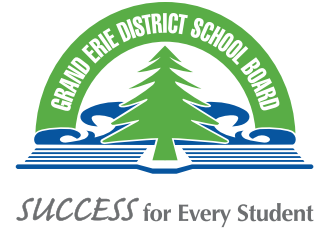


# Grade 5



## 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,  
May 11**

**Read this poem:**

#### **The King of the Forest**

With a hint of pride and a little smile, I have to admit  
That despite my 200 years, I'm still quite fit.  
Many are those who follow the twisting trail  
That leads to the depths of the forest to take my picture.  
Once at my feet, with emotion they loudly exclaim:  
"This tall, amazing maple is so old, so handsome!"

Hesitant, they touch my rough, chapped bark.  
Then their eyes travel up my long, slender trunk  
To the deep fissure, an old wound.  
And it's there, high up, that they discover beneath the fork  
The life that thrives in my leafy mane.  
My tenants love me; I have many branches.

During the summer, a mother robin built  
With mud and twigs, a little nest.  
On the floor above, her neighbours are busy;  
A squirrel family runs all day  
And on the highest of the long branches  
Roosts a black crow who loves to loudly call.

In the fall, some of my friends leave for new horizons.  
I say goodbye and wish them a pleasant journey.  
My roots run deep, so at home I stay;  
This beautiful time of year brings me great joy.  
Like a glowing sunset sky, for a brief time  
I proudly display my cloak of many colours.

But a heavy downpour and a violent wind  
Carry my leaves away and tell me it's time  
To conserve my strength, to keep warm.  
Ah! If only I could wear a hat!

# 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,  
May 11  
Continued...**

Then begins the season of snow squalls and endless nights  
When I listen to the stories of my cousins, the poplar, the oak and  
the pine.  
And at long last comes the thaw; I feel very lightheaded.  
The sap rises in my veins and revives me.  
I stretch my limbs, I bloom, I grow and I say to myself  
I am really fortunate, I love life so much.  
One of these days, no matter the season, come and visit me.  
You'll always find me here in the woods, where I plan to stay.

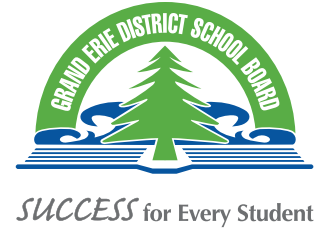
**[www.eqao.com/en/assessments/junior-division/assessment-docs/G6-reading-bklt-2016.pdf](http://www.eqao.com/en/assessments/junior-division/assessment-docs/G6-reading-bklt-2016.pdf)**

How do you know that this is a poem and not a story?  
What is the poet describing? What are some interesting words the  
poet used? What do they mean? What is a tenant? Who are the  
tree's tenants? Why is the tree called the King of the Forest? Find  
some evidence for this. How does the tree feel about the changing  
seasons? Prove why you think this.

**Tuesday,  
May 12**

**Read yesterday's poem out loud.** What patterns do you notice? Is  
there a beat or rhythm to the way you say the words?  
Find a different poem and compare it to this one. (e.g. Shape  
Poems, Haiku, humorous, informational, free verse, limericks,  
cinquain poems...)  
Do all poems have to rhyme? How is the rhythm the same or  
different? Do all poems look the same? Do they all have verses?  
Why do you think people write poems? Which poem do you like  
better and why?

# 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

**Wednesday,  
May 13**

**Choose an interesting object.** Observe it carefully by yourself. Talk with someone else about what you notice. Does it remind you of anything? Brainstorm a list of interesting describing words, phrases, thoughts that you have about that object. If it helps, sketch a picture of the object and add details that might help you with the list of words and phrases you could use. Share your list with another person and add any more ideas you come up with.

**Thursday,  
May 14**

**Decide what kind of poem you would like to write.** Will it rhyme? Will it have verses? Will it have any repeating parts or patterns? How might it look on the page? Look at your list of ideas, remember what you have learned so far and create a rough draft of your poem.

**Friday,  
May 15**

**Read your poem over again to yourself and someone else.** Make any changes that you think will make your poem better. Think about and create an interesting title for your poem. Create a good copy and illustrate it if you wish. Practice reading your poem with expression. If you want, you could select some background music. Choose some people to be your audience and present your poem to them. Ask them how it made them feel and which words or phrases helped them make pictures in their minds. Keep your poem in a journal or in a collection of your writing.

# Grade 5



SUCCESS for Every Student

## Numeracy Calendar

### Date

### Activity

**Monday,  
May 11**

**Estimate how long it would take you to drive 100km.** Justify your estimate.

**Tuesday,  
May 12**

**Draw a shape that has a big perimeter but not a big area.** Can you also draw a shape with a big area, but not a big perimeter? Try it with rectangles and various other shapes.

**Wednesday,  
May 13**

**Which 3D figure would you say does not belong?** Why? Does a member of your household have a different answer?



Image by Nat Banting;  
[wodb.ca/shapes.html](http://wodb.ca/shapes.html)

**Thursday,  
May 14**

**Fill in the blanks to make a three-digit number and a one-digit number.** Explain how you chose your numbers. Can you come up with 3 – 5 different solutions?

$$\underline{\quad} \underline{\quad} \underline{\quad} \div \underline{\quad} = 80$$

**Friday,  
May 15**

**How might you plan to collect and organize your data** if you needed to determine the most common shoe size of your classmates, if you were at school?

# Grade 5



SUCCESS for Every Student

## Numeracy Calendar

### Sources:

Teaching Student-Centered Mathematics 2nd Edition, .J Van de Walle

DREME Development and Research in Early Mathematics Educations

Open Questions for the Three-Part Lesson. Measurement / Patterning and Algebra. Grades 4 – 8, M. Small

Leaps and Bounds – Grade Three and Four, M. Small

Ministry of Education: Ontario Mathematics Curriculum; Grades 1-8, 2005

Which One Doesn't Belong?; <https://wodb.ca/shapes.html>

<https://nrich.maths.org/eggsinbaskets>

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

<https://mathclips.ca/swfPlayer.html?swfURL=tools/PatternBlocks1.swf&title=Pattern%20Blocks%2B>

<https://nrich.maths.org/221> - Chain of Changes

<https://nrich.maths.org/137> - Three Block Towers

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

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

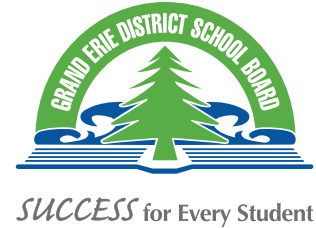
<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-geometry-spatial-sense-strand-2012-2016.pdf#search=geometry> – image of coordinate grid

<https://nrich.maths.org/141> - four triangles puzzle

<https://oame.on.ca/eduproject/ontariomathedresources/files/Data%20Management%20and%20Probability%20K-3.pdf> – missing titles

CEMC courseware <https://courseware.cemc.uwaterloo.ca/>

# Grade 5



## Science

May 11 - May 15

### Understanding Matter and Energy – Big Idea

The properties of materials determine their use and may have an effect on society and the environment

#### Option 1

**Many times, we take for granted specific and common food ingredients in our kitchens, refrigerators and pantries.**

Can you make a list of ten items in your kitchen right now that are made with/ contain flour (all-purpose flour, whole wheat flour, rice flour). If you can't think of ten answers, ask a family member to help. Now make a list of ten things that your family might make with flour when cooking or preparing a meal (remember you can break it down into breakfast, lunch, dinner and snacks).

Watch this YouTube video from the United Kingdom that speaks to wheat and how it is turned from grain into flour.

Please be aware that pre content commercials vary and that there is no control or guarantee of what they may be.

**[www.youtube.com/watch?v=63YGhFPI6CE](http://www.youtube.com/watch?v=63YGhFPI6CE)**

From the video have a discussion with your parents about what amount of energy is used from start to finish when growing, harvesting, processing and manufacturing a product such as wheat into flour, and then into bread.

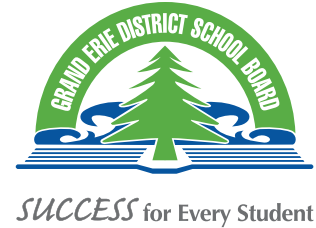
#### Option 2

**After your conversation about the amount of energy that is used to change matter from one state to another and then possibly into yet another (wheat to flour to bread) draw a road map of the process.**

You may want to draft this road map out in a rough sketch before beginning. Consider using directional arrows to indicate where each step flows to next.

Prompting: Start with the farmer planting the grain in the ground, and end with the bread being served. Challenge yourself to include at least 5 steps between these two events.

# Grade 5



## Science

May 11 - May 15

### Option 2 Continued...

**Extension:** Are there other food items in your home that you can think of that might follow a similar map? Consider all the steps needed in production and environmental impact from the following three common home products:

1. bottled water
2. butter
3. paper (printing paper, wrapping paper, paper bags)

### Option 3

**Watch this video from Youtube.**

(Please be aware that pre content commercials vary and that there is no control or guarantee of what they may be.)

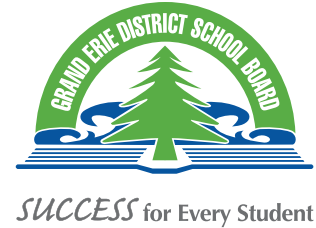
[www.youtube.com/watch?v=um7Qcl8-XiM](http://www.youtube.com/watch?v=um7Qcl8-XiM)

As we have been discussing bread in the last two lessons, let's consider other parts of the bread making process. Salt is an important ingredient in bread. Since we are discussing in this unit changes in matter have you ever considered where salt comes from. Some salt is mined out of the Earth while other salt is made from evaporating ocean and sea water (salt water) in order to expose salt crystals (solidification). It is then collect using a variety of methods, both manual and mechanical. The energy to dry or evaporate the water came solely from the sun in the past... but as you saw in the video modern techniques utilize more machinery and in some cases, require more energy to create the product (liquid to solid).

### Prompts for discussion:

- Can you think back to your lessons in former years about maple syrup production? What about that process had similarities to the lesson about salt?
- What would the environmental impacts be on using water from an aquifer versus taking it straight from the ocean?
- What types of salt do you have in your kitchen? Salt is used for other things in our homes not just salts that we use with food? Do you use any other types of salts in your home? Hint: ask your parents for help!

# Grade 5



## Social Studies

May 11 - May 15

### Heritage and Identity – Big Idea

Interactions between people have consequences that can be positive for some people and negative for others.

#### Option 1

##### Food in New France

Read about the food of settlers in New France (click on Adapting to native flora and fauna and the Introduction of European species):

[www.historymuseum.ca/virtual-museum-of-new-france/daily-life/foodways/](http://www.historymuseum.ca/virtual-museum-of-new-france/daily-life/foodways/)

Create a 2-column chart. In one column list the foods native to North America that were part of the diet of the peoples of New France. In the other column, list the foods that settlers brought from Europe.

#### Option 2

**The crops that were the basis for the diet of the Onondaga and Haudenosaunee were corn, beans and squash.** Corn, beans and squash are commonly referred to by the Onondaga as well as the Haudenosaunee as the 3 Sisters. These three plants support each other. The corn supports the beans as they grow. The beans add nitrogen to the soil to benefit all 3 of the plants. The squash shades the soil, keeping it cool and moist and preventing weeds. Think about (a) relationship(s) in your life (e.g. family member, friend, pet, teacher). List the ways each person contributes to and benefits from the relationship.

#### Option 3

Read about the Two Row Wampum-Guswenta at:

[www.onondagation.org/culture/wampum/two-row-wampum-belt-guswenta/](http://www.onondagation.org/culture/wampum/two-row-wampum-belt-guswenta/)

- What does the design on the wampum belt symbolize?
- What are the three principles this treaty was based on?
- How did the Dutch record this treaty?
- What is the importance of the Guswenta today?



# Grade 5



## Social Studies

May 11 - May 15

### Prompts for discussion:

- Why does the assessment of the significance of an event or development depend on the perspective of the group you are considering?
- Why did early settlers rely on the Indigenous ecological knowledge (IEK) of First Nations people? In what ways might the IEK of today's First Nations, Métis, and/or Inuit be relevant to an environmental issue such as climate change?