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| Grade 5 | June 5th 2020 | |
| Fabulous 5s! | |
| Good morning parents of the fabulous 5s! It’s hard to believe that we are in our LAST week of online learning! Thank you for your hard work, patience, and perseverance as we’ve navigated the new world of e-learning.  **Reminders:**  In addition to the activities suggested above, students are encouraged to:   * **Read daily for 30 minutes** * **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. * This is our final week! Please select a sort of your choice! Be sure to challenge yourself! * If you are unable to print out the sort, please copy each word and heading on a separate small piece of paper * What to do next: Practice sorting the words under your headings. Have a family member check your sort. * Then: Speed sort! (Have a family member time you while you sort your words under the correct headings. Repeat 3x! Try to beat your time!) * Finally: Word hunt! (Look in books, magazines and other print sources for your words. Write the sentence in which your word is found, under the correct heading. Try to find at least 5!)      * 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 do not 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> * 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   **This week’s outcomes**  SP3: Describe the likelihood of a single outcome occurring using words, such as: impossible; possible; certain  SP4: Compare the likelihood of two possible outcomes occurring using words, such as: less likely, equally likely; more likely  **(5 minutes) Warm up:**  Watch the following video, to explain the key terms associated with probability  <https://study.com/academy/lesson/probability-lesson-for-kids-examples-definition.html>  Impossible: It is impossible that the month is July.  Possible: It is possible that I will have lasagna for supper tonight.  Certain: It is certain that I have green eyes.  It is possible and likely that Harrison and I will play outside this afternoon.  It is possible but unlikely that I will eat fast food this evening.  **(10 minutes) Try this online game!**  <https://www.kidsmathgamesonline.com/numbers/probability.html>  **(5 minutes) Journal entry** |
| **Day 2** | |
| **Literacy** | **Numeracy** |
| **(20 minutes) Read aloud and questions**  Here is a link to “Holes”, chapters 35 and 36  [**https://www.youtube.com/watch?v=ENrnOf1YlEw**](https://www.youtube.com/watch?v=ENrnOf1YlEw)  [**https://www.youtube.com/watch?v=-wye3jqRdO8**](https://www.youtube.com/watch?v=-wye3jqRdO8)  **Comprehension questions:**   1. What does Stanley notice in the lightning? 2. Why do the boys from Tent D get in a fight? 3. What does Zero do after the fight? 4. What do The Warden, Mr. Sir, and Mr. Pendanski decide to do after Zero runs away? 5. How does Stanley try to help Zero? Does it work? 6. Whose boat does Stanley find? | **(15 minutes) Warm up:**   * Try this online game, to practice identifying rotations, reflections, and translations * <https://www.turtlediary.com/game/translation-reflection-rotation.html>   **(10 minutes) Practice**  Sort the following statements into the following categories: Certain, possible, and impossible        **(15 minutes) Try this online game!**  <https://www.kidsmathgamesonline.com/numbers/probability.html> |
| **Day 3** | |
| **Literacy**  **(25) minutes: Writing**  - Today, we are going to continue working on our persuasive writing piece!  - I have attached several documents to help you finish up your letter!  - The first is a persuasive letter organizer. This will lead you step by step, outlining everything you need for a successful persuasive letter!  - The second is a persuasive letter checklist! Once you’ve finished your letter, have a family member go through the checklist with you, to make sure you have everything needed!  - Today, please focus on adding transitions! Transitions are what link your paragraphs together. Transition words help add flow! Below I’ve added a chart with useful transition words! Remember that each paragraph should centre around a new idea or reason.  Persuasive Writing Transition Words  **(10 minutes) Read aloud:**  Below you will find a link to Holes, chapter 37 and 38  <https://www.youtube.com/watch?v=CDQZr2fk-7c> | **Numeracy**  **(10 minutes) Warm up:** Play PIG with a family member!  **(15 minutes) Coin toss experiment!** |
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| **Day 4** | |
| **Literacy**  **(15 minutes) Read aloud**   * Below you will find a link to a read aloud of Holes, chapters 39 and 40 * <https://www.youtube.com/watch?v=aF1Rullf6zI>   **(15 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 | **Numeracy**  **(5 minutes) Warm up : Journal entry**  **(25 minutes) Summative : Show what you know**  Complete the attached summative assessment, to test your learning! |

**Day 5**

**Literacy**

I encourage you to continue listening to the remainder of “Holes”!

* Dr. Daniels’ Classroom, on Youtube, will allow you to listen to the remainder of “Holes”
* Below are the remaining comprehension questions

1. How has Zero survived out on the lake?
2. Zero doesn’t want to go back to camp. Where do they go instead?
3. How does Stanley know there must be water somewhere nearby?
4. What food does Stanley find at the top of the mountain?
5. What does Zero confess to Stanley?
6. During the flashback, what does the reader learn about onions?
7. Stanley asks Zero if he wants to dig one more hole. Why?
8. What was Zero’s life like before he came to Camp Green Lake?
9. Zero and Stanley start digging again. What do they find?
10. While Zero and Stanley are waiting in the hole, what are Mr. Sir, The Warden and Mr. Pendanski talking about?
11. Who arrives at Camp while Stanley and Zero are in the hole, and what do they want?
12. Who does the suitcase belong to?
13. What happens to Zero when the lawyer looks for his records?
14. Why didn’t the lizards bite Stanley and Zero?
15. What does Stanley’s father invent?

Extension!

Choice Board Activity

**(novel Study– Final task) Book: Holes**

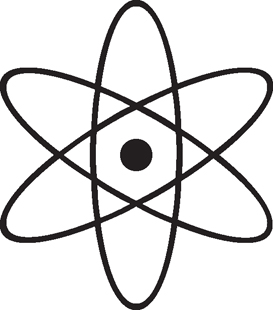
**Pick one from each column**

**Write it! Present it! Create it!**

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| **After the end**  Create an epilogue for the novel. Include any further information that you would like to know about the characters. | **Sing it!**  Compose a poem, song or rap that retells the story. | **Story Box**  Create a story cube for one of the main character, analyzing their character development. |
| **Letters home-Point of view**  Create 5 letters from the point of view of one of the boys. Each letter should talk about significant events from the point of view of that character. | **Act Out!**  Pick your favourite character and as that character retell a specific event that happened in the novel. | **Time Line**  Create a time line to show the sequence of events that led to a conclusion. |
| **Dearly departed**  Write a eulogy for either Stanley or Zero from the point of view of one of the boys from camp D after they have gone missing. Included a missing poster. | **Movie Trailer**  Create a movie trailer script for your novel. Including all characters and choices for actors. | **Newspaper**  Write an article or editorial about Camp Green lake and the situation of how it was ran. |
| **Re-write**  Take a chapter or scene and rewrite it from the point of view of another character. | **Junk Yard**  Bring items or create items related to the story and make a written explanation of their relationship to the story, characters, etc | **Movie vs. Book**  Create a Venn diagram or other graphic to compare the movie and book. Make sure you included characters, setting, order of events and information in your design. |

**Success Criteria**

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| Write it | Present it | Create it |
| * Conventions (Spelling, grammar, punctuation, etc) * Use of details from the book to support * Organization of ideas * Being true to the character/book | * Voice (volume, pace, clarity) * Focus * Conventions * Being true to the character/ book * Creativity * Relevance | * Being true to the character/book * Use of details to support * Proper explanations * Conventions * Visual display |

**Science and Phys. Ed**

* Please see attached Science and Phys. Ed plan!