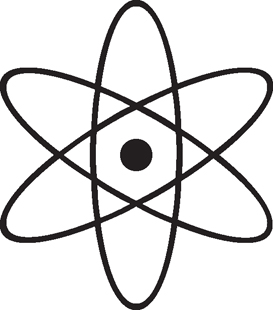
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| Grade 5 | 8 May 2020 | |
| Fabulous 5s! | |
| It was great to see your smiling faces at the school on Monday! Thank you for coming to get your belongings. I know things are different, but you’re all doing a wonderful job at staying busy, and keeping to a routine. Even though we’re apart, we’re still a class! Tiny but mighty!  **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**   * The sorts from the “Syllables and Affixes” word sort book was sent with a previous week’s plan. Feel free to email if you’d like it resent. * Today, we will continue with **Sort 3**. * *\*Please note: Moving forward, if you feel this sort does not provide enough challenge, please feel free to pick a different sort. Make sure to keep track of the sorts you complete. Also, feel free to do more than one per week, if you’d like to see extra progress!* * If you are unable to print out the 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) This week’s outcomes**  SS3: Demonstrate and understanding of volume (cm3, m3)  Remember when we learned that a referent for a m could be the length of a sidewalk tile? Or that a referent for a mm could be the width of a dime? We’re going to learn about VOLUME now.  **Volume**- the amount of space occupied in three dimensions and expressed in cubic units. Both capacity and **volume** are used to measure empty spaces, however, capacity usually refers to fluids, whereas **volume** usually refers to solids.  Watch the Volume power point attached to my email…  What would a referent for a cubic cm (cm3) be?....  A base ten cube! What others can you think of?  This is a 3D measurement, and the cube measures 1 cm along it’s base, it’s height and it’s width  What would a good referent for a cubic metre be? This is a cube that measures 1 metre wide, high and deep…  What about a cardboard box?! What else can you think of?  With a family member, discuss:   * What would you measure in cm3? * What would you measure in m3?   Complete: |
| **Day 2** | |
| **Literacy** | **Numeracy** |
| **(10 minutes) Warm up: Read aloud**  <https://www.youtube.com/watch?v=pOF5yxBrP20>   * This will (hopefully) take you to an online read aloud of “Holes”, chapters 10 and 11 * Please listen to this read aloud.   **(20 minutes) Word Work:**   * You will need: The sort from Day 1, a piece of paper and pencil * Spell each word for a family member * On a piece of paper, write the date, and each of your headings along the top of the page * Write a sentence using each word. Make sure each sort word is spelled correctly * Write the entire sentence, containing the word, under the appropriate heading | **(15 minutes) Warm up:**  [**www.sheppardsoftware.com/**](http://www.sheppardsoftware.com/)   * Go to this website and select Math games. Practice multiplication or division facts, using the game of your choice! Which ones did you like? 😊 * **(5 minutes)** Warm up:   **(10 minutes)**  To find the volume in cubic units, simply count the cubes. How many cubes in this rectangular prism? The answer: \_\_\_ cm3 (ALWAYS include the units: cm3)    What about this one?  Remember to count the cubes that aren’t visible (If we were to make this object with cubes, we would make 3 layers of 6 cubes)  Complete:    EXTENSION: <https://www.splashlearn.com/math-skills/fifth-grade/geometry/volume-of-solids>  Need a challenge? This is an online Math game. It’s tricky, but I know you can do it! |
| **Day 3** | |
| **Literacy**  **(30 minutes)** **Writing: FREE VERSE POEM**  See the source image  See the source image  **What is a Free Verse Poem?**   * See the source imageTry: Picking a topic * Create a word web (Topic in the middle, and words you think of, in bubbles around it) * Write a free verse poem. Share your poem with a family member 😊 * Have a family member help you edit your poem, and make sure there are plenty of juicy words! Then, “publish” your poem (re-write it on paper and decorate)   Image result for word web | **Numeracy**  **(10 minutes) Warm up:** Play Poison dice! (Instructions provided in last week’s lesson)  **(20 minutes) Game:**   * Today, lets review 3D shapes! * Attached to my weekly email is an attachment named “Millionaire Shapes” * Have fun! |
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| **Day 4** | |
| **Literacy**  **(15 minutes) Read aloud and questions**  Here is a link to “Holes”, chapter 12 and 13  <https://www.youtube.com/watch?v=VHvu98vi694>  Questions:  Chapters 8-10   1. What good thing happens to Stanley in the “Wreck” room? 2. What does Stanley find while digging his second hole? 3. Does Mr. Pendanski give Stanley the day off? Why?   Chapters 11-13   1. Why does X-Ray think he should get anything that the boys find? 2. What does Zero say he wants to do with his life? Do you think this is what he actually wants to do? 3. Stanley finds something else in his hole. What is it? What does he do with it?   **(15 minutes) Reading Comprehension**   * I have attached a series of Literacy reading passages for grades 4/5. Please select a couple of pieces, depending on interest, read, and complete the attached questions. Read once for interest, then a second time for information. | **Numeracy**  **(10 minutes) Warm up:** + - ÷ x  SCRATCH 30   * Select a four digit number. (no zero’s **OR** repeating digits) * Each digit can only be used once in your solution. All digits do not have to be used to scratch off a number. * You may use all **OR** just a few of the operations. (no operation can be used more than one time during a turn) * Brackets and exponents are not allowed. * Try to find a solution to make all numbers from 1-30. **SCRATCH** off the number once used.   Example: 2 3 5 9  **(20 minutes) Activity**  Look around your house… (Replace Classroom Objects, with Household objects)   * Discuss with a family member!     Game: Race to 10 000   * I have included a gameboard template in my email to print or reproduce * You need: a Dice (If you don’t have a dice, there are various online dice sites) <https://www.random.org/dice/?num=1>   And 2 players   * The goal is to get as close to 10 000 as possible WITHOUT going over in TEN rounds.   To play: You each need a game board. Here’s what the top of the board looks like.     * Each player takes turns rolling. * Ex: I am player 1. I roll a 5. I have the option to multiply 5 by 1, 10, 100 or 1000. * I will choose 100. * The product is 500 * My running total is now 500. * Player 2 goes next. * On my second turn, I roll a 1. I will choose to multiply by 1000. My product will be 1000, and my running total is now 1500. * Continue for 10 rounds. The person closest to 10 000 after round 10 without going over, WINS! * Want a challenge??? Change 10 000 to 100 000, and x10, x100, x1000, x10 000. |

**Day 5**

**Science and Phys. Ed**

* Please see attached Science and Phys. Ed plan!