

Grade 5/6

Learning from Home Package

You will need:

dice

The following materials would be helpful, but in most cases can be substituted with what you have available:

Paper (white copier paper, construction paper)

Markers, crayons, or pencil crayons

Gluesticks

Thriving Learners ∞ Flourishing Communities



Grade 5 and 6 LFH Learning Package (English)

At the direction of Manitoba Education, the Louis Riel School Division has planned for students in Kindergarten- Grade 8 to temporarily learn from home from January 10th- January 14th. During that week, temporary remote learning options may be provided to Kindergarten to Grade 8 Students who can be supported while learning from home. In doing so our goals are to:

- Continue to engage children in achieving essential learning outcomes while learning from home.
- Address continuity of learning in response to higher levels of absenteeism due to concerns about safety as a result of COVID-19.
- Ensure children who are at home on a temporary basis maintain a connection to their school community while learning from home.

Students in Kindergarten- Grade 6 will receive a learning package developed by the division along with each student's school community. They will be provided with a daily schedule and learning opportunities focused on essential learning outcomes and emphasizing literacy and numeracy. In addition to the print package provided, students, parents, and guardians will have access to online invitations to learning. These will be accessible via the LRSD homepage. At the end of the period of temporary learning from home, students are invited to share their work with their classroom teacher. Teachers will acknowledge the learning and provide feedback to students in a timely manner.

Staff members from the student's school community will be in regular contact during the temporary learning from home period to ensure each student understands the learning tasks and to answer any questions and to nurture well-being.

Parents and guardians are encouraged to establish a learning space for their child and to maintain a regular schedule to maximize engagement and capitalize on learning:

- regular bedtime, wake-up and mealtimes
- getting dressed and ready for school (even though they are at home)
- time for learning
- time for breaks
- daily physical activity
- daily communication with friends and family

Setting up a home learning space to work can help children focus. If possible, the space should include:

- a quiet atmosphere
- good lighting
- a desk or table at a comfortable height for your child
- a storage basket or bin to keep supplies (paper, pens, pencils, markers, books, etc.)
- access to a computer/tablet or other smart device if possible



Time	Grade 5/6 Daily Schedule
9:00– 9:15	Getting bodies and brains ready for learning – select one activity from the Let’s Create section, p. 61
9:15-10:30	Literacy – see Literacy Section for the suggested order of activities and provided task resources Each task includes one or more of the following components: reading written tasks reflection/analysis presentation research •
10:30 – 10:45	Recess/ Take a break/Snack
10:45 – 11:30	Numeracy – see Numeracy Section for activities related to Number Sense for Grade 5 and for Grade 6 Each task includes one of the following Number Sense topics: fractions decimals estimation whole number calculations
11:30 – 12:30	Lunch
12:30 – 1:00	Quiet choice time/Read to Self/Draw/Do a Puzzle/Finish Daily Tasks from Numeracy or Literacy
12:50 – 2:00	Project based learning – See Science or Social Studies Themes for activities Eight inquiry-based activities have been selected from four themes from Grade 5 and Grade 6 units: Building a Nation Flight Early European Colonization Weather Note: Students can choose 3 or 4 activities to complete during the remote learning period. Activities can be selected based on grade level/interests/prior knowledge/topics studied in Sept-Dec.
2:00 – 2:15	Recess/ Take a break/ Snack
2:15 – 2:45	Let’s Create – select one Activity from Phys Ed./Movement and Drama/Heavy Muscle Work/Art
2:45 – 3:15	Let’s Create - select one Activity from Phys Ed./Movement and Drama/Heavy Muscle Work/Art
3:15 – 3:30	Reflection – see Reflection Prompts



Grade 5 and 6 - Literacy

This literacy unit Includes:

- An overview of activities for the remote learning period
- Example and procedure: Found Poem
- Example and procedure: Parallel Poem
- Name Story Activity Page
- Link: [Cube Creator \(readwritethink.org\)](https://readwritethink.org)
- Planning Template and Printable Cube: Bio Cube
- Mystery story: Bus Ride
- Planning Template and Printable Cube: Mystery Cube
- Planning Template and Printable Cube: Story Cube
- Reading Comprehension: Compare and Contrast Paragraph Examples
- Venn Diagram for Compare and Contract Paragraphs
- Paragraph writing templates – Hamburger and Basic
- Compare and Contrast Paragraph Checklist



Grades 5 and 6 Literacy

OVERVIEW

Students will use, as literacy resources, their recent classroom novel study, short stories, biographies, etc., or will use the literature provided. The following lessons include poetry creation, a review of story elements and paragraph comprehension, analysis and writing.

Day 1 : Found Poems

- Students learn about Found Poems. Samples provided.
- Students create poems by randomly selecting 50-100 words from any source, then rearrange them to form an original poem. Students are encouraged to use a novel or a short story they have already read.

Day 2 : Parallel Poems

- Students learn about Parallel Poems. Samples provided.
- Students use the guide to create their own parallel poem.

Day 3 : What's in a name?

- Students read about the origins and meanings of names. Resources provided.
- Students research to find the significance of their own/a family member's name and a character's name from a literature source. Guiding questions provided.

Day 4 : Bio Cube - planning template and printable cube provided

[Cube Creator \(readwritethink.org\)](https://readwritethink.org/cube-creator)

- Students select a character from a novel, short story, etc.
- Students use the planning template to gather information about the character
- Students create a Bio Cube, using the details about the character

Day 5 : Mystery - planning template and printable cube provided

[Cube Creator \(readwritethink.org\)](https://readwritethink.org/cube-creator)

- Students select a mystery story they have read, or use the provided short story
- Students use the planning template to gather information about the elements
- Students create a Mystery Cube, using the details on the planning template

Day 6 : Story Cube - planning template and printable cube provided

[Cube Creator \(readwritethink.org\)](https://readwritethink.org/cube-creator)

- Students select a novel or short story they have read
- Students use the planning template to describe setting, characters, conflict, etc.
- Students create a Story Cube, using the details about the elements of the story



Day 7 : Sharing/Presenting

- Select one, or all, of your created cubes, then share your work with a family member (in-person) or with a friend (online, if possible).

Day 8 : Compare and Contrast Paragraphs

- Students read provided paragraphs that demonstrate a comparison of two topics
- Comprehension and analysis questions follow the readings

Day 9 : Venn Diagram - Poem Comparison

- a. Using your Found Poem and your Parallel Poem, fill in the venn diagram with information that compares the similarities and differences of the two poems.

Day 10 : Writing your own Compare and Contrast Paragraphs

- b. Using your Poetry Venn Diagram, and the paragraph planning templates, write one paragraph that compares the **similarities** between your two poems, and another paragraph that describes the **differences** between your two poems. Use the paragraph checklists to review your work.



Sample Found Poem

Prose Selections from Chang-rae Lee's "Coming Home, Again"

From that day, my mother prepared a certain meal to welcome me home. It was always the same. Even as I rode the school's shuttle bus from Exeter to Logan airport, I could already see the exact arrangement of my mother's table.

I knew that we would eat in the kitchen, the table brimming with plates. There was the *kalbi*, of course, broiled or grilled depending on the season. Leaf lettuce, to wrap the meat with. Bowls of garlicky clam broth with miso and tofu and fresh spinach. Shavings of cod dusted in flour and then dipped in egg wash and fried. Glass noodles with onions and shiitake. Scallion-and-hot-pepper pancakes. Chilled steamed shrimp. Seasoned salads of bean sprouts, spinach, and white radish. Crispy squares of seaweed. Steamed rice with barley and red beans. Homemade kimchi. It was all there—the old flavors I knew, the beautiful salt, the sweet, the excellent taste. (p. 5)

.....

I wish I had paid more attention. After her death, when my father and I were the only ones left in the house, drifting through the rooms like ghosts, I sometimes tried to make that meal for him. Though it was too much for two, I made each dish anyway, taking as much care as I could. But nothing turned out quite right—not the color, not the smell. At the table, neither of us said much of anything. And we had to eat the food for days. (p. 6)

You can find the full essay at http://readwritethink.org/lesson_images/lesson998/ComingHomeAgain.pdf

Found Poem Based on the Prose Selection

My mother prepared A certain meal
To welcome me home.
We would eat in the kitchen
Table brimming
Kalbi, leaf lettuce to wrap the meat
Garlicky clam broth with miso and tofu and fresh spinach
Shavings of cod
Scallion and pepper pancakes Chilled steamed shrimp
Steamed rice.
The old flavors I knew
Beautiful, salt, sweet, excellent.
I wish I had paid more attention.



Found Poem Instructions

1. Select a piece of writing that you have already read. Look for, and write down 50–100 words that stand out in the passage. After you have written the words you have chosen, highlight or underline details, words and phrases that you find particularly powerful or interesting.
2. On a separate sheet of paper, make a list of the words and phrases you underlined, keeping them in the order that you found them. Double space between lines so that the lines are easy to work with. Feel free to add others that you notice as you go through the writing piece again.
3. Look back over your list and cut out everything that is dull, or unnecessary, or that just doesn't seem right for your poem. Try to cut your original list in half.
4. As you look over the shortened list, think about the tone that the details convey. The words should all relate to a certain mood, theme or idea. Make sure that you have words that communicate your emotions, too.
5. Make any minor changes necessary to create your poem. You can change punctuation and make little changes to the words to make them fit together (such as change the tenses, possessives, plurals, and capitalizations).
6. When you're close to an edited-down version, if you absolutely need to add a word or two to make the poem flow more smoothly, to make sense, to make a point, *you may add up to two words of your own*. That's two (2) and only two!
7. Reread your edited draft one more time and make any deletions or minor changes.
8. Check the words and choose a title—is there a better title than "Found Poem"?
9. Type your poem using an interesting font, or handwrite your poem using stylized lettering. Space or arrange the words so that they're poem-like. Pay attention to line breaks, layout, and other elements that will emphasize important words or significant ideas in the poem.
 - Read aloud as you arrange the words! Test the possible line breaks by pausing slightly. If it sounds good, it's probably right. Be dramatic!
 - Arrange the words so that they make a rhythm you like. You can space words out so that they are all alone or allruntogether.
 - You can also put key words on lines by themselves.
 - You can shape the entire poem so that it's wide or tall or shaped like an object (say a heart?).
 - Emphasize words by playing with boldface and italics, different sizes of letters, and so forth.
10. At the bottom of the poem, tell where the words in the poem came from. For example, From "A kind word goes a long way" by Rachel Yoder, on Stories of Love Page on The Mystery of Love Web Site.

Instructions adapted from "Found and Headline Poems" from *Getting the Knack: 20 Poetry Writing Exercises* by Stephen Dunning and William Stafford.



Parallel Poems

Select a narrative section of a novel or a short story that you have read. Rewrite the sentences, so each short sentence, or part of a sentence forms a poem. Here is an example of a passage from p. 127 of the novel *Holes*, by Louis Sachar.

There was a change in the weather. For the worse. The air became unbearably humid. Stanley was drenched in sweat. Beads of moisture ran down the handle of his shovel. It was almost as if the temperature had gotten so hot that the air itself was sweating. A loud book of thunder echoed across the empty lake. A storm was way off to the west, beyond the mountains. Stanley could count more than thirty seconds between the flash of lightning and the clap of thunder. That was how far away the storm was. Sound travels a great distance across a barren wasteland.

To create a parallel poem, rewrite the sentences, and the sentence parts that are separated at commas, as new lines. Don't forget to capitalize the first letter of every new line. Remove periods and other punctuation from the ends of sentences. Be creative with parts of sentences, to add dramatic effect!

*There was a change in the weather
For the worse
The air became
Unbearably humid
Stanley was drenched in sweat
Beads of moisture ran down
The handle of his shovel
It was almost as if
The temperature
Had gotten so hot
That the air itself was sweating
A loud book of thunder
Echoed across the empty lake
A storm was way off to the west
Beyond the mountains*



Name Story Assignment

Option One

Interview members of your family to find out additional details about your name. You can ask questions about why you were named as you were, what other names were considered, and who ended up picking out your name.

In addition to the information that others can tell you about your name, gather your own ideas about your name by writing about these questions:

- How do you feel about your name?
- How do others respond to your name?
- If you could pick out your own names, what would you select?

Option Two

If you have a nickname, explore where your nickname came from. You can consider a nickname that your family has given you or one that friends have given you. The only requirement is that you either you can interview someone who knows the story of how the nickname was chosen OR you were there when the nickname was chosen so you're aware of the details of the choice.

Ask questions or think and write about why you were given the nickname you were, what other nicknames were considered, and who ended up picking out your nickname.

In addition, you can gather your own ideas about your nickname by writing about these questions:

- How do you feel about your name?
- How do others respond to your name?
- If you could pick out your own names, what would you select?

Option Three

Explore the story of a friend or family member's name. You can choose someone you want to learn more about or someone with an unusual name. Interview the person you've chosen to learn more about how he or she was named. You can ask questions about why the person was named as he or she was, what other names were considered, and who ended up picking out the name.

To learn more about the person's name, you can these interview questions:

- How do you feel about your name?
- How do others respond to your name?
- If you could pick out your own names, what would you select?

Bio Cube Planning Sheet

Use this planning sheet to prepare for the online Bio Cube interactive by filling in the information for each side of the cube. Because space on the cube is limited, you will need to briefly summarize your information.

Side	Prompt	Information
1	Person's Name, Time Period, and Place	
2	Personal Background	
3	Personality Traits	
4	Significance	
5	Obstacles	
6	Important Quote	

Adapted from McLaughlin, M., & Allen, M.B. (2002). Guided comprehension in action: Lessons for grades 3–8. Newark, DE: International Reading Association.

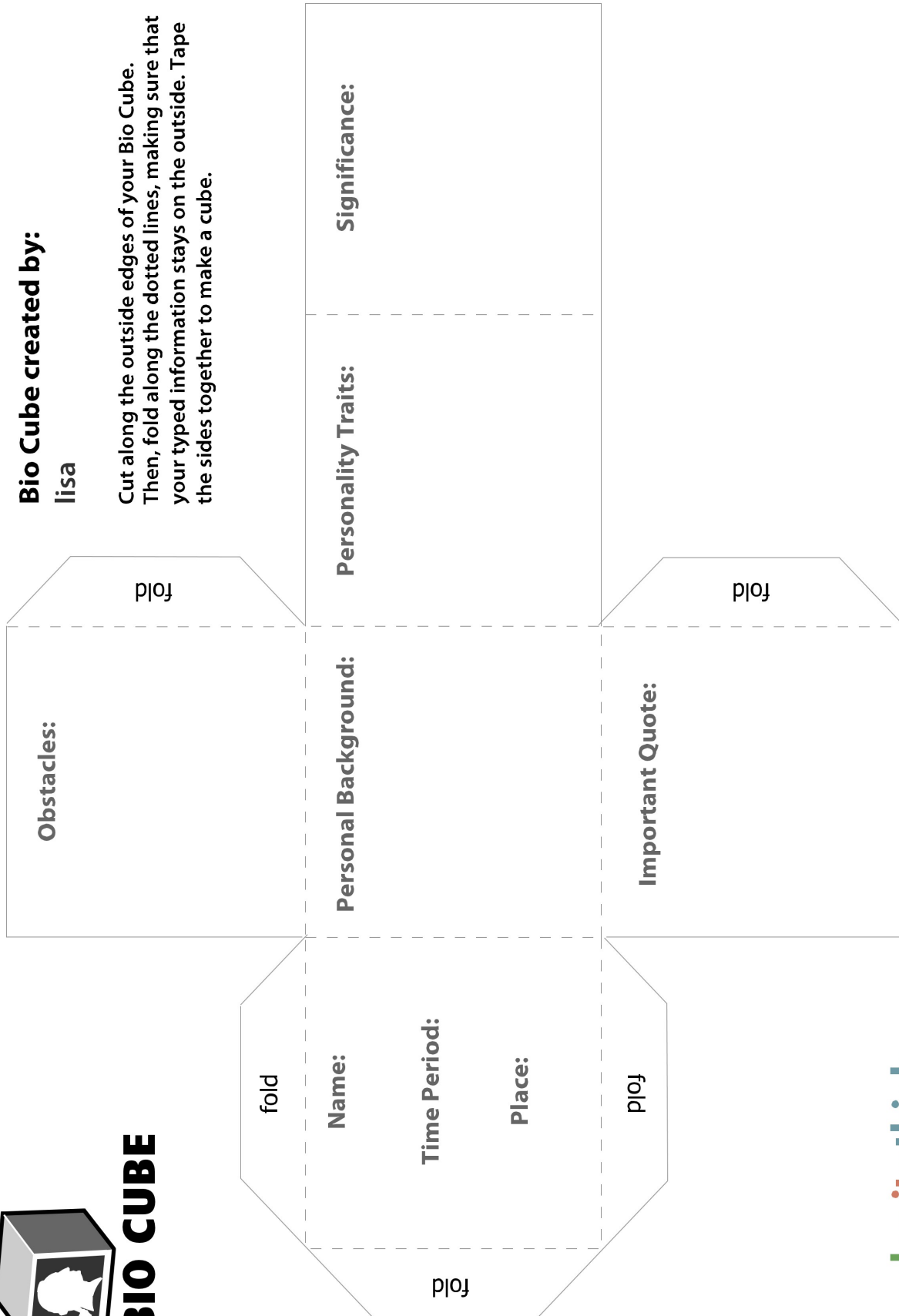




BIO CUBE

Bio Cube created by:
lisa

Cut along the outside edges of your Bio Cube. Then, fold along the dotted lines, making sure that your typed information stays on the outside. Tape the sides together to make a cube.



THE BUS RIDE¹

by Sahar Sabati

I had finished my night shift in the ER and was on my way home. I actually was a full two hours early, as I had gone off for break so late that I was sent home by the head nurse. It was still dark outside; usually I left the ER around eight, and now it was barely six fifteen. We had had a good, easy night, and we certainly deserved it, as the last couple of weeks in the ER were horribly hectic to the point of the entire staff being ready to quit en masse.

When I got into the bus, I was relieved that my favorite seat at the back was empty. From that view point of the back corner of the bus, I could see everyone. I didn't like being in a weak seat, where someone I couldn't see could be watching me.²

A man came in a few moments later and chose the sideways seat in front of mine. He was carrying two bags. One was a red postman's bag slung over his shoulder, the other was a black heavy-duty garbage bag he was half carrying, half dragging behind him. He put them both on the ground, propped his feet on them and leaned back in his seat.^{3, 4}

For some kind of reason, I was particularly interested in this man. He had intrigued me, and I

didn't know why. It happened sometimes that someone would catch my fancy. It made my imagination soar; made me weave an intricate web involving the person and the most insane stories.

In between quick glances, I noted that he was a middle-aged man, between forty to forty-five years of age, tall, thin but muscular, with an angular face and eyes set deep within their sockets. He had a five o'clock shadow and dark smudges under his eyes. His gaze was flickering around nervously, fluttering on each face around him, starting with the one on his right leading all the way to mine. I didn't react to the scrutiny. I held his gaze, then slid my eyes away. Just enough contact to let him know I wasn't afraid, but not too much so that he'd think I was interested.⁵

He continued watching the different people around him, his lips moving soundlessly, leaning his head back against the window and closing his eyes. He visibly relaxed. He was probably wary of meeting someone on the bus. An old girlfriend, maybe? Or maybe he was hoping to see someone, and was nervous about meeting again with that person.

I shrugged his eccentric behavior off—after all, he was just another one of the odd people who live in this city. I directed my gaze outside again at the city waking up. I still had thirty minutes of my ride to go.

Different scenarios explaining the man's behavior spinning in my head, I was dozing off when a sharp, foul smell made my eyes snap open. The man has opened his red bag and taken out a



bottle, which seemed to be the source of the odor. I tried to control my wincing, as I didn't want the man to see it. God only knew what his reaction would be.⁶

The man, unaware of my musings, took a long sip out of the bottle. It looked like plain, clean water—why did it stink so much?

Once again, my imagination started to wander. Maybe the man had gone down on luck, and had spent the night hunting for meat to feed his family. Maybe he worked as a sewage-cleaner during the night. Maybe his washing machine didn't work, and when his clothes reached a state of utmost dinginess, he finally gave up and is now going to his mother's house to use hers, which would explain his state and the smell emanating from the bag.

My imagination was now fired up; I was wide awake. Since he was looking the other way, I observed him more closely, to fine tune my story. I suddenly noticed the blood on his hands. Some of it was fresh, the rest caked. It formed an indistinct pattern, and I couldn't see any visible wounds explaining the presence of blood.

However, it did correlate with my theory that he was a sewage-cleaner. After all, it wasn't easy work, and he could hurt himself easily. I wondered if he had taken the time to disinfect his wounds, since he could get an infection.

I was musing on the dangers of simple wounds when the man slowly turned his head towards me. His gaze traveled from my hands, resting on my bag, up to my eyes.⁷ He met them and I shuddered. His eyes were empty and cold. Eyes cold like this could only belong to someone who had no soul... Someone who could be capable of anything.

The man started fidgeting again, as if looking for a comfortable position. Maybe he had a guilty conscience. What had he done, that he couldn't even sit comfortably in a bus?

My gaze fell on the ring that he was wearing. It was a gold chevalier, with a large green stone that could have been an emerald. The reason I noticed the ring was its spotlessness against the man's dirty skin. It wasn't a new ring; the stone showed obvious signs of wear. It didn't match the man's clothes and overall appearance, either. He was wearing the clothes of a construction worker, with visible wear and tear. He had no other jewelry on. It didn't make sense that someone who was wearing old, torn up clothes, would be wearing such a clean, expensive looking ring.⁸ Personally, I would leave such a piece of jewelry at home for when I'd wash up and put some cleaner clothes on.

The picture was becoming grimmer by the minute. What if that smell wasn't that of sewage or an old sandwich? I had smelled that smell before. After all, I am a nurse. The smell was that of rotting meat. When taken in with the blood on his hands and the out of place ring, it did look like the man had



killed someone and stuffed him or the clothes he was wearing during the killing in the bags he was wearing. It wasn't his own ring the man was carrying. It was the ring of the person he had killed.⁹

My stop was coming up, but I decided to stay on the bus until the man had left. The fact that he might be a murderer was too serious for me to ignore, especially after he caught me looking at him with an odd look in his eyes. Had he guessed that I knew his secret? Would he follow me off the bus, then ambush me and kill me? Would my blood pouring over him add to the overall stench of his person?¹⁰

By then, my heart was pounding. Horrific visions of my mutilated body danced before my eyes. I forced them away with much difficulty. I didn't know what to think; surely I was exaggerating. I had to be exaggerating. It was possible that the murder story I had read last evening had been lingering in my mind a little too long. When I thought about it, holes appeared in my carefully knitted theory. Surely a murderer wouldn't take a public bus and face possible identification. But what about the proof? It couldn't lead to any other conclusion. I was certain about it.

However, as I watched my stop roll by, the ridiculousness of the situation hit me and I felt a sudden sense of embarrassment. A grown woman such as myself should know better. What looked innocent could be more than that, whereas what looked horribly suspicious could be just as innocent.

Many people had questionable hygiene. Maybe he was a homeless man moving from one location to another. It was probably the long, sleepless night that had fueled my errand train of thoughts. That and that book that would find its way to the donations box as soon as I got home.

It was embarrassing to have to admit that I'd made a mistake. I rang the bell and was getting up to leave when the man looked at me and winked. It startled me. I tentatively smiled back. When he smiled, I felt utterly ridiculous. A man with such a nice smile couldn't be a murderer. I got off and told myself that the extra walk would serve me as a lesson.

I finally got home, cold and tired. The wind had been blowing in my face the whole way, and every muscle in my body felt frozen. I took my keys out and opened the door. I kicked snow off the newspaper that was lying on the ground and gasped.¹¹

Looking up at me was the man from the bus. Over his head was the title: "Man caught on tape killing wife and kids." It seemed that I had been right, after all. I fearfully looked around. I had been right about the man's past actions; had I guessed right about his future actions, including my possible demise? I hurried inside the house and closed the door firmly, knowing that I wouldn't be able to sleep anytime soon.

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VOCABULARY

(listed in order of appearance in the story)

hectic: characterized by intense activity, confusion, or haste **en masse:** in one group or

body; all together **intricate:** having many complexly arranged elements; elaborate

flickering: making brief movements or tremors **nervously:** in an easily agitated or

distressed way; in a high-strung or jumpy manner **scrutiny:** a close, careful examination

or study **wary:** openly distrustful and unwilling to confide

eccentric: marked deviation from an established norm; especially used to describe odd or

unconventional behavior **musings:** products of contemplation; thoughts **indistinct:** difficult to

understand or make out **correlate:** to bear a reciprocal or mutual relation **grimmer:** more and

more dismal; gloomier **horrific:** grossly offensive to decency or morality; causing horror

mutilated: disfigured; irreparably damaged

ridiculousness: something deserving or inspiring ridicule; quality or state of being absurd,

preposterous, or silly **hygiene:** conditions and practices that serve to promote or preserve

health

QUESTIONS

1. Predict what the story will be about based on the title.
2. Why would the narrator want to sit at the back of the bus?
3. What do you think is in the bags?



4. If you would like to change your prediction, do so now.
5. Sketch what you think the man looks like.
6. What do you think the smell is?
7. How do you think the narrator feels right now?
8. Whose ring is the man wearing?
9. Do you think the man has killed someone? Use clues or evidence from the story to support your answer.
10. Do you think the narrator's imagination is being overactive, or does he or she have something to worry about?
11. What does the narrator see that makes him or her worry?

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Mystery Cube Planning Sheet

Use this planning sheet to prepare for the online Mystery Cube interactive by filling in the information for each side of the cube. Because space on the cube is limited, you will need to briefly summarize your information.

Side	Prompt	Information
1	Setting	
2	Detective	
3	Crime or Mystery	
4	Victim	
5	Clues	
6	Solution	

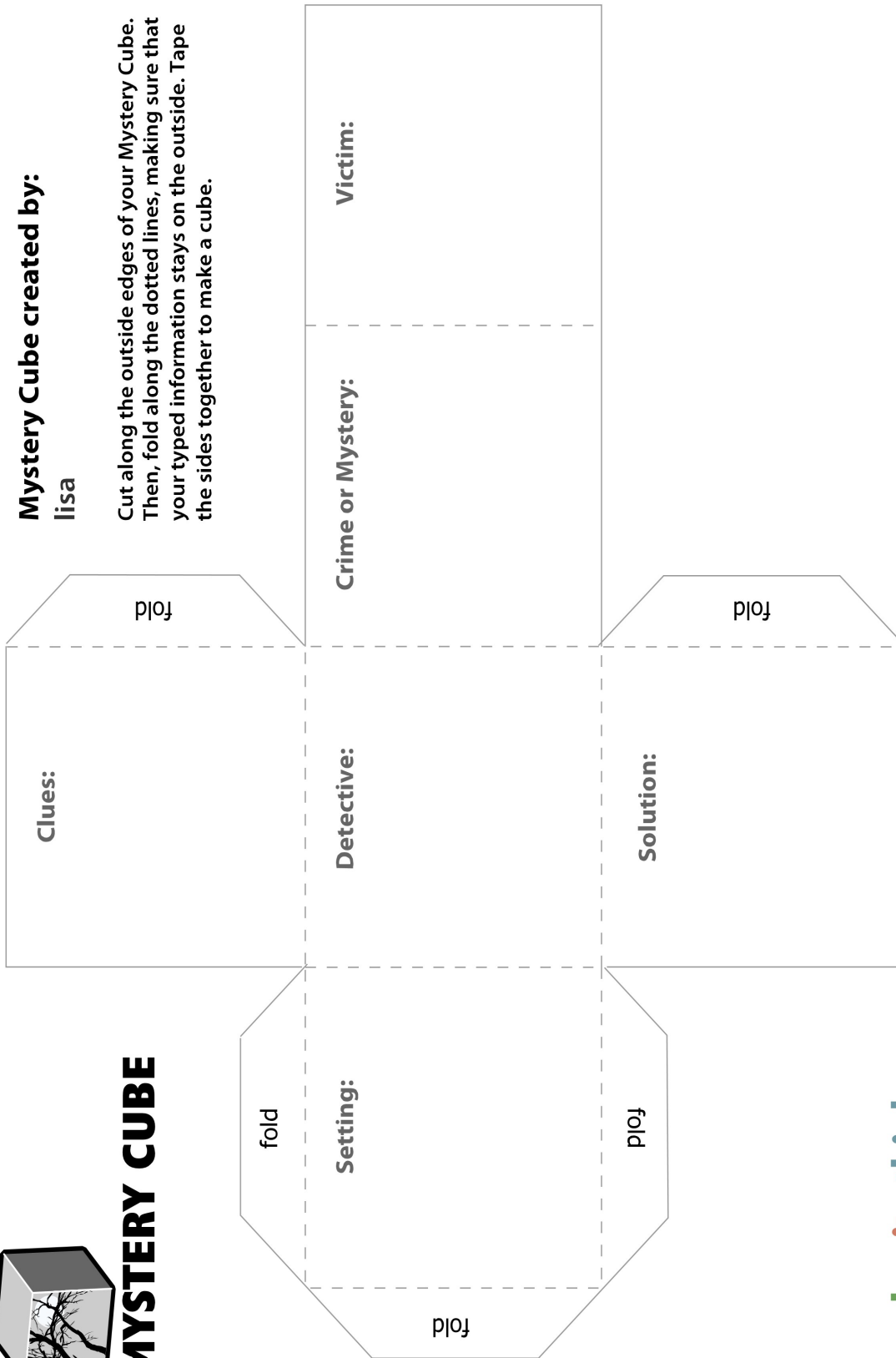




MYSTERY CUBE

Mystery Cube created by:
lisa

Cut along the outside edges of your Mystery Cube. Then, fold along the dotted lines, making sure that your typed information stays on the outside. Tape the sides together to make a cube.



Story Cube Planning Sheet

Use this planning sheet to prepare for the online Story Cube interactive by filling in the information for each side of the cube. Because space on the cube is limited, you will need to briefly summarize your information.

Side	Prompt	Information
1	Characters	
2	Setting	
3	Conflict	
4	Resolution	
5	Theme	
6	Favorite part	





STORY CUBE

Theme:

fold

Story Cube created by:

lisa

Cut along the outside edges of your Story Map Cube. Then, fold along the dotted lines, making sure that your typed information stays on the outside. Tape the sides together to make a cube.

fold

Characters:

fold

Setting:

Conflict:

Resolution:

fold

Favorite:

fold

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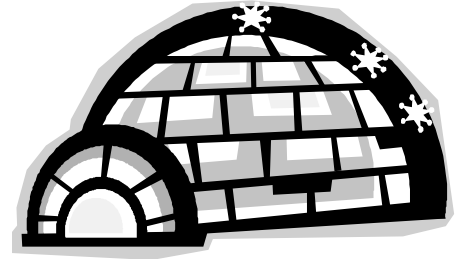
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Compare and Contrast Paragraph Examples

Directions: Read the paragraphs and answer the questions below.

Thousands of years ago the Native people of North America had to build houses that fit their life. One kind of house was a tipi. The Plains people lived in tipis. Tipis were to put up and take down. In fact, it only took about half hour to set them up. This was perfect for the Plains people spent their time hunting and following herds of animals.



easy
an
who

The Inuit, who lived in the cold Arctic region, spent part of the year living in igloos. Igloos were temporary homes like tipis. However, they were built for the cold winter months, whereas a tipi could be used year round. Both tipis and igloos had one main room that the family lived in and were usually made for a single family. Tipis and igloos were made of very different materials. Igloos were made from blocks of snow stacked on top of each other, while tipis were made from buffalo hide, tree bark, or grass. The shape of tipis and igloos was also different. Tipis were cone-shaped, using three or four poles for support. In contrast, igloos were dome-shaped.

1. Is this paragraph comparing and contrasting two things?

Yes No

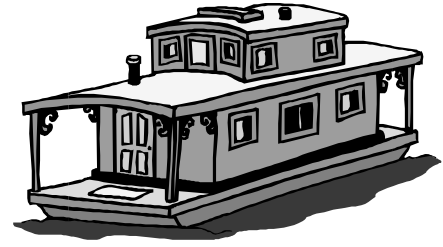
2. If no, how do you know it is not a compare and contrast paragraph?

3. If yes, what two things are being compared?

4. Circle the key words in the paragraph that show that the author was comparing and contrasting information.



Are you tired of going on the same vacation year after year? Are you looking for an adventure? If you are, then a houseboat might be the thing for you. You can find places that rent houseboats in the United States, England, Asia, Australia, Canada, and New Zealand. This would be a great opportunity to travel the world in a unique way.



There are a wide variety of activities that you can participate in while vacationing on a houseboat. You can go fishing, swim in sparkling water, travel to different destinations, or just lie out and enjoy the sun and breeze. Cost is another factor to consider when renting a houseboat. You can actually rent a houseboat for about the same amount of money that you would spend on a nice hotel. One advantage of renting a houseboat is that you don't have to go out to eat for every meal. Most houseboats have a kitchen area where you can cook meals. This will save you money on your vacation. So, if you want an affordable adventure, try renting a houseboat for your next vacation.

1. Is this paragraph comparing and contrasting two things?

Yes No

2. If no, how do you know it is not a compare and contrast paragraph?

3. If yes, what two things are being compared?

4. Circle the key words in the paragraph that show that the author was comparing and contrasting information.



Some settlers of the Great Plains built their houses out of sod. A sod house was made out of dirt bricks that the settlers uncovered when they plowed their fields. The settlers chose a place to build their sod house, marked the corners in the dirt and began laying the sod bricks. They kept adding bricks until the sod house was tall enough for people to live in. The settlers left a small hole in the front for the door and an even smaller hole in the back for a window. Since the settlers didn't have wood, they used blankets or quilts to make their door. They used paper to cover the windows. The roof was the last part added. To make this, the settlers laid long poles side by side and covered them with a thick layer of weeds and hay. Once the roof was finished, the settlers could move into their new house. Home sweet home!



out
in

1. Is this paragraph comparing and contrasting two things?

Yes No

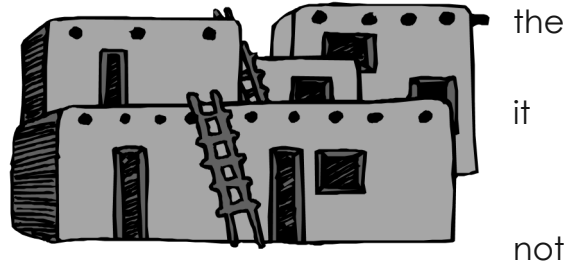
2. If no, how do you know it is not a compare and contrast paragraph?

3. If yes, what two things are being compared?

4. Circle the key words in the paragraph that show that the author was comparing and contrasting information.



A ger is a circular tent-like home that was often used by nomadic people of Mongolia. Gers are easy to take down and put up. In fact, once the ger is fully collapsed only takes one animal to carry it to the next place. This is perfect for people who need to move quickly from one place to the next. Unlike the ger, an adobe house does move. It is permanent and is meant to stay in one place for a long time. An adobe house is built using bricks made of clay, water, and straw. A ger, on the other hand, is built using wooden poles and canvas material. Adobe buildings are perfect for people who live in hot climates. The adobe bricks help the home to stay cool when it is hot. In contrast, a ger is great for both cold and warm weather.



1. Is this paragraph comparing and contrasting two things?

Yes No

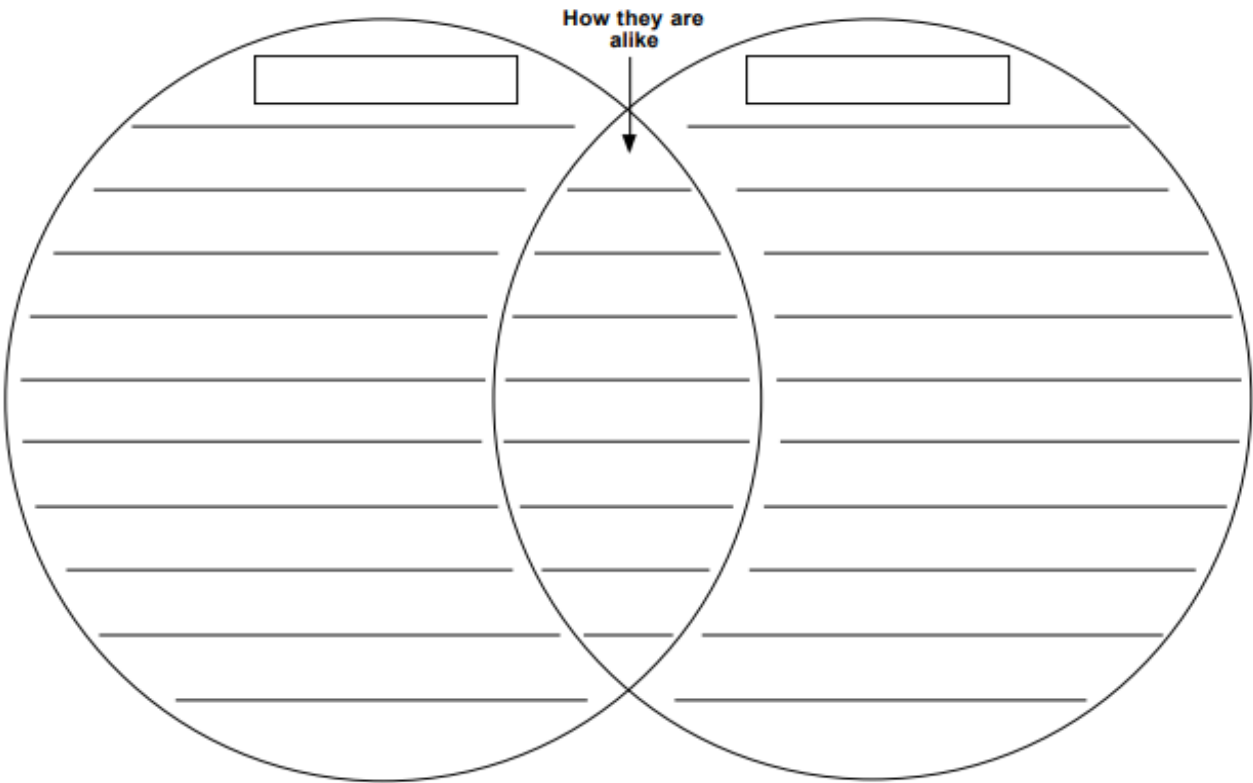
2. If no, how do you know it is not a compare and contrast paragraph?

3. If yes, what two things are being compared?

4. Circle the key words in the paragraph that show that the author was comparing and contrasting information.



Using the Found Poem and the Parallel Poem, complete the Venn diagram, to explore the similarities and differences between the two types of poems.



Paragraph Writing Template - Hamburger

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.

Topic:

Detail:

Detail:

Detail:

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Basic Paragraph: Graphic Organizer

topic:

controlling idea: _____

supporting detail #1

supporting detail #2

supporting detail #3

possible transitional words and phrases

likewise

also

furthermore

in addition

moreover

another reason



Paragraph Two Writing Criteria Checklist		Paragraph Two Writing Criteria Checklist	
My paragraph begins with a sentence that clearly states the topic.		My paragraph begins with a sentence that clearly states the topic.	
Every sentence in the body of the paragraph clearly supports the topic.		Every sentence in the body of the paragraph clearly supports the topic.	
Transitions (links) between sentences are smooth and clear.		Transitions (links) between sentences are smooth and clear.	
I have used language appropriate for the topic.		I have used language appropriate for the topic.	
My tone is appropriate and suited to the intended audience.		My tone is appropriate and suited to the intended audience.	
My closing sentence restates the main idea in the opening sentence.		My closing sentence restates the main idea in the opening sentence.	
I have checked all words for accuracy and spelling.		I have checked all words for accuracy and spelling.	
I have checked punctuation for accuracy.		I have checked punctuation for accuracy.	
Grammar is appropriate and accurate.		Grammar is appropriate and accurate.	
My paragraph is interesting to read.		My paragraph is interesting to read.	



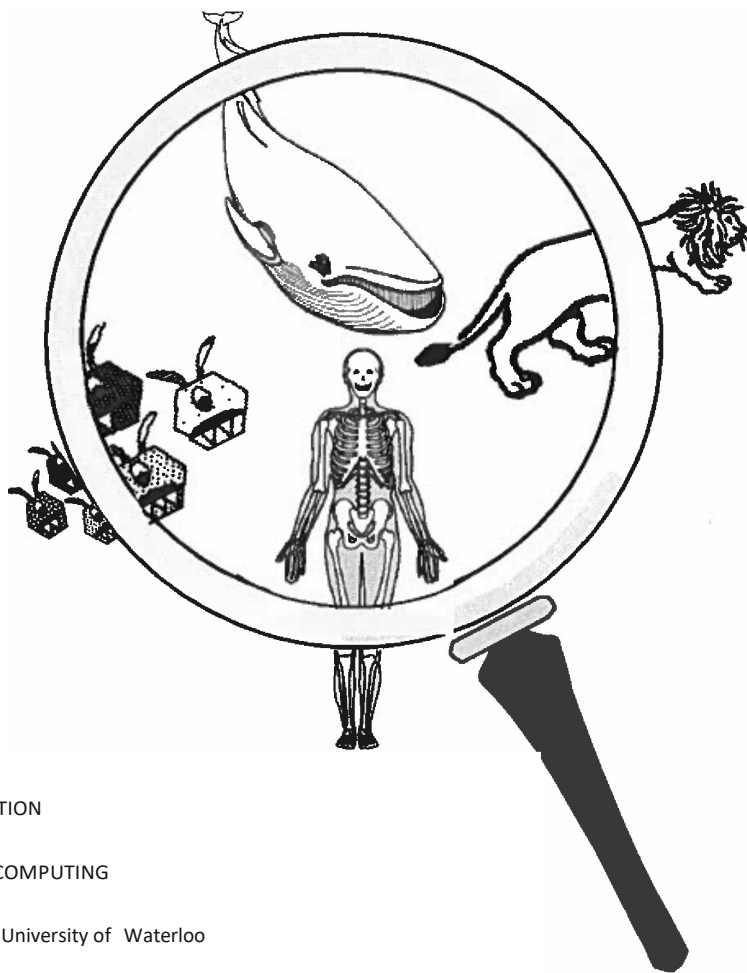
NUMERACY

Grade 5 Numeracy

Invitations to Mathematics

Investigations in Number Sense and Estimation

"Numbers at Work"



3rd Edition

The CENTRE for EDUCATION

in MATHEMATICS and COMPUTING

Faculty of Mathematics, University of Waterloo

Waterloo, Ontario, Canada N2L 3G1

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M12: Mixed-up Numbers

Somehow the numbers in each of the following newspaper articles got mixed up. Rewrite the articles putting the numbers in the correct places. No number is now in the correct place.

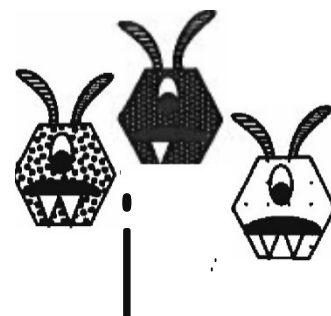
1. COTTAGE COUNTRY FAIR A SUCCESS

The Cottage Country Fair, held on the weekend of September 37 to September **8**, recorded an attendance of **1947**. The Fair has been held every year since **5**. Once again Mrs. Cook won the baking contest, beating out a record number of 3 opponents with her **5312** layer chunky chocolate cake.



2. HORROR MOVIE NOT BAD

The film *Hexagonal Horrors* wil1 be shown at 3 p.m. on October 36. The 7-sided horrors are both furry and funny. At the preview last night, **7:15%** did not like the film, but 6% gave it 57 stars. The other **31%** gave no opinion.



3. HIGH SCHOOL HOOPSTERS TRY AGAIN

On Canada Day, July 5, in the year **257**, the basketball team of **1** students from Hooper High will play basketball against 2 top professionals. The last time such a game was played, in **10**, the final score was 3 to **1956**. One high schooler scored **2010** free throws and Shorty Simpson got the only other Hooper High basket.



4. DOG-WALKING DONE DAILY

Two 2-year-olds from Ird Avenue Public School have started a dog-walking business. They charge **\$6** per hour and will walk each dog once a day on weekdays and **12** times a day on weekends. Already, they have been hired by several families to walk 2.5 dogs and 3 raccoon.



BLM 5: Comparing Fractions

1. Write numerators for these fractions so that each fraction is close to, but less than, $\frac{1}{2}$.

8 9 5 7 3 10

Which of your fractions is closest to $\frac{1}{2}$? Which one is furthest from $\frac{1}{2}$? How do you know?

2. Write numerators for these fractions so that each fraction is close to, but greater than, 2 .

8 9 5 7 3 10

Which of your fractions is closest to 2? How do you know?

3. Write numerators for these fractions so that each fraction is close to, but less than, 1.

8 9 5 7 3 10

Which of your fractions is closest to 1? Which is furthest from 1? How do you know?

4. Write denominators for these fractions so that each one is close to, but less than, $\frac{1}{2}$.

9 3 6 5 4 8

Which of your fractions is closest to $\frac{1}{2}$? Which one is furthest from $\frac{1}{2}$? How do you know?

5. Write denominators for these fractions so that each one is close to, but greater than, 1.

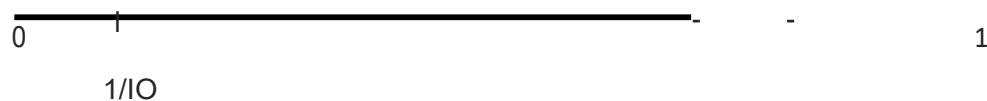
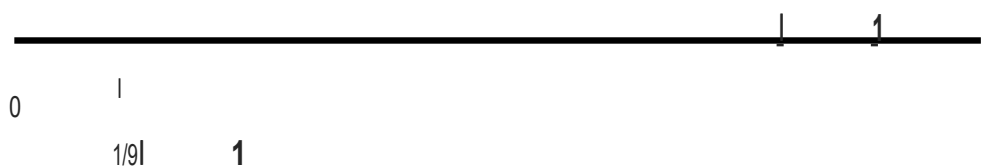
9 3 6 5 4 8

6. Which of the following fractions is closest to 1? Explain how you know.



8	44	27	99	11
9	45	37	100	4



BLM 6: Fraction Lines

BLM 8: Putting Numbers in their Places

In this game a different number belongs in each square of the game board. There are clues given to help you decide which number belongs in each square and the numbers you may use are listed.

For example, in Game 1 below, the second clue tells us that the number in square **b** must be more than 4. What choices do we have? The last clue says that the number in box **f** must be greater than 5. What number belongs in box **f**? This means that box **b** must contain the number 5. Why? Complete the rest of Game 1.

Game 1: Clues. Use 1, 2, 3, 4, 5, 6

- a. between 3 and 6
- b. more than 4
- c. less than 2
- e. between 2 and 5
- d. less than 4
- f. more than 5

Game Board

a	b	c
d	e	f

Complete Games 2, 3 and 4 the same way. Games 3 and 4 use different sets of numbers.

Game 2: Clues. Use 1, 2, 3, 4, 5, 6

- a. greater than 3
- b. between 1 and 4
- c. less than 3
- e. less than 4
- d. the quotient of 8 and 2
- f. greater than 5

Game Board

a	b	c
d	e	f

Game 3: Clues. Use 6, 7, 8, 9, 10, 11

- a. greater than 8
- b. less than 7
- c. between 8 and 11
- e. greater than 9
- d. a prime number
- f. an even number

Game Board

a	b	c
d	e	f



Games 2 and 3 have more than 1 solution each. How many different solutions can you find?

Game 4: Clues:

Use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{3}$, $\frac{4}{5}$,
 $\frac{3}{2}$

- a. less than $\frac{1}{2}$
- b. between $\frac{1}{2}$ and 1
- c. greater than 1
- d. greatest of the given fractions
- e. half of $\frac{1}{2}$
- f. $\frac{1}{2} + \frac{1}{4}$
- g. closest to 1
- h. fraction not yet used

Game Board

a	b	c	d
e	f	g	h

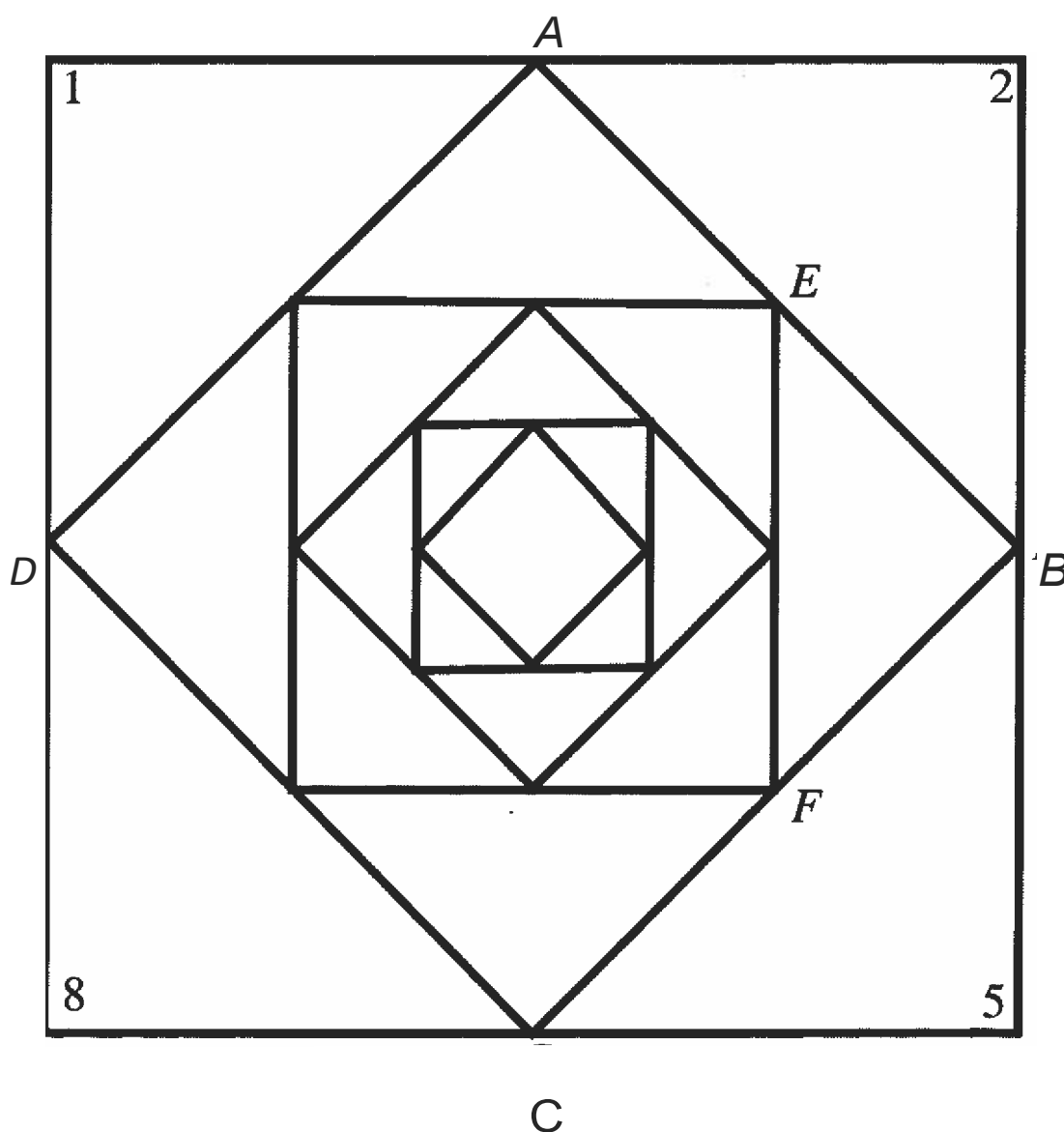


- The largest square below has the numbers 1, 2, 5, and 8 at its corners. Find the difference between 1 and 2 and write the answer at corner *A* of the next largest square. Write the difference between 2 and 5 at corner *B*, the difference between 5 and 8 at corner *C*, and the difference between 8 and 1 at corner *D*. You should now have a number at each corner of the second largest square.

Now find the difference between the numbers at *A* and *B*, and write this difference at corner *E* of the third largest square. Write the difference between the numbers at *B* and *C* at corner *F*, and so on.

Continue in this way until you have numbers at the corners of the smallest square.

What do you notice about these numbers?



BLM 13: Devilish Differences - 2

2. Repeat, starting with 2, 5, 9, and 7 as shown on the right.

Did you get the same result?

Did you need all six squares?

3. Repeat, starting with 15, 23, 98, and 42 as shown below.

Did you get the same result?

Did you need all six squares?

4. Draw your own squares and test the following sets of numbers. Describe your results.

- a) 1, 2, 3, 4
- b) 5, 13, 43, 29
- c) 99, 75, 33, 25

5. Will you get the same result with decimals? with fractions?

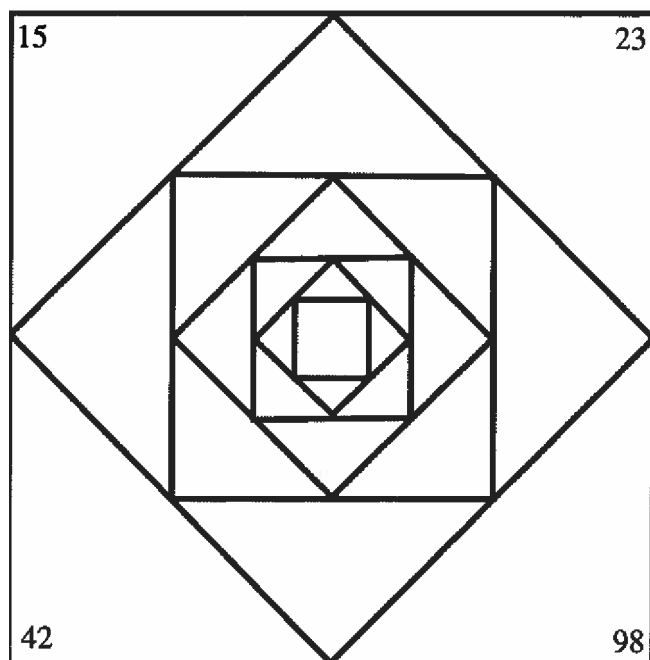
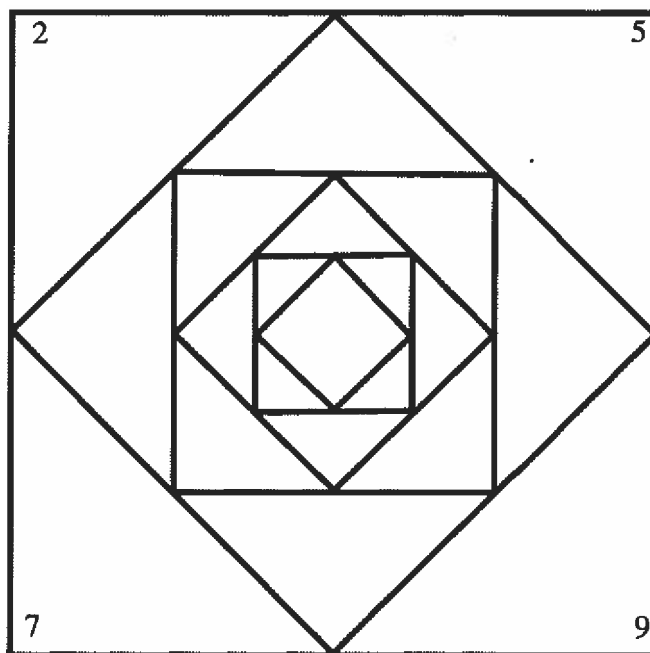
Test using the following sets of numbers

- a) 3.5, 9.7, 8.1, 4.4

- b) $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{4}$, 1

A Challenge:

Try your own set of any four numbers. Do you think the result will always be four?

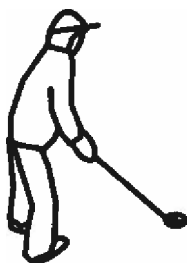


For each of the following situations the cartoon suggests a fraction. Tell whether the fraction is more than $\frac{1}{2}$ or less than $\frac{1}{2}$. Explain why you think so.

(a) Cesar struck out 5 of 9 batters.



(b) Rosita scored par on 7 out of 18 holes.



(c) Jerry made 9 hits in 19 times at bat.



(e) Luis lost 12 of his 25 pennies down the storm drain.



(f) Luigi's mother put raisins in 22 of the 3 dozen cookies she baked for the school sale.



(g) Logan saw that there were cattle in 15 of the 23 box cars on the train.



(i) Ari went on 11 of the 19 rides at the fair.



1. Describe 2 situations illustrating a fraction less than one-half.
2. Describe 2 situations illustrating a fraction greater than one-half.



BLM 17:

Estimating Fractions

1. Use fractions from the following set to complete the statements.

$\frac{1}{2}$	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{3}{8}$
$\frac{1}{8}$	$\frac{5}{8}$	$\frac{7}{8}$	$\frac{2}{4}$

- a) Two fractions that are _____ less than $\frac{1}{2}$ are _____ and _____.
- b) Two fractions that are almost 1 if they are added together are _____ and _____.
- c) Two fractions whose sum is greater than 1 are _____ and _____.
- d) Two fractions whose difference is almost zero are _____ and _____.

Two Challenges:

- e) Two fractions whose product is about $\frac{1}{2}$ is _____ and _____.
- f) Three fractions whose sum is less than 1 are _____, _____, and _____.
2. Which parts of #1 have more than one correct answer? Give a second answer for each.

3. Game: Fraction Sum

Choose two of the fractions in the box above. Add them. Determine your score by the following:

If the sum is between 0 and $\frac{1}{2}$ your score is 1.

If the sum is between $\frac{1}{2}$ and 1 your score is 2.

If the sum is between 1 and $1\frac{1}{2}$ your score is 3.

Play for 5 turns each. Try to get a total score close to 10. The winner is the one whose total score is closest to 10.

Names of Players	Scores					
	1	2	3	4	5	Total



BLM 22:

A Range of Estimates

1. Choose two numbers from the box that will fit the conditions described.

- a) Their sum is about 90 and their product is close to but less than 2000
- b) Their sum is about 80 and their product is close to, but more than 1600
- c) Their sum is close to 120, but less than 100 and their product is close to 3800.
- d) Their sum is close to, but less than 100 and their product is close to, but more than 900.
- e) Their difference is about 70 and their sum is about a 100.
- f) Their difference is about 30 and their product is about 4000.

63	87	51
92	28	
		16
36	77	12
46	56	82
32	71	68



2. For each question below, select two numbers from the box. Record these on a separate piece of paper. Estimate their sum and their product. Write these numbers in the blanks.
- a) Their sum is about, _____ and their product is close to. but less than _____. .
 - b) Their sum is about, _____ and their product is close to. but more than _____
 - c) Their difference is about _____ and their sum is about _____.
 - d) Their difference is about, _____ and their product is about _____ .
 - e) Their sum is close to. but less than _____ and their product is close to. but more than _____ .



Grade 6 Numeracy
Invitations to Mathematics
Investigations in Number Sense and Estimation
"All 'Round Numbers"

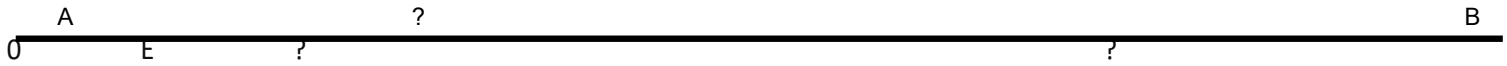


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Placing Numbers

The number line below shows from 0 to 1 million.



A represents the length of the Great Wall of China in kilometres, 6000.

B represents the height of Mount Everest in centimetres, 900 000.

There are four other positions marked. Each one represents one of the following.

Mark C, D, E, and F in the proper places on the number line.

C: The mass of a blue whale, in kilograms is 190 000. D:

The area of Alberta, in square kilometres, is 662 000. E:

The speed of a jet-engine car, in km/h, is 10000.

F: The world's worst oil spill, in tonnes, was 236 000.

The following are not marked. Estimate their positions and mark them on the number line.

G: The distance bees travel, in kilometres, to make a pound of honey, is 21 000.

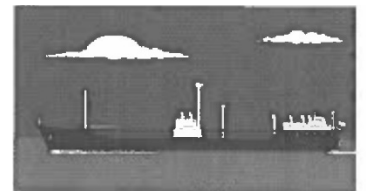
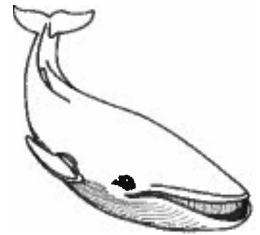
H: The number of parts in a dragonfly's eyes is 26 000.

I: The average number of hairs on a human's head is 120

000. Include two of your own examples:

K:

L:



Decide whether each of the following statements is reasonable and circle either "R" (for "Reasonable") or "U" (for "Unreasonable"). Tell why you think so.

- | | | |
|--|---|---|
| 1. A single potato chip weighs about 10 g. | R | U |
| 2. A watermelon is about 93% water. | R | U |
| 3. An average sized carrot weighs about 1 kg. | R | U |
| 4. A CD usually has between 40 and 80 minutes of music. | R | U |
| 5. Corn plants grow to about 2.2 m tall. | R | U |
| 6. The seat of a dining room chair is about 75 cm above the floor. | R | U |
| 7. Gasoline costs about \$5.00 per litre. | R | U |
| 8. A rock concert had an attendance of more than 20 000 people. | R | U |
| 9. Alfonso's new computer had a hard drive of 10 megabytes. | R | U |
| 10. Melinda's new bicycle cost \$20. | R | U |
| 11. Gerry's new digital camera holds 200 exposures. | R | U |
| 12. A new minivan has seating for 12. | R | U |
| 13. Mikhail lives in a castle that is at least 1200 years old. | R | U |
| 14. Ten-year-old Zack claims that he can lift 2540 g. | R | U |




If you decided a statement was unreasonable, try to find a number that will make the statement reasonable. You may use any of the following resources: library books, textbooks, the Web, newspapers, magazines, members of your family, or your own knowledge.



Scaling Large Numbers

Each of the diagrams below represents an object that is larger than the diagram itself. The ratio of the size of the diagram to the size of the object is called the 'scale' of the diagram.

2 cm tall



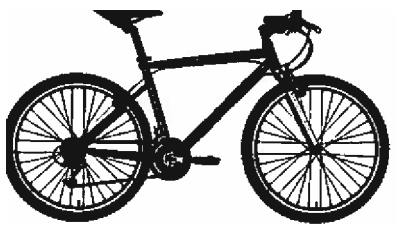
Scale: 1:550

For example, the picture of the dinosaur is 2 cm tall. The scale of the drawing is 1 to 550 (usually written as 1:550). This means that every 1 cm on the drawing represents 550 cm of the actual height of the animal. Since the drawing is 2 cm tall, this means the dinosaur was:

2 x 550 cm or 1100 cm (or 11 m) tall.

Use the scale given to determine the actual size of the object.

1. bicycle




5cm

Scale: 1:40

Actual size: _____

2. horse



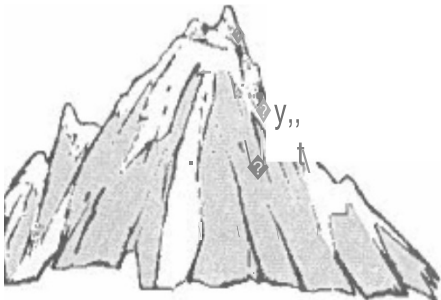
3cm

Scale: 1:70

Actual size: _____

3. mountain

4 1cm



Scale: 1:100 000

Actual size: _____



Scaling Small Objects

Each of the diagrams below represents an object that is smaller than the diagram itself. The ratio of the size of the diagram to the size of the object is called the 'scale' of the diagram.

For example, the picture of the red blood cell is 25 mm across. The scale of the drawing is 5000 to 1 (usually written as 5000:1). This means that the drawing is 5000 times the size of a real red blood cell. What is the actual measure of the red blood cell?

Use the scale to determine the actual size of each object.

1. a blood cell



25 mm

Scale 5000:1

Actual Size _____

2. bacterium

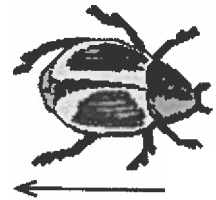


18 mm

Scale 3000:1

Actual size: _____

3. hairy-winged beetle



25 mm

Scale 50:1

Actual size: _____




Find the Errors!


The following are based on actual promotional flyers or advertisements or found in books. Each has a math error. Find the error and explain how you would correct it.


1. **PARTH COUNTY FAIR**
Sept. 3-5
Save 25% by buying your ticket early!!
Price before Sept. 3: \$7.00
Price after Sept. 3: \$8.00

2. From a Science textbook:
Your heart beats about 72 times a day, 37 843 200 times a year, and 28 382 400 000 times during a 75-year lifetime.

3. **FRIED CHICKEN NUGGETS**
5 for .99¢


4. Save 31¢ on our \$2.89 Bag of Snacks!!
Cost with coupon: \$1.58

5. 
Mystical Mystery by Hoodunit
Was \$3.50
Now \$1.95
Save \$2.55

6. **GOOEY SNAK CUBES**
NOW ONLY 3/\$.00
REGULAR 99¢ VALUE


7. **25%OFF!**
Back packs in all colours!!
Reg. \$17.96
Sale: \$23.95


8. **SAVE \$100!!!**
Compact Cassette Recorder less than 8 oz. 2-speed recording needs 2 AA batteries.
Now \$39.95
Suggested list price \$49.95
Adapter \$15.9



9. A newspaper described a 12-foot snowman as follows:
The base is 22 ft. around;
the body is 13 ft. around;
the head is 8 ft. across.



10. From a math text-book:

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



Relative Sized

1. By estimating only, without calculating, decide whether the symbol $>$ (is greater than) or $<$ (is less than) or $=$ (is equal to) should be in each box to make the statement true. Justify your answer.

a) $334 + 976 + 533$ _____ $408 + 988 + 656$

b) $56 + 57 + 58$ _____ 3×57

c) $760 + 8$ _____ $760 + 9$

d) 512×1.1 _____ 512

2. Tell whether each of the following is true or false. Give examples.

- a. Multiplying a number by less than 1, decreases the value of the number. T or F

Examples:

- b. Multiplying a number by more than 1, increases the value of the number. T or F

Examples:

- c. Dividing a number by greater number gives an answer of less value. T or F

Examples:

- d. The sum of 3 consecutive whole numbers is equal to 4 times the middle number. T or F

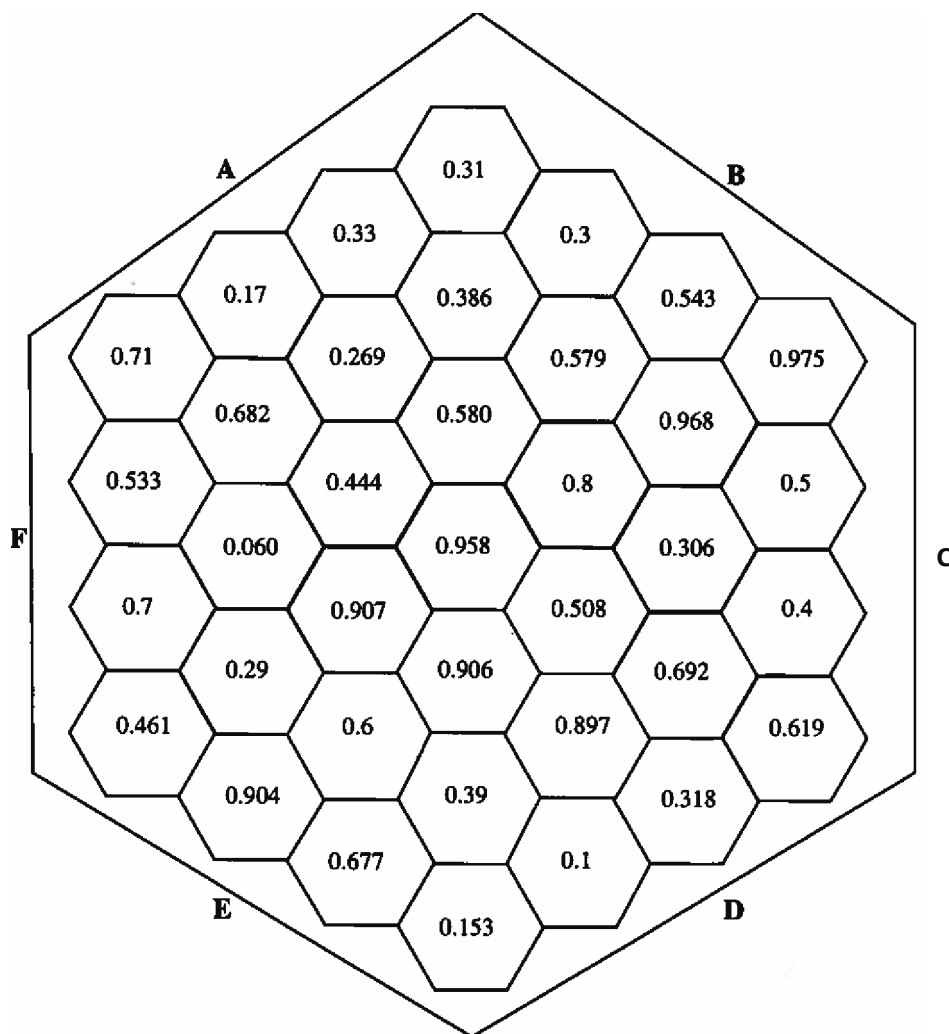
Examples:

- e. A number multiplied by its reciprocal equals 1. T or F

Examples:



Greater or Less?



To play the game you will need two markers of the same colour for each player and a two-colour chip or a coin. Each player chooses a starting side on the board --A, B, C, D, E, or F. The aim of the game is to move one of your markers from one side of the board to the opposite side. For example, the player who starts on side A must move his/her markers toward the opposite side, D; the player who starts on B must move toward E, and so on.

Begin by placing your two markers on any of the numbers along your chosen side.

In turn, each player flips the two-color counter or coin. If it comes up red (or heads) move one of your markers onto an adjacent space with a number that is greater than the number, you are on. If the chip/coin turns up yellow (or tails) move to a number that is less than the one you are on.

You may move either of your markers on your turn. Do not move both on the same turn.

Every move must be in a forward direction.

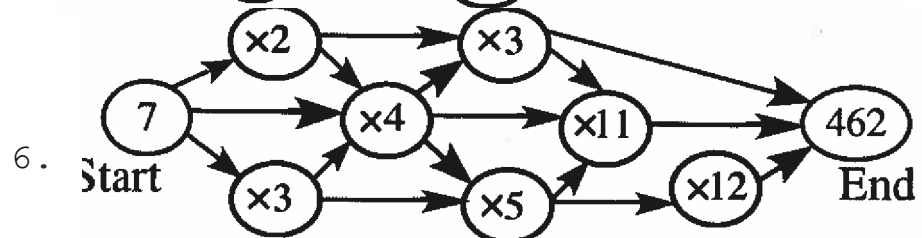
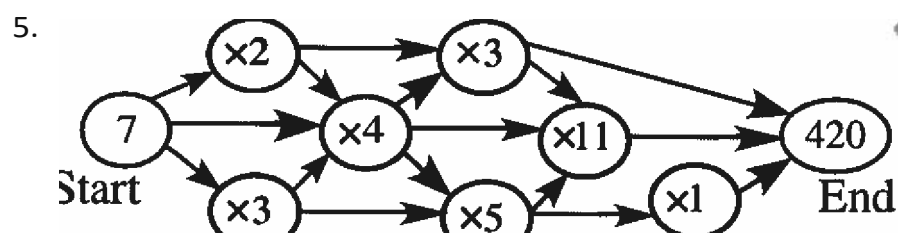
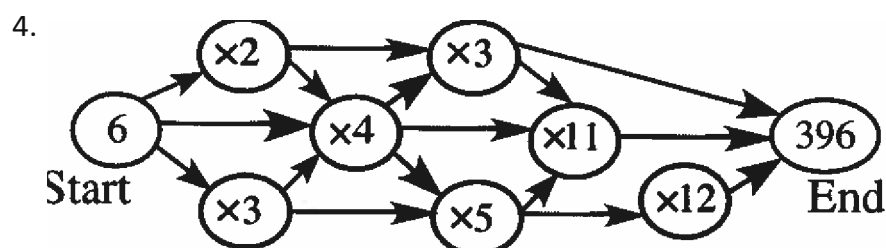
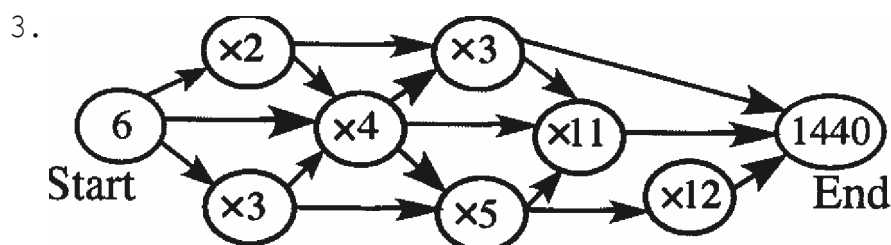
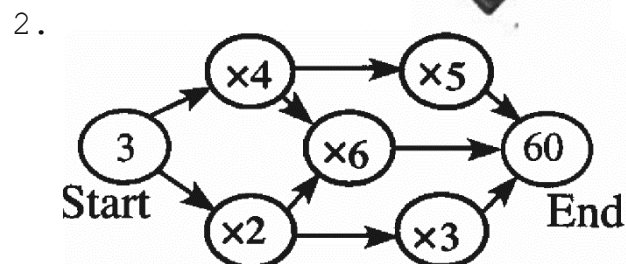
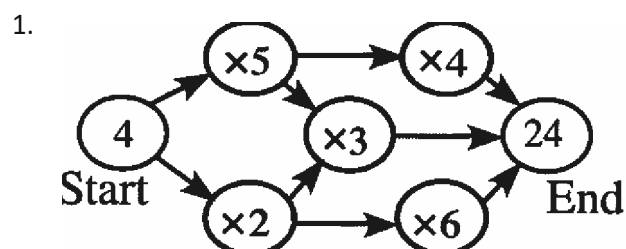
If you cannot move either marker you lose your turn. Only one marker is allowed on a number at any one time.

The first person to get one of his/her markers to the opposite side of the board is the winner.



BLM 17: Find the Path

Begin with the "Start" number and find the correct path to reach the "End".
Check with your calculator.



The Problem with Fractions

1. Write two fractions Between $\frac{1}{2}$ and 1.	3. Write a fraction between $\frac{1}{4}$ and $\frac{1}{2}$ with a denominator of 10.	3. Write a fraction between 0 and $\frac{1}{2}$ whose numerator is not 1.
4. Write two fractions whose sum is greater than 1.	5. Write two fractions whose sum is less than 1.	6. Write a fraction that you can add $\frac{1}{2}$ to give an answer greater than 1.
7. Write two fractions, with numerators greater than 1, whose sum is less than 1.	8. Write a fraction that you can add $\frac{3}{4}$ to give a sum less than 1.	9. Write two fractions with different denominators whose sum is 1.
10. Write two fractions between $\frac{1}{4}$ and $\frac{1}{3}$.	11. Write two fractions whose difference is 1.	12. Write two fractions whose difference is between $\frac{1}{2}$ and 1.
13. Write two fractions whose difference is less than 1.	14. Write two fractions whose sum is between 0 And $\frac{1}{2}$.	15. Write two fractions whose product is less than $\frac{1}{2}$.
16. Write two fractions whose product is greater than 1, and whose difference is less than 1.	17. Write two fractions with different denominators whose product is 1.	18. Write two fractions whose product is greater than 1 and whose sum is greater than their product.
19. Write two fractions whose difference is less than $\frac{1}{2}$ and whose sum greater than 1.	20. Write a fraction that you can add to $\frac{1}{2}$ give an answer less than 1.	21. Write two fractions whose product is between $\frac{1}{2}$ and 1.



More or Less

FOR: 2-4 Players
SKILL: Estimating sums of fractions
MATERIALS: 2 regular dice of different colours
1 playing board
several markers for each player

RULES:

1. Decide which die will represent the numerator and which the denominator.
2. Roll the dice. Use the two numbers to make a fraction and put a marker on any one block that describes your fraction.
3. Take turns rolling the dice and placing one of your markers on the board. More than one marker may be on any one square.
4. The winner is the first one to get 4 of his/her markers in a row.

VARIATIONS:

1. Allow only one marker on any one square.
2. Allow either die to be the numerator or denominator.
3. Enlarge the Playing Board and add more fraction descriptions.

ANALYSIS

1. Which game is more fair? The original? Or variation #1? Why?
2. How does variation #2 change the game?



Playing Board

Numerator is Odd.	Fraction is less than 1.	Fraction is greater than $\frac{3}{4}$.	Numerator is less than 4.
Fraction is greater than $\frac{1}{3}$.	Fraction is less than $\frac{1}{2}$ or more than $\frac{3}{4}$.	Denominator is even.	Fraction is greater than 1.
Fraction does not equal $\frac{1}{2}$ or 1.	Numerator is even	Fraction is less than $\frac{1}{2}$.	Fraction is greater than $\frac{1}{4}$.
Fraction is less than 1.	Fraction is equal to $\frac{1}{2}$ or 1.	Denominator is greater than 3.	Denominator is odd.



Math Games: Baseball

Baseball Addition 1	Baseball Addition 2	T-Ball Addition
<p>Equipment: A deck of cards – use aces to 4 Remove face cards and cards 5 to 10 Scrap paper for calculating Pencil</p> <p>How to play 1. Each person takes 4 cards. 2. Players arrange their cards to make a 2-digit adding problem. 3. Ace = #1</p> <p>The object is to make the greatest sum possible.</p> <p>Example Player 1 draws 4, 3, 2, 4, arranges the cards and calculates:</p> $\begin{array}{r} 43 \\ + 42 \\ \hline 85 \end{array} \quad \text{OR} \quad \begin{array}{r} 34 \\ + 42 \\ \hline 76 \end{array}$ <p>Player 2 draws 4, 1, 2, 1, arranges the cards and calculates:</p> $\begin{array}{r} 41 \\ + 21 \\ \hline 62 \end{array} \quad \text{OR} \quad \begin{array}{r} 21 \\ + 14 \\ \hline 35 \end{array}$ <p>Each player checks the other's calculations. Player 1 has the greatest sum this round and scores one "run". Play continues until one player has scored 9 points. You may need to shuffle the cards if you use them all.</p>	<p>Equipment: A deck of cards – use aces to 9 Remove the 10s and face cards Scrap paper for calculating Pencil</p> <p>How to play 1. Each person takes 4 cards. 2. Players arrange their cards to make a 2-digit adding problem. 3. Ace = #1</p> <p>The object is to make the greatest sum possible.</p> <p>Example Player 1 draws 9, 6, 4, 5, arranges the cards and calculates:</p> $\begin{array}{r} 96 \\ + 54 \\ \hline 150 \end{array} \quad \text{OR} \quad \begin{array}{r} 95 \\ + 64 \\ \hline 159 \end{array}$ <p>Player 2 draws 8, 9, 1, 2, arranges the cards and calculates:</p> $\begin{array}{r} 98 \\ + 54 \\ \hline 119 \end{array} \quad \text{OR} \quad \begin{array}{r} 89 \\ + 64 \\ \hline 110 \end{array}$ <p>Each player checks the other's calculations. Player 1 has the greatest sum this round and scores one "run". Play continues until one player has scored 9 runs. You may need to shuffle the cards if you use them all.</p>	<p>Equipment: A deck of cards – use aces to 4 Remove face cards and cards 5 to 10 Scrap paper for calculating Pencil</p> <p>How to play 1. Each person takes 6 cards. 2. Players arrange their cards to make a 3-digit adding problem. 3. Ace = #1</p> <p>The object is to make the greatest sum possible.</p> <p>Example Player 1 draws 4, 4, 3, 3, 2, 1, arranges the cards and calculates:</p> $\begin{array}{r} 443 \\ + 321 \\ \hline 764 \end{array} \quad \text{OR} \quad \begin{array}{r} 433 \\ + 421 \\ \hline 854 \end{array} \quad \text{OR} \quad \begin{array}{r} 431 \\ + 432 \\ \hline 863 \end{array}$ <p>Player 2 draws 4, 4, 2, 2, 3, 1, arranges the cards and calculates:</p> $\begin{array}{r} 442 \\ + 321 \\ \hline 763 \end{array} \quad \text{OR} \quad \begin{array}{r} 431 \\ + 422 \\ \hline 853 \end{array} \quad \text{OR} \quad \begin{array}{r} 432 \\ + 421 \\ \hline 853 \end{array}$ <p>Each player checks the other's calculations. Player 1 has the greatest sum this round and scores one "run". Play continues until one player has scored 9 runs. You may need to shuffle the cards if you use them all.</p>

Extension: Design a similar game adding three-digit numbers with cards Ace to 9.



Project-Based Learning: Science & Social Studies Grades 5 & 6

Activities have been chosen from the following Science and Social Studies units:

Early European Colonization

Grade 5 – Social Studies

Weather

Grade 5 - Science

Building a Nation

Grade 6 – Social Studies

Flight

Grade 6 - Science

Students can choose 3 or 4 activities in total to complete during the remote learning period. Activities can be selected based on grade level/interests/prior knowledge/topics previously studied.



EARLY EUROPEAN COLONIZATION

(1600-1763)

SOCIAL STUDIES – GRADE 5

Choix 1

À votre avis, à quoi ressemblaient les bâtiments il y a 300 ans au Canada ? Dessinez quelques bâtiments qui pourraient faire partie d'une communauté canadienne au cours des premières explorations européennes.

[Source](#)

[Source](#)



Choice 1

What do you think buildings looked like 300 years ago in Canada? Draw some buildings that might be a part of a Canadian community during early European exploration.

[Source](#)

Choix 2

Imaginez que vous quittez l'Europe à la recherche d'un nouveau foyer (maison) au Canada.

- Quelles sont les raisons pour lesquelles vous avez décidé de quitter votre pays d'origine ?
- Où décideriez-vous de vous installer ?
- Dans quelle partie du Canada vous installeriez-vous ?
- Comment le territoire influencerait-t-elle votre décision ?

Choice 2

Imagine you are leaving Europe to search for a new home in Canada. Write about your ideas.

- What were the reasons you decided to leave your home country?
- Where would you decide to settle?
- What part of Canada would you call home?
- How does the land influence your decision?

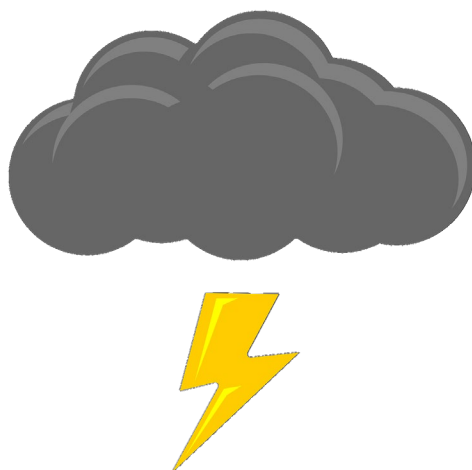


WEATHER

SCIENCE – GRADE 5

Choix 3

Créez une représentation visuelle de quatre différents types de nuages à l'aide de matériaux autour de votre maison ou à l'extérieur. Étiquetez chaque représentation, prenez des photos de vos créations et envoyez-les à un ami ou un membre de la famille.



Choice 3

Create a visual representation of four different types of clouds using materials from around your house or outside. Label each representation, take pictures of your creations and send them to a friend or family member.

Choix 4

Lisez, visionnez et écoutez aux différents bulletins météorologiques pour identifier et décrire les composantes qu'ils ont tous en commun. Les bulletins météorologiques peuvent être obtenus à partir des journaux, de l'Internet, de la télévision et de la radio. Pour chaque composante, familiarisez-vous avec ce qu'il mesure, les unités utilisées et la façon dont il est rapporté.



Choice 4

Read, view, and listen to different weather reports to identify and describe the components that they all have in common. Weather reports can be obtained from newspapers, the Internet, television, and radio. For each component, become familiar with what it measures, the units used, and how it is reported.

Créez votre propre bulletin météo pour aujourd'hui.

Create your own weather report for today.



BUILDING A NATION (1867-1914)

SOCIAL STUDIES – GRADE 6

Choix 5

Évaluez vos repas en une journée et retracez chaque aliment jusqu'à leur connexion originale à la terre. (Ex. Toast au petit déjeuner avec confiture, lait, pomme, etc.)

D'où est-ce que ça vient ? Qui sont les producteurs d'aliments ?



Choice 5

Evaluate your meals in a day and trace each item back to their original connection to the land. (Ex. Breakfast toast with jam, milk, apple, etc.) Where is it from? Who are the food producers?

Research, then write about or record your findings using Flipgrid.

Choix 6

Il y a eu beaucoup d'emplois différents au cours de cette période de l'histoire du Canada qui ont façonné notre pays. (1867-1914)

- Fermier (quel genre de ferme ?)
- La GRC/RCMP
- Travailleurs des chemins de fer (transport de matériaux, explosifs qui fabriquent des tunnels à travers les montagnes ; ouvrier)
- Mineur
- Chercheur d'or dans le Nord-Ouest



Choice 6

There were many different jobs during this time in Canadian history that shaped our country.

- Farmer (what kind of farm?)
- RCMP
- Railway worker (transporting materials; explosives expert-making tunnels through mountains; labourer)
- Miner
- Prospector - Panning for Gold in the North

Pensez au travail que vous feriez. Quelles pourraient être certaines des qualifications, afin de bien faire le travail ? Pourquoi pensez-vous que vous seriez bien adapté à ce travail ? Imaginez que vous viviez à cette époque. Composez une lettre à votre famille expliquant vos choix.

Think about which job you would do. What might some of the qualifications be, in order to do the job well? Why do you think you would be well suited to this job? Pretend you lived in this time period. Write a letter to your family, explaining your choices.



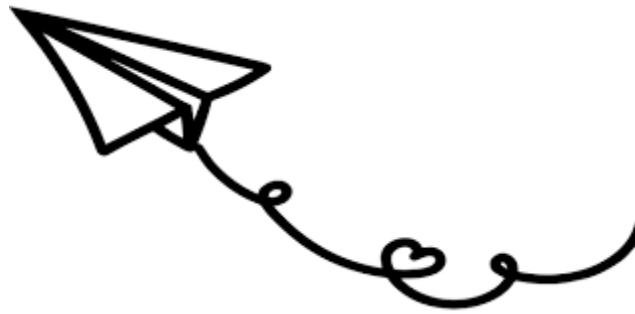
FLIGHT SCIENCE – GRADE 6

Choix 7

Concevez un avion en papier et mesurez la distance qu'il parcourt.

Que pouvez-vous faire pour ajuster votre prototype pour que votre avion vole plus loin ?

Comment pouvez-vous doubler votre distance de vol ?



Choice 7

Design a paper airplane and measure how far it travels.

- What can you do to adjust your design to have your plane fly further?
- How can you double your flight distance?

Explain your findings to a family member.

Choix 8

Imaginez un nouvel objet volant ou un animal volant. Créez une représentation visuelle et incluez des détails sur la façon dont elle obtiendra la portance.



Choice 8

Imagine a new flying object or flying animal. Create a visual representation and include details of how it will achieve lift.



Créons Let's Create

Éducation physique

Choix 1

Pige une carte d'un jeu de cartes.
Mets-toi en mouvement en suivant les directives dans le diagramme ci-contre.



Physical Education

Choice 1

Pick a card from a deck of cards.
Get active by following the directions in the diagram to the left.

Choix 2

Lance une pièce de monnaie en l'air. Pendant une minute, fais l'un des exercices assignés dans le tableau ci-contre dépendant de si tu obtiens pile ou face. Répète trois ou quatre fois.

Flip A Coin Workout	
<u>Heads</u>	<u>Tails</u>
Burpees	Mountain climbers
Crunches	Toe Touches
Squats	Lunges
Plank knee tucks	Forearm plank
In & out jump squats	Scissor jumps
Russian twists	Leg lifts
Skater lunges	Calf raises
Flip a coin. Do the assigned exercise for one minute. Complete 3-4x through. www.theleangreenbean.com	

Choice 2

Toss a coin. Do one of the exercises in the table to the left for one minute, depending on whether you flip heads or tails. Repeat three or four times.

Choix 3

Sors de chez toi. Prend de l'air frais en faisant une promenade ou une autre activité que tu aimes.

Choice 3

Go outside. Get some fresh air while taking a walk or doing another activity that you like.



Créons ✂ Let's Create

Travail rigoureux

Choix 1

Choisis une activité parmi les suivantes :

- Monter les marches
- S'étirer
- Jouer à tir à la corde
- Marcher à quatre pattes
- Faire des redressements assis
- Faire des sauts en étoile
- Travailler la pâte à modeler



Choix 2

1. Saisis ton oreille gauche avec ta main droite, en gardant ton bras tout près du corps.
2. En maintenant la pose précédente, touche maintenant ton nez avec ta main gauche.
3. Maintenant, fais l'inverse. Décroise tes bras, saisis ton oreille droite avec ta main gauche, et touche ton nez avec la main droite. Ton bras gauche devrait maintenant être plus près du corps.
4. Change de pose aussi vite que tu le peux.



Source : Energizing Brain Breaks by D. Sladkev.

Choix 3

1. Assis, saisis le devant de la chaise en pliant tes doigts en-dessous.
2. Les pieds plats par terre et les genoux pliés, glisse ton corps vers l'avant et soutiens ton poids avec tes bras.
3. Plie tes coudes et laisse descendre ton corps devant la chaise.
4. Redresse tes coudes et fais remonter ton corps.
5. Répète 5 à 25 fois.



Source : Brain Breaks for the Classroom, Michelle Gay, 2009.

Heavy Muscle Work

Choice 1

Choose one of the following:

- Stair climbing
- Stretching
- Playing tug-of-war
- Crawling
- Sit-ups
- Jumping jacks
- Working clay

Choice 2

1. Take your right hand and grab your left ear, keeping your right arm close to your body.
2. While holding the previous pose, take you left hand and touch your nose.
3. Now switch; uncross your arms and move your left hand to your right ear and your right hand to your nose. Your left arm should now be closest to their body.
4. Switch back and forth as fast as you can.

Choice 3

1. As you sit in a chair, grasp the front of your seat, curling your fingers under to grip the edge.
2. With your feet flat on the floor and your knees bent, slide your body off your chair. Hold yourself up with your arms.
3. Bend your elbows and lower your body in front of the chair.
4. Straighten your elbows and raise your body back up.
5. Repeat 5 to 25 times.



Créons ✂ Let's Create

Mouvement & Drame

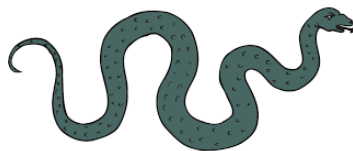
Choix 1

Trouve l'un de tes livres préférés. Choisis ton personnage préféré et promènes-toi dans la pièce comme il le ferait. À quoi ressemblerait leur voix ? Si vous deviez choisir la musique de fond pour l'histoire ce serait quoi ?

Choix 2

Rassemble ta famille pour voir qui peut faire les meilleures impressions animales. Essayez de faire les sons des animaux et d'imiter leurs mouvements :

- Chien
- Singe
- Éléphant
- Lion
- Serpent



Choix 3

Fais semblant de lancer un baseball dans l'air et de l'attraper. Qu'est-ce que ça fait dans ta main ? C'est lourd ? Léger ? Répète en prenant :

- a. Un basketball
- b. Une balle de ping-pong
- c. Une balle de golf
- d. Un ballon de plage



Choix 4

Tu auras besoin d'un autre membre de la famille pour cette activité. Asseyez-vous face à face. Désigne de vous comme leader. L'autre doit suivre chaque mouvement que le leader fait comme si elle regardait dans un miroir. Cet exercice fonctionne mieux avec des mouvements lents et contrôlés. Changez de leader au bout de quelques minutes.

[Source](#)



Movement & Drama

Choice 1

Find one of your favourite books. Pick your favourite character and walk around the room like they would. What would their voice sound like? If you had to pick background music for the story what would it be?

Choice 2

Gather your family together to see who can do the best animal impressions. Try to make the sounds of the animals and imitate their movements:

- Dog
- Monkey
- Elephant
- Lion
- Snake

Choice 3

Pretend you are throwing a baseball up in the air and catching it. How does it feel in your hand? How heavy is it? Repeat using the following:

- a. Basketball
- b. Ping pong ball
- c. Golf ball
- d. Beach ball

Choice 4

You'll need another family member for this one. Sit facing each other and one person starts as the leader. The other person must follow every move the leader makes as if they were looking in a mirror. This exercise works best with slow, controlled movements. Switch leaders after a few minutes.



Créons Let's Create

Mouvement & Musique

Choix 1

Fête de la danse ! Mets de la musique et fais danser toute la famille ! Fais des actions et enseigne-les à quelqu'un d'autre.



Choix 2

Mets de la musique – déplace-toi de la façon dont la musique te fait sentir. Si la musique est saccadée et rapide, déplace-toi de façon saccadée et rapide. Si elle est lente et fluide, déplace-toi lentement et en douceur.

Change la musique – déplace-toi à nouveau et change tes mouvements corporels pour correspondre à la musique.

Choix 3

Assieds-toi à l'extérieur en silence pendant 5 minutes tout en écrivant tous les sons que tu entends. Écoute très attentivement ! Catégorise ta liste en sons naturels et sons artificiels. Répète cet exercice assis à l'intérieur. Compare tes listes de sons à l'intérieur et à l'extérieur !

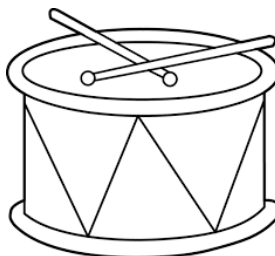


Choix 4

Chante tout fort ta chanson préférée !!
Chante comme s'il n'y avait personne qui écoutait !

Choix 5

Fais un instrument de musique à partir de matériaux que tu as chez toi. Par exemple, fais un tambour à partir d'une poubelle ou d'un seau ; prend des baguettes pour taper. Fais jouer ta chanson préférée et joue ton instrument en chantant.



Movement & Music

Choice 1

Have a Dance Party! Put on some music and get your entire family to dance around the room! Make up some actions and teach them to someone else.

Choice 2

Put on some music – move the way the music makes you feel. If the music is jerky and fast – move jerky and fast. If it slow and smooth, you move slowly and smoothly. Change the music – move again and change your body movements to match the music.

Choice 3

Sit outside silently for 5 minutes while writing down every sound you hear. Listen very carefully! Categorize your list into natural sounds and human-made sounds. Repeat this exercise while sitting inside. Compare your inside and outside lists!

Choice 4

Sing along to your favourite song!!
Sing like there is nobody listening!

Choice 5

Make a musical instrument using materials that you have at home. For example, make a drum using a wastepaper basket or a bucket; use chopsticks to tap out the rhythm. Play your instrument while listening to your favourite song; add vocals!



Créons ✖ Let's Create

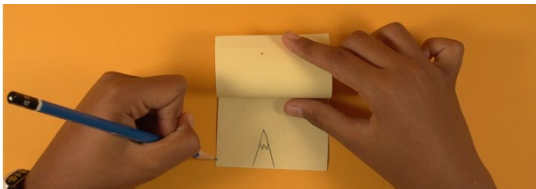
Art

Materials:

- sticky notepad or square pad of paper (you can make your own if you don't have one. Just cut as many pieces of white paper as you need to the same size square, then staple or tape the pages to form the "binding" for your book. It is a good idea to keep the pages about between 1 ½ and 2 ½ inches square so that the pages flip properly.
- pencil or pen

Instructions:

1. Start with a blank stack of sticky notes. You might want to split one notepad into thirds, so you end up with three smaller stacks to make more than one flip book.
2. Wrap tape around the sticky end of one of the stacks to prevent it from breaking apart when you draw in it.
3. Start on the last sticky note and draw a picture on the bottom half of the page. If your drawing is too close to the top, where the notes stick together, you might not see it when you thumb the flip book at the end.
4. Flip to the next sticky note (the second-to-last one in the stack) and see how your first drawing shows through the paper.
5. Trace the still parts of the picture, the ones you don't want to move in the animation.
6. Change the parts of your drawing that you do want to animate, or move.
7. Flip to the next page. Repeat tracing the still parts and changing the parts that you are animating.
8. As you fill the notepad from back to front, animate the movements little by little, page by page. You can flip your notepad (from back to front) to check your progress and see if you want to make changes.
9. Once you finish your series of drawings or fill the entire notepad, use your thumb to flip the pages from back to front to watch your animation.



[Source](#)



Reflecting on a Day's Work

Taking time to reflect on learning helps learning to stick. It also helps us know ourselves better as learners. At the end of your day of learning, choose some of the following prompts to stimulate your thinking. Note your ideas in a journal. Later in the week, read your ideas and see how they have changed over time.



1. Something I noticed today is _____.
2. Something I'm wondering about is _____.
3. Something that made me think hard today was _____.
4. One thing I learned today _____.
5. Today I figured out _____.
6. Today I explored _____.
7. I'm determined to _____.
8. Something that I read today that really stuck with me was _____.
9. I hope people know that I _____.
10. Something I found hard to do today was _____.
11. Something that made me laugh today was _____.
12. I used to think ____ about ____ but now I know _____.
13. Looking back at my (science experiment, journal writing, math....) I did well on _____, and I would do it that way again.
14. Next time I (do this type of math problem, write a character analysis, complete a science experiment....) I will do this differently _____.
15. My favourite character in (today's story, our novel, of all time....) is _____, because _____.
16. My best mistake today was _____, because _____.
17. A new strategy I will try in math (or other area) tomorrow is _____.
18. The animal I would choose to represent me is _____. I think others might choose _____ for me.
19. Thinking about the difference between needs and wants, I know _____ is a need and _____ is a want.
20. My favourite place in my neighbourhood is _____ because _____.
21. Everyone has responsibilities. One of my responsibilities is _____.
22. A magic power I would like to have is _____.
23. I can make the world a better place by _____.
24. One thing that influences my identity is _____.
25. My favourite place to explore is _____.
26. If I could go anywhere, I would like to explore _____.
27. For a community or culture you are studying... One thing I am wondering about _____ is _____.
28. Share a piece of news from the day using a news anchor voice
29. If we only learned three subjects at school, the three most important would be _____.
30. Something I learned today that I can use in daily life is _____.

