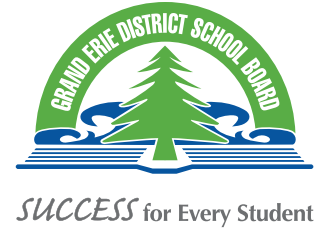


# Grade 5



## 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
<b>Monday, May 4</b>	<p><b>Gather a few posters/pamphlets.</b> What features needed to be included on a pamphlet or a poster? Why? Brainstorm a list of possible writing topics for future use in creating a pamphlet or poster.</p>
<b>Tuesday, May 5</b>	<p><b>Choose a pamphlet and a poster of choice to read today.</b> Talk about the different text features (e.g. Title, graphics/charts, subheadings) of each of them. Choose a couple of text features to compare on a poster and pamphlet. Which one is more effective? Why?</p>
<b>Wednesday, May 6</b>	<p><b>Using your ideas from Monday and what you learned yesterday and design a poster or a pamphlet on a topic of your choice.</b> Remember to include text features that you noticed yesterday that your audience might need.</p>
<b>Thursday, May 7</b>	<p><b>Show your pamphlet or poster to a family member. Discuss if your audience understands your message and any changes you could make.</b> Add any text features that would help your audience understand your message. (For example map, chart, list, picture, caption, or glossary.)</p>
<b>Friday, May 8</b>	<p><b>Using the rough draft from Wednesday, create the final copy of your pamphlet or poster.</b> Celebrate completing your published work with your family.</p>

# Grade 5



SUCCESS for Every Student

## Numeracy Calendar

### Date

### Activity

**Monday,  
May 4**

If someone drove 56 km for work each day, how many km would they drive in one month? Would they drive the same number of kilometres each month?

**Tuesday,  
May 5**

Use the prefix chart to determine how long a “centiday” would be. Reminder: There are 24.00 hours in 1 whole day.

METRIC PREFIXES IN COMMON USE										
GIGA-	MEGA-	KILO-	HECT-	DECA-	UNIT	DECI-	CENTI-	MILLI-	MICRO-	NANO-
1 billion units	1 million units	1,000 units	100 units	10 units	1 unit	0.1 units	0.01 units	0.001 units	0.000001 units	0.000000001 units

Image from: Big Ideas from Dr. Small - Grades 4-8; Marion Small, 2009; Pg. 135

**Wednesday,  
May 6**

**Think of a 3D solid.** How would you describe that solid? Give someone clues about the solid you have in mind. Are they able to figure out what you are describing? Consider giving clues about the number of faces, edges or vertices.

**Thursday,  
May 7**

**What could be the missing numbers be in this equation?**

$$\heartsuit \div 6 = \triangle \div 3$$

What do you notice about the various possibilities?

**Friday,  
May 8**

If you toss a coin 6 times or 100 times, will the probability of the coin landing tails change? Explain your reasoning. Flip a coin 100 times and see how your actual results compare to the theoretical probability.

# Grade 5



*SUCCESS* for Every Student

## Numeracy Calendar

### Sources:

**Big Ideas from Dr. Small;** Marion Small, 2009

**Open Questions for the Three-Part Lesson: Gr. 4-8,** M. Small, 2016

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

**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**

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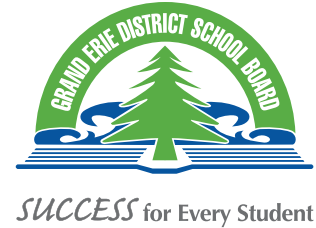
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[www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart](http://www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart)

**Tap Into Teen Minds:** [tapintoteenminds.com/3act-math/penny-a-day/](http://tapintoteenminds.com/3act-math/penny-a-day/), Kyle Pearce and Jon Orr

# Grade 5



## Science

May 4 - May 8

### Big Idea

There are three states of matter. (Solid, Liquid and Gas)

### Option 1

**We will be using water in our basic lesson on states of matter; solid, gas (vapour) and liquid.**

In our homes we usually have access to all three states of matter in regards to water (H<sub>2</sub>O). As a Minds On, can you think of what they are before we begin the activity?

If you guessed ice for solid, tap water for liquid and a tea kettle steam or boiling water evaporating for vapour, then you guessed correctly.

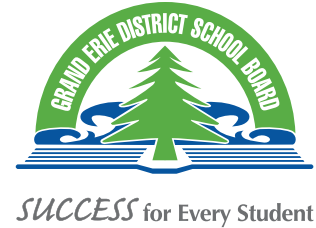
Try out a little experiment. Take a piece of paper and fold it in landscape format into three columns. At the top print SOLID, GAS and LIQUID.

In the SOLID column draw a picture of a bowl with ice cubes (squares in blue pen or marker work). In the GAS column draw a mug or a cup with vertical curls coming out the top, and for the LIQUID, a cylinder and show the water half-way up.

For the experiment you will need to ask for your parents' assistance. Using a one cup measure, measure out one cup of ice and place it in a bowl. Set the timer for 20 minutes. After 20 minutes see how much of the ice has melted. Pour the remaining ice back into the measuring cup in order to take a measurement of what is left. Record your answer in the column using full sentence answering.

For the gas experiment, you WILL NEED PARENTAL assistance. Using the one cup measure, measure out one cup of cold tap water and place in a mug. Place the mug in a microwave and turn it on for one minute or until the water begins to boil. Track the time takes for one cup of water to boil. Lastly for the liquid, take out one cup of ice and place in a glass. Allow to melt fully. Now re-measure the amount of liquid and record your results. How many cups of ice cubes would it take to make one full measuring cup of liquid?

# Grade 5



## Science

May 4 - May 8

### Option 1 Continued...

Some of these experiments may seem a little out of sorts. However, have you ever made Jell-O with your parents? As a post-lesson activity ask your parents if you can help them make Jell-O. When making Jell-O you need boiling water and ice... but you need to use exact measurements. And besides Jell-O is a nice snack...

### Option 2

**You will have to ask your parents for assistance with this one.**

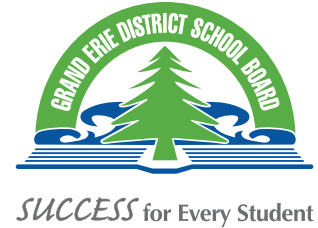
What measuring tools do you have in your kitchen? Measuring tools are not just for spoons and cups... it also applies to temperature measurements. How many thermometers do you have in your kitchen if any?

Ask your parents to show you where high, medium and low are on your stove. Remind your parents that you would only ever use the stove with their supervision as it could and would be very dangerous. Ask then to show you the function of the oven. Many foods are cooked at 350 degrees Fahrenheit or 170 degrees Celsius? Most appliances are set to Fahrenheit.

When we cook food the water inside of it turns to steam. In some cases, such as making bread the steam helps to lift the dough and create the interior air pockets. In meat, the water evaporates and causes chemical changes within the meat, also drying it out slightly. You may have noticed that when your parents remove an item from the oven water (liquid) escapes from most all things in the form of steam. Allowing food items to cool for a short amount of time before eating them allows some of that moisture to return inwards and keep the item moister and more enjoyable to eat.

As a last check, see how many safety items you have in your kitchen. These include pot holders, tongs for lifting, trivets and cooling racks. Make a drawing of all the heat safety equipment you have in your family's kitchen.

# Grade 5



## Science

May 4 - May 8

### Option 3

**Water is the greatest asset and resource we have on this planet.**

Without it we and nothing else could or would survive. Water is used in so many ways and sometimes we simply just take it for granted. Water can change itself in and out of three different states of matter. But did we stop for a second to think that the very water that we melted from ice cubes could be re-frozen?

It would be very hard to try and recapture steam unless we get very creative so we will focus on making ice for this project and lesson. Using two ice cube trays, if you have them, or two small plastic containers, fill one with cold tap water, and the other with hot tap water. Place both in the freezer with no lid on top. Set a timer for 60 minutes. When the timer goes off come back and take a visual check of the progress.

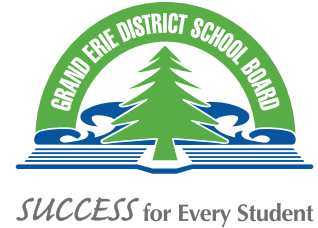
On the backside of the sheet you started in the first lesson, track your results until one of the containers is completely frozen. This may take a few hours... set a timer each time you check for 1 more hour.

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:

- If you had used shaved or crushed ice in the experiments, how do you think it would have affected the outcome or the results?
- Search the Water Cycle on YouTube and watch a few videos on how that cycle works, as it includes all three and how they are inter-related and co-dependent.
- What do you think would have happened if you made the Jell-O with just boiling water? Do you think that the two temperatures may have caused a chemical reaction or change in the way that the Jell-O forms?

# Grade 5



## Social Studies

May 4 - May 8

### Big Idea

When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on these interrelationships.

### Option 1

#### Learning about the Fur Trade.

Visit one of the following websites to read about the fur trade:

[www.historymuseum.ca/virtual-museum-of-new-france/economic-activities/fur-trade/](http://www.historymuseum.ca/virtual-museum-of-new-france/economic-activities/fur-trade/)

Brittanica (Read the Level 1):

[school.eb.com/levels/middle/article/fur-trade/390752](http://school.eb.com/levels/middle/article/fur-trade/390752)

#### Answer the following questions:

1. Who purchased the furs from North America?
2. What were the roles of Indigenous people in the fur trade?
3. List 3 interesting things you have learned from reading about the fur trade.

### Option 2

#### Points of View List

List as many people/perspectives involved in the fur trade that you can.

Under each group of people/perspective, list what you believe is their point of view and what informed/contributed to that view.

### Option 3

#### Journal Entry

Choose one of the people from your points of view list.

Write a one-page journal entry from their perspective. Be sure to include aspects of the fur trade and their daily life in the entry.

# Grade 5



*SUCCESS* for Every Student

## Social Studies

May 4 - May 8

### Prompts for discussion:

- Why might the same event have a different impact on different people?
- Why is it important to understand that different people have different perspectives?
- How do we form our own perspective? How do other people form theirs?
- What causes conflict? Do all conflicts have a resolution?
- Why is it important to cooperate with others?