

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, June 8	<p>Find a set of instructions on how to do something e.g. Lego instructions, a recipe, a manual for an appliance or piece of equipment, how to build a bird house, how to become a Canadian citizen, or how to do an experiment etc. Read it. Does it make sense to you? Could you follow the instructions successfully? What did the writer do to help you follow the instructions (number the steps, add pictures, describe clearly with short sentences, use specific words, labeled diagrams, etc.)?</p>
Tuesday, June 9	<p>Find a different set of instructions than yesterday's. Read and follow or visualize following the instructions. Compare to yesterday's. How was the writing the same or different? Which was easier to follow and why?</p> <p>If you had to make improvements to one set to make it more engaging or easier for the reader to follow, what would you do and why? How might a YouTube video or a video-recorded set of instructions be more or less helpful?</p>
Wednesday, June 10	<p>Think about something that you know how to do very well e.g. set the table, clean your room, make a peanut butter sandwich, build a structure with blocks, etc. Find someone who can act out your instructions exactly. Practice telling them one instruction at a time using only words (don't use your hands or show them what you mean). It's surprising how many details you will assume they know already!</p> <p>After you have done this, jot down your instructions. Get some feedback from your helper about any instructions that might be missing or that are unclear and make some adjustments.</p>

Grade 5



SUCCESS for Every Student

Literacy Calendar

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Date

Activity

**Thursday,
June 11**

Look at your instructions and decide if they are in the right order.

Think about the sets of instructions you read on Monday and Tuesday. Revise your instructions. See if you can choose words carefully to make the instructions clearer. Add any missing details. Decide if you need any pictures that would help your reader understand. Would it help to add labels to your picture? Do you need to number your instructions? What materials does the reader need before they start? Are there any safety concerns you should mention?

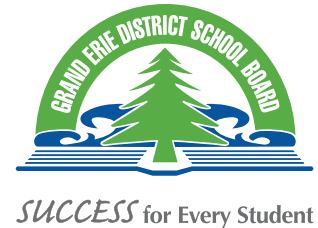
**Friday,
June 12**

Create a good copy of your instructions for others to use.

How will you present to others? Find someone to present your instructions to. Ask them to tell you what was helpful to them. What suggestions would they make for next time? What do you think you did well? What do you think you would change if you had to do it over again? Where would it be best to keep those instructions e.g. posted on a wall, inside a box of Lego, in recipe collection, in an art kit, etc.?

Celebrate your hard work and your new learning!

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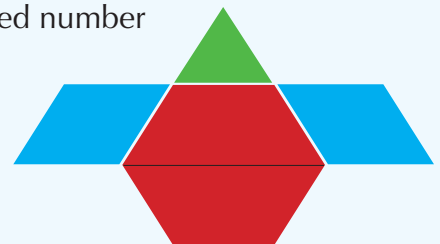
Numeracy Calendar

Date

Activity

**Monday,
June 8**

Name three improper fractions that you see in the diagram below. Tell where you see them. What mixed number would each fraction represent? Do you think it is easier to see the number as a mixed number or an improper fraction?



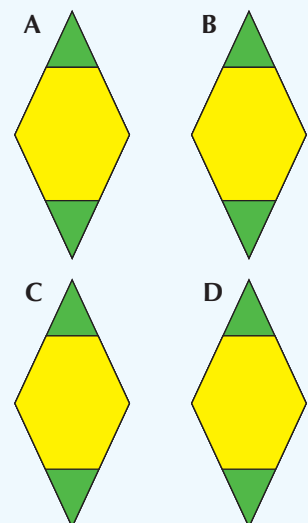
Sample response: I see $11/2$, which is $5 \frac{1}{2}$ since the design could be covered by $5 \frac{1}{2}$ blue blocks.

**Tuesday,
June 9**

Create a growing number pattern and a shrinking number pattern that have the same 20th term. Explain how you know they have the same 20th term.

**Wednesday,
June 10**

Use vocabulary such as reflected or translated to describe how the figure may have moved from position A to position B, A to C and A to D in the image to the right. Can you describe 2 or more possible options?



**Thursday,
June 11**

Your friend came to your home at 11:00 and left after 16:00 the same day. Use both a 12-hour clock and a 24-hour clock to tell what time your friend left. How long could he or she have been at your home?



Numeracy Calendar

Date

**Friday,
June 12**

Activity

Word Fractions

Choose a word category such as food, animals, family members or sports and write as many words as you can think of related to that category on small pieces of paper. Only put one word on each piece of paper. Place the papers in a small bowl, bag or basket. On separate pieces of paper write the probability statements from the table below and place those in a separate bag, bowl or basket. These will be the probability cards.

What is the probability of:

Choosing a vowel	Choosing a letter with only straight lines
Choosing a consonant	Choosing a letter with only curved lines
Choosing a letter that comes before M in the alphabet	Choosing a letter that is also in your name
Choosing a letter that comes after T in the alphabet	Choosing a letter that is between C and P in the alphabet

Each player chooses a card from the word category basket. Imagine that all the letters in the word were cut out and placed in a paper bag and only one letter could be pulled out at a time. Choose a probability card.

Each player determines the probability of that event happening in their word and expresses the probability as a fraction.

Scoring Guide:

- 2 points if the probability of the event is $\frac{1}{2}$ or more
- 1 point if the probability of the event is greater than $\frac{1}{4}$, but less than $\frac{1}{2}$
- 0 points if the probability of the event is $\frac{1}{4}$ or less

The first player to score 10 points wins.

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SUCCESS for Every Student

Numeracy Calendar

Date	Activity
Friday, June 12 Continued...	Example: Ainslie chooses the word: soccer. Ravi chooses the word: basketball. The probability card they choose is: probability of choosing a vowel. The probability of Ainslie choosing a vowel is $\frac{2}{6}$ which is between $\frac{1}{4}$ and $\frac{1}{2}$ so she would score 1 point. The probability of Ravi choosing a vowel is $\frac{3}{10}$, which is also between $\frac{1}{4}$ and $\frac{1}{2}$ so he would also score 1 point.

Sources:

Small, Marian. Open Questions for the Three-Part Lesson – Number Sense and Numeration – Grades 4 – 8

Small, Marian. Open Questions for the Three-Part Lesson – Geometry and Spatial Sense/ Data Management and Probability – Grades 4-8

Small, Marian. Open Questions for the Three-Part Lesson – Measurement, Patterning & Algebra – Grades 4 – 8

Van de Walle, Teaching Student-Centered Mathematics, 2nd Edition, Grades 6-8, p. 316

Mathematical Mindsets, Jo Boaler, 2016

<https://schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/whats-new/hot-or-cold/>

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-data-management-probability-strand-2012-2016.pdf#search=probability>

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-patterning-algebra-strand-2012-2016.pdf#search=patterning>

www.mathies.ca – pattern block tool, colour tile tool, number line tool

<https://support.mathies.ca/en/mainSpace/RepresentationCardGames.php>

https://assets.pearsonschool.com/asset_mgr/current/201340/0132046008_fsim_geometry.pdf p. 78

Van de Walle, J., Lovin, L., Karp, K., Bay-Williams, J. (2014). Teaching Student-Centered Mathematics, Developmentally Appropriate Instruction for Grades Pre-k-2, p.238 and 328.

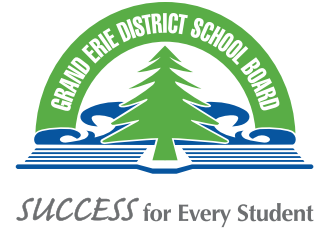
<https://www.publicdomainpictures.net/en/view-image.php?image=245286&picture=giraffe-illustration-clipart>

https://assets.pearsonschool.com/asset_mgr/current/201340/013221279X_fsim_data.pdf p.45

<https://oame.on.ca/eduproject/ontariomathedresources/files/Patterning%20and%20Algebra%20K-3.pdf> p. 73

Which One Doesn't Belong: <https://wodb.ca/>

Grade 5



Science

June 8 - June 12

Big Idea – Understanding Earth and Space Systems

Choices about using energy and resources have both immediate and long-term impacts.

Option 1

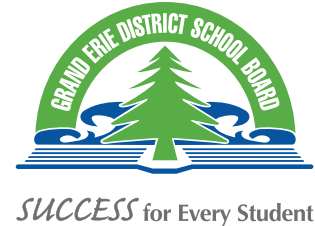
Elon Musk has become world famous with the brand that he created called Tesla. Many of us have seen these electric vehicles on our roads, in parking lots; and maybe your parents may just happen to own one. Have you been to a shopping mall and noticed that there are rows of self-charging station for electric vehicles? What are 3 benefits to having an electric vehicle that you can think of? What are 3 negatives to having an electric vehicle that you can think of?

We will continue to see more and more electric vehicles on our roads. Many countries around the world have committed themselves, their governments and their industries to become less dependent on fossil fuels and more reliant on electricity as a means of conserving and protecting the environment.

But for a car or a truck to be efficient and use as little energy or fuel as possible, the vehicle needs to be aerodynamic, (the air moves smoothly around the vehicle). Think of yourself outside on a very windy day and when you walk into the wind compared to when you walk with the wind. Walking with the wind is very easy, because the wind helping us along.

Using a piece of paper and fold it in half vertically and then turn it one quarter turn so you have two horizontal columns in landscape format. In the top column design a very square looking car only squares, rectangles, some triangles perhaps. The car should look almost unrealistically very awkward. In the column below now fold the bottom portion up over top of the car you just drew. You may need to place the piece at a window on the glass to see the car you had just drawn. Now using the first car as inspiration, draw a much more sleek and aerodynamic and smooth car.

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Science

June 8 - June 12

Option 1 Continued...

You can make the hood or the trunk longer or higher, you can add ideas You may have to improve the car (shorter windows, bigger wheel wells, spoilers on the trunk or even roof line). Watch the following YouTube video to see what car designers do to design, engineer and build the cars that we are driving today and into the future:

https://www.youtube.com/watch?v=-9_3V511ccM

(Disclaimer: the preview commercial in the links below cannot be guaranteed. Please be aware that some content of the preview commercials may be sensitive to some viewers and that there is no control over them.)

Option 2

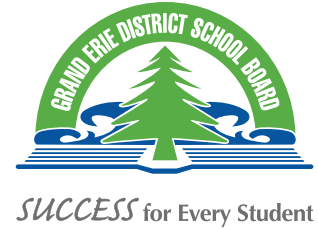
Renewable Energy versus Non- Renewable

100 years ago, the world was enjoying a time frame called the Roaring 20's. Times were great, there were new inventions popping up everywhere, medicine was making new gains, and people were enjoying prosperity at an alarming rate. Consumption not conservation was the thinking. Cars were not efficient and they did not need to be, as fuel was relatively cheap and inexpensive. Many homes were becoming fitted or retrofitted with electricity and in home plumbing becoming a normal trend. Can you think of your daily life without these three items; transportation, electricity, running clean water? As the decades continued and began to get closer to the year 2000 it was becoming clear as early as the 1970's that changes and new ways of thinking about consumerism would have to be considered. However, many people liked how they were living.

Over the next 30 years it became clear that we were hurting our environment, and the planet by our need and in some cases greed for energy.

In the next decade, we all will be making many choices for ourselves. A a Grade 5 student you will become an adult and will be able to make decisions for yourself.

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Science

June 8 - June 12

Option 2 Continued...

Watch the following video so that you can better understand the differences between where our energy comes from and the choices adults have around energy.

<https://www.youtube.com/watch?v=T4xKThjcKaE>

Option 3

The continent of Europe is one of the world's leading continents attempting to do their part for the environment and the globe towards using as much renewable energy as possible, reducing their need and dependency on non-renewable resources.

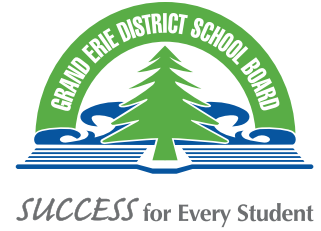
<https://www.youtube.com/watch?v=nYTgVWkVgtY>

In North America, we do not always think about the actual cost of electricity, or amount of money we pay to keep the lights on, the refrigerator working and our personal electronics humming along. However, the cost of electricity in Europe is very expensive. People are very conscientious about how they use electricity and when. Google the word "conscientious" and write the answer down on a paper. Place this definition on your refrigerator.

Now make a list of ten things that you do in a day that requires electricity. Star or asterisks the three that you feel you use the most electricity with. Now with your parents brainstorm how you could reduce the amount of energy consumption for that item (i.e. Could you hang clothes to dry so you don't use the dryer as often?). Could you find a solution or ways to still achieve a similar result but use none or less energy? You may have even noticed in the video that the characters did somethings that could be optional ideas for you.

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.

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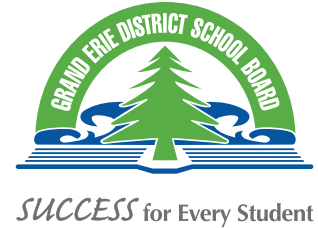
Science

June 8 - June 12

Prompts for discussion:

- Tesla is not the only electrical car on the market. Google other electric car brands so that you are aware of them and the way that vehicles are beginning to change as a result.
- Which of the renewable types of energy do you think is the easiest to as it's called "harness" or capture? Which do you think is the most expensive?

Grade 5



Social Studies

June 8 - June 12

Big Idea – People and Environments

When examining an issue, it is important to understand who the different stakeholders are to consider their perspectives.

Option 1

Stakeholders

Stakeholders are people or groups with an interest in or concern about an issue or situation.

Consider the following question:

Why might a forestry company, a local community, and a First Nations, Metis or Inuk harvester of animals and plants have different perspectives on a plan to open logging in a specific area? Create a 3-column chart. Write a different stakeholder at the top of each column. In the column, describe the stakeholder's perspective including how they may benefit and concerns they may have. What actions could the government take to accommodate the different perspectives?

Option 2

Study an Issue

Visit the following website to learn about the Niagara Escarpment:

<https://brucetrail.org/pages/about-us/the-niagara-escarpment>

Why might farmers, land developers, residents and environmentalists all have different perspectives about development on the Niagara Escarpment?

Option 3

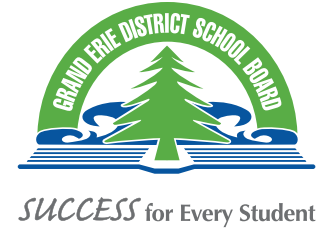
Perspectives

To protect the Niagara Escarpment the government created The Niagara Escarpment Planning and Development Act to control development in this area.

This is from the Niagara Escarpment Plan:

The Niagara Escarpment includes a variety of topographic features and land uses extending 725 kilometres from Queenston on the Niagara River to the islands off Tobermory on the Bruce Peninsula.

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Social Studies

June 8 - June 12

Option 3 Continued...

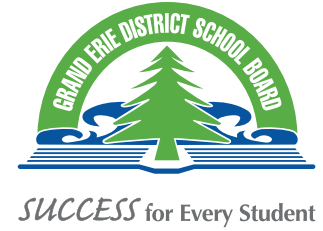
The combination of geological and ecological features along the Niagara Escarpment results in a landscape unequalled in Canada. The natural areas found across the Niagara Escarpment act to clean the air, provide drinking water and support recreational activities that benefit public health and overall quality of life, as well as helping to address and mitigate the effects of climate change. In addition, the region's cultural heritage, including First Nations and Métis and European presence, is visible on the Escarpment landscape.

These resources need to be protected over the long term to ensure that the connection to our shared past is maintained and that quality of life is not diminished as growth takes place. First Nations and Métis people in Ontario have a unique relationship with the land and its resources and this relationship continues to be of central importance to First Nation and Métis communities in the area of the Niagara Escarpment today. Ontario, including the area covered by the Niagara Escarpment Plan Area, is largely covered by a number of Treaties which provide for treaty rights. In addition, Aboriginal communities may have Aboriginal rights within the Plan area.

Human impact on the Escarpment environment is reflected in a variety of ways. The Escarpment area is the site of a large mineral aggregate extraction industry. Demand for permanent and seasonal residences in many areas is intense. Farming ranges from the cultivation of tender fruit and other specialty crops in the Niagara Peninsula to the raising of beef cattle in Bruce County and provision of local food to Ontario's largest population centres nearby. The proximity of that large population also makes the Escarpment a popular tourist destination.

Choose one point of view of a stakeholder in the development of the Niagara Escarpment. Write one page explaining your argument for or against development. (e.g. if you take the point of view of a land developer, explain why the land should be developed).

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Social Studies

June 8 - June 12

Option 3 Continued...

Credit: <https://brucetrail.org/pages/about-us/the-niagara-escarpment>

Prompts for discussion:

- What are some ways in which people's values can affect their perspectives on an issue?
- How might specific cultural values and teachings influence the perspectives of Indigenous peoples on an environmental issue?
- How do the different perspectives on an issue affect the government's decisions?