

# Grade 6



## 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
<b>Monday, May 4</b>	<b>Brainstorm a list of possible topics that you have a strong opinion about (e.g. screen time limits, bedtime schedule, school related issue).</b> Choose a topic. Who will your audience be? What form of writing would be best to convey your message? (letter, article, script for an interview....)
<b>Tuesday, May 5</b>	<b>For your chosen topic, create a list of other or opposing points of view,</b> discuss them with someone else and research/find some facts or arguments that address those points of view.
<b>Wednesday, May 6</b>	<b>Read an article that has a clear point of view on a topic of interest to you (E.g. movie, book or video game review).</b> What did the author do to convince the audience of their viewpoint? Pick a strategy you could use in your writing. (For example, use of quotes, facts, real life examples, strong wording.)
<b>Thursday, May 7</b>	<b>Using the brainstormed list from Monday and what you learned yesterday about point of view,</b> create a rough draft of writing/media to express your opinion about the topic you chose.
<b>Friday, May 8</b>	<b>Using the corrections from Wednesday, create a published copy of your writing/Media.</b> Celebrate completing this with your family.

# Grade 6



SUCCESS for Every Student

## Numeracy Calendar

### Date

### Activity

**Monday,  
May 4**

**Estimate, then calculate the number of weeks you have been alive.**  
Was your estimate close to the actual answer?

**Tuesday,  
May 5**

**Use the prefix chart to determine how long a “milliday” would be.**  
Reminder: There are 24.0 hours in 1 whole day.

METRIC PREFIXES IN COMMON USE										
GIGA-	MEGA-	KILO-	HECT-	DECA-	UNIT	DECI-	CENTI-	MILLI-	MICRO-	NANO-
1 billion units	1 million units	1,000 units	100 units	10 units	1 unit	0.1 units	0.01 units	0.001 units	0.000001 units	0.000000001 units

Image from: Big Ideas from Dr. Small - Grades 4-8; Marion Small, 2009; Pg. 135

**Wednesday,  
May 6**

**A closed box has six faces. What 3-D shapes could the box be?** If it had only five faces, what 3-D shapes could it be?

**Thursday,  
May 7**

**Which would you rather?**

- A) \$1 million on day one OR
- B) \$0.01 on day one, with the pennies (\$0.01) doubling each day for one month.



Day One



Day Two



Day Three

**Friday,  
May 8**

**There are 50 candies in a bag.** The probability of drawing a lemon candy is  $\frac{1}{5}$ . How many lemon candies are in the bag?

Can you express the number of lemon candies to the total number of candies as a ratio?

# Grade 6



*SUCCESS* for Every Student

## Numeracy Calendar

### Sources:

**Big Ideas from Dr. Small;** Marion Small, 2009

**Open Questions for the Three-Part Lesson: Gr. 4-8,** M. Small, 2016

**Teaching Student-Centered Mathematics, Pre-K to 2,** J. VanDeWalle, 2014

**Making Math Meaningful to Canadian Students, K-8,** M. Small, 2013

[schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/how-much-how-many/](http://schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/how-much-how-many/)

**A Guide to Effective Instruction in Mathematics, Grades 1-3, Number Sense and Numeration 2016**

**A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3, Measurement 2007**

[schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/patterns-patterns-everywhere/](http://schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/patterns-patterns-everywhere/)

[schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/math-is-beautiful/](http://schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/math-is-beautiful/)

[www.youcubed.org/resources/whats-going-on-outside-your-window-k-12-video/](http://www.youcubed.org/resources/whats-going-on-outside-your-window-k-12-video/)

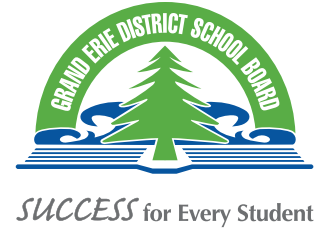
[mathclips.ca/swfPlayer.html?swfURL=tools/Notepad1.swf&title=Notepad](http://mathclips.ca/swfPlayer.html?swfURL=tools/Notepad1.swf&title=Notepad)

[mathies.ca/files/representationCards/Beads\\_0\\_to\\_50\\_AODA.pdf](http://mathies.ca/files/representationCards/Beads_0_to_50_AODA.pdf)

[www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart](http://www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart)

**Tap Into Teen Minds:** [tapintoteenminds.com/3act-math/penny-a-day/](http://tapintoteenminds.com/3act-math/penny-a-day/), Kyle Pearce and Jon Orr

# Grade 6



## Science

May 4 - May 8

### Big Idea

Electrical energy can be transformed into other forms of energy.

### Option 1

**Electricity Hunt:** Make a Chart with three columns and several rows. In the first column walk around your home and list everything you have that runs on electricity. In the second column write the type of energy that the electrical energy turns into (i.e., The Lamp = Light Energy). In the third column write how this makes your life easier, better or worse.

**Examples of energy:** light energy, heat energy, mechanical energy, electrical energy, sound energy, chemical energy

### Option 2

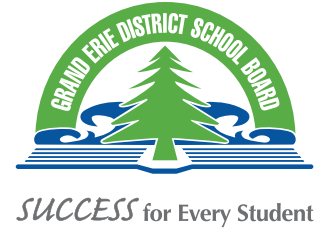
**Find a balloon and inflate it.** Once inflated rub the balloon on your hair (or someone else's if you have none) this will create static electricity. Once the balloon is charged walk around your home and put it on or near different surfaces and items, what do you notice? Make a t-chart list the items you test in one column and what happens when you do in another.

If you have a second balloon, try charging both balloons and putting them together. What happens? Why do you think this happens?

Visit: [www.wonderopolis.org/wonder/what-is-static-electricity](http://www.wonderopolis.org/wonder/what-is-static-electricity)

With your new information would you change any of your responses? Why?

# Grade 6



## Science

May 4 - May 8

### Big Idea

Electrical energy can be transformed into other forms of energy.

### Option 3

**Have you ever wondered if birds or squirrels get an electric shock when they sit or run along electrical wires?** Brainstorm your wonders or ideas before visiting Wonderopolis:

**[www.wonderopolis.org/wonder/Do-Birds-Get-Shocked-When-They-Sit-on-Wires](http://www.wonderopolis.org/wonder/Do-Birds-Get-Shocked-When-They-Sit-on-Wires)**

Read through article and pay attention to important vocabulary like conductor, insulation, voltage, static electricity. Scroll down the webpage to for the follow-up activity:

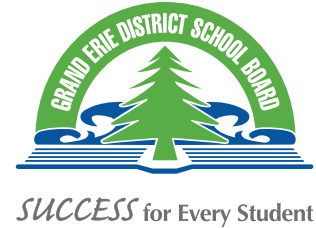
From today's Wonder, we know copper wire is a conductor of electricity. Can you think of other things that conduct electricity? What are some things that DON'T conduct electricity? Ask a friend or family member to help you make a list of both.

Students must have the appropriate supervision for safety when completing these science tasks. Adult participation is required for safety when completing some of the science tasks. If you have any concerns with completing these science tasks, please don't attempt them.

### Prompts for discussion:

- What are some types of energy and examples?
- Can one form of energy be turned into another form of energy? How?
- Why is electricity important to us? What would we do without it?

# Grade 6



## Social Studies

May 4 - May 8

### Big Idea

Different groups may experience the same development or event in different ways.

### Option 1

**Visit: [www.tvo.org/article/seven-centuries-before-confederation-there-was-the-haudenosaunee-confederacy](http://www.tvo.org/article/seven-centuries-before-confederation-there-was-the-haudenosaunee-confederacy)**

After reading the article, what experiences (events) have shaped the perspective of the Haudenosaunee? Why do you think they would have been significant experiences? Create a mind map of these experiences and their significance?

What experiences have shaped the story of your own community? Make a mind map of those experiences. How are they similar and how are they different from those of the Haudenosaunee?

### Option 2

**Make a chart with 3 columns What I Know – What I Want to Know – What I Learned.**

Consider the following questions while you fill in the first two columns:

In what ways does the Canadian climate contribute to identities and stereotypes? To its global image?

Why are the maple leaf and the beaver symbols of Canada?

What do these symbols imply about this country?

How are these symbols connected to First Nations and Métis communities?

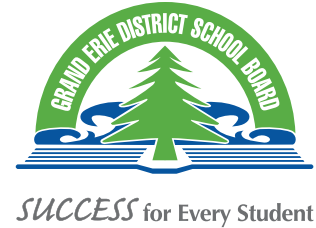
How can you answer the questions in the **What I Want to Know** section? Could you speak on the phone with a family member, or friend? Do you have books in your house that would help?

Consider trying the following sites:

**[www.wonderopolis.org/wonder/where-is-the-great-white-north](http://www.wonderopolis.org/wonder/where-is-the-great-white-north)  
[school.eb.com/levels/elementary/article/Canada/345661](http://school.eb.com/levels/elementary/article/Canada/345661)**

Now fill in the **What I Learned** column.

# Grade 6



## Social Studies

May 4 - May 8

### Big Idea

Different groups may experience the same development or event in different ways.

### Option 3

**Have a discussion with someone in your household about the different ways people are trying to stay healthy and active.** (Both mentally and physically.) Brainstorm a list of people, local groups, community organizations or others that have supports to help everyone stay healthy and active. Consider what you may have heard other communities, provinces or countries are doing to help their citizens. What are some common messages or themes to these supports?

### Prompts for discussion:

- What experiences have shaped our community?
- Do good and bad experiences both contribute to shaping our identity?
- How are some of those experiences continuing to change and develop?