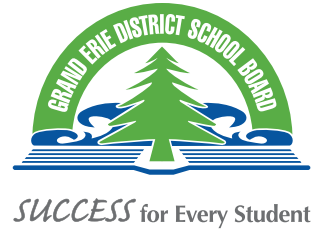


Grade 6



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,
April 27**

Make a journal entry about your favourite time of year. Why do you like that time of year the best? Describe how it makes you feel. What activities do you enjoy at this time of year?

**Tuesday,
April 28**

Read a book of your choice today for at least 20 minutes. While reading, imagine what the characters look like. Choose one character and draw a picture of them.

**Wednesday,
April 29**

Do a search and make a list of words that are difficult for you to spell. Figure out some strategies that help you remember how to spell the words.
Examples: Emphasize the difficult part of the word when you say it "February". Visualize the word in your head. (Make a picture of the word/letters in your head).
Think of the root word and think of rules beginnings or endings.
"hurry.....hurried"

**Thursday,
April 30**

Find some verbs (action or doing words like "ran") in your own writing or in a book you are reading.
Think of more exciting verbs you could use. For example: instead of "ran" you could use "zoomed, sped, raced, shot..."
You may want to create a list or a chart for these words to use in your own writing to make it more interesting.

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.

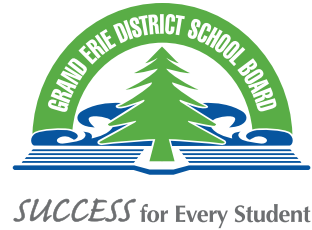
Date

Activity

**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...).
Why do you think the author is not telling you these ideas directly?

Grade 6



Numeracy Calendar

Date

Activity

**Monday,
April 27**

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

100000	10000	1000	100	10	1	.	0.1	0.01	0.001

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.

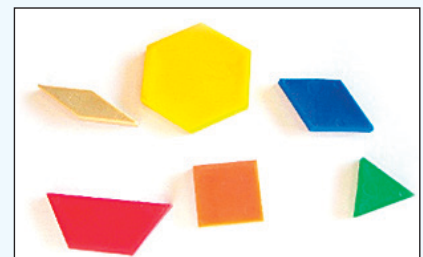
**Tuesday,
April 28**

How can you use a measuring cup to figure out the volume of small object such as a golf ball or baseball?

Hint: $1\text{mL} = 1\text{cm}^3$ ("1 cubic cm")

**Wednesday,
April 29**

Look at the images of the pattern blocks to the right. Name the angles that you see in each block as acute, right or obtuse. Estimate the size of some of the angles on the blocks. Explain to an adult why your estimates make sense.



Grade 6



SUCCESS for Every Student

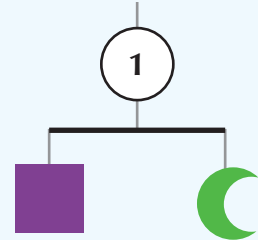
Numeracy Calendar

Date

Activity

**Thursday,
April 30**

Equality Puzzle: What might be the value of the square and crescent moon?
Note: Together the values must = 1



**Friday,
May 1**

If you are using a standard deck of playing cards and all of the cards are in the deck, what is the probability of drawing a 7? A red card? A diamond? A red 7? The 7 of diamonds? Tell the probability as a fraction.

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/

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

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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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mathies.ca/files/representationCards/Beads_0_to_50_AODA.pdf

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

Grade 6



SUCCESS for Every Student

Science

April 27 - May 1

Big Idea

All living things can be classified according to their specific characteristics.

Option 1

A pond is a habitat of many living organisms. You might find frogs, ducks, lily pads, mosquitoes, bull rushes, a muskrat, etc. How could you sort and classify all of these living things? Think of another diverse habitat and investigate the various living organisms who are a part of this habitat and think about different ways to classify them. Use a graphic organizer to help present your ideas.

Option 2

Visit Britannica-Elementary

(school.eb.com/levels/elementary/article/biological-classification/599565)

and explore the term biological classification. Explore the various components on this webpage (Groups of Living Things, Scientific Names, and diagrams) and be sure to watch the short video clip about the Cheetah.

Following the clip go ahead and pick an animal (or plant) and begin classifying using the information provided.

Grade 6



Science

April 27 - May 1

Big Idea

All living things can be classified according to their specific characteristics.

Option 3

Remember:

Producer: Plant that gets its energy from the sun

Consumer: Organism that feeds on plants or other organisms or animals for energy

Herbivore: Organism that feeds only on plants

Omnivore: Organism that feeds on plants and animals

Carnivore/Predator: Organism that feeds only on other animals

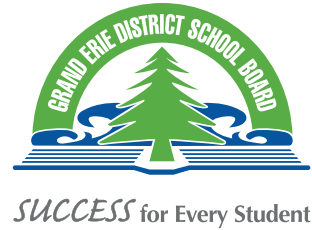
Sun: Provides food energy to producers

Using the information above, find a piece of paper and draw the sun in the middle. Around the sun draw the plants and animals you find in your community. When you are done draw arrows to the sun, plant or animal that animal gets its energy from. You have created a food web. Now choose a place you'd like to visit. Do some research on that place using the internet, print resources or family members that have visited or live there. Can you create a food web for that ecosystem? How is it the same or different than the one you created for the ecosystem you live in?

Questions to prompt discussion:

- Think about your home or neighbourhood. Is there biodiversity? What does it look like?
- The term invasive species has to do with any living organism that is not native to an ecosystem. How would an invasive species reduce biodiversity in an environment?
- In what ways can plants and organisms impact an environment positively?
- How do different plants and organisms interact?

Grade 6



Social Studies

April 27 - May 1

Big Idea

Significant events in different communities have contributed to the development of the identities of those communities and of Canada.

Option 1

Think about some of the reasons why some individuals and families immigrate to Canada. How about in the past? Do some of these reasons continue to be valid today? Create a t-chart of reasons why people came to Canada in the past and reasons people continue to come to Canada? What do you notice and wonder?

Option 2

Think of a significant event that has shaped the identity of your community? What we are going through currently in our global community is certainly significant. How do you think this significant event is contributing to our identity? Do you think that this event will change anything about our identity moving forward?

Option 3

Read: www.britannica.com/place/Canada/Native-peoples
Based on what you read, draw or write about the developments or events were important to First Nations people? Make sure to illustrate or write why you believe they were important? Do you believe these were positive or negative events? What questions might you have about those events?

Questions to prompt discussion:

- Think about your home or neighbourhood. Is there biodiversity? What does it look like?
- The term invasive species has to do with any living organism that is not native to an ecosystem. How would an invasive species reduce biodiversity in an environment?
- In what ways can plants and organisms impact an environment positively?
- How do different plants and organisms interact?