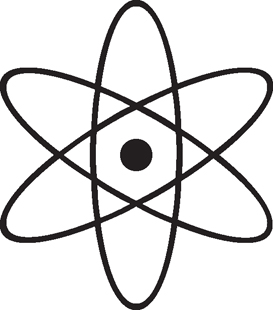
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| Grade 5 | 20 April 2020 | |
| Fabulous 5s! | |
| I hope you had a wonderful first week of learning at home. I’ve received some excellent feedback, and am glad that you’re enjoying “Holes”! I have noticed that some students have not yet accessed Math Fact Pro. If you’re having difficulty logging in, feel free to email!  **Reminders:**  In addition to the activities suggested above, students are encouraged to:   * **Read daily for 30 minutes each day** * **Physical activity for 30 minutes**   Ms. McCabe | |
| **Day 1** | |
| **Literacy** | **Numeracy** |
| **(5) Discussion**  You need: A discussion buddy   * With your buddy, discuss the following questions. * 1. What has happened so far in the story? * 2. What do you predict will happen next? * 3. Who is your favourite character so far and why?   **(15 minutes) Reading/Writing**  - Read Louis Sachar’s biography  <https://www.scholastic.com/teachers/authors/louis-sachar/>   * Record 5 new facts you’ve learned about Louis Sachar * Write 3 questions you’d like to ask this author * Name 3 books, other than “Holes”, written by Louis Sachar   **Remaining**\*Please listen to the interview with Louis Sachar I have attached to my email  - What do we learn is special about the main character’s name? | **(10 minutes) Warm up:**  Please go to [www.mathfactspro.com](http://www.mathfactspro.com)   * Practice your Math facts   **(20) Review and practice:**  N10 Compare and order decimals (up to and including thousandths)    Copy and complete the following: |
| **Day 2** | |
| **Literacy** | **Numeracy** |
| **(10 minutes) Warm up:**   * You need: paper and pencil   Questioning: Our minds wander. We’re always told to stay focused, but wandering minds think interesting things. This questioning strategy encourages you to think outside the box.  What to do: Create a list of 5-10 open ended questions (Open ended means a question that cannot be answered with yes or no)   * Example: Why do cats meow? Why is the sky blue? How was water skiing invented?   **(15 minutes) Writing:**   * Using your list, pick one question * This will be your title * Underneath, brainstorm possible answers (no research required: Use your imagination!) * Then, write 5-6 sentences elaborating on a possible answer to your big question   Example: (written by a former student)  **Why do cats meow?**  Possible reasons   * Pain * Emotion * Tell us something * Get attention * Can’t control it   Do cats talk or is it an involuntary sound? Is it voluntary? I believe cats are trying to communicate with us. When my cat starts meowing, I feed him and he stops. But sometimes, I feed him and he doesn’t stop. He just keeps meowing! Meow, meow, meow! I think instead, he’s trying to have a conversation with me, and we’re both just speaking different languages. Communication is key. This, is why cats meow.  **(10 minutes) Read aloud**  https://www.youtube.com/watch?v=YuMxSjaaSVE   * This will (hopefully) take you to an online read aloud of “Holes”, chapter 6 * Please listen to this read aloud. | **(10 minutes) Review of basic division facts** [**http://www.sheppardsoftware.com/math/division/fruit-splat-game/**](http://www.sheppardsoftware.com/math/division/fruit-splat-game/)  **(15 minutes) Online practice:**   * This website offers games that reinforce comparing, ordering and addition/subtraction of decimals (under grade 5) * If you’re having difficulty with understanding place value of decimals, there is excellent review as well   <https://www.splashlearn.com/decimal-games> |
| **Day 3** | |
| **Literacy**  **APRIL IS POETRY MONTH 😊**  **(30 minutes)** **Reading: Response to Poetry**  One thing I love about poetry is that I can read a poem and think it means something completely different than someone else thinks.  Poetry is a great way to be creative and express what you like.   * Today we will focus on responding to poetry in order to determine what we like or dislike about certain poems or how they make us feel. * When we read poems, it is important to have questions in our mind as we read.  This helps us determine the meaning of the poem, parts we like, and places where we are confused.  We are going to focus on four questions during this lesson.  1. *What, in one sentence, is this poem about?* 2. *What parts of the poem do you like and why?* 3. *What parts of the poem confuse you?  Were you able to discover the meaning at these places?* 4. *What does this poem make you think about?*  * Read the poem below to yourself. Then, read the poem aloud to a family member. Next, discuss the above questions with a family member and record your answers   Night Gently laps the sea. The black rocks glisten wet. Moonlight silvers the sand, And the gulls are quiet.  Night.  Ice in the air. Trees silhouetted, stark, straight. Branches like ragged birds, So still, so black.  Beyond the dark rocks Stretching shingle to the sea, Patches of blue mud And pools of silver.  Night. Ice in the water. Great Neptune sleep And in the cold, cold deep, All is still, all is black. | **Numeracy**  **(10 minutes) Warm up:**  N10 Compare and order decimals  N11 Add and subtract decimals  See the source image  **(5 minutes) Lesson: Adding and subtracting decimals**    **(15 minutes) Practice**     * Using a flyer or page from a magazine, choose two items, each under $50. Look at online flyers, if you don’t receive them by mail! * Ignoring tax, what is the total cost for your two chosen items? * You have $100. How much money would you have left over if you purchased these two items? |
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| **Day 4** | |
| **Literacy**  **(10 minutes) Warm up:**  Write a haiku! Share with a family member. Have them check your syllables! (Remember: 5,7,5)  **(10 minutes) Read aloud and comprehension questions**  Here is a link to “Holes”, chapters 7 part 1  <https://www.youtube.com/playlist?list=PLg-J652UZsr1FBQ2FMZImRv_UWF1C2Rgi>  **(10 minutes) Comprehension**  - Complete the attached vocabulary activity  - The answers are attached, solely for checking your answers at the end. | **Numeracy**  **(10 minutes) Warm up: Hit the Button**  [**https://www.topmarks.co.uk/maths-games/hit-the-button**](https://www.topmarks.co.uk/maths-games/hit-the-button)  **(10 minutes) Mental Math Lesson: REVIEW**  **Double/Half**   * Double one number, and half the other number * Remember! This strategy isn’t always the more efficient choice, if it makes the question more difficult * The following questions can be solved using double half * Example: 6 x 5 = 3 x 10 = 30   Try these!  8 x 5 =  8 x 15 =  25 x 6 =  **(10 minutes) Solve the following using any mental Math strategy** |

**Day 5**

**Science**

**(10 minutes) Prior knowledge:**

* On a piece of paper, write three headings
  + Solid
  + Liquid
  + Gas
* Write each item under the category where you feel it belongs
* *How do you know if something is a solid, a liquid, or a gas? What characteristics (properties) does it need to have to be a solid? A liquid? A gas?*
* Have a family member check your answers or send them back to me! Did you disagree on any of the classifications?

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| **Iron** | **Orange Juice** | **Hydrogen** |
| **Beef Jerky** | **Vegetable Oil** | **Oxygen** |
| **Chalk** | **Milk** | **Air** |
| **Desk** | **Ice cream** | **Helium** |
| **Granite** | **Water** | **Propane** |
| **Chocolate** | **Gas** |  |

**(40 minutes) Experiments!**

**Shape experiments:**

To determine what happens to the shape of materials, you’ll need a cup or container with water. Transfer the water into different sizes and shapes of containers to determine what happens to the shape. For each container, draw a picture of what you see and describe what has happened to the shape.

Repeat the experiment using a solid and the same containers. For each container, draw a picture of what they see and describe what has happened to the shape.

**Volume Experiments:**

To determine what happens to the volume of liquids, you’ll need a cup or container of water. Use a ruler or measuring tape to measure the height of the water in the container.

If the bottom of the container is raised (i.e. does not sit flat on the table), measure from the lowest point of the water and not the bottom of the container.

Pour the water from one container to another. This should be done for several different sizes and shapes of containers. For each container, measure and record the height of the water and to decide if the volume of water has changed. Lastly, transfer the water back to the original cup. Is the water level the same as when they started? (It may be reduced if they have spilled or not completely emptied each container when pouring). Did the volume change when they poured it into different containers?

Also, test the volume of a solid in different containers. For each container, observe the solid and to decide if the volume of the solid has changed.

**(10 minutes) Reflection:**

**Solids:**

*What did you notice about the shape of the solid in the different containers?* (Did it change its shape?)

*What did you notice about the volume of the solid in the different containers?*

* Solids are substances with a definite shape and volume.

**Liquids:**

*What did you notice about the shape of the water in the different containers?*

*What happened to the volume of the water in the different containers?*

* Liquids are substances with a definite volume but no definite shape.

The animations at <http://www.abpischools.org.uk/page/modules/solids-liquids-gases/slg2.cfm?coSiteNavigation_allTopic=1> can be used to summarize the characteristics of solids and liquids. Choose animations 2 and 3.

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| Physical Education | | | |  |  | |
| Physical Education is self directed at home but if you are looking for a couple of suggestions check out these! | | | | | | |
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| Practice your throwing skills. | | | |  | Stuck inside? Why Not dance! | |
| If you feel really comfortable with throwing and catching why not try learning to juggle? I will post a video later this week but for now try this video! | | | |  |  | |
| Trophy | |  | Weekly Challenge - Help out - Ask a parent if you can help make dinner or set the table. | | | |
| Computer | |  | <https://scratch.mit.edu/> or [www.code.org](http://www.code.org)  - Students who wish to access their account can email [alison.bush@nbed.nb.ca](mailto:alison.bush@nbed.nb.ca) for their login and password.  <https://musiclab.chromeexperiments.com/Song-Maker/> - Make some music. Share your links with Ms. Bush! | | | |