The Algoma District School Board cares...  

The Algoma District School Board cares, first and foremost, about the well-being of our students and families during this time. We are committed to supporting and developing our confident learners, as we collectively commit to staying home to protect ourselves, each other and our communities, as caring citizens.

Airlines always tell passengers that in an emergency, they are to put the oxygen mask on themselves before helping others – this is because we can never take care of others if we don’t care take of ourselves, first. The COVID-19 pandemic emergency has presented us all with challenges and additional strains and stresses. Please know that we understand the challenges of learning at home, working at home or in an essential service, sharing technology and trying to provide structure to the day. By keeping well-being at the forefront of our approach to learning, we are trying to be respectful of the need to keep you and your family well, as we provide meaningful learning opportunities that can be integrated into your family’s schedule. Parents, please do not allow academics to be an added stress – we are here to support you and your child, but know that wellness must be the first priority.

**Well-Being**

Tips for Making a Schedule at Home

Select the format for your schedule (list, calendar, checklist, etc.)

Decide what timelines work for your family

Try to incorporate academic, movement, emotional health and social activities throughout the day

After dinner, plan a family social activity

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**Emotional Health Activity**

Students who engage in physical activity and/or breathing exercises during the school day are able to focus, and maintain attention throughout the day, as these tasks stimulate executive functions, and allow students to regulate emotions experienced in the classroom (Diamond & Lee, 2011).

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**Movement Activity**

**Hot Spot Challenge** - Create a challenge for each hot spot such as jumping jacks, push-ups, balance on one leg, frog jumps, squats, step up on a stool, sit ups, tossing a ball! Do the activity at each station for 30 seconds before switching to the next station. To add variety and difficulty increase the time for each station, switch the order of stations and create your own!

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**Social Activity**

**Create a Family Journal** – each family member contributes to the journal on a daily basis. Our personal experiences/thoughts/feelings about the current pandemic and its far reaching ramifications will make interesting reading in a few years.
## Grade 5 Language - April 20th to 24th

**Read a variety of materials every day and talk about what you are reading.**

Questions parents may wish to ask:

- Can you give me a brief summary or some quick facts about what you have read?
- Who is your favourite character? Why? OR What was something new you learned?

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### Reading Passage

**From EARTH DAY**

Our planet is an amazing place, but it needs our help to thrive! That’s why each year on April 22, more than a billion people celebrate Earth Day to protect the planet from things like pollution and deforestation. By taking part in activities like picking up litter and planting trees, we’re making our world a happier, healthier place to live.

The first Earth Day was celebrated in 1970, when a U.S. senator organized a national demonstration to raise awareness about environmental issues [examples: global warming, acid rain, air/water pollution]. You can celebrate and protect the planet at the same time. Check out the Earth Day idea below to help save the planet any time of year.

**Become a Waste Warrior**

The number of garbage trucks Americans fill each year would stretch halfway to the moon. Toilet paper tubes, made from cardboard, take two months to decompose in a landfill. A plastic bottle sticks around for way longer—it can take over 450 years to break down! But instead of turning to the trash bin, you could turn these items into an awesome telescope or a flower planter.

### Learning Goals:

- I can understand what I read and connect ideas to my own knowledge and experiences.
- I am learning to gather and organize ideas for writing.

### Day 1

**Read the article “Earth Day” in the column to the left.**

Think about a way you can limit or repurpose your waste.

**Glossary:**

- **decompose** – when something rots or breaks down into smaller parts
- **deforestation** – clearing or cutting down forests
- **repurposed** – reuse something that might otherwise become waste

**You might try…**

Find something that would otherwise be waste (i.e. toilet paper roll, a box or a can). Can you repurpose or create it into something new?

**Source:** (You do not need to access this link.) https://kids.nationalgeographic.com/explore/celebrations/earth-day/

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### Day 2

Refer to the “Earth Day” article.

What text features did you find helpful in understanding what you read?

Share your ideas with your teacher or someone at home.

Text features to think about:

- Underlined words
- Glossary
- Title/headings
- Examples

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### Day 3

What do you think the main idea of the “Become a Waste Warrior” paragraph is?

Record the main idea in a web and include the supporting details on the spokes coming out from your web.

Think about something to help make the world more environmentally friendly. What are your ideas?

Choose one of the following ways to record your thinking:

- draw a picture
- talk about your ideas
- record your ideas in a list, simple paragraph or short article

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### Day 4

Do you have more ideas about how to limit waste? Add these to your web using a different colour of pen or pencil.

Talk to a family member or your teacher about things that would have to happen to put your plan in place.
### Grade 5 French Immersion – April 20th to 24th

**Parents/guardians:** Research indicates that literacy and numeracy skills are transferable from one language to another. During this time, we recognize that French Immersion students may not have resources at home to support ongoing learning in French at this time. An older sibling or relative that speaks French may be able help support the learning but this may not always be available. We have provided both English and French Language activities. Please select the ones that are most manageable at this time. French Immersion students are not expected to complete all English and French tasks.

Classroom teachers will be connecting with students and families to engage in conversations and provide ongoing support.

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**Learning Goal:** I am learning to read with meaning and use the information to talk or write about a topic in French.

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**Parent/guardians:**

Students will read information in French and identify actions they can take to keep the air we breathe clean, the water we drink safe and ways to reduce garbage in landfills.

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**Students**

Lis les capsules Je passe à l’action. Essaie de répondre aux questions suivantes :

- Comment peut-on garder l’air qu’on respire propre?
- Comment peut-on garder notre eau propre?
- Comment peut-on réduire la quantité de déchets?

Quels gestes concrets peux-tu faire à la maison ou à l’école pour protéger la planète?

Partage tes idées avec quelqu’un à la maison.

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**L’air est essentiel**

L’air est essentiel.

**L’eau est indispensable**

L’eau est indispensable.

**Le sol est irremplaçable**

Le sol est irremplaçable.

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**You might try:**

Consider talking about other ways your family can help take care of Mother Earth.

For example:

- Create a bilingual poster for Earth Day with a strong message to keep it clean.
- Write kind reminders to family members on sticky notes and display them around the house. Try creating a few in French!
- Have a conversation with your teacher about what you’ve read or things you can do.

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**Fraction Number Battles:** You will need a deck of cards (or create your own) using Ace through 10 where A = 1. Deal the cards between players. The game is played by each player flipping two cards at a time. Each player uses their two cards to create a fraction. The highest fraction wins, taking all the cards. The goal is to collect the entire deck. Need help with comparing your numbers? Try using a fraction model.

**Learning Goal:** This week you will be exploring how to represent and compare a variety of fractions using fraction bars as visual models.

<table>
<thead>
<tr>
<th>Fraction Bar Model</th>
<th>Fraction bars are models we can use to show a fraction. Here is an example of a fraction bar:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representing fractions using fraction bars</td>
<td><img src="image" alt="Fraction Bar" /> It shows the bar divided into 3 equal pieces (thirds) and one third is shaded in. We call the shaded portion ( \frac{1}{3} ).</td>
</tr>
<tr>
<td>Try using fraction bars to determine which fraction is the largest. Remember: To compare fractions using the fraction bar model, we need to be sure that our fraction bars are the same size.</td>
<td></td>
</tr>
<tr>
<td>- Draw a fraction bar and divide it into fourths. Shade one quarter of the fraction bar. Label the shaded portion as a fraction.</td>
<td></td>
</tr>
<tr>
<td>- Draw a fraction bar and divide it into fifths. Shade one fifth of the fraction bar. Label the shaded portion as a fraction.</td>
<td></td>
</tr>
<tr>
<td>- Draw a fraction bar and divide into pieces of your choice. Shade one piece of the fraction bar. Label the shaded portion as a fraction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Represent &amp; Compare</th>
<th>We can compare fractions with like or unlike numerators or denominators. Look at the fractions in the chart:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing fractions between 0 and 1</td>
<td><img src="image" alt="Fraction Chart" /> Which fraction is closest to 1? Which fraction is closest to zero? Are there any fractions equivalent to ( \frac{1}{2} )?</td>
</tr>
<tr>
<td>Use a model or strategy of your choice to sort these fractions into less than half or greater than half. Are any of them equivalent to one half?</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Fraction Bar" /> This model shows 1 one third piece shaded. We could use the unit fraction ( \frac{1}{3} ) to represent this shaded region.</td>
<td></td>
</tr>
<tr>
<td>This model shows 5 one sixth pieces shaded. We could use the proper fraction ( \frac{5}{6} ) to represent this shaded region.</td>
<td></td>
</tr>
<tr>
<td>This model shows 3 one-half pieces shaded. We could use the improper fraction ( \frac{3}{2} ) to represent this shaded region.</td>
<td></td>
</tr>
<tr>
<td>This model shows 1 whole piece and 1 half piece shaded. We could use the mixed fraction ( 1 \frac{1}{2} ) to represent this shaded region.</td>
<td></td>
</tr>
<tr>
<td>Use fraction bars to model the following fractions:</td>
<td></td>
</tr>
<tr>
<td>- Unit or Proper Fractions: ( \frac{1}{4}, \frac{2}{3}, \frac{3}{4}, \frac{4}{8} )</td>
<td></td>
</tr>
<tr>
<td>- Improper Fractions: ( \frac{5}{2}, \frac{7}{3}, \frac{6}{3} )</td>
<td></td>
</tr>
<tr>
<td>- Mixed Fractions: ( 2 \frac{1}{3}, 1 \frac{2}{5}, 3 \frac{1}{2} )</td>
<td></td>
</tr>
</tbody>
</table>

| Equal Eating | Jeff, Bella and Alexander are having lunch. There are 5 small sub sandwiches on a platter. They are all very hungry and decide to share all the subs equally between the three of them. Determine the amount of sub sandwiches that each of them will get. Use a strategy or model of your choice to represent your thinking. |

The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](http://Ontario.ca/learn-at-home) and enables students at every grade level to continue learning while away from school. These resources are developed by Ontario educators, and resources for all grades are informed by leading instructional guidance.