

# Grade 6



SUCCESS for Every Student

## Literacy Calendar

Grand Erie values languages and home cultures. We invite all our families and students to complete some of these activities in English, French, or their own first/home language.

### Date

### Activity

**Monday,  
May 11**

#### **Read this poem:**

#### **Over Where?**

Sometimes I gaze up  
and see clouds a-moving.  
I'm tempted to ask them  
just what they are proving.

#### **Proving what? Where?**

'Cause some become people.  
Observe in their faces—  
the frowns that are fluffy  
the smiles that are spaces.

#### **Fluffy spaces? What faces?**

Some eyes that are winking  
dissolve into chins,  
which morph into dancers  
with remarkable spins.

#### **I think you're spinning!**

Some become objects  
not quite as expected—  
a steamboat stuck sideways?  
It seems so dejected!

#### **Dejected? That's debatable.**

#### **I haven't decided.**

Fish that have wings,  
bursting out of their tails  
and paws for propulsion—  
or could they be sails?  
I think they're more like  
propellers with jaws.  
Some become creatures  
with remarkable traits.

A dragon with dentures,  
a poodle on skates!

#### **How about a goose in a car on a roof?**

**Ha ha! I'm a ...  
I'm good!**

Sometimes I glance up  
and see nothing but blue.  
A vastness that's missing  
some white—  
in my view.

#### **Mine too!**

The sky is a canvas where  
clouds weave a story.  
It's huge and it's endless  
and—  
Look! Over there!

#### **OVER WHERE?**

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## Literacy Calendar

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### Date

### Activity

**Monday,  
May 11  
Continued...**

[www.eqao.com/en/assessments/junior-division/assessment-docs/G6-reading-bklt-2018.pdf](http://www.eqao.com/en/assessments/junior-division/assessment-docs/G6-reading-bklt-2018.pdf)

How do you know that this is a poem and not a story?  
What is the poet describing? What are some interesting words the poet used? What do they mean? What words or phrases does the poet use that help you see a picture in your mind?  
Why do you think the poet is using bold print on the right hand side with some lines? What attitude(s) about clouds are expressed in the poem? What makes you think that?

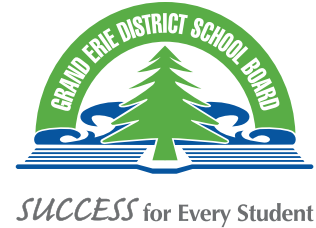
**Tuesday,  
May 12**

**Read yesterday's poem out loud.** What patterns do you notice? Is there a beat or rhythm to the way you say the words?  
Find an example of a different poem and compare it to this one? (e.g. Shape Poems, Haiku, free verse, limerick, ballad, humorous, informational, cinquain poems..)  
How does the rhythm compare to yesterday's poem? Do all poems have to rhyme? Do all poems look the same? Do they all have verses? Why do you think people write poems? Which poem do you like better and why?

**Wednesday,  
May 13**

**Choose an interesting object.**  
Observe it carefully by yourself. Talk with someone else about what you notice. Does it remind you of anything?  
Brainstorm a list of interesting describing words, phrases, thoughts that you have about that object. If it helps, sketch a picture of the object and add details that might help you with the list of words and phrases you could use. Share your list with another person and add any more ideas you come up with.

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### Date

### Activity

**Thursday,  
May 14**

**Decide what kind of poem you would like to write.** Will it rhyme? Will it have verses? Will it have any repeating parts or patterns? How might it look on the page? Look at your list of ideas, remember what you have learned so far and create a rough draft of your poem.

**Friday,  
May 15**

**Read your poem over again to yourself and someone else.** Make any changes that you think will make your poem better. Think about and create an interesting title for your poem. Create a good copy and illustrate it if you wish. Practice reading your poem with expression. If you wish, you could select some background music. Choose some people to be your audience and present your poem to them. Ask them how it made them feel and which words or phrases helped them make pictures in their minds. Keep your poem in a journal or in a collection of your writing.

# Grade 6



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## Numeracy Calendar

### Date

### Activity

**Monday,  
May 11**

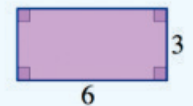
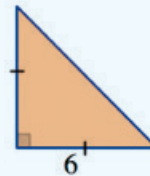
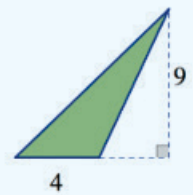
**Estimate how long it would take you to drive 1000km.** Justify your estimate.

**Tuesday,  
May 12**

**Suppose the volume of a rectangular prism is doubled.** Will the surface area\* of the prism also double? Use rectangular prisms that you can find around the house, such as cereal boxes or books to help you solve this problem.  
\*Surface Area - the total area of all the surfaces of a 3D object

**Wednesday,  
May 13**

**Which polygon would you say does not belong? Why?**  
Does a member of your household have a different answer?



**Thursday,  
May 14**

**Choose three numbers.** Call them  $x$ ,  $y$  and  $z$ . Write 4 equations that use all three variables. For example if  $x = 12$ ,  $y = 100$  and  $z = 36$ , one equation could be  $x + y + z = 148$ . Try to use addition, subtraction, multiplication and division when creating your equations.

**Friday,  
May 15**

**Would the results of a survey of primary students about their favourite TV shows represent the favourite TV shows of students in the entire school? Why or why not?**

# Grade 6



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## Numeracy Calendar

### Sources:

Teaching Student-Centered Mathematics 2nd Edition, J Van de Walle

DREME Development and Research in Early Mathematics Educations

Open Questions for the Three-Part Lesson. Measurement / Patterning and Algebra. Grades 4 – 8, M. Small

Leaps and Bounds – Grade Three and Four, M. Small

Ministry of Education: Ontario Mathematics Curriculum; Grades 1-8, 2005

Which One Doesn't Belong?; <https://wodb.ca/shapes.html>

<https://nrich.maths.org/eggsinbaskets>

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

<https://mathclips.ca/swfPlayer.html?swfURL=tools/PatternBlocks1.swf&title=Pattern%20Blocks%2B>

<https://nrich.maths.org/221> - Chain of Changes

<https://nrich.maths.org/137> - Three Block Towers

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

<https://oame.on.ca/eduproject/ontariomathresources/files/Patterning%20and%20Algebra%20K-3.pdf>

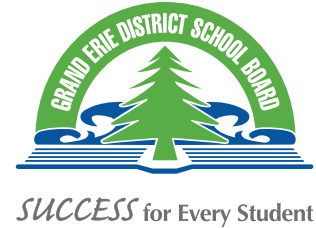
<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-geometry-spatial-sense-strand-2012-2016.pdf#search=geometry> – image of coordinate grid

<https://nrich.maths.org/141> - four triangles puzzle

<https://oame.on.ca/eduproject/ontariomathresources/files/Data%20Management%20and%20Probability%20K-3.pdf> – missing titles

CEMC courseware <https://courseware.cemc.uwaterloo.ca/>

# Grade 6



## Science

May 11 - May 15

### Understanding Matter and Energy – Big Idea:

Electrical energy plays a significant role in society, and its production has an impact on the environment.

#### Option 1

Electricity in Ontario is generated by nuclear plants, hydroelectric plants, coal-fired plants, and natural gas plants, and a small percentage is obtained through alternative energy sources.

Create a chart to compare the environmental effects of each generating method

#### Reference:

[www.canada.ca/en/environment-climate-change/services/managing-pollution/energy-production/electricity-generation.html](http://www.canada.ca/en/environment-climate-change/services/managing-pollution/energy-production/electricity-generation.html)  
[www.wonderopolis.org/wonder/how-is-nuclear-power-generated](http://www.wonderopolis.org/wonder/how-is-nuclear-power-generated)

#### Option 2

**Imagine your home is without electricity.** Make a list of what would no longer work in your home without electricity. What could you do if you needed to live for some time without electricity? In what ways do you think electricity makes our lives easier? Why? In what ways do you think electricity makes our lives harder? Why?

#### Option 3

**Ontario Hydro companies often deem early morning and early evening as peak time because electricity cannot be stored in a cost-effective way, it must be supplied as it is being used.** Does it make sense that early morning and early evening are high peak times? Some companies charge significantly more for electricity use during these times and charge much less during “off-peak” times. How would charging electricity users more or less, have any impact on electricity production or consumption?

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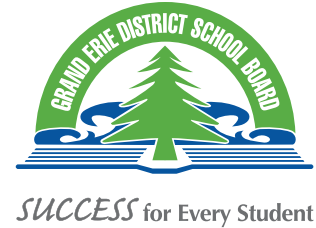
## Science

May 11 - May 15

### Prompts for discussion:

- Think about what appliances you use regularly. Which ones do you think use the most energy? Remember to consider those appliances that continually run throughout the day (refrigerator).
- What types of practices could help save on electricity use?
- What do you think of when you hear the term “over-consumption”. Think of how over-consumption of electricity negatively affects our environment.

# Grade 6



## Social Studies

May 11 - May 15

### Heritage and Identity – Big Idea:

Many different communities have made significant contributions to Canada's development.

#### Option 1

Visit:

[www.veterans.gc.ca/eng/remembrance/memorials/canada/national-aboriginal-veterans-monument](http://www.veterans.gc.ca/eng/remembrance/memorials/canada/national-aboriginal-veterans-monument)

...and explore some other monuments here:

[www.veterans.gc.ca/eng/remembrance/memorials/canada](http://www.veterans.gc.ca/eng/remembrance/memorials/canada)

**1. Choose a war memorial and answer the following questions:**

- Why was this memorial erected?
- What important events does it memorialize?
- How did those events impact Canada?
- Why do we have this memorial today? What purpose does it have?
- How does this memorial contribute to Canada's identity?

#### Option 2

Read the Métis List of Rights here:

[www.canadahistoryproject.ca/1870/1870-07-metis-list-rights.html](http://www.canadahistoryproject.ca/1870/1870-07-metis-list-rights.html)

What impact would this have on Métis people and on the rest of Canada?

#### Option 3

**Create a mind map with Canada in the centre.** Choose a minimum of three groups or communities that have contributed to defining our nation. Draw three larger circles stemming from Canada to highlight how these groups of peoples (Métis, First Nations, Inuit, communities from Great Britain, Asia, the Caribbean, China, etc.) have influenced Canada's identity.



# Grade 6



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## Social Studies

May 11 - May 15

### Prompts for discussion:

- How have different communities contributed to the evolution of Canadian identities?
- How does our understanding of the past affect the present?