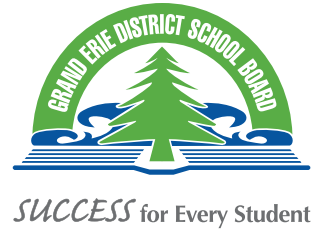


Grade 5



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 27**

Read a book or magazine of your choice for at least 20 minutes. Next, write a brief review of the book to encourage others to read it. How can you convince them that it is interesting to read?

**Tuesday,
April 28**

Find an object in your backyard or home. Describe what it is made of, who made it and how. Next, read your description to your family or friends and see if they can guess what your object is.

**Wednesday,
April 29**

Do a scavenger hunt for words with silent letters. Look for patterns and sort them into categories such as “silent p”, “silent gh” etc. What strategies or tricks can you think of that can help you to remember how to spell the words? (e.g. SAY the silent letters when spelling pneumonia OR CONNECT it to and remember it with similar words (night-sight-right))

**Thursday,
April 30**

A ‘simile’ compares two things using the words “like” or “as”. Examples: Red as a rose, busy as a bee, strong like an ox, flash like lightning. Choose a picture or object and make a list of similes that compare it to other things.

**Friday,
May 1**

Choose a book to read. As you read it, stop often and predict what will happen next and why you think that. What clues has the author given you that make you think that will happen? What is the author suggesting but not really telling you in the text? What does the author want you to think? How is the author doing this? Read ‘between the lines’ to think about clues that help you figure things out (clues about a character’s personality, what might happen next, hidden messages...)

Grade 5



SUCCESS for Every Student

Numeracy Calendar

Date

Activity

**Monday,
April 27**

What's Your Number? Each player makes a chart to record their number (decimals optional):

1000's	100's	10s	1s	.	0.1

Place a deck of cards (with the face cards and 10's removed) face down in the middle of the playing area. Ace = 1

Player 1 draws a card from the deck and places it face up. All players must write this digit down on their game board. Players may choose any place value position on their board.

Players draw five or more cards, one at a time, and fill in their boards; they choose what they believe to be the best possible place-value position for each digit. Once players write a digit on their chart, that digit cannot be erased.

At the end of the round, the player with the largest number earns 10 points. The first player to 100 points wins.

**Tuesday,
April 28**

When you put something in water, the water level rises. What could you put in a glass of water to make the water level rise just a little? What could you put in it to make the water level rise a lot?

**Wednesday,
April 29**

Angles Game: Player 1 holds ten straws, toothpicks or pencils, with the bottom of the items touching the table-top. When player 1 opens his/her hand, the straws fall to create angles. Each straight angle (180°) is worth one point; obtuse angles (more than 90°) and acute angles (less than 90°) are both worth two points; and right angles (90°) are worth three points. Players take turns and record their scores for each round. The first player to gain 20 points wins the game. The straws must be touching to form an angle – close doesn't count!

Grade 5



Numeracy Calendar

Date

Activity

**Thursday,
April 30**

Equality Puzzle: What is the value of ❤️ ?

$$\😊 = 3$$

$$\❤️ + \❤️ + \😊 = \😊 + \😊 + \😊 + \😊 + \😊$$

Create your own for a family member to solve.

**Friday,
May 1**

Imagine that you are going out for ice cream. You have to choose between four flavours of ice cream that you like equally. Can you design a way to help you decide which flavour to choose that is fair to all flavours? What could you do to help you choose?

Sources:

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

Solve Me Mobiles; solveme.edc.org/mobiles/

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

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

<https://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

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www.youcubed.org/resources/whats-going-on-outside-your-window-k-12-video/

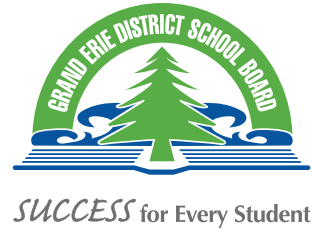
mathclips.ca/swfPlayer.html?swfURL=tools/Notepad1.swf&title=Notepad

mathies.ca/files/representationCards/Beads_0_to_50_AODA.pdf

www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart

Grade 5

Science



April 27 - May 1

Big Idea

Organ structures are linked to their functions.

Option 1

Heart: Your heart is the main organ in your body that without it you would not be able to survive. The main job or function of the heart is to pump blood throughout your body; firstly oxygen rich blood, and then circulating oxygen depleted blood back to be re-oxygenated.

Your heart beats approximately 60-80 times per minute based on age and physical activity. When we think about our hearts over the course of a lifetime that's a lot of work and strain put onto this muscle. As we age and grow, so does our heart. Make a clenched fist. Your heart size at this moment in your life is about the same size as the fist you just made.

Watch the video in this link From Britannica Online Encyclopedia to get a better understanding of how the heart works.

www.britannica.com/science/heart

As a post learning activity, ask each member of your family to make a gently clenched fist. Using a piece of paper in landscape form, have the oldest member of your household place their fist palm down on the paper at the left. Trace around their hand. Print their name below their traced fist. Continue on with the rest of those that you live with. When complete, place this diagram on your fridge or wall space. Colour if you wish. Notice the size difference between an adult heart and a child sized heart. If you have younger siblings, make sure you included them, if able, in the drawing. What do you notice about the size of the fists? Can you describe in mathematical vocabulary?

Grade 5

Science



SUCCESS for Every Student

April 27 - May 1

Option 2

Lungs: Much like your heart, your lungs are constantly in work mode, regardless whether we are awake or asleep. Have you ever noticed how differently you breathe from standing still, to running, to sitting or sleeping (or just before you fall asleep)? The function or job of your lungs is to breathe in fresh oxygen rich air into your body, and exhale oxygen depleted air which removes carbon dioxide from your body. In science, oxygen is written as O₂, carbon dioxide is often written as the acronym CO₂.

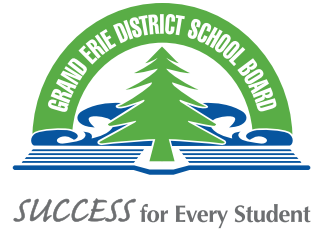
Watch this video in this link from Britannica Online Encyclopedia to get a better understanding of how the lungs work.

www.britannica.com/video/143184/respiratory-system-body-oxygen.

Most of us never think of exactly how much air we inhale and exhale in one day. If you have some balloons at home or a paper bag, breathe in and out deeply three times. Then using only one breath, breathe completely until you have expelled all of your air into the bag or balloon. See how it isn't filled exactly. Next take a moment, release all air from balloon or bag. Fill the object with air and count how many breaths it takes to completely fill. To make it more mathematical, why not estimate the number of breaths you think it will take before beginning? Then challenge another house member to perform the same activity. Remember to take a break between breaths if you begin feeling dizzy or light headed. The balloon or bag will wait for you if you keep the opening pinched between breaths.

Grade 5

Science



April 27 - May 1

Option 3

Heart and Lungs Together.

The heart and lungs perform what we call in science a symbiotic relationship. Your task is to google what the term “symbiotic” means. If you have a regular dictionary at home, you are encouraged to use that. However, if you prefer an online search that is also acceptable.

The heart and lungs are reliant on each other in order for each to do their job/ functions. As they work together simultaneously in combination, it is called the Cardiovascular system. The term cardio refers to most anything that deals with the heart, blood and the transfer of oxygen and CO₂; while the term vascular refers to vessels primarily those which transfer and carry blood.

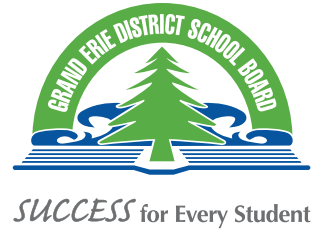
Watch this video in this link from Britannica Online Encyclopedia to get a better understanding of how the heart and the lungs work “symbiotically” together.

www.britannica.com/video/143185/heart-system-blood-vessels-body

Questions to prompt discussion:

- With your parents/ guardians can you come up with any other systems that are non-living that interact in a similar way?
- Here is a tip to ask your parents... How does our furnace work? How is the air sent from the furnace and returned?
- Can we make a connection to that system and the human body? Can we think of any other non- living relationships that are similar?

Grade 5



Social Studies

April 27 - May 1

Option 1

Website Scavenger Hunt

Visit: www.haudenosauneeconfederacy.com

Explore the website to find answers to the following questions:

1. What is the meaning of the name 'Haudenosaunee'?
2. What nations make up the Haudenosaunee Confederacy?
3. What were some of the traditional foods of the Haudenosaunee?
4. What were some of the traditional roles of men and women?
5. List 3 interesting facts about long houses.
6. List 3 sources of entertainment of the Haudenosaunee. Circle the activity you think you would enjoy the most.
7. What did the Haudenosaunee trade with the Europeans? What did they get in return?
8. What does the white pine tree symbolize to the Haudenosaunee?

Option 2

The Seventh Generation Value

Among the nations of the Haudenosaunee is a core value called the Seventh Generation. The Seventh Generation value takes into consideration those who are not yet born but who will inherit the world. Nations are taught to respect the world in which they live as they are borrowing it from future generations.

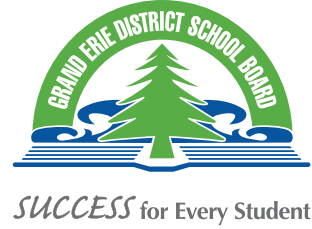
Imagine the type of world you would like to leave for your grandchildren and your great-grandchildren. Write 1/2 page description of that world.

Option 3

Think about the interactions between the First Nations people and the European explorers and settlers.

Create a 2-column chart. On one side list the ways the interactions between the Europeans and the First Nations could have been mutually beneficial. On the other side list the challenges and conflicts that these interactions could have caused.

Grade 5



Social Studies

April 27 - May 1

Questions to prompt discussion:

- How do you think First Nations people viewed the European newcomers?
- How do you think the European settlers viewed the First Nations people?
- What challenges do you think the European settlers faced on their voyage from Europe to North America?
- What questions do you have about First Nations, European explorers and settlers and their interactions?