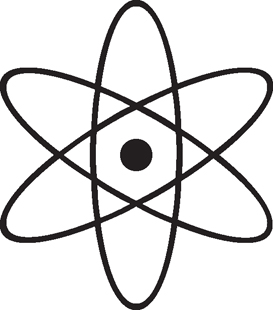
|  |  |
| --- | --- |
|  |  |
|  | |
|  |  |
| Grade 5 | 24 April 2020 | |
| Fabulous 5s! | |
| It has been a great second week of learning. Thank you for all of your hard work! I hope you have a fun filled third week!  **Reminders:**  In addition to the activities suggested above, students are encouraged to:   * **Read daily for 30 minutes each day** * **Physical activity for 30 minutes**   Ms. McCabe | |
| **Day 1** | |
| **Literacy** | **Numeracy** |
| **(30 minutes) Word Work**   * In class, we have been working with the “Words Their Way” spelling program * I have attached all the sorts from the “Syllables and Affixes” word sort book, beginning at “Sort 1” (top left hand corner). Each page is a different sort. * Today, we will begin with sort 1. * If you are unable to print out the first sort, please copy each word and heading on a separate small piece of paper (Parents: Students are very familiar with this process, as we have done it each day in class) * What to do next: Practice sorting the words under your headings. Have a family member check your sort. * Reminder: V (vowel) C (consonant) * Then, go to the website below: Here you will find a power point for each sort. These power points provide the ANSWERS, so please don’t visit this site until you have tried on your own. Once you access the power point, click on each word and it will sort itself into the proper category <http://educationextras.com/SyllablesandAffixesSorts.html> * Then, have a family member time your sort. Try to sort your words as quickly as possible. * Repeat 3 X. Try to beat your time. * Please KEEP these words and headings, as we will use these throughout the week. | **(10 minutes) Warm up:**  Please go to [www.mathfactspro.com](http://www.mathfactspro.com)   * Practice your Math facts   **(20) Review and practice:**  N11 Addition and subtraction of decimals (limited to thousandths)  Lesson: Estimation is a useful skill when doing computations of whole and decimal numbers. Estimation can be used to determine if the sum or difference is reasonable and with decimal placement. Try this estimation strategy!  Front-end estimation: 9.35 + 8.106  Students would estimate each decimal to the nearest whole number (9 + 8) and know that the sum is greater than 17.  Try this: Estimate 6.3 + 306.158  (think 6 + 306, so the sum is greater than 312)  What to do: Create and write down 3 word problems, that involve estimation and the addition or subtraction of decimals. Solve them. Then, ask a family member to solve them!  My example: I went to the store with $25.00. I purchased new rainboots for Harrison. The rainboots cost $14.25. Using front end estimation, estimate about how much money I have left. Then, solve and find the actual answer! |
| **Day 2** | |
| **Literacy** | **Numeracy** |
| **(10 minutes) Warm up: Read aloud**  https://www.youtube.com/watch?v=DqihbUD2jKM   * This will (hopefully) take you to an online read aloud of “Holes”, chapter 7 PT 1 * Please listen to this read aloud.   **(20 minutes) Word Work:**   * You will need: The sort from Day 1, a piece of paper and pencil * On a piece of paper, write the date, and each of your headings along the top of the page * Look in books, magazines, ads, literature, online articles etc, for the words in your sort * Write the entire sentence, containing the word, under the appropriate heading * Try to find as many as you can in 20 minutes! | **(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/)  **(10 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>  **(10 minutes) Practice:**    What to do: Recopy and complete.   * Fill in the boxes so that the answer for each question is 0.4. The only restriction is that the digit 0 cannot be used to the RIGHT of the decimal points. If at first, you don’t succeed, try try again!😊 |
| **Day 3** | |
| **Literacy**  **APRIL IS POETRY MONTH 😊**  **(30 minutes)** **Writing: Cinquain**    A cinquain – which, by the way, is pronounced “sin-cane,” not “sin-kwane” – is a form of poetry that is very popular because of its simplicity. It was created by American poet Adelaide Crapsey about 100 years ago, and is similar to Japanese poetic forms, such as haiku and tanka.  Cinquains are just five lines long, with only a few words on each line, making them easy to write. The first and last lines have just two syllables, while the middle lines have more, so they end up with a diamond-like shape, similar to the poetic form called the diamante.  Though they are just five lines long, the best cinquains tell a small story. Instead of just having descriptive words, they may also have an action (something happening), a feeling caused by the action, and a conclusion or ending.  You can learn to write cinquains by following these few simple steps:   1. Decide what you would like to write about. 2. Brainstorm words and phrases that have to do with your idea. 3. Think about what story you want to tell. 4. Write your words and phrases in an order that tells your story, being sure to count the syllables as you go.e Rules of a Cinquain   There are different ways to write a cinquain. I’m going to teach you TWO different methods.  These are the rules for a traditional cinquain:   1. Cinquains are five lines long. 2. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. 3. Cinquains do not need to rhyme, but you can include rhymes if you want to.   That’s it. Just three simple rules.  First, you need to select a topic. That is, you need to choose something to write your cinquain about. Here are a few easy places to get ideas:   * Write about your favorite thing * Write about something you don’t like * Write about something you see around you * Write about something that happens to you   Since I like ice cream, I think I’ll write a cinquain about ice cream. This is convenient since the words “ice cream” have two syllables, so I can probably use this phrase as the first line of my cinquain. If your favorite thing is pizza, soccer, your cat, etc., you could also use “soccer,” “pizza,” or “my cat” as the first line of your cinquain.  Once you know what you are going to write about, you need to brainstorm ideas about your topic. Think of as many things as you can and write them down on a piece of paper. It’s okay to write your ideas on one piece of paper and then write your poem on another piece of paper.  For example, I know several things about ice cream, so I’ve put them down here:   * It is cold. * It is yummy. * It is sweet. * I like eating it.   These are just four ideas, but they are not yet a poem. To turn these ideas into a cinquain poem, we need to say them in a way that we have five lines with the right number of syllables on each line.  **Counting Your Syllables**  I recommend your count your syllables with your fingers as you write each line. If a line has too many syllables or not enough syllables, see if you can change some of the words to get the right number of syllables.  Once you get the syllable count right, make sure the poem says what you want it to say. You may need to go back and change it some more so that it tells the story you want it to.  Once your cinquain is finished, read it again, counting the syllables on your fingers to make sure you got everything right.  **Ice Cream Cinquain**  Here’s a cinquain that I wrote about ice cream, using the ideas that I brainstormed earlier:  **Ice Cream**  Ice cream. Cold and yummy. I love its sweet richness as it finds its way into my tummy.  **OR TRY THIS METHOD:**     * Using either method, write your own cinquain and decorate it! | **Numeracy**  **(10 minutes) Warm up: Long division questions (Remember: DMSB or divide, multiply, subtract, bring down)**    **(20 minutes) Lesson: Adding and subtracting decimals**  Complete (Estimate first!):   1. John needs 2 kg of hamburger for a recipe. He has a 0.750 kg package. How much more does he need to buy? 2. Sasha bought two books at the book fair. One was $6.95 and the other was $7.38. How much change will she get from a $20 bill? 3. Julie made an error when she subtracted. Can you help Julie understand why the answer is incorrect?   5.23-1.453 – 3.783  4. Tim added 2.542 + 13.6 and said that the sum was 16.142. Jake added the same numbers and said the answer was 2.678. Explain why the answers are different. Who is right? How do you know? |
|  | |
| **Day 4** | |
| **Literacy**  **(10 minutes) Warm up:**  Write a limerick! Share with a family member!  **(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)  **(30 minutes) Practice:**  Complete the attached worksheet |

**Day 5**

**Science**

**(10 minutes) Warm up:**

1. Discuss with a family member
2. If you could be a superhero solid or liquid, which would you be? What special properties would you have?
   1. Reminder: A property is an attribute, quality, or characteristic of something

**Extension!** Extend this by writing about why you would not want to be the other form of matter.

**Optional**

* The animations at <http://www.abpischools.org.uk/page/modules/solids-liquids-gases/slg2.cfm?coSiteNavigation_allTopic=1> can be used to explore how the particles of solids, liquids and gases are arranged and behave differently. Choose animation 8.

**(30 minutes) Lesson/Experiment:**

We have explored liquids and solids. Today, we will discuss the third form of matter.

1. List examples of any gases you know

Tell students*: Gases are usually hard to see and they can be difficult to work with. Quite often they are colourless and many are odourless; some dissolve in liquids (like carbon dioxide in pop). Some are toxic, others explosive and they are pretty hard to isolate and use.*

*Gases you may be familiar with:*

*- Chlorine gas which is greenish and irritating to eyes, nose and throat. You may have experienced that irritating sensation at an indoor pool;*

*-Hydrogen sulphide which is colourless but has a very foul (rotten egg) smell. This smell is added to natural gas to help detect a leak. Some people have natural gas in their homes for heat;*

*-Propane also has a smell added for safety. It is used for barbecues or for heating homes;*

*- Ammonia, which is colourless, has a strong, “penetrating” smell. It is found in cleaners like Windex.*

Definition: Gases are substances with no definite shape or volume

### 🖑 Activity - Gases (Air)

Below you will find stations I would normally do in the classroom, to introduce gases to my class. Feel free to try these at home! Afterwards, reflect on your learning by answering the questions below:

|  |  |  |
| --- | --- | --- |
| **Materials** | **Procedure** | Notes/Anticipated results |
| 1 balloon  1- 2L bottle | Place balloon within bottle, with the mouth of the balloon pulled over the neck of the bottle. Ask students to attempt to blow up the balloon inside the bottle – can they do it successfully? | Lung 001.JPG |
| Plastic bottle  Bowl or container of water | Have students try to fill up an empty plastic bottle with water by placing it under water sideways in a larger container or bowl of water. | Air bubbles come out of the bottle allowing water to move in. |
| Ruler or skewer  2 balloons  Tape | Have students find two identical balloons. Place the two empty balloons on each end of a ruler. Where is the balancing point? Next, remove and inflate one balloon and re-attach it to the skewer or ruler. Where is the balancing point now? Why? | When one balloon is inflated, the balancing point is not in the middle since air has weight and one balloon has more air/weight than the other. |
| Balloon  Bowl or container of cold water  Hair dryer or warm water  String to measure balloon | Inflate a balloon, place it in very cold water, measure the circumference. Students can choose a method for measuring such as using a piece of string, finger lengths, etc. Now using the same balloon, place it in warm water or use a hair dryer to heat it up. Measure the circumference. Why is there a difference? | The balloon will shrink when cooled and expand when heated. At the grade 5 level, students do not need to know about the particles being farther apart when warm and closer together when cooled. |

***(20 minutes) Questions and reflection:*** *What happened when you tried to fill the plastic bottle with water? Why did that happen? Where was the balancing point for the two balloons? Why was it not in the middle?*

Air takes up space and there is already a lot of air inside of the bottle. Introduce the word “pressure”. The air inside the bottle takes up space and also pushes or exerts pressure on the bottle so water will not fit inside. Some of the air needs to come out before the water will fit inside. Air has weight.

*Why couldn’t you blow up the balloon when it was inside the bottle?* Try to use the word “pressure” in your answer.

Blowing up the balloon inside the bottle: The air already in the bottle needs a way to escape so they will need to put holes in the bottle (Parent help required!) Parents can use a nail to put 2-3 holes in the bottom of the bottle. (Air takes up space)

*What happened to the size or circumference of the balloon when the temperature changed?* (Air expands when heated)

*What do you think would happen if we took pure natural gas (methane) and tried to balance it?* *What about helium?*

*Where do we find air?* (everywhere)

Air is a mix of different gases – mostly nitrogen, oxygen and carbon dioxide.

Air has weight, takes up space and expands when heated. It also exerts pressure.

*How is air different from solids? Liquids?* (It does not have a definite shape or volume).

**(10 minutes) Conclusion:**

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 gases. Choose animation 6 or the second part of the animation at <http://www.sciencekids.co.nz/gamesactivities/gases.html> .

Revisit information on the KWL chart from our previous lesson. *Is there anything that should be added to or revised? Is there other information we could add?*

|  |  |  |
| --- | --- | --- |
| Physical Education |  |  |

Please see attached email, as well as some bonus Science lessons!