

# 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

**Monday,  
June 8**

**Find a set of instructions on how to do something** e.g. Lego instructions, game instructions, a recipe, a manual for an appliance or piece of equipment, how to build a bird house etc. (See the examples at the bottom of this document) Read it. Does it make sense to you? Could you follow the instructions successfully? What did the writer do to help you follow the instructions (number the steps, add pictures, describe clearly with short sentences, use specific words, labeled diagrams, etc.)?

**Tuesday,  
June 9**

**Find a different set of instructions than yesterday's.** Read and follow or visualize following the instructions. Compare to yesterday's. How was the writing the same or different? Which was easier to follow and why?  
If you had to make improvements to one set to make it more engaging or easier for the reader to follow, what would you do and why? How might a YouTube video or a video-recorded set of instructions be more or less helpful?

**Wednesday,  
June 10**

**Think about something that you know how to do very well e.g. set the table, clean your room, make a peanut butter sandwich, build a structure with blocks, etc.** Find someone who can act out your instructions exactly. Practice telling them one instruction at a time using only words (don't use your hands or show them what you mean). It's surprising how many details you will assume they know already!  
After you have done this, jot down your instructions. Get some feedback from your helper about any instructions that might be missing or that are unclear and make some adjustments.

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## Literacy Calendar

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### Date

### Activity

**Thursday,  
June 11**

**Look at your instructions and decide if they are in the right order.**

Think about the sets of instructions you read on Monday and Tuesday. Revise your instructions. See if you can choose words carefully to make the instructions clearer. Add any missing details. Decide if you need any pictures that would help your reader understand. Would it help to add labels to your picture? Do you need to number your instructions? What materials does the reader need before they start? Are there any safety concerns you should mention?

**Friday,  
June 12**

**Create a good copy of your instructions for others to use.**

How will you present to others? Find someone to present your instructions to. Ask them to tell you what was helpful to them. What suggestions would they make for next time? What do you think you did well? What do you think you would change if you had to do it over again? Where would it be best to keep those instructions e.g. posted on a wall, inside a box of Lego, in recipe collection, in an art kit, etc.?

Celebrate your hard work and your new learning!

# Grade 6



SUCCESS for Every Student

## Numeracy Calendar

### Date

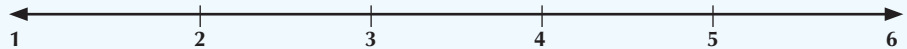
### Activity

**Monday,  
June 8**

Which fraction or mixed number do you think does not belong with the others? Why?

$$3\frac{1}{5} \quad \frac{5}{4} \quad \frac{11}{3} \quad \frac{16}{3}$$

Draw a number line on a piece of paper like the one below and place the above fractions on the number line.



**Tuesday,  
June 9**

The numbers in the grid below are all whole numbers.

- The sum of A and B is 2 more than the sum of A and C.
- The sum of B and D is 4 more than the sum of A and B.

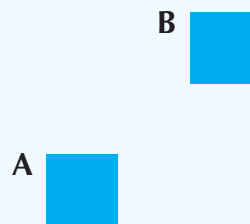
What could the sum of the four numbers be?

Would could the sum of the four numbers not be?

A	B
C	D

**Wednesday,  
June 10**

Use vocabulary such as reflected, translated or rotated to describe how the square have moved from position A to position B in the image below. Can you describe 2 or more possible options?



# Grade 6



SUCCESS for Every Student

## Numeracy Calendar

### Date

### Activity

**Thursday,  
June 11**

The height and two sides of the base of this triangular prism are the same length. If that value is a whole number, what are some possible volumes for the prism?

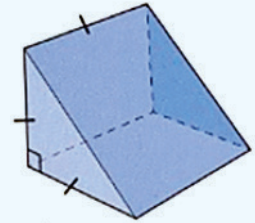


Image credit: Marion Small; Open Questions for the Three-Part Lesson Gr. 4-8: Measurement, Patterning & Algebra

**Friday,  
June 12**

Marlene says that the sum of favourable and unfavourable outcomes in an activity always adds to 1. Do you agree? Why or why not? Explain your answer to someone with an example.

### Sources:

Small, Marian. Open Questions for the Three-Part Lesson – Number Sense and Numeration – Grades 4 – 8

Small, Marian. Open Questions for the Three-Part Lesson – Geometry and Spatial Sense/ Data Management and Probability – Grades 4-8

Small, Marian. Open Questions for the Three-Part Lesson – Measurement, Patterning & Algebra – Grades 4 – 8

Van de Walle, Teaching Student-Centered Mathematics, 2nd Edition, Grades 6-8, p. 316

Mathematical Mindsets, Jo Boaler, 2016

<https://schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/whats-new/hot-or-cold/>

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-data-management-probability-strand-2012-2016.pdf#search=probability>

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-patterning-algebra-strand-2012-2016.pdf#search=patterning>

[www.mathies.ca](http://www.mathies.ca) – pattern block tool, colour tile tool, number line tool

<https://support.mathies.ca/en/mainSpace/RepresentationCardGames.php>

[https://assets.pearsonschool.com/asset\\_mgr/current/201340/0132046008\\_fsim\\_geometry.pdf](https://assets.pearsonschool.com/asset_mgr/current/201340/0132046008_fsim_geometry.pdf) p. 78

Van de Walle, J., Lovin, L., Karp, K., Bay-Williams, J. (2014). Teaching Student-Centered Mathematics, Developmentally Appropriate Instruction for Grades Pre-k-2, p.238 and 328.

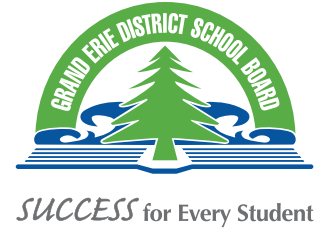
<https://www.publicdomainpictures.net/en/view-image.php?image=245286&picture=giraffe-illustration-clipart>

[https://assets.pearsonschool.com/asset\\_mgr/current/201340/013221279X\\_fsim\\_data.pdf](https://assets.pearsonschool.com/asset_mgr/current/201340/013221279X_fsim_data.pdf) p.45

<https://oame.on.ca/eduproject/ontariomathedresources/files/Patterning%20and%20Algebra%20K-3.pdf> p. 73

Which One Doesn't Belong: <https://wodb.ca/>

# Grade 6



## Science

June 8 - June 12

### Big Idea – Understanding Earth and Space Systems

Technological and scientific advances that enable humans to study space affect our lives.

#### Option 1

**Visit:** <https://www.wikihow.com/Make-a-Sundial>

Make a sundial using one of the three options offered on the website. Answer the following questions using your Sundial; In what direction does your sundial fin need to point? Why? In what direction might you expect the shadow to move? How would daylight saving time affect the accuracy of your sundial? How might your model of the earth and sun best be used to explain the reason for day and night? What impact does the tilt of the earth's axis have on cycles on earth? What does the earth do to cause the day and night cycle? What advances have we made in telling time and how has that made our life easier?

#### Option 2

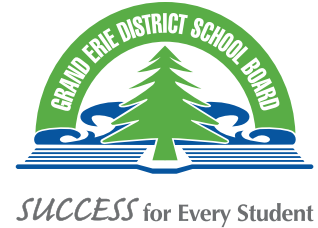
**Read the following paragraph.**

Space exploration has brought many benefits to society. High-quality radio and television signals are now relayed around the globe by satellite. Biological experiments in space, such as the growing of insulin crystals, are contributing to our ability to fight disease. The technology used for space shuttle fuel pumps is now being used to make better artificial hearts. Geographical data obtained by satellites have improved the quality of maps and made navigation safer. But space exploration is also very expensive, involves risks to the lives of astronauts and others, produces pollution, and creates space junk that may eventually fall back to Earth. Are the benefits worth the costs and risks?

**<http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec18currb.pdf>**

Choose whether you believe that space exploration is worth the cost or not. Write a persuasive paragraph that supports your argument.

# Grade 6



## Science

June 8 - June 12

### Option 3

Watch some of the videos of Chris Hadfield demonstrating how we do some everyday things in space:

<https://www.asc-csa.gc.ca/eng/search/video/default.asp>

Answer the following questions:

Why do everyday activities present challenges in space?

How might some of those challenges be overcome?

What technologies exist now to allow us to overcome the challenges?

In what ways does the International Space Station mimic conditions on Earth?

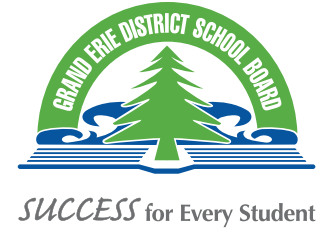
What technologies create conditions similar to Earth's on the space station, and what differences remain?

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:

- Explain how humans meet their basic needs in space (e.g., air, water, and food)
- What tools do we have here on earth to help us explore space?
- What tools/devices do we need to explore space in space?
- How has our knowledge of space helped advance technology we have here on earth?

# Grade 6



## Social Studies

June 8 - June 12

### Big Idea – People and Environments

The actions of Canada and Canadians can make a difference in the world.

#### Option 1

**WHO? Who is WHO?** What is the role of the World Health Organization?

**Explore:** <https://www.who.int/about>

What type of work they do on a global scale? How is Canada involved with WHO?

#### Option 2

**Greta Thunberg is a 17 year old climate activities.** Read more about her in this article naming her TIME's Person of the Year <https://time.com/person-of-the-year-2019-greta-thunberg/> Consider why Greta's message is a global one.

**Do one of the following:**

Pretend you are going to interview Greta. What else would you want to know about her and her cause? How might you find this information? Brainstorm a list of 5 questions you would want to ask her and explain why her answers would be important for others to hear.

OR

If you agree with her message and cause brainstorm 5 things you could do to support it. Be sure they are actions you could take to inform others, decrease consumption and/or pollution or support wildlife affected by climate change.

#### Option 3

**Australia had one of their worst seasons of wildfires ever last fall.**

Canada was one of the many countries who supported Australia by sending fire fighters who specialize in forest fires. Other countries sent special airplanes that could drop water from the air to help put out the fires. This is an example of international cooperation. What does international cooperation mean to you and why do you think it is important?

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## Social Studies

June 8 - June 12

### Prompts for discussion:

- What do Canada and Canadians do for other people around the world?
- What else can we do?
- How can you support our international community?