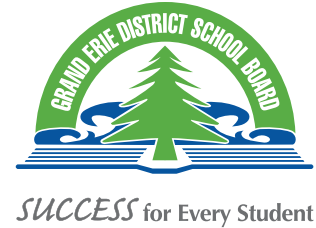


Grade 5



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

**Tuesday,
May 19**

Physical Activity is very important, especially during this time. View this info graphic from Stats Canada. What key information was shown in this info graphic? Did any facts surprise you or changed your thoughts on the topic? What do you think is the purpose of this infographic? Who would this be made for? How did the author use graphics to share the message? Is it a reliable source of information? What are the pros and cons to using this style of writing? What questions do you have about the topic?
www150.statcan.gc.ca/n1/en/pub/11-627-m/11-627-m2019066-eng.pdf?st=J3mOBOoy

**Wednesday,
May 20**

Locate more infographics to look at. They are frequently found in newspapers, magazines, game instructions, recipes, neighbourhood signs. Compare yesterday's info graphic to what you found today. Talk about what is similar? What is different? What are some common features that an infographic should have?

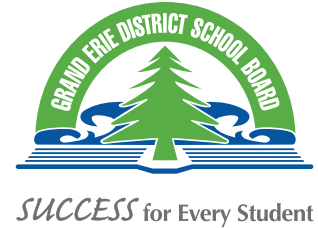
**Thursday,
May 21**

Using what you learned about info graphics, create a list of possible topics you might want to create your own info graphic about. What features would you need to include? Where could you find data and facts on that topic? Choose one topic. Plan and create a rough copy of your info graphic. Share your plans with a family member. Did they understand your message? Do you need to add more information?

**Friday,
May 22**

Today you will take the feedback from your family from yesterday and publish a final copy of your info graphic. Share it with family and friends if possible. Talk about the purpose of info graphics with family. Consider hanging it in your front window or mail it to a friend.

Grade 5



Numeracy Calendar

Date

Activity

**Tuesday,
May 19**

Planting Area can be played on your own or with a partner.

Create a 15-by-15 grid on graph paper or by drawing your own on blank paper. Player A rolls two dice and uses the digits to determine how many rows they can plant and how many plants in each row, which will create an array*. Player A outlines that rectangular area on the grid, determines the area for that plant and writes their initials in the rectangle. Players take turns. The game ends when one player cannot outline their rectangle without overlapping other rectangles. The player with the greatest total planting area wins. If you are playing alone, see how much of the grid you can cover in 10 turns.

*Array – a rectangular arrangement of objects into rows and columns used to represent multiplication.

**Wednesday,
May 20**

Search for a *tessellation that uses translations (slides) and/or reflections (flips). E.g. A chess board uses translations of squares.

Hint – look for things around your home that have patterns – sheets, curtains, clothing, etc.)

*Tessellation: A tiling pattern in which shapes are fitted together with no gaps or overlaps. A regular tessellation uses congruent shapes.

**Thursday,
May 21**

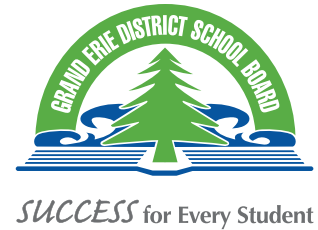
The solution to four different equations is 8. One equation is an addition equation, one is a subtraction equation, one is a multiplication equation and one is a division equation. What could the equations be?

Example:

$$18 + \Delta = 26, \quad 49 - 41 = \Delta$$

Try creating four more equations using a different solution.

Grade 5



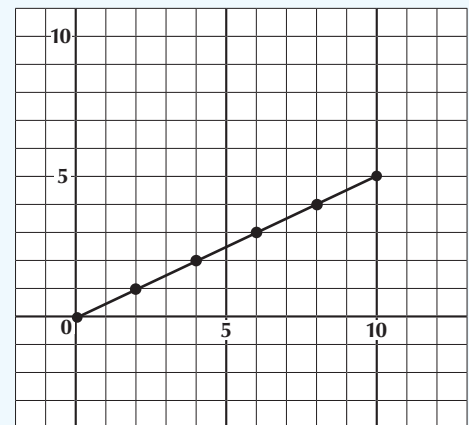
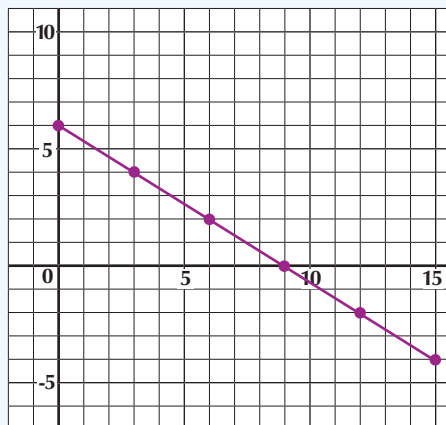
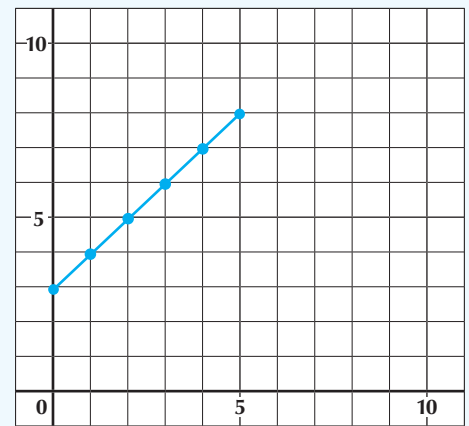
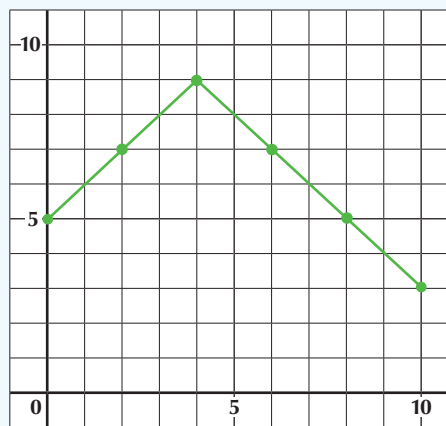
Numeracy Calendar

Date

Activity

Friday,
May 22

Which line graph would you say does not belong? Why? Does a member of your household have a different answer?



Grade 5



SUCCESS for Every Student

Numeracy Calendar

Sources:

Small, Marian. Math Up

Small, Marian. Leaps and Bounds. Grade 5/6

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

Small, Marion: Open Questions for the Three-Part Lesson; Number Sense and Numeration Gr. 4-8

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

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

<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>

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

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

<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>

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

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

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

May 19 - May 22

Understanding Structures and Mechanisms – Big Idea:

Forces that result from natural phenomena have an effect on society and the environment.

Option 1

What exactly is a tornado?

The link below provides some great insight into what a tornado is and what it can do: www.weatherwizkids.com/weather-tornado.htm

Let's look at two scenarios:

What is the impact of a tornado on the natural environment? In many parts of the world tornadoes are a constant threat. The American mid-west states have much greater threats of tornadoes in comparison with us here in South Western Ontario. As you saw in the link there is a place in the mid-western USA called Tornado Alley. Compare the map in the link with a Google map of the USA. Discuss with your parents the names of these states. Ask your parents if they have ever visited any of these states?

- **What do you think a tornado would do to an open field?** What do you think a tornado would do to a wooded area or forest? What do you think would happen if a tornado decides to cross a body of water (river, pond, lake)?
- **What could be the impact of a tornado on a human made structure?** We all live in a dwelling regardless whether it is a house, an apartment, a condo, a modular home. Not all of these dwellings have a dug out basement where people can go to take shelter and stay safe during a tornado. Discuss with your parents their knowledge of what you would do in your dwelling if ever there was a tornado? Do you have a safety plan just in case?

May 19- May 22

Option 2

- **Make a list of five predictions that could happen when a tornado goes through a natural area such as a wooded area.** Consider not just the implications for the plant life but also that of the animal life (the flora and fauna).
- Next make a list of some predictions of what might happen to a human made structure, such as a store or office building.
- How would both areas, the wooded area and a human-made building recover from a serious tornado?

Option 3

In contrast to a tornado many parts of the world suffer from the threat of earthquakes. In North America we hear a great deal about the earthquakes in the US state of California.

Read through the link below to gain a better understanding of what an earthquake is and how it impacts human life.

www.nationalgeographic.com/environment/natural-disasters/earthquakes/#close

Learn where earthquakes happen and how they're rated

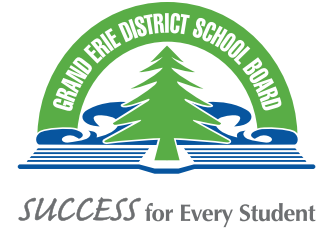


Earthquakes are naturally destructive effects of our planet's constantly changing surface. Thousands of them happen every day.

www.nationalgeographic.com

How would you design a structure that could survive a minor earthquake versus one that could withstand a more serious earthquake? Make a drawing and include three building options that you think would improve the ability for a human made to survive an earthquake. You can ask your parents for suggestions. Label your suggestions using arrows and describe how they would work and benefit the design. You can be as creative as you want here, use your imagination even if it is a concept that would be very costly and take designers and engineers a lot of work to achieve.

Grade 5



Science

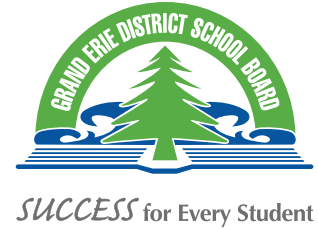
May 19- May 22

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:

- Google tornadoes and earthquakes in Ontario (It is recommended to research them separately to get a better understanding). Is there an area within our province that suffers more from these natural disasters?
- Knowing how a fire drill works at school, how would you help your teacher to organize a tornado drill... or an earthquake drill for your class? How might a tornado drill or an earthquake drill be similar or different to a fire drill?

Grade 5



Social Studies

May 19 - May 22

Heritage and Identity – Big Idea:

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

Option 1

Timeline

Visit the Canadian History Museum

www.historymuseum.ca/history-hall/the-stories/

Flip through the slides describing different periods of Canada's history from Early Canada, Colonial Canada and Modern Canada. Choose 10 events and place them on a timeline in chronological order.

If you are able, click on the Canadian History Hall icon and visit the museum virtually to see some artifacts from the different time periods.

Option 2

Treaties

Treaties are agreements made between the Government of Canada, Indigenous groups and often provinces and territories that define ongoing rights and obligations on all sides. These agreements set out continuing treaty rights and benefits for each group.

Read about Treaties and Agreements on the Government of Canada website and answer the following questions:

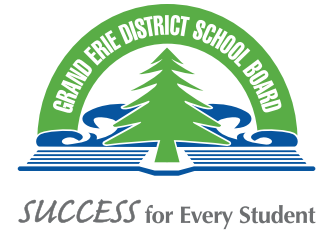
www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231#chp2

What are treaties?

Why are treaties formed between the Crown and Indigenous peoples?

What are examples of things that are commonly included in treaties?

Grade 5



Social Studies

May 19 - May 22

Option 3

Working Together

"Among the nations of the Haudenosaunee is a core value called the Seventh Generation. While the Haudenosaunee encompass traditional values like sharing labour and maintaining a duty to their family, clan and nation and being thankful to nature and the Creator for their sustenance, the Seventh Generation value takes into consideration those who are not yet born but who will inherit the world. In their decision making Chiefs consider how present day decisions will impact their descendants." **

Who are the stakeholders that the Canadian government needs to consider when making decisions?

How do you think First Nations and the Canadian government could work together to make decisions?

Why is it important that the government and First Nations work together to make decisions?

**Credit: www.haudenosauneeconfederacy.com/values/

Prompts for discussion:

- What are some of the ways in which colonialism has shaped Canada?
- Why it is important to understand that different people have different perspectives?
- How do we form our own perspective? How do other people form theirs?
- Why is it important to cooperate with others?