the Saint John River in Fredericton if the average depth of the river is 3 m.
5. What is the percent increase in the width of the river from above Edmundston to Fredericton?
6. What is the percent decrease in the depth of the river from Fredericton to above Edmundston?

Helpful Hint

$$\text{Percent change} = \frac{(\text{Highest} - \text{Lowest})}{\text{Original}} \times 100$$

Waterfalls in New Brunswick

New Brunswick’s rivers and streams offer many waterfalls to explore—some well-known and some hidden. A few are listed here. Examine the table and answer the questions that follow.

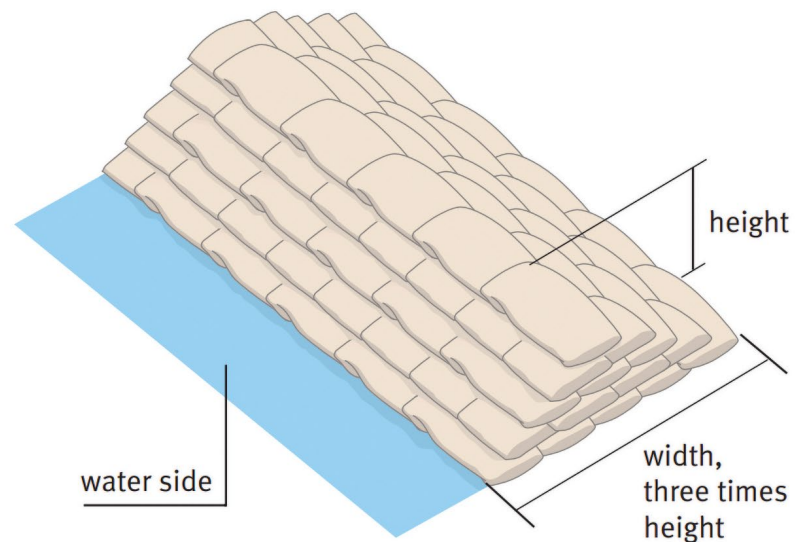
Waterfall	Height in metres	Height in feet
Third Vault Falls, Fundy National Park	15.8 m	52 feet
Reversing Falls, Saint John	11 m (from the underwater ledge to the water’s surface at low tide)	36 feet
Grand Falls Gorge, Grand Falls	23 m	75.5 feet
Fuller Falls, Fundy National Park	14.6 m	48 feet
St. George Falls, St. George	20.7 m	68 feet

1. Place the waterfalls of NB in increasing order. What is the highest waterfall in NB?
2. Is there another way we can represent the “height” of the Reversing Falls? (Hint: It is below sea level.)
3. If the Reversing Falls is 11 m at low tide and the tide rises 8.5 m, what is the total depth of the underwater ledge?
4. What is the range, mean, median and mode of the different heights of the five waterfalls? (See the “How’s the Weather?” activity for hints on calculating these values.)
5. What is the percent increase in the size of the St. George Falls and Third Vault Falls?

Sandbag Math

When floods threaten built structures, people often turn to sandbags and plastic sheeting to help keep the water out. Answer the questions below to find out how much work and material this requires.

1. If it takes 2 people to fill 12 bags in 1 hour, how many bags will they fill in 6 hours?
2. If 1 person can fill 8 bags in 1 hour, how many hours will it take to fill 44 bags?
3. According to the pros, you will need 6 sandbags to keep out 20 cm depth of water for a standard door opening (80 cm). Each sandbag will need approximately 15 kg of sand.
 - a. Use a referent to show/explain how deep 20 cm of water is.
 - b. How many kilograms of sand will you need to protect 2 doors?
 - c. A cubic metre of sand contains about 1600 kg. How many bags will this fill?
4. To create sandbag protection that is more than 3 layers high, you will need to build in a pyramid style. For the structure to be stable, you should build the sandbag wall 3 times as wide as you need it to be high. One sandbag measures 25 cm wide x 52 cm long x 10 cm tall when filled.



[Sandbags and how to use them properly for flood protection.](#) Environmental Agency, United Kingdom. 2009.

If the sandbag wall is built to protect a garage door that measures 244 cm and the height of the wall must be at least 50 cm, what is the minimum number of sandbags you will need? (Remember: You cannot use part of a bag.)

Une nouvelle—Les inondations au Nouveau-Brunswick

Chaque année les rivières et les lacs du Nouveau Brunswick débordent les communautés. Parfois il y a les conséquences extrêmes pour les résidents, les commerces, et les infrastructures.

Vous allez imaginer que vous êtes journaliste et écrire une nouvelle avec le thème des inondations au Nouveau-Brunswick (spécifique à votre région, si possible). Vous pouvez inclure les prédictions pour les niveaux de la mer, les conditions météorologiques, des craintes des résidents, et les restrictions municipales. Présentation : Vous pouvez communiquer votre nouvelle comme article écrit ou vous pouvez enregistrer la nouvelle comme journaliste à la télévision. Partagez-le avec votre famille ou vos amis.

Answer Keys

River Roundup

1. Source
2. Tributary
3. Confluence
4. Meander
5. Floodplain
6. Downstream
7. Delta
8. Mouth

Going Fishing

1. \$793 500.00

Using the Land

1. Answers may vary slightly: Forest 85%, Agriculture 5%, Wetlands 4%, Water 2%, Development 2%, Other 2%
2. Answers will vary. e.g., Desert - land that cannot grow food, people cannot occupy, water is scarce.
3. Answers will vary. e.g., Lumber, sawmills, pulp and paper, newsprint, tissues

Flooding and Contaminated Well Water

1. 11 litres of chlorine solution
2. The first is 151-200 (4.5, 9, 13.5); Second is 301-350 (8, 16, 24); Third is 351-400 (9, 18, 27)
3. 18.84 inches
4. The mode is 7
5. The second well: a well with a 4-inch diameter and 225 feet deep
6. $V = 6535.125 \text{ in}^3$

How's the weather?

1. February
2. November
3. 43 mm
4. January
5. July
6. 31 degrees difference
7. Using the data below, in mm (your answers may vary slightly)

Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
105	62	70	76	95	98	102	103	93	98	104	81

Range: 43 mm, Mean: 90.6 mm, Median: 96.5 mm, Mode: 98 mm

8. Using the data below, in degrees Celsius (your answers may vary slightly)

Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
-12	-10	-4	4	11	16	19	18	14	7	0	-3

Range: 31°C, Mean: 5°C, Median: 5.5°C, Mode: none

9. -7.3°C (using the above data for Jan, Feb, March)
10. 74.4 mm (using the above data for Feb)

How Deep? How Wide?

1. Width: 700 m difference
2. Depth: 1 m difference
3. Answers may vary but the easiest would be 52, 52, 50, 49, 48
4. Answers may vary but the easiest would be 5, 4, 3, 2, 1
5. 1400% increase in the width
6. 33% increase in the depth

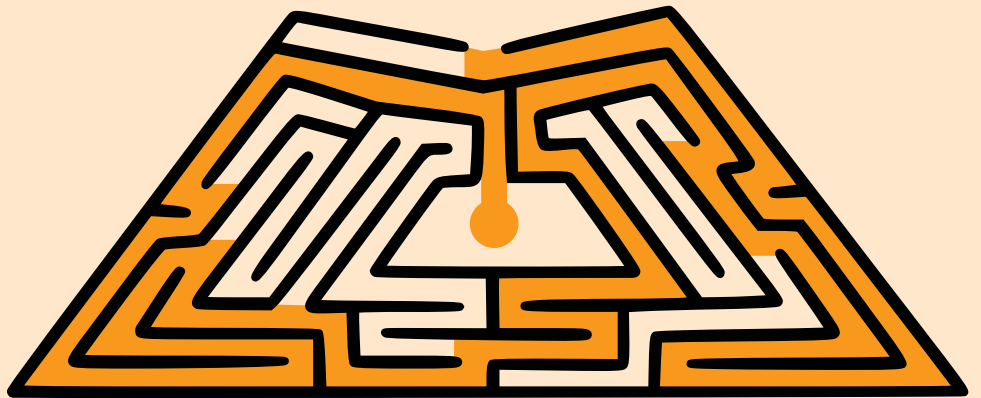
Waterfalls in New Brunswick

1. Reversing Falls, Fuller Falls, Third Vault Falls, St. George Falls, Grand Falls Gorge
2. -11 m or -36 feet
3. 19.5 m
4. Range: 12 m or 39.5 feet
Mean: 17.02 m or 55.9 feet
Median: 15.8 m or 52 feet
Mode: none
5. 24%

Sandbag Math

1. 72 bags
2. 5.5 hours
3. a. Answers will vary. About the width of a sheet of paper, a stair tread, a step, elbow to wrist
b. 180 kg of sand
c. 106 sandbags
4. Wall height: 50 cm. Wall width: 150 cm. Garage needs 5 sandbags for length and 6 rows wide at base. Therefore, you will need 105 sandbags.

Lined writing area for student responses.



Here are the answers to the puzzles on page 32.

PUZZLE ANSWERS

Today. Tomorrow. Together.

This collection of activities is intended for older students (ages 10 to 16).

Introduction

Let's start by talking about gratitude. Gratitude is more than just a simple "thank you." When it's done as a reflex, it's practically meaningless. True gratitude, the type that improves our well-being, involves an active, almost meditative experience on what we are thankful for.

Being grateful for what you have is an important life skill that everyone can grow. Grateful people are healthier, happier, and they have better relationships with others. They are also more generous and spend their money more consciously, which improves financial health.

The activities provided here will support your understanding of gratitude, needs and wants, helping others, career planning and goal setting. You will also develop some basic financial skills through budgeting and tracking expenses.

To start, take the next 15 minutes to think about the questions in the picture.

When you are done, write a few sentences about where you are in your understanding of financial literacy today. (You can look back at this to see your progress as you work through the activities.)

Then, write a few sentences about what you hope to learn by doing these activities.

Finally, write a description of the best and worst purchases that you've ever made. What made your best buy so great? Why do you feel your worst buy was not such a good purchase? What did you learn from these purchases?



What Are Your Employability Skills?

Unless you win the lottery at a very young age (and 99.999% of you won't!), you will need to find employment. Do you know the skills you need to find and keep a job and to progress in the work world? The Conference Board of Canada has identified the three employability skills people need to do just that:

1. Fundamental Skills

To be employed, you need the basic skills of being able to:

- Communicate
- Manage information
- Use numbers
- Think and solve problems

2. Personal Management Skills

To achieve your potential and succeed, you need the skills of being able to:

- Demonstrate positive attitudes and behaviours
- Be responsible
- Be adaptable
- Learn continuously
- Work safely

3. Teamwork Skills

To contribute to a task or project, you need the skills of being able to:

- Work with others
- Participate in projects and tasks

Identify Your Employability Skills

Follow these steps:

1. First, make a list of three things you do well and are proud of. These can be hobbies or activities you participate in.
2. Then, identify which employability skills are highlighted in each of these activities.
3. Finally, reflect on how you demonstrate the skills in your hobby or activity.

If you have a chance, share this information with your family and others. They may be able to identify some of your other skills! Valuing things you do well, knowing your strengths, and knowing areas where you need to grow are important steps towards choosing your first/future career.

Hobby or Activity	Employability Skills	Reflection
Ringette player	Personal Management Skills demonstrate positive attitudes and behaviours, be adaptable Fundamental Skills communicate Teamwork Skills work with others	I have played ringette for nine years. As one of the older players on the team, I know that I have to have a positive attitude so that the younger players don't get discouraged when we are losing. I also know that I have to communicate game play with my defense partner especially when we are playing on a different line. Teamwork and working with others are also important. Sometimes this is tough because we spend so much time together. We can get on each others' nerves! Knowing when we have to focus on the goal and work as a team helps us to be successful

Hobby or Activity	Employability Skills	Reflection

How Can You Make Money Now?

Brainstorm a list of all the ways you earn or receive money. How do you earn money now? Where does it come from? What did you have to do to get it? Is it just given to you? If you have a job, don't forget to include that!

Brainstorm!

Once you are done brainstorming your list, it's time to reflect. Did you list chores or odd jobs? Did you list times when you have cared for others, such as babysitting? Did you include selling some of your baked goods at a yard sale? Maybe you didn't list activities like reading to seniors because you weren't paid money? Can you be paid in other ways, for example, through gratitude or reciprocal deeds? All of these activities require skills like communication, working safely, thinking and solving problems, working with others, and being responsible. Do any of these sound familiar to you? They should! These are the Conference Board of Canada's employability skills.

It's time to put it all together—your skills, hobbies and activities, ways of earning money now (or feeling fulfillment and joy), and potential future career opportunities. Reflect on these ideas and organize them in the chart on the next page.

Skill, hobby or activity	Earn money now	Future career opportunity
Yard maintenance	Mow lawns and weed gardens	Landscape architect
Organized and tidy	Clean pet cages and yard	Vet assistant
Horseback riding	Muck stalls and feed horses	Jockey
Drawing and illustration	Design a newsletter for a club	Graphic designer
Speak French	Tutoring	Translator
Organize people and events	Organize a yard sale	Event planner/project manager
Good with kids	Babysit	Daycare operator
Good with older people	Read to a senior	Healthcare professional
Baking cookies	Hold a bake sale	Work in a restaurant/bakery
Crafting bracelets	Organize a craft sale	Jewellery designer/gemologist

This chart has been adapted from the **Financial and Consumer Services Commission**. The original can be found in *Make it Count – An Instructor's Guide to Youth Money Management*.

Skill, Hobby, or Activity	Way to Earn Money Now	Future Career Opportunity

How Do I Find a Job?

Now it's time to look for a job! Finding a job can be challenging; however, there are many resources available to assist you with your job search.

Where to Start

To find a job, you can:

- Go to a job fair in your school, city or town. A job fair is an event where employers and job seekers meet to discuss job opportunities.
- Use job boards and career websites to get access to thousands of job opportunities. For instance, Job Bank (www.jobbank.gc.ca) is one of the most popular job boards in Canada that provides innovative tools to help you find a job. All job postings are displayed in both official languages. Over one million new jobs are advertised on Job Bank every year with thousands added every day.
- Research employers you wish to work for. Most employers have a “Careers” section on their corporate website where job postings are listed.
- Connect with those in your network.



A Note on Networking

Networking is nothing more than getting to know people. Whether you realize it or not, you're already networking every day and everywhere you go. Networking can be a valuable means to assist you in getting a job and building a career. How effective is your network already? If you had to identify five people in your network to call upon for career or job advice, who would they be? What can you do to improve and maintain your network?

Young people today are very familiar with social networking. Draw upon these skills and experiences to network in reference to your future career and finding a job.

Ponder a Posting

Do you know of any jobs available in your community? If you have access to the Internet and a device, search for a job that meets your interests. Nbjobs.ca and Job Bank (www.jobbank.gc.ca) are great places to start!

You may also want to refer to the employability skills that you already learned about. Do you have the right skills for the job?

How Do I Make a Budget?

A budget is an estimate of how much money you expect to earn and how you will manage it. An important reason to create a budget is to help you save and plan for the future. It also helps you to pay your bills on time. Whether you are saving for a cell phone, a post-secondary tuition, or your first apartment, a budget can help you to achieve your goals.

“Budgeting is telling your money where to go instead of wondering where it went.”

Dave Ramsey

Meet Twins Amy and John!

Amy and John’s parents taught them from an early age that it’s important to save for their future and not to spend everything right away. The twins’ parents also expect them to share what they earn with others or to give some money to a charity monthly.

One lesson they learned from their parents is that it’s more difficult for some people in First Nation communities to get loans because their homes are community-owned and can’t be used as collateral.

Collateral is property owned by someone who wants to borrow money. They agree that the collateral property will become the property of the bank, company or person who lends the money if the debt is not paid back.

AMY

- ✓ 15 years old
- ✓ Lives in a large First Nations community in NB
- ✓ Earns money babysitting
- ✓ Looks after nieces and nephews and doesn't expect to get paid

JOHN

- ✓ 15 years old
- ✓ Lives in a large First Nations community in NB
- ✓ Earns money by doing odd jobs (shovelling driveways and mowing lawns)
- ✓ Happily helps out around the house

John and Amy’s Challenge

John and Amy’s parents have asked them to create a monthly budget and have given them the goal to save at least \$400 each in two years. Have a look at their first monthly budget and answer the questions below. Both twins are able to save some money, but will it be enough to meet their goal?

1. How do John’s and Amy’s expenses compare to their income?
2. After two years will John and Amy each be able to save \$400 if every month is the same as this one?
3. How much do each of them need to save each month to reach their goal?

Monthly Income or Expense	John	Amy
Earnings	\$40	\$40
Donation to community kitchen	\$5	-
Donation to animal shelter	-	\$10
Helping family	-	\$10
Buying comic books	\$25	-
Savings	\$10	\$20

An **expense** is money spent during a period of time to pay for goods or services.

Expenses can be **fixed** (the same for a set period of time like monthly rent) or **variable** (different every time like groceries or restaurant bills).

Income is money received during a period of time from wages, interest, and other sources.

Your Challenge

Imagine that you have a job with a monthly net income (that is the money you take home after taxes and deductions) of \$2,050. You have just moved out on your own and are responsible for paying your own way. Build a budget to make the most of your money. Don't forget to save! Some financial planners say that you should "pay yourself first" and encourage you to save 10% if possible.

For help in estimating costs, you can speak to a family member or, if possible, check online for prices.

Monthly Budget	
Monthly net income	\$2,050
	Amount
Fixed Expenses	
Savings	
Rent	
Debt repayment	
Cable/Internet/phone	
Other:	
Other:	
Other:	
Other:	
Other:	
Other:	
Other:	
Total fixed expenses =	
Variable Expenses	
Electricity	
Groceries	
Household products and personal care	
Transportation	
Entertainment	
Other:	
Other:	
Other:	
Other:	
Other:	
Other:	
Total variable expenses =	
TOTAL EXPENSES =	
Income-Expenses=	

(Adapted from FCNB *Financial Literacy: A Guide for New Brunswick Teachers.*)

Caregiver Fatigue

Why is this important?

Caring for children can be very rewarding, but it can also involve many stressors, especially under the current circumstances. With children unable to attend school, you may be faced with limited supports to help care for them. Before the COVID-19 pandemic, children attended school, and adults were able to meet other commitments such as engaging in paid work, doing household jobs and caring for other children. Now, adults are trying to juggle these tasks in addition to caring for school-age children.

If children have disabilities, caring for them may be even more stressful, challenging and difficult. Caregiver fatigue has often been associated with caring for a person who is elderly, has a chronic illness, or has a disability; however, during the upcoming months, many caregivers for children might also experience caregiver fatigue because of the added stress of the pandemic.

Giving yourself permission to take care of yourself is important so that you are in the best mental and emotional state to care for any children in your care. Understanding what caregiver fatigue is, how to identify the symptoms, and how to manage your stress to avoid it can help decrease its impact.

What is caregiver fatigue?

Caregiver fatigue is “a debilitating psychological condition brought about by unrelieved stress.” By the time most caregivers suspect caregiver fatigue, they’re already suffering many symptoms. Symptoms of caregiver fatigue can include:

- Anxiety, depression, irritability
- Lack of energy
- Overwhelming fatigue, constant exhaustion
- Sleep problems
- Changes in eating habits
- Feelings of hopelessness and helplessness
- Neglect of your own physical and emotional needs



To prevent or reduce caregiver fatigue, here are a few tips:

- Ask for help! Reach out to a friend, family member or community agency. They may be able to help, even from a distance.
- Take breaks throughout your day.
- Exercise, eat well and get enough sleep.
- Start your day 15 minutes before children wake up and do something for you. Enjoy your first cup of coffee in silence, meditate, stretch...something, anything, just for you!
- Make a list of everything you need to do during the day. See if there are any items you can delegate to someone else.
- Focus on things you can control. Some examples of things you can control could be how you react to situations and where you invest your time and energy.
- Set realistic goals. Break larger tasks into smaller manageable steps and focus on one step at a time.
- Explore community agencies or supports that might be able to help. One example is Strongest Families (strongestfamilies.com). They offer family-centered, online care that is customized to the family's needs.

Resources

GNB Social Development: Family Supports for Children with Disabilities

A voluntary program that provides social work support and financial resources to families to assist with the care and support required to meet the special developmental needs of their child with a disability.

New Brunswick Multicultural Council

A bilingual umbrella organization for immigrant-serving agencies and ethno-cultural associations in New Brunswick. Find out more by visiting the website or contact them at (506) 453-1091 to ask to be connected to your local immigrant-serving agency or ethno-cultural association, who can help you connect to same-language speakers and other supports.

New Brunswick Association for Community Living:

Strong Voices for Families

A provincial program offering support to families who have a child with an intellectual or developmental disability. Visit the website or call 1-866-622-2548 (choose option 2).

Vitas Healthcare: Signs of Caregiver Burnout and How to Prevent It

Web MD: Recognizing Caregiver Burnout

HelpGuide: Caregiver Stress and Burnout

Notre collation



Voici une pomme.

1



Voici une banane.

2



Voici une orange.

3



Voici des carottes.

4



Voici des craquelins.

5



Voici du fromage.

6



Voici des raisins.

7



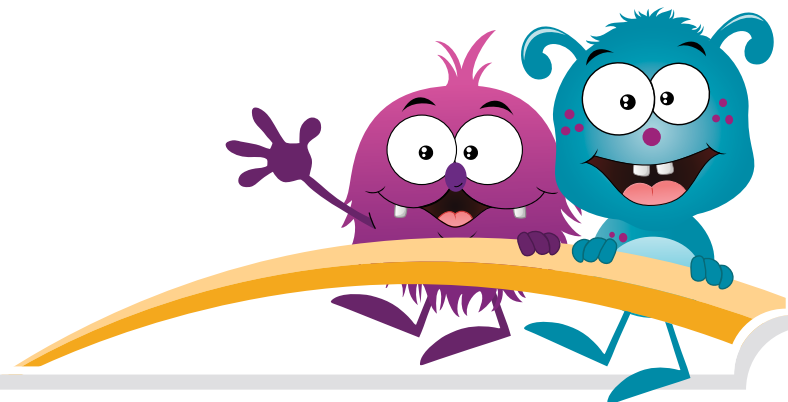
Voici notre collation.

8

New  Nouveau
Brunswick

Ministère de l'Éducation et du
Développement de la petite enfance

Department of Education and
Early Childhood Development



Puzzle Time!

Answers to puzzles 4 and 5 are on Page 20.

Puzzle 1: Test Your Geometry Memory

Remembering sizes in geometry is hard! From memory, draw each of the following objects as closely to its actual size as you can:

- A circle the size of a loonie
- A circle the size of a bottle cap
- A square the size of a plastic bread tag
- A rectangle or square the size of a piece of Lego
- An object of your choice

Then, compare your drawings to the actual objects. How did you do?

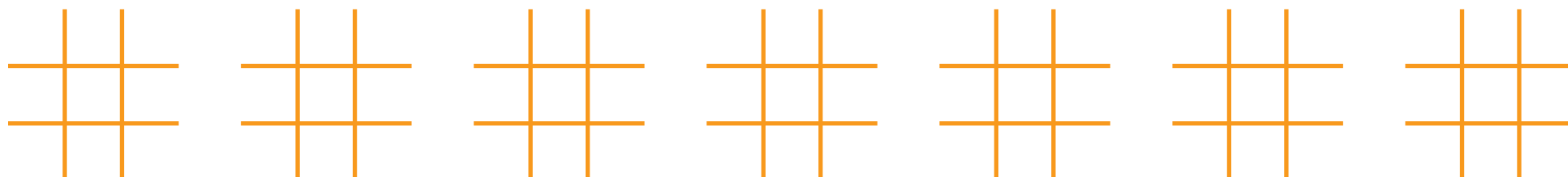
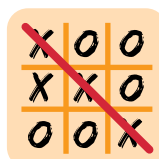


Puzzle 2: Classic Tic-Tac-Toe

Players: 2

Materials: pen, pencil, or marker

Instructions: Each player is assigned “X” or “O.” The players take turns filling in one space of the grid at a time. The first to fill three spaces in a row, column or diagonal with their letter is the winner.

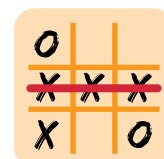


Puzzle 3: Tic-Tac-Toe with a Twist

Players: 2

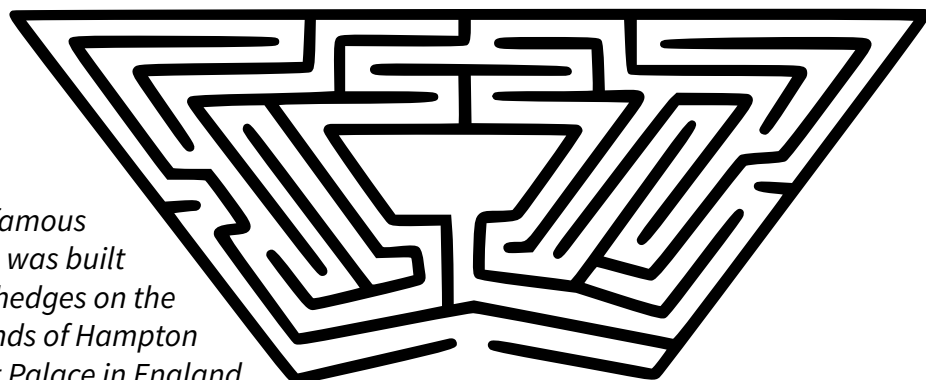
Materials: pen, pencil, or marker

Instructions: Players take turns filling in one space of the grid, but they can *choose to fill in an “X” or an “O” each time*. For example, a player can fill in an “X” on one turn and an “O” on the next turn. The first player to complete a row, column, or diagonal of either letter is the winner.

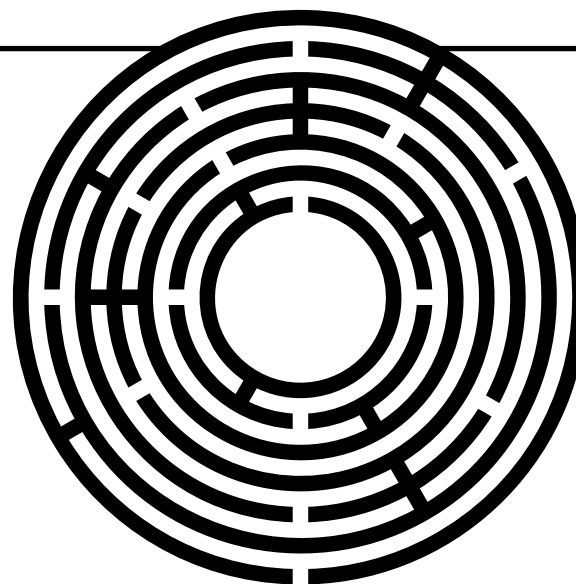


Puzzle 4 and 5: AMAZING Mazes

Use your finger or a pencil to find the way to the centre of these mazes.



This famous maze was built with hedges on the grounds of Hampton Court Palace in England.



Physical Education

Let's Get Moving!

Remember to always check your equipment and your space! Play fair and have fun!



Disc-Golf with a Twist! This activity is designed for students ages 5 and up.

Have you ever played mini-golf? This version of disc-golf is similar to mini-golf.

Materials: Flying disc (e.g., Frisbee), an open area, and trees or other objects to use as targets

Big idea: I can demonstrate ways to receive, retain, and send an object with increasing accuracy.

Safety: This activity should be performed in an open area, away from traffic.

Setting Up Your Course

In an open area, set up your disc-golf course using trees or other objects as targets. Set up at least 5 targets and number them. Just like in mini-golf, you will also need to choose and mark the starting point for each target. (The starting point is where you will first throw your disc toward the target.)



Challenge!

Be creative when designing your disc-golf course! Can you add any obstacles that would change the direction of the shots? In narrow spaces, players could even roll the disc on its edge to hit the target!

How to Throw a Disc

Before you get started, here's a quick review on how to throw a disc:

1. Look at your target.
2. Place your thumb on top, index finger on side, and other fingers underneath your disc.
3. Point your index finger towards your belly button, flick your wrist, and release the disc towards the target.
4. Step forward with the same foot as your throwing arm.



How to Play the Game

1. From the first starting point, throw the disc towards Target 1.
2. If the disc does not hit the target, go to where it landed and throw it again from that spot. Continue doing this until you successfully hit the target. Keep track of the number of attempts it takes you to hit the target (just like in mini-golf).
3. Move to the next starting point, and try to hit the next target.

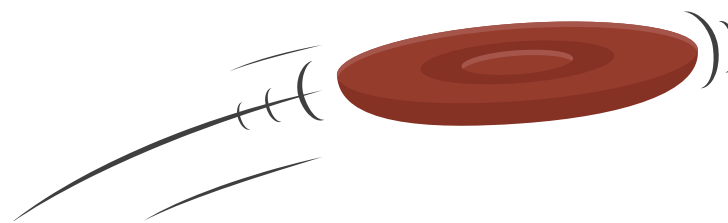
Challenge!

After hitting all of the targets, add up your points just like in mini-golf. Challenge a family member to see who can get the lowest score!

Reflect

When you're done, think about these questions:

- Was it easier to hit the target when you were farther from it or closer to it?
- Did anything else affect where your disc landed?



Practice English at Home

Ages 5 to 11

Beginner (A1/A2) Level of English Language


Reading and Viewing

Writing and Representing


Speaking and Listening

Activity 1

1. Read the short story "I Live in New Brunswick":


I live in New Brunswick. 


It is spring in New Brunswick.

Spring is a season. 

New Brunswick has four seasons: winter, spring, summer and fall.


Winter is my favourite season because it snows in winter. 



Winter is cold. 

But I have a warm coat, mittens, hat and boots! 

2. Find two new words.

3. Write them on your letter list.





	Word	Picture	Translation
A	apple		آبَا
B	ball		بَال
C			

4. Read the story again to your family.



Start a letter list. Try to write a word for every letter from A to Z. For example, a-art, b-blue, and c-cold.

	Word	Picture	Translation
A	apple		آبَا
B	ball		بَال
C			

Draw a picture or write the word in your language.



Talk with your family in English.

- Act out the words on your letter list.



- Ask your family to guess the words.



- Ask them, "Can you think of more words for my list?"



Reading and Viewing



Writing and Representing



Speaking and Listening



Activity 2

Read and repeat these words for **things to do**:

Learn a new song



Try a new sport



Meet a new friend



Learn a new word



Read a new book



Think about **what you like to do**.



If you have Internet and a device:

1. Go to <https://www.uniteforliteracy.com>.
2. Search "Croi" to find the story "Something New to Do" by Quilean Croi.



3. Read the story.

Find a new piece of paper.

Write the title "Things I like to do".

Write a list of things you like to do.

I like to _____.



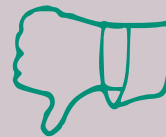
Try to write **seven** things you like to do.



Draw a picture beside each thing you like to do.

Next, write **three** things you do not like to do.

I do not like to _____.



Draw a picture beside each thing.

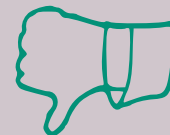


Talk with your family in English.

- Read your list of things you like to do to your family.
- Ask your family, "What do you like to do?"



- Listen to their answers.
- Do you and your family like to do some of the **same** things?
- Read your list of things you do not like to do to your family.
- Ask your family, "What do you not like to do?"



- Listen to their answers.
- Do you and your family not like to do some of the same things?



Reading and Viewing



Writing and Representing

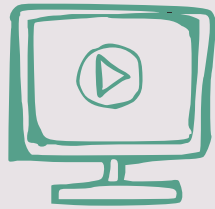



Speaking and Listening





Activity 3

Watch ten minutes of television in English.

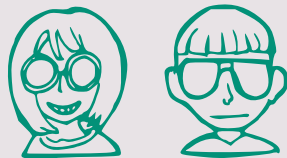


Listen  for two new words.

Write them on your letter list.

	Word	Picture	Translation
A	apple		لَبَا
B	ball		球
C			

Think about the characters from the show.



Draw a picture of a character from your TV show.

Write the character's name. "The character's name is _____."

Write the character's age. "The character is _____ years old."

Write whether the character is a boy or girl. "The character is _____."



The character's name is Clara.

Clara is 12 years old.

Clara is a girl.



Talk with your family in English.

- Show them your picture of the character.
- Tell them the character's name.
- Tell them the character's age.
- Tell them whether the character is a boy or a girl.



Activity 4

Read a book in any language.



You can read a book that is in your home.

Or, you can find a book online here:

<https://globalstorybooks.net/>

Find two new words.

Write them on your letter list.

	Word	Picture	Translation
A	apple		لَبَا
B	ball		球
C			

Read the story again to your family.



Write 7 sentences about yourself.



All about me.

1. My name is _____.
2. I am _____ years old.
3. I was born in _____.
4. Now, I live in _____.
5. My favourite foods are _____, _____ and _____.
6. My favourite colours are _____, _____ and _____.
- 7.
8. My favourite people are _____, _____ and _____.

Talk with your family in English.

Ask them:

1. How old are you?

They should answer:
I am _____ years old.

2. Where were you born?

They should answer:
I was born in _____.

3. What are your favourite colours?

They should answer:
My favourite colours are _____ and _____.

Try asking them "Why?", too!




Practice English at Home


Ages 12 and up

Beginner (A1/A2) Level of English Language



Reading and Viewing


Read the paragraph called “**Shopping**”.


Shopping  is something that most people do.


Some people shop every day. 


Other people do not shop every day.


They may shop once per **week**, 
or they may shop once per **month**. 

They may go shopping in person. 

Or, they may shop online. 

Some people like to shop for groceries. 

Other people prefer to shop for clothes. 

I love to shop for books! 

1. Find three new words.
2. Find a notebook. Write “**New Words**” on the cover. Open the notebook.



3. Draw three boxes in the notebook.

Word:	
What it means:	In my language:
Picture:	Sentence:

4. Fill in the boxes with three new words.

Activity 1

Writing and Representing

Find a notebook. Write “**Learning English**” on the cover. Open the notebook.



- Write today’s date.
- Write the title “My Store”.
- Find **five** items in your room that you could find in a store.
- Write the name of each item. Write how much you think it would cost.

For example:



Speaking and Listening

Talk with your family in English:

- Show them the items you put on your list.
- Talk about the items. (“*This is a _____. It costs _____.*”)
- For each item, ask them, “*Do you think this should cost more or less?*”



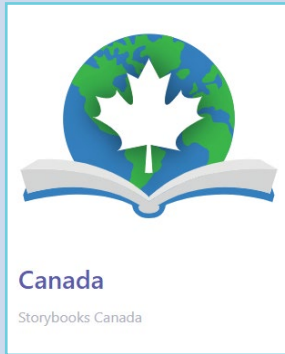
Reading and Viewing

Read for at least 15 minutes.

Look for words that start with H, A, or F.

Read a book that is in your home.

Or, find a book online here: globalstorybooks.net.



Use your **Learning English** notebook.



- Write today's date.
- Divide your page like this:

H	A	F
---	---	---

- Write the words you found.
- Write two sentences about what you read:

1. Today, I read _____.
2. I learned that _____.



Writing and Representing

Start a new page in your **Learning English** notebook.



Write today's date.

Write the title "Name Poem".

Write your name down the side of the paper like this:



Think of words that match each letter in your name.

They can be things you like or words that are about you.

Draw a picture of yourself beside your name poem.

L: Light

A: Active



U: Umbrellas



R: Relaxed

E: Excited



N: Nice



Challenge! Try doing your first and your last name.

Speaking and Listening

Practice speaking English with your family or friends.

- Read them your name poem.
- Tell them **what** each word means.
- Tell them **why** you chose each word.
- Ask them, "What other words could you use to tell about me?"



Activity 2

Reading and Viewing



Writing and Representing



Speaking and Listening



Read the short story “**I Love to Learn New Things**”.

I love to learn new things. Learning new things keeps life interesting.



I have learned a lot in the first five months of this year: 2020.



I learned how to work from home.



I learned many new words. One of the new words I learned is, “upload.”



I learned how to use Microsoft Teams.



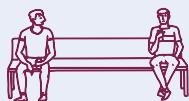
I learned that I live in a place with many helpful people.



I learned how to make bread.



I learned about physical distancing to stop illness.



I learned that family is the most important thing in life!



Activity 3

Open your **New Words** notebook.



Draw two new boxes in the notebook.

Word:	
What it means:	In my language:
Picture:	Sentence:

Fill in the boxes with two new words.

Start a new page in your **Learning English** notebook.



Write today’s date.

Write the title “In 2020, I Learned”.

List **six** things you learned so far in 2020.

Think about:

- Did you try a new food?
- Did you make a new friend?
- Did you watch a new movie?
- Did you learn a new sport?
- What did you learn at school?



Think about your list of things you learned.

Read your list to your family.

Tell them about the things you learned.

Ask them, “*What have you learned in 2020?*”

Do you have some of the same things on your lists?



Newspaper Building Challenge!

The Materials

Newspaper (flyers or any paper), a pencil, and masking tape



Helpful Hints

Some shapes are stronger than others when building structures. Shapes like triangles, hexagons, arches and semi-circles are a few of the best weight-bearing shapes.

To reinforce your newspaper, you can do an accordion fold, or roll each sheet tightly around a pencil, tape it, and then take the pencil out so it looks like a straw. Can you find other ways to reinforce your newspapers to have a stronger structure?



The Challenge!

We challenge you to:

1. Build a structure as tall as yourself.
2. Build the highest structure that you can in 10 minutes.
3. Build a structure that will hold a heavy book for at least 1 minute.



Reflect

After you build a structure, think about these questions:



Share! Send pictures of your structures to the address at the bottom of this page! If you have Internet, a device and a parent's permission, you can also share your structures with Science East on Facebook, Twitter or Instagram!

Source: Science East Science Centre's "Science at Home" series on Facebook.

Kindergarten Registration

If your child will turn 5 years old by December 31, 2020, please register your child for kindergarten. The contact information is as follows:

- In **ASD-South**, call 658-5300.
- In **ASD-North**, contact the school in your neighbourhood or email toby.allain@nbed.nb.ca.
- In **ASD-West**, contact the school in your neighbourhood.
- In **ASD-East**, visit asd-e.nbed.nb.ca, contact the school in your neighbourhood, or email asdeinfo@nbed.nb.ca.

We hope you enjoyed this third 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 or by post to: EECD, 250 King St., Fredericton, NB, E3B 9M9 Attn: Kimberly Bauer



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