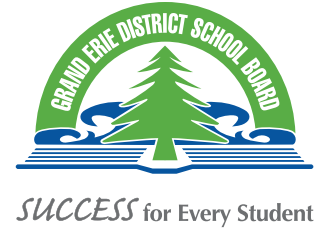


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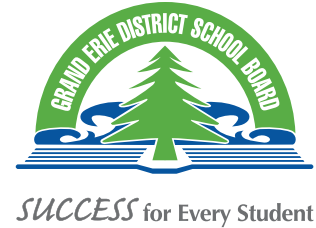


Literacy Calendar

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, April 13	Create a movie poster to advertise a movie based on a story you have read or to advertise a documentary on a non-fiction book or article you have read.
Tuesday, April 14	What are some different reasons for listening in different situations? Think about How you listen differently when you listen to the words of a song, a speech, a TV show, someone reading a story, an advertisement, a joke, etc.
Wednesday, April 15	Compare two different texts (eg. books, articles, websites) that have a similar topic. How do they compare with each other and with your own knowledge and experience? How do they compare with other sources of knowledge on this topic?
Thursday, April 16	Describe a happy or exciting event in your life. What happened? Who else was there and how do you think they felt?
Friday, April 17	Find a T-shirt in your home or a picture of a T-shirt that has a message written on it. Who is the intended audience for this message? Who created this message? What are they trying to say or imply? Do you agree/disagree? Do you think it is done effectively? How would you try to send the message?

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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

**Saturday,
April 18**

Talk with someone about the variety of reasons for reading (eg. enjoyment, information on a topic, to follow instructions). Think about How you choose books for enjoyment? How do you choose materials to find more about a topic?

**Sunday,
April 19**

Talk with someone about this quote: “Clothes make the person.” What does it mean? Can you think about a time in real life when this is true?
Is it always true? Do you agree with the quote? Write a paragraph about your thoughts.

Resources:

A Guide to Effective Instruction Literacy, Grades 4-6, Media Literacy, Volume Seven.
Ministry of Education, 2008,

The Continuum of Literacy Learning, Grades PreK-8, A Guide to Teaching
Fountas and Pinnell, Second Edition, 2011.

A Quotation a Day: Just What the Language Doctor Ordered!
Education World, 1999, 2002

Grade 6



SUCCESS for Every Student

Numeracy Calendar

Date

Activity

**Monday,
April 13**

Which expression do you think doesn't belong? Why? (There is no right or wrong answer! You just need to be able to prove your thinking.)

25% of 40	10% of 100	$\frac{2}{3}$ of 15	50% of 30
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**Tuesday,
April 14**

Measure to compare the height of the members of your household using non-standard units of measure (eg. LEGO blocks, paper clips, pencils, straws, hockey sticks, spoons). Be as accurate as you can. For example, "I am $13\frac{1}{4}$ spoons tall, which is $1\frac{1}{2}$ spoons taller than my brother." If you have a measuring tape at home, compare heights using standard units (cm, m).

**Wednesday,
April 15**

Build a 3D structure with materials of your choice (toothpicks and marshmallows, cereal boxes, popsicle sticks, LEGO blocks, Jenga blocks, toilet paper tubes etc.). Sketch side views, top view and bottom view.

**Thursday,
April 16**

A geometric pattern represents the number pattern 3, 6, 12, 24. Use items such as buttons, dry cereal or pasta, beans, LEGO or paper clips to show what the geometric pattern might look like. Create your own pattern and represent it with your items.

Grade 6



SUCCESS for Every Student

Numeracy Calendar

Date

Activity

**Friday,
April 17**

Dice Game (2 or more players): You will need 2 dice. (If you do not have die, place 12 small pieces of paper in a container; 2 marked with a "1", 2 marked with a "2" and so on until you have 2 of each digit (1-6) in the container. Take turns rolling the dice (or pulling 2 numbers from a container).

If the total roll is an even number, player A gets a point.

If the total roll is greater than 7, player B gets a point.

Before playing, determine the theoretical probability of each player earning a point. (Eg. Theoretical probability of rolling a 1, 2 or 3 on a die is 3 out of 6, recorded as $\frac{3}{6}$ or 3:6 or 50%)

You can also make your own rules, especially if there are more than 2 players. Keep track of the outcome in a tally chart. How do your actual results compare with the theoretical probability?

**Saturday,
April 18**

T-Ball Multiplication - Each player draws three cards from the deck of cards that is face down in the middle. Only Ace – 9 are used, ace =1. Players arrange their cards to make a 2-digit number and a 1-digit number. They multiply the two numbers to reveal their product. Players write down their multiplication problems and compare answers. The player with the largest product scores 1 point. Players take three more cards each and continue playing until one player scores 15 points to win.

Players could choose to each pick 4 cards and create 2, 2-digit numbers to multiply or a 3-digit and a 1-digit number to multiply.

**Sunday,
April 19**

Go on a triangle scavenger hunt, either indoors, outdoors, or both.

Keep track of how many of each triangle type you find: right angle, equilateral, scalene, isosceles. Which triangles are easier to find? Which ones are more difficult to find? Why do you think that is?

Grade 6



SUCCESS for Every Student

Numeracy Calendar

Sources:

A Guide to Effective Instruction, Geometry and Spatial Sense

Grades 1-3, Ministry of Education, 2016

A Guide to Effective Instruction, Data Management & Probability, K-3

Ministry of Education, 2007

Open Questions for the Three-Part Math Lesson - Number Sense and Numeration: Gr. 4-8

M. Small

Open Questions for the Three-Part Math Lesson – Measurement/Patterning and Algebra – Grades 4-8

M. Small

Teaching Student-Centered Mathematics Gr. 6-8

John Van de Walle,

Making Math Meaningful

Marion Small, 2013

Box Cars and One Eyed Jacks

Jane Felling

What to Look For

Alex Lawson,

<https://schools.wrdsb.ca/athome/learn/elementary-2/healthy-active-living/>

Jo Boler, YouCubed website:

<https://www.youcubed.org/tasks/paper-folding/>

Grade 6



SUCCESS for Every Student

DPA/Outdoor Learning

Date

Activity

**Monday,
April 13**

Create a fitness circuit. List 6 different exercises (e.g. jumping jacks, burpees, squats). Decide on the number of reps you will do of each. How many times can you make it through your circuit in 5 minutes? 10 minutes? Record your results and track over the week. Do your results change?

**Tuesday,
April 14**

Making a Sundial.

Materials: paper plate, straw or pencil, rocks, pen or marker.

You will need a spot outside that gets sunlight all day (i.e. not under a tree). It's best to do this experiment when it isn't windy outside. Start this experiment early in the day so you will be able to observe it throughout the day.

Instructions: Carefully poke a hole in the centre of your plate.

Put the straw or pencil through the hole. Go outside on or near an hour (e.g. close to exactly 10:00). Put your sundial on the ground. Use the rocks to hold the sundial in place. Angle the straw toward the shadow line on the plate. Use your pen or marker to write the time on the shadow line. Come back and check your sundial throughout the day on the house and mark the times down on the sundial.

What do your observations of your sundial tell you about the Earth's rotation around the Sun?

**Wednesday,
April 15**

Make 3 paper airplanes with different designs. Find a space inside or out to have each paper airplane take 3 test flights. Measure the distance each plane flies (use a measuring tool or a non-standard item). Which design flew the farthest? Why do you think it flew the farthest? Why do you think the other two didn't fly as far?

Grade 6



SUCCESS for Every Student

DPA/Outdoor Learning

Date	Activity
Thursday, April 16	Just after you wake up this morning write down 3 people/things or activities that you are grateful for. What are these things? Why are you grateful for them? How can you express your gratitude? Before the end of the day express that gratitude.
Friday, April 17	After you wake up this morning make a schedule for your day. Make sure you have included some time for getting ready, eating, doing something active, some reading and any other activities you plan on doing. How are you going to indicate when an activity starts? How much time will you spend on the activity? When does it end? At the end of the day calculate how much time you spent being active and how much time you spent being inactive. What would you change moving forward?
Saturday, April 18	Use materials you find in your home (i.e. tissue paper, construction paper, stickers, egg cartons, etc). Can you create a spring wreath for a door in your home?
Sunday, April 19	Set a family walking goal. How far are you going to walk this week? How will you measure this (i.e., steps, meters, kilometers, landmarks). How far will you need to walk each day to meet your goal?

Students must have the appropriate supervision while completing these tasks to ensure proper form. Students should also have adequate and safe space to do so. If you have any concerns with completing these tasks, please don't attempt them.

Sources:

1 – 3 Non-Equipment DPA,

http://web.wnlsd.ca/student_health/DPA/1%20-%203%20Non-Equipment%20Activities.pdf

Final DPA Book 2005,

<https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/Documents/FINAL%20DPA%20book%202005.pdf>