

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 13	Create a storyboard using at least 3 drawings of important events in a series. Then include some writing below that explains what is happening in the pictures.
Tuesday, April 14	Talk with someone about how two different books, movies or other media are connected. You could talk about how you felt similar emotions, or recognize similar themes, structure or characters.
Wednesday, April 15	Compare two different texts. (eg. an article and a letter). How are they the same? How are they different? What text features does each have? (eg. headlines, captions, pictures, day-to-day language, familiar or formal language, paragraphs, sub-headings, salutations [Dear...], etc.)
Thursday, April 16	Describe your best friend or someone you feel close to. How did you meet? What things do you enjoy doing together? How do you feel when you are together? What is special about your friend?
Friday, April 17	Find an interesting photograph in the news or in your home. What might you hear, smell, taste, touch? What colours, textures, sounds, movements do you experience? What details in the photograph create vivid pictures in your mind? What powerful words describe the scene? What might you think, wonder, say if you were there? What do you feel when you look at this image? What might the people in the photograph be feeling? Do a quick write about the picture. Think of some possible titles for the picture.

Grade 5



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Date

Activity

**Saturday,
April 18**

Why do people read? What sort of things do they read? (e.g. books, professional articles, texts, grocery lists.)

What do you like about reading? What types of books do you like to read? (example: funny, scary, poems, biographies, myths, articles...). Choose a type you've never read before and give it a try!

**Sunday,
April 19**

Talk with someone about this quote: "The early bird gets the worm."

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.

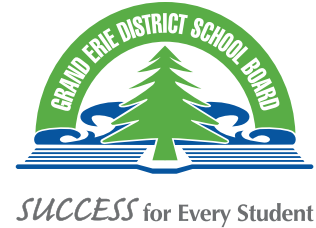
Resources:

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 5



Numeracy Calendar

Date	Activity
Monday, April 13	<p>You are counting by hundredths. Eg. 5.20 (“Five and twenty hundredths”), 5.21 (“Five and twenty-one hundredths”), 5.22 (“Five and twenty-two hundredths”)...</p> <p>You start at 5.28. What words will you hear a lot when you count the next 30 numbers? Which words won’t you hear as much? Why?</p>
Tuesday, April 14	<p>Estimate the length, width, height or perimeter of two items in metres. What would your estimate be in centimetres? If you can, measure the items in metres or centimetres. Were your estimates reasonable?</p>
Wednesday, April 15	<p>Start with a square sheet of paper and make folds to construct new shapes, as indicated below.</p> <ol style="list-style-type: none">1. Construct a square with exactly $\frac{1}{4}$ the area of the original square.2. Construct a triangle with exactly $\frac{1}{4}$ the area of the original square.3. Construct another triangle, also with $\frac{1}{4}$ the area, that is not congruent (exactly the same) to the first one you constructed.4. Construct a square with exactly $\frac{1}{2}$ the area of the original square.
Thursday, April 16	<p>Create four increasing number patterns. Make one of the patterns increase by 7. Increase each pattern by a different number. Create patterns so that the number 120 shows up in each pattern. Which term is 120 in each pattern?</p>

Grade 5



SUCCESS for Every Student

Numeracy Calendar

Date

Activity

**Friday,
April 17**

Fair or Unfair? (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.
You can also make your own rules, especially if there are more than 2 players. Is this a fair* game? *Fair: Each player has an equal chance to win. Make a prediction about who you think will win the next game.

**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 the 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.

**Sunday,
April 19**

Move to different objects using the cardinal directions (i.e., north, south, east, west) and a coordinate system. E.g., "If I walk 5 steps north and 3 steps east, I will arrive at the apple tree."

Grade 5



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 5



SUCCESS for Every Student

DPA/Outdoor Learning

Date

Activity

**Monday,
April 13**

Find a piece of cardboard. Draw and cut out the first letter of your name. Find string or yarn or strips of colourful paper to wrap around the letter (so you can't see any cardboard). You may need some glue. If you have the materials you could try to make the letter 3-D.

**Tuesday,
April 14**

Write out the letters of the alphabet. Assign each letter a dance move, pose or exercise. Use the moves to spell out your name. Try spelling your family members' names and other words. See if you can memorize spelling your name. Which letters do you use a lot? Which letters do you only use a little? Which ones do you not use at all?

**Wednesday,
April 15**

Find containers of different sizes. Use water and small solids you can find (i.e., rocks, pebbles, marbles etc.). Choose a material to pour from one container to another. What happens to the materials as they go from one container to another? Do they change shape? Size? Volume? Can you identify at least 1 property of a solid and 1 of a liquid?

**Thursday,
April 16**

Turn on calming music. Stretch your body in different ways and hold the stretch.
Stretch up to the sky, reach to your toes, make yourself as wide as possible, twist one way and then another. After 10 minutes of stretching, sit in a comfortable position. Take some time to close your eyes and pay attention to each of your senses, one at a time. What can you hear? What can you smell? What can you feel? What can you see? What can you taste?

Grade 3



SUCCESS for Every Student

DPA/Outdoor Learning

Date	Activity
Friday, April 17	<p>Multiplication Jumping Jacks. Use 2 dice or write the numbers 1-6 on pieces of paper (you will need 2 sets of numbers). Roll the dice or choose 2 numbers. Multiply the numbers together and find the answer. Complete that many jumping jacks. Keep track of your number of jumping jacks and see if you can keep going until you have done 200.</p>
Saturday, April 18	<p>Go for a neighbourhood walk. On your walk, look for examples of public services (e.g. a library, park, roads, mailboxes, garbage collection). How many examples can you find? Which level of government is responsible for providing each service? Can you find an example of municipal, provincial and federal services in your neighbourhood?</p>
Sunday, April 19	<p>Create a Treasure Hunt for your family. Start by making a map of the inside of your house and/or your backyard. Include cardinal directions on your map (north, south, east, west). Hide 'treasures' in different spots and mark the spots on your map. Treasures could be messages, stuffed animals, or whatever you can find. You can create clues for your family members to find objects (e.g. If you start at the kitchen table and walk 5 steps north and 3 steps east you will arrive at the first treasure) or you can mark the locations of the treasures on your map. Watch your family hunt and provide clues when necessary.</p>

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>